Report of the General Faculty meeting

June 10, 2020

Brent announced that there is a Faculty Council meeting on Friday 6/12 at 10am. All faculty are eligible to attend.

Brent had sent out two versions of faculty survey, both are completed. A longer version was for full-time faculty, concerning budget cut and comfort level of teaching in the fall. There was also a shorter version for adjunct, about comfort level of teaching in the fall.

In the current meeting, Garry Homany, Carol Dietz, and Jim Burke talked about the current plans of campus arrangement and classroom technology for the HyFlex instruction model in the fall, followed by questions and answers.

Garry Homany: The university Covid 19 task force has been meeting since early March for at least three times a week. The task force has 20 members who have been gathering info and making plans and steering the university.

Carol Dietz: everyone on the task force belongs to other professional organizations that they've consulted with over the past few months about what other colleges and universities are doing. Mark McCarthy routinely shares plans with us from others colleges and universities. Other sources of information include state recommendations on colleges, universities from New York, Massachusetts, Connecticut, webinars of Cleveland Clinic about best practices for reopening in the Cleveland area.

4-6 weeks ago Michael Johnson created the scenario planning task force, which was to focus on various scenarios for the campus reopening in the fall. The subgroups include the teaching and research group, which consists of the registrar and people from the provost's office and a number of the faculty, a student life group that looks at what it means for student activities and athletics, a campus operation group, and a group that deals with financial and legal implications. Garry and Carol, as members of the campus operation group will address some of the questions from the faculty.

Garry: campus behavioral expectations for faculty and staff may change to meet the governor's orders. There is an interim covid-19 HR policy in place on the HR website. Departments have received checklist templates outlining reopening plans. A spreadsheet was provided to the vice presidents to keep track of the gradual reopening like who's going to be on campus beginning June 1, July 1, and in August 1st it is expected that all staff would be back on campus.

Campus behavioral expectations for students are being outlined. Revisions to the community standard and residence hall community agreements and expectations are being worked on.

There was a question about how would students understand me behind a mask. It is a state requirement for all employees of all types of establishments that employees wear masks when at work unless they have an accommodation in place or when they're alone in their office.

Regarding face shield versus a mask, there's more information out there daily about how well a face shield might protect you. this is a constant work in progress. The State of Ohio hasn't released any guidance for the reopening of universities and they may be about to release some guidance on reopening for K-12.

We have installed signage primarily inside the buildings, but there are exterior signage as well. They include CDC informational signage around buildings and signs in restrooms to remind us to do our part and wear a mask, keep social distance, and wash our hands. For places where people typically line up e.g. at the mail and copy center or help desk we have six foot floor markings on the ground. There are also signs to point out the hand sanitizers.

A concern was raised that some card entries such as the one in O'Malley facing the library is not easy to get into unless you are quick. It will be looked into.

We will remain on card access through the end of July. We're putting up physical barriers (plexiglass sneeze guards) at reception desks. We are prioritizing the list of people across campus. We're assessing the shared workspaces to make sure that we can provide six feet of social distance. There's been a number of new hand sanitizers installed across campus, one at every card entry point, every high traffic areas, the restrooms, food service areas, computer labs, residence halls and randomly throughout the buildings as well. We're installing some no-touch controls on the restroom doors, i.e. foot pedals that could pull the door open.

Plans for reducing the occupancy in all the classrooms, meeting rooms, lounges, and elevators are being drawn based on AutoCAD drawings of all of the spaces to determine the maximum occupancy in each space and what that means for the room layout and the furniture layouts.

The current state limit for any group of people in an indoor space is 10 but we expect that to change. Most of the classroom occupancy will be reduced to 25%-35% of the normal seat count, which also depends on if the furniture is fixed or movable, if there are desk and chairs versus chairs with tablet arms. Studies of the classrooms are almost 90% done. Some research labs in the Dolan Science Center will be reduced to about 50% of occupancy. The particular layouts have been shared with the faculty and department chairs to see if that really makes sense in terms of how they use the labs and how students share equipment. The fixed seating places are especially challenging. The Dolan Science Center auditorium will have an occupancy of 47 seats out of the 250, as low as 19%. We will go look at Kulas next.

Within the next 4-6 weeks we need to have conversations about room layouts in classrooms that each faculty member typically uses. Will need to figure out the best way to share these information with the faculty

Cleaning: we are establishing enhanced cleaning services by ABM both by area and frequency. First, the only product used by our housekeeping contractor is effective against Covid-19. It is a hospital grade disinfectant. We are looking at how to increase the frequency of cleaning in the rooms, common areas, the athletic and recreation facilities, and the shared bathrooms in the residence halls. we may have a porter service throughout all the buildings, with people whose only job is to walk through a complex and disinfect the touchpoints.

We will have a certain number of certified cleaners and all of the ABM employees will go through training. We are going to develop both an ABM and an in-house response team to react should a student or a faculty or staff member become ill on campus. The student will be moved into the quarantine areas. faculty and staff members will go home. We will track down the people who shared an office with them that day, and will consider shutting down the locations where they have been. Our plan is to offer a sanitized spray bottle and cloths for each of the department offices. we will have standard operating procedures with checklists to enforce the university requirements of cleaning and disinfection.

Q: Will HVAC systems undermine the utility of six foot rule by changing the patterns of air circulation within the space?
A: Buildings of different ages on campus are built with different designs and to different HVAC requirements. Our basic strategy in the residence halls is to promote the opening of windows. Since they have screens, insects won't be a problem.
Classroom buildings don't have screens, and in colder months the windows must be closed and locked at night to prevent the freezing of the pipes. The strategy here is to increase the frequency of the air exchange in the rooms. We will also start up the building HVAC systems earlier in the morning, increase the frequency of the filter changes, and where possible without having to retrofit the whole system, change the filtration rates of the filters from Merv 8 to 13 or 14. In addition, we're looking to add UV lights in the air handlers and rooftop units, if possible, to sterilize that air. An isolation and quarantine wing will be set up on Murphy ground floor by the health center, and we will purchase portable HEPA filtration units for that wing.

Q: will there be a staggered class schedule and additional sections?
A: The intent is not to rerun all of the students' schedules. Between the the registrar's office and the faculty they're going to figure out who comes to class on what day

Q: how will faculty meet with students?
A: Virtual meetings are going to be encouraged through the fall semester. When it's better to meet with students in person we may reserve a private meeting space to speak with them while wearing a mask and staying socially distant.
Q: as we move between classes, how do we ensure safety at the hallways?
A: There is an ongoing conversation about if we can have one-way hallways and staircases. The challenge is in compliance. In some cases it could be an ADA issue because someone has

to go the wrong way just to get to the elevator. For this arrangement to work, it's going to take a lot of education and compliance.

Q: if folks aren't wearing masks, what should we do?
A: For employees, you could report that to HR because it is a state order. For students it's part of their code of conduct and residence hall community agreements, so that would go through the dean of students.

We have 1,000 disposable masks on campus, 1,000 cloth masks and another 1,000 cloth masks on order that should arrive by the end of this week. we've got plenty of hand sanitizers for all the units. The elevators will have a maximum capacity marked on them. There will be a "stand here and wait" sign and a waiting line as well.

Q: How do we access those masks and after that?
A: There's a supply of masks right now in the mail center and maybe another centralized store in the Dolan Science center for masks.

Q: what are we going to do when someone tests positive?
A: There are different written scenarios about plans when an employee test positive, student test positive, or spouse of somebody testing positive. Once all the scenarios are in place, the employees should be able to access these plans.

Jim Burke focused on the technology piece of the HyFlex model. There will be an FAQ from the Provost's office to guide the HyFlex model.

- The scenario planning task force group is trying to figure out the minimum viable product that can be installed in the classrooms that meets the most flexible purpose and will also fit in the future.
- Faculty are invited to share their thoughts about the technological approaching this.
- First assumption: we're going to use zoom to connect students in the classroom with those not in the classroom. When faculty walks in the classroom, the first thing they would do is to log into zoom, then present through zoom. All classes are expected to be recorded through zoom. Still working on deciding the best way to do it: whether we leave it in zoom or move it to canvas.
- Faculty are expected to wear masks while teaching. There are masks with clear spaces in front of the mouth. They may not be as comfortable, so not everyone would use it, but the needs of these masks can be accommodated.
- Supply chains for technology products are problematic at this time. Equipments such as webcam is not easy to get, but there are locally made equipments that are of higher quality that we can tap into. Our funds are limited but there are funds available and have been approved to some extent.
- Jim showed a sample classroom, and explained that a science lab would look completely different. Standard configuration: There are already speakers in the ceiling.

One of the key components to be added would be an (likely 80 inch) display monitor fitting on the back wall so instructors can see remote students. If the rooms are too big they may be installed on the side wall. There would be a camera in the back focusing on the instructor. It may be a tracking camera. A lot of research shows that cost may outweigh benefits for tracking cameras, but we've used them with some success. It would depend more on what's available than our preference, or a mixture of both. There will be all of the normal classroom equipment including the dock camera which can capture writings on the chalkboard. But contrast on chalkboards is a real challenge.

- In courses where the remote students and the on-campus students need to interact and see one another, we would add the student camera to the front of the room and would add microphones. We are working on what microphones will give us the best speech reproduction and how would they be mounted in the room. We may end up with ceiling mounted speaker microphones. If microphones are given to the faculty to put in the room themselves, there would be sanitation issues, and faculty may also take them away unintentionally. So we may suspend microphones or put them on the lectern in the front. The challenge is that powerful microphones may also pick up side conversations and broadcast them to the students on the remote end. So we'd have to experiment to see what works. We have equipment that may have already been delivered on campus and may be installed by early next week. Faculty will be notified and can come to a space on the ground floor of the AD building to take a look and play with it. We'll have a demo to see if it actually works well. Faculty that may have special situations that do not fit the standard configuration are urged to talk to Jim as soon as possible.
- What's described above is a standard approach around the country as well as a standard lecture capture function. So in the future faculty can use these equipment to record classes. Faculty can also project the content on the large screen on the back wall even if all the students are in the room, so they don't have to turn around and see the front screens.
- Support plans: Training opportunities will be provided as best as we can. There won't be enough people to go to every classroom at the beginning of every class to help. So we want to make sure the design is easy to use and reliable. There will be video training as well as in-person training. Cindy will do some training as well. Faculties are urged to go into the classrooms to experiment with the equipment a week before classes start. There will be IT people available for one-on-one meetings.
- In case we have students in classroom but faculty has to be remote, someone may have to get in the classroom to set up the conference call, to take attendance, and to coordinate on-site discussions etc. Faculty will also need equipment at home. We may be able to source enough of the two-in-one laptop tablet machines to replace the existing laptops for every faculty member before school starts. They may offer creative ways to teach remotely. Need faculty feedback on this. There will be some USB document cameras and webcams for those who have desktops at home. The most important technology in this case is the microphone. Being able to be heard clearly is key.

- Classrooms will be checked everyday, and touchscreens will be sanitized everyday, but not after every class. UV lights will be used for laptops and other equipment at the service desk, but not in all classrooms. We may be able to put plastic wrap over the keyboards and over touchscreens. Our existing mobile carts will be upgraded so that they can be pushed around for equipment.
- There are a number of hot spots available for faculty who have wi-fi problems at home. Service desk service desk is open at this point 8:30 to 5:00 every day.

Q: how do we give students access to software?

A: In the spring we opened up access to the virtual desktops to everybody off campus. Though we did not have license to do that, most of the software vendors allowed it. We're in the process of figuring out how to do that in the fall with appropriate licenses in place. So students will have full access to any of the virtual desktop software from off-campus.

Q: How can we control the focus of the cameras to be on the faculty or on the board?
A: If it's a follow-me camera, it would be focused much more on the faculty member and what they are writing. If they are not available, we may end up with light-angle cameras that would pick up the whole front of the classroom and may not get a good focus on the chalkboard.

Faculty members who have questions about specific rooms will be directed to talk to Jim.

Q: will there be problems if faculty bring in their own laptops and plug into the system?
A: To be determined. If the new technology that we're going to demo works, you can do whatever you want to do and it won't be a problem. If not, you may be limited to using the in-room PC to host your zoom meeting because all of the cameras will be connected into that computer.

Q: Is there whiteboard function on the zoom that we can use with the screen sharing options?
A: Yes, when you go to share screen, in addition to the screens, there is a whiteboard, and you can click on that and write on it. And if you have a touch screen, it actually does a very good job. It did a better job with my finger than it did with the stylus.

Steve's vision of hybrid is much more closely aligned with a flipped classroom than with some of the stuff that we've been reading. We'll have more conversation as we move more towards a fuller understanding of what the JCU model will look like.

Q: Will the class camera allow instructors to do particular exercises with programs?
A: I can't answer that. If there are specific needs for that. I think we could try to engineer for that.

Q: Faculty may want to use their personal computers to run the system, which would be safer for them. But if those are deemed incompatible or not supported by the university what options do they have?

A: If we are able to provide the tablet laptops to everybody, that's university-supported device that you would have. So I don't know why you would need to use your own device if we're providing that. Many of our rooms now have ? pods in them so you can connect to those with your own device. We are putting more of those in the summer.

The chat questions will be sent to Jim.

Q: Will the two-in-one tablet be available only for full-time faculty, or also for part-time faculty?
A: if that's what is needed to be able to teach effectively. I would think we try to make that happen.
Q: will that only be PC or what about the Mac users?
A: What I'm talking about specifically is PC but I would think we will look at an option for the Mac users as well. There is an increased cost typically on the Mac side.

Q: do whiteboards show up better than blackboards on the cameras?
A: that would probably not make much difference. If there is sunshine against a real whiteboard, that can be challenging for a camera. The contrast is really what helps. And chalk will need to be pushed very hard to be white against a dark chalkboard. If you're using the built-in whiteboard function, you can probably flip it to be a blackboard, and it really wouldn't make any difference.

Q: Are we looking for a singular approach to classrooms or are we looking to diversify based on areas? E.g. chalk on a board is more important to mathematicians.
A: We're going to do our best to try to accommodate both. The technology and what's available will dictate what we're able to do.

Q: whether the follow-me cameras are necessary or not.
A: There are newer follow-me's that actually look for you and follow you. Anything we give you that's tracking you has the potential to carry germs. What's available and what works best may not all align, so we welcome faculty feedback.

Q&A between Faculty and Brent

Q: How do we get the headsets with microphone? Many of us don't have them. Will JCU provide them or do we need to purchase them?
A: Brent will ask Jim about this.

Q: Are faculty expected to be in the classroom every day, unless they have a predetermined health issue such that they can apply to HR to not be in the classroom, or can we do a hybrid so that we do our lectures asynchronously, and then we're in the classroom only one out of two days a week?
A: If faculty members are ill, they should stay at home. If not, and if they don't have an HR declaration, they are expected to be in the classroom every day we do every class. We do

expect that some portion of your students will be in that classroom every time with you. We expect that there will be a rotation that's going on in some way. Lectures can be done in abbreviated forms asynchronously, and classroom time is for interaction e.g. assignment, discussion, etc. There is good evidence that the hybrid model improves education, so what we do in the fall should be able to extend into the future in a tweaked fashion.

Q: Once the equipment is there, can someone do a practice class to see how it looks? In the past when we did recordings, we are given a password to access the recording. Can we access without passwords? Can remote students participate in class?
A: Example from COMM 125 assignments: if I have 25% of my class in the classroom, I'm giving the assignment to everybody, those in class and online, I'm going to ask the people in the classroom to share, to stand up, and be the exemplars for the day, knowing that it'll be a different group of 25% the next time, so that everyone's getting those opportunities with their presenting. It wouldn't be atypical of what I do in a traditional classroom anyway, because not everyone presents every day. With folks who can never make it to my class, we have to find ways to definitely give them opportunities to speak.

Q: when will we have a better handle on how many students are allowed in the classroom?
A: It will be determined by Governor Dewine. I can't imagine that the university is going to hold us to a stricter standard in classroom than what the state has deemed legal.

Q: I might have short papers that I expect the students to turn in. Would it be better to turn them in electronically or in hard copies?
A: Using canvas may keep things simple. There is a template that's coming out of Centreity. There's a new look to canvas that's being designed specifically for JCU, and we're going to encourage everyone to use that. The more systematic our approaches are, the easier it is for the student. Over a hundred instructors already have that template. Brent will make sure it is available to everyone.

Q: How does one make a request to teach remotely?
A: There's a policy that will be coming out through HR.

Q: 1. Can we compel students to come to class synchronously? We can have separate discussions in person and on the discussion board, but that would double my workload.
2. Regarding the flipped classroom, my lectures are very interactive. I adapt my lecture content based on class interest, so lectures are not a given.
A: 1. There's been no change in attendance policy. Instructors have an obligation to have an attendance policy and to make that clear to the students. The idea that the students get empowered at the expense of the faculty, and the students can decide when and where they want to show up or whether they ever want to is not consistent with the John Carroll model of education. So students can choose to be in class or remote, but we must have attendance requirements.

2. Even when lectures are interactive, we could try putting a five minute version of the lecture that covers the basics for students to think about before they come to class, and then interact with the students in class.

Q: Will the Centeity course be about how to teach with the HyFlex model? We really need clear expectations and need to know what the options are regarding teaching with the HyFlex model. Science courses have content heavy lectures which cannot be as flexible and interactive as lectures in other disciplines.
A: There are a couple of FAQ documents being worked on right now. Steve is expecting to make an announcement in a couple of weeks.

Q: I'd like to know the range of options we have to make decisions about what we're doing in the classroom.
A: it wouldn't be a one-size-fits-all. What would not be acceptable is to stand in front of the camera and talk to the camera for the whole class and have students watching us talking. Once we are able to get materials, including some form of lectures or discussions, to the students online, so that they can see that and work through them, there are a range of options to design the classes. There's still a lot of academic freedom issues and there's going to have to be some flexibility. But the generalities need to be hammered out a bit more.

Q: At some point we'll need to document for HLC the credit hours. Is there a conversation or any guidance on that? It would be helpful while people are building their classes to know how online activities will be estimated in terms of credit hours.
A: I will send an email to Todd and get that conversation started.

Comment: Cindy was originally hired to teach us about online teaching. The HyFlex decision took place during week two or three of the first cohort. So she's pivoting the best she can and we're looking for some other options or even trying to bring in a HyFlex model expert at some point, but we're not quite there on any of that yet. The conversations are occurring.

Q: I know I'm gonna need a lot of training. Is there anything that I can read? I will start the Centreity training in July but I like to be prepared.
A: There is one booklet on the HyFlex approach that was sent out and also posted on faculty canvas site. (Brent has sent out an email later in the day to all faculty including adjunct and full with the link to that booklet.) The booklet makes the argument that one of the great benefits of this model is that students never have to come to class anymore. That's not part of how John Carroll envisions the HyFlex model.

Q: Do we have to provide documentation from a physician in order to teach remotely? How do we handle it if members of our household or extended family members are at increased health risk?

A: HR is working on a policy. I have not seen anything that says you're going to need a doctor's note. It is important to take into account other people living in the household. We as a faculty should make sure that that's included in the policy.

Brent encourages everyone to take the Centreity course, which includes Ignatius pedagogy, online design, tips and tools about rubric design and use. They will also help you design and work through Canvas. There is a $500 stipend. Faculty members who have sent in an application and have not got responses are encouraged to email Brent. He will form a list and help that issues to be addressed.

Q: Are we going to have a separate meeting soon to get clarification on the HyFlex?
A: We are not ready for that meeting yet before the FAQ comes out. We need to have another meeting with Steve and Lauri to talk about budgets, and Steve is amenable to that. We also need to have a meeting about marketing. We definitely also need to have a meeting on HyFlex.

Q: We need the University to state explicitly that faculty own the work they're creating for these HyFlex courses, because this is an enormous additional workload for most faculty and we can't risk having the university decide that they're going to steal that course material and use it for something else. I don't expect anybody to do that. but if that's the case the university should have no problem to state it in writing that faculty have intellectual property rights in the courses they design. If faculty wanted to download their canvas course and take it someplace else, they should have a right to do it although they will almost always have to recontextualize the material for the new audience. It's a more pressing concern than the administration is willing to credit
A: Steve is adamant that it is terrible pedagogy and no value to the university to simply take your course and do something else with it. But I agree that we need to see it in writing. I will continue to push on that issue.

Comments: For new student orientation, there are campus tours and there have been some complaints that faculty aren't wearing masks and following our own guidelines. Parents and prospective students are noticing. We should do our part to wear masks when we're in public spaces. When our enrollment department is working very hard on recruiting and retaining more students, it's important that faculty wears masks on campus.

Q: question about part-time faculty and the effort that they're putting into their courses.
A: No definitive answer. If you're an adjunct with a low enrollment in the class, that's not a good sign. We are looking at low enrollments in some full-time faculty classes, and if that's the case the department chair might talk to the faculty member about shifting the load and it may also have negative implications for adjunct faculty as well. Those decisions should be further along given that we've registered a bunch of our freshmen at this point. Ultimately the decisions will be worked out through chairs and individual departments, not at the university level. Right now we are in week one of new student orientation. So things can still change. Most incoming freshmen have been registered for a number of classes, but there is still room to fill some classes. As of today, we have 640 deposits. 570-575 students have registered for new student orientation.

Q: Any update on when we might get more financial information?

A: I do have the faculty survey data and I've sent that out to the faculty council. There will be a FC meeting on Friday to figure out where we want to go from there. Steve has agreed to meet with the faculty executive committee about these issues. Steve has agreed that another meeting with more data would be good. He understands the need for more transparency and more data. There was an agreement that more specifics were needed and that we will be working towards that as soon as we possibly can.