Executive Summary

This report includes all input received during and after the Strategic Planning Forum. Post-forum comments are separated from breakout discussion input. Comments reflect the following themes:

- Support for non-academic issues, specifically wellness, mental health/anxiety, burnouts, zoom fatigue, food insecurity, financial (aggravated by loss of jobs), student and family health, physical disabilities, childcare, availability of a place to work, and accessibility.
- Difficulty in keeping track of students (e.g. students ‘disappearing’ after going remote)
- Importance of accommodating and recognition of nontraditional student population.
- Financial concerns (job loss, inability to get financial assistance due to citizenship status)
- Support for international students (time difference, connectivity, textbooks if abroad, ability to travel, quarantine, language barriers, SEVP clarifications, VPN use).
- Faculty-student communication (e.g. responsiveness to student emails, communication of expectations, difference in experiences and utility of Canvas)
- 24/7 support (e.g. tech, counseling)
- Availability of resources (e.g. laptop, internet connection, WIFI hotspots, software, utility of outdated technology by faculty, OER, tech support, how-to modules/resources).
- Access to space (library, labs, buildings with WIFI etc.)
- Synchronous v. asynchronous benefits and/or concerns
- Strategies to engage students through technology (e.g. nuances in discussions, fears of being misunderstood amplified due to remote environment, concerns of privacy)
- Importance of social interaction, connectivity, community feel
- Continuation of experiential learning (service learning, global engagement, field experiences, practica, internships, externships, FUSE, volunteerism)
- How to go digital when it comes to performing arts?
- Continuation of research efforts
- Administering exams
- Rigor and distance education
- Reevaluation of the tuition/fee structure
- Reevaluation of student evaluation
- Student (and community) listening sessions and proactive feedback solicitation
- Importance of flexibility (deadlines, grading, timed quizzes, and working hours)
- Increased workload for faculty, staff, students
- Faculty, staff and students directly affected by COVID-19
- Health and safety (e.g. availability of PPE, sanitation, vulnerable populations)
- Communication (transparency, frequency, medium (email v. texting v. social media), timing, information overload, who gets what information when, town halls)
- Clarity and transparency about returning to campus in fall and the course modalities.
Topic 1: Remote Teaching & Learning: Continuum of Effective Practices

Question 1: What do you think are the most promising remote teaching and learning ideas?

- Student engagement was the biggest surprise.
- We appreciated the extended spring break to allow preparation time to get ready for remote and synchronous delivery requiring attendance is helpful.
- Face-to-face via Zoom (not just their name helps to build Interaction with students Discussion boards, instructor presentations delivered online Students like using video technology when submit assignments, able to bring outside stakeholders to give feedback to students, expands network connections with outside parties
- Technology is there to have instructors be present even if not in the same room helps keep connected with students
- Able to reach out to more students that are not located in the area
- Videos were very helpful when reviewing information, students were able to add comments and instructor was able to respond to them.
- Canvas etc. was very useful and having different ways/tools to interact with students, tend to be more engaged with students
- Transition - appreciate the power of media and live performance, feel good on creating content, how do you recapture the live action of human beings in a classroom - even in zoom, not having the same sense of community. The shy ones tend to hide even more, is there a policy that will give rules on how to engage
- One teaches full online and one thing that has happened is that this is becoming more normal, students are becoming more adaptable and this becomes more promising in the future.
- How do you get students engaged - one uses the zoom breakout rooms/groups and use the zoom to conduct their own class and it encourages them to discuss, allows a little less guarded. They must record and share back.
- Would like to know what zoom can do additionally - need to be educated more on it
- Tons of resources, students have a pro account along with faculty - they are not limited - how do we educate everyone on zoom
- Learned how to use the zoom whiteboard, very helpful and easy to use.
- Online office hours, individual zoom meetings, breaking down individual concepts to focus, having lectures in bite size pieces is better for faculty and students, having students give online reflections and feedbacks.
- Art courses are difficult and challenging how do you teach someone to paint online.
Remote Teaching & Learning: Question 1 - What do you think are the most promising remote teaching and learning ideas?

- Video responses to each other seems to work much better than text responses.
- Developed Zoom study groups meeting each week that provided support beyond the instructor for check-ins
- Zoom's ability to work with grad students 1:1 or a collaborative group and ability to see things together at the same time for discussion
- My plan is to design my classes in a more module way, to offer my classes asynchronously with opportunities for students to also work synchronously
- Students appreciate faculty office hours and the ability to connect 1:1 with their faculty
- Using online office hours worked well for students vs. waiting in the hallway to meet with a faculty member in person if on campus.
- Grateful that it didn't hit sooner, so we had an opportunity to know each other before everything happened. So it made transitioning easier. Is thinking that means a blended experience is best scenario.
- I appreciated when a professor would engage with comments on discussion boards and feedback on assignments. I can tell what professors were super engaged. That's where I was more engaged because I felt the professor was engaged.
- VidGrid was most useful. But the analytics show how few watched. But those who watched did well.
- Zoom was best from student perspective. The interaction was good to see each other. The professors who just pre-recorded videos I was less likely to do.
- Opportunities for guest speakers and bringing people together from all over the region/country
- Service Learning projects via zoom / opportunities to work with wide variety of partners
- Equalizing factor with online environment. Students able to find their voice more easily
- More people willing to speak and be heard when using Zoom
- Incorporate different materials because not constrained by class time
- Using online services to bring forth concept of teaching people how to learn vs. simply delivering content in the classroom.
- Being able to interact in contextual and meaningful ways is helpful.
- Able to intercede with students at times/places that are most helpful for students.
- Breakout rooms are great in Zoom for classroom use.
- Expand Zoom features to help facilitate students relationships
- Create a structure, recording lectures with message boards.
- There is an opportunity to develop better online teaching methods.
- Any alternative online platforms available? Web X, Ultra, etc...
- People are using Canvas more and that is good!
- Hybrid model has lots of potential
- Experience at prior university made hybrid model difficult
- Online version and in person version of teaching the class
Remote Teaching & Learning: Question 1 - What do you think are the most promising remote teaching and learning ideas?

- Can't do the same thing in person and online, so basically taught 2 classes, added a ton to the instructor's workload and wasn't good for students
- Don't want to lose the character of UNO such as service learning and engaged learning, and hope we don't lose that in Goodrich, small student cohort, and hear from students that synchronous teaching is essential, especially for first-gen students
- A lot of teaching mode is based on faculty preference, but synchronous is very important
- TLC experience - one professor suggested teaching remotely but having students volunteer for outdoor experience on campus (pep bowl) for social distancing and building relationships. For those not comfortable with that, can have a different experience online with Zoom or email or phone call.
- Not just one tool; instructors need flexibility in what tool they use to satisfy learning objectives. Important to have a tool chest to pull out right thing at right time and integrated into LMS so can get to students in a uniform fashion.
- VidGrid was something I wasn't as familiar with but was really happy to learn it. Also appreciated the statistics for students' access; used the statistics for part of the participation points. Accountability was key.
- Synchronize and asynchronous classes, VidGrid, google slides were extremely helpful.
- Switching to online, zoom format, it created a level playing field for students. Shyer students seemed to be more engaged.
- Felt beneficial that I had already had build a rapport before we moved to an online format. Trying to think of how I will create that relationship once we move into fall semester.
- Recording classes to allow them to be able to come back to view
- Using time for students to come in and talk about what they are learning vs. lecturing over zoom
- Unexpected need they all found for having to be more accountable for their education/being an active participant in their education (feedback from students)
- Taking into account different learning types, having to be more aware of these need and being intentional (i.e. visual/audio/interactive)
- One size fits all doesn't apply in general and we are more aware of it online
- Zoom groups | zoom study groups
- Zoom works for 1:1s & group discussions re: graduate level
- Take away-shorter presentations and making sure everything is accessible on canvas and using it as the facilitation tool, allowing students to do video responses;
- Zoom recordings as student responses and post to canvas; students have enjoyed video responses instead of just text;
- Breaking up comments between video and audio can be engaging for students and faculty
- Providing feedback via video is a good idea too;
- One faculty member's students shared they look at video time and like the shorter videos
• Tech makes us present and helps us engage students.
• Less engaging courses haven't utilized appropriately to make engaging for students and capture attention and interest.
• We should start to focus on teaching the tools more so faculty can better engage and interact with students. This should be a focus.
• Better organized and visually engaging - don't just do the basics.
• Post Vid Grid announcements, not just written announcements. Think about the visual factors of different learning types.
• Assign student work for other students to review to try to keep students engaged.
• Announcements being used regularly. Communication was a big deal. The extra efforts gave students stability.
• Professors flexibility, students came with home responsibilities that are competing with the class environment.
• The keep teaching website was a very useful resource. Updated content was important.
• Build personal relationships while being distant. e.g. Wear a t-shirt that is passionate of yours. Bring a cup that represents you.
• The faculty deserve some recognition for the collective forward with distance deliver.
• Graduate students overwhelming responded from the support from instructors.
• Key issue is engagement.
• Fear of losing students participation.
• Importance of use of chat rooms, discussion boards, short surveys. These help us to keep students engaged. Continual exchanges with students.
• Sourcing of content from everywhere. The world becomes resources we can use to facilitate learning.
• Starting with learning objectives from video and working backwards from that.
• Engagement is critical, finding ways to keep them connected.
• Daily one slide power point presentations to keep them active in their learning (from the Atlantic article)
• Zoom sessions for office hours was effective.
• Giving students choices and flexibility in both types of communication, but also in general with teaching, has resulted in creating interactive conversation. The ability to take part in things they couldn't do based on location.
• Broaden our reach internationally--work with partner institutions and explore ways for our students to engage globally.
• Learning new technology and zoom. Don't want to jump in without practice first. Need to find a way to still get students outside and engaged while using online resources to teach.
• Still only hear so many voices. nice to use zoom and the chat window. hearing more voices. benefits to hearing from more students.
• I like to see faces on video.
Remote Teaching & Learning: Question 1 - What do you think are the most promising remote teaching and learning ideas?

- Multi modal in teaching and learning. Students can pick and choose their learning - sync/asyc, video, chat, reading.
- Flexibility and range of options employed and available through the different tools that we have. Not everyone is "doing it" the same way.
- Great support from the Digital Learning folks.
- Create space for faculty to communicate with each other. We need to see samples from others of what works and what doesn't.
- Keep Teaching and Keep Learning guides are very helpful.
- CBA-affiliated feedback: Overall increased attendance in events, which was a surprise
  Intl Studies affiliated feedback: Flexibility in everyone’s lives is perceived to be appreciated. Students that this person is teaching appreciate the asynchronous on their terms and timeline.
- Concerns of moving to asynchronous? Discussion that takes place in the classroom is really valuable. Concern is that the same level of conversation and exchange might not look/sound the same. There may be a disconnect between postings online and losing the visceral contact.
- Concern about losing the ability to address modern/every-day challenges and impact in class via spontaneity.
- Liked "live" discussion with instructor and peers via distance.
- Small groups help to build connection with students
- Asynchronous lectures are a great option.
- There should be Face to Face early and at the end of the semester...for closure and evaluation
- Asynchronous conversations rather than written discussion boards (prone to misperceptions if people say things that are nuanced)
- Consistency across courses from instructors (platforms, etc.)
- Important and helpful that teachers use consistent platforms for the convenience of students. Time to get everyone onto the same platform was NOT while figuring out how to take the campus remote – everyone should already be there.
- Zoom allows for more guest speakers/cross share instructors with other universities.
Post-Forum Input:

- I liked hearing the idea of modules rather than long lectures on zoom and using zoom time for group activities. Also, recording any presentations keeping in mind that students could be ill or in a different time zone and may need to listen at a different time.
- Encourage (and fund!) OER for faculty to eliminate costly physical textbooks.
- I think having more hybrid classes will be beneficial in the long run. Our students need flexibility, and this will hopefully provide more of it.
- Some of the most positive feedback from students included classes that sent videos/lecture ahead of time with attached quizzes with ""class"" time serving as ""lecture"" and ""modified office hours."" Students felt comfortable being able to have direct access to the faculty member and could ask questions directly.
- Breaking the longer classes into smaller segments of class on consecutive days.
- Students being assigned to small groups for consistent breakout sessions that afforded students the opportunities to feel more comfortable speaking out in ""Zoom"" or remote classes, in addition to offering peer accountability/connectedness.
- Incorporating global connections into the remote classroom.
- Honestly when I personally took online courses for my degree, the ones that went best were those in which the professor took up an active role in facilitating written forum-style discussion of the topic. This allowed us to dig deeper and have better understanding of the material.
- I am surprised that the word research doesn’t enter any of the general topics. What about the students who want to be involved in research and learn invaluable lessons performing experiments? How can we provide these students with meaningful experiments? There are multiple ways and AAAS has many ideas. Do we engage our leading researchers on our Campus to learn from them? Or are we gearing up of becoming Dodge High again as UNO used to be called?
- Developing clearer indications of differences in course offerings: synchronous, asynchronous, limited in-person, etc. That provides clarity to students and instructors.
- No idea. It’s not been a pleasant process.
- We need to explore a category between the "001" (face-to-face) and "850" courses (remote) as an official category. I think a strategic look at hybrid classes is in order.
- C/NC flexibility is very important to students who are under pressure to maintain GPA.
- Explore new technologies to see what works best teaching remote or online. Make available during the summer short videos from UNO best online teachers who could share with us their success stories, best technology tools, best practices, assessments etc...
- More online courses being offered to increase enrollment
- Breakout rooms in Zoom have been very beneficial for many class exercises and discussions.
- Video conferencing; use advanced features if needed.
Remote Teaching & Learning: Question 1 - What do you think are the most promising remote teaching and learning ideas?

- Have course videos short (5-10 minutes) that cover one concept and then embed this with short quizzes that students can retake as many times as needed to master the material. Get rid of long videos!
- Being on campus.
- We have to realize that not all courses are suitable for remote teaching just because we did it should not be interpreted to a method to be adopted on a permanent basis.
- We can maintain normal class sizes despite social distancing protocols.
- In physical science labs, we have the ability to teach/exhibit experiments that are either too expensive or too dangerous for in class settings by using computer simulations. One example is radiation experiments. "
- Using Zoom and Canvas. Many of my students commented that their professors rarely use Canvas (including as we moved remote). This created a lot of communication issues, they were unaware of grades, and did not align with other classes.
- Using synchronous meetings on Zoom with breakout rooms
- The use of technology to connect students and faculty in real time.
- Reach, though this is also a substantial threat, and innovative teaching methods and assignments.
- Hybrid models
- Utilizing Zoom, Flipgrid, and other technology software to support the remote curriculum.
- To connect with the community and people who you have no serious relationships that look different from you. Also, learning how to develop 15 minutes video so that the presentation is focus for the audience.
Question 2: What could UNO do to provide better support to faculty teaching and learning?

- Shiny backdrops and tricks to get their pets to do cameo appearances. This will raise attendance. Seriously, making sure faculty have good tech. If they’re an adjunct, using the computer they bought as a student 6 years ago, some of their students have better computers than they do.
- Time for preparation, increasing reliable connectivity as well as hardware for students off-campus.
- Student-support services needs came out during classes and professors felt ill-equipped to handle those mental health/anxiety that presented in class. How can we have a system or training for faculty to best help students with these issues?
- Keep teaching site has been great.
- Guidelines for students regarding professionalism...if students are drinking/smoking online, how do we handle this?
- How can we handle labs?
- CFE a great support for faculty in teaching and learning
- Digital learning team very quick in responding, giving guidance where needed
  Team was also very great in assistance in training
- Helping faculty understand and maintain the momentum to help faculty in the future with items we may not be aware of in the future.
- Redesigning of how to give exams to students for online environment and how to do assessment
- How do you figure out on how to get students in the real world environment that they need
- Suggestion - think about the center of faculty excellence website - make it easier to navigate - lots of information, not easy to find information on it
- Teaming - wonderful to go to website and get resources, have a person or persons to help
  - can be a mini campus activity - virtual cross teaming
- One of the things like to see is a virtual lunch and learn with other faculty that have done some best practices and have times to ask questions - schedule times for drop ins - there is a drop-in zoom room
- Useful thing was a small group that met on zoom and the more experienced faculty shared their experiences and knowledge of zoom
- Is there a step-by-step or examples of zoom/remote learning/canvas without the live action process???
Remote Teaching and Learning: Question 2 - What could UNO do to provide better support to faculty teaching and learning?

- Would be nice to offer up the intro to digital learning course that is offered to the faculty who receive grants to share to everyone
- On the student side we may not be supporting those that don't usually have online/internet at home especially things like internet connections. Knowing where to send students to IT, digital learning group, it is a challenge for both students and faculty.
- Having issues with a publisher to get online textbooks.
- Quick shift to remote, assumed everyone could do it with hardware, software, etc...more support with technology hardware ensuring everyone has what will run the software
- Software training - how to use VidGrid, Zoom
- Remain sensitive and aware that faculty and students have varying internet reliability and service, i.e. students may fall off the Zoom sessions and affect learning
- Ability to access Wi-Fi, especially when others in the home are using the service
- Offer additional teaching support, particularly for large or intensive classes
- Some students had technology issues, so I had to rearrange some of my courses, but UNO has done a great job helping support those students who need technology assistance (e.g. laptops to use)
- Some classes had a heavy focus on group work, which made it challenging to connect with peers vs. meeting in person;
- The motivation was more challenging for my daughter with remote/online work since she thrives on in-person interaction
- Find ways to get peer interaction to connect and stay/be engaged
- Be aware of students' mental health and wellness with remote/online, will help with retention
- Some students dropped off and were not engaged with the online environment - some told me they were struggling emotionally, personally – and appreciated me (faculty) asking how they are doing and what would help them be more engaged
- Being engaged is more important now than ever
- UNO has so many tools to support online learning, such as Canvas notifications to connect with students who may have forgotten an assignment - it would be great for more faculty to learn about these types of tools to connect with students
- A lot of communication coming at us ... it's hard to know what to read - it is useful, but there is so much to take in - simplify resources to make them useful
- My classes were small, but personal connections take time and can feel like a burden - acknowledgement of the time it takes for connecting is important
- Look for more ways to support students outside the classroom, even in this remote/online environment - student support can leverage their services to assist more
• The Keep Learning/Teaching - someone did a good job. I found it useful and something to keep doing.
• Also, the communications from administration were very important. The top is modeling courage and a good focus on the future. I do the best to do that, too. It's good to be a teacher because there is something you can do each day.
• Extended deadlines were appreciated. Allowed me to be more flexible with students.
• Opportunity for students to get outside of themselves and learn something new. It was the same for students to try new things. Makes things more dynamic even though it was through Zoom.
• Teachers mentoring other teachers.
• Amazing support!
• More screen shots of well-done virtual courses. Examples of layouts and templates of high quality online courses.
• Support for creating high quality videos
• Support for individual faculty needs beyond the standard tools available (media, platforms for performance art). Standard tools are great for 95% of requirements, but specialized support for the other 5% would be helpful.
• Support for non academic issues. Faculty are being approached with these issues more than ever (financial, food, etc). List of resources and specific people to contact.
• Wireless connectivity even with faculty/staff has been inconsistent. Some struggle with reliable wifi connections.
• Kudos to members of university that have been sharing technical tools and tips
• More teaching about our resources available to faculty.
• Every student needs to have access to this technology, some do not, more investment in students needs for equipment as well.
• Great tool is to have technology available for quick polls for interaction.
• Zoom for Dummies.
• Video editing software would help faculty develop lectures in a more professional manner.
• Provide all students when they start UNO with laptop and hot spots for connectivity.
• All textbooks digital.
• Rural areas are challenged with bandwidth capacity for faculty and students.
• Weekly hard-drive drops for student in the mail. Load a entire course on a hard drive to help with connectivity issues.
• Foreign language instructors who are worried about teaching online. How will it make up for the in person connection.
• Funding for Faculty development.
• Uncertainty slows down how the courses should be taught online.
Remote Teaching and Learning: Question 2 - What could UNO do to provide better support to faculty teaching and learning?

- Student code of conduct rules are still relevant for online learning, reminding faculty the process is still the same.
- Also, faculty members understanding what they're decorum online should be.
- Jump to learning online was so quick that many were likely unprepared
- We're all still learning how to excel and not just "do"
- The list of needs will change and grow due to limited experience
- Realize that it takes time - almost double the time as in-person
- Deadlines stay the same, despite additional work, and everyone's struggling
- Provide support, make deadlines more flexible; provide some grace to faculty
- Get bombarded with little requests that take their time
- Requests from adjuncts and students both have increased
- Technical support has been good
- The technical support team has been very responsive; everyone's been very responsive; everyone's adding to their lists
- Very difficult to respond to all faculty, student, administrative, etc. requests. could experience more in Fall;
- More about signals from administration that we can and will handle this and will work through the challenges so that faculty can focus
- More course development grants. In our college, have been notified that there won't be distance education mini-grants. These grants were generated from tuition revenue. More faculty will be looking for these course development/maintenance grants to help give additional incentives to improve courses.
- UNO's doing a great job of putting resources out there for us.
- Time is a big factor because you're trying to figure out how to do things in a new format and different way. This takes more time. Have to make changes. Different way of doing things when going remote. Until we get used to these differences, it won't be natural for us.
- Mention of time reminds of comments -- getting access to tools earlier, particularly for part-time faculty. Trying to build ... the earlier the access can be made the better for instructors.
- Some support or someone to produce or edit videos would be awesome!
- Definite answers on if we are going to be on-campus in fall. The course prep is much different for socially-distance courses vs. face-to-face vs. online. If I knew I was teaching a remote class.
- The grants -- the calls I've seen have been for online class support not necessarily remote classes. Would be helpful to have grants specifically for remote course building.
- In terms of incentives ... provide workshops and incentives for faculty to attend. If there is a financial incentive, may make time to attend. Had some of that this past semester.
and guess now this is something that could be applicable to this type of learning needed to do.

- See colleagues who would be more open to attending if there were attending, especially for adjuncts. Hard for adjuncts to work on this as compared to full time people.
- Add training to Zoom for preschool teachers because it's a first for staff members there. On the other side, as a student, whatever the teachers give us, this is what we learn. Need Zoom training for lead preschool teachers so can be prepared if this happens again.
- Felt well supported, all questions were answered questions quickly. Many sessions and training were provided.
- What kind of support did you seek out- Went to sessions on how to use Canvas, learned about Vid-Grid. Daily lunch sessions on topics like how to used breakout rooms. Also called IT to ask specific questions.
- Global internet issues, there were greater internet pauses when people were overloading the internet. (there were about 25+ students. Time of day the internet has issues especially in the afternoon.)
- Our department IT and info coming from the university was helpful
- Learning how to use VidGrid to create screencasts, embed questions for the asynchronous portion of my course
- Getting help with setting up Zoom and all of the resources a host can use
- Support has been really great when needed
- Canvas site was easy to walk through
- VidGrid was great
- Tools I was hesitant to use before I became more comfortable with
- Adjunct faculty are using their own technology which might not be as equipped to fully use tools made available
- Some faculty given tablets to use which didn't work well to poster board was used and photos taken
- Since doing more recording/posting/sharing, greater clarification around how this impacts FERPA
- How does this impact intellectual property and protecting it?
- If we will be doing a lot of online teaching it is really important to communicate that everyone understands the translation from in person to online, it isn't just 'putting your class online". We can't just take the text and post it or record some lectures, much more needs to go into this
- Continuing to provide support for faculty in incorporating SL and experiential experiences
- Help in developing meaningful online work that isn't busy work
• Keeping our students with disabilities in mind, how are we supporting them in this transition. Not all plans apply well to all students needs. seeing more and more needs in this space, how do we address this in a virtual learning environment?
• We also have to not make assumptions that all have access to consistent and adequate internet (students, adjunct, etc)
• How do we deal with international students that might not be able to physically come back in the fall (time differences, access to internet, etc.)
• Improve hardware & software support needs (Making sure everyone has up-to-date hardware to appropriately; Students with varying degrees of technology; Ability to access wi-fi while others in the household are using internet; Directions on zoom groups; Vidgrid)
• Providing tools that help students to be more tech savvy but also meet them where they are;
• Roaming IT person who can teleport into class on demand;
• Balancing the chaos of own home and keeping up with teaching (managing tech was easier than this);
• Managing change in students' needs-how to be flexible with students navigating own issues at home during this time (having empathy but also high standards; empathy but also equity), several students struggled this semester with moving online and supporting parents losing jobs etc., some faculty struggled with supporting accessibility needs of students e.g. extra time for tests etc.
• Need strategies for remote learning and supporting with accessibility service needs, some students needed accessibility service support once we went online
• It would be helpful to know what is happening during this time in other colleges and even practicum/field experience sites-share info and resources and ways of support (how can colleges support each other)
• Strategically think about alignment outside of the college and how this support helps other colleges or community partners etc.
• Add into the communication that faculty are human too and experiencing issues, struggles etc.-communicating the need for more understanding for all involved
• Set expectations for technology that students need to have ready for the semester (i.e. does "be web ready" mean you just need a phone? need to be explicit)
• Making sure that the administration provides the technical support for this, including specialize equipment and infrastructure. Both in terms of hardware
• I need better internet connectivity than I have at home. I would like to be teaching from campus.
• International students may face time differences. Zoom recordings, create big files. It took 45 min to upload a file for students.
• How do we move to the fall intentionally so we can
Remote Teaching and Learning: Question 2 - What could UNO do to provide better support to faculty teaching and learning?

- Faculty know what resources they need so getting them access to those resources even with extra expenses are worth it. They know students the best so wide access is important.
- More training opportunities to better learn the available resources and to play with the software prior to integrating.
- Need to provide part time instructors with the content and not asking them to build from scratch.
- Need to work on helping to reach out to students that disappeared when we went remote. Spent time tracking down students that could have been used for teaching and I am not a counselor.
- Identify and reach out to students that are missing. Also broader options for pass/fail. Less grade pressures.
- Focus should be on are you learning rather than grades per se.
- Appropriate early alert system using MavTrack and wrap around services for those that are struggling or disappear.
- Need stronger infrastructure with higher demand, especially wireless and making sure that students have access.
- We need to fill staff positions that were lost to moves because some work will be delayed or may not get done. Harder for fewer staff to carry out same amount of work.
- Teachers who haven't be in the heat of remote learning are looking for support to understand how to do this in the future, whether it is due to this pandemic or just simply having to teach an online class for the first time. Possibly faculty support and funding for development in this area. More opportunity to plan how to make class engaging would be helpful - recognizing time in every way possible. Communicating how policies (code of conduct) apply in an online setting would help navigate different situations with or between students and vice versa.
- Are there resources to assist faculty with getting more comfortable speaking to the camera...? Tips and tricks?
- Undergrad it is critical that there is a back and forth with students - resources that assist and facilitate with that.
- Provide workshops on different things (like speaking in front of the camera).
- Find a way to get better feedback from the students. Many have never taught distance ed. and are finding it difficult to get student feedback.
- One faculty shared an extra feedback survey that she did through Canvas. Is there a good way to incentive without offering extra credit.
- ACE evaluation is specifically designed for face to face, so are we even getting the correct feedback.
• Not everyone has the right set up at home. Having a good camera, good microphone is important for engagement. It makes a difference in the quality of the interaction.
• We had to pivot very quickly and not everyone knew the technology. Maybe have a bit of a tutorial where you show someone what you have been doing this semester and ask for feedback. That would also create a mentor-mentee relationship between faculty members.
• Quality matters. Certification for building online content. As we move forward, that could help faculty find ways to improve their courses and programs. Maybe instructional design could help with this? This is an external certification that faculty could work towards.
• Continue to offer the online training sessions for faculty. They are working for faculty and improving engagement.
• Consider adjusting the course evaluations
• Covering faculty illness? Do we have plans in departments, programs, colleges or UNO wide? If you fail to plan, you plan to fail. There could be a framework that could then be customized for individual departments/programs. Might need to consider what would happen if multiple people are sick? One idea is to have everyone have a back up person for their courses.
• Looking for ways to bring international/global connections into classroom (connect with Ed Abroad and virtual learning)
• Give faculty some time or funding to get things sorted out.
• Field labs and visiting with others to see how they do it. How can we do things here with labs?
• Building on cohorts here. Mentorship and teams. Knowing who we can call on people for advice. Build community of practice. Connect with others with similar issues.
• Give examples of short tools or surveys about student issues or needs at home. are you caring for adults or children so we know what the students are going through and can support them effectively.
• Support from IT was very good! Where can we send them pizza?!
• Instructional designers are easy to work with and establish relationships with. Some subjects, especially gen eds, may want specific IDs assigned to those areas. Continuity across time for specific courses with multiple sections, multiple instructors (fulltime and adjunct), etc.
• Embrace adjuncts and make sure we learn from them and keep them involved in the teaching team.
• Establish systematic ways to share best practices.
• Juggling of technology can become overwhelming quickly - example given is merging and unmerging breakout rooms in Zoom.
• What is the right balance for accountability, quality, and support? Mentioned peer mentoring.
• Students appreciate taking a task/assessment multiple times due to any sort of time restrictions. Students, based on this participant, shared that students feel a sense of anxiety when under time constraints.
• Getting support/feedback from Center for Faculty Excellence has been a crucial and impressive for navigating these times
• Shout-out to Erin King was repeatedly referenced by multiple participants
• Some students enjoy asynchronous material but also appreciate a paced/”regular” content to learn in the course.
• The “hits” on the Keep Teaching/Learning have been promising and positive. Additional reference to hopefully this continues to go on for support to faculty, students, and staff.
• Concern mounted about recent news about laying off of staff. Allegedly was regarding IT staff.
• Need enhanced video tool that is more similar to imovie, with transitions, etc.
• Approval for new online courses should be expedited.
• The terms for face to face, remote, distance is still not clear.
• Zoom & other technology are fabulous. More “How to” videos on things like recording a vid-grid.
• Video is great for ESL students, students are also often ahead of faculty regarding technology
• Drop-in online “how-to” office for faculty. Can the library help with that? Does ITS have open ask time?
Post-Forum Input

- I'm not a faculty member, but maybe training on different tools. Everyone (faculty/staff, and students) are having to learn new programs and tools quickly - not only for work, but grocery shopping, etc...
- Please allow all the unfilled staff positions to be filled immediately. I don't mean new positions, I mean ones that were vacated. Support staff like library staff can support the faculty by providing services in a timely manner and letting faculty get back to teaching, rather than helping students find assignments or navigate databases or finding their own OER content to cut textbook costs. You cannot keep asking staff to do 2-3 full-time jobs and still be supporting faculty in their best capacities.
- I am not sure but I am a bit concerned that nothing has come up for non-didactic remote learning. How is my PhD student to finish her dissertation if human research is not continued? Or how are capstones, internships, master's theses etc to be handled? It seems like the focus has been strictly on didactic instruction. We must remember that this is only one slice of learning.
- A lot of faculty and staff have used technology in the same way for years, and have not had the opportunity to engage in high quality online instruction or forums. I've learned a lot simply by doing this semester, and would be happy to contribute to a "FAQ" or "things I learned" to compile the answers to seemingly simple questions that I learned the hard way.
- Small modules on how to maximize their Zoom and Canvas expertise. In addition, sending supportive applications that allow for engaging presentation materials.
- Guidance on how to set boundaries, and how to manage expectations with students in a clear, firm, and kind way.
- As I am a different kind of support staff, I am unsure what struggles teaching staff is currently facing. My student workers who report to me seem to be trucking along okay.
- I am surprised that the word research doesn't enter any of the general topics. What about the students who want to be involved in research and learn invaluable lessons performing experiments? How can we provide these students with meaningful experiments? There are multiple ways and AAAS has many ideas. Do we engage our leading researchers on our Campus to learn from them? Or are we gearing up of becoming Dodge High again as UNO used to be called?
- We need to reach out more to the digital learning platforms.
- One of the less talked about issues is that we all rely on our own internet service providers. I really do not have an answer, regrettably, but with a variance in ISP quality and speed (for faculty and students), we could end up with gaps in instruction. How can the university address this? I confess I do not have a plan, and would offer one if I could.
- Allow/enable us to bring home computers, monitor, etc.
Remote Teaching and Learning: Question 2 - What could UNO do to provide better support to faculty teaching and learning?

- Have a 24/7 number to help with any technology issues. This is very frustrating when you don't have access to anyone after 5pm and on weekends. Please keep Canvas help by phone, they are doing a fantastic job! I would also say, try to offer webinars on teaching remote and online throughout the summer...
- Nothing. Our IT support group has been fabulous!
- We actually have very good systems in place. I don't think that faculty support is a problem.
- In this category, Zoom was a great success and so was most of the other digital assistance except the video processing and upload. Due to lack of time or knowledge of tools to edit the videos, students use it share moments out of context. This would discourage a candid discussion typically expected in the privacy of the classroom. One needs to be very mindful about the "public nature" of classroom since the administration are willing to act/investigate on any and every discussion/disagreement that would come out from a class room. It would be helpful if there was assurance or any guideline form the administration in this matter. For example a faculty member could have been frustrate with a student or two for there past behavior end up " some how showing it passively" in a classroom (say through rise of voice) could be interpreted as unacceptable to the administration.
- Authorize every department to allow their GTAs or ULAs to assist in tutoring and grading for online classes.
- It would be much easier if students and faculty used the same software so there are fewer challenges with accessing materials (either from instructors to students or from students to faculty)...especially with regard to video/audio recordings. This was the biggest challenge for me and my students this semester after the abrupt switch to remote learning/teaching.
- The other hard part of remote teaching is that there is no sense of boundaries between work and home/family and no control over home environmental challenges (e.g., dogs, kids). Time is also a disorienting factor when working from home and one day seems to bleed into another and there doesn't seem to be clear boundaries when faculty and students are left to "work," "teach," or "learn" independently and at their leisure.
- Encourage use of Canvas and being flexible.
- Provide resources, guides and ideas for undergraduate students that would be different from graduate courses;
- Another thing to help is a realization that it takes so much time to teach online. And, for someone like me, I do just as much (if not more) service than I do teaching. The service isn't recognized really compared to teaching and research but yet this service that I do is even more critical in a pandemic. "
- Actually, the work by Digital Learning this spring was quite impressive. Lots of resources for faculty and students.
• Help figure out how to translate the UNO advantage online. If we look like everyone else online why would students choose us?
• Need guidance from Graduate Studies on how student theses and dissertations are not delayed by human subjects halt and other delays of hands-on courses (capstones, internships, etc.).
• Providing technology and/or WiFi to professors as tools to work from home remotely.
• I like what Creighton University is doing for the fall semester. They are starting one week earlier, canceling fall break, and finishing the semester before Thanksgiving. This minimizes travel exposure, especially at a time when flu may be rising along with a second wave. Has this been considered?
• To bring in the strongest critics and community advocates who have not been invite to the apartheid tables at UNO. Also, focus on the academic gaps or problem issues affecting faculty who are sheltered from the oppressed.
• Provide tutorials/webinars on how to create great videos; provide repository of best practices/successful online/remote courses; provide monetary incentive for faculty who teach online/remote, in consideration of the added time for preparation.
Question 3: What have you heard from students about what worked well or didn’t work well this semester?

- Took a 3 hour class and split it up to see 10-15 students at a time instead of a big group—this gave students who normally don't talk opportunity to share
- Used a sentence starter or meme or non-academic opener to build relationships to offer chance to connect with folks
- Students share what they are celebrating at the beginning of class to maintain consistency and build community
- In asynchronous lecture cut it down to bite size chunks like 7 minutes at a time so they can go back if needed (because not too long), students seemed to appreciate
- Students have asked for clarification on how to communicate to a faculty member so provide up front what works best for communication
- It has worked to have online zoom office hours for a half hour or so (sometimes email doesn't allow for clear communication) -I did a lot with individual appointments. 10-15 min check ins. Longer meetings.
- Some students were given the opportunity to keep the grade they had when the semester ended.
- Instructor provided a group chat, more immediate, outside of canvas.
- Some students thought that there was more work created.
- Students that disengaged immediately.
- Students not being able to contact instructors. How to help students find the right path
- Shout out to advisors, they kept on top of announcements. Availability. Distance advising is very effective, sometimes more efficient than face to face.
- Students were grateful for synchronous teaching. The structure and cohesion was important to them but some had access issues especially if away from Omaha. Chat function allowed quieter students to participate
- Concerns about a lot of busy work in online learning and made them feel overwhelmed especially with other challenges. If everyone requires posts it felt like more work
- Students drifted off when we were asynchronous. Important to record to make them feel like a part of the group.
- Wanted greater flexibility to meet work and life demands that they were dealing with
- Synchronous with recording was helpful and kept students more engaged and allowed for review if students needed it.
- Concern about internet and wifi. Work study student didn’t have internet. She had the wifi that was offered free by a company but didn't work. The hotspot that was offered was helpful and needs to be there moving forward
- Scott scholars felt like they had more access to faculty. Test taking was more effective online and they felt was like the "real world" to them.
- Took some time to adjust to technology that was new to them
Remote Teaching and Learning: Question 3 - What have you heard from students about what worked well or didn’t work well this semester?

- Faculty can tell that UNO is trying and they are grateful for that
- The immediate changes for students have been difficult, as well as the faculty member's ability to be positive and jump into the remote learning. The immediacy of this has been stressful. For students not engaged on the best of days, this really created a challenge.
- Students who experience disability (i.e., ADHD) remote learning is more difficult. No mention of physical disability in this conversation.
- Greek organizations have to go into alumni status because of financial stress outside of organization and school in the home (i.e., working to support family due to financial hardship).
- Students have talked about assignments getting harder due to remote learning, grading of assignments has been more intense since remote learning.
- Work volume has increased within courses. Changing the structure of assignments for remote learning was not helpful for students.
- Appreciate synchronous content that is additional and enriching.
- Students have appreciated opportunities to self pace with some of the more challenging courses specifically. Were able to understand the material better than they thought and got a better grade.
- Students really appreciate the synchronous aspects. Pre-recorded videos aren't often watched - students will look for the assignment and not view them.
- Some issues with testing and didn't do a lock down browser. Open note and didn't feel like they knew the material as well. Students have said they like the accountability of the in person testing.
- One faculty mentioned doing a cross comparison between standing and teaching and sitting and teaching - there may be value to standing as they've felt it is more engaging.
- International Students concerns who have gone home - time distance have made some difficulties specifically for those students.
- Good technology, microphone and camera can help. Students reported some sound problems, camera issues.
- Need to have a way to reach out to students who are disappear. Maybe some of it is inconsistency in understanding what is remote learning vs. online learning maybe lost on our students?
- How do you get students to take zoom/online seriously?
- Suffering or dealing with mental health conditions and just anxiety? Students attended zoom meetings helped them connect to us and seemed to help anxiety. How can we help them address mental health issues they may be having--but really, how do we help them stay mentally healthy so they can focus on learning?
- Students and access to internet, challenges with getting students access to the internet and even recorded lectures.
- Issues with professors and internet. I.e. internet goes down during class and the professor can't connect.
Remote Teaching and Learning: Question 3 - What have you heard from students about what worked well or didn’t work well this semester?

• The clear parameters with work schedules and course schedules. Clear about when class is meeting. There is a change of structure when you go remote. What happens in the fall, needs to still have structure. Students struggled with transitioning their life.
• Faculty & chem lab (not at UNO). Faculty stopped teaching and just put up videos.
• Texting. No complaints about over communication. Increased and building of communication is important.
• Students were panicking when they couldn't get in touch with their professor.
• From other locations - communication has been one of the biggest issues or biggest factors in success from both the instructors and the university. When communication has happened, student toleration has increase. Students feel abandoned when they have lacking communication.
• Frustration from students when they can't reach departments in the admin building (registrar, financial aid)
• Videos worked well and the ability to record and re-record.
• UComm is currently surveying students about needs, concerns, support for re-opening in the fall. Results should be out next week.
• Students didn't have the bandwidth or CPU power to engage like others were able to. How can we address this?
• Students concerned that they had more work than normal after the switch. Some of this could have been simply perception based on lack of in-class structure and/or more variables at home. How do we make sure we can provide structure, especially with totally online or remote delivery?
• "Looking into peoples' homes" is problematic. Virtual backgrounds, quiet spaces at home.
• One student commented that the switch to synchronous remote was better than switch to asynchronous.
• Some students appreciated Zoom versus face-to-face presentations - reduced some anxiety!
• Access to mobile hotspots for students with limited internet access.
• Students have voiced missing guest lectures and the back-and-forth interaction
• “Appreciate Structure” has been referenced among the shifting landscape. Some students appear/sound to be fine to show up and interact with a standard/routine time via Zoom and other digital means. Students trust that we are education professionals and like us to set the pace so we can establish some routine that has been stolen from them. They appreciate the synchronous opportunities that everyone is together, in some sense, while also appreciating the on-their-own opportunities. Instead of posting to a discussion board where one post could be replied to hours later, this instructor/educator encouraged students to interact on a more routine landscape for Discussion boards, specifically as an example.
Remote Teaching and Learning: Question 3 - What have you heard from students about what worked well or didn’t work well this semester?

- An assessment was sent out for members of one particular college to ask “how is this going for you?” There is interest in learning more about these feedback points.
- Instructor shared they had arguably better attendance in Zoom meetings even with a break in a two hour class. Additional comments continued regarding concern to access to the internet and the environment to learn and attend class. Instructor is looking to merge asynchronous with synchronous this summer.
- Feedback from student-parents was that the shift to online learning was well-received, despite health concerns with the pandemic. Students have found innovative times to complete coursework and navigate course requirements. Participant shared perspective that faculty/educators are now learning/seeing how these students are being forced to manage education through a different lens.
- For the student-parents, asynchronous has been supported by faculty as well so they see that their instructor also manages life differently whether it be pets, children, roommates, spouses, partners, etc.
- Looking into a monthly “Check-In” with their students to help increase interaction without the expectation/guise of being so formal.
- Int’l Studies feedback: The concept of community building has been interesting to support. Question that comes up is “how do we build community?” To the previous point, let’s find unique and genuine ways to interact with those who may have access to education or access to social interaction.
- Students liked individual meetings with their faculty.
- International students were moved mid semester. Dorms do not have wife that is adequate.
- Be flexible on synchronous participation. Can you capture it some other way for students who cannot be there at that time? (Various home issues)
- Printed materials were a challenge if you don’t have one – was forcing students to come onto campus to use campus printers at library/etc.
- Access to software like Adobe
- Doing group projects was very challenging, because it was harder to communicate and connect with peers about the upcoming assignments when remote.
- Uncertainty of homework sometimes.
- It is more challenging to motivate when learning remotely because don’t have the in-person contact to feed off of.
Post-Forum Input:

- I heard that some international students thought they had a lot more homework when classes moved to remote learning; this was difficult and discouraging for them. Some overseas, had difficulty with internet, VPN not being legal in their country, for live remote teaching - time difference can disrupt sleep and family life.
- Most students transitioned well, but I know maintaining contact with classmates for group work was a struggle. This is usually managed by seeing the person in class and approaching them, but in an online environment, that was increasingly difficult. Encouraging faculty to reconsider the amount of group work in classes or how to grade students individually is a common theme of concern I heard.
- Worked well: initial steps to get technology in the hands of students
- Could improve: the shift from in-class to remote saw several changes in faculty teaching classes, which dramatically impacted student learning. In addition, there were faculty who are not as comfortable with technology, which made for very different learning opportunities for students.
- Students expressed appreciation for faculty and staff who were flexible with them and took time to address their concerns. They were frustrated by staff with a 'business as usual' attitude, that didn't take the changes in student's lives into account.
- The biggest complaint that I have heard from students is that some professors are putting very short availability time-wise on tests and quizzes. For instance, the test may only be available for an hour on a specific day. In these times of crisis, that kind of scheduling does not take into account the fact that some students are sharing computers with siblings or parents, or may have to attend zoom meetings or similar for their jobs. This also does not take into account the possibility that they may be caring for a sick relative or young child during that short test window. One of my grad student workers has spotty internet access at home that sometimes fails for half an hour or longer. I think that the tests should be available for at least 24 hours so that odd schedules can be worked around. Other than that, the students that I frequently converse with seem to be doing alright.
- Research didn’t work at all and that doesn’t seem to concern the administration. How about our graduate students who were collecting data for their theses and dissertations and this situation halted their experiments? Did anyone ask any questions about them? What are you doing to support them?
- Students appreciated that I provided them with weekly updates/to dos via Canvas either using text or video.
- Students burned out in general because they probably didn’t feel the personal touch. Teaching music online was awful because the sound quality, no matter what we did, was extremely insufficient.
- Many students confess "Zoom fatigue." I modified class structure to accommodate that. So I provide an advance lecture and make class more of a discussion forum.
Remote Teaching and Learning: Question 3 - What have you heard from students about what worked well or didn’t work well this semester?

- Did not hear anything from students (positive or negative). I suppose they were satisfied. In one class, I had a ZOOM office hour and I think we appreciated seeing each other and making sure we were doing ok...
- It’s hard to hear professors. There are better platforms out there than Zoom. There needs to also be rules for classes.
- The biggest challenge for students (and sometimes for faculty) is access to reliable internet. Most of my remote learning experiences this spring went well, but when they didn't it was almost always due to technology problems.
- Some students don't work as hard with open book exams. There are security tools and protocols in place (e.g., recorded test sessions, facial recognition, etc.) where exams could be taken remotely in a secure environment. Training faculty to use these is
- They do not like taking classes online when they sign up for an in-person class. They like having the option to take a course online, but they do not like being forced into it.
- Maintenance of office hours and not responding to email instantly (nights/weekends included).
- I have been teaching online courses for 5 years, so I was prepared for the change over. I was able to discuss with my in class students what to expect and what my expectations were. Generally, I had positive reports from my students.
- They felt disconnected from each other--so no real peer support; they felt disconnected from instructors, even if there were online opportunities to connect "live"--it just wasn't the same; they felt disconnected from the class material when not presented with live content. It was much harder for them to "keep up" with course content and assignments.
- They enjoy when professors use Canvas and Zoom. More interaction was useful, but being aware that they are now balancing home and work more now than ever. Many students were also lost as we moved online if they did not have access. Being more aware and open about giving students hotspots would be helpful.
- They need the synchronous times to build community and camaraderie that isn't based on print English; even the international student who woke up at 3:00 a.m. preferred that instead of independent work;
- Zoom fatigue is real--it is exhausting on our eyes and our bodies
- Have only heard from my current students who seem quite happy with UNO's efforts.
- Synchronous sessions using breakout groups for activities was really well liked from students I spoke with; lectures delivered this way were NOT. Other complaints stemmed from inconsistency across course which added stress.
- At this point there is uncertainty regarding research projects and students have had to switch topics, which means writing new proposals.
- Students missed meeting in person but said that the projects and activities that I supplemented were beneficial and relevant.
- By asking them keep journals, and meeting them in other safe places beyond the university.
Topic 2: Student Success in Remote Times

Question 1: What issues, concerns, or challenges did you hear from your students this semester as they navigated UNO remotely?

- Access to textbooks and materials, especially if they rent or use financial aid. If they are short of books on campus or through the bookstore, or studying remotely. Esp stressful early in the semester. Could be more of challenge in the future - build in grace especially early in the semester.
- Teachers and students who are deaf also impacted by technology - need for interpreters for zoom classes and meetings. V challenging even though they are finding work-rounds. Higher-level Zoom for HIPPA compliance. Challenges had to be solved. Simultaneous sign language translation an issue in inline discussions since they can't be done in advance.
- International students asynchronous - need to look at all 3 types of teaching (remote, hybrid asynchronous, live).
- Restrictions on international students - how will that play out if limited to online courses through their visa? SEVP [sp?] rule clarification?
- Guidance of what students should do if they are directly affected by the virus, do they take the time, how do they get their final project or assignments done if they are directly affected, etc.
- Various levels of faculty being able to work with canvas effectively for their students.
- Some students had a lot of anxiety and needed counseling and unable to get services. The amount of screen time, 9 to 5 behind a screen then work on their school work as well, its a lot.
- Knowing when they need to use the VPN.
- Students that are living at home now and do all their school work with small spaces with their whole family being home.
- Where is the clear line of what service help do you need.
- Some of the issues students were dealing with were personal not academic
- Moving to remote so quickly and trying to do the same things created more work for students than normal while also dealing with family issues/concerns
- Not having access to things like a printer at home created road blocks
- Can take longer to support students remotely vs. in person. walking them through things like sharing screens so they can be supportive to their needs
- Personal/family issues and impact on students as well as faculty
- Childcare concerns
Student Success in Remote Times: Question 1 - What issues, concerns, or challenges did you hear from your students this semester as they navigated UNO remotely?

- General student support looks different in this setting
- Student employees and how they can continue to get those experiences but also have enough remote work to be done
- Students wanting to be able to 'walk-in' and using waiting rooms, etc. How to have office hours while maintaining privacy
- Helping students use technology on their phone as well as computers
- Securing access to technology in such a short timeframe was a challenge as UNO prepared to go remote
- Important to focus on students' mental health; many students felt anxious and unconnected, so the opportunity for students to talk via CAPS and connect was helpful; even our more advanced students struggled with isolation and distancing; the transition of going into the unknown/remote was stressful, but some students thrived and did fine; in general, the more consistency and predictability students can expect, the better;
- Two-fold concerns: fear of what is happening in home country if family (international) gets sick; for folks whose English isn't first language, fast speakers/presenters are challenging;
- Military students had fear of if they would be called to report, making it hard to focus on education;
- The positive outcome of the spring semester speaks highly to those of us who support students and our overall outcomes.
- Some things might not have worked the first time, and adjustments were needed
- Living conditions – getting settled – computer/internet access was a big challenge
- Losing jobs and were not able to support themselves – the added stress and keep motivated
- International students moved back to their own country – was difficult to get on zoom sessions because of time zones
- Dealing with challenge when family member(s) were struck with Covid
- There was a process that students had to used to address challenges. A lot of questions and challenges were sent to deans so that the students would not get a run around, but the dean was able to offer direction and answers.
- My students expressed being overwhelmed with doing EVERYTHING online- different expectations between courses, the amount of work that seemed like “busy work” versus worthwhile learning, internet and connection issues, TONS of anxiety/feelings of being overwhelmed by becoming a remote student when they perhaps do not thrive in that environment.
- When students did not feel conformable talking with a faculty, they were able to go to the dean. Allowed for concerns to be addressed quickly.
- Internet connectivity could be challenging.
- How to give exams remotely if they are not open note/book. How are exams being proctored remotely.
• Service Learning and field activities, students were excited about them, but how can I continue these field visits on own or other.
• VidGrid got glitchy towards the end when you used questions/quiz feature - students reported scores not being submitted/showing up on their end when finishing a video. I lost about 4 hours worth of data where students’ scores were not recorded.
• Filed experience is required for my class and we do not know what schools will do in the fall.
• Personal challenges for students that were outside of class time. ie. living arrangements, loss of jobs, essential workers with few protections-each week would changed due to work requirements,
• RE: comment about field experience. It’s a required part of my course and the program. Figuring out how to navigate this with local schools for fall when they don’t have plans in place themselves. (Also true for lab settings)
• It was a struggle to take on onus with the process; in a combo of asynchronous and synchronous there were barriers for students to find balance and connect with class (video off)
• Some said they were burnt out and fatigued as well as family issues (too many people in house, no space to concentrate on studies;
• Faculty felt like they were nagging students with sending emails to make sure students were on track
• The change in discipline patterns challenged students especially seniors who tend to check out towards the end anyways; the change in self-discipline that asynchronous requires was challenging
• Some faculty had questions about expectations of having cameras on (some felt it was an invasion of personal space, as long as they were engaged in chat, writing etc than that was fine), some faculty felt it should be addressed in expectation so if there is a time when "on camera" time was expected then asking students to prepare for that in advance helps ("on camera" time gives faculty an opportunity to check in on students and make sure they are ok; but students can share if they have an issue with that)
• Computer at home, challenges in sharing a one computer with entire family - became very inadequate to expect to work from home, teach children and wife/husband with one computer
• Worked outside of the normal time frame
• Big ideas - give everyone grace - trust one another - reality right now - what is really important right now
• Human nature - we get used to things, may become less sensitive to students –
• Are there looks to purchase more computers for students? right now, able to keep up with the demand - we don't have resources if everyone wanted a laptop right now, no. there is no funds dedicated for this
• Internships. Many were delayed or cancelled. Some community resources we have relied on may not be available. So how can we create something similar for our students?
• Differences in how students are equipped to cope technically. Maybe they don't have the technology they needed? Fast internet? They express concerns about being able to finish their degrees this way.
• Graduate students may need to take extended absences. We need clear policies around leaves of absence in specific courses and programs. Students grappling over whether to take time to complete quality work or just rush to get it done.
• Didn't see specific supportive messaging for grad students from the administration, but rather they were considered part of "all student" message. Maybe they need to be specifically targeted.
• Students reported having difficulties accessing offices they would normally walk into. Maybe clarity on how they should proceed?
• The general challenge of maintaining connections through a computer screen. Our students are used to the personal touch in education and they missed the social interaction.
• We transitioned to Jabber and we heard from students how much they appreciated being able to use that same main line to contact.
• Students need to communicate in person with cashiering and so far are only able to do so through email.
• Students struggling before the virus, struggled even more after we move to remote. Students lost jobs, food insecurity issues - maybe housing. Technology was a common need. Students who were checking out tech from the library, such as cameras, couldn't do so anymore for photography assignments.
• Overall feeling of being overwhelmed. Emotional support I think will be very important.
• It's been challenging for me as an employed adult. I can't imagine how it is for students. Control is so important for all of us.
• Structuring is comforting for my freshman and my grad students. So I always came early to online meetings. A student contacted the virus. And several students were caregivers - the classmates got behind those students to support them
• Class starts next week and students to not know what is going this summer for courses.
• Some students do not have cameras for Zoom.
• Planning ahead is really important for students. Faculty needs to take that into consideration. You cannot just drop assignments on students.
• How student access information needs to continually improve.
• Connections are really important.
• There have been some WiFi issues for students.
• Quality of the remote experience has been good from the student I heard from.
• Synchronous classrooms for overseas students is tough if they are attending in a different time zone.
Student Success in Remote Times: Question 1 - What issues, concerns, or challenges did you hear from your students this semester as they navigated UNO remotely?

- Faculty did not adjust to online learning in the presentation of the class.
- Some students had to adjust with their jobs as well as school to remote.
- Study sessions outside of class for students did not happen to the level needed.
- Learning outside the classroom is just as important as within the classroom and students fear that some components of learning will end because of the remote environment (service learning, GRACA, FUSE) with masks, gloves, and social distance programs can still continue.
- UNO's "biggest thing" is community engagement... don't lose this!
- Increased atmosphere of accommodation, i.e. health issues, aging, family, etc (not just COVID, but what about the flu season or other issues)
- Large part of student experience is practicum... so more than just UNO may prohibit student from completing graduation requirements of 500 practical hours - faculty can obtain feedback from the community to make adjustments - how to prevent delayed graduation, but review and explore alternatives.
- None of the issues that came up were permanent. Students would have liked to have had the provision to access campus -- access to equipment. This can be overcome in fall.
- Connectivity was an issue -- some students had great access, some didn't; some could use video during the class and some could not. Nothing that is huge but it is a reality for some students.
- In addition to connectivity, being sensitive to students who are in the service industry who lost their jobs. Things that we would have asked students to pay for or that we were not aware of. ... students were very stressed about paying course fees for summer, paying for textbooks, etc. The fees that are on the backend of what they are doing in addition to tuition. What can we do to reduce those for students?
- Fallback position with students is a phone call. With that phone call, can usually get things worked out... whether it's technology or assignments.
- Heard of others who had the issue of students who struggled with the technology, with doing things like uploading videos, etc. If had in class presentation experience, following the instructions to create and upload a presentation was a bit much for the students.
- Had a student who really struggled with lower powered laptop to record a video first, having a virtual machine running in the background -- computer could not handle all of those demands. Cost a lost of time to complete the time because of this. Baseline for technology expectations set up front for degree programs should be stressed more when students join programs -- or having a way to get that technology to them.
- Instructor has been emailing students (Monday memo) so that they have a head's up. Include a short tutorial on how to do things. What things can you do if your Internet is lagging... Give students tidbits of technology resources. Appreciate that the information is broken up and not inundating them on the first day of class.
- Need for continued virtual/online mental health services. Continuing to push this information to instructors so faculty can be prepared to push info to students as appropriate.
- Inability to go into the library to access materials. Digital is great, but not being able to access physical material and collections is challenging.
- Finding ways to address the performing arts.
- Inability of students to print/scan documents (for class, for services, for financial aid issues).
- Inability to access lab space, etc on campus.
- Information overload and obstacles to being able to focus. Multiple forms of communication being utilized in the classroom space (slack, email, zoom, twitter, canvas, browsers, ebooks, etc). This may point to a need to shift content design focus (length of videos, etc).
- International Students - Time difference. All classes seem to operate on US time and some students have differences of 10-12 hours who are experiencing difficulties.
- Lots of students saying they had a lot of classwork added and not a lot of grace extended to complete the work.
- Students still want to connect with their instructor and others. Some instructors have worked to create Zoom sessions and small groups to work to be together informally.
- Need to be able to schedule times for remote - this hasn't been able to happen with online classes, but could help students who have scheduling difficulties if they are scheduled to actually meet together.
- One instructor is working to split up some lab work (half the students at a time), but they also want to have a zoom meeting for the whole class. Need a way to reflect that on the course schedule.
- Synchronous - some couldn't get Zoom to work for them and don't have the tech needed to participate.
- Some students have care giver rolls and has made it difficult to participate during the actual times of the classes or are interrupted during the class.
- Students are still experiencing a lack of access to internet and confusion on how to access technology (hardware/software). Mental health counseling. Students with childcare concerns have difficulty attending synchronous classes. Students experience some isolation due to the lack of social contact in the classroom.
- Afraid that outside of the classroom learning opportunities will go away: service learning, FUSE, community service.
- Increased atmosphere for accommodations.
- Access to hardware and software.
- Completing practicum and might have to extend their graduation.
- Work collectively with the partners to compromise.
• International students felt a loss of community from what they had been experiencing. Really wanted to stay open even with a skeletal crew if possible.
• Technology problems, new jobs with new schedules that interfered, childcare issues for themselves and family and friends
• Struggled a bit in class with the social interaction side of things and then when we went remote they disappeared
• On the positive side, it is bringing some people together through new mediums. It is more than just delivering lectures. The little stuff in person matters. A combination would work well for learning
• Transition meant faculty added extra assignments and students felt demoralized by the extra work from going remote. In some ways more than what they had before going remote
• Should grading standards change moving forward, more lenient, more stringent, etc.
• Internet access; had a few students get kicked out of Zoom and had issues getting back in; some weren't submitting things, so reached out to make sure they were okay; turned out they were having Internet issues
• Grad students were different than undergrad students; they're all professionals, so they were thinking about their jobs in addition to their family and schoolwork;
• Daunting to have to do everything; some people are grateful the UNO portion of their duties are over for now, but this will be the norm going forward
• Job & financial status is really tough on students;
• students are very concerned about the future and teaching their children/siblings/parents; it's a lot for a student to handle
• Vast majority of students at UNO work and live off-campus
• Anxiety will be pronounced as this carries on;
• Students need support for what they're dealing with, from Student Services experience;
• Have to be realistic and ramp up the services that students will need; can do a lot of them remotely;
• Didn't want to be a counselor, but that's where we are; need a mindframe to listen to what students are telling us;
• Issues with internet access, connectivity issues with other working from home. Using the library until that closed. Students helping parents with tech.
• Children also were distracting from the school work.
• Students working in Health Care and had a very heavy workload and made school too much.
• Students were sharing feedback with faculty when using synchronous teaching.
• CAPS being available has been extremely helpful for the students working remotely. Are there more referrals to CAPS from faculty? Just simply asking "how are you" and getting roughly 40% who are struggling out of the classroom.
• Problems students have reported are mostly well beyond what UNO can solve for them, from financial, homeless disparities to class work.
• Employment, or lack of, is a huge concern for students.
• DACA and International students are not at the liberty to request financial assistance due to citizenship status.
• Support from CAPS, when her family didn't know that she was in counseling so she didn't feel comfortable having her sessions remotely.
• Privacy concerns, part of an address confidentiality
• Students that don't know what to do, often ask their advisor.
• Bandwidth and technology limitations
• Student availability changes, for example students in the National Guard, changing work schedules, other life changes.
• Time allocation seemed to be a huge challenge.
• Financial issues changed students' focus on finishing their classes.
• Emotional and mental health issues for many students - jobs, sick family members. Heightened anxieties.
• International students had unique challenges - both those who went back to their home countries and those who could not return.
• Technology issues in some countries for trying to use lockdown browser and/or monitor. Really a big deal because exams are high-stakes.
• Clarity about how to reach any of the offices at UNO, where people are and response time. What times the offices are open, what times that they can get a hold of someone. Or they aren't getting a response to a message.
• Lots of questions at the library about library services. Message that needs to get brought out to the faculty and trickle down to their students. Hearing a lot in chat, voicemail. Where do I bring my books to. Can I check out technology. How can they help me now?
• Who do students talk to about library related support? (you can email your librarian, or chat directly online)
• Opportunities that UCOMM could help with this. Working on ways to communicate with everyone. Working with the deans of each school to identify priorities from each school, but would be a definite resource to communicate more with schools.
• Info is in all different places and is hard to find.
• Knowing where to go when at that moment of need. only pay attention to when we need it.
• How do we coordinate and create that structure?
• So many questions about credit, withdraws, refunds and billing. What are the new policies that we can direct students to
• Students were anxious on a variety of levels. One student shared with this participant, “one week ago I had three jobs, this week I have zero.” Continued with the student
Student Success in Remote Times: Question 1 - What issues, concerns, or challenges did you hear from your students this semester as they navigated UNO remotely?

- One participant expressed mounting concern with financial access and support. Specific example was how/if students will apply for unemployment. Building on concerns, participant noted heightened worry about mental health and having an open dialogue with a student in a physical space on campus. Now with it being remote learning, the possibility of a student reaching out for virtual mental health concern release may be less than hopeful.
- Instructor noticed that one student had almost dropped off all contact and interaction with the class. The instructor reached out to the student who then shared that the student had contracted COVID-19, gave it to their significant other, who then gave it to their other’s workplace. This student shared that they had fallen into a deep depressive state due to the self-blame of how they impacted others negatively.
- Student access to bandwidth
- Communicating resources like jet packs
- Economic disparity and Rural access issues.
- All students need tech, similar to what OPS did for 50k students.
- Software like SPSS we need remote access
- The loss of the combined living/learning community
- Loss of some of the experiential learning opportunities (delayed or cancelled internships and study abroad cancellations).
Post-Forum Input:

- I heard that some international students thought they had a lot more homework when classes moved to remote learning; this was difficult and discouraging for them. Some overseas, had difficulty with internet, VPN not being legal in their country, for live remote teaching - time difference can disrupt sleep and family life.
- The library was shown as last resort for most for wifi and laptops. We cannot be the last resort, especially as the last resort for faculty responses for difficult access questions, and not have more support from the administration going forward. We ran out of laptops and could not be open for students needing wifi and then we looked like the bad guys.
- The shut down of human research. All of their thesis, dissertations, class projects, etc that involve human research were not able to continue. How is this to be handled for students wanting to graduate in Dec or May of the next academic year if they have not already collected data?
- Most students had to learn Zoom quickly, and having access to technology to support Zoom was a struggle.
- Changes in faculty at very pivotal times in the semester. Late feedback on assignments (i.e., no feedback and 3-4 assignments turned in, so not sure how they are doing). Working times for staff may need to be modified (e.g., a split day to reach more students and be more available).
- Communication was a problem sometimes. I think this is where managing expectations can really come into play. It can be as simple as saying 'our office will respond to all requests within 48 hours' or 'I check my email everyday from 4-6 PM'. Just knowing an answer is coming or a problem will be addressed at a fixed time can really help.
- The main UNO-related challenge that I have been hearing is the test.
- Research didn’t work at all and that didn’t seem to concern the administration. How about our graduate students who were collecting data for their theses and dissertations and this situation halted their experiments? Did anyone ask any questions about them? What are you doing to support them?
- Every faculty uses Canvas differently, and had different touchpoints with students. Some faculty were in constant contact with students - others hadn't heard from their instructor since early April. Contact with students is critical in an online offering.
- Poor internet, troubles with remembering deadlines, loss of structure.
- As mentioned above, people experience "Zoom fatigue." This is simply a sensitivity issue we all need to be aware of.
- Many instructors still taught synchronously, despite the counsel to do otherwise. Many instructors still required group projects, papers, etc. This was incredibly stressful for students.
- I did not hear much from students. I did have a couple who disappeared after spring break and never answered my many emails... Some of them told me they had been overwhelmed with family and work issues related to COVID 19.
- Remote learning is different than in-person learning. It seems like some instructors equate remote learning with MORE work, especially busywork, that isn't necessary.
- Several professors never used Canvas before, and they struggled.
- Students attending synchronous meeting were expecting to have a video recording be provided to them instantly after the class, similar to the slides and lecture material provided in canvas.
- In my classes, students were concerned with missing assignments and not being able to get assistance. Many told me they had lost contact with their instructors.
- I was told by some of our majors that their teacher was not responsive to emails. I spent a lot of my time assisting our 400 level majors because their instructors were not responding to them.
- Students thought that the library and CAPS were closed and completely inaccessible. They did not realize some services could still be utilized and that workers were available, albeit remotely.
- New balance to face with home and work life being more prominent. Issues communicating with professors and connecting online.
- One student said that they didn't like being expected to teach herself and another student told me in other classes that pre-recorded videos of powerpoints were a waste of time so they just did the required assignments using Google instead
- Other issues were internet and technology issues-- my internet shut down for an entire day and I had to scramble to find a place to go work
- Plenty of my students did fine, but students from lower-income families did have trouble accessing computing equipment and internet connectivity. With UNO's labs and so many public places that offer free WiFi closed, this can quickly become burdensome for students.
- Inconsistencies across classes, untimely feedback or no feedback (JR/SR in CBA).
- Getting students to learn without constantly face- to face feedback. Also, the lack of means to stay connected to others in post-secondary education.
Student Success in Remote Times: Question 2 - What enhancements to student services are needed to position UNO as a national leader in remote student support?

- Enhanced online learning esp for international students or those with medical issues. Should have more ability to take multiple classes online (regs are outdated)
- More guidelines for students with accessibility needs.
- There is an app that is king of like Siri for your college, you can ask a question and it answers your questions or tells you what office/service department can help you.
- Disparity access to technology, in order to be a national leader you have to address that and get students to that level. Having that issue solved day 1 so they can hit the ground running instead of trying to catch up.
- Look into creating bodies that focus on remote software technologies, need to be more intentional, zoom has major competitors that might have better options for our needs
- What is best tool for our needs
- Software licensing attached to equipment and computers, if we want to be national leaders, we need to remote technology
- Temp licenses that students are often asked to get can be limited
- Remote ed drives tools we use, not it being an 'add on'
- Often have concerns about MH issues for students, advisors better equipped to support students and how do we better utilize CAPS in this environment
- Creating space before or after class so students can connect with each other
- Better checking in with students
- Connections outside of the formal learning setting
- Idea of learning communities, essential, org around academic areas or areas of interest
- Holistic approach across campus
- Engagement and social interaction is so important - so many universities didn't do anything to continue events virtually, but UNO did as much as possible to continue events in the best ways possible - how can we find ways to keep engagement going in the fall with UNO events
- Let students know we're still here for students and we care - so important for us to do; think about students in different time zones so all can benefit, perhaps a combination of times to accommodate all; international students are also in different time zones
- Some students got "more" homework since online format;
- Flexibility is key, be open to doing things differently and beyond tradition.
- Use websites and programs that help students learn, no matter where they are this will help with international students
- Set up a space for students to get social with each other
• How do we go beyond helping students that are facing loss of job/illness due to Covid – what services are available to support students make it easier to access of what is for them
• Canvas/Website/Social Media etc. – how can we utilize what we have and what can we expand on
• Wellness check – sending a text to students to help guide students in the right direction
• Mental Health support. It is hard to know what is happening with students, Students are feeling very overwhelmed and having a challenging time reaching out.
• Can we be evaluated as a national leader.
• Course evals are based on in class presence. Need to create other evaluation tools.
• A few faculty members did refer students to different services on campus for support;
• Some students dealt with mental health issues so it would be important to have the counseling office available (a few times they were not available but Cathy Pettid was always available)
• There should be some escalated way to get hold of someone for mental health support; technology support would be helpful including more lap tops available (one faculty member had a lap top explode)
• One to one laptop/hotspot
• Access to reliable internet - offer cellular service
• iPads - can't do some things
• Have students who have lived their entire lives in a classroom - how are we preparing students to learn remotely - needed to take time and show the students how to learn remotely - need to teach students how to do that - putting a lot of expectations on students that might not know how to use the technology thrown to them
• Different tuition rates maybe confusing or frustrating to students. Some may be pushed to take online classes that have higher tuition.
• Students may not have the equipment, including graduate students, they need. Grad students in particular may have older or outdated equipment.
• Canvas and Zoom are they ADA compliant?
• Audit of our web pages and reviewing our communication methods with students (communication mapping). Are we talking to each other about the communications we are doing? We don't want to overwhelm students, but we want them to have the info that they need.
• Consider the written word and audio for the same communications when we are reaching out. Some is visual processing, some is audio processing, especially if English is not their first language.
• Mental health - is there a cooperative group that UNO could join to assist with mental health concerns across state lines?
• If school districts can put a device (laptop, tablet) why can't UNO?
• UNO employs 1,000 students - those students might work up to 20 hours a week. We had a process where we can redeploy them - but that can be distracting for those students. Have a structure in place where if this happens again, they know where to go.

• A lot of students are non-traditional, working with kids. They are now having to work with their kids and teaching them. Professors need to be aware and be more flexible with time limits.

• Ensure every office on campus had a human answering the phone. Everyone should have Jabber to let their office phone go to you at home. Great tool for personal connections.

• Study sessions outside of class for students did not happen to the level needed.

• Resource pages and formats needs to be more robustly promoted to students.

• UNO seems already ahead of other institutions on accessibility and accommodation

• Find new innovative ways that works for our community

• Breakfast forum for students, asking what their needs are and how to help them

• Connections with the community, forum?, that allows for collaboration

• Strategic social listening; need to pay attention to conversations happening elsewhere and adapt to what the community needs

• Increasing numbers of students unable to re-enroll due to financial holds or limitations

• Look at the fee structure; if online, then what fees should students pay?

• Discontent in paying fees nationwide

• Physical wellness activity

• First and foremost, need to think about class sizes. As go to remote, there is a tendency to go to more and more. Lose that personal touch as the classrooms grow bigger. Need to maintain at current levels as we do more online / remote teaching.

• If we are thinking remote is going to be a staple, the potential of issuing a laptop to each student so there is a baseline of technology. Ensures everybody has a web cam, audio, and sufficient power to get done what needs to be done.

• Would appreciate more of a top-down approach -- would like someone to tell me what practices I should be implementing. Others have more time than I do to start researching on these practices. Faculty have so little time to research some of these things. Who are our students? What are some things that our particular population need based upon what we understand about this type of student? Would like others to tell me what practices I should be doing based upon the experiences of other. Discovering as we are doing is not efficient. Being told what our students need ... concrete ideas of what I need to do rather than me trying to figure it out.

• Technical curriculum needs a lot of lab support and individuals to manage the infrastructure so can get hands-on labs to students virtually. Need upgrades to our infrastructure as all in-person labs are turned into virtual labs so need to ensure we have the capacity to serve our students well.

• Advertise that we offer remote learning -- differentiate what online learning is as compared to remote learning and how UNO is best at these modes.
Student Success in Remote Times: Question 2 - What enhancements to student services are needed to position UNO as a national leader in remote student support?

- Internet access has to be more consistent especially for low income students
- Should the university allow access periodically to access certain resources (printers, scanners, collections, etc)
- Computer hardware may be very old for some of our students complicating their ability to shift effectively to online learning
- Closed captioning more widely used
- How to address concerns with cheating
- Grace and flexibility with attendance.
- Communication and being available in as timely of manner as possible - students may not be available during the "normal" times that have been traditional - same with classes being available at more non-traditional times.
- Availability of better internet connection. Some students have expressed issues with on campus internet on Scott Campus. Some students don't have any internet off campus and live in more rural areas - so there are difficult situations to make sure they have access.
- Not every family has a computer - how are we serving these students?
- Technology for ALL students.
- Virtual lab availability with cloud-access to specialized software. Find solutions to allow physical lab access for courses that need it especially for advanced/graduate students.
- Faculty need to be accommodated for increased workload for the extended time for additional email and student contact time.
- Facilitating social atmosphere among students both inside and outside classes.
- Additional GAs for faculty to help with grading
- New innovative ways to work with students
- Asking students what their major needs are during this time
- forum - survey
- Strategic Social listening
- Focused on community engagement
- Financial assistance
- Looking at the fee structure (certain things that students are not going to need that are available on campus)
- Emotional Support
- Physical Wellness
- Tracking students who go missing in action and providing wrap around services as needed for those who need it
- We have to take chances and provide new programs/classes that can make a difference.
- Complete services in and out of class for student needs
- Investment in helping faculty find time and expertise to be able to offer classes remotely/online. Worth the money.
- Push and pull in how much you can expect from students in this new environment.
• Synchronous can be challenging.
• We need a campus wide family friendly policy for faculty and students that will protect them from family demands.
• an hour from our last hour together, we hear this phrase that "Omaha is UNO's campus"; opportunity to extend to students' home communities, maybe a UNO employee in a library; not sure what services we would provide; some students are struggling with housing situations beyond Internet access; maybe could have a support spot near their house; could use it to support and recruit students; maybe work with high schools we're having conversations about expanding reach in terms of services and engagement with the community, additional resources, along the entire academic journey, from high school through med center; having some fits and starts; how do we make support centers a reality?
• Everyone has a different situation, so need systems to respond quickly and responsibly;
• Need to be clear on if we can/how we can solve a problem that's brought up in a room; how unique is the situation? how do we adapt?;
• Faculty and administration need to be closely aligned in this remote environment; for example, students may need support with online course registration (especially schedule changes), and some policies exist from the in-person registration days; may be forced in the future to be more nimble; 6-day classes, meet students where they are; nothing is out of the question
• Need to be adaptive to the reality we're faced with; no more business as usual;
• 24 hour advising for students, due to lifestyle changing and employment status or shift changing. Tutoring and support are limited to day time hours (mostly). Extended hours, chat function on website. So many non traditional students, young parents with young children. Chat function on website for 24 hour website and the staff who can be available to answer questions. Faculty and Advisors with extended hours.
• Marketing to prospective online students.
• Dependency on paper forms (e.g. change of major).
• Responsive calling trees
• Our website could use TLC, offer chat features, text.
• Eppley info center
• How do we differentiate ourselves from the NU online and UNO. The structure may need to change. The fact that Lincoln represents the entire system, logos are confusing.
• The different tuition rates. We need more transparency and simplicity.
• Transparency with what they get with the fees. Having a simple discussion.
• Identifying who are online only students early on.
• Processes for student engagement with UNO need to be simple and consistent!! Systems and/or processes should not create barriers for students.
• Hardship grants process for applying was extremely onerous - too much documentation needed to really help students quickly to reduce anxieties. Concern that "the university doesn't trust us."

• Enhance communications to students about why we need certain items - transparently and proactively address known and perceived student concerns.

• Is there any way to do right in time delivery of information? figure out when they need it and share it with them.

• Can we establish a framework for getting people in contact immediately like we used to do when setting in a zoom advising session like we used to get them in touch by picking up the phone and asking that question and helping them.

• Uptick in communication at all time. creating the boundaries (e.g. 2 am emails) for faculty and staff. How do we create the techniques that expand us without having to be on 24 hours a day.

• Calls after 8-5 hours. all calls from the department have been rolled over to cell phone from an entire department. Need to rethink how that is being done.

• DCS-related feedback/input: reflected unconventional office hours have been, historically, a regular occurrence. The current situation highlighted the shift to office hours, just didn’t think the impact on a campus-wide level. Participant shared that when a student raises a red flag or that is seen, it’s an all hands on deck and rely on the concept that it takes a village to support a student.

• Following up on the previous point, separate participant shared that access and information regarding Counseling and Psychological Services and Help Desk resources should/needs to be a 24/7 access, if within the realm of possibility. In short, needs to be streamlined.

• Can the university increase access to high-speed access points with the students who do not have access to the internet or the resources? That seems to be one of the more important points/questions to access to education.

• Building on that point, how do we address the challenge that some students don’t have access to a vehicle to get to campus and even moreso, gain access to the internet whether it is on-campus or off. What will access look like as we move into seasons with more restrictive comfort (i.e. summer heat, winter cold, rain, wind, etc)

• Accommodations are tough, complicated and time consuming...could GA's help?

• Better video processing and captioning tool

• Mental Health needs of students should be made available. Perhaps telehealth food pantry options

• Need verbal campus tour, including student testimonials...and from international students too
Student Success in Remote Times: Question 2 - What enhancements to student services are needed to position UNO as a national leader in remote student support?

Post-Forum Input:

- Asking students if they prefer phone calls or zoom/video interaction with advisors/faculty/staff. Make both options available as well as email. Our office has been doing much email advising for several years in addition to walk-in advising prior to COVID-19.
- Open up hot spots in the parking garages. Students could safely drive up, be socially distanced, and get the access they need with a pass they're already paying for. I was able to access the Lowe's wifi on Center from 8 parking spots away from the main door so I know it can be done.
- There needs to be some allowance for non-funded research for these students. Or the University needs to provide access to existing data.
- Require all offices to have phone lines answered, or have the ability to leave a message knowing that a person would call back. Some offices are answering the phone and others are not, and it is increasingly clear that students (and staff) want to talk to someone (even though they can email).
- It would be wonderful to have an app that allows students to "drop in" and visit with support staff. When we were in our office, they could walk by and see the door open, however now that is not the case. So, if they could look at their phones and see whether or not people are available, I think that would help students reach out.
- A central webpage to find information on when and how to reach key offices is useful for a remote student. Further, I went to Bellevue University, which is primarily online, and we had the 'OneStop' center as a starting point that funneled us to anything or anyone else we needed on campus such as advisors, financial aid, etc. We had only one phone number to call to get wherever we were trying to 'go'.
- If we remain in remote learning mode for long, (which it appears that would be the safest option for students and staff,) it may be worth having student fees go into wifi hotspots and laptops for those with challenges at home.
- Research didn’t work at all and that doesn’t seem to concern the administration. How about our graduate students who were collecting data for their theses and dissertations and this situation halted their experiments? Did anyone ask any questions about them? What are you doing to support them?
- Access to technology for both students and faculty. Investments in professional video/technology software - some schools have professional video services with a production manager, director, etc as part of the online course design.
- Infrastructure for both faculty and students to be able to teach more seamlessly; better ways to remind students of deadlines; finding ways for students to not be so overwhelmed by the changes.
- I want to compliment the Accommodations office. I have one deaf student who was provided excellent ASL support, even as we transitioned to remote.
Many new summer students struggled with getting support/connection from the bookstore regarding textbooks.

Like faculty, they should have access to a 24/7 tech help... I hope they are currently have free access 24/7 to mental health counselors.

Hire more staff; pay them better; keep them retained.

I don't think we are going about this the right way. This question should not be a major concern of ours.

Need working group meeting area, homework assistant

We need to provide sufficient resources for GTA and ULA support. Every instructor should have at least one assigned to their class to help with communication and grading. Also, it is a good opportunity to mentor in teaching as opposed to research.

More live tech help/help desk help/canvas help

Have professors on the same page of using platforms and being flexible.

With the free tuition for low income families, UNO needs to provide the necessary equipment and internet services to make this a reality for those families;

If OPS can provide iPads for its students, perhaps UNO could provide cheap laptops for all students who need them?

Better access and honestly additional support to faculty to create more accessible and improved online course delivery. Faculty made it work but the discrepancies are challenging for students to navigate.

To work with the Omaha Plantations to notch up their basic structure to deal with inequality within this community. We also need to work on the issue of racism and the lack of people of color who can speak about the climate at this divided city. These need staff with more racial and social class expertise.

Provide wifi USB to all students without wifi; provide tablets or laptops for rent to students who do not own them.
Topic 3: What will Fall Semester look like?

Question 1: What lessons from this Spring can guide us for Fall?

- People being flexible has been an important approach when things change like they have.
- Thinking of this as a community approach not just an approach for one group.
- Have some reservations on the acceptability of online format. This semester was okay because students knew we didn't have a choice. In the fall, not sure all students share the same need for social distancing, risk that some people might feel about being out and about. There is a lot of disparity right now about how much the precautions need to be taken. In the fall, some students may not be accepting of just online or remote teaching. Balancing will be our priority to accommodate all students.
- We learned from part-time / adjuncts -- remote teaching is not taking a face-to-face and put it on Zoom.
- Don't just put lecture on Zoom for 3 hours. A lot of different online elements should be included rather than just a 3-hour lecture on Zoom. Some students are graduate students who have 9 hours of classes per day and having that many lectures is very intense.
- Fall will be different because we will be in remote mode, that will hurt faculty student connections.
- Keep preparing for the remote classes because we had no idea what will happen.
- Some will try to start in class on campus, what are the rules.
- Student have a lower attention span on Zoom. We will need to adjust to keep folks involved.
- We can be adaptable rather quickly. Will we ever have snow days again?:) It will be interesting to see how we can modify things in the future.
- Flexibility is important; remember we don't have to do things the way we always have, don't be rigid, meet students where they are as we move forward; extend this same flexibility to our peers/staff, have grace, some aspects of advising work better remotely such as screen sharing for registration; some good will come out of this so we can function differently and even provide better services;
- MBA program has not stopped supporting students, going remote will help even more; the agency of being in one place saves time rather than driving to campus or in between campuses;
- Open up creativity to community partners, we can be the influencers to help others outside UN
- Opportunity to be open to alternate work arrangements
- Invest in technology to improve efficiencies, business case to be more automated and creative.
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- UNO adjusted pretty well, in just a few weeks UNO got it all turned around, really proud of how we managed this. Feel like the faculty is ready for this, we have already done this.
- Think of new ways to accomplish things, being flexible and making changes to make it work for everyone.
- The more lead time we have the better faculty can be prepared.
- Assistance to encourage networking with colleagues and students.
- Importance of campus services--access to testing center. Strategies for students to help them manage school and home responsibilities.
- We learned we don't need buildings, things will work without face to face.
- It is difficult to deliver lab classes. Everyone did the best the could to accommodate. But it was not able to accomplish what you could do "in a room".
- Chronicle of Higher Ed said students are very forgiving this semester, but they will expect more in the Fall. Expectations are higher.
- Simplifying is a good thing. We are on a continuum. Important to remember that one size does not fit all. We need a range of tools to help with that.
- Flexibility is crucial.
- Found that students who were good students thrived, students who needed additional assistance, went into more of a passive mode, need to increase more of a mandatory zoom meetings, discussions, want to have them engage - need to find a way to incentive students in the big classes
- Learning capabilities of zoom, digital technology - how often would the students interact - a read out of who interacted in the meeting component
- There is capabilities within VidGrid - can see how much interaction students have within a video - need to let students know what instructor can see and know which students see the video
- Yellow dig - UNL has this social media discussion board - UNO does not have this - can UNO does/get something like that?
- Engagement in other ways outside of verbiage
- Packback - discussion tool for large classroom usage/engagement
- Are we committed to zoom? whatever we have needs to be uniformed
- Have plan A, plan B and plan C. Always make a back up plan.
- We benefited from having a lot of programs that participate in online. However, even those that didn't did well. A testimony to our excellent staff support and the resilience of our faculty. Maverick spirit.
- Flipping the syllabus was challenging for faculty. Access to software in labs was challenging for example.
- We need to think about the timing in advance.
- Faculty could benefit by planning to be ready to go online in the fall. Syllabus needs to have contingencies.
This spring we had time to build in person rapport for a couple of months. We will need to think carefully and creatively about how to build rapport in remote and online classes. We won't have that two month experience in the future.

Consider global engagement.

First time freshmen will be coming in with abrupt remote/online experience and probably have strong opinions about it. They may also come in without typical experience if instruction ended in March.

Build our classes with the ability to pivot. Put it in the syllabus. We put upfront that this is an expectation to help everyone be more adaptable as needed.

We need to share what we learn with the adjuncts. So that they can succeed too.

Having another instructor who has access to canvas and can take over or send out messages on your behalf if something happens (buddy system-something that can also be modeled for students)

Remembering that this is a different format and make adjustments as needed to accommodate meaningful learning. allow space for discussions and other learning methods

Best practices/manuals put together to be shared across campus to capture what is working and what can be implemented

Dealing with starting and stopping is very difficult, planning for online to prevent some of the stress not only on students but also on faculty

By choosing online, can plan for the semester without possibility of having to shift midway

Career services and advisors are seeing drop off in appointments, students may be in crisis mode, going back in the fall needs to include being able to accommodate but realistically how many students really want to meet in person for their own safety?

Calling all grads and reminding them that as alumni we are here to support them during this time as well as they are looking for work

Sharing screens, remote access software-challenges, not being able to show them side by side resources we would normally be looking as together in person, need standardized remote access software so students can share screens, etc.

Departments needing PPE while not all areas need it, making sure to listen to what all functional area needs will be

Supporting students in community work and also when they are at sites that won't be providing PPE to them

Remain very flexible for the students and be mindful that students may not have self-selected into the instruction mode

Avoid forcing students into environments of discomfort

Willingness to adjust the syllabus/assignments as needed

Now that we know we can do this, we should see more and strategically address the needs of the environment
Strategic Planning Forum: Uncharted Territory
Breakout Session and Post-Forum Feedback

• Continued frequent communication is very beneficial for faculty, staff, and students and encouraging everyone to communicate with their students.
• Striking the right balance for communication.
• UNO did an outstanding job of moving online quickly and effectively as a team. UNO can be nimble and adaptable when necessary.
• Flexibility and grace. Credit/No credit, flexibility with staff hours, remembering that we are all human.
• Credit/no credit has advantages and drawbacks. Perhaps could be determined by discipline.
• Nice if there were designated times we could return to our offices, perhaps in waves, as needed.
• Teaching evaluation form that reflects what professors actually do
• Accommodate students who are in the classroom and online
• Prefer as a professor to go face-to-face OR remote
• Weekly communication with updates to students
• Remain very flexible to/with/for students (not really self-select option for students); must consider that students may not desire remote courses but may be forced into online courses
• Maintain rigor and holding students to a high standard while also being flexible - "it's not less than, it's different"
• Strategically addressing student needs
• Preparing adjuncts
• Short training session available to students for using some of the tech (Zoom for instance). If students had better knowledge of that before the change, they would have been better engaged. Some students were frustrated. Perhaps as part of orientation.
• Built in flexibility in our syllabi from the beginning. In terms of tech, even though students are digital natives, they really need help with tech. Submitting final papers, uploading videos to youtube. There's a learning curve for everyone.
• How important face to face or voice to voice is to students. I never realized how important it was to building those relationships.
• We need to be clear with students that classes will not be like they were before.
• Student- ensure students are able to use Canvas.
• Many offices are onboarding students using Canvas and welcoming them through Zoom so hopefully they getting some good on boarding to provide a good foundation.
• Make sure we are transparent with students in setting expectations that change may happen and that we have some plans to address changes together.
• Traditional structures, deadlines may not enhance learning as much as we used to think. So, instructors should rethink reasons for certain policies or practices in our course designs and requirements.
What will Fall semester look like? Question 1 – What lessons from this Spring can guide us for Fall?

- Think about suitability of learning activities that may be more effective on-line versus off-line. Evaluate the effectiveness of the experience.
- I participated in Professional Development through CFE on Community of Inquiry--would suggest that more offerings of this be available this upcoming year. Excellent ideas for improving my Social, Cognitive, and Teaching Presence both online and in person. Kudos to Karen Hein and Erin King!
- Work can be done from home. Flexibility is an option. Productivity is directly
- Cross training is important.
- Students want reassurance and validation from faculty the university.
- Use text to communicate with students, not just email.
- have clear ways to communicate with students (and each other); gather contact information at the start of the semester (beyond UNO contact information) so we have multiple routes of communication
- College is not always clear about the pace at which we should move online; would have been better served being proactive moving classes online rather than waiting and hoping for the best; this forum feels proactive, as opposed to last week; not stoked to move everything online, but if it's really clear and proactive, I think we'll be better off
- More zoom-capable rooms to teach remotely, or let students attend remotely if there are weather issues/illness, etc.? (every class may need to be zoom-capable by fall)
- Teachers working on how to "de-densify" and teach remotely
- More flexibility in teaching
- What is the expectation post-COVID? can we improve? What we people expect? What equipment do we need to do that?
- Questions about internships and how to do them creatively? Suggestions? More virtual internship opportunities?
- Recording sessions for those on different schedules; flexibility in attendance.
- What did we learn from this semester that should inform or change what we do in future semesters?
- Flexibility. Flexibility on faculty, staff, and students has been seen and will continue to be needed in the future.
- Echoing this, there also must maintain some form of rigor and expectation/standard. Students have and will continue to have that standard of learning at an institution of higher learning.
- The quick pivot we did in spring of how many courses could go online went as well as it could have. Being said, this gives some folks/instructors the realization and opportunity to update/edit content to reflect a more digital environment.
- One participant expressed how comforted they felt about the services that were provided to students. On that note, more information about what support services exist for our students, faculty, and staff.
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- It is better to have one plan that you can likely stick with, than to change things mid-stream.
- Working with students in various ways to make sure they are getting most of the educational experience and prepare them for what is next in their lives
- Things went shocking well for our unit to go remote (Ed Abroad, I'm taking the notes here so I can say that :)))
Post-Forum Input:

- Being prepared to work at home quickly - technology at home or that can easily be moved home. As work processes are set up electronically rather than paper-based, this is easier to manage and move from the office to the home.
- The lesson is that "you can't work from home" is not accurate anymore for most people. Directors cannot be a barrier for those who need it, either on a permanent or semi-permanent basis, especially for staff. We know it can work, that people can and do get work done, and that we don't have to be policing everyone all the time who works remotely.
- Additional FTE assigned for creating online courses. So full-time online course instruction should be 6 credit hours of teaching at max. The extra three hours is for those that are used to in-person classes, can adjust.
- Give students as much notice as possible so they can plan.
- That consistency and timely academic feedback are critical to academic success. That we should perhaps have questionnaires, or some sort of litmus test for students to provide check-ins and feedback throughout the semester, that maybe we should assign peer buddy systems in various disciplines (seniors/first-year) to guide and check-in with as many students as possible, but in particular, first year students (they could "opt-in" to the buddy system).
- That international students need clarity of information and consistent communication during unusual circumstances. While the domestic students were feeling concerned the international students had even more to sort out. It's important we always loop international into the conversation early especially during a crisis of global proportion.
- We need to remain student focused, especially when we think about their well-being, challenges that they might have adjusting to online environment, and I need they have to maintain rich interactions and meaningful interactions with their faculty, advisors, student success personnel, and other classmates. Cathy Pettit said it best, we have to have Grace.
- Health and safety is more important than in-person education. We can adapt, very quickly when needed.
- Research didn’t work at all and that didn’t seem to concern the administration. How about our graduate students who were collecting data for their theses and dissertations and this situation halted their experiments? Did anyone ask any questions about them? What are you doing to support them?
- Teachers should probably address the potential of having to move to remote teaching in syllabi; we need to have better internet possibilities both for students and faculty.
- Let's stay agile and be prepared to switch from remote to F2F and vice-versa.
- No group projects. No synchronous classes if we have to shut down again.
- Keep teaching options open (F2F, Hybrid, Remote, Online) and most of all, offer 24/7 tech help...this is essential!
What will Fall semester look like? Question 1 – What lessons from this Spring can guide us for Fall?

- I think it's great that we can have remote teaching to fall back on if necessary due to the need for increased social distancing in the Fall/Winter. My hope is that small classes will be able to safely resume face-to-face classes.
- It is possible to go remote for a majority of classes. Kudos to the faculty who were not already teaching online who had to switch to online teaching so quickly!
- It will take time and some trial-and-error to get this all worked out.
- We should not overreact and demonstrate actual leadership as opposed to leading "out of an abundance of caution". With the way things are headed, there is no reason we can't be fully on campus this fall with a few heightened safety measures.
- Nature of student assessment need to change. A class that is meeting synchronously should not be expected/required to submit their video recording.
- Privacy of classroom needs to be protected and not made public.
- We should stay remote until a vaccine is available.
- Teach lecture classes synchronously and teach labs either asynchronously or synchronously.
- Make sure enough tablets and audio kits are available.
- More synchronized online courses
- To be effective, this takes a lot of preparation! I would like to see Hybrid classes-- some days in person and some online.
- Why are there different tuition rates for online classes?"
- Simple: prepare for online/remote learning. This pandemic is far from over.
- More instructional designers are needed across campus that specialize in different disciplines. Less meetings that are purely informational; lessens resent and encourages participation. Students may say they want online classes but don't often put in the time.
- It felt that remote teaching/learning is a way that is disconnected. Even though students may like learning from the comfort of their homes - an instructor has very limited resources to identify and address problems a student might be having during the learning process. Not every student is that proactive.
- Just as classroom learning is a dynamic created between faculty and students, the learning that needs to happen in order for UNO to successfully return to campus requires a dynamic between faculty, staff and students. It cannot be a one way street where faculty and staff simply must make students lives comfortable or workable in the way that students might like. The world doesn't work that way, COVID or not. There needs to be a cultural ethos that "we" work to make this work "together." Students cannot simply demand and threaten to go elsewhere. I mean, they can, but that is not reality. Where else could you go where "fixing this" or "meeting my demands" is actually possible? There is no such place and that isn't reality. So, the big challenge may be, how to we teach the moral and ethical foundations that moving forward require?
To work on helping students and faculty to deal with this new normal. It will be good to place some of these ideas and issues out on the web for community to help us with the education.
Question 2: What concerns and questions do you have?

- Things will be much deeper as second waves come back and the economic impact for people. Managing the budget is of concern.
- Considering cleanliness of campus as well. A single location for those who need in person communication and interaction to safely talk with others.
- Concerns regarding hybrid mode of instruction. Before COVID when have set of participants who are face-to-face vs. online, sometimes depending on where host is, the other side of the participants can feel disengaged. As think about this hybrid learning, need to account for this factor.
- Idaho State does hybrid learning very well. Have students on two campuses in the same classrooms at the same time -- technology rigged up in the classrooms to meet these needs. Sound in the whole classroom is excellent. If university is thinking of having 1/2 online and 1/2 in person, need to embed great technology in the classrooms.
- When students come back in the fall, will the students have a choice between remote and in-person learning? Will students be offered the choice? Will that be advertised more? Need to have better technology -- up our game on that if that is the case.
- Clarity to students via the Registrar's class schedule about the modality is important. It needs to be very clear what each class is.
- Larger event like commencement, what will that look like? Job Fairs?
- A lot of foreign students might not be able to travel here in the fall. How does that work with quarantine measures. International students some times have issues ordering books.
- Transparency at the leadership level, the communication coming from that level seems to get muddled. Lots of variables, ever changing
- Support for international students especially with connectivity, enrollment (Saudi students). Outreach activities--how can they happen in the future? This could have a huge impact on recruitment.
- How do you deliver a lab or community engaged class?
- Logging in to classes/zooms were awkward-I would not have the opportunity to have these glitches next fall.
- Coordinating with K-12 schools in the fall. How can we expect to send students to a field placement if we are not meeting face to face in the fall.
- We do hands on work in the class, but what does that look like in the fall for those who can not make it to campus if I require face to face.
- Who will provided PPE in the fall for safety? Faculty, UNO administration, Students?
- Do we have enough space for classes to resume with social distancing requirements?
- Community engagement
- Students need flexibility with class attendance. There will be times they can't come to campus for various reason. Must trust them as adults to make the determinations and give grace.
• Important to get feedback from students.
• Adapting how we bring people to campus. What will guests and events look like? We need a different way to approach these sorts of things.
• Course scheduling and numbering - we don't have much time and students are registering now - so any opportunity to make changes/decisions now and as soon as possible as it will have large impact on students with their planning.
• We started advising a month early as to fit them all in, if there are big changes we may have a tough time re-advising into new classes.
• Don't know where my class fits in with the options available to me... maybe some in person and some online, but difficult to know which way. Needs to by hybrid, but am not being allowed to use that term. If it even meets once I'm being told it has to be listed as "in person" which is misleading.
• We should have one price to make things clear for students. There is a lot of frustration with students... Shouldn't be different between online or remote or in person when things are how they are
• Are faculty locked into our preferences for Fall, as we communicate them to our department chairs?
• Teaching evaluation form that actually reflects what we do as professors; re-evaluate how we assess teachers (sense of humor question - why is that included as assessment?)
• Expectations to accommodate students in-person and online at the same time...one or the other will be needed
• Distance students can sometimes feel as second-class students compared to their on-campus peers
• Hybrid classes are possible, but what is the most appropriate courses for this method? Meaning formal hybrid courses
• Maintain rigor and holding students to high standard (avoid thoughts that the students take a course online because it is easier)
• Students will go elsewhere if we don't meet the needs/demands of students
• Supporting adjuncts/part-time faculty to continue teaching and serving their students
• Having the PPE supplies that are required (PPE, wipes, etc.). Where can offices/departments find this equipment? Hand sanitizer, for example, is on back order with no scheduled delivery date.
• How to effectively build a sense of community with students, staff, faculty
• Wearing a mask when teaching leads to concerns about students being able to effectively hear faculty, hearing impaired can't read lips, etc.
• Concerns about PPE and social distancing not being effective.
• Equity and what students are behind because they don't have the technology and the bandwidth and this has exposed it. We need to help them prior to the fall. How can we close the gap for them for fall
• How do we protect the employees that have to be on campus
• Do we need to provide more technology to students with internet connection at low or no cost
• Need to hear more about policies that will protect them against burnout, family issues, family care, work life balance, etc.
• Staff concerned about being stretched too thin because many are also home schooling.
• Some things will have to go on the back burner
• UNO has a tendency to ask for more and more from people and so this can be tough especially given budget issues and new realities that will add even more to this.
• More robust laptop loan program and be more forward with the technologies available for loan
• Policies need to be laid out and help save burnout/encourage flexibility
• Maintain rigor and holding students to a high standard while also being flexible
• I'm using library resources more than usual and hope for continued support for the library so they can continue to support the rest of us.
• I've found the library incredibly responsive and they got right back to me. Unfortunately, the answer was no. But they are very responsive.
• Student- ensure students are able to use Canvas.
• Many offices are on boarding students using Canvas and welcoming them through Zoom so hopefully they getting some good on boarding to provide a good foundation.
• Faculty nervous about students who "disappeared" in Spring after switching to remote. Make sure in the fall that there's a clear process for faculty to follow for trying to get students the wellness check/help they need.
• Strain on custodial staff.
• PPE for our staff, students and Faculty
• The first thing that comes to mind is, do I need to have 3 modalities ready to go? do I need to have the ability to flip a switch? that's asking a lot, but we don't have much of a choice; need to have a final answer; Spring decision was quick, Summer decision was delayed; 2 week decisions, and constant revisiting; an early decision is beneficial for students and employees; can't predict the future, but people could plan if they'd make a definite decision
• Living in time of dithering and waffling
• What questions or concerns do you have about the fall semester in particular?
• Concern about being back on campus from a logistics perspective. Are we going to have to wipe down surfaces? Interaction of folks in/out of hallways.
• If we are on-campus and are offering some services in-person and some are online, that illustrates the notion that the rest of the world is operating the same way. Is that realistic? (feasible?)
• This will create a unique shift in challenging students how they perceive education, regardless of level of learning be it a variety of undergraduate as well as graduate learners.
• Being safe for faculty, staff and students.
• PPE that a common person can't buy right now.
• Externships to help guide our instructions will still be a challenge getting mixed messages on how to get students to graduate
• Need to figure out how to get hands on experiences and how that might impact students down the line to make them productive in the outside world/jobs – need to brainstorm on how to make this work
• Social aspect to student learning – student associations that students need
• Losing students that are in the middle ground how do we keep them on track
• Resources for childcare
• Some staff have been asked to be the primary point of contact for a department and that is going to their cell phone. Maybe going to an email at certain point of the day would be better. Personal phone numbers remaining personal.
• Have we thought about a late start for the fall because that is when the next wave will probably hit. Or an early start and ending all face to face by Thanksgiving?
• Training for zoom and other technologies.
• Training to how to handle telephone calls and how to present ourselves.
• How can we can keep up the momentum and contribute to marketing efforts for the university? Can we assist with marketing efforts? We want to help!
• Several virtual groups reported being out of time to respond to this question.
Post-Forum Input:

- If staff members are able to do their work from home, are anxious about coming to work because of COVID-19 and do not fall into the "most vulnerable categories", will UNO be flexible with employees desires and comfort levels. My office has been wonderful about this so far; it's a question now with the talk of re-opening. I personally felt some symptoms of COVID-19 that were due to anxiety especially during the first two weeks at home until I knew that I had been social distancing for 14+ days and should be OK. Some employees will be ready and wanting to work on campus and others may be better off working at home due to various circumstances and their personalities (risk tolerance/beliefs, etc...).

- I have not seen any mention of how we are going to keep faculty and staff from burning out, especially with open positions left unfilled. Where is the all-campus maternity leave policy protecting mothers who might need time off during COVID? If they are teaching online or working remotely, they cannot be expected to still "check in" just because they are already at home. Where is the policy for those who might have to care for elderly family members that are ill with something other than COVID? What about protecting faculty who may have a child or dog bounce in the room during class and garner student complaints? It's all well and good to say "work with your supervisor" but many, many people could be balancing childcare, elder care, and home schooling this fall and it should be explicit blanket policy so some departments do not show more leniency than others.

- How am I to continue my own research agenda? I am more concerned about my students but I am also concerned about myself given the amount of time I will have to devote to teaching a full online course.

- Concerns are about how to balance working and protecting the health of my team. Do individuals who prefer to work from home (even though they are allowed to come into the office) need to work with HR for accommodations? If so, let's start the process now so everyone has time to be seen.

- I'm concerned about the overall wellness of students/families. Many either have COVID-19, or have parent(s)/family members with COVID-19. Many are trying to get by and the economic situation has caused many to be laid off, furloughed, etc. Is there a way that we can get more information out about the Mav Food Pantry, and perhaps include cleaning supplies that would be critical?

- How UN is going to find another 50 million in budget cuts

- I am concerned that students will be paying higher tuition because they will be forced to enroll in more distance courses. We are offering all types of discounts and scholarships, but I think if we end up making students pay more per credit hour it will be a very bad visual and look as though we are taking advantage of students. Isn't it time to eliminate different tuition rates, especially now?
The current plan to reopen campus requires someone to be tested not just once, but twice for covid-19 prior to a return from being sick. The vast majority of people I know are not even getting tested once. On top of that, keeping an eye on the news there are issues with certain test's accuracy in general. It seems like it would be wiser to slow a return to campus overall.

Not to become University of Phoenix!

I am worried for the School of Music. We work so closely with our students, so the remote teaching felt like a wall between student and teacher. Ensembles may not be able to rehearse properly. Individual lessons must have better sound quality online so we can hear our students properly.

My biggest concern is that we, and other universities, are seen as "on-line" universities. The scam universities advertised "on line" for years as some kind of magic potion. That is where society got the idea that "on line" means "easy." We need to be rigorous in any setting.

How will we support music majors who cannot participate in ensembles?

My safety health-wise... I am not sure UNO can keep me safe (considering how people do not respect safety CDC guidelines). I have heard that AC could spread COVID 19... How then UNO can keep us safe, if we teach F2F in AC classrooms?

Will classrooms be sanitized/cleaned between classes (e.g., no back-to-back courses scheduled in the same room)?

What if faculty, staff, or students do not feel safe attending classes in the fall? Will a remote option be available for all classes, or ho"

That we are telling the public we will be on campus when in fact we will not be on campus (except for very large classrooms).

I am concerned if we are able to deliver all the course outcome using distance education modality.

I am concerned I am not able to discuss freely controversial topics in the privacy of a classroom.

Resistance from some of the faculty to accomplish the University’s mission. If they refuse to actually teach online, they need to be disciplined whether they have tenure or not.

Also, I want ownership of the classes I create. I am not asking for more money, but I want the right of first refusal. I will teach my online class unless I allow someone to teach it. If I should leave the university, it will be my choice to leave my work in the department’s care.

UNO has spent years fighting the perception that it's not a "real" college-- something needs to be done about building a sense of community; It will be a challenge to recruit students if we are not on campus.

I'm worried about UNO losing any advantage it had as it goes more online. Additionally we've misled students who think they're returning to face to face classes but are not.
Remote teaching requires more time from instructors. More time spent checking/answering to individual emails and group chats - mostly outside of office hours’ time window.

The lack of real racial diversity and frank conversations about how to build opportunity to address the issues of crime, social injustice issues and track students and graduates after they leave for content improvements.

Safety of faculty on campus

I'm afraid budgetary cuts will affect primarily small departments and Humanities faculty.
Question 3: What resources will be helpful to you in your role?

- Technology, technology, technology...
- Need to learn more about the tools -- Zoom, in particular, to meet with students and other stakeholders.
- Could learn from UNMC about how to connect with students who are across state / nation -- how to use technology to meet students in real-time.
- Ensuring the equipment is available -- what happens if students do not have the equipment at home, such as athletic training and physical therapy equipment (tape)
- Larger event like commencement, what will that look like? Job Fairs?
- K-12 can teach the UNO faculty a lot about teaching online.
- We did things the same way for years, but now we can't - so being virtual has helped us change to, for example, hybrid events; even this strategic planning forum took research to plan, so we need to keep that up with the right resources; UNO has been ahead of the game with all of this; we've done a good job of that - kudos to all for that;
- Flexibility still needed
- How are we coordinating with OPS?
- Increasing technology support that resource seems to be stretched pretty thin, some departments are really working on overtime and how can we support that department on a long term basis without burn out
- Clear protocol to refer students for mental health concerns in remote environment.
- International students are having difficulty getting visas...How can we help them?
- How can we assist students with Financial hardships so matriculation isn't interrupted.
- support the part-time faculty better
- PPE (masks, sanitizer, wipes, etc)
- Clarity on how enforcement of policies/procedures will take place. Who will monitor, what is the responsibility of faculty and staff?
- Microphones (to help with speaking through masks)
- Need to communicate more across offices so that everyone knows what services students are accessing.
- How to text students without giving them our private number.
- We need to manage expectation for students.
- Technology access to all students, staff and faculty. Not assuming that everyone has access to all pieces. E.g. one computer at home. Weak internet signal.
- Decent work spaces at home, chairs, desks?
- Communicate transparently
- We need some tool that allows students to congregate in ways that they're used to in this new environment; students in Roskens would empty in between classes before the
remodel because there was no place for students to congregate; blessed with Mammel Hall; students can interact there, see them frequently outside of classroom hours
- Would like a voiceover and be able to make better slides, but students need something that gives students social/practical interaction
- Looking for something for students to "hang out"? Yes; the social dimension has been taken away, how do we reinstitute it?
- Looking at transparency, we will need to continue to know what is actually being said. Dr. Kopp referenced that things have gone better than they had before. This participant wanted to hear what exactly those items are as there isn’t the same transparency throughout the University.
- Could there be a “laundry list” of items on the Keep Teaching/Learning page to support other educators.
- One concern for fall: In spring we already had the grace of knowing our students and for being able understand them. In the fall, the expectations are likely to be the exact opposite. This may also include challenges that will continue to grow.
- How do we offer the information online for Keep Teaching/Learning in the fall if we are continuing to educate in the fall.
- The roll-out checklist was confusing to a breakout member.
- We need more IT staff, and they are being furloughed. Seems an odd group to cut right now.
- Having one location in order to go to for information as to what is available to students/faculty/staff
- Don't all have the same resources at home that I do at the office. Don't have a laptop, printer, paper, etc. Need to revisit that conversation. University resources provided when people are working from home.
- Cell phones, rolled office phones over to cell phones and picking up the bill for cell phones. Other things like purchase of a card table to work at home and university is saying that they want to be reimbursed
- Shared location for de-densifying resources. I.e. want to have an in person meeting. How do we do that?
- Being comfortable in our home space
- Several virtual groups reported being out of time to respond to this question.
Post-Forum Input:

- Time.
- Flexibility and prior notice.
- Creative brainstorming and professional development time to better engage students and offer continued support. Fun sessions like how to engage students with perhaps free use (beyond the base level) to software like emaze, or workshops on how to use our adobe suite to make videos, or workshops on various tech tools that would help staff connect with students when sharing resources/information, and offering services. As an institution of higher learning, this should be an exciting learning time where we can find creative solutions to best support students. Validation and personal relationship building can still happen, it just needs to exist in a new way, and consistent development opportunities would be wonderful.
- Perhaps a reconsideration of EM-25. If US administration is not willing or able to change the blanket USDOS and CDC warnings for the world for extended periods of time, we may need to consider another route to allow some students to travel abroad to countries that are doing well despite the pandemic. The blanket warnings are problematic if they go on for a year or more.
- My department will be okay. One of the biggest challenges that I am not sure people are paying attention to is for young parents, especially women faculty and staff who are working at home and now because of child care and school closures have to factor in caring for family. It is challenging to work, do research, attend zoom meetings, and interact with colleagues when young children are home with you. Stay at home orders, while important, hurt women the most, especially those really need to get their work done. They end up doing it at night, or not getting it done at all.
- For my role, we just have to keep on working hard and keeping careful. So far my department has been able to access needed supplies for the most part.
- Where is your leadership in terms of research? Capstone type of courses? Internships? Hands on experiences?
- Internet availability, better equipment to teach (both student and teacher, some mentoring to help us come up with better ways to teach and connect with our students.
- It would be great if the University could better fund the Canvas gurus (not their official name), or Instructional Designers. We need a strategic effort, like that of Central Florida or Arizona State.
- Be able to bring technology home.
- Again, 24/7 available tech help...
- More drop in zoom hours this summer to help us with questions... currently it is M-F 9am-4pm... it would be nice if you had twice a week evening hours? (that would help with faculty who have kids at home to have more hours). Offer webinars on best online practices this summer...
• I believe our university has done well at providing all the available resources to faculty that want them.
• Additional training on tools and resources available.
• The ability to actually be in my classroom teaching students who signed up to take classes with me in person.
• Need more teaching assistant related help, to grade exams and respond to students on a timely manner, moderate discussion boards. Otherwise assessment method not quite appropriate (say multiple choice as opposed to descriptive answer) may be adopted to meet feedback time and other student requirements, which many not be the first method of choice.
• ULA support would really be appreciated.
• It take a lot more work to teach remotely and online-- 2 to 3 times more work than being on campus
• Resources that already exist: Canvas, Zoom, VidGrid, library services, digital learning resources.
• Creative lab space and support for production of high quality content. If we're going to compete in this space then we need to up our game.
• Mobile/portable white boards or touch-screen alternatives for those instructors who need to extensively write. Larger space allocated for each class on Canvas will be helpful to keep all the videos throughout the semester.
• Working to having a citywide free internet or wifi for the oppressed. The Cable Companies and others need to step to the plate instead of dealing with over-selling their products.
• Webinars on best practices/successful pedagogies for teaching remote/online
Question 4: How best to foster communication this summer?

- Continue with what we're doing with the website.
- Corona virus web page, keep pushing and over communicate
- We don't have all the answers yet but here is what we are working on, here is what we are thinking, letting everyone know everything that is going on, letting faculty know as soon as possible what mode faculty will be teaching in is very important.
- Keep doing what you're doing. Communication from administration to faculty seems to be very good. Everyone seems to be on track and sending the same messages. It did get a little overwhelming at one point.
- Student - communication has been great. It did get a little overwhelming so refining that will be helpful.
- Need to be real and transparent with the messaging of what "on-campus" is going to look like this fall. It won't be "back to normal." Setting realistic expectations is critical for student and faculty success.
- How are the messages matching the reality. There was a communication that we will be in person in the fall, yet this forum has concentrated in Remote Learning.
- How do we foster communication? We need clear communication re: Fall hearing that all of these concerns and thoughts should be communicated to deans and department chairs
- Input from faculty about how Fall will run will be vital
- Continue communicating questions and concerns upwardly
- Strong desire to teach classes in some shape or form; 5 committees are trying to make decisions about this now
- Need to improve access to staff, directly for students.
- Canvas/Websites/Social Media/emails - need to make sure that students/faculty are informed and monitor what is going on the community and on campus
- Communication highlights regarding boundaries
- Many virtual groups reported being out of time to respond to this question.
Post-Forum Input:

- I appreciate the communication from UNO via video and email.
- Repeated communication through multiple outlets, particularly word-of-mouth through constituency groups like SAC, CCSGE, Faculty Senate and AAUP. Many people look to endorsements and guidance from leadership in these groups. Lengthy emails from campus leadership can go missed, especially if one merely doesn't have the headspace to read it on a particular day.
- Town halls. UNMC does one every Wednesday at 5pm. Why are we not doing this?
- Keep information short and sweet, and send updates weekly since things change so much.
- I will reiterate that perhaps we need an app of some sort that allows students to check and see if someone is "in the office" or "available" to chat. It could also have various check-ins that students can respond with a "thumbs-up or down." Maybe it could also include places for feedback ideas so that we can continue to be responsive to student needs.
- Share stories about what others are doing around 'campus'.
- I really appreciate Chancellor Gold’s forums. Those have been so informative and I wish he did more of them. We don’t see him very often in this environment (we don’t see him enough anyway). It would be helpful to see more of Sacha, Dan and Doug as well. It is especially important given the budget situation that NO ONE is talking about that is clearly looming and is quite frightening. Also I hear there is a planning group for fall. Getting updates from that group, as well as opportunities for input would improve communication as well.
- Communication begets communication. Make an example.
- Ask the questions raised above!
- Email blasts are good, but students are more responsive to texts/social media.
- I am teaching this summer in a class that is by design an asynchronous (850) course. I plan to make Zoom time available to students on a frequent basis.
- More videos to alleviate email fatigue. Attach clearer labels to emails (Update #1, update #2, etc.)
- Not sure, but try to be as transparent as possible... I'm grateful that at least you try to keep your employees safe by delaying to June 1, UNO reopening. Thank you...
- Some emails go to some people and some go to others. We have been finding on Twitter or Omaha.com what is going before anything is sent to us. UNL has their communication out earlier than even the President's office, which causes confusion.
- Continued email with periodic updates
- For students, update them using the platforms they use most: Instagram, Twitter, text, along with the traditional platforms (email, Mav Daily). Thanks
- Be HONEST about the plans, and DO NOT make hasty decisions "out of an abundance of caution".
- Email, web-forum

What will Fall semester look like? Question 4 – How best to foster communication this fall?
• Email is very useful for me.
• Also, just a note to the leadership: We are in the middle of a crisis. I have received few emails from my chair, I think about 4 not including conversations, since this began. None of those emails asked me about how I was, or how my family was doing. In my opinion, as a former leader in a combat unit, this is disgraceful. I have been in contact with students, student workers, and other faculty members and my first question is how are they doing. We have students, workers, and faculty in every department that could use some assurances that their leaders have not forgotten about them. They need to know the people in the departments they are familiar with have not forgotten them.
• Texts and social media have been most beneficial for our office. Students seem to respond faster, whereas they may see an email, but leave it unread.
• I want to see transparency in the decision making. Most people think of administrative decisions as being political so anything that shows the process will go a long way in building trust.
• Actually, UNO has been quite effective in communicating updates; keep that up!
• Communication to whom? And about what? Emails need to be shortened - lengthy with little new information.
• Develop focus groups with the community and student groups to help with improving this whole process. We must do this more than once.