

# **F20 MID-SEMESTER REMOTE INSTRUCTION FACULTY SURVEY REPORT**

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**Office of Institutional Research and Assessment**

**Jacob Heller**, AVP of Institutional Effectiveness & Administration

**Ashlee Lien**, Co-Director of Academic Assessment

**Ryoko Yamamoto**, Co-Director of Academic Assessment



## KEY TAKEAWAYS

- The survey captured a broad range of remote instruction experiences among OW faculty. Some find remote instruction to be highly effective, while others continue to find it hard to adapt. Most faculty seem to consider remote teaching to be a workable and preferable option under the circumstance, while increased workload, reduced student engagement, and students' technology issues pose challenges.
- Most faculty feel offering courses on campus in a "COVID-safe" mode would not necessarily make teaching more effective, considering safety concerns, added anxiety, and the burden of following safety protocols and dual-mode instruction.
- Effective interpersonal communication is harder in remote settings. Respondents indicated that keeping students engaged, assessing the level of learning, maintaining academic honesty and offering individualized support to students are more challenging in the remote setting.
- Faculty feel that enhanced IT support and a space on campus for students to study with computers and reliable internet will improve remote instruction experience, by providing stability to instruction and curtailing students' technology issues. Clear guidelines from the College, peer-mentoring/exchange, and training in remote pedagogy may also help. However, faculty also identify e-communication/training overload as issues.

## WHO RESPONDED TO THE SURVEY

Data were collected using an e-survey during October 22-30, 2020. All SUNY OW faculty teaching at least one remote course in Fall 2020 were invited to participate in the survey.

<b>Total Number of Valid Responses</b>	148 <sup>1</sup>
<b>School Affiliation</b>	SAS = 58%, SOE = 11%, SOB = 9%, SPS = 1% Other = 7% Prefer not to say = 14%
<b>Faculty Status</b>	Tenured = 31% Tenure-streamed, yet to be tenured = 24% Full-time, not tenure-streamed = 10% Part-time, not tenure-streamed = 25% Other = 9%
<b>Online Teaching Experience before March 2020</b>	Yes = 57%, No = 43%
<b>% of Synchronous Teaching in F20 Remote Courses</b>	Over 75% = 66% 50-74% = 23% 25-49% = 3% 24% or below = 8%

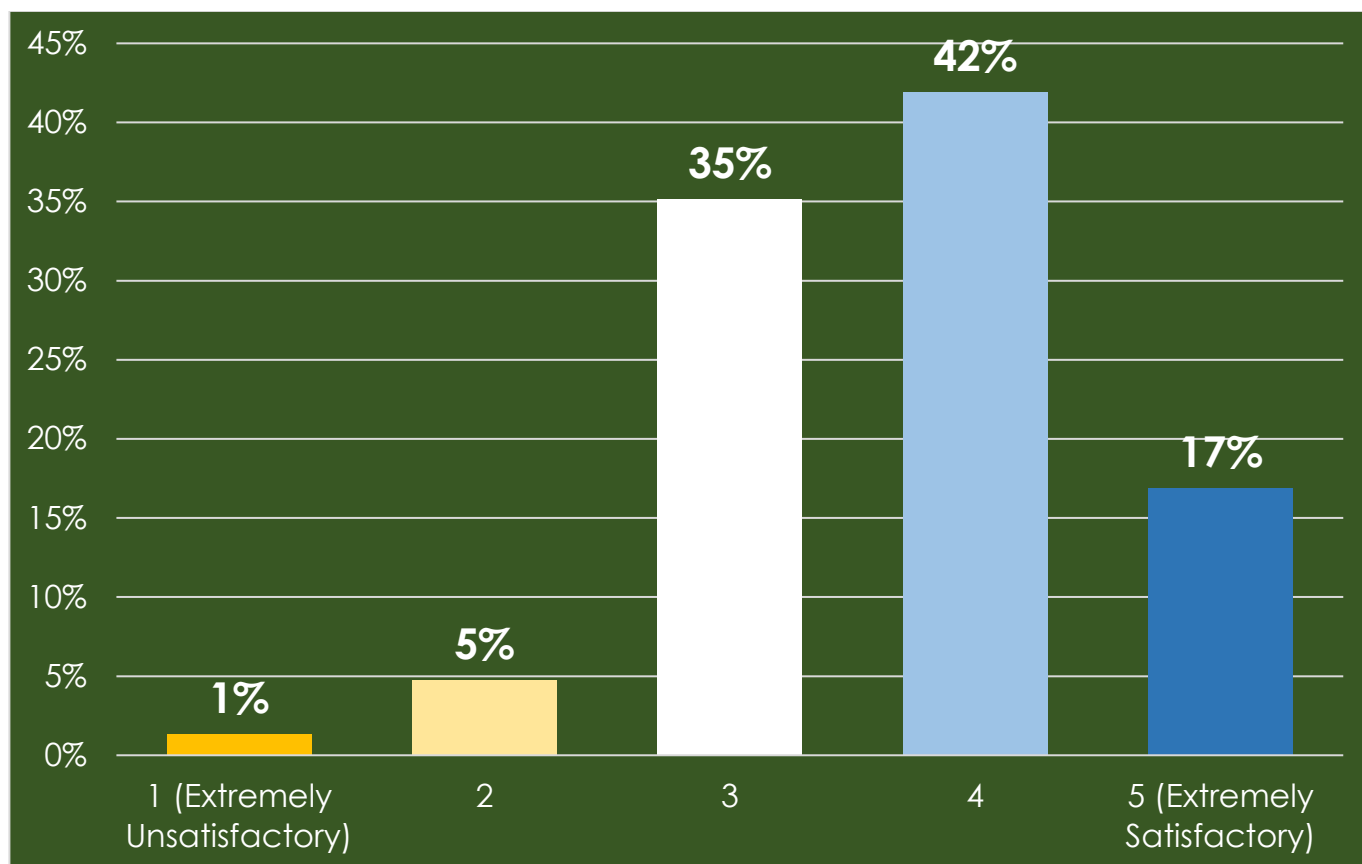
<sup>1</sup> Of 148 respondents, 80 are tenure-streamed faculty. The response rate among tenure-stream faculty is approx. 56% (as of Jan 2020, the total number of tenure-stream faculty was 144).

## I. REMOTE TEACHING EXPERIENCE

While survey respondents express a range of experiences in and sentiments toward remote instruction, overall, they appear to be adapting well to the remote instruction experience. Respondents rated their remote instruction experiences in Fall 2020 on the scale of 1 (Extremely Unsatisfactory) to 5 (Extremely Satisfactory). The average rating is 3.68.

Narrative comments indicate that, in general, respondents consider remote instruction to be the most workable or desirable option under the circumstances, despite some challenges. They note technical problems and the low level of student engagement as areas of dissatisfaction. Some specifically note frequent problems with the Portal and students not turning on their video cameras. Those who are more satisfied with remote instruction tend to report a high level of student engagement in their courses, the assurance of safety during the pandemic, and the lack of a commute. Effectiveness of synchronous meeting platforms (Zoom, Blackboard Ultra) is also noted. See Q3OA in *F20 Mid Semester Remote Instruction Faculty Survey: Open-Ended Responses* for more narrative comments.

**FIGURE 1. OVERALL SATISFACTION WITH REMOTE INSTRUCTION EXPERIENCE**

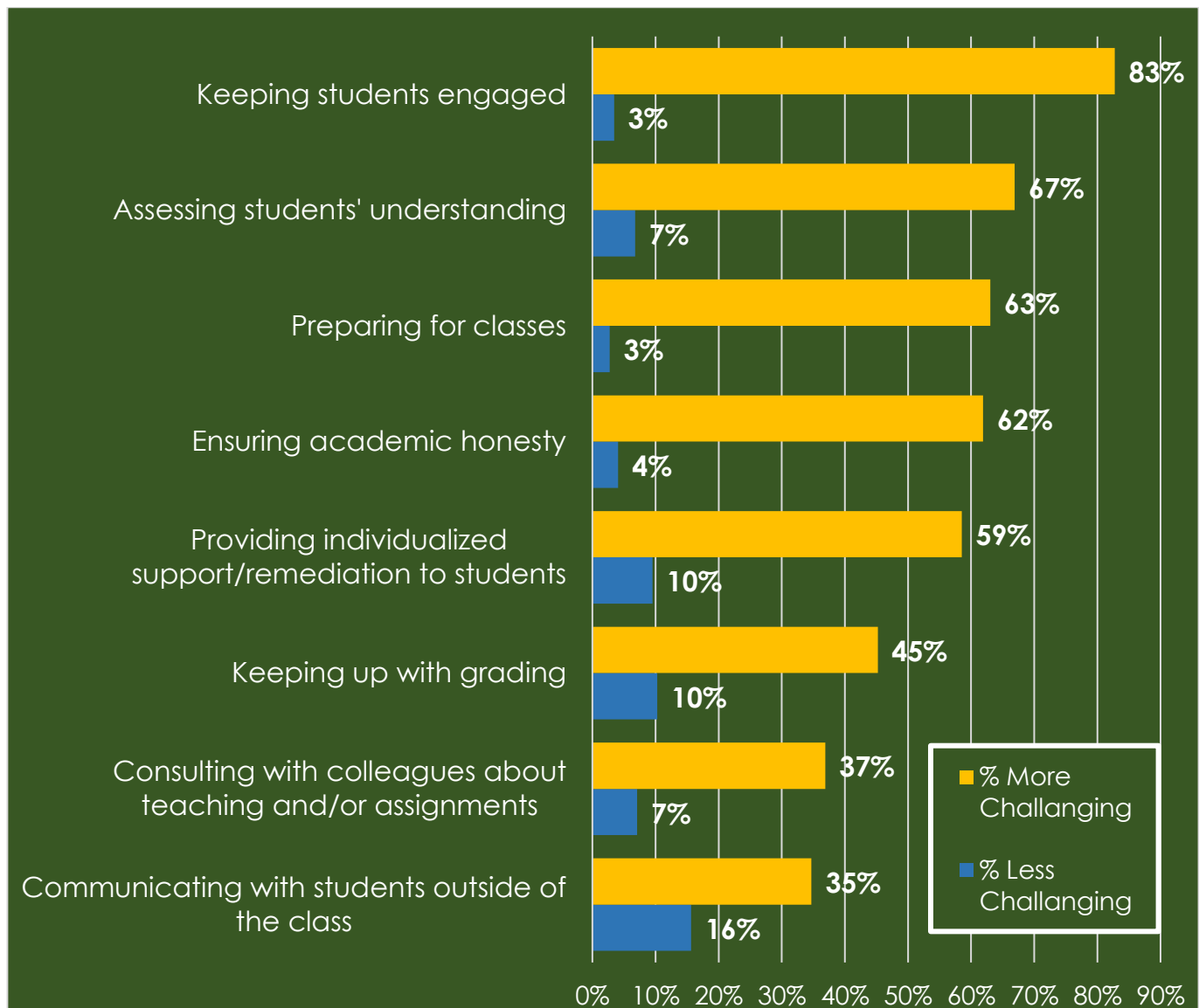


Q2. On a scale of 1-5 (1 = extremely unsatisfactory; 5 = extremely satisfactory), how would you rate your remote instruction experience in this semester so far?

## II. AREAS OF CHALLENGE

Most respondents identify that “keeping students engaged” became more challenging after the transition to remote instruction. A majority of respondents also feel that assessing students’ understanding, preparing for classes, ensuring academic honesty, and providing individualized support also became more challenging.

**FIGURE 2. THE IMPACT OF THE TRANSITION TO REMOTE INSTRUCTION**



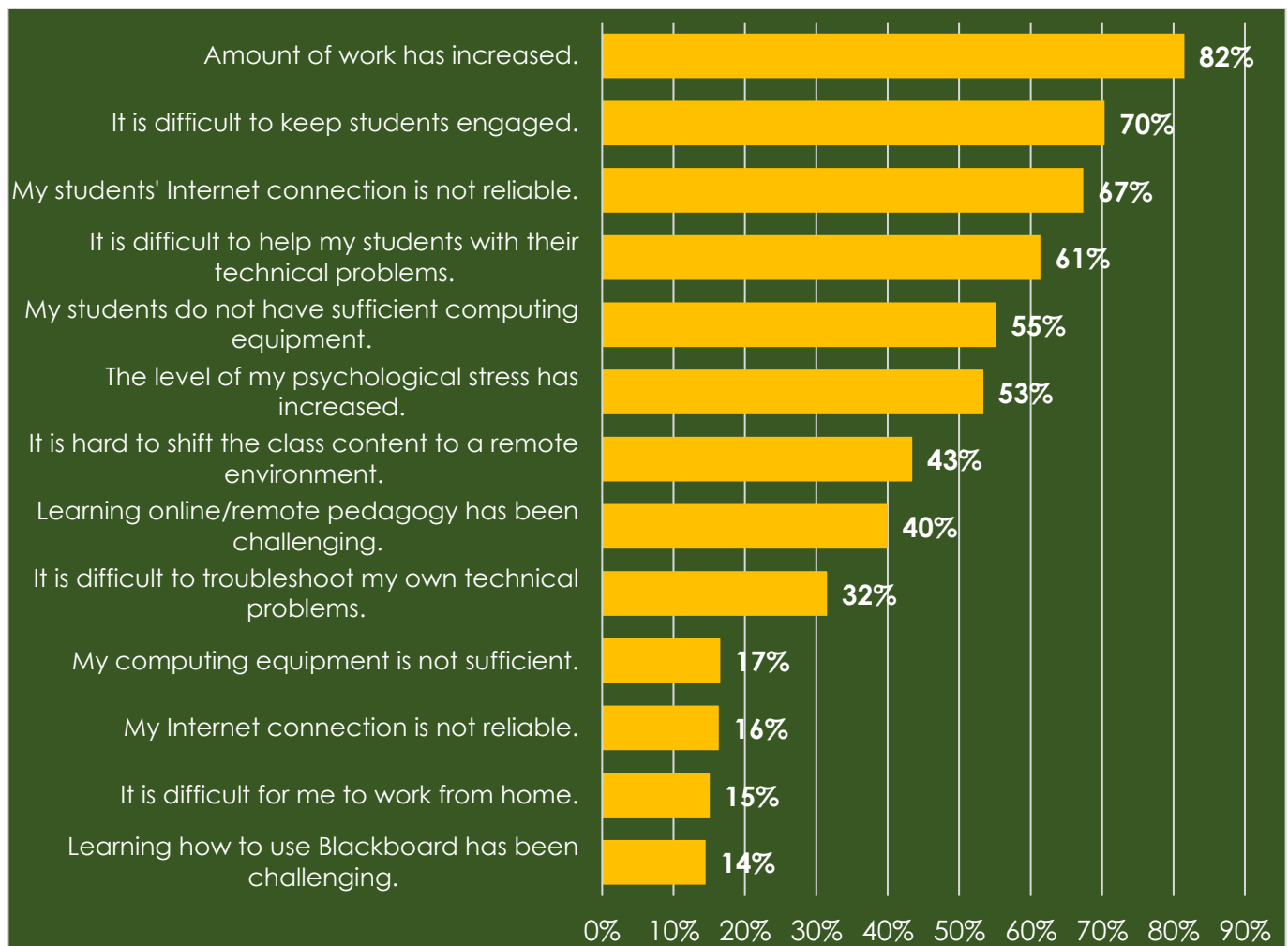
Q4. How has the transition to remote instruction impacted your teaching? For each of the following areas, please indicate whether the transition made it more challenging, less challenging, or had no impact.

### III. AREAS OF CONCERN

Respondents identify the increased amount of work, low levels of student engagement, and students' technology problems as major areas of concern in remote instruction.

Other concerns include Blackboard problems, the increased non-academic responsibilities of students, and the burdens of increased amounts of communication, service, and training on faculty. For more, see Q6OA in *F20 Mid Semester Remote Instruction Faculty Survey: Open-Ended Responses*.

**FIGURE 3. CONCERNS WITH REMOTE INSTRUCTION**

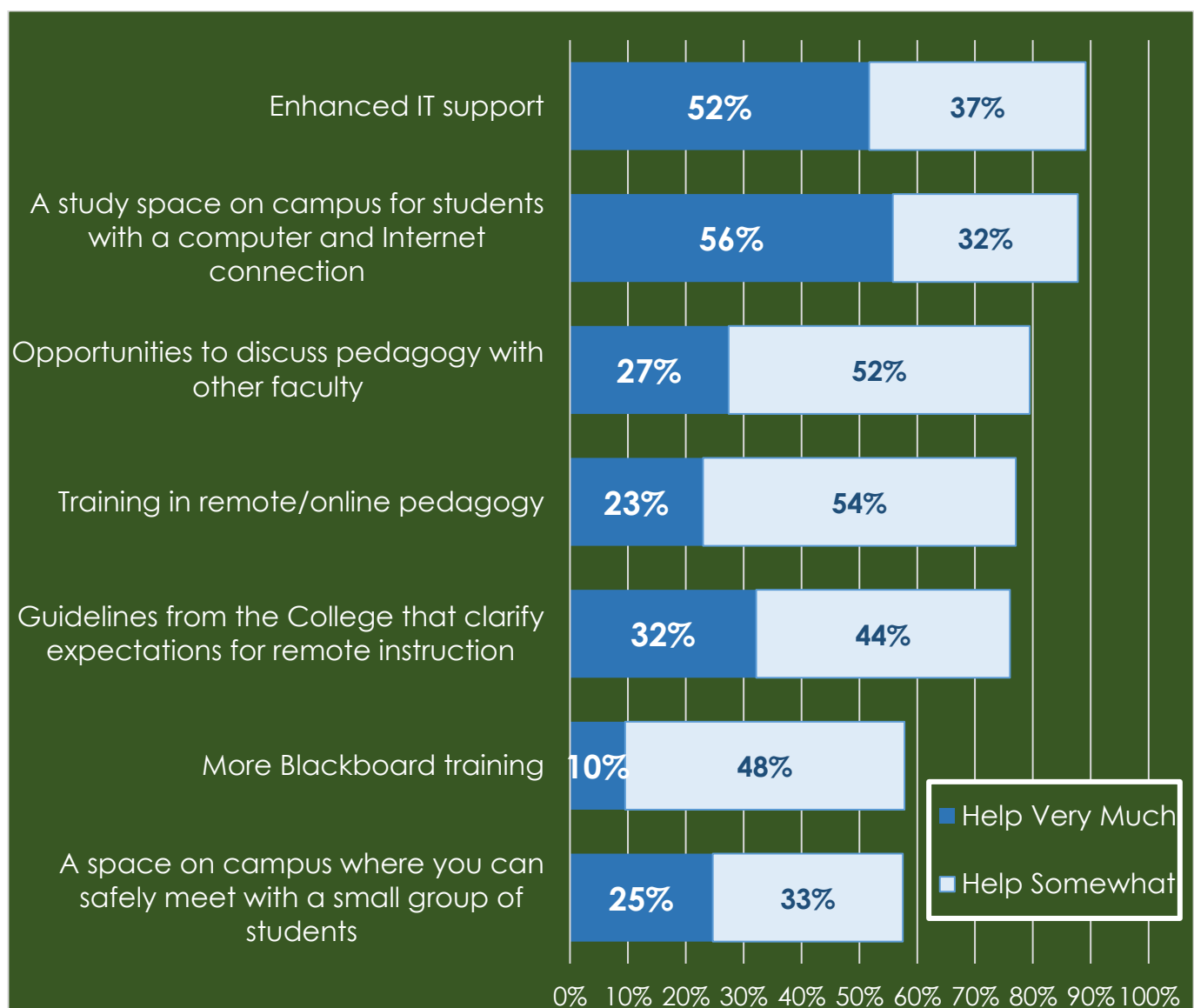


Q5. Which of the following concerns apply to your remote instruction experience in this semester?

## IV. RESOURCES NEEDED

Faculty feel that the strongest needs are for enhanced IT support and the availability of a study space on campus for students, with computers and Internet connection. Guidelines from the College that clarify expectations for remote instruction, opportunities for pedagogical discussions with other faculty, and training in remote/online pedagogies may also help to enhance the quality of remote instruction. However, narrative comments indicate that the increased amount of work makes it difficult to spend time on training. See Q8OA in *F20 Mid Semester Remote Instruction Faculty Survey: Open-Ended Responses* for additional resource suggestions.

**FIGURE 4. RESOURCES THAT WILL HELP REMOTE INSTRUCTION**



Q7. In your opinion, how would each of the following resources impact your remote instruction experience?

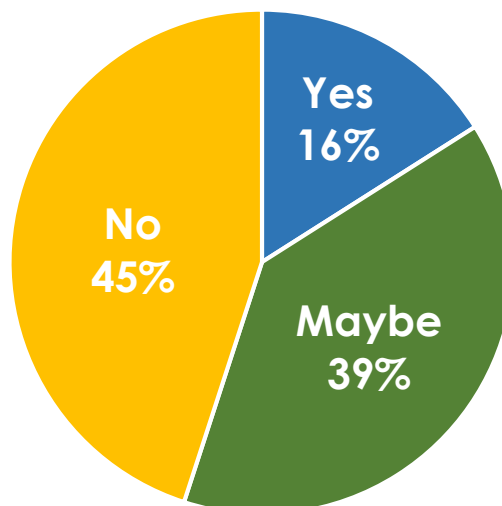
## V. WOULD “COVID-SAFE” CLASSROOMS BE MORE EFFECTIVE?

Most respondents indicate that their remote courses would not necessarily be more effective if they were taught on campus.

Those who believe that on-campus instruction would make their courses more effective (“Yes” in Figure 5) note that face-to-face interactions would help with engaging students, working on hands-on activities, and assessing students’ learning.

Skeptics (“Maybe”/ “No”) tend to express safety concerns. For example, one faculty notes “I don’t believe our college has the resources to properly ensure Covid [sic] safety. Hubris could cost lives. I want to return -- but not without knowing we have the resources and the will to carry out safety.” Others indicate that safety protocols would offset the benefit of face-to-face meeting (e.g., “I feel that the social distancing and mask wearing will have a similar level of negative impact on the learning experience as teaching remotely does”) and expect low levels of face-to-face student attendance (e.g., “Even if precautions are taken, it is unlikely students will show up in large numbers as long as the pandemic persists”). Faculty are also concerned about the challenge of dual-mode teaching (e.g., “I feel like combining remote and live will be even more work and adaptation”; “Simultaneously teaching a combo of virtual and live students is impossible in an active classroom learning/ teaching style. The teaching strategies are so different”). Effectiveness of remote instruction is also noted (e.g., “I actually think that remote is better if done the right way”). See *F20 Mid Semester Remote Instruction Faculty Survey: Open-Ended Responses* for more narrative comments.

**FIGURE 5. MY REMOTE COURSES WOULD BE MORE EFFECTIVE IF TAUGHT ON CAMPUS UNDER A “COVID-SAFE” CONDITION**



Q9. Do you think your remote courses would be more effective if they could be taught on campus under a "COVID-safe" condition? This condition would include social distancing, mask wearing guidelines, and the combination of on-campus and virtual meetings.