Faculty instructional experiences during COVID-19

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UNIVERSITY
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Overview

A subset of questions in the Employee COVID Impact Survey asked faculty about their instructional experiences while teaching remotely. Instructional questions were automatically displayed for respondents whose primary employee role was 'Faculty' in Banner.

Excluding individuals on long-term unpaid leave, all faculty were invited to participate in the survey from November 13 to November 20. Respondents were asked if they had taught at least one course in Winter, Spring, Summer and/or Fall 2020 before being branched to the instructional questions. Faculty who had not taught in these terms were taken to another section of the survey. Of the 774 faculty invited to take the survey, 321 answered the instructional questions (41%).

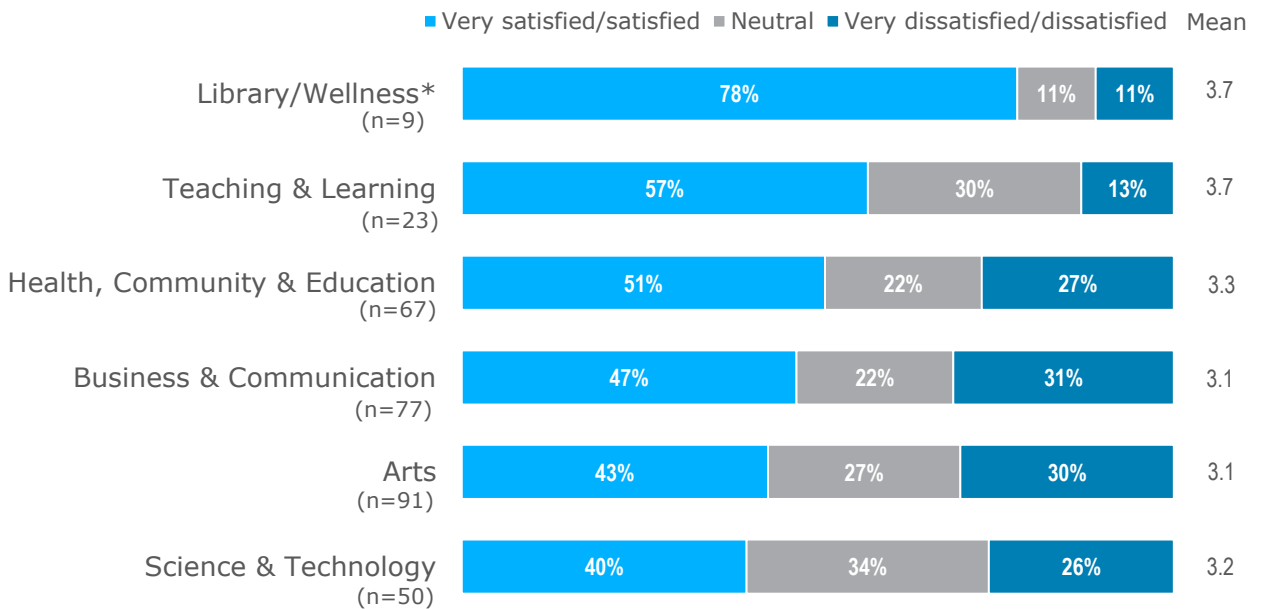**Less than one in ten faculty said they had not taught in Winter, Spring, Summer and/or Fall 2020.**
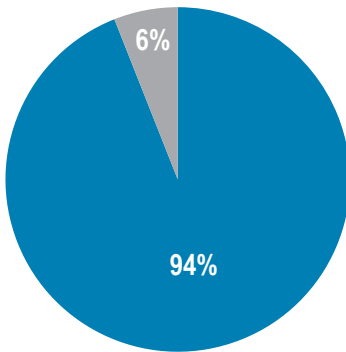
(n=343)

Slightly less than one in two faculty said they were satisfied with the support they had received from MRU to prepare their classes for remote learning.

Institutionally, 47% of faculty said they were satisfied with the support they had received from MRU to prepare their classes for remote learning, including technical support and training. A similar percentage of faculty said they were dissatisfied with the support they had received (27%) or had a neutral opinion (26%).

Faculty in Teaching and Learning were on average more satisfied with the support they had received than other faculty members, with 57% who said they were satisfied with the support they had received.

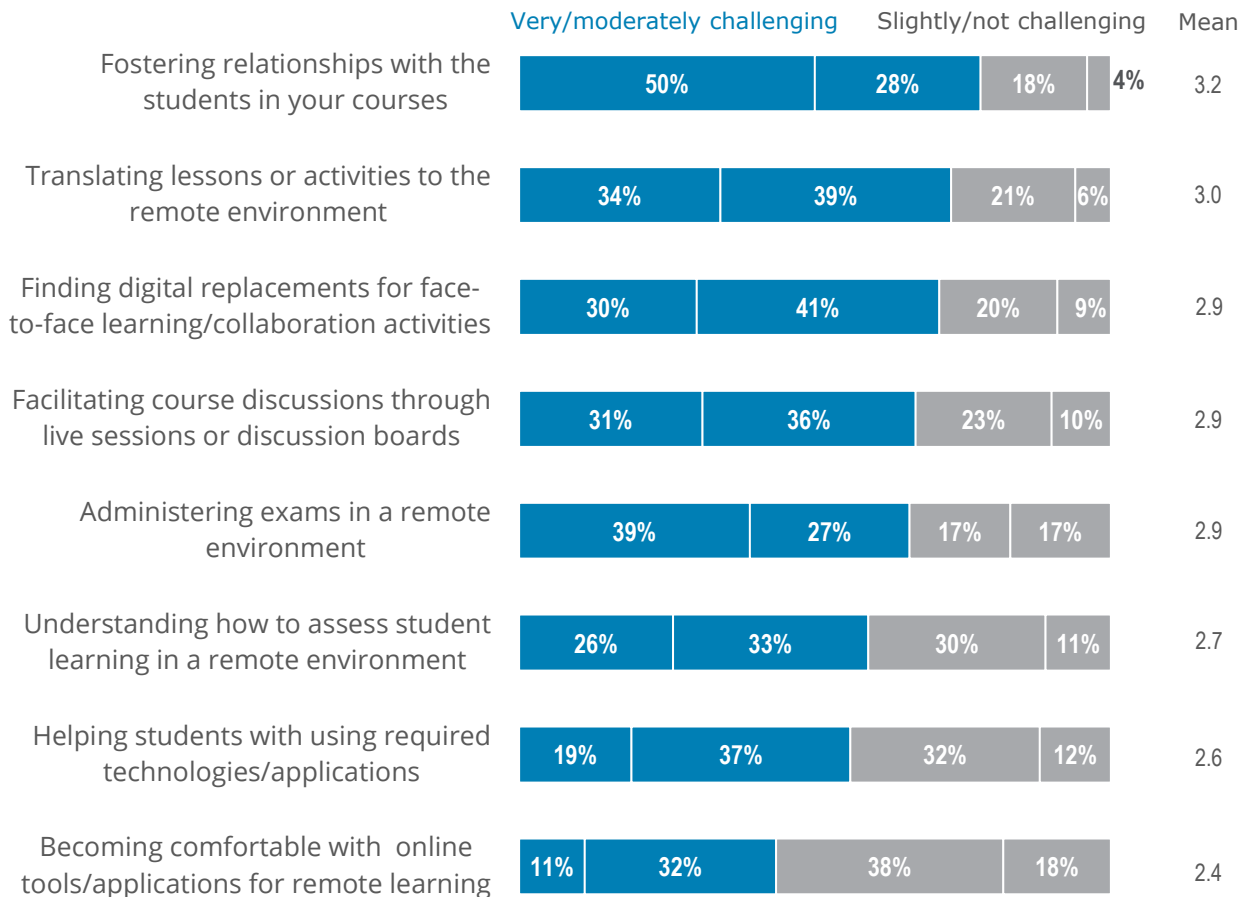|	Very satisfied/satisfied	Neutral	Very dissatisfied/dissatisfied	Mean
Library/Wellness* (n=9)	78%	11%	11%	3.7
Teaching & Learning (n=23)	57%	30%	13%	3.7
Health, Community & Education (n=67)	51%	22%	27%	3.3
Business & Communication (n=77)	47%	22%	31%	3.1
Arts (n=91)	43%	27%	30%	3.1
Science & Technology (n=50)	40%	34%	26%	3.2

*Responses from the Library and Wellness Services were combined due to small sample sizes. Still, the combined sample size is very small, making it more challenging to identify significant differences in results between these respondents and instructors from other areas.

Three in four faculty said they found it challenging to foster relationships with their students when teaching remotely.

Overall, the areas faculty experienced the most challenges when teaching remotely was in fostering relationships with their students (78%), translating lessons or activities to the remote environment (73%), and finding adequate digital replacements for face-to-face learning and collaborative activities (72%).

Compared to faculty outside of their respective area, instructors in Science and Technology were more likely to say administering exams in a remote environment was challenging (90% vs. 62%), and Arts instructors were more likely to say that facilitating course discussions on discussion boards or during live sessions was challenging when teaching remotely (75% vs. 63%).

Faculty found it was more challenging to help their students become comfortable with using the technologies and applications needed for remote learning than it was to learn these technologies themselves.

	Very/moderately challenging		Slightly/not challenging		Mean
Fostering relationships with the students in your courses	50%	28%	18%	4%	3.2
Translating lessons or activities to the remote environment	34%	39%	21%	6%	3.0
Finding digital replacements for face-to-face learning/collaboration activities	30%	41%	20%	9%	2.9
Facilitating course discussions through live sessions or discussion boards	31%	36%	23%	10%	2.9
Administering exams in a remote environment	39%	27%	17%	17%	2.9
Understanding how to assess student learning in a remote environment	26%	33%	30%	11%	2.7
Helping students with using required technologies/applications	19%	37%	32%	12%	2.6
Becoming comfortable with online tools/applications for remote learning	11%	32%	38%	18%	2.4

(n≈317)

*In the student survey, Science and Technology students were less comfortable than other students with taking proctored exams online (see student report page 8).

The majority of faculty said they would like to receive more training about increasing student engagement and participation when teaching remotely.

Compared to the other areas of support and training, faculty said were most likely to say they would like to receive more training on how to increase student engagement and participation (67%), best practices for accessing student work (47%), and best practices for administering exams remotely (46%).

Not surprisingly, Science and Technology instructors were more likely to say they would like more information on best practices for administering exams remotely than other instructors (61% compared with 43%). Instructors in both Science and Technology and Health, Community, and Education would like more information about best practices for assessing student work than other instructors, with three in five instructors from each area saying they would like more support in this area.

Of the 44 instructors who said they would like other types of support from MRU, the main themes that emerged were that instructors would like more IT support, financial compensation for expenses, or said that time was the most lacking resource.

Only one in five faculty said they would like to receive more training on how to create pre-recorded lectures.

Category	Percentage
Increasing student engagement and participation	67%
Best practices for assessing student work	47%
Best practices for administering exams in a remote environment	46%
Using remote learning technologies (e.g., Google Meet, simulation software, etc.)	42%
Developing group work for remote learning	38%
Using Blackboard optimally to make course materials available to students	32%
Revising course syllabi for remote learning	26%
Creating pre-recorded lectures	20%
Other support	15%

(n=302)