



## COVID-19 Impact on Teaching Survey Summary Spring 2020

In the spring of 2020, faculty members were invited to participate in a survey, which seeks to identify any challenges associated with the transition to remote teaching caused by the COVID-19 pandemic. Of the 762 faculty surveyed, 129 responded for a response rate of 16.9%. Below is a summary of the response distribution, followed by a series of appendices, which outline the open-ended answers.

Which of the following **technological issues** have been a challenge for you since the transition to remote learning? (Check all that apply)

	N	%
Student discomfort or lack of familiarity with required technologies or applications	70	64.8%
Adequate digital replacements for face-to-face collaboration tools (e.g. whiteboards)	55	50.9%
My own discomfort or lack of familiarity with required technologies or applications	53	49.1%
My access to specialized software (e.g. Adobe products, statistical packages)	24	22.2%
My access to reliable internet/service	23	21.3%
My access to reliable communication software/tools (e.g. Blackboard, WebEx, Skype)	18	16.7%
My access to reliable digital device (e.g. laptop, mobile device)	12	11.1%
My access to library resources	7	6.5%

How would you say your students have adapted to remote learning, from your experiences and observations as an instructor?

	N	%
My students seem to be struggling a great deal with adapting to remote learning.	17	13.2%
My students seem to be struggling somewhat with adapting to remote learning.	44	34.1%
My students seem to be adapting reasonably well to remote learning.	50	38.8%
My students seem to be adapting extremely well to remote learning.	12	9.3%

Which of the following have been challenging for you in adapting course design and / or assignments to remote learning? (Check all that apply)

	N	%
My personal preference is for face-to-face learning	78	65.0%
Course lessons or activities haven't translated well to a remote learning environment	66	55.0%
Students have not been adequately available/responsive	54	45.0%
Other: <b>Please see Appendix A</b>	45	37.5%
I have limited personal time or energy to effectively adapt	37	30.8%
I am uncertain about how to best assess student learning in this environment	30	25.0%
I have limited knowledge of options for online course delivery	29	24.2%
Additional Comments: <b>Please see Appendix B</b>	24	20.0%
I am not familiar or comfortable with online applications/tools	21	17.5%

What are your biggest concerns with the transition to remote learning so far? (Check all that apply)

	N	%
Diminished student learning	89	73.6%
Not being able to communicate with my students	53	43.8%
Evaluations of my teaching effectiveness	40	33.1%
Other: <b>Please see Appendix C</b>	40	33.1%
Security/privacy in proctoring online exams	23	19.0%
Changes to grading structures (e.g. pass / fail, credit / no-credit)	15	12.4%
Additional comments: <b>Please see Appendix D</b>	14	11.6%
Online privacy, protection of my personal data	13	10.7%
Online privacy, protection of student data	12	9.9%
Impacts on tenure eligibility	11	9.1%

If we could solve one problem for you, what would that be?

**Please see Appendix E**

<b>Appendix A: Which of the following have been challenging for you in adapting course design and / or assignments to remote learning? – Other.</b>
Although I had not taught on line before it has been an interesting time of learning for me.
for many/most students, real-world concerns (housing, finances, health and well-being of themselves and their families) have (understandably) reduced motivation/concern for academic pursuits at this time.
How do we assess effectively when we have no way to proctor who takes the assessment or what resources a student uses during the assessment when there are a pluther of places to go on the internet where students may type a question in and receive feedback with answers.
I am uncertain about the student engagement during online meetings
I couldn't get the advice I needed to set up breakout groups in Webex - the 'training' platform was far too complicated compared to zoom, but using zoom was not a university option. The person who tried to help me with Webex, although very willing, was unable to advise
I do not have the time to adequately create video content to cover the material each week.
I had to completely rewrite my syllabus because my students don't have access to the necessary equipment required to complete the original assignments
I had to develop a great deal of new material to attempt to replace site internship experiences for students (scenarios, etc). The additional work, both in creating the assignments and having to grade a huge number of additional assignments, left me with little time to learn new technology and be creative in my course presentation.
I have a concern with cheating with the online exams.
I need more time to do it properly.
I was teaching an accelerated 8-week long course, that lost a week with the expansion of Spring Break
It is extremely challenging to assess student engagement and to encourage catholic participation.
It is not possible to translate hands on experience and labs to remote learning
Many students have been unwilling or unable to process the written explanations for changes to course policies. This means I have deluged with email questions about things I have explained in written postings. It is very frustrating because it reveals how unwilling students are to make an effort to help themselves. It also might reveal that students are just not good readers. In the f2f format, this is less of an issue, because students ask me these things in class, and it feels less burdensome. So the challenge, to put it succinctly, is that there is this tug of war between us: I'm trying to ask them to take responsibility, but they are not willing, so I am finding myself doing a lot of redundant work.
More difficult to engage with students
My class includes hands-on laboratory experiences
My course is already online. BUT the issue I've had is that now students are dealing with faculty who are less skilled in teaching online and that is stressful for them -- thus, it is a circle of indirect impacts on my course via their stress levels
No issues
none
Not all students have a computer or reliable internet connection. They don't have to, that was not a requirement when they sign for the course.
Online instruction is inadequate for lab section instruction.
Online learning is 2-3 times more demanding than face-to-face teaching
Parents have listened in, and engaged in conversation, during web ex Q&A sessions
Reliability of Blackboard Testing
some students dont have good access to fast internet; I have students in parking lots of remote offices that allows them to use their internet.

<b>Appendix A: Which of the following have been challenging for you in adapting course design and / or assignments to remote learning? – Other.</b>
Some students had more technology issues.
Some students have not engaged or responded to my email requests to check in.
Some students have serious challenges accessing wifi and don't have computers
Some students who were diligent about coming to class have just stopped doing anything
Student access to good internet or a quiet, private environment in which to log into video chats
students ability to move in a safe environment (dance class)
Students are not responding to emails.
Students do not have equipment at home
Students in the school of music have been impacted significantly by online learning. Course content that includes instrumental learning has significantly impacted the level of success as well as students not having specific instruments required for the course available to them at home. The one on one attention needed in learning an instrument, at times needing physical maneuvering is of course impossible. Students in practicum class have been unable to complete necessary hours needed for their clinical work which happens out in community organizations. The impact fully online programming has on music therapy students is detrimental to their learning and success. It is a healthcare profession - students need to know how to use their music in response to clients/patients needs and through the relationship that is built through the music. Unfortunately, online learning at the undergraduate level is not fully compatible for the skills needed.
Students that do not have adequate internet access
The computer I have for work (Dell laptop) has issues on things like Webex where I can't get rid of feedback echoes
The online environment creates more work for students and me - increased use of written assignments, discussion posts - face to face (verbal) instruction allows for these interactions to occur naturally
The situation is different when both students and faculty plan for and expect an online learning experience.
The time constraints due to all other aspects of the job (not teaching related) taking significantly more time because of the switch to all online.
The transition has gone well. I am experienced in online teaching.
this is a project based hands on soldering course.
This was not an option earlier - Many of my students don't have reliable internet and some don't have reliable devices. Some did take advantage of the free rentals at Helmke, so that was useful.
Varied student levels of internet availability caused stress for students.
Webex has been clunky and hard to use for both me and students.
What made this semester challenging was switching from in-seat to online for the students and that they had a confusing feeling of the condition, along with the limited computer literacy for online course.

<b>Appendix B: Which of the following have been challenging for you in adapting course design and / or assignments to remote learning? – Additional Comments.</b>
Because there are no proctored exams and they must be done remotely, I am measuring nothing with these exams but their ability to undermine.
I adapted my classes in a manner that would not alienate students who lacked extensive data plans.
I did not have the time to plan out or use best practices to convert the course for online learning, If I had planned the course from the beginning of the semester to be online, I would have done it very differently than I did converting it over in one week's time. In addition, when I asked students for input the week of the extended spring break, many indicated problems with access (connectivity problems, sharing the computer with other members of the household, having to oversee e-learning for their children, etc). This influenced some of the choices I made.
I have learned to use Zoom and more blackboard tools and have had good feedback from students on the process.
I have taught online classes many times, but teaching hands-on activities has been difficult. My students have adapted to use of Zoom which is my preferred medium for this course. And they have successfully worked on group projects and group presentations.
I teach Foreign Languages. For this kind of subject, daily face-to-face interactions and practice are essential. Practice/conversations among students is particularly challenging. It would be less stressful if we had small classes with 5-10 students if done through video-Webex. 20-25 students in each class is madness and students are not getting the outcomes they should be getting.
I teach online already, but one course was student teaching. THAT one was difficult to figure out.
I uploaded lecture videos to KALTURA and embedded them in the Blackboard. From the number of videos viewed by my three courses (200, 400, and 500 levels), the percentage of views follows: 500 &gt; 400 &gt; 200. I cannot understand this. Students at low level tend to not to watch posted videos.
If I had to go online in the Fall, the transition would be a lot easier since I now have the set up at home and the summer to prepare, but a little more notice would be nice, if possible. I know we were all thrown into the deep end of the pool, so to speak, due to the pandemic. Given all the unknowns, I think we, as a campus (students, staff, and faculty) did great!
Many students are not in touch with me, so that makes it difficult for me to have confidence in my answers to the first two questions of this survey. The f2f formal together with my stringent attendance policy means I see even the most reluctant students. Now, they have disappeared, and they don't respond to emails or show up to online meetings, so I have no idea what is going on with them and there appears to be nothing I can do to help them.
may be remote learning is possible for some disciplines but for sciences specially labs it is impossible to teach them online. Students have to perform the experiment otherwise the lab has no meaning.
My biggest challenge is to find the time necessary to provide an excellent learning environment online. It can be done sloppily and fast but I hold myself to a very high standard. Therefore, I am working many extra hours each week to try to provide this type of learning environment.
My course was heavily dependent on weekly lab sessions to round out the learning experience. Without the lab, student interest in the course has declined.
My students keep getting logged out of their exams and quizzes in Blackboard. I've given them other chances, I believe I've chosen all the options in Blackboard necessary to avoid such problems. It increases their stress level. nonetheless.
None
None
Some students have "ghosted" the class, meaning they are not doing assignments or responding to my continued emails;nor have they withdrawn officially. Therefore, it is impossible to evaluate the cause of their disappearance.

<b>Appendix B: Which of the following have been challenging for you in adapting course design and / or assignments to remote learning? – Additional Comments.</b>
Some students have no problems and have adapted well. Those who have not would like to ask questions and face-to-face would be preferred. I do not have tools such as skype or zoom that will substitute for face-to-face
Some students that were so-so for in-person classes have become very responsive, with good attention to detail.
Student experience has varied greatly; some students have adapted very well, others who were doing well in the course before spring break have disappeared
The laptop computers that some of my students checked out from the library did not support the language fonts that they needed. Only English was available.
This class was a hybrid so we already had much of the class online. However, the lack of access to see each other on a weekly basis made it very difficult to really gauge how well the students were responding to the content.
we physically build circuit boards and cut out boards on a machine.
While I've used discussion boards this semester, they don't appear to have the same impact and effect as face-to-face discussion does. I haven't had any other problems while teaching online and my students have done AMAZING. I just prefer either face-to-face or hybrid courses.

<b>Appendix C: What are your biggest concerns with the transition to remote learning so far? – Other.</b>
A loss of community for my students
All students need reliable internet connection for online teaching to be effective for all students. For some students, I call talk to pn my phone because internet with the appriprite band width is not an option.
Being able to conduct lab work associated with the coursefa
Blackboard tests supposedly dont work effectively so I use a different menthod which has been challenging.
can not complete the course
Diminished student engagement
General ability to teach effectively
getting students to do the work
I am using zoom and email to communicate with my students continually and actually have had more personal time with them. Which I didn't expect.
I had trouble getting software downloaded to my home computer. Boilerkey process had many roadblocks. Eventually, I downloaded and used third-party pdf and other software. Not worth hassle even after calling our excellent IT services.
I rely on looking at my students' faces to see if they are understanding the material. I have adjusted but this is a big change for me.
I teach students who are doing practicums and student teaching. Remote learning obviously is no substitute for being in schools.
Inability to properly interact with students
Increased ability to cheat on exams
Inequality in our student population.
Initial problems with Open VPN connect
internet access, sofware available for our students
I've had students who didn't do the work and may fail. I've texted, emailed and left messages! Freshman struggle with the concept of a discussion board even after walking them through it and giving an example of what a good thread looks like.

<b>Appendix C: What are your biggest concerns with the transition to remote learning so far? – Other.</b>
keeping students engaged and connected
Lack of ability to truly engage personally with my students
Loss of skills in students
My biggest concern, frankly, is technophobic colleagues giving students a negative impression of the success they could be having
My Seniors were just down over ending their final semester this way.
No issues
None
none
Non-responsive students; many did not check their PFW email
Not getting the personal contact with my students that happens with in-person classes; personal interaction is really important especially for first-year students and it just doesn't work as well online
Online evaluations of student performances. This is virtually impossible with my course because I need to hear their voices unaided by microphones and that is impossible online. It was also difficult for me to see all of them in a variety of physical positions that my course requires, so I had to adapt a great deal - which I believe I did quite successfully, but in some ways I do think that diminished overall student learning.
Online exam scores are often inflated as a result of cheating, which is usually mitigated through a proctoring service.
Potential academic dishonesty in students during assessments.
Quality of student learning experience
So many students seem disconnected, completely ceased completion of assignments and other assessment requirements; majority do not participated in my multiple Webex class discussions (scheduled around their preferences for time/day); integrity of assessments has dissolved
Student access to wifi and computers
Students ability to submit work on Blackboard assignments.
Students' mental health. My mental health. Inflexible expectations of my superiors.
Students who do not prefer online learning or have no or limited access may be getting left behind
The students seem more lethargic... tired... concerned... bored. overall...
This seems to take note time, both in creating the online lessons and for the students to listen to it.
Trying to determine how much to stick to previously defined expectations when students are stressed from so many contextual variables outside of their and my control

<b>Appendix D: What are your biggest concerns with the transition to remote learning so far? – Additional Comments</b>
I don't really have any concerns--this is what needed to happen. It's different (though I have been teaching online for nearly 2 decades), and the REASON we've had to do it is what is the biggest concern or stressor.
I have had a very important face to face class cancelled for summer 1. It was to take place at a Parkview Behavioral Health Psychiatric hospital. It is limited to ten students and fills within the first 24 hrs of registration. Students wait years to be electable to register early for this course. Not sure what we can do about this. This class cannot be taught online. I fear for other clinical classes that are having to make due with online practice. It will not be the same.
I read an article on INSIDEHIGHERED about determining the essential essence of a course -- that really got me thinking, but no answers yet!
I teach in the School of Education and a critical component of our program is field experience/student teaching. Online learning needs to include those experiences and how we replicate those experiences online is an issue that needs attention. I am also an advisor for a student organization. How do we include those student organization experiences in an online only environment is also something that would need to be considered in an online only environment.
If our entire job is online, one would think that fast internet connection, great software, large, high res screens, etc. would be basic tools.
In terms of online privacy: I have two sections that are cross-listed on Blackboard, but I was not able to figure out how to post the videos from the sections so that they were only visible to the students in that section. I spent a lot of time trying to figure this out. I probably should have gone to ITS, but it didn't seem worth it, but it is a concern that Bb's method of crosslisting creates a lot of these types of issues.
Lack of motivation increases with time. Some students are fading. Some are adapting. Some never showed up since we had to move online.
My biggest concern was evaluating drawings in Freehand Sketching since one student seemed to make a leap in skill that may not have been her own.
online grading is difficult
Online teaching doesn't work at all with courses that have a substantial laboratory component (please don't mention "virtual" labs, that is not what education in engineering and science is all about). We have senior design project where students have to design, build and test actual physical prototypes. We pretty much could not do any of that this semester.
See above.
Students have been disappointed not having lab hands on activities. These activities significantly impact their learning and mastery of outcomes. I feel that I have had good communication with the students via email, Zoom and my cell phone. However, one student has not responded to any methods of contact... I also need to acknowledge... there is not the level of interest and excitement that I usually see in students taking this class face to face.
Transitioning to brightspace

<b>Appendix E: If we could solve one problem for you, what would that be?</b>
Access to SPSS from home (currently I can only access it from Univ computer on campus); but it's not an active or urgent issue.
All instructors should be adequately compensated for the increased workload.
Allow limited access to campus resources for students
Allow us to hide individual cross listed courses in the brightspace homepage so that we only have visible the active courses we are building
Allowing me to input grades in my course instead of emailing students individually.
An impossible request since they are not responding to emails, but I would like to know what I could have done differently to keep those students from "ghosting" the course.



<b>Appendix E: If we could solve one problem for you, what would that be?</b>
Coach students on being more independent. This crisis has really exposed how students here rely on so much hand-holding.
Communication to students! They do not read university email. We need a way for us to blast messages to their mobile devices.
Consolidate the number of emails about e-learning resources into a digest that comes once a week or once every few days. The number of emails has been overwhelming.
creat more classes for faculty/staff to hear new ideas for online learning and then give us the tools to help implement. help me understand what programs the students have access to or what they see when they look at things from their end.
Cure the disease! That sounds flippant and is in no way meant to be. The question seems to ask us to dream big and that is my big dream! That is the ideal solution for most, if not all the courses I teach because online, while I can come up with ways to be quite effective, online learning is less effective than face to face in my field.
Cure the disease?
Don't transition to Brightspace! It is so not user friendly. It takes three steps to accomplish a task that takes one step in Blackboard.
Easy method for students to upload their own completed assignments.
Ensuring that every single faculty member and student have reliable broadband access throughout a 100 mile radius surrounding Fort Wayne
facillitate remote lab work
Find a better virtual chat tool. Webex doesn't work well. I still have students with connective issues when using webex. Webex doesn't support break out rooms well so that any synchronous learning has to be done with the whole class instead of having the opportunity to move students into small discussion groups. I would ask that you advocate for a better virtual chat tool that supports effective teaching practices and is easily accessible to all students.
Find a reliable, accessible, and easy way to engage with students in a manner in which all students can participate
Find a safe workaround to accept student project work.
For foreign languages, the solution would be having classes with no more than 10 students, then there is a better chance of students learning what they are supposed to.
Get students to check their PFW email regularly!
getting students to adhere to class meeting times. Several students decided that once things went on line they were free to work during class times.
Give instructors a remote internet wireless pack.
Have classes in the fall!
Having a quick start up guide/template for an online class, and then a list of alternatives to F2F class functions, if they exist.
Having someone teach me "How" to teach online.
Having the faculty as a group recognize the external challenges faced by our student population. Some people seem more interested in power and control rather than ensuring the students are able to complete the course work under such dire circumstances. Side note I am alumni, faculty, and a student parent so I have a well rounded perspective.
How can I help students who have disappeared due to tech or family reasons but are still enrolled? Can I give them incompletes in hopes they can finish the work when quarantine is over?
how I can contact / connect to students who stopped engaging in course when we went online. Submitting names to at-risk link has resulted in no improvement.
How to do group projects in an online class and how to provide feedback on group projects efficiently.

<b>Appendix E: If we could solve one problem for you, what would that be?</b>
how to effectively engage students in hands-on activities to replace the lab experiences. I have done demos live through Zoom but not as effective... one student dropped because she wants to take the class face to face in the future...
How to get students to reach out and talk -- I keep offering but no one is taking me up. I cannot help if I don't know what is going on. I wonder if this is a personal issue or if faculty feel this way also.
How to motivate or encourage students at low level courses to watch the videos and follow course materials.
I have not had any issues.
I just need more time to transition to an online course. My worst nightmare would be for us to repeat the last minute transition to online again in the Fall 2020 Semester.
I need a proper computer and screens that I can use at home. My personal laptop is old and slow. I would prefer to keep my personal and professional devices separate. Access to some software applications that I don't have.
I prefer F2F because I can see the students and their reactions. Also, the students can interact with each other more easily.
I think everyone involved has done the best they can with what they have. My main issue isn't related to technology or availability of resources (though I am really in need of solid and free access to documentaries). My main problem is my own motivation and sense of investment. I know that CoVid-19 hit everyone hard and swift and it was dizzying trying to process everything. So, that's my main issue. Just trying to process it all. Thanks for all you do.
I wish I knew...
I've been teaching online for several semesters and this semester completely online. While the pandemic has certainly highlighted and exacerbated these tech issues, most of what this survey asks has been an issue, more or less, in online teaching for years. I'm hopeful that we find better ways to do online learning and that the changes we implement are sustainable, and not only because of these difficult times.
Just keep working on these issues and offering help
Make fall face-to-face! I know you can't control the future :-)
Make more online teaching positions open for part-time faculty - especially for writing courses. I've really enjoyed this experience!
More access to remote learning tools;
More training on effective online pedagogy. That said I use experiential learning in face to face labs, and I don't see a reasonable substitute in the online environment.
Moving forward, help students develop appropriate expectations. In the same way that there is a lot of variability across disciplines and individual instructors, and that is a GOOD thing about a college education, there should be no expectation that every online class would be the same--in terms of set up, technologies, methods, quality of instructor, etc.
Never ever consider to have a lab online. It is useless!
Not count student evaluations for this semester. Hold all professors-regardless of tenure status-to the same standards so as to not bias students against those of us who are really trying to provide a good education for students.
Not to standardize and attempt to replicate one, narrow model of what good online teaching is.
Proctored testing.
provide laptops for free to the students in need with the necessary software to be in the class; not all of our student have lap tops or can afford the software.
Provide limited access to labs and facilities
Provide proctoring.

<b>Appendix E: If we could solve one problem for you, what would that be?</b>
Providing students with limited internet access (i.e. only cell network) with University sponsored internet connectivity.
Provision of video conferencing software superior to Skype and Web Ex.
Right now, not sure of anything. The timing was the biggest factor and that can't be changed.
Secure and reliable access to specific lab software in ETCS lab
Student reliable home internet
Teach me how to do breakout groups and other group work on WebEx...I know how to hold a meeting and share my screen, but I don't know how to break the class into groups and then visit the groups doing a small project.
Teaching online for everybody solves the problem of disparity between face to face and online students
Technology services is difficult to wrk with
Test proctoring software that records students via camera and screen capture during exams.
The main problem was limited time to plan and design for the online environment. If the decision for the fall courses is made with enough advance notice, this should help.
The more online tools we have, the better. There is also some best practices that we can learn from our departments who might have more familiarity with the content we are teaching.
The sudden switch to online didn't help in having a better online delivery. We were given a week to get familiar with tools that on some cases are not applicable or useless to some courses. I would like a lot more time to prepare for online delivery so if if this is going to happen again in the fall hopefully we are told about it several weeks before it happens.
this is a face to face course. hands on with equipment in the Lab.
This is more of a systematic problem. So many of the faculty do not use our CMS Blackboard or Brightspace. When this all happened, I spent several days working with colleagues trying to help them get acclimated to the CMS. I really think we need to force the hand are require that all professors use the CMS. I have had issues raised by my advisees who said they are having trouble keeping track of how each professor is doing things. Some are submitting assignments in Blackboard, some are just using email to submit assignments and some are using DropBox. Some have prerecorded lectures and some have scheduled times they meet. It is just very confusing for our students and we as faculty need to all use the same platform. I understand that there is academic freedom but for our students sake faculty needs to do this.
Time. EVERYTHING takes longer. Preparation takes AT LEAST twice as long in each course. I could prepare one course in 2 hours; now it takes 8. Students need extra time every meeting (up to 50% more class time). Time to redesign courses. Time spent communicating with students has increased.
Training students to use learning technology
Unrealistic Wish: Help remove other life barriers for my students so they can just be students; Realistic Barriers: Hold online presentations about tips for effectively teaching labs and conducting experiments online. Having never taught online before I feel like I'm constantly losing at a game of catch up trying to read as many journal articles as possible. Marcia's website helps, but there aren't many resources to help people teaching online labs and other challenges unique to STEM fields.
virtual classrooms that better simulate a face-to-face environment. more realistic
Ways to reach students who are not responding at all and I'm concerned the all my emails are being put in their junk mail so they never read them.
We have been given great resources that are much appreciated - time is the only "problem", and no one can create that for us!