
FACULTY COUNCIL COVID-19 RETURN TO CAMPUS SURVEY: SUMMER 2020

This document contains the results of a survey the University Senate faculty leaders sent out to 123 faculty Senators and Alternates who served in 2019-2020 or will be serving in 2020-2021. Of those who received it, 100 members responded to at least one question in the survey

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General COVID-related Safety Topics

Q1: What are your thoughts about checking and reporting certain COVID-19 related symptoms, for example, your temperature, cough, shortness of breath?

Overall, there is broad support for temperature and symptom checking and reporting.

94% (92 of 98) of respondents are supportive of checking and reporting temperatures.

10% of faculty of respondents expressed concerns about privacy-related aspects of checking and reporting, though supported the concept of checking and reporting.

4% of faculty do not support checking and reporting, stating that these methods are ineffective in controlling spread.

Faculty statements in support of checking and reporting:

“Not a problem. The point is to keep everyone safe.”

“I think routine reasonable checking of symptoms is an appropriate precaution”

“I think it is perfectly acceptable for the University to ask faculty/staff to check and report on any Covid-19 symptoms. I would abide by such rules.”

Faculty statements expressing skepticism regarding usefulness and pragmatics:

“Necessary but nowhere near sufficient, given that the vast majority infections do not symptoms (at least initially).”

“That would be too late to have stopped transmission in the pre-symptomatic stage. Not a useful precaution.”

“I’m happy to do this but skeptical of its utility given the prevalence of asymptomatic cases”

“This is at a minimum for safety. But I don’t know how to do it practically. Questioned at the entrance to each building? That seems unlikely.”

Faculty statements regarding privacy-related concerns:

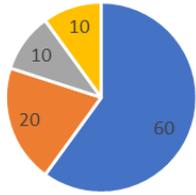
“checking and reporting are two separate ideas. I check I do not report.”

“I do not support mandated checking of COVID related symptoms by others. I do support requiring self report and option of being checked for symptoms”

Q2: Tell us what you think about contact tracing in the OSU community.

In general, contact tracing is generally favored by 90% of faculty respondents, though many expressed concerns about resources to conduct tracing, tracing accuracy, and privacy.

Contact Tracing



■ Support ■ Qualified Support
■ Privacy Concerns ■ Ineffective

Approximately **60%** of faculty respondents stated clear support for tracing.

An additional **20%** expressed support qualified by availability of sufficient resources (money, training, trained personnel, etc.).

An additional **10%** expressed support qualified by concern for data privacy and appropriate data use.

Approximately **10%** of faculty believe the tracing is ineffective or too burdensome a task to be valuable.

Faculty statements regarding unqualified support for contact tracing:

"The more reporting and data we can collect, the better."

"It is essential, especially if students are on campus."

"Very important and should be done. I'd be glad to participate."

"Must be done and i would consider advanced techniques like cell phone tracking data"

Qualified support if resources and training are sufficient:

"I am in full support if we have resources to do it."

"Absolutely, but do we have the resources? Where will they come from?"

"It would be great if we were able to effectively do contact tracing. It would be a huge (and costly) undertaking to do it well."

"I think it needs to be very active and well trained"

Support contact tracing yet concerned about privacy:

"I am fine with this providing proper privacy concerns are maintained"

"Overall I am OK with this under the circumstances, but it could be a slippery slope - will they stop tracking our movements once the pandemic is gone?"

"I am fine as long as there is 1. a clear time limit (and be extended if needed), 2. a clear expectation of maintaining privacy to the extend possible."

"It is imperative if we are to control this disease in any way. It has to be cleared with the legal teams in dental and medical centers due to PHI."

"Not opposed as long as privacy (data sharing) concerns are addressed"

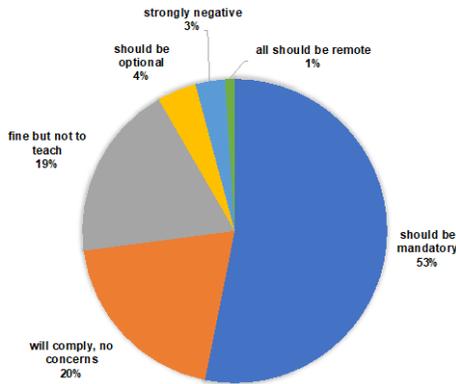
Lack of support due to questions about the value of contract tracing:

"I do not believe that it can be implemented successfully"

"This would be an effort which requires considerable resources but the benefit derived may be low."

Q3: Tell us your thoughts about wearing a mask (other than N95) on campus during regular teaching and other academic activities

The majority of faculty respondents (73%) expressed general support for wearing masks.



53% felt masks should be **mandatory** for all

20% indicated they had no concerns about wearing masks, but did not specifically say it should be mandatory

19% indicated they would comply with required masking, but would prefer not to or had significant concerns about it in the context of teaching

4% indicated mask wearing should be optional, and an additional **3%** gave a response considered to be generally negative. 1 individual indicated that all university activities should be remote, obviating the need for masks

Should be mandatory:

"Absolutely essential and should be mandatory on campus, to protect older and otherwise vulnerable staff and faculty."

"should be mandatory and regularly enforced and checked upon"

"A must."

"Absolutely essential for all. It is likely to reduce spread of virus and serves as a reminder that things are not 'normal'."

No concerns:

"Happy to do this. It would be nice if OSU could provide the masks, and they might well be better than what I have."

"I will if needed and if it helps."

Fine, but not to teach:

Note: Common concerns included inability to project voice, and problems arising from students not seeing the lecturer's mouth

"During teaching? No. Other activities - yes."

"I think wearing masks are a good idea but I think it is untenable during teaching - it would be too difficult to understand the lecturer."

Should be optional:

"Wearing a mask should be encouraged but made optional."

Generally negative:

"Neutral; if one is going to protect faculty it should be done properly-see below"

Teaching and Learning

Q4: Tell us your thoughts about using other Personal Protective Equipment (e.g. gloves, N95) on campus during regular teaching and other academic activities.

7% indicated use of PPE should be required or mandatory

"Absolutely essential and should be mandatory on campus, to protect older and otherwise vulnerable staff and faculty."

40% indicated negative feeling about other PPE, or that PPE beyond cloth masks and handwashing was not needed

"Gloves protect only the person wearing them so would not help at containing the spread. N95 masks should be preserved for essential hospital workers."

"Not sure that it is required outside of a mask and proper social distancing"

"No proof items beyond a face covering is productive in fact maybe counterproductive"

Note: The majority of remaining responses were either broadly supportive, or supportive of at least one form of additional PPE

About 45% of answers specifically mentioned gloves. Of those:

36% were willing/happy to wear gloves

"Gloves and handwashing/sanitizing stations should be required."

"disposable gloves should be widely available on campus."

65% were negative towards glove use, with many of those indicating that gloves may spread disease

"I assume "regular teaching" means classroom? I would not wear gloves during class."

"Gloves should not be required since many people don't know how to properly use gloves."

"gloves do not make sense and may actually spread disease"

"Not opposed to gloves, but also think they're a bit problematic. to be truly effective don't you have to change gloves every time you touch something?"

"based on experience as a lab scientist, dangers of gloves spreading virus inadvertently are high- hand washing better"

About 25% of answers specifically mentioned N95 masks. Of those:

36% were positive about N95 use

"Would prefer to wear n95 mask."

"OSU should provide all campus-active faculty With N95 masks for their campus activities"

64% were negative towards N95 use

"N95 is overboard and not needed."

"N95 masks should be preserved for essential hospital workers."

"If we're at the point of having to wear N95 masks we should be meeting remotely"

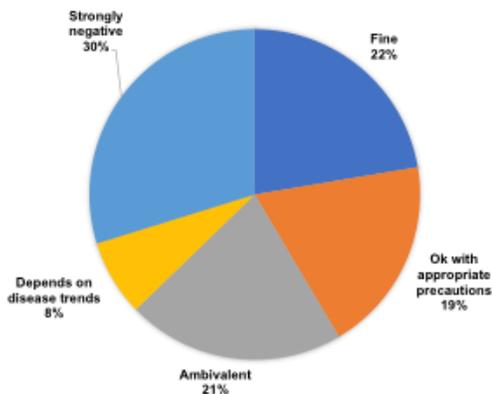
15% of answers brought up hand washing (and use of regular masks) as a superior way of preventing transmission

"Not helpful with good hand washing."

"Nothing replaces hand washing with soap and water. Perhaps giving hand sanitizers to carry would be useful"

Q5: Tell us how you feel about returning to in-person teaching in the Autumn semester.

In general, faculty had mixed responses about returning to in-person teaching in Autumn



30% were generally negative about returning to face to face teaching,

8% indicated their comfort level would depend on disease trends.

19% indicated they were comfortable with in-person teaching if appropriate precautions were taken (e.g. PPE, class size, physical distancing)

21% expressed conflicted or ambivalent feelings

22% indicated they were comfortable returning to face to face teaching and did not specifically delineate any concerns

Supportive of in-person teaching:

"I really want to return to face-to-face teaching in the Fall. I think it is essentially for our students and the University."

"I am OK with this option."

"I fully support in-person teaching. Many students are struggling with Zoom. Some lack access and a learning environment at home."

Qualified support for in-person teaching:

"Only if classes at half-capacity or less. Physical distancing needs to be in place."

"I am fine with this if we can maintain safe social distances and sufficient air turnover/flow in the classroom."

"In favor in controlled, responsible environment"

"Comfortable only in very small group with very large social distancing, masks, and symptom monitoring. I fear more for my older and at-risk colleagues..."

Ambivalent:

"I would not feel comfortable teaching large in-person undergrad classes. Grad seminars are fine."

"Ambivalent... I honestly don't know what the right thing to do is."

Depends on disease trends:

"Right now, I can't say; I want to see how the curve changes during June and July."

Strongly negative:

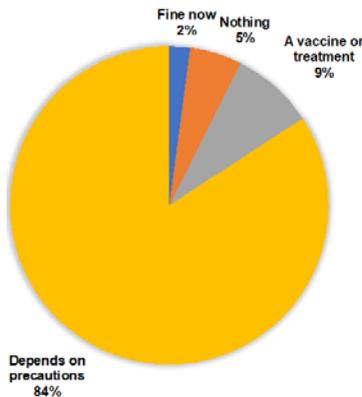
"Faculty and staff will be incredibly vulnerable - all staff should telework and all instructors who request it should be able to teach online if they wish"

"I don't like the idea of returning to all in-person teaching - I don't think we are at a point in the pandemic where this is a good option."

"NO. Endangering to all. Would produce anxiety non-conducive to learning. Unlike other "industries," we have a viable alternative (online) & should use it, whatever the lost revenue."

Q6: What circumstances would make you more or less comfortable about returning to in-person teaching in the Autumn semester?

A majority of faculty respondents (80%) identified specific circumstances that would make them feel more (or less) comfortable when returning to campus.



80% indicated that some circumstances could make them feel more or less comfortable

13% indicated that only a vaccine would make them more comfortable or that nothing would make them more comfortable

2% indicated they had no concerns now

Circumstances making faculty feel more or less comfortable

“Aggressive proactive mitigation measures in-place would be me feel more comfortable; the lack of those things would make me feel less comfortable”

“More comfortable: mandatory masks and PPE; mandatory symptom monitoring and contact tracing; mandatory distancing. Less comfortable: Optional/no masks and PPE, no monitoring, insufficient distancing.”

68 responses that mentioned specific things that would make them more or less comfortable returning to face to face teaching and most of those mentioned several. The most common things mentioned were:

- proper use of PPE (**37%**)
- public health trends showing reduced disease prevalence (**34%**)
- proper use of social distancing, especially with regards to classroom occupancy (**44%**)
- implementation of testing (**18%**)
- proper sanitizing of spaces and hands (**18%**)
- contact tracing (**16%**)
- symptom monitoring (**4%**)

Only a vaccine would make them more comfortable; nothing would make them more comfortable

“If there was a vaccine for all people on campus, then all systems go.”

“none, there should be no in-person teaching if possible.”

Concern that students or colleagues might not take precautions seriously

“Not all of the people are taking the responsibility and do not take about covid-19”.

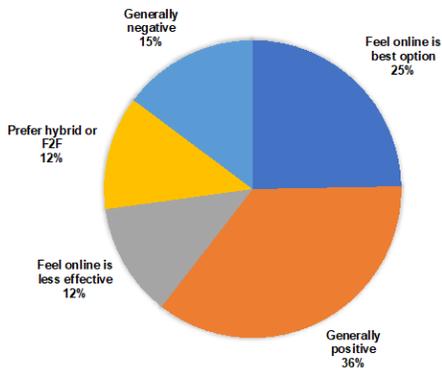
“I would not be comfortable in confined spaces with a lot of people. I am very concerned about careful compliance with the steps necessary to protect us all. I am concerned that some campus community members may not be careful about ‘following the rules’. It will only take a few mis-steps to put us back to the situation at the beginning of March.”

No concerns now

“Unless the hospitals are being swamped with Covid-19 patients in August, then I am totally comfortable returning.”

Q7: Tell us how you feel about continuing to teach virtually/online in the Autumn semester

Approximately 61% of faculty indicated that they felt online teaching was the best option or at least had no issues with teaching online, and about 39% expressed concerns about online teaching.



25% specifically expressed that teaching online was likely the best option,

36% indicated they had no issues with teaching online

15% expressed generally negative feelings about online teaching.

24% were less negative but expressed caveats, with about half of those stating they preferred face-to-face, and half saying they felt online teaching was less effective than face-to-face.

Online is best option:

"it is preferable to becoming extremely ill or dying..."

"It seems like the best option, given our choice set"

"I favor continuing online/virtual teaching Au 2020; I think this is the safest option for all"

Generally positive/Not opposed

"I would be happy to continue teaching online this Autumn semester."

"I am fine with teaching 100% virtual. I would like to know this soon, so I can prepare"

"I welcome the opportunity to teach online."

"Fine; I have been teaching an online course for a number of years."

Online is less effective

"Will make it work if required, but not as effective as in-person instruction"

"Ambivalent... I found online teaching to be ~2.5x as much work, and I find that I cannot be as engaging when lecturing to a webcam (especially for pre-recorded lectures)"

Prefer hybrid or face-to-face

"Will make it work if required, but not as effective as in-person instruction"

Strongly negative

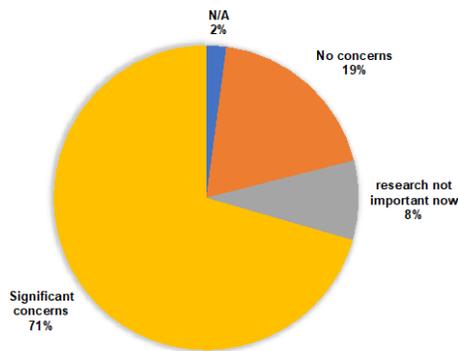
"NO. i would do (almost) anything not to do this."

"Absolutely a last resort. There will not be a resurgence or spike."

Research and Creative Activity

Q8: What concerns, if any, do you have about continuing your research and creative scholarship in Autumn semester?

A majority of faculty (71%) expressed significant concerns about continuing their research and creative scholarship in Autumn.



71% indicated they had significant concerns about the return to research and creative scholarship.

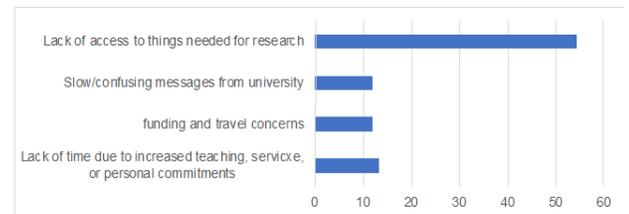
19% indicated they had no concerns.

8% indicated that a return to research and creative scholarship was not a high concern at this time

2% said this was not applicable to them.

Among the commonly raised concerns:

54% mentioned concerns about access to things needed for effective research. Among those, 12 specifically mentioned access to lab space, 10 mentioned concerns about work with human subjects, and 5 mentioned library or other similar resources.



11% indicated concerns related to funding and travel

“Need to have sustainable research funding and travel support (and the ability to travel, more generally)”

13% indicated that increased time needed for teaching and/or increased personal responsibilities would interfere with research

“Lack of time (will need to do more to prep classes, everything is going to take longer b/c of protocols, need for extra planning meetings, etc.)”

“It has been extremely difficult to work at home, especially as a single parent with a now home schooling child. I think a disproportionate amount of work and burden is falling on women right now. The University needs to be incredibly attentive to gender and equity issues. As one journal recently said (when seeing the rise in submissions from male scholars), we need to be careful not to create a benchmark that is focused on a particular, privileged class of individuals.”

8% pointed to slow and/or confusing guidance from the university as a barrier

“There are no plans by several ADRs to move this forward. We do not have SOPs in place. The pace is glacial in some colleges.”

No concerns:

“No concerns for me, personally. This is perfectly possible, for theoretical researchers like myself, where all the research material is widely available on-line.”

Research/Creative scholarship not a concern at this time

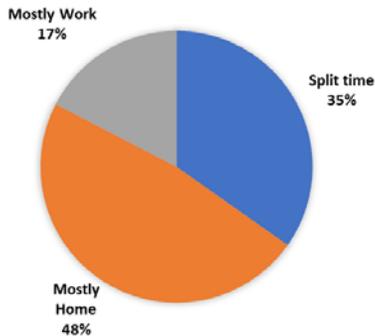
“I am more concerned about the health and safety of our community at this point.”

Workplace Considerations

Q9: If the campus is re-opened, how would you prefer to distribute your time between work and home offices in Autumn semester?

A majority of faculty (83%) would prefer to work from home or split their time between work and home in Autumn.

PREFERENCE BETWEEN WORK AND HOME



48% prefer to spend most, if not all of their time at home

35% say they would split time between home and campus

17% prefer to return to their campus office.

Prefer to spend most, if not all of their time at home

"I will be home as much as possible. I do not believe we are ready yet to come together."

"I would spend most of my time at my home office...limit exposure as much as possible."

"100% at home"

Half of those that fall into this work remotely group state that they will work from home unless required to be on campus

"Only come on campus if necessary, would prefer most duties are done remotely"

"I would only go in to teach, avoid offices as much as possible"

Prefer to split time between home and campus

"Reduced work office time. Maybe in office 2-3 days per week, 2-3 days at home."

"2-3 days/week working from home and 2-3 days/week on campus."

"I would prefer to split my time between the sites to stagger volume of people on campus and limit exposure"

"Balanced with needs of office/lab compatriots. Much can be done from home, but public service demands public presence, too"

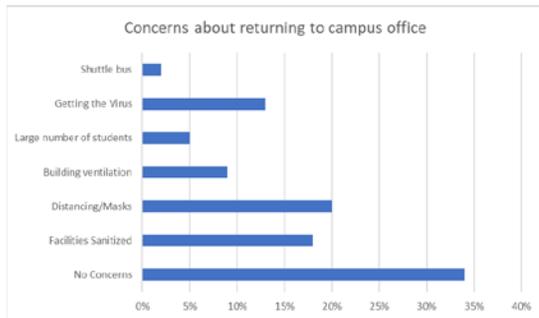
Prefer to return to their campus office.

"I will follow University guidelines, but I would prefer to work on campus."

"Not everyone has a home office- I am working in my kitchen. With sufficient distance, I prefer to work on campus."

Q10: What concerns, if any, do you have about returning to your on-campus workspace/office in Autumn semester?

A majority of faculty (66%) identified concerns about returning to their on-campus workspaces



34% had few or no concerns about returning to their own personal office.

20% were concerned about lack of people following good hygiene practices, either for personal or for structural reasons

17% expressed concerns about regular cleaning and sanitizing of facilities, especially bathrooms and public areas

13% were worried about getting the virus.

8% expressed concerns about enclosed spaces and uncontrolled environmental factors like air circulation and filtering

5% concerned about the large numbers of students

2% were concerned about riding the shuttle bus.

Few or no concerns about returning to their own personal office.

"I have a private office and don't have real concerns about returning to that."

"I am more concerned about being in a classroom. Our offices are fairly safe."

Concerns about the facilities being regularly and properly sanitized, especially bathrooms and public areas.

"Cleaning is paramount, but how can the buildings be kept sterile?"

"My building is full of doorknobs and has insufficient bathrooms and hand-washing facilities."

Concerns about people following good hygiene practices, either for personal or for structural reasons.

"Achieving social distancing is difficult to achieve in campus workspace"

"Too many people in a concentrated area/too risky"

Concerns about enclosed spaces and uncontrolled environmental factors like air circulation and filtering.

"If we can't open windows, then the building is going to be like a cruise ship"

Concerned about the large numbers of students

"Huge concerns, as OSU has such a large student body."

Worried about getting the virus.

"I am immuno-compromised and will not return without a proven immunization. My life is worth more."

"Putting my parents and family at risk"

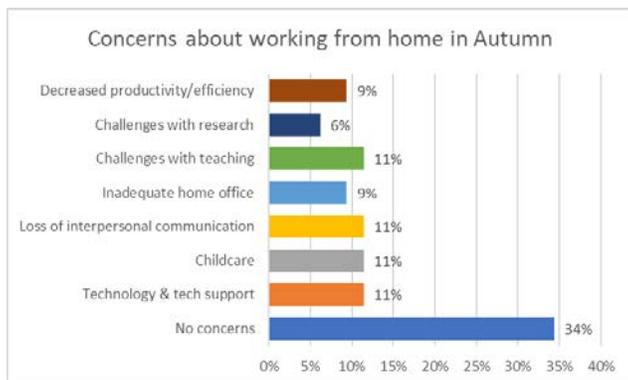
"Being exposed to sick individuals who may not have overt symptoms."

Concerned about riding the shuttle bus.

"I am concerned about the bus from west campus to main campus..."

Q11: What concerns, if any, do you have about working from home in Autumn semester?

Faculty identified multiple and varied concerns & challenges about working from home in Autumn



34% report no concerns about working from home

11%: report concerns about technology/tech support

11%: report concerns about childcare

11%: report concerns about loss of interpersonal communication

11% report concerns about teaching

9% report concerns about home office

8% report concerns about decreased productivity

5% report concerns about research

Concerns about technology/tech support (internet speed, responsiveness, hardware)

“Productivity loss due to relatively low internet speeds.”

Concerns about childcare (homeschooling, no day care, kids home)

“Biggest challenge is childcare. I have two small kids and if they need to stay home it will be very challenging managing family and work responsibilities”

Concerns about loss of interpersonal communication/loneliness

“Working from home will greatly limit our interaction among colleagues. It is also important to “see” our students/clientele”

Challenges with teaching (online teaching impacts, extra workload)

“The impact of virtual/online teaching on students' learning; the extra work that online/virtual teaching entails for everyone”

9% report challenges with home office (no work station, no privacy, lack of access to resources/equipment)

*“Ergonomically correct chair/desk and computer system. Would prefer equipment in my office to be at home”
“I have no privacy at home. And I have a home filled with other people. If I need to take a call I have to go to my car, which is ridiculous”*

8% report challenges with productivity/decreased efficiency

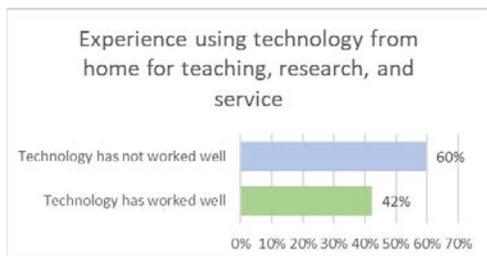
“It will affect my efficiency and productivity.”

5% report challenges to research

“My main concern about working from home is the ability to do research.”

Q12: Tell us about your experiences using technology from home for teaching, research and service

A majority of faculty respondents (60%) reported challenges with technology at home



42% reported that technology has worked well for their teaching, research and/or service

60% reported challenges with technology

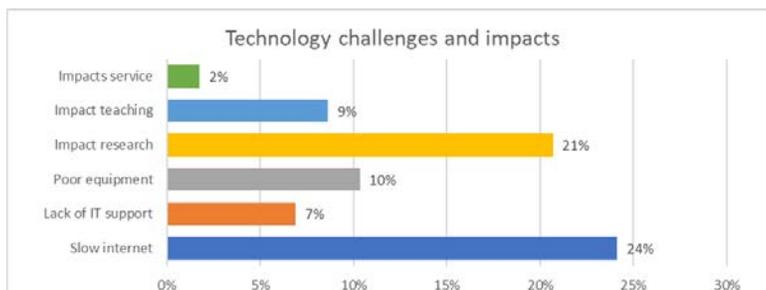
Technology worked well

“Works great, thanks to IT staff for outstanding support.”

“Perfectly fine. I have a high-speed internet at home and using that I have even given talks internationally, while at home.”

“Zoom has worked well for classes and meetings. Carmen and Buckeye Box have been great for assignments and communications”

Of those who reported challenges with technology:



24% reported that slow or inconsistent internet was a challenge for teaching research and service. Several people noted they upgraded personal internet to accommodate working from home.

“My home internet service slows down considerably in the middle of day.”

“I have had to purchase increased bandwidth”

21% reported technology limitations impacted their ability to do research

“Not being able to access library materials has slowed by research to a standstill”

“Research has essentially stopped dead, and technology cannot replace wet lab work”

10% reported that poor hardware/equipment impacted their teaching, research and services.

“Only single screen which is limiting the speed of work and small laptop only”

9% reported that technology limitations impact their teaching

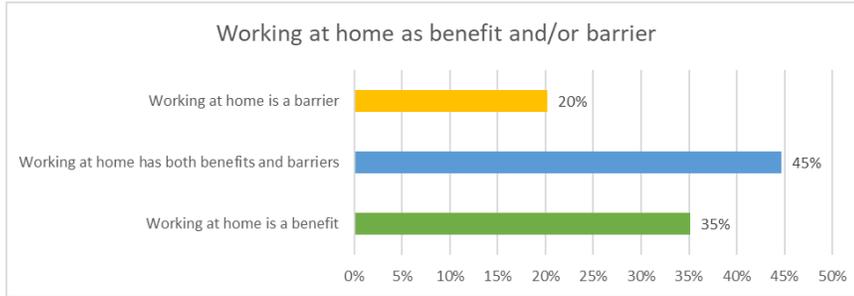
“Teaching worked, but only with heroic effort that would not be possible to sustain. Extremely serious issues with academic integrity”

7% reported that a lack of IT support impacted their teaching, research, and service

“One issue is getting IT support in a timely manner.”

Q13: Do you see working at home as a benefit or as a barrier and why?

Faculty respondent had mixed perceptions regarding benefits and barriers of working at home.

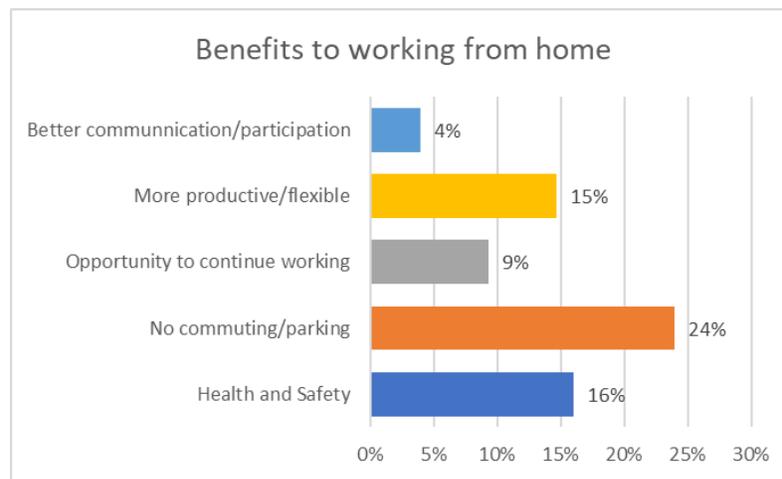


35% reported that they see working from home as a benefit and another

45% saw both benefits and barriers.

20% reported that they see working from home as a barrier to teaching, research and/or service.

See working at home as a benefit:



24% reported less commuting & avoiding campus parking were benefits to working at home

“For me personally, it is a benefit, as it saves considerable time for commuting”

16% reported that working from home protected their health and safety as well as that of others

“In this pandemic, it is a benefit to faculty, staff, and students. This is a precarious time. Health needs to come first.”

“Keeping all of our OSU community safe & alive is more important than forcing in-person instruction”

15% reported being more productive and having more flexibility

“More relaxing get to set my own schedule”

“Fewer interruptions”

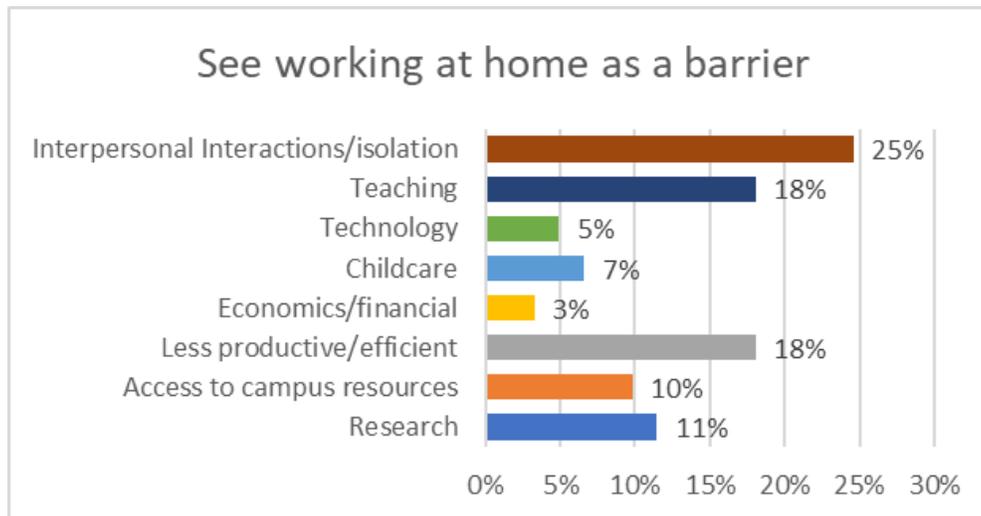
9% commented on feeling lucky or privileged that they were able to continue working

“I see it as a great benefit and demonstrates the privileged place I have in the present economy”

4% commented that communication/participation was better

“Faculty feel more connected”

See working at home as a barrier



25% reported that lack of interpersonal communication with colleagues and collaborators is a barrier to working at home

“Barrier for meaningful human interaction, which is integral to the higher education experience”

18% reported working at home is a barrier to effective teaching

“I also think that online classes are pedagogically inferior to face-to-face classes.”

18% reported they are less productive working at home

“It's harder for me to focus at home.”

“Health concerns vs. lower productivity”

11% reported working at home is a barrier for research

“Working from home and not being able to access labs is a serious barrier for my research program”

10% reported lack of access to campus and campus resources were barriers

“Barrier to having full 'university experience”

“A barrier: my library and THE library are on campus”

7% reported lack of childcare/school was a barrier to working from home

“Barrier as I have a small child - it's hard to focus with a little one at home”

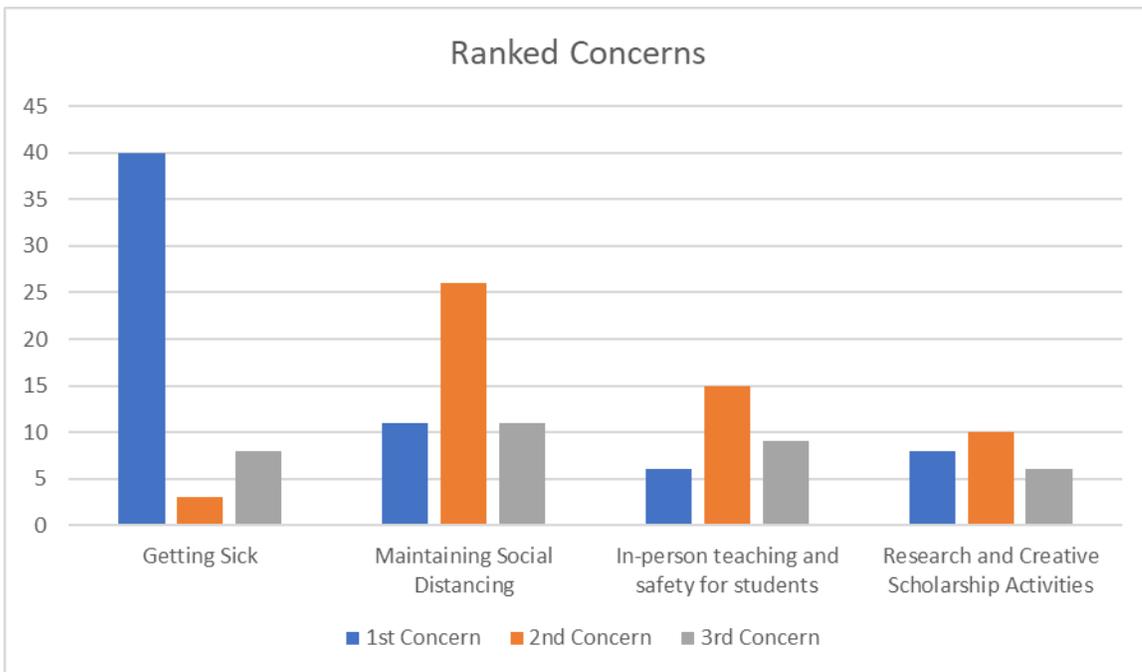
5% reported challenges with technology were a barrier to working from home

“A barrier due to slow internet speeds - if I had a fast/fiber connection comparable to that on campus, I would be more productive”

3% reported concerns for financial/economic implications of working from home

“I also think that online instruction will have devastating economic consequences for the University”

Q14: What are your top 3 concerns about resuming academic activities in the Autumn semester?



Overall 16 options were given for respondents to rank based on how concerned they were. Above are the top 4 concerns.