LSU
Faculty Senate

Compiled results:

Specific considerations include the following:

To reduce travel:

1. *Cancel the fall holiday*
2. *Switch to online instruction following the Thanksgiving Holiday (students would not return to campus following the break)*

STEM Answers:

- Agreed (*Tally: 32—includes 20 in favor of ending early (before TG) and 4 in favor of no online after TG)*
    - We agree this an appropriate idea. This stops 2 waves of students returning from potential COVID sources.

- Agreeing Questions/Caveats
    - Will the academic calendar replace these previously teaching-vacant days with instruction? (fall holiday)
    - If changes are made (elimination of breaks and going "remote" after Thanksgiving) they should be implemented by mid-July and not altered after that.
    - Implement additional mental health awareness such as visiting classes with a short presentation about the importance of mental health and providing students information on the resources, as well as increasing the capacity at the Mental Health Center.
    - In the case of laboratory courses, a compressed schedule would have to be implemented to ensure that all labs are covered, which will prove to be challenging based on space/social distancing constraints.
    - I think going online after Thanksgiving is too late. In my opinion, they should plan to go online by Nov. 1st.

- Disagree (*Tally: 16)*
    - Some faculty feel that switching to online instruction after the break could be disruptive, as the final weeks of the semester are usually dense with professor-student interactions, final assignments/projects, and testing (including final exams).
        - Compromise instruction (it was a necessity for Spring 2020)
    - All online in the Fall and not come back until January
    - Notre Dame and NC State are starting early and ending before Thanksgiving Break. That is a great idea. I also think we should offer in class for small classes less than 50 and let instructors decide if they prefer in class /online or hybrids.

- Cancel Fall holiday and end the semester before Thanksgiving—integrity of at-home assessments

- Disagreeing Questions/Caveats
  - There is also a concern that students will be unable to get a lease for only part of the semester.
  - There are new Covid-19 centers in Europe that are caused by reopening of a restaurant and church. This shows that people cannot change their habits or simply forget new habits.
  - Some of the recent emails (at LSU, from different places) indicate anxieties. These emails forget that certain instructors belong to the high-risk group. We should not force anybody to disclose a high-risk status. On the other hand, we need to avoid putting faculty in the anxiety drawer if they cannot or prefer not to teach in the classroom. Therefore, most likely we need to define remote teaching as standard, especially to lower the risk after traveling.
  - We need to take into account that the Flu season starts somewhere in October.

Non-STEM Answers:

- Agree *(Tally: 30, including 11 preferring to end early (before TG) and 8 with no online after TG)*
  - We agree. It would eliminate the need for the 3 Saturday classes mentioned in the BR Business article
  - Regarding the proposal of cancelling the fall holiday, my suggestion is to postpone this two-day fall holiday (Thursday, Oct. 8th and Friday, Oct. 9th, 2020) to those two days (Monday, November 23rd and Tuesday, November 24th) before our scheduled Thanksgiving holiday starting on November 25th. In this way, it not only serves the function of reducing travel in October, but also gives students a full week during their Thanksgiving break to move out/travel/go home for the holiday.

- Agreeing Questions/Caveats
  - Start the fall semester early and end it at Thanksgiving, as other schools are going to do in anticipation of a resurgence of the virus; or cancel fall break and move to remote instruction for the end of the semester (i.e., after Thanksgiving).
  - I think it is too early to make a decision on fall holiday. If the problem of the virus continues, fall holiday should be dropped and the semester should be shortened.
  - If the choice is to go online after Thanksgiving break, instructors should be allowed to determine giving exams before the break and/or the university will pay for ProctorU
  - If we are to have production work staged in the fall, we often use the time after Thanksgiving to reset and clean our spaces. There were also some questions about graduate students and research. Would campus close or would instruction just move online? Could the calendar be shifted so that concentrated study period is the week leading up to Thanksgiving, so that finals would be the week after?
  - This would allow us to accelerate the semester during the Fall Holiday, so both reductions of travel help us with our educational mission. I would suggest that we use

the opportunity during the scheduled Fall break to accelerate our semester and have final studio reviews the week before Thanksgiving.

- Disagree *(Tally: 20)*
    - If we start online, we should stay on-line. Visa-Versa
    - No changes to the schedule
    - Remain open until the end of the semester. Closing after Thanksgiving will cause a lot of problems, particularly for students who live in other states and countries. There seems to be no value in doing this. Also, the end of the semester project reviews would be far superior in house and not online.
    - Hold classes on Saturdays and Sundays
    - Having all classes without any break doesn't seem like a good idea. We may think that canceling fall holiday would reduce travel, but students can always travel during the weekend as it is an open campus. The university, however, may say that given the pandemic, it is advisable that students do not travel during the fall break.
    - Canceling the fall holiday is a little bit brutal -- people need some rest after midterms.
        - Most folks stated that eliminating Fall Break would impact overall mental health on campus, resulting in shifts of educational effectiveness.
    - Shifting instruction online for the last week of classes leading into finals (after Thanksgiving) would reduce the effectiveness of the last week of instruction. There is likely to be an increase in need for proctored exams if finals are remote. Additional needs should be planned for.

- Disagreeing Questions/Caveats
    - Will there be some sort of agreement that students attending on campus classes CANNOT travel outside BR or LA during the instructional period? How are such policies going to be enforced?
    - If the faculty senate could discuss a faculty position on limiting access to campus from people coming in from elsewhere so that we don't have tens of thousands of people coming to campus from all over, I think that would be good. If we can't do that, then I don't think there's much value in cancelling the fall holiday.

Question - What is necessary to make the changes above without compromising either assessment or the educational mission?

STEM Answers:

- We suggest C&C units perform a syllabus check and approval for fall courses. We worry both faculty and students of "checking out" after Thanksgiving and operating as if it is a short semester. Labs should be front-loaded, and content order might need to be shifted to accommodate post-Thanksgiving. A bit of a QC might be warranted to ensure high educational standards. Being aware of grading policies like credit/no credit well in advance will still allow for the instruction and/or assignment of grades to have value. Needs change in syllabus for

activities before and after the holiday. After the holiday, rely on group presentations, assigned readings, etc.

- Knowing ahead of time that this was going to happen would allow us to plan our topics, assignments, and assessment to fit the delivery format. As you know, part of the teaching challenge this semester was having to change things mid-semester.
- The University needs to institute an instructor substitute program in case a faculty member becomes sick and cannot report to work in person and, if the illness is serious, cannot perform their teaching duties remotely or in person. Under normal circumstances, most faculty simply power through and teach while sick or ask a colleague to substitute only when absolutely necessary (e.g., hospitalization). Since teaching must go on, a lecture or course material cannot be simply delayed until the faculty are well again and during COVID-19, asking another faculty may not be possible as faculty are working overtime on modifying their courses and adjusting to the new normal. Each department needs to have dedicated person on stand-by or on call, like high schools do, who can jump in in the event of a faculty falling ill.
    - Guidance on how instructors, some of whom are in highly at risks groups, will be protected from the treat of Covid-19 is needed as soon as possible so that a response and correction period is allowed.
- Completely restructure the academic calendar to quarters. The semester could also begin earlier. This restructuring should be the norm going forward.

Non-STEM Answers:

- The only issue that is difficult is a final review. Maybe we could do these in-person in small groups on campus instead. Or maybe they happen the week of Thanksgiving and then they have a week to make revisions after the holiday. I didn't love any of our solutions for final reviews with external critics and all of staff on Zoom this semester. They were fine, but I think that we were trying to do too much, and the students ended up getting less out of those final reviews. On the other hand, I think that they got a lot more out of other project reviews with 1-4 critics. We would just have to brainstorm as a faculty what review process or processes might work best.
- Numerous faculty advocated for generous sick leave and other considerations for instructors who may be ill or fear becoming infected, particularly those who may have additional concerns such as underlying health issues, being a member of a high risk group, or having individuals in either of these two groups in their household. Is it the university's position that faculty members who feel concerned about the health risks associated with Covid-19 will be allowed to deliver their courses on-line until the risks have passed? It would appear that the ADA would not cover concerns that medically fragile or older faculty members might have. Is LSU committed to accommodating reasonable requests of this type?
- Many faculty members are concerned about health risk of COVID-19 and feel uncomfortable to go to classrooms without enforced rules on safety and protection.
    - Some question that the university must not underestimate the forthcoming situation. Without massive and repeated testing, many feel it will be unsafe to return to classrooms.
        - Availability of testing free of charge to faculty, staff, and students

    - The university must promulgate that students shall wear a face mask in classrooms without exception or classes will be canceled if anyone refuses to wear one. Additionally, the university should not ban anyone from wearing additional or excessive PPEs like face shields.
    - Faculty request students to be advised NOT to come to campus if they are sick, have any symptoms of illness, or have come into contact with anyone who is sick.
    - Faculty also expressed concern about being in high risk populations. They are willing to teach but want to be real about what we're asking them to do. We are asking them to provide safe and healthy places to learn while being concerned about their abilities to stay safe and health themselves
- The majority suggest that the instructor (and potentially the chair) must be given an option to offer online or in-person instructions not by the university of the college. Education is of utmost importance, but life and safety of the community is not negotiable.
- Faculty requested time to prepare. Folks are willing to pivot as needed to provide quality instruction, but no one feels as though they can adequately prepare without time to do so.
- It was recommended that the faculty senate and other decision makers read the recent series in the Chronicle of Higher Education on how universities are adapting to COVID. This piece in particular may be useful: https://www.chronicle.com/article/Welcome-to-the-Socially/248850?cid=wsinglestory_hp_1a.
- Contact-tracing seems to be an essential part of any successful strategy, so what will LSU do to keep tabs on people who have been diagnosed with COVID19 or even potentially interacted with people who are COVID-positive?
    - Will such people immediately go into a 10-day quarantine? If one person in a class of 20 students has been exposed, will the whole class go into quarantine? What about all of the people in those students' other classes? If a faculty member is exposed, will they have to teach online for 10 days?
    - How will we balance people's right to privacy with contact tracing? Will we be monitoring students' activity via the GPS on their phones? If so, will they be aware of this? What happens if a student wants to opt out of such tracking? Will they be expelled? Will students and faculty be bombarded with emails about people who have potentially been exposed? Would such emails constitute a FERPA violation?
    - What happens if faculty members do not consent to such tracking? Will they be fired? Will the university be a party to the (further) development of an unconstitutional surveillance state?
- If course schedules are changed with additional sections and faculty are teaching evening classes, will the C parking lots stay closed later so that faculty are still guaranteed spots?
- Tools such as Adobe Pro, Moodle, and Zoom should be fully in place and free for faculty including training and course design.

To reduce large classes (examples):

1. *Hybrid teaching*
    a. *Simultaneous online and limited classroom instruction with alternating days for student attendance.*

STEM Answers:

- Agree *(Tally: 24 with most responses conceding that it should be instructor choice/preference)*
    - Seems reasonable, so long as instructors can feasibly make the online content and provide lectures without doubling the amount of work.
    - Field visits where students will ride in LSU vehicles, or for in class instruction; instructors should provide face masks, hand sanitizer, and products to sterilize surfaces.

- Agreeing Questions/Caveats
    - Alternate lab hours with smaller groups, this will require more TAs.
    - Using hybrid teaching with alternating days it would be necessary to keep all sections for a given instructor synced together so all sections for a given instructor had the same on and off days. Otherwise it would be very difficult to manage and keep the out-of-class work, exam reviews, SI, and faculty help sessions aligned between the various sections.

- Disagree *(Tally 33, including 7 that preferring only online courses, all answers included that all courses 30-50+ be only online, all Biological Sciences responses are not in favor of online assessments, with most responses conceding that it should be instructor choice/preference)*
    - The only feedback on this was negative: flipping back and forth from both sides (students and instructors) will be become cumbersome and disjointed.
    - There is concern that with the additional preparation time for online or hybrid instruction, and LSU being a research one institution, that faculty would have less time to mentor students, conduct research, write proposals, and create publications and presentations and may ultimately harm tenure and promotion as well as LSU's research status.
    - Alternating days for student attendance won't really work well in the traditional science courses. The material is sequential and voluminous. Alternating in class days would require a significant reduction in course content.
    - Online classes only
    - Students are adults but also in stressful situations and trying to keep track of which day you are allowed to attend lecture doesn't seem efficient in addition to trying to participate in class

- Disagreeing Questions/Caveats
    - Combining engineering sections may overload some instructors while give others reduced teaching loads. A solution might be that instructors' course loads are determined by the number of sections they teach rather than the number of individual courses taught, which seems reasonable due to the increased overhead work (grading, course management, etc.) required by larger class sizes.

Non-STEM Answers:

- Overall (Neither agree nor disagree)
    - Faculty expressed a desire to have individual faculty concerns and expertise honored in planning for their particular Fall 2020 courses. Specific forms this could take include surveying faculty NOW regarding their preference for teaching online, in a hybrid online/f2f form, or fully in person. Faculty wish to plan their courses based on their best judgment of effective pedagogical practice for their particular courses, as well as health and safety for all.
        - Keep all classes in their assigned classrooms. Let individual faculty figure out the best scenario. E.g., meet half the class the first meeting day of the week, meet the other half of the class during the second day of the week.
    - There should be no back-to-back courses in a room, so that students don't congregate waiting for a room to become free and to facilitate social distancing between classes.
        - Faculty members pointed out that thinking about the classroom is only part of the problem. What about the hallways between classes? What about the bathrooms? What about faculty offices and office hours?
    - Rooms must be big enough to allow social distancing of 10 feet at least. (Six feet is not enough.)
    - Consider lengthening TTH courses by 5-10 minutes and scheduling mandatory breaks in the middle when students must vacate the room (thereby reducing viral load and unbroken time of exposure).
    - A number of faculty members raised concerns about immune-compromised students, and pointed out that if a faculty member had an on-campus class in which a student who was i-c was enrolled, that faculty member would be required to make accommodations—which would essentially double the work load for that class (i.e they would prepare and deliver lectures, but then have to record and caption the lectures; they would hold on-campus discussions, but then have to come up with online forum replacements).
        - We will need robust support from Disability Services for faculty who have immune-compromised students in their classes. Those students cannot come on campus, but it is absolutely unacceptable to 1) demand that faculty teach on campus, and 2) demand that they devise a remote version of the course to accommodate these students. Such a policy doubles the faculty workload.
        - ALL courses must offer student an opportunity to participate 99% online (assessment should be per faculty instructions) – we have to be prepared for one or more students needing to quarantine.
    - There was also concern about technology gaps for students who'd need to attend virtual classes. There should be support for adequate computer technology as well as consistent internet coverage. Could there be some kind of "internet support stipend"?
    - Classes larger than 25-30 should be taught entirely online is reasonably able to make the shift by fall. One faculty member suggested that all gen ed courses should be taught online so that student exposure is limited to their home college.

- Agree *(Tally: 26 with most responses conceding that it should be instructor choice/preference)*

    - We agree. Our studios have sufficient room for safe orientation of the students work locations. It will be the students' responsibility to have safe practices.
    - I would be in favor of a hybrid scenario in which instruction takes place online and students meet once or twice a week in very small groups to put lessons in practice, ask questions, and for conversation practice. For example:
        - Monday: 1) view this pre-recorded lecture on XYZ 2) do assigned homework on XYZ
        - Tuesday: half the class meets for 2 hrs to practice XYZ
        - Wednesday: other half of the class meets for 2 hrs to practice XYZ
        - Thursday: 1) view pre-recorded lecture on ABC 2) do assigned homework on ABC, and so on and so forth...

- Agreeing Questions/Caveats
    - Overwhelming need for smart classrooms and updated technology. Numerous faculty expressed concern that LSU classrooms did not have sufficient capacity for streaming or recording in-person lectures in sufficient quality for posting online. Simply using a laptop camera and microphone placed on a lectern would likely not capture adequate or video and may not allow for recording material written on the whiteboard.
        - It would be great if the University outfitted some rooms with networked cameras that cover the entire front of the classroom and can be used to Zoom while roaming the board and moving between it and the podium. For some of us, copious board work isn't an optional part of a course. A laptop camera isn't going to work to capture everything someone zooming in will need to see.
        - Along the same lines, clip on (wireless) mics would be useful—and in some cases necessary. Lowering one's mask to be heard in a room with people would be a mistake (potentially increases viral load). Speaking through a mask is likely to be muffled and difficult to understand both by people in the room and anyone zooming in.
        - It would be beneficial for the classrooms to be outfitted with white boards or similar technology where it would be possible to demonstrate construction and design techniques and have it saved electronically so it is accessible to all the students consistently.
    - Most instructors are already exploring options for hybrid teaching. There is concern about the volume of information and consistency of training if classes are split and students only attend once per week. Folks are concerned about needing to reduce content to support separate class populations. Training and equipment for instructors needing to split populations would also be helpful. Additional Moodle resources, especially if the upgrade to 3.7 results in significantly different user interface, will be needed.

- Disagree *(Tally: 31 with 4 requesting online only courses with most responses conceding that it should be instructor choice/preference)*

- Hybrid will be a headache to manage. We should pick one or the other--face-to-face meetings OR virtual all the way. Dr. Fauci recommends fewer than 10 people in the classroom, so I would advise that any class in that boat should be considered to go virtual from the beginning unless there are some serious social distancing measures taken: https://www.chronicle.com/article/Does-Anthony-Fauci-Think/248839
    - It was suggested a number of times that rather than a hybrid approach, the university adopt the alternative suggestion of holding large classes online and smaller classes exclusively in person.
- Alternating weekly attendance is a bad idea. This would be more disruptive than remote instruction unless it was taught like two sections.
- I would suggest studios be in person and all other classes taught remotely
    - LA 1201 will go smoothly with all lectures online. There is no need to have classes in a classroom. When needed by some students, faculty and assistants could have meetings with small groups. The University of Oklahoma is planning something similar for their large online classes that will have supplemental meetings.
- There are also concerns about how this would impact the course overall. For example, this would presumably mean administering exams over multiple class meetings which would take away from periods for lectures or other activities and also potentially compromise the integrity of the exam for later groups. An alternative, which would be to design multiple exams, would place an enormous additional burden on faculty.

- Disagreeing Questions/Caveats
    - It is also not clear that even with the more limited attendance that classrooms would be sufficiently ventilated. For example, CDC guidelines (available here: https://www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html) recommend changing the mix of external and internal air in HVAC systems as well as utilizing open windows and doors in ways that LSU infrastructure may not support. Other studies have looked at rates of transmission within enclosed spaces and found them to be problematic in ways that even social distancing may not completely address. See for example https://www.cnn.com/2020/04/30/opinions/eye-opening-south-korea-study-on-covid-19-sepkowitz/index.html.
    - It is possible that course announcements made on one day may be overlooked by the faculty member in the next session, meaning that students would not have equal access to the information.
    - Under this scenario students would also likely only attend a live class meeting 33-50% of the time, possibly with lengthy periods in-between, with the remainder being delivered online. One faculty member wondered if it would simply be better and safer to conduct courses exclusively online.
    - It is highly likely that a “hybrid” course which uses both in-person and online formats would entail a great deal of additional work for faculty. This could include having to record additional material for the website (particularly in light of the point above), adding closed captions to the recorded lectures to comply with accessibility

requirements, or myriad other obligations. Presumably this additional work would not be compensated.
        - If this additional work does become a reality, certain accommodations such as additional TA hours for each faculty member and/or support from the institution was requested.
    - If the class is split between those taking it exclusively online and those who are attending in person, this could change the format of the class dramatically and limit the options available to the faculty member, since the online portion would presumably be more limiting than what could be done in the classroom but they must teach the same course to both groups.
    - Many instructors would not possess the technological proficiency or familiarity with pedagogical best practices for online instruction to allow them to effectively deliver this type of hybrid format.
    - Many music faculty stressed that a lack of adequate technology is prohibitive for the needs of teaching music online. (Computers, speakers, microphones, and plenty of software)
    - As instructors, it would benefit our students and behoove us, if we were offered an online course about applying such theories as Howard Gardner's Multiple Intelligences and new forms of assessment. https://www.edutopia.org/multiple-intelligences-howard-gardner-video

2. *Laboratories in larger spaces to allow for social distancing.*
    a. *Student and instructor PPE.*

STEM Answers:

- All students will be required to wear a mask at all times and faculty must have the right to:
    - deny entry into the classroom to a student who is not wearing a mask
    - remove a student who is not wearing a mask from the classroom
- Also increased and regular sanitation will need to be performed. Common equipment, microscope eye pieces, lab benches, etc. will all need to be sanitized. Explicit instructions, schedules, and the materials themselves should be supplied well in advance.
- Large and frequently cleaned exam centers would be helpful to have exams on campus. This would allow for everyone to take the exams in monitored conditions at different times, which will allow for social distancing while also reducing cheating associated with online at home exams.
- Students would need to wear PPE (goggles, gloves, aprons and mandatory face masks) and bring their goggles, apron and face masks each lab as we would not be able to store these to avoid contamination by other students. We will need cleaning assistance to quickly disinfect the lab spaces between sections.
    - One concern is sanitizing common areas such as the hoods, balances and melting point areas during lab time between students. The teaching assistant and instructor of record do not have time to ensure that this cleaning is done so it will be on the students. Will LSU provide disinfectant or will we be responsible for ordering?

- I suggest online class for theory/lecture type and only labs being held keeping physical distance and obligate the use of masks and use of hand sanitizers before entering the lab. If the lab is outdoor only use of mask. So, in case of obligation providing masks and sanitizers for students is needed. If the lab is in closed environments alternating days is a must, but if it is outdoor, I suggest to continue as is, but use of mask obligatory.

Non-STEM Answers:

- Everyone in my courses will be masked up (including me) if they're in the classroom.
- There is strong support for requiring masks and other PPE both for faculty and students. There is concern about enforcement.
    - Who is responsible for ensuring everyone is wearing masks?
    - What options and resources are available if students refuse to wear PPE?
    - What can we do to support students who are unable to wear masks (respiratory conditions, sensory disabilities, etc)?
    - How will we support immunocompromised folks in our population (students, faculty, staff, etc)?
    - There is also concern about cost and access for student who may not be able to afford appropriate PPE.
    - Availability of disinfectant and other cleaning supplies as well as protocols for cleaning classrooms and stocking restrooms was also mentioned.
- Is mask-wearing something that I can stipulate on my syllabus? Can I put in my syllabus that any student not wearing a mask immediately fails the course? (Or gets a 0% for participation, since they're actively making the classroom experience worse?)
- LSU should supply masks to everyone, but they should definitely supply masks and training to students. I don't look forward to ejecting a student from a class because they "can't afford a mask" or "didn't think it was a serious thing." LSU needs to lead by example. Show it's important by making masks available.
    - Masks should be available in every classroom, every dorm, the library, and every public building on campus. Here is some scientific data to back up how important this measure is. It comes from an article in today's New York Times, written by two professors at the University of Pennsylvania. https://www.nytimes.com/2020/05/27/opinion/coronavirus-masks.html
- Hand sanitizer and the like should be widely available (in every classroom). LSU has a better chance of getting it in quantity than we as individual consumers do in smaller amounts.
    - free provision of hand sanitizer in all classrooms, hallways, and offices
- PPE for large and small ensembles (bands, orchestras, choirs, chamber groups), all would require PPE and larger spaces in which to play.
- Plexiglass
    - Plexiglass is absolutely necessary since many musicians cannot wear masks while playing.
    - As foreign language teachers, it is very important that our students are able to see our faces and mouths. When I'm teaching, I often say "watch my mouth", "see how the corners of my mouth are back?" or "see how my tongue touches my teeth". I can't

imagine trying to do this with a mask. Could we have a plexiglass shield in front of a podium? Or maybe a face shield would work? Something like this.

Question - Please submit some potential scenarios to accomplish social distancing and reduce crowding in your college courses. Be sure to include resources that will be needed.

STEM Answers:

- Nicholson Hall has a large bay area where it might be possible to hold the PHYS2009 lab with safe distancing. This expands lab space to hold the PHYS2008 lab sections. For advanced lab, more sections could be created (with fewer students), that will ensure proper distancing. In all cases, proper PPE will be implemented.
    - Possible Complications: additional lab sections required additional teaching assistants, and P&A will not likely have enough TAs to cover the demand.
- Have socially distant (within CDC, governor, President of LSU and associates guidelines) laboratories. Multiple labs a day to accommodate the reduced class attendance. Alphabetize the attendees and designate is similar lab space is used by different instructors.
- Mandatory mask 8 feet distance minimal interaction, anything else online
- My classes are smallish (20-30 students), but in some spaces, arrangements would still be needed for social distancing if we do have in-person classes. A mix of online and in-person with alternating or rotating in-person days might work well if the faculty had time to plan for this arrangement. This might also work for labs if providing more space isn't possible.
- If there is no lab in large classes, online teaching is ideal. Hybrid teaching may not be helpful to reduce crowding and accomplish social distancing because they have to come to classes anyway. If possible, lab classes may be held in large spaces or may be broken into smaller groups. if you have two groups, the duration of class may be cut by half to accommodate both groups.
- We plan on teaching most of CHEM XXXX laboratory course online once the necessary techniques are learned hands on in the laboratory (projected prior to midterm). All experiments will be finished the week prior to the week of Thanksgiving; thus, loss of the week of Thanksgiving will not affect CHEM XXX.
    - To accomplish teaching most of the experiments online, we will need assistance from our teaching assistants at the beginning of the semester in setting up and videoing the experiments and recording pre-lab lectures. Access to these videos will be through Moodle. The midterm and final exams will be given online as Moodle quizzes during the student's lab section time and will be proctored by the teaching assistants through Zoom.
- Ensure that:
    - each classroom is properly sanitized before and after each class
    - the number of chair-desks per square footage and separation between them meets the proper standard (in classrooms with individual desk-chairs)
    - in classrooms with fixed seating, seats are clearly marked in terms of where to sit (or students are communicated by the university which seat in which classroom they may occupy.)

    - faculty are provided with the proper PPE and a protective barrier
    - hand and surface sanitizers are provided to the faculty
    - a distance of 6-ft between the faculty and students is required
    - office hours are conducted online, and any document exchange take place electronically.
- CHEM XXXX laboratory is taught twice a week on MW and TTh. During a lab section time, we plan for half of the enrolled students to attend on Monday and the other half on Wednesday (the same will be instituted for TTh students). During a section time, we will be able to spread the students over three laboratories
    - During a lab section time, the maximum students we plan to teach in each room working singly is 14 students with one teaching assistant. By doing this, we can help meet some of the unmet demand as currently 340 students are enrolled in all sections (5 section times) with 53 students on the wait list (we could teach 420 students total).
- Splitting the classes into smaller sections, with faculty teaching more than once per day. Example, a class of 60 students could be split into 2 sections, with 30 meeting in the first sub-section, and 30 in the second sub-section coming in at another time during the day. (We realize this would more than likely be a problem with course conflicts in student schedules as well as classroom availability). Many of our faculty would be happy to put in the extra time to teach extra sections to allow in person classes.
- Run the center 24/7 and only test at designated times, e.g.: 8:00am, 10:00 am, noon, 2:00, pm, etc. with the lab's distancing the student in sets of three computers. The numbers are not repeated in the first three testing intervals because the students are placed in the first, then the second, then the third computer in the trio. After this trio of testing times, the lab is disinfected before the next time slot. No student will use a computer that will have been used before the disinfecting slot. (Kind of like an airliner.)
- For some courses (e.g., TAM 3042, TAM 3091, TAM 3037 and TAM 4044), students will need to have computers/laptops, and have access to the lab computers and programs, internet and Moodle; in addition, students need to be able to collaborate with other team members remotely on group projects.
- One of classes does have a lab with currently over 30 students in each of the lab sections. Given the nature of the labs (group activities) social distancing would be difficult unless you were in a very large room and had the appropriate PPE. Therefore, the experienced faculty is currently in the process of adapting the labs so that they can be accomplished in an online environment.

Challenges

- Course laboratory rooms are a set size, they cannot be "moved to larger rooms" as they are specialized rooms (with sinks, lab benches, hoods, and so on) so they cannot simply be moved into a larger room, so "laboratories in larger spaces" does not seem to be a realistic option. Laboratory classes running at reduced class size is the only viable in-person option for laboratory courses.
- Not sure how this would work, we have limited lab space, and access to only one lab. If resources were made available to furnish other spaces this might be possible, but not sure how we're supposed to move our soils labs when there is only one teaching lab in Sturgis. It would require potentially moving a lot of resources around that may or may

not be feasible. Another option is possibly more lab sections with smaller class sizes, however this creates the same problem we've had in the department of overlapping schedules and space availability.

- We will not be able to distance students 6 feet apart as the width of lab benches is about 4 feet face to face and between the benches students would stand about 4 1/2 feet back to back. If we stagger the students for social distancing, we would not be able to teach 20 students during each section time (100 students total for all CHEM XXX lab sections) which is not acceptable with the high unmet demand for this course. We also have concerns about students waiting in the 3rd floor Williams hallway maintaining social distancing before a lab section begins with a lab section ending. If we have a student who is or a student who lives with someone immune system compromised, do we have to offer them the course totally online or can we ask them to take this course during an upcoming semester as they need to learn the techniques taught in the laboratory?
- Some labs cannot be moved since they require specific equipment which is bolted to the floor. PPE and assigning seats in the lab would help reduce contact. PPE and sanitizers will be needed.
- There is no way to maintain social distancing when students talk to their instructor, including the discussion before and after the classroom. Social distancing will not work during entering or exiting the classroom. A way to improve it is to not let enter students while other students are still in or leave the room. This would at least avoid a collision at the entrance or exit doors. If a room has two doors, there might be a chance to have one entrance and one exit, but I suspect students will not care. Social distance would work if the instructor is in an area where the students cannot go, as usually after the class 3-6 students gather around instructors, homework, exams. We need to remove exams/homework from our doors to avoid our doors crowed by students. In fact, there is no means to tell students not to come before or after a certain time.

Non-STEM Answers:

- Overall—Suggested university-wide accommodations
  - Use fans in classes to ensure air circulation; check into the movement of air in the classroom; check into air filtration
  - Revising the time schedule to allow more time between classes (at least 30 minutes) for wiping down surfaces and clearing air in room, as well as to avoid large crowds in the hallways between classes. This change will probably require--
  - Holding more classes in the early morning, later afternoon, evening --- create a campus that is "open" later and longer --- to accommodate alternating schedules. This necessity will mandate—
  - Providing more security on campus.
  - Longer time between classes for cleaning—10 minutes is not enough time
  - Expanding the custodial staff to ensure that public spaces are cleaned and sanitized on a regular basis. Relying on students to sanitize their own space is a recipe for disaster.
  - Setting up desks six feet apart in the classrooms.

    - Requiring the daily use of an APP: a self-test on symptoms—any individual who has any symptom must remain off-campus.
    - Possible Resources Needed:
        - Hand sanitizer stations inside or near classrooms
        - Disinfectant wipes inside classrooms for students to wipe down desk and chairs upon entering class
        - Students responsible for personal Expo Markers for White Board use
        - Replace exiting water fountains with the touchless- fill your own bottle drinking fountains
        - Disposable PPE Stations and with trash receptacles
        - No touch temperature reading gun stations
        - Virtual Office Hours via Zoom
    - To effectively reduce the crowd size on campus, faculty members should be encouraged to conduct online teaching most of the time with the option of occasionally teaching on campus for closed-book exams, class skits, group presentations, etc.
        - Faculty members should provide their own teaching equipment at home, such as a laptop, internet, and printer, with the option of coming to campus to use the supporting equipment and resources, such as the copier, library, etc.
        - For the faculty members who encounter difficulties in conducting online teaching at home for reasons such as lacking teaching equipment or a quiet work environment, they should be allowed to conduct online teaching in their offices.
        - For the faculty members who have difficulty conducting online teaching, they should be allowed to conduct in-person teaching to ensure their teaching effectiveness based on their course design. If half or most of the faculty members conduct online teaching regularly, then the crowd size on campus would be greatly reduced, which would make social distancing and surface disinfecting guidelines more feasible to follow to ensure the safety of our LSU community.
        - As I mentioned above, as long as the faculty members strictly abide by the university schedule to conduct online live lessons through Zoom, then the teaching quality and effectiveness should be maintained and assured the same as through teaching in the traditional classroom setting.
        - Giving course instructors options to deliver their designed courses either online or as a hybrid or in-person will allow flexibility to accommodate individual courses' study and teaching needs as well as to reduce crowd size for curbing disease transmission on campus for the fall semester under these untypical pandemic circumstances.

- Specific course/college/department answers
    - For the first-year studios, I would increase the number of days spent outside drawing and decrease the number of days in studio.
    - Preference is to assign online recorded or self-teaching lectures that must be reviewed before the actual lab, (for my classes these are typically the first 45 min. to 1 hr. of the 2

1/2 hour class and) and teaching the lab portion in person with only 1/2 the class at school on each of the 2 days of the course.

- I was thinking to have a flipped classroom with video lectures and then in-class sessions. The in-class sessions - if too large - could be phased with just a small group meeting with me at a time, while the others work classwork in studio.
- Our classes are relatively small compared to the rooms anyway. I know that we all agree that in-person engagement is critical for teaching design - there is no substitute. However, here are some ideas:
    - All classes could be taught in their studios, so students stay in the same desk all day. Teachers come to them. This would reduce their interaction with other students and faculty greatly.
    - There are exterior doors in most of our classrooms. These could stay open if it is not very hot to increase air circulation.
    - Keep all hallway doors wide open while people are in the studio.
    - Limit students to one studio desk so we can maintain 6' distance.
    - LA 4001 - 2 hour in-class meeting each Monday for studio, followed by half of the students in class on Wednesday and half in class on Friday.
    - LA 5201 - Meet in class on Tuesday (activities and lectures) and online on Thursdays.
    - No printed material - only digital projections and submittals
    - You have already talked about plexi-glass partitions, designated crit space, upsizing rooms, organizing desks, limiting bathrooms to one person, restricting water fountains, etc. which I think would be really helpful too.
- I will be switching as much of my content online as possible, and class time will be reserved for demonstrations or for students to ask questions. For LA 2301, I will probably divide the class with half students meeting with me the first two hours and the other half for the other two hours. For LA 3401 we will meet outside and can social distance more easily, but we might still split the class in half depending on the activity.
- I envisioned a way to deliver my class in a hybrid format, but it would need to be capped at an enrollment of 50: I could have 25 on Tuesday and the other 25 on Thursday, with the rest of instruction delivered remotely. I was not allowed to cap the class. Long story short: the resource you need to reduce large classes is more smaller classes. We need to start thinking about two different models, all-remote and hybrid. And the hybrid classes must be relatively small enrollment for the model to work. If there are more than 25 or 30 people in the classroom at a time, it's hard to moderate a successful discussion. Group work will be out, for social distancing reasons. Active learning should be the focus if we are asking people to come to class on campus.
- We are currently experimenting with zoom technology to allow more theatrical kinds of contact and production values...getting students into a single frame...more options in terms of tracking movement and view...close ups, medium views, full views...while still keeping audio quality..etc. My suspicion is production artists are working on these things as we speak as the need has suddenly been magnified. Other issues such as intellectual property, fair use, security...will now fall under greater review as usage proliferates.

- I will learn better over the summer about the potential to do scene work effectively using the zoom technology. My plan is to start the term with lecture/monolog work which can be effectively done online and hope for a return to hybrid classroom work by October. I will have a contingency should that be a too optimistic projection, but that would be a best-case scenario to ensure a quality experience for this class.
- I am considering splitting my classes in two and they only come to physical class once a week. I would teach basically the same lesson each day and film it, and on the alternate day when students aren't in the classroom, they are expected to watch the video and submit notes on reflection and improvement. It's not perfect but it could work. I will need to adjust the curriculum heavily to account for repeat of lesson plan. ALSO: I am investigating masks that have a clear plastic film over the mouth, allowing anyone to see the mouth but it is still breathable. I think that we may need to require students in an acting class to purchase these masks. What I am finding is that they are $11 each. It's either that or the learning classroom would be very difficult to teach acting in.
- I am working on flipped classroom instruction, providing lectures online and reserving class times for in-person activities like discussions and activities.
- My class capped at 50 will be built entirely online. To break up the Moodle book monotony, there will be class webinars with guest speakers. Each student will be required to attend a certain number of webinars to be successful in the class.
- I also spent the previous semester working as a writing mentor with CxC in Studio 151. In our transition to online support, we managed to move all writing consultations online via Zoom without losing any of our functionality. Likewise, in my part-time work with the Academic Center for Student Athletes, tutoring services moved online via Zoom and did not materially suffer.
    - We have the technological ability to hold both synchronous and asynchronous online classes depending on need, assuming that the university adequately supports access to technology for both students and faculty.
    - Some courses involving laboratory work may in fact need to be held in person with appropriate social distancing, but the vast majority of courses will not benefit from the kind of classroom environment we will be able to provide at this time.

Challenges

- There is concern that our lab spaces have specific tools, technologies, and support spaces that make it nearly impossible to move lab instruction elsewhere. Classes that require lab equipment may need lower class sizes and possibly more sections. There is also significant concern about keeping lab spaces disinfected and safe. Who does that work? How long will it take to clean all tools and spaces between shifts? Do we eliminate projects that typically require people in close proximity to accomplish (lifting and carrying heavy things, partnered scene work, choreography, etc)?
- Erection of Plexiglass barriers in front of lecturers in all lecture classrooms. For seminars and discussion sections: use of plexiglass barriers between individuals, as we see now in nail salons and some restaurants.

- The lecturer/discussion leader cannot wear a mask (faculty should, of course, wear masks when not leading a class). Masks muffle the voice; facial communication is important for communication. Instead of a mask, the professor should stand behind a clear Plexiglass screen. We will need such screens in all classrooms.

Other Faculty Suggestions

1. Shutdown Greek system for the semester
2. Continue to have robust and responsive IT support
3. Library support including access to materials for courses taught online
4. Plans for football/Athletic tailgating and other events
5. Improve Annotation tool in Zoom
6. A wish list:
    a. Extended (7 am – midnight) hours of EXPERT FTC support (along the lines of LSU Online live Zoom support) for all IT-related instructional support. (In March/April only online chat and limited phone support from FTC was available and only during normal business hours, which was not sufficient).
    b. Well-functioning, fully updated and compatible with each other Moodle and other software platforms/packages. In particular, current Kaltura version must be compatible and fully supported by Moodle (or vice versa).
    c. Create Moodle courses for the Fall semester by June 1, so that faculty can start building their courses online early.
    d. Provide a summer stipend for instructional faculty to work on the Fall courses during the summer months. Well thought out remotely taught courses will not just happen, they need to be prepared, which is extremely time-consuming and requires a lot of learning of new material delivery techniques, being trained (taking a course on online teaching, etc.) and researching the best practices. It takes time and no-one should work for free. This would boost the morale and show the faculty that their efforts are not only needed but also valued.
7. Focus on the fact that there can be cheating and not a real feel for what the students truly are learning. How can academic affairs help with getting a proctoring system in place to ensure the grades truly reflect the student's knowledge base?
8. NBA / NFL / SEC should be coming up with some guidelines for which we need to make sure our athletic division not limited to football, basketball and baseball students are taken care of.
9. I think one of our biggest problems will be the smoking and vaping on campus and the real possibility that secondhand smoke, and especially, vaping aerosol, could easily spread the virus.
10. What actions are being taken to develop guidelines and best practices for participation in and hosting of research conferences and public programming for the fall? Numerous groups around campus hold public events and faculty have questions about their ability to travel to professional conferences and other opportunities, are these being addressed as part of this process and if not can a group be established to look at these issues?

11. Can faculty also request to cancel Fall Fest?
12. When classes were first being put online, the university paid people to develop those courses. But now we're potentially being asked to do that for every class, for no extra pay, and for classes that we would never want to put online (let alone teach again). This all equates to a vast amount of wasted effort. How will that play into our annual reports?
13. I would urge the University to adjust PS22, which currently states, of a student seeking excused absence, "The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence." COVID19 symptoms are often not severe enough for a student to seek medical attention, and the symptoms--if they appear at all in infected people--can resemble other minor illnesses. As we know from regular course instruction, students will often come to class when they are ill if they think they are not ill enough to get medical documentation to excuse an absence that will penalize them. Under the best of conditions, this spreads cold and flu through our classes, but now it carries additional risks. I would urge the University to either suspend the documentation requirement from PS22, or issue a form that students can complete, asking them and a witness to attest to their illness, if it is not severe enough to merit a doctor's visit (or if a doctor's visit is not, in the interests of public health, safely an option). Another option might be to require courses to allow up to two weeks of missed classes without grade damage, but this feels more problematic to implement. It might also be worth considering extending this policy to students who live with someone who is diagnosed with COVID19 or demonstrates presumptive symptoms in the absence of a test. Students have been trained by a culture that is widely suspicious of ill health as a reality, and they see it as heroic somehow to come to class if they are functional but feeling poorly. In the interests of all our health, this needs to stop in the fall. Students have to feel that they can stay away from class when they are ill, without fear of it affecting their grades.