

Fall 2020 Instructional Options Faculty Survey

Description: Fall 2020 Instructional Options Faculty Survey

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Total Respondents: 461

Q1. How appealing to you are the following instructional options? Definitions: Face-to-Face: class meets in person on regular days and times Online: students access class content through the internet; class does not meet regular days and times (asynchronous) Remote: students access class through the internet; class meets regular days and times (synchronous) - A. Face-to-Face

Count	Percent		
126	27.33%	<div><div></div></div>	Appealing
250	54.23%	<div><div></div></div>	Unappealing
85	18.44%	<div><div></div></div>	Unsure
461	Respondents		

Q2. How appealing to you are the following instructional options? Definitions: Face-to-Face: class meets in person on regular days and times Online: students access class content through the internet; class does not meet regular days and times (asynchronous) Remote: students access class through the internet; class meets regular days and times (synchronous) - B. Combination Face-to-Face and Online (some days Face-to-Face during a set class time; some days Online without a set class time)

Count	Percent		
159	34.49%	<div><div></div></div>	Appealing
208	45.12%	<div><div></div></div>	Unappealing
94	20.39%	<div><div></div></div>	Unsure
461	Respondents		

Q3. How appealing to you are the following instructional options? Definitions: Face-to-Face: class meets in person on regular days and times Online: students access class content through the internet; class does not meet regular days and times (asynchronous) Remote: students access class through the internet; class meets regular days and times (synchronous) - C. Exclusively Online

Count	Percent		
234	50.76%	<div><div></div></div>	Appealing
161	34.92%	<div><div></div></div>	Unappealing
66	14.32%	<div><div></div></div>	Unsure
461	Respondents		

Q4. How appealing to you are the following instructional options? Definitions: Face-to-Face: class meets in person on regular days and times Online: students access class content through the internet; class does not meet regular days and times (asynchronous) Remote: students access class through the internet; class meets regular days and times (synchronous) - D. Combination Face-to-Face and Remote (some days Face-to-Face; some days remote instruction by the instructor during regular class time)

Count	Percent		
188	40.78%	<div><div></div></div>	Appealing
175	37.96%	<div><div></div></div>	Unappealing
98	21.26%	<div><div></div></div>	Unsure
461	Respondents		

Q5. How appealing to you are the following instructional options? Definitions: Face-to-Face: class meets in person on regular days and times Online: students access class content through the internet; class does not meet regular days and times (asynchronous) Remote: students access class through the internet; class meets regular days and times (synchronous) - E. Exclusively remote

Count	Percent		
270	58.57%	<div><div></div></div>	Appealing
128	27.77%	<div><div></div></div>	Unappealing
63	13.67%	<div><div></div></div>	Unsure
461	Respondents		

Q6. If your class relies on a high degree of faculty/student engagement (i.e. lab, studio, performing arts, design based, hands-on, etc) can this class be moved to an online platform?

Count	Percent		
336	72.89%	<div><div></div></div>	Yes
125	27.11%	<div><div></div></div>	No
461	Respondents		

Q7. If you answered "No" to the previous question, please explain.

Count	Percent		
105	100.00%	<div><div></div></div>	
Count	Percent		
1	0.95%	<div><div></div></div>	I am not sure how a lab could be moved. This does not actually affect my subject
1	0.95%	<div><div></div></div>	I do not have that type of class .
1	0.95%	<div><div></div></div>	Laboratory course covers the same materials taught in lecture course and contains many experiments. The performance of these experiments by students in the laboratory is a make up of any laboratory course. Therefore, laboratory course, without actual laboratory experiments, is almost meaningless.
1	0.95%	<div><div></div></div>	A student cannot learn to manipulate lab equipment exclusively by watching a video. They need to physically pick up the glassware, measure, weigh, assemble distillation apparatus, judge for themselves when enough of a particular chemical has been added to achieve a particular effect, etc. Virtual labs are like learning to bat a baseball by watching the coach.
1	0.95%	<div><div></div></div>	Anything perhaps can be done online, but what is the maximum degree of quality and effectiveness. This past semester has shown, I am sure, that our particular student and faculty population need as much face-to-face as possible.
1	0.95%	<div><div></div></div>	At times, students complained technology don't work. At times, they join only with audio, means teacher cannot see them whether they engage in class. Once, I asked a question to a particular student, she opened Big-Blue Button, but she was not in class. I think she went somewhere else.
1	0.95%	<div><div></div></div>	Clinical experience must be in person.
1	0.95%	<div><div></div></div>	Clinical skills require some tactile, hands on demonstration
1	0.95%	<div><div></div></div>	Conducting a good class discussion on a philosophical topic is like leading a jam session in music: there is a lot of reading signals in students' faces, quickly responding to an argument with a counter-argument; getting one student to respond to what another student has just said; recognizing who is sitting in the back and disengaged but capable of being motivated and gently, respectfully, getting them into the conversation. Teaching courses effectively to students who are there only because they are required to do so involves salesmanship, humor, improvisation, give-and-take. These and other elements of good, effective teaching are much more difficult to reproduce online unless you are talking about exceptional online teachers and/or exceptional students. It is reasonable to believe, however, that many of these features can be found with remote, synchronous teaching.
1	0.95%	<div><div></div></div>	Do not have those type of classes in Fall 2020.
1	0.95%	<div><div></div></div>	Do not teach this type of class
1	0.95%	<div><div></div></div>	Exclusively online and asynchronous will not work. These types of language classes do exist, but studies show that the results are far from optimal. Students need the real-time interaction with each other and with the teacher in order to learn to communicate in a new language. Online with some synchronous sessions can be made to work, but will require additional training for faculty.
1	0.95%	<div><div></div></div>	Faculty and students need to interact in persons to be able to most of the required works for the course.
1	0.95%	<div><div></div></div>	For high level undergraduate and graduate courses remote/online teaching is not efficient.
1	0.95%	<div><div></div></div>	For labs, some labs could be offered exclusively remotely, but others must be hands-on due to the requirement of the professional societies that certify/accredit them.
1	0.95%	<div><div></div></div>	Graduate students have to access sophisticated analytical and synthesis machines in order to move forward with their research courses.
1	0.95%	<div><div></div></div>	Hands on instruction in our skills classes often requires the professor to move quickly from one student to another to demonstrate the operation of equipment, which most students are not likely to have at home,
1	0.95%	<div><div></div></div>	Hands-on experience is essential to labs

1	0.95%	<input type="text"/>	Have not been able to get Bloomberg alternative for finance students using terminals. Still working on it.
1	0.95%	<input type="text"/>	I am dead against online instructions. It's hard to gauge a student's performance. Additionally, lab classes for upper level classes are impossible to perform online or remotely.
1	0.95%	<input type="text"/>	I answered no because it is more complex than "yes" or "no". If it is absolutely necessary then yes, for one or two terms we can find a way to make due. Remote learning would NOT, however, be best practice and extremely limits the ability to prepare future educators to be competent and skillful.
1	0.95%	<input type="text"/>	I believe performance classes should be at least in person to maxamize the sensitivity of the training.
1	0.95%	<input type="text"/>	I believe that students learn more in the face-tace instruction
1	0.95%	<input type="text"/>	I could do science and/or engineering laboratory/experiment simulations for a short time or as a supplement, but NOT for the long-term. You cannot replicate hands-on experiments in a virtual, online environment.
1	0.95%	<input type="text"/>	I did not mean to click an answer on the previous question. There should have been a "not applicable" option.
1	0.95%	<input type="text"/>	I do not have labs.
1	0.95%	<input type="text"/>	I do not teach those classes. I responded intuitively.
1	0.95%	<input type="text"/>	I do not teach those type of classes.
1	0.95%	<input type="text"/>	I don't believe online classes helpful for students.
1	0.95%	<input type="text"/>	I don't have such a class and you didn't provide an alternative answer.
1	0.95%	<input type="text"/>	I have very limited knowledge about this virus and I am watching the statistics everyday and current statistics definitely discourage unprotected interactions between people. The scary issues to me are 1) it seems that for this virus, there is no effective medical treatment (only let the patients recover by themselves as long as they can breathe); 2) many patients are asymptomatic; 3) many patients had no idea how they were contracted by this virus.
1	0.95%	<input type="text"/>	I instruct students in the school of communications and the tools they need are often found outside of the class room. As seasoned reporters, they can learn to adapt but in the infancy of their careers, they should be taught with a hands-on, man-on-the-street approach.
1	0.95%	<input type="text"/>	I only answered because it was the closest option to "n/a". I don't teach any such course so this is not an issue for me.
1	0.95%	<input type="text"/>	I selected no because onsite internships are not certain until we know what the response and recovery phase of the pandemic. While in the field, synchronous and asynchronous classes would work.
1	0.95%	<input type="text"/>	I taught an on-line laboratory course during the Spring 2020 semester, but the course would have been much more effective face-to-face.
1	0.95%	<input type="text"/>	I teach ceramics and that is not conducive to online as it is currently taught. Students need hands on instruction, materials and equipment. I doubt it would be as popular if students only read and wrote about ceramics without actually making anything in clay.
1	0.95%	<input type="text"/>	I teach physical education courses and its extremely hard to teach solely online or remotely. It's an activity course.
1	0.95%	<input type="text"/>	I teach Senior Capstone Multimedia Project, COMM 497. About one third of the grade is a multimedia project that requires field reporting by three-student teams. I salute the spring 2020 seniors who performed like professionals and worked around numerous hardships in order to complete their projects. In fact, one team went to the Northwood Shopping Center site to get visuals of demolition for their project. They were not obligated to do this because of the emergency, yet they behaved like pros.
1	0.95%	<input type="text"/>	In a science laboratory setting, biology, chemistry, microbiology, etc..., there would no point to having a laboratory session without direct instruction and participation. Also, in the hard sciences, science theory without science laboratory practical would be empty.
1	0.95%	<input type="text"/>	In class demonstrations, presentation, collaborative work and general lab work are difficult if not impossible to properly accomplish. Student engagement and participation suffers greatly in an online formate as well.
1	0.95%	<input type="text"/>	Introduction TO _____ classes are get off the couch, get away from the desk, run, skip, hop, jump, and create fun & excitement. Golf course around corner \$11 for 9 holes (legalized theft) available 9 AM - 3 PM. Olympic bound Ice Skaters looking for MEN.
1	0.95%	<input type="text"/>	It fundamentally changes the course. Benchwork and dissections are best in person. Students struggled this spring when the class was completely remote
1	0.95%	<input type="text"/>	It is somewhat challenges to create and simulate certain experiences online. Resources are

			limited in certain regards to make some labs, practicum worthwhile
1	0.95%	<div><div></div></div>	It is unclear whether the interaction for some of the labs and assignments can be done online. For example, in one of my classes in one of the most popular assignments students are in groups to work together to draw a brain. To my knowledge this would not be possible to replicate online group-by-group. They typically use whiteboards and large post-it notes around the classroom. There are "whiteboards" available to the whole class in Big Blue Button, for example, but we would need the capability for each group (12 or 13 at once) to have their own and for them then to capture and submit their whiteboard to Canvas for evaluation. If this is possible, it would be great. With other activities, it is unclear how to manage live engagement without students accessing the internet and other information when the goal is, via a fun interactive activity, to assess what they actually know and need help with.
1	0.95%	<div><div></div></div>	It will be hard to do this given the current platform
1	0.95%	<div><div></div></div>	It will not be as efficient and effective as in-class.
1	0.95%	<div><div></div></div>	Lab training needs face to face teaching
1	0.95%	<div><div></div></div>	Laboratories are difficult to supervise in an online setting even when kits are used
1	0.95%	<div><div></div></div>	Lacks hands-on-experience in real life
1	0.95%	<div><div></div></div>	Limited students on various days
1	0.95%	<div><div></div></div>	Many Freshmen feel uncertain and afraid about learning on their own. Many freshmen stated that they made the choice to attend a college that has classrooms on campus with a professor face-to-face.
1	0.95%	<div><div></div></div>	Military tactics and physical fitness are a large part of what is taught during each semester of ROTC/Military Science. These are greatly degraded by individual and remote learning. Further, the longer a cadet is away from the battalion on their own, the harder it is for them to maintain their physical fitness or aggregate their tactical knowledge for their evaluations in their junior year.
1	0.95%	<div><div></div></div>	Morgan has appalling large class sizes for First Year Writing Courses. The National Council of Teachers of English strongly suggests that these courses contain no more than 20 students. At MSU, they are often double that size. This makes it very difficult to foster worthwhile discussion and provide adequate feedback even in ideal situations, and the problems associated with too-large classes are compounded in an online setting.
1	0.95%	<div><div></div></div>	Morgan is not an online University. I, like many of the professors thrive by engaging and interacting with students in a traditional classroom setting. Also consider many of our students lack access to technology to fully participate in the course of was fully online. We would be placing many of our students at a disadvantage if we were to go fully online.
1	0.95%	<div><div></div></div>	Most of my courses introduce the fundamental concepts, models, strategies, tactics, and techniques that are needed for effective business and management. Therefore, my classes can be moved to an online platform.
1	0.95%	<div><div></div></div>	Most of our students can't pay for an Adobe Creative Cloud full subscription, and/or don't have a proper computer at home to run with these programs. And because of the experience from the past semester, we know it is imperative for our students to be able to use our computer equipment and software at the Mac Computer Lab at Murphy Fine Arts Center, as soon as possible.
1	0.95%	<div><div></div></div>	My class does not rely on any of such
1	0.95%	<div><div></div></div>	My class is lecture and discussion. I have found that students are more focused when there is an instructor /professor with whom they can see or have a face-to-face interaction.
1	0.95%	<div><div></div></div>	My class requires some time for simulation/ lab instruction so that can continue to develop their competency levels of nursing skills.
1	0.95%	<div><div></div></div>	My classes are not high engagement
1	0.95%	<div><div></div></div>	My courses are often material based and need face to face engagement because the instructions are very nuanced. Demonstration along with observation of students is extremely important in order for the student to gain an understanding of how to progress.
1	0.95%	<div><div></div></div>	N/a
1	0.95%	<div><div></div></div>	N/A
1	0.95%	<div><div></div></div>	N/A for the courses I teach.
1	0.95%	<div><div></div></div>	N/A should have been an option and it was not. I had to choose yes or no in order to complete the survey.
1	0.95%	<div><div></div></div>	n/a to my class. But remote and online is a lousy way to teach. The students hate it and have little success.
1	0.95%	<div><div></div></div>	Need face-to-face interaction with class

1	0.95%	<input type="text"/>	Not adequate flexibility
1	0.95%	<input type="text"/>	Not sure it would work
1	0.95%	<input type="text"/>	Nursing students have clinical. I teach the didactic portion only so I can teach remotely.
1	0.95%	<input type="text"/>	Our courses that are writing-based can work pretty well online. Our labs and applied skills courses need in-person instruction.
1	0.95%	<input type="text"/>	Out of 12 physics instructional labs, about 7 can be moved to an online platform but the other 5 requires lab equipment that is too expensive and hazardous for student use at home.
1	0.95%	<input type="text"/>	PERFORMING ARTS CLASSES, TECHNIQUE CLASSES OR LABS OR PHYSICAL EDUCATION CLASSES OFTEN REQUIRE INTERACTION WITH NOT ONLY FACULTY BUT INTERACTION BETWEEN STUDENTS. SIMPLY WRITING PAPERS WILL NOT SUFFICE.
1	0.95%	<input type="text"/>	Physical activity and performance-based classes become experientially limited by access to space, equipment, assessment structures, etc. for student and faculty and thrust into head a knowledge space. However new technologies to support an online model could support a quality experience, open avenues for innovative instruction.
1	0.95%	<input type="text"/>	Physical presence is absolutely necessary for such a class.
1	0.95%	<input type="text"/>	Portions of architectural studio design courses can be taught online, lectures and reviews, for example. However, the majority of the work needs to be done in fabrication labs, material labs, site analyses, community engagement, faculty and student reviews, and design and build projects. A combination of the two options can work as long as face to face is the main objective. One advantage of online is that we can have reviews from national and international scholars and professionals outside of Baltimore that would typically not be possible.
1	0.95%	<input type="text"/>	Remote teaching/learning offers a number of opportunities that I did not consider before. The more intimate nature of the conversation, the repeat-as-needed by students and the many ways content can be delivered are just a few of the benefits. However, some of the skills are demonstrated more effectively and retained by the students with context-rich cues in face-to-face. Moreover, the exchanges that emerge in the engagement provide a deeper appreciation. The way I think of it is comparing a game watched on screen and game experienced in person. Each has its reach, yet one is more memorable and lasting. When appropriate combined to reinforce one another, the result can be more than the sum of parts.
1	0.95%	<input type="text"/>	S The content of some classes better preformed in a face-to face manner.
1	0.95%	<input type="text"/>	some face to face might be needed for lab.
1	0.95%	<input type="text"/>	Sound delay, on the spot evaluation, class participation, etc are not possible or have limited effectiveness.
1	0.95%	<input type="text"/>	Student interaction is an important aspect to meet the learning objectives.
1	0.95%	<input type="text"/>	Students and teachers relate and learn more through physical interactions and more so practicals enable students to experience real life experiences than theoretical . Remote or online takes away real learning lessons and conceptualization of ideas may hinder effective student learning.
1	0.95%	<input type="text"/>	Students are uncomfortable with learning software alone has been my observation. Also, new innovations are being incorporated into the curriculum that requires field work led by me.
1	0.95%	<input type="text"/>	students can not learn.
1	0.95%	<input type="text"/>	Students do not have the technology and the labs
1	0.95%	<input type="text"/>	Students do not pay attention during remote instruction. Students do not participate during remote instruction. Students multitask during remote instruction. Students frequently get up and leave during remote instruction.
1	0.95%	<input type="text"/>	Students find it difficult to understand
1	0.95%	<input type="text"/>	Teaching psychological statistics requires a great deal of explanation and has been very difficult for most students to understand on their own. Using an online platform where students just access class content would set a great number of students up for not being successful. However, remote learning may be more feasible.
1	0.95%	<input type="text"/>	The course needs face-to-face component.
1	0.95%	<input type="text"/>	The courses can be taught remotely without any software or equipment
1	0.95%	<input type="text"/>	The foreign language that I teach definitely requires a face-to-face instruction.
1	0.95%	<input type="text"/>	The latency of the internet does not allow music to be made when performers are reacting to sounds in the air and making micro-adjustments in real time. Via technology, recording

			remotely and uploading files, one can assemble a reasonable end-performance, however, the individuals are making music in solitude during upload.
1	0.95%	<input type="text"/>	The level of engagement cannot be achieved
1	0.95%	<input type="text"/>	The performing arts course call for practical instruction with 2 or more people at the same time in the same space. This is possible to do Face to Face instead of online with delay in speaking.
1	0.95%	<input type="text"/>	The question does not apply but I was given no third option
1	0.95%	<input type="text"/>	Theatre, my specific discipline, is rooted in and based on the very personal and intimate face to face collaboration between student and teacher.
1	0.95%	<input type="text"/>	There are some courses that are hands on. The idea of students and faculty passing around common equipment and the need to be in close proximity is problematic.
1	0.95%	<input type="text"/>	There should have been an option "n/a" since I don't teach in a lab. Since it was a forced response question I had to select either yes or no.
1	0.95%	<input type="text"/>	These kinds of activities need to use campus facilities.
1	0.95%	<input type="text"/>	These types of classes require face-to-face interaction. I believe it will be very challenging to keep students engaged
1	0.95%	<input type="text"/>	This does not apply to me or all faculty. The question should be part of a skip pattern question. I picked No ONLY to support the assumed sentiment of faculty who need support where online may not work.
1	0.95%	<input type="text"/>	This might consider social distancing principle as many are now doing in other professions.
1	0.95%	<input type="text"/>	This question doesn't apply to my discipline. You did not provide DNA as an option.
1	0.95%	<input type="text"/>	Undergraduate nursing clinicals rely heavily on face to face instruction so that students can connect theory with practice. Students need to also be assessed for their ability to implement skills to practice so that they can truly comprehend the results of nursing interventions.
1	0.95%	<input type="text"/>	Wet labs that require laboratories, especially for upperclassmen
105 Respondents			

Q8. Due to COVID-19, Morgan plans to incorporate many precautions in the work environment (wearing masks, social distancing, extra cleaning, etc.) with these protocols in place would you feel comfortable teaching in person classes?

Count	Percent		
149	32.39%	<input type="text"/>	Yes
172	37.39%	<input type="text"/>	No
139	30.22%	<input type="text"/>	Unsure
460 Respondents			

Q9. If you answered "No" or "Unsure" to the previous question, please explain.

Count	Percent		
287	100.00%	<input type="text"/>	
Count	Percent		
1	0.35%	<input type="text"/>	I am almost 73 years old with a lot of health issues.
1	0.35%	<input type="text"/>	- I have classes that meet for 2 hrs even 3hrs. It would be impossible to teach a class with a mask on for such a long time. If we are going to consider face to face teaching classes can't meet for more than one hour. - In the science building classes are normally over-crowded. Reducing class size will require doubling or tripling the faculty work load, including the laboratory hours. Problem with the hybrid classes: - At the present time the technology for supporting hybrid classes (on-line and face to face class) does not exist in the science building. - The work load will increase significantly also because we will have to administer both on-line and in class exams. - The on-line exams are difficult to police. This will work to the detriment of students taking in-class exams where the anxiety levels can be significantly more pronounced. - We will have to have two sets of office hours. - Students receiving instructions on-line are prone to misinterpret information and often want immediate e-mail answers to their queries or questions. This will increase chaos and tripling the faculty work load. - Remote learning try to simulate in class face-to-face teaching. The major concern is that simulation is not cognition. The remote learning operation may not engage the rich variety of cognitive skills and attribute of both faculty and students compare with face to face. This is brief. But , I hope that I conveyed my opinion clearly.
		<input type="text"/>	

1	0.35%		As a country, we are still uncertain of the efficacy of the mask or o the monitoring of the tests, postie and false negatives
1	0.35%		It is impossible to keep social distancing all the time especially in the lab. In the lab, professors, students and lab technicians touch some devices on the work stations. How the professors want to collect the quiz papers ... it is not safe for students ,professors and their families...
1	0.35%		(1) My classroom holds a limited amount of seats which, with social distancing being enforced, would make it impossible to accommodate all students. (2) My classroom is also used throughout the day by other instructors and students. The lectern/desk and microphone would need to be thoroughly cleaned after each class. Who is going to do the cleaning? (3) The classroom doors are closed during class for obvious reasons. Hundreds of hands will be touching those door handles throughout the course of the day. How do we insure that the door handles are kept clean? (4) There are no questions in this survey about the bathrooms - as someone with an underlying condition, I am very concerned about the sanitary conditions of the bathroom.
1	0.35%		1) the protection is not so sure 2) the cost of protection may cost more than other methods, such as reduced tuition or less enrollment 3) the mixed model (online/remote and face-to-face) is more complex and may cost more 4) we may take this opportunity to start online/remote teaching to recruit more students, which may compensate for the loss during the current situation. 5) We need to listen to the students' opinion
1	0.35%		1) Unsure that all students & co-workers will actually accept to comply with the new protocols. 2) Risk of confrontation when trying to enforce compliance with health rules in the classroom. 3) Attendance issue: On the other hand, some students will be wary to come to campus. 4) Impossible to check attendance//Risk of abuse re-attendance: Some may (ab)use the situation to justify not attending.
1	0.35%		1. Previous cleaning of our facilities has been below par and will not improve with the same skeleton staff on campus. 2. Insurance cover has not been made clear who bears responsibility if anyone contacts COVID-19 when @ MSU facilities. 3. Accommodation of procedures for COVID-19 monitoring have not been made clear or factored into the academic programs and class delivery timing.
1	0.35%		a member of the vulnerable group with underlying health problems
1	0.35%		According to the science, students and other members of the University alike, may be carriers without even knowing. Also, despite cleaning and social distance measures, one cannot feel comfortable entering learning spaces that are too small to enforce safety practices.
1	0.35%		Air circulation, physical separation, aisle and office where people gather etc.
1	0.35%		All masks are not the same. We cannot rely on everyone's mask. Also, the heating and cooling systems are old and are too cold in summer and too hot in winter. This seems unsafe with ventilation precautions. How can this be regulated now when it wasn't regulated previously. Also, rotating students during class days seems like a lot of extra planning. Plan for class, plan for online. All students can't handle this level of activity. This could make them fall behind as well. Lastly, I have compromised people in my life and I can't afford to get sick. It is too risky overall.
1	0.35%		Although I clean my hands and use a mask. I prefer to avoid daily contact with students and my colleagues on campus (face-to-face classes, office hours, touching cellphone, doors, etc). People are asymptomatic for the first week or 10 days. In the fall, the Coronavirus could be confused with the regular flu and vice versa. If we are to return to campus, the university should draw a strong policy on flu shots, health screenings, etc. Faculty meetings could be done remotely.
1	0.35%		Although protocols will be in place, I would expect people to not adhere to such guidelines in a strict manner. Students also present a variable that cannot be completely accounted for
1	0.35%		Are there enough resources to provide face shields and masks to everybody, clean after every minute? Now CDC is saying 6 ft us not enough indoors. Better to be safe and teach remotelt fir both students and faculty.
1	0.35%		As a performance oriented teacher, COVID-19 presents many challenges in regard to safe distancing. The teaching studios assigned to the voice faculty and vocal coaches in Murphy Fine Arts Center are not large enough to keep either the student, pianist or instructor safe. Whether it is choral or solo instruction, or the preparation of the opera workshop, one cannot sing with a mask on. Singing produces a dangerous amount of aerosols, aerosols that remain in the air for a period of time. Even with precautions, the instructor would be exposed to these aerosols simply given the nature of the type of instruction. How would it be possible to clean these small spaces after every voice and instrumental lesson, choral or opera workshop rehearsal? The applied lessons are 50 minutes in duration, with a 10 minute break before the next student's session begins. Secondly, there is the issue of ventilation, meaning no windows, only recycled air. The CDC ACH Ventilation Guidelines for small spaces specifies how long a room needs to be empty before the next person can safely enter. In my opinion, Remote/Online and Face-to-Face instruction can be possibly achieved with some safety for the voice area of the Fine and Performing Arts Department if we are allowed to teach in large classrooms. The distance allowed would help to prevent direct contact with the aerosols created by the unmasked student.

1	0.35%		As long as the virus is still around, I don't think we can really be comfortable moving around meeting people. If we have to teach fact-to-face, which I believe is the most effective way to deliver course materials, I will. To do it carefully, that's the most we can do, but not really comfortably.
1	0.35%		As our understanding of COVID 19 is still changing It is difficult to gauge exactly what precautions are reasonable. Limiting direct contact with large groups would probably still be advisable in the next few months. If students could be reasonably spaced it might be feasible, with increased cleaning, masks and gloves to have perhaps one day a week (or maybe every 2 weeks) of in person discussions with the balance conducted remotely.
1	0.35%		At this point, I am not sure how COVID-19 will be impacting our community by the time the Fall 2020 semester begins. If there is another influx of the virus (particularly since there is no vaccination for COVID-19 at this time), I would prefer to have on-line classes. However, if the COVID-19 cases in Baltimore and the surrounding counties decreases significantly by the time the semester begins, I would be comfortable with a combination of in-class and on-line learning. My decision is based on health and well-being.
1	0.35%		Because I don't believe that these protocols will be properly maintained and policed.
1	0.35%		Because of the precarious nature of the virus and its possible return in the fall, face-to-face classroom interaction is less appealing.
1	0.35%		Besides a classroom size that should allow for enough distancing between students, there is another consideration that is not being mentioned: The HVAC system would have to be upgraded, including increased ventilation and special filters - this is of most importance since testing and temperature are not always revealing Covid+ individuals, and a big percentage of them are asymptomatic. This measure would reduce the odds of transmission from this group..
1	0.35%		Besides those public health measures, there should also be considerations on course scheduling, spacing in classrooms, etc to reduce the crowds at any time in a building, I think.
1	0.35%		Both I and my husband are over 60 years old and we are perceived as people with high risk of getting sick if are exposed to a virus environment.
1	0.35%		Class can be taught remotely. It does not require any lab or face-to-face meetings.
1	0.35%		Classroom layout and size will not permit social distancing. Technology does not exist within current classrooms to support the concept of remote teaching. Enforcement of guidelines will fall to faculty who will not have the ability or authority to ensure that this happens. Lecturing for an entire class period while wearing a mask will be very difficult and uncomfortable. It is highly unlikely that rest rooms,water fountains, doors, handrails, and other common/public areas will be kept clean and safe continually throughout the day. Social distancing on stairways and in elevators and hallways will be extremely difficult. Custodial staff does not currently have access to faculty offices and therefor will not be able to clean them on a regular basis. Due to the high probability of asymptomatic carriers of the virus there is no way to ensure that a student, fellow faculty member, administrator, etc. is not infected. Interfacing with many family members who are deemed to be in high risk categories after being potentially exposed to the virus is of great concern.
1	0.35%		Classrooms in our building have windows that cannot be open. The air conditioning and heating systems are not well regulated. Maybe it is faulty because it gets either too hot or too cold. Open-air classes would be more appealing, provided there is electricity supply and Internet services.
1	0.35%		Considering the still pending COVID-19 vaccine, my biggest concerns with any version of Face-To-Face Teaching are as follows: 1. The anticipated inability of the University to control and monitor student behaviors and interactions in the residence halls and classrooms. 2. It will be extremely difficult for the University to restrict students from leaving campus to travel home to a different state. A strict and effective system of monitoring student movement off and back onto campus will have to be in place. After traveling to another state, students must be quickly isolated, accurately, and repeatedly tested, and everyone on campus with whom that student had contact must be tracked so that they too can be accurately and repeatedly tested. 3. The University will have set up a streamlined and effective system for isolating the affected, and accurately testing and retesting everyone on campus. 4. Housecleaning staff members will have to perform dramatically better than they usually perform to keep all surfaces in the University COVID-19 free.
1	0.35%		Coronavirus is highly contagious and thus it might be impossible for us to stop spreading the virus. although we incorporate many precautions in our work environment interacting with many people in the classroom.
1	0.35%		Covid 19
1	0.35%		COVID is highly contagious indoors and I have a pre-existing condition.
1	0.35%		COVID-19 is very infectious. Even with these precautions, the disease will transmit through touching surfaces (doorknobs, etc.). The health authorities are expecting another wave of spreading of the disease in September.
1	0.35%		Currently the numbers are still rising. This question presupposes a sense of "normalcy" will exist with these protocols. In that context, I would feel more comfortable. Given no one can say with certainty what that time will look like, I'm skeptical. Also, I've suffered with chronic bronchitis. So,

			my heart says get back to campus, my reality says I can't afford to take that risk.
1	0.35%	<div></div>	Currently there is no vaccine for COVID 19. This would be a great risk.
1	0.35%	<div></div>	Currently, it is very difficult to obtain PPE for daily activities, and when it can be obtained, it is at a considerable expense to individuals. It will become a considerable expense and hardship for students, faculty, and staff to provide for their own disposable PPE for an entire semester. In the absence of a vaccine, the risks to students, staff, and faculty far exceed the benefits when alternative work and instruction modalities are available.
1	0.35%	<div></div>	Depending on class size and nature of pandemic. Some students require in-person individual attention to complete Labs. This might spread the virus from the equipment to us. This puts us at risk. With extra precautions, this might be doable.
1	0.35%	<div></div>	Difficult to interact clearly and distinctly with students, especially with those who have hearing problems.
1	0.35%	<div></div>	Difficult to teach a 3hr class in a mask and shield. How do we verify class is sanitized and that no one enters the class until it's our turn. How do we ensure person cleaning the classroom is not ill. Too many unknowns.
1	0.35%	<div></div>	Due to the nature of interactivity in teaching it is hard to pay attention and follow directives all the time from the instructor side and the students side.
1	0.35%	<div></div>	Due to the sizes of classes and space if each class max 10 students then doable.
1	0.35%	<div></div>	Due to the great number of students, faculty, staff, vendors, and other persons entering the campus constantly, it will not be possible to keep MSU facilities free from the Covid-19 virus - even with MSU's greatest cleaning and disinfection efforts, social distancing, masks, etc. As long as the pandemic isn't over, there will be always a residual risk to health and lives of human beings. Even if the probability was very small, multiplied by the outcome it will be devastating: It will not only be tragic for the affected person(s) but also disastrous for MSU's reputation as a responsible citizen and a role model in the area of ethics, sustainability and corporate governance. (I'm writing this although I miss face-to-face teaching my students, vivid class discussions, ...)
1	0.35%	<div></div>	During the pandemic I am scared of the spread of COVID-19. Folks around us can be asymptomatic. In general, I prefer face to face classes. Considering the current pandemic situation, I would prefer to teach remotely.
1	0.35%	<div></div>	Even with all the measures is still dangerous especially with people having high blood pressure or any other kind of diseases.
1	0.35%	<div></div>	Even with precautions, you cannot guarantee that students will adhere to safety precautions like social distancing and wearing masks. Proper and thorough cleaning cannot be ensured between and within classes
1	0.35%	<div></div>	Even with the greatest of precautions, it is only natural that the virus spreads. I am immunocompromised. I also live with a family member who has the same condition. My preference is to continue with virtual instruction until medicine is discovered that can address the potentially adverse effects on the body.
1	0.35%	<div></div>	Extra precaution is a step in the right direction but without a cure or a vaccine that we can trust it is still very possible to get this disease and spread it to family members as well as ourselves. That makes me unsure about the best way to move forward in small closed rooms which are ideal for spreading the virus.
1	0.35%	<div></div>	Face-to-face teaching is my "hands-down" preference, but I do not feel safe to engage in face-to-face teaching in our current health context. I answered no to the last question because there seems actually to be no way to ensure social distancing due simply to space availability. There cannot be social distancing in a class of 65 students in a room that seats 65 or in a class with 25 students in a room that seats 40. I would be unable to move about campus in service of finding larger rooms given my teaching schedule and other concerns, this is the case for many faculty. For health and safety we would need to be functional where we are based. In addition, I have yet to end a class, regardless of class size, without several students coming up to talk after class. Sometimes students have a questions about the material we just covered or about an upcoming assignment or assessment, and sometimes they just want to share a connection they made to the class with something they read or saw outside of class. I don't believe students will practice social distancing with faculty and certainly not with each other. For faculty, social distancing will be very difficult if not impossible in navigating the hallways where our offices are located and in using the building elevators; this would become a greater issue with students added into the equation. I look forward to the time when we all can return truly safely to campus.
1	0.35%	<div></div>	Faculty over a certain age should not be required to teach more than 10 students face to face even with these precautions. Younger (and older) faculty should be allowed to opt into regular f2f if that option is under consideration, or Some form of modified f2f until pandemic is over. The combination of f2f and online or remote could be offered but should not be required of all faculty. Such teaching should be handled by our most experienced online teachers only, and for select courses and classes. The remote option as used this spring should be perfected and used as one standard option during the pandemic, considering the age of Morgan faculty overall. Sharon Finney
1	0.35%	<div></div>	Feel discomfort mostly for students.

1	0.35%	<input type="text"/>	feel hard to teach efficiently
1	0.35%	<input type="text"/>	For classes that are for longer than 50 min, wearing a mask during instruction would be uncomfortable and may be difficult for students to understand the faculty instructor. This may be especially true for faculty instructors whose first language is not English. As an additional comment not specific to the last question, is that it is recommended that all Faculty receive Quality Matters training on the implementation of a fully online curriculum. This can be provided as a choice to start over the summer or required for faculty to complete during the semester.
1	0.35%	<input type="text"/>	From all the information about COVID19 so far, I truly believe that proceeding face to face instruction is a huge risk to our Morgan community right now and for the next year. Because of so much interactions during a day with students going from one class to another and, meeting different students/instructors from different classes, I don't see how anyone safety can be insured. Going back to any face to face is putting our lives at risk and our students' lives. I believe quality trainings for remote teaching will be very similar to face to face for many classes except some labs which can be performed safely onsite because they will be very limited number of people allowed to be on campus. Let's remind ourselves that there is an incubation period for COVID19 and during that period, no test can show if anyone is a carrier of Coronavirus. Therefore temperature checks and testing do not guarantee much. Thank you for your consideration!
1	0.35%	<input type="text"/>	Given the risk-reward ratio, and my age and in the absence of a vaccine, It is not appealing at all.
1	0.35%	<input type="text"/>	Given the virus and social distancing in person classes would be transformed into a less desirable learning environment - students could not as easily interact and collaborate, they would need to use technology to do so, making in person very much like synchronous online but with higher risks (does the whole class have to quarantine for 2 weeks if 1 person gets sick?)
1	0.35%	<input type="text"/>	Health issues.
1	0.35%	<input type="text"/>	high risk category
1	0.35%	<input type="text"/>	How many students are accommodated in the classroom, and how well can social distancing be effected in that classroom?
1	0.35%	<input type="text"/>	How packed will the classes be and will there be another surge of the virus in the fall. Will the whole campus just be a "petri dish"?
1	0.35%	<input type="text"/>	How would cleaning protocols be implemented between classes? If students do not wish to engage in the social distance and masks protocols, who will enforce these rules? How will the University ensure that COVID-19 positive individuals are not allowed on campus?
1	0.35%	<input type="text"/>	How would the University enforce compliance for all faculty and staff to wear personal protective equipment (PPE)? How would the University implement ongoing screening and testing for COVID-19 to track and prevent the number of cases?
1	0.35%	<input type="text"/>	I actually prefer face-to-face, but I don't feel safe with the current number of cases so high. As a person that cares for a younger child and elderly parents, I don't feel comfortable that adequate and consistent provisions will be in place in the next 3 months to feel safe. Will Morgan have sufficient and continuous testing; mechanisms for contact tracing; and the manpower/resources to continuously disinfect. Perhaps by August, we will be in a better position to know the safest option.
1	0.35%	<input type="text"/>	I am 58 years old and I care for my mother who has stage four cancer and live with my husband and son. Even with precautions we have inadequate ventilation in many buildings, not having the highly trained cleaning staff or ability to constantly clean adequately in between classes, young people who are prone to gathering and not social distancing properly, studies that have show how easily this virus spreads form surfaces, contact with others, being in a space with someone who is asymptomatic talking for any period of time, and the many things that are still unknown about the Covid-19 coronavirus puts my families' lives at risk and the lives of faculty, staff, and students. We have already seen that with the things in place you have mentioned wearing of masks, social distancing, temperature checks, and testing as appropriate, over 100.000 Americans have died from Covid-19. If at all possible, I would like to not have any more friends, family members, students, or colleagues be impacted by this pandemic.
1	0.35%	<input type="text"/>	I am 65 years old and de to COVID-19 don't feel safe being in closed spaces with other folks.
1	0.35%	<input type="text"/>	I am a member of a vulnerable population (high blood pressure) and I am not sure if the safety precautions will be sufficient.
1	0.35%	<input type="text"/>	I am an older faculty member and I have an immuno-compromised husband. I am hesitant to physically go back to campus.
1	0.35%	<input type="text"/>	I am concerned that sanitation will not occur often enough.
1	0.35%	<input type="text"/>	I am confident that students will conform to protocols when being observed. But I worried that a small minority will not conform when they are not being observed, and that infections will spread on campus.
1	0.35%	<input type="text"/>	I am diabetic and over 60. My diabetes is very well controlled, and I do not think of myself as being especially vulnerable to this illness, but I would definitely be consulting my doctor to see if she thinks I am high-risk.

1	0.35%	<input type="text"/>	I am hesitant to return to campus for the Fall 2020 Semester because I started getting sick around March 20th. I think I either got sick because I take public transportation to campus (Morgan is the only place where I take public transportation), or I got sick at work. In addition, the forecast for a second wave in the fall also makes me not want to go back on campus.
1	0.35%	<input type="text"/>	I am in a very high risk group for COVID-19. Therefore, any teaching face-face in the fall would be very dangerous for me.
1	0.35%	<input type="text"/>	I am not confident that the university will consistently provide these resources and clean the buildings. There is just too much inconsistency in the university's procedures and operations!
1	0.35%	<input type="text"/>	I am NOT interested in "In-person/ Face to face" classes to teach since despite of using masks and applying protocols, It will be a high risk of getting Corona Virus in the class with 40 students to meet 3 days a week!!!
1	0.35%	<input type="text"/>	I am not sure that as a collective we will be able to monitor the effectiveness of precautions across the board. I believe remote is the best option.
1	0.35%	<input type="text"/>	I am not sure what Covid-19 will look like during the fall.
1	0.35%	<input type="text"/>	I am not sure, how we can prevent the spread even after taking these precautions. The spread might be reduced, but cannot eliminated. In that case, I might be one of thos unlucky ones. Moreover, I have elderly and infant at home.
1	0.35%	<input type="text"/>	I am not yet persuaded that there will be enough tests and ppe. I am not yet persuaded that the building in which I teach can be adequately ventilated. I am not yet persuaded that, given announced staffing freezes and other reductions in University operations, there will be sufficient round-the-clock cleaning to meet the needs of in-person teaching.
1	0.35%	<input type="text"/>	I am over 60 and high risk. I am hesitant to be in a place where students and faculty will be returning from COVID hotspots. The halls of the buildings in the older quad are too narrow for social distancing.
1	0.35%	<input type="text"/>	I am unclear about how these practices would be implemented and adhered to or enforced.
1	0.35%	<input type="text"/>	I am unsure about the cleanliness of our building, bathrooms and other public spaces.
1	0.35%	<input type="text"/>	I am unsure because I miss teaching face-to-face, but because there is uncertainty around the cure for the virus, and because I have only recently beat cancer and had surgery to do so, I am uneasy about teaching face-to-face with students who may or may not exercise safety in their social interactions with others.
1	0.35%	<input type="text"/>	I am unsure... in a physical building about how effective we will be in implementing these measure when a number of classes are in session at the same time... also it seems we would need to add more class time for each course to adequately accomodate all the students - obviously we can't have classes with 25 -30 students with social distance procedures in place
1	0.35%	<input type="text"/>	I am watching the statistics everyday and current statistics definitely discourage unprotected interactions between people. My concerns are 1) it seems that for this virus, there is no effective medical treatment (only let the patients recover by themselves as long as they can breathe); 2) many patients are asymptomatic; 3) many patients had no idea how they were contracted by this virus.
1	0.35%	<input type="text"/>	I answered no because my class is a 3hr block and I wonder about the comfort of wearing a mask and lecturing for 3 hous
1	0.35%	<input type="text"/>	I appreciate the plan for social distancing (although hard to enforce), and wearing masks. I am concerned about the "extra cleaning" not being sufficient, as COVID-19 presents more of a problem than mere dirt, but infectious diseases require systematic, commercial-level cleaning and disinfecting on a daily basis. This promises to be very expensive. I am also concerned about the ventilation systems, as this is a respiratory illness. Some of our older buildings do not have the necessary ventilation systems to provide a healthy environment for faculty, staff or students.
1	0.35%	<input type="text"/>	I believe it will be difficult to police in a way that will eliminate exposure and potential exposure. I believe should be set up in such a way that both students and faculty have the option to deliver and receive instruction how they individually choose.
1	0.35%	<input type="text"/>	I believe Morgan has to proceed with great caution. Morgan students are at a higher risk of being exposed to COVID 19 given that they are coming from communities where the virus rates are higher. I am not sure that Morgan will consistently take the steps to ensure that classrooms and bathrooms are sanitized on a regular basis. I also don't think students will consistently practice social distancing.
1	0.35%	<input type="text"/>	I believe that it will be difficult to control this environment. If the spaces are sanitized, that would be good, however, as students and faculty go back and forth you cannot control where they go and who and what they come in contact with that would cause reinfection.
1	0.35%	<input type="text"/>	I believe that there are too many moving parts regarding the virus and an option of plans should be based on the results regarding the virus
1	0.35%	<input type="text"/>	I can't imagine lecturing in a mask.
1	0.35%	<input type="text"/>	I do not feel comfortable with people practicing social distancing because we cannot dictate how

			people follow rules. We can try but it is not guaranteed. In addition, the majority of rooms/areas for teaching/offices are not large enough to practice social distancing.
1	0.35%	<input type="text"/>	I do not feel save in the class with a lot of students.
1	0.35%	<input type="text"/>	I do not feel that the university will be able to control students following the protocols of social distancing or wearing masks...which would put faculty at risk. Also, the university did not clean the engineering buildings very well before COVID-19 arrived, so I do not feel confident that extensive cleaning is going to take place in the Fall. There were mice running in the hallways and trash stacked up on top of un-emptied trash cans, so how will you be able to clean at the CDC-required levels?
1	0.35%	<input type="text"/>	I do not have confidence in the cleaning of classrooms after each lecture
1	0.35%	<input type="text"/>	I do not have confidence that some of the buildings in which I teach and the one in which my office is located can or will be sanitized given the condition of the buildings and the history of poor sanitary conditions during normal operations. Additionally people who are asymptomatic can infect others and may be coming to class and not practicing good precautionary behaviors. Young people often feel invincible and don't believe they can get sick and also don't always have the maturity to think about how their behavior impacts others. Finally, while I am not of the age that is considered vulnerable, I have caregiving responsibilities for my father who is well over 60. Also, I have children who I do not believe have been exposed to the virus and I want to keep them safeguarded. I greatly miss campus life, but I am very concerned about my safety returning to campus.
1	0.35%	<input type="text"/>	I do not have confidence that the current maintenance/cleaning staff will really clean the buildings/classrooms. Before the pandemic the cleaning in the building was deplorable, I doubt if much will change. I do not feel comfortable trusting that things will be properly cleaned.
1	0.35%	<input type="text"/>	I do not think it is possible to keep the students safe. There will be too many opportunities for virus transmission, even with robust safety precautions. I do not want a student to have to live with the thought of bringing the virus home from campus because she or he was told it is safe and then infect a relative.
1	0.35%	<input type="text"/>	I do not think that I can teach face-to-face (lecture, conduct class discussion, etc.) in a face mask. I would prefer online instruction to that option. I also do not see how temperature checks can be instituted across campus with any type of regularity beyond checking staff and, perhaps, faculty. I also believe that the potentially high rate of student absenteeism will make effective face-face instruction difficult.
1	0.35%	<input type="text"/>	I do not want to teach with a mask on. I don't want my students sitting in class with masks on. So I would like more detail about these precautions that would be put in place.
1	0.35%	<input type="text"/>	I don't believe we have the resources (financially or staff levels) to ensure our health and safety. Saying the university has a plan is not enough to convince me to put my life on the line. Masks need to be the full plexiglass shields, for example. How would the university manage to get enough testing kits? Many other universities across the country are going with 100% online, and I think they are being realistic.
1	0.35%	<input type="text"/>	I don't have confidence these protocols are foolproof.
1	0.35%	<input type="text"/>	I don't know whether the sensitization can be carried out strictly and with a good quality.
1	0.35%	<input type="text"/>	I don't think we know enough about the virus. I don't think that it is fair to make doctoral faculty teach an extra course (without compensation and without a time frame) and expect then to continue to produce doctors PhD and EdD's).
1	0.35%	<input type="text"/>	I don't think we have yet devised adequate health protocols. Probably the development of such protocols would require more meaningful faculty/staff representation.
1	0.35%	<input type="text"/>	I dont know the context. What us the status of covid in the area. I am high risk due to my age, 76
1	0.35%	<input type="text"/>	I dont think we will have the COVID 19 situation under control to do this
1	0.35%	<input type="text"/>	I find it to be completely unrealistic for us to be able to effectively teach with social distancing, masks, and other precautions in my department. I work in a building where pre-Covid, we didn't even have clean drinking water for months and no ventilation in the rooms. Often times we had no circulation at all. There is also a mouse problem. I don't see how all of a sudden we will now be able to increase health precautions when we couldn't do it before. I don't have faith in doing that so soon after the pandemic and I don't feel comfortable gambling on it either.
1	0.35%	<input type="text"/>	I have 2 school aged children, so my availability for in-person will depend on whether k-12 schools are open. Also, I would like more information on cleaning protocols as well as how commuter and on campus students' health will be regulated before saying I am all the way comfortable with teaching in-person.
1	0.35%	<input type="text"/>	I have a compromised immune system and have been in remission for years thanks to the biologic therapy I receive every 8 weeks. I need my job, but I do not want to jeopardize my health unnecessarily. Since Fall 2019, I have successful used Canvas to teach my courses with a positive outcome.
1	0.35%	<input type="text"/>	I have a compromised immune system. The best way to prevent this virus is to stay away and

			work virtually.
1	0.35%	<input type="checkbox"/>	I have a pre-existing condition
1	0.35%	<input type="checkbox"/>	I have a pre-existing medical condition and my 8 year old daughter has chronic asthma. It is not worth the health risk to myself nor my family. I've completed quality works training a few years ago and I'm completely capable of teaching the course online. I sincerely hope the university cares about the faculty as much as they care about the students and make remote instruction available regardless of what the students are comfortable with doing.
1	0.35%	<input type="checkbox"/>	I have a real wait and see attitude about COV-19 until more data is available. I would feel more confident answering by mid-July until transients from the data have settled down and a clearer statistical picture of the disease has emerged. Right now it appears that older populations are most vulnerable. If this is truly the case, then I have no issue returning to on-campus lecturing. There are other models currently suggesting a resurgence of the outbreak by mid-Fall 2020. If this is the case, I'd be more hesitant about on campus lecturing. In either case, I like the idea of enhancing MSU's online presence because there are global implications to MSUs presence and massive potential for increased global enrollment. I'm happily healthy so I'm really not personally worried about COV-19. I just do not want to hear of any of our students contracting the disease, so I hope there's a robust plan in place to protect the students. While it is true that, age-wise, they are adults, it's been my experience that the students need our guidance and protection.
1	0.35%	<input type="checkbox"/>	I have a three month old kid and 2 years kid at home and I do not want them to have COVID-19
1	0.35%	<input type="checkbox"/>	I have children at home and am unsure of what their school schedule and need for assistance will be. For me, remote would be ideal either with or without scheduled Zoom classes and the option to post an online learning activity in lieu of class. I also foresee a large number of students not coming to class and wonder if my two hours of driving time would be better spent creating more online activities. I had a lot of success in the spring 2020 semester. However, I recognize that there are some students who prefer to learn in the classroom and I don't want to keep that opportunity from them. So, it may be best to offer the face to face and see how many really show up (or take a survey of the students' preferences) then go from there. I'm 100% amenable to working with the students. And, if they want face to face, that's what they will get and, hopefully they will understand that there may be days that we need to meet remotely. My kids are old enough to be left at home, but that may not be the case for other faculty.
1	0.35%	<input type="checkbox"/>	I have comorbidities and I am concerned about students not adhering to the new normal and faculty having to interact with a student who does not adhere to the new rules. We've have had difficulties in the past with students when mandating students to wear lab coats, gloves, and no open shoes in the lab.
1	0.35%	<input type="checkbox"/>	I have health concerns that may place me at greater risk for complications if I were to contract the virus. I'm not willing to take that chance. In addition, students and colleagues come to campus when they are sick with other viruses, and I don't trust them to put themselves in quarantine or seek medical attention. Lastly, I have no interest in wearing a face mask for hours on end. I already wear one when in public to run necessary errands, and that's already too much. In other words, safety first. Please don't force us to return to campus. I don't want to have to choose between my job and my health.
1	0.35%	<input type="checkbox"/>	I have no confidence in popular reporting of or decision-making in response to this crisis.
1	0.35%	<input type="checkbox"/>	I have senior family member at home so I don't feel comfortable exposing them to high risk of infection because of my work which could be performed on an online basis. As risk could have been avoided, I would opt for online or remote teaching to save lives. This virus is so contagious and unpredictable that no one can guarantee that in person teaching in the fall would not result in mass spreading and deaths.
1	0.35%	<input type="checkbox"/>	I live with family members who are high risk. I do not want to regularly expose myself to COVID-19 and then increase the chances of bringing it into my home environment. Although I appreciate Morgan's effort to clean, have PPE and social distance, until there is a vaccine and most of the world have received it, I must decrease my face-to-face interactions.
1	0.35%	<input type="checkbox"/>	I need to take all measures/precautions not to get the virus due to my spouse health conditions
1	0.35%	<input type="checkbox"/>	I personally enjoy face to face instruction and engage students individually. However, due to large number of faculty, student, staff personals in contact with each other, the cleaning of physical facilities at Morgan being not impressive, I am not sure how safe it will be.
1	0.35%	<input type="checkbox"/>	I teach a performing arts class that requires playing a wind/brass instrument. This is not possible to do with a face mask. However, personal interaction is an important element of instruction so I need to be able to do that to teach effectively and this is difficult to achieve online.
1	0.35%	<input type="checkbox"/>	I teach large classes of 30 or more. Reducing my class size would make me ineligible to teach them and wearing a mask for long periods of time is to much. I barely can breathe in them for store runs. So imagine trying to facilitate a class for 50 mins with one on. Not to mention I teach 3-4 class.
1	0.35%	<input type="checkbox"/>	I teach voice, so wearing a mask is not really an option. I don't know what the answer is here. I would want to make sure we met in a large space (not my studio) and could maintain social distancing for lessons.
1	0.35%	<input type="checkbox"/>	I think it is very hard to ensure the safety of students, faculty, and staff when we do not know

			<p>what students and/or faculty and staff are doing in the free time. They could not be following proper guidelines in their regular life. The student population that we also deal with are normally asymptomatic or show minor symptoms of the virus. Due to this, I wonder how many students will still attend class with a snuffle, sneeze, or a small cough (allergy-like symptoms) or the opposite of how many students will use a snuffle or a cough to not attend class. I also think it would be cumbersome to wear a mask while instructing. If we allow instructors to not wear a mask, and we enforce that students do I believe that students will question why that is our decision. Also, if masks are required I believe the university should set and enforce policies and procedures to ensure that they are being worn correctly and at the appropriate times. I also would like to know how we, as an entire university including staff and students, will ensure that every classroom is properly sanitized between each use especially if we are going to do a student choice model. Many of us will have to share the same classroom back to back due to technology restrictions in our designated classrooms.</p>
1	0.35%	<div></div>	I think it's dangerous for the communities return to. Unless the spread is at an unprecedented low rate, students and faculty will only contribute to the spread.
1	0.35%	<div></div>	I think that we need more time to make an informed decision regarding whether this is best.
1	0.35%	<div></div>	I think this whole situation must me looked at through science and not emotion or commerce! 1) Morgan is an open campus, we cannot control infections entering from community contacts (via faculty staff or students) even if the on campus environment were safe, which is hard to imagine that it could be. The safety of others in a campus community relies on all its members' behavior and some individuals will intentionally or inadvertently takes risks. 2) Hallway and classroom sizes and student densities in older buildings make it impossible to keep social distancing, even if only 1/2 or 1/3 of the student population were on campus in person. The scientific studies are very clear on the dangers of viral transmission in aerosols in closed spaces. The contagious particles can stay in the air for hours. Even if rooms were sanitized between classes, that does not sanitize the air. 3) The kind of measures envisioned for social distancing (face mask, plexiglass shields etc.) make it impossible to engage in the student centered active learning practices that our students need to succeed. Well designed online teaching, in contrast can engage students that way. I can understand bringing in a very limited number of students who must do labs or practica in person in order to graduate and become certified. This is a risk benefit assessment I could understand. However as a scientist I cannot condone exposing faculty staff and students to even a slight possibility (and the possibility is like considerable) to become ill from being live on campus just because students want that. I believe this would be unethical. It will also leed to lawsuits once people get ill.
1	0.35%	<div></div>	I understand the need for precautions to prevent COVID-19 transmission and support the use of PPE. The unintended consequence of long-term use of cloth face coverings is that it can become more difficult to breath while in use, especially while talking/lecturing for long periods of time. Also, because I have slight hearing challenges, masks muffle sounds and limit my ability to access facial cues that supplement what is missed through hearing.
1	0.35%	<div></div>	I very much am in favor of a return to the classroom but the situation and likelihood of contagion is still quite uncertain at this time. Perhaps circumstance will be clearer, say a month from now? Ultimately, public health officials must determine when it is safe to return to the classroom. If they determine yes, then I will gladly return, without hesitation. Perhaps the university should go into the fall with two plans, a primary plan that maximizes face-to-face interactions and classroom learning, and a contingency, that can be switched to, say if the week before classes or during the semester, an outbreak threatens the health of the university community. Faculty would have to be prepared for both scenarios but it would be worth it. I would also urge the university to build in some flexibility for faculty in their plan. A healthy 36 year old assistant professor is at less risk than a 60 year old prof with a history of health problems. It is vital that the university allow faculty to have some discretion and make some of these decisions themselves. Perhaps some faculty will want to do their classes entirely on line while others will feel comfortable with a hybrid model or entirely face-to-face.
1	0.35%	<div></div>	I want to avoid campus as much as possible because of COVID. I have two small children and elderly parents that I do not want to get sick
1	0.35%	<div></div>	I will still have concerns at this moment. It can be better in the future.
1	0.35%	<div></div>	I would consider myself in the "high morbidity" risk group. The environmental conditions under which these classes are taught are far from ideal: space, ventilation and occurrence of infection among African Americans. "The effects of COVID-19 on the health of racial and ethnic minority groups is still emerging; however, current data suggest a disproportionate burden of illness and death among racial and ethnic minority groups." from https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/racial-ethnic-minorities.html . We have to be careful in planning our recovery as compared to institutions that do not have these concerns.
1	0.35%	<div></div>	I would like more details about how social distancing will work in an environment in which classrooms are small and seating was challenging even before COVID. I would also like details about how the wearing of masks will be implemented and what will be the consequences (if any) for those who do not wear them.
1	0.35%	<div></div>	I would need more detail on the exact protocols. Taking temperatures seems insufficient to me. Cleaning the building before we start is a great idea, but daily we would be using facilities and equipment handled by many others. Students would be physically expecting access to our offices which are quite small. In previous semesters I have had 2-3 students at a time in my

			office sitting across and next to me with less than 2 feet between us. I would not be comfortable with that until a vaccine has been created. For Question #6, the most appropriate answer for me would have been "Not applicable" but it was not a choice.
1	0.35%	<input type="text"/>	I would want to know all the details - not just sketchy details, but exactly what I would be facing if I taught face-to-face - before I came into an environment where I might be at risk for COVID-19.
1	0.35%	<input type="text"/>	I'm in the at-risk age group and I don't think that CDC is recommending face to face contact this fall.
1	0.35%	<input type="text"/>	I'm just not sure of the science surrounding the methods of transmission. I have some issues that put me in a high risk category.
1	0.35%	<input type="text"/>	I'm not certain whether or not the physical discomfort of wearing a mask for a full studio session (~ 4 hours) would be more or less worth the (slight) benefit of in-person instruction.
1	0.35%	<input type="text"/>	I'm not confident that all of these measures will be sufficient to protect us (faculty, student and staff) from the uncertainty of contracting this virus. There are so many variables to consider, i.e. off campus students coming from different environments, asymptomatic persons coming to the classroom or in the building, thorough cleaning of the classrooms between class sessions, non-ventilated spaces etc. It will be a challenge to make this all happen.
1	0.35%	<input type="text"/>	I'm not convinced the campus can be effectively cleaned and appropriate safety measures followed. As we know, college campuses are great areas for small outbreaks of disease to occur. Given the resource-strapped nature of the University, and the likelihood of cases on campus, nothing concrete has been put forward that indicates to me the University will be able to effectively handle an outbreak and protect students, faculty, and staff. I work in Spencer Hall and the bathrooms there are almost always dirty, with water seeping in the second floor bathroom almost daily. These issues are very rarely rectified and would be a area where COVID contamination and spread is possible. Will it be an out-sourced company that does COVID cleaning, or are we going to be burdening our already over-worked staff?
1	0.35%	<input type="text"/>	I'm not sure I trust all the parties involved - students, cleaning crew, whomever - to scrupulously follow even the best of guidelines. I'm thinking of the restaurant where I order takeout, where one employee has his mask on yes, but he's pulled it down under his nose. Over time, a certain amount of sloppiness and laxity seems to creep in, even where people have good intentions.
1	0.35%	<input type="text"/>	I'm not sure what the state of the world will be in the Fall.
1	0.35%	<input type="text"/>	I'm unsure because it depends on precautions taken and overall situation with Covid in Maryland
1	0.35%	<input type="text"/>	If class size is 10
1	0.35%	<input type="text"/>	If each classroom is not thoroughly sanitized and cleaned up after meeting time, we all will be exposed to the virus. Is there any plan in place for continuous clean up? If there are back-to-back classes, how will clean up be done?
1	0.35%	<input type="text"/>	If having classes in a building with poor circulation that would be problematic. Activities would have to be modified such as group collaborations and break out groups. Our entire pedagogy would have to be modified this summer and then, perhaps, I would feel more comfortable proceeding.
1	0.35%	<input type="text"/>	If I should wear a mask and consider social distancing while teaching, I think online class is more preferred and would be more efficient.
1	0.35%	<input type="text"/>	If the class size is less than 10, it would be okay; otherwise not. Also, for parent it would be challenging to go to work if the schools are closed or half day. Baltimore county and city schools have not decided yet.
1	0.35%	<input type="text"/>	If we are not careful there may be a second wave of the pandemic.
1	0.35%	<input type="text"/>	In theory, wearing masks and social distancing could work, but how will this be enforced? Would a professor have the right to ask a student to leave class if they are not practicing social distancing? If Morgan does decide to have hybrid or face-to-face classes, I would also hope that classes and final exams will end before Thanksgiving Break, a model that's trending among scientists and institutions of higher ed. to avoid the pitfalls of having students travel back and forth before another possible wave.
1	0.35%	<input type="text"/>	IS EXTRA CLEANING POSSIBLE WITH SMALL STAFFS IN MURPHY, HILL, HURT? WHO WILL MAKE SURE THAT CLEANING IN THE EVENING IS DONE WHEN THERE ARE NO SUPERVISORS OF STAFF AT NIGHT. SOCIAL DISTANCING DOES NOT SEEM POSSIBLE IN PHYSICAL EDUCATION AND THE ARTS.
1	0.35%	<input type="text"/>	Is that possible the lecture is delivery by remote teaching but the test can be given in school
1	0.35%	<input type="text"/>	It assumes that everybody is following the protocol effectively which is very hard to enforce I have for several years developed online long-distance protocols for my laboratories as part of an out reach program. These laboratories can be applied during the Covid situation. Therefore the student laboratory experience will be very similar to the in class laboratories.
1	0.35%	<input type="text"/>	It appears to me like life and death question for students, staff, and administrators. Better to wait

			as we watch developments surrounding the state of affairs. Play cautious, so nobody has to regret later.
1	0.35%	<input type="text"/>	It depends how comfortable the outfits are and if the rate of infection is still high. Will the University supply the outfits and maintain it (cleaning, buying new outfits, temperature checks etc)?
1	0.35%	<input type="text"/>	It is almost impossible to implement! Reducing the size of class and making sure everything is protected is great! Yet, there are a lot that are hard to predict! Hence, it might back lash.
1	0.35%	<input type="text"/>	It is not clear where we will stand in the Fall on COVID. Things change so rapidly. There have been rumors of a resurgence/second wave, so it is hard to say how comfortable I will be.
1	0.35%	<input type="text"/>	It is not conformable to lecture, and interact freely with students, and advising students in office wearing masks. Furthermore, the nature of COVID-19 is still unknown. Most teachers freely move in class when they lecture and the social distancing is hard to maintain for longtime.
1	0.35%	<input type="text"/>	It is not possible to minimize exposure when surrounded by students. Students are notoriously bad at distancing and faculty will have no choice but to be in close proximity to students to help them. In addition, are faculty expected to enforce masking for students? I have been able to make choices that determine my risk level, which will end if we are forced to teach in close proximity to a large group of people who may or may not be making the same choices.
1	0.35%	<input type="text"/>	it is still unsafe
1	0.35%	<input type="text"/>	It is too dangerous to everyone's health and it is unnecessary to be in contact. It has been proven this past semester that online worked well above expectations. Covid-19 has proven to be a deadly virus. So we have a scenario where the online conditions worked well and we are discussing the risk of spreading a virus for no obvious benefit.
1	0.35%	<input type="text"/>	It is unclear how mitigation strategies will be enforced or carried out successfully. For example, will cleaning occur after every class meeting? How will social distancing be maintained in larger classes? If face-to-face, will there be staggered class meetings to allow for social distancing? What about possible legal ramifications if someone should acquire Covid-19 while on campus? Will contact tracing be employed? What about faculty who have underlying health conditions? Will they be mandated to work if face-to-face instruction is to occur? Further, it may be very costly to implement mitigation strategies and it is not clear if the cost of implementation is less than utilizing remote and/or online instruction for the fall semester.
1	0.35%	<input type="text"/>	It is very difficult to communicate through masks while teaching a three hour course. The temperature within the mask can create breathing issues for the instructor as well as for the student. However the instructor will be much more impacted by the wearing of the masks. In addition, what guarantees are going to be made between classes that the classrooms, seats, desks, technology equipment and more will be properly decontaminated and sanitized? Does the onus for that lay in the hands of the incoming class? It's just not safe...nor is it smart.
1	0.35%	<input type="text"/>	It takes about 24 weeks for a community spread virus to go through two seasonal peaks. I would rather wait until August 2020 to examine these problems.
1	0.35%	<input type="text"/>	It will be always concerning to teach students face to face especially when majority of them are coming from high cluster of affected areas.
1	0.35%	<input type="text"/>	It will be better to instruct remotely or online than risking the health and life of students as well as the faculty. It is very hard or impossible to teach wearing a mask on. One needs to wear an N-95 mask and should not lower her/his guard even if it creates a communication barrier, muffled behind a mask. In my humble opinion, remote/online instruction is the best to keep everyone absolutely safe.
1	0.35%	<input type="text"/>	It will be too much while teaching. Especially if your first language is not English.
1	0.35%	<input type="text"/>	It will depend on how widespread infections are in the Fall and how safe it is to hold online classes. As a 51 year old with some underlying health issues, I have to take extra care.
1	0.35%	<input type="text"/>	It would depend on the extent to which students and others were willing/ actually followed through with stringently keeping social distance stipulations.
1	0.35%	<input type="text"/>	It would depend on the type of PPE provided. It would have to be PPE that guarantees droplets are not inhaled or transferred on to others in the event that someone sneezes or coughs. I think it will be really hard during the winter season when respiratory illnesses increase.
1	0.35%	<input type="text"/>	It would seem to be difficult for instructors to teach while wearing face masks. There is also difficulty with sanitizing after each class session. Instructors use the same computers and equipment for instruction. Bathrooms and common areas are also a matter of concern.
1	0.35%	<input type="text"/>	It will depend on what is happening nationwide. ..level of infection, availability of therapeutics, vaccine etc
1	0.35%	<input type="text"/>	It's cumbersome and uncomfortable to wear a mask throughout the day. In addition, how are we to monitor if every student wears a mask in every class every day? How are we to monitor if they wear the mask regularly? How are we to monitor if their masks are in good working order and sanitary? If we believe that it's necessary to wear masks for in-person meeting, perhaps we should extend online learning throughout next semester.
		<input type="text"/>	

1	0.35%		It's still early to say I believe. Nobody knows how bad or better Fall going to be. In a confined classroom setting, it's a very high risk of spreading viruses. If I am teaching with fear, then it's not going to be that effective. If the situation becomes better, the number of sick people goes down, then I prefer to be face to face and help my students to learn. I'm in the classroom and I cannot go nearby to my students and help them in coding, then I stay home and teach online. But I will support the decision of the administration going to make.
1	0.35%		Level of risk remains too high. People are still dying from this disease in significant measurable numbers.
1	0.35%		Maintaining social distance in an enclosure system such as a classroom is difficult. Teaching a class Wearing a mask would be difficult and not effective.
1	0.35%		Majority of the classrooms are not large enough to practice social distancing unless each class size is limited to under 10 students.
1	0.35%		Masks are cumbersome with communication and wearing for a prolonged period of time.
1	0.35%		Most classrooms are not adequately ventilated for sustained indoor activities. The University is a system which cannot achieve its goals with subdued components (faculty and staff).
1	0.35%		Multiple family members have compromised immune systems. Teaching face-to-face would mean that it would be necessary to isolate myself from my immediate family for the entire academic year.
1	0.35%		MUST has PPE and regular testing of students, Faculty, Staff, and Administrators.
1	0.35%		My age (67) and the invisible enemy (no symptoms of virus)
1	0.35%		My class involves lecturing and engagement with students. It would be uncomfortable to have to wear a mask for over an hour and lecture in a mask.
1	0.35%		My students come to class with the flu, pneumonia and other illnesses. I end up having to cancel class and having the room disinfected. Young people tend to see themselves as invulnerable. I have pre-existing conditions, so I know I am vulnerable. Last semester, a student who was sick waited in the hallway for an instructor with a mask on. She took it off to talk with me. This was after I told the class she was in with me that students and faculty should not come to class when contagious. We need to recognize I have not prepared my class to be remote, but I have taught all classes online beforehand.
1	0.35%		My uncertainty is based on personal health concerns. I have a pre-existing condition that has left me with a compromised immune system.
1	0.35%		Need a vaccine and requirement for proof of vaccination for all students, staff, and faculty first.
1	0.35%		Need specific details
1	0.35%		No refers to all classes are face-to-face (even with staggered days). The uncertainty with the virus makes face-to-face instruction very risky for students, faculty, and staff. It will be very difficult to manage who attends class as a professor. It makes sense to have courses that need to be on campus for their majors to try to be face-to-face. The other course should be remote instruction. Lastly, some buildings do not have adequate airflow, contain mold hazards, with poor temperature and humidity control.
1	0.35%		No vaccination. Virus can be spread. Do not want risk to my health and the student's.
1	0.35%		Not enough information about transmission, reoccurrence and higher risk based on geography.
1	0.35%		Nothing against MSU. All it needs is a sloppy person who does not clean surfaces or a sloppy student or a sloppy staff or a sloppy faculty or a sloppy administrator who does not take all precautions. Most of all, outsourcing daily sanitizing of office space will make me feel more comfortable. A plan and process for sanitizing needs to be developed, adhered to and penalties for non-adherence needs to be implemented. Checklists for daily sanitization carried out must be created and made available (posted in a common area or a website) for all to examine on a daily basis.
1	0.35%		Only "unsure" in that ours is an older building (Holmes) with not the best ventilation, and rooms tend to be small. One solution, at least for SWAN majors, is to utilize the Portage sound stages, which are designed for our work, and make distancing much easier and effective. My larger SWAN 101 class meets in BSSC 100, and even with 60 + students there is room to maintain distance for the traditional class. It's really the more advanced classes and labs in Holmes Hall that seem problematic.
1	0.35%		Other underlying health concerns, vulnerable population at home as caregiver, and work has been successfully conducted during this time working from home. Also our building, historic Jenkins was not in acceptable condition prior to the pandemic so I will not be risking my health even more so with poor air circulation.
1	0.35%		Our building already is infested with mice. There has been no professional cleaning to sanitize the building or get rid of vermin BEFORE the pandemic. So now with this added Covid virus, we just don't trust that the building is clean. The infestation alone means feces in the vents, dried up and blowing through the building. With us gone since March, we are sure it is even worse. The university just has not provided a sanitary environment for us- even before Covid.

1	0.35%	<input type="text"/>	Our household includes members at risk (85 year old mother-in-law). I cannot take a chance with bringing COVID back home.
1	0.35%	<input type="text"/>	Out of control cases will be happened anyway.
1	0.35%	<input type="text"/>	People may not wear mask all the time, as they are painful and social distancing of 6-10' might be difficult to maintain in classes and common gathering + passing spaces. With student and Faculty population coming from all kind of family situations including many who may be caring for family and friends with COVID; it will keep us wary and on high stress level during a simple act of making a class visit. The times are complex and face to face teaching in Fall may not be a preferable situation.
1	0.35%	<input type="text"/>	Physical materials like exams and papers may transmit virus.
1	0.35%	<input type="text"/>	Please define in detail "testing as appropriate" do you mean nasopharyngeal swab, Labcorp test etc... A student and/or a faculty/staff member may have underlying conditions or be asymptomatic. We should not put any employee or student of Morgan State at risk. We are not the CDC or a medical facility to test all students, faculty and staffers DAILY.
1	0.35%	<input type="text"/>	Prevention is better than cure
1	0.35%	<input type="text"/>	Rules will be broken after a few days and people would get lose in the use of masks and other protections.
1	0.35%	<input type="text"/>	Safety is the most important factor, not just social distancing from persons but also that the environment is completely safe (sanitized).
1	0.35%	<input type="text"/>	Should be fine if the right precautions are taken and certain guarantees in place.
1	0.35%	<input type="text"/>	Since face- to- face will be in classrooms, there will be a big chance that the coronavirus will get to me and my family due to the fact that I will meet many students who may have the coronavirus but unaware of it.
1	0.35%	<input type="text"/>	Since the virus is still being spread and without a vaccine or treatment face to face instruction will be risky especially for those who are most vulnerable.
1	0.35%	<input type="text"/>	Since there are still many uncertainties regarding the nature and impact of COVID-19, I would be somewhat uncomfortable placing myself in an environment where I still may be susceptible to contracting the virus.
1	0.35%	<input type="text"/>	Social distancing is still the key, but it is difficult to do on campus
1	0.35%	<input type="text"/>	Social Distancing is very challenging in some class spaces. Will persons be required to wear masks and will persons re required to do testing? How will this be enforced if people decide to be non-compliant?
1	0.35%	<input type="text"/>	Some of the buildings have other issues that have not been dealt with (e.g. temp and black mold in Dixon, rooms in Calloway that are so hot they're unusable) it makes me concerned about the upkeep of sanitary precautions.
1	0.35%	<input type="text"/>	Some people may not adhere to the rules which can put others at risk, it may not be comfortable trying to perform effectively with all the restrictions that one has to adhere to.
1	0.35%	<input type="text"/>	Still risk of contracting the sickness. It is a deadly risk, we are playing with fire!
1	0.35%	<input type="text"/>	Still watching how the COVID situation unfolds. It's not entirely about me, but I wish to set up a good example.
1	0.35%	<input type="text"/>	Students and others following protocol guidelines; Insufficient/incomplete cleaning; spreading Covid 19 to elderly parents and family
1	0.35%	<input type="text"/>	Students need clean masks to be provided To them. Sufficient spacing in class can be difficult. Communicating through a mask can be problematic relative to diction and speech improvement.
1	0.35%	<input type="text"/>	Teaching face-to-face classes would require to hold a class in a classroom. Given the high-risk of spread of Covid-19 in closed indoor environment, having 2-3 hour long session puts both instructors and students in health hazard. Also, if delivering a lecture with a PPE on can be tricky and may also cause disappointment from the students if they do not have access to these equipments too. Also, given the size of the classrooms, social distancing the class may be difficult.
1	0.35%	<input type="text"/>	Teaching with PPE is very limiting and inconvenient, particularly for long hours.
1	0.35%	<input type="text"/>	Thank you for taking the time to request my input--I do appreciate it. My biggest concern is the commute. I travel to campus on public transit, as do many other faculty members and students. I take two buses, the metro and the Marc train to get to campus. I'm very concerned about the safety of my transit to campus, as well as that of the other faculty and students. Also, my classes of 35 are generally packed into a small classroom so social distancing would not be very easily configured. I've heard mention of some attending online while others are physically in class, but this is too much for one person to manage. How I can monitor questions/concerns from online students while trying to teach, set up group activities, and handle students questions/feedback discussion during class? I would hope that if the campus remains open that faculty will have some flexibility regarding the face-to-face, online, and remote options described to come up with their own variation rather than have a one-size fits all solution. For example, the

			options at the start of this survey identified asynchronous versus synchronous as completely separate options: why not have the option to mix these as well? Last spring, post-pandemic, I devised a set schedule of asynchronous on Monday and synchronous on Wednesday and Friday. Or, depending on the class and the nature of projects, etc., if campus does open, perhaps one day of each (one day face to face, one day synchronous, one day asynchronous)? Whether you decide to open the University fully, or to have the physical structures completely closed, I think that the more flexibility that you can give to the faculty--as you have encouraged us to do with the students--the better. My suggestion would be to have all teaching -- except for lab/performance based classes -- be conducted with an online/remote mixture (professor discretion) and then perhaps have regular and relevant special events (limited numbers/socially distant) that would allow more interaction for students.
1	0.35%	<div></div>	That put everyone in high risk and make the curve go up again. It's not that all people respect their role, there will be students or faculty members who would skip wearing masks and that would put everyone in danger .
1	0.35%	<div></div>	That question does not apply to me.
1	0.35%	<div></div>	The behavior and habits of others are unpredictable. The use of PPE has made some folks less cautious, and others just don't believe the virus is serious. So while I can follow guidelines for social distancing, I'm not convinced others will take the same precautions. I'd rather not be in situations where I can be exposed to the virus because of the negligence of others.
1	0.35%	<div></div>	The buildings are not cleaned thoroughly on a regular basis. Students and staff can transmit asymptomatic. Our campus is in one of the highest rates of incidents. Our students come from some of the most vulnerable communities.
1	0.35%	<div></div>	The challenge of the requirements for F-T-F are a significant issue. Do we have the time to create a system that will be able to deliver the essential services? On-line should be the delivery system for the fall semester. A variety of other systems can be prepared for spring instillation.
1	0.35%	<div></div>	The class size will be limited!
1	0.35%	<div></div>	The classroom spaces currently in the Historic Jenkins cannot guarantee six feet of separation for social distancing as required by the CDC for the amount of students in my classes.
1	0.35%	<div></div>	The classrooms always smell so bad and unclean. Students do not shower regularly. Even with the precautions that the university is planning to take, it is unclear whether it will be inevitable to stop the spread of COVID-19. If there will be an outbreak at MSU, it will be a national disaster and reflect poorly on the leadership planning, given that there is no vaccine available at the moment. Also, I am at high-risk individual and from my experience, the HR personnel do not abide by the HIPPA law and spread information about my medical records to all levels inside my school. Better to look for our safety that if put in jeopardy will affect the entire school reputation.
1	0.35%	<div></div>	The classrooms in my building are small. In this space, social distancing would be very difficult.
1	0.35%	<div></div>	The classrooms in the old Jenkins building are very small. Social distancing is not possible.
1	0.35%	<div></div>	The Communication Center where I teach all my classes does not have one window that opens. The air system in the Communication Center has a history of problems, problems that Physical Plant often takes weeks to rectify. And any "fix" only lasts a few months.
1	0.35%	<div></div>	The current environmental staff in the building lacked the proper cleaning and disinfecting techniques prior to the Covid- 19 pandemic. Staff were bringing in their own supplies to clean their offices and some of the classrooms that they were teaching in. I would need to feel confident and rest assured that the environmental staff are properly trained for this serious and increasingly major concern.
1	0.35%	<div></div>	The current university cleaning was not satisfactory before COV-19 and I don't expect it to be better with the current staff. Morgan is very ill-prepared with the level of cleaning required for the COV-19. Additionally, if students do not wear a mask, then others are more at risk. I doubt students will spend money on a mask when they can barely buy required textbooks for their classes. Wearing a mask for several hours during the day is very uncomfortable. According to a medical report from the mid-2000s, the long-term wearing of a protective medical mask can lead to prolonged headaches. I am a migraine sufferer and do not want to have this additional burden and stress added to my life. Moreover, I have a weakened immune system and prefer not to open up the opportunity for an additional health risk.
1	0.35%	<div></div>	The decision to reopen is not based on whether or not it is safe, only on the economy. Also, some states are lying about the numbers to make it seem as if it is safe to reopen. (The links below provide evidence for my statements.) Why should we be guinea pigs? Wait a term or two to see if it really is safe. The virus is highly contagious. According to the World Health Organization, the mortality rate is 3.4%. Even if students don't die from it, they can infect others---professors or professors' older relatives. Morgan State University cannot guarantee that the cleaning staff (who will soon be going on strike!) will be diligent enough. Plus, the safe distance is not 6 feet, but at least 13 feet, and the real problem is breathing the same air for 50 minutes as an infected person. Masks don't prevent you from getting the virus. You need a specially fitted N95 mask for that, and those aren't available to most of us anymore. You can be infected and never have a temperature, so temperature checks won't help. https://www.foxnews.com/us/georgia-health-department-apologize-coronavirus-data-gaffe-processing-error https://www.tampabay.com/news/health/2020/05/19/florida-health-department-officials-told-manager-to-delete-coronavirus-data-before-reassigning-her-emails-show/

<https://www.webmd.com/lung/news/20200414/cdc-covid-19-can-spread-13-feet-travel-on-shoes>
<https://www.livescience.com/are-face-masks-effective-reducing-coronavirus-spread.html> <https://www.npr.org/sections/goatsandsoda/2020/04/13/831883560/can-a-coronavirus-patient-who-isnt-showing-symptoms-infect-others>

1	0.35%	<input type="text"/>	The degree of contact and interaction that face to face, in person teaching would require will make maintaining distance and safety difficult.
1	0.35%	<input type="text"/>	The epidemiological and clinical data regarding infectivity will not be available for Fall 2020 teaching until August. That will not provide sufficient time to make such profound decisions.
1	0.35%	<input type="text"/>	The health of student, faculty, staff, and community are first and foremost. I believe, the campus can open back up and faculty should be given the option to teach online. Students, especially graduate students would be more than likely adapt and be happy. Also, if faculty want to teach face to face they should be allowed as classes should open up to accommodate them. I think the campus should open to where it will allow revenue to continue and students to be on campus and the online aspect will buffer some level of exposure. However, we should be careful not to exacerbate the issue and perpetuate the disparity that already impacts ourselves and community.
1	0.35%	<input type="text"/>	The reason is the fact that there has not been a proper screening method for everyone. Distancing or masking are not enough to prevent one from being contaminated during teaching and mentoring on face to face platform.
1	0.35%	<input type="text"/>	The risk of virus spread still exist
1	0.35%	<input type="text"/>	The risks are unknown.
1	0.35%	<input type="text"/>	The safest thing to do at this time would be to teach remotely/online. These other efforts mentioned would make it safer, but still not safe enough for me.
1	0.35%	<input type="text"/>	There are many unanswered questions and many unknowns about COVID19 including its virulence. Many folks inexplicably infected and this cannot but leave one with a nagging question: am I really safe or putting my life at risk?
1	0.35%	<input type="text"/>	There are so many of our students who reside in areas with higher rates of COVID-19 (i.e. New York) and I am concerned that increased interaction would increase my risk. I am also unsure how I would navigate activities that require closer interaction such as office hours.
1	0.35%	<input type="text"/>	There are so many unknowns about the disease. I have immediate family members including myself that are in a high risk category. I would like to hear from the University the plan to sanitize classes after use.
1	0.35%	<input type="text"/>	there are still many unknowns regarding C-19
1	0.35%	<input type="text"/>	There is currently no vaccine for the Coronavirus, persons are still being infected and persons are still experiencing death as a result of the Coronavirus. Additionally, it is anticipated that there will be a relapse in the Fall. Moreover, at the University level there is a high population density to contend with and the uncertainty of the Coronavirus coupled with the uncertainty of where persons (faculty, staff, administrators and students) are coming from endangers others within the greater population. My household consisting of my spouse and four children "under the age of 12" have been safely quarantined and not exposed to anyone outside of our household. I am not comfortable putting my spouse and children at risk by opening myself up to a campus that will ultimately be exposed to the inevitable...that is just pure common sense. I do however applaud the leadership for issuing a survey, and for seeking to advance the University, we cannot stand still and we cannot be closed when every University is open (I totally understand and support), however the remote instruction which I prefer and which we as a University successfully accomplished (even when we did not recognize prior to the pandemic that we could) is what I prefer for the Fall. Remote keeps everyone safe; not some. Students can still be on the campus and can work remote from dormitory rooms or even the student center or library (should they choose or their parents elect to send them to campus). Requiring faculty to reach face to face in a pandemic is inequitable in a public health crisis...simply put it is not safe. Everyone should put safety first and the choice to put oneself at risk, should remain the choice of a individual. Again, I support the University re-opening in the Fall. I do not support the alternate modes of instruction other than Remote during a pandemic as we are not equipped to build out online courses (at this hour) nor should we be subject to face-to-face instruction during a pandemic where we are not equipped to manage the risk of who has what, and from where and when...
1	0.35%	<input type="text"/>	There is no vaccine and there will be further spread of COVID-19. We can limit its spread via precautionary measures. We work with young adults within a very intimate academic environment. These person can be high-risk asymptomatic carriers. These types of carriers are likely infect hundreds of faculty and staff whom will expose their families. It's a risk the university will end up taking. The precautionary measures will be stymy the infamous spread.
1	0.35%	<input type="text"/>	There is no vaccine. The classrooms are poorly ventilated in many buildings. Faculty and cleaning staff are often older and at risk. People will get sick. We should be preparing for an all online semester.
1	0.35%	<input type="text"/>	There is stil a risk of contracting a virus even with a mask on. The mask is not 100% effective.
1	0.35%	<input type="text"/>	There is still the risk of being infected with the disease.

1	0.35%	<input type="text"/>	There will be many people in the hallways and stairs; some students arrive in face to face classes after the class begins and due to the design of the classroom the student has to pass by the instructor to get seated. In a nutshell, it will be challenging to apply social distancing.
1	0.35%	<input type="text"/>	This is a very bad assumption about people's safety. Just because we have the equipment, does not mean that everyone is going to use it responsibly,. Even during our most robust financial times building cleanliness and bathrooms have been an issue. It some cases they are filthy during the day. It is not that the custodial staff is not doing their jobs, but there do not appear to be enough of them given the high traffic that happens during the day,. bathrooms should be cleaned and sanitized on the half-hour-- and the wipe down of high touch surfaces like doors and railings and elevators should be happening a couple of times an hour.
1	0.35%	<input type="text"/>	This novel virus comes in many strains and several who have contacted cannot pinpoint the point of origin. As professors we are exposed to multiple people who can be further traced to multiples.- this increases our exposure and we are sitting ducks. The younger generation from data have not been hit as hard but are carriers. The level of worry that comes with being face to face is not conducive for optimal instruction delivery especially in light that your course can be effectively delivered online. Additionally, in the class room we will also have an additional responsibility of being contact tracers in case one of us develops the virus. It is my belief that if your course is one where you can deliver the same quality of education remotely you should be allowed to do so.
1	0.35%	<input type="text"/>	This virus is dangerous and there is so much we do not know. Plus, in Fall, things will get worse. It is not worth the risk.
1	0.35%	<input type="text"/>	This virus is unseen and lives on surfaces and in the air. Do you have enough personnel to clear EACH classroom after EVERY class? What will be the limit to the number of students in each class in order to manage 6 feet (or more) apart social distancing requirement? How will you compensate faculty for teaching multiple sections of the same course to meet the social distancing requirement. Currently, salary is decreased for summer courses if the minimum 15 student threshold is not met, as if a faculty member does less preparation for 7 students than she/he does for 15 students, And yet the reverse argument is not applied if a faculty member has more than the minimum threshold. Will this same argument apply to the fall semester? What is the difference between fall and summer and why the lack of consistency? The matter of workload, student interaction, appropriate compensation, social, emotional and psychological impact on the learning environment must be taken into account as well as the quality of instruction, not only in terms of delivery but also in terms of sound pedagogical instruction that meets the needs of students. Last, an assumption is made that ALL students (and faculty) have access to stable, secure, internet access; and that all have access to personal computers. We must not only examine this issue from a quantitative perspective, but qualitative research is imperative here.
1	0.35%	<input type="text"/>	To some extent because of safety but mostly because of inconvenience. It is difficult for the faculty and students to wear masks, be a few feet apart, and ask some students to attend while others watch remotely.
1	0.35%	<input type="text"/>	Too high risk considering that there is not yet reliable treatment nor a vaccine available. Going to the grocery store and constantly moving then leaving after 30 minutes is very different from nearly 3 hours of direct exposure with people talking, laughing, coughing, etc.
1	0.35%	<input type="text"/>	Too many germs on campus
1	0.35%	<input type="text"/>	Too many variables.
1	0.35%	<input type="text"/>	Too much still unknown about the virus and social distancing remains the best way to keep it from spreading. Concerned about how the virus will interface with the flu this fall. Concerned about those who are in the vulnerable population categories or interact daily with persons in their families who may be. Concerned about the poor condition of some of our buildings (ex. Jenkins-AQ) that have antiquated HVAC systems that would need to be replaced in order to filter appropriate air ventilation. Concerned about enforcing the public health protocols and what if there is non compliance. Concerned about how to even teach for three hours with a mask. This and so much more is mentally exhausting. We should look to build the infrastructure for remote teaching for at least the fall semester while the world watches to see if a second wave of the virus comes .
1	0.35%	<input type="text"/>	Uncertainty surrounds testing and monitoring. Masks and other protections do not guarantee immunity.
1	0.35%	<input type="text"/>	Unless all persons are tested for COVID 19 regularly and there is available vaccines, I am reluctant to attend any classes in person. If one actually reads the literature on this and listens to the medical experts, it is clear that talking, and staying in a room for protracted times is associated with increased risk of getting infected even with some distancing and masks. The experts have also emphasized that with many individuals having no overt symptoms during the periods they are transmitting the disease, the measures listed below do not satisfy my concerns.
1	0.35%	<input type="text"/>	Until COVID-19 is completely resolved, I would like to be teaching remotely because I am a diabetic patient. Mostly COVID occurs for Diabetic patients it seems. I don't want take a risk.
1	0.35%	<input type="text"/>	We are in 90 days of a response to Covid-19. We don't have enough information about the risks, nor is EVERYONE able to follow ALL health and safety protocols.
1	0.35%	<input type="text"/>	We are not sure of all the ways the virus can be transmitted. With that in mind, there is no way

			any organization can truly create a safe place. Also, there are individuals who do not see the importance of wearing a masks. Who will be responsible for policing those who do not wear masks? And I am concerned about use of bathrooms and ongoing cleanliness that would be warranted that would require additional staffing and monitoring. Are we going to limit number of people in the restroom at a time and who's gonna monitor that? Lastly, what about those with underlying health conditions who will be taking a great risk to do anything face to face. Will those with health conditions have to meet online or remotely while others meet face to face? I do not feel safe meeting face to face at all.
1	0.35%	<div></div>	We still do not know where people travel too or who they come into contact with. Many people do not know if they are asymptomatic we open ourselves to exposure.
1	0.35%	<div></div>	We still don't know what to expect this fall.
1	0.35%	<div></div>	We would have to have only a few students in our classrooms to appropriately social distance, I don't look forward to wearing a mask all day long, and the dorms/cafeterias will be petri dishes for the virus. I would prefer to teach face to face, but I think a well-developed online course (so very much different than a course that goes online with a week's preparation) is the safer course. In all honesty, we should hire as many adjuncts as possible and teach many more very small classes. This, however, would not solve the problem of the dorms. We are talking about young people whose frontal cortexes have not fully formed, which makes them prone to risky behavior. How do you impress upon them the seriousness of the situation? How do we make them cautious adults over night? In addition, I know several students who have lost loved ones to the virus. We already do not have enough people in the counseling center. Before the virus, I had more people in my office describing symptoms of depression and anxiety than in the previous three semesters combined. The pandemic has amplified this geometrically. We need many more counselors available to our students and the cost should be part of their student fees or built in to student health insurance. We don't need another vice president or consulting firm to tell us how to do this. Spend money on students and stop trying to replicate a top-heavy corporate structure that sees students as revenue streams. We need to provide social services to our students, not exploit them.
1	0.35%	<div></div>	Wearing a face mask is certainly not an iron-clad guarantee that you won't get COVID19 – viruses can also transmit through the eyes. Also we do not know who has a standard mask.
1	0.35%	<div></div>	Wearing a mask for extended periods of time, such as in the 2.5 hour seminars I teach, is very uncomfortable, and the extra stress on the heart and lungs due to lower volumes of oxygen are not worth it. I also live in DC, and rely exclusively on taking the MARC train and buses to get to campus. I am not now, and do not anticipate, feeling comfortable with public transportation options, being in spaces and with people I do not know or trust. If faculty have the option and ability to teach their courses remote/synchronous, then I think this should be allowed. It will also help save money by reducing the amount tests, masks, etc needed by both students and faculty who are not on campus.
1	0.35%	<div></div>	Wearing a mask while teaching would be uncomfortable.
1	0.35%	<div></div>	Wearing mask has never been a replacement for social distancing. It has been shown that virus easily transfer in closed area such as restaurant and classroom area. It is really too risky to be in a closed environment with 20 more people. This would be a distraction for me when teaching. I am fully capable of teaching online and my students have been very happy with my teaching style. I don't see any reason why I should teach in person when online is an option.
1	0.35%	<div></div>	What types of screening and testing will the university do. Many of the teaching spaces do not permit additional air flow and ventilation. Can outdoor spaces be allowed? We need to see what the projections are for the fall. Going back early and permitting outdoor teaching would make me feel more comfortable. Does Morgan really have the ability to provide equity in learning to all students while still meeting the social distancing requirements? Is it simplified if all students learn remotely? University and Department wise have we ascertained the technology dependencies and shortfall for students? I would be inclined to meet students in small groups in person, but see serious challenges with class sizes at capacity (40 students) in a room ideally designed for no more than 30. I deeply care for my students and their total health and therefore commit to being creative in developing ways to instruct them!
1	0.35%	<div></div>	While a degree of control can be exercised with precautions taken for the spaces, the same control and precautions cannot be guaranteed with the people who use the spaces.
1	0.35%	<div></div>	While I appreciate Morgan is thinking of investing in PPE to protect Faculty, students and staff, it is logistically impossible to disinfect the classrooms with back to back classes. In addition, it is also impossible to disinfect and maintain social distancing in the bathrooms and hallways. University campus is a vibrant environment with people constantly moving in the hallways-as much as I enjoy seeing the young faces smiling and chatting, unfortunately this is difficult to contain and follow guidelines in this current Covid environment. Besides, the faculty, staff and students have to reenter their homes at the end of the business day where they have an elderly or young child at home-I strongly feel this is increasing their risk as well. Furthermore, the current diagnostic tests have a high false negative rates which is alarming even if we do testing periodically. Finally the virus stays in the air as aerosol for many hours on the surfaces when you speak just momentarily and with constant use of classrooms, offices, bathrooms, labs, and hallways, this may be a potential incubation condition with exposure to large dose of viral particles. I appreciate the safety efforts consideration by Morgan and I do miss being on campus interacting with students, faculty and staff face-face, but this is life or death situation for all on campus and to our loved ones at home, and thus I vote to remote teaching. Thank you for the

			opportunity to share our input in this regard. Go Morgan-Growing the future and Leading the World!
1	0.35%	<div></div>	While the measures would be in place, there are a significant amount of people who do not take this pandemic as serious as others. I am not confident in the ability to enforce these guidelines without resistance.
1	0.35%	<div></div>	While we may be forced to alter our pedagogical approach to the industries to which we belong recognize those changes this quickly
1	0.35%	<div></div>	Will additional staff be hired to ensure these safety protocols are properly put into place and maintained?
1	0.35%	<div></div>	Will depend on how many cases are in our community in the fall. Will depend on if students really will wear masks. Our building has no ventilation. Does not seem like it will be possible to be safe until there is a vaccine.
1	0.35%	<div></div>	Will there be routine testing on campus? Will the ventilation system be cleaned and disinfected? What will the protocols be for professor/student interaction once we return to campus? I am willing to visit campus as needed but would prefer to teach remotely until there's a clear understanding of on-campus risks.
1	0.35%	<div></div>	will this take into consideration people with preexisting conditions that may be at a greater risk (both faculty and students?)
1	0.35%	<div></div>	With a large class of 30 in a regular classroom, how can you accomplish social distancing?
1	0.35%	<div></div>	With all the precautions, it is not fool proof.
1	0.35%	<div></div>	With the high volume of students, faculty, staff and others on campus, and limitations of space, I do not think that these measures can prevent infections. These measures will not be enough to protect students from infections in their on-campus and off-campus living spaces.
1	0.35%	<div></div>	With the precautions in the work environment, there may be still chance of getting infected.
1	0.35%	<div></div>	Without a vaccine, a college campus seems an "ideal" breeding-ground for the virus. My primary concern is for the well-being of the students at Morgan, and though I understand that their risk of death from the virus is much lower than it would be for a more "at-risk" population, I still don't want our students to have to deal with the ravages of having the virus - physically, emotionally, or communally. I worry about their ability to remain in contact with their own support people who may be more at risk than they. I am also very concerned about the well-being of faculty and staff, many of whom are in higher-risk categories. If Baltimore and the surrounding areas had lower incidences of confirmed cases, I would be more open to meeting face-to-face. I am not unwilling to accept some level of risk to gain the precious opportunity to meet with students on a more regular basis - I miss them! And, I know that they miss each other and the entire college experience, which is uniquely powerful at Morgan. The Morgan community is vital to so many, and I hate losing such an important aspect of that - the everyday, irreplaceable human contact with each other. But, without vast improvements to the numbers of confirmed cases, I think that it's important to take very seriously our ethical responsibility to the common good, not only of our Morgan community, but also the larger region and beyond - because high numbers of college students with the virus would very likely lead to further community spread.
1	0.35%	<div></div>	Without knowing what the safety protocols are, I can only answer unsure. If the safety precautions can feasibly be implemented with consistency and there is evidence that risk is significantly reduced utilizing the selected protocols, I believe I would be more comfortable with in-person instruction.
1	0.35%	<div></div>	Would need to know the plan for social distancing and how that will look at Morgan.
1	0.35%	<div></div>	You will need to clean the entire building a constant basis. This would include after every class session. Also restroom would have to have an assigned attendant to constantly sanitize. Professors would not be able to handout papers or take papers from students. Unless there is significant progress with a vaccine, most likely it will not be cost effective. I do believe Morgan students by far perform better in an In person Class.
287 Respondents			