

FACULTY AND STUDENT SURVEYS SPRING 2020

Transition to emergency remote teaching:
Looking back and moving forward



UNIVERSITY of
DENVER

OFFICE OF
TEACHING & LEARNING

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Overview

Three surveys were launched in spring. One was designed to understand students' experience following emergency remote teaching. The others were aimed at faculty experiences and faculty needs as the Office of Teaching and Learning prepares for summer programming.

STUDENTS- ACADEMIC EXPERIENCE SURVEY

A midterm survey was developed in collaboration with the Vice Provost for Academic Affairs, Admissions, Institutional Research, Undergraduate programs, Campus Life and Inclusive Excellence, Office of Diversity, Equity and Inclusion, and the Office of Teaching and Learning. One of three midterm student surveys, this was deployed to a random stratified sample of 1/3 (n=4,188) of the University of Denver's undergraduate and graduate students. **Only a portion of the questions students received are reported here.**

909

Student respondents
381 undergraduate
528 graduate
21.7% response rate

140

Faculty respondents
26.7% response rate

FACULTY- OFFICE OF TEACHING AND LEARNING (OTL) PROGRAMMING EVALUATION

Faculty who had attended OTL programming between March 1 and mid April were surveyed to assess their satisfaction with programming and determine summer programming needs.

FACULTY- SUMMER PLANNING SURVEY

This survey was deployed to all faculty regardless of whether they had attended OTL programming to assess needs for summer OTL programming. This survey was sent by email to faculty using lists established for Regroup on Pioneer web, (n=873 appointed; n=1605 adjunct). Thus, response rate is difficult to determine.

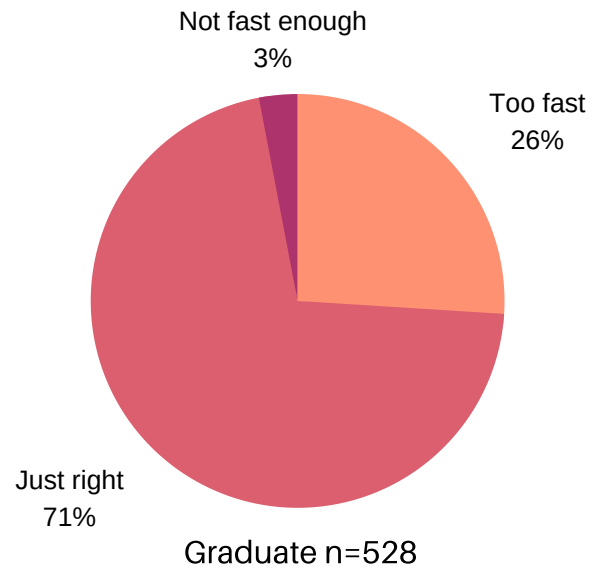
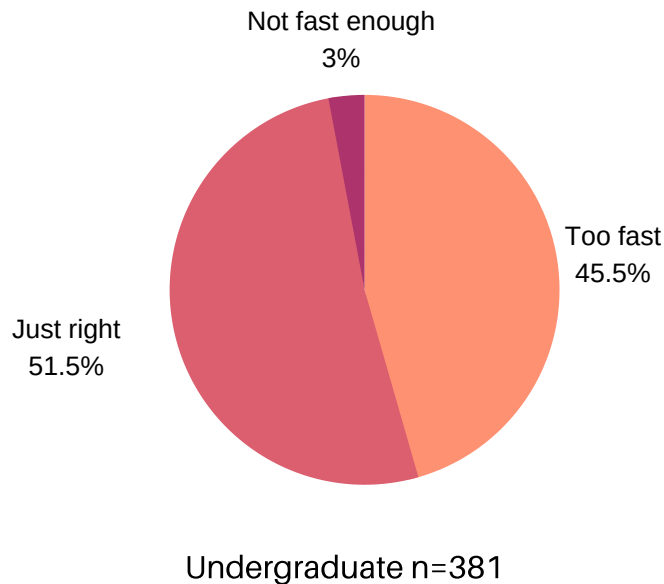
150

Faculty respondents

Academic Experience Survey Findings

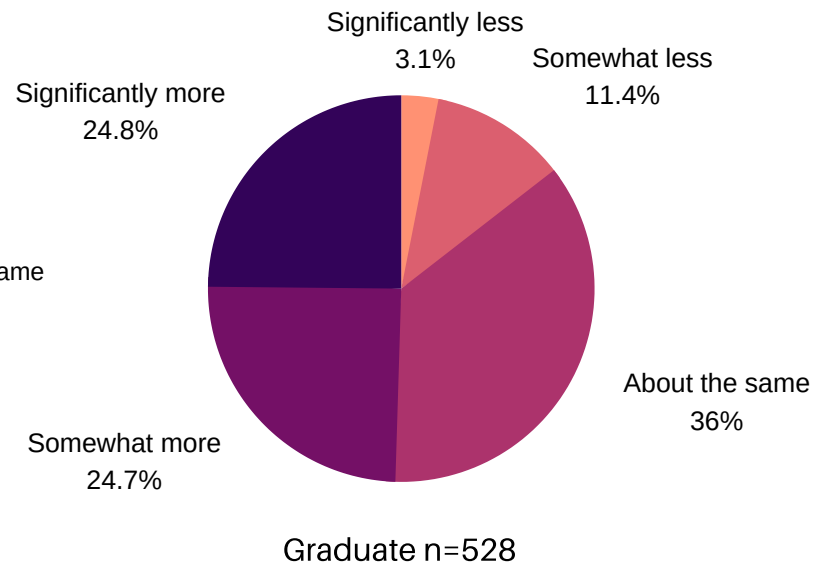
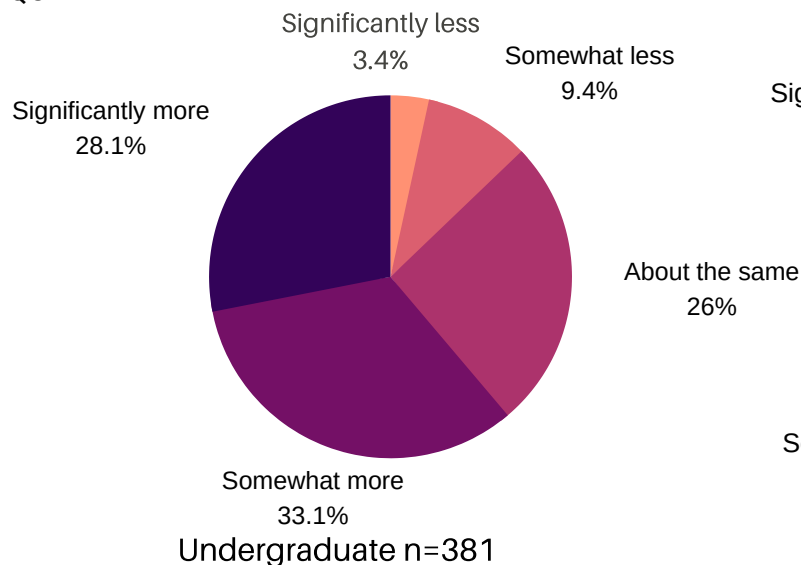
COURSE PACE

STUDENTS WERE ASKED, "HOW ARE YOU FINDING THE PACE OF YOUR COURSES?"



AMOUNT OF WORK

STUDENTS WERE ASKED, "HOW DOES THE COURSE WORK OF THIS QUARTER COMPARE TO LAST QUARTER?"



Undergraduates who responded tended to be split on the pace of their spring classes with just under half indicating their courses were "too fast" while graduate students overwhelmingly agreed that the pace was "just right".

Just over 60% of undergraduates respondents noted that they had **"somewhat" or "significantly" more work** than in past terms while very few perceived less work. Among graduate student respondents, the number who perceived the workload to be higher than in the past was closer to 50%. These findings align with the common misconception that rigor is defined as increased workload. In preparing for fall, the OTL should assist faculty in determining reasonable workloads in online courses.

Academic Experience Survey Findings

WHAT WORKED WELL: THEMES

STUDENTS WERE ASKED, "NAME ONE ONLINE FEATURE THAT HAS WORKED REALLY WELL FOR YOU THIS QUARTER"

NVivo was used to analyze responses. This program provides word counts and theme analysis, which categorizes student responses to the prompt through the use of common words, phrases, and synonyms.

Undergraduate students:

260 (68.2%) of respondents answered this question.

Zoom
Canvas
Lectures
Nothing

"Zoom", "Canvas", and "Lectures" were the three most frequently used words (excluding "class" and "classes") and also emerged as themes. Zoom was mentioned 94 times, Canvas 44, and lectures 28. Lecture often appeared alongside "recorded" which was mentioned 19 times (the 8th most commonly used word). "Nothing" and "none" were also frequently reported with those two words combined making a total of 26 references, placing them 6th for most commonly used words. "Breakout", "breakout room", and "asynchronous" were also identified as themes but did not appear among the top 15 most commonly used words.



Graduate students:

326 (61.7%) of respondents answered this question.

Zoom
Canvas
Groups
Breakout

As was the case for undergraduate students, among graduate students "Zoom" emerged as a theme and was the most commonly mentioned word (n=157). "Canvas" emerged as a theme and was mentioned 45 times, the second most common word. "Breakout" and "rooms" together were mentioned 44 times. "Groups" and "rooms" emerged as themes. An aspect of the online experience, "discussion", also emerged as a theme. Graduate students seemed to appreciate the functionality of Canvas and Zoom with regard to smaller group work and breakouts. They also mentioned this in regard to group projects and small group meetings.



Academic Experience Survey Findings

WHAT WORKED WELL: SAMPLE RESPONSES

STUDENTS WERE ASKED, "NAME ONE ONLINE FEATURE THAT HAS WORKED REALLY WELL FOR YOU THIS QUARTER"

Undergraduates

- *Online Lectures before a review/q&a class session over zoom*
- *Being able to rewatch class videos*
- *breakout sessions over zoom are also nice because it feels like regular and normal class discussions and human interaction in a time where we can't have any.*
- *The canvas inbox and announcements section have been imperative.*
- *Having access to recorded lectures and all lecture notes.*
- *It [recorded lectures] allows me to take my time going through the class material and I'm able to pause to take notes which I can't do in an in-person lecture.*
- *I have enjoyed Zoom classes much more than expected.*
- *Synchronus zoom classes*
- *Recording lectures that can be watched again later if I need to refresh material and/or my internet connection isn't stable enough to support a zoom call at the time.*

Graduate Students

- *Zoom has been very helpful for facilitating group projects and connecting with friends and family for mental health*
- *Zoom break-out groups or just SMALL group meetings to begin with.*
- *Canvas groups have been really useful for my project management course, which is largely based on a quarter-long project.*
- *Breakout rooms on Zoom for talking in small groups in class*
- *We had a group project and we needed time to work on it outside of class and zoom worked great!*
- *A recording of a lecture done prior to class that allows for more discussion during the zoom meeting.*
- *I find online discussions to be a poor attempt at in class discussion and would find writing reading response more valuable than the forced interaction of online discussions.*
- *Canvas is great!*
- *Nothing online, more timely feedback from my professor, and classmates I trust who have been in previous courses.*

Academic Experience Survey Findings

PRACTICAL CHANGES: THEMES

STUDENTS WERE ASKED, "WHAT IS ONE PRACTICAL CHANGE THAT WOULD MAKE YOUR CURRENT COURSEWORK EXPERIENCE MORE SATISFYING?"

NVivo was used to analyze responses. This program provides word counts and theme analysis, which categorizes student responses to the prompt through the use of common words, phrases, and synonyms.

Undergraduate students:

89 (23.3%) of respondents answered this question.

Work

(busy work & less work)

Class/es

Online

"Work" was the most-mentioned word (n=36) and "busy work" emerged as a theme. "Class" emerged as a theme and "class" and "classes" together were mentioned 56 times. Responses included in that theme involved how class time was spent, a desire for in-person and "normal" classes, and suggestions for changes to class content, timing, or activities. "Students" was commonly mentioned but not part of specific recommendations. After "work", "class/es" and "students", "less" was commonly mentioned, particularly in the context of "less work", "less busy work", and "pay less". Lastly, references to "online" emerged as a theme and was the 6th most commonly mentioned word. These references included confusion with the platform, difficulty transitioning, and other general reflections about online learning.

Graduate students:

295 (55.8%) of respondents answered this question.

Class

Work

Discussion

Time

Online

"Class" and "work" were the most-mentioned terms, 86 and 66 times, respectively. Both of these terms emerged as themes. References to "class" involved the format, timing, and structure of classes. References to "work" included "busy work", balancing school and home, a desire for consistency among courses in workload, time, and resources needed to do work, and desires for reductions in work. "Discussion" and "discussion board" emerged as a theme with most references asking for fewer discussion assignments. "Time" as a theme and a frequently mentioned word (n=63) referred to less time on Zoom, not enough time for work, and the stressful time we are in. As with undergraduate respondents, graduate students frequently mentioned "online" (n=62). Typically this was in reference to challenging transitions, inconsistency, and general reflections about the online experience.

Academic Experience Survey Findings

PRACTICAL CHANGES: SAMPLE RESPONSES

STUDENTS WERE ASKED, "WHAT IS ONE PRACTICAL CHANGE THAT WOULD MAKE YOUR CURRENT COURSEWORK EXPERIENCE MORE SATISFYING?"

Undergraduates

- *Less busy work all around.*
- *Professors should stop assigning busy work because they think their students have more time, because that is not the case.*
- *If teachers didn't treat it like normal classes just through video, but thought of classes more like they would online classes, making sure everything is easily accessible online and easy to find, and providing easy to use file types*
- *The online classes do get tedious but I still feel that I am learning a lot and everyone is doing what they can.*
- *I really struggle to do class work online and stay motivated with such a large course load.*
- *I currently have an absurd amount probably 3x more work than with normal classes.*
- *Some professors have been really helpful and understanding, making learning much easier without busy work, others have kept the amount of work the same, which has been difficult to do over zoom.*
- *Going at least partially asynchronous can at least use the teaching methods opened up in online learning by creating recorded lectures that people can reference, creating practices where students get to learn smaller pieces, and then directly apply them AT THEIR OWN PACE.*

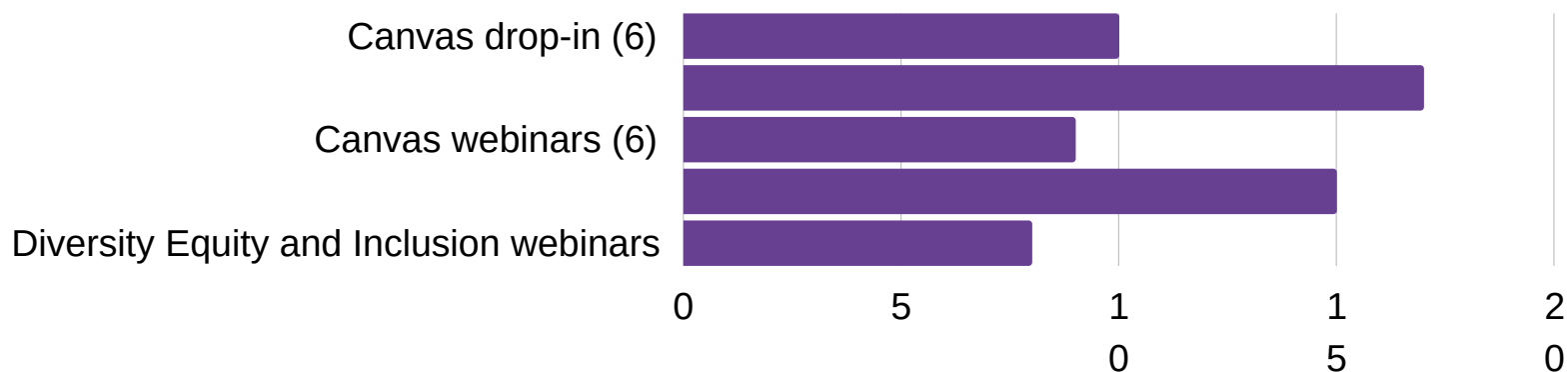
Graduate Students

- *Consistency. I know that's probably a stretch during this time, but one of the hardest adjustments was having four professors do four very different online courses. There were times it was frustrating, and there's at least one class I can say that I didn't learn anything after moving online.*
- *Zoom sucks, video calls are no replacement for in-person classes. I don't do the prep work and I can't stay focused in them, and professors don't respect the end of class time limit over Zoom.*
- *More rigorous but fewer assignments. Less busy work*
- *Put class materials online*
- *If your class has multiple assignments in the week, make them all due on the same day not scattered throughout the week at different times*
- *It adds to the chaos and frustration when professors approach online teaching significantly differently.*
- *Being on Zoom for 2-2.5 hours straight is long. A combination between synchronous and asynchronous learning may work better.*
- *I don't want to do a discussion board every week just to do it.*
- *Honestly it's been pretty good. I'm a part-time student so I'm actually surprised how well I'm liking the online format and it's definitely been easier to balance work and school*

Faculty OTL Evaluation Survey Findings

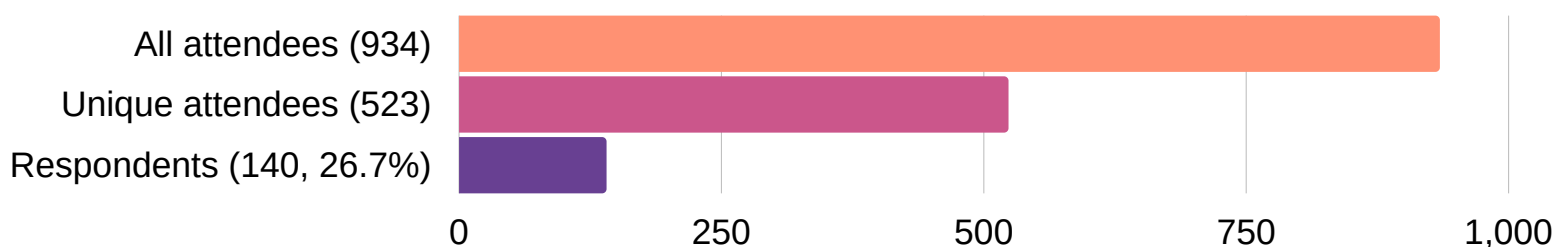
PROGRAMMING EVENTS

Between March 1- mid April, the OTL hosted more than 30 events aimed at supporting faculty in their transition to emergency remote teaching. Not captured in this count are peer-to-peer sessions and collaborations with IT and University College.



RESPONDENTS

A brief survey was sent to faculty and staff who attended any OTL programming from Feb. 26-April, 17th, during the height of DU's response to COVID (n=523). While our programming is aimed at faculty support, we also worked with staff but did not ask attendees to self-identify their role on campus. A total of 140, 26.7% of unique attendees, responded.



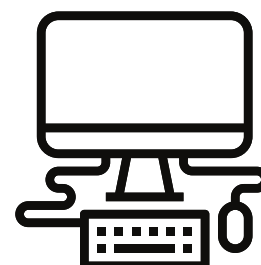
ACADEMIC TECHNOLOGY USED

Respondents were asked, "Which of the following tools did you employ most in your courses in the spring 2020 quarter?" with an option to write in "other" (hence, more than 140 responses). Zoom and Canvas were overwhelmingly identified as the most-used technology.

Technology	n
Zoom	121
Canvas	119
Kaltura	21
Other	12

Other technologies used:

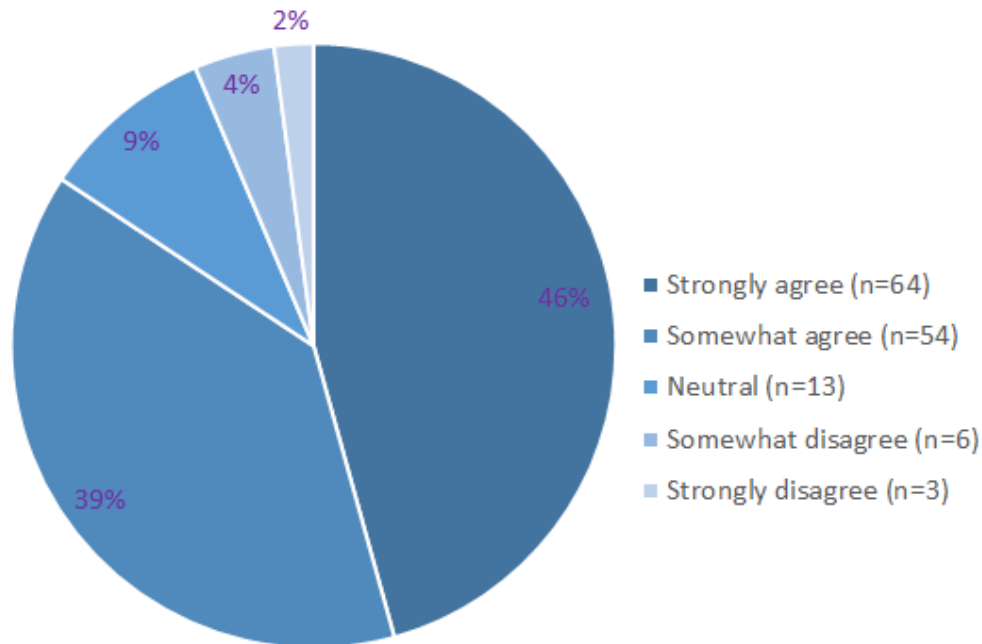
PowerPoint (2)
Camtasia (2)
Microsoft Teams
Nearpod
Panapto
Slack
Vhlcentral
YouTube



Faculty OTL Evaluation Survey Findings

APPLICATION OF PROGRAMMING

Respondents were asked, "Did you use the concepts/ideas/tools explored in an OTL session in your spring 2020 courses?" The majority of respondents indicated that they applied what they learned in their spring courses. Percent agreement is reported below, On a scale of 1 (strongly disagree)- 5 (strongly agree) , mean rating was 4.21 (SD= .93), n=133, 7 missing (total n=140).



SATISFACTION WITH SUPPORT

Respondents were asked to rate their satisfaction with OTL support in the transition to emergency remote teaching. "Rate your satisfaction with the OTL's involvement with the transition to online learning" (5 being the most satisfied and 1 being the least satisfied). Findings suggest that programming attendees were very satisfied with the support they received during the transition (n=139, 1 missing).

4.54

Mean rating
on a scale of 1-5
SD = .62

60%

of respondents
gave the
highest rating

Faculty OTL Evaluation Survey Findings

SUMMER PROGRAMMING PREFERENCES

Respondents were asked, "Which potential summer offering from the OTL would be the most useful for you (choose one)?". In this survey, we opted to force faculty to choose one of the options. In the all-faculty survey, we allowed respondents to "check all that apply". This was done purposely to determine whether both versions of this question would yield similar results.

- 1 Learning about hyflex pedagogy** (n=44, 31.4%)
- 2 Redesigning course activities for distance delivery** (n=34, 24.3%)
- 3 Creating community in my courses** (n=26, 18.6%)
- 4 Using educational technology** (n=19, 13.6%)
- 5 Aligning learning outcomes to course design** (n=10, 7.1%)

OPEN-ENDED RESPONSES

Respondents were invited to provide open-ended responses with the prompt, "Is there anything else you'd like to tell us? Only 45 (32.1%) of the respondents opted to answer.

Courses
Helpful
Online
Teaching
Thanks

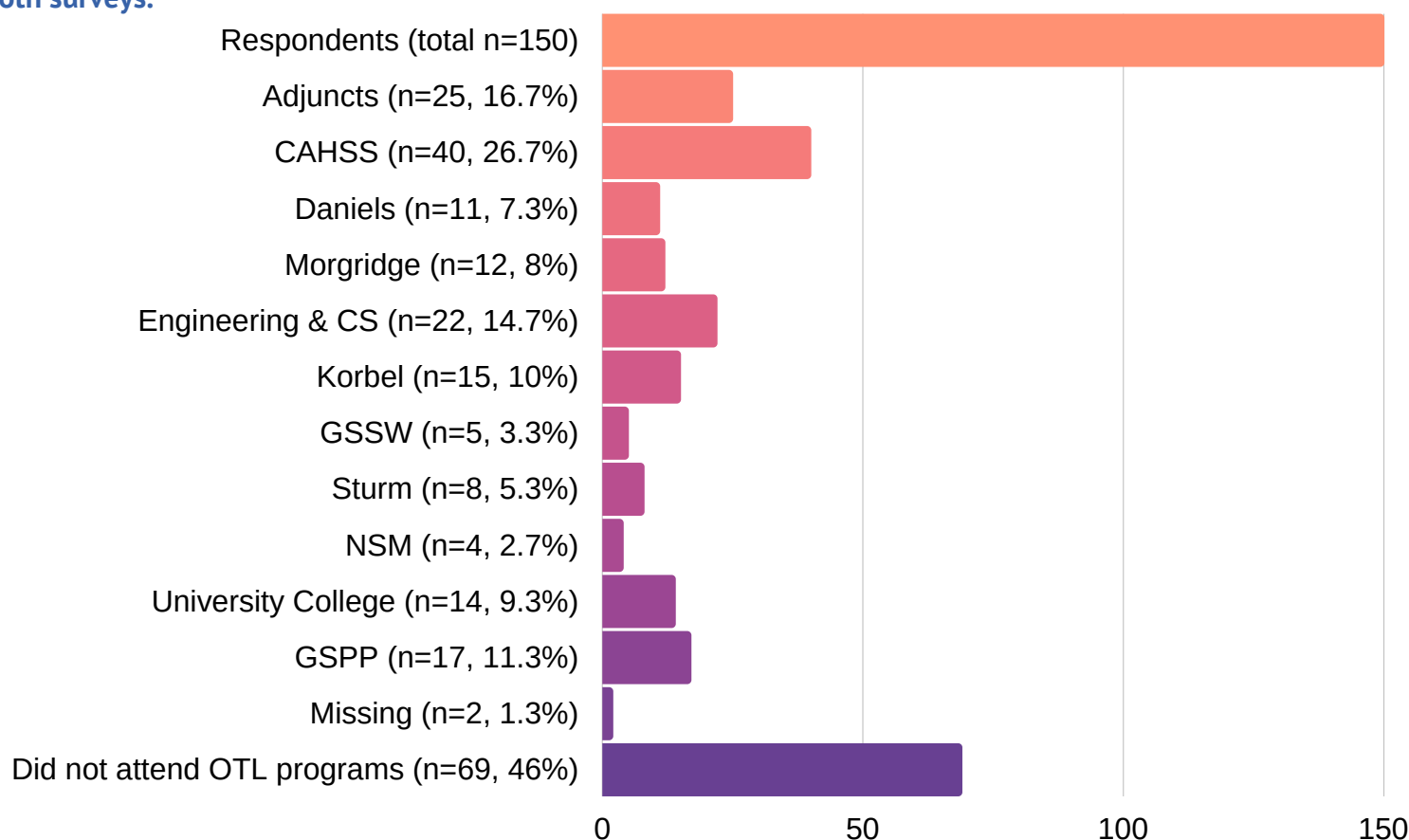
With few responses, it is challenging to decipher clear themes. Even among commonly mentioned words, "course" and "courses" were mentioned most frequently (n=11) mostly in regard to respondents' courses. No other terms were mentioned more than 5 times. Many responses indicated that sessions were helpful and expressed thanks. There were references to online teaching and teaching in general.

Faculty Summer Planning Survey Findings

RESPONDENTS

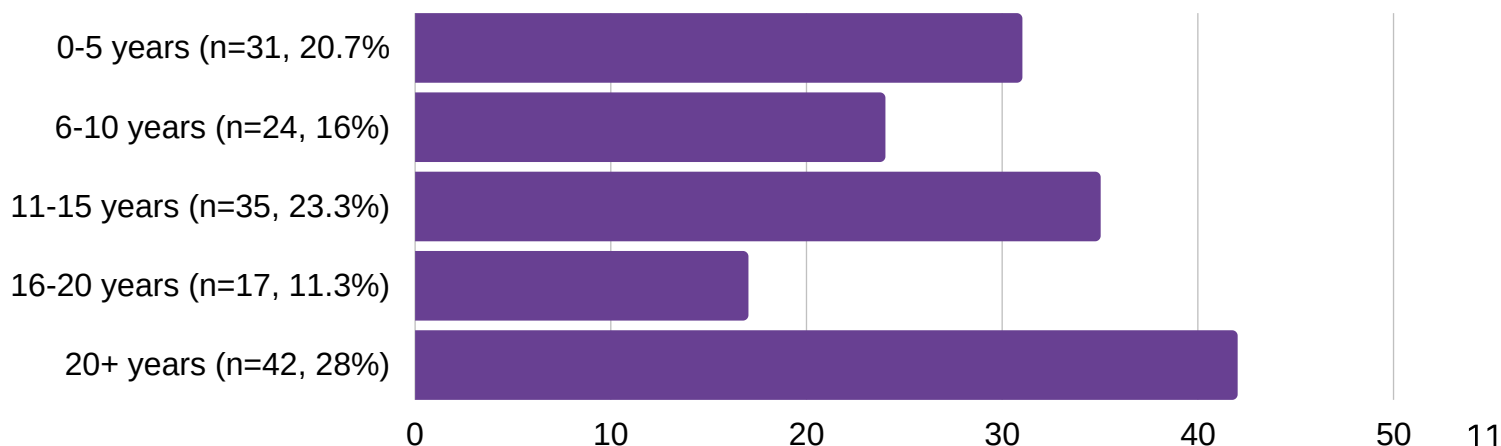
Following the close of the OTL evaluation survey, all faculty received a link to a survey about their needs and desires for summer programming. The survey was launched in an OTL newsletter and posted on the Canvas landing page on Friday, May 22. Associate Deans of Faculty Affairs promoted the survey to their units during the week of May 25th, and the survey was closed on Saturday, May 30th. The respondents are described below.

Notably, 46% had not attended any OTL programming which means they did not receive the OTL evaluation survey. In other words, 54% did attend some form of OTL programming which means they may have responded to both surveys.



RESPONDENTS' TEACHING EXPERIENCE

Respondents were asked, "How long have you been teaching in higher education (DU or otherwise)?" One respondent did not answer this question.

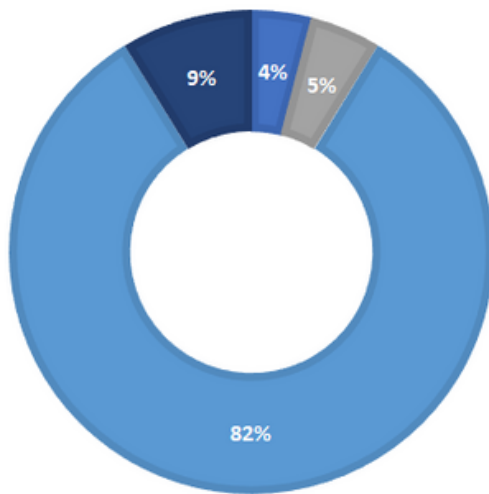


Faculty Summer Planning Survey Findings

FAMILIARITY WITH INSTRUCTIONAL TECHNOLOGY

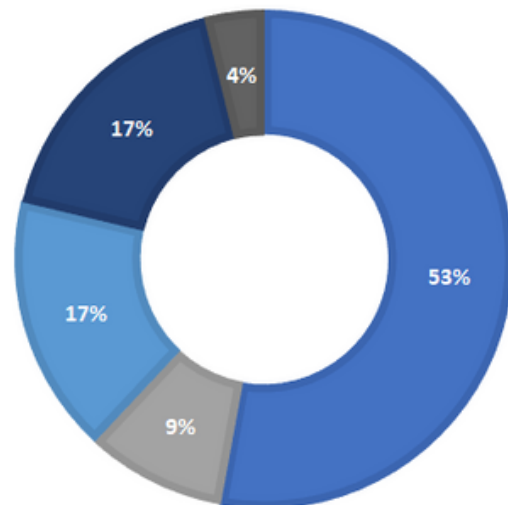
Respondents were asked, "Before the spring quarter had you ever used your Canvas course containers for any reason (including just posting the syllabus or using the grade book)?" and "Before the spring quarter, had you ever used Zoom in a classroom context?" **Self-reported use suggests that 1) faculty respondents were far more familiar with Canvas than Zoom, and 2) this sample of faculty may not represent DU's Canvas experience as a whole.** IT usage data has suggested that fewer than 50% of courses had any Canvas content during the winter quarter, indicating that prior to spring, the vast majority of faculty did not use Canvas to support their classes. It is also possible that faculty did not fully read the question and due to use in spring quarter now identify as "regular Canvas users".

CANVAS



■ First-timer (n=6)
■ Didn't teach/other (n=7)
■ Regular user (n=123)
■ Minimal experience (n=13)

ZOOM

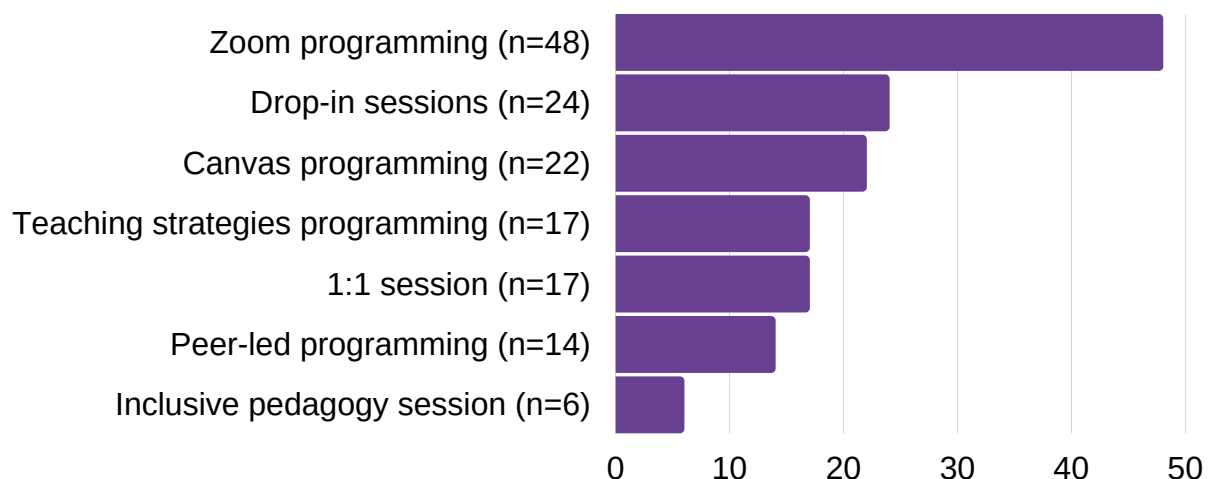


■ First-timer (n=82)
■ Didn't teach/other (n=14)
■ Regular user (n=26)
■ Minimal experience (n=27)
■ Missing (n=6)

ATTENDANCE OF OTL EVENTS

Respondents were asked, "Since March 1st of this year, have you attended any OTL-sponsored sessions or webinars to help you shift to virtual education? (Check all that apply)".

54%
(81 respondents)
attended
one or more
event

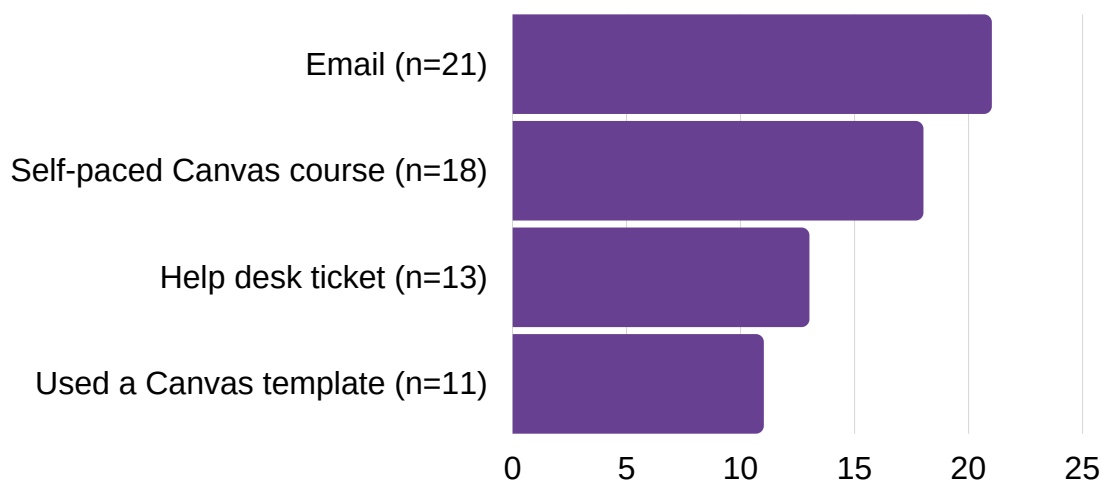


Faculty Summer Planning Survey Findings

USE OF OTL ASYNCRONOUS SUPPORT OPTIONS

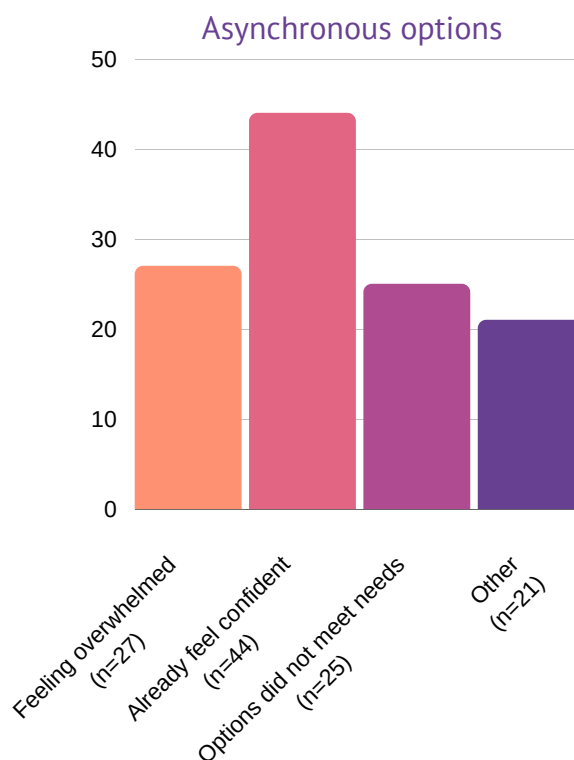
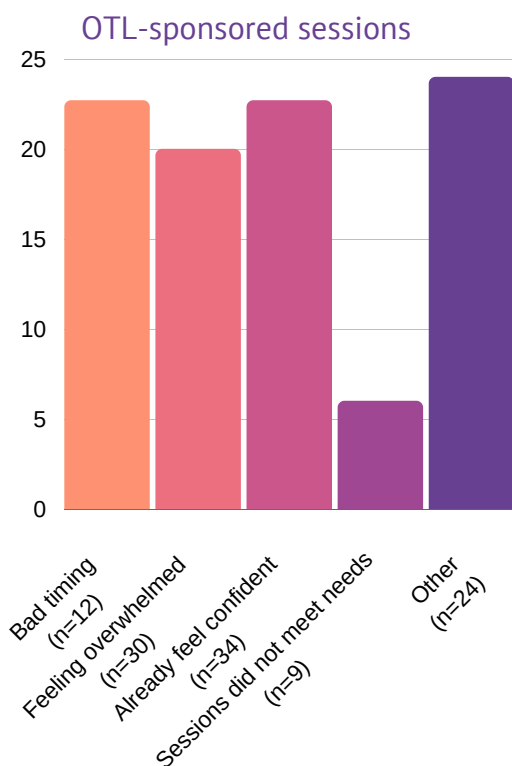
Respondents were asked, "Did you take advantage of asynchronous options for help offered by the OTL? (check all that apply). Approximately half of respondents used at least one option.

48%
(72 respondents)
used one or
more of the
options



IF NOT, WHY NOT?

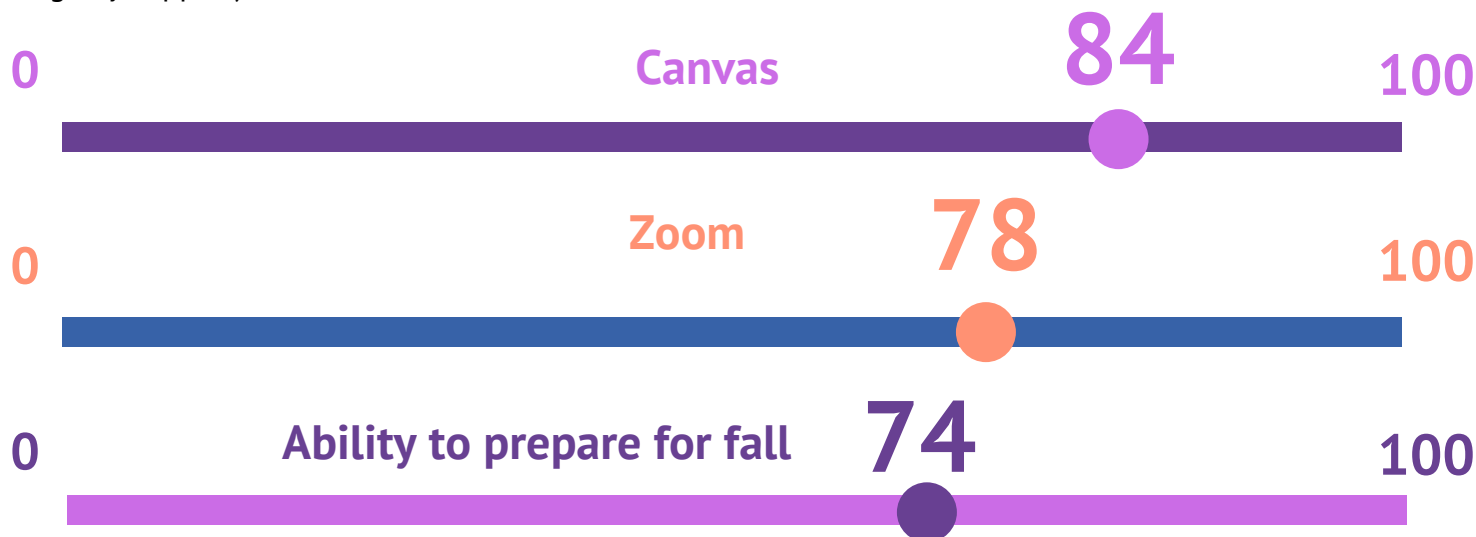
For events and asynchronous options, respondents were asked if they didn't attend, why not? These were also "check all that apply" questions.



Faculty Summer Planning Survey Findings

TECHNOLOGY CONFIDENCE AND KNOWLEDGE OF HYBRID/HYFLEX PEDAGOGY

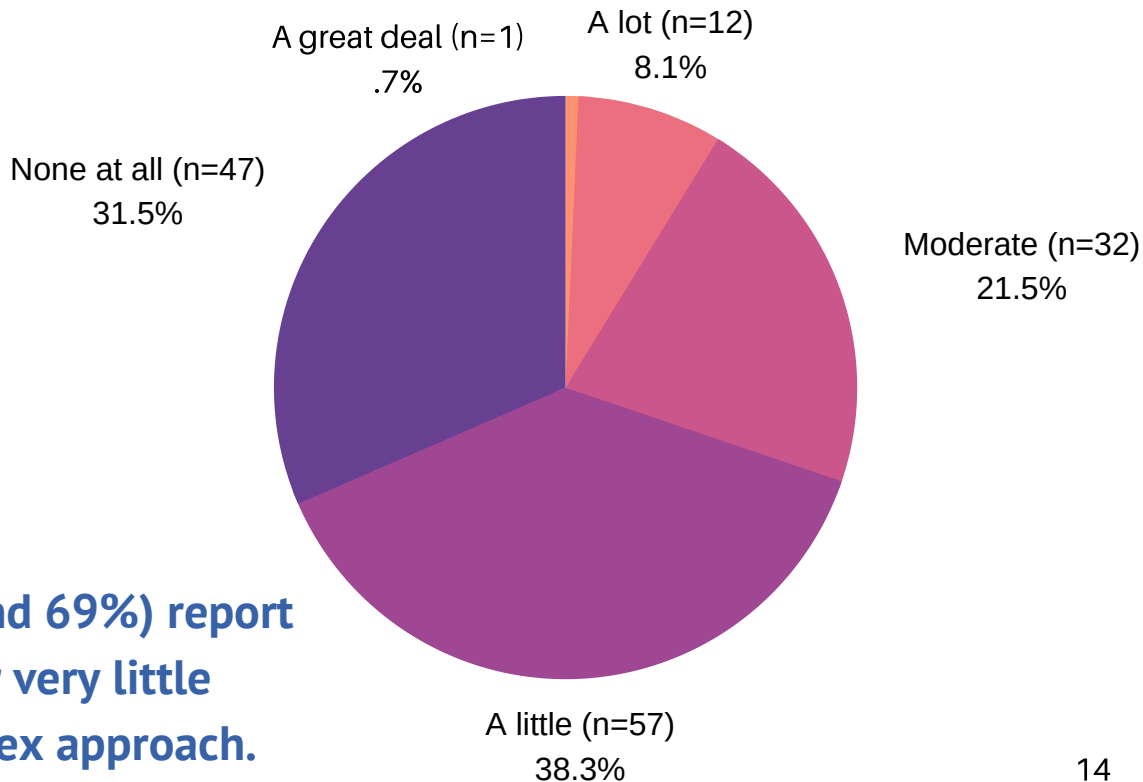
Using a slider scale ranging from 0-100, respondents were asked to rate their confidence in their ability to use Canvas and Zoom effectively, (0-not at all confident, 100-completely confident) and confidence in ability to prepare for a fall term that includes online technology (0- will need a lot of support, 100-do not anticipate needing any support).



Respondents were also asked to rate their understanding of **hybrid or "hyflex" pedagogies** defined in the question prompt as "in which the instructor may be working with students in multiple modalities at once (in person, via Zoom, online)."

3.92
Average self-reported
knowledge of
hybrid/hyflex
1-low, 5-high

The majority (around 69%) report knowing nothing or very little about a hybrid/hyflex approach.



Faculty Summer Planning Survey Findings

HOW FACULTY HAVE EXPERIENCED THE SHIFT ONLINE

Respondents were asked a series of questions about their experiences during the shift to emergency remote teaching. **Response options were on a scale of 1-low to 4-high.**



I feel the workload is heavier than normal.

3.40

Average rating



I feel adequately supported by the OTL in making the shift online.

3.29

Average rating



I feel confident that I know where to go for help with my teaching.

3.36

Average rating



I feel enthusiastic about learning how to teach at a distance more effectively.

2.85

Average rating

Ratings indicate that faculty perceive the workload to be higher, yet, they feel confident that they know where to go for help and feel supported by the OTL. Faculty indicated they were somewhat enthusiastic about learning more about distance education.

Faculty OTL Evaluation Survey Findings

SUMMER PROGRAMMING PREFERENCES

As noted earlier, this question was asked as a forced-choice option in the OTL evaluation survey. In the summer programming all-faculty survey, we allowed respondents to "check all that apply" to indicate the programs that would be most useful during the summer. This was done purposely to determine if both versions of this question would yield similar results.

- 1 Learning about hyflex pedagogy** (n=81, 61.4%)
- 2 Creating community in my courses*** (n=71, 53.8%)
- 3 Redesigning course activities for distance delivery*** (n=62, 47%)
- 4 Using educational technology** (n=26, 19.7%)
- 5 Aligning learning outcomes to course design** (n=22, 16.7%)

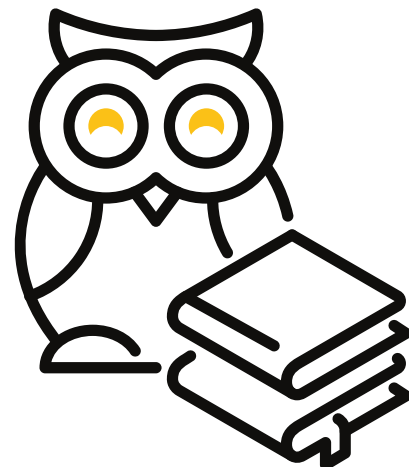
*notes items that changed ranking from one survey to the next.

"Redesigning course activities" and "creating community in my courses" switched places in this survey, while all other items stayed the same. **"Learning about hyflex pedagogy" was the #1 most useful program topic in both surveys.**

PREFERRED METHOD OF DELIVERY

Respondents were also asked to rank order their preference for summer delivery modality. Asynchronous options were ranked #1 most frequently.

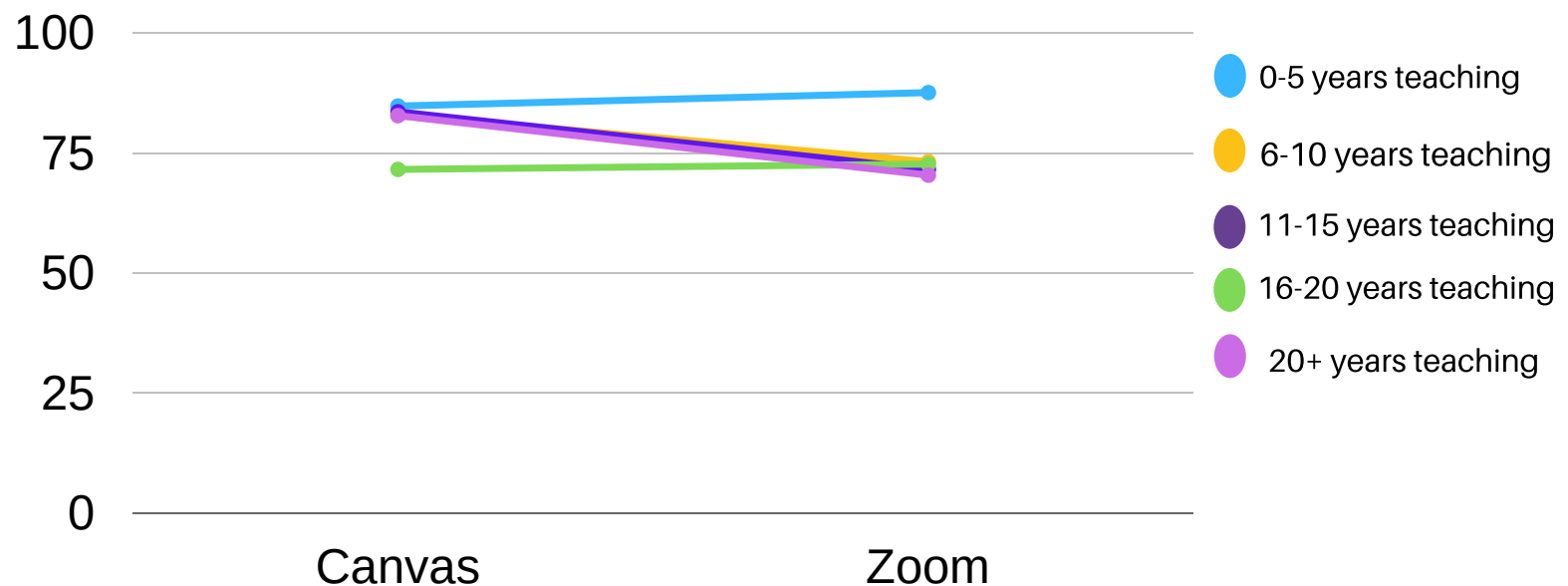
- 1 Asynchronous options**
- 2 "One-off" webinars**
- 3 Summer institute**



Faculty Summer Planning Survey Findings

CONFIDENCE IN USE OF CANVAS AND ZOOM BY YEARS TEACHING

Respondents were asked to identify the number of years they have taught in higher education. Analysis of Variance (ANOVA) was conducted to compare confidence ratings across groups. Statistical significance was yielded. Junior faculty, or those within the first five years of teaching, tended to be more confident overall. With the exception of faculty who have taught 16-20 years, confidence in Canvas was relatively high. A confidence gap is especially noticeable for the use of Zoom. The most junior faculty feel the most confident while anyone who has taught 6 years or more self-reported much lower confidence. Thus, faculty who have considerable experience in the face-to-face classroom may need additional support preparing for continued distance delivery.



OPEN-ENDED RESPONSES

Faculty were asked, "If you taught during the spring and made any midterm "pivots" or changes to your practice, what were they?" There were 70 (46.7%) respondents who answered this question. The answers to this prompt are as varied and creative as our faculty. There was such a variety in approaches, themes and word counts do not capture the responses. Instead, midterm adjustments are summarized.

Take-home exams

Asynchronous approaches

Using Canvas differently

Changes to Zoom

Reductions in workload

Breakout rooms

Discussions

Extensions

Fillable forms

Changes to assignments and sessions

Group activities

Faculty Summer Planning Survey Findings

OPEN-ENDED RESPONSES

Faculty were asked, "Is there anything else you didn't get to say here that would be helpful for OTL staff to know about supporting you as you prepare for summer or fall?" There were 58 (38.6%) respondents who answered this question.

Online Courses Teaching Supporting

"Online" was the most-mentioned word and emerged as a theme. References to "online" included concerns about not knowing what the fall format will be and needing continued support to teach online. The theme "courses" involved comments about support designing courses and specific mention of "hybrid", "lab", and "didactic" courses. References to teaching and being supported were also common.

Sample comments:

- *It would be really helpful to have video and editing support.*
- *Online teaching is a poor second to f2f, because it's hard to motivate students and create a sense of community online, particularly with larger classes. I held opportunities for zoom meetings as small groups and office hours, but many students did not take advantage of these. The demands by the university that we now prepare hybrid courses is overwhelming to me and my colleagues, many of whom say they have never been so stressed in all their years of teaching. Thank you.*
- *I am overwhelmed with all the ideas floating around about what fall could look like and many of them seem to expect double or triple work for faculty with no additional compensation (and possible pay cuts). Plus the delay in deciding about teaching online for fall (which feels inevitable) means we won't have enough time to design high-quality online classes. Or if we are in-person I can't imagine teaching with that level of trauma and stress feeling I might be infected and die at any time. It's so demoralizing to feel the university cares so little about our health and safety.*
- *For all I could tell, OTL was doing a great job supporting faculty. The problem really is that there are only 24 hours in the day and I don't want to spend them all online.*
- *I'm just saying as many times as possible in as many places as possible: synchronous teaching for primary caregivers is impossible.*
- *Thanks for all of your support. Continue to offer the student-faculty partnership, and encourage broader participation in it. Having a student observer in the class to provide feedback is a great way to determine if your course design is effective!*

Summary

STUDENT RESPONSES

For undergraduates, their experience of the spring quarter seems to be "too fast" and "too much". Students expressed that the workload was greater than in the past and almost half said the pace of classes were too fast. Open-ended data support concerns about too much work, further, students identified some of the classwork as "busy work" or lacking meaning. It is also notable that the words "nothing" and "none" were so frequently repeated in the comments to the question "what worked well" indicating general frustration over the shift to emergency remote teaching.

For graduate students there was less concern over pace of courses but they, too, indicated the workload was heavier than in the past. Open-ended responses indicate that graduate students tended to like group options and the ways in which Canvas and Zoom facilitated group work. Their recommendations also highlighted concerns about workload and ways to make adjustments to the online experience, such as fewer (or more) discussions.

For both graduate and undergraduate students, Zoom and Canvas commonly emerged as something that was "working well". As is common with student feedback there were respondents who enjoyed, while others disliked, the same things. And, online experiences overall were identified both positively and negatively. Student respondents noted that not all course experiences were the same and there was variety in both delivery and quality. While inclusion and equity-focused questions were not explicitly part of this survey, inconsistency in experience underscores the need to embed this work in faculty education programming.

FACULTY RESPONSES

Faculty identified **Zoom and Canvas as the most commonly used technologies** during the spring and rated themselves fairly high with regard to confidence in their skills and frequency of use. It is unclear whether the summer survey programming sample is representative, however, because so many faculty identified themselves as "regular Canvas users". Unless they misread the question and instead reflected on their current Canvas usage, the numbers of self-reported "regular Canvas users" does not align with extant IT data. For example, pre-COVID in March 2019, fewer than 50% of all DU spring courses had been published or had content in Canvas. **Notably, self-reported ratings for confidence were lower for Zoom and varied by experience.** More junior faculty self-reported much higher confidence with their Zoom skills than more senior faculty and this was statistically significant.

With regard to OTL support, both qualitative and quantitative data indicated faculty were satisfied with the programming, that sessions were useful, and they applied concepts from sessions they attended to their spring courses. Both surveys indicated that **the most critical need for summer programming is training in hyflex pedagogy.**

Overall, data suggest that faculty feel they will need a moderate amount of help preparing for fall, feel confident that they know where to go for help, yet, are only somewhat enthusiastic about learning more about distance education.

Recommendations

Continue to offer Zoom & Canvas training

As Zoom and Canvas are 1) the most commonly used tools, and 2) identified by students as "something that's working", the OTL in collaboration with IT Campus Partnerships should continue to support the growth of these skills. Though faculty note feeling confident, some student feedback suggests there is variation of competence in practice. Summer programming should support faculty who are still new to this technology, and, as we are getting beyond emergency remote teaching, we should begin including advanced training for these tools, including considering inclusive pedagogy in these formats.

Offer training in hyflex approaches

Because 1) faculty identified this as the top preference for summer programming in both surveys, 2) indicated knowing little about it, 3) institutional-level decisions to begin the fall term f2f, and 4) investment in technology to prepare rooms for multiple modalities (f2f and Zoom simultaneously) , it is imperative for the OTL to provide training opportunities on this modality.

Asynchronous options for summer programming

Faculty indicated their top delivery method preference as asynchronous. It is important to both respond to this desire and thus, both asynchronous and synchronous options will be available over the summer. As an office we should also consider more deeply the reasons that faculty were unable to attend synchronous programming. Open-ended "other" data is yet to be analyzed and can inform the OTL on ways to increase programming accessibility.

Programming on course design, aligning learning outcomes, and inclusive pedagogy

Though aligning learning outcomes was a less popular option among the faculty, student feedback suggests these types of programs may be desirable. Issues raised by students including workload and feelings of being assigned "busy work" may be addressed by course design programming. Emergency remote teaching meant that many faculty (world wide) simply put what they normally do in a f2f class online. Certain approaches and activities do not translate well, and, a heavy workload is often misconstrued as "rigor". Moreover, distance learning creates unique equity and inclusion challenges. Programming aimed at helping faculty align learning outcomes to coursework, understanding how to effectively organize an online class, and ways to use instructional time online, may result in fewer, more meaningful online assignments, more effective distance delivery, and more equitable experiences.

Recommendations

**Provide affective
support
opportunities**

It should also be acknowledged that both faculty and students felt as though the workload was higher than in the past. And, faculty sentiment with regard to enthusiasm about learning more about distance education may be a better reflection of burnout than motivation. The OTL should consider programming opportunities that allow faculty to connect, reflect, and support one another following the end of spring and as they prepare for fall.

**Encourage
standardization
where possible**

Student comments indicate variation in course delivery that negatively impacted their online learning experiences this spring. As we shift away from emergency remote teaching to more sustained distance education, the student experience, faculty bandwidth, and ultimately accessibility and equity can be enhanced by standardizing course lay-out, articulating minimum Canvas shell requirements, and similar efforts. The OTL should both make prescriptive recommendations and work with units to ensure their needs are met in standardization efforts.

**Continue
collaborations
with IT**

When it comes to online learning, it can be difficult to determine and articulate where technology support ends, and learning science begins. Some open-ended responses from faculty underscored this challenge. Therefore, continuing to maintain close communication with IT stakeholders is critical to the success of distance education. The Teaching and Learning Support Strategic Leadership Team, comprised of the OTL Director, the Vice Provost for Faculty Affairs, the Assistant Vice Chancellor, Campus Partnerships, and the Assistant Vice Chancellor, Enterprise Application Services will continue to meet weekly.



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