Summary and Analysis of Faculty Feedback Received
Regarding COVID-19 Planning & Scenarios

Faculty Congress
June 12, 2020

updated June 23, 2020
full, anonymized results appended

Commentary – Coding the Villanova University Faculty Congress Questionnaire on Returning to Fall Semester.

In May The Faculty Congress Executive Committee emailed al faculty the following invitation:

> Dear Colleague,
>
> This is a request for your input regarding the impact of COVID-19 on Fall 2020.
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> As noted in his email dated April 24, the Vice Provost for Academics (VPA) has been working with a Fall 2020 Planning Committee of administrators and faculty. This committee includes Faculty Congress representatives Alice Dailey (FRRC) and Christopher Kilby (APC), and is developing options for delivering the Academic Program this Fall to address the impact of COVID-19. A draft plan has been shared with Faculty Congress members, who have gathered and submitted feedback from colleagues, but this document is incomplete and is not yet available to the broader university community.
>
> In order to continue this process and solicit a wider range of opinion, the Faculty Congress requests input from all faculty colleagues using the form linked below. All ideas, thoughts, comments, and criticism regarding how Villanova designs, implements, and manages the academic effort during this pandemic are welcome. Faculty should feel confident that the questions, issues, and scenarios you may be reading about in the higher education press, including concerns over faculty health and safety, already are under robust discussion at Villanova.
>
> The online suggestion form is available thru June 2, 2020, on the Faculty Congress website, directly via the link below or using the "Feedback" link on the Faculty Congress website, which can be found with a search on the Villanova website. On the form is a description of how the gathered information will be used and shared, and how submissions can be anonymous, or not, as desired.

This email directed faculty to a link, with following fields:

> COVID-19 Academic Planning Feedback
> The Faculty Congress requests input from all faculty colleagues using the form below in order to solicit a wide range of opinions. All ideas, thoughts, comments, and criticism regarding how Villanova designs, implements, and manages the academic effort during this pandemic are welcome.
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> As noted in his email dated April 24, the Vice President for Academics (VPA) has been working with a Fall 2020 Planning Committee of administrators and faculty, including Faculty Congress representatives Alice Dailey (FRRC) and Christopher Kilby (APC), to come up with options for delivering the Academic Program this Fall. A draft plan has been shared with Faculty Congress members, who have gathered and submitted feedback from colleagues, but that document is incomplete and is not yet

available to the broader university community.

Faculty can feel confident that the questions, issues, and scenarios you may be reading about in the higher education press, including concerns over faculty health and safety, already are under robust discussion at Villanova.

The purpose of this effort is to gather input from faculty and then use that input to inform the academic planning process for Fall 2020 and beyond. Anonymous submissions are appropriate and identifying information will not be shared unless express permission is given to do so. Original submissions are only seen by the chair and vice chair of Faculty Congress.

Deadline for feedback is June 2, 2020.
A summary of feedback received will be provided to the university fall scenarios planning committee via faculty representatives, and will be available on the Faculty Congress web site here by approximately June 15, 2020.

Form fields: Name (optional), Email address (optional), Feedback (required)

This resulted in approximately **258 responses** ranging from a sentence to multiple pages. This document describes how those responses were handled, and coded,

Working from the online files, Prof. Thomas Way downloaded files, without identifying information into an excel file. This was the file that was used for subsequent processing and coding.

First, due to normal formatting and file inconsistencies, some reformatting of the original file was needed. (For example, not all responses were loaded into one excel cell.) In at least one case a faculty name was also removed. The principal coder did not know the identities of any of the respondents and is confident in the fidelity of the file that was worked with.

As a first step in coding the files, the principal coder reviewed the first 50 of so responses and started to generate a list of response categories. Once established, the principal coder continued through all the responses, trying to capture the as many "thoughts" in each response as possible, attempting to be comprehensive and objective, and striving towards proving a useful numeric summary of responses.

This first attempt led to 25 coded categories, plus an "other" category.

In an attempt to further refine the coding, the principal coder then reviewed the categories with two goals in mind: 1) Further refine the coding (e.g., originally "fully open campus" was coded "1" and "go fully online" was coded "2" in the same column. This made summary very difficult.) In addition, some thoughts that had been combined (e.g., "use of CATs" and impact on tenure/promotion decisions" were broken into separate categories.) 2) Address the large number of "other" responses (n = 113).

A more refined coding scheme was developed, this time with 30 response categories, and "other". This effort was untaken to refine and check the coding and reduce the number of "other" responses. While the principal coder is comfortable with the achievement the first objective, there were still 99 "other responses. Categories added included those related to PPE and testing/tracing (separately) and a specific column to count responses critical of prior University/Administrative aspects in response to events.

The principal coder made several tradeoffs to produce the results as quickly as possible: 1) Each responses *was not* first broken down into separate "thoughts" and then coded (responses were coded as written), and 2) Only one coder was used for the initial process. While the principal coder attempted to diligently work as objectively as possible, some bias is not only possible, but likely (e.g., in coding the "we should open fully" or "we should be fully online" in some cases these statements were not made directly by the respondent, but the principal coder felt comfortable that was the sentiment being expressed.

Given the potential for downloading, editing, and coding errors the principal coders estimates they are 95% confident in their coding (e.g., each response is withing +/- 5% of the reported count).

Further spot checks have been performed by member of the Executive Committee, and they attest to the fidelity and acceptability of the coding provided.

Second Round of Feedback

Continuing feedback using the above approach was done until **June 10, 2020**. A comparative reading and analysis of the 22 additional responses from faculty was done. Results were consistent with the first round of feedback reported above, with proportions of responses, suggestions, etc., providing no additional, novel suggestions beyond those provided by faculty in the first found.

Anonymized Data

All anonymized data consisting of 280 faculty responses is available upon request.

Summary of Responses

General Nature of Commment/Concern	Totals (#)	Totals (%)
Other	99	38.37%
Need to sensitive to vulnerable populations and those with chronic conditions	63	24.42%
Need to remain flexible to Situation- Hybrid Approach - Quoting "flexible" and "Hybrid"	44	17.05%
Bisically implement the Notre Dame Plan (Start early, end in-person by Thanksgiving)	34	13.18%
Thanks you for asking our opinion and/or doing this work	33	12.79%
Concerns over building traffic, ability to social dsistance, building cleaning	33	12.79%
Should go to online instruction	33	12.79%
Should open campus as normal	31	12.02%
Faclty and/or Students should have a personal choice in wheteher they do FtF or OL learning	27	10.47%
Comments on the importance of in-person learning/teaching	21	8.14%
Need for PPE, including thoughts that University should provide	15	5.81%
Be open to modify academic calender (e.g., quarters, sumer term, split term….)	14	5.43%
Criticism of past administrative actions (e.g. Not enough info given, not enough opportunities for faculty input, previous communications lacking/poor)	13	5.04%
Child Care concerns specifically mentioned	12	4.65%
Need plan announced sooner than July	11	4.26%
Need for Testing/Tracing	9	3.49%
Responses saying directly (quotes) that Human life is a more important consideration than money, or that science should drive the decisions, not money	9	3.49%
Reimburse Fac for time/effort - Make up lost pay raise	8	3.10%
Need for a unified approach across campus	7	2.71%
Suggestions for distancing: e.g. teach outside - tents, etc	5	1.94%

Concerns by and/or for contingent and adjunct faculty	5	1.94%
Need backup plans in place in case faculty member gets sick	5	1.94%
Comments gernally critical of prior Government policies	5	1.94%
Concern over tenure/promotion, especially for junior faculty	4	1.55%
Need more support (UNiT & VITAL), Provide Hardware (or dollars for purchase), Sensitivity that some students need support for home connectivity (inlcuding $)	4	1.55%
Consider tuition discounting if online	4	1.55%
More attention to faculty and staff mental health and personal issues	4	1.55%
Modify and/or adjust use of CATs	3	1.16%
Reminder to factor in the monetary cost of student movement (for families) to and from campus	3	1.16%
Need for better OL Testing accomodations, and/or concerns over Academic Integrity	3	1.16%
Reduced Credit Load if OL	2	0.78%

Novel Verbatims included in Faculty Responses

What specific protocol is there for informing faculty members that there were confirmed cases in our classes?

Requiring the sole use of Blackboard may be too broad of an approach. Several instructors that I know currently use Google websites to effectively design their course. Creating extra work for these faculty who have previously gone above and beyond may be inappopriate.

Faculty potentially having to consider doing both in person and online instruction for their courses is the worst of both worlds.

Departments should be encouraged to draft statements about the pros and cons of in person and remote teaching for their disciplines.

I have serious concerns about faculty contracts. At the CLAS department chairs' meeting, a question was raised about faculty contract should we have to move to January start date.

I suspect things are being communicated to students without faculty being informed.

PLEASE do not require classes to be a 'blended' approach (some students in the classroom plus other students simultaneously online and the whole thing streamed live on Zoom).

Online is not great, but I think it's superior to what face-to-face is going to look like under these circumstances.

, maybe the university can ask if there are professors who are willing to volunteer to remain virtual. …. This might be helpful in a few ways: it could free up more classrooms and space on campus which might help with spreading out students/faculty who must meet on campus. Professors (especially adjuncts) who feel safer not coming to campus can delay their return. And students who want to minimize their time on main campus will have another reason to stay home.

. For multi-section courses, we could have some sections online and others on ground as needed.

Please consider not allowing the opportunity for students to have their grades changed to S/U.

If there is a hybrid of in-person and online classes, please consider the needs of freshman and seniors as highest priority. The freshman have already gone through all the losses of their senior year and having much less connection to teachers and peers. They need to develop the friendship and bonds during their first year of college that are critical for their success both inside and outside the classroom. The needs of seniors should also be carefully considered. This is their last year of college ? there is sadness about leaving and hope for the future.

some professors, especially older professors, might want to teach remotely, so match these professors with those students who would rather learn remotely

Would encourage VU to consider offering the early retirement package again (see Alice Daily's 2019 subcommittee recommendations which were basically ignored by VU admin.

I and many other faculty and staff who live in various parts of the city of Philadelphia will still need to commute to campus on public transportation

Create on campus opportunities concerning COVID-19 education.

If faculty are teaching online, please don't require synchronous Zoom lectures at usual class meeting times, especially given that faculty may simultaneously be trying to fulfill childcare/homeschooling/elder care responsibilities which require flexibility in scheduling. Asynchronous presentation of material is also better for students (eliminates time zone issues, recordings allow for on-demand review of material, gives students better flexibility in terms of time management).

Faculty (like me) who aren't high risk could teach more courses in the Fall than the Spring.

The university really needs to exhibit more transparency in its deliberations

I think there should be a concerted effort to hold faculty accountable for quality teaching. All faculty should prepare a plan for each course that includes scenarios for live/remote and combined education. Plans should be formally reviewed by chairs, work groups and/or peers. I heard numerous complaints from my students, advisees and my two children about faculty members that 'mailed it in' last semester. We have months to prepare to ensure a quality educational experience for all students this fall and beyond.

I really hope that there will be a widespread, transparent, and robust conversation that includes all faculty and staff before any of these weighty decisions are made. A virtual town hall with university leaders and all shareholders would be helpful (such has occurred at peer institutions like Boston College).

The risk of working on campus will affect students and employees of color particularly negatively given that they are suffering and dying of COVID-19 at disproportionate rates. At a time when people of color are dealing with tremendous stress and injustice on multiple levels in our society, the university should do everything it can to mitigate it. This risk particularly applies to students of color of low socioeconomic status and employees at the lower levels of the pay scale, who may or may not have adequate health insurance for themselves and their families.

Citations included in faculty responses

https://www.news5cleveland.com/news/local-news/akron-canton-news/barberton-company-making-retractable-coronavirus-shield-for-businesses

AUTHENTICATING, IDENTIFYING, AND MONITORING LEARNERS IN THE VIRTUAL CLASSROOM: academic integrity in distance learning

https://www.health.pa.gov/topics/Documents/Diseases%20and%20Conditions/COVID-19%20Death%20Reports/Weekly%20Report%20of%20Deaths%20Attributed%20to%20COVID-19%20--%202020-05-17.pdf

https://www.chronicle.com/article/University-Leaders-Are-Failing/248809?cid=wsinglestory_hp_1

https://www.chronicle.com/article/The-Case-Against-Reopening/248785?cid=wcontentgrid_hp_6

https://www.chronicle.com/article/The-Hard-Truth-About-the-Fall/248793?cid=wcontentgrid_hp_6

https://www.insidehighered.com/views/2020/05/21/rush-reopen-colleges-fall-ignores-harsh-scientific-and-ethical-realities-opinion?fbclid=IwAR3VhMKHeVaATL0cg2Qzudzx37PAn0eLdFdN1kN6GPK00PvqFKchXbq9FvY

https://news.fordham.edu/university-news/preparing-for-uncertainty-fordham-embraces-flexible-education-model/

(http://thedailycougar.com/2020/05/19/covid-19-second-wave/?fbclid=IwAR2gSKMp8ujTWqSAqae8nYeJT3HYHL-fMSBSRt2H7TQGQsbyIPvDQgv2lwA

https://www.insidehighered.com/news/2020/05/18/its-not-so-much-when-colleges-reopen-its-also-how

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

https://www.insidehighered.com/views/2020/06/10/student-writes-open-letter-administrators-her-concerns-about-reopening-campuses

https://sites.google.com/view/accesscampusalliance

https://www.hsph.harvard.edu/news/hsph-in-the-news/op-ed-we-should-focus-on-airborne-transmission-of-covid-19/

https://www.erinbromage.com/post/the-risks-know-them-avoid-them

https://www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html

Anonymized Faculty Responses from Faculty Congress COVID Planning Feedback Form
May 19, 2020 to June 10, 2020

Feedback

To me, our decisions must be flexible in the next several weeks as we collect information about how infection rates change with the end of stay at home orders.

I think that the traditional academic calendar might work against us. If infection rates continue to decrease over the next few weeks, starting the semester early and ending with the Thanksgiving break seems to make the most sense. This might also entail starting the spring semester later than usual if we have a second surge in the fall/winter.

If infection rates spike in June, then a prudent course might be to open later - with the hope that a prophylactic treatment will be available.

With few exceptions, we need to get back to business as usual!!! Want to know what we've discovered about the coronavirus? First, that it's far less lethal than anticipated, but far more contagious. Second, that its ill effects are highly targeted among the elderly with an underlying serious medical condition. Third, that the odds of someone 18-22 years being adversely affected by the coronavirus are infinitesimally small! Fourth, that the vast majority who contract COVID 19 are asymptomatic.

So do what should have been done a long time ago: Protect vulnerable populations at Villanova, especially faculty and staff age 65+ by giving them options, and get back to business as usual. We have overreacted and implemented policies that are counterproductive as a country, which will have devastating long-term results for many in the United States, especially the poor. Let's not repeat the same mistakes at VU!

I am a young faculty but with a chronical disease so I will have to use some medication that suppresses my immune system. COVID-19 presents not only high risks to elderly people but also potentially young people. Unless things are really cleared, I would be reluctant to go back to campus with all the restrictions...

I have serious concerns related to student and faculty health-related consequences should students return to campus in the fall if Covid 19 continues to persist or to spike in the fall months.

Students will be coming from all over the country potentially exposing each other to the virus.

As you are aware, moving students to campus will incur significant financial costs to families and air travel is a risky endeavor in terms of spread of disease.

I am respectful however of the significant financial detriment of keeping campus closed. I do think that the potential costs of lost life or illness outweigh financial concerns. I am especially concerned for older faculty and staff, as well as students with underlying health conditions who may become ill while separated from their families.

This is not an easy decision and I appreciate the opportunity to have my voice heard in this process.

Villanova should be 100% open in the fall. Not only is the data overwhelmingly in support of this - there are significant advantages to in person learning.

There are so many reasons in-person learning and interaction are superior to technology. Yes - we can administer facts and information remotely. I work at home full-time, I acknowledge this is true.

However, I like to think a reason Villanova is superior to many other universities is the personal interactions between faculty/students. The ability to form a connection and mentor students is really really difficult if left 100% virtual.

Empirically - all of my students from the Spring semester told me they felt they learned significantly less online vs. in class.

Thank you, Villanova administrators and faculty, for all your work on these issues. We are so grateful. My only concern is how can faculty get in and out of buildings (like Tolentine) without being near dozens of students. If I were in a classroom, at some distance, I would feel pretty safe provided the room had adequate space so an instructor could be separated from students (of course not all rooms have sufficient space). But moving in and out of small staircases and hallways makes me pause. Thanks again for all your help!

Open up campus with minimal to no restrictions. Provide at risk individuals, faculty, staff, and, to the extent there are any, students, with the option to work and learn remotely. The risk to students from COVID-19 is de minimus as evidenced by the vanishingly low number of people who have passed away in the age group of undergraduates (and also the vast majority of graduate students). This extends to most of the faculty and staff. In contrast, the harm to students from isolation, the deleterious impact on learning in a remote environment, and the risk of depression, anxiety, mental illness, difficult home situations is very real. Furthermore, it is simply unfair to charge full tuition for a remote learning experience. Given that many schools will open, it will have a positive effect on the University to join this group of schools as most students realize that they are at minimal risk and wish to rejoin the university community.

I have concerns about the ability to separate students in dorms, bathrooms, locker rooms, theater backstage, bus travel, etc. We would need sufficient isolation capability for residential students who become infected. And VU is not a closed community - many students commute, residential students come and go, faculty and staff come and go. So we cannot 'keep COVID out'. I have grave concerns about students, faculty, and staff who are at risk for COVID or who live with people who are at risk. I am a person who lives with a person at high risk and I would leverage my tenured status to teach my classes on-line until I can be vaccinated or the rate of infection otherwise drops markedly if VU reopens the campus.

Unless prohibited by the state or counter-indicated by the caseload, I prefer to resume classes on campus.

One issue I have encountered is students who have extended testing time accommodations - in an online testing environment, extended time gives those students an enormous benefit; somehow that needs to be addressed.

My main concern is that the University develop a benchmark so that students are not experiencing 37 different approaches to online teaching. Some of which include ?early summer? and others that involve the normal rigor expected at Villanova. In doing so I believe the University has to ?count? the semester teaching scores towards merit, except for in extreme circumstances. Otherwise there

will be a certain faction that is not incentivized to learn to teach online well, exposing us all to reputation risk as well as potentially drop in student enrollment.

I am eager to get back on campus and feel confident that I can teach safely if the University makes some changes. Everyone should wear masks. Students should sit 6 feet apart and keep at least that distance from me, since I am over 60. Assignments should be submitted electronically. The question is, how to space students out? Perhaps students could be divided into two or three groups and each would be in-person one day a week and virtual one/two days a week. It depends on the size of the classroom, of course. Everyone should have their temp taken and symptoms checked when entering any building and should be required to use hand sanitizer when entering each classroom. Atul Gawande's guidance in the New Yorker online this week lists the requirements for safe work:MasksSocial distanceHand washingScreening for symptomsCulture (people care)We can do this. Doctors are able to protect themselves and their patients from transmitting disease in hospitals. We can do the same thing at Villanova.

1. We should hope for the best but plan for the worst, meaning we should be prepared to teaching online. 2. Many entering freshman may prefer to postpone rather than commence their studies. 3. Private university tuition will be a hard sell if the courses are all online and we should be prepared for push back by currently admitted students. Units of the university that engage in substantial tuition discounting off the retail/face in order to cross subsidize scholarships for the strongest students should consider whether moving to lower tuition pricing across the board with a lower discount rate wouldn't be better price marketing and more equitable given likely distributional patterns with who gets subsidized/who subsidizes.

Crazy thought, but would it help to teach some classes outside? It is my understanding that outdoor air flow is a big threat to this virus... One could use for example roof-only tents, free standing dry-erase or other writing boards, and/or portable projectors (if bright enough). It could help with social distancing by spreading out more across campus or to provide time to clean rooms in between classes.

I appreciate that the University decided to not use teaching evaluations for SPR2020 in salary decisions, as transitioning to all online teaching must be incredibly difficult, especially during the middle of a semester. I was on sabbatical this semester, so if we need to continue online instruction, my difficult transition will not occur during a 'protected' semester. Thus, I am concerned that my first attempt at teaching two of my courses online could potentially negatively impact my future salary and tenure and promotion process while most of my colleagues got a 'free pass' for their first online attempt. Even if I take the one-year delay of the tenure clock that has been generously offered (which I will take if I feel I must, but very much want to avoid for financial and job-security reasons), I will not be able to recover the lost time from my sabbatical to perform research while not teaching or performing service. I consider myself lucky in many respects to have been on sabbatical this semester. Nonetheless, whenever I go up for tenure, I expect to have only had the benefit of half a sabbatical, which is less than ideal. If online instruction continues, I will be behind most of my peers who were forced into online teaching half a semester early, and students who have gone through half a semester of online instruction may be less forgiving to professors who make 'rookie mistakes' in the fall. I think that the University needs to be aware of the fact that those of us lucky enough to be on sabbatical (or on a research semester) during the first stage of this pandemic may face somewhat unique challenges going forward. I don't have very clear ideas of what to do about it, but I want to make sure it is on the radar. Also, is the University planning to adopt any PPE guidelines (mandatory masks or gloves) for classes or labs if we are back on campus. What about official policies on eating and drinking in the classroom? Providing disinfectant sprays and paper towels in each classroom would be good, as I think students and profs should be able to disinfect all surfaces before and after class.

I don't mind teaching in person if that is what you decide to do. I may wear a mask and keep the windows open in the classroom, and I would probably hold virtual office hours. My biggest concern would be the following: Villanova decides to have in-person classes AND my daughter's school decides to do distance learning. That would mean leaving my daughter at home alone; which I don't want to do.

In general, I am satisfied with the steps the university is taking and the scenarios that are under consideration. I would, however, ..

like to suggest that the university consider allowing reimbursement of equipment purchases (within a reasonable amount) to aid online teaching. For instance, Wacom or Huion pen-writable tablets (between $300 - $700) allow real-time annotation of slides and follow-along problem sessions. Also, good quality headsets (mike + headphones) for approx. $100 or so, can make a huge difference to the quality and clarity of delivery of online sessions. I have used a Wacom tablet in Spr. 2020, and the student feedback has been very good - students like to see sketches being drawn and problems being solved interactively; it keeps them engaged (unlike plain slide presentations). these can also be used to grade assignments and exams electronically (as I have done). They act as a second annotable screen that can be connected to the laptop.

Wearable headsets are essential since otherwise, the laptop microphone picks up the droning of the laptop's cooling fans during class sessions. I have been spending out of pocket for supplies and equipment, but it would be good for the university to show real commitment to students and faculty and pedagogy by at least reimbursing the reasonable cost of these essential online tools for those of us who are determined to turn this disaster into a novel learning opportunity.

I hope that the University will be as cautious as possible, given the physical closeness of the academic environment. I also hope that the plan will be flexible, given the unpredictable nature of the pandemic. Faculty should have the option to teach live or remotely, or some combination thereof. And it's crucial that the plan be released as soon as possible.

First priority, of course, is the safety of students, faculty, and staff. Until a vaccine is available, any in-person classes are a significant concern. It is hard to imagine teaching with a mask or understanding students who are wearing masks. We do not have suitable spaces for enforcing good distancing between students, and between students and faculty. Much as I would like to have in-person classes in the Fall, it is hard to see a scenario where that would be safe for all concerned.

I'm concerned that so far the University has been extremely focused on student physical and mental health to the point of barely mentioning/considering faculty/staff health. Yet, the faculty members seem to be in a much more risky demographic, age-wise. Also, faculty members may have pre-existing conditions like asthma and diabetes that would make it unwise for them to have close contact with students. So consider allowing some employees to continue to work and teach from home.

Each Dept. will need a plan for how they will provide continuity of education should a faculty member become sick during the Fall semester. Perhaps this would take the form of providing all materials in a designated space online, so that someone else can step in temporarily should they fall ill with COVID.

I am deeply concerned by the lack of sanitation in Mendel leading up to the University's closure. Despite assurances sent via email, the bathrooms and other 'high touch' places continued to be filthy. Clearly no effort to do even normal cleaning was made; all that changed was the trash can

was moved closer to the door. If we can't properly sanitize Mendel and other buildings, then illness will rapidly spread on campus.

Once thing that was bothersome during the Spring was the timing of announcements. At least 4 times, major announcements were made in the middle of the day. That meant that a good portion of instructors were walking into the classroom completely blindsided by sudden info. Please make any impactful announcements after 9 pm and before 7:30 am to avoid springing big news on unsuspecting instructors and to allow students time to process and compose themselves. I cannot express how hard it was to be in a class with seniors a half-hour after their graduation was canceled. Literally there were tears visible on Zoom from all genders. Not a conducive situation for learning. That didn't have to happen and I felt hamstrung by the situation.

While we are all experiencing the same pandemic, we aren't all experiencing it in the same way. Please avoid presumptive statements in email. Several ones from VITAL were well-meaning but tone-deaf in assuming that we're all taking nature walks, finding new hobbies and watching COVID remakes of songs. Please recognize the reality that just like millions of other people, I have 2 young children, one of whom has special needs, no childcare and both my husband and I are trying to work from home full-time. Again, I realize the intent was to be positive, but it came off as insensitive.

First, thank you for all you are doing. I can't imagine a more difficult set of decisions than what you have to make.I have read many of the possible scenarios that universities are considering. No matter what VU decides, I'll work hard to make the best of it.But I'd like to throw out there that of all the possible scenarios I've seen, the only one that I think is truly infeasible is the 'hyflex' (simultaneous live teaching with some students online).I'd have to write a page to fully explain all the reasons. But classroom management (without additional resources) is the biggest.I don't think it's feasible to stand in a classroom, move around to engage with the students, but also simultaneously be admitting student from the Zoom meeting room into the actual session, and keep an eye on them, and have them be able to interact in breakout sessions while my FTF students are doing the same, and then I try to interact with all the breakouts in class and online (?!). I'd need a dedicated tech support person/graduate assistant to be handling all the online stuff while I handle the classroom.And then FTF attendance could start to suffer as students realize they don't have to come to class. We could end up with faculty teaching in mostly empty classrooms while the students are mostly online.PLEASE don't choose the 'hyflex' option. Thank you.

Science -- not money or sports -- should drive decisions.

I hope the university will do all it can to have regular classes in the fall ? as long as this can be accomplished in a relatively safe fashion.

I believe an on line semester is the best option for the Fall 2020. I have serious concerns about returning to the classroom. My husband has more than three of the risk factors for Covid 19 and my son has asthma. I look forward to returning to campus and the classroom when it is safe, not before.

My experience with online learning after the spring break leads me to suggest that if Villanova goes to online learning for the fall at the outset (not mid way through...the way we did it this term is OK), there should be a relaxation of the 12 credit hour rule since online learning takes significantly more effort, both in planning but also in execution and interaction than in-class learning. This could be done in a variety of ways but it must be considered because of the almost 2x workload increase.

Need adequate testing, contact-tracing, masking, space for isolating confirmed cases. I would probably also split my class into two groups and have each group come for half of the class time, to maintain at least the possibility for social distancing.

Ideally, of course, I would love to have in-person classes in a thriving campus atmosphere. My concerns, though, are the following. They are numbered for convenience, not in any order of

priority. Some of my questions may well be rendered moot by public health developments over the course of the spring and early summer.(1) If we return to in-person instruction, what accommodation will there be for high-risk faculty and for high-risk students? Will high-risk faculty have the option of continued on-line instruction as well as on-line participation in required events such as departmental faculty meetings? Will high-risk students have the option of continuing on-line instruction? If so, that means that faculty who teach classes in person may at the same time have to arrange for on-line classes for these students which are on par with the in-person classes. Such faculty would have a significantly increased workload, unless we want to believe that Zooming into classes is adequate. This is a matter of justice for affected faculty and for affected students.(2) If we return to in-person instruction and we decide to make allowances for high-risk persons, who gets to decide who is high-risk, who gets to decide what kinds of personal health information will be required of those seeking the high-risk designation and how will the privacy of that personal health information be safeguarded? This is another matter of justice.(3) If we return to in-person instruction, who assumes liability for contagion? Assume that I contract COVID-19 but I am asymptomatic. At some point I pass the virus along to a colleague or student. I then learn that I have the virus. The person I met also contracts the virus. Can this person hold me liable? Can this person hold Villanova liable?(4) If we return to in-person instruction, is Villanova equipped to handle the requisite frequent testing and frequent cleaning? Is Villanova equipped to provide quarantine spaces? Throughout the process of testing and possible quarantine, how will the confidentiality of personal health information be safeguarded and by whom? Does Villanova have classroom space to accommodate social distancing requirements that may still be required or recommended? Does Villanova have sufficient meeting space so that (larger) academic departments can observe social distancing during their meetings? The previous question applies also to those departments that require students to give presentations to faculty boards. Are faculty offices large enough to observe social distancing when meeting with a student (let alone more than one student)? If masks are still required or recommended, is Villanova able to supply masks to Villanovans whose masks tear or rupture? Since masks can muffle voices, are classrooms equipped to amplify at least the voice of the instructor?(5) In any semester, of course, faculty may experience health issues that require medical leave. If we return to in-person instruction, what happens if so many faculty require COVID-related medical leave that departments simply cannot cover all their courses? (Granted, this is a sort of ?worst case? question, but sometimes the worst case happens.)(6) If we return to in-person instruction, how will Villanova ensure that students and faculty (and staff, where applicable) observe social distancing when they are not in the classroom? What consequence will ensue for those who (repeatedly) fail to observe appropriate distancing, wearing a mask, etc.?

1. A decision to go online or on-campus (or some sort of hybrid) should be made sooner rather than later (e.g., by early June) so that we have time to prepare our courses in the right way.

2. In addition, if we wind up achieving (or even exceeding) our Fall enrollment targets, the University should consider providing a 'catch up' payment for the salary increase foregone this year. Back in 2009, we did not get a salary increase yet we easily met our target enrollment and never received a 'catch up' payment.

Since the entire rationale for no salary increases is to protect against potential financial hardship, it only seems fair that the University provide some compensation if the feared hardship never materializes.

So, this issue should be re-visited once we have begun the fall semester and we see where we are in terms of enrollment. Hopefully, we will be successful and meet our enrollment targets (as of now, it seems we are on track, so we shall see what happens in the fall).

Please consider limiting the staff presence on campus. Offering robust work-from-options for staff can afford them more protection by limiting the number of time per week they must be on campus. Likewise, consider staggering the days when staff are on campus so that only portion is present at any one time. Consider moving all student support services entirely online. This would limit face-to-face interactions and further protect all involved; and we already provided these services virtually during the spring semester successfully. Please remember to protect the staff, many of whom are on campus as much or more than faculty and who potentially interact and come into contact with a greater portion of the student body than individual staff members might. Move as much online as possible. Consider hybridized classes that meet partially online and partially in person.

I would personally be very comfortable with, and supportive of, arranging teaching environments such that we would be able to (safely, of course) continue with in-person classes while providing social distancing, as required. Could we, for example, create more outdoor classrooms where everyone could be separated better while also ensuring that there was some way to keep the group appropriately warm/cool, depending upon the season?

Can we combine in-person teaching with more technology, allowing students to be together for group discussions/lectures and then using Zoom (or similar) to move them into breakout groups without anyone having to actually move or move into smaller areas together?

Is it possible to have split classes, where for example 1/2 of the students attend in person on Tuesday and the others are attending virtually, then the groups reverse roles on Thursday--everyone attends every class, just 1/2 are always remote so that safe separation is easier to manage.

I appreciate that every faculty member and student likely has their own comfort level (and that is likely to evolve by Fall and more so by Spring), so my view is that I would be open to adapting my own approach to whatever works best for the greatest percentage of the Nova community. I see myself around the middle of the spectrum--not looking to take unnecessary risks, but also believing that with thoughtful approaches and respectful behaviors it's very possible to return to at least a modified version of in-person instruction (for most classes) without creating undue risk.

I'm happy to pilot any ideas or approaches, if that's helpful (although I only teach in the Spring and right now just for the EMBA program, so probably not the most relevant near-term pilot).

All faculty over a certain age (e.g. 50) should be able to teach classes using distance learning. This should be the policy until antibody treatments or vaccines are available.

August 2020 will be time to go back to in-person campus life. Virtual classrooms are not conducive to our Villanova way of life and learning. It is not best for students and it's not best for faculty. Boston College announced today that classes will be in-person this fall. I know many are opposed,

let's find a way to make it happen. We are excellent problem solvers, if anyone can do it, we can. Masks fine, alternating classrooms with half online, half in person, fine. That is better than this Zoom environment. Let's be leaders and innovators on this........please tell me if I can be of service to move this forward which is why I did not go the anonymous route.

I will simply say for now that if the decision is to take classes live in the fall, then, depending on the national epidemiological situation, I may not feel able to go along with that arrangement. I am sixty years old, my husband will be sixty in October, and he has pulmonary issues that put him at additionally elevated risk. I frankly do not trust students necessarily to be responsible with their own health, much less mine.

Please consider the data provided by the PA department of health.https://www.health.pa.gov/topics/Documents/Diseases%20and%20Conditions/COVID-19%20Death%20Reports/Weekly%20Report%20of%20Deaths%20Attributed%20to%20COVID-19%20--%202020-05-17.pdfNo one in Pennsylvania under 30 has died of COVID-19.There is no reason that I can see that we should not permit students to be on campus, and faculty and staff (along with any students who may consider themselves at risk) can stay home if they feel appropriate based on their risk and work or teach remotely. I would be happy to teach a class at the law school without pay in the fall if it is any help. To accommodate students may not wish to potentially expose at risk family members, we should permit them to stay on campus during breaks if that is not already permitted.

I've heard lots of ideas, such as:

- Open early, no Fall Break, and have classes and finals done by Thanksgiving before the Winter Wave hits.

- Faculty and students who wish to have class online should do so

- Students who need to be in the area for class (such as nurses for clinical) be given priority for housing.

- All single rooms, only providing housing to Freshman and Seniors, Sophomores and Juniors do remote learning.

- Use Conference Center for quarantine housing

- Have testing (antibody and virus) available for students, faculty, and staff

- Have dining services with limited locations/hours, and offer delivery or contactless pickup

AUTHENTICATING, IDENTIFYING, AND MONITORING LEARNERS IN THE VIRTUAL CLASSROOM: academic integrity in distance learningINTRODUCTIONThe phrase academic integrity carries a variety of meanings. One meaning refers to the extent to which a course of learning that is offered actually delivers what it promises in a competent, clear, and complete way. Another meaning refers

to the extent to which the assessment of student progress is carried out fairly, without bias, and without being compromised by dishonesty on the part of the test-taker-in short, without cheating. Cheating is not a problem unique to Internet-based training?it is a phenomenon that can and does compromise academic integrity in all settings, in both the traditional classroom and in distance-learning environments . But what are the remedies to compromises and abuses of the learning process, and challenges to the testing process in distance education? That is, how can distance education be administered so as to identify, authenticate, and monitor learners, minimize cheating, and thus maintain academic integrity? Providing an answer to this question is the purpose of this report.Potential compromises of academic integrity in distance learningThere are several ways in which academic integrity is traditionally open to abuse through cheating. One technique is for test-takers to have people that are not themselves take their tests for them (in short, through impersonation and misrepresentation). Another technique is for test-takers to have outside help while engaged in test taking (either through copying, communication, or through pre-knowledge of examination content). Copying includes secreting information containing test answers or relevant information in or near the test area so that it can be accessed during an examination.The virtual classroom: a virtual certainty in the twenty-first centuryThe possibilities for abuse of academic integrity in the virtual classroom require special mechanisms to provide adequate monitoring in distance education. As the movement toward distance learning (also called distributed learning, distance education, or connected learning) progresses, and as more institutions of higher education add distance learning courses to their traditional offerings, the development of effective remedies to compromises in academic integrity are becoming more critical. This is because failures to ensure academic integrity and quality control may over time erode institutional credibility, ultimately leading to challenges to accreditation, and a loss of reputation (and funding) among institutions with high academic standards .At this writing, no one seriously questions the inevitability of distance education. Perhaps this is because training and testing in a distributed learning environment appears desirable for a number of reasons. First, it reduces costs for the learner who can ?attend? class from home without having to travel. Second, it makes the lessons of master teachers available to the masses as never before. Third, it enables students in disparate locations to share information and access materials at times convenient to them (asynchronously), enabling students to acquire ?anytime, anywhere education.?In addition, several studies have shown that distance learning can work as well as face-to-face courses, is cost-effective in the long run, and results in student performance levels comparable to the traditional classroom setting. Further, some studies show that many different types of courses can be modified to accommodate distance learning needs, and that in many cases, it is possible for providers to affordably renovate their existing facilities to accommodate distance learning approaches. For these reasons, pervasive proliferation of distance education is only a matter of time. Therefore, it is vital for institutions of higher learning that wish to remain in business to take the lead in developing systems that preserve academic integrity in the distance learning setting. The remainder of this report is devoted to describing some of the approaches to preserving academic integrity in the distance learning setting. In some cases, the approach is one that has been used for many years; in other cases, the approach is a relatively new but promising development.Proctoring to preserve academic integrity in distance learningEven before students begin a course of study, they can be requested to sign a contract during course registration promising not to cheat. This is a prevention stage. For example, students may be asked to report to a proctoring center to register. Once there, they may also be asked to write a paragraph describing what they expect to get out of the course, and what motivated them to enroll for the course etc. This material may then be kept on file for later examination (i.e., to match handwriting with future test essays etc.).In addition, students may be asked to pose for an image-capture photo-ID, for later verification at the time they take their exams. At the examination

stage (a detection stage), trained proctors many be used to count and secure all test materials at stations located throughout the country where students may go to be tested. At such centers, a hotline may be set up for students who observe cheating to call to alert proctors that they believe cheating has occurred. The proctoring facility may also be furnished with a video camera. The students entering the area to take a test may be seated according to a seating chart by name. Standard proctoring procedures should be followed, including having all extraneous materials removed from the desks before test materials are distributed. During the test period, the test area may be actively monitored by a proctor with a clear view of all examinees. With computer-based testing, some opportunities for cheating via copying are eliminated because question order can be randomized.Finally, an intervention stage may follow, where materials maybe crosschecked In instances where cheating may have occurred, in this stage, proctors or other examiners may search for unexplained irregularities, high score matches for students seated near one another, essay answers that appear to be in a completely different handwriting than the sample collected at the time of registration etc. If cheating is suspected, it is critical to have a remediation board to clear a score that is put in question. Remediation options for the student may include a re-test, a cancellation of the score, arbitration, a release of the file to an outside panel etc.In summary, if a proctoring approach is used, it is essential to:a) establish a policy in writing for handling examinations;b) get an agreement in writing by the test taker;c) keep materials secure;d) appoint a test director to supervise the process;e) train proctors;f) document records in a central area.Biometric solutions for preserving academic integrity in distance learningIn addition to traditional proctoring approaches, newly developing biometric approaches should be considered as possible alternatives for identifying and authenticating students in the distance learning setting, both for test-taking, and for determining the authenticity and authorship of course assignments (i.e., term papers). Students in remote locations should be able to log on to participate in distance learning coursework, and to receive credit for work performed as part of a course requirement. But can a public-key infrastructure be trusted to secure the identity of a student at a remote location so that the work that is sent in for course credit can be determined with a high degree of certainty to be the product of the student claiming credit for the work that is produced?Some potential sources of abuse include plagiarism, collaboration, and outright cheating through misrepresentation (known as bumping).Currently digital passkeys, passwords, smart cards, and CD-ROM IDs are available to maintain a level of security for network users. But none of these approaches can guarantee that distance learners who perceive a benefit from their abuse would not misuse these security measures. As verification techniques in the distance learning setting, these methods of securing files can be inadequate. However, other verification methods are coming for authenticating student identity. These include fingerprint, face recognition, handwriting, voice recognition, and iris-scan technologies, all of which use some measurable physical characteristic or personal behavioral trait to authenticate identity. When used properly, biometric techniques can offer a higher degree of assurance that individuals may be successfully identified in the distance learning setting. They offer enhanced security, accountability, and authentication capability. However, if biometric data banks are accessible through a networked environment (i.e., over the Internet), then it is clearly possible that the integrity of the data may be compromised by hackers, viruses etc. In such cases, it is critically important to encrypt the data to maintain security. Encryption techniques may also be used to protect the identities of individuals whose biometric information is stored in the system. One approach being used to maintain the privacy of those whose information is in the database , is to store only minutiae templates rather than actual images of real fingerprints or iris-scan information. What this means is that instead of storing an image of some one?s fingerprint, a template is made of points of interest on an individual?s fingerprint (in some systems, fifty or so points of interest are collected corresponding to places where peaks or whorls are located, and

where other minute terrain features of a fingerprint are selected). Then the image of the actual fingerprint is discarded, and the minutiae template is stored. In this way, the identity of the individual is masked, and the fingerprint is not part of the database. Then, when the student reports for an exam, he or she is asked to provide a thumbprint or iris-scan again, and the same data points are collected so that a match can be made between the images. If they match, a successful identification has been made. In the case of iris-scan technology, a minutiae template is collected in a 512-bit string, a huge improvement over the 4-character passwords currently used at ATM machines. In terms of technical feasibility, minutiae templates require a much lower bandwidth than full imagery, and therefore are much faster and cheaper to administer and maintain than full-image systems. In addition, tests of biometric scanning methods have yielded excellent results in terms of achieving high success rates. For example, the error rate associated with one system was l out of 1.2 million trials. However, there are some legal and proprietary issues associated with biometric scanning techniques. For example, the Americans with disabilities act carries with it implications that may require an additional layer to the system at increased cost. Further, distributing enough systems nationwide can be expensive at the initial stages. Finally, even the most sophisticated systems are based on what are called asymmetric infrastructure?that is, the success of such systems is ultimately based on (roughly) 20% technology and 80% trust. In particular, the trust aspect refers to a need to maintain a database that must be placed in the hands of some trustworthy authority that necessarily administers the certification process that identifies a user with his or her file stored in the central database. Therefore, any approach to validating the authenticity of encrypted documents ultimately must rely on someone acting as a certificate authority whose job it is to match data against a record on file. Unfortunately, if the authority is corrupt, all bets are off. That is, the integrity of the system may be compromised. This can happen through bribery, misconduct, carelessness, invasion by hackers, destruction by viruses etc.For this reason, human trust and ethical action are elements of all systems, and these are ineluctable and irreducible features of biometric systems also. Therefore, from a practical perspective, at a minimum, biometric systems must be:1) approved in terms of legal compliance;2) low-cost;3) integrated with other aspects of the education system;4) minimum bandwidth impact;5) able to operate in varied field locations under varied circumstances and conditions;6) outfitted with full encryption for all templates;7) handicap accessible.The future of distance learning in higher education, while inevitable, is not without challenges in terms of maintaining academic integrity (including minimizing threats to maintaining accreditation). The obstacles to achieving an infrastructure that is at least as trustworthy as that which now exists in the face-to-face traditional setting are not insurmountable. The system under development at this writing will eventually secure a viable approach to distance education, enabling colleges and universities to expand their base as they offer a cornucopia of courses to the public, just as financial institutions now provide a cornucopia of conveniences for credit card and ATM users. While no system will be completely invulnerable to abuse, the promises of convenience and service in the virtual classroom will eventually make distributed learning as common as the supermarket scanner.

This probably needs to be shared at the college level.

Please don't keep sending us emails with lists of 'best practices' or more things that we should 'do more of' vs 'do less of' -- UNLESS you also send along resources to actually help us to do those things. Most of us are working hard to do our best and do actually have an idea of what the 'best practices' are. But it wasn't really feasible to do those in an emergency situation. Long lists of 'more things to do' without the resources for how to do them started to become ignored.

If you want us to use online best practices for the Fall (i.e. if we are going to be fully online), we need to have that information (and the resources) very very soon -- essentially now. Making an announcement in late June/early July doesn't allow enough time to redesign the courses.

As an adjunct, I am never on campus much and don?t have a space to work. From the start, my class materials are in Blackboard. I only need a bit more coaching to make the Zoom lessons more engaging. The two I did had some benefits in terms of seeing who was really engaging. Also, as a senior citizen I don?t want the campus germs. I see no way to safely hold in-person class in the fall. Even if everyone plans and executes perfectly in classes and dining, the students will still contaminate each other in the dorms. This virus is not going away any time soon due to the premature openings in states. Students will bring it in from those places or the transportation systems.

1) Classes that are scheduled on campus should stay on campus and not online.2) $16 million was spent (loss) for refunds to students, etc, etc. What about how much was saved with less costs for: electric, water, Radnor Sewer Rent, gas, other utilities, etc.3) Did the University look into and receive a credit on: Workers Comp Insurance, and other liability insurance due to less employees and others on campus.4) How much of the $16 million loss was athletics? For instance the Men's basketball Camps is at least $1 million in gross receipts per year.

I have followed the health and academic research very closely and I believe it needs to be a fine balance of students returning to campus life and the health of administration, faculty and staff. Working on the frontline as a Nurse Practitioner in nursing homes through Covid and teaching students as a faculty member allots me a unique opportunity to see this virus first hand. Statistics prove the immune compromised and elderly are our highest risk - this we see out in the field. So, like many higher education institutions before us and many are our competitors (Notre Dame, U of SC, etc), opening college with face to face learning as well as offering the opportunity to teach online or take courses online for the vulnerable population would be key. Research is showing the mental health effects on this quarantine may be far more detrimental to our health system than the physical components of the virus itself. The possibility of teaching a socially distanced classroom of students from a faculty office is one possibility. I do believe it needs to be a balance as anxiety and fear are real concerns for many students, parents, faculty, and staff today.

This may seem trivial, but will we need to wear masks during face-to-face lectures? If so, can clear masks be provided? My concern is that much is lost when one (students) do not see our facial expressions. This is also a concern for hard of hearing students who often rely on reading lips and facial cues.

Thank you for the opportunity to submit comments. I am an adjunct instructor with no health care from the university. If the university decides to compel instructors and students to meet in person (with social distancing, etc) in the fall, then I believe it is only the right thing to do to have some kind of health care plan in place to ensure the safety of myself and my family. With no health care plan in place, I am assuming all the risk. Also, some (not myself) adjunct instructors may feel forced to continue to teach while showing symptoms, putting students at risk, rather than jeopardize losing payment for a class and possible adjunct assignments in the future. Adjuncts face a unique situation in having no health care while also being expected to contribute to the university community in this unusual situation. Even if it is something with a reasonable copayment and for only a limited time, some health care for the immediate future is a logical, humane, and ultimately cost-effective measure for the university to take. Thank you!

My strong preference is to have students on campus in the fall. The negative impact on students, to continue online learning, is too great. The spring semester proved that not all students are

equipped to learn online. Whether the constraints be a small apartment filled with siblings, a lack of internet connection (I saw students sitting in their cars, using Starbucks wifi), concern for siblings who are doctors on the frontlines, or having to care for elderly relatives, online learning makes it more difficult for all students to achieve their full potential.Now is a time for creative thinking. Likely, there will have to be a mix of online and in-person classes. Large lectures can be recorded. Labs and small, first-year courses should be held in person. Of course, all of this has to be balanced with the safety of faculty and students. Some faculty will not wish to teach in person.Perhaps campus usage needs to be spread out across six or seven days (holding classes on Saturday). Maybe classes need to become longer to meet fewer times per week. I would be happy to engage in a more creative and flexible class time/meeting schedule than remain online.Perhaps the entire year needs to be revised as quarters or trimesters. As other schools are choosing to return earlier to campus, the typical fall/spring semester calendar will have to change, shorten, or shift.Finally, there should be a recommended policy for late work and absences. As classes shifted online, the ability of students to meet deadlines became challenging. At least 15% of students could not make due dates.Thank you for your time!

I would only call attention to what I am sure decision makers already know. 'Older adults . . . are at increased risk of more serious illness after contracting COVID-19. Priority should be given to ensuring the safety of these groups of people. See more information on those at increased risk of more serious illness due to COVID-19.'

I feel: that online learning is not the bargain that students or faculty signed up for, that even the greatest technology and mastery of it is no substitute for in person interaction on campus, and finally that ad hoc meetings and learning on campus make up more than 50% of the true value that comes from a University. As such, every effort should be made to ensure some time on campus.

More and more of the 'fog of war' on this disease has been lifted, more and more is known about prevention and treatment, more and more is known about who really needs to be careful.

Some schools, like Purdue and Notre Dame are taking a leadership role and changing the game by ensuring at least some on campus time to keep the personal connection. I would advise looking at least looking at those strategies.

On the board of the lower education school I am on we are looking at a three scenario situation: we are 'safe' to be fully open with obvious precautions, there will be some distance learning mixed with in person, and fully online (which we know will lead to a substantial decline in enrollment). Knowing who will still be 'in' if we are fully online by July 1 is our goal.

Thank you.

As a faculty member with immune suppression, who is classically the patient most likely to die from covid-19 exposure, I need to ensure that I will be permitted to work remotely until an effective vaccine is available. That could be a long time. Measures must be implemented to protect vulnerable staff and faculty - as well as students. I think there is a lot of pressure to open up, but we know that the developmental age of students leads to behavior that will result in outcomes that one infected student will result in almost 100% being infected. There is no infection control in a shared living, dining, and classroom learning environment - even with smaller groups. Perhaps it

can be a choice of students, staff, and faculty who wish to participate in a live, on campus scenario and a choice for those who wish to participate virtually. Each choice should be respected and supported.

I would like to begin by expressing my gratitude to Faculty Congress and everyone else at the University for taking on the difficult task of mapping out a safe plan for us to deliver classes beginning in Fall 2020. I am aware of the challenges that everyone faces and appreciate that you are all working hard to take the needs of our staff, students, and faculty into account when considering options for Fall 2020.

I feel very strongly that our semester should not happen in-person. I am, frankly, frightened at the prospect and cannot believe that other universities in the country are planning on an in-person semester. I also do not find the various hybrid or max flex or whatever other fancy names people have come up to describe situations in which we have to be prepared to teach some online and some in-person. As we all experienced this past semester moving our classes online abruptly is disruptive to the learning environment and to morale. I do not believe we can establish any certainty in the learning environment - or any meaningful sense of safety and security - if there is always the possibility of a shut down and a move online. It is simply too disruptive.

As an Augustinian institution, I believe that it goes against our values to put people's lives at risk. I teach my students about the need to think deeply about how we relate to each other, how to identify and alleviate injustice how to lift each other up and mostly how to love each other in a learning environment. If I were asked to return and teach in a classroom next semester I feel that those messages I communicate to my students would be meaningless. They are all aware of the risks posed by living on campus and attending classes no matter the precautions. Each day on campus is a super-spreading event and there is no way to avoid that.

I would like to see the students back on campus and the faculty in the classrooms and labs if possible.

Students and faculty should be tested immediately before the students come back to campus. Possibly start classes after Labor Day weekend so nobody returns home for the holiday weekend. Skip Fall Break. When students go home for Thanksgiving, they do not return to campus till the beginning of Spring semester. Classes and testing after Thanksgiving are done remotely.

I am so pleased to have the opportunity to share my thoughts about this unprecedented experience. I have always been profoundly grateful to be a part of the Villanova family (my Freshman year was 1968 ??) and never more than now. Our administration has led us through a very difficult transition and I am in awe at how quickly and efficiently it was accomplished. My students rose to the occasion as only Villanovans can and our second half of the Spring 2020 semester is one that we will never forget. We did it TOGETHER and we are better for it. I cannot wait to be in the classroom again and will abide by whatever decision Father Peter and his advisors make. I do feel we can return to campus with the proper guidelines in place and pray that it will be in August, but I am sure not everyone agrees with me. Therefore, I must trust our leaders on campus to decide, after prayerful discussion, what is best.And one last thought.... I don?t believe my tears have flowed so easily at one of our graduations since my three children and one son-in-law received their Villanova degrees! (And maybe when I received theTeaching Excellence Award in 2013...??). What an absolutely beautiful way to pay tribute to our Seniors and to acknowledge their families!! Thank you ALL for making me ESPECIALLY proud to call Villanova home!!   With love and prayers, Cathy

Anonymized Faculty Responses from Faculty Congress COVID Planning Feedback Form
May 19, 2020 to June 10, 2020

The pandemic is affecting mostly elderly people and people with pre-existing medical conditions. This population must be protected. But not at the sacrifice on an entire generation of young people who deserves to be educated through person-to-person interactions. Not offering such opportunity to those young people would be more than an error, it would be a fault.

I just want to urge decision-makers to remember that many faculty and staff are caregivers of young children and elderly parents and to keep this in mind as planning happens.

In order to reduce the burden on the Health Center and local medical providers should a COVID resurgence occur:

-Offer and heavily promote flu vaccination to reduce the incidence of that illness (since it may occur in the same time frame)

-Obtain testing kits for coronavirus for the Health Center, or establish a partnership with a provider to make them readily available for students.

-Create a triage area in the Health Center for likely COVID cases that is separate from the waiting area for other health concerns.

One frustration in the Spring was not knowing the degree to which COVID was affecting the Villanova community. We need transparency so each person can make the right decisions for themself.

Request people who test positive for COVID in the fall to report it to the Health Center.

Notify people if someone in their class tests positive (or is likely positive if tests are unavailable). For example, if a student tests positive, then tell their classmates, roommates and profs that they are now at higher risk (without disclosing any personal info about the student, of course).

Offer an online tally to show number of cases in students/faculty/staff by date, so we can immediately detect if a resurgence is occurring in the Fall. Even better, partner with the Geography Dept. to use ArcGIS Enterprise to create a map of where infected people live/teach/work on campus, so we can locate and sanitize hot spots of infection. Make that 'heat map' of the campus available online so we all have access to the same info.

The safest, and probably, most efficient way to proceed for fall 2020 is to have courses taught on-line. Bringing students back to campus brings uncertainty and anxiety. It may present the University with some unforeseeable emergencies, which may create chaotic situations and legal responsibilities. Social distancing and other restrictions may be difficult to enforce. In addition, the required restrictions will severely compromise Campus life, anyway. In contrast, firm plans for on-line teaching can be put in place ahead of time and adhered to with certainty.

Weekly emails from VITAL encouraging and helpful.

Follow the scientists' advice/analysis, not that of politicians, and not the trends of what other schools are doing. Think very carefully about how faculty over the age of 60 or those with health issues will be treated by the plans chosen.

Although I applaud the University's effort and ability to turn so quickly to the online learning approach this past semester, the face to face learning and interaction that occurs in the classroom is the best way to ensure the student is getting the full bang for their buck. I would like to believe that my students more than get their moneys' worth in my class, and it is critical that unless there is an unexpected explosion in virus cases among the student-aged population, that the obligation is to deliver on that value proposition that students and their families expect. Have contingencies in place, such as condensing semesters, ensuring ventilation systems are upgraded, providing hand sanitizer stations throughout buildings, and providing guidance to students about avoiding unnecessary travel, especially to the Northeast or other areas where the virus has been active. Postpone overseas semesters for the next year, add to the staff of janitors to clean and sanitize classrooms and gathering places. Where possible, make use of outdoor facilities while the weather permits. Require any faculty or staff over 60 to wear a mask during class, but don't make masks an imperative for everyone, especially students who are least likely to carry the virus. Employees who are elderly, and have chronic conditions such as asthma should be encouraged to take extra precautions, including wearing masks and avoiding meetings in closed facilities or offices. These instructions can be given by on-campus medical professionals so that privacy is maintained. Instructors who are most vulnerable to the infection should reduce the number of classroom meetings by using BB to administer tests or other projects where they can do so without the need for classroom interaction.

If classes are going to be held remotely, through Zoom, this fall, it is vital to provide university-wide expectations for students, so that they understand that while this is an inconvenience, it is also important for them to take the class time seriously. During the Spring Semester, too many students missed multiple classes, arrived late, spent the entire time looking at their phones and did not come close to taking in everything that was covered, even when the duration of classes was shortened. These behaviors led to a lack of understanding of the material and an unwillingness to pay attention to assignments that were given, often across a variety of platforms. If the students spend their time bemoaning the unfortunate circumstances, rather than engaging at higher levels, they will get very little from the semester.

Thank you for polling faculty on this important matter!Ideas include:(1) adjusting academic calendar to accommodate fluctuating temperature and travel risks with the virus (i.e., starting earlier in August & ending before Thanksgiving, like Notre Dame);(2) Weather permitting, holding classes outside whenever possible and in larger venues to assist in social distancing;(3) Hybrid format: alternating live & on-line class attendance, perhaps to accommodate outside/large venue space sharing mentioned above (some classes meet & spread out in person on days that other classes meet on-line.)(4) Individual/class/school shared responsibility to disinfect surfaces when & where frequented (this may become less crucial considering recent CDC findings re: lower levels of surface virus contagiousness than previously thought).(5) Some kind of dormitory health/temperature monitoring for students before leaving for classes (if CDC continues to think this helpful --- future data may make this non-essential)(6) Flexibility on student/faculty physical appearance in classes based on individual/community need.Thank you again for soliciting faculty feedback.

I am seriously concerned with the prospect of returning to campus in Fall 2020 as I do not feel confident that the Philadelphia area or Delaware County shows any sound data that Villanova is a safe environment for students or faculty. As someone who relies on public transportation to travel to campus, I do not see how commuting is possible under SEPTA's current conditions let alone safe

for employees and students. I would also like to see more addresses to contingent faculty specifically, especially regarding healthcare benefits and compensation.

I teach graduate online classes only, so it's a bit of a moot point for me. With that said, from an undergraduate perspective (especially freshman), it's important that we don't take too lightly the importance of the in-person class experience. I understand the safety concerns, and they are serious. But there are opportunities to be creative and inventive - rotating in-class/remote schedules, retractable shields (https://www.news5cleveland.com/news/local-news/akron-canton-news/barberton-company-making-retractable-coronavirus-shield-for-businesses), mandatory masks...

As soon as it's possible, faculty need to be told how to plan for fall. I would like Villanova to invest, early this summer, in helping faculty become better online teachers. It's a growth opportunity for the institution and it's also a growth opportunity for faculty who have resisted calls to innovate. Providing summer support for faculty would help us to meet the challenges of fall with more success -- especially since it seems likely we will not, for the most part, be teaching in our standard ways. (And if students are back on campus, meeting them outside for check-ins and consultations seems like the best option, although I am sure our leadership team is already thinking about this.).

I was unusually situated. I usually do not teach in the spring. I teach in the summer and the fall! So I was in Florida in Jan and Feb. Coming home in March was a problem. NO one knew anything about this virus. I was hospitalized in the late of March and did not recover quickly. I informed my boss in the graduate school that I would not be able to return for summer, but fully expected to return for fall. I was still not able to work on April 22. Summer for me starts June 2. Had not prepared my syllabus, slides were not ready. New edition of my textbook I had not yet read. I was not ready.

Please keep parents in mind when deciding on policies. Childcare options and school schedules are not yet determined and may affect availability to teach synchronous online or in-person classes.

I write as a Graduate Program Director for CLAS, who teaches both graduates and undergraduates. I was concerned to see that BC and Notre Dame are already announcing for in person in the fall. Given the current data about COVID, I believe that the most prudent approach is online learning for the fall with staff offices able to be in-person on campus as discerned best for each of their respective offices. I lean toward proposing online learning for the entire year as Cambridge U (England) has announced, with in person events approved on an individual basis in the spring according to administrative judgment. But perhaps the spring announcement could wait until early October. Many of our current graduate students are attending to altered family dynamics and caring for loved ones right now, and some of them as well as each of our new incoming graduate students for the fall who are out of state are nervous about moving to the area. If online for the fall, perhaps fall break could be cancelled to accommodate either a week delay in starting classes for orientation purposes or concluding the semester a week early to get ready for the spring, whatever that may be. Thank you for receiving our feedback!

I applaud the efforts to have regular class sessions in the fall. I believe that we can work to protect everyone involved with common sense approaches based on the recommendations of the CDC and NIH.

Is there any way we can start early, end by Thanksgiving, and maybe cancel/shorten fall break so that students do not travel as much and spread the virus?

For what it's worth, and if it is at all feasible given the serious public health concerns, I think having an at least in-part in-person semester is tremendously important. Perhaps some faculty who are more at-risk could opt to teach remotely, while those of us who are able could teach in person. If we could do so in larger classrooms (which might open up if some faculty are teaching remotely?),

that would be great, in an effort to more easily socially distance. Otherwise, faculty could find a way that best suits their course and classroom specifics to socially distance. Perhaps, e.g., we could split larger classes in half and rotate those students who are in class and those who are online for a given session: Tuesdays, group A is in person and group B listening in online, and Thursdays vice-versa. (Not ideal, but for some of the rooms I've been in in Tolentine, it might be necessary...)

I was intrigued, too, about what Notre Dame plans to do. I think cutting fall break and ending the semester at Thanksgiving in order to limit travel is potentially a very good idea. I would think, though, that a week or two would have to be shaved off the semester: 15 weeks straight with no breaks will be too much, for faculty and for students, it seems to me. Perhaps, too, if the winter flu-season becomes dire this year, we could even wait to start the spring semester till March (or whenever is appropriate).

Thank you for your work on this!

The CDC provides the following framework for academic settings:? Lowest Risk: Faculty and students engage in virtual-only learning options, activities, and events.? More Risk: Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).? Highest Risk: Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.It is a matter of risk taking for Villanova University faculty, staff, and students. Villanova University has shown high regard for faculty and staff thus far, and this should continue. We have to avoid highest risk! We have to provide structure and flexibility to minimize personal risk.Based on the spring semester experience, it appears that professors were able to achieve learning objectives with online teaching. This suggests that hybrid structures are promising. We can expect that some professors will be willing to volunteer to teach online in the fall.Faculty will need support in managing their courses. Classrooms need to be cleaned throughout the day. Cleaning materials should be available in the classroom. We will need to be wearing masks in the classroom to protect everyone. A professor standing in front of a class lecturing would possibly be spreading droplets to the class without mask protection. I suggest that professors be offered personal microphones, software, and speakers so that students can hear them.
Please make sure there is an adequate plan for coverage if a faculty member gets very sick with the virus. From what I have seen, some people get so sick they would not be able to teach for weeks, even if online. Just saying 'we'll get other faculty or the department chair to cover it' isn't going to be adequate. If the faculty member who is ill is teaching a full load of courses, and/or if multiple faculty in one department get ill, there aren't going to be enough other faculty to cover the courses, whether they are face-to-face or online. Thank you.
Can we add a scenario in which we open for class a week earlier and end the semester during Thanksgiving Break?
How can faculty have input in a process that is completely hidden?
I would recommend that we review and adopt the position announced by a number of Universities including Notre Dame.
I think it would be safest, and most rational, to have virtual teaching this fall.
I hope this doesn't come off the wrong way but I agree with each of these posts, which I'm sure you've read. I don't really understand any other scenario. I am very appreciative of Faculty

Congress' efforts with all of this.
* https://www.chronicle.com/article/University-Leaders-Are-
Failing/248809?cid=wsinglestory_hp_1
* https://www.chronicle.com/article/The-Case-Against-Reopening/248785?cid=wcontentgrid_hp_6
* https://www.chronicle.com/article/The-Hard-Truth-About-the-
Fall/248793?cid=wcontentgrid_hp_6

A couple of thoughts:(1) My students complained a lot about sheer screen time. Some of them spent six hours in a row watching classes. That's brutal! Some also complained that faculty generated busywork to make sure no one slacked off.(2) Any and all CATS data about online classes, hybrid classes, disrupted classes, etc. need to be seen as not comparable to CATS data for in person classes. Perhaps this is yet another reason to bury the CATS, which have no utility in measuring learning anyway.(3) I am very concerned about how assistant professors are faring in this crisis. Teaching is drastically altered, but so are conferences and publishing. I hope the FC will spend special attention on the needs of colleagues coming up for tenure.(4) Online teaching is to in person teaching much like artificial flowers are to real flowers--sometimes necessary, but comparatively so one-dimensional and poor.Thanks for your efforts! I know you are all working very hard. Let me know how I can be helpful.

I'm concerned about the long-term impact of COVID-19 on tenure and promotion. While it is appreciated that the university has allowed for a one year stop the clock, the implications for early career faculty research and service must be considered. I specifically would like to raise the following concerns:

1. Would faculty who have had children/plan to have children be allowed to 'stop the clock' for 2 years, to acknowledge the impact of the pandemic separately from parental leave policies?

2. The total time lost for research projects during the 3+ months of quarantine, including funding opportunities, data collection, analysis, writing, etc. can have a cumulative and long term effect on the progress we are able to make on research projects. For example, due to parental duties and the fact that I also have a spouse who works full time, I was unable to dedicate much time at all to any research activities aside from teaching from March to May. Childcare is also questionable for this summer, meaning my time to engage in meaningful research activities related to analysis and writing are severely restricted.

3. Additionally, peer review is going to take much longer, and many journals have halted or reduced their actual production, meaning that it will potentially be more difficult, potentially for years to come, to actually get manuscripts published than previously.

4. For early career faculty, conferences are essential networking opportunities to identify potential collaborators, mentors, and references for our tenure portfolio, in addition to opportunities for us to promote our work and test new ideas. It seems like travel will be prohibited for some time. How will the number of presentations, and the other professional (dis)advantages be considered in the review process?

5. This pandemic has impacted people differently based upon their discipline and personal homelife situation. How will these be accounted for? For example, social sciences vs. hard sciences when labs are closed; people with children vs. those without children. It is difficult to have a standard expectation for productivity during this time; how will this be considered in the tenure review process? An individual who has a research agenda that can still progress and, due to the pandemic, has more time at home to dedicate to advancing their research will look far more productive than others at the end of this.

6. How will service be considered? As a relatively new faculty member, I was just getting involved in some department service opportunities. Being removed from campus makes it difficult to identify new potential ways to be involved, particularly in university service opportunities. Is there a way to list/streamline these opportunities? Are these service opportunities even being continued at the same scale as previously? Given these changes, how will this be accounted for moving forward, particularly if in-person meetings are not allowed moving forward?

Thank you for this opportunity to are concerns.

Not effected other than working remotely on all my jobs.

Things I'd like to communicate, as a faculty member. 1) Instructionally, it is very worthwhile for me to have *some* in-person meetings, esp early on, even if my fall courses can't be 100% in person. This is particularly important for undergraduate classes. I could see good ways to work with first-quarter in-person segueing to second-quarter virtual; I could see good ways to work with meeting once a week in person, with the other weekly class meetings virtual. 2) I actually LOVE the idea of building in going virtual after Thanksgiving. For sustainability, we should consider that permanently (minimize travel, get rid of holiday parties!). 3) I can tolerate some risk. I take risks driving to school on 476 to meet in person. 4) I think fall break is important, and should be preserved. Student fatigue is an instructional problem.thanks for your work.

1. Some manner of discovery concerning the Blackboard and other e-technology experience of new students. 2. Some manner of discovery concerning the availability of WIFI and accessibility to e-technology of our students.3 If we return

As an adjunct professor I just want to know whether I will have a job in the fall but it seems like that decision has been put on indefinite hold with everything else.

I'm in favor of a jumpstarted early semester with the termination of in-person, on-campus classes post-thanksgiving. Similar to the UNC or Notre Dame. I think if the university can guarantee acceptable conditions the academic value to worth it.

I think it is important to maintain an in-person classroom setting for the Fall, 2020. If the traditional calendar seems risky, then a unique calendar (like Notre Dame or Syracuse) could be employed.

If students do return to campus in some manner would it be possible to require them to take a short course on community Covid-19 safety? It could outline student behavior and procedures during the pandemic and tackle the various changes to the way the university operates. We already require incoming freshmen to take alcohol edu and training on sexual harassment and assault so there is already a precedent set for student safety training.

Because there is sufficient indication that CDC recommendations over the past several months have been influenced by non-scientific considerations including political pressure, the University's

response should not slavishly follow CDC-issued guidance when re-opening. In particular, faculty, staff, and students should not be required to gather in enclosed rooms for extended periods without N95 respirators and protective eyewear; this is in accordance with Biosafety Level 3 precautions, as the novel coronavirus (SARS-CoV-2) is a Risk Group 4 agent as defined by the WHO and NIH. The reliance on surgical masks alone is insufficient for protection, unless the rate of community transmission of the virus has fallen to pre-March levels and there is a robust testing and contact-tracing program in place in our region.

VU should make all decisions re the Fall based on science NOT on the basis of money.

Thanks to Villanova's truly amazing tech experts, we transitioned online almost seamlessly. Now, weeks into the pandemic, summer coming, and places starting to open up, a lot of optimism and also weariness of restrictions exist. However, Covid-19 remains real and horrible. Many of us know people who have died or are struggling to live. No vaccine or known treatment exist. The media's portrayal of Covid-19 as a disease of the elderly is inaccurate and has led to a false sense of security. Children are now getting sick, and deaths have occurred in all age groups. Villanova's campus, like so many others, is based on community. We gather together for so many academic and service events, cheer together in athletics, and teach in classrooms where seats rival discount airlines in their proximity to each other. Our offices don't have 6 feet of distance. At any time during the academic year, 'community colds' infect faculty and students alike. While some faculty are by age in a higher risk group, everyone is at risk. Many faculty live with or are caretakers for family members who are older or young and fragile. From the history and science of pandemics and Covid-19, no group should be targets of discrimination or feel that by doing the work they love they or those they love may die. Not all faculty or students have the health insurance that would pay the costs of Covid-19 health care. Not everyone could afford the co-pay.The economics of Covid-19 for the university are huge; however, coming back prematurely and holding memorial services for a lot of Villanovans who lost their lives simply because they wanted to work at Villanova would have a much higher cost. If Villanova does begin in person in the fall, what personal protective equipment would be available to students and faculty? Cloth masks, worn all day, give only the illusion of safety.My own vote would be to continue online at least into Fall Break. The situation with the pandemic is rapidly changing, and nobody can really predict what will actually be happening by mid-August. We are right now nowhere near the Green Zone.Thank you to Villanova for inviting comments.

I think we should return to the classroom. I am willing to do that and follow precautions. The fact is, the science is so confused that it has become unreliable.

Many of my thoughts and concerns are expressed well in this May 21, 2020 article from Inside Higher Education by Drs. Mikhalevich and Powell:
https://www.insidehighered.com/views/2020/05/21/rush-reopen-colleges-fall-ignores-harsh-scientific-and-ethical-realities-opinion?fbclid=IwAR3VhMKHeVaATL0cg2Qzudzx37PAn0eLdFdN1kN6GPK00PvqFKchXbq9FvY

If the link is inaccessible, please feel free to contact me by email, and I'd be happy to provide it that way.

Zoom technology needs to work better. The university needs to ensure that disadvantaged students have the technology and online access to be successful. Students going to the local McDonald's because they don't have WIFI at home is not conducive to genuine learning. It's discriminatory of VU to assume that all students have the financial resources to secure the technology needed for an adequate learning experience.

Can I assume that someone has brought up face-to-face labs and group work like case studies? Students in my classes work in groups; certainly closer than 6 feet apart. I have developed numerous lab simulations - I find it ironic that so many 'looked down' on them in the past, but now seem desperate to have access to similar software. As for cases, I use break-out rooms on Bb Collaborate which may be 'clunky' but provide a similar experience.

I felt as though there was not enough top down advisement on how to conduct our classes which left everyone figuring out unique solutions for themselves. Other schools took up to two weeks off to discuss approaches as a group and come to a university wide agreement on how to conduct things. I think Villanova drastically came up short in this regard by switching online over the course of a weekend. I know that the College of Engineering is just now putting together working groups to come up with 'best practices' documentation for the fall which I feel is a move in the right direction, but it would have been great to have this type of initiative before going online.I would also like to see LSS take a larger role moving forward to help with testing accommodations. Between students that required testing accommodations and student's being in different time zones, I was required to proctor for 7.5 hours for each of my 2.5 hour final exams to accommodate all of my student's needs. This meant I was online proctoring for a total of 15 hours during finals week when I would normally only be for 5. Having LSS pick up again on some of the test proctoring would be a major help.

I would feel more comfortable having Clorox wipes and masks readily available for each class. Even better if Custodial has more of a presence to wipe down desks, chairs and podium between classes!

In general I like the Notre Dame plan. I think we should start the semester on campus at least, and then send students home either at fall break to finish the semester online or at Thanksgiving to study for exams administered remotely. The week or two before exams is always a time of widespread illness as students are stressed and sleep-deprived.

Obviously something has to be done about sanitary conditions in dorms, with students sleeping in the same room being probably the biggest issue. No idea how to deal with that.

I am Faculty Advisor for A&S as well as Teaching Faculty, and I am concerned about facilitating transition of freshmen onto campus, since freshmen do not yet know the campus, faculty, and staff, to whom they still need to be oriented as a community. Beginning the semester in a new place with only half of its community would be ineffective way of orienting new students to campus community, thus I think online for all freshmen for the fall 2020 semester would be best. Considering members of the upper classes are already familiar with resources at Villanova, is it possible that members of upper classes are admitted onto campus, as they wish and in manner that takes precautions for social distancing, but admission of freshmen onto campus be postponed until second semester? Possibly starting in-person classes for all students in the spring semester but later, in March, after development of vaccine would accommodate for better transition for freshmen, and provide effective precautions for all students and faculty.

Public health experts have consistently predicted a second wave of infections arising from the easing of lockdown restrictions, making it extremely risky to have an on-campus fall semester. If on-campus teaching resumes, many faculty will try to mitigate the risks with ad hoc individual tactics, and the ability to do this will vary greatly. Some faculty will be more able to alter their schedules, etc. than others. Essentially, the biggest risks will be borne by the least powerful. This is at odds with Villanova's values. It is also not a great look that most of the people making these decisions will not themselves be spending much time in classrooms and locker rooms. If Villanova proceeds with an on-campus fall semester and any member of our community dies or has their health

compromised by COVID, I will never again hear the words 'veritas, unitas, caritas' as anything other than a cynical marketing slogan.

It might be considered heresy and I might be in the minority but I think we should give serious consideration to the plan Notre Dame plans to implement if our region of the state is already 'green' or we can anticipate a move from 'yellow' to 'green' before the start of the semester. The Notre Dame plan will start their Fall semester two weeks earlier than scheduled, will skip the Fall break and will have the semester completed by Thanksgiving. This will minimize transmission of the virus back to campus after Thanksgiving, eliminate the need for online instruction between Thanksgiving and the end of the semester and will essentially eliminate academic integrity issues associated with giving final exams remotely. I acknowledge the one down side to this plan is having to slog through a 14-week semester without any breaks for students and faculty alike but I think creative minds can come up with a work around to address this issue.

The faculty should have the option to teach online or in class, especially if they are 60 and above or who have underlying condition (s). For a faculty member to wear a mask while giving a lecture will not be feasible.

Temperatures should be taken on the students and the faculty prior to their entering the classroom, and before each class (utilize nursing students?) If there is a double session class and the students leave for break, they get rescreened.

Record all classes so that if a student misses class it is accessible.

Have the students in the classroom and the professor, if necessary, projected in via Zoom. Use same testing protocols.

What did VU do during the Hong Kong flu epidemic? Repeat that or build on it.

Limit class enrollment to 40-50% room capacity.

One way stairwells=really inefficient. Perhaps insert a barrier to split stairwells into up, down.

God bless you, this is a challenge.

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God bless you, this is a challenge.

It is important for higher education, in general, and our University, in particular, to exhibit the leadership in responding to the pandemic that is so sorely lacking in the federal gov't. Testing, testing, testing and contact tracing are CRUCIAL for making our campus safe. Ventilation in all environments Spacing in small classes. Blends of on-line delivery for large classes supplemented by appropriately spaced environments for discussion sections. these are all things that have been considered. We can do this safely.

I hope that the health of the faculty and staff is considered a priority. It is more likely that we have some of the underlying risk factors and are more at risk of serious health problems than are students who get the virus. I am particularly concerned because I have asthma and my husband has hypertension. What will be done to keep faculty safe in an environment shared with young people?

Follow Notre-Dame's lead, open early, send them home early!

The most important thing to remember in crafting the University's response is the mantra offered by Dr. Fauci, 'You don't make the timeline. The virus makes the timeline.' Recently, the president of Purdue wrote an op-ed justifying the opening of his university by way of death rates. Simply put, he argued that campus should open because younger people, who make up the numerical bulk of campus residents, are less likely to die from the virus. While this is true, it ignores other important aspects of the virus: namely that there are numerous serious, enduring harms and health complications associated with infection--these appear to impact young as well as old. It also ignores the fact that the campus community includes more than healthy young adults--it includes staff, faculty, and administrators who are themselves responsible for the care of children and the elderly and who face their own health vulnerabilities. It is a moral and ethical imperative that the University not be complicit in the spread of the virus. To that end, I urge the university to make the commitment to go online for the Fall semester. Acting with extreme caution now offers us more possibilities in the future and, importantly, it does not contribute to the spread & endurance of the virus. There is no safe way to move students through the narrow stairwells of Tolentine and there is no way--even using smaller classes--to minimize contact among students (see recent article in the Chronicle by Kim Weedon on social networks). Villanova can make online education innovative, engaging, and meaningful--we should lead the way in reimagining what higher education looks like in the midst of global pandemic rather than endeavoring to return to what is lost. As a final note, if the University insists on bringing students back to campus, it must be on a limited basis. Classes that can be done online, must be done online and those that cannot must be undertaken with maximum caution including PPE for students & faculty, social distancing, adequate ventilation and airflow, contract tracing and notification. Further, the university should create an 'opt in' rather than 'opt out' option for all faculty and staff who have contact with students and the public. This provides faculty the option to teach in person (with maximum safeguards in place) but does not penalize faculty and staff who are not able to do so for whatever the reason.

Anonymized Faculty Responses from Faculty Congress COVID Planning Feedback Form
May 19, 2020 to June 10, 2020

This will be an addendum to comments I submitted some days ago. I have three points. 1. In the live classroom, masks would presumably be required. Certainly, until there is a proven COVID-19 vaccine, I will not go into any public space without one. I teach a very challenging foreign language, and the inability of students to see what my mouth is doing is a significant impediment to their phonetic apprehension of the material. In the virtual classroom this is not a problem. 2. I suspect that this point has applications well beyond the language classroom on our campus, but foreign language instruction, at any rate--not just mine, but, I believe, that of all or nearly all of my immediate colleagues--relies heavily and frequently on work done in pairs or small groups. This is obviously incompatible with social distancing. Breakout rooms on Zoom, whatever their inevitable limitations, allow this sort of activity to take place safely. 3. It is often very difficult to get a diffident student in a foreign language class to speak loudly enough to be heard from the front of the room. My solution to this problem has often been to go close enough to the student who simply will not speak up, maybe even lean forward a bit so that I can hear him or her. 'Close enough' is much closer than six feet away.

In the summary of options I've heard about thus far, I didn't hear the following as part of an on-campus plan: a) cancelling fall break, and/or b) either ending the semester at Thanksgiving or doing finals remotely following Thanksgiving. Both reduce travel within the semester and thus keep the campus somewhat more contained, as well as end the semester earlier to stay ahead of the likely surge in cases. I'm also concerned about faculty and staff who require public transportation to get to campus. If campus is open, what kind of testing will be done on a regular basis?

If we are not on campus, we should consider allowing students the option of taking 12 credits at a prorated tuition rate (versus the full semester rate as is currently the case). We have many students who struggle with distance learning, have daycare responsibilities at home, etc. and might benefit from the lighter course load. Many of those same students are in situations where not paying for 3 or more additional credits they would not receive would be a substantial financial help.

Let's be very careful here. Regardless of what Notre Dame does -- which they're doing b/c of football (let's face it) -- we should put faculty, staff and students first. What do you do about faculty over the age of 60? There are tons of them.

Please make sure we are given enough time to prepare. 'Early July' is really too late to be finding out. We were given no time to prepare in March, when other universities gave their faculty a week or more to prepare.

Students, staff, and faculty should be protected per best practices. In regards to teaching I think there should be a concerted effort to hold faculty accountable for quality teaching. All faculty should prepare a plan for each course that includes scenarios for live/remote and combined education. Plans should be formally reviewed by chairs, work groups and/or peers. I heard numerous complaints from my students, advisees and my two children about faculty members that 'mailed it in' last semester. We have months to prepare to ensure a quality educational experience for all students this fall and beyond.

If face-to-face classes resume in the fall, please allow us some flexibility in how we deliver our classes. I'm not in the high-risk group, but I have family members who are. I can't afford to get sick and bring it home to my family. 100% online probably is a better option for many of us in the same situation.

I would strongly prefer an online fall semester. I am high risk for complications from COVID-19, as are some of my household members. As such, I cannot see a way of housing and educating students in a normal fashion this fall that is safe.

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That said, if we were to have an in person fall term, I think that requiring students to wear masks in all academic buildings, including in class, would be helpful. Daily disinfection of academic buildings would also be ideal. Scheduling classes in larger rooms to allow for social distancing, and reducing class sizes (where feasible) would also help.

I, as an at risk individual, also would plan to hold all student meetings, office hours, etc., via Zoom, rather than being in my small, poorly ventilated, office for such meetings.

One of my students fell sick with COVID-19 while the semester was underway, which disrupted his academic progress and our class processes. I was more concerned about him than what he could bring to the class. At the semester's end, however, he was well enough to write his final project.

The other problem was that most of my students had to share internet with working parents and siblings who too needed to use the same internet connections at home, which were over taxed and often malfunctioned, frustrating on all ends. Some of my students simply missed being together on campus.

Nonetheless, some of my students managed well. I also found online teaching to be refreshing as I didn't have to hurry to get to class through traffic. If allowable, I would like to offer hybrid classes where some of them will meet online while others are in class so that we can gain the benefits of both formats.

It is worth noting that, by numerous accounts, COVID-19 is a particularly ghastly way to die. Reopening campus too soon demands of us that we take an AVOIDABLE risk, on behalf of ourselves and those we live with and love, not only of dying, but of dying in agony. This is not humane.

I have heard varying proposals of how to go about the Fall semester. If the situation is safe as we get closer to to the start of the semester, starting on campus has a lot of classroom management benefits. Meeting students face to face will facilitate classroom dynamic, a more personalized experience with students, an opportunity to better know their individual learning styles, etc. I believe having had the first half of this previous semester in-person contributed to the success of the second half online. Considering that the situation drastically improves by mid-summer, I think that starting face-to-face will be best, but to allow for flexibility in course design to go online at any given point in the semester, perhaps to go online in the second half.I don't believe in a later start date, as this would affect the schedule of consecutive semesters, while not allowing us any greater flexibility with the situation. Given that another surge is anticipated for the Fall, a later start-date makes no difference in keeping the university community safer, and we have no control as to when the next surge may be.To reiterate, I believe the schedule should stay exactly the same, but to adapt course structure to transfer to online format at any point if needed. If by mid July the situation as gotten more severe, I would support starting completely online in the Fall, without even considering an on-campus start.

If we are back on campus, consider providing PPE to faculty and staff. Bringing a cloth face mask from home is not the most suitable for decreasing transmission. Length of time on campus could determine re-use time for one mask. Cloth mask from home could be used as backup if the surgical mask gets soiled.

Consider all advisor/advisee meetings be held virtually. If not actively teaching a course or working in a lab, faculty should work from home. All meetings should be held virtually.

We need a code of conduct aimed at lowering the risk of COVID-19 spread. To protect everyone, wearing face masks in the classroom and halls should be mandatory. Mask protection is most important for faculty, who standing at front of a class lecturing would be spreading droplets to the class without it; and the equipment in front could contaminated making it a hazard for the next faculty member using the room.

I do not plan to allow a student into my classroom without a face mask. It is likely that a student or faculty member may at times forget to bring a mask to the classroom building, and there should be a place nearby for then to get a mask at a reasonable cost.

Villanova University should seriously consider allowing faculty in the high-risk category due to age or health condition the option to teach online until a virus vaccine is readily available.

May 'Prioritize safety over pecuniary considerations' be a guiding watchword.

Like with Notre Dame, Villanova should open the campus in September 2020.

Thank you for the opportunity to provide feedback. I would assume that the our area will be in a much better situation in September, but even if the fall semester was beginning tomorrow, I would strongly urge a complete return to on-campus academic, athletic, and other activities typically scheduled in a fall semester. Do whatever is necessary to allay fears by hyper-sanitizing dorms, classrooms and cafeterias. Show returning students and their parents that VU is taking this event very seriously, even if it means establishing new partnerships, like funding a Bryn Mawr Hospital satellite that works hand in hand with our health center and nursing school. It will be costly, but hopefully short-term and supported by the Fed in any way to relieve some of the financial burden, such as with credits and other bonuses.Many colleges are holding incoming students' seats for a gap year. I don't know our position on that, but if we do support that measure, it probably makes sense. I would prefer to provide some kind of incentive to the student to forgo that gap year and come to campus in the fall.In terms of athletics, we need to be prepared to change our schedules, based on the potential that some schools will remain closed in the fall. Regarding our biggest varsity sports, Basketball, Football, Track, Swimming and Diving-- be creative if necessary. If a football team in NY State is closed, then replace them with an FCS team in South Carolina, or that team we should have beaten in the playoffs from Louisiana. It is important to start that process immediately.In closing, I am confident about the position I have described because the virus targets elderly with ashtma, copd, diabetes, and/or obesity. That may describe some Villanovans, but not students so I am confident they will not suffer for returning to school.God Bless this great University!

Given all of the uncertainties regarding COVID-19 & required restrictions, I suggest saying with virtual delivery of instruction for fall of 2020. Faculty should be compensated for efforts to redesign their courses into good formats and schedules that assure high quality educational outcomes with fair grading standards.

While we are eager to have in-person classes in the fall, my hope is that the University prioritizes faculty and student health over the wish that everything was normal and can carry on as usual. Faculty should be permitted to teach remotely if they, or a loved one they are in close contact with, have any health concerns that could put them at risk for contracting the disease. The same should

be true for students. The University needs to be flexible and accommodate faculty and student requests during this uncertain time.

High Point University has altered their schedule in a way I think we should in order to keep students on campus once they arrive....

I understand that in-person teaching is highly favorable under normal circumstances. I fear that in-person teaching under the given circumstances --especially if COVID numbers remain the same or get worse-- will be worse than online teaching. Everyone in masks, inability to work in groups/come within a reasonable distance of each other, the stress of people getting sick and missing class, professors getting ill, wondering who in class is sick, etc. would, in my mind, make online teaching preferable. Not to mention that the risk of contracting the virus appears to be significantly higher in enclosed spaces with others for extended periods of time, especially when people are projecting their voices (the very definition of a classroom). Some people may have health vulnerabilities but who decides who they are and what about people who are otherwise 'healthy' but react poorly to contracting the virus. this is such a challenge for everybody, but my personal opinion is that I feel stressed out about going back into a classroom in the current circumstances. if numbers improve significantly over the summer, then Id feel a bit better about it.

- Consider making all classes meet twice a week - M/W, T/TH and eliminate MWF classes. This would reduce the number of days on campus and use of classrooms by students.- Consider meeting once per week for 2.5 hours for classes that can (e.g. Humanities) . This would reduce in person contact to one day and still allow for in person instruction and class discussion.- If meeting in person, consider installing plexiglass so that professors can teach without wearing a mask. Professors could also be assigned one classroom to teach in - larger class sizes could meet in larger spaces and smaller class sizes could meeting in the smaller classrooms. This would enable more feasible social distancing.- Consider investing in chairs and umbrellas for outdoor meeting spaces. For many of the humanities, teaching outdoors would be quite feasible and even conducive to the aims of the discipline. For those who need classroom and tech, they could use the regular classrooms.- Consider utilizing the quarter system rather than the semester system. Have students take a maximum of 9 credits each quarter. Meet August 24 through November 1; Nov. 16-end of January with days off for holidays (this quarter could be online!) Feb. 8-mid April with days or week off for Easter (this quarter could also be online) and April 19 through June 14 with graduation following. With this system, you'd have one term of summer classes beginning in July.

I'm writing this on June 1, 2020. The need to restore work and life to Villanova's employees and students is urgent, as is the need to protect life.

I would encourage the university to adopt a strategy for Fall 2020 that maximizes the possibility of a return to the fullest normal function of the institution while also setting in place mechanisms to move into short-term stay-at-home phases, if necessary. This might mean establishing a hybrid in-person/online model, which could be adjusted either way depending on the circumstances.

Here's one scenario: If the class schedule were halved, faculty A would teach on campus one week and online the next, alternating with faculty B, while necessary, and only coming to campus on teaching days. This would halve classroom traffic for everyone but preserve the life of the campus for our students. Vulnerable faculty could opt to do more or all classes online if medically advised. Facilities and catering staff might be able to work on a similar model, doing longer shifts one week and staying at home the next. (This follows a transitional work/lockdown model proposed by scientist Uri Alon.) Students would be on campus, unless health required them to study from home.

I'm imagining a model that keeps options open, including the option of a return to full normality if circumstances head that way. My biggest fear is the university adopting a model that locks the community into something overly cautious or overly foolhardy, especially given all the unknowns at this point in the summer. I am, of course, making these suggestions as no expert! Thanks for collecting the feedback.

(1) I am concerned that faculty with disabilities will be able to teach successfully in the fall. For example, I have two blind faculty in my department.

(2) I like the Fordham model detailed in the document 'Fordham?s Academic Approach in 2020-2021.' It relies on a blend of asynchronous learning, where students pursue assignments on their own time, and synchronous learning, via either in-person classroom teaching or through video platforms such as Zoom.

https://news.fordham.edu/university-news/preparing-for-uncertainty-fordham-embraces-flexible-education-model/

The University's planning process has to date been opaque rather than transparent. Transparency is essential for trust and also for intellectual assessment. Whether we frame transparency in the rhetoric of the marketplace of ideas or the integrity peer review, open discussion is the best way to get the best results.

If we are teaching entirely online, or there is a mix of online and in-person instruction, in the fall, I would like the university to be mindful that faculty to not have to duplicate their work. For example, if we are expected to make everything we do available to those who cannot make the live sessions, that we are not expected to hold a live session for some students and record a lecture for other students. Recording live sessions does not work well pedagogically if a class is discussion-based and it may also inhibit openness in discussion, particularly around sensitive topics.I would also like the university to consider how teaching sensitive topics such as gender is impacted by online teaching.I would like the university to pay particular attention to restrooms, given that the lack of ventilation, enclosed spaces and the lack of seat covers on toilets makes them potentially good grounds for the virus spreading.

I am very concerned if Villanova is intending to hold classes on campus in the fall. If that comes to pass, it should be up to individual faculty members to decide if they want to teach in-class or online. Personally, I will want to hold my classes online. The risks are far too great for me.

The logistics of being in class is very worrisome, since it is an enclosed space with many people breathing the same air. Then, there is the issue of bathrooms. If we are to wash our hands frequently, that means frequent trips to the bathroom. In my opinion, the bathroom is a place most likely to be a source of contagion, even if the only purpose is to wash one?s hands.

Testing for COVID-19 alone will not be the determining factor. It is quite possible for a person who is tested on day 1 to produce a test that is negative, but by day 5, that same person may show up as testing positive. During the incubation period, that person who is asymptomatic, may still be contagious.

On a completely different topic, I have no idea why the use of Blackboard is so important. Why should it be mandated for all classes, regardless of the scenario? There are many professors who use different platforms without the cumbersome Blackboard software. I fail to understand any compelling argument that warrants this restriction. To me, this is an inappropriate intrusion on our classes.

It is difficult to respond to options without knowing the specifics of what is proposed. Since many of us feel we have been kept in the dark, it is impossible to comment on options we know nothing about.

In conclusion, the only safe option regarding the fall 2020 semester is to have online classes. The chance of contagion, and with it, the likelihood of death, is too worrisome to consider any other option.

Currently, the cost saving measures disproportionately affect those who provide the service of teaching to the University, namely, faculty and adjuncts. And this in the form of no pay raises for the entire AY 20-21. Yet upper administration is taking a 10% pay cut but only for June and July. Admins typically have much higher salaries than faculty who teach full loads and they are typically not in the classroom - where the principal risk of contracting COVID-19 exists. It would be a better sign of solidarity and distributive justice for upper admin to extend a 10% pay cut for the entire AY 20-21 to better address the other needs of the VU community.

First and foremost, thank you for seeking faculty feedback for planning the re-opening of our university campus. I understand the decision to re-open rightfully depends upon directions from Public Health officials and medical personnel. I have the following major points for discussion.1- The universality's plan to reopen should contain clear guidelines for personal protective measures to be taken by faculty, staff and students in campus. That will help us to follow the rules, and prevent guessing/speculation and reduce anxiety when on-campus.2- I understand that on-campus classes will limit the number of students attending the same. It would also be useful if the courses taught in classrooms are also available online by recording these sessions. That way, in case students are still afraid to come to campus, or are sick and have to self-isolate they still have the option to keep up with the class. The option of on-campus classes being available online should be clearly communicated to students.3- We cannot ignore the possibility of faculty and staff members falling sick and not being able to come to campus. Departments can have a plan for delegating teaching/administrative responsibilities in case a certain faculty/staff member falls sick.4- There can also be a possibility that the State government again decides to implement self-isolation or lock down protocol depending on how this pandemic progresses. The plan should include this possibility and plan ahead on how our university again shifts fully to an online curriculum.5- Finally, as the campus re-opens, frequent and transparent communication for the university administrative body will be key. Such clear lines of communication improves trust of the community in the decisions being taken by the governing body, and also reduces stress and anxiety levels that are inherently attached to this uncertain situation. Creating a task force/committee that is in charge of weekly updates to the community on the situation of COVID-19 in the university campus can help. A weekly two-way communication forum-- even if it is online is even better. Any member in our community can attend such forums and raise their concern or ask questions while feeling a strong sense of togetherness.Going back to our campus for Fall is possible-- only if we work through this together. Thank you for your hard work in preparing our community to face this unprecedented situation.

Questions re: Teaching in the Context of Covid-191. Who will have decision making power to teach online? What of faculty with preexisting conditions, caretakers, parents, and those from communities that are disproportionally affected by this disease?2. What happens to faculty with children in schools that have to lockdown because of the spread of the corona virus?3. Will we get PPE? Who will get PPE? Who will provide that PPE?4. How will it be possible to navigate hallways and buildings that are clearly not designed for this kind of movement? Same question could be asked of so many of our classrooms that have only one single entrance/exit. I am not confident there exists even one building on campus that can accommodate the kinds of distancing we?re expected to maintain.1. CDC acknowledges that the risk of Covid-19 increases with both close contact and duration of exposure. Factors that contribute to this definition of close contact (again, per the CDC) include: proximity, the duration of exposure (e.g., longer exposure time likely increases exposure risk), whether the individual has symptoms (e.g., coughing likely increases exposure risk) and whether the individual was wearing a facemask (which can efficiently block respiratory secretions from contaminating others and the environment).2. CDC acknowledges the risk of contracting this disease also increases with exposure. The CDC describes this risk increasing with as little as 15 minutes of contact. In other settings, the risk extends to as little as a few minutes with someone who is ill.5. Medical advice/research suggests those who can work from home should work from home. Are we comfortable, as an institute of higher education, to ignore/flout such research/expertise?6. The CDC identifies the following as symptoms of this disease: Cough, Shortness of breath or difficulty breathing, Fever, Chills, Muscle pain, Sore throat, New loss of taste or smell. I teach in excess of 100 students every week. On any given class (not to mention essentially every week) at least one of my students will have the symptoms associated with Covid-19. What happens, then?1. In these situations, the CDC recommends Immediately separating staff and children with these symptoms. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.2. Will the whole class have to then go on lockdown?3. This would seem to affect, then, all of our other classes (as teachers and students) as well.4. Doing the kinds of hybrid teaching that this would seem to require entails gaining all of the disadvantages of teaching online while earning few of the advantages of F2F teaching.5. Should the need arise for hybrid or online education continue, will faculty (and any others working from home) be provided with the technology required to do the work and/or compensated for the extra labor this will entail? During this spring, the computers of the faculty writing this feedback repeatedly failed, and we were not asked if we needed any additional technology to teach online (perhaps some faculty were, but we were not).7. What happens when a student has to return home to caretake?1. Same as Q# 6.4 above.8. What happens when a student actually contracts Covid?1. Same as Q# 6.4 above.9. I am not confident we would be able to create the kinds of cultural expectations that would ensure students would engage the pro-social behavior necessary to make university life possible.1. How do we discourage/prevent gatherings (on and off campus)?2. Parties?3. Social events?4. What is to be done when students/faculty/staff make innocent violations of social distance expectations?10. What will be done when students deliberately violate these expectations as a way to disrupt teaching and learning?1. How would we be able to know when students faked temperatures, faked coughs, or other symptoms as a way to disrupt or escape assignments, exams, or class projects?2. Any of the above would seem to trigger 6.1 - 6.4.11. What will be done to regulate students who weaponize this disease?1. In 2016 we had an alleged hate crime on campus in ?better? circumstances.2. Given that mask wearing is increasingly a sign of political affiliation and identification, what are we going to do when students deliberately and explicitly flout social distancing measures, the careful and appropriate use of masks, and the like in order to make a political gesture?3. What will be done to regulate and sanction students and faculty who use

coughing and temperatures as a form of terrorism?4. If any of the above (11.1-11.4) seem implausible I would direct this committee to recent journalism exploring precisely these differences in behavior/expectation re: political identification.12. Many of the questions here, though focused on students, might be extended to faculty as well. How will faculty symptoms, behavior, and use of PPE and social distancing be managed? How will any of these policies conflict with our ability to teach and maintain academic freedom?13. How will CATS be used from Fall 2020? It will, it seems, not be a ?normal? semester. And student evaluations are unreliable during the best of times.

I believe we should return IN PERSON in the fall

Much of what students pay for with the Principles of Fundraising program is networking. If we have to go to an all online semester, the price should be reduced slightly. I'm afraid that without that, registration will drop significantly.

Safety of Villanova population overall should be the guiding principle for the Fall 2020 semester and beyond.

Until there is a vaccine or a solid treatment plan for people who contract COVID-19, it is morally corrupt and physically dangerous to open up campuses for students, faculty, and staff. Therefore, all courses should be facilitated online for Fall 2020.

The university really needs to exhibit more transparency in its deliberations. No documents should be hidden away for only the few. Faculty should be more fully involved in the process. Furthermore, there is no indication yet that the admin is concerned with the health and safety of faculty and not only students.

Is there a way to end sooner to avoid as much flu season as possible? Maybe change to a quarter, and students take fewer classes Sept-Nov.If our own kids are not in school 5 days a week, can we bring them on campus?What if the professor has to self isolate for 2 weeks?We need a better way to secure online testing.LSS needs to help more in the fall than they did in the spring.Faculty with children generally need more support if things shut down again. I felt abandoned by my colleagues. No one but other mothers offered any help.

Candidly, as a faculty member with elderly parents who require my care at home, I'm naturally very concerned about the prospect that Villanova will require all faculty to be on campus to teach their classes in the fall. Will the university grant flexibility to faculty members to deliver their courses online? To attend virtual meetings from home? Or other accommodations? I'm sure that the university is considering these unique work-family scenarios that a number of faculty members likely face. However, I want to emphasize my deepest concerns that I could potentially contract this virus and pass it along to my elderly parents, one of whom has several preexisting conditions and would certainly not survive if infected. I also recognize the financial impact of this crisis on institutions, including Villanova. However, I very much hope the university, as a Catholic institution that espouses family values, practices what it preaches during the fall and looks out the health and wellbeing of its faculty and staff, as well as their families.

Is there any option on the table to begin and end the Fall semester early, to accommodate on-campus classes from August 10th until Thanksgiving? Or to have a shortened Fall semester on campus that ends prior to Thanksgiving? The University of Notre Dame has opted for the first model, https://news.nd.edu/news/notre-dame-to-begin-fall-semester-on-campus-the-week-of-aug-10/

This might be a viable model for Villanova as well.

Thank you so much!

It would be very helpful to know sooner rather than later what the possible options are for the fall. I don't mind making multiple plans for my courses depending on whether they are online, in-person, or hybrid, but without knowing what options are under consideration, it is difficult to make plans.

I would also suggest that, if a hybrid (online and in-person combination) option is being considered, please give faculty as much flexibility as possible to implement this for their courses. The format of a hybrid class could vary widely depending on whether the course is a lecture, lab, or seminar, and a 'one size fits all' approach might not work as well.

I do not believe we have enough information or understanding about this virus to safely return to campus in the fall. At this moment the wise choice is to continue to teach on-line for all courses that do not need laboratories to support student learning. I am m planning on teaching on-line in the fall regardless of Fr. Peter's decision.

In the event that in-person teaching happens in the Fall, plans should be made to accommodate faculty who are at high risk for COVID-19 or who have immediate family members who are at risk.I am especially concerned for faculty with immediate family members who are at risk. It is obvious that there needs to be accommodations for the faculty who are themselves at risk, but those with vulnerable family can be overlooked.My husband has an immune deficiency that makes it nearly impossible to fight viruses without medication. Right now, there is no medication for COVID-19. I fear that the virus will spread through the student population, many of whom will be asymptomatic, and that I will bring home a potentially deadly virus to him.Please make sure there is a way for those who are vulnerable or who have immediate family members who are vulnerable to to remote teaching or defer their teaching.

I am very concerned about the difficulty of re-opening safely. Extended lecturing in closed spaces is one of the most efficient ways to spread the virus; classes put the ~entire university in contact within a few hours, not to mention bathrooms, dorms, cafeterias, crowded halls/stairways between classes, and so on.

I cannot see that there is a way to have in-person classes in the fall that does not seriously jeopardize the health and safety of our maintenance and food service staff along with students and professors (many of whom are in the high-risk category).

I understand that there will be financial costs, but if we truly believe in Caritas, then for the sake of our staff and our students and ourselves, I think we should be online in the fall.

As long as we are teaching online, the teaching evaluations and course surveys should not be used for any faculty evaluation (salary raises, promotions, tenure, etc.). The university cannot expect faculty to manage spaces that are beyond their control. Last semester, in one of my courses, I had to continually point out to a few students that they should not do things that distract others (talking to others in their room, moving from one room to another, etc). But some students consider the space where they attend the online class as their private space and in a sense that is a private space.

I do not think that the university should open in a 'traditional' way in Fall 2020 (and if needed Spring 2021). The risks are too high. Teaching (and conducting meetings) through zoom is what I would

support. Plus, as someone with an underlying health condition that makes one more vulnerable to the covid virus, in person teaching poses a high risk for my health. And as an employer, the university is responsible for protecting its employees. While focus on students is needed in these times, it is also important to consider employee health. Please encourage the university to adopt online teaching in Fall and Spring. Plus, many students will likely not be allowed by their parents to physically be present on campus in the next AY year. We are more likely to mitigate student/parent anxieties through online teaching and assuring them that they are still getting the best quality education as possible in these times, while having their health protected. If, god forbid, we begin to get cases of COVID 19 on campus--that is, if we opt for the traditional oncampus opening--it will be nigh impossible to contain it. Testing will only tell us who is covid positive; but it cannot do much to contain a contagion on campus, if that happens. Thank you.

As an older faculty member (71) with a few health issues, I'm hoping I'll have the option to teach my courses online this fall. Thanks.

Thank you for holding off on making the decision. I am deeply hopeful that we will be back in classrooms this September; or perhaps starting online and then transitioning to regular classroom instruction as soon as restrictions are lifted. Please, let's not give up on that plan. Please no hasty decisions.

I have been following the various scenarios

I have been following the various scenarios of other colleges.I think that every faculty member should develop an online component (blackboard or canvas) that could be used for their course for the Fall 2020 class. Hopefully, we could maybe shorten the face to face time to Thanksgiving, and then finish with the delivery of final exams, presentations or projects to be completed electronically.   There have been some predictions that the late fall, early winter may result in another spike in covid-19.   Students are in need of the face to face experience of Nova, but maybe we would have to make arrangements for smaller class sizes in some cases. Larger lecture environments would have to be split into smaller classrooms. I personally, might have to change my class to not require small group work as much.

I think following the lead of Marquette or ND is a good idea. If we can, come back to campus early and start semester. No Fall Break. Finish in person teaching by Thanksgiving. Exams online in December. I'm not sure whether online J-term and then Spring semester makes more sense than just long break and Spring semester. While on campus, students and faculty and staff wear masks inside buildings (to protect vulnerable populations). If students develop symptoms, they get tested. If positive, they are sent home if possible or they recover in a specified wing of a dorm set aside for such purposes. The student population is at very low risk of having severe complications. There are too many false results with widespread testing---unless this changes, I wouldn't recommend that. I also think faculty who are at risk should be able to apply to teach online or teach more courses in the Spring rather than the Fall. Faculty (like me) who aren't high risk could teach more courses in the Fall than the Spring. This would all be optional but there are plenty of us, I assume, who would be flexible in order to help this thing get off the ground. Perhaps large lecture courses happen online. Outside activity should be allowed to happen. There is a lot of data noise around us. in Pennsylvania, the numbers still skew very heavily in the older population. I can't get in the weeds in classroom size capability, but as best we can, use larger classrooms. Encourage faculty to hold seminars outside if possible. Online office hours or meeting outside works fine. And furious handwashing :) University should make widely available free masks with VU logo, and maybe even those bigger masks for staff who would like to be better protected. Good luck and thanks for everything you're doing!

I recently heard of (and appreciated) Notre Dame's tentative plan for the fall:
https://coronavirus.nd.edu/operations/campus-re-opening/ [summary: The University of Notre Dame will welcome students back to campus for the 2020-21 fall semester the week of Aug. 10, two weeks earlier than originally scheduled, and will forgo fall break in October and end the semester before Thanksgiving]

Other idea: If we were only to have certain students return, it should be those most vulnerable to dropout (not sure how those students would be identified--perhaps they self-identify?), or first-years and seniors, for instance, while the others participate via online. Large courses could be held online, while smaller courses could be held in larger rooms.

With a number of staff and faculty over the age of 60, what is being done to preserve both their health and their jobs?

I am mostly concerned about the health of students and staff. I hope that is the priority, and that Villanova considers how to be ADA compliant and think about people with disabilities (now in these pandemic times, but also always). I hope that when facing financial troubles, Villanova tries to be an ethical employer and support people as best they can. I also hope that there is a much better communication system in place than in the spring when everyone was scrambling. Faculty should get communications that are not also directed toward students. If there is a shift from online to in person (or in person to online), there should be time to transform the class. There should be a recognition that everyone is putting nearly all the time they have (which for many people is very little time because of other responsibilities) toward teaching these days, and thus research and service is quite difficult.

I've heard one strong possibility is to delay the start of the fall 2020 semester so that we may conduct classes in person. I acknowledge I don't have all the details on this (and I would like to hear them to formulate better thoughts), but based on what I know, I am STRONGLY AGAINST this option as it has numerous ramifications for faculty research and student learning. I feel conducting classes online and on time is a far better option than delaying the start of fall 2020.

1. If we delay the start of the semester, how do we know we'll actually be able to convene in person? Starting late AND THEN going online is going to make many unhappy, and may make Villanova look ill-prepared. For incoming freshmen who decide to attend Villanova under the promise of an in-person delayed start, delaying and then cancelling paints a very negative picture of our preparedness, and may cause them to seek educational opportunities elsewhere for the remainder of their education.

2. How will a delayed fall 2020 impact the timing of final exams and the start of spring 2021? If we push back fall 2020, do we also push back spring 2021? I fear a condensed semester may strongly impact student leaning, and one that stretches beyond winter break doesn't allow students (or faculty) time to recover in between semesters.

3. If spring 2021 is also pushed back, faculty get far less time in the summer (2021) for research. For those of us who rely on field work for our research, that'd be depriving us of two summers in a row. Field work is not possible this summer, and pushing spring 2021 into the summer will hurt field research next year too by limiting the timing for field work (especially in-field experiments or

measurements that must be carried out in mid/late spring). I realize COVID-19 may wreck next summer too, but that's out of our control. I believe Villanova has a mission to consider the summer research timing/needs for faculty and make decisions that will support our ability to conduct that research since we are evaluated based on our research output. We are already pivoting this summer to remain productive and adapt the structure/scope of grad student theses so they can graduate on time. Additionally, if spring 2021 bleeds into late May/June, this also impacts childcare options and student summer internships. All around, pushing spring 2021 into the summer is really going to hurt faculty and students.

4. If spring 2021 is NOT pushed back, that leaves minimal time for students to relax and recover after fall 2020 exams and puts faculty in an unfair position with essentially no time to prepare for spring 2021 classes.

5. I believe there is far less ambiguity in going fully online than doing this delayed start thing. A time of worry and anxiety is not the right moment to shift things around so drastically. Yes, teaching online has its own struggles, but for the students' and faculty's sake, going online from the start is simpler. Delaying the start of fall 2020 adds additional layers of complication, and frankly, neither the students nor faculty have the bandwidth to handle that on top of other changing responsibilities. I'm surprised to hear this idea is gaining traction, since it sounds like it'd be a displeasing experience for everyone involved.

This is a tough decision to make, and I appreciate that Faculty Congress and those involved are considering multiple options. I understand you cannot please everyone. While many of us would rather not have an entire semester online, it's better than the ambiguity and mess that comes with pushing fall 2020 back. I urge you to consider the vast impacts of a delayed fall 2020 (and potential delayed spring 2021) on students and faculty across many realms (mental heath, student internship opportunities, no course prep time, research productivity, etc.) and find a solution that reduces anxiety as much as possible for all of us in these strange and trying times. Thank you.

Since I am no longer in the classroom, this comment cannot pretend to speak for anyone but myself. One university is beginning early to finish before the flu season. That should be considered. It is very likely that there will be another bout with this virus ... at some point.

I've heard one strong possibility is to delay the start of the fall 2020 semester so that we may conduct classes in person. I acknowledge I don't have all the details on this (and I would like to hear them to formulate better thoughts), but based on what I know, I am STRONGLY AGAINST this option as it has numerous ramifications for faculty research and student learning. I feel conducting classes online and on time is a far better option than delaying the start of fall 2020.1. If we delay the start of the semester, how do we know we'll actually be able to convene in person? Starting late AND THEN going online is going to make many unhappy, and may make Villanova look ill-prepared. For incoming freshmen who decide to attend Villanova under the promise of an in-person delayed start, delaying and then cancelling paints a very negative picture of our preparedness, and may cause them to seek educational opportunities elsewhere for the remainder of their education.2. How will a delayed fall 2020 impact the timing of final exams and the start of spring 2021? If we push back fall 2020, do we also push back spring 2021? I fear a condensed semester may strongly impact student leaning, and one that stretches beyond winter break doesn't allow students (or faculty) time to recover in between semesters.3. If spring 2021 is also pushed back, faculty get far less time

in the summer (2021) for research. For those of us who rely on field work for our research, that'd be depriving us of two summers in a row. Field work is not possible this summer, and pushing spring 2021 into the summer will hurt field research next year too by limiting the timing for field work (especially in-field experiments or measurements that must be carried out in mid/late spring). I realize COVID-19 may wreck next summer too, but that's out of our control. I believe Villanova has a mission to consider the summer research timing/needs for faculty and make decisions that will support our ability to conduct that research since we are evaluated based on our research output. We are already pivoting this summer to remain productive and adapt the structure/scope of grad student theses so they can graduate on time. Additionally, if spring 2021 bleeds into late May/June, this also impacts childcare options and student summer internships. All around, pushing spring 2021 into the summer is really going to hurt faculty and students.4. If spring 2021 is NOT pushed back, that leaves minimal time for students to relax and recover after fall 2020 exams and puts faculty in an unfair position with essentially no time to prepare for spring 2021 classes.5. I believe there is far less ambiguity in going fully online than doing this delayed start thing. A time of worry and anxiety is not the right moment to shift things around so drastically. Yes, teaching online has its own struggles, but for the students' and faculty's sake, going online from the start is simpler. Delaying the start of fall 2020 adds additional layers of complication, and frankly, neither the students nor faculty have the bandwidth to handle that on top of other changing responsibilities. I'm surprised to hear this idea is gaining traction, since it sounds like it'd be a displeasing experience for everyone involved.This is a tough decision to make, and I appreciate that Faculty Congress and those involved are considering multiple options. I understand you cannot please everyone. While many of us would rather not have an entire semester online, it's better than the ambiguity and mess that comes with pushing fall 2020 back. I urge you to consider the vast impacts of a delayed fall 2020 (and potential delayed spring 2021) on students and faculty across many realms (mental heath, student internship opportunities, no course prep time, research productivity, etc.) and find a solution that reduces anxiety as much as possible for all of us in these strange and trying times. Thank you.

First, thank you very much for soliciting our input about this important issue. As anxious as I am to return to campus, I am concerned about doing so in the absence of a vaccination or robust testing, contact tracing, and isolation protocols. Although I'm not in the high-risk category, we've seen how little is known about this virus, e.g. young and otherwise healthy people have had poor outcomes, and come to find out, children are not immune from the worst of this disease. Moreover, I question the efficacy of returning to what will likely feel like a dystopian environment with social distancing, masks, obsessive hand washing, closed common areas, etc. Moreover, a big part of my job as a writing professor is working closely with students, and I won't be able to do that if I'm teaching on campus. For these reasons I've wondered if, under these conditions, my teaching would actually be more effective if conducted online.

Hopefully the administration takes into account the science, statistics, and facts about the pandemic and not the politicalization of this situation ('let no crisis go to waste'). Unfortunately, Villanova lies in a blue state and is surrounded by blue states. 2/3 of the deaths in PA from this illness have occurred in nursing homes due to the mismanagement of the PA governor. Since the large majority of the deaths have occurred in individuals in their 60's or older and those with existing lung and heart issues or compromised immune systems, then accommodations need to be made for those in these age and health groups. As academics we tend to live in a bubble. We need to be leaders and be smart about getting back to normal (not the new normal where freedoms and rights are taken away). Villanova should not look at how a Princeton or Penn goes back in the fall but how Purdue is going back in the fall. We need to do everything we can to get back to normal life in the fall while making accommodations for the high risk groups. Our students, Villanova employees, and the surrounding businesses deserve no less. Remember that poverty caused by

unemployment, depression, and substance abuse also kills. I pray that the University moves forward with a smart and innovative way of getting us back to normal. In fact, I challenge the University administration to do so. If undertaken, then I will work tirelessly to support such an endeavor.

1. Face coverings and social distancing should be required for all faculty and students in classrooms.

2. Didactic courses should continue to be held online, preferably synchronously. Or faculty could Zoom into a classroom where students are present. Clinical and lab courses could possibly be done in person but in smaller groups.

3. Consider having local students stay at home and only bringing students who live farther from campus back into the dorms.

4. Faculty who are 60 or older or medically at risk should be able to teach remotely.

While we are still using Blackboard as our delivery of LMS, then we should utilize Blackboard Collaborate as the online method for live sessions. It keeps everything tied into one tool.

If work has been done before hand to make a class for remote teaching -- even for labs -- and the designated instructor is in a high risk group, e.g., older than 60 years, then they should have the option of teaching remotely even if the university decides to open and teach in class. It just seems to me that schools are perfect petri dishes for this virus and we were fortunate to have shut down school this spring early enough to avoid serious issues.

I have already sent comments in as a department chair, but wanted to add, I think we should consider dropping fall break. If we are on campus- students should not be encouraged to travel during that time. If we have a resurgence in the fall, this would give us more time on campus (prior to thanksgiving) to complete labs/clinical rotations/etc.

Please allow faculty members who are high-risk due to age or underlying health conditions, have elder care responsibilities, or have child care responsibilities (if schools and daycares are still closed) to continue to teach online. Requiring at-risk faculty to teach in person before a vaccine or low-risk effective treatment is available would needlessly risk the lives of some of our most vulnerable community members.If faculty are teaching online, please don't require synchronous Zoom lectures at usual class meeting times, especially given that faculty may simultaneously be trying to fulfill childcare/homeschooling/elder care responsibilities which require flexibility in scheduling. Asynchronous presentation of material is also better for students (eliminates time zone issues, recordings allow for on-demand review of material, gives students better flexibility in terms of time management).Although 'the campus experience' is an integral part of attending college, there are many factors that would make it very difficult to responsibly reopen: the large numbers of students traveling to campus from all over the world (would we quarantine students for 2 weeks after arrival on campus?), the relatively small enclosed gathering spaces we'd all be frequently sharing, and the 'mixing' of different populations across campus as students attend multiple classes would all serve to increase exposure and the spread of disease. We simply don't have the physical space or faculty to reduce class sizes enough to maintain in-person social distancing, and it would take an army of custodians to frequently sanitize high-traffic areas in buildings, let alone classrooms. Unless the risk of exposure in southeastern PA in general becomes (and remains) negligible, I do not think we can realistically safely reopen for in-person classes in Fall 2020.It would be much easier to give feedback about specific proposed plans, rather than this very general feedback!

I want face to face teaching. The quality of the education gets greatly diminished teaching remotely. If remote teaching happens, Villanova should refund a large percent of tuition. This could go on for years. We need to get back to normal.

While risky, I think Notre Dame has a good plan, of cancelling breaks and ending the semester at the thanksgiving break or going online after that.

A return to in-person learning is truly necessary. Teaching hands-on practical courses such as laboratories and clinicals virtually is putting future lab workers and nurses at risk, as the hazards are not the same and clicking buttons is much less complex than working with glassware and patients and high tech equipment. College students are in a low risk age group and professors are often not close enough to the students in most larger classes to violate social distancing. If professors feel they can teach their class online and would like to, they should have that option. Additionally, the use of masks does not show any scientific benefits and is currently not recommended by WHO because of this. We need to vastly increase our cleaning and sanitation and allow for virtual office hours but still have in-person classes for the professors who like to hold them and feel they can do so safely. One college is canceling Fall Break in order to cut down on mass exits and mass returns - this seems prudent, even if exhausting - and then the term would end by Thanksgiving.

It seems like parts of the Notre Dame plan which has the Fall starting 2 weeks early, eliminating Fall break, and ending before Thanksgiving might reduce the virus from coming back at the end of the Fall. Obviously, this may put too much pressure on planning the Fall semester to insure all precautions are considered. I appreciate the time that you and the administration are committing to keeping everyone safe. Thank you!

Nothing yet to say.

Without a crystal ball, I know this is difficult. Any openingn must include the thought that we may need to withdraw and teach by Distance based on the situation. I think Id rather have an optimistic approach, but have backup plans Note: Delaying the semester a week eliminating fall break may give us some valuable time.

While safety and health need to remain paramount, on-campus instruction needs to resume in August. Social distancing and strict guidelines will be followed, but the 'normalcy' of the semester should happen.

Two major concerns: 1) how can we teach students in a lab environment when we currently share equipment and lab benches and there is not enough extra capacity to have more labs. We probably can't socially distance more than half of the current number of students in each lab course.

2) There are many older faculty with multiple medical concerns that place them at very high risk with contact with the general population. If the university decides to have 'normal' sessions in the fall, how will this be addressed.

Thank you for soliciting faculty feedback!

I cannot imagine how we would offer in-person instruction in the fall. Until there is a vaccine, it is irresponsible to have people gather. There is no reasonable way to sequester or socially distance students. There will be an outbreak and potential lawsuits who are desperate for interactions. Asymptomatic carriers will spread the virus and make it unsafe for everyone.

I endorse most classes (with the possible exception of labs or performance-driven classes) moving

entirely online according to the normal schedule. I am guessing the local public schools will be doing the same thing. And as a parent of two school-aged children, I will need to be here with them if they are schooling at home over the internet as they did in the spring (and I cannot risk bringing home the virus I could catch from a student).

Even if the university decides to bring back freshmen only or some modified on-campus residential situation, faculty need to be able to make their own choices about teaching in-person or online. And because my needs may change from day to day (e.g., one Tuesday I teach in-person, but a student was coughing so I feel unsafe and announce that Thursday's class will be online), I should not need to get approval from HR, my chair, or anyone else. Faculty need to be able to set the conditions of their own courses (presuming there are students on campus at all).

As a 9-month employee, under no circumstance do I support offering a regular semester over summer 2021. If things are safe and opened up by then, my family will be desperate to get out of town! Plus, since my kids will not be in school over the summer, childcare would be a tremendous burden.

Online courses are not sustainable for a full semester because of the fatigue of so much online work without any real sense of connection (essential in a liberal arts seminar). Having no initial bond (as we did in the spring) would seriously compromise our ability to do good work. I work principally with freshmen, and I am at a loss to see how we could meaningfully re-create ACS this fall without on-campus meetings. Advising can still occur online--not worried about that dimension. I have serious concerns about student and faculty mental health if we stay at home or do classes online. I also have concerns about parents who may be forced to continue homeschooling for part of the week if schools open on a part-time basis--continuing to teach from home with children underfoot is problematic. Lastly, I have concerns about teaching with a mask on. I can barely place an order at a drive-through pick up window without repeating myself when wearing a mask. I don't see how productive conversations and lectures can occur while wearing a face covering. One possibility would be to have a microphone for professors so we aren't straining our voices. But that doesn't help with seminars where all students are required to participate on a daily basis. My honest opinion is that we should re-open as normal, with some increased health/hygiene awareness, and see how it goes. We teach through the flu season and through mono and through the swine flu and through suicides. I don't see why we should compromise what we offer students because of a fear that doesn't seem to have played out as people suspected. No one in our campus community died. Most, if not all health/hygiene precautions are speculative--there is no 'magic number' for how many people can be in a room. I vote to open as normal. If the circumstances change, I understand making adjustments--but given what we have seen and know now, I strongly advocate for remaining open with a few additional health precautions to mitigate transmission.

Before coming to Villanova, I taught online for over a decade at three different universities, and I am convinced that online learning is vastly inferior to seated classrooms. Both the literature on pedagogy and the spring semester confirm this position. Since our goal as educators and our responsibility as a university is to educate using the most effective methods possible, I strongly cote in favor of going back to face-to-face learning as quickly as possible. Of course, we should protect the vulnerable members of our community, but we should do so while getting back on campus, in the classrooms.

I think my suggestion is already under consideration. Because I'm not sure, however, I'm mentioning it here. I hope we'll be able to open in the fall with students on campus, but, even if we

can do that, some people may have issues. In particular, I am an older faculty member and a member of a Covid-19 heightened-risk group. I (and others like me) might feel that we are taking a substantial risk by teaching in-person classes. Even if students are back, faculty members who are not comfortable with in-person teaching and the increased contact it necessitates should be allowed to offer their courses online. In some specific cases, a combination of in-person and online instruction might be feasible. Thanks.

Mitigating measures: In case VU decides to re-open campus in Fall 2020:1. Have faculty, staff and students complete an online questionnaire before leaving their residence/dorm, each day. Collect, Yes/No answers to questions specific to COVID-19 infection symptoms, such as, temperature, cough, smell, etc. Only those who receive a green check (100% absence of all listed symptoms) should leave their residential space for work/class. Rest need to contact health official (their GP and possibly get COVID-19 test done. This screening strategy is being used in some hospitals!2. VU should create a mini CDC-style unit with small number of public health experts (epidemiologists) to contact trace infected individuals on campus, in case these cases arise. They will be boots on the ground for immediate response and this unit should coordinate efforts with county/state/federal agencies.3. Have sink/hand washing units installed outside each building or in parking space. Mandatory hand washing before entering the building. Alternately (or in addition), provide hand sanitizers (multiple) outside each door, position some to facilitate social distancing during their use.4. Have in-house experts to comb through CDC guidelines and develop appropriate protocols. CDC has a short and long versions. Figuring out how to execute these guidelines is critical.5. Create on campus opportunities concerning COVID-19 education. This is a huge opportunity to educate each other, our VU community and beyond. Information concerning this pandemic is evolving quickly. We have, in biological sciences, and other related disciplines, faculty who keep track of this information and are domain experts. Engage them! Have zoom sessions/panel discussions. While this expertise is scattered across multiple biological (and other) sub-disciplines, collectively it is considerable.

I think we should open normally in the Fall utilizing social distancing. We need the students to be on campus. I think that online teaching is very stressful for the students, and not as effective as in-person instruction.

I am happy to serve our students and honored to teach them; however, I am quite concerned about standing into front of them to teach. I do not have any underlying conditions, thankfully but I am quite concerned about the health and safety for all. I worry about the cleanliness in the classrooms by custodial, social distancing and exposure. I would love to have the flexibility to teach online. I would certainly take the time this summer to prepare engaging content as well as hold individual virtual sessions with each student to connect as best as possible early on in the semester.

I am very concerned about in person classes resuming in the fall. The classes I teach are typically held in small rooms where it would not be possible to maintain 6 feet.These kind of closed room situations with a speaker are exactly the scenario in which studies show covid has a high transmission rate. I am concerned about department meetings for the same reason. I think in person teaching should at the very least be optional and for faculty who do not feel comfortable with this the option to teach courses on line should be given to protect not only the faculty and their families but the students as well.

I have chronic lung disease and my doctor wants me home until there is a proven vaccine. Please make provisions for faculty like me.

1) I wish VU would come out with a policy for the fall sooner rather than later for the fall so that we have some ability to plan for the summer (are we starting in August) and fall.

2) I think we should count on a hybrid approach, even if everyone comes back to campus. So, a T/TH class would meet one day in the classroom and the other day via Zoom to reduce the time on campus.

I have been carefully reading the emails coming from the President's and the Provosts's offices. Let's imagine that the campus is a safe space, with social distancing measures in place, universal testing, quarantine spaces, and a closed campus to prevent students traveling and bringing the virus back. This is fantasy, but let's suppose it happens. I and many other faculty and staff who live in various parts of the city of Philadelphia will still need to commute to campus on public transportation Both ways every day I have to be present on campus. We will be wading through unsafe spaces among many other with little prospect of social distancing and many opportunities for infection. We would need to be tested every day as we come to campus, those tests would need to be reliable, the results would need to be accessible quickly, before we start shifts or convene classes. And that would all be needed to protect the campus community. It would do nothing to protect us. I urge the decision makers to take seriously the uneven way that risk will impact all of the members of the campus community. Some of us will bear a much greater burden physically and psychologically, many of our lowest paid and must vulnerable workers are among those who will take on that greater risk. While I deeply dislike distance learning and long for the physical co-presence of my colleagues and students, it is simply not worth dying or causing the death of another.

I am a faculty member. I am most concerned about bringing students back on campus and a spike of COVID cases. While the majority of young adults will not have serious complications from the virus, many faculty and staff are at risk. As well as students with chronic conditions. I cannot imagine teaching with social distancing, wearing a mask, and constantly worrying if we are infecting each other. I am also concerned about the broader Villanova community in which students live and socialize.

My spouse is an older adult, I have asthma, my parents are at high risk. While I do not live with them or see them, I want to stay healthy in case I need to go care for them. Please take the risk of the spread and vulnerable populations seriously. Thank you for allowing us to provide our concerns.

This is an excellent opportunity to demonstrate that people mean more than profit. With the likelihood that the second wave of the pandemic will be worse than the first (http://thedailycougar.com/2020/05/19/covid-19-second-wave/?fbclid=IwAR2gSKMp8ujTWqSAqae8nYeJT3HYHL-fMSBSRt2H7TQGQsbyIPvDQgv2lwA), I strongly recommend that the administration works with faculty to find innovative ways of maintaining online instruction until it is clear that the members of our community won't be subjected to undue risks (including the risk of death). This is an opportunity for Villanova to prove its leadership as a beacon of innovation.

If on campus classes are resumed what, if any, precautions will be put in place for most at risk faculty?

It is not possible to reproduce physics experiments off-campus. Therefore, it would be wonderful, if possible, to have on campus classes, at least, for the first half of the semester so that our students could fulfill their lab requirements on campus.

I would appreciate the option of being able to teach my classes online in the fall and later semesters until there is a COVID vaccine.

I teach four sections of ACS. The quality of interaction is pretty poor on line. I wouldn't want to have to do it again mid-semester. And starting a semester on line makes no sense to me at all.

As you consider the various options for the fall semester, I am sending you some information I hope you will find useful. This is the link from Inside Higher Ed:https://www.insidehighered.com/news/2020/05/18/its-not-so-much-when-colleges-reopen-its-also-howThe material below is an excerpt from the linked webpage.As college administrators across the country continue announcing plans to reopen their institutions this fall, two important questions have been largely lost in the debates over those decisions. What will it take for colleges to reopen responsibly as long as there is no vaccine or treatment for COVID-19 -- and how realistic is it that colleges can put measures in place by fall?Testing, contact tracing and isolation and quarantining of ill individuals are among the steps public health experts say will have to be taken. But myriad other measures will also have to adopted. A 20-page document from the American College Health Association outlines considerations for colleges to take into account, from local public health challenges to containment and surveillance capabilities of campuses to the need to space out students in residence and dining halls. The ideal, the guidance states, would be to have one resident per room and per bathroom, which is not how most college dormitories are currently set up.The guidance also recommends developing a physical distancing plan for each individual course and implementing a hybrid instruction mode ?for the foreseeable future? with remote options available if a resurgence of infections occurs. The remote options would support vulnerable students and others who cannot return to campus, as well as those in quarantine.The guidance outlines various measures for college to take into account in relation to their employees, their facilities, their athletics programs and recreation facilities, their student health centers. Mental health services, already stretched at many campuses, will need to be stretched further. Health promotion activities will be paramount.?Meticulous adherence to public health practices including hand hygiene, physical distancing, proper cough/sneeze etiquette, frequent disinfection of common and high traffic areas, symptom assessment, temperature checks, and face covering in public is the campus? new normal,? the ACHA guidance states.

I?m writing, because I?m concerned about planning for the return of classes and would like to provide a bit of input. I?m not a public health expert, but I happen to have worked for 20 years in science policy before coming into academia, and among those experiences was not just living through SARS in China, but helping set up all of the US government?s epidemiological and public health outreach to the Chinese government. That?s not directly relevant, but it does mean that I have been tracking this pandemic closely and participating in a lot of the public discussion of it.Obviously the major concern in the United States is that our government has failed to put in place the testing and contact tracing program that would protect all of us when we return to school or work regardless of location. Thus, it has fallen on each institution to figure out how to protect its own members. To that end I wanted to raise several issues and some good examples with you.I am particularly concerned, because when we came back to class and then went to distance learning a number of students did become ill and the administration told us that professors were not ever being defined as close contacts. This is just wrong. If a student was in a class or was an advisee of a professor there is a significant chance that the two were within 6 feet of each other for 5 minutes or more ? the definition Dr. Birx gave of close contact. Many of my students sit within 3 feet of me for lecture or seminar classes. I always move around the room and interact directly with groups of students for 5-15 minutes at a time. And students come to office hours ? very small places. I often sit directly next to my students while looking at their data sets with them. So I was concerned that this was not the most cautious approach, and I am more concerned if this continues whenever we return to class, because case numbers may well increase.I honestly hope that we can return back to the classroom, and to that end I wanted to make sure you had seen the University of California San

Diego?s testing plan: https://ucsdnews.ucsd.edu/pressrelease/introducing-the-uc-san-diego-return-to-learn-program?utm_source=This+Week+Subscriber+List&utm_campaign=b5d556dcd2-THIS_WEEK_2020_05_07&utm_medium=email&utm_term=0_db568fca07-b5d556dcd2-92537985This plan to test everyone on campus monthly ? everyone, staff, students and faculty ? seems to me the optimal program.Other ideas that could be helpful include requiring masks on campus, and improving the capacity for contact tracing. This could include an app, but there is also another feature that I saw when I was at the National University of Singapore in early March. They had locked many of the campus doors that required an ID card to open (the ones that are usually locked only at night). Those ID card openings create a record, so that if someone became ill they could actually trace where that person had been and do a better job at notifying anyone that was potentially exposed ? since people have a hard time remembering everywhere they were in the previous 2 weeks.I really do hope we can find a way to get back safely, and I think this is possible with some investment.

-Listen to scientists who have expertise

-Given that spread is largely due to droplets, masks, good ventilation, and spreading people out are going to be key - super large classes online, others in larger spaces than normal?

-Surveillance testing seems like a really good idea - perhaps using pooled samples, testing everyone on campus (not just those with symptoms) every 2 weeks?

I would prefer online teaching as myself and children are considered high risk (underlying health conditions).

I will certainly do whatever is reasonably asked of me. I am concerned how we pull off getting students back on campus safely in the residence halls. In addition, how do we do physical distancing with a class of 25 students? How do we have students work collaboratively or in small groups with physical distancing? Will robust testing, tracing and isolation and treatment be up can running by the Fall semester?

I used prerecorded lectures in my courses. This solved the issue of variance in time zones, and the students appreciated that they could watch the recordings many times over. Office hours were held 24/7 by appointment. Student feedback on these arrangements was very favorable. Regarding exams and quizzes, I found myself relying fairly heavily on the 'honor system'. This may change moving forward.

I am deeply concerned about too many things to list here and every day another concern rears its ugly head. To list some of my recurring questions:1. What confidence do we have that adequate testing and quarantining capabilities will be available throughout the semester?2. How will Villanova support contingent faculty and staff?3. When will we hear that the well paid among us will take a serious pay cut as opposed to the embarrassing pittance we heard about a month ago? What about, for example, the millions and millions spent on our basketball coaching staff?4. What evidence do we have that students will be able and willing to adequately socially distance--especially during parties? I'm also shocked and dismayed by the claim in the compiled comments from faculty about telling students to avoid center city as though the city itself is a disease vector. Further if we're trying to avoid center city, how am I--someone who lives in philly and takes mass transportation--supposed to go to and from campus? And if we have a hybrid classes (some online, some in person), how will that affect faculty evaluations?5. What will the coverage plan be for class taught by faculty who get seriously ill during the semester with COVID?6. We've already seen some

colleges cut departments and majors. What promises do we have that Villanova will not use this pandemic to precipitate changes with such long-term ramifications as an institution?

i am concerned that there will be too many young people in close proximity in the evenings and on weekends in addition to classroom settings.

I think we should wait until the spring.

i truly prefer the live, in-class learning experience, but I think college settings are going to endanger the health of the VU community.

it's a shame, but that's my vote as of May 26.

Bringing people back to campus without availability of a treatment or vaccine runs the risk of spreading infection across the campus and particularly throughout student housing. This could potentially lead to the death of certain individuals. Furthermore, people who must travel to the campus will face additional risk on contracting the virus through public transportation. My recommendation is for the University to lean into remote learning until either a vaccine or treatment is developed. The fact that COVID-19 can be very easily spread from asymptomatic people raises the health risk significantly.

I appreciate being asked for feedback. But I have nothing useful to add to the discussion. I've always taught online for Villanova. So - I don't have a real-time feel for the complexities now faced by those used to teaching the on-ground courses. Thanks.

Thanks for collecting info on this. This step itself is already better than some schools, which made announcements without any input from the faculty.No one has THE correct decision, but for me, the online form or the hybrid form is the safest for the fall semester. In either case, VITAL and UNIT should organize enough workshops and make videos to teach every professor effective online classroom and online teaching.Second, I'm sure you have seen different models in the schools that have already announced their policy. For example, a hybrid model includes installing a camera in class so that the class meet in person but the professor speaks to the camera and teach in person via Zoom. The model also includes reducing student numbers in one session, meeting more times but shorten the semester or change from semesters to something like quarters to avoid the winter. The vulnerable population in the faculty and staff should be allowed to teach online.Even if all classes go online this semester and the school has to borrow from other sources for money because of the reduced tuition, room and board, etc., it's worthwhile because it might be better to cause a big tumult over any student or faculty death that might lead to a lawsuit.In any case, I support the school's decision. From what you've done, I see that our leaders and everyone involved are trying our best to take care of Villanovans. We are humans and we can't see the future. Thanks for sacrificing your summer time to work on such a tough issue. God bless!

I am concerned about premature opening of campus and classes in the absence of an effective vaccine. I believe my greatest risk of exposure is public transportation that I have used to commute to Villanova. That risk is unlikely to decrease to 'nonexistent' any time soon.

Although the classes that I teach tend to be online anyway, that is not my concern. My concern relates to other activities that would mandate my presence on campus.

I think we need to base the decision on State guidelines as well as the science/statistics currently around covid 19. Safety of faculty and students should be the priority and there are many challenges for students to remain safe if living in dorms, eating in dining halls, etc I am curious to see what happens as certain colleges return earlier than scheduled and what measure are initiated when students start becoming symptomatic/ covid +. Will there be enough resources available to meet the demand (if needed)? Are campuses going to be encouraged to close down again if students start testing positive for covid 19? I support the University with a decision in the near future and hope we all come through this stronger and more united as a community.

Classes must be held online

With the sudden switch to online learning that occured last spring, most faculty have now become at least somewhat proficient in the course management tools available. I STRONGLY recommend that we DO NOT change tools as had been discussed a year or so ago regarding BlackBoard. While it may be something that we can eventually do, changing these tools that faculty work diligently on in the middle of a pandemic makes zero sense and I hope we maintain the current set of tools. Of all things that we can do, this is probably the most important in my mind.

I am hopeful that we can be on campus for at least part of the semester for all UG courses so students can get the benefit of on site opportunities, especially in courses with a lab component as it is very challenging to replicate this completely on line. I appreciate that a rotation schedule might be necessary to achieve this so the designated capacity of campus sites is not reached or exceeded.

Overall, VU has handled this situation well but I believe we must return to campus in the fall/spring with a set of policies that ALL colleges must follow (not sure what these will be but am hopeful that they will be blanket and not subjective). I know that there is a great deal of anxiety from older faculty about returning - one CNT member of my team here at nursing has already stated that she will not go into clinical or teach to a full classroom. Would encourage VU to consider offering the early retirement package again (see Alice Daily's 2019 subcommittee recommendations which were basically ignored by VU admin. A COVID19 criticism - enough with the VU mantra about losing money and having to cut budgets so we (faculty) must feel guilty about our salaries as well as be grateful for still being employed. In nursing we can mitigate some of faculty fear and exposure to virus by using hospital nurses as adjunct clinical. The main push back from Nursing admin is that they have never done anything like this before and it would cost more money but if older faculty begin to refuse to enter facilities then there may not be other options. Also, VU may want to consider re-configuring the academic year to August to November.

Here are suggestions in no special order:

1) Designate a residence hall for those who test positive for the virus.

2) All classes should be video recorded, then recording should be uploaded to Zoom for those who a) have tested positive b) for those who at any given time in the semester feel more comfortable watching a video of class remotely.

3) designate one eating area for those who have tested positive

4) mandate masks

5) mandate 6-feet social distancing, wherever possible

6) spread out classroom seating as much as possible

7) some professors, especially older professors, might want to teach remotely, so match these professors with those students who would rather learn remotely

8) every classroom should have hand sanitizer provided by the University

9) every student should wipe down her desk before being seated

10) combine forces of nursing school, business school, and clas to collect data and fight the virus on campus

It is imperative to consider the safety and health of faculty and staff as well as students in making plans for the fall. Many members of faculty and staff in particular are vulnerable due to age and other factors.

Campus should reopen only if it is safe to do so. If the situation in a few months is the same as it is now, campus should remain closed. If, however, something like mass testing introduces new possibilities, I would be delighted to resume teaching in person.

Finally, I'd like to say a word about our personal enrichment students, a population which of course is vulnerable to the virus due to age: If we return to campus, arrangements need to be made to ensure their safety. If we do not return to campus, it is my earnest hope that PE students will be allowed to enroll in online classes. My students and I have had nothing but positive experiences with these non-traditional students, and I believe they enrich our learning environment.

Thank you for soliciting the feedback of faculty on this important issue.

It would have been better to solicit faculty input about situations of concern before the first draft of the report was already written. In case comments might still make a difference, here are a few concerns which the committee may or may not have addressed:1. In order to be heard in the back of the classroom, faculty must speak forcefully to be heard, which would send more droplets into the air despite faculty wearing masks. Voice projection equipment might help if it could be sanitized before use.2. There is both poor ventilation and poor climate control in many/most(?) of the Tolentine classrooms. It's often very hot during the first weeks of class, and classrooms with window air conditioners often require classroom doors be closed to keep room temperature reasonable. Air circulation varies depending on closeness to the window unit.3. Small faculty offices in Tolentine & SAC make social distancing challenging if not impossible.4. Even if the number of students in the building were halved, stairways and hallways in Tolentine would still be crowded

before and after class. Faculty often must be in these areas to get to and from class. It would make no sense to head to the classroom before the previous one lets out. Perhaps an expectation of delayed instructor appearance would help.5.Restrooms are known hazardous spaces due not only to surface contact but also to droplets being suspended in the air. Tolentine has insufficient restrooms as is, with poor ventilation in some. The second floor women's restroom only has cold water (a situation that's existed for years). It is also usually packed before and after classes and relies on an open window for both ventilation and climate control. There is no longer any bathroom for sole use by female faculty and staff since renovations to the first floor bathroom that previously served that purpose; the two new restrooms that replaced it have much higher traffic than the previous larger space did given they are usage by male faculty/staff, as well as increasing (unauthorized) use by nonhandicapped students. Female faculty and staff (many of whom are older) need to share bathrooms with the students, thereby increasing their risk.

1. If there is a hybrid of in-person and online classes, please consider the needs of freshman and seniors as highest priority. The freshman have already gone through all the losses of their senior year and having much less connection to teachers and peers. They need to develop the friendship and bonds during their first year of college that are critical for their success both inside and outside the classroom. The needs of seniors should also be carefully considered. This is their last year of college ? there is sadness about leaving and hope for the future. They too would benefit from the support of teachers and peers during this year and best provided by in-person experiences.2. Consider offering fall, spring, and summer as the three traditional semesters for in-person classes. This would spread students out over the year, making it more feasible to have social distancing in classes, cafeteria, etc., and enable more dorm rooms to be singles.3. Ask Student Life to offer more activities, sports, etc. that would engage students on campus in a safe and meaningful way. Since my time at VU, I have been disappointed with the limited activities that Student Life offers compared to most other schools. For example, when my son was here, intramural sports were poorly organized and often cancelled, which is unfortunate given the many physical and social benefits of sports. When students are back in dorms, offer regular weekly times for small groups within dorms to share concerns, ideas, and coping during this crisis.4. Consider the needs of faculty who may be at higher risk due to age or underlying conditions. Offer these faculty more options for online teaching if in-person classes may be offered to some student groups. Consider offering these faculty the opportunity to teach in the spring and summer instead of the fall (in the hopes that the virus situation is improved).5. If some in-person classes resume, develop strict guidelines that all students, faculty, and staff must follow to protect the health of all in our community. Have all sign contracts around this.6. Consider having classes split during the week--half the class is in person while the other half participating online and then switch the order at some point.7. Provide classes to students educating them about possible symptoms of the virus and the need to seek medical care at the Student Health Center earlier and not later. Encourage students to inform the SHC if they are worried about fellow students' physical or mental health.8. Consider eliminating fall break to limit transmission of the virus.Thanks for the opportunity to share my thoughts with you.

This probably has been already considered in your deliberations: equally allocating risk in the Villanova community.

Certain sectors of the general population have been identified by the CDC as being at higher risk from the virus, e.g. underlying medical conditions, 65 and older, etc:

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

For those of the Villanova community falling into the higher risk categories, it is suggested that consideration be given on how this added risk might be mitigated. The ideal is that there are sufficient resources to asuure the entire Villanova community functions at absolutely minimal risk and chances of exposure are extremely remote.

If there are not sufficient resources to assure a minimal risk environment for all, then the difficult task of finding a means of allocating resources to assure all members of the community equally bear any elevated risk is a consideration. This may entail developing and using a risk metric which takes into account: (1) the varying protection levels of classrooms and work facilities; (2) any elevated risk factors associated with an individual categorized at greater risk by the CDC.

Please consider not allowing the opportunity for students to have their grades changed to S/U. It undermines what we are trying to teach them. I tried to make it seamless for my students when we transitioned to online. Most understood and appreciated that. A few didn't take it serious to show up for some of the online sessions. This past semester I had a few students change their grades to S. One of them had earned an A-. That student is in for a rude awakening when they start working. We can't be perfect all the time. They will be in for a rude awakening when they start working full time and their employee review isn't perfect.

If the university were to have the fall semester virtually, I wonder if UNIT/VITAL reps could be assigned to different groups of faculty across campus to assist with questions regarding online curriculum development as they develop PPT's, recordings, utilize LMS such as YellowDigEngage, etc. I'm not sure of the bandwidth for this kind of assistance, but wanted to include for consideration, as I am a bit concerned at the thought of teaching in-person with all of the possible risks associated. Having more intentional resources might be a way for faculty to feel more prepared if virtual teaching is to become the norm again this upcoming fall.

I have been complaining for years that we start fall semester way too early and yet this fall I think we should consider starting even earlier. I can't believe that I wrote that. Nevertheless, an early August start, combined with elimination of fall break, would enable us to finish the semester before the worst of the flu season. The students would have a longer-than-usual winter recess but this may be the least disruptive option. I don't think there are any good options so I am thinking of what may be the least worst. I also want to thank everyone who is laboring so hard over such a difficult problem.

I would prefer a schedule that eliminates fall break and that ends by Thanksgiving. I think that it's best not to have students leaving and returning to campus once they arrive in the fall.

It is difficult to provide input without seeing a plan first, at least a draft. Will there be an opportunity for faculty to provide feedback on a plan before it is finalized?

I would ask only that we recognize expertise of the public health professionals and scientists and follow their advice.

As a parent of current and incoming students, as well as faculty and a health care professional, I am

intimately aware of the competing demands. Some group will be unhappy with whatever is decided, but let science and health care be your north star in this.

A normal, on ground Fall 2020 semester is unlikely. I would caution us to avoid trying the hybrid 'on ground but all classes must also be taught remotely' plan some other schools have announced or suggested. Teaching a quality hybrid or dual-mode course takes a lot of time, both in preparation and in execution. Our faculty and students made the best of the Spring 2020 semester, but our students deserve better than another semester of confusing, hastily-prepared courses. If we are on ground for Fall 2020 but are (rightfully) concerned to accommodate students who cannot return to campus, I'd suggest offering some classes 100% on ground and others 100% online. For multi-section courses, we could have some sections online and others on ground as needed. For courses with only one section, we could offer it only online. Alternatively, we could plan to offer the course on ground in both the Fall 2020 and Spring 2021 semesters to accommodate students who miss it in the fall.

- The university has done a good job of building a sense of solidarity with graduating students by creating numerous excellent virtual events to celebrate their accomplishments. I have heard from my graduating students that all of them feel like the Villanova worked hard to make them feel special.- Villanova's leadership has done a pretty job with not overwhelming all faculty with meetings to discuss possible plans. Other institutions have required faculty to attend numerous information sharing meetings that are time consuming and provide very little opportunity for faculty to speak, especially junior faculty. This has increased stress for those faculty in the sense that they are overwhelmed with information and leave with a feeling of helplessness.- I appreciate opportunities to give feedback for academic plans such as by this form, but I feel like this may be ineffective. How can the leadership make sure it isn't just a form of performance or superficial exercise to placate people? That said, here are some ideas for academic planning:1. Scheduling: have staggered schedules so that flow of people in buildings is minimized. Instead of all classes starting at 9, 11, 1, etc. have them start at 9, 9:30, 10, 10:30, etc. I recognize that this will be a nightmare for scheduling and for students because current scheduling format gives them more flexibility. One suggestion is to create this staggered scheduling by program or cohort (see item 2, below). This may minimize interdisciplinary learning, but perhaps this has to be given up until we have more certainty about the future.2. Cohort building: Build cohorts of students who move through courses and residential spaces together to minimize inter-group contact? This may be by year or by semester. We already do this for service learning communities, so the model is there.3. Recognize the immense challenge of asking faculty to prepare to teach a blended model of synchronous and asynchronous instruction to give students flexibility to move back and forth across both at their whim. This is equivalent to two teaching two separate courses and faculty should be compensated for this extra effort.4. Building on the above, I would love some sense of how the concerns of faculty and staff are being taken into account. Much of the discourse, especially in the mainstream media, is about protecting the students' experiences. What will the university do to ensure that faculty and staff have the flexibility they need to feel comfortable working, especially if they are affected by COVID-19 personally? (This could be illness or accommodations for working parents or managing stress of other aspects, such as mental health or emotional burdens.)Finally, teach responsibility. So much of the discourse around what happens next is based on ideal of freedom and liberty. But so much of how we react collectively to this is about carrying a sense of responsibility. In his recent editorial in the NYTimes, the president of Notre Dame drew on the morality of education and particularly how Catholic institutions can teach this morality during moments of crises like these. He noted that we need to remember that one of our responsibilities is to continue to teach the next generation of leaders and experts. Yet, the piece that?s missing from his editorial and so many of these conversations - and it should absolutely be part of any Catholic

perspective - is: What is our responsibility to others? While he touches on the responsibility of making sure the next generation is educated, he ignores wide swaths of other forms of responsibility. This includes responsibility to vulnerable populations to ensure they have access to education of equal quality; to employees at these higher education institutions to minimize their risk; to the communities that institutions are nestled amongst; the communities from which the students come; and more. How can we ensure that this sense of responsibility is integrated into (1) the plans Villanova implements, and (2) the sharing of these plans? That is, do we have an obligation to center our response around responsibility to all, not just the students?

There is much rightful consideration for the health of students especially, but I am wondering what the situation is or will be with older faculty who fall into the category of the 'vulnerable' due to their age.

I assume this is being taken into consideration, but want to be sure. Assuming an in-person fall semester, there will be days where faculty with young children will simply be unable to be on campus. Even assuming that child care and schools are open in the fall, children with any illness at all will have to stay home until symptoms pass or they test negative - and I can't see how one could ask a babysitter to care for a symptomatic kid. Likewise, I can't bring my symptomatic kid with me to campus. I really just can't see how there is any solution other than such faculty to care for their symptomatic children. This is an extension of related problems - a faculty member could become sick, or could need to care for a sick relative. I don't have a great accomodation to suggest - perhaps faculty could form cohorts that agree to step in for each other as needed, with some kind of future load reduction as compensation? The technical availability of leave is not helpful to faculty, since we really can't just abandon our classes.

I had an opportunity to discuss possible scenarios with a colleague who is a member of Faculty Congress. My main thought in coming away from those conversations is that I can't really see how we'll be able to teach on campus this fall. Of course, there may suddenly be enough tests, better coordination on the federal and state levels, but it just feels like quite a risk. That said, of all the scenarios proposed, the one that appealed least was to start the fall semester in January 2021 and to teach our Spring courses in the summer of 2021. I thought this would have negative impacts on the calendar, especially for our colleagues who have school-age children. I think my other concern, in regards to Fall 2020, is to ensure that faculty and staff have enough lead time to appropriately plan for the fall, so I'm really hopeful that a decision will be made by early July.

Thanks for conducting this survey. For context, I have a medical condition which puts me in a high risk group for COVID-19. I have been dutifully quarantined at home for the past several months and of course am quite worried about getting back onto campus, especially since it appears that the necessary universal and frequent testing and preventive measures for students, faculty and staff will be a significant challenge. I believe that the ideal and safest solution is for all teaching to continue online until the spring 2021 semester, when there will hopefully be a vaccine and at a minimum we will have more knowledge.

However, I understand the financial and social challenges of this. So, if we are to return to campus, I suggest the following options in order to reduce the in-person risks: (1) change all courses to be taught only once per week, perhaps adding online components to supplement; (2) allow courses to be a hybrid with some students or the professor online and some in person; (3) with the approval of their chairperson, allow specific courses to be moved online in their entirety; and (4) do not schedule any courses in classrooms too small/crowded to permit effective social distancing and remove extra seats/desks that would hinder this policy. This may require elongating the teaching day or moving some courses to Fridays, depending on available classrooms. If we are to return on

campus, I suggest that we try a combination of all of these options (rather than just choosing among them).

I realize that none of these solutions is ideal and appreciate all of the hard work that the Faculty Congress and administration are doing to find a solution to this difficult problem. Thanks

Thanks for providing me the opportunity to share my thoughts.

I'd suggest that we start 2 weeks early, cancel Labor Day holiday and fall break and let's be done with the semester before Thanksgiving.

More time should be provided between class sessions so that rooms are aired out and sanitized. Thirty minutes between classes should be enough to sanitize them. Ideally, sanitizing should be done by the cleaning facilities, but it would be acceptable to ask professors and the students to wipe out desks and chairs. In that case, cleaning materials should be made available.

Given that most classrooms are of smaller capacity classes should be done in a hybrid format (some students being in class others online) so that we honor social distancing guidelines. Perhaps, students can take classes online on some sort of rotating basis.

Wearing masks should be mandatory and instructors should have the right to not let students in a class if they do not wear a mask.

Villanova should purchase tests for its faculty, staff, and students and test them on a weekly basis to control the spread. While testing everyone every week is probably hard to do, we could test based upon a random sampling.

I will not hide you that I am concerned about the timing of announcing the plan. I am afraid that Villanova does not provide enough time to instructors to prepare for the new reality.

Hope this helps.

At this point I feel more comfortable teaching online rather than in person. There are just too many unknowns.I am also in the older age range, so at increased risk for the coronavirus. If safe, I would meet small groups of students in a classroom with masks for small group discussions or exercises, but I also feel comfortable using breakout rooms to meet with students. What I do NOT want to have happen is to try and accommodate students who want to be in class and others who want to be online--I think that will make the type of interactive teaching I do far too difficult.The IGR (intergroup dialogue) courses I coordinate through COM 5300 and the Office of Diversity, Equity & Inclusion will likely be offered online. We have been working to ramp up our skills and to be attentive to the personal safety issues around disclosure in the dialogue space.I also do quite a bit of student advising in the COM department and worked out what I thought was an effective

strategy of meeting through Zoom to go over each student's CAPP and answering any questions. I offered regular office hours and made myself available via email or Zoom upon request.The online scenario is not ideal, but I think we should be prepared for it and make our teaching as student focused as we can. There are many innovative ways that at least in my field we can use.

as we move into the more 'open' stages here in PA, I would suggest we go live

seniors lost the graduation experience, so I hope FR do not lose orientation

masks can still be utilized by students (not faculty in the classroom) and I think we can get through this

Extension of tenure clock for a year in response to COVID-19 should be automatically applied and approved to all faculty, rather than individual request to the Provost Office and Dean.

COVID-19 disrupts everyone's life and career development (such as cancellations of presentations and conferences, research and travel funding freeze, etc.) to some extent.

(1) Everyone's interpretation and judgment of 'significantly impacted' is different. (2) Junior faculty may have concerns of what's appropriate and how others in the department/college will view him or her if s/he applies. (3) If one considers himself/herself to be 'significantly impacted another is equivalently or more impacted but worried or don't know whether it's appropriate and therefore didn't apply this is very unfair treatment!

First, thank you for soliciting ideas from the faculty.

It is assumed that the threat of COVID -19 will continue into the fall semester. That being the case, two scenarios for operations are possible:

? First, the campus can continue to be closed and classes will continue to be conducted on-line. There will be fall semester faculty members who did not have spring classes and will need training for on-line instruction. The University will need to prepare for this situation.

? Second, the campus will reopen and classes will be held in the class rooms. Two possibilities:

1. Social distancing and face masks are still required. In that case, class sizes will be limited and multiple sections will be required for a course. This raises the issue of compensation for the instructors.

? An alternative to this situation is to have all classrooms equipped with TV cameras so that some students will be chosen for some of the classes in the classroom and the remainder will attend remotely.

2. No distancing and face mask requirements would allow for normal class operations.

1) Student/faculty and student/student relationships suffer through virtual/remote learning. This is detrimental from a general pedagogical perspective, and it is antithetical to the Augustinian identity and mission. In seminar settings in the spring, to the extent that virtual Zoom classes worked (and they were compromised), it was only because students had been able with physical proximity to develop relationships with each other and with the professor for months before hand. There is no way to replace fully what physical proximity does for social relationships. 'Social distancing' does just that: it creates distance and compromises social relationships.2) Student interest in subject matter suffers virtually. The virtual forum may allow for some continuity of education, but it compromises student interest typically in the material, at least in a forced or unwanted context such as in the spring and may recur in the fall. This is a decided negative.3) Quality of content and stretching of students to excel suffers through remote learning such as occurred in the spring. Course content was dumbed down, abbreviated, modified, and otherwise reduced from what would have been given to or expected from students in traditional, physical, residential education/learning. This will eventually reflect on the university, although other institutions of higher education will be in similar situations.4) There have been even with physical residential learning increased instances in recent years of psychological hindrances to learning among students, and incidents of depression have only increased nationally as a result of COVID-19. It will be more difficult to monitor and intervene in such situations to help the students succeed if the situation persists.5) Medical information has been conflicting, but it is worth pointing out the the initial models on which the lockdowns were based, both in terms of ultimate infection and mortality rate, have been generally and widely wrong. The demographic of college students is actually among those least likely statistically to have some severely adverse COVID experience, and those that make the headlines are generally not the norm, esp. when one looks at the demographic distribution. The more social distance, the less likely for herd immunity in the absence of an effective, widely distributable vaccine, which itself may not be available until early Jan. 2021, although the AstraZeneca/Oxford project is attempting to have 300 million doses available by October 2020, assuming it proves effective and is approved. The point is: it is justifiable to return to physical, residential mode at Villanova with prudent measures but also not radically disruptive ones. I would be strongly in favor of opening back up, with attention to practical measures like hand-washing and regular temperature-taking, and compassionate accommodations for the most at-risk or immuno-compromised persons (whether faculty or students), but realize that those accommodations would be exceptions, not general rules.

While I would love to return to the classroom in the fall, it's been a real struggle for southeastern PA to finally make it out of the red to yellow phases. Obviously, none of us can predict when we will be lucky enough to make it to the green phase. That being said, many people in this area (ie, southeastern PA) sound like they are worried about backsliding to red before the end of the year. I don't think that this is an unreasonable fear. To that end, even if we bring students back to campus and implement all kinds of safety measures Monday through Friday (masks, social distancing, 6-foot rule, etc) for classes, dorms, dining, and business, how can the university possibly maintain these measures on the weekend when students would typically be partying? In general, I view my students as kind-hearted, thoughtful people with good heads on their shoulders, but we all know that peer pressure is a fact of life. Even if just a few 'bad apples' insist on partying like it's Fall 2019, that puts the entire campus community and surrounding neighborhoods (and beyond) at risk after we have collectively worked so hard to flatten the curve. If the university allows students to return this fall, what will the plan be to address student behavior outside of class/off-campus?One more thought: if we return to campus this fall, maybe the university can ask if there are professors who are willing to volunteer to remain virtual. For example, it's really easy for me to teach my courses

virtually because I don't exclusively rely on any particular building/room/lab/materials that only exist on main campus. If I have Blackboard and Zoom, I can teach my courses. This might be helpful in a few ways: it could free up more classrooms and space on campus which might help with spreading out students/faculty who must meet on campus. Professors (especially adjuncts) who feel safer not coming to campus can delay their return. And students who want to minimize their time on main campus will have another reason to stay home. Do I want to teach from home again for another semester? Not really. But I don't think I would mind volunteering to do so for the fall or even the spring if necessary.Finally, I don't have any complaints about how Villanova has handled this crisis. I can't think of any decisions or policies that have upset me or made me feel overlooked or ignored. I have faith in my school that we can continue to make good choices moving forward.

Whether we return to campus this fall or spring '21, should we cancel fall and/or spring break? (Easter is questionable as well ... but maybe things will be much improved by then?) Lengthy breaks require extensive travel by nearly the entire student body since campus all but shuts down. During the pandemic, this could be arguably unnecessary or even irresponsible. If we skip fall and/or spring break, we could instead end the semester a week early.

Please consider the great loss to pedagogical quality from teaching online. As we're all learning from attending meetings over Zoom, it's just not the same to meet and engage with other people through this medium. Obviously there are risks to teaching in person but these should not be the only consideration; our students deserve to benefit from our full abilities as teachers.

Online learning is not ideal for some situations. However, if returning to face-to-face classes means that 1.) there are just a few students in the class, 6 feet away from each other 2.) professor must stay in the front of the classroom, lecturing at the board and staying physically distant from the students the whole time and 3.) everyone has to wear masks, then the learning environment will be worse than online. I've spent years converting my classes from almost 100% lecture to a much more active-learning approach. The students won't be able to work in small groups or in stations if we have these restrictions, and I won't be able to walk around and help them out. And I can't put them into Zoom breakout rooms because if there are two or more microphones active in the same room then there are major feedback/sound issues. (BTW, that also applies if we have some students in the classroom plus some online simultaneously -- there's no way to put them into breakout rooms together.)So, if these restrictions are going to exist, I think we need to engage the community with some 'education' -- that while many may think they prefer having 'face-to-face' classes, those classes are not going to be a quality learning environment. Online is not great, but I think it's superior to what face-to-face is going to look like under these circumstances.

PLEASE do not require classes to be a 'blended' approach (some students in the classroom plus other students simultaneously online and the whole thing streamed live on Zoom). We're not going to be able to handle all of this at the same time. There's no way I can be moving from my computer to the board, keep it all on camera, and interact with the students in the classroom, but also keep an eye on the students who are online in case they have questions. I'm not even sure my computer can handle running the multiple programs I need in the classroom plus Zoom simultaneously, but I am sure I won't be able to view all those tabs and windows simultaneously. The only solution I can figure out would be if you assign us each a dedicated graduate assistant and the additional technology so that that person is in the classroom with us but also online at the same time to do all the camera and Zoom-related tasks and to monitor the students who are online who might need help.   I doubt we have (or could develop) anywhere near that number of graduate assistants by August.

HYBRID CLASSROOMS AS DIGITAL ?BACKUP? DURING MITIGATIONFor Fall 2020 for scenarios with some form of in-person teaching, I am writing to suggest consideration of using ?hybrid? (part digital/distance, part in-person) classrooms as a ?backup? to minimize disruption to learning and

teaching due to self-isolation and quarantine that could occur during Covid-19 mitigation protocols.The suggestion is based on? My observance of vibrant hybrid classrooms in the Classics graduate program that consist of remote learners and on-site students participating successfully in one class.? My online teaching from Spring 2020. During online teaching, I had one student who became sick and feverous with what was eventually identified as strep throat (i.e. not Covid). Because we were on Zoom, she missed only one class when she was feeling too unwell to attend. If we had been in-person and observing mitigation protocols, she may have had to miss approximately two weeks or more and imperiled her progress in the course. Those ?contacts? exposed to her (perhaps her in-class small group of 5 students) would have probably been in a similar situation even if they remained healthy.A ?backup? hybrid classroom could probably alleviate some aspects of mitigation with the following steps:? All participants, including the instructor, would bring a device to class and log in to Zoom at the start of class. Class discussions and presentations would be centered on the in-person classroom but could thus be observed and accessed via Zoom.? Any students ?absent? due to mitigation protocols (but healthy enough to participate) could attend, participate, and join discussion via Zoom from their dorm room or the designated quarantine space. This would be similar to colleagues ?Skyping? in or ?Zooming? in to a meeting.? Zoom participants could be projected on the classroom whiteboard through technology available in most, if not all, VU classrooms. They would thus be visible, audible, and ?present? to the instructor and other students.? Expectations for standards and technical protocols (video on, ?hand raising?, muting, etc) could be set by the instructor.? Instructors or the University could stipulate that this mode of attendance is available only for circumstances involving self-isolation/quarantine protocols (i.e. displaying symptoms or exposure to carrier), not simply as an attendance option based on preference.? This ?backup? distance learning would not be an option for those preferring an online semester to a residential semester. However, it could be made available to students with documented vulnerabilities who needed an online option and might have to take a leave of absence if a residential semester presented a bona fide health risk.? Having Zoom integrated into a class from the beginning of the semester as an ancillary ?backup? might ease a temporary transition to an online class in the event of an instructor needing to isolate/quarantine.? Having Zoom integrated into a class from the beginning of the semester as an ancillary ?backup? might also ease a transition in the event of the campus again needing to move to online learning.Disadvantages of the backup hybrid classroom would be a ?clunkiness? that it could introduce to normal pedagogy within the in-person classroom.   These might be minimized by consulting instructors with success in hybrid classrooms (i.e. Dr. Valentina DeNardis and the Classics faculty as well as others) as well as by giving instructors the opportunity to prepare their classrooms for the hybrid backup over the summer

I believe a good number of us can teach in person and want to teach in person. We do not touch our students and can stay apart.

The worry is more about the students. We need lots of testing and quarantine facilities. We need contact tracing on campus.

I have serious concerns about faculty contracts. At the CLAS department chairs' meeting, a question was raised about faculty contract should we have to move to January start date.

The president's office needs to put out regular messages to faculty. I suspect things are being communicated to students without faculty being informed. There is tremendous unease and

discontent among faculty about the lack of transparency. Some of us have tried to communicate that to those in charge.

My principal concern is that University decisionmaking is based on science and advice received from medical professionals, and that the health and safety of all University employees, including faculty, are paramount in planning for any reopening. The University is not only an educational institution but it is also a workplace, and there should be no cutting of corners on safety in order to get students back as quickly as possible.My particular concern is that the Law School administration has indicated that it wishes to exempt itself from some aspects of the University's reopening plan (unclear which ones) and that its current discussions are focused almost entirely on resuming operations by measuring classrooms for social distancing, with unexplained speculations about requiring faculty to teach on Saturdays and Sundays, or on staggered shifts running until 9:00 or 10:00 p.m. The idea that law school education is unique, and that the activities at the law school are more important than other activities at the University, should not be driving decisionmaking. Very little has been said to the faculty or staff about what measures will be taken for our own protection in our workspace. It is worrisome, to say the least.

Can we restructure timing of semesters? Perhaps have three or four a year?

Then you have Fall, Winter, Spring and Summer. Faculty doing research could then decide which 'term' they would need to take off in order to do research, i.e. in replacement of regular summer break.

What if you really liked teaching online? How open can we be to actually offering a permanent online version each semester? And be clear, I am not suggesting we make a MOOC for any course. The course would just be conducted online.

It was suggested that more faculty should come to the governance meetings. Well that is fine if you can get there. I can say that with Zoom options, it has made it so much easier for me to attend meetings that normally I would miss because I need to be elsewhere.

Last I notice that no one has discussed office hours. Some of us share offices. How can we keep ourselves and the students safe in small confined spaces.

Options must be provided for those faculty (like me) who, because of age, are considered to be in the 'danger zone' of possible infection. The Notre Dame decision for campus return sets a dangerous precedent, I believe. I hope it is not putting pressure on Villanova to go along and 'look tough.'

I would like to express my concerns as the University plans for the Fall semester and future.(1) If faculty are given the option to teach online or in the classroom, can we be given a very clear picture of what teaching on campus will look like? Classroom set up, masks, limitations for student contact, who will be on campus - all students vs. some students, etc. Also, can this be decided by our department chairs and not HR?(2) Adjust expectations for CNTs going up for promotion. I did hear adjustments were being considered for tenure but did not hear any discussion about CNTs.(3) If teaching loads are increased, please make this fair and across the board. I feel, CNTs will take the majority of this burden.(4) Please consider the mental health of our students, staff and faculty, for some, the isolation and challenges of online learning is more damaging than the risk of COVID-19.

Also, online learning, in my option, highlights inequality (access to resources, digital divide, etc.) What are we going to do to combat this? This needs to be addressed.(5) Please consider and adjust expectations for faculty with school-age students that may or may not be back at school this Fall and those caring for older sick members of their family. Reasonable expectations for CATS scores, committee involvement, expectations for teaching on-campus vs. online, and others.(6) Please review the University?s sick policy. We need to have a policy and culture that not only allows but makes it's possible and expected for students, staff, and faculty to stay home when they are not feeling well or need to care for a sick child/family member. Many faculty, staff, and students come to work/class when they are not feeling well to avoid possible (perceived or real) negative consequences.Thank you for providing this opportunity.

The amount and level of faculty engagement is very poor ? an opinion held by many in the recent AAUP sponsored Zoom meeting. I can not begin to demonstrate my exasperation at the lack of Dept. Chairs and Deans from VSB at this meeting? I am hoping the other colleges had better representation. This demonstrates the clear rift between administration and faculty ? I think many faculty believe this, and all in the administration will disavow it. The administration is out of touch.

Transparency and communication need to increase significantly. Start with:

1) List all university committees dealing with issues related to fall (and beyond) planning, what those committee charges are, and who the representatives are.

2) Releasing weekly minutes (at the least) from crucial committees and inviting comment. Diversity of thought at a time like this should be thought of a strength, not a threat.

3) Ensuring that in teaching matters, said committees are comprised of majority faculty members (not Chairs or administrators).

4) A basic recognition that faculty jobs have gotten much more difficult on the teaching front, and likely less rewarding too. This has never been acknowledged.

5) A commitment by the University to make faculty whole regarding pay when able. This is the second time the University has frozen pay raises, and it is very difficult on those of us nearing retirement.

Dear fellow faculty congress members,I am adding to the original letter I submitted to Chris and Alice. Here is what I would like to see happen:1) The draft report should be circulated to all faculty. The decision-making process is so complicated; it is impossible to think of everything. The faculty is committed to making Villanova the best university it can be. It therefore makes best sense to include all faculty in reviewing draft scenarios now, before they are submitted to Father Peter for his decision.2) A program for the preservation of the public health on our campus for teaching in person needs to be accessible to the faculty before decisions about online or in person teaching are made by individuals. This program should illustrate the utmost care for our health by demonstrating how in person teaching in a maximum risk scenario might be feasible. (I am not sure it is.)3)

Departments should be encouraged to draft statements about the pros and cons of in person and remote teaching for their disciplines.4) Once this information is circulated, the university should be as flexible as possible in supporting individual faculty decisions to teach remotely or in person. There is a spectrum of faculty experiences in terms of personal health and family situation/health. Faculty should be able to work with department chairs (with the support of HR if needed). They should not simply go through regular HR channels at this extraordinary time. Faculty need support and guidance to decide whether in person or remote teaching is the right choice for them.Many thanks for all you have done and for making our comments available to the administration.All the best, Rebecca Winer

Faculty should not be asked to return to campus until you can guarantee our safety. It is hard to imagine students remaining perfectly distanced throughout the day, much less in the dormitories. There is no way to have faculty around students without exposing faculty to exponentially higher risk of catching the virus. ... Also, starting early and ending before Thanksgiving makes a lot of sense. You will need to compensate faculty for the lost time (given we work on 9 month contracts), but that's nothing compared to the risk of a post-holiday outbreak.

A few thoughts:

1. At this moment, it appears safest to conduct the Fall 2020 semester online. Despite certain counties moving to 'yellow' phase in early June, it doesn't appear the threat will significantly reduce by the time the semester begins.

2. If classes are conducted in person, then it's better to do a truncated semester with sufficient social distancing, testing, masks, etc. guidelines imposed. By truncated, I mean ditching Fall break, and ending it before Thanksgiving. Perhaps also beginning a week in advance, some time in mid-August.

3. One option I'm strongly opposed to is a blended semester. Faculty potentially having to consider doing both in person and online instruction for their courses is the worst of both worlds. A related one where individual faculty have a choice to offer their courses either in person or online is also not ideal; if so, students should have the same option too, and it would again mean a blended course design.

Please make a decision sooner rather than later. First I heard it would be July 1, then early July, now I'm hearing murmurs of 'mid-July'. I understand this is a very tough decision. But we did a poor job of allowing enough time to make the transition in March. It was effectively no time at all. Sure, two days' notice, but we had to teach on those two days and then deal with the emergency for our family over the weekend. So really, no time was allowed by the University. It hurt the faculty and students and I'm sure it hurt our reputation compared to other universities that allowed a week or more (or extra days on top of their Spring Break). I'm sure the timing of our Spring Break on the calendar hurt. But that doesn't apply for now. All schools have to make a decision before the fall semester starts. Can we please not be among the last to do so?

One of my main concerns is the limited amount of information and transparency. As faculty members who will be teaching students (and are teaching and have taught in the past), I believe we should be provided more information and more frequently. Even if it is just an outline of what topics are being discussed, what questions are being asked, and what options are being considered. This information should not only pertain to how classes will be taught but also information on what

can and will be done to keep everyone safe on campus, and what are contingency plans in case there is a wider spread of COVID 19 around campus. We should also be updated on how the University will assure access to on line learning (if that is what we do in the fall) for those with no or limited access.

Information needs to be communicated in a timely manner for faculty (and others) to make decisions. In particular I thought the limited time we had in the Spring between live and on-line classes was inadequate.

The University should provide more detailed information to faculty about proposals being seriously considered so that they can give important input. Having just one or two faculty members on a University committee is not enough.

I understand these are difficult decisions and not everyone will agree with any decision, but it is important to give the stakeholders more of a voice, to be more inclusive of them in decision making, and to be more transparent.

An FYI from someone who has had to document a medical disability with HR: I don't know if it is a staffing or training or lack of empathy issue, but they are absolutely not up to the task. It took the better part of a year for my situation to get resolved, due to a lot of ignoring my messages and frankly just not getting the job done. If you're thinking that faculty are going to have to document co-morbidities in order to be excused from face to face classes, besides the HIPAA and other issues, I don't think that office can handle it.

One size does not fit all and Blackboard does not work for all teaching scenarios. Some disciplines need and use other platforms such as Microsoft Teams and TopHat. Requiring Blackboard for all courses will complicate not simplify. Instead, requiring standards (such as posting syllabus, communication plans, etc.) for all courses is appropriate and makes sense.

When considering the planning for Fall 2020 semester, it is imperative that the following be considered:- a decision needs to be made ASAP to allow proper course prepartion- online teaching will be pedologically more sound in the fall given the significant limitations that will occur as a result of social distancing- A blended learning environment (where some students attend in class and some students attend online) will be extremely difficult, and again not pedagogically sound.- It is imperative that if the university decides to open for in-person classes, that faculty have a choice in how their classes will be delivered if they are unable or unwilling to teach in person. Many faculty. like myself, may have pre-existing conditions that may make them more vulnerable to the virus.

I really hope that there will be a widespread, transparent, and robust conversation that includes all faculty and staff before any of these weighty decisions are made. A virtual town hall with university leaders and all shareholders would be helpful (such has occurred at peer institutions like Boston College). The entire faculty should be brought into the process as soon as possible by at a minimum providing them with access to the ?Draft Options? document that was given to Faculty Congress members.

While it is not ideal, all classes should be online in the fall. The United States has not increased testing, tracing and quarantining to anywhere near the degree that it needs to in order to render the risk level acceptable to have classes on campus. If the University does decide to hold classes on campus in fall 2020, there should be a voluntary opt out for all faculty members who do not want to

put themselves and their families at risk. That opt out, which would by default enable faculty to teach their scheduled classes online, should not require going through Human Resources. Rather, it should be sufficient for the faculty member to communicate to her or his chairperson that they will be teaching online due to their understanding of the risk involved in teaching on campus.

The risk of working on campus will affect students and employees of color particularly negatively given that they are suffering and dying of COVID-19 at disproportionate rates. At a time when people of color are dealing with tremendous stress and injustice on multiple levels in our society, the university should do everything it can to mitigate it. This risk particularly applies to students of color of low socioeconomic status and employees at the lower levels of the pay scale, who may or may not have adequate health insurance for themselves and their families.

Bringing students to campus to live in the dormitories seems like a surefire way to create a surge in infections, which could have negative ramifications for the local hospitals. Even if students, or the vast majority of students, do not need to be hospitalized, they will become vectors of the infection and spread it to people in the surrounding community. One epidemiologist has likened the environment of a college dormitory to a cruise ship in terms of viral transmission. Furthermore, there will certainly be students among our student body you are immunocompromised. How will their situation be handled to keep them safe?

If Villanova decides to have any campus classes at all, aggressive mitigation efforts would need to be put in place. Mandatory masks, testing, tracing and quarantining protocols must be robust. In addition, what would the University due to prevent airborne spread through HVAC systems? Joseph Allen of the THC and Harvard school of Public health has been sounding alarm bells about the lack of attention to this issue in the United States (see https://www.hsph.harvard.edu/news/hsph-in-the-news/op-ed-we-should-focus-on-airborne-transmission-of-covid-19/). Would the university consider installing Plexiglas barriers, as some schools in Germany and South Korea have done? If so, do all of these measures add up to a situation in which the learning environment is less fruitful than online? I believe that my classes, which are in the humanities and discussion-based, were largely successful this spring, and I have reason to believe most students agreed. In fact, I found that I had more students coming to virtual office hours and I have had in the past physically come to my office. I did go well beyond my designated office hours, but it is a trade-off I?m willing to make if it keeps everyone safe and helps the students? learning process. I think the students appreciated the ability to talk with me via Zoom and the convenience of it.

If we moved to exclusively to online learning and teaching in the fall (and I hope we do) several measures will need to be taken to ensure all students have a positive learning experience. First, the University will need to ensure that all students have good internet service at home, perhaps by paying for or subsidizing what can be a very costly expense for students of low socioeconomic status. I myself recently needed to buy a new router in order to ensure that three users in our home could teach and learn effectively remotely. In addition to helping students with this issue, the university should consider subsidizing high quality internet service for adjunct faculty. Moreover, if faculty are required to participate in workshops over the summer to enhance online teaching, adjunct faculty should be compensated for their time.

It may have been appropriate to ask faculty are to accept a salary freeze (which amounts to a salary reduction given inflation) and a reduction retirement benefits. I am aware that such reductions have been even more drastic at some other institutions. However, the University needs to resist the

idea that the work that faculty do is less valuable simply because it is online. The labor input of faculty members is likely greater than before given the need to adapt to online teaching and learning. Therefore, the university should strongly resist any further reductions in salary or benefits.

Rather, there needs to be a transparent and earnest consideration of increased endowment spending. We often hear that endowment funds are restricted, the endowment has taken a large hit, etc. That certainly may have been true over the last few months. However, if endowments have grown nationally over the last decade at about 8% on average, and Villanova?s endowment has grown significantly over the last decade, is it really not feasible to increase endowment spending beyond the 4-5% (that most universities seem to practice). Is it not the case that an endowment constitutes/contains a rainy day fund? We are living through a once in a century pandemic that has caused economic shocks beyond what higher education saw in 2008. In other words, if ever there were a rainy day, this is it.

I am also concerned about student athletes. On the one hand, I understand that they may want to return to campus in order to train and compete. First and foremost, each athlete should be given the choice to do so or not to do so, without the possibility of losing a scholarship. I believe it is unfair to require athletes to take on the risk involved in returning to campus. Moreover, it may simply be too risky to allow many sports to commence this fall.

Please don't go for the option to start the fall semester late (after fall break). I was unable to make the Zoom meeting on June 1 so I do not know what was discussed there, but I feel a late start is not a good idea. It has the potential to really mess up spring semester 2021 and summer 20201 by pushing them back. This will have cascading effects on students (burnout due to short turn-around time between semesters, fewer opportunities for summer jobs/internships) and faculty (less time to design/modify courses, reduced summer research time).For science faculty, summer is the best opportunity for field research so that we may continue our research and that of our graduate students. Many research activities in the field have been halted this summer, through no fault of Villanova. We can and are adapting to this. However, if Villanova intentionally shortens summer 2021 by pushing back the fall 2020 start date to October, this puts science faculty and graduate students at a huge disadvantage for collecting field data needed for research projects. How are we to be fairly evaluated on our research if we cannot collect our data? Modifying and adapting research projects takes time. Villanova has a duty to ensure faculty and students have summer research time, and pushing back the fall semester (which pushes back the spring semester) unfairly truncates this. I don't believe we gain anything by pushing back fall semester, as the reality of teaching online once this October start date arrives is still there. Then what have we gained?None of us signed up to teach online, but if that's the option that keeps our community safe, I am in full support of conducting fall 2020 online. I am willing to do whatever it takes to make online classes the best experience possible for our students. Adjusting the timing of the semesters adds additional complications to everyone's lives and only magnifies the uncertainty and anxiety we're all feeling right now. I do not believe delaying the start of the fall 2020 semester has any benefits for Villanova.Thanks for collecting our feedback. I appreciate this open process!

1. Why hasn?t there been more transparency with the faculty? Why did Faculty Congress have to ask to have only two teaching faculty members on the university committee studying proposals for the fall? Why wasn?t the Faculty Congress allowed to share the proposal document with the faculty, when other local administrations have been doing so with their faculty? We are all siloed in our homes, not really understanding what others among us are thinking, or even really understanding the proposed scenarios under discussion.2. Farther along in this process, it would be very helpful to

have online COVID-19 Town Hall meetings as often we had in the past in person to discuss serious university issues allowing for interaction between the meeting participants and the panel controlling the meeting.3. Without really understanding the details about the requirement that all classes use 5 navigation items in BlackBoard (BB), I would like serious clarification about what this means. It seems to ignore many ways in which online materials are actually delivered to students by Villanova faculty. Many of us have most of our content outside BB in the public domain either under our VU faculty webspace or on outside personal websites devoted to our teaching. This touches on the MIT philosophy of open course materials for all its courses versus the MIT education whose value comes from the personal presentation of its faculty, versus locking up materials (for which copyright protection issues are not involved) to only the participants of each individual class in BB. There is also the fact that increasingly e-textbooks delivered via external websites with online homework systems are being used by Villanova faculty. The homework is all handled externally to BB, so apart from a single link to the outside website, the requirement to post assignments inside BB for uniformity of experience really makes no sense. Similarly under BB content, only a single link to outside materials makes sense. Is this the sense in which the BB requirements have been made, requirements whose details I have not been allowed to see?4. Villanova?s strength is in the personal connection between faculty and students in small classroom environments. I see some faculty with advanced IT skills busy making asynchronous materials (videos, etc) for teaching. I would hope that these asynchronous materials are intended to be in addition to the Zoom live scheduled classroom experiences, and not instead of them. Villanova students are not paying their tuition to be forced into an asynchronous distance learning environment. What guidance will be given in this direction?5. Why is faculty specialized knowledge not being consulted in the development of planning? The Nursing School, the Biology Dept, for example, can contribute ideas specific to a pandemic. Other departments have expertise that could be useful, but not unless we as faculty have a clearer idea of the scenarios and who is on the various committees in charge of the scenario development.6. Many of us see how any realistic accommodations can be made for on-campus teaching, but under that scenario, faculty members should be able to choose whether they will be on-campus or teach online, since the health issues for members of any risk group are so uncertain and are complicated by all the personal relationships of each member (immediate family vulnerabilities, eldercare, etc). Certainly the decision to risk one?s life and those in our lives should not be made by human resources. We were able to teach online for nearly half a semester, so if necessary, why isn?t that an option that can be chosen by a faculty member?

In the event that online classes are required for a semester or part of semester, requiring the sole use of Blackboard may be too broad of an approach. Several instructors that I know currently use Google websites to effectively design their course. Creating extra work for these faculty who have previously gone above and beyond may be inappopriate. Additionally, consideration should be given that courses that are usually online (as opposed to most Villanova classes in the past) may have different considerations. For example, while we need to be flexible with VIllanova undergraduates when it comes to online learning (for example, synchronous sessions), programs such as HR that are online may have previously had an understanding that those enrolling in the program should have certain expectations for online learning, including, perhaps, attending online synchronous sessions. Finally, in my opinion, if the university goes online again, serious consideration should be given to any additional administrative responsibilities/requirements that faculty receive; flexibility may be more prudent even if it means that a few faculty may not follow through on certain university guidelines.

When considering the planning for Fall 2020 semester, it is imperative that the following be considered:- If there will be significant restrictions with in-class teaching (such as: limited numbers of students in classrooms; mandatory spacing of 6+ feet between all students and between

students and faculty at all times; all students/faculty wearing masks at all times, etc.), then online teaching will likely be a better option in terms of the educational environment. In person classes with extreme restrictions (including, but not limited to, those identified above) will result in a less effective learning environment (due to the inability to collaborate, work in groups, adequately hear faculty/students due to masks, etc.) than online teaching.- A blended learning environment (where some students attend in class and some students attend online) will be extremely difficult and not pedagogically sound. In order to ensure that students in both areas (online and in class) receive a comparable/equal experience, it will require significantly more time and effort on the part of the faculty member since the faculty member will essentially be delivering 2 sections of the class (one online and one in person) to ensure that students in both learning areas are able to meet the course objectives.- It is imperative that if the university decides to open for in-person classes, that faculty have a choice in how their classes will be delivered if they are unable or unwilling to teach in person. Many faculty may have pre-existing conditions that may make them more vulnerable to the virus. Moreover, many faculty may live with at-risk individuals whom they do not want to bring the virus home to. Lastly, faculty with young children may not have viable childcare options in the fall, or may be uncomfortable with the safety of available childcare options, and thus may need to work remotely to care for their children.- Requiring teaching in the summer 2021 would prove to be a significant burden for many faculty, notably those with young children who will not have childcare without significant additional expense (camps, babysitters, etc.) and those who have scheduled research activities to coincide with scheduled breaks including the summer.

 I am a current full-time faculty member of Villanova and have serious reservations that the school will take the health and safety of faculty members and administrative staff into consideration when deciding to have classes on campus this fall.

First and foremost, will virologists and epidemiologists be consulted when making this consideration? In March I received messages from several students who tested positive for COVID-19 in two separate sections of my class. Had those students not proactively informed me, I would never have known. What specific protocol is there for informing faculty members that there were confirmed cases in our classes? For obvious privacy reasons, we do not need to know who was infected, but rather information that we were potentially exposed to coronavirus. This is critical not only for professors, fellow students, but for all members of the Villanova community.

Secondly, full transparency regarding infections is critical, not only for the Villanova community but from an epidemiological perspective. For those members of the Villanova community that have underlying conditions and are at high risk, this is a paramount concern.

This decision-making process about the fall really needs to be sped up. I have no doubt that people are working hard. We the faculty were given no time to go online, but we did it. We weren't given any leeway to delay exams and were repeatedly warned that final grades understandably had to be on time. Where is that sense of urgency from the administration? Everything I ask about is 'delayed'. Where are our contracts? Why can't we see even the draft document to know the possible scenarios? How are we to make decisions about preparing for the fall semester without more information now?

Any reasonable analysis of the re-opening scenarios screams 'impossible.' Social distanced classrooms -- with dorms open -- makes no sense. Not nearly enough details around testing -- including serologic testing. How often? Will it be free? Etc., etc., etc. Contact tracking is -- let's face it -- on a vibrant campus, unworkable. And what happens when everyone who has been in

contact with infected students are identified? Where do they go? Who pays for their quarantine? There are many 'aging' VU faculty. What about them? The plan does not address faculty and staff concerns nearly enough. (Prediction: if 'aging' faculty are pressured to return to campus, many will just -- and abruptly -- retire.) If VU gives the 'all clear' sign and people -- faculty/staff/students -- get sick, lawsuits will fly. Virtually nothing in the plan about graduate courses. Why? Only two scenarios make sense. 1: completely online Fall classes and 2: closing for the fall and doing the full year (on-campus) in the Winter/Spring/Summer of 2021. But even with #2, this assumes that a vaccine is within reach.

After reading the presented scenarios, I wanted to voice my opinion that all of option 1 (A, B, and C) are the most cohesive with providing quality instruction and maintaining the community and student support that Villanova is valued for. I also think an early start to the semester and ending prior to Thanksgiving is another wonderful option, mentioned in the footnotes. I have heard personally from many students who believe they will choose to defer acceptance and/or take a leave of absence should the university decide to pursue online instruction, which I believe is entirely detrimental to our mission and success. While I understand that faculty members need to feel safe and comfortable with the options, an opportunity for online instruction where appropriate makes sense, along with safety measures such as masks and increased cleaning and sanitization of surfaces. I believe that for Villanova to survive as the community-based, socially responsible institution that it is reputed to be, we have to provide equitable on-campus instruction to all of our students. Otherwise, we risk an entire shift in the university culture, changing the landscape of Villanova as we know it in ways that may never be repaired. Our students deserve for us to try to provide them with the educational experience they fell in love with when they decided to attend Villanova, whether that was a month ago or four years ago.

If we are in person in the fall, how do we ensure that people don't participate in high-risk behaviors that could endanger the entire community without changing the community climate? Will travel be permitted? What about students who don't live on campus and depend on public transportation? Will staff (not just faculty) be included in the ride share? Who will work to ensure that the cars aren't contaminated? Will parking be able to accommodate more cars?

Thank you for the detailed plan distributed today (June 3). Regarding the potential need to video classes: has the legality of recording class discussions (as opposed to lectures only) been discussed and resolved? PA laws are fairly restrictive with regard to requiring consent before audio recordings can be made. Is there a University policy regarding acquiring student consent, or presuming consent, in recording classes? Thanks for your consideration and reply.

If we are teaching classes in person, who is going to clean buildings? Will there be food service? What will we pay the staff doing this essential but high-risk work? Can they opt out and still be paid? What happens if someone dies of COVID while working for Villanova or as a student? Who will pay for the medical expenses of staff who do not receive health insurance from Villanova (people teaching one class, for instance?) How does deciding to teach face to face educate 'the whole person' if it puts the burden on students and faculty and staff to opt out?

Would there maybe be an option for faculty to have an option of teaching their courses on-line if we do bring students back to campus?

The 'scenarios' document doesn't seem to have any info about how graduate evening classes might be impacted When the announcement is made, please make sure there is ample information about how graduate classes will run, in particular if by potentially moving undergrad classes to evening time slots will cause graduate courses to go online. Faculty members who teach at both levels will need to know this in order to make decisions about their schedules and whether they will be available to teach in-person vs. online.

Issues: I agree with all faculty comments in the report provided. My additional comments and questions are 1) If a faculty member at this point in time (before July 1 announcement) is planning on asking for a waiver to teach online vs in class shouldn't this process began now so the students enrolled in that course section are given ample notice that the course will be online. It seems that this group of faculty will be the same making the request to teach online regardless of the plan unless Fall courses are totally online. This could facilitate the process and appropriate scheduling of courses to allow faculty to make this request now. 2) Course content cannot be a direct translation from in class structure to online structure. This is a great challenge for faculty who have little experience constructing online courses. 3) Online courses of more than 20 to 25 students max should be split into additional sections for the purpose of providing the best learning experience for the students. 4) If there is not a viable vaccine in the Spring (highly unlikely) assurances related to job are needed for CNT faculty who are not comfortable for health reasons teaching in practicums in community settings. 4) I am not convinced that the steps taken as outlined in the plans to social distance, monitor asymptomatic virus carriers, or the testing of symptomatic students after they have been spreading the virus prior to showing symptoms are adequate or proven to be effective in this environment. 5) Will testing be a requirement for faculty and students? FCON requires that faculty and students demonstrate immunity by titers or vaccine for measles, mumps, reubella, chicken pox, TB, flu, hepatitis B. Should testing for COVID 19 be a requirement as well? And how often? Will the University make this testing available?

I don't see much discussion of the duration or scheduling of graduate courses. My understanding is that the typical '6-ft distancing and masks' mitigation may not be adequate for prolonged exposure in closed rooms, as is typical for evening graduate classes. Hopefully other working groups are investigating this. The final announcement should simultaneously give us guidance for both the undergrad and the graduate courses.

This is impressive. Many, many thinks to all of you who worked on this. Barring a medical breakthrough, Scenario 2 seems best to me: it strikes the right balance, I think, between financial and health risks and educational benefits. (In addition to freshmen/transfers and perhaps seniors, should those science majors who need the labs on campus also be allowed back for the fall?) I'm a CNT in ACS, and an advisor; I would welcome the chance to teach my ACS classes and advise my freshmen in-person this fall, health risks notwithstanding. Ideally, whoever teaches in person would have a contract for the year that stipulated full salary and benefits even if he or she had to stop teaching temporarily due to the virus, and any CNT with health concerns would be allowed to teach online. The block schedule (Scenario 5) and canceling the fall semester (Scenario 4B) both strike me as worst-case, last-resort scenarios.

There needs to be some kind of across-the-board policy (other than the disability policy) for faculty who don't personally have a disability but who have household members and/or elders that they care for who are in high-risk groups. Having HR handle this on a case-by-case basis leaves too much opportunity for uneven treatment and discrimination. I suspect it will be impossible (given HIPAA and other restrictions) to get official documentation of medical issues for anyone else but oneself.

Two questions from adjunct faculty in my department: (1) In any scenario, what is the plan if a faculty member becomes ill with Covid, or comes into contact with Covid and must self-isolate (I guess this latter question only applies if in-person classes resume)? If they are unable to teach while they recover, how will the class proceed? (2) In the case of Option 4B, if classes do not resume at all in Fall 2020, what would happen to the graduate students who work as adjunct faculty? Would we go unpaid? I'm especially concerned about the international students, who would be unable to find other employment. For most of us, I imagine that this would mean we would be unable to remain in the U.S., and would have to move back to our countries of citizenship.

Thank you to all those who have spent a lot of time and energy in crafting these different scenarios for fall 2020 including a clear outline of the pros/cons of each. However, there are so many options and it doesn't seem that we are any closer to a plan. What are the criteria for decision-making and selection of a plan? I am surprised by the inclusion of tuition reductions in the plans (depending on the extent of online courses). Putting courses online in a meaningful way is a tremendous effort for all those involved. The document incorporates other areas that will substantially need to increase and shift effort to make an online semester happen in a meaningful and 'Villanova' way (from faculty to library to VITAL to UNIT staff ... and the list goes on). I'm not opposed to this extra work and effort, and my guess is that most at Villanova are willing to contribute as needed. I have been working hard to transform my classroom-based course to an online course for this summer. I think that considering a tuition reduction while asking faculty and staff to do more devalues everyone's efforts. Why not incorporate a PR plan to explain the value to families and students? The expectation from administration is that we are not Coursera or the University of Phoenix, so why on the one hand encourage faculty/staff to do more, but on the other hand devalue all that work by implying that it?s substantially worse than the original. Some aspects of the plan seem fairly prescriptive in terms of pedagogy (science departments told to incorporate a flipped classroom because of larger class sizes among CLAS; detailed standardization of Blackboard). What is the scope for flexibility in approach given the differing needs of different disciplines?

I am extremely concerned about faculty workload if the university schedules on-campus classes yet insists that all lectures must be online and that faculty must come up with alternative participation/assignments for students who are not in the classroom. This means that faculty are in effect running two classes--one in person and one remote. In addition, individual student status could fluctuate over the semester week by week (in person for a few weeks, online for a few weeks, back in the classroom, etc.). How will faculty be compensated for this additional labor? Who will be keeping track of individual student status and when/how they decide to toggle between in person and online assignments? If exams and evaluative assignments need to be accessible online for some students, it seems fair to make that mode of examination available to all students. So why run an 'in-person' class just to have everything online any way? The notion of two classes under the umbrella of one seems like a huge amount of uncompensated labor for all faculty/instructors and an impossible workload for faculty teaching 4-4 loads. I am also concerned about ownership and accessibility of filmed lectures online. I hope that FC will make sure that faculty get a clear statement that faculty retain ownership of these and Villanova has no right to use them. I also hope that there is a policy that only enrolled students may access Blackboard content. I noticed that some of my enrolled students have 'Observers' who have access to my course content. Who are these 'observers, what can they see, and what role do they serve? I was not notified of their presence or role and this needs to be communicated to faculty before the fall. Finally, I do not think that faculty should have to apply to HR through a 'disability' form (as we were instructed in the spring) to teach remotely. How will HR decide who is at high-risk for COVID-19 when medical researchers are still trying to figure this out? How will risks be prioritized?

I tend to favor scenarios 1A/B. My main concern is that the scenarios have not thought at all about laboratory based courses. If only a portion of students come back. They may need to be the science, engineering, and nursing students.

My bottom line in response to all the projected scenarios remains the same as it was before I saw them laid out. No consideration on earth will induce me to re-enter the live classroom this fall in the absence of a solidly proven vaccine, which certainly will not exist by then. I am sixty; my husband, who will be sixty in a few months, has multiple co-morbidities--that should be enough. In addition, however, I teach a foreign language: not something I can effectively do while wearing a face mask, which is non-negotiable for me in any public space, especially an enclosed one. Nor

would my students be able to work in pairs or groups. Nor would I be able to move close enough to a very diffident student (one who seems simply incapable of speaking up loudly enough to be heard from the front of the room, and I have students like this every year) to decipher what he or she was saying. The whole proposition is simply out of the question.

I am struck by two major themes while reading this document. 1. There is a significant financial interest at hand in almost every scenario- both as pro and con. I 100% understand this interest and am in no way saying to disregard economic impacts. But the tone suggests economic impact is DRIVING decision making instead of sound public health policies. 2. I also understand that the purpose of this document is to outline potential scenarios for Villanova in the upcoming semester/s. But there is an incredible lack of specifics that are necessary to understand how each scenario would play out. I?m sure that these are in discussion but without knowing specifics, it?s hard to make a quality judgement on each scenario. This is by no means an exhaustive list but here are several that I?m thinking about: 1. If we do return to campus, a major question that needs to be answered is which students get to come back? If the campus is open to everyone but there are a few states that have high levels of viral transmission, what happens then? Similar questions exist for scenarios that bring only freshmen or seniors back to campus. 2. If we do return to campus, how many classes will use a single room on campus and how much time would be given in between each class for cleaning? 3. How are large lectures going to be handled vs. small lectures? 4. What are the rules and regulation for lab courses, especially given that there are many sections of introductory courses on campus that utilize only a few physical lab spaces throughout the week? 5. What is the HVAC system capability in each classroom- is there enough air movement? Will fans need to be activated at all times to dissipate potential virus spread? 6. An important question raised by the SGA- how will these public health rules (i.e. masks, distancing) be enforced? 7. A comment in the faculty congress section suggests prohibiting students from traveling to Center City. If students live off campus, is that even possible? I would be incredibly troubled by a proposal to do that even to just the students living on campus especially given that prohibiting students form doing certain things would detract from the Villanova experience. Note that this would only be troubling if the state and city have deemed it safe for things in the city to reopen to the public (i.e. restaurants, museums etc.) 8. In addition, each of the ?return-to-campus? scenarios must be accompanied by an online contingency plan. Given that a second wave is possible (likely) sometime in the next few months, what potential benefit is gained from coming back to campus only to shift the entire population online again? I agree that the Villanova experience is essential to who we are as a University and having a ?traditional? semester is the best way for students and faculty to develop lasting positive relationships. But we must ask- is the on-campus experience going to be the same this semester? 9. Finally, it?s not easy to prepare an online class. I?ve been flipping classrooms and incorporating online components for years and every year I learn something new. We have incredible and innovative faculty members on campus- but these courses still take time to develop! It?s even more work to develop a course that will run seamlessly if it must be taken from in person to online. Finally, a comment that I heard from many students last semester was how overwhelmed and stressed they became when classes moved online. There were lots of factors at play- some rightfully complained that workload increased beyond what was originally expected while others rightfully complained that courses became severely disorganized and disjointed. How can we prevent repeating these mistakes if we are not given adequate time to prepare? And the time to prepare is the summer- once the course gets going making really meaningful changes is incredibly difficulty. It?s not as simple as recording lectures and moving an exam online. Given these questions, and the fact that we are still learning about the transmission of this virus, it seems prudent to extend total online learning one more semester (Scenario 4A). If not, I am worried that

the scenario chosen, while well intentioned, will not have enough developmental time to be effective.

Broad faculty involvement in the consideration of instructional delivery options for the fall has not been afforded, as it was sought largely ex post facto. For example, most faculty were not invited to comment on the ?Scenarios for Fall 2020? document until it was already finalized. The ?Draft Scenarios? document was under an embargo, which precluded access for the vast majority of faculty. I understand that two Faculty Congress members were part of the committee that drafted the scenarios for the fall. However, the input provided by the whole membership of Faculty Congress does not appear to have shaped the final scenarios document in a meaningful way. One needs only to read the Faculty Congress input in the Appendix A and compare it with the final scenarios document. The Faculty Congress input seems to be an ?add-on? that appears to have little influence on what is in the body of the document. Moreover, I am aware that substantive changes were made between earlier drafts of the document and the final version of the scenarios document. One highly significant change regards the ability of faculty and staff to opt to work from home if they fear the risk of contracting the virus. The final document places the burden on faculty and staff to prove they are deserving of exemption from teaching on campus via a process with human resources. Furthermore, the criteria by which human resources will adjudicate such requests have not been made transparent. Will the criteria conform, at a minimum, to the PA Dept. of Education guidelines (https://tinyurl.com/y999r55w): ?Consider policies and practices to provide accommodations for individuals at higher risk of COVID-19 and individuals with disabilities. Ensure any accommodations for people with disabilities are consistent with ADA laws and regulations. Consider providing opportunities to telework for employees over 60, employees with underlying health conditions, or for employees who are experiencing a mental health crisis as a result of COVID-19.? As the Faculty Congress feedback in Appendix A states, ?Many respondents underscored that faculty MUST be allowed to teach online if they so choose. Going through HR struck many as inappropriate; notifying one?s chair was suggested instead?Further, the university should develop a common statement that all faculty add to their syllabi stating that faculty can exercise their judgment to adjust class format as needed to ensure the health and safety of themselves and their students.? With all due respect to those with scientific expertise on the committee, many faculty have reached the conclusion that the risk of returning to campus is far too great. Even though there is a great deal unknown about COVID-19, it seems that those concerned faculty are making such judgments on the basis of good evidence available to them, not irrational fears (see for example this epidemiologist?s distillation of the risks: https://www.erinbromage.com/post/the-risks-know-them-avoid-them). In short, many faculty feel as though they are being acted upon, without having any real voice in what is a very stressful situation that will impact themselves and their families. Not only do faculty and staff not have access to the criteria by which their requests to work remotely will be adjudicated, they have yet to learn what mitigation methods will be used by the university if and when students, faculty, and staff returned to campus. Will the university adopt the robust testing, tracing, isolating and quarantining protocols? Will it provide all staff and faculty with the necessary PPE? Will the university conform to the stringent building safety standards the CDC had released (https://www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html)? We all know that this is uncharted territory for everyone involved at the university. Those who have spent countless hours on trying to find the right path forward are to be commended. However, their efforts should not preclude or hinder the real participation of other voices in the process of discernment and judgment. The fact that faculty are still able to give feedback via the Faculty Congress website on a document that has already been finalized speaks volumes. Most importantly, all faculty and staff must be given options concerning how they deem it best to keep themselves and their families safe.

People may die. Others may have long-term debilitating illnesses such as lung-problems, chronic fatigue syndrome, and cognitive dysfunction after contracting coronavirus. I understand that many students want (sometimes demand) the residential college experience. It has much to offer for certain. However, the grave risks associated with COVD-19 outweigh providing those benefits now. The virus has not disappeared and many experts are saying there will be a second wave of infections. We can provide a high quality educational experience for our students this fall, remotely, and do our best to build community through extracurricular activities online. This is the safest and most responsible course of action. Given that Villanova is an Augustinian, Catholic university, it should prioritize above all the dignity and sanctity of all human lives, and exhibit concern for the lives of vulnerable persons.

Hi. Part of the issue with planning to avoid COVID is the lack of understanding about what exactly is the COVID season? There is a lot of options here for the fall-which is the most pressing issue- but we also need a plan for spring. And it should be consistent with what is done in the fall. That being said, I like the idea of starting early, skipping fall break and getting done by Thanksgiving. I am not in favor of having the students finish their exams/last week of the semester at home. If this is the path we need to take, then I will not give a final. I will give a final project. There is no control over academic integrity otherwise. I don't dislike the idea of moving to a block or quarter system. I am not in favor of skipping the fall semester and waiting to open until Spring for two reasons. 1- What is the COVID season? 2- I don't think it was adequately explained in the document about what would be happening with regard to pay, except that it would move to a 12 month schedule. Lastly I dislike the idea of lecturing between 2 classrooms. It is helpful to see all of the students in one place to gauge their understanding. Also I don't want to lose classtime to deal with tech issues. I also dislike the idea of having a live class then posting the videos. Personally I am just not comfortable appearing in a video. I don't mind making video lectures though. I think this is due to the fact that I have more control over the final product. Last, I think if I was going to the trouble to make videos, I would prefer to flip my class.

This plan of emailing to an anonymous 'hr' email address for accommodations is not workable. There is no transparency or accountability. I don't know who would be getting my personal information or what they would do with it, and there's nobody to follow up with. Plus I don't know if I need 'accommodations' until I know what the fall teaching scenario will look like.

It seems to me that whatever the scenario there are two things that should be critical and non-negotiable: there should be NO FALL BREAK and NO RETURN to campus after Thanksgiving. Holding the last week of classes and finals online would allow us to begin at the usual time in Aug.This is simply the most logical way to decrease the risk of renewing infection rates on campus during the semester, regardless of what path we follow. Given this assumption, the scenario that seems least disruptive but has a chance of increasing protection is a modified Scenario 1D--modified with the addition of NO FALL BREAK and NO RETURN to campus after Thanksgiving, so the last week and finals done remotely. Here is why: 1) keeping in-person classes to 70% automatically frees classroom space and reduces student density and interaction to some extent campus-wide. This will allow spreading out in space and time the students/faculty who are holding classes in-person. 2) Holding 30% of the courses remotely and distributed across the colleges and departments will allow online courses to be well-planned and well-assisted, and to be run by at-risk faculty and faculty who desire and are good at remote teaching. This will also prevent stigmatization of faculty who are choosing to teach remotely for health or caregiving reasons. 3) Other scenarios each have major cons: 1A,1B, 1C each make it harder to social distance in the classroom crunch, and would call attention to faculty who ask to teach remotely due to health or caregiving reasons. The uncertainty of Thx break plans is a real drawback--this should be decided up front and for the safest outcome. 2: safer due to reduction in # students, so a possibility, yet seems more disruptive. 3A--the late start

seems without any merit, the semester also ends too late, and the next begins too soon afterward; 3B starting online and then going to in-person gets it backwards: the start of semester, if anything is more impactful when in-person, than is the end since relationships have already begun; and the pandemic is likely to be worse later than sooner. 4A: the safest scenario but we hope not to have to got here 4B: not for any reason! Thanks for asking for faculty input! Last suggestion: faculty should be members of every one of these planning committees, not just administrators or university 'leaders'--that way, general faculty input solicited in forms such as this, is more likely to be followed up on in the final decisions when members are on the advising committees.