

F20 MID-SEMESTER REMOTE INSTRUCTION FACULTY SURVEY

OPEN-ENDED RESPONSES

Q3OA	Reasons for Overall Rating (Q2)
Q8OA	Other Resources that Will Help Remote Instruction
Q6OA	Other Concerns for F20 Remote Instruction
Q10OA	Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"
Q15OA	Comments

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
1	I teach two graduate courses with students that I have last semester. I know them, they know me, they know each other. There is a feeling of belonging to the same community that is quite pleasant	No	Yes	TT
1	Missing classroom proximity causes affective precariousness and pedagogical failure	No	Yes	TT
2	Can't log onto ConnectOW consistently. And the connection to Bb is finicky students and me.	No	Yes	TT
2	It is highly inefficient. It requires more work from the instructor and results in poorer instruction. This is particularly true for complicated, abstract concepts.	Yes	No	TT
2	Serious technological problems	Yes	No	Non-TT
2	Since I have an iPad it works great to screen share to the students my lessons. It is difficult for students to learn math online as opposed to having an in school teacher.	Yes	No	Non-TT
2	Student involvement very poor and I fear covid-19 is used as a bit of an excuse. The lack of support from SUNY Old Westbury to require student cameras to be makes the situation even worse.	No	Yes	Non-TT
2	The students don't have their cameras on and I can't mandate that they do given our unequal access to technology. Beyond this there's something essential missing when not meeting in person. Learning is necessarily interactive and personal. But given the circumstances this is the best we can do.	Yes	Yes	Non-TT
3	Access to OW portal is problematic. I use multiple different browsers to find one which will support my course obligations. It is not consistent.	No	Yes	TT
3	Benefits include allowing students to learn from wherever they are - which saves them a lot of commute time. That matters for people who work, care for others, etc. Another benefit is the screen sharing and breakout rooms are great and more functional than some of the classrooms at OW in terms of technological capacity. Convos with students after class can still happen - and are actually quite nice in the zoom space. Bad stuff: It is really hard to get people to participate without forcing them in punitive ways. There are always a strong minority, but the others are keeping screens off and not talking much. I have tried multiple avenues to correct this, and breakout groups work really well, but it is still challenging. It is also challenging to 'read the room' which is a vital component of teaching.	No	Yes	TT
3	Can't get students to turn on cameras so I don't know if they are listening and participation is low	Yes	Yes	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
3	cannot check student participation	Yes	No	Non-TT
3	Every single time I attempt to log into the Portal, I have to clear my cache. It does not matter which browser I use. I have reported to IT to no avail. This is affecting my students, also.	No	Yes	Non-TT
3	Getting more of the knack of how to teach remote, however, difficult to engage the students	No	No	Non-TT
3	I am a contact person. The students facial expression and mannerisms help drive my instructions. Students use to say after class and talk I am not getting that relationship.	Yes	Yes	Non-TT
3	I appreciate that remote learning is keeping us all safe, but it is certainly inferior to in-person instruction. Remote instruction requires substantially more work, but results in substantially less learning. Plus, students are facing an array of challenges (technological, financial, familial, mental health) that make it difficult for them to fully engage in remote learning.	Maybe	No	TT
3	I believe some students are "distracted" by not being in class. They are seemingly falling out of "school-mode" having been away from the classroom for so many months. By staying at home, they can't get time away from the many obvious issues. Sadly, I don't have an immediate solution.	Maybe	No	Non-TT
3	I believe we are fulfilling the learning objectives, but keeping student engagement up is a little challenging.	No	Yes	TT
3	I cannot seem to motivate my students to turn on their video. This makes teaching difficult. How does one teach to 28 black boxes? I miss the personal interaction and having to talk some students "off the ledge" by email and telephone.	Maybe	Yes	Non-TT
3	I deeply dislike teaching online, so I didn't chose the value "1" just because I accept the situation and given the circumstances, I do sporadically find some joy in teaching. The fact that we can't make students turn their cameras on as a way to "attend" a class makes teaching lonely, alienated, and far less efficient since we can't get that immediate feedback received by seeing someone's facial reactions.	No	No	TT
3	I don't like that the large majority of my students won't use their cameras. I don't like talking to black boxes. I suspect many of them aren't even there. It's also hard monitoring the chat and the oral comments, too. I think there's a power struggle that begins when I try to get them to use their cameras, and I don't ever win.	Maybe	Yes	TT
3	I don't think that Blackboard is a great platform for student instruction. I can only see two students at a time. It is frustrating	No	No	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
3	I feel like it is working well enough with students that are already more engaged, but for those students who will barely talk or won't even post a picture, I have no idea if they are getting any of the content at all, and I have no idea who they are or how better to check in with all of them	No	Yes	TT
3	I feel like the classes are going as well as possible. It is challenging to teach without all the physical materials that I normally teach with. I am doing what I can to provide the materials virtually, but it is challenging.	Maybe	No	TT
3	I feel that I have been able to successfully adapt my courses to the remote format. However, student engagement remains an issue. I encourage students to keep cameras on, and to participate, but class discussions have not been as vigorous or engaging as they were during previous semesters.	Maybe	No	TT
3	I learned (a) hybrid instruction could be a useful improvement on pure in-person classes. (b) nothing beats at least some in-person interaction. The students are being worn down by this 'remote' instruction protocol. This current situation must end asap	Yes	No	TT
3	I like the idea of this format; I think if I were teaching this way with students who opted into this format, it could be really fun. But most students did not and need/want the extra support of in-person.	Maybe	Yes	TT
3	I love my students and they are generally coming to class and participating. They are just overwhelmed by the remote experience as first-year students. I fear that we will lose several of them and that the failure rate will disproportionately impact our economically challenged diverse population. I believe that we must revisit extending the Cr/NC option.	No	No	TT
3	I think I've made a connection with some of the students but not with as many as I would in a classroom setting. I have less ability to motivate them. Much happens in conversations in hallways in a drop in the office that make a difference for students.	Yes	No	TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
3	In the classroom sessions I have lost some ability to gauge if the students understand the content. In remote instruction I have found less student feedback and nonverbal clues that I now realize I significantly depended on in the face-to-face instruction. The assessments (tests) are difficult to navigate between rigor and fairness, while trying to minimize student use of external resources. I feel sometimes that students have pressure to cheat because of their perception that others in the class are doing so, which may not be the case. Also I worry that while students might be able to arrange a dedicated time for the zoom sessions, they may not have a dedicated space, like a classroom gives them. For example, living in a noisy apartment or being distracted by others in their household while taking an exam.	Maybe	No	TT
3	It has gone better than expected, with surprising advantages to using Zoom for teaching writing (sharing my screen, the chat feature). But it is harder to get to know each student--some of them don't use or don't have cameras.	Maybe	No	Non-TT
3	It has made class discussions and demonstrations rather difficult.	Maybe	Yes	Non-TT
3	It is difficult to get them engaged.	Maybe	Yes	TT
3	It is difficult to keep students engaged.	Maybe	No	Non-TT
3	It is difficult to navigate Zoom. One class ends up with two links if I don't have recurring sessions. I can't get polls to work unless they are set up in advance so it is more difficult to work off student comments and discussions. Makes it tough to generate enthusiasm if I can't use tools to draw them in.	Yes	Yes	TT
3	It is so time consuming to have students asking questions at any time in my personal email, But has the advantage of saving commute time	Maybe	Yes	TT
3	It is tiring to teach from home ALL the time, and I feel students are overwhelmed and tired of being online for all their classes as well. My asynchronous classes are working well, but in Zoom sessions I do not get the same response from the students as I used to do on campus.	No	Yes	TT
3	It is very challenging to connect with students and prepping remote courses require more time and energy.	Maybe	No	TT
3	It is very evident to me that many of the students are not putting in the same amount effort or attention that they would had we been on campus. I can get only a small percentage of the students to turn their webcams on and I have very minimal participation from them overall. I believe many are turning on Zoom and then walking away from their computer during class.	Yes	No	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
3	It's a mixed bag. Pros: Students are engaged, we've developed a rhythm, they are becoming more comfortable; cons: many students do not turn on cameras, which constrains interaction and discussion, it's hard to know who is engaged and who is not. One can enter room and not stay in class for the entire period. Cannot read body language or get to know students.	Maybe	Yes	TT
3	I've found it's hard to pivot in lessons if something isn't working. This is easy in a class, to switch gears. But even though I typically have several potential activities aimed at getting course materials' discussed, it is hard to move from one to another. Don't want to insist that students keep cameras on, but it's tough when they are off. Students are generally doing their work, but it's hard to give them attention one would like given all the work they (and we) are doing..	No	No	TT
3	Low student motivation and interaction.	Yes	Yes	TT
3	missing face to face interaction with my students (but I do understand that public health necessitates remote instruction). it is tough to ensure that students are engaged in the same way as when in the classroom.	Yes	No	TT
3	Much harder to gauge student satisfaction and emotions.	No	Yes	TT
3	Remote teaching is not in-person teaching, with its own pros and cons. I am glad the College decided to go remote early on, instead of relying its decision on wishful thinking. I feel many students are adopting to remote amazingly well, while others really struggle. I keep questioning myself whether or not I am doing it right.	No	No	TT
3	Some students have trouble participating online and it's easier for them to not attend/make excuses.	No	Yes	Non-TT
3	Still working on ways to maximize student engagement in synchronous sessions and balance the synch and asynch aspects of the remote experience.	Maybe	No	TT
3	Student engagement and technology support is minimal or challenge	No	No	TT
3	Students hide. In a class of 27 I can't see what students are doing. Not all have cameras.	Yes	Yes	TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
3	Teaching remote vs teaching face-to-face has both its pros and cons. Pros could be that student feel safe and have more time as they save lot of commuting time but as a faculty I feel the cons are I am not able to interact with the students as often as I would want to. I am also not able to see the responses or reactions of my students to be able to make a decision how the class is moving ahead. Also its difficult to get students to work in groups in an online setting despite the fact that we have breakout rooms available but I feel it doesn't work as well as it would in a face-to-face set up.	Maybe	Yes	TT
3	technologically, software etc i feel very comfortable. There was more than enough training workshops to prepare me for my remote classes. However, students have not adjusted well to the remote classes and as a result classes have been more challenging than usual.	Maybe	No	Non-TT
3	The class that I teach is difficult to teach without a computer lab.	No	No	Non-TT
3	The remote instruction has been moving along, however, we are missing the fieldwork aspects, which are critical for our learners.	Yes	Yes	TT
3	There have been moments of great success and felt like things were moving. Other times have felt a bit helpless like students are uncertain or lost but it can be hard to get feedback from them.	Maybe	No	TT
3	There is no great substitution for in person learning... but we do our best.	No	Yes	Non-TT
3	Things are going great during discussions--perhaps as well, if not better, than in in-person classes. But, students--in the online platform--are not turning in assignments in the numbers expected (for my survey class, at least a quarter of folks don't turn in the work--the hope is they will eventually).	No	Yes	
3	This fall is going better than last spring, in part because I'm more used to online teaching and more experience with it. I'm still not happy with the level of engagement with he students. My cajoling was insufficient to get most of them to turn on their cameras for class, and my two intro classes at really too large (>35 students) for really close engagement with all the students.	Maybe	No	TT
3	Zoom is working well. Many students are having repeated problems logging into the portal and Bb. Bb is poorly designed & hard for students to navigate, I wish we had a more contemporary and intuitive LMS, additionally the Bb mobile app is awful. I spend a lot of time in office hours and over email helping students find things on Bb. Our students are so overwhelmed by work, tech challenges, family, etc that is is very hard for them to focus on their studies this semester.	No	Yes	TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
3	Zoom sessions were a relatively efficient substitute for presence, but not a perfect substitute.	Maybe	Yes	TT
4	After the first month of getting used to having classes on Zoom, the students have become accustomed to the format. Attendance is good and participation is also.	No	No	Non-TT
4	Biggest issue: students who never turn on their webcams. This should be made mandatory.	No	Yes	TT
4	Blackboard ultra needs some additional capabilities	No	No	Non-TT
4	Difficult to gauge if students are understanding the material. Cameras are off for most part.	Yes	Yes	Non-TT
4	Extremely happy the college got Zoom; and all the IT has been working fine for me. Remote teaching has made me rethink tests and grades. Better attendance than in in-person classes (I don't require it in either). Save time not having to commute to campus. Lack of student interaction and ensuring academic honesty is only downside.	No	No	TT
4	For the most part it went well, and have had good buy-in by most of my students. I do have several comments though, i've had a lot of students complain about the increased workload/number of homework assignments given by other classes affecting their ability to get work in my classes done. I also feel that some students, despite ample warnings that live attendance was expected when possible, are logging and not participating; some are at work on their phones, others login but are unresponsive.	No	Yes	TT
4	Given the circumstances, the instruction is going well enough, with a few glitches from blackboard (exam issues, safe assign, videos cutting off, etc).	Maybe	No	TT
4	Having all of the course material online and accessible has helped students to do the required work on their schedule. On the down side, it is difficult to know if the work is done by the student or someone else.	Maybe	Yes	TT
4	I	Yes	Yes	TT
4	I am one of few people who enjoy remote learning. It's not the same as face to face, but it can be just as engaging with using zoom features (breakout groups, polls).	No	Yes	Non-TT
4	I feel I can provide the same level of instruction using my microsoft surface. the only thing I miss is the relationship and energy from students.	Maybe	No	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
4	I feel the combination of face-to-face synchronous classes via ZOOM using our common Blackboard platform has been helpful to facilitating student learning. The asynchronous courses are still interactive and include use of Blackboard and Google Classroom technology. It's been a lot of work to move everything to some form of online interface, but the delivery has been working for students based on feedback from students.	No	Yes	TT
4	I first had some issues with the tech. It then went through fine when the issues were solved. I also changed some of the teaching plan to cope with the issues.	Maybe	Yes	TT
4	I have a small group so it is easy to get to know my students and keep track of them. It's still different than being in person.	Maybe	No	Non-TT
4	I have all the tools I need, so I feel everything is running smoothly on my end. However I still struggle with student participation. I feel that I am extending myself over above and beyond only for students to tell me they "just cannot learn" this way or they "just cannot learn" that way. It's difficult to navigate the interpersonal component of teaching online.	Maybe	No	TT
4	I have faced issues with technology such as a weak and intermittent wireless signal. and I had to purchase a range extender hoping to resolve the issue. I still have a signal problem, and so I have had to move to other rooms in the house to be able to deliver uninterrupted sessions on Zoom. I don't know if the issue is with Zoom, as it appears to happen usually during class time.	Maybe	No	TT
4	I teach synchronous courses using Blackboard Collaborate Ultra. I can deliver lectures as in F2F courses and have students work in a small group environment using Breakout Groups, and assess their understanding throughout the lecture using Polls. Students can ask questions in the chat if speaking out is challenging. The only problem is that students are getting disconnected time to time due to unstable network. I wish there was an immediate IT assistance in urgent situations.	No	No	TT
4	I think my classes are going well but the not seeing students face to face is hard to make connections. A few students wont put their cameras on still.	Maybe	Yes	Non-TT
4	I think my students will benefit more if we are in the classroom	Maybe	Yes	Non-TT
4	I usually teach one hybrid and one asynchronous class (have been each semester since 2016, and all online in summer and winter). Despite some connectivity issues, I am satisfied with how things are going.	No	Yes	Non-TT
4	I was able to do asynchronous work as well as live teaching.	No	Yes	TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
4	I would say extremely satisfactory if all the students had high speed internet and all the resources they need for the remote instruction. At my end I am not facing any issues with the remote teaching.	No	No	TT
4	I'm teaching a completely online course. Some students in the class have had difficulty accessing Blackboard to do assignments at various times. The process of getting them help seems unusually opaque. In comparison, the Library has a 24/7 help person to answer questions.	No	Yes	TT
4	Implementing BlackBoard Exams are extremely difficult and challenging for both; Instructor and Student	Yes	Yes	TT
4	It actually works pretty well doing virtual synchronous meetings and communicating with students via email, Zoom and Blackboard	No	Yes	TT
4	It has been a positive experience given the safety and health concerns regarding the pandemic. My students are responding well to an online format.	No	Yes	TT
4	It has more to do with technology and students not having access to consistent WiFi, or not being able to navigate Blackboard and see my comments, and sometimes my emails are delayed or their emails are delayed when sent to me.	Maybe	No	Non-TT
4	It is hard to see how engaged students are without their cameras on. At some instances, I see some of my students are joining from their jobs, or just logging in but not responding to questions. It is also challenging to teach video editing software remotely. Some of the students are having issues with installing the software to their computers due to account problems.	Maybe	Yes	Non-TT
4	It varies quite a bit; some days I feel like "I've got this," and others, I feel like I am struggling to stay on top of things.	Maybe	Yes	TT
4	It work out fine for me because I am comfortable in the video format -- but it is not a substitute for face-to-face instruction.	Maybe	No	TT
4	It would be a "5" if all those in my course appreciated being remote, a few enjoy onsite classroom interaction.	No	Yes	
4	It's as good as possible, given the pandemic	No	Yes	TT
4	Keeping students engaged is a challenge and tech issues add to the challenge. Very happy to have Zoom! Requiring webcams has helped with communication.	Yes	No	Non-TT
4	Looking at it from my point of view, I find it works well. I think I interact with more students; I am forced to organize my lectures more carefully; I give more creative tests; and I have less distractions by working from home.	No	Yes	TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
4	Mostly, the students' participation is good, and it saves time from traveling for students (many of whom need to work). The flexibility allows them to do both.	Maybe	Yes	TT
4	On the whole it's been fine. The usual limits apply (it's much harder to reach students intellectually over Zoom than in person, discussion is generally weaker), but given the circumstances, remote is obviously the way to go at the moment.	No	Yes	Non-TT
4	overall most of the needs are being met.	Maybe	Yes	TT
4	Some students are not using their camera. It is difficult to engage with them.	Maybe	Yes	Non-TT
4	Some students are still having technology issues (wi-fi, hardware, etc.)	No	No	Non-TT
4	student engagement is only slightly lower than usual, but still that means most students don't participate in larger group discussions; I suspect many students sign in and then walk away from their computer; students seem to no spend a ton of time on assignments and quality of papers and exams has decreased slightly; students that struggled before are most likely to continue struggling while students that performed well before are still doing very well; I'm comfortable with remote teaching	No	Yes	TT
4	student participation and interaction limited	Maybe	No	TT
4	students and facula hv had time to better prepare and are now familiar with the format.	Maybe	Yes	TT
4	Students are showing up and are in need of interaction, but you can see they are growing tired of the zoom sessions.	Maybe	Yes	Non-TT
4	Students are working very hard. I am spending a lot of time communicating with students and making sure everything is available to them on blackboard.	Maybe	No	Non-TT
4	Teaching a method course while sitting throughout the time is something that I have not done before. The remote model also takes away my spontaneous demonstration of the use of different forms of mathematical representations that prospective teachers can use in helping children gain access to math task and make sense of the math concepts.	Maybe	Yes	TT
4	Teaching on Zoom is just not natural to me; I miss being in the classroom with my students. Otherwise, it's going well.	Yes	Yes	Non-TT
4	the class has adapted well to Blackboard	Maybe	Yes	Non-TT
4	The experience was better than I expected with my Freshmen. It took a lot of hand holding, but the majority of them eventually got on board. I did lose a few, but I did everything I could possibly do to help them.	Maybe	Yes	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
4	The low-density on-site instruction has gone well. However, the course that I teach is a laboratory, and this does require student attendance in order to obtain the full understanding of procedures/concepts especially since the course involves a project based learning component. The challenge is to have all students try to grasp the learning objective even if most students are not performing the experiments individually..	Maybe	No	Non-TT
4	The new technologies enrich the combination of synchronic and synchronic instruction, and once students become more comfortable with these varied, mediated environments, then the dynamic of the "classes" and the intensity of instruction are valuable. There is a "learning curve" for everyone, and we need more time to continue this development without undue judgement from others.	No	Yes	TT
4	The students are cooperating and we are collaborating.	No	Yes	Non-TT
4	The technology generally works, although engagement is dropping as the semester goes on. It is easier to motivate in person!	Maybe	Yes	TT
4	There is better interaction with students in the traditional classroom setting. Too many students choose no video during class, limiting more engagement.	Maybe	Yes	Non-TT
4	There's been some glitches, but all things considered, it's going rather well.	No	Yes	TT
4	This is a new course, so it will require some tweaking.	Maybe	No	Non-TT
4	While there are many challenges to remote teaching, I have been grateful to feel safe and in one mode start to finish. The consistency of a full remote semester has challenged me to experiment and refine my pedagogy in order to meet students where they are. The challenge of this experience has been generative for me, in that I am exploring new pedagogies of caring, inclusivity, and adaptability while also trying to maintain high expectations. I've learned a lot, and I feel like I'm on the same team with my students, which I think is a good thing.	No	No	Non-TT
4	Zoom has allowed me to better interact with my class.	Yes	Yes	TT
4	Zoom is working very well to reproduce the classroom environment. Also Proctorio has made the testing portion much more manageable and the grades are in line with in person courses.	Maybe	Yes	Non-TT
5	Allow to use resources closer to what students want.	Maybe	No	TT
5	better control and contact; recognition of names; students participate more; ability to more easily bring in external websites and sources.	No	Yes	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
5	Blackboard Collaborate Ultra affords me the opportunity to teach remotely in a satisfactory manner.	No	No	Non-TT
5	Courses are going well.	Maybe	Yes	TT
5	Easy to work with students and address concerns	No	No	Non-TT
5	Everything has been pretty smooth and the college has provided resources	No	Yes	Non-TT
5	Have been able to effectively use Zoom to keep the students engaged through multimedia and breakout sessions for group exercises.	No	Yes	Non-TT
5	I enjoy teaching online and working from home. I would prefer that things stay this way for the future.	Maybe	No	Non-TT
5	I feel I am able to teach effectively and have agency in my teaching. Attendance and student performance is on par with in person courses. More preparation work and organization is required and interacting with students outside of class takes more time. Having taught remotely for a semester, I have a better understanding of what will and won't work.	No	No	TT
5	I feel like my students are more involved and engaged than they are in the classroom	No	Yes	Non-TT
5	I hate it. I'm sick of being Zoom Bombed.	Yes	No	Non-TT
5	I have figured out a way to keep my students engaged throughout the lesson. They are constantly writing and talking and in some ways I can actively monitor their growth. And they can too.	No	Yes	Non-TT
5	I like working from home.	No	No	Non-TT
5	I teach all synchronous. Students are engaged, good attendance and keeping up with assignments.	No	No	Non-TT
5	I think it has been going great. The students are a bit more experienced after last semester.	No	Yes	Non-TT
5	I think remote instruction is going well. I have had few issues with technology and feel that my course is structured and organized through BlackBoard. I do, however, miss interacting with my students (not virtually!).	No	Yes	Non-TT
5	My students and I have some flexibility and some contact, and with a clear schedule at the beginning of the semester, we've not have any problems with remembering assignment or anything else	Maybe	Yes	TT
5	My technology needs to teach synchronously via BlackBoard are being met. The ability to access Zoom or Collaborate facilitates instruction across platforms in one space. BlackBoard has simplified my instruction and communication.	No	Yes	Non-TT

Q2	Q3 Reasons for Overall Rating (Q2) (1 = Extremely Unsatisfactory, 5=Extremely Satisfactory)	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
5	Remote instruction coupled by extensive use of Blackboard is effective. Using the communication tools that are available such as email and REMIND (a free text messaging system) I can communicate with students privately and discuss whatever issues they may have.	No	No	
5	Students are comfortable and doing well!	Maybe	No	Non-TT
5	Students are very engaged in the courses and are asking many questions. They are attending on time and staying for the entire class time as we go through the material, problem solving, and question/answer. They are more engaged and prepared for class each week than I expected. They are also handing in the assignments on time every week and not falling behind.	Maybe	No	TT
5	The college has been very supportive. Some students seem to be struggling, but not a higher proportion than any other semester and many feel this is more flexible.	No	Yes	Non-TT
5	The students are engaged, doing assigned work, participate when we have synchronous meetings and complete asynchronous work/tasks.	No	Yes	TT
5	While I love the on ground interactions, my students have been getting involved and responding well to the instruction which includes lectures, discussion journals and multimedia programming - most recently an outstanding documentary on the War of 1812	Yes	Yes	Non-TT

Q6 Other Concerns for F20 Remote Instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
I believe that, at a minimum, students should be allowed to come to campus and utilize the computer labs and/or other areas where they can access computers and the internet. Many of my students are taking class on their phones or computers that are 15-20 years old. They are at a severe disadvantage in situations like this.	Yes	No	Non-TT
I find that student stress and students' increased responsibilities have created a situation where (because students share computers, bandwidth, study time with children and others in their families) everyone is under increased levels of stress and old deadlines often are impossible to meet so I have to give more time, and as a result less class material is covered, though often students go more in-depth with the material they do cover.	No	Yes	Non-TT
Thank heavens for Zoom!!!! I find it an easy platform with which to teach.	Maybe	No	TT
My primary concern is student engagement and motivation. I think remote learning, in-and-of itself isn't the problem, it's the civil unrest, pandemic, economy, and election (etc.) that are on people's mind. And mine. Probably the single biggest issue is the variety of technology access. Some students attend on their phone, for example.	Maybe	Yes	TT
student participation remains a challenge, as the anonymity of the medium hinders my ability to make eye contact with students, and enforcing the use of the camera is an issue.	Maybe	No	TT
From what I have been told, some of my students are signing on to class (I teach two synchronous classes) from well outside the NY Metro -- including Asia. I suspect this has added to their stress, especially in terms of technology and time-zone issues. As English sometimes isn't their native language it is harder to provide writing assistance. There's only so much that can be done by phone/computer.	Maybe	No	Non-TT
I am an adjunct and I was not paid until October 14 I don't know how they expect anyone to teach remotely Without any income to maintain Internet and power services let alone eat through midterms.	Yes	No	Non-TT
The uncertainty of knowing the extent to which my students have adequate computer hardware/connections is an ongoing concern and complicates all aspects of teaching online. In non-Covid semesters, students could use the college machines/labs to do the work -- this meant if a student signed up for an online class, they had an obligation to have a plan for doing the work. At least one community college that I know of -- in Newark -- has turned their gym into a large, properly ventilated and socially distanced space for their students to use when needed. I see this is listed below -- I think it should be a major priority.	No	Yes	TT
I haven't seen any discussion at our campus about how to ensure academic honesty without resorting to Protorio etc.	No	No	TT

Q6 Other Concerns for F20 Remote Instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Teachers feel they are putting in more work, and students feel that they are putting in more work too. This tends to be the same complaints from both sides. I think that the President and the Provost can do more to put a constructive tone into the conversation. Rather than just making a video thanking everyone, put the struggle into a bigger context -- talk about being part of history, our role according to the mission of the college, how far the college has come, and where we are going. Focus on motivation and vision. Help students to understand that their efforts are more than just "passing this class". Help faculty to understand that we've improved these 10 specific things, and we are working on improving these 10 specific more things.	Maybe	No	TT
We should demand that our state govt provide the state resources necessary to safely and quickly transition back to some form face-to-interaction in the classroom	Yes	No	TT
I am worried blackboard tissues that are out of my control may lead students to give negative teaching evals that will count towards my reappointment.	Maybe	No	TT
Overwhelmed with (well-intentioned) email solicitations for workshops, guides, department notices, surveys (no offense). It's a lot of visual white noise.	Maybe	No	Non-TT
N/a	Maybe	No	Non-TT
Nothing else to add	No	Yes	Non-TT
The students seem to need more interaction and can't seem to find due dates, etc. although are on the syllabus and within content area.	Yes	Yes	TT
I am very happy with BB and BB Collaborate Ultra. It does everything that I need well, and the students have no complaints. It was easy for students to use. I hope that the college will continue to use BB in the future. Students appreciate the video recordings that are automatically uploaded to BB after our class meetings.	Maybe	No	TT
I had a 'zoom bombing' incident earlier in the semester, which was disturbing and disruptive, but have since moved on and learned how to prevent one again. I obviously miss seeing students in person (in-class educational experiences are irreplaceable), but completely support online/remote teaching at the moment, until the pandemic ends.	No	Yes	Non-TT
Giving exams remotely and ensuring academic integrity is very challenging. None of the technological solutions are really that great.	Maybe	No	TT
None. You covered everything for me.	Maybe	Yes	Non-TT
Learning online/remote pedagogy and technical troubleshooting are not difficult but they are TIME CONSUMING	No	Yes	TT
So far so good. Looking forward to Spring and developing a remote experience for my Social Movements class	Yes	Yes	Non-TT
Blackboard is unreliable. I have lost work while grading students because blackboard has booted me off for some reason. Powerpoints are hard insofar as if you are sharing a screen, you cannot gauge student reaction. You also cannot see who is raising their hand	No	No	Non-TT

Q6 Other Concerns for F20 Remote Instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Some students experience technical problems, such as remote access to campus computers, or their own computer does not install required software.	Maybe	Yes	TT
The questions about "challenges" and "concerns" are ambiguous, suggesting "problems" overall, when there may have been a few incidences, but not overall problems. Challenges can be "good" - expanding pedagogical practices and not problematic.	No	Yes	TT
There's got to be a better way to streamline interesting exercises to build community and critical thinking in class. I am on several listserves that address this, and have participated in OW's programs. But somehow it's a giant stream of info, with less guidance on some top working tips.	No	No	TT
I feel as though the students feel very disconnected....and is very difficult to engage the students	Yes	Yes	TT
It has been taken significantly more time to find the equivalent materials digitally to use with students.	Maybe	No	TT
Most days cannot connect through any browser to Blackboard/email early in the morning. Stressful to me because I teach the first class. Thank goodness for one of the technical support technicians, [REDACTED], who has been giving me other ways to get into Blackboard.	No	No	Non-TT
I just feel it isn't as authentic as in class instruction.	Maybe	Yes	Non-TT
The increased number of and length of meetings due to necessary Contingency planning, curricular shifts, etc. has increased time in meetings by about 75%, therefore leaving less time during work hours for grading and curriculum development (and research/writing). Given that there is no ability to walk into a colleague's office for 5 minutes to confer on a matter, every conversation becomes a Zoom meeting, and therefore ends up taking up a larger portion of the day than it would have otherwise. Office hours also seem to take up several more hours a week than is typical do to student need during these times.	No	Yes	TT
It is hard to reach out to some (not all) of the students as they do not check their emails frequently.	No	No	TT
I do not necessarily view "more challenging" as a negative. The remote medium provides as many or more technological opportunities than it hinders my ability to effective teach. My students have reacted well to seeing the cool tricks and effects of technology effectively transform the class and keep them engaged.	No	Yes	Non-TT
Students need support with their technological needs--both equipment and tech support. From a faculty perspective, I do not feel that if I had a technological problem that needed immediate attention, I can rely on IT. The process for getting assistance, the availability of staff, the response time for the ticket system, the way IT instructions are worded on the web and communication via email, etc. all contribute to this sense.	No	Yes	TT
N/A	No	Yes	Non-TT

Q6 Other Concerns for F20 Remote Instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Each student is in a unique and often difficult situation. It has felt difficult to provide the best of mode of instruction for all students at all times when taking into account the subject material and the intention of the class.	Maybe	No	TT
A number of students have complained about being assigned too much independent work in some of their courses. A place where students could submit issues they have with instructors, either in confidence or anonymously might help.	No	No	TT
I have spent a fortune in buying everything from a comfortable chair to a new router. I think it is unfair to ask me to pay for all this. Also, the tech support at Old Westbury is useless for someone like myself. Fortunately, I have been able to find help online and using SUNY Blackboard help. The point is I am doing everything on my own--I must pay for everything out of pocket and solve every problem on my own.	No	Yes	TT
See #3 above. Also, I had been recording my lectures via zoom in the cloud, then I got an email saying I need to delete them all and put them on one drive since we are over our cloud storage, in the middle of my midterm grading rush. I've tried to set my recordings so they only record one video (shared screen + speaker view) but it seems to continue to record all 7, which takes a long time to sift through and delete. I'm considering switching back to blackboard ultra, where I never had this problem.	No	Yes	TT
I had to spend my own money to upgrade my Wifi system and increase bandwidth on internet to considerable expense to myself. Especially adjunct faculty should be reimbursed for these expenses.	No	Yes	Non-TT
I have several students who have accepted jobs with hours during scheduled class time.	No	Yes	Non-TT
I have been really stressed about not having enough time to do my own research.	Yes	No	TT
Part of the issue concerning 'engagement' has to do with students being 'present' in the virtual classroom. Allowing students to show up for class, but not to turn on their webcams, is problematic for attendance and comprehension purposes. Other colleges have mandated that students be seen in their remote spaces, and I think that OW should consider doing the same -- I think it would make students feel more 'present' and part of a learning community.	No	Yes	TT
Just really frustrated with the complexities of Blackboard and Microsoft.	Maybe	Yes	TT
It seems as if the Covid19 has impacted many of my students to the point that some of them are in mental health counseling	Yes	No	Non-TT
Students participation	Maybe	Yes	Non-TT
The poor support from ITS--with outages and problems that are never communicated to faculty and a generally unresponsive office.	No	Yes	Non-TT

Q6 Other Concerns for F20 Remote Instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
I have not found that the change in format has been much more challenging or difficult given that I had been teaching hybrid courses for many years. The issue has been more about coping with the stressors related to the pandemic as well as assisting my students with the same. My students and I have found that class has provided a respite from many of the stressors brought about by the pandemic and at the same time have put significant effort in engaging with the material presented and discussed in class. Attendance, participation, and the quality of student's work has been excellent in our online environment and this has been very encouraging for all involved in the class.	No	Yes	TT
There are times when Blackboard Collaborate will freeze up. I will not use Zoom for security purposes.	No	No	Non-TT
Many of the students don't seem to care whether or not they are really engaged, and don't seem to care about my efforts to connect with them..	Maybe	Yes	TT
The adjunct salary is not a livable wage and does not allow for purchase of new computer.	Yes	Yes	Non-TT
There are some hands-on tasks that I used to do in the classroom that are not translatable to a remote format.	No	Yes	TT

Q8 Other resources that will help remote instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Part of the problem since we went fully online in March is less time because of the increased number of emails that I have to sort through. I expect emails from students, though students' expectations of classes have changed since we are fully remote. The number and frequency of faculty emails is what I find time consuming. These are probably reflective of a greater degree of faculty anxiety. I found, as I was considering the boxes that I checked above, that the "will help a lot" was mitigated by the amount of *more* time it would take from what I am already trying to complete during the semester.	No	Yes	Non-TT
Increased technological, financial, and mental health support for students.	Maybe	No	TT
Again, thank heavens for Zoom!!!!!!	Maybe	No	TT
Students need dedicated spaces on campus and/or computing equipment. Administration needs to make a statement with student expectations for remote (including technology requirements) before students sign up for courses.	No	No	TT
I enrolled in the LUMEN fellowship this semester on Foundations of Online Learning. It has been a tremendous resource for me. Taking the course while teaching remotely has offered me a community of support and encouragement to be creative and reflective of my own teaching practices. I would highly recommend this course to other instructors. I thought initially it would be too demanding in terms of time commitment, but I'm finding it fluidly integrates with my own class planning in productive and engaging ways.	No	No	Non-TT
IT instruction (██████ et al) has been great and terrifically helpful. (In comparison SUNY webinars, I only attended one, was basically useless.) Having Zoom has been a great help and I hope the college will continue the licenses. Not sure what "guidelines from the college" above refers to -- but I have tenure so perhaps this really is needed for untenured faculty.	No	Yes	TT
I have all the tools I need. Students need more tech support, devices.	Maybe	No	TT
I think the computer labs need to be reopened, or we need more funding for computers. I've got students doing all their work on phones, which is impossible.	No	Yes	TT
having a ti 84 simulator installed on my laptop	Maybe	No	Non-TT
Resources to try new tools in beta and on a limited trial basis. We need to support experimentation with new forms of pedagogy to see what works. Both Admin and ITS do not seem open to new ideas and projects because of our budget crisis and our limited ITS support resources. That is realistic but not supportive of developing long-term "quality" remote instruction. Encourage early adopters to try new things and inspire the rest of us to move forward.	Maybe	No	TT
N/A	Yes	No	Non-TT
Large rooms on campus to safely administer in person exams to 30 students socially distanced.	Maybe	Yes	Non-TT

Q8 Other resources that will help remote instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Library workshops.	Maybe	No	Non-TT
You have really been great! If there's better technology I'm not aware of, I'd certainly check it out.	No	Yes	Non-TT
Fewer courses so we can keep up with assignments. There are more assignments as deliverables to things I would do in class and base on attendance or some outcome such as a team designed graphic. a page with discussion points, etc. Anything posted students' feel should be graded.	Yes	Yes	TT
I do not have cable or Fios at home. In April I purchased a WiFi hot spot with the maximum gigabytes per month, but doing BB Collaborate Ultra videoconferencing for every class meeting uses up all my gigabytes.	Maybe	No	TT
I think office hours on campus would be a help	Yes	No	TT
Student have expressed interest in having access to the library for research and access to printing facilities on campus since many do not have printers at home.	No	Yes	TT
Some students should have better computer or equipment; Windows, Chromes, and Mac programs are not compatible sometimes.	Maybe	Yes	TT
Resources include professional arenas dedicated to the idea of support for teaching. Addressing software needs for working digitally (our self-serve options may require individually purchased licenses, when the College should do more to provide these tools).	No	Yes	TT
More practical hands on in making exciting lessons--with some gold standard suggestions.	No	No	TT
Just straighten out browser problem in the morning	No	No	Non-TT
Google Classroom	No	Yes	TT
High-speed internet at home with low cost for the students.	No	No	TT
Students have voiced concerns about returning to campus prior to fall 2021. As a result, I believe a study space on campus for students with a computer and Internet connection or a space on campus where you can safely meet with a small group of students is unlikely to help.	No	Yes	Non-TT
Where I say "unlikely to help" I am referring to myself. I do, however, think that most or all of these things would help a significant percentage of professors that either can't or won't take advantage of the technological opportunities.	No	Yes	Non-TT
N/A	No	Yes	Non-TT
I use REMIND extensively. It is a free service and the App maybe downloaded from the App Store. REMIND allows me to text students as a class or individually at any time. Conversely, individually students may text me with any question or concern. This is accomplished without the exchange of cell phone numbers, insuring privacy of the participants..	No	No	

Q8 Other resources that will help remote instruction	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Commuting from the city is a huge problem for many of our students during COVID, so any on campus solutions need to also account for the students who do not yet feel safe taking public transportation (those living with at risk family or at risk themselves, for example).	No	Yes	TT
Money! A SUNY-wide service (like for Blackboard) to help with remote education. It is impossible to rely on Old Westbury resources for much.	No	Yes	TT
I do not have any.	No	Yes	Non-TT
Customized (is the key) short tutorial videos for Blackboard and other apps OW provides. There are many Bb tutorials on the web, but OW may or may not have all functions and interface may be different. Many colleges offer customized Bb tutorial videos that provide step-by-step instructions. If the College offers a library of Bb tutorial videos, we can point students to them instead of spending time making instructions ourselves. A tutorial library will probably help the instructional support team as well, by reducing the number of questions they have to deal with.	No	No	TT
Library access for faculty is desperately needed! I am researching and really need to access to physical books in order to do my research.	No	Yes	Non-TT
I really wish that OW used Canvas rather than Blackboard. BB is counterintuitive and difficult to use.	No	Yes	Non-TT
Please give us access to zoom for more than 40 minutes	Maybe	Yes	TT
Scheduling video calls with the students that are experiencing difficulties with the class	Maybe	Yes	Non-TT
At present me and my students have sufficient resources for remote instruction.	No	Yes	TT
M	Maybe	No	TT
Ongoing opportunities to share ideas and resources with colleagues. I liked it when we were doing training and having discussions about various issues related to teaching.	Maybe	Yes	TT
Voice thread is a great program for making narrated PowerPoints.	Yes	Yes	Non-TT
Giving remote faculty computer access to our own printers at home and being able to install software without administration permissions.	No	Yes	TT
Better communication from IT re glitches and Blackboard problems.	No	Yes	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Yes	A blended approach where we see students sometimes would allay their anxiety and more easily build a learning community. It would be easier to give exams and grade written essays rather than wait for the SafeAssign in Blackboard which doesn't work automatically.	Yes	TT
Yes	Developing a healthy and professional rapport with students is how I am able to engage the students in person. This allows for more questions in person and more flow of the class. It is extremely tiresome to engage students remotely.	No	Non-TT
Yes	Face to face is always better	Yes	Non-TT
Yes	Face to Face is extremely effective vs Remote	Yes	TT
Yes	Hands-on activities are difficult to do. I have access to virtual manipulatives; however, the experiences are not the same. Formative assessments are difficult to do. I can't eavesdrop on student conversation. I can't watch them try tasks.	Yes	TT
Yes	Having the students face to face (many students do not show themselves) allows the professor to assess learning, and more students are likely to participate in a traditional class.	Yes	TT
Yes	I'm doing it at Hofstra and have been able form relationships that help students stay motivated and offer them a chance to engage with a professor in more informal settings	No	TT
Yes	missing the interaction - and so are the students	No	TT
Yes	My students completed a paper on effects of the COVID on their lives. Most of them did not embrace online classes.	No	Non-TT
Yes	Obviously being able to interact with the students directly is better than the computer screen. However, as long as this virus impacts us, we need t stay the course	Yes	Non-TT
Yes	Remote instruction is a very inefficient use of highly trained faculty, who are used to teaching often difficult subjects to a smallish group in a classroom space. It requires more work for poorer results.	No	TT
Yes	Teaching especially in the humanities requires in person instruction for optimal results. Something happens in the meetings of mind in a classroom setting that cannot be attained online. There are also fewer distractions that take away from learning when we remove ourselves from our private homes.	Yes	Non-TT
Yes	that way, i would be able to see which students are participating and which one are just taking up space	No	Non-TT
Yes	The in-person interaction is critical.	Yes	TT
Yes	There is no replication for in-person teaching	Yes	Non-TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Yes	This is a double-edged sword. We need to begin getting back to normal and other schools in the area (i.e., Hofstra, Stonybrook, Farmingdale, etc.) have been doing hybrid classes. The level that our students are at (I think) requires in-person education. However, the backgrounds that many of our students come from have been affected heavily by COVID, so that's the other side of the sword. I'm not quite sure how to reconcile these issues.	No	Non-TT
Yes	We are social animals, and need to face that fact.	No	TT
Yes	working from home is not working.	No	Non-TT
Maybe	Even if precautions are taken, it is unlikely students will show up in large numbers as long as the pandemic persists. The workload for faculty will increase without compensation to manage in-class and virtual instruction.	Yes	TT
Maybe	I am surprised to find that the students are learning so much in our online remote lab for Chem 1. I did not expect the course to go so well online. We go through each lab together during class time, and students are able to focus on the theory, developing procedures, and understanding the point of the actual experiment. I am able to answer their questions and everyone can hear and contribute their ideas in the chat box or verbally. In the campus laboratory, I can go around the lab and help individual students, but no one else gets the benefit of hearing the Q and A. They are truly learning the meaning of precision and accuracy, are adept at calculating standard deviation by hand, are learning better how to make graphs, and are better at identifying sources of error. They have more time to think about the lab rather than be lost in the details of carrying out the lab. They are writing better and more thoughtful lab reports. The Hayden-McNeil lab simulations are working well and give them a feel for how one carries out the experiment in the lab. They learn about safety concerns of different chemicals, etc. I think that going forward, the first semester course may be best taught remotely. They will be much better prepared to carry out labs in subsequent courses. I think that lab simulations and "dry labs" can play an important role in all of our lab courses even after we return to campus.	No	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Maybe	I am very concerned about teaching with a mask. I have been complimented many times by students simply because I did not have a foreign accent. Small things can have a big impact on student comprehension and I think it's naive to think that just being in person solves everything. I think we need to think harder about how to require students to engage with classes rather than forcing everything to be back on campus. Expectations for time synchronous sessions, one-on-one office hours remotely, and guidelines about students engaging with cameras on (with device support) could go a long way. I am also very concerned about asking faculty to "do everything", essentially requiring faculty to both teach on campus with a commute as well as being available constantly online.	No	TT
Maybe	I believe it could put students back into "school-mode" and give them some time away from the obvious issues at home. It also would especially enable me to provide more customized instruction to those students who are "struggling" or "stressed." But, would they feel "safe", and would travel to class, by whatever mode, add to their expenses at a time of financial difficulty.	No	Non-TT
Maybe	I don't have an opinion on this specific question. But students need to develop a sense of belonging to their class in person.	Yes	TT
Maybe	I don't feel very safe even if the school creates a "Covid-safe" space. There are always people who don't follow the protocols and who don't wear masks appropriately.	No	TT
Maybe	I have taken a lot of time to transfer what I did in the classroom to a successful remote model.	No	Non-TT
Maybe	I need one more semester of teaching virtually to be able to answer this question.	Yes	Non-TT
Maybe	I started the semester with small on campus meetings with students. The attendance was dismal, less than 15%. I had to cancel the meetings. I am not sure that on campus meetings will be successful if the situation is still impacted strongly by the virus. Students are not comfortable coming to campus in person or using public transportation. Some are living at home with at risk family members or are themselves at risk, or are simply afraid to catch the virus, in spite of social distancing and mask-wearing.	Yes	TT
Maybe	I think COVID is changing everything and nothing is normal.	Yes	Non-TT
Maybe	I think many of the students would refuse to come to class, so there would still be the problem of not being able to gauge facial expressions and body language. And it would be a social justice issue because students with cars would have an easier time getting to campus.	Yes	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Maybe	I would be able to interact more often with my students and especially those who are struggling in my class.	Yes	TT
Maybe	I would have to think about it; it could be more stressful to meet in person. I haven't been in a room with more than a few people in it in months, for example.	Yes	TT
Maybe	I'm unsure.	No	Non-TT
Maybe	If the class density is appropriate for a class with a lab component	No	TT
Maybe	I'm fairly happy with the remote lectures. It would be better to meet in person, but I'm not sure it would be worth the hassle, especially if the students weren't already on campus for their other classes. However, having exams in person would be a big improvement.	No	TT
Maybe	I'm not sure that having space on campus will make a difference as it will depend on the students feeling comfortable attending campus. The process of teaching hybrid remote and in-class is a big ask and quite a difficult balance to manage.	No	TT
Maybe	I'm not sure what you mean. If they were taught on campus, they would no longer be "remote" courses, correct? Do I think a blended model would be more effective pedagogically? Yes, but do I think we should move to that model? Definitely not. The pandemic is affecting every aspect of students lives, and as hard as it is for them to engage remotely, I think it would be harder for them to regularly get to campus. Dorms would help. The library would help. Computer centers and quality tech support would help. But in-person classes would make things harder for students, based on what I see.	No	TT
Maybe	In person interaction with students is better than online lectures. Social distancing will not be practical for my usual large classes.	Yes	Non-TT
Maybe	In-person instruction is what I'm used to and, so far, my suspicion that it's more effective for instruction bears out.	No	Non-TT
Maybe	In-person teaching is always good. Yet, as we do not know the origin of Covid and the way they spread, it may not work well. Nobody prefer back and forth of the possible opening of school.	Yes	TT
Maybe	It may be helpful to meet with students occasionally throughout the semester to model certain teaching strategies that they are implementing or have them work with the materials.	No	TT
Maybe	It really depends on the nature of the courses. For instance, I teach media production courses, and it is not easy to maintain a safe social distance in some instances. I think that it would be a good alternative to have certain sessions on campus while keeping the remaining portions of class meetings online.	Yes	Non-TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Maybe	Many of our students have part time jobs and are constantly on the go; I am worried the increased traffic will lead to increase in cases. I am ok with reduced students meeting on campus for particular in person activities that cannot be replicated in the remote environment.	No	TT
Maybe	Masks, social distancing , and student anxiety would counteract the benefit of in-person instruction.	No	Non-TT
Maybe	My applied learning courses would be more effective	No	TT
Maybe	My classes require a physical demonstration and	No	Non-TT
Maybe	My course is very hands-on and it is challenging for me and my students to demonstrate the use of concrete models to show their thinking	Yes	TT
Maybe	My students have anxiety about the coursework, and F2F might alleviate that, although it can introduce new anxiety regarding safety and testing.	Yes	TT
Maybe	not sure how many students will feel coming. which will make things confusing have some students in person and some online. I prefer all in person or all virtual.	No	Non-TT
Maybe	Not sure if the focus on maintaining safety protocols might take away from the intended benefit of meeting in person by distracting from course content	No	TT
Maybe	Remote learning may not be good to each students.	Yes	TT
Maybe	Remote simulated labs are convenient and often helpful and instructive. However, I also feel that student understanding and engagement is greatly reduced by having no actual hands-on experiments.	No	TT
Maybe	Seeing the students actually doing the work would help to better gauge their progress and understanding of the material.	Yes	TT
Maybe	Some of my students cannot make it to class on time even being online. Somme log in while driving home from work. Very bad.	Yes	Non-TT
Maybe	some students don't learn as well in an online environment.	No	TT
Maybe	Students are more engaged as they are in classroom; while remotely, they are easily distracted, and we have no idea whether they are in class or not online.	Yes	TT
Maybe	Students with not enough resources will be able to perform better	No	TT
Maybe	Teaching a lecture component online is as effective as teaching in a classroom setting. The only difference is classroom engagement, which is better in person compared to remote learning. Currently, we do have laboratory sessions in low-density that involves the appropriate safety conditions. The on-site laboratory sessions are very helpful.	No	Non-TT
Maybe	The ability to show concrete examples can be more effective than showing something on a screen.	Yes	Non-TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Maybe	The answer is yes for some students/faculty, no for a few and maybe for most of us. We need to develop a real hybrid capability and should start offering a limited number of low-density flex courses as soon as possible. We will need to work out the bugs and there will be a steep learning curve. Start in the spring on a voluntary basis for both students and faculty.	No	TT
Maybe	The face-to-face contact would be beneficial for instruction in one of my remote courses (not all) that requires an element of supervision. I do not believe that many of the students would feel safe in this environment, and I would also feel quite uncomfortable.	Yes	TT
Maybe	The only thing I don't get to do in person is some student psychology activities. Otherwise Zoom works well and keeps everyone safe.	No	Non-TT
Maybe	the types of courses I teach may be impacted by mask wearing	Yes	TT
Maybe	We will be able to connect better with the students	Yes	Non-TT
Maybe	While it is likely safer, my personal concerns have to do with my family, which has an immune-compromised individual, so I would be averse to going onto campus even with such precautions.	Yes	TT
Maybe	Yes, the classes would be more effective somewhat, but the risk -- even with social distancing, mask wearing guidelines and other efforts at being careful -- would still be there during this pandemic. Rather be safe than sorry.	No	TT
Maybe	you would get to actually see students which you cant do re Blackboard	Yes	Non-TT
No	Because at another university where I teach, the hyflex model has not worked well (for me and the faculty I've talked with). Things should be, in my opinion, one way or the other (online or regular in-person)--of course, labs work differently.	Yes	
No	Because I think the fear would supersede the ability to learn more effectively.	Yes	Non-TT
No	Because the safety and health of my students and me come first.	Yes	TT
No	Compared to the restrictions stated above, I think the remote option is a better one. Plus I would not be willing to participate on campus if the pandemic worsens as all are predicting.	Yes	Non-TT
No	Don't believe a COVID safe situation can be achieved.	No	Non-TT
No	Due to safety concerns I do not believe on-campus instruction is advisable.	No	TT
No	Due to the nationwide increase in hospitalization rate, I think that we are not in a position yet to start in-person classes even with social distancing. Maybe at some point, we will have to do that with precaution but not now.	No	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
No	Faculty burden will increase as they will need to teach two ways; hard to predict which model students will elect. Will increase COVID testing. Potential to become hot spots and cause change in instruction during the semester. This mixed model has not been working well for other colleges.	No	TT
No	Given the technology available to me to instruct and communicate with students, my familiarity using the technology and pedagogy, I am confident my ability to teach from home is no less effective than if I taught on campus under a "Covid-safe" condition.	Yes	Non-TT
No	Honestly we can teach most courses remotely, except for perhaps labs and studio courses. Once basic familiarity and training on the mechanics/platforms are done, it's not that different in terms of style or outcome from live F2F teaching.	Yes	TT
No	Honestly, I don't feel it's safe yet to teach in person in any capacity: the risk is too great, even under the 'COVID-safe' conditions described above.	Yes	Non-TT
No	I actually think that remote is better if done the right way. Many students travel great distances. This needs to be balanced with their ability to find quiet time.	Yes	Non-TT
No	I am concerned about increasing cases this fall and winter. I feel that my courses have thus far been successful. Teaching remotely has certainly increased my work load, however, with preparing all classes for online.	Yes	Non-TT
No	I am not comfortable teaching face-to-face right now. All of my courses can be administered remotely.	Yes	Non-TT
No	I can't imagine my classes being taught that way. I think it would promote a lot of anxiety both among the students and the faculty	No	Non-TT
No	I do not feel there is a COVID-safe condition at the moment.	Yes	TT
No	I do not look forward to any "COVID-safe" option of going back to campus. I love interacting with students and my colleagues and my satisfaction will go up only once we return to campus under normal (pandemic free) circumstances.	No	TT
No	I do not think that these courses need to be taught on campus now during COVID now that I have shifted all of the instructional content and mode of delivery to fully online modes.	Yes	TT
No	I don't know how I'd juggle some students on Zoom and some in person.	Yes	Non-TT
No	I don't believe our college has the resources to properly ensure Covid safety. Hubris could cost lives. I want to return--but not without knowing we have the resources and the will to carry out safety.	No	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
No	I don't think I can trust that I would be in a "COVID-safe" condition (do we really have the resources??? or know enough about how it is really transmitted???); I live with loved ones who are at high risk to die if I do bring COVID home and that would put me in a very stressful position which could impact my teaching. Plus, it sounds as if there would be a lot of "balls" to keep in the area with that kind of teaching and that would also increase the stress for me and the students.	Yes	TT
No	I dont think it is necessary to meet in person	Yes	Non-TT
No	I don't think that until we have a vaccine it is safe to bring people back together. I feel like it will generate more stress and contingency. Things are challenging right now, but there are also many rewards to experimenting in an online/remote capacity. I think it makes sense to maintain the same mode next semester in order to build on skills we learned this semester. To do it one more time, but do it better. And when a vaccine is available, it will be best to return.	No	Non-TT
No	I feel like combining remote and live will be even more work and adaptation. You still have some students online, so that problem doesn't change but now you also have to pay attention to live students - the remote ones will get lost. Better to have one or the other	Yes	TT
No	I feel like it's an unnecessary risk and undue burden to students to come in just for lectures/classes, given many have to travel via mass transit and the fact the 50% of students on campus each day must be tested. I currently have limited sessions (3 students at a time for one hour periods) for hands-on lab materials using equipment they would not have access to otherwise, and as long as I can allow a virtual alternative I am comfortable with this.	Yes	TT
No	I feel that many students would be absent and miss classes, thus having to teach the material twice. I don't think the internet and recording capabilities at Old Westbury are sufficient to meet demands of online learning.	Yes	Non-TT
No	I feel that the social distancing and mask wearing will have a similar level of negative impact on the learning experience as teaching remotely does.	No	TT
No	I find the effective use of the technology surpasses the problems of student commuting, distancing, insufficient classrooms and technology, to be more effective for most courses.	Yes	TT
No	I had Corona and I do not plan on catching it again.	No	Non-TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
No	I have a small number of students who could be benefited by being in a physical classroom space. For a majority of students, though, I think remote instruction is preferable over "COVID-safe" on campus instruction. I don't think so-call the "flex" model would have worked for me for multiple reasons. Neither me nor my students have enough confidence in our ability to keep classrooms safe.	No	TT
No	I have no issues being remote.	Yes	Non-TT
No	I have taught in a hybrid format at another university and it is difficult to manage '2' classrooms	No	Non-TT
No	I have very motivated graduate students who are one semester from graduation. Most wok full-time and not having to go on campus save them time and money. It's not the case with undergraduate students who need more real time with their instructor to stay engaged.	Yes	TT
No	I realize that SUNY is pushing for some on-site meetings. But the term 'COVID-safe' I cannot take seriously, with the rising rates of infections currently occurring. The College has yet to broadcast its cleaning methods (how frequent, etc.) to the wider community. At this time, I do not think that the College can guarantee that the learning environment can be 100% safe.	Yes	TT
No	I think for my subject, the cost/benefit analysis would point to staying remote.	Yes	TT
No	I think making classes partly in-person and partly online would create challenges for many of our already challenged students. Unless they can dorm on campus, asking them to come to campus, even on an irregular schedule, would create more of a burden on them. I think more money for laptops, cameras for students--rather than money for extra cleaning and plexiglass--makes more sense.	Yes	TT
No	I think students will not feel safe coming to campus. I think classes need to be all remote or all face to face.	Yes	Non-TT
No	I think the safety of remote is better for students and faculty. I would have a hard time monitoring attendance.	Yes	Non-TT
No	I understand why it is necessary to teach remotely, this is the safest way for students and staff.	No	Non-TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
No	I would be too anxious and thinking about catching COVID to focus on teaching. One may be able to make the classroom COVID safer, but there's going to be people not (correctly) wearing masks, and the mask requirement won't be effectively enforced, just like "no-smoking-areas" of campus are not enforced. For those of us who use public transit (NYC subway, LIRR, and then the OW shuttle bus), getting to campus is not going to be COVID safe, so I just hope teaching in-person is not going to be mandatory. Also I'm not sure one can social distance in the halls or bathrooms in the NAB. BTW instead of saying "COVID-safe" maybe one should use the term COVID-safer?	No	TT
No	I would not feel it is safe for me to attend such a class and I do not believe there can be a "COVID-safe" situation. I think this would burden people like me who are already pretty much in isolation with a much greater level of risk.	Yes	TT
No	I would prefer remote to stay safe and I am doing everything I can to make and keep the courses effective.	No	Non-TT
No	I'm uncomfortable with teaching f2f because of the pandemic.	Yes	TT
No	If students cannot live on campus, then they can't get to class on campus. I believe that we have shown a disappointing lack of concern for students who do not have adequate housing or are homeless.	No	TT
No	I'm not personally confident in how safe on campus classes would ultimately be.	No	Non-TT
No	My biggest issue is participation - and I cannot do in-person groups while also social distancing. So, lecture-style participation would improve, but learning in my class takes place more in small group activities and discussions, so this would not improve it during COVID times.	Yes	TT
No	My courses were remote before COVID; they are the same now as they were, brought up to date. That has not changed.	Yes	Non-TT
No	My remote courses are the same as in-person courses because they are synchronous. As long as students have stable internet connection, there should not be any problem. If students miss the lecture, they can listen to the recorded lectures.	No	TT
No	Overall, we are doing well with remote instruction. I have modified my courses and I meet students synchronously for 1-1.5 hours per week only. I have 3 hour long classes and expecting students to stay online for 3 hours is just not realistic or optimal so I have asynchronous components to the courses as well (e.g. recorded lectures, journals/discussion boards, small group activities, links to videos and webinars, quizzes, etc.)	Yes	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
No	Remote instruction has been hard to acclimate to, but I'm there now. It's more work in some ways, and harder in some ways. But it's more rewarding in other ways. It allows for an intimacy and comfort in the classroom that in person does not accommodate (everyone is generally at home and comfortable).	Yes	TT
No	Simultaneously teaching a combo of virtual and live students is impossible in an active classroom learning/ teaching style. The teaching strategies are so different. You can not engage virtual students well while also focusing on in-person students. If all students could return to class and we didn't need to also include virtual learning, this would be more manageable. Most NYC public school teachers are working 14-hours a day, 7 days a week trying to keep up with planning to provide dual modality classes with a mix of virtual and remote students. Most agree fully remote would be better for their students at this point. We need to respect the pedagogical differences of the two modalities and consider instructor work load. Prep for remote is totally different than prep for live. The mixed model really only works well for those who lecture the entire class, but for those of us who have active learning classrooms with group work, peer feedback, etc. it is impossible to simultaneously teach to virtual and live groups and fully engaged all the students.	Yes	TT
No	The COVID crisis is a threat to life. Considering the ease of contracting the virus and the unpredictability of the disease, I feel that interacting with students, even under controlled circumstances, puts me in jeopardy.	No	
No	The instruction for my course is more or less the same.	Yes	TT
No	There are those that choose not to come to class, remote or traditionally taught.	Yes	
No	There is still a risk to students and staff in going onto campus prematurely.	No	Non-TT
No	to much concern about catching the virus. Physics lab has no windows and is very enclosed.	No	Non-TT
No	To my surprise, my fully online courses this semester are going very well. They are well attended, and students are learning and excited about class. I think that everyone in class understands that this is temporary and that for our health and safety, and that of others it is better to conduct class in this matter until the risk of infection is reduced further, and better treatment, or ideally a cure is available.	Yes	TT

Q9 More Effective On Site	Q10 Reason for Q9 - "My remote courses would be more effective in classrooms in the COVID-Safe condition"	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
No	What could you provide me that I do not have? I have purchased a fine computer, a webcam, a writing tablet, a comfortable chair, a stand for the computer, an ipad Pro, a printer, and software. I have a dedicated space to teach from and I do not have to commute to it. Life is much better at home.	Yes	TT
No	While a small number of students would clearly prefer face-to-face learning, the majority have acclimated or prefer remote learning.	Yes	Non-TT
No	Would rather wait another semester	No	Non-TT

Q15 Comments	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
Thank you for asking :)	Maybe	Yes	2
Thank heavens for Zoom!!!!!!!!!!	Maybe	No	1
Question 11: Had experience with Hybrid, not fully online.	Yes	No	1
I am extremely fortunate in having marvelous colleagues. We've met in person (masked and social distanced) , on Zoom and MS Teams, talked by phone, and often exchanged emails. Likewise, the Dean, my chair, and the admin staff have been of enormous help-- both solicited and unsolicited. I've never heard "no" or "too busy. " It's always "how can I help?" There also often are "just-checking-in" notes What a joy, especially in this environment.	Maybe	No	5
Again, I think IT needs a process for helping students that is more transparent and more immediate. When I suggest that students contact IT, my feeling is they don't expect a response. When I have contacted IT educational people directly (as I know I shouldn't) I have gotten great help and very quickly. But my impression is that students don't have access to such help.	No	Yes	1
Faculty need control over their computers - admin privileges. In normal times, where we can go to the IT desk regularly to get programs installed, it is painfully inconvenient. Now, it is truly hindering our ability to do our jobs to not be able to download programs to enhance teaching remotely, uninstall/reinstall programs having issues (I've had Word and sound issues just in the last few weeks), etc.	No	Yes	2
Let's try some low-density flex/hybrid instruction as soon as it is safe. Starting with some test classes on a voluntary basis. We need to learn from our mistakes before we roll something out for the whole college.	Maybe	No	1
I would love to teach in person under COVID safe guidelines and I believe the students would too. Even giving students an option to attend in person vs virtually. For twice a week classes (just an idea), splitting each class in half so that for Monday/Wednesday, half would come on Monday while the other half is learning synchronously and the Wednesday they would flip-flop.	Yes	No	4
Thanks for asking. We are doing the best we can and the students seem to realize it.	Yes	Yes	1
The biggest hurdle for me this semester has just been the extra work of transitioning my course materials from in person to online.	Maybe	No	2
NA	Maybe	Yes	4
Grateful for the support of all faculty.	Maybe	Yes	4
I think remote teaching is a teaching method that we need to explore given that 90% of my students are employed and have challenges to come to campus for all the courses. A combination of on campus and remote course will help them graduate timely.	Maybe	Yes	1
The College needs to view "remote" instruction as a strong, viable, legitimate, even more effective means of educational delivery. The need for community building in and out of classes, student life, and so forth, needs greater attention, so that the Academic Division works well with the Student Development division.	No	Yes	1

Q15 Comments	Q9 More Effective On Site	Q11 Pre Mar 20 Online Experience	Q14 Faculty Status
It concerns me that registration is opening next week and the college has not announced whether classes will be remote again.	Yes	Yes	3
I realize everyone is trying their best. It's just what has to be right now.	No	No	5
N/A	No	Yes	4
Many students seem to value the sync live classes more than I expected and I will do more of this moving forward. I will also include more drop in office hours and informal out of class opportunities for small groups of students to interact moving forward.	No	Yes	1
Overall, as faculty, we are doing the best that we can in terms of instructing our students during this current situation. The college has provided excellent resources including increased IT support and learning demonstrations as well as allowing for low-density in-class teaching sessions, which helps to optimize our instruction and provide the best education that we can for our students. I want to thank the college for all of their help and support.	Maybe	No	3
I ensure to share (repeatedly) a schedule for that week's work with my students not so much because they aren't paying attention but because, like everyone, I imagine, every day is "blursday" and my reminders help to keep them moving forward. I also check attendance at least three times during my 90 minute class and if I see them dropping off from the session, I follow up with an email. They might give me any excuse initially but they are there the next class fully present, engaged, and participating for entire duration of the class.	No	Yes	4
I think that the College should revisit the synchronous/asynchronous distinctions. While I have really been enjoying the synchronous meetings (and I wouldn't do anything different next time around), some classes might simply work better asynchronously. For instance: I have spoken with colleagues who are teaching asynchronous classes; they don't have trouble with webcam issues (because there are none!), and students still enjoy the material in the courses. That faculty were asked to 'justify' asynchronous courses may have discouraged faculty from choosing a modality that would work best for them.	No	Yes	1
In Person Blackboard Workshops would be very beneficial	Yes	No	4
I think remote instruction is going well, for my classes. It's also more convenient for students who always have a difficult time commuting to campus.	No	Yes	1
At present the classes I am teaching are going well and me and my students feel supported by the college.	No	Yes	1
Thank you for this. I look forward to learning the results and having a chance to talk with colleagues to come up with creative solutions to our problems.	Maybe	Yes	1
I have not been able to participate in online teaching workshops due to service commitments in addition to teaching, I just do not have any free time to do it. A release for faculty on service would allow us to focus more on what is most important right now, which is to provide students the best education possible under the current circumstances.	No	Yes	2