

Faculty Welfare Committee/AAUP Excellence in Education Newsletter

FWC/AAUP Survey Results



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From the FWC/AAUP President.

Dear Colleagues,

I missed so many things last spring when we had to close our beautiful campus and move instruction online. I'm sure you did, too. One of the things I really, *really* miss is chatting with colleagues over snacks and drinks at our FWC gala receptions. I miss you all so much, and would give anything for ordinary, face-to-face, (dare we hope for maskless someday?) conversation. But, here we are. Very important work is going on and all I can do is provide you with bulleted points:

- The FWC EC approved an *excellent* statement in support of the alumni petition *Black Stags Matter*. It begins on page 2 and will be promoted over social media. THANK YOU to the BLM Statement Subcommittee.
- National AAUP has issued two statements on racial justice following the murder of George Floyd. You can find them here, along with other racial justice resources compiled by our parent organization: <https://www.aaup.org/issues/racial-justice>
- National AAUP is maintaining and continually updating a page responding to the issues facing higher education as a result of the COVID-19 global pandemic: <https://www.aaup.org/issues/coronavirus-resources> JUST TODAY, *Principles of Academic Governance during the Covid-19 Pandemic*, a statement from the Committee on Governance, was posted. **Administration and AC members: this is required reading!**
- We had 228 responses to the survey we sent to 299 full-time faculty members: an incredible response rate of just over 76%. We found the data very enlightening and have included full survey results in this issue. We are sending it to all members of the GF in advance of the next AC meeting on June 30.

At this point, I feel the need to un-bullet and step up onto a soapbox (or lectern) in order to review governance at Fairfield for any readers who may welcome the review. The General Faculty consists of all full-time faculty members and a handful of administrators with faculty status (President, Provost, Academic Deans, Librarian, etc.). There are just over 300 members of the GF. The Academic Council is the executive arm of the GF, empowered to make decisions and recommendations on almost any matter that falls under faculty purview. It is only changes to the core, amendments to the *Faculty (continued on last page)*

BLACK LIVES MATTER

Faculty Welfare Committee/AAUP of Fairfield University

Black Lives Matter. As representatives of the Faculty of Fairfield University through the Faculty Welfare Committee, a chapter of the American Association of University Professors, we applaud the work of activists around the country and beyond who are calling attention to systemic institutionalized racism. We support demands for change in the wake of the police murders of George Floyd, Breonna Taylor and Ahmed Aubery, three recent victims within a long legacy of police and state violence.

We decry the violence Black communities have experienced since well before the founding of this country. We assert with our fellow activists that Black Lives Matter. Yet, we recognize that institutions of higher education have not made the commitment to live the truth of that statement. We support the AAUP's recent [Statement on Racial Justice in Higher Education](#) and are concerned about protecting activists within academia who are vocal on these issues as well as "Black studies, Latinx studies, indigenous studies, and other ethnic studies programs," which are "especially vulnerable to political interference." We praise the effort, and lament the sacrifice and suffering, it has taken to rouse the country from its sleep.

We recognize, as members of the broader labor movement, that powerful majorities within organized labor have been complicit in preserving systemic segregation in this country. We denounce the Fraternal Order of Police as a labor union that is actively benefiting from harming Black communities. We call on labor allies to distance themselves from the FOP and other unions that damage communities of Black and Indigenous people and people of color. We will continue to argue for more just labor categories on campus and against the outsourcing of labor that often leaves our most vulnerable community members without a voice on campus. And on our campus, we recognize the degree to which our charge of attending to "faculty welfare" has abetted the white status quo. The entire Fairfield community needs to do much more to advocate for Black scholars and students on our campus and to create networks that sustain these scholars and students. We as an institution must, in particular, find ways to actively support scholars of color through the tenure and promotion process and to train departments to recognize and interrupt their own racist biases in evaluating the scholarship of colleagues of color. Although many faculty members have bolstered students of color in their efforts on campus, it remains a fact that Black faculty and students have found this insufficient. The university has repeatedly rebuffed and ignored demands for support, safe harbor, concrete funding, and fully staffed offices to assist underserved students. We acknowledge this, and we commit to a renewed examination of the ways in which our practices in and beyond the classroom have aided the forces of racism and the status quo.

We support the Faculty Chair of Inclusivity and encourage broadening their role in the future. We need to engage them in all levels of full-time tenure-track and non-tenure-track faculty recruitment, including annual department hire requests, job descriptions/job ads, and curricular decisions, which are often embedded in hiring decisions. We renew our commitment to Black Lives Matter in our core curriculum through Social Justice signature element courses and in our regular course offerings. We believe the coordinator of this signature element should have the same resources (ability to hire new FT faculty as experts in the field, course

BLACK LIVES MATTER

Faculty Welfare Committee/AAUP of Fairfield University

releases, and other funding) as that of other elements. We seek racial diversity at every level of our institution, from faculty to senior administrators (including a proposed Vice President for Diversity) to the Board of Trustees. In the arena of diversity in admissions, we reaffirm our commitment to the city of Bridgeport through the Bridgeport Scholarship, a key element of our Jesuit mission, and firmly demand an expansion of this program. .

For these reasons, we applaud the work of the Fairfield Anti-Racist Black Stags Matter campaign launched by the Fairfield Alumni Response Team and urge the administration to engage with the demands presented by that group in a full and thoughtful way. The gift of this urgent moment is an opportunity for deep reflection, and not a public relations issue to be met defensively. This alumni initiative is an offering made in trust and with the hope that change is possible, and our response should exhibit the care and respect that we hold in our hearts for all members of our Fairfield family. We are proud of the ways in which our alumni are using their intellect, artistry, and skill--those gained at Fairfield and beyond--to call all of us to wake up, to take the corrective moves to ensure that our institution examines its role in abetting segregation and racial inequality in this country. We urge our campus leaders to examine what *cura personalis* (or “care of the whole person,” an integral part of our Jesuit mission) means in an environment where Black and Indigenous peoples’ lives have been used to consolidate the power of white-led institutions. This is not the time for vague promises but, rather, a reckoning with the roots of who we are and what canons of knowledge and patterns of institutional culture have brought us to this moment. We know that the well-being of our students as whole people can only be fostered by an institution with the intellectual and ethical skills, the constancy, and the discipline to see each of its students as a whole person This can only happen when we as an university community are willing to examine our own complicity in the devastating racism that has founded this country and its everyday institutions, practices, and treatment of people. We can do better, and this moment demands our best.

#BLACKSTAGSMATTER



BLACK
LIVES
MATTER



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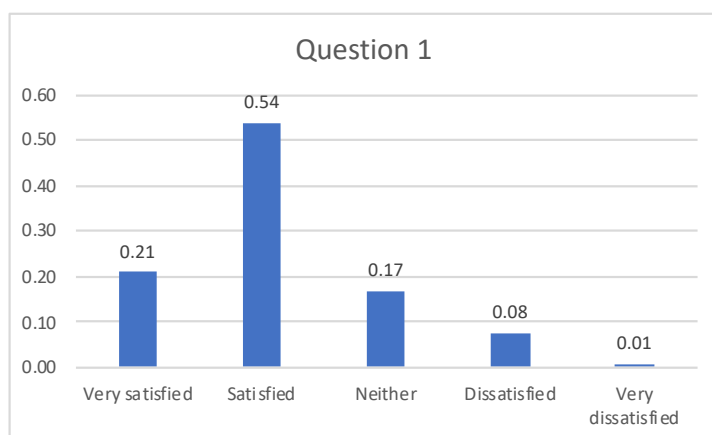
Dear Fairfield University Faculty Member,

The Faculty Welfare Committee/AAUP is interested in your opinion on a range of issues related to your work as a faculty member during the COVID-19 global pandemic. This survey contains 16 questions asking for your opinion on a 5-point scale, and 3 open-ended questions. We are very interested in your opinion and ask that you complete our survey by Friday, June 26.

A. On the transition to online instruction in Spring 2020.

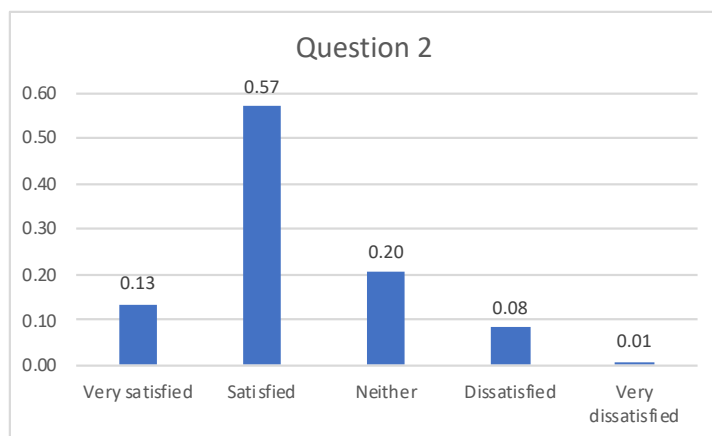
1. How satisfied were you with the resources provided to you to help you in moving instruction online last semester?

Question 1		
Very Satisfied	0.21	47
Satisfied	0.54	121
Neither	0.17	38
Dissatisfied	0.08	17
Very Dissatisfied	0.01	2
TOTAL	1	225



2. How satisfied were you with your online instruction last semester?

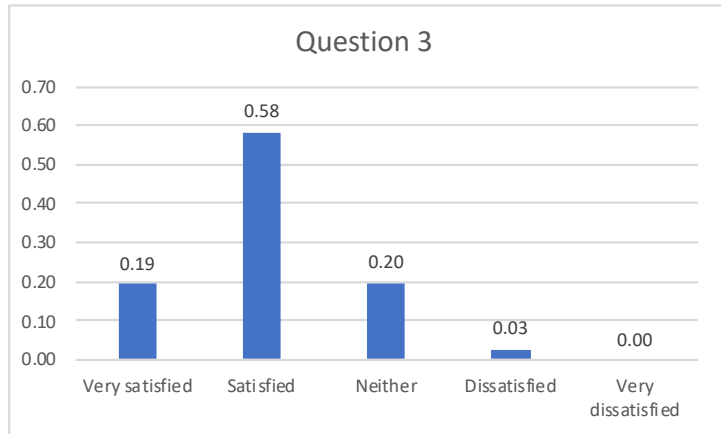
Question 2		
Very Satisfied	0.13	30
Satisfied	0.57	128
Neither	0.20	46
Dissatisfied	0.08	19
Very Dissatisfied	0.01	2
TOTAL	1	225



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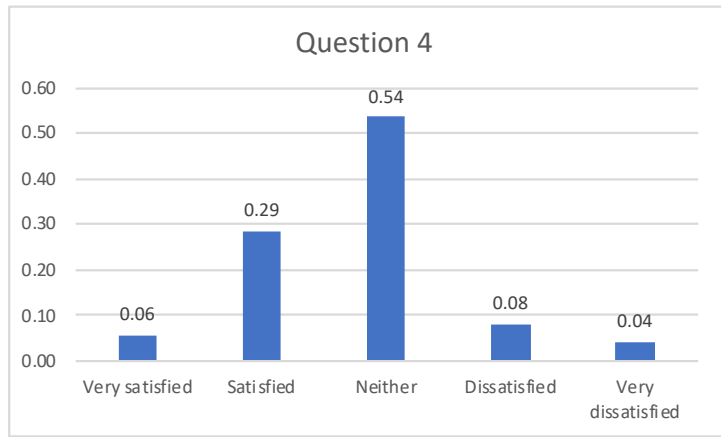
3. As far as you know, how satisfied were your students with your online instruction last semester?

Question 3		
Very Satisfied	0.19	43
Satisfied	0.58	130
Neither	0.20	44
Dissatisfied	0.03	6
Very Dissatisfied	0.00	0
TOTAL	1	223



4. To the best of your knowledge, how satisfied were your part-time faculty colleagues with the resources provided to help move instruction online?

Question 4		
Very Satisfied	0.06	11
Satisfied	0.29	56
Neither	0.54	105
Dissatisfied	0.08	16
Very Dissatisfied	0.04	8
TOTAL	1	196



B. On decision-making for Fall 2020.

The AAUP’s Statement on Government of Colleges and Universities sets forth standards and principles on academic decision making. This statement was formulated in cooperation with the Association of Governing Boards of Universities and Colleges (AGB) and the American Council on Education (ACE). The following questions are based on these standards and principles:

Faculty have primary responsibility for decision making on academic matters including “curriculum, subject matter and methods of instruction, research, faculty status and those aspects of student life which relate to the educational process.”

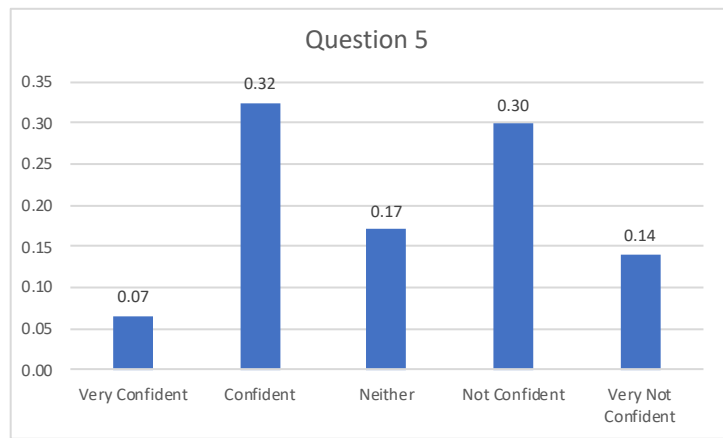
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Even in areas where the faculty does not exercise primary authority—such as budgetary matters and long-range planning—the faculty still has the right, under principles of shared governance, to expect meaningful participation in the decision-making process.

Faculty representatives should be selected by the faculty in processes determined by the faculty.\

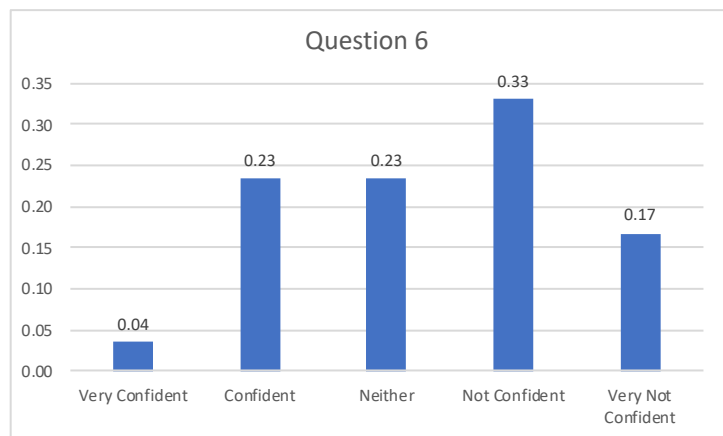
5. Are you confident that faculty will be allowed to exercise their appropriate decision-making authority on matters related to teaching in the fall?

Question 5		
Very Confident	0.07	15
Confident	0.32	74
Neither	0.17	39
Not Confident	0.30	68
Very Not Confident	0.14	32
TOTAL	1	228



6. Are you confident that faculty will participate meaningfully in decision-making in areas where they do not exercise primary authority?

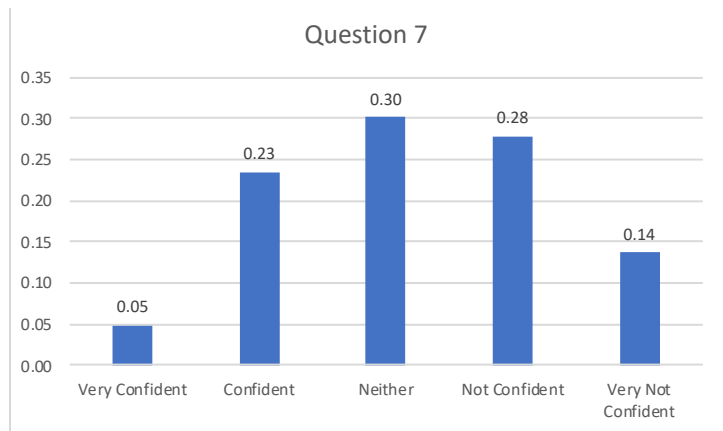
Question 6		
Very Confident	0.04	8
Confident	0.23	53
Neither	0.23	53
Not Confident	0.33	75
Very Not Confident	0.17	38
TOTAL	1	227



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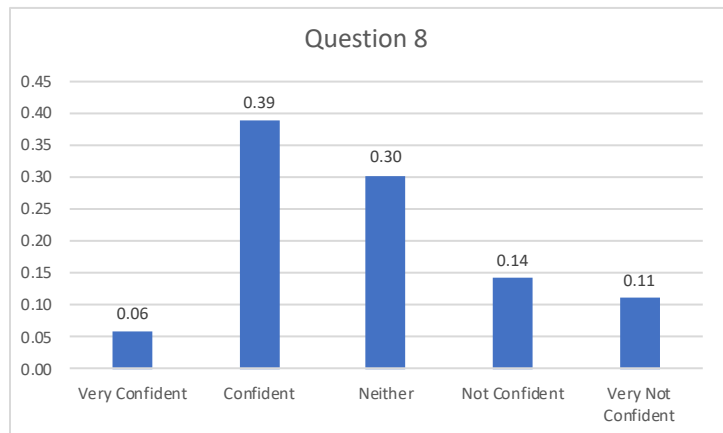
7. Legitimate faculty representatives should be selected by the faculty in processes determined by the faculty. Are you confident that the administration is ensuring legitimate faculty representation on bodies charged with responding to the issues that have arisen due to the pandemic?

Question 7		
Very Confident	0.05	11
Confident	0.23	53
Neither	0.30	68
Not Confident	0.28	63
Very Not Confident	0.14	31
TOTAL	1	226



8. Are you confident that the administration will utilize elected *Faculty Handbook* committees when feasible?

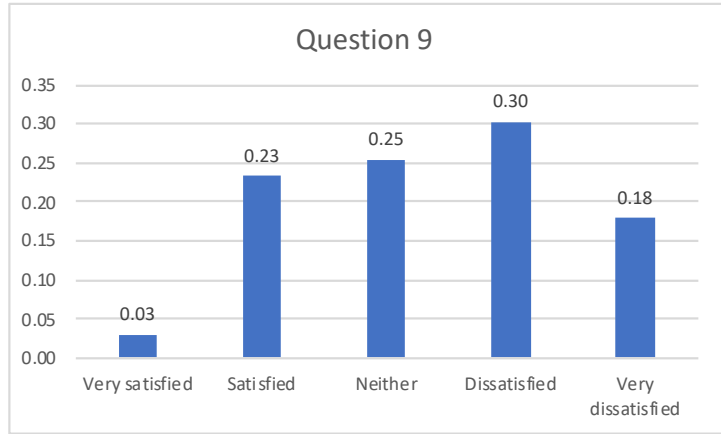
Question 8		
Very Confident	0.06	13
Confident	0.39	87
Neither	0.30	68
Not Confident	0.14	32
Very Not Confident	0.11	25
TOTAL	1	225



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9. How satisfied are you with the level of detail in communications from the administration regarding the fall 2020 semester?

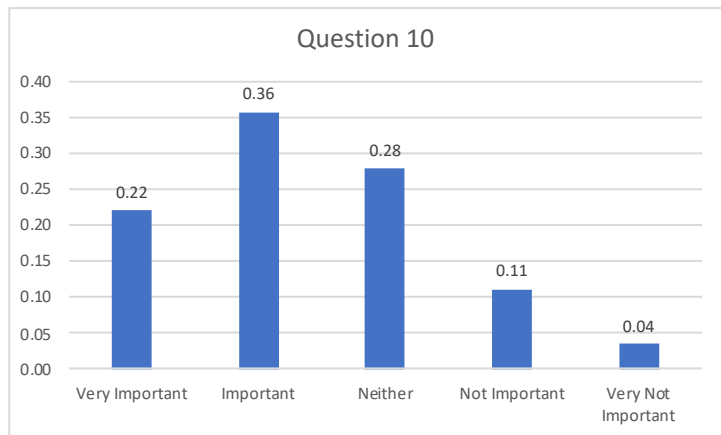
Question 9		
Very Satisfied	0.03	7
Satisfied	0.23	53
Neither	0.25	58
Dissatisfied	0.30	69
Very Dissatisfied	0.18	41
TOTAL	1	228



C. On non-tenure track faculty.

10. How important is it to you that part-time faculty (paid a flat fee per course) be afforded retroactive compensation due to being required to move instruction online last semester?

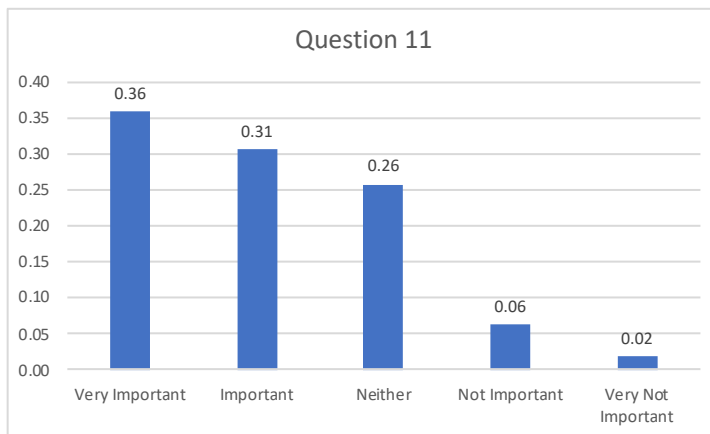
Question 10		
Very Important	0.22	50
Important	0.36	81
Neither	0.28	63
Not Important	0.11	25
Very Not Important	0.04	8
TOTAL	1	227



11. How important is it to you that part-time faculty members be allowed access to Fairfield University's health insurance plans?

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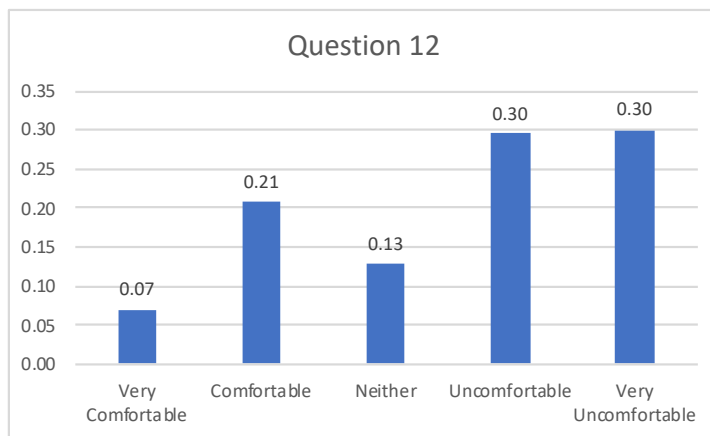
Question 11		
Very Important	0.36	81
Important	0.31	69
Neither	0.26	58
Not Important	0.06	14
Very Not Important	0.02	4
TOTAL	1	226



D. On the Pandemic.

12. At this moment, how comfortable are you with the idea of teaching in-person on-campus in the fall, following guidelines from the state on physical distancing, mask-wearing, etc.?

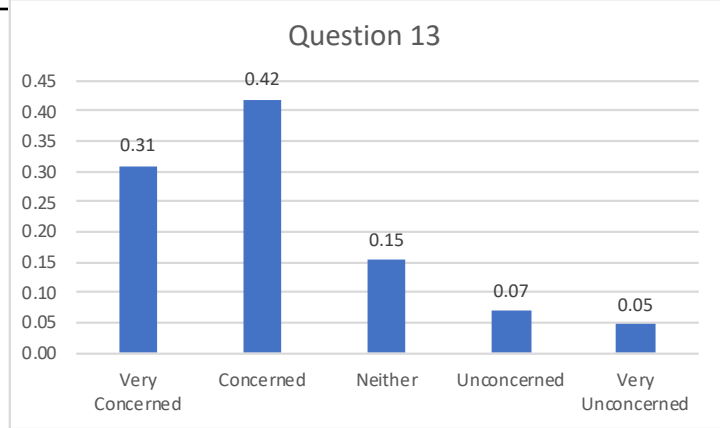
Question 12		
Very Comfortable	0.07	16
Comfortable	0.21	47
Neither	0.13	29
Uncomfortable	0.30	67
Very Uncomfortable	0.30	68
TOTAL	1	227



13. At this moment, how concerned are you about the risks to your own health if you were required to teach in person and on campus in the fall?

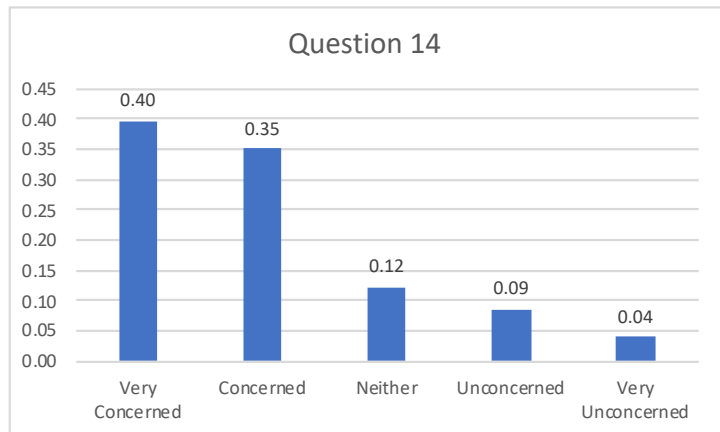
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Question 13		
Very Concerned	0.31	70
Concerned	0.42	95
Neither	0.15	35
Unconcerned	0.07	16
Very Unconcerned	0.05	11
TOTAL	1	227



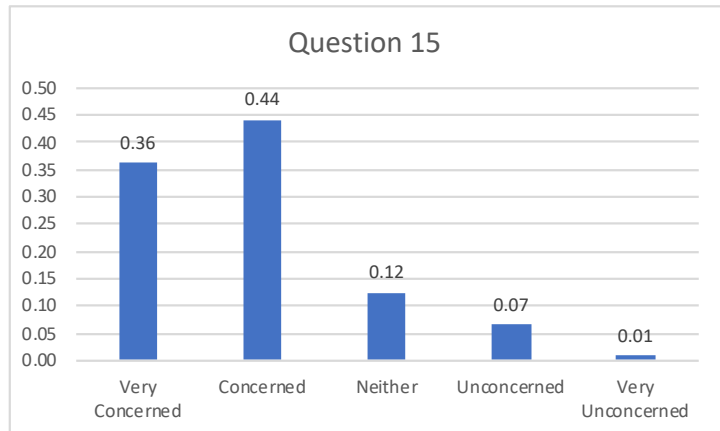
14. At this moment, how concerned are you about the risks to members of your household if you were required to teach in person and on campus in the fall?

Question 14		
Very Concerned	0.40	87
Concerned	0.35	77
Neither	0.12	27
Unconcerned	0.09	19
Very Unconcerned	0.04	9
TOTAL (+8 said N/A)	1	219



15. At this moment, how concerned are you about the risks to our student population if instruction is in person and on campus in the fall?

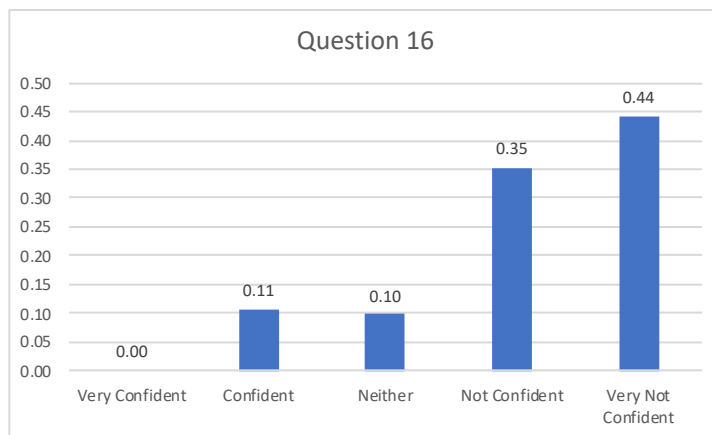
Question 15		
Very Concerned	0.36	82
Concerned	0.44	100
Neither	0.12	28
Unconcerned	0.07	15
Very Unconcerned	0.01	2
TOTAL	1	227



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16. Are you confident that all members of the campus community will comply with the health and safety protocols (physical distancing, one-way stairs, mask-wearing)?

Question 16		
Very Confident	0.00	0
Confident	0.11	24
Neither	0.10	22
Not Confident	0.35	79
Very Not Confident	0.44	99
TOTAL	1	224



17. What is your preferred method of teaching in the fall? (E.g., all online, hyflex, all in person)?

1	I would strongly prefer to teach all of my classes online in the fall.
2	All online or Hybrid (e.g., on-campus meetings for every other week or every few wks).
3	all online, at least hyflex, but not all in person.
4	telepathy or maybe cosmic consciousness. Semaphores, signal flags, smoke signals, jungle drums, carrier pigeons, snail mail, divine revelation, psychotropic drugs, mud-wrestling
5	all online
6	All online
7	My preference is for all in-person teaching, but realize that room capacity (with distancing restrictions) may not make this possible. A combination of in-person and face-to-face would be my second choice.
8	Asynchronous, fully online. This is better pedagogy for my discipline than a socially-distanced, face-to-face model. My students work in small groups to collaborate, problem solve, and workshop. This will not translate well to an in-person environment where everyone is wearing a mask and 6-feet apart. And asynchronous courses are better online pedagogy than synchronous. The university knows that because the CAE has been saying so since February. But the current policy is asking me to teach fully online while somehow providing an "in-classroom experience" for students. Aside from that seeming logistically impossible, it's not the best online pedagogical practice. The university's communications about online pedagogy are suddenly contradictory.
9	online
10	All in person is my preferred method of teaching, but this fall my preferred method of teaching is all online.

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11	My preferred teaching method is all on-line. I do not believe that teaching on campus is going to be practical. I similarly don't think it's fair to instructors to have to teach all of their classes both on-line and in person. This equates to doubling class preps, because it is impossible to include on-line students in an on-campus environment effectively (i.e. offer them the same level of instruction).
12	All online, synchronous sessions replicating in-person teaching patterns
13	In-class is preferred. Hyflex (a mixture of on-line and in-class?) is the compromise. On-line the worst unless total social distancing is required to maintain a safe environment.
14	all online
15	all online
16	The complexity of in person teaching yet not having resources if class sizes do not meet the social distancing standards. The response for the faculty to figure it out was not helpful. Also the response that if faculty prefer to teach hybrid or online that they would need approval from the various curriculum committee yet the added complexity that all students assigned to your classroom may not be able to attend the assigned in class due to social distancing was very provocative and unsettling. How am I supposed to create a plan for the semester if I don't know what the details are? To say I need to plan for all experiences is unrealistic and not a good use of time.
17	I would be prefer to teach online. While it may not be an ideal form of instruction for some students and faculty, it is the only safe way to do it. The decision to have students, faculty, and staff on campus in the fall seems to be based on the fear of decreased revenues rather than on the safety of the Fairfield community.
18	Hybrid – a mixture of face-to-face and online instruction.
19	online
20	In-person
21	I am over 65, though I would prefer the classroom, I don't feel it will be a safe environment.
22	This is a difficult question to answer, because it depends on other decisions about how students will be brought back to campus in the fall. If there are unconstrained numbers of undergraduates coming back in the fall, I will be very uncomfortable working on campus. If the university adopts a strategic plan that limits the number of students (e.g., just bringing in the first-year students or cycling different classes throughout the semester), then I would be more open to on-campus work. Given the plans as I currently understand them, I can extremely uncomfortable coming back to campus. Even though I am an ardent proponent of face-to-face teaching, and it will be very difficult for me to migrate my courses online, I will prefer to teach all online in the fall. I am currently very frustrated by the wait-and-see decision-making process adopted by the school. If the school doesn't make a concrete decision, then students can't make concrete decisions, which means faculty cannot te
23	All online
24	I would love to teach using the hyflex method but am extremely nervous about a resurgence of COVID cases within the first few weeks of the return to campus. I am also extremely concerned about the convergence of COVID with cold/flu season. I personally felt that my on-line course instruction during the Spring 2020 semester was successful. While in-person interaction is always optimal, I do believe that I could achieve academic and community-focused goals teaching on-line during Fall 2020.

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25	online
26	Online (in-person instruction should be prohibited)
27	I would prefer a mixed method with the primary focus of teaching on campus. If students are on campus they should be allowed to come to the classroom in a modified manner.
28	All online
29	Hyflex or some variant
30	I prefer to teach on campus with all safety protocols in place, with an on line component available.
31	Hyflex
32	Online-synchronous & asynchronous
33	Online
34	online
35	I would love to teach in person all the time, but that is not feasible. I will be teaching a mixed F2F and online design
36	Hybrid classes.
37	Hyflex or online
39	All online
40	My preferred method is in-person but I just don't see how this is possible given our current situation.
41	Online and hyflex
42	All online, with occasional, highly targeted and carefully managed opportunities to provide on-campus interaction with students.
43	online or hybrid
44	
45	hybrid
46	I prefer to teach all online given level of the risk to myself and Fairfield community.
47	Under "normal" circumstances, my preferred method of teaching is absolutely "all in person" ... but, we are not facing "normal" circumstances for Fall 2020 -- we remain in the midst of a global public health crisis that continues to claim lives, despite what some would like us to believe, with no known cure or vaccine yet developed, so, my preferred method of teaching in Fall 2020 is the "hyflex model" -- remote instruction that makes best use of technology to offer mediated face-to-face experiences with students, maximizing opportunities for adaptability and equity in instruction, given faculty/students may or may not be on-campus throughout the semester. Shifting to this teaching method would require re-working all my courses, but, given the realities we collectively face during the pandemic, such effort seems well-worth it. The values that guided my teaching/work with students in semesters past would remain central in my Fall 2020 classes, regardless of a shift in preferred method

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48	I do not like online teaching, but I think an in-person teaching arrangement is going to fail if covid emerges on campus. Online teaching to me seems the only way to ensure that professors can adequately prepare for the semester rather than having to respond to drastic changes throughout the semester.
49	All in person.
50	Online
51	
52	evolving
53	All online (only for the fall)
54	Primarily online for lecture with hyflex labs
55	I prefer teaching in person but I do like the option of going hyflex or moving to online if it is my impression that students are not complying with safeguard measures.
56	online
57	Prefer in class room with strict guidelines followed. Prepare to go on line if necessary.
58	in person
59	All online
60	Either online or hyflex.
61	Online (I do not know what hyflex means).
62	1. Hyflex (2. all online)
63	my preferred method of teaching is in person BUT not for fall 2020. For fall 2020 my preference is for a decision to be made based on safety not money; a decision that is clear and does not ask faculty to accommodate for EVERY possible scenario - if we can't safely "fit" all registered students in a room OR if we are respecting a student's wish to remain safely at home (or not so safe at the beach or in their dorm room), then essentially asking faculty to do double duty, to redesign our method of instruction without any mention of compensation.
64	
65	Online
66	all online
67	
68	If all students can't be present in the classroom together, I would prefer to teach online. Otherwise, I will have to teach two versions.
69	My preferred method of teaching would be fully online for the fall semester, since that affords students, faculty, and staff the highest protection against contracting an illness. I would also be willing to engage in hybrid courses, which would afford a more flexible format. If we meet students face to face, first-year students and seniors should be the ones to receive in-class instruction, in my view. The other students might be able to manage with online courses. This view is one adopted by other universities. Focusing on issues such as retaining students and preparing them for the workplace or graduate school applications may allow us to less concerned with the format by which classes are delivered. The idea of fully in-person courses is my last choice, though it appears to be the one we are tending toward currently.

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70	Nursing requires hands-on instruction, so not in the context of a pandemic, I would prefer teaching to be 100% in person. However, there is benefit to becoming used to learning in a flipped classroom setting, so hyflex may work and I am curious to see how that goes - so long as safety protocols are followed by students (in addition to faculty).
71	All Online
72	Online. The university does not have sufficiency of room space to do live. So I prefer full online. Hyflex will be a joke Given constraints
73	Hyflex but really too early to tell
74	some sort of blended model such as hyflex, because all in person is not possible, and all online does not allow for much interaction
75	Undecided
76	Hyflex or online
77	Hyflex
78	Since I am not comfortable being on campus, I wish to teach online. I have put a lot of time and energy into improving my online instruction methods to ensure that the courses I offer will be very high quality, with meaningful levels of student engagement.
79	I far prefer all in person ...but at this point do not feel confident that all the factors will line up !
80	In person
81	Depending on the learning objectives for each course, I would like to choose the appropriate delivery method for the course. For the experiential courses, a combination of online and in-person would work best. For informational courses, online would work fine.
82	Mostly online, a few face-to-face meetings for workshops, group works, etc.
83	A hybrid approach. Ideally something like 60% to 70% online and 30% to 40% in person.
84	Mostly online.
85	All online
86	My preferred teaching methodologies make extensive use of in-person activities, so I strongly prefer in-person. However, given the likely requirements for social distancing, the benefits of in-person instruction may be significantly diminished. Preference will depend substantially on the requirements imposed upon us or adopted by us for the safety of the campus community. Hyflex seems to be a loose collection of concepts with limited agreement about specific meaning. To the extent that it means that each student can decide on the fly, in real-time, what they desire for a particular class, it will be onerous to implement and will likely have a dramatically negative impact on learning outcomes. There is a reason such approaches never took off after their introduction decades ago.
87	all in person
88	online
89	In person

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90	In person or hyflex
91	All Online
92	Keep all classes online for fall. Why take a chance on bringing students and faculty back in an uncertain environment. The procedures outlined by the provost on Wednesday Online.were a joke. It is all about the money students will be paying for tuition, room and board and to hell with the faculty. It is too risky to return.
93	I'm good with in-person. If we stay online, there may not be a university to come back to in a few years.
94	Need to provide students the opportunity to attend class in person, watch synchronously in dorm or at home, watch video lectures when able. I guess that's high-flex. I need to be able to go online if I need to quarantine, get sick, or campus is closed.
95	Hybrid. I would like to hold content courses online and monthly hands-on sessions with candidates.
96	Online
97	Online
98	on line
99	Online
100	All on-line if virus still a threat, all in person if not a threat.
101	Hyflex
102	Combination of online and hyflex
103	Online, as I have five comorbid conditions and have been on a ventilator in the past in a coma and do not wish to repeat that experience. My doctors concur.
104	online
105	Some hybrid approach that allows for in-class instruction while also being aware that many may miss classes/ instructions. Therefore, some form of online instruction would also be necessary.
106	I would prefer to teach all in person. However, I am confident that given the situation, I should be able to teach in a hybrid manner (partly in person and partly online) or all online should we have to.
107	Combination of online/in person--thankfully, I have very small classes this fall so this is possible to do relatively safely.
108	online with outdoor / meeting for hands on skills and conversation regarding class topics
109	Online or hyflex
110	online teaching/learning
111	I surmise that the safest method of delivering instruction in the fall is remotely. I live with my wife and two young children (both less than 4 years old by the time the fall semester begins), and I am not only concerned for my own health given the risks of in-person instruction, but also for my family. I have faith that employees will abide by COVID-19 guidelines, but our student body may not be as diligent. Furthermore, we will all be sharing the same air in the classroom, and I have not heard nor read any substantiated evidence from the University that this environment is reasonably safe.

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112	Absent Covid-19, the clear answer is in person. However, since I use extensive active learning and small group learning that will not be possible with social distancing, I am leaning towards online. Hyflex will NOT work for me since the bulk of my content cannot be delivered asynchronously.
113	Hybrid
114	Probably all online provides the safest approach and least burdensome.
115	Hyflex, but with the option to go entirely online as I see fit. I worry that trying to sync all my students, given that we will not have the facilities to meet them as a whole class, and that each class will likely have to be split into at least 3 pods to fit into a socially distanced classroom. I worry that, with masks in place, students will not be able to hear me, that I won't be able to hear them and that they will be even further inhibited in being vocal. I also want to reserve the right to go entirely online if the health protocols are clearly insufficient and students are not in compliance
116	IN PERSON!!!
117	On line
118	I would prefer to either be all online or all in person. Requiring faculty to teach classes in person while giving students the option to attend classes in person or online is non-ideal in my opinion.
119	Online
120	online.
121	All online.
122	While I think in-person teaching is more effective and preferred by most of our students, I think all online presents far less headache for the fall semester. It's hard to imagine making it through the full semester in person with no incidents, and the first time a student or faculty member ends up in the hospital with covid there will be calls to revert back to online. It's also a challenge for faculty being asked to concurrently offer their courses to students who are on campus as well as those who are not.
123	Online.
124	hyflex
125	All online.
126	Online.
127	hyflex
128	Online
129	
130	Hybrid. I do have concerns about not having enough seats in the class for all students combined with having some students online-- it seems like a logistical nightmare.
131	All online.
132	all online

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133	<p>I have concerns about faculty health (including my own), but I am open to teaching in class, online, or some combination of the two in the fall. My problem is with the expectation that we will do all three simultaneously, which seems to be what has been communicated thus far. This is a disproportionate burden on untenured faculty, and it seems impossible that we will be able to teach at the level we aspire to if we're doing everything at once while also shouldering the burden of risks to our health.</p> <p>Among other things, I am concerned that no one has answered the question of what happens to a faculty member's classes if they get sick.</p>
134	<p>i feel it will be a person decision that should be based on size of class and faculty member.</p>
135	<p>Either all online or all in person. Hyflex seems to require a great deal of preparation and seems to effectively double the teaching load. As a junior tenure-track faculty member, doubling the teaching load would be devastating to my progress towards tenure.</p>
136	<p>All online</p>
137	<p>My teaching preference for the fall is in person. However, I am also concerned about exposure to COVID as well as the logistics of teaching with masks, social distancing etc.</p>
138	<p>all online/ all in person</p>
139	<p>I prefer teaching in person but do not believe the administration will take the necessary steps to create a safe environment to do so. I am also concerned about the safety of our staff and maintenance crew.</p>
140	<p>wait and see, need more info, likely prefer to go all online</p>
141	<p>Online.</p>
142	<p>if the virus is lessened then in person is my preference. but that seems unrealistic. I would prefer some in person if possible and then move to online, but the thought of having in person and then trying to teach the same course online is impossible. 3 in person classes, 3 online versions = not physically possible</p>
143	<p>hyflex</p>
144	<p>Hy-flex! I would like the option to create in-person lessons, as needed or as appropriate, but will most likely teach the majority of class online.</p>
145	<p>First preference: All online</p>
146	<p>all online, but I understand the need for hyflex given the financial issues the Provost brought up in the Town Hall meeting</p>
147	<p>All online</p>
148	
149	<p>In person with resources to record classroom experiences for students who cannot attend.</p>
150	<p>hyflex</p>
151	<p>All online. Additionally, one significant area of scholarship in my field is providing sound online instruction, and I can point to scholarship that clearly notes students would be better served by online instruction in my discipline rather than the Hy Flex model which does not allow for best practices.</p>

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152	I normally prefer in person, but given the pandemic I would prefer to teach online. The Hyflex would not work for my courses.
153	Hyflex
154	Online or just faculty on campus broadcasting to students at home.
155	hybrid both online and inperson
156	I would prefer the option of teaching all online for the fall. Or alternatively, to be able to choose when to go all online after we start, if I feel as though the safety protocols are not being met. My office is in a shared space so I don't think I will feel able to be in there without wiping everything down and avoiding touching surfaces.
157	Hyflex
158	I would prefer to teach all in-person, IF there were guarantees that all my students would fit in the classrooms as configured for safety and IF the rules were strictly enforced for everyone's safety. My next preference, given that we are not guaranteed adequate facilities for all of our students, would be to be online for classes that do not fit into the classroom and in person for those that do fit into the classroom. But if a significant percentage of my students were not able to attend classes (e.g., not returning physically to campus), I would prefer to be all online for continuity and ability to reach and include all my students. My lack of a clear answer to this questions indicates how much is uncertain and how little information we have right now. I feel very anxious about how to prepare for Fall teaching.
159	As things stand today, online teaching seems to be the way to go. Maybe faculty that want to teach face to face should be allowed to do so but I'm almost certain students will not follow social distancing and other rules systematically so I think going back to campus without a vaccine or better treatments is dangerous. I understand the concerns with online learning but being afraid for your health and your family's health is not conducive to forming community -specially, if faculty are entrusted with enforcing the use of masks, etc. In contrast, having taught online for many years, I know you can form community online. I understand the economic concerns but if we become "Covid University" students will not come back. Face to face teaching in the fall is a "hoping for the best strategy" that is not protecting people or the institution.
160	All online
161	all in person
162	My preferred method of teaching is all online. I have major concerns for the health and safety of all community members, and there is no number of deaths that would be acceptable. We cannot justify teaching in person when doing so puts anyone at risk of dying. Additionally, my classes are primarily discussion and activity based, and I will not be able to do these types of activities if we are all 6 feet apart and wearing masks and half of the students are not there. I also do not feel comfortable riding public transportation, which is how I get to work.
163	
164	online
165	All online- it is the most equitable option for students and faculty- particularly those in High risk categories. Diabetes and asthma is much more prominent in POC families, and lower socio economic communities. Forcing us to share and make visible our differences for students, faculty and staff is traumatic and social Darwinism.

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166	Hyflex
167	all online
168	all online
169	In person if the INFECTION RATE in Connecticut/ Metro New York City Tri State area is "tolerable" and safe....
170	Hyflex
171	
172	All online.
173	Either all in person or all online, but it seems that teaching in person until Thanksgiving and then having the class split online/in person between Thanksgiving and Christmas will make it very difficult to give any sort of comparable assignments and assessments to both populations of students.
174	My preferred method of course delivery is hyflex. However, as a Department, we decided to go fully on-line (for fall 2020 only) due to the ongoing uncertainty of the climate.
175	I'm ok with hyflex so long as I can meet outside with small groups and use a flipped classroom model to create a one-class feel.
176	I am 70 years old and will be teaching remotely.
177	Online from home.
178	Hyflex, which basically means "in person," but I will adjust the course for safety, with many elements of the course online, perhaps 80%, with the capacity for any student to take the course entirely online, or partly online, at any point in the course.
179	I will teach in person until it is no longer safe or reasonable. Keeping those who cannot be in class integrated with the rest of us will be a serious challenge.
180	Online
181	Hyflex: I plan more or less flipped class. Class time will be largely working on problems in small groups on Quip with some students in each group in-person.
182	Prudent and fluid decision-making in terms of what is personally felt as safe. I prefer the hyflex mode with in person as appropriate and safe. This should be based on state and community numbers in terms of infections.
183	Online
184	At this point I would prefer to teach completely online in the Fall. Judging by the states that have reopened thus far, I think we are bound to encounter potential spikes in coronavirus upon reopening. It is impossible to create a "bubble" on a university campus with faculty, staff, students, vendors regularly moving on and off campus.
185	Hyflex
186	Hyflex
187	All in person. Most concerned about students who select to stay home and want an online experience, while the rest of the class has an in person experience. I've asked about it repeatedly, but have yet to get any satisfactory answers about how we can make the asynchronous experience for online students within the class comparable to the live, in person experience the rest of the class is getting.

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188	
189	
190	online instruction
191	
192	all in person
193	Hyflex. Prefer one or two sessions on campus at the beginning of the semester, perhaps with split classes (half in person/half on-line). The rest of the semester on-line.
194	online
195	I would obviously prefer to teach all in person. However, I understand the reality of the situation and know that this may not be wise nor feasible. While I understand the desire for some in person contact, the hyflex model is extremely difficult to do without the proper technological support. Also, considering the amount of work going into teaching for the fall over the summer, perhaps the administration should consider compensating faculty?
196	Online, with key elements on campus that cannot be done online.
197	planning a hyflex response in the 2 larger sections, and in-person for the one research seminar. VERY important, though, that the library be accessible.
198	I prefer to teach online, but I recognize that this might significantly decrease fall enrollment. Therefore, I prefer a hybrid format with classroom instruction via small groups of students per class session and the bulk of instruction delivered online. Students should be given the choice if they will attend in person or online. If students are unable to choose, I will randomly assign students to attend class in person on any given day.
199	All online
200	Until there is a vaccine, I believe the *safest* way to continue to provide students with highest quality pedagogy possible will be all online. Being on campus before there is a vaccine means the residential student population on campus keeps themselves and faculty and staff at risk. That said, as a life-long advocate for university students and their experiences, my preference is to be fully remote so I can facilitate the absolute best teaching experience that I am capable of providing. My second preference would be to meet outside with all students ONE day per week and hold remote work the rest of the week (my field allows for the critical observance of things like bodies, spaces, buildings, pathways, dress, etc and I could design my course around those parameters).
201	All in person
202	My preferred method of teaching in the fall is in-person, albeit with having acknowledged a lack of confidence in all members of the campus community complying with optimal health and safety protocol.
203	In person

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204	all online with Zoom and Blackboard
205	Well I generally prefer to in person teaching, I think that on-line teaching for Fall would be prudent. There is no sign that this virus is seasonal. As long as susceptible individuals mingle without taking preclusions, there is a very real risk of contracting COVID-19. This is a virulent virus more closely related to SARS and MERS rather than influenza.
206	Online: I have some training in this area, and I feel that--if I work hard during the summer--I can offer an effective course online/remote in the Fall. (My Spring evals for the online part were HIGH.) I don't feel confident that I can teach effectively wearing a mask, with students spread out (no small group/partner work; no one-on-one work with me!). Especially, if I am teaching only 1/2 to 1/3 of the class at a time.
207	Hyflex
208	Online
209	in person
210	For public health reasons I prefer all online teaching. For effectiveness I prefer in person courses.
211	all online
212	As things stand now, my preference is all online (preferably synchronous) teaching. Of course, I want to be back on campus, but all in person teaching just seems impossible, and hyflex (some in person conjoined with synchronous or asynchronous online teaching, I'm guessing) would put too high a demand on faculty time and work. Of course I understand that for its financial well-being the university apparently needs to have students back on campus in order to charge them room and board, but I am not happy with how prominently this seems to have driven the administration's push for in person teaching in fall.
213	Mix of synchronous online and in-person. Some asynchronous perhaps
214	On-line depending on the status of COVID-19
215	Hyflex
216	Hyflex followed by all online.
217	All in person. However that's not possible given social distancing requirements because of the size of the class. I really missed having in-person interaction with students. I can tolerate having online lectures and then in-person problem solving with alternating halves of the class. But I don't see this working effectively if some students in the class are entirely online. Online students should take a purely online version, separate from the in-class version of the course.
218	hyflex
219	completely online
220	My preferred method is all in person though that seems incredibly unlikely to pull off safely.
221	For this fall, I would prefer online classes even though my overall preference in a healthy world is face-to-face. The students are not mature enough to follow protocol and keep the campus community safe. The in-person model seems unwieldy since the whole class cannot be in the classroom at one time and the hyflex model asks entirely too much of faculty in terms of workload, planning, and flexibility (the teaching will undoubtedly suffer).

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222	I believe that teaching all online, and eliminating in-person interactions, is the responsible measure to be taken to ensure the health of University students, employees, and their families. I have no confidence that social distancing measures will be practiced effectively. Further, I strongly believe that having to create in-person experiences in addition to hyflex and online versions of the same course in order to meet the needs of all students will ultimately create more confusion and disparities in students' learning experiences. Instead, faculty should be investing their time into making an enriched online experience that would allow for uniformity and equity of instruction. This is the safest approach, and would help to mitigate the need to change course formats halfway through the semester. If the administration is so concerned about students suing the University for online instruction, then they should be investing resources in help faculty provide better online teaching exp
223	Prefer to make the decision myself and not the administration making it. The administration is concerned about not being sued by students for inadequate instruction. They are not concerned with faculty members' health - physical, emotional, or mental.
224	Hyflex
225	All in person is preferred. Hyflex is least preferred. Hybrid would be fine. My main concern is that some students will be online and other in person, which will make it extremely difficult to coordinate.
226	all online
227	Online.
228	All online.

18. What do you need from the University administration to teach successfully in the fall?

1	I already have the tech capabilities and pedagogical materials that I require; to teach successfully in the fall, I believe I will need understanding from the University administration concerning the fact that, as a caregiver to elderly parents, teaching in person is extremely dangerous to those I love.
2	Classroom setting/supplies: When we meet in a classroom, it should be safe for people to talk/discuss in class; thus, the room should have an appropriate preparation. For example, size of the room, windows, disinfection supplies, screens (like grocery store registers) if possible.
3	Understanding the concerns of faculty and taking their needs into full consideration.
4	We MUST have: 1. N95 level masks; 2. auxilliary HEPA filtration and high air volume in classroom; 3 On-site/On-Campus testing on demand for virus and antibodies - this could be in coop with town of Frfld, State of Connecticut (The Constipation State), local hospitals and urgent car-type . - testing at least 3x/week for everyone.
5	A guarantee that students will be mandated to wear masks, transparency from those making decisions, reasonable expectations regarding faculty time/capability to deliver classes in multiple forms

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6	Face shield and plexiglas partition for instructors in classrooms.
7	I wish we could make face-to-face classes accessible remotely (in real time) for students who can't be on campus.
8	Support and permission to teach asynchronous, fully online courses.
9	<p>The University values \$ over lives. Undergraduate students will not observe the COVID guidelines. Please see the NY Times editorial today 6/19/20 written by experts in adolescent and young adult who agree that developmentally opening Universities is going to result in deaths.</p> <p>So what if \$ is lost from room & board, students will be alive. How do you think parents are going to feel about their child dying at F.U. so we can meet our operating expenses? Academics were not consulted on this decision....clearly an unfortunate decision. I will not be on campus this fall but will put my courses on line.</p>
10	Because I have never taught online, one-on-one instruction/mentoring to effectively teach online. I believe this will be provided by helpful colleagues and the CAE.
11	As I indicate in my answer above, I don't think that hybrid teaching is fair to instructors. It doubles our class preps. I believe a fair expectation of support is to have students re-select classes based on whether they will be on-campus or on-line. That way some sections can be entirely on-line and others will be on-campus. In the event that some classes can not be taught in both venues, faculty should be able to decide which they prefer and then students can take that information into account.
12	not be pushed toward hybrid in-person+online
13	A safe environment.
14	Moving to online if necessary.
15	enough lead time to organize appropriately. Including class room, etc.
16	Clarity around expectations for teaching approaches.
17	Total flexibility to choose how we want to teach at the individual level. By requiring to have presence on campus, and resolve instruction modalities within departments and schools , the administration is putting pressure on untenured faculty to teach in person even if they do not feel comfortable or are vulnerable.
18	<p>I do want to recognize the excellent support from CAE and Academic Computing.</p> <p>I would like a Plexiglas window on the instructor's desk in any classroom I am asked to use for face-to-face instruction. I have ZERO confidence that students will follow social distancing guidelines outside of classroom.</p>
19	<p>What I need from the administration to help overcome the extreme sense of anxiety I first felt in March and have been feeling since the Town Hall meeting on June 17th, is to NOT place extra teaching burdens on faculty. This time we're in is stressful enough without adding the administration's new understanding of caring for the whole person as "active engagement in an in-person, classroom setting" even if one is teaching on line (and maintaining social distancing in classrooms without adding extra sections). I though caring for the whole person meant caring for each and every member of the university community, including caring for their health (and by the way, a group of 8 adults and teenagers -- maybe prospective students? people on a tour? -- were walking on campus today. None of them was wearing a mask. You need to show the guard at the entrance that you have a mask with you but whether or not people are actually wearing masks on campus is not being monitored apparently).</p>

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20	
21	They need to understand that older faculty may not be able to have a physical presence do to very high risk.
22	<p>I need the university to do a better job with the big-picture messaging. I understand and support the notion that faculty have academic-freedom to design and implement their classes, but I find the lack of coherent messaging to the students to be a problem. The university should set the basic expectations for the students better, even if that is just to send out a clear message that "Your faculty will be adapting their courses as necessary - different instructors may pursue different options. Please be flexible and reach out to them directly with questions." I really felt that there was a lack of leadership from the university in the spring and that made my job as a faculty member much more difficult.</p> <p>Moving into the fall, I am again concerned about the big-picture messaging. At the town-hall last week, I was very uncomfortable with the way that the plan for next year was presented. I did not hear anything along the lines of "We have done a thorough, independent risk assessme</p>
23	
24	Flexibility at my own discretion.
25	facilitate online teaching
26	Competence and ethical motivation
27	A plan of action to properly prepare
28	<p>Assistance with developing online courses through an individual course web designer not just a couple of large brainstorming sessions with faculty and CAE. Stipends, financial support to recognize the increased burdens. Extremely important that faculty be given the decision making authority as to whether to come to campus or teach entirely online. I would not feel comfortable coming to campus. The risks are too great, especially because I have a spouse who is vulnerable and immunocompromised. I am very concerned that I be given the choice to teach entirely online and it is not clear to me that this will be the case. I am not happy with the lack of clarity in this process.</p>
29	An understanding that pretty much any approach other than traditional in class room teaching will take more time. Best to try and lower faculty time commitments to committees, consultations, and other activities. Decrease/suspend extra tasks/interactions where possible.
30	Absolutely must have testing available every Friday or upon request (every other day if needed). In order for me to take care of elderly parents on weekend I must be confident I do not have the virus on Fridays.
31	ITS Support. It is not easy to teach half class in person and live stream to other half. Univ should support faulty by taking care of the streaming portion rather than ask faculty to use ipad and zoom. It is not that straight forward.
32	A more flexible Blackboard system
33	Frequent, honest communication, and deference to faculty and student needs and comfortability
34	permission to teach online
35	More technology that is accessible to our students In the sciences, software needs to be available on a virtual computer for students to access. The admin also needs to survey all students for their technological capabilities. Faculty need to know that all students have access to high quality computers and stable internet to ensure equity of learning.

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36	To let us do our jobs and make the decisions we have to make with respect to instruction. That this point important decisions have already been made by people who won't be providing the instruction or putting themselves at risk in the classroom — that seems, well, messed up.
37	Clearer guidelines and the flexibility to exercise academic freedom that balances the health, safety, learning, and emotional needs of students and faculty.
38	
39	Clear and transparent communication
40	More guidance on the on line/in-person delivery. This sounds like we will be required to teach two classes per section (effectively making our load 6-3 rather than 3-3). Furthermore, even if we are on campus, I do not see how we can accommodate students in classrooms with appropriate social distancing. Our class sizes are too big and the seating (in particular at Dolan) are three person desks where students are on top of one another. Again, this seems to create a situation where we will be expected to teach multiple sections of the same class.
41	A classroom space that can safely hold more than 3-4 students. Distance from front of room should be 12 ft (?) then social distancing.
42	na
43	clarity, flexibility
44	
45	unsure as I am just now restructuring my courses for the fall. Working on summer classes first
46	I need them to implement an online support team.
47	Unequivocal faith and trust in faculty decision-making about course content, design, structure, and delivery -- and, genuine commitment to "have faculty members' backs" as we continue to negotiate the realities of teaching during these unprecedented times. Continued commitment to providing necessary instructional support, via CAE, the library, ITS -- all of which could probably use increased staffing for departmental/individual faculty consultation. To date, I have found the work of the CAE most helpful in my preparation for Fall 2020 classes. Their June workshops/programming offered far clearer and more consistent messaging around prepping for classes in the context of an uncertain and unpredictable fall semester than any representative of university administration has so far. Sharing concerns and brainstorming ideas with other faculty participants in these CAE workshops offered a shared sense of hope about teaching successfully in Fall 2020. From the University administr
48	I do not know.
49	The less the better.
50	Flexibility to pivot if need be to plan B
51	
52	working on that

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53	<p>First of all, a decision on what will be the plan (online, hyflex or in person). If it's online, more workshops and materials to be able to teach well. I would need a better computer.</p> <p>If it's in person, backup plans that guarantee what would happen in case we got sick. Something to make us feel more secure when being in campus, and commuting to campus as well.</p>
54	Clear communication to students and staff on health requirements and safety protocols
55	I feel confident in being able to teach successfully not matter what method I choose to use but I would like the University to consider outdoor space for teaching.
56	A classroom that is clean and where we can do the social distancing
57	Communication and clarification. Classroom distribution and size. What do we do with large classes? Who makes the decision about attending class or zooming? If you teach two sections in one day does one have to teach in class and tape or zoom for the students who do not come to class? I feel we need specifics for logistically handling the fall.
58	enforcement of students wearing face coverings
59	<ol style="list-style-type: none"> 1. Clear guidelines ahead of time - I feel that everything is being left to individual faculty to decide. I understand the admin is also facing a lot of uncertainties. However, a manager's job is to guide their troops through the turbulence with crystal clear guidelines. Many of us also get the feeling that many decisions are being made without considering all the possible scenarios in teaching. For eg., students can choose to come back or not after NOv under the current guidelines; under that circumstance, how can a faculty member decide regarding (1) presentations (2) projects and (3) exams which are the three crucial things happening at the end of the semester? Does the faculty have the freedom to wrap everything up before students leave for thanksgiving? 2. Can we please have a calendar at the earliest? 3. Does the administration recognize that teaching the same class face to face and online is equivalent to teaching two classes? So, faculty forced to teach face-to-face
60	Put your money where your mouth is in terms of keeping the community safe. The University has an endowment, and I don't care about "restrictions" for a once in a generation emergency. I and the other members of the campus community are not pawns to be pushed around for the sake of a bunch of conservative, Trump-supporting Trustees.
61	The ability to choose how to teach my classes.
62	Mainly just support, guidance, and communication.
63	<p>to stop asking us to do the impossible - choose one course of action & go online</p> <p>to stop putting the lives of faculty, staff, and students at risk for fear of losing students' tuition</p> <p>and if they do ask faculty to teach in person then the administrators better be sitting in their offices every day doing their dam job</p> <p>it would be nice if the Dean & the Provost reached out to each of us personally to show they are leaders that care rather than long-winded impersonal announcements ... after all we have been at home for 3 months, it seems like a few emails, texts or phone calls a day might have gotten the job done</p>
64	
65	No pressure to teach in person
66	aaa

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67	
68	Whatever technology and resources allows us to deliver the content in the most effective way.
69	I need more flexibility and independence regarding the environment in which I teach. For example, I'd like to get back to basics and teach with a book and notes, but if I choose to, I believe I should be able to do that outside. Could someone come up with a grid for determining which open spots will be used on the campus and when? Also, I would like to know how to handle advising and independent studies that take place in an office. My office in DMH is too small not to be sitting right next to the student I'm working with. I consider the lack of social distancing there untenable. For that reason, I would like to be afforded a space that will permit social distancing, unless we conduct all advising and independent studies by Zoom. I would like a professional version of Zoom, if possible. By the way, it would be great to have a pair of headphones for use in online courses.
70	Some learning platforms for nursing can be expensive (i.e., virtual reality) and they may need to be considered for students learning in alternative ways (with less hands-on learning time). Transparency about budget availability for alternative methods would be helpful.
71	Direct and detailed communication about scheduling, expectations, and resources available to faculty. Expanded budgets to include improvements to home internet, necessary app or additional tech purchases, and home office purchases.
72	Streaming from classroom would be helpful. Distribution of course packets to students would be very necessary. I had this done for the 3 sections of AC 530 I taught this summer and it worked well
73	Flexibility in what they will allow us to do to best manage the balance of health, instruction quality, organizational issues as they arise within our unique situations. So much will be hard to plan for.
74	proper recording equipment, face masks / shields
75	Choice
76	flexibility and academic freedom
77	Appreciate the CAE educational workshops and assistance. I would like frequent updates about covid testing, tracing, results as the semester ensues, as well as information about how containment is working.
78	I need them not to force me to be on campus. I need them to keep supporting whatever the CAE needs to continue offering faculty the excellent level of support they have achieved so far.
79	I thInk our needs are being met
80	Clear communication about what courses can be fully in person for the entire semester.
81	The one piece that I feel administration is abdicating responsibility for is the question of classroom and space in order to social distance. We have courses that are experiential and are offered in a lab type setting. We won't be able to have this class in this setting because social distancing is not possible (space is much too small with very little ventilation). Administration should be addressing every course that exists in a space that is too small for the requirements and working out a location. As faculty, I have no power to assign my own room or go looking for space. Plus I will be very busy with having my course available in both an online and an in-person way. If administration took the concerns about the location off my plate, that would help greatly. As of right now, we are scheduling a department meeting for July to try to figure it out ourselves. That seems like dumping too much on the faculty IMO. For other areas where more work is required (dual delivery systems fo

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82	I need to know what is going to happen as soon as possible. Currently, nothing is certain and all communications are vague, which makes planning for fall impossible.
83	Specific articulated rules and regulations which I'm sure the University is working on. Certainly an unprecedented situation and I can only imagine the number of things the administration has to be considering at this point. I'm hopeful over the next 6 to 8 weeks the University and the coronavirus groups will come up with detailed protocols for us when we are back on campus. I don't care how intrusive or frustrating the protocols are....I'd just prefer that we have set rules and guidelines for everyone to follow and to the extent that we can minimize ambiguity we do just that.
84	I need the University to allow me to make the pedagogical decisions about how best to teach my classes.
85	Support with all online classes and providing support to faculty, rather than worrying about how students will respond if we are not on the ground. At this point, out health is more important, than worrying about whether or not students/parents will sue. It is a pandemic for God sake.
86	Sufficient support, not just in terms of technology, but also personnel, in order to deal with the very different demands being placed on faculty and classrooms/courses would be helpful.
87	additional resources (white board) so I can teach at home. The iPad is too small for my science teaching. Others in my field draw figures on a white board which are displayed to students. I also need more communication from the campus leaders about the plan for the Fall term. Other schools have a detailed plan that was made public. Why doesn't Fairfield have a plan that was made public. Students have been left in the dark in most areas about the fall term.
88	The University administration should: make available support (not training) in developing quality online teaching materials (e.g., producing lecture videos) maintain class schedule and plan so that students can attend class synchronously at allocated time, ensure tech support to students to reduce interruptions in learning to a minimum initiate the development of a section in the student handbook with code of conduct regarding social distancing on-campus and basic online learning etiquette when attending class on zoom
89	Nothing besides what they are already doing. But I hope I won't have to teach outdoors in a tent. I know some faculty brought that up, but the Subject that I teach is not suitable to that setting.
90	Guidance and actionable plan when available
91	I understand the economic challenges, but the health of students, faculty and staff must come first. face shields should be provided to all those teaching F2F some of us can't teach in tents. Expecting faculty (especially part time) to create 2 sets of classes for each course Is unfair.
92	Nothing. Teach online like in the Spring. We survived
93	A method to allow me to record my classes for virtual posting on blackboard so I don't have to teach every class twice (once in person and then again online)
94	Video tape and broadcast my lectures my simultaneously.
95	
96	Nothing

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97	Blackboard Webinar or other hosting service to support hybrid format webinars (prefer with a fee option so we can save and monetize later) Literacy coaching platform or Blackboard Collaborate. Access to university to scan documents.
98	On line teaching options even for on ground students. we should wait till fall 2020 before going back to teaching on ground.
99	
100	Clarity and transparency in communications, ability to video and record in-class presentations if Hyflex is to be used. Also, lavalier microphones if masks must be worn.
101	1) flexibility to make decisions about my teaching and courses. 2) course release to be able to keep up with demands of teaching both online and in person for each class and to be able to deliver instruction in a meaningful way while keeping up with duties of directing multiple programs
102	Training on how to create break out rooms for group work on ZOOM. Assign classrooms EARLY so we know if there is space for all students to meet in one designated session (given the choice of face to face). More BB and tech support.
103	Using adopespark and "adventure assignments" - more online ideas
104	IT support; admin support; extreme cleaning!!- hand cleaner everywhere; wipes (dont know how they are going to get them since nobody is carrying any); air purification, etc.
105	Guidance as to best practices and clear communications about expectations.
106	To successfully teach in Fall, it would be good to have all the help and support from the University administration that we as faculty can have especially to allow us to choose whether to teach in person or online (ofcourse after signing appropriate agreements from students) for the senior faculty.
107	Support for whatever I and my program choose to do to maintain safe working conditions. We are one of those departments with unusual teaching conditions/needs but I feel that, at least at the Dean's level, we are being heard and respected. Let's see if that pans out.
108	
109	Flexibility
110	let the faculty members decided where and how they will teach.
111	University administration should recognize the remarkably unique impacts COVID-19 has on teaching and learning. They should be flexible to our needs and allow us to deliver instruction in whichever modalities we feel fit the current situation. I am committed to delivering excellent instruction, and I am confident that delivering instruction remotely still ensures high achievement for my students.
112	I understand that the situation is fluid and we don't yet know what we'll be facing this fall. BUT, I wish the administration would acknowledge that decisions on content and delivery are intertwined and the one size fits all solution (majority of content asynchronously online, meet with small groups alternate days) does not work for all classes.

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113	Still not sure how I can teach with a mask on (both in terms of students being able to hear me and in terms of not getting enough "air" to function well). Seems like we are guaranteeing a pretty mundane classroom experience. Don't have a great answer to this, unless shields are installed in all classrooms (plastic sheeting between students and the instructor).
114	I'm not sure right now.
115	Need clear options for how facilities will be used, not a first come, first served room reservation system for larger spaces. Need to know immediately what classroom I am assigned and its social distanced capacity. Need to know what constitutes in-person learning experiences and options that do not include the unethical outsourcing the risk to poorly paid TAs or adjunct faculty. Need to know what technological aids they are adding to make this transition easier, or hell, even possible at all. Need to get assurances that the IT staff will be augmented to meet this challenge. Need to know that they are willing to make sacrifices, including percentages of administrative salaries cut to balance equitably any sacrifices being asked of faculty and staff. Need to have incentives in place in order to take on more training for the technology needed. Need to know that faculty are on the decision making bodies for reopening plans, that faculty's concerns are the driving force for any changes. Need
116	A CLASSROOM.
117	
118	If we are going to move forward with hybrid online/ in person instruction then technology for recording lecture needs to be seamlessly available to all faculty.
119	I need the administration to empower me to make what I think is the best decision personally and pedagogically.
120	To recognize that some courses I may see the value in being on campus (e.g. laboratory/studio) whereas other courses simply are not worth the risk.
121	Education on different forms of online instruction. Not just discussion groups, actual content. I also need to be given autonomy to select the instructional methods that work best for my classroom without having to ask permission from an administrator who has exactly zero insight into my class content.
122	I don't need too much. Just clear guidance on expectations and ways to enforce them (e.g. how to deal with students not wearing a mask, what to do if someone seems ill, grading best practices, etc.).
123	
124	
125	Zoom.
126	I need to feel like the university administration is concerned about our safety not just students being on campus and face-to-face teaching. .
127	An upgraded zoom account so that I can be able to use more than one device for illustration of graphs and working out of problems by hand. Thank you!
128	
129	
130	Mic that goes under mask. Live streaming or recording technology in classrooms

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131	The ability to choose how I deliver my courses and better communication. I applaud the Provost for her recent Town Hall. But there should be one of those every other week throughout the summer. The faculty should be kept up to date much more frequently than we are. Also, the administration has to keep part-time faculty in mind. PT faculty are normally second class citizens, but in this entire process are really left out.
132	
133	<p>I need support related to delivering classes across multiple mediums (in person, online, a combination). Some level of technological support (for example, recording equipment or at least programs we can use) would be greatly appreciated. I think it would also be a good idea for the administration to have clear policies regarding masks, etc which should be in writing (perhaps as part of the honor code).</p> <p>I think the issue of classroom space and accommodating all students registered for a class needs to be dealt with at an administrative level rather than at the level of individual faculty. I do not feel comfortable telling students they cannot attend a class they are registered for because the classroom is not large enough to accommodate all students with social distancing.</p> <p>In terms of PPE, I think all faculty should have access, to soap, sanitizer, masks, and gloves. I think faculty should be given a face shield if they would like one. Faculty in vulnerable categories should have</p>
134	IT support if necessary
135	Decisive action one way or another. As a junior tenure-track faculty member, planning for both online, in person, and hyflex instruction is incredibly time consuming. I really rely on the summers to advance my research, but requiring me to prep classes for potentially three modes of teaching (all of which look very different in how I would instruct the classes) will seriously hinder any research progress. I am someone that wants to commit myself 100% to delivering incredibly high-quality education for our students, and I know that I will do what it takes to do so. However, that will definitely come at a cost and that cost is going to be my research progress. Administration needs to recognize that these aren't ordinary times and tenure clocks must be paused or extended for this year (or multi-year) period.
136	Verbal support and freedom to decide how to deliver my class without pressure to have to meet financial needs of the university. I can do my part, but I think it's inappropriate to guilt faculty members into physical sacrifices to meet budget shortfall during a pandemic. Messages of appreciation and also documentation that the university is cost-cutting by reducing administrative salaries rather than merely relying on the most vulnerable.
137	Clear and effective communication. While I understand the the COVID crisis is an unprecedented and rapidly changing phenomenon, specific guidelines for instruction are important. It is my sincere hope that the confusion surrounding our transition to online teaching last semester will not be repeated in the Fall.
138	more flexibility
139	Transparency; Communication; Inclusion; Cooperation. Question: why doesn't the university trust faculty expertise?
140	technical support with software used for class
141	Any info that will make teaching online easier and less time consuming.
142	support from ITS; microphone and video technology in the class to film my classes and live stream or record them with reasonable fidelity

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143	More training and more information.
144	
145	A promise to take the lives of faculty and staff seriously. Make masks mandatory if classes resume on campus. We heard that Plexiglass will be installed in some locations. Where? How will traffic flow in high traffic areas be managed? I'm worried about air circulation in buildings, especially those that have been renovated (e.g. old Bannow). The fact that we've had mold issues in the recent past suggests air flow issues. I need to see proof of safety/compliance with OSHA. Seems strange that these documents are never shown. Show the certifications/documentation from outside vendors that confirm airflow in all buildings is up to code!!
146	Possibly more personal protective equipment to teach lab courses, such as face shields and full body gowns for all faculty and students in lab as it seems it would be difficult to always stay exactly 6 ft apart in a lab setting.
147	IT experts will be readily available to help during evening classes. This has been a problem in the past
148	
149	A bigger classroom or a smaller class size. Help to record classroom events. A face shield to use during instruction.
150	Clear instructions on expectations and when we actually have classes and how they should be conducted. We got rid of the fall holiday but still have the same amount of weeks of school? Other universities are finishing at Thanksgiving and we are going until December 21? It makes it very hard to prepare when you really don't know the expectations and it takes time make so many changes to your courses.
151	I need the institution to listen to the scholarly expertise that only faculty hold. Decisions seem to be being made only based on fear of litigation and budgetary shortfall. I agree these are important concerns and am grateful to administrators for valuing these concerns, but surely there is some middle ground? If some disciplines take as areas of research instruction of that discipline in online formats and if disciplinary experts agree that teaching some sections fully online is what is best for students, the administration should allow that rather than asking faculty to do double or triple the work for a less effective pedagogical approach.
152	First, I need information. Do we all have to teach using Hyflex approach? Can I teach all online even if I don't identify as "vulnerable" given the guidelines? I need to know how many students I can fit in my classroom at one time. I want to know what the calendar will look like. I will need help with technology - last semester I taught interactively using ZOOM. This worked out well and I was able to continue the interactive discussion approach I used in the classroom. But with HyFlex, I have no idea how to create the same rich experience. If I can't use ZOOM, then I'll need help to upload power point voice overs, etc. for students who are working remotely or not in class on a particular day due to capacity issues. I would love classroom technology that would enable the video taping of class discussions.
153	Clear guidelines and expectations
154	Ability to broadcast in real time from campus.
155	
156	I would like permission to choose how best to deliver my courses in the fall. Since there are so many uncertainties, planning to be online would be one way that I could ensure that I have the logistical framework set up in advance. Further, because my foreign language discipline relies on student centered learning, small group and partner work, with me circling closely between groups, being online would be a way to be able to continue close unmasked cooperation without risk of infection. A private office.

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157	
158	I need to know that all my students who are physically present on campus (and well) will be able to attend class each day that i offer it in person. I need much more guidance and support for teaching a mixed population (some present, some virtual). I need the administration to ensure that all students comply with all requirements for safety, including masks, distancing, and hygiene. I need clear, complete communication from the administration throughout the summer and then in the Fall. So many questions from faculty have received the answer that "Deans and Chairs will decide," which tells me very little, if anything.
159	Freedom to choose how to teach. I cannot teach effectively if I'm afraid of getting sick, of my kids getting sick in daycare, or if I have to pollice students' behavior to minimize risks for all in the classroom.
160	Flexibility. It's possible that children may not be in school regularly and there will be a lack of shortage of childcare which would limit my ability to teach in person
161	
162	I need the University to allow me to teach 100% online in the fall. I can meet my pedagogical goals by teaching online, but cannot do so with the current requirements for reduced density and social distancing.
163	
164	not sure. But if they insist on serving students who want both in person and online, it would be great if we could have equipment to record ourselves teaching the in-person group to post to the at-home group. it sounds like admin does not favor this solution though.
165	Consistent and transparent communication. the president needs to follow up on his weak message about the killing of George Floyd- current students have contacted me with their disgust. I need for the administration to set a tone of health rather outing people's private health and living situations. I need a commitment in behalf of the administration that they will pay for the health care for the adjuncts faculty members and cleaners on campus- all that I have seen are POC.
166	Give iPad with pen to all faculty Teaching online.
167	Compensation for all faculty, not just part time, for the immense extra time required for this past spring 2020 (and likely upcoming 2020-2021 year).
168	prompt IT support when necessary
169	More direct "on line computer" hands on instruction - Respect that fact that staffing / resources are stretched VERY VERY THIN - - therefore - we need to have a "live person" ready to step in as digital / on line systems run amuck or mysterious buttons need to be discovered... Overall - I appreciate the efforts of all the IT team - just know that they are stretched very very THIN for us to pull off another on line semester ..
170	Leave space to faculty and student personal judgment and choice. Face cover should NOT be required.

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171	<p>Written statement to all students setting out mask requirement, etc.</p> <p>Plexiglass in class rooms to separate teachers from students and between rows of chairs</p> <p>camera's classrooms so remote a remote teach can see students gathered in a classroom</p> <p>Allow a VAP to not teach 4 classes but instead, serve as a TA for 2-4 other sections/classes or so. The TA would go to classes to ensure the tech worked, hold discussion sessions, etc</p>
172	<p>The ability to make meaningful decisions regarding teaching safely during this moment. In lieu of that, better PPE than 2 Fairfield-branded cloth masks. I expect to be teaching four sections per day I'm on campus. That's a significant amount of time in a poorly ventilated rooms.</p>
173	<p>A clear and consistent format for how courses will be delivered - not a planned mid-semester switch that will fundamentally disrupt the course.</p>
174	<p>Continued support from the CAE and Academic computing. Both resources have been phenomenally helpful and I know they will continue to be. They all deserve raises! ;)</p>
175	<p>Clear information when it's available--with the understanding that they are dealing with a moving target; understanding if I decide that I am not able to be on campus.</p>
176	<p>Not requiring me to appear on campus.</p>
177	<p>Nothing.</p>
178	<p>I need to feel confident that the University is scanning the horizon for the big picture of the virus and its risk, and has detailed plans to shut campus in 48 hours if need be.</p>
179	<p>To empower me to make whatever decisions seem necessary at the time. There are far too many contingencies to begin to "plan" for them all, so I want to know that my dean and provost trust me to do what's best for my students, my family, and my self.</p>
180	<p>Honesty and truth to the students, parents, staff, and faculty.</p>
181	<p>masks: preferably front line worker versions. Face shields. Sufficient WiFi bandwidth in the classrooms.</p> <p>Administrative help or a system to manage which students are coming in-person to which classes. I am very unsure how to manage which students to admit to class.</p>
182	<p>Increased availability from CAE to courses for remote teaching techniques that are proven. The ability to provide live feed from lectures via Zoom to students who choose not to attend class live to avoid need to duplicate efforts for each class meeting.</p>
183	<p>technological support</p>
184	<p>Ongoing messages and discussions throughout the summer about the Fall 2020 semester.</p> <p>Faculty involvement in the reopening process that moves beyond 1-2 member faculty representation on "reopening subcommittees"</p> <p>Clear policies about mask wearing, distancing, etc. if university community members do no follow health and safety procedures.</p> <p>Clear policies about what actions will be taken, should there be positive cases of coronavirus in the university community in the fall.</p>
185	<p>Perhaps more staff in ITS and/or Academic Computing.</p>
186	<p>Freedom to build my courses at my own discretion, and perhaps some software support.</p>

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187	<p>Better and more frequent communication about the Fall. As of late June, we still do not know which classrooms we will be assigned and the Fall plans have been late in being announced to the faculty. And last Spring, students learned about the pass/fail option 18 hours before the faculty were informed. We seem to be the last in the loop for important communications. A also want a CLEAR, administrative policy regarding the handling of students who refuse to wear masks in class.</p> <p>I also feel overwhelmed by all the software being suggested for effective teaching in the Fall. And it is mostly self taught. I am concerned about Explain Everything, Adobe Spark, and more advanced features of zoom, among other things. Just today a new software for surveys was announced and we learned of a new software for videos "coming soon."</p>
188	
189	
190	More help figuring out how to teach and coordinate language instruction
191	
192	chairs and tables in class room must have 6 inches separation among them.
193	Perhaps recognition that revising courses and teaching them on-line requires a significant amount of time. The response to a concern a faculty member shared at the Town Hall seemed dismissive to me. I have been at other universities where teaching an on-line classes for the first time was considered equal to teaching two face-to-face classes. A two/three or two/two teaching load for 2020-2021 would recognize the additional time required to develop and teach classes on-line for the first time.
194	a plan for mostly-online instruction from the beginning, rather persisting in this craven fiction designed to maximize tuition revenue at the expense of the health of the university community
195	More technological support and timely information. I feel as if I'm being asked to redesign my course when I don't have enough information to do it effectively. For example, knowing what classroom I have now would be helpful. Then I'll know if I have to split my class in half or whether I can have all students in at the same time. When will we get classroom assignments?
196	Rooms need to be marked with 6 ft spots. Lecterns need plexiglass and need to be 6ft from first row of students. Classes should be made smaller in size
197	Best practice would be in-class teaching/discussion each class meeting, with streaming from the classroom to the half of the class that would not be in the room. Would need a video camera (or at least a microphone) in the room, along with access to Apple TV (for Powerpoint and/or primary documents). Not sure how all this media can be accessed at once by students.
198	I would like the information about maximum classroom capacity and how many students are planning to attend my classes on campus ASAP so that I can prepare. If we continue on this path to on-campus instruction, students should be required to wear masks to enter classroom buildings and classrooms. It would also be helpful to know what students are being told about fall 2020 right now.
199	I need to know that the University understand that all decisions about how best to design and run my course are indeed mine, and will respect and support this right.

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200	<p>1. A vote of confidence in my/our ability to provide world-class pedagogy in remote platforms. The provost outright claimed that she is concerned that if all faculty want to be remote, "the university is open to lawsuits." It would be nice to hear the administration get behind and openly support faculty's ability to offer a high quality semester or year of courses online until it's safe for all of our students--in all of our courses--to be back in the classroom again.</p> <p>2. An absolute, hard-line mask-wearing policy for students that allows faculty to ask students who refuse to wear a mask to immediately leave the classroom. Fear of lawsuits or potentially angry parents should not be more important than my health or the health of other students.</p>
201	Video equipment in the classroom to stream the class.
202	Assurance to the greatest extent possible that students will comply with optimal health and safety protocols given the ongoing pandemic.
203	
204	The freedom to elect how I will teach while Covid-19 is active and there is no vaccination
205	<p>HIFLEX classes are a pending disaster. More students are assigned to each section than the classrooms can accommodate. We are expected to offer classes in person and online. No consideration has been given to the examination process. In class and take-home exams are very different. We will not be able to give in class exams in a HIFLEX environment.</p> <p>The university needs to "get real" and not hold on-campus classes until they can provide a safe environment for our students. Right now, I envision Fairfield University closing down by the end of September due to a massive surge in positive COVID-19 cases. Only some of our students will follow the guidelines. Others will rebel against the restrictions. What do we do if they come to class without masks? How do we avoid conflicts among students who feel threatened with those who do not feel they need to follow the guidelines? We need to stay online until a vaccine is available.</p>
206	<p>Consistent honest information, even if that information has to be, "We don't know yet." I appreciated hearing the Provost acknowledge teaching in the fall called for (MUCH) more work from faculty. At the CAE workshops we kept hearing, this doesn't have to mean more work for you--even though it was clear it does.</p> <p>About adjuncts/PT faculty: I am more concerned about part-time faculty being compensated for the prep they have to do during the SUMMER than retroactive compensation for work they did last semester. I think the bigger task is now.</p>
207	
208	I am prepared to teach online in the Fall so all I need is the assurance that faculty members will be allowed to select the appropriate delivery mode for their courses.
209	<p>I need to be able to teach the way I think it is best for my subject.</p> <p>I don't think there is a way that will fit us all and I feel there is too much pressure to teach in a certain modality which will double the time of both professors and students.</p>
210	Exact #s ASAP as to how many of my students will be on campus to meet in person and how many will be strictly online.
211	Test monitoring software
212	

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213	<p>Compensation for course planning and development this summer outside of our contract period.</p> <p>Other needs vary depending upon updated policies and procedures when students return to campus, which may substantially vary from the procedures published on 6/19 for employees. For example, I am unsure of the resources I would need for an online or hy-flex course to make it ADA-compliant; this also requires access for students to the technology and access for online instruction. The procedure and availability of support from Fairfield U was insufficient for some of my students last term. Training and resources for addressing these issues would be essential to ensuring equity among students in the course.</p> <p>In addition, I would need clear instruction on how to handle violations of these procedures by members of the campus community, as these will put students and myself at higher risk. For example, suppose I observe a maintenance team leaving a teaching space after having completed repair;</p>
214	<p>If teaching is all online, I need tech support, some clerical support (remote), and perhaps support navigating student problems with the method and student grading concerns.</p> <p>In order to teach on campus I would want all of the above plus: outside teaching option (tents, pavillions, rooms open to the air); a microphone to be able to lecture through a mask without projecting my voice; robust and regular testing on campus of all students faculty and staff; tech support to stream or zoom the class sessions in real time to accommodate off campus students, and perhaps other things I cannot at this point anticipate.</p> <p>I am extremely concerned about the administration's recent information that all off campus courses MUST have an on-campus experience AND then leaving it up to faculty and departments to insure that this happens (without defining what this would mean at all, and without significant support). The vague suggestion that on-campus colleagues "cover" a few sessions for off-campus c</p>
215	<p>Frankly, appropriate compensation for the extra work over the summer that will be required to prepare for my fall classes. I am not under contract during the summer, and the summer is the only time I personally find that I am able to get any meaningful research done. No matter the outcome, I will need to spend considerable extra time preparing for my fall classes, and as a result, the time I am able to devote to research is going to be seriously diminished. This, in turn, will delay my preparations for promotion. Since our annual merit raises are basically treading the cost of living waters, promotion is the only way at Fairfield to achieve a real raise. This, then, means that the extra time spent on class preparations this summer will negatively affect my financial situation.</p>
216	<p>Support to ensure that all students faculty and staff must wear masks.</p> <p>Plexiglass separations to ensure social distancing.</p> <p>Frequent testing and contact tracing.</p>
217	<p>Ideas about how to conduct exams when students are taking it online. The rampant cheating online is a problem. It's also difficult if some students are taking the exam one day, others another day, and yet others are taking it online. Those three populations would have very different advantages in terms of resources available to them (and hearing from other students what was on the exam).</p>
218	<p>The biggest challenge for the administration is to enforce and follow up on the compliance of our students with the safety protocols on campus, especially , in classrooms. These young people may be careless at times. To what extent a professor could call out a student not respecting the safety measures in class? The administration needs to publish a procedure for that.</p>
219	<p>the freedom to choose how I want to teach in the Fall, which is online</p>

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220	Instructional support (workshops, potential funds for technology tools, etc.)
221	If we must teach in person in the fall, the administration needs to figure out how to handle classroom occupancy safeguards and measures rather than asking the faculty to do so. Also, administration should NOT allow classes to have students that are some online, some in person, and some of both - it is too much to put on faculty. If in person, there should be plastic partitions set up to create social distancing, but still allow more students in the room. There should be additional compensation for faculty who are having to radically change their pedagogy. There should also be consideration for faculty who have a 4/4 course load during times of such uncertainty - it seems impossible to make accommodations for so many students.
222	<p>Personally, I believe that the administration should move courses online for the fall semester in order for faculty teach effectively, and provide the most seamless and equitable mode of instruction for the students. While I can appreciate the financial and legal concerns of the institution, it does not seem appropriate to justify the health risks (or potential lawsuits) that may result from a campus outbreak.</p> <p>I strongly believe that it is inappropriate for the administration to request that faculty who are not able to come to campus still provide an in-class experience through working with their Departments and Deans. This seems as though additional teaching responsibilities will be placed on those that are willing to come to campus, and will thereby further increase their exposures. The University has been pushing for more faculty to offer online classes in recent years, and this new request seems contradictory to the administration's constant messaging that online instruction is</p>
223	if they want us on campus, they must be willing to provide more. Like plexiglass in the rooms, cover medical bills that arise if we get COVID, etc. From what they said in the town hall, they seem to only care about students.
224	More clear guidelines for different scenarios, and more flexibility for faculty to choose their method of delivery
225	I would like consistency in class composition so that my students are all either online or all in person. I would also like clear expectations about criteria that would trigger a move to online. If some students are going to remain home after Thanksgiving, we should make all classes online after Thanksgiving, instead of forcing faculty to juggle the mix of in person and online students.
226	Better measures if they want us to teach face-to-face. As of now, it is all very unclear. We have 18-20 students per class and they won't fit in most classrooms in Canisius if they need to keep social distancing. I understand the administration financial concerns, but I think getting back to campus in the Fall is very risky.
227	
228	<p>If I am forced to teach on campus, I need large classrooms, large enough to hold all of my students in a given section, while maintaining social distance.</p> <p>If I teach my courses online, I need the ITS to be available on a regular basis, for help and advice with Blackboard, Quip, and other computer functions.</p>

FWC/AAUP Mission

We promote faculty welfare, broadly defined, through chapter programs and activities designed to advance academic freedom, advance the economic and professional status of the faculty, encourage faculty participation in governance, and inform the community about AAUP standards and policy statements to ensure higher education's contribution to the common good

Handbook, and contract ratification that must be approved by the full General Faculty. But, the AC authority is delegated authority; delegated to the AC by the GF. In short, the GF trumps the AC. Any matter decided by the AC can be put on the agenda for a GF meeting if 1/5 of the GF petition to do so.

I have confidence in my colleagues elected to serve on the AC; I always have, and I think it's important to reaffirm that here and now. They understand that their job is to make decisions on behalf of the entire GF. However, I think the AC has been put into a very difficult position. The President's "cross-functional" Task Force began meeting in February, and has never included any faculty members. At some point, discussions and decisions about teaching in the fall started taking place without any meaningful faculty input. Finally, at an "emergency" summer AC meeting held via Zoom, the AC was expected to put the faculty stamp of approval on plans about teaching and methods of instruction in the fall that were crafted entirely by the administration with no faculty input. The one-size-fits-all mandate for "in person experiences" for every class simply doesn't make pedagogical sense. The vagueness of the mandate, which may have been deliberate in order to provide "flexibility," begins to border on dishonesty in marketing. Furthermore, the suggestion that we could hire work-study students or graduate students on an hourly basis to conduct the "in-person" experiences so that the Instructor can avoid risk of exposure and serious illness seems to me a shocking transgression of our core social justice values. The results of the FWC survey (see in particular questions 5-7 and 12-16), indicate that many of you share these same concerns.

I would like to thank the FWC Executive Committee for holding true to our mission (see margin and below). We remain committed to our mission, we thank all the faculty members who have connected with us over the current crisis. We're here to support faculty governance, We're here to support academic excellence at Fairfield University. Let us know how we can help.

In Solidarity,
Irene Mulvey
FWC/AAUP President

FWC/AAUP Executive Committee: Irene Mulvey, President; Maggie Labinski, Vice-President; Bill Abbott, Secretary; Paul Baginski, Treasurer; At-large members: Peter Bayers, Anita Fernandez, Anna Lawrence, Sonya Huber. Immediate Past-President Rona Preli.

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