The George Mason University Faculty Senate Executive Committee distributed a short questionnaire to instructional, administrative, professional, and research faculty to capture their responses to the Patriot Tiger Team Report. The questionnaire asked participants questions about the four specific options described in the Tiger Team Report as well as their comfort levels on specific components of the four options. Participants were also given the opportunity to describe what they saw as challenges ahead, the resources they would need to be successful in the fall, and general questions and overall comments. A total of 533 individuals responded to the questionnaire, although not all completed all sections of the instrument.

This document begins by presenting the responses to, and comfort levels with, the specific options presented by the Patriot Tiger Team (p. 2-7). A thematic analysis of the open-ended items (p. 8-10) precedes the raw data, the comments provided by faculty who completed the questionnaire (p. 15-118). Demographic information on faculty participants is located on p. 11-14.

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Based on analysis of all responses submitted by 5/15/2020 at 5:05pm EDT.
Q1 - Which Tiger Team options do you think are at all feasible for the upcoming fall semester? After reading the report, rank the extent to which you think they can be implemented by dragging them into the box you believe they fit into, and then rank ordering the feasible options from most preferred (top) to least preferred (bottom).

Which Tiger Team options do you think are at all feasible for the upcoming...
Participants were asked to rank the options based on their feasibility.
Q2 - Please rate each of the following items on a scale of 1-100, with 0 meaning not at all and 100 meaning completely or entirely comfortable

Provided social distance recommendation are met, I would be comfortable teaching in an in-person classroom in the fall semester.

In order to teach in-person classes, I would be willing to teach on weekends.
I would be able to have my classes ready for fully online delivery for the fall semester.

0 = not at all comfortable, 100 = completely comfortable

I prefer delivering my class(es) in a hybrid format in which my classes are partially online and partially in the classroom.

0 = not at all comfortable, 100 = completely comfortable
I would like to be able to transition all of my classes online now and start preparing for the fall semester.

0 = not at all comfortable, 100 = completely comfortable

I am concerned about the health risks associated with coming to campus.

0 = not at all comfortable, 100 = completely comfortable
I am concerned about the impact of COVID-19 on my family and how it will affect my ability to come to campus this fall.

Mean = 72.02
SD = 33.619
N = 402

0 = not at all comfortable, 100 = completely comfortable
OPEN-ENDED QUESTIONS

The following pages present the specific responses to questions posed to faculty regarding challenges, the resources they needed, and the questions that remained after reading the report. The full comments made by participants follow the demographic information (p.15).

CHALLENGES

When asked to identify challenges, faculty identified a number of challenges that can fit into four broad categories: uncertainty, health concerns, pedagogical concerns, and technology support concerns. Comments are found on p. 15-50.

Uncertainty

1. About how to plan for the fall: need a decision so that we can start to prepare classes and plan for other constraints, having to change plans midstream will be disruptive
2. About COVID: not knowing what transmission will be like, whether there is a resurgence, timeline for antibody testing & vaccine
3. About childcare: no certainty about when/whether childcare centers and K-12 schools will open, many are uncomfortable sending children to daycare/school even if schools are open, concerns about balancing work and family obligations with children at home
4. About economy and finances: concerns about pay cuts, furloughs, & layoffs

Health Concerns

1. About self & family: comorbidities, health risks vulnerable family members
2. About safety of campus: can’t control others’ compliance with precautions, not confident in ability to keep everyone safe, campus as a superspreader location with numerous contacts/day, too many common areas (hallways, staircases, elevators, restrooms, offices) in which it is too hard to maintain distance and ventilate
3. Access to PPE, COVID tests, antibody tests, etc.; need for temperature checks

Pedagogical Concerns

1. Stretching faculty too thin: moving courses online will take a lot of work, and online courses can be more labor-intensive to teach; multiple preps will be harder to develop online, especially hard for 4-4 faculty; some faculty lack basic technology skills; hybrid model seems untenable to many faculty,
2. Many courses that can’t easily go online: music, laboratories, field work, film classes
3. Staffing needs: if we need to have smaller sections, we will need to offer more sections and hire more faculty
4. Student engagement: challenges building relationships and creating community in online classes, desire to be able to teach synchronous classes instead of being forced to develop asynchronous courses, responding to student stress
Technology Support

1. Need instructional design support and training to build effective online courses
2. Technology capacity limits: overloaded platforms, challenges with Blackboard, exam monitoring
3. Many faculty do not have Mason-issued technology that is adequate for online teaching and are having to rely on personal technology instead
4. Some faculty live in areas with unreliable internet access and need to have an option to teach online from campus office
5. Course registration system: since we already let students register, we need a way to convert current courses to online classes; system needs to allow for more options for synchronous/asynchronous blended courses

RESOURCES NEEDED

While many faculty noted that they already have all of the resources that they need in order to prepare the fall semester, others noted:

- Online course development support: courses and workshops for online course development and for using Blackboard, live support for help while building online courses,
- Reliable technology platforms: WebEx or Zoom, VPN, email, and Blackboard need to be more reliable
- Technology upgrades: upgraded computer or ipad/Surface with enough memory to support additional online work, webcams and audio equipment, devices that can be written on as a digital whiteboard for online classes, document cameras, better software for recording and editing videos
- Access to campus: some need short term access to pick up books and materials, others need ongoing access to be able to use their offices to do work
- PPE, frequent testing, disinfectant wipes, hand sanitizer, and plexiglass on lecterns if we are on campus
- Partial library availability to pick up books, digitize materials
- A resource that can help students learn to use the technology so that faculty are not using a lot of time to teach students how to use our technology platforms
- Course releases, GTA support to assist in developing course materials and preparing lab spaces for physical distancing
- A way to support work in labs and/or be able to send appropriate lab equipment to students
- Stipends for summer course development work and training, access to funds to purchase needed technology
- Childcare
- Home office needs: ergonomic chairs, printers, desk, internet

See p. 51-73 for participants’ specific comments.
MOST COMMON QUESTIONS

• When will we have a plan for the fall?
• How will we address budget shortfalls, and how soon will we know about possible impacts on pay, employment, and tuition?
• What safety protocols will be in place when we return to campus, and how will they be enforced?
• How will we fairly distribute workloads (especially for term faculty) and account for them in the tenure & promotion process?
• What resources will be available to support course development and to compensate for the additional work of transitioning classes online?
• How will we decide which students get to come back to campus?
• How will faculty be involved in decisions about how we will move forward and how we will manage budget deficits?
• How will we support students who do not have adequate internet and technology?

See all questions on p. 74-94.

ADDITIONAL FEEDBACK REGARDING THE TIGER TEAM REPORT

Participants were provided the opportunity to provide feedback on the Tiger Team report. Many comments reflected the appreciation of faculty to the Team for their work. In addition, many participants shared their own stories, links to articles and news sources, and thoughts overall about how Mason can proceed into the fall semester. Those important notes of feedback are included on pg. 95-118.
Q7 - College

- Antonin Scalia Law School
- College of Education and Human Development
- College of Health and Human Services
- College of Humanities and Social Sciences
- College of Science
- College of Visual and Performing Arts
- Schar School of Policy and Government
- School for Conflict Analysis and Resolution
- School of Business
- Volgenau School of Engineering
- UNIV or PROV
- Other:

[Bar chart showing the distribution of responses for each college option]
<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonin Scalia Law School</td>
<td>5.15%</td>
<td>27</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>9.35%</td>
<td>49</td>
</tr>
<tr>
<td>College of Health and Human Services</td>
<td>5.73%</td>
<td>30</td>
</tr>
<tr>
<td>College of Humanities and Social Sciences</td>
<td>31.11%</td>
<td>163</td>
</tr>
<tr>
<td>College of Science</td>
<td>7.63%</td>
<td>40</td>
</tr>
<tr>
<td>College of Visual and Performing Arts</td>
<td>7.06%</td>
<td>37</td>
</tr>
<tr>
<td>Schar School of Policy and Government</td>
<td>3.44%</td>
<td>18</td>
</tr>
<tr>
<td>School for Conflict Analysis and Resolution</td>
<td>1.15%</td>
<td>6</td>
</tr>
<tr>
<td>School of Business</td>
<td>13.74%</td>
<td>72</td>
</tr>
<tr>
<td>Volgenau School of Engineering</td>
<td>12.98%</td>
<td>68</td>
</tr>
<tr>
<td>UNIV or PROV</td>
<td>0.95%</td>
<td>5</td>
</tr>
<tr>
<td>Other:</td>
<td>1.72%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>524</strong></td>
</tr>
</tbody>
</table>
Q8 - Which of the following best describes your primary role on campus?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured or tenure-track instructional faculty</td>
<td>47.48%</td>
<td>236</td>
</tr>
<tr>
<td>Full-time term instructional faculty</td>
<td>31.99%</td>
<td>159</td>
</tr>
<tr>
<td>Part-time or adjunct faculty</td>
<td>8.85%</td>
<td>44</td>
</tr>
<tr>
<td>Other:</td>
<td>3.02%</td>
<td>15</td>
</tr>
<tr>
<td>Full-time clinical or research faculty</td>
<td>0.40%</td>
<td>2</td>
</tr>
<tr>
<td>Administrative or professional faculty</td>
<td>8.25%</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>497</strong></td>
</tr>
</tbody>
</table>
Q8_5_TEXT - Other:

<table>
<thead>
<tr>
<th>Term and admin faculty</th>
<th>staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>admin faculty</td>
<td></td>
</tr>
<tr>
<td>Term Faculty and Academic Program Director</td>
<td></td>
</tr>
<tr>
<td>Tenure-track research faculty</td>
<td></td>
</tr>
<tr>
<td>INTO Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Administrative Faculty/Assistant Dean</td>
<td></td>
</tr>
<tr>
<td>Admin Faculty and adjunct faculty</td>
<td></td>
</tr>
<tr>
<td>Admin Faculty</td>
<td></td>
</tr>
<tr>
<td>A/P and adjunct faculty</td>
<td></td>
</tr>
</tbody>
</table>
For Music, we need to have the campus open for access to instruments and for the ability for ensembles to meet. We could split our symphony orchestra or wind symphony rehearsals into different smaller subsets (into groups of 12) and spread out the students so that we could maintain social distancing. We could teach some of our classes online without problems (music history, etc). But to teach class instruments (music ed) or keyboard skills (all music majors), we need to have access to instruments and the spaces. But we could come up with a scheduling plan to maintain social distancing.

Getting consensus from personnel involved in the decision-making process for determining whether to move fall 2020 semester online.

Biggest challenges are uncertainty and budget issues. I suspect we won’t have clarity on either for a while. Any clarification you can provide about the range of things under consideration would be useful. It’s clear that some decisions may have to wait for more data.

I teach student teachers and don’t know if they will have classroom access in the schools. It makes it difficult to prepare without knowing what will occur.

Prepping a hybrid class curriculum. And dealing with the logistics of having enough classroom space that allows for adequate social distancing.

It may be helpful for the university to make another online teaching platform available for instructors, such as Zoom. Blackboard Collaborate Ultra is not an advanced online teaching platform because during the lesson you cannot see all the students. Zoom allows you to better control the class and the result is more efficient.
Uncertainty about the state of public health and economic forces in 3 months' time.

Even if the university decides to partially open, I think anyone who doesn't need to be on campus should continue distant learning/teleworking to keep the campus safer for those who will need to be on campus to do their study and work.


The major challenge is represented by people who are not taking this pandemic seriously, and behave irresponsibly. It only take one infected person to compromise an otherwise responsible and healthy group of people.

Right now, the uncertainty of our fall offerings is my biggest sticking point. I can prepare for online (my preference), but I'd need to start soon. It would help to know when a decision will be made by the University. Clear communication surrounding the timeline would also help. Also, personal safety for everyone on campus.

Getting classes ready for fall that meet Office of Disability policies.

The Tiger Team Report is clearly predicated on our community and state meeting health recommendations concerning incidence of cases, contact tracing, and the availability of sufficient PPE and medical beds as well as, at some point a vaccine. Give the current fluidity in the availability go all of the above, I see the bigger obstacles of "when" to decided on an option, and how to communicate that option effectively to all. The other challenge is the unknown of whether or not there will be a surge recurrence of COVID-19 in the fall. I would recommend selecting a conservative fall option soon so that the entire GMU community can effectively plan to support that option. I would suggest continuing and even ramping up the current communications; if social media is not being continuously used, I suggest maturing GMU sites with info especially using sites frequently used by the more traditional student population.

We need to move online and we need to do so soon, so that faculty can have ample time to prepare. I do not think the education I provide will be as good as having in person classes, but I think the health and safety of my students, the staff, and our communities is more important in this moment. Also, faculty need more resources (not just trainings) for this work. We need paid teaching assistants so that we can have break out groups and provide supervision. This is critical in my program, which is a clinical/practice counseling program.

One concern is the possibility of overtaxing Blackboard or the GMU servers. A potential solution would be to build courses for online use that are not Blackboard-centric. This would not work with many courses, but some might be flexible enough.

Obstacles for me are simply other individuals complying to the precautions established to minimize the exposure for us all.

We need to have a decision made and move forward. this may change, however, depending on the COVID landscape.

as a teacher of Writing Intensive courses, teaching a 4:4 load entirely online/DL is an unreasonable workload to maintain teaching excellence that our students deserve.

The sooner we know the decision, the better, so we can make adjustments this summer. Concerned about students not returning if they are unable to meet F2F with professors, because for many of them this makes a big difference, so hybrid courses would be desirable. Concerned about online resources, Blackboard Collaborate was not that great and students lacked microphones or webcams, did not want to participate due to issues.

Enforcing the wearing of masks and adequate cleaning procedures, especially with the lack of cleaning supplies available generally. Solicit the community for donations and the state to provide supplies.

Perception of how impactful online classes can be. I think that the students need to be surveyed more, so we can build courses that they can most benefit from. I directed three long-term community programs, with research engagement, and each improved with feedback from attendees.

I am not actually teaching this FALL. However, if I were, I'd be less comfortable coming to campus just because of the ongoing confusing and misguided information in popular media. When our information associated with Covid-19 is less political, and the facts are clear say, that we might have to live within the Pandemic in the foreseeable
future and social distancing within a classroom on Mason's campus is doable, and masks actually work, I'd willingly continue my teaching and research as recommended by Mason Leadership. Until then, I desire to stay healthy for my family, and desire to not risk the health of any Mason Family member.

Wife and I have multiple risk factors and will not expose ourselves to potential risks (people on campus who could be asymptomatic carriers transferring to others). Also concerned about moving around building(s). Elevators have minimal ventilation, stairs have none so I’d be very afraid. Can Mason provide PPE and sanitizing wipes? Only obstacle is the COVID 19 which creates a very uneasy environment if we have to do any face to fact teaching. Of course, if a vaccine is found then this would remove this uneasiness. Since we probably won’t know about a vaccine anytime soon, full online classes seem the safest way to go.

Not sure that hybrid teaching approach would be safe in the Fall semester due to the possibility of a 2nd Wave.

During these last two months, my instructional colleagues and I have seen that our course functions very well in a fully online format. Running a graduate course that is entirely based upon student research collaboration with outside organizations, we don’t face the same challenges that I have heard our other courses might be dealing with (e.g. academic cheating). However our instructional team has refined our process based on lessons we have learned from the current experience. We have frequent meetings with our student teams that help to ensure individual accountability on our group projects in the absence of in-person observation during class times.

I'm able to teach online, but I need to have a mechanism for holding each student more accountable.

I don't understand where to move the slider for the last two questions to indicate that I am absolutely deeply concerned about coming to campus in the fall and the impact it will have on my family. 100 is completely comfortable and zero is not comfortable at all. But what is 100% concerned?

Do students want to be on campus? How do we encourage them to want to be on campus when there’s a pandemic? The decision made around housing students needs to be very intentional. Our international students provide so much to our university. I think if we can be as certain as possible that one of the options works, we should move forward.

As a teacher at the Child Development Center, I see the biggest obstacle as being able to maintain social distancing (and sanitation) with children aged 4 and under. The current proposal calls for 2 teachers for every 8 children which I am concerned is not going to be enough supervision to maintain social distancing.

Too many unknowns. Safety should be first priority. Child care or k-12 may not be available full-time. Prefer planning for online only.

I am 12-month faculty. As it is, I work full time all summer planning for the upcoming academic year. I am not sure where I will find the extra time (or incentive with budget freezes and cuts) needed to make the course suitable for online instruction. The solution to this is to allow those willing to teach in person to do so.

I need time to prepare my course for the benefit of students. The biggest obstacle is not knowing what I'll be teaching and how I will be teaching it.

Educational challenges for students are large and particularly for those at risk. Class sizes and staffing -- my department has the most large courses not online (for good reasons) and we are understaffed already. Challenges beyond these: (1) lack of support and willingness to listed to our concerns and needs. (2) special needs for incoming freshmen after this spring in HS. (3) minimizing effort to make this change in areas like mine where Powerpoint slide lectures are not used prior (4) no recognition of lack of Mason technology, leading to faculty at home using personal equipment at their own financial risk (5) allowing faculty input on needed technology or at least on problems: I cannot get anyone to listen at this point.

No real concerns—I have taken the OCDI certificate.

Requiring and enforcing everyone to wear a face mask and maintain social distancing guidelines.
I prefer to teach all online in the fall semester. The challenges will be that I was assigned new courses, so I have to learn new content and figure out how to put that content online. I am an experienced online instructor, so at least I know how to do that. It will take a lot of time, however.

Knowing ahead of time what the decisions about in-person versus on-line will be so that I can plan around it. Obviously timing is crucial; but I fully recognize the challenges and I commend the Team for its prompt and conscientious work.

Stretching the faculty thin by having to support both face-to-face and online responsibilities. Cost and quality control of hiring additional faculty to cover the strain from the above prospects. Since many classes require relatively high densities of students (e.g., General chemistry) and COVID-19 requires relatively low densities of students, we must choose one path or the other: remain almost completely online or return to instruction in person. If health concerns drive us to a mainly online format, we must grapple with how to position ourselves relative to the hundreds or thousands of other options out there. We need to get our graduate students back in labs so they can complete their theses. Finally, for online support, students must be required to support lockdown browser with monitor. Otherwise administration of online exams becomes a nightmare.

While I am confident I will be able to prepare a high-quality fully online experience for my students by blending synchronous and asynchronous class sessions, it will take an extraordinary amount of time. This is time that I will not be able to dedicate to writing and researching, as a tenure-line faculty this is frustrating.

Student Support Student Success Student Learning Outcomes Create a program for students that addresses these areas and provides academic support for virtual learning in an online environment.

I think those will become more and more obvious as we see localities open up prematurely, though of course, I hope I’m wrong. A college campus is one super spreader event after another, and while the University has some control over that, keeping the campus cinema dark, for example, it has no real ability to control how students interact on- and off-campus. Young people, as we all know, do not always think through the consequences of their actions and can feel invincible. Further, much of our staff and faculty are members of vulnerable populations.

Questions remain about availability of valid testing to find asymptomatic carriers or is there a valid immunity test that provides degree of protection. Unknown virus presents unknown health risks at this time (Knowledge should be better in August but still limited). Question about non-resident students coming to campus for classes or access to services (dining, recreation). How to identify and control virus in a highly difficult environment to control. Need for testing, contact tracing, self-quarantine and self-isolation demands will be too great with increased numbers on campus. Point of care test or immunity test, health assessment at time of move in dorm? What region of country is student coming from? Sharing a bathroom only complicates self-isolation and quarantine requirements.

I am not hearing enough nuance in discussion about whether classes will be REMOTE or ON-LINE. I am very comfortable teaching my classes in a REMOTE format. I have no interest in teaching a version of my current courses as designed ON-LINE classes. Also, the university will have to expand significant resources for instructional redesign if that is the expectation (spoken or unspoken). There is a significant difference between these two modalities and I want more clarity about expectations so that we can communicate to students what they are actually going to get. The "support" for instruction that we are getting is, in my view, much too weighed toward ON-LINE instruction rather than REMOTE instruction.

Testing. Make sure tests are available on campus, and make sure we are contact tracing as well. Ensure there are quarantine areas on campus.

Challenge- not knowing how many cases of COVID-19 will still be active, or if health will return to normal or if the virus will re-emerge or be out of control in the Fall challenge- how will Mason be able to sustain the financial costs and losses regardless of the option chosen challenge- what happens to employees? will there be furloughs or people losing their jobs? suggestion- have plans ready to implement based on the best and worst scenarios possibly could return to campus scaled down, see how it goes, if going well possibly scale up in the Spring Semester OR if the return to campus does not go well, quickly move to the all online/all telework plan

If K-12 schools and child care programs are not open---schooling and caring for my own children will be a major issue. I am prepared to to teach both of my courses online, and would prefer this.
Some people may refuse to wear face masks on campus, thus become a potential threat to public health. The university needs to enforce wearing masks at all time!! Shuttle will be a source of spread - be specific with how often shuttles will be disinfected.

Not understanding what the metrics are that will determine when we are remote, hybrid or residential - what benchmarks are being used to make these decisions? The ability to adequately account for lapses in childcare and the protection of the vulnerable populations (students, staff and faculty) is a concern. I think developing a model that is flexible for all of the units to account for their unique situations and the flexibility that will be necessary for students and faculty while at the same time allowing students to benefit from in person instruction (if they so desire) is optimal. Option 4 does not allow for this. As stated in the report, Options 1-3 can always pivot to Option 4 should the situation arise, but it is not clear why Option 4 should be the starting point. The potential impact on recruitment and retention is significant. Keeping a remote option available for all students and staff who are unable to participate in person will help accommodate these potentially competing concerns. To this point, we need to ensure that we have at our disposal the technological support (both software and classroom hardware) to support this dual learning environment.

Uncertainty is the biggest challenge. Assuming that students and faculty--hopefully staff, too--will have the right to stay home, I'm not sure how incorporating any face-to-face instruction is feasible. 100% online seems the easiest way to overcome these challenges. It will take working over the summer, but that is the safest bet as it eliminates many unknowns/unknowables.

The biggest challenge will be students or faculty not wearing masks—a big problem with runners/joggers, especially, since people out for a run may find it difficult to stay 6 feet from others. Faculty and student-facing staff (e.g. campus police) should be provided with masks to provide individuals who are not wearing them. There will also be a problem with lines at dining establishments, especially in the JC. Consider floor markings (taped Xes of different colors) that indicate appropriate places to stand, and wage-employee “line monitors.”

Having multiple preps is so difficult; Faculty who have only one prep and even the same prep as the Spring and one that is already ready for online delivery have a much much easier time. Yet, we are all treated the same.

Campus is filled with common spaces that are used by hundreds or thousands of students a day. The plan suggests spacing out class transition times to clean classrooms, but I worry places like the library, JC, dining halls, etc. will not be able to be cleaned as effectively, since they are such high-traffic areas.

Making sure everyone follows CDC guidelines for distance, etc. Maintaining clean facilities Allowing for flexibility at the individual level and not just for designated groups--faculty, students, and staff should be able to maintain a level of excellence at what they do in a format that they feel comfortable doing it, whether that is hybrid, distance, or face to face poll faculty to find out exactly what each feels comfortable doing as well as students; plan schedules that match those needs for the greatest number of individuals possible--make decisions about how operations will run completely transparent so all can be prepared (e.g., decisions about which students can come back to campus, etc.)

No problem if online

Interference by central administration in decisions best left to local units. Solution: less interference.

First, I'd like a decision soon so I have time to preparer. Second, I don't want to prepare for a scaled down f2f instruction to then in September or October to have to convert everything online again because there was a spike in COVID cases. I'd rather just have time in the summer to prepare for online courses.

Structuring lower-level classes to freshman and sophomores. They have not learned the rigor and time management skills to thrive in all-online education. Without the structure of face to face classes, many of them will not struggle to perform. -- Perhaps an Online seminar type of class for freshman and/or sophomores can teach them strategies for handling online courses. -- Course design in Blackboard has a huge impact on the student experience on online courses. I am glad the sterns center is helping instructors. Perhaps there can be a volunteer mentoring group that can help faculty and I've them feedback on their courses.

Early preparation
I worry about disruptions produced by changing course formats too close to the start of fall semester. It seems that students often struggle with being dropped from a section and having to re-register (i.e. when an in-person class is transitioned to a DL section). If there's a way to make those transitions smooth so that students don't have to register multiple times or receive multiple advising sessions, that would be ideal.

Uncertainty is the biggest challenge in my opinion, and there's little any of us can do about that. But decisive and timely action would help.

Teaching in person classes while maintaining necessary social distancing. There is no sure-fire solution for this. But one possibility might be having more small classes moved online (as they are much easier to run well online) while reserving limited classroom space for big ones, and if necessary splitting them between 2 rooms.

Uncertainty and insufficient time to plan Personal and family health risks Technology challenges with increased IT usage

No clear plan from leadership—we need to know now so we can plan accordingly. Suggestion—make the call for all online so we can all focus our efforts on doing this well. Health risk—the disease is primarily transmitted through the air, which has no "cleaning plan"—there is no way to ensure reasonable safety of people; it's naive to think people will follow social distancing rules when people already aren't publicly when we are still in the high risk phase; suggestion—stay online until vaccine developed and deployed

Preparing Faculty to effectively teach on-line. Have faculty team teach. Stronger on-line teachers partner/mentor, inexperienced on-line teachers.

I simply do not see how we can safely have large numbers of people on campus this fall. It would be much safer for everyone if most or all teaching was done online.

Student engagement and hope. This means more in-person exchanges, teaching, etc. With opting into simulcast online classes too, for those who wish. School finances...I think this means more in-person engagement, with online as a possibility for those who wish. But let it be their choice.

Insistence that we can realistically achieve zero risk. Insistence that one size must fit all. . . . Get smart.

Engaging students in an all-online class without meeting them in person first. Pivoting this term hasn't been too difficult because we built on considerable previous face-to-face interaction. Next term will be a different story. I plan to do more team-building exercises early in the semester to compensate, but I'm unfamiliar with what that entails. I know that being available online is essential, but I worry about screen-time burnout.

I think one of the many challenges we face are the out of state students who wish to return to campus. I'm also concerned about the economic impact, students unable to pay tuition etc... I assume we are making all resources available for those students. This report, quite honestly, is amazing. Comprehensive, thoughtful, etc... Thank you to all who served in this capacity.

No virus; No valid antibody test; No realistic way to monitor if social distancing is practiced.

Challenge: Achieving full Blackboard proficiency

The biggest challenge is finding a way to teach laboratory classes

Not knowing the platform and timing of classes

The uncertainty. Higher education may not survive if we cannot adapt quickly. The in person experience cannot be substituted for an online experience, so we need to temporarily make it different while protecting jobs and people.

Virginia’s Governor is a power-hungry idiot and our new university president is an unknown commodity coming from the cradle of crazy in southern California

Uncertainty and support. Would like to have clarity and time to plan - making a decision as soon as possible would be best

Campus is crowded under normal conditions. Most classrooms are small to medium (30-40 seats). If some classes are to meet F2F, we should have to space things out very considerably.
I think it's best to commit to fully-online now so that everyone has a chance to prepare and know what's coming. Even if it turns out to be over-cautious, that's better than the alternative.

Making sure students have access to the technology they need in order to engage in classes.

Figuring out a way to safely social distance. Making sure that everyone has access to PPE. Making sure that airflow and ventilation systems are bringing in outside air and not just recycled air with high virus content.

Rewriting the culture and rules of our campus. Everyone is accustomed to congregating, big events, packing into the JC and touching everything - how will we both rewrite those rules and enforce them?

While online is not ideal, it is the one that is safest for everyone. I think letting us know as early as possible in order to prepare for excellent online classes would be best.

The biggest obstacle is hard labs. There is no good way of reproducing these online. To overcome this challenge, I would recommend either a hybrid teaching approach where labs can be executed in class and other lectures be online, or bring the entire class back to the campus.

I have had some time to read the full Tiger Report and think about all this some more, and I do not think opening back up in the fall in any kind of F2F environment is feasible. The biggest challenge I see with this is 1) I won't feel safe in a classroom like mine that does active learning, where students often need to work together in various capacities and 2) the more than likely possibility that we'll have to return to fully online at some point given a potential resurgence of the virus. Why not just make that decision now, so that the burden of having to completely redesign a course midstream doesn't fall to instructors (again)?

Balancing public and personal health considerations with campus obligations. In the absence of any vaccine or treatment for COVID-19, the safest option seems to be an all-online option.

Most of my work can be done online (teaching, working with students, meetings) so for the safety of my family and safety of the community working remotely until things are safer seems the most stable option for staff, faculty and students at this point.

My husband is 86 and at high risk with heart disease. I am 69. I cannot take chances with his health. To prep classes for online, I do not need additional resources. I do very very very much want to work synchronously, as my classes require (absolutely) engagement and interaction, so I very very much want my online courses to have a meeting time assigned as though it would be face to face. I can work with them asynchronously as well.

I would prefer online synchronous courses. They provide the attention and face to face of a classroom experience and many of the benefits thereof. For the arts, this kind of interaction is essential. My fear is that the university will use this tragedy as an opportunity to expand asynchronous online courses, which will not give the students the attention that they deserve and pay for in the arts. The synchronous model is doable for me by the fall. The asynchronous model is not doable for me, at least to the extent that I feel like I'm doing my job as a professor, giving students what they deserve, and feeling rewarded by what I do.

Two challenges: 1. Figuring out how to open up my research lab for in-person human research - what types of ppe would we need, etc., 2. Working while taking care of my child, in case his school is not open.

All of these options will require completely remaking the fall schedule. I cannot understand why are having students register for these classes, only to pull the rug from under them and change everything. Changes need to be made, so why are we having them put all this time and energy into making their fall schedules?? I teach a lab that cannot be easily moved online. I am concerned it will need to be cancelled. At best, I will only be able to have 4 or 5 people in the classroom, and if they can't work together and I can't come near them, I don't see how it will function. To transition courses online (and do a good job of it) or to hybrid format takes a lot of time. Faculty need to be given sufficient notice (months) if we are expected to do this right. Faculty should also be paid for their extra time or released from other responsibilities. Many of our families and children are paying the price for our extra workload.

I highly suggest #4, all online. The disruptions necessary for even partial on campus activities, including new schedules to allow for cleaning, student travel between classes and commuting, and the challenge for those of us who teach in the arts, where group activity is essential, are more than we should bear. I do not wish to risk my health in order to satisfy social or financial criteria. These contingencies should be though of as pertaining to spring 2021, not fall 2020.
Converting courses online is really challenging: ramping up support as much as possible would be my suggestion. We have faculty who have never used blackboard! We also need to find a way to support students who don't have access to technology and/or broadband internet.

Present the same quality classes that face to face can provide and keep students engaged.

Social distancing is challenging in my role at the university. I think if the students (and I) are mindful and wear PPE, I can do my job safely.

People with young kids are facing a big challenge in trying to keep everyone safe while also working and meeting the demands of students, department, research etc. I wouldn't send kids to daycare or school until it is reasonably safe and so if they are at home, but having them at home means that parents have to do their jobs on top of being kids caretaker.

It was one thing to teach online after having half of a semester to establish personal connection with my students. It will be something else altogether to have to establish personal connection purely through online teaching. I will do research to seek options.

Getting classes fully online takes considerable time. Knowing decisions for fall as quickly as possible to help in preparation would be helpful.

Keeping students engaged in the online modality. Students who were not expecting to get their college education through online platforms.

I truly appreciate the work of the Tiger Team. Their report was impressive. But the report doesn't answer the questions that I hoped/expected. Public Health experts say the key to safe re-opening is testing and contact tracing, it's not in the report. Say we are going to hold in-person classes and have hour breaks in between. When do you plan to change the F2F schedule so students who are currently signed up for classes can make these changes?

As an APC I am concerned with finding instructors and/or having faculty agree to teach extra load of courses if a transition to smaller classrooms occur. We already have multiple sections of courses with class sizes up to 50. Not all instructors will have the ability to teach on the weekends, again this comes into problems with scheduling. We would also need to ensure instructors are teaching the courses in an effective manner, providing training and supplies. Mentoring on ways to make labs/activities effective. With a hybrid format this will be more feasible. Its hard for me to answer how comfortable I feel about returning to campus since we do not know the situation of the virus this fall. If cases are decreasing then my comfort would be more so than if they were sustained or increasing. Also, we don't know what will happen when thousands of students come back to campus from different areas, will this increase the spread of the virus. As mentioned I think it will be important to determine classes that can go online and ones that should be hybrid. Each program will need to make this decision, and hopefully will ease some of these challenges.

There are so many unknowns and I commend the team for their work on this given the myriad challenges they face. I think we in public health know the importance of testing and contact tracing along with measures to ensure social distancing and adequate PPE (masks, etc, along with instructions on their appropriate use). Some of the challenges include students and faculty who have comorbid conditions that may put them in a high risk category. They should be able to safeguard their health. Campus is incredibly crowded - opening more walkways especially in central campus will be necessary to maintain distance. Increasing spaces where students can safely dine and spend time while distanced is necessary. More microwaves in other places besides the JC for students. Shuttle service will have to be increased to handle distancing.

Just the uncertainty of plans given that whichever proposal is adopted, it will take time to implement campus wide.

The biggest issues is that our model does not work with social distancing. We don't have enough faculty to handle classes that are already stretched to max sections. Less people in the classroom, more classes, would require more faculty, which we don't have and can't afford. How can we go from 30 people in a classroom to 15 to accomodate social distancing and expect not to require twice as much resources? Are faculty going to have to teach two sections for every one load normal? So if a faculty is 4:4 they will have to do 8 classes to make up for it, with likely pay cuts as well?
Life is a risky thing. I am not swayed by the bean-counters and the ever-abundant 'scientists' who are telling us about the end of the world. I want GMU be as normal as it can be, taking into account the fact that there are individuals who will always be afraid to go outside of their homes.

Not all students need or want classes DL. Many students can’t handle the requirements of DL and I think we are doing them a disservice by providing all classes online. They came to Mason for a reason and I think we need to look what is best for their education and what they need from Mason. I think an option to look at is making the classes smaller, doing partial on campus partial DL. Offer more DL sections for those who need to stay away from campus. There are some instructors who don’t want to be on campus either so they can teach DL. Face masks are mandatory.

Unavoidable and uncontrollable network outages for both myself and my students. Ie: When you’re in the middle of a live conversation and the internet goes down on one side or the other. It's easy enough to get back online, but you lose between 5-10 minutes.

The biggest obstacle is not knowing what the fall is going to look like in the larger community. Because our national leaders have been so negligent, we are completely at sea in terms of where this virus is going or how prepared we are as a nation to cope with it. I much prefer teaching face to face, but I do not see how the university can make that call under the current, highly uncertain conditions.

1. technology - running collaborate, zoom, webex, etc. is too much for my desktop; I'll need to buy a new computer for fully online teaching. Students' use/access was not an issue, usually. 2. lack of engagement - I rely heavily on interactive exercises and team-based projects. Spring semester showed me that an inordinate amount of time/effort is required by me to facilitate those but still had reduced engagement. To me, that means reduced learning. 3. online experience - I attended every course you offered and did pretty well but need more advice on how to best achieve outcomes, from those who are expert online instructors.

I think the biggest challenge is creating the conditions favorable to the largest possible number of students enrolling in classes for AY 2020-21. My income as a Mason faculty member supports my family so Mason’s financial health is a core concern for me. I can be flexible and do my part to provide instruction in whatever way allows us to serve the largest number of students.

Transitioning my material to online.

I have autoimmune. My Dr will allow teaching if both myself AND students will wear face masks and keep 6 ft apart.

(1) Transportation - the physical ability to safely take public transportation to campus. (2) Technology - differences in technical support and equipment at home vs campus. (2) Compensation - providing reasonable compensation and assistance for faculty, particularly term and adjunct, to convert courses from face-to-face to online.

All of the plans are problematic in various ways, but in my opinion option 3 has the most challenges from an instructional perspective. I can’t really envision what that would look like, and it would take an incredible amount of training and support for faculty to prepare for it and manage it. Those who have not taught online will need a lot of time to prepare. I have taught nearly 10 courses online - but that first one took 6 months of prep.

Uncertainty. Making a decision sooner rather than later is preferable so we can all start preparing one way or the other.

The indecision is what's worst. Considering what Dr. Fauci and others have said you’re taking a big risk to bring classes back. The university needs to be realistic. I understand the need to have some students on campus--may make sense--but they would likely also have to do classes online--just in the confines of the dorm so they can get out of their homes if they need to, and possibly for those coming from overseas--if the travel is allowed. None of the solutions are good right now, for any university. But Mason is still in the DMV and the east coast is likely to be a problem for some time.

Daily screening of everyone as they enter campus.

Loss of international student enrollments leading to loss of faculty jobs is a huge concern. Mason needs to reassign faculty who typically teach international students, not furlough or fire them.
Ensuring that I have adequate childcare if I need to come to campus, especially on the weekends. I would also like to see detailed plans for COVID testing on campus. I would like to prepare for how often I would be tested, etc. We need testing and we need space. We need someone cleaning the room between each class. We need an upgrade of bandwidth for online learning. We also need people to monitor and remind to social distance. Creating new norms of behavior will have more quickly if we have people acting as friendly reminders, maybe even announcements every 10 minutes during transition time, like at the supermarket, i.e., "To keep people healthy, please be a good Patriot and keep your distance of 6 feet." Have markers everywhere.

It is very time consuming to develop an online class. It would be helpful to provide a stipen per class to incentivize faculty to make the transition.

Anthony Fauci, the nation’s leading infectious disease expert, reportedly recently said that a second wave of the coronavirus is "inevitable" (https://thehill.com/homenews/news/495215-fauci-second-wave-of-coronavirus-infall-inevitable) A two-day BioGen annual conference in Boston has infected more than 100 attendees and has become a super spreader of covid-19 in Massachusetts (https://www.nytimes.com/2020/04/12/us/coronavirus-biogen-boston-superspreader.html) Classrooms are one of the most populated environments. We have classes of more than 70 students in one room. If one person in the classroom has the covid-19, he/she could infect all the rest people in one or two classes. Before we can reliably test every student/faculty/staff or effective and safe vaccine, it is too risky to have in classroom teaching this Fall.

Not knowing location, format, course load, or size of class. Make decisions early.

I'm concerned about face-mask shortages as lost face-masks would have to be destroyed. If no limits are placed on campus visits, face-masks would have to be provided. A well-stocked supply of face-masks should be available at every front desk and reception area. I would feel safer if all elevators on campus are monitored.

I don't think on campus teaching is feasible. I teach a class with 60 students -- we have consistently been in classrooms so full that I cannot walk down the aisles in between students to check that they are using allowed resources. I don't like the online options that are being presented by my department -- the idea of non live classes -- all pre-recorded. As an adjunct, I feel that the value of my teaching, is teaching beyond the textbook and offering real life information. I don't feel that I can do that in pre-recorded classes. I feel that I was very successful to converting over to the "emergency online" class this semester. I provided more written material and shortened my lecture time, but by using Blackboard Collaborate Ultra I was able to keep to a almost normal classroom setting and got very positive feedback from my students-- who really appreciated my virtual presence.

I would like to have time to prepare for the way in which courses will be delivered. I have major concerns given the current numbers and the data which has come out regarding the numbers in August.

I am comfortable preparing online courses, both asynchronous and synchronous. My concern would be more about the cleanliness of the classroom. I often have the 7:10 pm courses and the trash is always overflowing, the tables/desks are filthy as are chairs. So, I would want assurance that the classroom would be cleaned immediately before my class entered.

The Tiger Team Report suggestion cleaning high touch surfaces 3x per day. That is unacceptable at a university such as ours! High touch surfaces need dedicated personnel to clean hourly at a minimum.

The claim is that there will be intensive disinfecting, but that says nothing about traffic flow in hallways, which are narrow and easily crowded. There are risks from potentially non-compliant students. And are we expected to provide out one masks and hand sanitizers? The latter is in especially short supply or incredibly expensive. Finally and most troublingly, there is the risk to those who'd be doing the cleaning and disinfecting. Such risky work demands hazard pay and health benefits, which are very expensive but morally right. However, Mason’s current vestigial cleaning crews are subcontracted immigrant labor making minimum wage and with such increased responsibilities (as over against the days when buildings were cleaned daily by State employees with benefits) that they barely have time to empty trash cans, let alone vacuum. Forget cleaning at all: they do not. So where is Mason going to find the money to do the kind of cleaning it’s promising, at the scale that is needed?
I am not scheduled to teach this fall, but I would be happy to backfill for any faculty who might wish to stay away.

I am teaching grad students and would like to teach entirely online or entirely f2f--but, given that some of my graduates aren’t even in town, how would I know who is intending to come back. And if a few students are immuno-compromised? I’d really like to teach f2f but I think that without the ability to test very frequently and to assure that there is plenty of (clean) space, it’s impossible.

Navigating my own family’s health and educational circumstances with my own professional responsibilities.

Health and life are priceless. In my view our campus is a small city with a dramatically dense population that is too mobile. Therefore only option 4 seems feasible until a vaccine could be administered massively. Online class design and teaching is a very time consuming, especially when none of your classes have ever been online. In this report, there is no calculation on how to cover the extra time that each faculty will need to input their own. Some type of recognition could be implemented (not necessary to be monetary).

Uncertainty regarding campus instruction vs. online instruction. Once this is decided, all obstacles will be removed.

My toddler is in daycare, which was interrupted with the pandemic. As I was transitioning classes to be online, I also became a primary caregiver during the day. I am concerned that this situation could repeat itself in the Fall. That was extremely difficult. It would be easier to prep online classes and have them already going in case there is a surge in cases and we need to go back to quarantine at home. Worse, if either of us gets sick and then I am transitioning online, that would be a nightmare.

No issue with preparing for on-line. Maintaining social distancing with the standard 40 to 50 person classes does not seem feasible

Preparing the online classes and getting feedback from the students.

We should know soon that classes will be online for the fall so that we have time to prepare.

Student engagement is an issue if fully online. One significant challenge is sustaining student community if face-to-face is not possible. Faculty teaching online will have to take extra measures to ensure that students feel connected (e.g., synchronous Q&A sessions, virtual office hours, etc.). Re: coming to campus to teach, I am concerned about social distancing and virus spread - I have at-risk folks in my home.

Obstacle: Student access to field experiences in local schools and student teaching interns. Suggestion: Rewriting assignments to include case studies rather than field experience

My greatest challenge would be if my kids are virtual learning I will not have childcare to teach on campus.

Obstacle - high likelihood of additional waves and more "peaks" of local cases requiring rapid pivoting back to online Obstacle - potential for "super spreader" events from asymptomatic carriers in enclosed rooms. We know that this happens (see the Washington State chorus case) Obstacle - PPE availbility. Real PPE, not cloth masks.... Obstacle - Serological testing & RNA testing availability Obstacle - faculty safety, given greater age compared to students. Obstacle - potential clashes if some students unwilling to wear masks... Obstacle - faculty willingness to risk selves/family. (I am extremely worried about teaching live because I have elderly parents with comorbidities, who may need my assistance in fall) Obstacle - Labs. My experience so far has been that lectures worked quite well online but that labs are where the student learning experience really suffers. None of the four options outlined in the Tiger Team really specified the split that I feel is most natural for many COS classes, which is, lectures online, labs in person. The only thing that really needs to be in person is the labs, and additionally the labs can also be done in person more safely than lectures (fewer students in the room, labs have better ventilation, labs have some PPE available already)

I am not concerned about teaching online. I am concerned that we do not have testing and contact tracing in place, and I am concerned that the federal approach of eugenics-light impacts all decisions, including the decisions GMU can reasonably make. Testing and contact tracing would have to be conducted by medical services on campus to ensure safety, so the university would have to be poised to act as a government might. The opening up plan keeps failing, even in countries with strong, centralized responses. I am also concerned that faculty on 4/4
teaching loads will be overwhelmed by the burden of teaching online, so they need better support and decrease course caps. I do want students who need lab space to safely be on campus, and there are ways of decreasing risk, but only if the campus is fairly empty otherwise. We know the research on online teaching (and what it takes to make it fair for teachers and better for students), we know the research on vulnerable populations, and we understand enough of the failure of the federal response to see what might happen. And yet we imagine that we will overcome the research.

Social distancing and contact tracing on the scale necessary for a return to in-person classes appears quite unrealistic, from my vantage point. For social distancing, this would require MANY more class sections per class, dramatically increasing the teaching time load on faculty. For junior tenure-track faculty, time is extremely scarce already. Contact tracing would depend on mass compliance from students, e.g. using mobile apps. But available research suggests that many people will not comply, at least not without proper education and assurances of privacy. This would be a big challenge to any on-campus option, in my view.

1. Liability issue - if someone gets Covid-19, and tragically dies, there will be a low suit and lots of bad publicity for Mason. 2. I am not sure the Tiger Team looked at all the costs involved in preparing the campus for students. How are we going to create and enforce taking temperatures and other items we are asked to respond to every day. 3. The tiger team estimates a large loss with going in-person so the University is planning on keeping students on campus if there is another dangerous increase in Covid-19 cases. We will then look stupid sending them home.

I appreciate the concern for health and safety. If we do not allow students to have the option to do some in person classes we are not taking their wishes into account. I think this decision should also be decided to allow some programs who need face to face instruction to do it. Those classes that can transition online (English, history, math, computer sciences, etc) should help out other programs by not taking up the in person classroom time. Other programs have classes that make it very difficult to provide a good quality education without in-person education. Classes such as sciences labs, hands on learning for students studying nursing, physical education, and some art programs should take priority for in-person instruction classroom space. Some changes can be made to curriculum offered additionally to decrease on campus traffic. But all departments should be allowed to have the option to move bare minimum of classes to in person on a sliding scale for what is safe. I understand for the want for consistency but the reality is that this is also a program by program feasibility issue. I also understand the housing issue. However if less students are housed on campus they will be forced to potentially move in around the Fairfax area and this would also create issues. You are creating a problem for the community if you choose not to allow more students on campus.

I do not believe that we will be able to maintain/enforce appropriate social distancing, and I think that it will be very creepy to walk around campus with everyone wearing masks.

Student satisfaction is the primary concern and the potential for lower enrollment. However, I never believed that we could consistently grow over time, nor did I support the goal of 100,000 by (whatever year it was).

The unknowns. We are still learning about COVID19. What we know now will differ from what we know in the fall, making it difficult to forecast what to do in the fall.

I'm concerned that the split curriculum approach may disadvantage students who can't come back for health/family health reasons vs simply choose not to do so. I think whatever we opt for needs to be the same for everyone as much as possible. However, I recognize that some classes can't be taught fully online and I think if we have a scaled back reopening we should prioritize or only offer those classes in-person (and encourage faculty to teach them as hybrids as much as possible to provide the widest availability of classroom space). I think departments would need to make a case for specific classes being taught in person based on need for physical space/equipment (e.g. chemistry labs, production and recording equipment needed for comm classes, etc) and they should be prioritized depending on whether they're required. Larger classes that meet the criteria would likely need to be broken down into smaller sections. I am not sure how to address the potential inequity for students who can't come to campus though--perhaps classes could be streamed and students could call in by video conference as suggested in my response to the next question (not ideal, but a workaround). This would need more planning and I'd like to see student input, particularly from those who may be directly affected.
Making sure that staff, students and faculty feel safe. The only way to overcome this is by implementing widespread testing.

Messaging from the university. I think the smartest thing to do is what Cal State did and say they will be online now so faculty can prepare. Even a subtle promise of something different stifies the needed preparations.

A lack of testing. I do not think that you can ask professors or students to come back to campus until you are able to provide testing (and contact tracing).

(1) Online capacity - our university does not have the necessary bandwidth to deal with making a massive transition to online delivery while maintaining online the quality and resources we should be delivering. We desperately need instructional design support and training that would help faculty and staff, as well as resources (content libraries and other external resources) to help make the transition. (2) Full testing capacity on campus - there is a wide consensus among experts that extensive frequent testing is critically needed in order to support any kind of physical "reopening". The Tiger report makes certain assumptions about this critical issue that are not likely to be fulfilled. Without extensive testing how can we talk about reopening? (3) Campus infrastructure - many of our buildings have minimal air circulation and in quite a few of them it is not even possible to open a window. Furthermore, even before this pandemic we had a crowded campus that was overflowing with people. We have clearly outgrown our infrastructure. Under such conditions, even partial return to campus will make maintaining physical separation challenging. (4) Research - It seems that there is no real discussion about the impact of the current pandemic on research productivity and competitiveness. Much of the focus has been on research that is critical but the situation also has a medium and long term effects on other types of research. We've had no guidance or support from our VPR on if and if so how we could maintain research under these conditions, and what resources are being made available for that. (5) K-12 summer activities and school reopening - The report does not seem to give consideration to the fact that students, staff, and faculty who have children in the K-12 ages will have to tackle the issue of having children at home during the summer. This could become an even bigger issue if schools will be fully online or "scaled down" like one of the report's options. This is a difficult issue to resolve which can impact our ability to prepare for the fall semester and deliver it. One possible solution that might be feasible for some age groups is "virtual" summer camps or classes. Mason has a substantial experience with summer activities for kids, which could be leveraged towards this issue in order to help students, faculty and staff during the summer.

I am an American Sign Language adjunct faculty. I required the students to arrange the semi-circle seats. It wont work for the social distance since it will be 22 students. I suggest to keep the full online class without worrying about COVID-19 issues and also I am sure it will be 2nd waves of COVID-19 in fall.

I wish I could have 1 on 1 of small group training to build fantastically engaging online courses, rather than just OK courses. Students disengage after a few meetings if we don't make them super engaging -- but that will take lots of time. The blackboard collaborate help sessions we're terrific, I could get immediate help, and handle problems quickly. I know they were exhausting to staff -- but I'd love to see that sort of immediate assistance available. Can you train students to assist? Many of the issues are just technical, and can be handled by students. Maybe offer train and deploy work study students as BB helpers as they're less expensive. How do we 'convince' student that synchronous discussions can be pretty cool too? I do think research projects can be opened back up on case-by-case basis. At PSC for example, its wide open and easy for employees to socially distance. Fairfax campus -- not so much. I would be much more comfortable teaching at PSC with smaller class sizes, than in Fairfax where I have no idea who just exited my classroom and whether there are micro droplets from coughing folks suspended in the air. I teach hands-on outdoor field based labs, and I have to fully redesign them to deliver online. Will I be compensated for any of this course development time this summer? Can Learning Assistants, work study, or even the Resident Assistants be trained in student outreach and engagement? How to effectively reach out to all students in classes, every week to make sure they are on track and excited about learning.In the same way an RA motivates their freshman on the dorm floors, can we put in some sort of system like this, where students are constantly contacted, called, facetime etc... Connecting with student when they do not have to be sitting in front of a computer is helpful. I chat with students when I'm out walking or gardening.
Indecision of the administration on selecting a feasible plan. Keep the schedule flexible so you can make the needed changes. I realize that we don't know for sure who will be returning to the school, so this calls for more planning, contingency planning, and flexibility.

In my view, the $17.4M allocated for Health and Safety in the Tiger Team Report is likely to be a grotesque underestimate. Will either our health insurance or Mason itself (!!!) be able to cover the cost of: (1) frequent COVID-19 testing, (2) COVID-19 treatment for those who likely fell ill due to exposure on campus, and (3) long-term side-effects for those who likely fell ill due to exposure on campus but then recovered? Also: has Mason established a fund to defend itself against the lawsuits it will surely face when people get sick on campus (not to mention to pay up when it loses some of these lawsuits)? I note that there is a movement afoot at the federal level to shield "businesses" from liability in such cases, but it isn't clear to me whether these "businesses" would include public universities--and, perhaps more importantly, the prospects of such legislation actually being passed seem slim at the moment.

I have a small child so I will probably not teach if classes are on campus in the Fall.

Social distance isn't that simple.

I believe that we need better technical support, guidance and expertise to learn about online learning that is engaging, thorough and strong to meet our teaching standards.

I would need to come into my office for a few hours to grab up things to prepare for fall irrespective of the option chosen.

None.

I am ready for a Fall semester where my classes are taught in the classroom. I am ready for a Fall semester in which I teach the first half in the classroom and the second half online. I am very concerned about teaching the first half on line. To teach the second half on line, I spent more than 40 hours a week on one class. I prepared chapter outlines with 35 or more questions on topics from the recorded lecture. I prepared the solutions document. Instead of the occasional test, I gave an online test every week. Each week, I prepared a quiz review and solutions. I prepared PP slides from the quiz reviews and held a weekly virtual session. I learned how to produce Bb test questions such as multiple choice, matching and fill in the blanks. I built pools of questions, I learned about random blocks and how to produce a random block test from pools. I sent weekly schedules and encouraging messages. I proofread questions produced by the other faculty. I took the random final 13 times and communicated and corrected the errors in the pool questions. The first half of my course's semester is design oriented: flowcharts, truth tables, circuit gates and diagrams, Venn diagrams, etc. These need to vary from semester to semester, particularly for tests and homework. (Fortunately the second half of the semester is not design oriented so I survived.) To overcome these first half challenges I would need someone to produce the diagrams, in a flexible way so they could be adapted each semester.

Online teaching and f2f instruction are completely different animals and this semester showed that we cannot switch painlessly from the one to the other. We need time to plan. We pulled it off--sort of--this spring, but that is only because the students were too shell-shocked by reality to complain. They will not be so patient in the future.

My challenge right now is understanding how I will interact with my family if I were to teach in-person next semester. My wife and daughter have an autoimmune disease. I'm afraid of getting infected with COVID and spreading it to them because of someone at the university may have been pre-symptomatic or asymptomatic. Fall prep under this great uncertainty requires much more time and resources than usual. As a research-intensive tenure track faculty, this imposes unforeseen costs on me that will have negative consequences for my research productivity and my chances of achieving/satisfying tenure requirements. This is on my mind every day, especially with 2 little kids that are now at home with me, so I have lost my full productive days when my kids are at school/daycare, and now I will also be losing research time in dedicating additional time to develop a good hybrid/mixed/online course.

Effective teaching while maintaining safety. It may be difficult and even impossible to maintain social distancing by the students.
I teach a 3 hour lab class with students working on teams for 2 semester sequence. Very hard to get the team cohesion with on-line only. This is the Capstone Course for our department and is critical for our Accreditation evals.

Let us know soon please!

The biggest obstacle is the current uncertainty around whether we will be returning or teaching online. My courses are discussion-based and best suited for F2F instruction, but in the event that local conditions require a last-minute move online, I want resources like the TOPS training course available to me now in order to be prepared.

Preparing for online classes while teaching. Provide faculty with teaching assistants or students to assist with the preparation of the classes (make the slides, grade etc.).

childcare

Lack of compensation for the work. Stipends -- it would be nice to have this while doing course development, but it could come in a delayed form if the university needs to find/develop a source of funding.

We want the science and facts to somehow change in order to allow us to safely offer in person learning on campus in the fall. The science and facts are not going to change over the summer. It is better for the faculty to begin to prepare for online learning now in order to provide the best student experience for online learning this fall.

Not knowing what to prepare for...since we have no way to know what and how the virus will react in the next few months.

My teaching requires students to be physically present. It is too complicated to teach online. My research has slowed down considerably because of lack of in person meetings with students.

Classrooms will have significantly reduced capacity and hence smaller class sizes. There is really no way to practice social distancing in hallways and classrooms. The easiest solution is to continue as we have been this spring with as many online classes as possible.

the polarization among our students on the need for safety--how will we MAKE them wear masks? Maintain distances? No idea how to do that in an open carry state.

You won't know who has the illness. A percentage will have the illness with no symptoms. How will you deal with sick faculty and staff? Who will teach sick faculty classes and what will you say to students? How will you provide schedule flexibility for each individual who has personal or family risks? The on-campus challenges can be overcome by not opening the campus.

Childcare and risking exposure and bringing it home to my immunocompromised family member.

The biggest obstacle for me is not being able to use my office. I'd like to be able to use my office to do some of my work even if all classes are taught online. (Some faculty don't have a good situation for working from home full time.)

We don't know how well testing and contact tracing will be implemented by then, or whether there will be any treatments for COVID-19. This means being on campus in person is likely to be very risky, and the more people who are on campus, the higher the risk. I don't think we should require that of anyone--faculty, staff, or students. Teaching online as much as possible would mitigate this risk.

The Stears Center and the Schar School are doing a great job supporting the faculty in making the transition to online. If we go fully online, I would encourage the University to continue oferring and promote all sorts of workshops to make the transition to online teaching. One of the issues that makes me extremely uncomfortable about returning to campus is that professors would be responsible for enforcing the rules of the game, and we know that some groups will be challenging basic standards (e.g., wearing masks, social distancing). Thus, this situation is not only risky for everyone's health, but will add additional burdens to the faculty.

Having a decision made in June and then making another different decision in late July/August.
Blackboard is antiquated and not user friendly. I spend way too much time helping students with technical issues—it's not designed for today's (or 2018's) needs. Digital infrastructure—my already online class ran into issues when the rest of classes were brought online (i.e., Blackboard issues).

Preparing small highly technical courses for new Ph.D. students. There really is no way to do this effectively online without having a live camera presentation at the white board.

Lack of classroom space with social distancing, enforcing social distancing, ability to maintain "normal" when many outside factors (local and regional trends, childcare availability, K-12 school format, partner/spouse jobs, etc) are also in uncertain status. In order to react to this, Mason needs to maintain the utmost level of flexibility, promote and maintain telework wherever possible, and provide significant supports and precautions to keep all the Mason community safe.

With two elementary age kids, if the public schools cannot reopen, it will be impossible for me and many other faculty and/or students to go back to an on-campus semester.

The biggest obstacle is being forced to teach online. Students learn best in the classroom. GMU is only hurting the education of their students by going online—as well as creating financial instability for the university based on something that is in line with the common cold and seasonal flu. Those are actual facts. Please investigate.

1. If decisions are not made fairly soon (early June), there will not be time to prepare adequately to move to online. 2. If the Administration wants us to teach hybrid courses -- which I think is quite unrealistic to have classes SPLIT between in-person and hybrid -- this would be the most difficult option to prepare in a short time frame. It would also be confusing for students in the class, I would think.

Field work, it is one of the most important components of the class

That we begin the semester on-campus and then a second wave hits and there is a need to change to online. It would be best to be online from the get go so that students know the procedures and requirements rather than switching it halfway through the semester.

We need to return to in-person classes. Accommodations can be made for students, faculty, and staff who are vulnerable, but we cannot "shelter in place" for months or years.

Faculty whose skills for online are minimal. We need more training for faculty. We need to establish mentors so that faculty within units who have online skills and/or good Blackboard skills can be available to help others.

The main challenge is the uncertainty of the situation in the Fall and the possibility of a second covid-19 peak at that time

Comfort level for being on campus is a real challenge— for people of color and those over 50 or with pre-existing health conditions (I'm all 3). Skill level for online teaching is also a challenge for some - luckily I am involved in trainings on that so I feel more confident that others perhaps. I have heard that all online is not a REAL option - so I'm not sure why it was listed here. However, I think that it is the safest option.

I did not teach in the Spring, so I am concerned that the learning and attention--and technical support--that was given to putting course online now will not be available to me. I WANT to teach online, but have never done it and, as a research professor, have to spend my summer trying to get papers pushed out. If I don't have support to put the courses online, I fear I will have a product that doesn't meet my or students’ expectations. 

I'm very concerned about going to campus to teach. I have 30+ students and I am constantly in close contact with them because of the nature of the class, troubleshooting code on their computers. I'm not sure I have any suggestions. I know I'm fortunate to teach an IT course that translates okay to an online format.

The uncertainty of it all. Let's make a decision by June 15 about all courses that CAN be offered online, and then wait a while longer to decide about courses such as CVPA and lab-based courses and not close the door prematurely on the possibility that they could meet on-campus.

uncertainty, fear fear about health issues will continue. It is not clear that social distancing and masks will be enough with closed spaces and ventilation systems.

Not having enough time to prepare. It would be helpful to know in May what the university is doing in the fall.
The biggest obstacles are not GMU related but related to whether my children will be home full time or not. It is very difficult to work from home and take care of the children and help them with homework and just have them around all day. It is not very productive.

The biggest obstacles would be the timing of Mason's announcement regarding fall classes. If Mason does not make a decision soon, faculty will not enough time to prepare for classes.

HEALTH ISSUES AND SAFETY

Streaming quality for faculty and students if we are completely online. If there was some sort of support to faculty and students to be able to upgrade their internet access that would be useful. I've heard talk about it with respect to students but no mention of support for faculty. Everyone feeling comfortable and safe if we are teaching in person.

Not knowing what the situation will be with COVID-19 - will we be smack in the middle of a second wave? Will there be adequate tracking and tracing? And how will this impact the way in which classes are taught?

The Tiger Team Report did not discuss the possibility of providing testing. It is a serious issue. Is Student Health Services ready to provide all students with tests on a regular basis? If not, that puts students and faculty in an indoor space with ill students at risk. The idea, noted on the Report, that everyone would provide their own testing based on personal health insurance is irresponsible; many of our students do not have health insurance outside of what student services might provide to them. No testing puts everyone at risk. The solution is to offer routine testing to all.

Not having any decisions made until June.

Hybrid courses take the most work and with ramped up research expectations of my college that are not being contextualized in a pandemic situation, adding that much more work just so I'll be punished later for lack of research productivity is demoralizing. Please, for love of all things reasonable, do not make a bunch of hybrid courses out of classes that meet only once a week anyway, unless it was already that way.

In person: Too many students in a class to implement effective social distancing. Masks interfering with communication. Online: Poor technology (overloaded platforms) interfering with ability to keep mics and cameras on. Makes genuine discussion very difficult.

Just the unknown

My biggest concern is just establishing a protocol and working toward that goal as soon as possible.

Concern that we begin the Fall with an on campus solution and then have to change again 8n the midst of a semester. The adjustment was difficult and it took the students a long time to make the shift. I think it is better to select a methodology that has the best chance of being sustainable foe the entire semester

The biggest obstacle is the uncertainty about what we're going to do.

All courses should remain online until a vaccine is readily available for all. I most likely will be home schooling two children until this happens (my choice even if schools re-open). There is just not enough testing to make any large gathering safe.

I already teach online, so I'm mostly set up for success.

The unknown is the biggest obstacle. Given the need to provide the ability to keep safe which I have no confidence that Mason will be able to provide it appears at present that the all online option for the Fall is the only viable choice. The challenge of the all online courses includes the never having taught one, but more than that, never wanting to teach one. It has it's uses, but faculty who want to do it already have the option to do it. The rest of us don't want to do it but needs must when the devil drives. Instead of investing in multiple expensive platforms that makes Option 4 is hugely expensive and paves and pays the way for inferior courses/inferior experience (there is plenty of literature on this, as well as anecdotal evidence from our extant student population). This option would be less expensive if a template for delivering a course online through lecture,
discussion, project orientations, rather than the bells and whistles of some of the more expensive online platforms. We could end up as GMU/Wiley University. Not a good option.

All the public schools in CA have been required to stay home to teach online. GMU can continue online courses as we currently teach in the rest of the spring semester and this summer.

Field education

(1) Keeping distance within classrooms doesn't address the distance issues in the hallway, stairs, elevators, dining halls, libraries, etc. Unless we have a very complete and comprehensive plan, I would prefer not to even come to campus, not to mention holding face to face sessions. (2) I understand the privacy concern, but anyone (could be faculty, staff, or students) who has covered from Covid-19 may still carry the virus and get sick again or cause others to be sick. What's the university's plan to deal with the concern?

Given time to prepare, knowing that I will be teaching wholly online, I think that preparing for the fall will not be a problem. Overcoming challenges will be accomplish by working with the staff in the Stearns Center and sharing ideas/best practices with the other faculty in my teaching team.

We know that creating a high quality online course requires a tremendous amount of work. Faculty need to get started doing this - or learning how to do this - sooner rather than later, even while recognizing the challenges of decision-making at this time.

Test availability and protocols. Re-configuring classrooms, including entry and exit.

Pedagogy courses that are not easily designed nor suitable for online learning; required internships in degree programs. Hybrid seems most suitable if health restrictions can be met.

I am concerned with the high likelihood that COVID-19 will return in the late fall and early winter and we have to quickly transition to online instruction (like what happened in March). The quick transition was challenging for both students and instructors to adjust to. Whereas, if we commit to online instruction now we can better prepare and create a class experience comparable to our in-person instruction. Additionally, it does not seem worthwhile to risk students’ and instructors' health for a few weeks of in-person instruction (before COVID-19 returns full swing and we have to shelter-in-place again). If classes are offered in-person or hybrid, I do not feel comfortable having students work in small groups (like I did pre COVID-19). Even though instruction would be in-person, it will not be what the students are used to. Most of the classrooms are not designed to have students sit 6 feet apart from each other. I would not feel comfortable enforcing an attendance policy (e.g., students may not feel comfortable attending in person, students may have an underlying health condition, or students may live in multi-generational homes with relatives who have underlying health conditions) if campus opens and classes are in-person, I think there would need to be campus-wide mask policy and removal of students who are unwilling to comply.

I desperately want to teach in a face-to-face environment. I am concerned that without systematic testing and/or a vaccine, the risk to being on campus will be too great. From what I am reading, having people indoors together for a prolonged period of time (even if 10 ft. apart) is risky. I also wonder where students are supposed to hang out between classes. I can imagine students coming up after class to talk to me, intent on keeping distance between us but also embarrassed about what they are saying so sliding closer. How will be bathrooms be sanitized between uses? If we teach on weekends, how will students who are parents or have jobs be able to manage the schedule of super spread out classes? It just seems really complex and impossible, as much as I want it to happen.

Faculty need stipends for development of online courses. Each department should delay offering courses that can not be offered online in fall of 2020 and replace them with classes that fit well to online delivery. This may mean that professors might have to teach different or new classes. We need to make sure we can meet the technology needs (hardware, software, viable internet connectivity) of low-income students so that they can take courses online and not be at a disadvantage.

advance notice of going online concern about reverting suddenly from F2F to online if and when brakes are suddenly applied

Ramping up my knowledge of online teaching, I plan to take courses from the Stearns Center
If there are any face-to-face classes, it will be challenging to keep the school safe. Keeping facilities sanitized, maintaining social distancing (especially during travel), etc. will be extremely difficult. My suggestion is to be very, very cautious in scheduling face-to-face classes. Adhere to social distancing, cleaning, etc., but also prioritize courses. I believe most classes are better in person, but the difference between on-line and face-to-face is bigger for some (like labs & some performing arts). I think uncertainty is a big challenge. Any plan that involves face-to-face has a very substantial likelihood of turning into fully on-line at some point. Provide as much clarity as possible when an option is chosen and take the likelihood of having to change gears into account when selecting the option.

The uncertainty about the consequences (whether costs or benefits) of each alternative for different stakeholders and how this will affect our short-vs. long-run viability. I would suggest to focus on the practical or tangible costs or benefits that we can measure.

Balancing between the economic impacts and health/safety

There's already barely enough classroom space available on campus for all our classes; there's no way it can all be in person. Enough faculty and students will have legitimate reasons to want or need to self-isolate, so in-person sections will discriminate.

Childcare. Facilitating alternative childcare options to link students with job needs to parents with childcare needs (care.com etc is not sufficient for this, and does not take into account COVID-19 related issues).

I think enforcement of social distancing will be the biggest challenge. Some communities are encouraging photo taking, shaming, and/or other shaming tactics to try and enforce social distancing rules. Is that really the precedence and community we want to have at GMU? The culture we create this year as we return during the pandemic will likely stay and be around years to come, long after the pandemic is solved. In my opinion, GMU should determine and make clear what are rules vs. guidelines with regards to social distancing. For rules, make clear who is enforcing them and what the consequence of breaking that rule is. For guidelines, teach how important it is to follow so everyone can remain healthy and on-campus for as long as possible. For years we put signs up in bathrooms that food servers are required to wash hands before returning to work, but I've never seen an enforcer in the bathroom forcing hand washing. I think similarly here, some people regardless will break the rules, but to micromanage everyone into obeying them is over the top. Most food workers do wash their hands and I think most students/employees will follow the rules/guidelines too. Please be cautious making faculty enforcers of social distancing, I think it is micromanaging. Faculty can be encouraged to remind students at the beginning of the semester and/or each class, but that should be it. To try and make faculty responsible to go to each student they need to move over one seat unless they fit into an exception (live together, have already had COVID-19, etc.) is too much, faculty should focus on teaching in this new environment not enforcing health standards.

I teach programming class along with lab section handled by GTA. Usually the classes are 30 students and a lot of the classes on campus have exact 30 capacity. This will make it very tight to maintain social distance even with scaled down both for lab and lecture.

I don't know how to be an effective teacher if I am afraid of my students.

sanitation, enforcing any sanitation rules (masks, hand sanitizer, social distancing, etc.)

I believe the students will be disappointed that they're missing out on the full college experience, however, the health and safety of the students, faculty and staff should be the highest priority. I also think the uncertainty is a challenge, but hopefully everyone understands the reasons.

I think the unknown and uncertainty with the transmission, unique health impact on individuals, and human behavior make this very challenging. As such, I propose the following option that allows for predictability and preparation time for faculty and students, allows for some on-campus student life, provides opportunities for safe
and flexible face-to-face engagement: • ALL classes are online (this allows maximum accessibility) • Some number of students return to live on campus based on what is feasible from a health perspective to maintain some on-campus vitality. • ALL classroom and meeting spaces become accessible through a registration system allowing faculty and students to reserve. Schedules for reservations would be timed to allow cleaning and limited to the number of people in a space based on room dimensions that allow for physical distancing. Advantages: • Offers in-person possibilities across entire curriculum a student may be taking but can be flexible based on faculty/student interest, needs, and health concerns. • These spaces could be used for optional active learning activities including small group problem solving, discussions, etc. led by faculty, tutors, TAs, or self-organized student learning teams. • Allows the university to flex as needed throughout the semester. • Students have a more active role in how they learn and what they need to maximize their learning for each course.

I think the logistics for the university and for many of us are daunting. On top of that, I am not convinced the experience will be worth it and I fear that students, however motivated they may be now, will soon reflect on their limited campus experience as not having been a good idea.

There is a huge health risk for students, faculty, staff, and everyone else, even if there is only a partial return to campus. Even if one life is lost, it presents moral, ethical, and of course legal issues. Suggestion: The safest option is to play it safe for one more semester and go online.

Personally, I'm having most difficulty with the uncertainty. To do a good job delivering my courses, I need to know well ahead of time whether they will be delivered online or in person, so that I can design the course activities, structure, grading, etc. to support student engagement and learning given the affordances of the format.

For online instruction: - Student and instructor access to technology (decent computers, webcams, writing pads, specialty software). - Groupwork is hard to set up because current conferencing software does not allow splitting into groups AND yet hearing what others are doing. Software vendors (e.g. Zoom) should be encouraged to create virtual environments with varied proximity, so that people can form clusters without fully losing sight of other participants. - Testing integrity is impossible to enforce in larger classes. I guess that’s just a lost cause in general, and oral exams are better for smaller classes. For in-person instruction: - The room-cleaning plan sounds like a logistics nightmare. - Social distancing removes most benefits of in-person communication (e.g. easy groupwork). - Even one infection on campus will derail the plan, and it's bound to happen. - It only seems reasonable to allow extremely limited lab-based coursework and research.

The continued spread of the virus.

This situation is very fluid. Disastrous would be a reopening and then a retrenchment such as the one taking place right now in South Korea—the country that has been the poster child for dealing with this pandemic. We need to avoid a start and stop situation. If so doing means we delay face to face until additional information is available, so be it. Fairfax County and the surrounding ones are definitely a hot spot for this virus and even if/when it declines, it is hard to know whether that will be a temporary phenomenon at best.

Uncertainty. It requires different preparation obviously if we will be all online or some portion in person. An obstacle to my preferred method of all on-line is whether to teach synchronously or not, and whether to organize lab kits for students or keep all labs completely virtual. If in person I am concerned about the lab room which holds 30 in normal circumstances, but would be problematic for 10 unless we put up plastic shields to divide our hexagonal tables.

For me a lot hinges on what FCPS decides to do. I have three school aged children and no child care. I would love to go back to campus or at least maybe go back in Nov or Dec? But I’m concerned about my course if I became sick or if my children became sick.

A major lift of redesigning courses to be entirely online and not having support to do that-- in terms of financial support for the major course prep. I understand the Tiger Team report includes consideration of stipends for this which is excellent, it would really need to be adopted in order to make it feasible for faculty to prep multiple classes to be online while not getting paid.

Bathrooms. Nobody is safe in the public restrooms.
I need to know as soon as possible if I'll be converting my courses to an online format. Time is of the essence for ensuring that I can build a high-quality experience for my students.

I live with someone with an autoimmune disease and fear that coming to campus will greatly increase the chances of exposure and directly hurt my loved one.

I doubt the university will be able to implement extensive cleaning and disinfection procedures while the infection COVID-19 continues. There are simply too many hallways, doorknobs, elevator buttons to sanitize every 20 minutes or so, and not enough trained personnel to do this.

Uncertainty. If we could know the plan for the fall semester early, for example, all online option, then we could start the preparation as soon as possible.

Biggest challenge? Making students learn online. Solution: Video lectures akin to Coursera. Short bits that are focused and regular quiz like testing.

Wet laboratory-based research courses cannot be replicated online. Perhaps we could have smaller sections and take health precautions.

There is no mentioning of face mask. Students should wear face masks and temperature screened before entering an F2F teaching environment.

No real possibility for social distancing in classrooms given the low number of lecture hall classrooms (and high number of seminars that could potentially run given a lecture hall sized space). Even given that sort of spacing, it will be very difficult to run a discussion based course (ie. think of splitting students into "small groups" within a single auditory environment everyone would need to shout to be heard across the social distance) when students have to sit 6 feet apart from each other.

I honestly don't see how we can safely come back to campus in the fall and have students living in dorms and eating in dining halls. Also, the limited number of students who could be in the classroom due to the need to create longer breaks between classes to clean rooms doesn't seem to justify the need to hire staff to do all of that and the fact that people will still be at risk because classrooms are enclosed spaces and the air can't be cleaned between classes. Can we really get enough masks for every one on campus to be provided the number they would need and enough disinfecting materials to clean every class after every session? Can we trust students to bring their masks, wear their masks, maintain social distancing? I just don't see it happening.

Being flexible to the current situation rather than rigidly locked into some option. We need a set of publicly published criteria, that are not subjective to interpretation, which say when we will do what (e.g. if there is a stay at home order, we will do X, if there is a growing population of infections on campus, we will do Y).

I have comorbid conditions because diabetes and hypertension, I am therefore in the high risk category of older adult with high risk conditions based on CDC guidelines and the American Diabetes Association. Like those in similar conditions, I would request the university considers accommodating telework as alternative work arrangement and therefore please enable options for online course only for these individuals. I am not confident enough that the strict social distance can be enforced and also the frequent cleaning is thorough and preventive enough to stop potential transmissions, especially in public toilets and air ducts inside buildings. GMU needs to consider the use of disinfectant machine to spread all individuals entering buildings, and also check individual temperature before entering like they do in South Korea, China, and countries that have been vigilant in their screening process. I think the budget for cleaning and disinfectant will be more than 3 times than normal, as budgeted. The previous normal was not acceptable. The public toilets were filthy and quite often unattended by cleaning staff. Air ducts in many buildings were also unclean. Dust particulates were flying quite often in your face, especially during winter seasons. The teaching desk and computer equipment were sometimes dirty and I had to bring my own wipes to clean them before usage. So, I doubted that they will be much cleaner now.

The biggest challenge is that the conditions in this area will change as we head into the Fall and again as we work through the winter season. Having 4 options is good, but any final decision needs to be tied to the various metrics. Simply marking Options 1-4 as feasible is nice, however, their feasibility is contingent upon the conditions that are present at any given time. If we're cleared for in-person teaching, I'd be happy to return given adequate social distancing (reduced classroom loads for rooms based on student density. Sandbridge 107, for example, would not serve even at half-capacity to maintain minimum distances, while Merten 1200 seems as it
would work fine at that level). That said, if the local region situation worsens, the option in place would need to change to reflect that to ensure safety of both students and staff/faculty. I would be fine with a hybrid model, given technological support, but the levels of in-person need to be metered and each option continually re-evaluated based on the conditions. It may be feasible to open with a hybrid model following a 14 day waning period of new cases, but bringing students back from all over the world may suddenly lead to a large spike in cases, causing a re-evaluation. Simply selecting one option to aim for is good, but this has to be very fluid and based on objective metrics that are well publicized ahead of time. Students, Staff, and Faculty should be kept well informed about the metrics and what objective levels will cause the option to change, so it’s not banking on hope or best wishes, but that every student knows from week to week what the situation going forward looks like and can prepare for changes ahead of any announcements.

The biggest challenge is the fluidity of the environment and its impact on fall 2020 decision-making. There's a hesitation to be "all in" on planning for one option knowing that another option (i.e., all online) may need to be instituted quickly. The only "solutions" I see are to (1) plan for online classes exclusively from the beginning or (2) have faculty fully plan and be prepared for both online AND face-to-face classes and provide a planning stipend over the summer.

A significant number of faculty is not ready to teach online. The lack very basic computer skills, their pedagogical approaches and beliefs are not compatible with online teaching. They approach distance education as a patch and are very reluctant to learn to teach in a way that can take advantage of the benefits of online teaching. Students are also very behind in digital learning skills. Without the appropriate modelling by their professors, it is unlikely they will embrace elearning as a valid way to learn. Faculty are using their own devices to deliver online classes. Budgets are cut right now and they can’t acquire anything but essential stuff, and it is not clear equipment to deliver good online classes is considered essential.

It would be better to prepare sooner rather than later for whatever decision is made. A new format like the split format would require yet more redevelopment. Expecting faculty to redevelop courses again for yet another format, especially adjuncts is too much.

The uncertainty as to whether we will be in-class, online or some combination.

Administrative uncertainty in the Governor’s office.

Being in an enclosed space with students, staff, and other faculty for an extended period of time (most of our classes are 3 hour blocks) would be a huge obstacle to overcome. https://www.erinbromage.com/post/the-risks-know-them-avoid-them

More direct access to inline instruction support including being able to talk to Blackboard support by phone when an issue arises. Online course resources and support need to be scaled up significantly

-I understand that making major decisions are difficult with the uncertainty of what will happen in coming weeks, let alone September. -With that being said, the sooner definite decisions are made the easier it will be to plan accordingly for students and faculty

It’s better to make the decision early, so all other plans can be made accordingly. Delay in decision would potentially lose our students.

There should be an on-line course for all faculty which provides step by step instructions. The course should be designed for those who are least familiar with teaching on-line. All necessary equipment required to deliver the best on-line classes should be identified up front by IT and faculty who have taught on-line previous to COVID 19. For faculty members who are experienced in on-line instruction, the course can be optional and they can serve as instructors and mentors to colleagues.

I’m most concerned about the uncertainty how the situation is going to change in the upcoming months. We must prepare for the worst and option 4 is the only one feasible. Making a decision NOW to opt for any other option is irresponsible. We can defer making the decision to a later time.

Responding to stress levels among students
The uncertainty especially around K-12 schools. Faculty, staff, and students are parents and if children will be at home, this will impair all of us being able to be our best as faculty members, students, and employees. Having access to the resources, should we move fully online, is critical. Having some folks on campus doesn't seem to have a reason other than a PR move.

Low enrollment. Marketing push. Reduced fees. Encourage non degree seekers. Partner with high schools - offer 100 and 200 level classes to high school students.

Library access, moving across campus with social distancing (limiting number of students moving across campus at the same time), hand sanitation at each classroom

Protecting sat risk people and everyone in general.

Supporting vulnerable students and students who have difficulty engaging in online learning

Time for course redesign. This will take away from my other research projects

Lack of familiarity with what works in online formats

Zero support from the University. They switched to online dumping everything on Faculty and we have to deal with a lot of issues with zero support. Tech/Black Board people instead of doing their job they send you screenshots and clips on "how to do it". Why do we pay them for? Zero pay increase for professors after doing three times what they were already doing before. Now professors also work as administrator, technicians, counselors, and so on...

Given the logistics needed to hold f2f classes in the fall, I don't think it is feasible. The amount of cleaning for the classrooms and impact on the schedule of classes is enormous. Perhaps we should focus on whether or not it is feasible to do other things on campus in the fall. Return to our offices? Research? Advising? Library? Rec centers? Dining halls? Residence halls? Student orgs? Special events?

Use online tools as much as possible till vaccine or effective treatment will be available. This is to avoid loss of lives and potential lawsuit against us.

Teaching F2F is, in my opinion, not an option. One has to solve the biological problems before thinking about opening anything, being that schools, universities, or businesses. Otherwise, you are risking outbreaks. Options 1,2, and 3 put an ENORMOUS weight on resident students living in dorms to keep infections at bay, by following complex protocols. Relying on that is, in my mind, a pipe dream. Once infections occur in that group it becomes unavoidable to spread them to commuter students, faculty, and staff, who in turn will spread the infections to NVA. GMU has a considerable population and a social responsibility. I realize the monetary cost of option 4 is back-breaking, but I cannot see any alternative. Of the other options, number 3 makes no sense at all. It imposes on faculty the task of satisfying two very different populations in the same class, on top of the health risks that options 1 & 2 also impose.

Low enrollment may impact faculty's employment, especially at INTO GMU. Perhaps offering the same 10% discount to international students enrolled at INTO that is planned for Freshman and Sophomore students would help.

I'm not convinced that social distancing can be achieved because of hallways, bathrooms etc

The big challenge is not taking a decision. Postponing a decision will postpone the implementation of the solution. A decision must be taken now. It might be revised later, but at least everybody will know how to start preparing.

Problem: Implementing social distancing Another solution is to move completely to a 3 semester model, transforming summer in a real academic semester. This will allow in an implicit way less students in campus during FALL and SPRING (or less time in campus for commuting students).

I am more concerned about the nonacademic processes of student support - advising, career development, etc - and the administrative matters of departmental business. How can we support faculty and staff with children/elders at home and no childcare/eldercare? We need to devise a plan for flextime that is coordinated across units.
We need a decision date about which option we're going with so that we can prepare.

I am ready to teach in a synchronous mode using Collaborate Ultra Plus as I did this semester.

Being in a sensitive age group and being exposed to the virus. In ability to "really" clean the classrooms between students. Having the rest room facilities only cleaned twice a day. Who will be doing the surface cleaning? Teaching in older classrooms with no windows and limited ventilation - having to cart IT equipment across the campus - can't that obstacle be overcome through the IT department? How are we assured that the students are well? What happens if someone becomes ill? How will we notified to quarantine?

challenges: - cheating on exams - engagement of students - Blackboard is not the best tool. obstacles: - access to webcams by students. Webcams became so expensive and difficult to find.

Knowing the format my course will take. I've requested to teach my course in person but I don't know if this will happen. To overcome I'm brainstorming different possibilities but can't make any decisions until I know more.

While I do not have suggestions, my biggest challenges revolve around making film production feasible for online instruction.

I am comfortable teaching online. I believe the students will suffer from lack of social contact, and the opportunities for collaboration will be limited or reduced. Still, it may be a sacrifice in the short term until it is safe to resume campus activities.

I think that moving my classes online will be difficult if they are asynchronous, so I suggest having mostly synchronous online classes. I think that synchronous classes will be better pedagogically and that I will be a better teacher if the classes are synchronous. That said, if students have issues with accessing the classes synchronously I can teach asynchronously. I do not think that going back to campus is pedagogically wise -- by the time we are all masked up and screaming at each other across 100 feet of space I think that any advantage of being together in the classroom is lost.

Social distancing, sanitizing all buildings and rooms, and navigating around the Fairfax campus through social distancing with all of the construction. This campus already is dense and even more when you consider the construction challenges. How will social distancing in small elevators be managed in ALL buildings and how will that be monitored? Only bring back essential employees, maybe only first-year students with their classes in-person and only open research labs where social distancing and regular sanitizing are possible. Having residential students is a major challenge until a vaccine is available.

Since we have gone through this during spring 2020, I don't see any obstacles to go fully online in Fall 2020.

Retooling all of my classes to go online over the summer. Would like to see some organized initiatives (training workshops) at the College level (and/or departmental level) to train faculty and to work collaboratively with colleagues on best-practices for online teaching. Ideally, this would include stipends, since many faculty are on 9 month contracts.

Blackboard is a nightmare. It's clunky, it's ugly, its constraining, and its not intuitive. It would be great if there were other options for online classes.

Providing students with hands-on experiences.

I think that we are not taking synchronous online classes seriously enough. This emergency semester has demonstrated how effective this form of instruction can be. I worry that we project past experience of asynchronous class design into the future in which the whole curriculum is online. Students will then lose even the option of getting to know a professor in a face to face encounter.

I am prepared to teach online if needed.

We can't rely on people complying with any orders. It might work for the first week or two but beyond that people will get comfortable and soon masks will begin to drop, social distance will decrease, etc. And what are faculty expected to do when students are non-compliant in the classroom? I also don't trust the quality of the cleaning between classes over the duration of the semester, as well as what about non-classroom spaces? Will every light switch in every public area be disinfected every hour?
I think we could have a scaled down, or even scaled up, presence of students on campus, but teach all classes online. The space of the classroom—many people in enclosed air for a prolonged period of time, not to mention hallway logistics as students wait to enter rooms being cleaned—seems pretty dangerous. But if students were taking classes online with some living on campus, I do think that social distancing would be possible (as described in your scenarios).

1. Given what is known about the respiratory transmission of the disease in closed spaces, classrooms will be incubators for transmission, no matter how much cleaning is done. This puts students, faculty, and staff at risk. Online or outdoor classes seem the only way to avoid this risk, and moving online (especially with greater expectations for course quality) will be a significant challenge. 2. Child care/elder care responsibilities are a significant challenge for those with children whose schools are closed, or those who care for vulnerable people. This affects students, faculty and staff. 3. Students may not have equal access to the means for online instruction. Those who will struggle most with online classes are those who are our most vulnerable students. 4. Transitioning classes to online instruction will be a significant burden for the faculty over the summer, when most are on 9 month contracts and not paid for their work.

Uncertainty....

The uncertainty

Uncertainty. Make the decision soon to go fully online.

I would really prefer not to teach online to students who didn't choose to take classes online (as we had to do this semester). To run classes f2f in the fall, it will be important to make our class sizes and classrooms comply with social distancing recommendations. For example, it will be useful to limit the number of students per the size of a classroom and to arrange desks/chairs accordingly. The rooms will also need to have windows that open to the outside for natural ventilation. It will help to have a policy regarding wearing masks in classes and other parts of the campus. One option might be to run courses in hybrid formats (once a week meeting rather than twice a week for a three-credit course, for example). To maintain some regular f2f interactions throughout the semester is really important for education.

Time = Money. Putting courses online takes time. There's only so much volunteerism one can do when concerned that furloughs may also hit.

Biggest obstacle: Not knowing what we're doing. Suggestion: Make a decision.

My course load at 4/4 will provide many challenges with fully online delivery, especially given that out of those 8 courses, 7-8 are writing-intensive and require a substantial increase in workload when delivered as fully online courses. On top of that, having a young child at home with no word on when & how daycares or school systems will open makes planning for face-to-face or synchronous availability impossible. Given the likelihood of online courses, a course reduction should be implemented for faculty with high teaching loads.

The lack of information from leadership has made preparing for the Fall semester impossible. I have no idea how many students will be allowed on-campus, how courses will be taught (in-person, hybrid or online) or what our budget will be. This vacuum has caused things like registration to be a disaster. I don't know if the leadership transition is causing this. If it is, can the new President and his staff start earlier? If that isn't possible, the current leadership should be empowered to make decisions now and there should be an understanding with the new leadership that they will have to inherit and live with those decisions.

A hybrid teaching model would be the most difficult for educational quality and I would prefer instead to teach online so we can focus on delivering highest quality education rather than the stress of two different models at once which is in danger of falling between the cracks and being unsatisfactory for all with on campus students and faculty risking health for potentially very small turn out, and online students feeling left out, and faculty thus needing to deliver effectively full online classes on top of that or in other ways compensating, one model or the other is best. The second obstacle is beyond the control of the uni- whilst I am appreciative of the intense amount of preparation and hard work being done to prepare for various options at GMU, I dont have confidence there will be sufficient conditions re testing and medical services or even PPE to enable safe operations and I would
I want to be assured the university would only open if all the basic conditions you outline in the report are met. Some updates on this would be appreciated as we head closer to fall in terms of where northern Virginia is at and if they are progressing towards sufficient testing and health resources. This past month a few of my students still based in VA had all the symptoms of covid and were very ill, and were not able to access medical attention or testing. It was scary for them and for all of us to know help was not available. I would like to know medical resources have vastly improved compared to this point in time, before we open. Thank you.

I can do anything. I think getting paid is a bigger concern always for me in VSE. Accept risk, blame the Chinese CCP, wear a mask and move on. Pray to your deity for a vaccine by September.

preparing for online teaching of classes.

Several features/symptoms of this virus are being discovered as we speak. For instance it has been only recently understood that a significant portion of the transmissions happen through 'asymptomatic' persons, which is very concerning. Any (even partial) re-opening plan options (such as those in Options 1-3) should be eventually accompanied by detailed and verifiable plans for wide-scale testing (even for asymptomatic persons), tracing, and quarantining plans. Without concrete plans for those, it's difficult to justify any (even partial) re-opening. I am not sure at all if such capabilities for those requirements will be available in abundant manner in near term; and the risks/costs of a new outbreak are too high. Like Univ of California system with 485,000 students decided today, it is only prudent to stay virtual in Fall, while making plans for careful re-opening in the future.

Challenge: case rate must drop much lower than they are currently, testing and contact tracing must be much more widespread than they are currently, including mandatory digital apps for tracing locations of students, staff and faculty. Partial solution: https://plavchan.blogspot.com/2020/05/a-proposed-covid-cohort-model-for-re.html I wrote the above blog post on my implementation suggestion, which was forwarded to the VP for Enrollment and the tiger team chair (after their report deadline), for a clear suggestion on how to re-open, IF conditions are met that it is safe to open (a separate question, in my opinion). In summary, I recommended implementing to the maximum extent possible a cohort model across the campus where students take classes in common with one another, and board together as well, so social interactions between students, and thus risk of an outbreak on campus, is minimized. Please reach out to me to discuss this implementation proposal in more detail.

If Fairfax county public schools are not in session, it will be likely impossible to work a normal teaching schedule. Schedules for faculty have to keep in mind whether or not parents are able to care for their children simultaneously.

Financial survival if we don't return to full campus experience.

The biggest challenge is not pedagogical but child care. If FCPS does not open in the fall, I don't know if I will be able to come to campus every day or even several days a week.

Feeling comfortable in a public setting again. Implementation of safe social distancing practices and requiring face masks

Time to prepare online classes Concerns about how to include, engage and support vulnerable students in online environment. I would like to require synchronous classes online but not sure if Students can to that

Health concerns definitely are at the top. I am also concerned about child care if FCPS is not returning to a normal school schedule.

If I am teaching only online, the biggest obstacle is getting the training I need, and devoting the time that is necessary, in order to do a good job with my online classes while still maintaining my research obligations. Actually, technically speaking, I don't have any research obligations over the summer because I'm a 9-month employee—but of course, that's a fiction. Summer is the time to do research. But if I'm going to put adequate effort into creating online courses that give students a learning experience that is equivalent to that of my in-person classes, it will require a lot of time, which means time away from my scholarship.

None. Happy to support online or in-person, whatever you need. Would prefer to start in-person in Sep 2020 before the second wave hits. That way we can meet the students, then continue online if needed.

We need to know soon please! If we know it's online now, we can prepare. In person will be dangerous!
The uncertainty around how the university would respond to an outbreak on or near campus. Clear guidelines would be helpful.

I think it’s balancing the health needs of vulnerable populations with the educational mission and future sustainability of the institution.

I am a tenure-track faculty member and have many of the co-morbidities associated with COVID-19, including obesity, high blood pressure, and a chronic kidney disease. I worry about being at much higher risk for complications if contacting the virus and am concerned about how to communicate this with supervisors.

We need to start planning NOW, not waiting until closer to the fall to see if it might be possible to have more on campus classes. It takes time to develop a quality online course, and we need to do a better job of setting appropriate expectations for what fall will look like for our students. It's pretty clear that there will not be a vaccine and it is unlikely that there will be an effective treatment by September, so we should begin preparing within those constraint as much as possible. I also think that childcare will be a tremendous issue for families and communities. We need to be able to safely open K-12 schools and childcare centers before we open the university. As much as we would like to get back to "normal" sooner rather than later, university students are generally better prepared to manage online learning than their younger counterparts, and I think we have a social obligation to find a way to let younger students get back to class first. However, I can see some faculty needing or wanting to access campus spaces to do their teaching and research work. As long as we're able to maintain social distancing and careful cleaning regimens, I would support allowing faculty to have the option to use their office space if they desire-- but would suggest allowing staff to continue to work from home and mandating that all meetings be held via WebEx. I don't want anyone to feel like they have to come to campus... but if someone wants to work alone in their office where they can access their books, research materials, etc., that seems like a reasonable first step that would allow those comfortable with the risks (e.g.: those who are pretty certain they already have some degree of immunity and who are willing to disinfect everything they touch) to use those resources on a limited basis.

There needs to be a LOT more testing, probably more than is possible, in order to open campus safely. Most faculty/staff and students do not live on campus. If one of their household members has a presymptomatic or asymptomatic infection, they could become infected and bring it to campus without knowing it. Students and faculty would need to be tested and retested many times in order to identify new cases and prevent outbreaks. There must also be significant resources for PPE, cleaning, and contact tracing. Even if all this were in place, I am concerned about how feasible social distancing is. Even if faculty and students are apart in classrooms, there is the potential that they will crowd hallways and other shared spaces. I am also concerned about how a course can be run face-to-face with fewer students per class, without kicking out some students that have already registered. For example, a class of 36 that is currently scheduled to take place in a 36-seat classroom would not work with social distancing. Would the faculty then be expected to teach 4 groups of 9 at 4 different times? That is a huge increase in faculty contact hours and not going to work. Option 3 does not sound viable. Who would decide which students come to class and which stay home? What if most of them want to come to class? Would there be a signup website? Same students every week or would it rotate? Can the technology to support this be put in every classroom? Managing all this without help would be a huge burden on the faculty. Last but not least, faculty and staff with young children will be in a very tough spot if FCPS and other local districts do not open as usual. It is hard to plan to teach on campus at a certain day/time if parents don’t know if their children will be at home or not. It seems to me that any class which can feasibly be moved online should be, in order to make space and time for classes which absolutely cannot be done that way. Face to face classes should only be taught by faculty who feel comfortable with the potential risks.

Moving enough classes online; Handling housing/dining needs (and financial losses associated with housing and dining); K-12 schools not returning (so many faculty, staff, and students will be homeschooling their kids again). ONLINE SOLUTION 1: A scalable model for online course development in-house. This can’t involve $8,000 stipends for each faculty member, an ID for every course, etc. We need to think about "shared pain," with smaller stipends for faculty developing courses, using highly experienced faculty IN TANDEM WITH instructional designers (those faculty would need stipends), and focused effort on courses that HAVE to be taught in fall. ONLINE SOLUTION 2: Partnership with an OPM who can provide the ID support AND up front investment. But this could ONLY be done
if the partnership is well-structured and has strong faculty input up front. It would have to be put into place quickly. Not sure it's possible. On campus classes should focus on class that need in-person meetings. Every unit should prioritize their classes - rolled up to colleges, which then prioritize across units - rolled up to central, which then prioritizes across colleges. Need to focus on labs, performance-based classes, hands-on experiences. Small, discussion-based seminars are important but can be conducted online, even if it's not optimal. Housing should focus on need - that includes those living far from campus (OOS, international, etc.), as well as those in vulnerable situations. Those who share bathrooms become “families,” just like the rest of us - they can be near each other, but physically distant from others. Community engagement - get community members (faculty, staff, students) who are motivated involved in the planning and monitoring of campus activity. Those who are invested can spend time monitoring spacing, mask-wearing, etc. in common places at certain hours of the day. They can have vests or something that identify them - almost like 'hall monitors' from grade school. They have to be trained not to be overly zealous, but constant, visible reminders like that will help keep guidelines at the forefront of people's minds. Progressive salary cuts - if we are going to have to reduce personnel and/or salaries, I would strongly advocate for progressive salary reductions based on overall total salary (including stipends). Something like those at/above 300K drop 10%, 200K-300K is an 8% drop, 150K-200K is a 7% drop, etc. I'm not saying those are the right numbers, just an example to illustrate. Contingencies - if, somehow, we come out okay, give people pay back in bonuses, etc.

The biggest challenge for the fall is the course load of term faculty like me. I teach a 4:4 of mostly Writing-Intensive courses, which is a challenge under normal circumstances. I am also teaching a brand new course for the first time. The biggest obstacle will be, one, preparing all of these courses in a different format than I'd intended, and two, grading and assessing what I'm assuming will be an all online environment. In terms of overcoming these challenges, I can't do it alone: I need the university support, and I need it to come in the form of a course release. Our professional organization recommends that writing instructors have no more than 60 students a semester, and currently, we have between 76 and 88. (See #11: https://cccc.ncte.org/cccc/resources/positions/postsecondarywriting). I am suggesting that the university move to a 3:3 for term faculty to make this transition online possible.

I am a relatively older faculty and my risks are higher than those of students and younger faculty. Very little was stated about the issues of older faculty. I would like to be on campus to do research and interact with others but I fear a classroom situation.

The biggest challenge is knowing how things will be in the fall. Plus, there will be faculty and students for who the risks are just too great. Right now the biggest problem is the uncertainty. If I am going to be online in the fall, I am going to need time to prepare which means I need to know relatively soon, even before we really know what the situation will be.

Lack of planning and foresight -- make a decision NOW, rather than waiting and seeing, or making conditional plans. Some classes that have already been offered for the fall can not be feasibly taught online, or can not be feasibly taught with social distancing practices -- barring the use of a time machine to prevent terrible decisions that have already been made by the University, faculty and departments must be empowered to change the schedule of classes for the fall based on whatever decision is now made, and the administration must be prepared to deal with the impact their premature move to open registration has on students who registered for classes that are no longer offered or offered in a different format. Option 3 is completely insane and untenable. There's a lethal pandemic ravaging the planet and the University should not be compounding our national failures of leadership by acting as though the problem will magically be fixed by August.

I see the biggest challenge to be overcoming negative attitudes of people who have been so wrapped up in fear they are now very negative towards looking for ways to move forward. I see another challenge is starting new students in an online format where they will incorrectly learn that higher education has relaxed standards for learning and then trying to reenculturate them when we finally do come back face-to-face. My proposed solution is to reopen the campus and stop giving into fear and use concrete data to drive decisions.

How do we track and test people, consistently?
There has been minimal discussion of labor conditions and of term faculty teaching 4-4 load. Labor conditions affect student learning, ESPECIALLY in writing-intensive classes, and especially when those WI courses are moved online. We still do multiple online conferences, and because we teach smaller classes and have either first-year or majority transfer students, the emotional labor is intense. Suggestion: 3:3 load or, at the very least, reduce course caps for English 302 (currently at 22) to the nationally recommended 15. 16 would work. (see https://ncte.org/statement/owiprinciples/)

Faculty who are at risk for serious COVID-19 infections due to comorbidities need to be provided the option to teach online. Similarly, if immediate family members are also at risk, similar teaching options should be provided. The challenge with this is that faculty will have to disclose these risk factors to their supervisor which may be an invasion of privacy. If classes are face-to-face, students also should be allowed to avoid in-person class without penalty if they are at risk/have immediate family at risk.

Getting people to realize they are ultimately responsible for their own safety and they need to make decisions for themselves that are best for them even if it is different from what others are doing.

I have signed up for the Stearns Center Course Redesign this summer and they have other training I may also do. The biggest obstacles I wonder about is does Mason have the resources to train faculty who need training. How COVID will impact enrollment is the other. My own preference is for 1st year or 1st and 2nd on campus with social distancing and upper division online. But I do not know how current and potential students would see this. The biggest challenge will be balancing the needs of the budget with public health. Bottom line is, if you have people on campus, there’s a risk. But we need people on campus to avoid taking a devastating financial hit. I’m in favor of scaled up because I really don’t see how scaled up and scaled down are that different in terms of real risk (given how college students behave), and I think it’s important that students have the option of being on campus. I’ve got students who really struggle at home for any number of reasons, and so I think scaled up provides the best student experience. But the split model would just be an insurmountable challenge for those of us in the humanities - I think perhaps colleges should have more leeway in making determinations based on the kinds of classes they offer. I’m pretty light on my feet and the pivot was hard but doable; so I think I’m okay on teaching online so that’s not a massive obstacle for me.

teaching quality studio classes by asking students to purchase potentially expensive supplies. I worry about the economic challenge.

Were we to return to campus, I would like private office space to adhere to social distancing requirements and to give students the privacy they deserve during conferencing and office hours. Additionally, I am in favor of lowering course loads from 4:4 to 3:3 for Composition faculty, given that we teach writing-intensive courses; this will give students a higher quality of feedback on written assignments.

The classes I am teaching are quite ready to go online any time. I don’t have any problem doing that.

Balancing the desire for in-person classes with the potential risks associated with even modest numbers of people/students in a confined (classroom) space, at one time. Unless we have all classes outside! :-)

Personally, getting training for a fully online class. From a department perspective, switching hundreds of sections from f2f to online or f2f to a different f2f configuration that suits the 60 minute passing period and more hybrids. Also getting everyone trained for teaching online, especially TAs teaching their first solo classes.

Uncertainty. No idea how to overcome that.

Not knowing what decision will be made for the fall yet. A decision either way should be made soon.

This fall I am scheduled to teach 4 different classes with 4 preps. Each option involves a significant amount of uncompensated prep & work time. In order to provide quality student learning, faculty labor conditions need to be addressed. Reduced teaching loads or additional compensation is a must for already overburdened term faculty.

I am in a high health risk group so my biggest concern is staying healthy. I am concerned about people who do not feel masks and social distancing are necessary. The news has shown a lot of protests against these measures
and I am concerned that some people on campus will feel this way and not follow these rules. How will these be enforced?

We don't know how the pandemic will go in the fall. It is very difficult to predict at this moment.

I think we need to have good science and need testing and tracing in place. Consider how Korea is doing this, is that a successful model? Focus on making sure we have the capacity to obtain good science associated with "on campus" populations, students, staff, faculty. Have that population of people understand their responsibility - the training requirements as proposed.

Personally my biggest obstacle is childcare. Until it is safe to return my 4 year old to daycare and I can afford to do so, my husband is currently furloughed. I don't know how I accomplish much working from home.

Health and safety of students, staff, and faculty

Fear and uncertainty are the most pervasive concerns; outweighing the public health issues.

Knowing what mode my classes will be and being asked to do a ton of uncompensated labor over the summer (when I am not paid and do other/non-teaching work to survive).

Finding time to redesign courses, since I have kids at home and especially since my course assignments often come quite late. Earlier decisions help.

First, it's all about the public schools. If they are still out, it is game over. Many faculty and students have children at home, so this decision has to be made with the "whole person" in mind. Don't forget also that many faculty are at the "sandwich" age where they take care of both children and elderly parents. What is an acceptable level of risk for 20-something students in a scaled down classroom may not be acceptable to a faculty member who needs to be able to visit or take care of an elderly relative. More broadly, the biggest challenge is balancing a concern with revenue and jobs with a commitment to public health and safety. The answer is solidarity and shared governance. The budget crisis will be real. But we cannot make this about "jobs vs. public health." That's a trap. Instead, together, pursuing the principle of shared governance, we can find solutions that share sacrifice across power and rank while protecting the most vulnerable in our community (students, contingent faculty, and staff). This may mean temporary pay cuts on a sliding scale that shields those who earn less. This may mean sharing furloughs across the university as a means of preventing layoffs. We can do this if we pull together and push the administration to engage in transparent problem-solving and shared governance.

Developing one entirely-new online course while also teaching 2 summer online classes (which are necessary to my budget). The new course was on my schedule, and I actually intended to create an online version at some point, but I intended to pilot it in face to face format first. Stipends will help, but they don't create more time.

Access to training in teaching online courses would also help (last I checked, I wasn't eligible because I took an earlier version of the training for online teaching course c. 5 years ago, but a lot has changed since then, and I was planning to use development of the online version of this course to get up to date. I'd very much prefer to develop it with guidance in latest best practices, rather than develop it to the best of my ability now, then try to revise it to incorporate best practices later, probably without support, because it will already be an online course).

As mentioned in the final box below, I also worry that we're focusing too much on preparing for online fall courses, and not enough on the labor involved to teach them effectively.

Uncertainty. A decision, even one that isn't ideal, would be better than not knowing what is going to happen. - Not having a clear idea of what the term will be like makes advising students extremely challenging. - Class content will have to be adapted depending on the availability of on-campus resources (computers, lab equipment, books that are only available as hard copies at the library...). - Some classes will be cancelled without sufficient student enrollments and some students are waiting to know what will happen before committing to particular classes; for faculty, this means prolonging uncertainty about teaching assignments for Fall 2020 and delays preparations for the Fall semester.

My personal situation: My public transportation to work. No obvious solution. My position as a program director: Concerns about adjunct faculty, potentially working at more than one campus: they are more at risk by definition: they'll need to make their own decisions, but if we can provide them with the sections they need to teach on one campus, that reduces their risks. Course sections caps: online or in person, we need more sections, which means
more funding for faculty and adjunct faculty. Need more funding. Filmmaking equipment for students: for contactless delivery: funding for mailing, for disinfecting, for processing software and development of contactless delivery system. I am concerned about film sets: even if crews are small (2-4 people?), who monitors safety measures? When and how often are people tested for virus? Is there a contact tracing system in place? Can students be trained and hired to do this?

Workload. Getting the needed training in teaching online and completely revamping courses is a huge demand during a time that is crucial for faculty to "recharge" in a year when that need is greater than ever. I'm especially concerned for faculty teaching during the summer. It does not serve students well for faculty to start a new academic year feeling depleted.

At this point I am most concerned about my job security as term faculty. Considering the salary to housing expense ratio here in Fairfax, any reduction in income would be catastrophic. I'm not being hyperbolic. It would lead to eviction and/or food insecurity.

Lack of certainty is a large obstacle; having to prepare for multiple eventualities is difficult. I think the sooner we can have clarity about what the plan is moving forward, the easier it will be to adapt. I think ensuring everyone feels safe is another hugely important step. Students/staff with high-risk conditions/household members have been expressing anxiety to me about whether there will be pressure to return to campus/classrooms/in-person research activities without full regional control of the outbreak.

I can't imagine how social distancing in face-to-face classrooms can be effectively enforced. Also, the effect on the learning environment will obviously be severe. Many contemporary teaching methods do not permit students to sit in their imaginary 10 by 10 foot safe social distancing zone and listen. Students collaborate, divide into small groups, or simply address questions and comments to each other. How will any of that work? Beyond those practical issues, how well are students and I going to communicate when everyone is wearing masks? How much will fear be a distraction when someone just happens to cough due to a common cold, allergies, or just a dry throat? As for online teaching, Mason is putting considerable resources toward transitioning courses to online formats, which is great. But for online teaching to be done well requires *more* time and effort on an instructor's part than a traditional class does. I've taught for twenty years; when necessary, I can walk into a classroom and teach effectively off-the-cuff for 75 minutes at a time. But teaching online requires much more preparation. It's like the difference between cooking and baking. A cook can constantly taste the food and adjust the seasoning, but if a baker doesn't have all the right ingredients in a cake before it goes into the oven, it's not going to come out well. A 4/4 teaching load of online classes, especially given that every one of them will effectively be a new preparation, is absurd.

I think it would be difficult to have classes that are half in person and half online, but I will figure it out.

Perhaps the biggest challenge will be teaching four online writing intensive courses.

One of the biggest challenges will be workload. Term instructional faculty, particularly faculty teaching writing-intensive courses, are already managing a too-heavy 4/4 workload. Teaching a course online adds 25% more work to preparation, management, and grading work for the course. This amounts to an 100% increase in workload for faculty who may teach all classes online in the fall. Faculty labor conditions translate directly to student learning conditions. If we want to provide students with the best possible experience at Mason, we must provide a course release to writing-intensive term faculty, and make sure labor conditions are fair and equitable for all term faculty at large.

My biggest concern is about the workload for term faculty, specifically term faculty who are teaching a 4-4 writing intensive course load. As many of us move our classes online (by choice or necessity), there is a serious concern that the number of students we teach reduces our ability to teach most effectively. With around 20 students per class, these faculty already teach more than the recommended maximum 60 students per semester (CCCC's Statement of Principles and Standards for the Postsecondary Teaching of Writing). The Principles of Online Writing Instruction (CCCC) state that it is even more important to adhere to these limits when teaching fully online writing intensive courses. For term faculty who teach these courses, and especially those who are new to the online format, reducing to 3 courses for the fall would allow them to develop and implement their course in a
way that is best suited for their students. While additional stipends are appreciated, they don’t create more hours in the day, and time is what is desperately needed: Time to email students who are missing work, to work with students whose family/home life has made it difficult for them to meet deadlines, and to give thoughtful and substantial feedback on all the work that students do. With 80 students doing work (no matter whether online or in-person), there isn’t enough time for us to best serve our students.

I teach Honors 110 for first-semester freshman living mostly on campus. I don’t see this kind of experiential cohort-building class working online so the big challenge would be how to do that.

Not knowing the format now. This is kind of a "tell me what to do" situation—we’ve been scrambling for two months, now doing summer stuff online in an only slightly less scrambled way, and want clear, precise, and definitive answers for fall whatever that means. I fear that if decisions are left to deans and chairs, they will not consistently make clear and definitive decisions, leaving faculty and staff without clear leadership.

The uncertainties around - how many faculty/staff are in higher risk groups and will not be able to deliver courses in person. Suspect the population of those with some sort of risk is quite high. Implications of having people in a closed room together for an hour sharing the atmosphere that may contain virus. Information about when testing will become more available and reliable.

One challenge that needs to be addressed is the registration system that requires online course to appear as if they are fully synchronous if the instructor wishes to have even ONE synchronous meeting. This means that a hybrid synchronous/asynchronous format appears to the students as if they need to block out 3 hours per week of instructional time at the same time each week -- even when this is not the case. This likely prevents many students from enrolling in courses that they would be well-suited for - thus, likely decreasing enrollments. Also, this creates a lot of confusion among students once they register for courses and utilizes a lot of faculty time in clarifying course scheduling. If we are moving towards more online course delivery, these issues should be resolved for efficiency's sake.

One of my main concerns is the workload for DL classes, especially for writing intensive classes. As a Composition instructor, we are already overtaxed with 4-4 teaching loads. Responding to student drafts multiple times a semester is already very exhausting and far exceeds a 40 hour work week. Moving courses to online modalities means even more time responding in writing to student formative and summative assessments since we don’t have the f2f format to circulate in class and have conversations with students and guide them along on their writing projects. Also, designing lessons for online delivery takes time: we need a good sense of information architecture and design, of online peer-review methods, and will need to conference more regularly with students to make sure they are getting the one-on-one feedback on their writing that f2f classes allow for. If writing instructors are required to teach a 4-4 load in a new modality, I'm concerned about labor conditions. If faculty are overtaxed, student learning conditions are jeopardized, and student learning and satisfaction goes way down. And, if we move to hybrid versions, that’s a lot of working for instructors to figure out how to scaffold a course that meets on and off. It can be done, but it's not a mode that most instructors are used to and would require a great deal of rethinking course scaffolding and pacing. I hope that there is a discussion about labor conditions and workload for faculty in this whole conversation!

The biggest obstacle is the fact that administrators want to make one choice and forego academic freedom to choose. To overcome this, all faculty would be given the choice for how they want to teach their course within the confines of the social distancing requirements under the law.

As a term assistant professor of English Composition 101 and English Composition 302, I currently have a 4/4 teaching load, which is excessive even under the best conditions. Teaching a 4/4 load would be even more unreasonable and damaging to my ability to do my work to the best of my ability. I strongly believe English Dept faculty who teach writing-intensive courses with a 4/4 workload should have their workloads adjusted to a much more reasonable 3/3.

A 4/4 load of writing-intensive (WI) online courses set at the current course cap is untenable. It takes more time to teach online, and because of that, during a normal semester, we do not allow composition faculty to teach more than two fully online courses. It is unjust and exploitive to raise the work load for faculty teaching online but lower it for those teaching f2f or hybrids. Reducing the course load for term faculty from four to three is the only just approach if Mason ends up moving fully online.
Space in classrooms to observe social distancing; choke points around campus because of construction that make social distancing difficult. Transition to digital learning requires more labor, and teaching loads are the same (I teach 4:4 - 3:4 would make the transition easier). For in-person teaching, the most important factor is keeping students, staff and faculty safe. Given what we now know I don't think the value of showing up in a classroom for 1 day/week is worth the additional risk to students and faculty of getting to campus, navigating campus, entering and exiting the building, sitting in the classroom, using the restroom and using the dining facilities. I have taught 200-400 students in 100-level courses. The only way to accommodate that many in-person and respect social distancing is to have multiple courses of &lt;50 (in the big auditorium style classrooms). I don't think departments have the resources to provide that many 100-level courses without sacrificing quality of the instruction.

I see it as unsustainable to have all of the university's online teaching/learning goals in the one basket of Blackboard. As the FFX County public schools experience demonstrates, the potential for complete failure of that platform is too great. The university should therefore encourage faculty to explore other platforms/delivery methods for online teaching/learning. I already teach online on two such platforms -- Drupal and Slack -- and both work very well (Slack better than Drupal). Blackboard just isn't up to the challenge of massive delivery and the FCPS example proves that. BB blames it on FCPS, but I'm in IT and I can say with confidence that if we go with only BB, we'll be very sorry. Sure, it can be the platform for the majority of our instruction, but if it dies, as it did in the FCPS, then we are entirely unprepared for other options. We have to have flexibility and resilience and BB is neither of those things. Second, we need to support managers (like me) in helping us manage our workforce (I have 22 direct reports) in what is clearly going to be the new normal of telework for the extended future. Thus far I've done well, I think, with temporary management strategies. But now we are settling in for the long haul on this and I need help, coaching, consulting. I'm very worried that my research shop, which generates $1 million per year in external funding, could fall apart.

Workload for fully online classes, especially for WI courses. Give a course load and/or course cap reduction for WI online classes. Uncompensated labor. Developing an online class, even one w/ some synchronous sessions, is a TON OF WORK, and your teaching faculty are on 9 month contracts. We are so tired of uncompensated labor and being exploited by this university.

Lab courses/performing arts courses cannot be replicated online. Moving courses online requires tremendous work — reduce course loads or pay faculty summer stipends to prepare. If in person, the concerns of faculty and students about disease transmission may make it hard to focus on learning. If schools and daycares continue to be closed, faculty with children will continue to face obstacles. Watching children all day and working all night is unsustainable.

That student registration was allowed to happen before a plan for Fall 2020 instruction was decided. Ignoring 2nd wave of pandemic.

I am very concerned about the relationship building, the sense of community and getting to know each other, that occurs in F2F courses being lost. I do not see much of a way around that, b/c there must be online course options for Fall 2020. We must really tap into our creativity and ask students to work with us to build people relationships and a sense of community in courses.

How much break time is needed between classes? Will those line up across campus or will we have all these weird offset class periods that will screw up scheduling? I DO NOT WANT TO GET SICK

I find it highly unlikely that the conditions to safely return to campus will be met: crushed curve, sufficient availability of testing, and sufficient contact tracing. All classes should be online.

The uncertainty at this point is the biggest obstacle, though our department has already decided that most classes should be offered online, so I am planning in that direction. It is not ideal, but with family members with medical conditions I will be very uncomfortable coming to campus unless the public health situation changes dramatically. There is very little time for faculty to adjust to changes to the fall semester, especially since it is taking Mason so long to make this decision. 9-month faculty should not be expected to do work outside of the contract period that is above and beyond normal preparations for the semester. Compensation needs to be provided for faculty who have to prepare to teach online in the fall.
Assume that no effective treatments in the fall yet. Obstacles for opening the campus: 1. How to enforce the rule that anyone who comes to campus must wear masks and be healthy. 2. Sanitizing daily throughout. 3. Practice social distancing. Suggestions: 1. Education messages. 2. Set policies for checking temperatures daily and testing for COVID19 ... 3. Hire cleaning crews and establish a response team. 4. Phased-in opening. Open to healthy graduate students first. No undergraduates and high school students on campus until fall at least.

Ideally, I need to know now how I am expected to deliver my academic content in the fall. If there is any expectation that I be prepared to do that on-line, I have to know before the end of May so that I can begin the process of transforming my in-person class into a digital format. If I have to wait until June, the end product will be more rushed and therefore less satisfactory for all involved--students and myself. I would like for GMU to make a decision on what it sees as the likely format for teaching in the fall sooner rather than later--even if that has to change in the future, having some leadership at this moment would be helpful.

Biggest obstacle is the uncertainty - given the amount of work it is to properly prepare for a hybrid or fully online course, the sooner we know, the better. My second big concern is that I have a lab course in my course portfolio atm, and some aspects of it would need to be radically changed if going for online delivery. So my question would be, if online delivery essentially prohibits us from delivering part of the learning objectives (e.g. learning how to use certain instruments) would we need to change the catalog?

The biggest obstacles include: 1. the health and security of our students, 2. child care or schooling for faculty and staff members' families, as well as for student parents, 3. meeting needs of students with special learning needs in a hybrid or online format.

Obstacle - Insufficient preparation time and insufficient compensation for faculty and staff who are already working 2x as hard (under their own very real stressors in our changed environments) to address the current situation. In reading "split-curriculum options," it becomes apparent that the well-being of our staff and faculty are being overlooked. Obstacle - unclear directives on course enrollments.

See last question

1. Adhering to guidelines on safe social distancing is going to be very very hard. Is Mason prepared to do all that that requires? 2. Some faculty have been teaching online for years; for others it's a new thing, and more difficult for some people, and some courses, than others. A lot of Mason faculty will need a lot of help to get their courses either to the hybrid format or, even more, all online.

It seems impossible to meet all of the requirements for social distancing. A large percentage of our faculty are over 60 years old, what do we do about older faculty? A large percentage of our students will be coming from other countries. How do we ensure they are free of the virus?

Not having a decision yet. Trusting the students to be cautious and safe while going about their lives outside the classroom. Teaching in a mask does not seem fun. It is hard enough asking where the garlic is at the grocery store let alone giving a lecture. I also don't understand why students are registering for classes right now if how classes are being held and whether there will even be that amount of seats in the class is not decided. Are the last 10 students to register for a 20 person class kicked out?

1. Student technology has been the most challenging this Spring. They do not have what they need to successfully learn online. 2. My graduate course would be the biggest challenge for me - I am preparing doctoral students to teach for the first time. This is best done in person - if it has to be online I'd need some training/support in holding virtual synchronous classes. This is not a course that would be done well asynchrounously. 3. My own technology and access to quiet work space. Will faculty be allowed in offices? If so that is preferred for me - but I need a webcam and microphone (don't have in my office). Currently using my personal laptop and wifi at home is not sustainable, especially if my whole family (7 people) is sill working/learning virtually.

The approach of preparing each class two ways is not feasible and will result in significantly more work.

Making course more interactive to get students talking during the online live lectures. How to ask thought provoking questions to engage the students so it's not just me talking all the time.
I have a partially collapsed lung. I cannot come into contact with this virus and have been at home, CONTINUOUSLY, since before spring break. Everything coming into the house is cleaned. We wash hands constantly and every effort has been made to make sure I do not come into contact with this virus.

Having my kids doing schoolwork at home and needing more supervision and support than usual is a huge hinderance. Also- my computer set up at home as well as internet bandwidth are significant issues. Converting large collaborative classes into online classes is going to be a lot of work. It would be nice to cap class sizes smaller so we can still provide adequate individual feedback. Providing money for covering upgrading internet connections and home computer equipment would be helpful.

The main obstacle is fear. If you look purely at the data, the virus isn't especially dangerous, especially to the young and healthy. If we don't shut down for flu season, there's no good reason to shut down for this virus. Plus, deaths and such appear to have already passed the peak in most parts of the country and the world at large so, come fall, it should be a complete non-issue. What we should be doing is educating and informing people (students, parents, and faculty) about these facts.

The university does not have a plan for proctoring online assessment, especially exams. The Provost canceled a pilot program and suspended a committee that was evaluating this.

If public schools and child care centers are not open, child care for faculty and staff is going to be a huge challenge in returning to normal work.

Online courses proved much successful in the U.S. and Korea-if well designed and managed. I would not risk our lives (both students and faculty) to meet face-to-face at any cost when there is an alternative way to teach and learn virtually. I would be worried if we only have asynchronous courses as in the past, but synchronous courses are much welcomed by students. We should have kept some sort of course evaluation this semester to gauge students' perception on online courses.

The biggest challenge (or, perhaps obstacle) I face is receiving clear communications from the university. I was able to take both of my classes online this Spring, in 2 weeks' time, because I pre-planned not returning after Spring break. Had the university communicated with us beforehand instead of letting the rumor mill spread the info, we all would have been a lot better off. I am in the co-morbidity group due to age and underlying conditions, and a member of my household is in the age group with the highest rate of morbidity due to the virus. Mason's Fairfax campus has never been clean by my standards, and I truly have my doubts that everything can be cleaned in between classes. Social distancing in the classrooms I teach in will mean at least a reduction of 50% of students, and then there won't be much interaction. I have been able to teach online and found that my students prefer a synchronous learning environment and my presence in the virtual space over an asynchronous learning experience. They feel it gives them a schedule, something to plan and look forward to, and a general sense of being "in class."

Fairfax county public schools has not announced how they will handle school in the fall. So, I have no idea what my childcare needs are for the fall, and will probably not know until much later this summer. However, I know that we already had to set our teaching schedule for Fall.

Most of my courses have 60 students, and most classrooms I have been assigned to over the years have a 60 person capacity. We simply do not have sufficient classroom space on campus, and taking down Robinson just exacerbated that problem.

Uncertainty in testing, incidence of virus, influx of students from all around the world, enrollment fluctuations

1) fear, from students, staff and faculty 2) how to implement social distancing.

I commute a long distance (more than 2.5 hours each way) and normally stay with elderly relatives two or three nights a week. It is not at all certain I will be able to do that in the fall, meaning I will have to commute every day I am on campus or spend money (that I do not have) on a sublease, hotel, or something of the sort.

Making a decision so that faculty, staff, and students can prepare. Keeping staff safe via continuing telework as well so not just faculty are protected. Providing students who need them w laptops.

Time's a wasting. Need to move quickly re. decisions. Concerned that we will lose students to neighboring colleges, including NOVA, who have already committed to Fall protocols like course delivery, housing issues, etc.
The biggest obstacle is uncertainty. I think we need to have clear contingencies, laid out in advance and public to everyone’s knowledge including students. From a health perspective, it makes sense to keep everything online as much as possible. From a supporting student sense, there are some students who really need to be on campus or in person (who for a variety of reasons cannot feasibly do online education) and the main challenge will be identifying and supporting those students regardless of what environment we end up in during the fall.

University housing, campus buildings like the Johnson Center known for congregating.

I believe these above decisions may need to be programatic. I teach on Sci Tech in a cohort design program. I can see a hybrid working or a split online with 2 days per week face to face in small groups. Since I am not on Fairfax the volume of students, faculty, staff etc is not as large of a factor for me to consider. In addition, the program I teach in has already moved several of my Fall didactic classes to online for the summer and the courses I teach in the fall have a hands on skill development/experience that would be very challenging to replicate in a virtual environment (therapeutic rehabilitation). With these courses being the first the students take in a progression curriculum I do not want to set them up for frustration or difficulties learning and retaining the foundational knowledge. The content I teach specifically is highly referenced on the national board of certification exam the students attempt during their 2nd and final year in the academic program. We have an established high pass rate on that exam and it is specifically because of the in depth preparation we provide. I do not feel 100% online would allow me to do so and see that success.

I think the hybrid flex option is not doable. Facilitating a math course that’s half online, half in-person. What’s the purpose of that pedagogically? I think the biggest challenge is getting faculty ready to teach online courses and putting solid courses online. In my opinion, the university needs to be financially supporting that curriculum development especially for large enrollment classes. We have a ton of math courses that have multiple sections. We can put good courses online if the university incentivizes that. If not, I’m afraid faculty have little interest in really developing a course.

Mason should have their own testing protocol -- SEE UCSD.edu I also propose to lead engineering a contact tracing app with a team of faculty across the universities.

I am not a fan of online teaching but I think given the likelihood of a second or third wave of COVID it is our only option. I do not want to put my students or my family at risk for the sake of a campus experience, and/or in-person teaching options.

I already teach fully online and have since last summer (although I'm scheduled to teach one hybrid). I have a long commute to campus since I live in DC, and I will probably have to take the Metro. The Metro concerns me.

Not have a final decision of what we are doing

I am fully ready to go online for Fall semester.
Q4 - What types of resources do you need in order to begin to prepare for the fall semester? (course development support, technology, PPE, campus access, or other resources)

More tech support for music specific instruction

If teaching fully online, do not need any additional resources yet. If using other format/options, will need technology, PPE, safety assurance for campus access, and other resources necessary to conduct instructions.

I need new technology (purchase of ipad) to support online teaching in the fall. I need access to my office (just for a few hours one day) to pick up books and other supplies for my fall course. I will need access to course development support to sort through options for Blackboard Collaborate/Zoom/Webex delivery. PPE for the fall would be very helpful.

No special resources

Maybe more online instruction. I have the basics of BB and collaborate down pretty well at this stage, but need help with other online tools.

Language instructors, especially beginner classes, require a white board, paper, ink, etc to best facilitate the class. White boards are necessary because students in language classes need to understand how to write the new language script. Also, tools such as Wacom Bamboo Paper, which allows you to write on the virtual board and the students can see it on their computer screen.

I am flexible to teach in person or online. One of my fall classes is already an online class and another one is in person, but I am open to converting it to an online. Course development support was very helpful in designing my online class, so it would be beneficial for the redesign of the second one.
Assistance with online development (not just "support" as in making resources available)

Course development support. PPE Mandate to wear face masks.

Course development support. Guidelines or tips for online courses (Can we hold synchronous online classes? Are there any guidelines for setting those times so they don't conflict with other courses?) I'd need periodic access to my office to retrieve items I forgot. If I'm required to wear anything other than a homemade cotton mask on campus, then I'd also need PPE.

Campus access, better technology if we move to online or hybrid classes.

course development support, Teaching Assistant Support

I am already teaching online classes; I would be willing to come on campus to teach weekend classes (lower student contact potential). I have my own PPE so would need other resources. I would request that the IT team continue the high level of supportive classes (webinar and on-demand) they have provided this Spring. I would also commend the Stearns Center team for their support in creating effective online classes and urge that they, and IT, receive the support needed to continue the highest level of support to students and faculty.

We need fewer "other" responsibilities -- work loads should be reduced in other ways, such as not having to write a lengthy annual evaluation. We need paid teaching assistants to run small groups. We need smaller classes to be able to function as an online class (in certain programs). We need more support staff and to be "rewarded" for doing professional development on these topics.

For my courses to be online, I have everything I need currently.

PPE and proper disinfection supplies to enable me to perform some of the cleaning in my personal space while on campus. This would give me additional level of comfort.

On-line teaching training.

ppe, course cap or workload reduction

Course development support to change to online mode this summer, webcam for computer. Campus access needed to retrieve textbooks and materials for course development. If on campus, would like to have hand sanitizer for my office at a minimum (I have masks I can wear, but might need replacements).

Course development support would be great, hand sanitizers and additional masks available in case of emergency.

Technology - more platform options with better tools PPE for campus trips. Access to more online materials to teach music/arts

None at this time.

PPE / cleaning materials, hallway and bathroom doors blocked open.

if online, I need a printer.

For online teaching faculty need access to training, course development tools, and course development experts.

The most essential tools for my course will be: web conferencing software, reliable internet and high bandwidths. Availability of multiple software options is most preferable. In my course, students and instructors must regularly conference with personnel in industry and government. Each organization has their own policies and procedures so it is best if there is a variety of tools at our disposal.

I don't need equipment, I need clarity as to if my class will be online or on campus.

Access to office and department scanner; library access to digital streams of specific films, TV shows, and other media; library access to electronic copies of books and articles on my syllabus.
Have you asked departments if they have enough office spaces? I know that not all of the departments are so lucky as to have the space. I think that we need disinfectant, rags, gloves, and masks. Before we left, we were bringing in these supplies out of our own pockets. If masks are required, we need to have more than just one. I know if we go back in person, I'm going to need accommodations that I would never have needed because of an ADA covered disability. If we were to have the campus open on weekends, I would work then to reduce potential exposure riding public transportation. I think that the administration needs to be very clear that anyone at higher-risk or needing accommodations is welcome. The employees and the students at highest risk of COVID-19 have concerns and they should be acknowledged. If we need to work differently because of the pandemic, the weight of teaching 4 online classes and holding remote office hours should be acknowledged at the same level of accomplishment as someone who can hold in-person classes.

The biggest resource I would need is a constant supply of PPE and cleaning supplies.

Course development support.

If we're in-person in the fall, I assume it's because studies have shown that the virus is not a threat despite prolonged exposure in confined spaces and because we have sufficient PPE and testing that the university will provide. If we're online in the fall, then I am all set. But I require IT support to continue to be available in case issues come up. And I look forward to access to multiple platforms and planning my courses to maximize student learning.

(1) (Huge) Central support for a solution to online whiteboard collaboration -- A big push on campus in actual classrooms is not easily done with students online and ITS has no solution proposed nor does it seem to be aware of this issue. (2) Recognition that there really are teaching ecosystems with distinct needs, not a one-size-fits-all approach (3) Some understanding of how the new Blackboard (supposedly up for fall) will differ -- need to plan for it. (4) Tons more faculty since our class sizes are insane for online teaching with quality

I am ready to go online 100%.

PPE

Access to online instructional design expertise and Blackboard expertise. Not just websites but live people to talk to and work out problems with

I am effectively ready to teach either in-person or on-line.

I hate all technology and cannot handle any of it but so long as my teenagers are also sidelined and can walk me through this, no further support is needed. If there is to be non-remote teaching: masks make me claustrophobic, and they pose immense impediments even to other profs/instructors. Surely, a plexiglass screen (or some such device) should answer to the purpose.

If we have mainly an online approach, we need a way to implement lab learning and possibly may require shipping and production capabilities so we can provide the students with sample equipment for the labs. PPE should be made available to all faculty staff and students at "no cost". Presumably real costs can be rolled into student fees.

I plan on taking supportive online training initiatives offered by my college this summer. I may need to gain access to my office to obtain resources to prepare for my courses this fall.

Course development support to obtain resources to facilitate a stronger virtual experience for students.

The problem with this question is that it is based on a faulty assumption—that with enough expense and effort, Mason could be made into a safe or mostly safe and contained environment. The reality is that a campus is a porous and open place with outsiders, staff, service providers, and commuter students coming on and off every day. Mason cannot successfully make a unilateral response, it is dependent on the control of the disease in the community around it. It is preposterous to suppose a campus can do what governments, with resources to a degree of magnitude greater than ours, are not yet able to do. All we can do is prepare to teach online, and hope a solution comes from above our pay grade.
PPE

PPE for healthcare providers as supplies are out of stock or limited through traditional vendors. Are professors and students doing hands on training (less than 3 feet distance) in closed in spaces safe with just cloth face coverings? Testing and medical grade masks only way to enhance safety.

As suggested above, more tools for and insight about how to model the classroom experience for synchronous, remote teaching.

PPE

PPE Campus access- need freedom to come and go from my office as I need to without having to go through campus police/department head permission, etc. just be able to come and go as we always have done and have the option to stay in my office to work if I like or do online meetings from my office rather than having no access and having to do everything from home.

if online, no resources are needed...I am set to go.

PPE

Course development (for synchronous and asynchronous content - although with law it is primarily synchronous), PPE, campus access and facility support (keeping our space clean and safe) are all critical for success in the fall.

I am learning a great deal through trial and error. Luckily, I have gone through the Online Course Redesign Academy with the Stearns Center and am set to pilot an online course this summer.

I’m having trouble understanding why it is estimated to cost SO MUCH to transfer courses online, since with existing tools of WebEx (or similar) and email and Blackboard it should be extremely easy to run a typical seminar. We can use scissors and duct tape for a semester—for the vast majority of courses—so long as our students retain the opportunity to read/study and think and so long as our faculty retain the ability to convene and assess. Let’s not overcomplicate things; the perfect should not be the enemy of the good, especially now.

Time

Expansion of technology and resources for work from home set ups. (printers, scanners, etc.)

Campus access flexibility of deadlines (e.g., fall textbook orders are due June 1—I will barely be done with spring grading by then and not able to do any review of texts for the new course I'm teaching that is then two months away!) the teaching resources provided by many groups on campus (e.g., Stearns Center, CEHD faculty) have been tremendously helpful--now I just need time to digest what is there and the best way to use it to achieve my learning objectives.

None if online

I will do fine if I'm just left alone to do my job.

professional development for managing online courses. I know how to use the online tools so I don't need tutorials. I'd like to improve my instructional practice online and learn ways to engage with students. I'd also like to learn ways for students to collaborate more. How to build community online?

PPE

I have what I need.

Technology

I'd like periodic scheduled, safe access to campus when I could be assured it is "my turn" to be in the building to fetch needed supplies for teaching and research. Right now it still feels a bit Wild West.

Better online platform. PPE for in-person teaching (e.g. - provision of masks).
Depends on decisions regarding opening, but technology and course development support. PPE for in person sessions

course development support (compensated time and tech support staff to make the online stuff)--content is already thought out, but need time/compensation to write directions out for ID staff to create the technical parts (this takes up huge amount of time and doesn't require my level of content expertise); faculty developers to help think through pedagogical choices as I transfer content to an online format--faculty developers--in addition to the IDs making the course stuff.

Time.

Course development support and technology are the most important resources if we teach online. If we teach in person, then the plentiful provision of PPE will be vital.

simulcast classrooms. campus access at least part of the week.

More hands-on WebEx training. Drawing and black-board style writing capacity, which perhaps requires touchscreen devices such as iPads, etc.

Changing up forms of engagement also is important to maintain student focus and engagement. For me this is straightforward in a classroom. Online techniques to do this are still unfamiliar, and I worry that mastering them quickly will be difficult, and manipulating them in a real-time class session will be challenging. For example, it's hard to monitor chat streams while discussing course content while simultaneously paying attention to 20 video images and audio. Assistance in learning how to manage these kinds of complex interactions would be helpful. While there are numerous tools available, each with its advocates (often the marketing folks at the firms that created them), I find their guidance pitched to business users, large undergraduate classes: mostly people not like me. The best help to me would be examples from colleagues who conduct classes similar to the way I do, and who are shifting their mode to something I can see myself doing. I'm a Socratic method instructor, so I ask, "What would Socrates do?" and "do suggested solutions scale to the demands that I will face?"

PPE - and the ability for students to feel safe in returning

PPEs if courses are in person; If courses are online, more comprehensive course development with trained online course developers and people specifically trained in setting up online labs

Course development support would be nice. I wish I had better technology at home :-|

PPE for labs, if taught in person

I am ready for either just need to prepare For in person classes I would need PPE.

Online course development support, virtual student engagement support, PPE for on campus course teaching.

campus access

Access to more supportive online learning - polling features in Blackboard that can be prepared in advance and saves. Information on how best to set personal system to maximize that forum - concern from spring semester on band width and home delivery - luckily 95% of the time it went well - during the 5% would love to understand how to contingency plan

Online course development training. I'm preparing to give my undergrad course at full capacity online.

Course development support is by far the most important thing. I think the best way to do this would be to pay people from within the department extra to take on this work. They are the most familiar with the departmental needs.

More robust support from the university in using collaborative tools. I need something more interactive than Blackboard Help pages -- more workshops, webinars, and tech support, particularly in terms of video editing tools and developing small group activities online.
Moving furniture around, blocking doorways, etc. to ensure it is not physically possible for us to be close - leaving it up to chance or self-imposed restrictions is not a good course of action. I'm sure you're already on the intense cleaning/more housekeeping staff task, but that is a good idea. Eliminate or remove the common areas so that students and staff are not sitting/laying/grouping together...

Up to date software and access to videos/online resources that can be purchased with school funds (much like how we have travel funds).

None

Course release in the form of 3:3 to support a fully online environment. Online course development support. Acknowledgment of the burden that's falling to faculty and some recompense for that.

N/A

Technology help. Especially masks and hand sanitizers for all students and faculty and staff; or some help from IT on producing better quality video recordings of lectures if we are all online.

N/A

I need access to my office, and the library upon occasion.

Nothing needed at the moment. BTW, the training provided for online teaching this spring was next to worthless for me. I know that it was a one-size-fits-all approach and needed to be, but the information wasn't useful for me personally and really sort of insulting for someone who has been teaching for 20 years. I was expecting some tutorials on how to make use of Bb to be used as I needed them. Instead, it was a lot of wading through a class that seemed to suggest I'd never taught before. This training should be designed as a a series of pick-and-choose as-needed tutorials rather than a generalized program of busy work that prevented me from doing the real work of prepping my actual class. People need tech training not content training on how to set up rubrics, etc.

PPE for research and teaching (gloves and masks) Funding for regular covid testing of students, research subjects, and faculty/staff.

Release time or summer pay for online development time for 9 month faculty, additional online instructional design and development support over the summer. PPE and campus access for those teaching labs that will meet in person.

Course development through Stearns Center is already available. I can also conduct my administrative duties online easily.

I personally don’t need anything beyond what I have. If we returned to campus in the fall, I would need PPE. Mason should also look into how to support employees who rely on public transport to get to work: I do, and that’s my main concern with returning to work.

PPE, course development support

Technology

None at present.

PPE

Course development support.

IT Support if online  PPEs if on campus

On-line course training Reliable technology (something that works better than WebEx) access to offices A solid plan for testing and contact tracing  A plan to work out who comes to campus and how we're going to schedule our classes F2F. That's going to be a nightmare for the folks tasked with this.

Course development, PPE, some campus access may be needed. Funds to send students equipment to perform activities at home if they are online courses.
I would like to get into my office at some point.

None as of now.

All of the above.

If the decision is to do more online I need as much help as I can get to get me through some of the electronic hoops. My department has already done a lot with me this semester but I still need assistance in this area.

I think the students need to learn to use DL as a format. They need the resources. I've taught DL at NOVA and Mason. I think we need more resources to provide ways to get students to complete assignments without having to teach them technology.

The rash of classes regarding Blackboard courses was wonderful in March. I’d like to see more variety of them and more times available.

I would need course development support if online, PPE if in person.

1. tech stipend for more RAM or new computer 2. course development support by online experts - need to redesign my courses 3. outreach/community with my dept

Some campus access to get my books and materials. The campus closed and I got things that I absolutely needed. But, I have a number of items in that office that are important for teaching. (I wish that I could get into my Fairfax office before my summer online course begins.)

None. I've taught in person and online. PPE would be wonderful

All mentioned - especially course development support, personal upgrade/campus technology, scheduling to avoid unnecessary travel to/from campus when possible. (I can provide my own PPE if reasonably available for purchase. Does the bookstore plan to provide GMU-logo reusable face masks?)

A partially open library, or at least the ability to request and pick up books would help a lot.

I’m good to go.

I noticed a line item for stipend for online course development in the Tiger Team Report - this will help a lot, especially for those of us whose spouses have lost income during this time. Will this not take effect for summer online course development?

If teaching online, I would simply teach myself a few more things on Blackboard I need to know. I teach synchronously--my students in the spring appreciated the engagement and having the class. I plan to do the same. I do need to be able to print materials--and might like to have access to office for that.

Zoom

unsure

Course development support

course development support

Hand sanitizer, wipes, someone to come into the classroom if we need help. Will there be enough staff in the library to scan all of our online materials?

Stipends Materials in special collections to be digitized

Clarity on the plan on the delivery of choose content; flexibility to set another plan if I or my students don't feel safe with the plan set by the school; tech support.

course development support. covid-19 testing

campus access, PPE
I hope that the University will provide Zoom access and technical support. I also hope that there is sufficient broadband capacity for online learning if faculty are permitted to teach synchronously from campus. It would be helpful to have resources for course development and teaching given the other responsibilities I now have (e.g., homeschooling my children, caring for family members). Our college told us we could use our own professional development money to hire a teaching assistant; however, that money is supposed to be for professional development, virtual conferences, materials for research, etc. WE have such limited funds as it is, it seemed insulting.

I would like to retrieve a few items from my office prior to fall semester.

Reliable VPN, Email, and Blackboard services.

Childcare. I'm joking. Only kind of. I'm taking the training to teach online now and feel fine about that.

I need to know the plan for fall.

1) Very stable remote systems, currently all managed by ITS. There has been delays in several emergencies, they may need to increase their personnel with efficient, knowlegable and service-orientated people. 2) Some PPE to reach campus (even if not often) is needed. 3) More effective cleaning, even if nobody is there. I believe GMU needs other type of cleaning, with disease-desinfectant oriented crews.

None necessary outside what's already been provided. If campus is open, PPE should be provided.

Have what I need

I do need to be able to come to my office on campus, even if the classes are online. I cannot record the classes from home.

None. I can teach online comfortably.

PPE would be helpful, wipes, sanitizer for my office. I may also need a technology upgrade re: GMU laptop if online plays a bigger role.

Technical support for new online platforms (e.g. zoom vs. webex).

None

For lecture: - headset w better microphone than what I have - better webcam too For labs: - PPE including face shields. If I were teaching FTF labs I would want mask, face shield, gown, gloves, booties. I think this would work really well for labs. - More sets of lab materials per lab, so that each student could be given their own microscope / own bone models etc., instead of having to share with other students. Right now labs tend to have only 6 sets of stuff (for 6 lab teams of 4 students) - Labs need cubbies where students can put all belongings (packs and bulky jackets) w/o touching other students’ stuff. At present in my lab students must pile things on top of each others' things in the back. Cubbies or at least big plastic bags at the very minimum - For labs: course development support to enable splitting of lab activities to those that can be done online vs those that really need to be live. - maybe small sets of individualized tools for students to take home - food scale, Fitbit or similar; course development support to think about things students can do at home. - Live video feed hooked up to microscopes so that we could show students a video stream in real time of microscope slides.

Term faculty in 4/4 teaching loads need reduced course caps, or reduced teaching loads. Training for some, direct, peer-to-peer support for others. Admin staff supporting teachers as they move online need stipends to provide adequate support. Crisis management and buddy systems need to be in place for emergencies. That should be articulated above departments and departments should receive institutional support and clear guidance.

Assuming online teaching in the fall, it would be great to have access to professional-level grade for recording lectures. I can use my home laptop microphone and camera, but this is unlikely to deliver high caliber videos.

PPE, mainly just cleaning the facilities between use. If we were to transition online I would need extensive course development support.
A little summer salary support would be great!!! I am a 9-month employee.

Technology would be most important for me. If I was teaching in person I'd like to have support to ensure students who do have to stay home can video conference in and still participate in class as much as possible. I could set up a Webex but I'd want help making this more sophisticated, e.g. making sure both students in the classroom and students participating by video conference can see slides, writing on the board etc and that students calling in remotely could participate in small group activities and discussions somehow (e.g. being able to call them in on other students' laptops so we have multiple connections).

nothing

Support to develop online resources. I don't think on campus is viable.

Some course development support. It would be nice if this were made available on an ad hoc basis vs. in the 5 week course.

(1) Robust virtual computing solution (2) Expansion of campus wide licensing of software (3) Direct access to instructional designers that have adequate experience in specific college-level scientific themes (e.g. engineering, science, social sciences, nursing, etc.) (4) Financial support for hiring GTAs for helping with preparing additional course materials for the Fall semester (e.g. assignment tutorials, work guides, etc.) or reviewing course materials. This could also be another way to supporting students and mitigating the financial impact on them. (5) Ensuring that the library will continue to be funded adequately so that it could provide electronic resources for courses. It is an essential service!

ZOOM, Blackboard, & GoReact.

Lecture Course development support needed, I'll need lab support. If fully online, I will want to put together a collection of lab equipment for students to field conduct labs at home. Who will find and purchase all the equipment, and make sure it gets packaged and mailed to students. I'll need PPE in fall. Lab guidelines: "Only one student per fume hood or 6 ft section of bench; no student partners or teams; benchtop and floor markings to reinforce physical distancing" All our labs are designed for students to work in teams in field or lab. I will have to totally redo labs. This will take weeks of my time. Can a grad student be funded to assist with this?

I need decisions soon, even just tentative plans, and time to do this right.

PPE would be helpful. So would hand sanitizer and wet wipes. If we end up being fully online, emergency access to offices would still be necessary. For all in-person courses, temperature checks would probably be necessary before every class session (Note: temperature screening was mentioned in the Tiger Team Report for child development and child care centers, but not for classrooms--why not?). Some attention will also need to be paid to air conditioning and heating flows: this appears to be a major cause of transmission in enclosed spaces like restaurants and airplanes--and therefore, in all likelihood, in classrooms as well.

Additional resources for online. A lot has been focused on Blackboard but the Blackboard platform is not ideal--students complain about the layout so I have been using WebEx or Zoom but I don't think I can do breakout rooms with these platforms so I need more support with that

N/A

I need updated/new/fast laptops & technical equipment (camera/audio), technical training (training and assistance in video/audio production) regardless if we are online/or face to face since there is a risk to change from one to the other quickly. If we have face to face, I need PPE, physical distancing in classrooms and clear disinfecting procedures.

NA

I have everything I need to prepare for fall.

I do not need any resources to teach in the classroom. Nor would I need any to teach online the second half of the semester although I would be able to do a better job on-line if I had a few lessons on topics not covered by
the many, many videos I've watched this semester. To teach online the first half of the semester I need serious course development support.

Course development support, technology and PPE.

Legitimate video editing software. Access to my office without having to "ask" permission to enter the building. If I were to teach in-person, I would need PPE (face masks, hand sanitizers, COVID testing kits or access to testing for me and my family).

campus access and technology support (good platform/ software) to teach online

The provision of good masks would help with teaching in small team settings in the fall.

for all teaching scenarios - campus access to retrieve teaching materials from my office  If online - course development support and possibly additional technology  If in person - PPE

PPE, course development support, software to help teach online (e.g., good quality video recording software, tools which help teach on tablets e.g., Explain Everything, licenses for JoVe labs)

course development support

I have what I need.

Continued online course development support.

Access to PPE, access to campus lab classroom (even if just to record videos for online teaching), microphone for developing class demonstration videos.

Students should be required to wear masks and should be provided with masks before entering the class. Students who do not wear masks could be removed from the class roster and lose the course. Students' temperatures should be checked before entering the class. Students' should pass a 20 min online course with instructions on social distancing and other things related to Covid-19 before they can finalize their courses for the fall semester.

I have everything I need.

I'm good to go.

Our school is providing excellent help and support. The Stearns Center in addition is adequate.

Online course development support- transitioning to web-based teaching and advising

Campus access, with few restrictions.

Support for developing online classes would be helpful. I do need occasional campus access to get materials still in my office, and will want to take my work computer home with me so I can use it. Having the ability to get sections of library books scanned would be very helpful, as currently I can only access online papers.

technology; more training to use a variety of resources to make my life easier and teaching more effective

Drop in hours for Blackboard support Quick simple job aid--steps by step instruction sheets for Blackboard functionality

Digital infrastructure (improve Blackboard or choose a more robust platform  Increased digital support for students; poor tech support was hammered with questions

A decision on how we move forward. Clarity around on-campus gathering rules/guidelines, clear expectations about delivery of some of the "incentives" proposed to serve students learning at a distance.

None. College classes should and need to be taught in class.
The most important thing I need is CLARITY about what the plan is for the fall. Clarity as to what GMU will be doing; and if a change from the present schedule -- when I will be teaching, how many students, etc. (if the line-up will change with a move to online, for example). Technology support is always helpful, too. Thanks!

Several sessions small groups equipment hygiene

A webcam that is not built into the computer would be nice. Possibly a document camera similar to one that we had in the classroom would be ideal.

If we are going to do more than merely replicate past classroom practices online, it would be great (although probably impractical in the first instance) to have some programming help in order to get innovative. If we are going to be on campus, PPE will be essential.

no specific resource, just flexibility from all points of view (faculty, administrators, and students should be able to quick transition from one model to another).

For online teaching, I will just need my books and time to prepare. For on campus teaching, I will really need to plan out my safety strategies. I am in a vulnerable group so need to be extra careful with distancing and limiting time in enclosed areas.

Because I am immune-deficient, I need to be able to teach courses online. But I need course development support for online teaching; technology that will hopefully be available for that sooner rather than later, etc.

I think Mason is investing in Zoom. I purchased a personal account to conduct online classes these past few months. Not having to pay for that would be awesome.

I will have all my Fall course materials ready in an online format by August 1, so I have no additional needs.

course development support. If we are doing hybrid/flex, technology (that works). If we are trying to do hybrid/flex, would like to see course development specifically around that. Would also like to see support for students in these new environments.

Better computer or laptop to be able to work from home efficiently.

N/A

PPE, COURSE DEVELOPMENT SUPPORT

Course development support, technology for online. Cleaning supplies and PPE for all if we are on campus

Technology to make quality lecture videos and interact with students in real-time (surface pro, iPad, etc.)

Campus access and course development support if we go fully online.

I think it is imperative that faculty receive a one-page "resources" list for engaged online teaching customized to their broad area (art, humanities, social science, science, quantitative reasoning). Maybe you can go to the Stearns Center and find that, but it needs to be pushed out to everyone. I also think some departmental monies should be earmarked for getting faculty the sorts of materials they may need to offer optimal online teaching experiences.

Department and College support

Depends on what we are doing. If we have to be in-person, then PPE. Otherwise, I'm good and comfortable for on-line.

Time! And online strategies for using a whiteboard rather than Power Point.

None

I would want the necessary PPE if returning to campus

I am fully prepared to teach all my courses online. I do not need any resources.
training, e.g. Adobe software usage; something OTHER than Kaltura to capture videos in a manner where I can start and stop as needed and/or edit when the phone rings, for example.

Material on best practices. I have found a good deal myself by searching the web. Articles that tell you what NOT to do in an online course often include material that GMU's instructions about teaching an online course include as a matter of course. What is the easiest, friendliest, means of delivery? What are some of the "tricks of the trade" used by people who have used these methods when not under duress. Limit the number of students in each class to a manageable number set by people who are not involved in the profit generated.

No need. Already run online courses very well. Both instructor and students are so happy.

I'm almost fully ready for the online teaching.

Access to the expertise of the Stearns Center - Online tutorials and ability to contact their staff when I have a question. Opportunity to ask my teaching team colleagues that have already taught online about best practices. A dedicated hotspot for online teaching would be great. Currently I am sharing unstable rural Internet with 3 teenagers also trying to attend school online. Course development support would be great as well - it really does take weeks of work to transition an in-person course to high-quality asynchronous.

Greater flexibility from the Registrar's office and reasonable time to make carefully thought out changes.

Time, thought process, equipment to use from home for remote instruction

Course development support and Blackboard support (the online teaching resources have been very helpful) If campus reopens, students and instructors would need PPE/masks and increased security to enforce and remove students/workers unwilling to comply

If I teach online, I would require training. Eventually, I'd need access to some of my books and files that are in my campus office. It's also important realize that the university is counting on using our personal internet services, phones, headphones, etc. to carry out the work. I'm very willing to contribute these resources given the financial and mobility challenges we are all facing. I imagine this unstated demand is hard for some of my colleagues who may be at lower salary levels than I am.

Stipend for online course development.

depends on if on-campus presence is required. on-campus there should be ample accessibility to PPE and hand sanitation

I am teaching fully online in the fall, thus course development support

Course development support - help putting together a well-constructed on-line class using Blackboard and other tools. Guidance and support with maintaining academic integrity with on-line testing. Guidance and support from school and/or university regarding on-line testing and other policies that can be implemented. For example, can students be prevented from going to the bathroom and can students be expected to take exams at a given time on a given day? Adequate PPE if teaching face-to-face

This would depend on the format for classes: If an online component: Ability to require student tech to the ability to interact (e.g., microphone and webcam) to ensure quality instruction and to assist with steps to ensure academic integrity (online proctoring) ------- If in-person component - list is longer: 1. What will be the threshold/criteria for evaluating whether we need to switch to all online in the fall? # # of cases locally in Fairfax alone, the county, Northern VA (given alternative campus locations)? • This data is likely tracked already through public health data: https://www.vdh.virginia.gov/coronavirus/covid-19-data-insights/ # # of cases specific to a given campus (whether student, faculty, staff)? • What about if a member of the household of any of these parties has COVID-19? Should these be included? • How will we track this data (e.g., faculty or supervisor follow-up and transmission of info to the university)? 2. What would be required vs. optional protocols for in-person courses and how would required protocols be enforced (university driven consequences similar to academic integrity issues where faculty, supervisors, or students could report to a university-level body?)? Required distance (# of seats) between students in row vs. front to back of classroom? Wearing facemask? Use of gloves
or stylus on classroom computers and login touch pad?  

- Prohibition of faculty requiring in-class group work?  

- Use of own erasers and wipe board markers or prohibition of board use?  

- Prohibition of paper handouts or paper submissions of work?  

3. It may be worth considering some of the criteria that Fairfax County Public Schools is using in our own assessments as some of their decisions face similar trade-offs. For example, as part of their assessment for program/format offerings, they recognize that many of the costs to allow an in-person option are fixed (e.g., sanitization, etc.) but may only benefit or make a difference for some fraction of students that are only willing to do an in-person option. Do we have survey data to be able to estimate what that fraction of students is in GMU’s case? Can we evaluate whether the trade-off (additional revenue from that proportion of students) sufficiently exceeds those costs to maintain the enrollment with those students?  

4. What would happen for a course when a faculty member is confirmed with COVID-19 mid-semester in the case where there is only one instructor that offers that class (e.g., a specialized elective or advanced-level required course)?  

5. If based on # of cases with 1. above we decide to switch to online, will we then require students in on-campus housing to return back home and how will the university handle the safe transition of these students back home?  

-------- If faculty are required to provide content in both (duplicated) formats, the university needs to consider resources to help cut down on the time required for duplicated work: -For example, when I taught at UNC, classrooms were equipped with cameras, microphones, and software on the desktop at the front of the room that allowed the instructor to schedule in advance for the entire semester to have their live sessions recorded and automatically uploaded to Blackboard. In the recording, half the screen showed an up close view of the slides and the other half of the screen showed a whole classroom/board view. The microphones ensured that both the instructor and live students could be heard clearly in the recording.  

More flexible access to the lab to conduct research experiments.  

Save childcare  

Occasional access to my office. A way to proctor final exams. The disability services has a procedure that could help if it could be scaled. Online exams will ALWAYS BE COLLABORATIVE. Suggesting that we use "lockdown browsers" is bullshit. Students have phones and they live together. That's the limit of online teaching ... evaluating students with integrity in the process. We could provide final exams and a list of students. A well-staffed office could distribute test takers in a socially distant way across the university. Patriot center, gyms, etc, give us lots of space to spread students out. That's my biggest need. I also need fewer emails from "experts" in distance learning. We have been overwhelmed and they are simply not helpful.  

Course development support whenever needed.  

I have struggled with my home Internet connection, which has made synchronous teaching and meetings very difficult. I need tech support, and course development support (which I am getting). I have files in my office that I need to prepare for teaching. If I have to teach in person, I demand PPE for me and my students. Instructors will need microphones to amplify their voices if using a mask. Those mics need to be personal to the instructor, or else they have to be cleaned after each use.  

Nothing at this time.  

The course development support is good. Would vastly prefer Zoom to Blackboard or Webex.  

As I have already transitioned to an Online environment this Spring, I will need some (quite limited) help in all of the areas below. Course development support, technology, PPE, campus access.  

Course development support for online course design. Preferably paid training, since this is going to be a lot of work.  

Improved teleconferencing software would be nice (specifically, one based around the idea of groupwork and implementing variable proximity to allow clustering), but that doesn't seem to exist yet. Ensuring that all TAs and LAs have appropriate technology: some have very old or no computers, etc.  

Reliable video conferences with students.
If we are going to teach on campus, we will need flexibility. Believe it or not, I would be FAR more comfortable teaching OUTSIDE than in any classroom. I am assigned to a basement class in Robinson with no windows, and I can guarantee you that I will NOT be entering that room under ANY circumstances. We also need PPE such as masks and we need strict rules that insist all students wear them too. Hand sanitizing machines can be placed at every door way (in the Harvard system, a buzzer goes off if an individual enters a room without using them immediately beforehand!). Also, there must be available testing and multiple opportunities to do so. Finally, policies need to be in place for students who ultimately must stay home unexpectedly. This bug can last for weeks at a time.

Course development support would be helpful in any case, and certainly if we are in person PPE and access. How much latitude do we have? I coordinate labs for 9 to 11 instructors each semester and feel responsible not only for my health and that of my partner, but for the instructors who will teach these lab sections. If we do a mix of in-person and online sections i will need to train two different sets of instructors, and we will need a many more lab sections to accommodate distancing.

Definitely course development support if we are going to be online

Protected time / stipend to do the work if transitioning to all online

Air purifiers, lots of cleaning products, masks, gloves.

I'm already well prepared - I've taken the online course development training from the Stearns Center and have access to instructional design support.

Course Development

Yes, course development support, that is some human resources such as qualified student workers who can help produce educational materials for online use. There should be a budget for supporting such assistants. Professors cannot spend all their time producing graphics, videos, copy digital images, typing mathematical equations, and making graphs for online use.

For online course preparation, it is better to have video editing software available along with equipment for making professional videos (headset, high-quality camera, and background).

Course development support.

All the the exemplars. Course development support, PPE, campus access, etc. Budget for materials to adapt, for example. Uniable to set up new animal programs, so shipping for materials that we can't obtain ourselves.

PPE. Health is the number 1 concern for everyone.

course development support. advice and tutorials for going online. trying to do a hybrid model (which I don't believe will be broadly feasible) would require live multimedia technology/streaming capabilities to enable students online to participate equally in an otherwise offline in classroom environment. I'm not sure Mason, at the moment, has this sort of technological capacity broadly available, nor the bandwidth to make this work. If the idea is to run separate online and offline courses for "the same class", then this is really double the work; it is the same as running to classes (even closer to two different classes rather than two sections of the same class due to the completely different preps).

Need training and funding to develop online courses

If we are purely online (or hybrid) I need a tablet for drawing and I need Collaborate to stop freezing when I share screens. That sounds petty, but it's basically impossible to _teach_ students technical subjects without being able to communicate images/pictures to them.

We are adequately equipped to mount courses online. Blackboard is not ideal but workable. More course design assistance will always be appreciated.

Given a set of phased guidelines and conditions that allow for partial return to campus, I would like technological means to move about in a classroom with remote microphone and a tablet that can control/draw for powerpoint running on my issued laptop, while streaming it over Collaborate Ultra, to allow me to interact with both in-class
and any synchronously connected online students. I can do this online only with present equipment, or I can do this in-person only with whiteboards and markers. But to serve both with any hybrid model, I'll need a way to draw on the slides/virtual whiteboards such that both in-person and online participants are equally served.

**PPE for when classes resume**

Technology, PPE, campus access (just to get a few things from my office), ergonomic furniture.

We also need the university to give strong guidance on enrollment caps in online courses. Enrollment caps in our unit have been increased 30-40% for online courses, which is too many to maintain quality, integrity and rigor and way above recommendations for online courses. I need time with an instructional designer one-on-one to redesign online courses to accommodate the 30-40% increase in enrollment in existing online courses.

I would like campus access, but otherwise I think I am good.

**Maintain access to classes for disabled students and faculty.**

**Course development and technology support.**

Online course design support and real time Blackboard support (not leaving messages and requests for assistance)

-PPE, clear guidelines within which we can operate as far as teaching and research.

If the university can test students and staff and do contact tracing when any positive case is identified.

**Required technology identified.**

Equipment that might be helpful for online teaching, like mic or pad. Stronger tech support that can cover weekends and off hours.

**True telepresence technology**

Online course development support, technology support, assurance that if I and others have to continue homeschooling our K-12 children that we can have work supports to be good at our jobs (or at least teach good enough classes that our students learn something beyond memorization of textbook knowledge)

No more required online workshops. They are a time suck and tailored to those who are very new to Blackboard — no one should be new to Blackboard at this point. That’s ridiculous in today’s world. Or if online course workshops are offered, just offer the shell to people who don’t need hand holding. Let them explore and grab and learn what they need. Let them use their time efficiently. Trust people to be truly self directed.

Some course development ideas but not a long and involved training course.

**Course development support**

Course development support. Merit-raise "counting" of course redesign as significant replacement for research. Option for on-campus workspace when needed.

**PPE, course development support, evidence of extra cleaning measures, secure transportation for students**

When a professor inquires Tech/Black Board to do something they have to do it. A professor teaches and does research and a technician puts materials online. Campus access needed: office and library. Library should stay open no matter what: no physical access but books should be collected by staff and delivered in a box where one can pick them up. Staff is in the library doing what in these days? It is outrageous that one is not able to conduct her/his own research: you are limiting are freedom to conduct research.

Course development. Ensuring that students have access to adequate internet (perhaps on campus?)

How to improve the interactions while delivering the lectures online is a challenge and I am thinking of more effective ways.
Course development

Course development support.

Professional recording equipment at home. Professional video generation software (that allow nice animation, graphics to be included in the videos).

PPE is vital if we are on campus at all. FAR more comprehensive training for faculty for online classes. MANY faculty need new equipment - laptops, webcams, microphones, software, Etc. We need to be ordering it ASAP. Some faculty do not have suitable home offices. Can we set up isolated dedicated campus space? Personally, I will need to get into my office for books and files to prep for my fall class. That has to be a common need. We need a rotating campus schedule for that access. We will need to provide software and potentially loaner equipment/laptops to students in need. The DE fee should be waived for fall semester.

I am totally opposed to the campus opening until a vaccine or effective treatment is safe and widely available.

Definitely PPE equipment. In addition, wipes for door handles and other cleaning material. Continued course development support and other online communication tools.

None of these.

course dev support mentorship from people teaching in my field mentorship from instructors familiar with maximizing online teaching tech

I would like to learn more about student engagement on online sections.

If I am teaching on campus I will need PPE and weekly (at least) virus tests for myself and my students. If I am teaching online I will need support for developing my class. I felt very supported by my dept and the university as we moved online in March.

course development support for online course/teaching delivery.

I have been provided whatever I needed so at this stage I don't need anything.

Course development support, technical support (more thorough training on various platforms: Blackboard, Zoom, WebX, Slack, etc.)

tech support for students would be great

Course development support and accessible technologies for students, including Adobe Creative Suite.

Significant online course development training and support, monetary compensation (per course) for online course development over the summer, PPE for all community members when on campus, dual-monitor set up for online instruction, clear guidelines and expectations about asynchronous vs synchronous classes.

support developing engaging online courses!

Course development support and technology

Online platforms that will be stable and reliable with many users at once.

Building and teaching online courses increase the workload of an instructor immensely. Therefore, if the university decides to go online in the fall, some reduction of the teaching load will be necessary especially for term instructors.

A decisive plan from university administration. Sooner than later. Other than that, I just want the time to get things done.

None.
What we ideally could have: Predesigned course templates, college and departmental organized, scheduled workshops and one-on-one “working” meetings with instructional designers, stipends for course development and university-issued laptops.

I need the following to be available in the Fall:
- Virtual Computing Labs which support content creation software like Adobe Creative Suite
- Disinfecting supplies since I don't trust Housekeeping and LT Services
- Masks and gloves for students who show up without them
- Temperature checks for everyone
- Access to equipment and studios

Faculty given the choice now to teach classes fully online. Permission to teach fall classes fully online so we can prepare and all is clear for the students.

PPE. ...All of the above.

course development support, best practices in using Zoom videoconferencing for live classes.

All of the above. Covering home internet costs. A desk at home that I do not have. Coverage for rent with my wife furloughed indefinitely.

My internet at home is not stable enough to teach fully online. I would need support for better internet access, course development support. If I could teach an online course from my campus office using campus internet, that could be an option as well.

Information on what we are doing and clarity on expectations

Course development support

Development support

Course development support

Course development support.

None. We proved we can do it. Took a course from the Stearns Center for Teaching and Learning in Fall 2017 on developing online courses, ready to roll.

PPE

campus access

PPE, frequent access to testing, support from administrators and HR

I think I have everything I need since my classes have already been moved online-- I have experience developing and teaching high quality online courses, have a clear plan for developing my fall class that is not already online, and have access to good technology (mic, webcam, etc.). My work laptop is giving me the "blue screen of death" more often than I would like, lately, though, so the option for a laptop refresh would be helpful... and I'd also like to see us provide quality technology to instructors who don't normally get issued laptops (adjuncts, some term faculty, GTAs, GLs, etc.). Once we know what is happening in the fall, I would also like to be able to go to campus to pack up a lot of the stuff in my office that I would like to have at home (books, etc.) that I will need to teach my fall classes, as well as be able to send some materials (again, mostly books) to my instructor team.

If courses are online, I would need some course development support and possibly technology. If I had to teach on campus at all, I would likely need some PPE, cleaning supplies, and tech support if we were teaching some students in the classroom and some online from home.

Personally, none, except virtual child care

If we meet in person, I need the university to provide appropriate PPE and to figure out how to police such policies in classrooms. I don't want to have to be in the position of kicking a student out of class because they aren't properly protected. Who will make these distinctions? If we go online, I need the university to acknowledge the additional demands that faculty are facing in making this move. I need the time to prepare and
administer/assess fully online courses, which is even more burdensome than a typical F2F course because so much is communicated through writing. I need the university to make a decision that supports faculty and sets us up to be successful. One way to do this is to provide a reduced teaching load for faculty who teach courses that already require additional time for grading and feedback, which the Term Faculty Task Force Report lists as: "Writing Intensive (WI) courses, Synthesis or Capstone courses, Written Communication courses (e.g., ENGL 302), course with accompanying labs and recitations, senior design courses, and other courses that require significant time for grading and responding to student work."

I need some online support for collaborate. Although I used it this semester, I found that certain things did not work well. For example, if I wanted to use a pen, then I had to use a pdf format, since the PowerPoint format was not letting me use the "draw" capability.

Need to know that I can teach on-line. Teaching my labs, for example, is not feasible with social distancing

Online whiteboards Students need to have access to good wifi, microphones, etc

A decision, and the ability to choose for ourselves what classes to offer in what format

If I am required to wear masks, they need to be provided. If I am required to move courses online, I should be paid for the time required to develop new courses because online courses are new courses when done correctly. I should have access to my office on campus to some extent.

campus access, better computer, video capabilities

Course release to get to a 3-3 load. Reduced course caps. Course development support and stipend are all well and good, but let's be honest, the offered stipends don't match the level of work involved (and sometimes are downright insulting). We would appreciate the stipend, of course, but reduced load and lowered course caps are far more substantial resources.

PPE; making sure the classroom will support social distancing;

None.

The kind of training the Stearns Center is providing.

If we're F2F, standardized PPE (even just a Mason cloth facemask) would be so much more enforceable and would take out the concerns about not-that-good masks, etc. I'd love to not have to argue with students about 'oh I can't figure out a face mask' because you know that would happen. Students can opt for something more medical than whatever Mason provides, but a minimum baseline provided by the university would make it a lot easier for professors to enforce whatever policies are going to be enacted. If we are eventually all sent online, I'd appreciate some real training in how to do online teaching well. Anecdotally, my students have been really happy with my online courses this spring and complained about others' courses, so I've learned a bit from others' mistakes; I also spent a lot of time researching online teaching and chatting with colleagues to make it work. But I'm under no illusions that my relative success this spring automatically guarantees the same in the fall, so I'd really like some training. I'd love some kind of webinar series from the Stearns Center that we can take and walk out of it with courses ready to go. I found the Stearns Center so helpful in the pivot so I'd love more from them to help us if that becomes necessary.

better internet at home, access to book purchases, tablet technology

Improved technological resources for remote office hours. Without scheduling one-on-one appointments in advance, multiple students can enter the video chat at any time. I'd like to see something that puts students on a "waitlist" while letting them know that I am conversing with another student.

I have almost everything I need right now.

Some masks would be nice.
<table>
<thead>
<tr>
<th>Substantial course development training. Registrar changing courseleaf so we can switch classes over without canceling them.</th>
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<tbody>
<tr>
<td>It would be great if Mason could provide PPE and STRONGLY encourage everyone to use them, even to the point of using sanctions to enforce use.</td>
</tr>
<tr>
<td>None if I am teaching online.</td>
</tr>
<tr>
<td>Reduced teaching loads or additional compensation for term faculty.</td>
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<tr>
<td>I need campus access to retrieve materials needed for the fall semester. I could also use some course development support as I move all classes online.</td>
</tr>
<tr>
<td>To develop online courses, I will need software such as video editing tools. These tools are not available to us until now.</td>
</tr>
<tr>
<td>I can prepare successful courses for in person, online or hybrid. I prefer having student in class. I could use some masks and wipes, other that that I am good to go. I would like to have approval for two things and don't know exactly how FERPA applies. First is ZOOM, it is SO much better than BB Collaborate, I think it is coming, thanks. Second is another professional online tool. I am not sure if I can ask students to use their emails to do exercises on this online platform. Legal council has been of no help at all and I think it is an easy fix.</td>
</tr>
<tr>
<td>Again Child Care - I was disappointed in the report to see only the reduction of childcare services. I also need to get on campus to get my books. Organizing session around transitioning traditional students to an online format would also be helpful, good if these were college specific.</td>
</tr>
<tr>
<td>Technology, PPE</td>
</tr>
<tr>
<td>continued collaboration with other faculty</td>
</tr>
<tr>
<td>Course development money. A later fall start to allow time for course development. Not all faculty can work all summer. We have children, other jobs, other obligations that are we have taken on because we are only paid for 9 months and already work well beyond our contracts and what we are compensated for. Mason has long ignored the amount of uncompensated labor and inadequacies of our contract lengths, and I believe those issues will be even more prevalent now.</td>
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<tr>
<td>course development support</td>
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<tr>
<td>At least brief campus access to obtain materials in my office</td>
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<tr>
<td>I am mostly set. I would like support with technology and course development. For example, my video editing skills need to be improved greatly if I’m to spend more time teaching online.</td>
</tr>
<tr>
<td>Course development support, including access to training in online teaching (TOPS), despite the fact that I already teach online (but was trained a while ago, and, as mentioned above, am now developing a new online course, which is also in a different (sub)discipline than my current online courses).</td>
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<tr>
<td>Course development support. Knowledge about resources that will be available for students and whether students will have lab access.</td>
</tr>
<tr>
<td>For my filmmaking program: Online and hybrid course development support: pay trainers and trainees. Technology: students need access to cameras, editing software, sound equipment: much of this can be basic, but how do we pay for and provide this? PPE: every class, new masks and disinfecting wipes? Help in assigning and coordinating rooms: a nightmare for our admin, trying to schedule extra/multiple sections while every other department is trying to do the same thing. Mason system is difficult in normal times, and it will be much worse now. Staff needs to be safe: PPE, distance, counseling.</td>
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<tr>
<td>Remunerated training in online teaching asap (but after spring work is complete). Guidance from faculty in my department. Perhaps a working group of faculty in my department with whom to develop and share resources for converting f2f courses to online/hybrid courses.</td>
</tr>
<tr>
<td>A guarantee of full employment for next academic year.</td>
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</table>
Safe access to research lab space (e.g., being able to sign up to have access to a room/equipment without others present and with sufficient disinfecting taking place between individuals accessing the research space), as well as access to disinfected restrooms where sufficient physical distancing is maintained. It may be worthwhile to consider that automatic hand dryers, which are present in some locations throughout campus, may facilitate the dispersal of contaminants (https://aem.asm.org/content/84/8/e00044-18.abstract).

I'm getting course development support now, and I genuinely appreciate it. And I have all the technology I need at home. The idea of being handed an N95 mask and told to go teach a class would be comical if it weren't apparently being seriously considered.

PPE, face masks for all students, faculty, and staff; a requirement that masks be worn on campus. Purell in classrooms. I typically clean the desks in the rooms where I teach because I teach in the evenings and by then they are pretty gross. If each room could be equipped with cleaning supplies, faculty could wipe down the desks before class. I just can't see how the custodial staff could manage this. If we want things to return to normal, we have to be willing to do some extra things.

Course development support.

Course development support would be extremely helpful; perhaps stipends for developing new versions of courses to deliver online. A course release is a necessary resource.

The resources I need most are course development support in the form of trainings (through the Stearns center or the department) and in the form of course release/stipend. Even with the summer to prepare, creating courses in brand new formats means that I will likely continue to make changes during the semester, and as faculty on a 9-month contract, we are unpaid for that work. Many of my students have expressed concern for the inconsistent ways in which their professors are teaching online, and having a training available to everyone, not just those new to online teaching, would alleviate that concern.

course development support and stipend for time to prepare for transition to online

Time. I have a baby at home and a partner who goes in to work as an essential employee. I cannot guarantee my availability for any live online or live in person courses in the fall given the circumstances. As such, I feel that mandatory split hybrid is not appropriate. There are many people in worse off positions than mine also.

Course development support. Cannot teach on campus due to underlying health conditionl, but may need to pick up equipment so need PPE, and campus access.

The biggest help would be administrative support or teaching assistants to help handle the increasing volume of student questions, emails, and concerns that have been generated as a result of moving to online instruction. Students are asking a ton of questions and these take a lot of time to answer.

Course development support and stipends as CHSS is offering for those of us taking the Stearns Center Online Primer course to teach in the summer. Compensation for program administrative staff/leadership to guide faculty through the move to online teaching over the summer. Personal protective equipment for faculty and a guarantee of increased and consistent sanitation of classrooms and shared spaces.

Give access to faculty to their offices and their labs; AS THEY SEE FIT, not as administrators see fit.

Not sure.

Faculty will need professional development for teaching online and online/hybrids. For those faculty teaching f2f, we need assurances that the classrooms are sanitized after each use. It would be nice to have the university provide masks and gloves. Testing and contact tracing would need to be fully operational in order to reopen the campus.

Plexiglass on lecterns (in front of computer), such that there is a barrier between which students and teaches can talk one on one after or before class would be useful. Ability to wipe down surfaces before and after class in each classroom, replenished each day. Ability to hold office hours virtually.

For online teaching, none. I have already taught my graduate level courses online.
I need: Access to our building (Research) so I can get things for my staff and faculty; coaching on how to manage a staff of 22 over the next year when we remain in telework mode; better quality microphone for my online teaching.

Money for my course development time. Better labor conditions/reduced teaching load for a fully online suggestion.

Time. My children need to be back in school for me to successfully do my job.

Decisions from central administration

Because I do a lot of discussion for large and small groups, I would need to be teaching in real time (right now, one course begins at 7:20 pm) and be able to put students in small groups on Bb. I would far prefer Zoom rather than WebEx or Bb Collaborate so that students can see each other (I would definitely want web cameras on during class; otherwise, we get no sense of community if there are just letters 'out there'). I have not yet explored if Bb Collaborate has that capacity -- to show all of us at the same time. A stipend for online course development by faculty is definitely appropriate.

Better teleconferencing (or webcam) technology and staff support so that I can simulcast my class on the web and teach the small number of students that can be accommodated in the class

I already have all of the resources I need to move my courses online. I just need to know that this will be the case so I can budget time into the summer to work on it.

Campus access

Course development support is going to be key.

Course development/teaching support - this should depend only on whether someone is teaching a class that they have not taught online before, not whether the class has ever been offered online before (which does not acknowledge the support all faculty need in order to teach a class online effectively). PPE MUST be provided if anyone returns to campus in the fall. There is no way for individual faculty, staff, and students to be expected to provide their own PPE or cleaning materials to protect themselves. Regardless of whether or not classes return to campus, some campus access to offices is needed. I have resources in my office that it would be useful to have access to that are currently unavailable.

course development support, technology, PPE, some campus access.

Library resources: specifically interlibrary loan, both of physical items and digital (article/chapter scans). It would also be helpful to have some recognition that Term Faculty, who normally teach more, are being burdened in more/different ways than tenure line faculty who may teach only one or two smaller classes as opposed to someone with 3-4 preps and 200 students or more. This might come in the form of reducing the teaching load temporarily or a financial stimulus to compensate for the time transitioning all of that academic material online.

Some campus access would be great, especially if we need to film using instruments. Thinking of my courses specifically, if we are going to go fully online access to some simulation software, and also some clarity on whether the current MATLAB license for students is going to be extended (I use MATLAB in my courses) would be great; also potentially some help in setting up a computer as server for students to log in remotely.

technology and course development support, PPE if I do end up teaching on campus

Faculty need to be compensated over the summer to move their classes online and prepare for online instruction. Some faculty will need access to equipment or rooms for recording specialized trainings. We will ship some equipment to student who enroll in highly specialized classes. Cut course enrollments / cap them to accommodate online instruction in newly created courses.

See last question

If I'm teaching in person, as I would like to, I need to know that Mason has a rigorous testing regime in place.
I am sufficiently prepared by my department to teach my classes fully online. However, I am concerned with students having adequate preparation - namely access to technology that will be required to thrive in online courses.

Webcam and microphone, improved wifi at home or access to campus office, training in best practices for synchronous online teaching for graduate students.

PPE and confidence we won’t start dying because Mason demands we come in person to teach large lectures of people.

We need to pay faculty to learn to teach properly online.

No additional resources needed

I need the summer.

access or permission to use 3rd party online resources would be helpful. Guidance on privacy issues around our classes recorded in Collaborate would be nice. Guidance on dealing with the rampant cheating that has been occurring since going online.

None. I won’t have any issues with teaching on-campus or online.

I already teach some online courses, so moving to fully online is not a big challenge for me personally. However, all online classes is a big increase in terms of time and grading, so lower course caps for writing intensive courses would be extremely helpful.

We already have enough resources out there. I have been involved in online course development for several years and I am fully prepared. I have helped my co-instructors to convert to online this semester (as it was the first time for many), who all seemed to have positive experiences. I plan to continue to help out those who are challenged by online teaching in our program.

I am currently taking Blackboard training, have already taken Collaborate training, and am in preparation for teaching online this Fall. Should I teach online this Fall, it would be helpful to have a teaching assistant online with me. I had one in the Spring 2020 semester and she was extremely helpful, allowing me to concentrate on the lessons and offering additional interaction with the students. I think all online classes should be required to have a TA.

child care :}

None

campus and library access

PPE

Hard to know. Certainly if I were to move on-line I would need some additional training. My experience this semester was uneven, which is understandable given the rushed transition. I would like to do better. At the same time, I am also mindful of the fact that we are supposed to be 9 month faculty and do not draw salary over the summer. I am therefore a bit hesitant to spend a great deal of time on class preparation and training during the unpaid months. Also the technology situation is a bit of a mess. I have a lot of difficulties with Blackboard and Webex this semester (low quality calls, interruptions, etc.). Much of this might be a function of my home internet or other factors, it is hard to know. I also do not understand why Mason now pays for WebEx, MS Teams, and Zoom. While they are all different it seems like there is a lot of overlap so this is kind of wasteful. For the record, I have experimented a bit with MS Teams and it looks promising in how it incorporates some Blackboard-style functions and I might use it in the fall.
Probably just one visit to my office for books.

Technology (headsets, microphones) for me and lending technology for my students if/as needed, course development support particularly in making digital resources ADA compliant, campus and library resource access with PPE so I can come in safely (perhaps even high risk people only access hours the way some of the supermarkets have been doing things), informational support about what of the emergency COVID-19 online resources will continue to be available to me in the fall

Stearns center and tech support to move courses online

<table>
<thead>
<tr>
<th>Campus access- Sci Tech PPE Cleaning assistance</th>
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<tbody>
<tr>
<td>We really need someone who understands the technology needs in math departments. Right now, it feels like our concerns about academic integrity, whiteboards to use for collaborative work online and effective online conference tools. Right now, I'm very limited in my ability to facilitate group discussion by how clunky and unusable Blackboard is. Hopefully zoom will be better. But we also have serious issues with students posting our exam questions to Chegg, getting answers in 20 minutes and being able to just post those. The proctoring solutions we currently have available are really going to be an issue moving forward.</td>
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<table>
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<tr>
<th>hybrid class technology, class access, PPE, contact tracing</th>
</tr>
</thead>
<tbody>
<tr>
<td>course development support campus access to retrieve materials/books</td>
</tr>
<tr>
<td>I just need to clean out my office. I'm teaching fully online now and going forward. I started the transition to online last summer and I don't plan on teaching in person in the future.</td>
</tr>
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</table>

<table>
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<tr>
<th>Working on a summer online course now. Stearns Center is terrific</th>
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</thead>
</table>
Q5 - What questions would you like to have addressed in the upcoming days and weeks?

- How to have the option to have some students on campus for specialized arts instruction (music, dance) and for chemistry labs and others who have specialized needs.

- What is the likelihood of pay cuts and/or furloughs?

- If we go to option 1 or 2 and return to campus, how will the students be selected to return? Spread out over the entire university, the numbers would be too low to be feasible for robust programming.

- How to manage a class when a student appears to be sick. What steps should I take?

- Does GMU independently make decisions regarding opening/operating as it relates to staff/student safety? Or will GMU follow the dictates of the VA State leadership?

- The biggest question I have is about how the revenue gaps projected by the Tiger report scenarios will be made up. We cannot lose term-faculty who are doing a higher proportion of teaching. I hope that the executive team will come up with an equitable system of furlough across different levels of salaries if needed. Johns Hopkins’ and Duke’s strategic plans on how to address the budget shortfalls seemed fair (i.e., University’s contributions to pension plans were suspended for a number of years, progressive scale of cuts to salaries)

- Concrete, definitive, plans stated simply and directly (and as brief as practicable).

- What is the plan for obtaining office supplies and equipment needed for long-term work from home? For now, I’ve been buying my own ink, paper, post-its, new headphones, etc. For short term, it’s not a big deal, but it is starting to add up. (Similarly, if faculty/staff need ergonomic aids or other equipment that would have been provided by HR for on-campus work….what options are available for long-term work from home?) What will be the impact of COVID on my job expectations for teaching, research, and service? Annual evaluations will presumably still happen next year, but what will be the basis for those evaluations? (Presumably, time needed for
teaching will increase, service may increase, research may suffer. Will this be held against us?) Will opportunities exist for faculty to share decision-making relative to changes in job expectations in the coming year? Whether class sizes for online instruction will be lowered. Currently, faculty are required to teach online with face-to-face class sizes. This is a major concern for me.

I will hope for the best and assume we will announce soon that we will be online in the fall. If not, my questions would be -- why are you waiting? why are you putting our health at risk? I would just like to have a better understanding of what to expect, as much as is possible, for the Fall semester in terms of policy and expectations.

Provide guidance to those individuals that continue to ask about enforcement. Helping them understand that the precautions that Mason is implementing are POLICY and therefore should be enforced by the Dean, Professor, Manager, and Supervisor by simply reminding the individual of the policy and request that they comply and failure to do so those individuals should simple ask them to remove themselves from campus. Now if these individuals needs accommodation direct them to the correct department for assist.

Just make a decision

how are you planning to address a significant number of contingent faculty teaching 4:4 DL courses? how do we maintain the level of excellence in teaching and learning, our university mission statement, and our learning goals when taking on such an increased workload? online courses are significantly more work for both faculty and student. what is the university doing to address this?

How will GMU's response be tied to federal and state guidelines as situations are changing?

How does Mason plan to respond to budgetary shortfalls? What is the plan? Is it understood that faculty will worry more without any communication around plans for furloughs or layoffs? Other schools are implementing furloughs, so it seems logical Mason would need to as well.

Next steps for Fall - teaching courses and planning for community events

Clarity that our decision will not be made based on financial implications. I understand that this is an unreasonable request, but I just want to be heard concerning this.

How are events, athletics being dealt w/. I work for one of our performing arts venue. Will we be able to have events?

The safety of teaching in a classroom that is closed and has 1-2 doors? The safety of social distancing a closed room? The ability of the University to provide masks and hand sanitizers?

Many of the students in our program at VSE are international students who have come to GMU on student visas. How does a transition to online instruction affect our existing students? Will they be able to attend remotely from their home countries. Also, how will the current situation affect our ability to attract new students?

I need the school to conduct a strong marketing campaign that ensure student enrollment is maintained.

Can human resources provide a workshop for supervisors and employees about how to request accommodations? How do we support students or other employees who are anxious about returning to campus or being placed into situations where social distancing may not be possible?

Can the university guarantee no one will die from covid contact on campus? If not, must choose safest methods for mission implementation. Relying on social distancing is not enough. Testing, contact tracing is not in place. Not worth the risks. Pivot to option 4 and proceed. There are ways to mitigate budget shortfall. Transparency essential at this time.

What is happening this fall? If in-person, can students opt-out? Can faculty?

Faculty workload and class sizes addressed; less talk that online and face-to-face are equivalent; listing of Math Tutoring Center as one of the resources with Writing Center and others (big gap there); how will priorities be set given that the budget will be a mess; pledge of institutional memory -- recognize those who took the hardest blows when things get better later;
Make the decision sooner rather than later.

What is the content of the courses assigned to me in the fall and how to deliver that content in an online manner

I would like the university to decide what it will do.

1. The Arlington campus isn’t like the main campus; address the option of differentiated responses.  
2. The Law School (where I teach) has very different demands from Departments with undergrads; recognize that, and give us some leeway.  
3. How long will this last? Obviously, no one knows; but do we/should we think of these steps as emergency responses, or as adjustments that are bound to last?

Which of the four options have we chosen and why, based on considerations of faculty, staff and students and balanced against the projected finances of the University? Has the incoming president weighed in on/approved the chosen option?

How faculty will be kept safe

How realistic is to actually bring students back to campus given the current impact of Covid-19 transmission in the general population?

I was heartened to see that the report presented a serious response to the current crisis. I was quite worried, from the president’s announcement of the team, that the mission was to get us all back to campus come hell or high water. I think none of would be here, if we didn’t believe we were doing work of value at an institution we care deeply about. Whatever next year looks like, it will be fundamentally different from what we have known a college experience to be, and that may be true for quite a while. We need to recognize and grieve that change.

Please provide clarity as soon as possible so adequate preparations can be made.

Non-residential student access to classes, services on campus? Plans to enforce physical distancing on campus outside of classroom and dining? Plans to limit non-resident visitors to campus dorms?  

it would be helpful to know more about the new President’s views about technology and teaching and learning. Is he going to move us toward the ASU model? (I certainly hope not.) What is the vision for how we are going to use this experiment with technology in a productive way.

Will masks be required if we re-open? I hope so...

when will we know if the campus will be open for Fall Semester or if we will continue to work in an online environment/telework only if campus is open in the Fall, ensuring that each department has the amount of PPE/hand sanitizers/Lysol wipes, etc. needed rather than people trying to find resources at home to bring to work which was what was happening in the Spring.

Can we ensure spacing in workplace/office buildings? Unit leaders/managers need to plan ahead before we return to campus.

If faculty do not feel comfortable returning to campus, will there be an official process to declare it? Will that process protect privacy for those who may avoid campus due to health concerns?

Who will make decisions about how to address revenue shortfalls, and what principles will guide their decisions? How can Mason retain its talented administrators and staff if much-desired new positions are held in abeyance and if the compensation increases always clamored for (because Mason employees are underpaid in a high-cost region) are not offered? Who can be charged with TRULY ensuring and building employee morale at such a discouraging time?What measures will Mason’s senior leadership take to ensure for the university a “V-shaped recovery”? 

If we go to online-only and see a decrease in enrollment and revenue, what will happen to staff salaries? How do we plan to keep student spirits high and still feel like a connected community? Since we were able to convert courses to online platforms this spring, can we expect to see more courses being offered as an online option moving forward? (even once campus returns to "normal")
I think it is critical that we have a reasoned and definitive answer to how we will proceed in the fall very soon so that we all have time to make it the best experience it can be. I would really like to see a flexible response instead of a one size fits all.

I would like to know what new demands are going to be made on me and other faculty members.

Scheduling and the rescheduling of classes when our modality changes. Registration should not have been opened and it will be a mess.

How should we be advising students about planning their fall schedules?

I’d like to better understand how the University feels confident it can guarantee faculty/staff safety, and safety of our families, if it requires a return to campus-based teaching. Will doors be propped open so we don’t have to touch handles? Will student temperatures be taken prior to entering the classroom? Will classroom layouts be altered to give instructors paths to back away from students or out of the classroom when students do not respect social distancing?

Would be useful to know what criteria the university is going to use to decide between different options.

How faculty will be compensated to create online materials; how faculty/staff will be protected by having the option to continue to work remotely if that is what they need to stay safe themselves (and their family); reduced workload expectations for parents; transparency on break down/how they came up with cost numbers–they make no sense! What about adjunct and GTA instructors–what’s the plan to train them, compensate them to develop online things, etc.

If we do decide to come on campus, what will be the distancing and other behavioral expectations.

How does the university expect professors to enforce social distancing requirements in the classroom if there are some students who refuse to cooperate? Can the university really clean the classrooms and other facilities as sufficiently and as frequently as will be needed?

The criteria the university is using to decide between options. And how the university will report those criteria and measurements for individual units (e.g. Arlington, or other location measurements) Would like to know if individual units can make a "showing" of their potential for more in-person engagement.

Public health experts are counseling caution in opening businesses, schools and public facilities and agencies in the face of great federal and state government impatience with closure. The possibility that CDC and other agency guidance will be compromised by political leadership is non-trivial. This takes on added significance when we consider that a second and third wave of infections and fatalities is expected in the fall and winter, possibly worse than what we’ve experienced so far. 1) Whose recommendations about opening should we be following? Do our plans meet those standards? Are we able to test, trace and treat up to the most rigorous recommended levels of compliance? 2) How should we respond to potential for subtle coercion where some people are unwilling to expose themselves to risk of infection may feel pressure from colleagues or fellow students whose risk tolerance is different?

If there is no vaccine, no antibody testing; How can University assure safety for students and faculty? If social distancing is practiced, how will it be monitored constantly? What is the University’s plans if a return to campus results in another outbreak?

Can we please do everything in our power to assure international students that it is safe to return to campus? Without international students, many faculty members will find themselves sunk.

Are there plans to furlough or layoff full time employees? Are we able to have a say if we need to pivot responsibilities to help keep our folks employed?

What are the criteria by which they will choose among the options. If you don't know what the measuring stick is then they'll just blow around with no rational method of analysis as has been done in so many places already.

Will be able to better think through this question - once I get through grading!!

Air filtration. Mason’s heating and air conditioning comes through a central system. What will keep it from spreading the virus into every building on campus? Spacing. Can classrooms accommodate diluted seating?
Disinfection. Seriously, how are we going to wipe down surfaces in between classes? We don't even have adequate cleaning staff to keep office and other spaces clean. Hallways. Ok, suppose we solve all of the above. How are we going to regulate the flow of people in the hallways in between classes?

What are the course development support measures available to faculty?

How are we going to ensure that everyone is ready to pivot to online courses in the fall? How will Mason improve virtual support services for faculty, staff, and students (student advisors, financial aid, counseling, etc.)?

What does a return to campus look like for administrative faculty who are not in the classroom, but have the same concerns about their health and safety in cramped office buildings that also house student classrooms.

By virtue of reopening campus, even in a modified/scaled back format, how can we keep students and staff safe as we know they will congregate. In what capacity are we expected to enforce social distancing, just this week we saw a front line retail employee's arm broken when he attempted to enforce store rules - how will Mason prepare us to take on that challenge? We will still be an open campus? How will we enforce opening for the purposes of education and not allowing the community to come over for Chipotle, thereby spreading the virus around our campus?

The final decision for the fall would be great. We could be a leader in making this important decision to be fully online.

The final solution has to be practical. For example, disinfecting every classroom after every use is doomed to fail. I would recommend disinfecting classrooms once per day in the evening. The risk with once per day disinfecting is minimal and an aerosol could most likely be used speeding up the disinfection process and making it more effective.

What is really driving the return to F2F operations? It seems like it's all about money and that frankly makes me uncomfortable. It seems like the university is more worried about losing money than it is about the health, safety, and well-being of their faculty and students. I do understand that concern: I know we need money to run and that losing money will result in layoffs and other challenges for faculty and students alike. But I feel as if the hard decisions are being left to faculty to consider: That we end up looking "the bad guys" for choosing to move our courses online instead of the university.

I would just like to know what the plan is so I can mentally and physically prepare for instruction this fall.

Pay and salary concerns!

I want the university to assign times to classes, for synchronous teaching. This is vital for successful learning for students in conflict resolution.

I'd like there to be some realism in this discussion on the university level. I think CVPA has done a good job and has been proactive. We're all smart enough to know that today might as well be August 26th. Until there's a vaccine, we open up and we'll see a spike in cases, and we'll be responsible.

What is mason doing now to purchase (stockpile- ha ha!) enough PPE and tests to be ready for fall? (I'm mainly thinking of PPE for research studies and teaching [e.g., lab sections] that cannot maintain 6 feet distance).

When will students be advised/warned that the fall schedule is changing? When will faculty know what we are supposed to be developing, and what kind of support will we have?

Why should we risk life and health for what is predicted to be a second wave of COVID? Without a vaccine in place, the risks are high. I am in my mid-60's, a high-risk group as it is.

The report answered most of my questions. I’d just want to know which option we are going with as soon as possible.

How will we balance state regulations (opening non-essential businesses in June, etc.) with our decision?

Is it likely that there will be faculty layoffs?

What sanitizing procedures will take place in the buildings?
If we do go online can we have synchronous class times? That would really help in creating a great class environment. Also it’s really hard to answer how comfortable I am with in person classes. I prefer them strongly! And I am much more comfortable if CDC recommendations are consistent with such a decision.

If return to campus is adopted will staff be provided with PPES or should they plan on this additional cost.

How will you decide who comes to campus? will students be given priority based on their need (i.e., safer on campus, need for wifi and access to campus computers)? How will you manage the inevitable spread of COVID on campus? It is unrealistic to think people won’t get sick. How will you assign classrooms and make schedule adjustments?

I would like more information as to how scheduling would work with hybrid and small classroom sizes. How will larger programs cover the instructional needs of more sections if needed to maintain small class size. There is a shortage of rooms already, so how is that going to work.

Why has not testing been a component of their conversations. This would include testing among faculty, staff, and students initially and the provide ongoing testing as a supportive measure toward continuity of operations.

A decision needs to be made as classes are already full for most of us. If we are changing the offerings we need to have students sign up again.

I just want those in authority to make well reasoned decisions not based on a glorified 'Ouija' board.

Can non-tenured, contracted term faculty on 3 year contracts collect unemployment if we’re furloughed? Under a 1 year contract, my understanding is that when the contract runs out, you can’t collect for that. But what if you are within a 3 year or 5 year term contract?

Unless the University is certain it can provide adequate testing for the entire population, I don't see how we can return to campus safely. Of course if the national situation changes (e.g. testing becomes available nationwide; adequate therapies and/or a reliable vaccine is available by August), that changes everything on the ground here in Virginia as well. But as of now that seems unlikely.

Is there any consideration given to how this impacts adjuncts differently from how it impacts full time faculty? I’ve taught 2 courses per semester for 9 years. The amount of time it required to move to online, for me, was extraordinary; in order to achieve learning outcomes I pretty much made this a full time job. Support? Outreach? I had none from my department, a single email on the day classes resumed after spring break, telling me to reach out to my lead prof if I had questions.

I am a tenured faculty member and would like to get a sense of the sacrifices that the university is or will make to deal with these changes. Are we looking at reduction in force? What are the options being considered to make up for the budgetary shortfall.

None. I know this is a priority and a decision will be made as soon as one can be

Information provided by department about employment contracts has been vague and unprofessional. Preparing courses for various scenarios takes enormous time and effort. It is expected and greatly appreciated if departments could confirm either way if employment contracts (term faculty) remain valid for fall 2020.

I guess I just want an answer soon so I’ll know what to plan for. My biggest worry is that I’ll prep for an in-person seminar (which I personally feel fine about) and then a few weeks before start date the university will get cold feet about reopening and I’ll have a repeat of this semester’s experience (ie, prepping too quickly without lead time).

If the faculty is not comfortable coming to campus, or medically recommended to not come to campus (age & other conditions) will there be pressure to show up anyway?

Need to know what the plan is... I teach 4 classes

What are other similar university are doing and when are they making the decision

How will Mason ensure that none of its faculty are furloughed or let go, but rather are reassigned even temporarily?
How did the Tiger Team come up with the projected enrollment numbers? There is no discussion in the report of enrollment assumptions or modeling strategy. They seem to just be pulled out of thin air. Are these projections sensitive to actual empirical Fall enrollments as those data become available? What are the costs of "pivoting" from one plan to another? What is the projected cost of moving from an on campus plan to an all online plan? What is the projected cost of going the other way -- planning for online and pivoting to in person is there is a miracle vaccine developed? Finally, and most importantly, what is the reputational cost of pushing an in person opening and an outbreak occurring on campus? It seems that if we have an outbreak and students/staff die while other schools have moved all online, that the university will pay significant legal costs and (likely more costly) reputational costs far into the future. I know this is hard to calculate, but it needs to be consider a huge cost of in person options (weighted by the *quite high* probability of an outbreak on campus). reduced enrollments far into the future

One key issue is the potentially challenging role that faculty may be put in with respect to enforcing physical distancing, mask wearing, asking students to leave who appear sick, etc. It seems that there is the potential for serious problems, especially if a sick student infects others. So related questions are what are the expectations of faculty in enforcing policy? What training would we get? What support would we get? What protections would we get?

What is happening with the budget? Is the state of VA working to buy covid tests? What do students and their families want to do?

When will classes start. How will class content be delivered. How will we be allowed to diverge from the current or new rules should I or my students not feel comfortable with the plan put in place for the fall.

Are there updates to Blackboard to make it much more user-friendly with less redundancies? Blackboard Collaborate has been woefully outmatched by WebEx and Zoom. Has Blackboard addressed Collaborate's shortcomings?

Finding options to teach in an allocated class time through a system such as BB collaborate ultra

A plan would be helpful. It seems we are behind other universities in most things.

When is a final decision expected so we can plan accordingly.

It is a foregone conclusion that I will not be returning to campus in the Fall; for the sake of my family. Provided more reliable medical treatments are available by January 2021, I want to know if a Tiger Team will reconvene to weigh options for Spring 2021 semester?

If we disagree with the forthcoming plan, can we make our own delivery modification to our courses? So if we are uncomfortable with teaching face-to-face, can we move our own class to online even if that is not the philosophy of our program?

Full plan outlining what to expect for fall.

Which classes will be considered for hybrid instruction and which will be required to be taught on-line.

What are we actually going to do? Uncertainty is the biggest hurdle for preparation.

Is there the option to teach online for those who don't feel comfortable coming to campus to teach in the fall?

What job cuts are we looking at starting in Fall 2020? Are staff, adjuncts, term, tenure-track at risk? If so, how will layoff decisions be made? When will these decisions be made?

If we are going to be on campus or all online.

- Faculty health & safety - Related: better planning for who can take over a course if need be. Maybe a check-in system for faculty to report every now & then that they are still alive, lol - More clear division of lab vs. lecture issues in the planning options - Realistic, transparent & honest discussion of furloughs

How does the institution plan to manage within a failed federal response? VA is having issues ramping up testing and contact tracing, and I would expect for the issue to trickle down to institutions. I do not expect the federal
response to improve. What can the university reasonably do? Imagine being California, with a much better response, or imagine being Germany or S Korea. Given the issues those places are facing, what happens in a state that is lagging a bit more?

Will there be teaching load increases for faculty? How will this affect RPT expectations for junior, tenure-track faculty?

All plans face significant budget deficits. What is the University doing to address this and can any money be saved before the fall begins? I heard at an informal faculty meeting that if we get COvid-19, we will be filing a workers's comp claim. I want my own doctor and my own health case as someone with a lowered immune system.

Eventually I would like to know the protocol for covid 19 positive students and what the classroom is to do. Are we allowed to continue to meet? do we have to go online? this would severely disrupt continuity of education delivered.

Do you have student survey data and can faculty access that? I would like to see what students think about all this. It would help me plan for fall.

- Should we anticipate furloughs/pay cuts/layoffs for faculty (adjunct, term, and tenure line)? - How will we address the registration issue--students have already registered for fall classes, which in my department are mostly F2F. We have been told that these sections will need to be recreated and students will have to re-register if classes switch to hybrid or online. This seems like a recipe for chaos to me--I am worried that students will get confused or not check email over summer and will end up not registered for classes. This will also be a huge burden for advisors, course schedulers, and program directors. It seems bizarre to me that in 2020 there is not a technological/programming workaround for this issue, and if there isn't can we at least continue to treat it like an emergency as we did this semester and not ask students to re-register unless absolutely necessary? - It would be good to have more clarity about when field research can restart, particularly research that's being done in other states with different levels of the disease, regulations etc. I appreciated that this was covered in the Tiger Team report but the phased approach could seriously set back some projects (e.g. if I'm interpreting the report correctly, I have a project that could potentially restart under phase 2 because the grant is ending soon, but another that uses the same methods but isn't ending; however, it involves a multi-year survey and we could miss a whole wave). That said, I definitely don't want to put researchers at risk in the field and I appreciate the liability and optics issues at the university level. However, I also need to be able to report back to funders and ask permission to fundamentally change the scope of projects if necessary and am not sure at what point I need to make a call one way or the other and say "we won't be able to do what we originally planned".

If enrollments could stay even with an ALL online format, what would be the financial impact? The discussion of phase four in the report assumed a decline in enrollment. My department moved half of our classes online and the enrollment stayed the same.

Time is the only resource we have. I would like the university leadership to make decisions about the fall 2020 semester, and maybe even the spring 2021 semester in a timely and transparent matter. Along this line, there needs to be a clear and publicly known timetable for making these decisions. In conjunction, there is a need for clear and transparent communication about how these decisions are made and what are the key considerations in making them. Transparency is a great motivator, especially at times of significant uncertainty and increased stress.

N/A

Access. If we are on campus, how can you adequately handle social distancing? We have stairways and elevators to get to some places including parking deck. How can you do so while walking in the JC for meals or across campus for classes?

Does the university or College of Science have a license with Labster for virtual labs? Does university have capability to develop VR labs? Can the university expand GMU TV staff right now, so we can film authentic lab experiences starting very soon? If I could have their help, it would make the transition easier. I know there plates are already very full.

In my view, the $17.4M allocated for Health and Safety in the Tiger Team Report is likely to be a grotesque underestimate. Will either our health insurance or Mason itself (!!!) be able to cover the cost of: (1) frequent COVID-19
testing, (2) COVID-19 treatment for those who likely fell ill due to exposure on campus, and (3) long-term side-effects for those who likely fell ill due to exposure on campus but then recovered? Also: has Mason established a fund to defend itself against the lawsuits it will surely face when people get sick on campus (not to mention to pay up when it loses some of these lawsuits)? I note that there is a movement afoot at the federal level to shield "businesses" from liability in such cases, but it isn't clear to me whether these "businesses" would include public universities--and, perhaps more importantly, the prospects of such legislation actually being passed seem slim at the moment.

Quick decision so people can make a decision on what they will do

The decision on going online is clear and gives everybody ample to prepare. If the decision is face to face, we need to know the logistics on how the CDC guidelines will be followed and how students, staff and faculty will be protected.

When could we expect a decision regarding course delivery?

Will regular COVID testing be available for faculty that will teach in-person? What will the university do to test and keep record of faculty and students who come to campus next semester? What will be the emergency backup plan - at school level and individual level - if a surge of a COVID cases occur during the Fall semester?

I want to have clear guidelines/rules that I can use in establishing classroom policies in this new reality. For example, in the spring almost every student wanted some sort of special accommodation for tests/quizzes/exams. Currently, the general response to such students is "talk to your professor". The department says that we need to be as accommodative as possible. But where is the line between special accommodations, equal treatment for all students, and academic integrity? I should not be solely responsible for these decisions and then possibly face complaints about being (1) not accomodative enough or (2) too accomodative to some but not others.

How to enforce social distancing and safety, if the campus opens up.

What will be my options? I need to know ASAP for preparation.

If campus will be open - how will the university manage consistent testing and contact tracing? Is student health services equipped for something like that?

I am uncomfortable coming to campus as I have my mother-in-law who is 88+ living with me. Any exposure will leave her vulnerable.

How will these options impact our Mason workforce -- both faculty and staff? This is an opportunity to trim our fat and allow the higher performing people move us forward in this new modality. We need to take a careful look at our spending across the university and identify key areas/efforts/initiatives/people that are draining our resources without adequate return. We need to salvage our workforce and not cut salaries for all.

What number of the established thresholds that needs met for Mason to stop face-to-face teaching and meeting on campus? Will individual faculty be allowed to choose for themselves if they want to teach face-to-face or online?

I realize that PPE will be an issue, what might the university be able to provide? How would the university manage the losses if we moved to fully online environment?

We already know that a significant portion of society are not following the social distancing guidelines. Do we really expect them to do so on campus?

Why didn’t the tiger report show savings for NOT having students on campus in the online option? Heating/cooling, maintenance, cleaning, student services, student life, activities, sports, events--I would think that is VAST savings. Why does the going online option have SO MUCH money going to curricular development? Is this money going to Wiley? Why? Here in Schar, we launched decent online ed with very little $, on the fly and in the middle of the semester.

When will faculty be able to use their offices again?

What will the university do to make sure faculty, staff, and students will not be put at risk of catching COVID-19? Who, if anyone, needs to worry about job security as a result of changes to the fall semester?
I would like to have a final word about what will happen in the Fall.

**What are the contingency or phased plans?**

When hiring freeze critical vacancies will be moved to state approval.

None.

can we assign to students equipment that they care though out the semester?

When will we know the decision regarding what to expect for the Fall? Please make this as early as possible so that faculty can prepare for whatever this decision will be for the Fall. How will social distancing on campus be enforced? This is something that must be enforced to ensure the protection of all those who are required to be on campus.

Same as now. We are dealing with huge uncertainties. Mason's habit of open dialogue and transparency are laudatory. Let's stay with that.

- Can those with immune deficiencies teach only online? - What is the soonest we can have course development support for that purpose? - Will we have models/materials sharing from professors who have already taught our courses in online versions?

Probably the same as everyone else, will Mason be opening for in-person classes in the fall and what safety precautions will be taken if the answer is yes. I'm sure you all will inform us of the he decision as soon as you have the information.

How will behavioral change be managed? What power will faculty have to enforce these rules? Do we have an estimate of how many faculty are high risk or live with high risk people and therefore couldn't come to campus? Will staff be coming to campus? How will essential be defined? Will there be an HR process to determine who cannot do F2F teaching? Or if people ask, they will be given online courses? If students sign up for F2F, how do we stop faculty from just moving the class online if they don't want to teach F2F.

I would like to have a final answer so that we can prepare for it and not have things change last minute

N/A

**SAFETY OF FACULTY**

Understanding that we may have to pivot, it would be useful to know what the decision is for the fall so I can start formulating my classes around that.

1. One significant theme running through the Report was that living at one's permanent residence is, for a number of students (LGBTQ, abuse survivors/victims, etc.) dangerous. What specific efforts will be made if any students are brought to live on campus to make sure that those students in danger will be given priority for on-campus living regardless of how many miles they live from campus? 2. If the majority of classes are online, what extra steps will the University take to support the mental health of students living away from campus and struggling with depression, anxiety, and more?

1. How is the university going to fairly and equitably distribute the increased teaching expectations? How is the university going to fairly consider research expectations and impact on workloads and promotion during pandemic when student needs and teaching workloads will be higher? 2. How confident are you really in your estimates of tuition loss? That seems to be the biggest driver of not going fully on-line, even though that is the safest option. 3. Who is going to make decisions about classes on-line or hybrid? In our department, this was already made by administrators with some, but not great consideration of faculty capability to move it on-line and the course content itself and whether it could be adequately taught on-line or hybrid.

Just want to know what the plan will be for my particular courses.

None
No questions, just wish everyone will make the safest decisions.

Do not announce decisions until they have been carefully thought through. It's better for us to wait for a good, well-thought out final decision than to experience the idiocy of this spring semester where no one knew what was going on and things were being done where one office didn't know what the other office was doing and mixed messages went out to everyone. Poor management should NOT occur anymore.

1. Will faculty and staff elected by their peers have a voice at the table and a vote in decision making? 2. What is the budget of the university and how is it currently allocated, including aggregate salary information for salary for faculty, administrators, and staff. 3. Salary information for all administrative positions. 4. Clear evidence of efforts to protect the core mission of the institution as it has traditionally been understood. If those making decisions want GMU to be a significantly online university at the end of this process, including a cutback in the level of on campus classes, they should say so.

If the university wants to adopt a partial/full face-2-face format, please make comprehensive plans and measures to ensure safety and health for all faculty, staff, and students. See above two concerns. Thanks.

If there is a return to campus (in a model to be determined), how would it be possible to create a safe teaching environment in a building such as Robinson B? Even with extensive cleaning, the space is so very tight in classrooms (also stairwells, air flow is minimal, etc...) I cannot imagine how it could be set up to be a safe environment. And a follow on question - Would buildings like Robinson B be closed and not used for teaching due to the layout that is not conducive to social distancing?

Will the registrar's office make it possible to modify existing sections? Will departments have sufficient lead time to make changes in a methodical, responsible manner.

Relationship of any model to faculty work load policies, changes in faculty evaluation (actually any employee evaluation) including teaching assessments, impact on adjuncts, impact on staff - are all faculty including those on research buy out teaching at capacity during this time or are they considered separately? Seems we need all hands on deck for this to work in the fall.

Will campus re-open? Will classes be offered in-person, hybrid, or online? What are the fall enrollment numbers? What will happen to class sizes? What will happen to adjunct faculty? What will happen to term faculty? What will happen to non-tenured faculty?

1. Choice factor: can faculty and staff choose based on their personal limits (health, family, support structure) 2. Decisions on where and how we are going

How are classes going to be monitored, to force students to distance, wear a mask, and use hand sanitizer... if left to the professor... instructor evaluations will crash!

What happens if/when instructors get sick? If someone in my house is at risk, do I have any flexibility with respect to face-to-face teaching

See the prior comment box.

Are health concerns driving the decision sufficiently, or are finances taking lead? What concrete metrics are planned to drive any on-campus versions to go back to virtual - local R0 value, number of cases reported by students/staff/faculty, others?

In a non-online setting, how will pivoting work? How will the university deal with the budget issues through online?

Continue the great job at keeping us apprised of developments.

If we go with option 1 - how would you choose students who would come to campus? How will you combat discrimination claims? Same for faculty - how would you handle claims that faculty/staff feel marginalized if they are at high risk and feel the need to disclose any illness or high risks? How would you combat bullying when classmates find out the person next to them had he virus and potentially exposed everyone else? How would you combat backlash from the community if there was an outbreak on campus?

What are the budgetary implications, and what will that mean in practice, for how long?
It looks like one of the major factors in trying to stay in person is a prediction of lost revenue. To what extent is the Mason administration willing to risk students', staff and faculty members' lives in order to avoid losing money? Are cost reduction measures such as pay cuts for the highest paid employees of the university under discussion? How do each of these plans influence faculty, staff and contractor employment? Are current staff and term faculty contracts likely to change or be cut? Do different plans have different influences on the number of current adjuncts who will be rehired? Is there discussion around increasing the number of full-time positions to encourage stability for instructional staff (adjuncts do not get health insurance, which is particularly risky and may influence their ability to deliver their courses more now than ever)? To what extent are changes in workload (particularly for 4-4 term faculty) being discussed, to make moving in-person courses online and providing sufficient student support practical?

1. I'm shocked at the projected enrollment numbers (-9.7% for Option 1 vs -24.6% for Option 4). These strongly contradict the Mason Pulse report and my own discussions with students. 2. A risk assessment to the health and life of the campus community is not provided in the report, nor is there a definite plan for action in the case of an outbreak on campus. 3. Would faculty and staff participation on campus be voluntary or obligatory? Options 1-3 cannot be implemented if faculty&staff are unwilling to take part.

Masks required? Sanitizer available in classrooms? What happens with shared offices?

The university needs to set a schedule for its decision making. Even though none of us plan to take a vacation or be out of town, we all care deeply about the quality of our instruction, and we need time to make transitions. What are the implications for instructors if a student contracts the virus and feels it can be traced to a particular class. Will the university, the department or individual instructors be vulnerable to lawsuit? Would instructors need to keep detailed seating maps for each session in case of the need for contact tracing?

I would love a final decision ASAP to allow for us to begin making the necessary plans.

Will we be able to purchase air purifiers, cleaning products, masks, and gloves?

If we do go online in the fall, can we hold synchronous class sessions? My students have responded well to the "live" sessions we held this spring.

Timeline for decision so that I can start preparing or asking for workplace accommodations.

More technology resources and more human resources for building online education at Mason.

What will be the teaching evaluation policy for fall semester 2020?

It is still too early to pick a particular option now. No one knows what might happen next months after VA is reopened for 4 weeks. I know it is difficult but it might be better if we make the decision in late June when we know better about the situation in late August.

How will GMU account for transportation difficulties in deciding how to open (ie. faculty and students who have to commute via public transport will be considerably more at risk for Covid-19 and thus more at risk for bringing it with them to campus.

Exact criteria for what will happen, and under which circumstances.

How soon can we find out what options will be decided by the university as a whole? (taken into considerations of CDC guidelines and state law)

If we plan on holding face-to-face classes, what is the protocol when a student in the class reports an infection? What does the student need to do? What does the professor need to do? What happens if the class moving forward? And, how do we handle classmates who are reluctant to attend/return to class if a fellow student is infected? Are those "excused" absences? And, what's the threshold # or scenario for when all face-to-face classes are transitioned to online. I feel like the "what-if" protocol needs to be clearly articulated at the beginning of the semester so we all understand how to proceed when/if students report getting the virus. While not every situation can be anticipated and planned for, there are certain inevitables we can predict.
How are faculty, students and staff are going to be involved in the decision making process. We need time to give feedback to administrators. We need to have access to as much information as possible. We need to feel our opinion matters. Are salaries be affected and how? Tuition? Other expenses? When are these measures going to be announced?

Will the university increase it's commitment to academic integrity with more (or all) online classes this summer and fall and communicate that commitment to all stakeholders, including students?

A definitive day for a decision as to the nature of the fall semester.

Decide on opening classes to in person and have Mason Board of Visitors lobby the Governor to make timely decisions.

With 1 hour of time between classes to clean, does that include cleaning the air and what's circulated within the building? Does this mean the university will be hiring more people to make that happen?

Will faculty still have ownership of their course material? What additional measures will be adopted to mitigate and discourage cheating on online assessments? Additional Academic Integrity measures should provided, including videos explaining academic integrity and how violating it impacts the community.

What are long term consequences of financial aspect of decisions?

Can we make the decision soon?

Training for on-line teaching over the summer.

What is the plan to respond to changing situations promptly? What is the plan to protect students, faculty, and staff members of Mason the best?

Make a decision and then get the resources in place. Uncertainty is more problematic than just moving forward.

Are furloughs on the table?

If lectures are recorded, i want to be sure these are my intellectual property and cannot be used without my permission by the college/university

Just keep addressing the possibilities as best the team can. Probably making a firm decision sooner rather than later.

Lowering course-preps for term faculty. Compensating term and adjunct faculty especially for course redesign. Merit and RPT acknowledgement of these disruptions. I'm also still concerned about firings and/or furloughs.

This is a great opportunity to remove useless administrators/staff. Many of them are home rolling their fingers while professor are now also doing their job. It is a shame.

If classes are online in the fall, would it be possible to let some student come to campus to access our internet and have a quiet focused place to virtual attend classes?

Have multiple backup plans so we can adapt to based on the situation.

A thorough analysis of the deficit that realistic options will cause.

How will faculty employment and contracts be affected.

The option for FALL.

How are we going to serve students with instability who ordinarily rely on campus services? If students have to stop out because of accessibility issues what can we do to get them back? Tuition discounts later, perhaps, as recompense? We should plan this and tell them now. We can’t fix everything, but we do need to address it and compensate for it after the crisis is over. What is the plan for cuts? We need that plan ready NOW so that decisions are not made in crisis. Temporary pay cuts should be a last resort, and if needed should start with the very highest salaries, NOT across the board. Many faculty and staff are already just scraping by.
I would like to know why they are using coaches at this time instead of relying on the already employed faculty/term faculty/academic advisors and classified staff in individual units to do student services. It seems like Option 4 is the only one that supports the strategy of preserving lives. Options 1-3 provide tactics that support the strategy of minimizing financial losses. In a time in which we are going through massive live losses, the strategy of preserving lives is the only one that should be considered.

Just having some idea of what the "new normal" will look like.

What the financial repercussions will be, especially for term faculty without tenure. If faculty salaries are going to be impacted, I think it is essential that faculty be able to give input on how those decisions are made. There are clearly very different ways to go about this (e.g., cutting/not renewing contract positions (e.g., term faculty), hiring freezes, % salary cuts across the board), and I think it is essential that we have opportunities for input about these issues.

Are we all going to have to go online?

How are we moving forward? Will this effect my employment status? Is there potential for certain departments to furlough faculty...

How to advise graduate students and ensure they can keep progressing

If we are in the classroom I would like to see a plan for regular testing, contact tracing, and distribution of PPE.

Specific responses to social distancing on the Fairfax campus, specific strategies for sanitizing all public areas, specific answers to how this will work with residential students while maintaining safe public health protocols.

When exactly will decisions about the schedule and format for Fall 2020 be made and publicized? What exactly is the role of the incoming University President (Gregory Washington) and his staff in the current deliberations? What sorts of budget and personnel cuts will be necessary? When and how will those decisions be made and by whom? Will high-ranking administrators be willing to taking pay cuts as part of any budget and personnel cuts that may be necessary?

Please make a decision soon, I need to plan my fall

Will synchronous online options be allowed in the fall?

We need a firm decision of whether teaching will be online and also other meetings, research, etc.

Will there be a delay to the start of the fall semester? What will we do if faculty are pressured to teach a course on campus but do not feel comfortable returning? For example, with a 100-level course, or a lab.

How will you provide enough tests to make a return to campus feasible? Everyone would need to be tested regularly.

Is it possible to automate the process for switching classes from in-person to online so that staff who are responsible for scheduling courses are not overburdened and students do not have to re-enroll?

How will admin share governance with faculty to best support everyone’s safety and wellbeing? Will we prioritize lives over money in risk-assessment and decision-making?

If there is a scaled down or up return to campus, will undergraduate lab, creative and production-type courses be included in in-person course options? Or, will only only grad classes have the in-person experience?

What we're doing in the Fall

Course development stipends and workload; a decision on Fall.

How do we keep students motivated (aka engaged) if we go mostly online or online only? This was the biggest challenge I ran into this semester (with the unwieldy Frankenstein monster that is BlackBoard a close second). Nearly all students told me they had issues with motivation. This was was echoed in the results to the Mason Pulse Survey. I can’t do this alone, it needs to be a whole university initiative.
How will GMU be satisfied that Northern Virginia has sufficient resources in terms of testing and healthcare in place so that opening is safe?

What can I tell my students?

Will Mason officially require online instruction in fall 2020?

Assuming a vaccine and effective treatment will not be available in near future: What are the concrete plans for wide-scale and frequent testing of the entire campus community (including asymptomatic persons), tracing, and quarantining, if Options 1-3 are seriously considered?

See above.

Be able to enter our office to retrieve material.

Financial response that has short term, medium term and long term viability for GMU not just to survive but to thrive in the coming years

1. How will the college provide adequate course development support over the summer? 2. If there are any in-person classes, how will the university ensure hygiene and safety? 3. If there are any in-person classes, how will classrooms get distributed? Will departmental schedules need to be redone from square one in order to request classroom space that fits with social distancing guidelines?

None. The Tiger Team report is impressive.

I would like to know when a final decision will be made.

Will the university keep employing its faculty if enrollment drops due to online teaching?

How will faculty be designated as "high risk" and what kind of documentation will they be asked to provide, to whom, and how will it be handled with regards to HIPAA?

When will be make a final decision about fall? When will we start talking about a plan for spring? How will resources available via (and for) the Stearns Center be escalated to help support faculty who need help developing their online courses? How will faculty be involved in the decision making processes as we move forward?

Do we have any assurances from state and county health officials that there will be enough tests, PPE, and cleaning supplies for fall? It sounds like the schedule of classes will need to change regardless of which option is adopted. How will registration be handled? Will all students get dropped from courses and asked to re-register with a new schedule? If some classes stay face-to-face with lower caps, who would decide which students get "kicked out" in order to comply with social distancing requirements? Will faculty be forced to teach at nights and on weekends? Do we have autonomy with regard to moving a class online if we think it is the best option for us? Will the 1-hour cleaning time really work? On a rainy or cold day, what will students do for that 1 hour? If everyone goes to the JC during that hour, it will defeat the purpose. Options 1-3 involve creating a totally new schedule. How will that work? Presumably, a 1-to-1 mapping of old time slots to new time slots is the simplest approach, just stretching out the schedule. But there are multiple complications, since the times will shift. Grad classes should remain in the evening. A Tue/Thu 9am class might map to, say, Tue noon/Thu 3pm (times would be different). Creating the new schedule will probably be more like creating a brand new schedule from scratch rather than tweaking an existing schedule. What is the difference between option 2 and 3? All the numbers in the summary table seem very similar between option 2 and 3. E.g., both have up to 66% of courses in hybrid format and 2,103 new online courses. How to decide which courses will be online versus hybrid? (Try to match to population of students who are on campus? Faculty preferences? etc.) It may be challenging to make a good choice for departments that have mostly singleton courses.

How will the university address workload and labor issues, particularly for term faculty?

How is it possible to have classrooms with 10' by 10' spacing? It does not seem to me that there are sufficient space in most classes. What happens when students leave the classroom? How would the Johnson Center
handle the students and faculty needing food since masks are not possible while eating? Same for places like Ikes? I do not think my office is large enough to have 10’ spacing. How should faculty handle office hours?

I want to know how I will be teaching so I can prepare.

Will cleaning staff be provided with PPE and hazard pay? In the event that faculty are without childcare by fall semester (in light of the fact that there will still be a pandemic), what will the University do to enable those of us with children to be able to teach our classes in person, assuming that is the terrible decision that is made?

What are the implications to the sustainability of our university if we lose enrollment due to a decision not to reopen? What are the implications for preparing teachers to teach students without completing their field experiences, which we know to be the most influential portion of their preparation? What are the statistics being used to make the decisions? Can we provide options where people can choose to come back to campus if they want to? What are the long term implications of staying closed (staying online) for our students, our workforce, the community, the university? Are we considering if this will permanently put Mason in a position they can never recover from in terms of enrollment loss, rankings, budget, etc?

How employees will be protected if they don’t feel comfortable teaching on campus in the fall — for example: non-tenured faculty who are caregivers could feel at risk of losing their job, or risking the health of their family.

We are asked too frequently to make split-second decisions (have X in to us by COB today!). Timelines?

None.

The course of the pandemic, which is obviously totally outside our control. How different groups of students (1st year, upper class, out of state) see the options.

When will we know whether the split curriculum is actually still on the table? (Everyone I’ve spoken with thinks it’s a nightmare scenario, and I agree. I’d feel SO much better if it were eliminated. Then I’d be content to just wait out things patiently, knowing that I could handle any of the other scenarios.) Will there be layoffs and furloughs? When will those decisions be made?

just want an answer so I can prepare

Why was fall registration opened so early, before the Mason community could know about a switch to DL?

Does GMU actually have any statistics about the number of infections in our community? I feel very much in the dark because of the lack of community level information. This week alone, I already know two out of my eighty students that are in self-quarantine because their family members are tested positive. Assuming these students are random unrelated samples from Fairfax and neighborhood. This suggests that the number of cases is likely quite high now. Face-to-face meetings are known to be super-spreader events. I really don’t feel that on-campus meeting is a good idea.

This question about changing classes over. Specific plans for training, support for going online. Reducing enrollment caps or number of courses for faculty on 4/4 loads teaching writing intensive courses.

As a scheduling coordinator, I need more specific guidance on how to change my department’s courses for the fall. Does class size determine whether the course can be held F2F/hybrid or if it has to be fully online? If so, what’s the cutting point between F2F/hybrid vs. online?

Why are faculty only being asked now? There input should have been sought from the beginning. We are the ones delivering the content. With no faculty, there can be no classes.

How will the University address the significant increase in workload for term faculty?

Wearing a mask reduces the amount of oxygen we breathe. This can be challenging for people with asthma and other respiratory conditions, especially if the mask has to be worn for several hours while teaching or taking a class. Should faculty, staff, and students with asthma or other respiratory conditions telework and attend online classes?
Could we ask all students and faculty wearing masks in the classroom? Based on my experience, I always see people coughing during lectures. They usually don't cover their mouths. This is more important than the social distance.

The question of importance to me is: Will we have available testing, tracking and rapid evaluation and response in place by the start of Fall semester? This is critical for everything else to fall into place.

What options will students have for textbooks so I can better plan my syllabi?

Please make a decision on how we are going to proceed. We need to update the fall schedule for students. I would like to change two of my classes which should not be taught in an online setting.

When will final decisions be made?

What considerations of faculty labor conditions are being considered and addressed? Term/Teaching faculty will bear the brunt of whatever decisions are made.

How much risk and spread is too much? At what point would Mason decide that we need to change to completely online in the middle of the semester?

What support will be provided for students? Can faculty get course release time to provide student support (tutoring, coaching, etc) to help fill out FTEs and provide needed support, especially for students from underserved groups or who have particular needs? Where is the detailed budget, so we can see where projects are coming from? Will administrators and everyone making over $100K take salary reductions to avoid/decrease furloughs? We need to all be in this together, and that would significantly increase morale, instead of those of us at the bottom end of the payscale being sacrificed again while others receive much higher pay, though we are all putting in our time and doing work that is essential to the university.

Who will decide among these options? Will faculty play an equal role with the administration in making these decisions? If revenue is playing a role in choosing one option over another, will faculty have access to the financial information that administrators are using to make this decision? Will there be transparency about all information used to decide? If any job cuts, at any level, are on the table, have all other options -- including sharing sacrifice across power and rank (temporary pay cuts, temporary furloughs to save jobs, etc.) -- been exhausted, or is the budget being balanced on the backs of the most vulnerable (contingent faculty and staff)?

I would like to know more about testing and tracing protocols, and especially about how the university will coordinate with surrounding jurisdictions. For instance, I've had a number of students over the years who work as home health aides and/or in nursing homes; their moving back and forth between those two environments seems dangerous for both communities, as well as for them. We need to keep in mind that, for all that GMU has tried to shed its "commuter" image, not only faculty and staff, but also students, regularly interact with the larger community, and have the capacity to act as vectors in both directions.

1. A clear timeline of binding decisions at the university (or at least college or department) level. - Students need to know whether or not to renew their leases in the university area. - Finding jobs, e.g., in the retail sector, will likely be more difficult for students and they have to be able to make plans to cover their costs for 2020/2021. 2. Status of unspent 2019/2020 research funding. - Some essential research funds could not be accessed/spent during the lockdown period. - Knowing what funding will be available/rolled over from unspent 2019/2020 funds is crucial both for planning summer research and for 2020/2021 research.

No matter which option is selected, we need to fund extra labor by faculty and staff (including student workers).

How will the significant increase in workload both during the spring and in the future be compensated? What resources will be available to help faculty plan? How will a reasonable workload be assured, especially for writing intensive courses and faculty with a 4-4 load? What would students prefer the fall semester look like? How will the needs of our international students be addressed? Are those needs and how they differ from the needs of domestic students adequately understood? What additional resources will be provided to give international students the kind of immersion learning experience they have paid for?

How will faculty, students, & staff who are either themselves high-risk or live with a high-risk individual be supported?
If the university insists on face-to-face classes, how can it guarantee the safety of students, faculty, and their families? How many deaths would be considered too high a price to pay? What adjustments are going to be made to teaching loads to compensate for the increased demands online teaching (especially for those who haven't done it) makes on faculty.

Transparency in financial decisions and whether highly paid administrators would be willing to sacrifice some of their salaries rather than fire rank and file faculty and staff.

Term faculty labor conditions would be incredibly helpful, so we know how to prepare courses for the fall.

How will the university address the workload of term faculty carrying a pedagogically intensive (including WI) course load? How will faculty be evaluated on their teaching of new-to-the-university course formats (e.g., hybrid synchronous/asynchronous and fully asynchronous)? How will the university support the technology needs of faculty who don't normally teach online?

Does hybrid mean half on ground and half online or half synchronous online and half asynchronous online? can it mean that? If we HAVE to design for on ground AND online, hybrid, one or the other or all? The sooner the better. I'm willing to do whatever is needed, but need to know so I can plan accordingly. If some courses are available to be taken on ground, how will this decision be made? What if enrollment changes through the summer and you end up with only 7 students enrolled and 3 want to come in person—do you have to have on ground option too? What if you have 20 enrolled and a classroom for 10—who picks? I don't want to and I don't want my department or college too. This situation has to be avoided and calls should be made by the university.

Considerations not only for students (very important) but also for faculty and staff.

I would like more information about how faculty will be supported as we take on the additional responsibilities of converting classes to online formats and also increased responsibilities to care for the well-being and answer questions & concerns from students. This is not an insignificant increase in duties and it would be helpful to find some way to take some of the pressure off for both students and faculty.

Workload and labor conditions for faculty. Flexibility for faculty who are concerned about their health or the health of their families to opt out of f2f teaching if the university decides to go fully or partially f2f again.

Why was this process chosen. That is, a bunch of administrators determining how all faculty will instruct their students and perform their research? Shows that administrators are totally detached from the faculty. And if they say they asked for input; how was input to be provided when we have students e-mailing us all hours of the day and night, every day of the week. Pay faculty the salaries administrators make!

What will my workload be in the 2020-21 school year be? Will it be more unreasonable than ever, as a 4/4 load taken online in a world where online teaching is even more time-consuming than in-person teaching, but in-person teaching is terribly unsafe?

Can the university assure both faculty, students, and staff that social distancing guidelines are even achievable? I don't see anything in the plans that suggests that they are. How will the university assure faculty that they won't have exploitive work loads if most courses are online? I don't see any movement on this in Patriotweb. When will we have an answer?

Consistent labor expectations/conditions. Full transparency with students about what they can expect, and sense of faculty having a say in what they are/are not willing to do.

Whether or not to resume in-person teaching of undergraduate and graduate students should be separate decisions. The 4 options are driven primarily by how many undergrads can be housed on campus and charged room and board; this should not be the primary determinant of whether graduate courses should be offered online or in person. The fiscal impact is also skewed by looking at only full-time students. Most graduate students at the Schar School for example are part-time. Graduate students would be more comfortable with online teaching and less likely to drop out if only online courses are offered—they don't want to waste a semester getting the degree they need for professional advancement.

If we end up with a $194 million shortfall, does that put us into staffing cuts/furloughs? Does that happen at a $65 million shortfall? That is the only question my staff is interested in -- will I have a job? I need to be able to answer that question. Until I can answer that question for them, they can't really think about anything else.
How will you mitigate workload issues for faculty teaching online—when online is known to be more work—so that students keep getting quality instruction.

How we can offer any F2F courses and not put people at risk? How can we teach F2F using PPE?

Would we have the flexibility to shift our course from its current start time to another day and / or start time if it went totally online in real time? I am not aware of how many people's job positions depend on which option is selected. I believe that should come into play to some extent when making a decision. So many people have lost jobs; how can we minimize that loss at Mason? How does it work for students if my course, scheduled for 7:20pm, shifts to a weekend day? Seems a moot point if I'm willing to teach on a weekend if students are not OK to attend on weekend. It would be nice if Mason's Center for the Advancement of Well-Being could contribute something besides print material / links toward individual's well-being. I keep hoping there's something there besides something to read. Disappointing that a Center has so few tangible resources to offer us. I can appreciate the initial ideas noted for students' increased engagement and sense of belonging, but I'm concerned we'll go to a lot of time and effort and energy on that (as an instructor), only to have students not participate. For example, Discussion Boards are frequently touted as the way to get connection going, but no matter what the topic, students are engaging for course points, not engaging to belongingness. As I've noted already, I'm not sure the cohort model breeds sense of belonging, or it can backfire to sense of entitlement:( The in-person class hours seem to be build on undergraduate students only; what about graduate? I'm concerned about course content (e.g., complexity of statistics; skill-based content) that does not lend itself to online instruction.

How can we hold the leadership accountable for slow, poor, or inappropriate communication and decision making?

Will all classes be online in the fall? If not, what is so important about holding classes on campus to warrant risk to the health and safety of students, faculty, and staff?

How to start using labs. Some of us cannot work without our labs

Some clear guidance that faculty performance reviews and tenure considerations will take account of the fact that research has been impeded by this unprecedented situation. Tenure clocks need to be extended. Some guidance for availability of library resources or the ability to support making resources available for students and researchers in an electronic format. Some kind of "curb-side" service at the very least would be quite useful for researchers.

What kinds of professional development support and compensation for work will be provided during the summer for faculty who are off contract? For faculty with admin duties that increase due to COVID-19? How can Mason properly ensure social distancing measures are followed and who will enforce those? Faculty/Staff? Mason Police?

Plan and timeline for a phased-in opening and operation.

I read the report carefully, but I have to say that I am still confused by the proposed Option 3 Split Curriculum. Clarification on how this would be expected to work is necessary before I could support it.

The biggest thing for me would be clarity - "this is what we are going to do".

Make a decision for full online instruction. Compensate faculty on 9-month contracts and adjuncts for summer work.

See last question

Testing testing testing.

Make a decision. We need to be able to prepare for course conversion.

What is the timeline on a decision being made? Are plans for the spring also being considered? Do faculty members teaching in person get a raise or hazard pay? Does the house keeping staff? Everyone else that needs to be on campus to make campus function? Was an option where the housing and dining facilities are open but classes still remain online considered? What happens when a faculty member gets sick and or has to be
quarantined? Can there be a laptop requirement for students coming to campus so the shared use of computers is eliminated? Cleaning classrooms is great but what about door handles, railings, and everything else that gets touched between dorms and the classroom desk? How many people on campus have to get sick before campus is closed? Then the same situation as this semester happens with all the in person classes?

How can we ensure students have access to the technology that they will need to do well in online courses (namely a laptop and internet access)? How do we handle students who lack access to the technology needed to learn online? It is an incredible time suck for faculty (especially those teaching large sections) to manage students who cannot access blackboard, videos, tests, etc.

When will we know for sure? I would like to prepare my class for an online fall.

How is Mason prepared to rethink the new CHSS building given the demonstrable health risks of shared spaces? This is not an issue limited to COVID-19 but represents the future trajectory of world health.

If faculty will be able to work with their chairs to determine how course content will be delivered.

WHAT will happen in the FALL?? It is ridiculous to have the students registering for a semester that, as we understand it, must be cancelled and recreated coding the classes as online or not.

It would be great if the Fall schedule could be set very very soon so we can plan. For those who want to teach only online, they should have all their classes converted to their chosen format and get full support of instructional designers. For those who want to be on campus- they need to know soon if there is a chance they won’t get what they want and there needs to be some serious structure for what is expected in assessment and especially about scheduling final exams.

Why hasn’t there been any discussion about returning to normal operations in the fall without any sort of reduced occupancy, extreme social distancing, etc.? Shouldn’t that option at least be considered? If not, what is the baseline (number of new cases or deaths) at which point the university would consider removing all restrictions? None of the options discussed by the team are sustainable long term. We need a clear plan and goal for when all of this can end.

As a Korean citizen, I have witnessed how people deal with pandemics in the past decades. I am seriously concerned about the current situation in the States and I am quite certain that opening our campus in any way (low or high scale) will result in more deaths. Only 2 people died so far in the area of Seoul, but they decided to remain their schools closed. I can’t believe we are discussing the opening of campus when hundreds of people are dying just in the area of Virginia. What we need to discuss right now is how to prepare and effectively run our courses online to make sure that students have the same learning outcomes. We have to leave behind our prejudice that face-to-face is always better than online for the time being.

I understand the fiscal concerns the university has, but I have been told for years that Mason wanted to pivot toward more online classes. My question is, why the rush now to get back to campus? News I read and heard from the Spring semester switch over led me to believe the university was very adaptable and properly positioned to offer many courses online. Some universities ship lab equipment to students so they can still conduct some research. Why can't Mason? Mason is in a Covid-19 hotspot, so what makes the administration think that the virus won’t get onto campus, if it's not there already? Why such an emphasis on budgets and money in the Tiger Team report? Shouldn’t the priority be keeping students, faculty, and the community safe?

What model will the university adopt?

Size and location of my classes, ventilation in classroom spaces

If students lack proper internet and technological support, what specific and tangible measures the university will take to help them?

Obviously the big one -- will I teach online or in-person? Additionally: 1. Will there be some kind of stipend (as the report suggests) to compensate faculty for the work of transforming their courses into online courses over the summer? 2. Suppose we teach in person and a student refuses to wear a mask. Are we empowered to boot them
out of the classroom? Do we call security? What if the student is threatening? 3. For programs that rely on 100-level classes for recruitment, what will the impact be on things like major enrollment down the road?

How can we ensure that students who need laptops are able to receive them?

What provisions can the university make for teleworking employees having trouble with childcare? Is there a way that on-campus childcare can be arranged for people who don't normally have it to reduce exposure (e.g. we're all in it together instead of relying on outside childcare providers with people who work in other places that may not be as proactive about this as we are)? How will the contact tracing work for people who are NOT on campus, or do we only care about who we infect within the community? (That seems selfish but also realistic, so I recognize we have to balance idealism and practicality here). How can we support people who are not necessarily at high risk themselves but live with or normally interact with (e.g. are the primary not-live-in caregiver for) high risk individuals? How can we ensure the expected financial contractions do not disproportionately affect marginalized individuals (e.g. adjunct faculty, minimum wage staff or contract employees)? In other words, when we circle the wagons, our commitments to inclusivity and diversity should ensure we don't circle them with the most vulnerable members of our faculty/staff community stuck outside. Is there any way we can proactively work to get health care access to these vulnerable community members (and part timers more generally), in the name of ensuring the greater health of the community, given that it's a known phenomenon that those with less access to paid sick leave and health care will work sick with (under these circumstances) potentially catastrophic consequences for the community? What should be be planning to do, construction-wise, to proactively reduce the risks of disease transmission not just in the short term but also long term (because we'll have more pandemics in the future, that's unfortunately a given, plus seasonal influenza is not going away) e.g. more automatically opening doors, upgrading HVAC systems, etc? This is especially crucial for new buildings, which can still be created from the beginning with the same sorts of things we see in airports (e.g. no doors to the bathrooms) and other public spaces to reduce disease transmission.

Contingency plans if there is another outbreak or a localized issues, especially on campus.

Is this decision for Fall course delivery going to be 1 option only or will programs that are lab based in nature be offered a different option? Is it possible there may be 2 options that the university will institute based upon the program?

We need an answer about what's happening in the fall soon. Departments need to update schedules so students feel comfortable registering, and we need to start to plan for fall.

I think to do this right we all need to be assigned an online course developer (in small groups, maybe one per department if possible) or more for larger departments. We need to get creative but not overwhelm our students. Online classes are boring and the non-engaging part is hard. My question is can GMU hire enough online course developers to do this?
Q6 - Do you have additional feedback that you would like to share about the Tiger Team report?

GREAT JOB! Appreciate the awesome work!

Split curriculum just seems crazy to me. I think there are some courses that can be more easily offered online than others. While I wouldn’t enjoy it as much as an in-person course, I could teach my fall course online. That isn’t as true for some lab-based courses in our program. If we have to choose, I want to give them the chance to offer the lab courses in-person and I’ll take the hit and teach online. Regarding teaching on weekends. If absolutely needed I could be open to teaching on Saturday, but I am not available to teach on Sunday for personal reasons. There didn’t seem to be a way to indicate this in the survey.

no, thank you.

The majority of the instructors are adjunct faculty at GMU. As this is the case, please give proportional weight to adjunct faculty considerations.

Thank you for your work on exploring these options and finding a solution to this problem!!!

No.

I lament that student feedback was seemingly not a significant factor in producing the report and proposed options. The return-to-campus options would be a moot point if students are not willing/able to come.

It seems that different units will have different concerns. It is not clear that one solution for the whole university makes sense.

None.
As a planning professional when I was in the military, I was impressed by the depth and conciseness of the Tiger Team report. It is a contingency plan with options to support the health and safety, educational, fiscal, and logistical requirements of GMU.

GMU is asking more of faculty then ever before. Please take things off our plate, please support us in meaningful ways. Please enable us to teach and support our students!

I understand how difficult a task this is, and I have every confidence that we can make this Fall a success.

I think they have done a great job in view of the lack of evidence for how to move forward. They should be commended.

Appreciate the effort put into preparing it!

More communication about possible furloughs so our family can budget accordingly.

Good report! Would have liked to see more about impact for faculty and staff.

This team is amazing, and our Mason community continues to demonstrate that we are leaders not followers!

Tiger Team report does not address concerns for non-faculty. Will we be allowed to continue to work remotely?

Doing a great job!!

Attempting to conduct in-person courses in the current environment would be extremely difficult. The primary advantage of in-person interaction for our coursework is the enhanced capacity for non-verbal communication, which strengthens the rapport between all participants and helps lead to successful academic and professional collaboration. However, this advantage is almost entirely nullified if we are all physically distancing and wearing masks! So my recommendation would be: unless the situation improves so drastically as to obviate current physical distancing recommendations (unlikely!), we should remain fully online for the foreseeable future. One other note: splitting our curriculum (having students pre-opt into fully online vs on-campus versions of our course) would not make sense, but I could foresee a situation in which students rotate, and a different small subset of the students appears in person each week while the others join online. However, this would not the worth the trouble to implement; fully online would be better.

The budget future looks bleak. What services do you anticipate should be first to go? If we place faculty and staff on furloughs or lay them off, how much notice do you plan to give? The Tiger Team is making some very tough decisions. I do not envy what you need to do, but if you need to furlough us then you should do so in a way where we can have advanced notice and where you work with vendors who we previously (and generously) supported to encourage them to hire us.

My concern is that we will open too soon and too quickly. With the increasing reports of how COVID-19 can impact children, I am becoming increasingly concerned for the well being of the staff, children, and my own family. I would like to see additional time spent developing a proposal for how the Child Development Center will reopen. I don't believe a blanket plan that applies to both faculty instructing college-age students and faculty instructing preschoolers is appropriate. Thank you!

Yes. I appreciate the report, but it is not nuanced enough at all. The relevant financial considerations, for example, were largely housing/dining costs/concerns. But housing/dining costs are not uniform across departments (graduate and law, for example, don't have these housing costs). And benefits of in-person vary across departments (high for sciences that require labs, etc.), across courses (high for experiential courses), and across years (freshman/first-years/1Ls versus upper classpersons). While it might make sense to try to "open up" in person for some departments/some courses/some years, it might not make sense for other departments/courses/years. The idea that a one-size-fits-all solution will be best for the students is ludicrous. For example, consider the law school. The law school is on a separate campus in Arlington, which means that it faces different classroom constraints, a different regional risk profile, different kinds of students (nonresident, older), and other considerations. Most importantly, risks to students are higher. Students are older, and already students have gotten sick, some seriously. See https://www.washingtonpost.com/local/coronavirus-covid-19-
I don’t see how hybrid doesn’t either create double work loads or require massive new hiring, but maybe I don’t understand it fully.

Revenue aside, the lost of one life because of a wrong decision would be tragic.

None at this time.

I don’t understand the split curriculum option. If we are teaching one course, but some students show up for the class and the others take it online, then we need to have two pathways. This option will take twice as much time to teach because the professor would need to do onsite teaching and q&a, then online teaching and q&a. This does not seem like a feasible option. We would end up teaching all day and night and would not have time to write grants, manuscripts or conduct research.

I again commend the Team for its work. Issues outside its purview: Moments of great crisis are also moments of great opportunity. In that spirit: The internal bureaucracy is already a huge cost center, and it will demand additional resources. Do the opposite: drain it. Consider the great variance of risk preferences among (prospective) students, and among the faculty. Every university will try to hit some global (and therefore stupid) calculus; see of you can differentiate, and distinguish GMU on that margin.

Good job but would have been great if impacts on the human elements were considered more.

I see this an opportunity for George Mason University to embrace innovation and celebrate its agility in moving with the trend of virtual teaching and learning. We would gain a lot making a considerable transition to virtual learning as the methodologies, and development of new ways of delivering instruction can also enhance our eventual return to in-person learning. https://www.wsj.com/articles/higher-eds-coronavirus-opportunity-11589139956 An article appearing in the Wall Street Journal outlines this big idea "Higher Ed's Coronavirus Opportunity." The ideas addressed in the article, is where I think we should me moving with our thinking: To re-examine student learning outcomes, provide student support, create online learning communities and programs that ensure student success and embrace the opportunity for innovation to provide customized learning experiences for students. There is money and funding to support this transition to online learning. Further the article from Forbes, "Don't Just Survive - Help Students Thrive" provides some crucial insights that should be addressed university wide: "Consider opportunities to re-engage students by facilitating virtual events, launching mentorship initiatives, and scaling peer-to-peer academic support programs." Again, I believe that we could develop comprehensive and effective programs that connect students to the learning in powerful and meaningful ways should virtual teaching and learning become the primary mode of course delivery. This is a chance to live into our reputation as an innovative university.

For the last four years, I have been on the "consumer" side of higher education as well as the provision side. My twin daughters are finishing or just finished their senior years at Virginia Tech and Kent State respectively. (Done in four for both, yay!) They have also both been accepted into graduate school, in Chapel Hill and Ann Arbor. As far as I know, neither school has yet made an announcement about the Fall. I share their disappointment that their opportunities to make connections, have new experiences, meet partners and all the good things that could happen in graduate school will likely be curtailed. But, as a parent, I would also have grave misgivings about sending them hundreds of miles away in the middle of a pandemic. "The college experience" is a big selling point for every real college and university, but in light of the current reality, "you will be safe" may be the more necessary message, for the parents if not for the students.

The team has done a great job. I commend them for their work.
Thank you!

Thank you for your thoughtful report. There are no easy answers.

These decisions should be being made in concert with or informed by what the K-12 schools are planning...

Great report - a lot of work went into it - covering so many aspects. I am impressed!

N/A

This report was helpful but incomplete. It is horrifying and worrying to see huge revenue shortfalls projected with zero commentary from the SVP’s office, which should have at least provided an appendix regarding ways that it might mitigate budgetary impact and maintain forward progress regarding the university’s ongoing priorities.

I thought this report was incredibly insightful and well-written

I am going to begin by saying this is anecdotal evidence but has had an impact on my thinking. I taught an undergraduate course in the spring and I have a daughter who was in her freshman year at a large state university and then came home. These students are suffering a great deal from the isolation and lack of the social and intellectual interaction that a college experience provides, the one they signed up for. These students wanted an on campus experience; they did not sign up for a fully online experience. In the classroom at the beginning of the semester, they complained about being tired but they engaged and were very thoughtful in their responses orally and in writing. In later online classes, even with breakout groups, collaborative Google docs, and a variety of other techniques, their engagement was markedly diminished. Many of them had forgotten material that was taught at the beginning of the semester. They even wrote about this in their end of course feedback and how they really valued those in class sessions. A danger of going fully online is this disengagement and feeling that its temporary, not the real thing. Another danger of going fully online is that Mason is no longer distinguished from other online universities that don’t offer the same level of experience or excellence that we do. Adding online and hybrid courses to our portfolio will always be a strategic move forward. However, going fully online is not a long term option for Mason’s vision and would be detrimental to the quality reputation it has really begun to build.

As I am a person with age and co-morbidity concerns, as long as COVID-19 is not under control, I need to teach online.

I just have a lot of anxiety about going back to campus. There is so much we don't know about COVID19 and I'd hate to go back to campus (even scaled down) and having a spike in cases and deaths for the university to close campus and return to online. I don't mind teaching online as long as I have the tools, various professional developments to choose from (preferably paid) and time to prepare for online teaching I'll be fine.

I think there should be an open feedback mechanism for students and faculty as we move into the semester where we can submit feedback about the altered semester. It could be a link on the main GMU home page. If students see anything they are uncomfortable with they should have a voice to communicate it. If they see unhealthy practices or if they suspect someone is ill, or if they think a bathroom doesn’t have proper social distancing, they need a hotline to report this stuff, as do faculty. I like the idea of a phone-in line too.

Thanks to the team that put these ideas together!

The emphasis is rightly on student safety, but I do think faculty and staff health and safety need to be a priority. Many of us have variables that influence our risk tolerance (personally I have a parent in the hospital and a special needs child, so while I'm "low risk" - I’m doing everything I can to mitigate further risk). Until it is objectively safe to interact, I believe priority access to campus should continue to be on facilitating research, particularly COVID related research, and allowing carefully planned access to permit retrieval of items from labs and offices. Any classes that can be delivered effectively online should be delivered online.

I hope we can opt for options 1 or 2 if at all feasible.

It's offensive that the team is formally and publicly referred to as the Tiger Team and that it's called the Tiger Team Report. It diminishes the work of the real Tiger Team, the challenges they faced, the work they did, and
their general memory. It's one thing to internally self-apply such a name, but shame on whoever decided that was appropriate to do publicly. It's embarrassing for the institution and all affiliated with it. If our main concern is the health of our students, and faculty/staff, then minimize the risks and continue to teach on-line. Use the on-line semester(s) as a way to develop faculty/staff and student expertise in this teaching/learning environment. This will speed up our learning immensely. The split curriculum option seems the most unrealistic as very few of our classrooms are equipped to video, much less live stream, in person lectures.

Thank you for the report and the extraordinary marshaling of experts to produce it. The Tiger Team report seems to assume an unrealistic degree of compliance with social distancing and classroom and facilities cleaning and hygiene. Undergraduates social distancing behavior in particular is worrisome. What can be done to estimate and monitor real rates of social distancing compliance and shared space sanitizing? The report does not appear to consider health costs -- mostly external to the university -- of the infections that will result in face-to-face opening scenarios. Who and how those costs should be paid, and what is our obligation to take them into account? The language of risk management throughout the report may be appropriate for situations that don't include fatalities as possible outcomes, but that is not the case here. The report does not also appear to contemplate the possibility of re-closing if the data indicate. On-again off-again operations may have their own implications that should be clearer.

Great report. In my field (CVPA, Music) teaching online is virtually impossible. We will need to have some kind of on-campus experience for students. I hope those programs are carefully considered when making a final decision. Thank you

At this time, it strongly appears there will not be the mechanisms in place to assure campus-wide safety for students and faculty in the Fall 2020. The Tiger Team should be planning for Spring Semester 2021 when it is more likely we all can return to campus with a minimal risk. If we move to online courses, it is imperative that support be given to course development and support. It is not optimum at this time and in fact the support depending on the IT individual is terrible. While deciding on or off-campus, please give significant support to developing a strong course development program and add more personnel to GMU TV who will be helping some of us developing videos of laboratory classes to include in online courses.

Thank you for your efforts.

What are the criteria for choosing among the options. And if you do this in the fall what are the criteria that would have to change to return to normal in January.

Concern we are being a bit too conservative in returning to campus - realizing I am the minority

Best of luck.

It is critical that we not open campus at least until national and local numbers of new infections show a sharp decline, and widespread testing and contact tracing are available. Ideally, we would not open campus until a vaccine is widely available.

Thanks for your energy and effort and for producing such a thoughtful and well-worded report. Nice job!

Pretty report.

Please consider moving to an online environment, as the California State system has done. Please consider giving courses releases to faculty who teach a 4:4 to support the additional burden of teaching and assessing online courses. Please make the hard decisions so that I don't have to.

N/A

I’d be willing to teach 3/3 or 4/4 this year, so I don’t have to take a pay cut or lose my job.

I think as much as we all dread the impact of the virus on health and safety, it is a good idea to get the campus back in gear, accommodating the dorms for perhaps fewer students, and having classes held in larger rooms. I really
need to teach online as I cannot bring this virus back to my husband. We have thought that if I have to teach face to face, we would separate, and try to see each other virtually, so I can keep him safe. I am hoping I can teach online, and that I can create classes that WORK, but for that, my courses need to be scheduled like a face to face course, and I can use that time for connection with students, and then provide all the learning resources (curated) for them each week.

Thank you for your work. The report is excellent. It's good to see CVPA being proactive.

I appreciate the tiger team for their work on it.

I appreciate the work that went into developing this, especially during such a busy time. Thanks for your efforts.

The report was thorough and excellently prepared. Well done!

The transparency was wonderful and I appreciate this report being shared.

Thank you to the team for their hard work and dedication in helping to make the best decision possible for our students and staff.

Very helpful. Many thanks. Greatly appreciated.

Please put our collective health and safety first.

Testing has to be part of this plan. I wish you all the best of luck. This is a horrible situation, and I don't envy you.

Howard University President Dr. Wayne Frederick mentioned that he was thinking of ending the fall term after Thanksgiving so that students and faculty would have 1 less month on campus. This is also the time that the flu infection picks up. Years ago, Fairfax county increased the school day to make up for too many snow days. Adding 15 - 30 minutes a day to class times may make up for the shorter term. Thanks for your work.

The report is a good start, but confusing at times. Also, it doesn't recommend anything. While nice to have data, someone needs to make the decision already.

I was wondering if there are 'Tiger Team' t-shirts and hats available for purchase.

I think the fear that students will leave Mason if we switch to all online is short-sighted. Some may, but the notion that another university, not online, will snap up our students is fantastical. If Mason makes the decision to go all online, it will be because that is the only safe way to deliver higher ed everywhere. The idea that all universities are playing a game of chicken to see which will go peel off first is absurd. I would be willing to donate to a fund to pay support staff if we go online.

Congrats on a thoughtful, reasonable examination of a complex issue. Wonderful support from Stearns; the daily open Q&A sessions for BB and tech help was so valuable.

I think the biggest challenge is creating the conditions favorable to the largest possible number of students enrolling in classes for AY 2020-21. My income as a Mason faculty member supports my family so Mason's financial health is a core concern for me. I can be flexible and do my part to provide instruction in whatever way allows us to serve the largest number of students.

I think that the best solution is to start online, then perhaps, move to partly in person instruction.

Thanks for allowing our input

My department announced within 24 hours of campus restricting access that faculty could checkout their university equipment for home use. Aside from that being too late for many, there has been minimal acknowledgement and recognition on the digital divide to teach remotely and develop online courses. I have spend personal funds to upgrade and innovate.

I thought it was an excellent review of the options, and what we know do far. Well written.

No, thx
I know this was put together quickly and I am grateful for all of the Team’s hard work, but this document was disappointing in its level of detail and analysis.

One key issue is the potentially challenging role that faculty may be put in with respect to enforcing physical distancing, mask wearing, asking students to leave who appear sick, etc. It seems that there is the potential for serious problems, especially if a sick student infects others. I understand that the university is very concerned about the effect of not having any face-to-face activities on enrollment & revenue, but it seems to me that the upside of having any face-to-face offerings seem much, much smaller than the downside of doing so. There seem to be a lot more situations that would be utterly disastrous and few that are particularly good, especially when considering the relatively modest share of students who could be taught face-to-face or live in the dorms.

You are doing your best, thank you.

This is a very challenging situation and I know that there are no easy answers. Making a decision as early as possible will help with the transition.

There needs to be more transparency about what the school is allowed to do (based on state regs, accreditation regs, fed regs (including how we’re bound by the CARES act, etc). Also, the bottom line on how these options directly effect our budget. I see the predictions on how much money we will lose under the various options, but it doesn’t make clear how we will address / overcome these deficits.

When and how can we have covid-19 testing available for everyone on campus?

I recommend wall hand-sanitizers be available at all entrances and elevators and restrooms.

I appreciate the efforts of the Tiger Team to consider a variety of options and consider the cost for each, but most important is considering the cost of risking exposure and contamination when we do have viable options to continue educating students.

Please be logical and consider the potential long-term ramifications of returning to campus too soon. Lets put the health of the Mason community of first. Cases are on the incline in Fairfax and neighboring counties. A return to campus in the Fall is not worth the risk academically or professionally. I trust that our leadership, both interim and incoming, will truly consider these points when making a decision.

I just want to add that many of my undergrads thought that the online teaching this spring was awful. They want contact with their professors--some of whom (according to them) disappeared. This is all to say that although I think a fall semester online is rather inevitable, it’s not a good solution. I also understand that "correctness" of teaching asynchronously, but students want interaction.

I would reach out to other peer schools. Similar discussions are occurring and I think we can learn more about innovative approaches for fall (and even financial considerations) that we have not considered in this report.

Health and life are priceless. It is very unclear how Mason will take responsibility for infections, hospitalizations and deaths. The liability for options 1-3 has not even been modeled. Is there an effort of estimating the health/death risks of each proposed option?

The report does not seem to address staff, most of whom characteristically conduct central support for student services roles. These individuals will not be able to effectively do their jobs and stay safe from the risk of COVID-19.

The chances of encountering a COVID-positive individual based on varying closure scenarios at the end of the report are alarming. Given even small numbers of positive cases, the likelihood of exposure seems unacceptably high, and that is only based on classroom contacts.

It was pretty sparse on details for how these various outcomes could potential be implemented.

Hybrid courses that offer limited in-class time are a good compromise. Need to know schedules early so course schedules can be rearranged to fit with in-person possibilities.

First, and most importantly, I have the greatest respect and esteem for Mason Leadership and the team of serious, sincere scholars who wrote this report. I count many of them as friends, and all as dear colleagues. I could not have done better, and having served as editor-in-chief of multiple academic journals I know it is much easier to criticize than to create. I am honored to work alongside Mason leadership. My constructive feedback is as
follows. 1. Our guiding principle is not health, safety and well-being. Our mission is education. Full stop. 2. Among those who choose Mason for education, we are responsible for promoting health, safety and well-being. 3. According to a University Life survey, 70% of our existing students want to return to campus. A majority dislike the online experience (though they respect their instructors). We should respect our customers. 4. Mason operates in a market environment, with many colleges/universities competing for these students. If Mason offers a sub-standard alternative, in relation to other nearby universities, we will lose students rapidly (one should be humble about the possibility of losing everything quickly - witness Blackberry, which went from a multi-billion dollar company to bankrupt in 18 months, due to massive customer defections to Apple, which offered the cameras that Blackberry said they didn't "really want"). Be assured that we will lose our students quickly in this social-media world, and lose our viability as an educational institution more quickly than people realize if we fail to meet customer demand while others in the local area do. 5. Students want education. They do not want to be protected from the virus, which they do not perceive as a greater risk than so many other risks they face in their life. Indeed, it is far smaller. If Mason succumbs to the naive argument that "one virus death is too many" then I suggest closing Mason permanently, as untold number of students suffer abuse, harassment, bullying and yes even death in the "routine" course of university life. This is obviously tragic and deeply saddening and we should do all we can to make things as perfect as possible for all students, but vainly trying to design polices that guarantee students a utopia where each finds pots of gold at the end of the blissful rainbow is doomed to failure. For most people, university is their first taste of "real life", for better or worse. It is a time of growth, change, maturation. Give people full information about costs and benefits, and let them make their own choice. 6. Give people information and options. Treat students like adults with agency in their own life. Respect the diversity of opinions people share about this virus, and the diversity of realities they've experienced. Some people are greatly harmed by the virus, even resulting in death. But some people are greatly harmed by "shelter in place", out of the eye of society, while they are tragically abused by those around them, or while they succumb to addiction or emotional distress, even resulting in death. Shelter-in-place also harms by restricting freedom, restricting opportunity to choose which humans value so very highly. An example. My father in his mid-80s has both Pancreatic and advanced Prostate cancer. He is on chemotherapy. He is highly at risk for death should he contract the virus. He also lives in a region that has not heavily responded to the virus, taking a more relaxed approach (which is working very well, by the way). He is also a doctor, and understands viruses better than almost all people. He put on his surgical mask and went shopping at Macy's yesterday. He was happy to exercise his freedom to do so, and thrilled to have the chance to do so. My wife's father, nearly 90 and also at risk, also lives in a more relaxed place, and continues to go out nearly every day. Neither of them understand or respect those who restrict choice, or those who foolishly believe their own ideas are universally shared. Respect diversity, know that you can't understand the experience of every student, allow choice. Any forced choice, necessarily made in ignorance, will surely cause harm. 7. To reiterate, our students (our customers) are adults. They face risks every day, and this virus is in their view negligible among them. If Mason cannot or will not understand that, then Mason will very quickly - more quickly than people want to realize - lose viability as an institution. This risk of the "online only" alternative is far greater than the risk of the virus. Those who are vulnerable to the virus should stay home. Students who are vulnerable should stay home. Isolate if you’re vulnerable. Those students who face abuses at home should get to campus, and quickly Into our safe environment. We need to get to work fulfilling the educational promise that Mason has always been so able to fulfill. 8. Give our students, faculty and staff information. Give them alternatives (online or on-ground). Give them the freedom to choose. I do respect diversity of thought, and recognize their are no right answers in this crisis, only different opinions. Thank you, and I am proud indeed to be part of Mason!

I think students should be asked what they want to do too.

Fall classes should be 100% online, realistically the spring 2021 semester as well probably. It is the best way to protect public health and safety.

Thank you for your hard work in developing this report

I thought it was really good actually! Very, very detailed. Really appreciate all the work & thought. The financial forecasts are pretty alarming but it was good to see the details. I've described it to some colleagues at other
schools and many said they were envious that the planning here is that thorough and that we are being kept informed about the options being considered. (Several of them said their institutions have told them nothing. Two even asked if they could see a copy of the report, to show to their own institutions - I have not shared it yet but I thought it was interesting that they would ask)

I empathize with your job. I cannot imagine the difficulty of it. I believe students who need physical contact to successfully complete work need the space, and researchers who need labs do too. Everyone else needs support to move online, and faculty on 4/4 loads need improved labor conditions. I also understand the economic implications, but the fundamental need for PPE, free testing, contact tracing, etc., is still a primary concern.

I am not certain that the assumptions about massively declined enrollments for Online Only are necessarily correct. Economic prospects for students on the job market will be equally grim, internships are not available, travel restricted for "gap years", etc. Many will come, online or not.

1. GMU has a spending problem, no matter which option is chosen. Any reductions need to keep University priorities and be equitable and not undermine the academic reputation of the institution. 2. The report assumes the commonwealth will continue to spend for GMU at current levels. I don't think that is realistic. 3. Can we push back any construction items or plans to save funds for the next year? We should have a vaccine by the middle of 2021 if not before then.

I am not an at risk person and I feel safe coming back to work with necessary precautions and I would like to. Thank you for the potential option to come back to campus to deliver quality education to the students.

Thank you for your time/effort! :)

I really appreciate the work that went into producing such a detailed and challenging report in such a short time. The team members must have had to put a lot of other work on hold to get it done at a really busy and unsettling time, and I am grateful for their dedication.

I understand that students are anxious to return to "normal" and I also understand that a lot is at stake, economically, and that if we do not return to campus in the fall, difficult decisions will need to be made that may result in people losing their jobs. This is deeply upsetting. At the same time, as someone with an underlying health condition (asthma), I am very (very) skeptical of the university's ability to keep me safe, or to facilitate the social distancing that would be required to safely teach my courses in person.

Very impressed with thoroughness, what a lot of work. Thank you for your in-depth efforts. This whole situation is tragic. Looks like we will lose heaps of $$ regardless. I hope you are focussing on marketing to students in No. VA who may not be returning to their home institutions. I suggest using confident, Mason loving students as spokespersons on radio, TV etc. saying things like... My professor works with elephants(tribes..) in Africa, my professor tests chesapeake bay water quality from a boat, my professor is the legal advisor to (famous well like DC person), my professor is CEO of ...., etc... My dance professor totally connected me to 3 different jobs in my field. I love my classes because my professors connect me to real experiences and real people, that position me for an excellent future. Somehow loudly convey the message, that it matters who teaches your courses. Cheers and good luck. Fingers crossed the virus burns out by July 4th.

There may be a need to open dormitories on a limited basis, but that doesn't keep us from teaching online.

https://www2.calstate.edu/csu-system/news/Pages/CSU-Chancellor-Timothy-P-Whites-Statement-on-Fall-2020-University-Operational-Plans.aspx

My major concern is second wave of COVID-19 that may impact this Fall. Safety is number one for everyone.

I am not sure which option is better, except that I know being 100% online will not be good for Mason nor can we be 100% onsite since we do not have enough space to be safe. I have two questions: #1. Which of the feasible options reduces the demand from students for refunds? #2 How can we deal with the uncertainty that would be generated by students being able to choose between online and in-class? We need to know how many online classes we will need and use the summer to produce high quality online classes.
Thank you so much for getting input from us. This truly shows that you care about our concerns and our well-being.

If normal NPIs are enforced, masks, provided, sanitization stations provided in hallways to allow us to wipe down desk surfaces, etc. I am for teaching in person.

Please don’t risk our students’ lives for higher tuition and room and board costs.

Split curriculum should not be seriously considered as an option. This is essentially the same as doubling the course load. It will stretch teaching faculty incredibly thin, have a negative impact on student/faculty relations, and severely limit the amount of time faculty have available to address individual student needs and concerns.

What is the confidence level in the data/statistics being provided to us?

We need to put student needs first; student services and virtual engagement are critical to retention efforts as well as future Advancement goals.

I appreciate the efforts, thinking and communication from the Tiger Team. Thanks to the entire team for this work.

It looks like they cooked the books to convince us all that online only would be catastrophic.

There is almost nothing in the report about the faculty who are likely more at risk than the student population.

Teaching split classes (both online and in person) seems like it would put a huge burden on the faculty members teaching those classes. If there is a way to do it without this burden, that is more appealing.

I do not agree with the assumption that returning to campus makes sense financially speaking. Small class size, resources to sanitize, etc are costly. Other universities are already seeing an increase in enrollment, as parents would like their children to use their time productively. Moreover, given high density, we should take advantage of the local population, mainly those who were planning to attend an out of state college and those who were attending college out of state. By moving quickly and decisively online, and conveying that Mason has done extraordinarily well this semester, we could send a clear signal to this group.

The comment about Asian students going to Korea and transitioning via INTO makes no sense and is not well-thought out. Many department have a majority of Asian students in the graduate programs.

I would urge the university to examine the actual facts about the virus. The risks to those below 70 years of age are equivalent or below those of the common cold and seasonal flu. The most significant predictor of mortality is nursing homes. The idea that we cannot return to normal until a vaccine is found is putting students in jeopardy based on models and predictions that have proven to be false. Sweden, Georgia, Florida, Germany, Denmark, and other countries have proven that opening up society does not cause spikes in mortalities. You would be destroying the educational experience of entire cohorts based on faulty predictions.

As an older faculty member, I do have concerns about returning to campus and teaching in a smaller room with a number of students (the current line-up). My husband is a decade older than me. I am worried I would be putting both of us at risk. So providing the option of online teaching to individuals like me would be much preferable. Thank you.

No

Until a cure is found there is always a risk of having students and faculty on campus regardless of how well social distancing measures are being implemented. All it takes is one person who does not follow the guidelines to ruin it for the rest of us, just like urinating in the swimming pool.

We will need to do even more to consider international students.

I thank them for the hard work done so far. I think that it’s a difficult thing to have to make decisions that will have such dire consequences for some portion of our community - probably all choices will come with negative impacts.

I think you all are doing a phenomenal job. Thank you!
Thank you for your time and efforts!!!!!!!

Thank you.

I’m an adjunct who teaches an in person section (in a typical semester). An online version of the course I teach already exists. It would be in students’ best interests to only offer online sections of the class or have in person sections taught by full time faculty. If I have to teach in person and one student gets sick, then it will be very burdensome for me to have to teach in person as well as support sick students virtually. It also will be a burden on my backup professor if I get sick.

Split curriculum is not a reasonable option at all. If faculty members need to prepare for online and in-person curriculum, this is basically we are going to teaching two different courses.

GO TO A MODULAR FORMAT

I am very concerned about my graduate students whom are dependent on receiving income from their GTAs which involve teaching biology labs. I hope they being kept in mind with whatever decision(s) are being made.

I would like the central administration to make a clear decision about a course of action for the entire university rather than leaving it up to individual units and faculty members.

For classes that really can only support one section due to the class size, the split curriculum seems like a terrible idea, as it will just increase costs that I did not see considered in the tiger report. Similarly, the physical distancing requirements are going to make it so that there are so many small sections that we (a) might not have qualified instructors, and (b) will increase costs that also seem unaccounted for in the report.

None

Be smart and cautious. There is no need to rush back to campus. We are safer at home until the pandemic is over.

Stop sending out emails with information until FINAL decisions have been made. I am happy to wait for a final decision as long as people in charge send an email every week saying “We haven’t forgotten you, we are still working on X.” The way the Registrar’s Office and whomever else was involved with those decisions about grading and registration were horribly managed. Knee-jerk reactions abounded and this caused undue stress on faculty, staff, and students. Stop jumping ahead and then having to back-peddle. When you do this, no one but you knows what is going on and when people question the process they receive emails that act like faculty, staff, and students are not reading emails and should know the 700th iteration of changes. That’s unfair to everyone.

This is not a criticism of the report but a concern about the expertise and broad knowledge of the core purpose of an educational institution. Perspective matters in the development of options as well as in decision making. Where were people in the position of representing faculty concerns and perspectives in this process? Cherry picked representatives, good or bad. never have the appropriate credibility necessary. For example, all faculty that spoke up about option 3 at the CHSS meeting designated it a non-starer and there were no voices to the contrary. A properly constructed and informed group would not have had it on the table. It is worth noting that 400 people were fired by INOVA 2 weeks ago. All of them were administrators. None were involved in the day to day necessary work of the hospitals. If we don’t want people to lose their jobs, and I personally do not, we'll have to be creative about figuring out to hold on to what we’ve got. No travel, departments shouldn't be hiring even as I'm typing, every penny will count.

What are the backup plans if some student or faculty/staff member caught the virus? The cost of dealing with such breakouts needs to be considered and counted.

A decision to go wholly online for the fall could serve to anchor our students and faculty in a very unpredictable time. One could say that we do not have a clear idea of exactly what will happen in the coming months, however if we decided to go online, then at least students and faculty would know that online teaching/learning is a given. If the decision to go wholly online is made early, then faculty could focus on creating an excellent online learning experience for our students. We could also have time and "mind space" to develop ways to engage with our students and thereby work towards building a sense of community in our online environment. My opinion is based on my teaching in the Social Sciences. I would imagine that some classes, such as lab intensive/clinical
classes, may need to have options to have face to face aspects. Thank you for all of your research, guidance, support of the GMU community.

Thank you for the care taken to parse the options. I would like to state clearly: I cannot place my family (including an elderly parent in the home) at risk in order to deliver in-person teaching in the fall. I know many of my colleagues feel the same - and I also worry about pressures on non-tenured/adjunct faculty to say "yes." We also need to think about what kind of "in person" experience we are creating in a classroom where we are 6 feet apart wearing masks - it's not as if we are going to be able to do substantive, creative, group-oriented work in that setting. While I understand the huge financial hit Mason will take, is it also time to reconsider how to structure the university to become more resilient in the future? For example, have we become a real estate/food service conglomerate rather than a university, given that it seems our in-classroom presence is not simply for quality learning but to mitigate financial fall-out of dorm and food service closures?

I appreciate the thoroughness of the report. It was very eye-opening.

Genuine appreciation for this effort, its organization and the timeliness - it is a thoughtful and considered approach, thank you.

Thank you for your time and effort compiling the report

I advise team members, BOV, and administrators that will be making the final decision to truly put the health and safety of our Mason community first by going entirely online for fall 2020. Please read the following article that articulates why this is the best (and only) option to consider:
https://www.insidehighered.com/views/2020/05/11/students-should-not-return-campuses-fall-regardless-financial-implications-opinion

Conversations regarding budget savings should happen as soon as decisions regarding Fall are made. Create an anonymous submission for leads/suggestions on specific suggestions for savings. Both staff and faculty are individually aware of specific examples of discretionary expenditures that are wasteful. For instance -- stipends that are granted preferentially because dept chair or dean likes the person.

Reasonable strategy, 4 options, compare to U of Cal system, already announced full online versus Radford states full f2f classes, dorms, food, and sports. Who or what type of insurance does GMU have in case the university gets sued in a class action lawsuit based on COVID

If we have some notion of in-person, and then back out, students will again have to deal with thins like apartment leases that no longer make sense. An earlier final decision will ultimately be kinder to our students.

Thank you!

It's way too long.

Thanks for your efforts. This is so hard.

1. I thank you for your hard, hard work on this issue. 2. I'm concerned about coming back to campus in the fall. My very small (90 sq. ft) office in an internal suite is most definitely not set up for any type of social distancing. My entire suite is not set up for social distancing to be honest. 3. I worry about staff who have fully student facing jobs, our career and academic advisors spend nearly 100% of their day working one on one with students---their safety must be taken into consideration as well.

Thanks to everyone involved. This cannot be easy.

There are a few issues with the last couple items in the "vulnerable populations" slides -- Parenting and caretaking students are not more vulnerable during online learning, they're more vulnerable while schools/daycares/adult care centers are closed. Mason's choice to remain online or return to some in person instruction doesn't change those students' need to be caregiving, the (im)possibility of alternative care arrangements does. Also, many students are the victims of interpersonal and relationship violence on campus. It's not at all clear to me that this problem is *worse* when students are home, just different. I'm also very curious how we can increase student support in a distance-learning environment without further increasing screen-time.
This is a source of fatigue, and it's not clear that adding hours to the time students need to be in front of their computers each day will be an overall benefit, even if those added hours include otherwise useful tutorials, fun activities, etc.

1. According to Dr. Fauci's testimony yesterday, reopening schools in the fall is unrealistic, see https://twitter.com/NBCNews/status/1260223882453286912 2. The California school system will be online in the fall; others are likely to follow suit. 3. Mason would gain an enrollment advantage from an early commitment to online teaching.

I simply want to thank them for the very difficult work they are doing at such a challenging time. I don't envy them. Do they have individuals from facilities on the team? Hope so. SO many changes will involve changes to the physical plant.

I really like the idea of having small student cohorts for mutual support and encouragement. It would be interesting to see if it could be done with instructor cohorts too. I teach core courses and it would be wonderful if a lab could have a student cohort who who are taking other core course with instructors who communicate to make the experience immersive and supportive for the cohort.

I'm concerned about all the non-salaried staff who work on campus, I hope we are able to protect their jobs. I also hope we can continue to hire the necessary GTAs we will still need for Fall.

Thank you so much for your hard work and effort in doing this!! We are all so grateful!

Id suggest waiting just a little longer. Cases are still rising in Northern VA. Its a hotzone.

If we go online, PLEASE make sure there are robust quality controls in place to ensure that our students have a high-quality experience. Many students have had inconsistent and frustrating experiences this semester, and our brand is suffering as a result. Better oversight of faculty is needed.

Congratulations on thoughtful analysis in these difficult times. Keep going!

I don't see a plan on working with Universities in the region or a comparison to their plans. How do they cope with the difficulty that GMU is facing? Is there a discussion on possible new revenue (e.g., leasing some spaces) for covering the losing revenues if opt for full online teaching? Can students still go to gym or use any resources on campus even if teaching is online?

Please continue to think through, as much as we consider the virus's health implications and its economic impact on our institution, the equity issues involved in decisions as to how students can access courses and faculty can or cannot teach them (health, bandwidth accessible at home, device capabilities, caring for others who may be sick, drastically shifting schedules (suddenly having more free time, zero free time, or time for studying at different times, and the state of play with regard to preschool-12 schools being open or closed).

I thought the report was excellent and thorough - identified the key issues and their implications. In the analysis, I do think the report may have been optimistic about the ability of Mason to actually pull off some elements of the on-campus options. And right now, the chief doctor for the government response has said that he can't imagine how universities can return to campus without a vaccine. Even if a vaccine is approved, there is no way it is manufactured and distributed in time for the campus community to be vaccinated and build immunity before our August start date. Some schools are contemplated a late start to give more time for vaccines, treatments, PPE production, etc. Might we start late and then have fall term run through part of January and buy a month that way?

There are a lot more options than just the ones given... so this seems like an odd subset.

I want to thank the Tiger Team wholeheartedly for their efforts in this report.

I was VERY impressed by the thoroughness of your report. I appreciate your wrapping your collective brains around this challenging situation where there is really not a good or satisfying option. Thank you!!

Thank you for your work!!

The COVID-19 crisis is man-made and men and women should step up and stop it.
While going 100% online may be a quick solution, I'm unsure if it is best for students, faculty, and staff. There are unintended negative consequences to mental and physical health due to social distancing. The long-term effects of these remain to be known.

GMU cannot afford to do online only in the fall; it means nearly $200 million loss of revenue. The University would go bankrupt. We can only do hybrid. If we work hard to ensure social distancing and contact tracing (we do have public health experts and engineering experts), we can open campus.

Already filled out but forgot to mention. Transparency is very important. We are SAVING in many areas, such as travel expenses. Please do budget cuts openly, transparently, and truly collaboratively. We need to do this together. Programs with LOW COST and HIGH ONLINE QUALITY should be identified and prioritized. If we shore those up with concentrated recruiting and resources, those programs can help support the higher cost programs and can compensate in part for programs that lose during this time because of inability to meet learning objectives in online delivery.

Faculty members will need to make their own risk assessment taking into account their age, health conditions, family, caregiving, childcare, and other individual concerns. The option to teach online should be available to any faculty member who is uncomfortable teaching in person in Fall 2020.

Public health and the health of the Mason community has to be at the center of all decisions. If PR is an issue, think of the negative press should we become a hotspot because we opened up too soon.

Thank you for your work

This is an excellent report and lays out everything as clearly as possible. Thank you so much

1. It could have been a great opportunity to work on budget and remove administrators who make a lot of money for doing nothing.
2. Class breaks of 60 minutes are not doable. What time will be the last class on Campus? 4am?
3. Weekends teaching are not doable (not even stated in our contracts): we have families and personal life. Do you pay professors extra? And how much will it be that "extra"?
4. Average class is 25+ heads (already ridiculous as it doesn't match any pedagogical strategy) and we don't have large rooms on Campus: How can you keep physical distance? How can you teach by wearing a mask? Split sections? Good... Who pays for extra teachers?
5. Most important: eliminate unnecessary staff and increase faculty pay considering that everything is on our shoulders.

Please do the socially responsible thing. Do not bring students, faculty, or staff to campus until we have solved the biology and have treatments/vaccines available.

The report mentioned a reduction of 10% on freshman's and sophomore's tuitions. Will non-degree (i.e. international students at INTO) benefit from a discount as well?

The social recommendations are for slowing down the spread of the virus, not for avoiding the spread. So, with the social recommendation in place, an instructor/student will have a lower probability of getting the virus in a viable form, but some faculty will more likely come in contact with students infected (without knowing it). So, for a person in the high risk category, you are asking in this survey something like: How much poison are you willing to drink? Sure, very little will have no major impact... let us say 0.1%. Then, instead of giving a 0.1% solution that will have no impact, you give him 1000 bottles only 1 having 100% poison, that will kill him. The problem with your solutions is they are a kind of Russian Roulette. None of the solutions discuss anything related to testing, temperature checks or other form to guarantee that the instructors, the staff and the students that are coming in campus are healthy together with their household. Another aspect is that the solution must be flexible. For instance, allow the instructors to decide between option 4 and one of the other options. If many faculty select option 4, it would allow others to have much easier and safer implemented a campus option. It is great that the team created such a survey, but I will do a more systematic one, asking each department to report for each of the fall courses what option(s) the instructor will prefer. Making summer a regular semester will reduce the impact on housing and dining. A student may plan for a single semester in campus and one/two DL from home. Now, you get only 33% of the students in campus per semester that will continue to use all the available facilities.
It was very thorough. Very impressive. Thank you. I deeply appreciate the focus on mission. We need to address a number of issues NOW so that we are ready to implement a number of contingencies. Protocols for any situation we can think of should be in place.

Yes - I found that the Student Services solutions that they listed using "coaches" is not realistic and an unfortunate attempt to push other agendas. The reality is that faculty, academic advisors (which many are term and faculty in CHSS units), and departmental staff are doing the brunt of this work with undergrads and ALL of it for graduate students (i.e., faculty). Also, this coaching program has not yet been implemented - I have serious reservations about piloting a program now at these times when we're in the crisis situation that we are and I think it's a shame that term faculty are concerned that their positions teaching undergraduate classes are in jeopardy in the potential cuts for personnel when these positions ARE NOT NECESSARY. My sentiments are that how dare University Life try to hire and put these new positions in at this time when colleges and programs are already doing this work and doing it well. We need to keep the faculty/staff/term faculty that are already employed employed.

Dr. Fauci said on May 12 in a Senate deposition that "it is a bridge to far to think there will be a vaccine or treatment before college Fall semesters start." He also said that a second wave of the virus in Fall is "entirely conceivable and possible." So, I wonder if the Tiger Team took into account the costs to Mason and students of closing the campus again if a likely outbreak occurs. Has the Tiger Team considered the financial implications to Mason's brand if an outbreak occurs and Mason students, staff, and faculty die. What about the cost of potential lawsuits related to the consequences of an outbreak that follows a decision to partially open?

Thank you for all you hard work - the team has certainly addressed areas of concern.

Do we have information on how going fully online would impact enrollment?

I've had students reaching out to me with interest in my course specifically because it is listed as being taught in-person. Students are disappointed and worried that most courses are being taught online in my dept. I am afraid that enrollment will plunge because of an expected move to fully online. More resources for online teaching will not change things -- many students simply do not want or enjoy completing courses online. Most of my current students have not been keeping up with course material, despite a lower work load. I don't want Mason to funnel more $ into online teaching resources at a time when there are severe budget concerns. I don't think this will significantly improve the courses or the students attitudes about Mason. I think going online is going to have disastrous consequences for the school, and putting $ into support for online teaching is not going to be beneficial. I'd rather not see salaries and jobs get cut in order to pay for these things.

N/A

I think fully online option is the best option at this stage. The risk of opening the university and dealing with the aftermath is going to be huge. Imagine in the middle of next semester only one student is diagnosed with Covid-19. What would university do? They probably have to revert back to online again and this will bring up lots of troubles. Since we have gone through this already in spring 2020 I assume we are ready to go fully online in fall 2020 as well.

I would like to see the sources of information used in the report (footnotes or links would be great). I would also like to see the budget models you worked with. I do not believe that this comes down to a simple binary choice between maintaining our employment structure or the university losing money. If Mason is a seat of innovation we should be able to come up with a solution together -- and this means involving faculty. Faculty are supposedly the group that provides the innovation to the university through our research and teaching, so faculty must be consulted.

How can a decision be made in June when many regions of the state and country are still implementing strict measures against re-opening businesses, public transportation, etc.?

I think the aftermath/risk of opening the campus in Fall 2020 is huge. Imagine only one student is diagnosed with Covid19 during the semester, then we must revert back to fully online again which is very troublesome.

Many thanks to all the members of the Tiger Team as well as to everyone who contributed to or supported the compilation of the report on such short notice. Your hard work and efforts are much appreciated.
The financial impact analysis seemed quick and incomplete, understandable given the context surrounding the report. But the report did not present the expenses that will be cut by staying 100% online. For example, facilities costs, staffing reductions, electric and water savings, athletics, etc. Having the campus cleared would also allow construction projects to go on more efficiently, are there savings in that? Technology investments can be suspended, likely for the entire year. Even the most conservative scaled model will require all these expenses and more, and all to serve a small group of students. I would like to see a report on fiscal responsibility and campus efficiency for each model. What is the complete outlook once savings are taken into account?

I understand that there will be a huge revenue loss, but it’s likely to be only for a year. Safety/health of the community should be the top priority.

Thank you to all who contributed to this report - it was clearly a tremendous amount of effort in a very short time period.

The risk is too high to open the campuses this fall, given what we know and don’t know about the virus. Faculty need support to transition to online instruction.

Nice work! Your time, experience and dedication is much appreciated!

This is an opportunity to prepare for a great educational experience and shift to digital learning. We need to do this right and not just barely getting by. Resources, preparation, organization, and reliability are desperately needed for the success of students and faculty. Let’s get back to building a better and supportive learning community.

I have serious doubts about the ability of Housekeeping and LT Services to keep the university clean. Our office goes weeks, sometimes months, without being vacuumed. I know because I have purposely left things on the floor to test them. I regularly pick up chunks of dust with my hand. Whenever I used to call and complain, all Housekeeping would say is they have to come and check it out. Nothing changed. And somehow we think they will be able to handle an increased workload?

I am concerned to see the financial calculations that show online is the worst case scenario for the budget. I am a bit confused how that can be when so many savings must surely come when not on campus. However assuming the projections are accurate, I want to be confident this projection will not push a premature opening of the campus and endanger health or compromise learning (with a hybrid model or stop-start on campus/online changes). I would like GMU to share updates on how Virginia is tracking in its COVID response and to be assured no premature decisions will be made. IThank you for all your hard work.

Bring back campus. Bring back research. Bring back University life. If we don’t do this right though, it will be awful. I think we should phase in contact with a no contact rule until 9/1, then 1 class a week contact for 2 weeks, then 2-3 classes a week until 10/1. If things are OK, and a vaccine, antibody, cure, or prophylaxis is on the horizon, then bring back full in-person by 10/1 or 10/15. Sooner the better though. This is killing research funds, killing monies made from on-campus living, in general killing the atmosphere and energy of the students.

Excellent report!

While it is not undesirable, I believe a significant portion of the faculty would be willing to accept cuts in compensation, if that is the only way to help the university survive financially and secure the health of the university community, by staying virtual until a comprehensive and well-developed re-opening plan is available.

See above.

Be able to come back to campus office to conduct research in summer

Thank you for your work. I know this is almost an impossible task.

Thank you for your hard work

Thank you for your work

Thank you for working on this. No one has a crystal ball to predict the future. I trust the team will find the best option for all.
The chart on slide 8, reducing class size is Awesome! What a synergy of disciplines and thought must have converged in your tiger team to produce that insight. Thank you.

Please make it online. Some students don’t have the privileges we do to be in a safe environment right now.

Having students register for classes before we had a clear plan for the fall seems like it was a big mistake. While I understand that we want to get some enrollment estimates, the fact that we (at least for now) can’t turn a ftf class into an online one without creating a new section and making students re-enroll is really problematic, created a lot of unnecessary panic and confusion, and is going to generate a lot of additional work as we figure out how to move forward.

I thank the Tiger Team for working hard to create this report on short notice. There are no good solutions, and difficult decisions will have to be made.

The main comment that I have heard is that while the hybrid / split options gives *students* the option to choose in person or online, no option is given to faculty. Many faculty will be uncomfortable coming to campus (e.g., those over 60). So how would it work if both faculty and students have a choice in either coming in person or doing pure online?

I know this is a tough position to be in, so I thank you for the time you’re taking to think through this. Please do consider reduced teaching loads as an option. Labor conditions = student learning conditions, and since enrollment and attrition will be real issues this fall, we have a better shot at attracting and keeping students by being able to give them the kind of interaction and attention they’d get in normal circumstances. Reducing the teaching load for faculty with particularly heavy ones is one way to help ensure this happens.

As a term faculty, I worry that I am in a vulnerable position. Term faculty have the highest teaching loads on campus. If a move to all online instruction is made, term faculty will bear a large burden of moving 12 credits online. At the same time, due to the nature of our contracts, we may be vulnerable to lay offs. Term faculty are a vital part of our campus, and I hope the plan will take that into consideration.

Most importantly: How are you going to monitor the sickness issues? Fall is flu season. What medical capabilities does the university have to test for influenza versus coronavirus? How are you planning to do testing/contact tracing? I think the big questions are: Do you have the health facilities? contact tracing facilities? sufficient masks to provide to all faculty and students? What happens when there are people on campus who are not sticking to the separation or mask rules? What are the consequences to someone who violates the rules and puts others in jeopardy? The report was very thorough on what it discussed but it did not discuss most of the health issues.

This was disappointing to say the least.

I hope their are voices in the room pushing for opening and pushing back against fear mongering. I promise, some think it is much worse to stay closed than it is to reopen when considering all the consequences.

I don’t think we should conduct abroads, if we are not holding in person classes.

We all know we are all in a tough spot--admin, faculty, students, staff, etc. At the same time, this is the time to step up the support for ALL. Contingent faculty have been patient for a long long time and it is unconscionable to take a step backwards in a time of crisis, especially as they represent a SIGNIFICANT proportion of the teaching body. Progress has been made--keep it up!

I am concerned about the financial hit on the university if the entire campus is online. However, I have to balance that to the health risks to both me and my family. I don’t envy those who have to make this decision.

I would feel comfortable teaching in the classroom again even if no precautions taken. Given the average age of college students, their low rate of mortality, and their likely prevalent belief this is, for lack of a better term, an "old person" virus, I'm guessing the staff/teachers are more concerned than the students about going back to school. I also believe that given this mindset, the brightest students prefer in-person classes and the academic competitive marketplace will soon drive the best students to those campuses that re-open first. A consideration.
If schools that are within GMU's competitive space take more progressive measures to get students on campus, then...

It was an excellent report. I learned a lot teaching online after extended spring break. But I had to spend at least 25% more time teaching online than I would have face-to-face. I therefore think addressing the move from a 4/4 teaching load to a 3/3 for term faculty is essential to the success of any move online (hybrid or fully online).

I was really impressed by the Tiger Team report - I read the whole thing, all 80 pages. And I really appreciated Keith Renshaw's attendance at the CHSS meeting today, which really added to my sense that a lot of thoughtfulness and work went into it. I just wonder how the split curriculum is more feasible than other options I've seen floated around, such as First Year Intensive and Targeted Curriculum. I think Targeted Curriculum would have been a much preferable solution, and I know that our dept already spoke out against Split Curriculum weeks ago, so I don't understand how that's on the table when other similar-yet-more-respectful-of-disciplinary-differences options exist, which accomplish a similar goal (more students on campus and F2F) without making professors essentially teach the same course twice. I honestly have no idea how I would manage that.

The sooner students know about a switch to total DL (if that is the case), the better. Students plan course schedules around certain days/times and may have conflicts that prevent them from taking certain courses. If they know early on, they can register for courses that might usually conflict with a F2F schedule.

It is really thorough. I am impressed.

I appreciate the nuanced, thorough review of options.

Very impressive work under tight timeframes and in conditions of great uncertainty.

It will be unsafe for faculty and students to teach in person or hybrid classes in the fall. Please make arrangements for online course offerings. The lives of students and faculty are much more important than debt that the university may incur. Housing and dining options should not be dictating life and death situations for Mason faculty and students. Quality course content can be delivered online.

Thank you for putting this report together. I like the idea of students choosing to either take the course online or on campus where possible. I would prefer to teach online due to my high-risk category, but will bide by GMU's guidelines.

Since we do not have a "no risk" option regarding Covid infections, I believe we need to have a well calculated, low risk, option in place. 1) Allow faculty, staff and students that identify personal risk to operate in online environments and protect them. 2) Allow faculty willing to take a calculated, low risk to teach small groups of students in person that are also committed to responsible low risk behavior. This will resemble, to some degree, a small liberal arts college experience that can be remarkably positive if Covid does not emerge. If we do this right, we will set a remarkable example. I am willing to do my part to make the on campus experience very positive, and supplement with online work flexibly as needed.

I didn't see anything in the report about hazard pay for janitorial and facilities staff. We must take care of our staff and pay them more to be working in a high risk environment. I also think class meeting times should be limited to 45min.

I have some students who are working at local hospitals while going to school. I hope there is a plan to recognize them for their extraordinary courage and commitment during this time.

If it were just my health that I had to be concerned about, I would probably feel comfortable returning to campus with proper social distancing. But there are health concerns in my family that make me feel as if I might be asked to pick between a job that is actually doable (not teaching 4:4 online) and possibly risking my family members' lives. There are also so many unknowns for faculty right now that make this a very hard decision. Will K-12 public schools be online? How will that affect faculty with children?

It does not seem likely that it will be safe to have indoor activities in the fall. I think it would be best to decided to be online, with the possible exception of those few courses that cannot be taught online. And we should decide now, so that faculty can begin preparing. And faculty who teach 3 or more courses, especially faculty teaching writing intensive courses, should have course releases for the first semester they are teaching online. There needs
to be recognition that faculty teaching 4-4 WI courses are already doing more than a full-time job's worth of work, and online teaching is even more work. Especially with children likely at home, it's not manageable to teach 4 WI courses online, so there needs to be a course release for those faculty. We know that online instruction is likely to be especially challenging for a lot of students, and faculty feedback and contact is key - we need to ensure that faculty course loads/course caps are reduced to allow faculty time to connect with students online and we need to provide additional support for students.

Please refrain from framing this as a "jobs vs. health" debate. That is exactly the false choice being presented to us as the federal level. We can get through this together, with our health and jobs intact, if we stick to principles of shared governance, shared sacrifice, and protecting the most vulnerable.

I'm concerned that the report (and the questions above) seem to focus mostly on the effort to prepare course materials, and less on the additional work involved in actually teaching (not "delivering," as the terminology all too often goes) a course online, especially for those who teach classes that center around active-learning strategies. For those of us who are already teaching way too many students according to professional association guidelines (e.g. term faculty teaching a 4/4 Writing-Intensive load), especially if we have experience with the additional labor teaching online involves, the idea of a 4/4 all-online load is daunting. Instructional quality *will* suffer, probably not drastically, but students will have to get briefer, less frequent, less timely, and/or less personalized feedback, at a time when many of them would benefit from more and more frequent guidance as they navigate the experience of taking (more) classes online. The total number of students also significantly affects our ability to work with students who fall behind without undermining the quality of our work with students who are on track.

From the students' perspective, a hybrid solution looks like the worst of two worlds. They will have a diminished teaching experience for part of their curriculum while having to cover the full costs of on/near-campus life at a time of low employment prospects.

Split Curriculum is especially difficult: double preps, double teaching teams, double consultations on grades.

The workload for faculty carrying a 4-4 load and/or teaching writing intensive courses is unreasonable under normal circumstances and becomes untenable with the added load of supporting digital learning. These courses require time-consuming individualized feedback through one-on-one conferences and written comments. For such reasons, ADE guidelines recommend a load of no more than three sections for instructors of composition, and other professional organizations make similar recommendations (CCCC Principles for the Postsecondary Teaching of Writing; CCCC Statement on Working Conditions for Non-Tenure-Track Writing Faculty; NCTE Statement on the Status and Working Conditions of Contingent Faculty). Composition faculty and others with 4-4 loads and writing intensive courses cannot be expected to meet learning outcomes without a reduction in their workload.

I deeply appreciate the work of the team in such a short time span and dealing realistically and transparently with a situation in which no really appealing options are available.

The reference to a "haircut" was odd.

Students need to feel able to stay home when they are sick. I like the idea of maintaining the grade flexibility for students (who may be facing insurmountable challenges in their personal lives) to encourage them to stay in school. I am worried about first gen students and international students as well as students with families and older students who are returning for a degree later in life. If we want students to continue to attend, we need to accommodate them - for a while to come. Some things are more important than grades.

An excellent job done under a lot of pressure.

Options 1 and 4 are the only ones that take both public health and employee labor conditions meaningfully into account.

Thanks all I like the idea of decoupling whether courses happen online and whether there are people on campus. We can do both online courses but still have a campus presence for students who need to and want to be on campus (within limits of course)
List classes that will be offered on ground as early as you can, as many students want to take on ground classes and if they know they can make a whole semester work on ground, they may be incentivized to enroll.

Report was very thorough - well done.

Thank you for inviting our thoughts and I hope you will seriously consider workload issues at this time, since labor conditions have such a significant impact on the well-being of your faculty, and by extension, our Mason students.

A report of 80 pages leading to a choice of 4 alternatives for all faculty. A joke on all faculty.

Please support increased professional development for faculty who want to re-design their courses and offer them online.

There are several problems with the way that the Tiger Team has formulated and presented its options. 1. Lack of Control Over Reopening and Short Timelines for Decision-Making According to the Tiger Team report, “We should only reopen Mason’s residence halls and conduct face to face instruction if the thresholds that government and public health officials have set for the return to campus or resumption of community activities are met.” (page 30) There are 6 factors determining whether GMU can resume "normal" operations in the fall (pp. 8-9). GMU controls only one of these factors (housing capacity). Four other factors (testing, tracing, healthcare capacity, PPE) are determined by local health agencies and hospitals but the university could probably have reasonable confidence in projections by these organizations of how well prepared they will be in the fall. The most important factor is the course of the pandemic itself which is obviously unpredictable. But GMU is setting itself up for failure if it is only giving itself 14 days of declining cases before deciding to allow students to move into dorms and start courses. Parents and students need a much longer timeline than 2 weeks to know if the campus will open as planned in late August. 2. Need to Differentiate Undergraduate and Graduate Teaching Options 1-2 seem to be driven by how many students can safely live on campus. Usually 6,200 students (about 1/4 of undergrads) live on campus. Clearly the fiscal impact of the number of on-campus students is driving these options. From an operational perspective, this factor is really only applicable to undergrads, not grad students. And yet the university appears to lump undergrad and grad courses together in terms of offering them hybrid or online. It doesn’t make any sense to determine the way that graduate courses are taught to the number of undergraduates who are paying for room and board at Mason. Option 4 is handicapped by extreme estimates of the decrease in enrollments. I assume they are treating undergrads and graduate students the same but I think grad students, many of who are part-time students anyway, would welcome the opportunity to continue their degree even if online. The calculation on page 25 only includes full-time students. I think there will be a much smaller drop-off in part-time students taking online courses. 4. The Split Curriculum is Inefficient The Split Curriculum (p. 24) only makes sense if a department/school can offer the same class in both formats at the same time. Either the same professor teaches two separate sections of the course (1 in person and 1 online) or different professors teach the in-person and online versions. This seems to me to be a very inefficient use of limited teaching resources, especially at the graduate level. In addition, even the in-person courses will be hybrid with only 1 in-person meeting per week. Since most (all?) graduate courses only meet once per week anyway what does this mean for graduate courses? 5. Expenses Don’t Add Up I’m glad to see the university will now pay for online course development (p. 27) but their math does not add up. The Online Course Development expenses are the same under options 3 and 4 even though 50% more online courses are being rolled out under Option 4 and Option 3 is more expensive than Option 2 even though the same number of online courses are being developed under both options. It doesn’t make sense for expenses for Health and Safety to remain the same across options 1-3: as more students live on campus and take more in-person courses, the costs of cleaning will go up. Either the cleaning costs for Option 1 is overestimated or the cleaning costs for Options 2-3 are underestimated. Also, its not just the classrooms that need to be cleaned but all high-touch surfaces including doors to buildings and stairways, elevators, hand rails, bathrooms, etc. 6. Unclear Process for Determining Which Courses are "Critical" to be Offered In-person The report seems to give colleges and schools latitude in determining which courses are “critical” and must be offered in person. Will the university develop criteria that will be used to determine which courses are “critical”? How much discretion will deans or program directors have in deciding which courses are offered in-person, hybrid, or online? What safeguards will be put in place to ensure that faculty and staff at high-risk (or who have high-risk household members) won’t be required to teach in-person?
Thanks SO much for all the hard work on this. It's been quite a spring and I have a real appreciation for everything the team did to pull this together when they did.

My husband is immunocompromised, and I don't want to risk his life to keep my job. I'm also super upset that there has been no visible conversations about faculty labor in your reports and nobody is talking about the fact that labor conditions = learning conditions. Ramp up faculty workload for faculty who already work 60 hours per week and instruction quality will suffer.

We are told there will be budget deficits, but in what area of the budget? If there are losses in University Life (housing, food, transportation, student fees), how does that affect the academic units' functioning?

I believe if freshmen and their families were comfortable with Option 1, it would be good to start some students on campus. Option 1 is the safest way to do that. I am totally opposed to Option 3. A split curriculum puts an unreasonable onus on faculty to design and deliver course content to accommodate students in both online and F2F courses. The Patriot Platoon sounds like a good idea, but I wonder how many students will take advantage of the weekly events. I've been involved (volunteered) with similar efforts to engage students, which have not been real successful. I would hope it wouldn't consist of a lot of effort on Mason's end for not much return on investment on students' end. Visiting Student Recruitment sounds good, but if other IHEs have online courses, why not stay with the original college / university? Sounds odd to refer to this area as Northern Virginia with a capital 'n' because this region is not a state, such as North Carolina etc. :) I cannot tell that much office cleaning was going on previously, so ensuring such occurs at a COVID-19 level will be essential.

Given these guidelines about appropriate space for those who will be working on campus and the fact that even in the best case scenario, this is likely to continue on for some indefinite but seemingly lengthy period of time, I think it seems clear at the least that the demolition of Robinson B should be postponed until such a point that adequate work space can be provided for faculty and staff to abide by these guidelines. It seems unlikely that a treatment or vaccine will be available even by the spring semester, and currently the plan for the new Robinson is that the vast majority of faculty will be in shared offices. This is a risky and dangerous situation. There is no reason that all departments need immediately move out of Robinson B when the new building is complete and in fact the extra space afforded by maintaining Robinson B can and should be used to increase the capacity to distance by for example eliminating the sharing of offices by term faculty and other full time employees currently in shared office situations.

The split curriculum is highly unfeasible. It's not realistic to expect faculty to somehow teach two versions of the same course UNLESS compensation is provided to support their development of these courses AND to account for the fact that they are essentially teaching two classes instead of one. This may not happen with some courses that offer many sections, but faculty teaching a course in the fall that doesn't have multiple sections can't be expected to teach both an online and F2F version. That course would have to only be offered online. I understand the budget implications of not returning to campus. However, I don't know how we can return face to face in the fall without asking people to take risks not just for their own health but for everyone around them. This doesn't seem like a socially responsible decision, although I understand all of the factors involved in this decision.

Excellent analysis, review and report in such a short time! Thank you!

I actually found the lack of emphasis on faculty and staff not only disheartening but insulting. We have gotten numerous emails praising the work that we have done this semester in keeping GMU functioning, but those are empty words when not supported by any assessment of how faculty are expected to manage the situation as we go forward. It seems, in fact, that outside of this survey, almost no consideration whatsoever has been given to the impact of these proposals on the people who are expected to carry them out. The University cannot ignore faculty and staff needs if it expects to continue to carry out its mission in this new environment.

The cleaning staff are going to carry the burden of the semester, and the dorm staff / cafeteria staff will be burdened by the decision to remain on campus. Transportation to campus via public transit is still a question. Magical thinking requires constant pivots. Make a clear decision that allows people to move forward. We do not have a cohesive national testing strategy in place. Infection rates continue to rise. Infection patterns are clear - time spent with infected people. Symptoms show up days after infection. We do not have a vaccine in place.
These are facts. We can prepare for the moment we are in, rather than the moment we imagine or wish we were in.

1. Faculty must be given a choice to go fully online if there is absolutely no need to be on campus. Least # of people on campus is the best decision till all are vaccinated. I am suggesting the whole 2020-21 AY. If the faculty is infected then it is even worse with no scope of making up for 1 month or more of lost education. If faculty health is serious or dead - Game over. It takes years to build faculty teams and the research portfolio for a dept of 10-15 faculty on average, and that can be brought down in a few months by covid.

2. Those with on campus labs, divide the class into 3 groups and finish labs in 5 weeks for each group. Only 33% in attendance in any 5 week period. Only 33% in attendance in any 5 week period. Additional compensation for faculty who would do this extra work. Excessive precaution to be in place. Similar ideas for research in lab setting. Those whose research involves only a computer need then continue at home till vaccinated.

3. Courses and programs that can be fully online should be fully online and marketed worldwide. A hybrid model can start when all are vaccinated.

4. 7 weeks of spring online was a great hit with my students both UG and grad. BB collaborate was fantastic. Students found the learning more productive. They liked it better than face to face because of not dealing with campus parking, DC area traffic, dinner time conflict for 7 20 PM class, and of course, high anxiety covid.

5. If a dorm reports covid then what happens? Keep dorms for only those not local and those who don't have labs to take in a semester. Everything else must be online till all are vaccinated.

6. The kind of destruction from covid to human body is anybody's guess. Lung, heart, kidney damages, blood vessel damages, stroke, etc etc. There is enough risk in just going to groceries. Closed spaces like classrooms are just a recipe for disaster for students and faculty alike. It takes just 1 student or the faculty to get covid and the whole class will be quarantined. If at all anything this is our moment to redefine education delivery and go after world wide marketing given our diversity strengths. The university being the highest concentration of brilliant scientific minds all over the world must adhere to scientific findings and risks about covid and be an example to businesses and govt who seem to overlook scientific findings thus far on covid research. When it is all clear and vaccinated, we will see a vibrant campus with min loss and a wider reach to world wide audience. We should think long term and just not myopically next fall or spring when no one is vaccinated and covid on campus can destroy everything. It is better to take a hit in the short term but gain a lot in the long term. This is the fundamentals of decision making under uncertainty. In the best interest of a 40000+ strong student staff and faculty environment (a city in itself), go online till everyone is vaccinated with plans for those only who need to be on campus for labs classes and research labs.

Hybrid sounds like twice as much work and a hopeless fairness situation. Do not require ANYONE to adopt it.

The number/percent of students enrolled in ENG101 and ENG302 online courses seems incorrect.

Thank you for your thorough and thoughtful work!

The hybrid approach is a real disaster.

There are students and faculty members who take public transportation to campus (e.g. CUE bus, Mason shuttle, Metro). If classes resume a face-to-face delivery format, my concern is the amount of exposure to the virus those individuals who have to use those forms of transportation to get to campus will have.

Excellent and beautiful report. We are all very thankful to have wonderful people like you guys working on this. All I would have asked is that it happen in a more timely manner.

Thank you all

I'm disappointed that a complete reopening wasn't even discussed. I also find the idea of tracking student and faculty movement on (and possibly off) campus very disturbing and worry that it could open up a host of privacy issues.

Dear Tiger Team, I really appreciate all your time and efforts to support us and hear our opinions. I believe no one has the best answer to our future, and yet one thing that I am certain is that not a single person and his or her family should be affected by COVID-19 because of the opening of campus in any circumstances. Like a doctor who knows what is the best for a patient, we have to make the best decision for our students, regardless of what
they want. We all miss face-to-face classrooms, but we just need a little more patience to wait until it is safe to return to campus.    Sincerely, Jihye Jihye Moon, Ph.D.  Term Assistant Professor of Korean Studies  Program Coordinator  Department of Modern & Classical Languages  George Mason University, 3E5 4400 University Drive, Aquia 312  Fairfax, VA 22030

I do not feel safe enough to return to campus without testing and tracing in place throughout the state. Covid-19 is extremely contagious, and the risks are too numerous in my personal case. It feels like there is an emphasis being placed on opening sooner rather than safer. As an adjunct, I teach because I love it, not because it pays (which it most certainly doesn’t). I’d rather walk away from teaching at Mason than to risk my life and the lives if my loved ones. I have known 12 people that have contracted Covid-19, and two of them have died from it. People are still contracting the virus and perishing from it here in Northern Virginia. The trends are not flattening, nor are they going down. Had the country and the university met the challenge head on at the beginning stages we wouldn't be having this conversation. At this very moment, I'm 95% sure I won't return to campus this Fall. It's just not worth the risk to me personally.

I think it is unrealistic to expect to clean every classroom on campus between every class, by closing it for 60 minutes. I think that is a waste of an hour that the classroom can be used, and classrooms should simply be staggered so they can be cleaned maybe twice or three times daily. We have to recognize that students coming to GMU are paying for an on-campus experience, and we have to provide it. If all we are offering is partial on-campus to a few select students, or wholly online, there are many other institutions that do that much better, for much cheaper, than GMU. For long-term success, the university must consider AT LEAST the scaled up option.

It looks like the faculty senate and the administration would prefer Asynchronous instruction. But from the perspective of the students, most of them (particularly the undergraduates) prefer Synchronous instruction. They already have had very limited or no interaction with other people during Covid-19. They need interaction to stay physically and mentally healthy. Synchronous instruction would be the way to help the students succeed. Some students may lack proper internet and technological support, which is solvable and should not be the dominant factor in deciding whether we should go asynchronous or synchronous instruction.

I thought the report was very well put together and as comprehensive as one might ask for. Also, I think all options are feasible but I do wonder about the financial impact of 4, which, according to the report, would entail double the loss of the other options. Are we going to have to discuss things like furloughing of faculty?

It's an amazing, comprehensive, thoughtful report that was compiled in such a short period of time. Thanks very much!

Fall enrollment figures seem overly optimistic. Perhaps need to be adjusted downward.

I was pleased to see that the Tiger Team seems to have taken a realistic, scientifically-driven approach to the virus that puts people's health first, the economic health of the university second, and all other factors a distant third+. I would like to ask the administration to work on communication with faculty. That has been extremely spotty through this transition. Routinely, my students get communications that I know nothing about and that I am being asked for advice about. Faculty really do need to understand and be aware of what students are being told. If the tiger team is done, we need a new team that looks at effective internal communication. That issue predates this emergency and continues now. To my mind, I have heard very little discussion about addressing the needs of faculty whose own school-age children might be at home part-time or full-time in the fall. These childcare issues are a real challenge for faculty, and in particular, female faculty.

The analysis at the end of the report does not consider options where a) some students and faculty on certain days only b) some classes run online 1 week and in location another week. c) anyone who is not comfortable to be on campus; should be given that option -- faculty or student. d) temperature tests before student enters the class

no, thank you.

I have been teaching synchronous online classes since last summer. I was upset quite a few times at the administration for privileging asynchronous online classes over synchronous ones because of the Wiley contract. I think synchronous classes are extremely useful, and I wish that it was not so difficult to schedule them with the
Registrar. We really do need to distinguish between "synchronous online teaching" and "emergency COVID online teaching" because I am afraid that the not online professors who are teaching synchronous online courses now are going to sour people on synchronous online classes. But they are superior. They allow for effective engagement in large online classes with the accountability of an in-person class (which an asynchronous course does not have). That the University did not have a backup plan for courses that were already synchronously online in Spring 2020 - in fact, they didn't even seem to think of these courses at all in the decision-making - is deeply problematic. The University has always had synchronous online classes and really should have more.