THE COVID-19 PANDEMIC EFFECT ON CAMPUS

Faculty & Staff Survey on Campus Response to the Coronavirus
A Snapshot of Results

University of Nebraska Kearney
Fall 2020
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Report Prepared by

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Faculty Senate

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We would like to give our thanks to all of the UNK faculty and staff who took the time to complete this survey and for their efforts during this time of much uncertainty.

We are also thankful to the Faculty Senate and UNKEA Executive Committees for their feedback during the initial stages of preparing the survey instrument.

We hope that this report will provide you all with an overview of the disruption caused by COVID-19 at the University of Nebraska at Kearney and the views of UNK employees to the various measures undertaken by the administration to minimize this interruption and to continue to fulfill the institution’s mission of providing the best education possible to our students while maintaining an environment conducive to the continuation of various research agendas.

“Faculty and Staff members have been extremely creative and effective concerning COVID related problem solving”

Staff Participant--
Executive Summary

The COVID-19 pandemic has deeply impacted students, staff and faculty across the nation and the world, including UNK. On March 11th the World Health Organization (WHO) declared COVID-19 a health pandemic. Within days, the United States announced a national health emergency and travel became restricted. The first official reaction of the UNK administration against the coronavirus outbreak was adopting remote emergency learning in March of 2020. This meant classes were moved online and the vast majority of the staff began to work remotely as an attempt to slow down the spread of the virus. As the world navigated through unprecedented times, the University of Nebraska Kearney publicly committed to providing faculty, staff and students with the tools and resources necessary to continue to fulfill our mission of providing the best education to our students.

This survey was conceived as an attempt to understand the disruption that COVID-19 has caused faculty and staff at UNK. This report traces some of these realities, illustrating faculty and staff perceptions of the disruptions that COVID-19 has created and the campus’ response to the crisis. This survey is only a snapshot of the impact of the pandemic on UNK’s employees. Due to how fast the survey was created and implemented, there are no doubt voices and concerns that are not documented in the results (483 faculty and staff completed the survey with 1142 faculty and staff invited). Additionally, COVID-19 is not the single stressor present on the UNK campus during the pandemic. There is an ongoing social and financial crisis happening and affecting not only UNK but the entire NU system. Finally, these survey responses were collected when UNK’s health district was largely classifying our region as being in “elevated” status. Since that time, the virus surged throughout our region with our health district remaining in the Pandemic stage with few changes being made by UNK’s administration in response to the elevated spread of the virus.

Overall impression regarding the campus response to COVID-19
In general, both faculty and staff felt the UNK administration has done a good job responding to the crisis and providing both groups with support systems during this critical time.

Fall Return to campus was a concern
Faculty and staff were concerned about being on campus in the fall. There was fear of contracting the virus and possible impact on families including vulnerable members. There was a major concern about campus sanitation and keeping facilities clean enough to ensure the safety of students, staff and faculty. In fact, approximately 60% of the faculty expressed the desire to remain remote, but UNK’s administration decided to go forward with reopening the campus despite this opposition.

Remote teaching/working
Implementing remote teaching/work for those who qualified was greatly appreciated by both faculty and staff. Encouraging social distance and the use of masks, the availability of Web conferencing (Zoom technology) for productivity (meetings and teaching), and limiting large gatherings were important for both faculty and staff to increase the sense of safety and security. These protective measures contributed largely to perceptions of safety and care, according to the data.

“UNK is doing its best to keep the students, faculty and staff safe. It’s a big undertaking!!”
--Staff Participant--
COVID-19 impact on health and productivity
Faculty and staff alike reported being emotionally impacted by the pandemic. This included slight to moderate worries about personal safety and fear of contracting the virus. Both faculty and staff reported worrying about losing connection with colleagues and feeling pressure to come to campus. Faculty reported worrying about the well-being of students. The emotional toll the pandemic has had on the campus personnel is not fully understood or represented in this report.

Technology, equipment & support
The vast majority of faculty and staff reported having the necessary equipment and resources to perform their essential job functions from home. However, many faculty and staff reported having to buy their own equipment (monitors, new laptops, printers, etc.), Wi-Fi and furniture to be able to be productive during remote work/teaching. Faculty also reported instances where students didn’t have devices or Internet access to participate in remote learning. The pandemic has revealed issues of equity and access in many levels of education.

Timeliness and clarity of communication
Staff tended to be more satisfied with timeliness and clarity of communication received from UNK. Faculty responses tended to be more even with approximate equal percentages of satisfied and dissatisfied. According to the data, faculty were more dissatisfied than satisfied about the clarity of communication. Challenges associated with planning and managing clear communication streams during high levels of uncertainty is not new. However, during a global pandemic it is critical to maintain an open communication flow. Faculty remain concerned about the transparency on the reporting of COVID-19 cases on campus.

As UNK moves past the initial response to the COVID-19 pandemic including success with transitioning to remote instruction, we are hoping that UNK’s administration is prepared to handle the impact of COVID-19 on future revenue and enrollment. UNK financial stability and job insecurity are concerns to both faculty and staff. Additional concerns include plans for a safe return to the campus in the spring, which can impact morale and job performance. Faculty and staff strongly suggest administration start developing contingency plans for the next academic year in consultation with the campus (faculty, staff and students) and other important stakeholders.

“Please know that most of us really do understand that you are all working very hard, and we appreciate how you care. This survey is a good example of that care! This is a difficult time for all of us, and we understand that no one’s COVID19 response plan will be perfectly executed the first (or even second) time. But you have our support and trust. I only ask that you support and trust us in return- the staff and faculty at UNK aren't perfect either, but we all do care and want to help each other. If we rely on that, we'll get through this together”

Faculty Participant--
Purpose
The purpose of this survey was to understand how the disruption caused by COVID-19 affected faculty and staff and their perceptions of the UNK campus response to the pandemic in the fall of 2020. The intent of the survey was to conduct a quick assessment, therefore, the survey was open for a short period of time. Because faculty and staff are central to the university operations, it is important to understand the effects of the pandemic from faculty and staff perspective. To that end, the UNK Faculty Senate and the UNK Education Association developed and administered a survey to collect response data to assist in understanding the impact of the novel coronavirus. The results included in this report represent a snapshot of the status of the campus during the fall 2020 semester, more precisely between August 25th through October 30th, 2020.

The results of this survey could help inform members of the administration, faculty and staff on strategic planning in the event of future extended periods of time dealing with COVID-19 on campus. It is our hope that one consequence will be the improvement of COVID-19 communications in the future and the greater involvement of staff and faculty in the actual COVID-19 related decisions being made.

Methods
Members of UNK personnel (N=1142) were invited to participate in the voluntary survey. UNK personnel included faculty (N=524) and staff (N=618). Responses were collected between October 16 - 30 using the Qualtrics platform. The instrument consisted of two sets of surveys, one with questions for faculty, and a second survey with questions for staff although some general questions were identical for both groups. Participants were directed to the appropriate set of questions depending on their role at UNK. The goal of the survey was to understand participants’ perceptions towards the campus response to the pandemic and how participants were affected by the COVID-19 crisis at UNK. A total of 500 participants (42%) responded to the survey although 483 started and completed the survey.

The Sample
From the 483 total respondents, n=252 were faculty, and n=231 were staff. From the total of 534 faculty employed at UNK, nearly half (47%) responded, which is an excellent response rate. From the 618 total staff employed at UNK, 37% responded providing a nice representation of UNK staff.

Survey Procedures
The survey was created using online resources, original and existing survey questions, and questions provided by faculty. Both faculty and staff were encouraged to provide feedback on the survey instrument before it was distributed to the campus community. An email inviting both faculty and staff to participate was sent out on October 16th. A second email reminder was sent out on October 21st and the survey remained available until October 30th. The e-mails communicated the purpose of the survey and clarified the survey participation was voluntary and anonymous.

“Thank you for doing the best you can. We are all navigating this together and I think if everyone could have a little grace, it would go a long way”
--Faculty Participant--
Overview of Survey Data Analysis

Demographic Data

Please indicate if you are a faculty or staff at UNK

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty</td>
<td>52.17% 252</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>47.83% 231</td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Please indicate your level of agreement with each of the following statements about the administration at UNK.

**Overall, the administration at UNK has done a good job protecting faculty from the negative health consequences of COVID-19.**

Both faculty and staff felt the administration did a good job protecting employees. Percentagewise, staff were more positive in their opinion.

**Overall, the administration at UNK has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.**

Most faculty felt positive about the administration in adapting to the changes during the spread of COVID-19.
Staff felt more positive about how the administration communicated the campus priorities and mitigation policies. However, faculty appear to be widespread in viewing the administration’s communication as inadequate.

In general, staff felt more positive about being protected and the communication procedures by the administrators. Both faculty and staff felt the administration has shown care and concern as they responded to the spread of COVID-19. Percentagewise, staff were more positive in their response. In the month since the survey was completed, the spread of the virus on campus and in our community has only increased.
Overall, how satisfied are you with the support you are getting from UNK to help adjust to all the changes this fall?

Both faculty and staff felt satisfied with the university support in helping with adjusting to all the changes this fall. Staff response was percentagewise more positive than faculty.

I know whom to contact if I have questions about UNK’s COVID-19 mitigation policies.

Both faculty and staff felt they knew who to contact if they had questions regarding COVID-19 mitigation policies. Percentagewise, staff felt stronger in their responses.
Please indicate your level of satisfaction with UNK about the following:

The staff tended to be more satisfied with the communication received from UNK. Faculty responses tended to be more even with approximate equal percentages of satisfied and dissatisfied.

Staff tended to be more satisfied with the clarity of communication received from UNK. Percentagewise, faculty response was higher dissatisfied than satisfied.
Faculty felt more positive in their opinion with the support they received from UNK to convert classes to the remote format.

Staff tended to be more satisfied percentagewise in their opinion regarding information about how changes would affect their work. Faculty however tended to be evenly distributed, percentagewise, regarding the information received.
Staff tended to be evenly distributed in their opinion regarding receiving information about how policies would impact future financial viability. Faculty, however, tended to be higher in their dissatisfaction regarding the information received.

Both staff and faculty worried about the feeling of pressure to come to work. However, staff tended to worry more, percentagewise.
Both staff and faculty worried about losing connection with colleagues. However, faculty tended to worry more, percentagewise.

Both staff and faculty tended to worry about the health and well-being of colleagues.
Faculty tended to worry often about the health and well-being of students.

Both staff and faculty tended to worry about the health and well-being of friends and family. However, faculty tended to worry more often, percentagewise.

Both staff and faculty tended to worry about their own health and well-being. However, faculty tended to worry more often, percentagewise.
Considering the current COVID-19 situation in Nebraska and specifically Buffalo County, do you feel comfortable coming on to campus?

Both faculty and staff tended to feel comfortable coming on campus. Staff shows slightly higher percentage than faculty. This response was before the Two Rivers Public Health district began regularly classifying our district as being in the pandemic stage. It is safe to assume that these responses would be more negative today than during the last weeks of October.

Considering the current COVID-19 situation in Nebraska, and specifically Buffalo County, do you feel comfortable teaching face to face classes?

Both faculty and staff tended to feel the same about the COVID-19 restrictions. They either felt UNK should be more strict or about the same. A very small percentage of faculty and staff felt the restrictions were less strict.
If you are given the option, at this time would you choose to teach your course remotely for the rest of fall semester?

![Bar chart showing the percentage of faculty who would choose to teach remotely, face to face, or not applicable.]

About half of the faculty felt they'd would choose to teach the course remotely, if given the option.

Considering the current COVID-19 situation in Nebraska, and specifically Buffalo County, do you feel comfortable teaching face to face classes?

![Bar chart showing the percentage of faculty who feel comfortable teaching face to face, uncomfortable, or not applicable.]

About half of the faculty felt uncomfortable teaching face to face. This is below the almost 60% of faculty that stated in the Spring of 2020 that they wished to stay remote in the Fall, but before the explosion of the virus in our region.
Faculty and staff felt evenly concerned about contracting COVID-19. Both felt slightly/moderately worried.

Do you approve or disapprove of the job each of the following has done in handling the COVID-19 response?

More faculty disapproved of the administration job in handling the COVID-19 response. Staff tended to approve more of the university administration job in handling the COVID-19 response.
Both faculty and staff tended to approve the job of the college leadership in handling the COVID-19 response. Faculty were more positive on the college leadership percentagewise.

Nearly 80% of staff approved the job of the Director/supervisor in handling the COVID-19 response.
Nearly 80% of faculty approved the job of the department in handling the COVID-19 response.

Working remotely has had a ____ impact on my day-to day performance.

Faculty and staff felt equally positive on the impact of working remotely. However, percentagewise more faculty felt a negative on their performance while working remotely.
Faculty and staff agreed they had the materials and equipment needed to perform well at home equivalently.

Do you agree or disagree with the following statement: “I have the materials and equipment I need to perform effectively at my home.”

What is your present academic rank?
Which category best describes your primary role?
Open Ended Questions (Qualitative Data)

Please explain your response to the question of having the materials and equipment needed to perform effectively at home.

<table>
<thead>
<tr>
<th>Theme 1. Smooth transition to remote teaching/work</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have high speed internet, an area to work, skills to effectively teach on Zoom and utilize canvas</td>
<td>56</td>
</tr>
<tr>
<td>I have what I need. This is not a big deal. I think admin has done a great job and the campus leadership continues to do the best that they can.</td>
<td></td>
</tr>
<tr>
<td>I have a school issued laptop that I use as my main computer. It goes where I go.</td>
<td></td>
</tr>
<tr>
<td>I own everything I need to successfully teach from home.</td>
<td></td>
</tr>
<tr>
<td>I appreciate Canvas &amp; Zoom, and teaching with them is going surprisingly well. I appreciate my department's use of email. My field doesn’t require labs, so luckily have all I need.</td>
<td></td>
</tr>
<tr>
<td>I have a new University-provided laptop for my work (received right before COVID hit)</td>
<td></td>
</tr>
<tr>
<td>Nearly everything I do with students can be done digitally. I have found ways to provide hands-on materials for a few selected activities.</td>
<td></td>
</tr>
<tr>
<td>I have the same equipment and materials at home as at my office at UNK.</td>
<td></td>
</tr>
<tr>
<td>I have a computer and WIFI. That's all I need. All my course materials can be accessed from home.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 2. Digital Divide: Lack of reliable devices &amp; Wifi</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have what I need but the students often do not</td>
<td>31</td>
</tr>
<tr>
<td>I am well set up with computers, equipment and a solid wifi - I am concerned that students are not though.</td>
<td></td>
</tr>
<tr>
<td>I have the materials and equipment needed to perform effectively at home. My students may or may not have the equipment.</td>
<td></td>
</tr>
<tr>
<td>I do not have a PC, only a laptop, but would need a full-size screen to see the student's work. I do not have the necessary video equipment at home, should campus close to us.</td>
<td></td>
</tr>
<tr>
<td>My home computer is old.</td>
<td></td>
</tr>
<tr>
<td>At this point I don’t trust my personal computer, nor the internet connection at home</td>
<td></td>
</tr>
<tr>
<td>External webcam needed for professional quality video</td>
<td></td>
</tr>
<tr>
<td>My laptop is ancient and slow now.</td>
<td></td>
</tr>
<tr>
<td>My laptop is an older model so it is limited when participating in Zoom meetings and creating materials for Canvas.</td>
<td></td>
</tr>
</tbody>
</table>
Theme 3. Financial investment to teach remotely

- I have a good new computer and assistance when needed. There are just some things that I have to supply myself such as my own printer, ink, phone, internet connection etc. I’m not complaining. I’m grateful to be able to work remotely.
- Having access to monitors, audio, and video equipment would provide me with the materials necessary to continue doing my job. I should not have to spend my own money to have these materials in my home office.
- I feel I am not being provided with the tools that I need to successfully teach at home. I have had to purchase things out of pocket, including internet, to make it so that I am not only available but able to teach effectively.
- I am now covering the cost for much of my work duties.
- There are just some things that I have to supply myself such as my own printer, ink, phone, internet connection etc.
- I purchased lighting and things necessary for doing demonstrations from home.
- I need a more efficient laptop to work remotely. I also need reimbursement for printing due to using my own machine and ink.
- I do have a laptop, but it’s old and the camera isn’t great for Zoom. I had to purchase a wifi range extender because my internet wasn’t supporting Zoom calls with more than a few participants.
- I have an awesome new laptop provided by the college. But I had to purchase my own extra monitors so I could have a three monitor setup.
- Given that I use the internet for work and I purchased the desk to be able to work from home, I would appreciate compensation for these two items.

Theme 4. Class/curriculum not suitable for remote learning

- My courses are hands-on / lab based. There is no substitution for in-person instruction.
- Because of the nature of what my students do (they have to use equipment that is only available at the University), it is nearly impossible to teach a couple of my classes remotely.
- My laptop and Canvas allow me to teach remotely if needed. However, any hands-on projects that I need the students to do, just cannot be done, so therefore will have to be skipped.
- My courses are hands-on / lab based. There is no substitution for in-person instruction.
- A lab is required.

What have you appreciated most about UNK’s response to COVID-19?
Theme 1. Flexibility to Teach/Work Remotely

- I appreciate the administration's willingness to be flexible and provide accommodation for faculty and students during this fluctuating pandemic situation (6).
- The flexibility I have had within my department to do what I feel comfortable with while still doing my job. The sense of community.
- I have most appreciated the flexibility offered to both work on-campus and remotely.
- I appreciate the option for faculty to choose what's best for them -- some can be on campus face-to-face, some cannot. We need to keep that flexibility until the vaccine. Also appreciated is the understanding that we all have to be flexible with students (3).
- The response of my chair and who is very concerned about students and faculty and very flexible.
- The willingness of the college dean to allow professors to work from home if they want to.
- Ability for vulnerable populations of faculty and students to work remotely even when campus is open.
- Following Univ. of Nebraska Policies permitting faculty with underlying medical issues to teach remotely.
- I have appreciated UNK’s general willingness to allow for greater flexibility (4).
- Ability to choose modality of my fall class and end class meetings after thanksgiving (2).
- Allowing me to work remotely. I think I would have otherwise experienced pathological levels of anxiety that would have prevented me from efficient and productive performance.
- Flexibility in teaching remotely, hybrid, or face-to-face. Being provided zoom technology in classrooms to include all students.
- That we found a way to keep going (3).
- I appreciate the flexibility to put courses online or to meet synchronously through Zoom. I appreciate that faculty/staff may work remotely when they feel they are at risk.
Theme 2. UNK Administration Efforts

- The approach has been thoughtful and balanced
- Decision making under pressure, unclear information
- Attempts to stay face to face (5)
- Email notifications are helpful
- They ARE working hard
- They are doing what is necessary
- Assistance with technology in the classroom
- There is a clear plan that has been communicated well
- How they have tried to answer questions and work to keep UNK open
- Going back to in-person instruction this Fall
- I have appreciated that UNK sees value in continuing on-campus classes and operations
- Balance. Wisdom. Not panicking
- The leadership that is basing their judgments on information that is available at the time and taking the situation seriously.
- The leadership of administration and athletics has been outstanding
- Supplying technology to classrooms that enables class Zoom broadcasts at any time
- Personable and genuine concern for faculty, staff and students
- It is a tough situation, and I think everyone is really trying to do what is best for students (even if I might disagree with their conclusions)
- I feel as though they have taken COVID-19 seriously, and want to do the right thing.
- I believe the majority are doing their best given the uncertainty of the situation.
- I do believe that everyone has tried to be sensitive to the needs of students/faculty/staff at this time.
- I have confidence that administration is making a sincere effort to clearly communicate and keep people safe
- They obviously care and have done their best.
- I think UNK has done a good job of adapting and continuing to fine-tune our response.
Theme 3: Mandatory Mask on Campus

- Mask mandate
- I've most appreciated the mask guidelines and the weekly updates on the COVID-19 numbers
- Strong encouragement of masks
- How seriously they have taken the situation and willingness to invest in masks
- That they are continuing to enforce mask wearing when most places outside of UNK are not requiring it even though the cases have risen in Buffalo County.
- Requiring masks. However, this needs to continue to be enforced.
- I also appreciate the persistent messaging about masks, social distancing, etc.
- All of the mask signage and communication seems to be helping as I'm surprised how well students seem to be doing with wearing masks. That's great!
- Mask mandate was huge.
- The guidelines on campus such as mask mandate and social distancing.
- Mask requirements in place
- I have appreciated the students using masks consistently.

Theme 4: Cleaning Supplies, Custodians, Plexiglass & Barriers, Signage

- The cleaning supplies have been great and I think things are going ok.
- I appreciate the availability of cleaning supplies so that I am able to easily clean areas before and after I use them. The wall-mounted hand sanitizer stations near the exit is also very convenient!
- Facilities people -- they have been cleaning and generally available. Also, the availability of wipes and hand sanitizer is important for the classroom.
- The cleaning by the custodial staff.
- How seriously they have taken the situation and willingness to invest in masks, Plexiglass, etc. to stop the spread
- Signage, PPE materials that have been distributed.
- All of the mask signage and communication seems to be helping as I'm surprised how well students seem to be doing with wearing masks.
- Providing PPE
What part of UNK’s response to COVID-19 has concerned you?

<table>
<thead>
<tr>
<th>Theme 1: Lack of Communication &amp; Clarity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lack of clear information (11)</td>
<td>77</td>
</tr>
<tr>
<td>Lack of timely communication (13)</td>
<td></td>
</tr>
<tr>
<td>Communication and accuracy</td>
<td></td>
</tr>
<tr>
<td>Lack of consistent information (12)</td>
<td></td>
</tr>
<tr>
<td>It is not clear what criteria are being used to make decisions about moving between phases or whether to move all Fall classes back online. While local infection rates were skyrocketing, we moved to phase II.</td>
<td></td>
</tr>
<tr>
<td>Mild enforcement of COVID-19 guidelines.</td>
<td></td>
</tr>
<tr>
<td>Early on the lack of communication</td>
<td></td>
</tr>
<tr>
<td>The lack of clear communication, especially about the issue of how/when we move backwards in phases (3)</td>
<td></td>
</tr>
<tr>
<td>The way the phases have been decided (4)</td>
<td></td>
</tr>
<tr>
<td>We seem to change how and what we communicate based on whatever direction the wind blows.</td>
<td></td>
</tr>
<tr>
<td>lack of transparency about the cases on campus</td>
<td></td>
</tr>
<tr>
<td>The information given weekly is vague. There is no ongoing tracker of total cases, nor will they say what percentage of the population is being tested with respect to positive cases.</td>
<td></td>
</tr>
<tr>
<td>Unclear about what’s happening after Thanksgiving (7)</td>
<td></td>
</tr>
<tr>
<td>Unclear guidelines and protocols.</td>
<td></td>
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<tr>
<td>Academic calendar impact--such as the addition of the 3-week session and non-standard direction following Thanksgiving (5)</td>
<td></td>
</tr>
<tr>
<td>Poor communication from the communication office</td>
<td></td>
</tr>
<tr>
<td>Lack of conviction and clarity</td>
<td></td>
</tr>
<tr>
<td>Lack of transparency regarding the spread on campus.</td>
<td></td>
</tr>
<tr>
<td>The lack of transparency in communicating risk information to faculty and staff has been a disappointment</td>
<td></td>
</tr>
<tr>
<td>Sometimes the outside news source reports the news first (4)</td>
<td></td>
</tr>
<tr>
<td>Lack of a dialogue with faculty. This should happen weekly in a forum style meeting.</td>
<td></td>
</tr>
<tr>
<td>Communication. When I see the statistics for Buffalo County and do not see a matching increase at UNK, it’s hard to trust that our system is really accounting for what is going on</td>
<td></td>
</tr>
<tr>
<td>Confusion and lack of transparency--I don't understand why we're still in Phase 2 with the rise of cases in the county and statewide</td>
<td></td>
</tr>
<tr>
<td>Measures seem delayed and half-hearted relative to other Nebraska institutions</td>
<td></td>
</tr>
<tr>
<td>Lack of forethought. There is just so much opposing information and then things add (such as the intermission session) and what is going to happen after Thanksgiving.</td>
<td></td>
</tr>
</tbody>
</table>
Theme 2: Accuracy of Reporting on COVID-19 Cases on Campus

- Going to phase 2 too quickly and not being clear about re-evaluating.
- Lack of transparency about how decisions are made (5)
- Lack of access to information about active cases and contact tracing (6)
- Just the number of cases going up on campus
- I have also been concerned about the transparency of the impact and number of cases on campus (6)
- First, clarity and honesty in the reporting the number of cases. I think the actual number of cases are far greater than what is actually reported.
- Lack of transparency about the cases on campus (7)
- The metrics of reporting cases are not consistent (4)
- Inefficient testing and reporting of number of cases on campus
- There should also be updates on the number of cases EVERY DAY. UNK campus is not an isolated island in the middle of Buffalo County—it is interconnected at every level.

Theme 3: Large Gatherings

- The large gatherings and the lack of mask mandate
- Public gatherings
- Thanks for your efforts so far. UNK need to mandate the use of masks and stop large gatherings. That's the recommendation we hear from the experts. Why aren't we following these recommendations?
- Allowing visitors into the Res Halls, more gatherings
- The large group gatherings
- Group gatherings
Comments to UNK administration regarding the COVID-19 response and your experience this fall

<table>
<thead>
<tr>
<th>Theme 1: Questionable Move to Phase II</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m concerned about the move to Phase II. I don’t believe we were ready for it, and doing so has made me less trusting that the university</td>
<td>16</td>
</tr>
<tr>
<td>It is not clear what criteria are being used to make decisions about moving between phases or whether to move all Fall classes back online. While local infection rates were skyrocketing, we moved to phase II</td>
<td></td>
</tr>
<tr>
<td>Since moving to Phase II, I am now concerned that the University won’t move online if there is a need to do so</td>
<td></td>
</tr>
<tr>
<td>I don’t believe we should have moved to Phase II. Phase I was working well at keeping our numbers down;</td>
<td></td>
</tr>
<tr>
<td>Moving to phase II (12)</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Theme 2: Encourage and support remote work/teaching</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage all fac/staff to work from home if able.</td>
<td>27</td>
</tr>
<tr>
<td>More trust should be put in employees and freedom to work remotely (21)</td>
<td></td>
</tr>
<tr>
<td>More concern needs to be shown to staff as cases increase this fall and winter</td>
<td></td>
</tr>
<tr>
<td>I appreciate that some staff members are able to work from home, I am not one of those members though and I would like to do it. I wish my department would do that to help us feel safe and cared about.</td>
<td></td>
</tr>
<tr>
<td>Thank you for the extra time and effort to keep our campus open. Staff need to be treated the same though as faculty and students and give us the opportunity to work remote when able</td>
<td></td>
</tr>
<tr>
<td>Would love the option to work remotely</td>
<td></td>
</tr>
<tr>
<td>We should do all we can to avoid deaths on campus while we can by going fully remote. Then we can say we did everything we could.</td>
<td></td>
</tr>
</tbody>
</table>
References


HEDS, Community of colleges and universities, https://www.hedsconsortium.org/

Two Rivers Public Health Department, https://www.trphd.org/

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