

FA Return-To-Work Survey Results

(as of 7/31/20; N=142)

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Executive Summary:

For 2 weeks between July 14-31, the Faculty Assembly conducted a Return-to-Work (R2W) survey to capture input from faculty regarding R2W attitudes, barriers, and concerns. Overall, there were 143 responses. This report summarizes survey data collected.

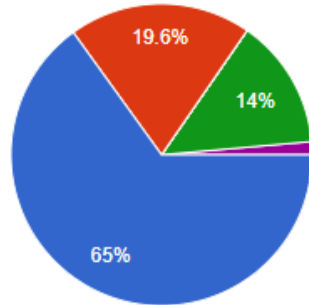
Faculty felt CUA's response to the COVID-19 pandemic for Spring and early summer plans for residential learning for the fall term have been appropriate. Faculty are **neutral** on senior leadership's **communication plans** about campus reopening and **divided** over leadership's **concerns for faculty, staff and student health and welfare**. Faculty have **slightly negative confidence** in senior leadership's ability to overcome the challenges brought on by the COVID-19 crisis.

While faculty are aware of the planned safety measures for reopening campus (or perhaps because of it), faculty are **not confident the planned safety measures will be able to control COVID-19 outbreaks** and are **not comfortable with resuming on-campus teaching**. Faculty prefer to continue with **remote teaching over in-person instruction** for the fall semester. Many **faculty (35.2%) self-assessed their own health risk to be high or very high** and ~45% noted either personal or family health risks that may require them to request special accommodations. Additional concerns regarding reopening related to **availability of child-care** and **K-12 remote learning directives** for their children.

Open comments submitted provide additional color surrounding healthy and safety concerns. There were concerns over **classroom ventilation issues**, limited **availability of PPE** and **hygienic supplies**, **underdeveloped policies on mask wearing and enforcement**, as well as **lack of baseline and surveillance testing** and **contact tracing plans**. Without addressing these concerns, mitigation measures are insufficient to ensure safety of the CUA community as well as those with whom we regularly interact.

Demographics:

Faculty: (143 responses)

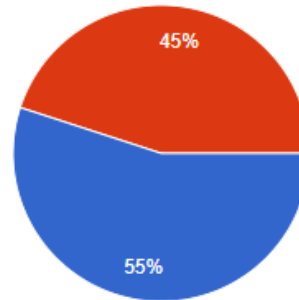


- Tenured/tenure-track faculty (Full-time)
- Non-tenure track faculty/Instructor (Full-time)
- Research faculty
- Part-time faculty (e.g. adjunct, lecturer)
- Other

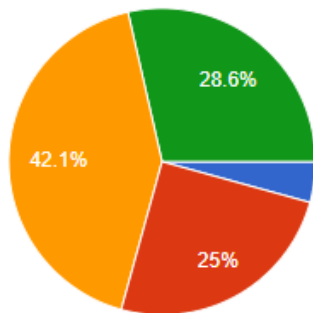
Tenure Track: 93
 Non-Tenure Track: 28
 Part-Time Faculty: 20
 Other: 2

Gender: (140 responses)

- Male (N=77)
- Female (N=63)



Age: (140 responses)



- < 35 (N= 6)
- 35-49 (N= 35)
- 50-64 (N=59)
- >65 (N=40)

Survey Results:

- Questions related to leadership and CUA response to COVID-19.

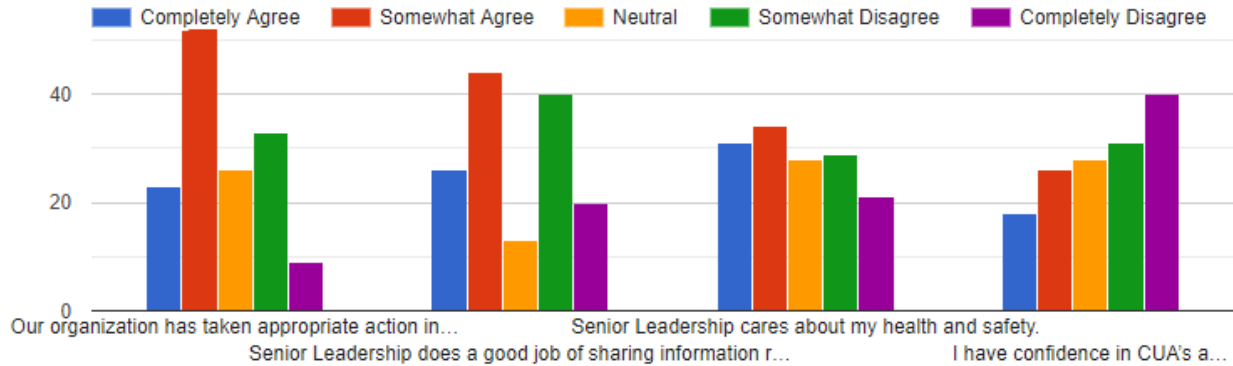


Figure 1: Faculty perceptions of leadership.
(Scale: 1=completely agree; 5=completely disagree)

Broad Questions:	Average	Stdev	StdErr
CUA has taken appropriate action in response to COVID-19.	2.68*	1.18	0.10
Senior Leadership does a good job of sharing information regarding COVID-19.	2.89	1.37	0.12
Senior Leadership cares about my health and safety.	2.83	1.37	0.12
I have confidence in CUA's ability to overcome the challenges faced by COVID-19.	3.34*	1.38	0.12

* significant differences from neutral (3).

- **Key Findings:**
 - Faculty are **slightly positive** on CUA's response to the COVID-19 crisis.
 - Faculty are **neutral** on senior leadership's concerns for faculty welfare.
 - Faculty are **neutral** on leadership's communication plan related to the COVID crisis.
 - Faculty have **slightly negative confidence** in leadership's ability to overcome the COVID-19 challenges.

• Questions related planned health/safety measures and return-to-work attitudes.

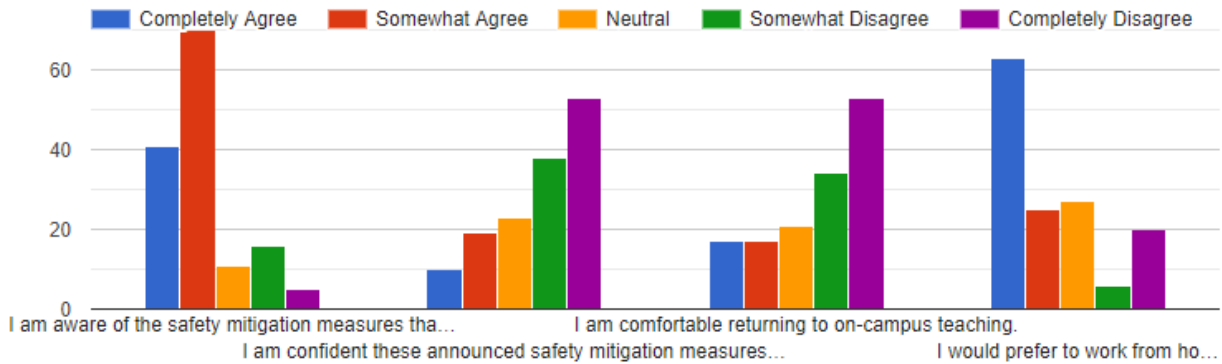


Figure 2: Health/safety measures and faculty attitudes related to return-to-work. (Scale: 1=completely agree; 5=completely disagree)

Health & Safety Measures:	Average	Stdev	StdErr
Aware of safety mitigation measures for the Fall semester.	2.11*	1.05	0.09
Confident safety measures will control COVID-19 on our campus.	3.73*	1.28	0.11
Comfortable returning to on-campus teaching.	3.62*	1.40	0.12
Prefer to work from home if that option was extended to me.	2.26*	1.43	0.12

* significant differences from neutral (3).

• **Key Findings:**

- Faculty are **somewhat aware** of safety measures being implemented for Fall semester in response to COVID-19.
- Faculty **lack confidence that safety measures are sufficient** to control COVID-19 spread on campus.
- Faculty are **not comfortable returning to on-campus teaching** for Fall semester.
- Faculty **prefer to work-from-home** over on-campus instruction.

Faculty Self-Assessment of Well-Being and COVID risk:

My well-being and stress level as a result of the COVID-19 pandemic is:

142 responses

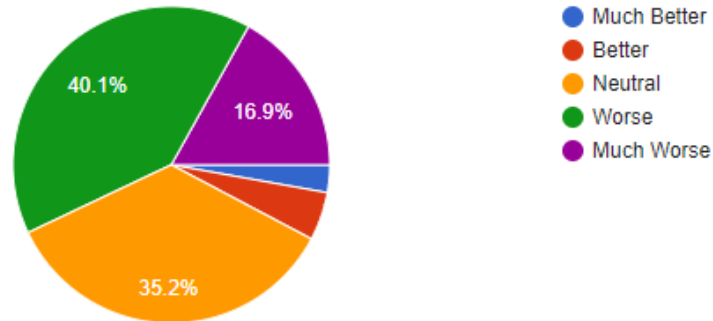


Figure 3: Faculty self-assessment of well-being.

My COVID-19 risk is:

142 responses

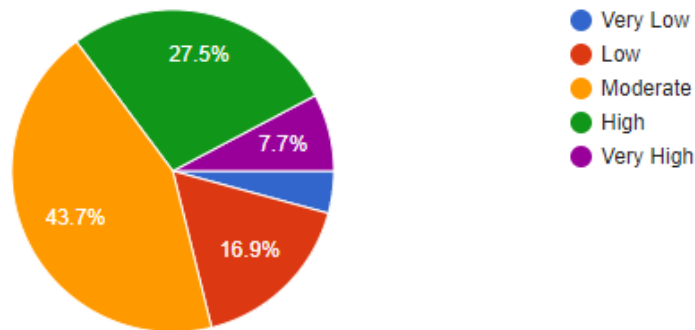


Figure 4: Faculty self-assessment of COVID-19 risk.

Faculty Well-Being & Risk (Personal Assessment):	Average	Stddev	StdErr
My well-being and stress level as a result of the COVID-19 pandemic is:	3.64*	0.92	0.08
My COVID-19 risk is:	3.17	0.95	0.08

* significant differences from neutral (3).



I have personal issues that may require special accommodations upon returning to work
(select all that apply):

94 responses

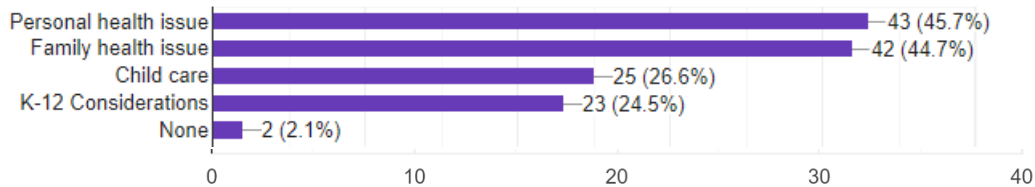


Figure 5: Faculty personal issues requiring accommodations.

- **Key Findings:**

- Faculty **perceive stress & well-being to be higher (58.2% worse or much worse)** due to COVID-19 pandemic.
- Large number of faculty (35.1%) self-rated **COVID-19 risk to be high or very high.**
- Sizable number of faculty identified **personal issues that may require accommodations** due to personal health (44.4%) or family health (46.7%) reasons. **Additional** concerns include issues related to **availability of child care and K-12 instruction decisions** for the upcoming academic year.

- Please rate the following safety mitigation strategies most essential to increasing your comfort with returning-to-campus:

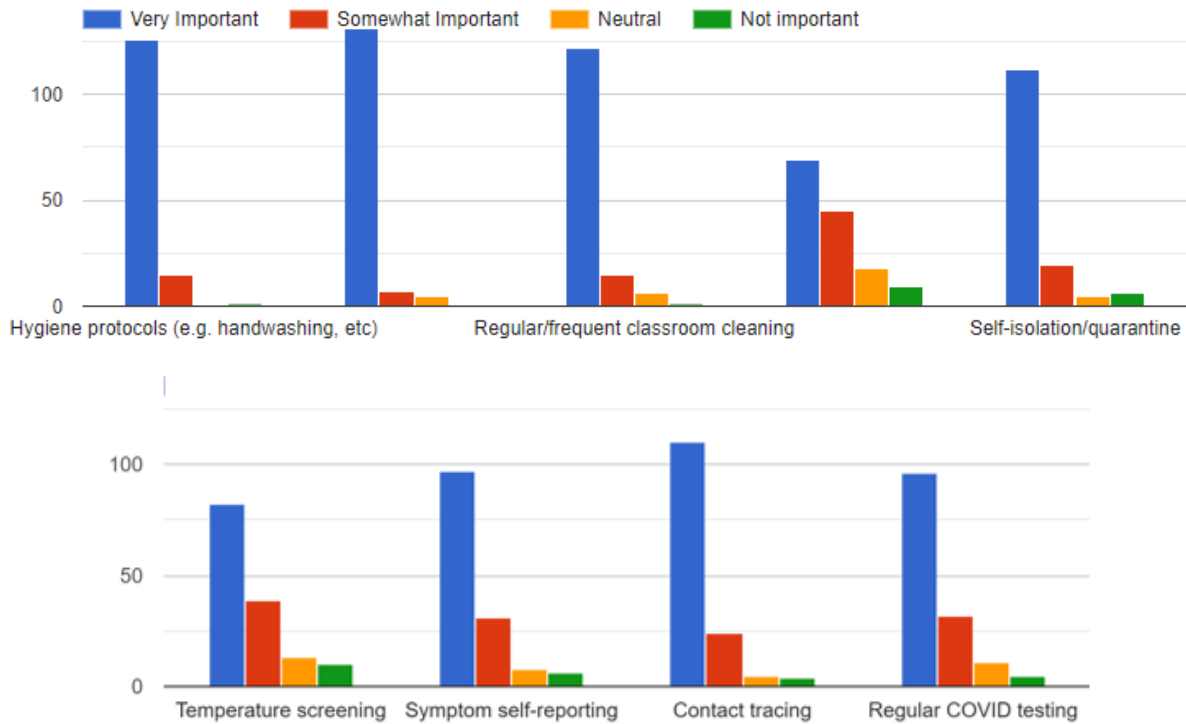


Figure 6: Safety measures to increase return-to-work comfort. (Scale = # responses)

Safety Strategies:	Average	Stdev	StdErr
Mask requirement	1.12	0.39	0.03
Hygiene protocols (e.g. handwashing, etc)	1.13	0.43	0.04
Regular/frequent classroom cleaning	1.18	0.48	0.04
Self-isolation/quarantine	1.72	0.89	0.08
Contact tracing	1.30	0.68	0.06
Regular COVID testing	1.66	0.92	0.08
Symptom self-reporting	1.46	0.80	0.07
Temperature screening	1.34	0.69	0.06
Plexiglass shields	1.46	0.78	0.07

- **Key Findings:**

- Safety strategies most important to ensuring faculty comfort with return-to-work fall into 3 categories:

- **VERY IMPORTANT:**

- Mask requirement and clear policies around mask wearing and enforcement. Considerations include availability of disposable masks in classrooms to enhance compliance.
 - Clearly stated hygiene instructions and sufficiently available and stocked supplies (i.e. hand sanitizers, soap in bathrooms, etc).
 - Regular/frequent classroom cleaning between classes. Available supplies within classrooms and common areas.

- **IMPORTANT:**

- Clear strategies for contact tracing.
 - Implementation of protocols for temperature screening.
 - Daily symptom surveillance and self-reporting.
 - Implementation of plexiglass barriers/shields.

- **SOMEWHAT IMPORTANT:**

- Plan for and availability of routine COVID testing of students, staff and faculty.
 - Detailed protocols for self-isolation and quarantine.

Open Comments:

- **General Comments:**

- We talk a lot about teaching and classroom preparation, but what about other activities? What are the protocols for individual or small group meetings, such as student advising meetings, faculty or committee meetings, etc.?
- When is the final health and safety plan going to be decided and disseminated to the faculty? I feel like I am on a rudderless ship.
- By "Senior Leadership", I assume you mean Provost and President- NOT Deans. The nursing Dean cares very deeply about faculty, students and staff.
- None [no concerns]. Many people at minimum wage jobs that are 4 risk have been at work since this began to serve me and others with essential services. I am comfortable doing the same. Unless the situation in DC 4ns, I don't think we are at greater risk than store clerks, medical professionals, receptionists, hair dressers So, we should just keep a careful eye on DC trends
- There is no playbook for this virus. But why force 6000 bodies into NE DC unnecessarily? What about structuring five year Bachelors with tuition reductions per year?
- I still don't clearly understand the financial impacts of COVID-19 on the campus.
- Why has this implementation not had more general faculty and staff input than the committees? I have never been asked by the admin for any feedback and I am putting my health on the frontline and helping to fund the losses.
- I would like the university to provide actual proof that individuals with specific expertise are making health and safety decisions on the specific level of classroom safety (not in a general sense, or, distributing vague guidelines for all to follow). So far, for individual units, it seems that individual faculty members within academic units or administrators, neither of whom have actual expertise in the areas of mitigation standards, are making decisions. Also, mitigation measures need to be uniform across the entire university with respect to cleanliness, ventilation, etc, or those units that cannot provide this standard from day 1 should be moved online. The fact that they are not, when it is clear that standards will not be met, is reckless, and is a wrongful death lawsuit waiting to happen. Furthermore, non-enrollment services classrooms will not be receiving the promised tech upgrades to make hybrid/flex teaching possible, as promised to the student body. As many classes as necessary from those units should therefore be moved online.
- Health vs Tuition/Retention - how can CUA do both?
- Since the Administration seems hell bent on in-person reopening, what is the plan if (or when) there is an outbreak? Nothing on this from them.
- What percent of students want to return to in-person classes?
- Because of the recent upticks in COVID cases among people under 35 in MD (and nationwide) mainly due to indoor contact, how can we possibly think we can hold classes in indoor spaces with a student base that is likely to "misbehave" when off campus? The transmission rates will be enormous to fellow students, staff and faculty!
- Please communicate clearly and emphatically that CUA is at the mercy of dc rules and regulations which change almost daily, so plans by CUA change due to forces beyond its control.

- **Faculty Concerns:**

- What are the criteria being considered for requests of online teaching/classroom accommodation? It is not clear whether I can make such request, not knowing how the decisions are made.

FACULTY ASSEMBLY

- The problem is that students will be packed in the dorms; headed downtown; doing internships. Risk of exposure is 4. The university should have a process so that anyone at risk can provide medical documentation showing they are 4 risk. I have done so. No response. No decision. More stress.
- I'm annoyed by the fact that I had to sign a statement saying that I was aware that the administration might not grant my wishes and that I was required to collaborate with the provost's office in case they would not agree with my wishes. Since I do not trust the administration at all, I see it as their anticipating the possibility to fire me if I do not do what they tell me to do. This administration only cares about prayer, money, and technical solutions. Not about their faculty.
- Will faculty and staff have to pay an exorbitant parking fee if we're trying to avoid public transit to safeguard our health? What will happen when one of us gets sick? Is faculty expected to teach through covid? Are we expected to take overload when a colleague gets sick? What about mental health issues that could crop up?
- For those of us who live by ourselves, how will the university help us if we are ill (and have they taken into account that we will have to spend Thanksgiving & perhaps Christmas by ourselves because we have to quarantine for two weeks before we can see close family)?
- I think more plans are in place than have been communicated but I'm still unclear about much of the plan. My biggest concern is that I don't trust students to self report and self quarantine or to distance and use masks consistently outside of class, which puts the community and faculty at risk. My personal preference is to teach remotely. Although I know I can request to do that, I feel guilty because I know the financial implications of us being online are significant. So, I reluctantly agreed to teach in person but I'm uncomfortable doing it.
- Most of the students in my "graduate" classes take the metro to come to classrooms. How would you control students' exposure to COVID-19 before arriving to classrooms? It's impossible! They are not living on campus. Many of them work full-time during the daytime and have other family members at home who have different activities during the daytime.
- **Classroom/Teaching Concerns:**
 - Need info on specific technology available and supported for live hybrid and online classes.
 - To what degree am I responsible for purchasing needed materials for hyflex if the cameras have not been installed or technology is missing for software/hardware, etc? (Given faculty has also lost conference funding & linked professional membership dues as well as retirement funds)
 - Air quality in classrooms, especially in buildings where a/c works only intermittently.
 - There is no way that CUA can effectively manage f2 of air in some classrooms in the new McGivney building, and particularly those which are underground. All those classrooms should be closed and off limits, as there is no way to circulate fresh air anywhere in the classrooms be2 ground effectively!
 - What is the plan to increase VENTILATION in classrooms? Especially those buildings where the windows cannot be opened (e.g. Aquinas Hall)
 - If we concern ourselves with the evidence from every industrial country in the world, COVID-19 is mostly contagious indoors. Although CUA has protocols for classrooms, what about other indoor high contact areas for example: restrooms.....what about restrooms across our campus.....there should be strict controls about the use of restrooms 24/7.....door signs on every restroom with serious directions: how many inside at one time.....etc.
 - For part-time faculty that teach in facilities not owned/controlled by CUA, what will you do to ensure proper air flow and sanitization after each use in multi-use classrooms? How available is testing to faculty and students? What is a likely timeline from possible exposure, to testing, to results? How will social distancing and mask wearing be enforced?

FACULTY ASSEMBLY

- When will we know what the proposed numbers on campus and in classrooms at any given time will be?
- What are we going to do about labs as they are hard to do online
- I teach in the evening at the Hall of the States Building. I will need information on their COVID-19 protocols.
- Do we have enough classrooms that are available with COVID capacity to offer classes either in-person or asynchronous remote? If we don't have, that will put both the students and faculty in serious health risks especially when the cases are rapidly increasing in several parts of the country.
- I worry that mask-wearing will interfere with delivering an oral lecture. Perhaps the first 6-8 feet from the whiteboard can be cleared of student desks and lecture mask-free
- **Mitigation Measures:**
 - What exact kit, if any, will the university provide to each instructor?
 - Will CUA offer on campus testing for the entire community?
 - What will we do if someone regularly using a classroom becomes ill -- do we close the classroom? Will there be contact tracing? Why can't we have testing available on campus even if we need to help pay for it?
 - Will there be an adequate, continuous supply of personal protection equipment available to all faculty and staff (including teaching assistants)? I am very concerned that the responsibility will be shifted to the employees to supply their own PPE to do their jobs safely. This is especially worrying to those of use who work or teach in close contact with students (labs, clinical, and performance) and may need additional supplies. Masks should be freely available.
 - How will the mask mandate be enforced on campus? I am concerned about how enforcement of the mask requirements is going to work. After reading the student response to the survey, there is a subset of students who have already stated that they will resist wearing masks because they do not believe that this situation is that serious.
 - How will the university distinguish between COVID-19 symptoms and cold/flu season symptoms when determining who should self-isolate?
 - Why are faculty/staff not allowed to be tested for COVID-19 on campus, since arrangements are being made for students?
 - Social Distancing; elevator and bathroom policies; mandatory mask wearing at all times
 - Why is campus police not wearing masks????
 - Efforts to improve ventilation. [Add] hallway wash stations with soap and water. Limit elevator and stairwell numbers of people. [Fixing] poor air ventilation is imperative. Not sure what wear masks plus face shields. What is the merit of one panel plexiglass? Is there evidence-based data that this is helpful? All students [and] faculty should wear masks plus shields.
 - What is the schedule and procedures for cleaning classrooms of possible covid-19? What is being used for cleaning and how is it being used?
 - Is it true that faculty members have to pay for their COVID testing? How will the University address the problems of asymptomatic carriers if it only tests students with symptoms?
 - The university should implement initial COVID tests before arrival of students and staff then follow with a surveillance testing program.
 - Will there be an adequate, continuous supply of personal protection equipment available to all faculty and staff (including teaching assistants)? I am very concerned that the responsibility will be shifted to the employees to supply their own PPE to do their jobs safely. This is especially worrying to those of use who work or teach in close contact with students (labs, clinical, and performance) and may need additional supplies. Masks should be freely available.

FACULTY ASSEMBLY

- **Policies/Procedures:**
 - How we will be officially notified when a student in our class will be absent due to COVID?
 - How will we deal with students who refuse to wear masks in the classroom?
 - I have not seen a clear plan/policy regarding (a) student non-compliance with mask requirements, (b) faculty access to testing in the event of work-related exposure, (c) contingency planning in the event that a faculty member develops COVID-19 and (d) detailed approaches to addressing the needs to graduate students and those who do not live on campus.
 - How and who will manage situations in which students or others are in a classroom or confined space and choose not to wear masks, social distance, etc.?
 - What are the directives for in-class teaching in terms of mask wearing for students and faculty and for social distancing? What are the policies if students don't wear masks to class or take off mask in class and don't put it back on?
 - How will the mask mandate be enforced on campus? I am concerned about how enforcement of the mask requirements is going to work. After reading the student response to the survey, there is a subset of students who have already stated that they will resist wearing masks because they do not believe that this situation is that serious.
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