Faculty Recommendations and Academic Considerations

ACADEMIC COVID TASK FORCE SUBCOMMITTEE REPORT

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APSU Academic & Faculty Recommendations

The purpose of this document is to provide faculty perspectives targeted towards Fall 2020 re-opening of the APSU campus and academic life. The APSU faculty are highly invested in ensuring student achievement and success, and want to be engaged and active participants in a healthy and safe return to campus. Faculty are aware a balance is necessary to maintain safe working environments, academic integrity, vibrant social experiences and a viable financial infrastructure, and the effects in managing the ongoing pandemic. Two hundred and twenty seven (227) faculty members responded to a short survey examining faculty perspectives of four potential return semester scenarios for Fall 2020: Traditional, hybrid, alternative scheduling, and fully online. This survey briefly explored potential academic, disciplinary or accreditation challenges. This synthesis examines faculty perspectives from the survey to provide faculty recommendations aligned with the current CoVID return to work levels. A summary of specific disciplinary and accreditation issues by respondent aggregates are noted, and includes the survey questions with faculty responses and a potential Fall 2020 schedule based on alternative scheduling. The Academic Subcommittee of the University CoVID Task force collated and synthesized the survey information, but acknowledge that there may be underrepresented disciplinary input if faculty members were not able to respond within the quick turnaround time required for questionnaire data collection and analysis.

Aggregated responses from the faculty survey suggested that:

- A significant number of faculty want online classes (40%) or at least the flexibility of hybrid classes (47.5%). This flexibility may be advantageous if the University wants faculty to prepare to move online should conditions worsen.
- Faculty would like to be adequately compensated for their time or they would like assistance to maintain an appropriate work-life balance. This makes sense because there are maximum limits that can be placed on faculty. Faculty members do share concerns about financial limitations, so including faculty in shared decision-making may lead to greater consensus in final decisions impacting faculty workload and compensation.
- Faculty expressed concerns in balancing fiscal needs with safety and proper working conditions. Asking faculty to do more than is possible is a recipe for disaster. Asking them to give a little may be appropriate as long as it can be clearly defined, is temporary, and may be reasonable.
- Faculty want safe working conditions. Some want a guarantee for a safe working environment, others note that there is no practical way to guarantee a risk-free environment. Ultimately there has to be a reasonable level of standard care and safety. This means hand sanitizers, wipes, disinfectant and soap availability, mask provision and usage, deep cleaning each night, and adherence to the most current CDC recommendations and protocols for higher education institutions.
- Faculty conveyed balancing idealism with realism. APSU should provide and maintain physical, technological and fiscal resources, should continue efforts to provide adequate internet access for students and faculty, and ensure processes to fix/replace computers that fail. APSU will probably need additional hardware, software and discipline specific items as directed by departments. Some education may suffer or be less than adequate if totally online/virtual delivery or classes necessary, and there may be no easy short-term solutions to fix these problems.
- Faculty signified the need for improvements in effective communication. Academic and individual expectations between administration, faculty, staff, and students should be clearly

defined with as much advance notice as possible. A spirit of understanding can be met if there are clearly delineated priorities, benchmarks for success and timeline established for fall implementation. The middle ground must be found quickly and the most pressing issues handled first and built outwards to ensure stakeholder consensus.

Academic Matrix Level Recommendations Table

Phase 1: Red Level All online classes All offices open remotely **University Model:** **California State system.** There are exceptions for programs such as nursing	Phase 1 Recommendation: Faculty would teach all classes online/virtually. Administrative support would be offered online/remotely or with limited/restricted in-person contact. Advantages: Second highest level selected by faculty (40%) and would have the least risk for transmission and community spread of coronavirus infection. Potential less need for physical cleaning supplies, personal protective equipment or additional personnel. Limitations: Student social expectations; student-faculty academic engagement; new student enrollment negatively affected; student internet accessibility and time/family issues; auxiliary services/financial infrastructure impact; additional technological resources and personnel necessary to incorporate for all stakeholders; difficulty in meeting disciplinary (44%) & external accreditation (28 %) standards without in-person contact; completely online classes may adversely impact international student visas/enrollment and military enrollment/reimbursement
Phase 2: Black Level Hybrid class return Online / On-campus FtF Full Semester Mix (Large classes online/ smaller classes & labs FtF) **University Model: Oakland, East Florida State College** - or – Alternative Scheduling: Online/ FtF Fall I & Fall II (Ft Campbell Schedules/ 8 wk. semesters) **University Model:** **Centre College (Block Scheduling), University of Colorado at Boulder** - Some offices open (essential) - Required masks, - Daily health screening - On-campus class size limited to 10 (faculty + students)	**Phase 2 Recommendations: Hybrid-** Faculty would teach a mix of online and in-person classes, based on departmental need, faculty input, student numbers and physical space/ technology availability. **Alternative models -** Using Fall 1/Fall 2; faculty would create flexible modular approach which could switch between on-ground and online instruction Administrative support would be offered in a mix of on campus and remote access. **Advantages: Hybrid -** Highest level selected by faculty (47.5 %) with less risk for transmission and virus spread. Limited student-faculty contact may increase student satisfaction and academic interactions. Disciplinary and accreditation standards are more likely to be met using hybrid models with priority for those disciplines impacted by external or accreditation standards **Alternative models –** Lowest level selected by faculty (2.9 %) **Limitations:** Greater financial burdens for students (military reimbursements with online courses) and University; more physical cleaning supplies and PPE; additional teaching delivery resources needed (livestreaming/ live capture in some classrooms); additional student/faculty technological resources needed, advance preparation time for faculty teaching load/conten; advance preparation and communication for student social and academic expectations; more intensive health interventions for students, staff and faculty (testing, tracing & isolation enforcement).

- visitors must adhere to campus policies (mask/screening)	*Alternative Model Limitation* – Students have already started registering for Fall semester, and would have to re-register if the schedule were changed at this point in time. Negative impact in student registration numbers if students choose not to re-enroll
Phase 3: Gray Level Hybrid class return Online / On-campus FtF Full Semester Mix (Large classes online/ smaller classes & labs FtF) **University Models: Oakland, East Florida State College** - or – Alternative Scheduling: Online/ FtF Fall I & Fall II (Ft Campbell Schedules/ 8 wk. semesters) **University Model: Centre College (Block Scheduling)** More offices open - Required masks, - Daily health screening - On-campus class size increased to a larger number (faculty + students) - visitors must adhere to campus policies (mask/screening)	Phase 3 Recommendations: Same as Phase 2, but with larger student class and group meeting numbers allowed **Advantages: Same as Phase 2** **Limitations: Same as Phase 2** but potentially more health, legal and financial impact due to larger numbers of students/ greater infection communicability for faculty, students and staff. Many of the phase 2 challenges for international student visas and military enrollment/reimbursement remain the same as in Phase 3
Phase 4: Green Level In person return No daily health screening *Continuing masks in public spaces until adequate treatment/vaccine available* *Continuing social distancing and visitor policies until adequate treatment/vaccine available* **University Models: MTSU, UTC, TN Tech**	Phase 4 Recommendations: Faculty would teach with no changes in schedule, teaching load or student classes **Advantages:** Third of the four delivery levels chosen by faculty (9.7%). Students are currently registering for classes, and faculty would not have to change teaching delivery methods or class schedules. Disciplinary and accreditation standards may be easier to achieve with a more traditional model. **Limitations:** Faculty are concerned about risks of community infection transmissibility and availability of cleaning supplies, PPE, meeting social distancing guidelines. There are greater financial burdens due to locating/maintaining adequate physical supplies/ PPE Departments may find it difficult to accommodate current schedules and student numbers if faculty do not wish to teach or meet with in-person classes, Most intensive health interventions for students, staff and faculty (testing, tracing & isolation enforcement)

Most recent CDC recommendations for higher education Retrieved 22 May, 2020 from:
https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html

Discipline Specific Considerations:
Music: Teaching and performing is difficult or less effective with limitations of current online quality available, Difficulty of performing in small or large ensembles or with a pianist accompanist synchronously, may not have musical equipment available in home environment
Medical Laboratory Science, Radiation Therapy and Radiologic Science: In person clinical experiences with partnering care facilities, meeting external accreditation guidelines and requirements
Nursing: In person clinical experiences with partnering care facilities, meeting external accreditation guidelines and requirements
Athletics: Social distancing limitations may be an impediment, particularly in contact sports
Theater/ Dance – In person learning and performance experiences are crucial to learning, a large enough physical space to move freely while keeping social distances from others in class, meeting external accreditation guidelines and completing the accreditation process
Geology – Students must experience soil evaluation with real soil samples, no virtual alternative
Education – Student teachers must have in-person classroom experiences for implementation and evaluation of classroom management and teaching plans, meeting external accreditation guidelines
Psychology – In person clinical experiences for student preceptorships and psychotherapy, meeting external accreditation guidelines
Speech – Wearing masks while giving speeches might make for auditory difficulties in understanding, affecting assessment
Photography – Darkroom is small, and may be difficult to socially distance
Dual enrollment students – Communication has to occur outside of APSU at times, work through school counselors/DE liaison for family contacts (no response to APSU channels)
Unknown discipline: Content requires instructor modeling/student application in pairs

External Accreditation Considerations:
General
In person partner work and student interactions limited by asynchronous/online limitations
If a University is not an online-only entity, then certain labs must be taught in person, and cannot be taught online or virtually to be covered through financial aid
There were differences in some accrediting bodies: some would not permit any use of online/virtual experiences while one accrediting body waived requirements for Spring due to the expected temporary nature of the national situation
Education: Students must film/record lessons to submit for edTPA/ teaching licensure evaluations, and have field/clinical experiences in schools in the teacher licensure process
Medical Laboratory Science: Must meet clinical competencies required by NAACLS
Radiologic Science: Must meet clinical competencies required by JCERT
Radiation Therapy: Must meet clinical competencies required by JCERT
Nursing: Students cannot have more than 50% of their clinical experiences in simulation experiences (TN Board of Nursing). Nursing students still must demonstrate significant direct patient care experience for skills practice/competency evaluation. Undergraduate Students cannot have more than 50% of their clinical experiences in simulation experiences (TN BON). If simulation is used, it must

meet INACSL simulation standards. Graduate students are required to meet a large number of direct patient clinical hours for graduation/licensure, and online/virtual experiences cannot substitute or replace the hour requirement.

Psychology: Supervision of student counselling experiences might require Zoom access, APA requirements for in-person supervision/ recording of counselling experiences; Group counselling experiences, meeting the clinical contact hours, field experiences are more difficult or not possible to accommodate in a virtual environment. Tele-supervision and virtual practice experiences cannot make up the majority of an APA accredited doctoral program

Business: Working towards AACSB accreditation, may be difficult to meet accreditation process guidelines

NAST: Seeking accreditation, and must have an in-person site visit and meet with students as part of the accreditation process.

If more than 40% of instruction or more is provided through distance learning, then the program must be designated as a distance learning program in NAST publications. (Theater)

Music: Participation in a large music ensemble is a requirement for all music degree completion, concerns that students may not meet NASM accreditation guidelines for performing with other students, rehearsals and performances would be difficult

Faculty Survey for Fall 2020 Planning: Academic CoVID 19 Subcommittee
(Survey Summary: 230 respondents)
Survey link:
https://apsu.co1.qualtrics.com/jfe/form/SV_1B2lZmSnDJR9nEN
The purpose of this short survey is for the Academic Faculty COVID subcommittee to solicit faculty
input in preparation for the anticipated Fall 2020 semester return. Full responses available upon request

Q 1. Given that the traditional method of teaching is being reviewed in light of COVID-19, what
teaching model would best accommodate your teaching methods and experiences this Fall?
219 responses
c. Hybrid delivery model: Greater mix of larger classes being offered online/live streaming/alternative
times with smaller classes / lab experiences arranged on-campus or face-to-face interactions 104/ 219 =
47.5 %
a. Online delivery model: All course work being delivered through on-line/virtual course experiences
89/219 = 40.7 %
d. Traditional delivery model: Face to face teaching is required based on my content and/or disciplinary
elements 20 /219 = 9.1 %
b. Alternative scheduling model: Block scheduling of current classes in 8 week modules, using current 8
week class structure (Ft Campbell Fall 1/Fall 2) 6 / 219 = 2.7%

Q 2 What physical resources or supporting physical spaces are necessary to integrate or implement the
delivery model you selected? (Text box response)
General
Adequate teaching space, Adequate lab time/ equipment, Adequate protection resources, Student
interaction time missing from virtual/online
Better faculty resources – newer laptops, upgraded or ongoing software subscriptions to Adobe Acrobat,
Office, Zoom; Hybrid class – class and computer lab scheduling (staggered times), classroom web
cameras
Student technology access– internet/computer/Wi-Fi access/ Webcams/ Microphones
Discipline Specific
Home lab kits; Gym/Outdoor fitness equipment/ weight room

Q 3 Which area/s to support online access may be most problematic for your selected delivery model?
You can choose more than 1 option – Results may add up to more than 100%.
(205/ 226 respondents)
b. student internet access 162/205 = 79%
c. adequate bandwidth 74/205 = 36.1 %
g. technological support availability 70/205 = 34.2 %
f. online testing security 58/205 = 28 %
a. faculty internet access 20/205 = 9.8 %
e. data security 17/205 = 8.3 %
d. data storage 12/205 = 5.9%

Q 4 Are there unique disciplinary requirements that need to be considered in your teaching experiences regardless of the delivery model? (Example: Balancing social distancing and lab or in-person performance or athletic activities) 218 responses
Yes 95 = 43.6 %
No 123 = 56.4 %
If Yes -- go to question 5
If No -- go to question 6

Q 5 Briefly identify disciplinary requirements which are essential to your teaching/learning experiences.
General
Student spacing in work spaces or labs for social distancing and safety
Concerns about difficulties in monitoring/policing mask policy in classroom
Smaller class sizes
Risks of in-person labs could be greater than benefits given the current infection levels. If 1 student or faculty becomes positive, then that means that other students in that lab would miss 2 weeks of lab due to self- isolation/exclusion
Some labs have specific lab content loaded into the computers, and/or lab-specific equipment which cannot be duplicated at home
Bench-based lab work cannot be socially distanced or taught virtually
Campus groups activities – social distance limitations
Virtual class access, students working together in real-time, face-to-face interactions vs virtual
Many aspects of content can be taught, but actual in-person student application missing and may lessen learning/professional development
Student engagement – access and equipment quality issues, virtual vs in-person interactions, collaborations, synchronous vs asynchronous learning
Childcare/School closures and impact on teaching
Discipline Specific
Music: Teaching and performing is difficult or less effective with limitations of current online quality available, Difficulty of performing in small or large ensembles or with a pianist accompanist synchronously, may not have musical equipment available in home environment
Nursing: In person clinical experiences with partnering care facilities
Laboratory Sciences: In person clinical experiences with partnering care facilities
Athletics: Social distancing limitations may be an impediment
Theater/ Dance – In person learning and performance experiences are crucial to learning, a large enough physical space to move freely while keeping socially distances from others in class
Geology – Students must experience soil evaluation with real soil samples, no virtual alternative
Education – Student teachers must have in-person classroom experiences for implementation and evaluation of classroom management and teaching plans
Psychology – In person clinical experiences for psychotherapy
Content requires instructor modeling/student application in pairs
Speech – wearing masks while giving speeches might make for auditory difficulties
Photography – Darkroom is small, and may be difficult to socially distance
Dual enrollment students – communication has to occur outside of APSU at times, work through

school counselors/DE liaison for family contacts (no response to APSU channels)

Q 6 Are there external accreditation requirements need to be considered regardless of the delivery model? (Example: Meeting SACSOC credit hour or other external accreditor requirements)
Yes 58 = 27.6 %
 No 152 = 72. 4%
If Yes ---go to questions 7
If No--- go to question 10

Q 7 Briefly identify the essential external accreditation requirements related to your teaching/learning experiences, regardless of delivery method
General
In person partner work and student interactions
If a University is not an online-only entity, then the labs must be taught in person, and cannot be taught online or virtually
Education: Students must film/record lessons to submit for edTPA/ teaching licensure evaluations, field/clinical experiences in schools
Nursing: Students cannot have more than 50% of their clinical experiences in simulation experiences (TN Board of Nursing). Nursing students still must demonstrate significant direct patient care experience for skills practice/competency evaluation
Psychology: Supervision of student counselling experiences might require Zoom access, APA requirements for in-person supervision/ recording of counselling experiences; Group counselling experiences, meeting the clinical contact hours
Business: Working towards AACSB accreditation
NAST: Seeking accreditation, and must have an in-person site visit and meet with students as part of the accreditation process
Music : Participation in a large music ensemble is a requirement for all music degree completion, concerns that students may not meet NASM accreditation guidelines for performing with other students, rehearsals and performances would be difficult

Q 8 Does the external accreditor have guidelines or standards for quality or quantity of online or virtual teaching delivery methods? (Example: Percentage of time spent in simulation vs face-to-face clinical or didactic interaction) 45 total respondents
Yes 26 = 57.8%
 No 19 = 42.2%
If Yes, go to question 9
If No, go to question 10

Q 9 Briefly identify key accreditor guidelines or standards for quality or quantity of online/virtual teaching methods
NAST: If more than 40% of instruction or more is provided through distance learning, then the program must be designated as a distance learning program in NAST publications (Theater)
Nursing: Undergraduate Students cannot have more than 50% of their clinical experiences in simulation experiences (TN BON). If simulation is used, it must meet INACSL simulation standards.

Graduate students are required to meet a large number of direct patient clinical hours for graduation/licensure, and online/virtual experiences cannot substitute or replace the hour requirement.
Psychology: Tele-supervision and virtual practice experiences cannot make up the majority of an APA accredited doctoral program
Competency based instruction: 54 Competencies which must be completed and demonstrated with live patients, and only 2 of these could be assessed with simulated/virtual methods
Online/virtual labs are not allowed (accrediting body not identified)
The accrediting body waived requirements if online/virtual was to be a temporary method

Q 10 I anticipate having adequate health information and physical resources provided for my working environment and teaching needs. 206 respondents
d. agree   56/206 = 27.2%
e. strongly agree 52 /206 = 25.2 %
c. neutral 42 /206 = 20.4 %
b. disagree 36/206 = 17.5 %
a. strongly disagree = 20/206 = 9.7%

Q 11 What other ideas, support or resources (administrative, staffing, technology. supplies, student preparation) would you recommend to enhance or streamline faculty workload?
Faculty Teaching Load: Adequate and fair division of labor and lead-in time to prepare, smaller class sizes/reduced teaching load, reduced committee work, additional adjunct and grant office support, faculty virtual peer support through Center for Teaching and Learning
Faculty Compensation for Course design/re-design
Flexibility in faculty time on campus (Virtual Office hours/ Zoom or other online committee/faculty meetings vs in-person)
Childcare/School Availability
Health and Personal Safety Concerns: Masks, hand sanitizer, COVID testing, flexibility without being penalized for online teaching/ out for illness
Additional use of student workers/GA's/ adjuncts
Technological resources & access: Afternoon & evening technology support, access to APSU network (VPN) when off campus, DropBox accounts, alternative conferencing venues in addition to Zoom
Communication (across all University levels) – accuracy in planning for faculty and students, faculty engagement in process
Consistency in application/implementation of University Guidelines
Student Preparation for alternative delivery methods before class begins (D2L navigation training, using other technology tools for assignments, computer loan availability)
Ensuring accurate student contact information
Faculty training for alternative delivery methods (Live streaming/live capture classes)
Proctored online testing & easier formatting/transfer of tests into D2L format