

# Winter 2021: Faculty instructional experiences during COVID-19

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## Overview of instructional questions and survey methodology

In the fall and winter administrations of the *Employee COVID Impact Survey*, faculty were asked a subset of questions about their instructional experiences during the COVID-19 situation. These questions were automatically displayed for respondents whose primary employee role was 'Faculty' in Banner.

The winter survey was available for employees to complete from March 23 to April 4, 2021. Excluding individuals on a long-term unpaid leave, all faculty were invited to participate in the survey. Of the 779 faculty invited to participate, 266 answered the instructional questions, yielding a 34% response rate for these items.

As a screening question, faculty were asked if they had taught at least one course since MRU transitioned to remote delivery in response to the pandemic. Faculty who indicated they had not taught during this time (6% of respondents) were taken to another section of the survey.

Survey items were kept the same as much as possible between the fall and winter questionnaires. In doing so, it was possible to conduct a comparative analysis of results for the instructional questions. *Analysis showed no differences in faculty members' perspectives about teaching during the pandemic between semesters.* In light of these findings, this report only focuses on results from the winter survey.

## Summary of results

- Forty per cent of faculty said they were satisfied with the support they had received from MRU to prepare their courses for remote learning. By faculty, Health, Community and Education instructors were more likely to say they were satisfied with the support they had received than other instructors (52% vs. 37%).
- Faculty found it most challenging to foster relationships with their students when teaching remotely (79%), followed by translating lessons or activities to the remote environment (71%).
- Instructors were least likely to report they found it challenging to become comfortable with the online tools and applications needed for remote learning, with 45% who said they found it very or moderately challenging to do so.
- A majority of faculty said they would like more training about increasing student engagement and participation in their courses when teaching remotely (67%).
- About one in two faculty said they would like support or training in the following areas: best practices for administering exams in a remote environment (49%), best practices for assessing student work (48%), and using remote learning technologies (48%).

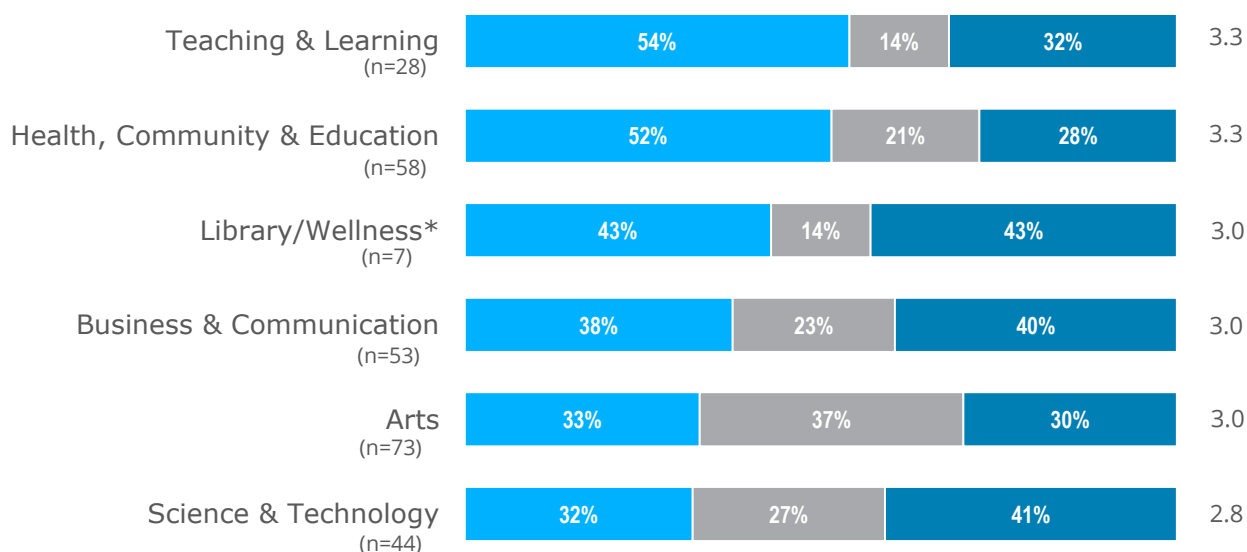
## In the winter, two in five faculty said they were satisfied with the support they had received from MRU to prepare their classes for remote learning.

Institutionally, 40% of faculty said they were satisfied with the support they had received from MRU to prepare their classes for remote learning. One in three faculty (34%) said they were dissatisfied with the support they had received, and 26% had a neutral opinion.

Health, Community and Education faculty members were overall more likely than other faculty to report being satisfied with the support received (52% compared with 37%).

## One in three faculty members in the Faculty of Arts and the Faculty of Science and Technology said they were satisfied with the support they had received from MRU to prepare their classes for remote learning.

■ Very satisfied/satisfied ■ Neutral ■ Very dissatisfied/dissatisfied Mean



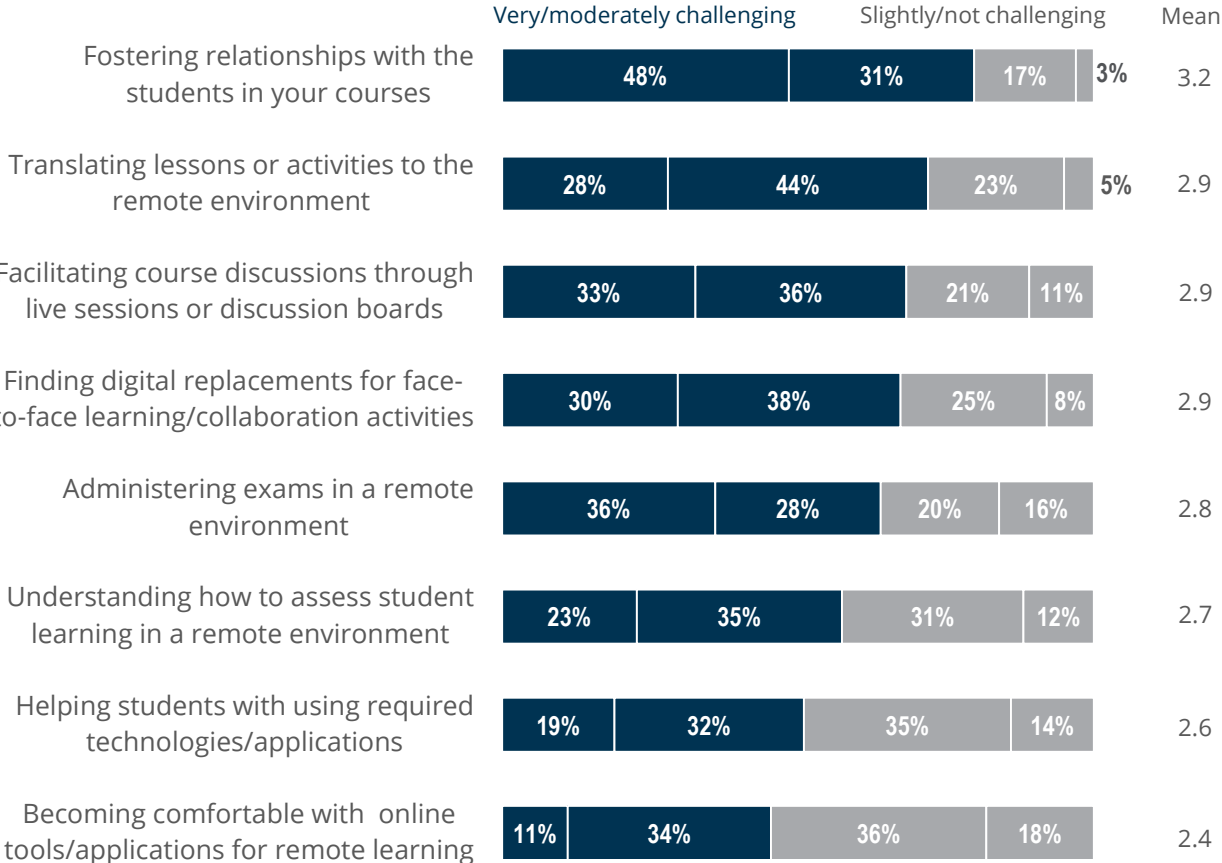
\*Responses from faculty in the Library and Wellness Services were combined due to small sample sizes. Since the combined sample size is very small, it is more challenging to identify significant differences in results between these respondents and instructors from other areas.

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

When asked how challenging they found it to teach remotely across nine different areas, two areas were identified as being most challenging for faculty. First, 79% of faculty said they found it very or moderately challenging to foster relationships with the students in their courses. Almost one in two faculty members (48%) said they found this aspect of teaching remotely to be very challenging. Second, 71% of faculty said they found it challenging to translate their lessons or activities to the remote environment.

Science and Technology faculty found it more challenging than their colleagues to administer exams remotely (84% vs. 60%), translate lessons or activities for the remote environment (84% vs. 70%), and understand how to assess student learning in a remote environment (73% vs. 54%). Compared with faculty outside of their area, Arts faculty were more likely to say they found it challenging to facilitate discussions about course topics through live course discussions or discussion boards when teaching remotely (79% vs. 64%).

## Faculty members were least likely to say they found it challenging to become comfortable with the online tools or applications needed for remote learning.



(n≈266)

\*In the student survey, Science and Technology students were less comfortable than other students with taking proctored exams online (see student report page 7).

## About two in three faculty said they would like more training about increasing student engagement and participation when preparing their courses for remote teaching.

In Winter 2021, faculty were most likely to say they would like to receive more support or training in four areas when preparing their courses for remote instruction:

- Increasing student engagement and participation (67%),
- Best practices for administering exams in a remote environment (49%),
- Best practices for assessing student work (48%), and
- Using remote learning technologies (48%).

By faculty, instructors showed different training interests in four areas:

- Instructors in Science and Technology were more likely to say they wanted training on best practices for administering exams in a remote environment (68%).
- Arts faculty members were more likely to say they would like training on using Blackboard to make course materials available to students (46%).
- Faculty in Health, Community and Education were more likely to say they wanted training on best practices for assessing student work (63%).
- Teaching and Learning instructors were more likely to say they would like training on creating pre-recorded lectures (40%).

Instructors who identified other supports or training said they would like access to better technology or technology support, financial compensation for having to do extra work or for technology costs, information about supporting students who are struggling, and how to manage exams that require accommodations.

## When preparing courses for remote instruction, faculty were least likely to say they would like training about revising course syllabi or creating pre-recorded lectures.

