2022

FALL TEACHING NEEDS ASSESSMENT SURVEY FINDINGS

Office of Teaching & Learning

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Tenure line — 79
Teaching — 61
Adjunct — 31
Professor of Practice — 8
Library — 3
Visiting — 1
Research — 1
Missing — 59
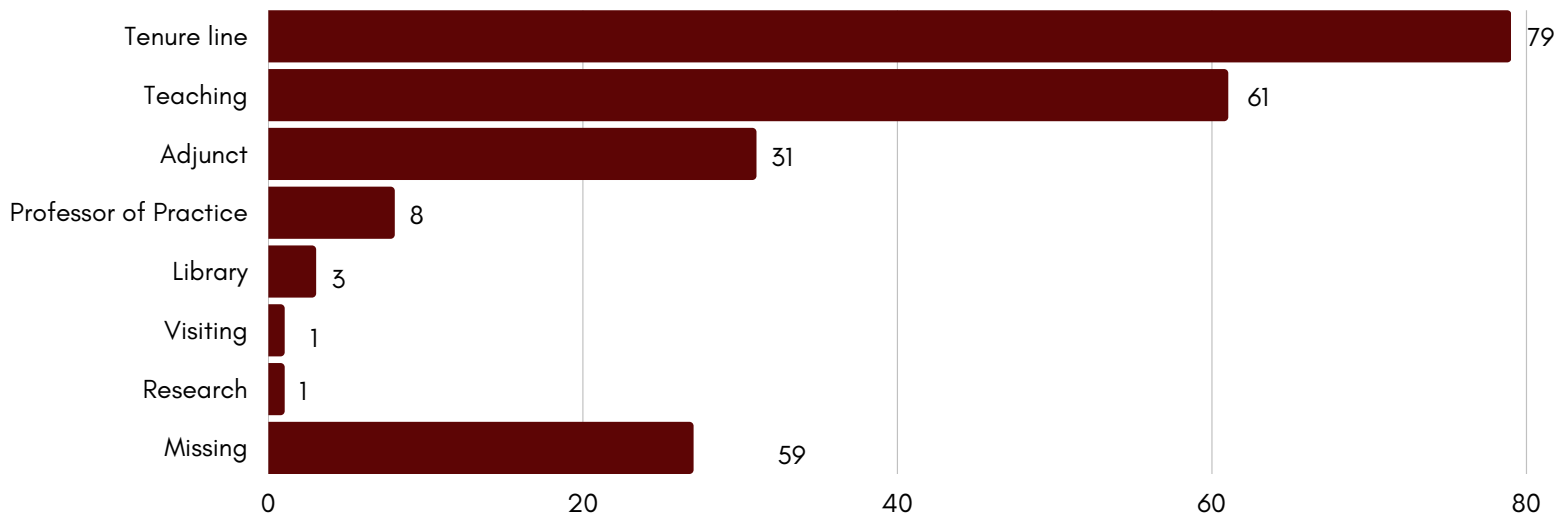
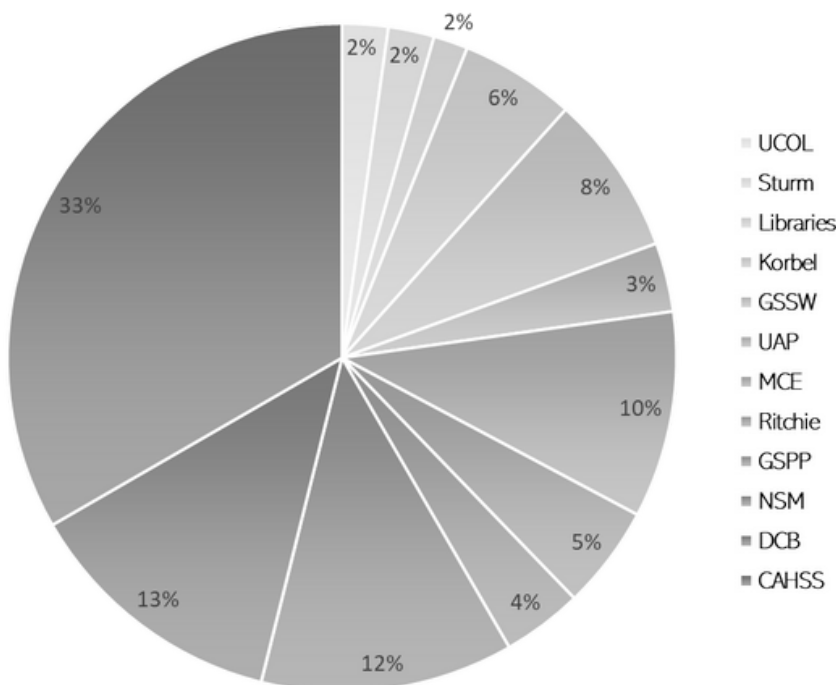## 211
Faculty responded

ABOUT THE SURVEY

In 2020 faculty were surveyed about the personal and professional effects of COVID, their teaching experience at the time, and what they would like to see from the Office of Teaching and Learning (OTL). In fall 2022 many of the same questions were repeated in addition to items focusing on belongingness, classroom technology needs, and OTL program modality preferences. In this report, we share the responses to teaching-focused questions.
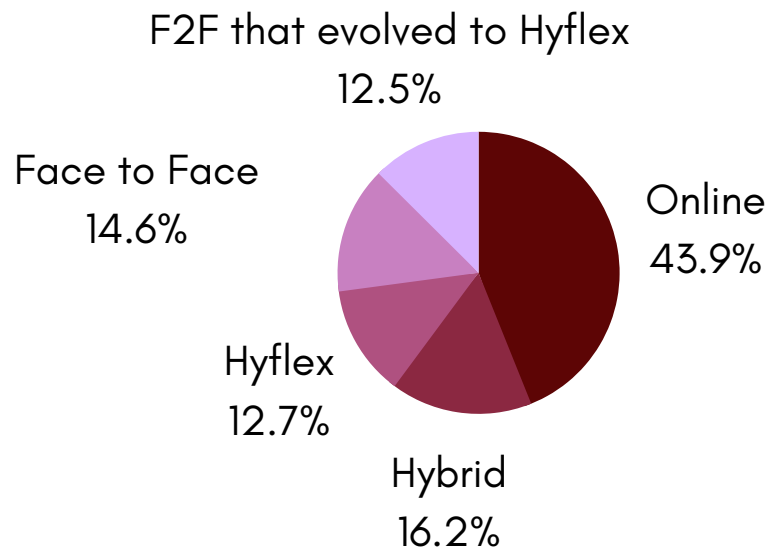
PARTICIPANTS

Faculty respondents represented all academic units and series. The majority of respondents identified as tenure line faculty. CAHSS had the most respondents, 60 followed by:
DCB: 23
NSM: 22
MCE: 18
GSSW: 14
Korbel: 10
Ritchie: 9
GSPP: 7
UAP: 6
Sturm: 4
UCOL: 4
Libraries: 3

UCOL, Sturm, Libraries, Korbel, GSSW, UAP, MCE, Ritchie, GSPP, NSM, DCB, CAHSS

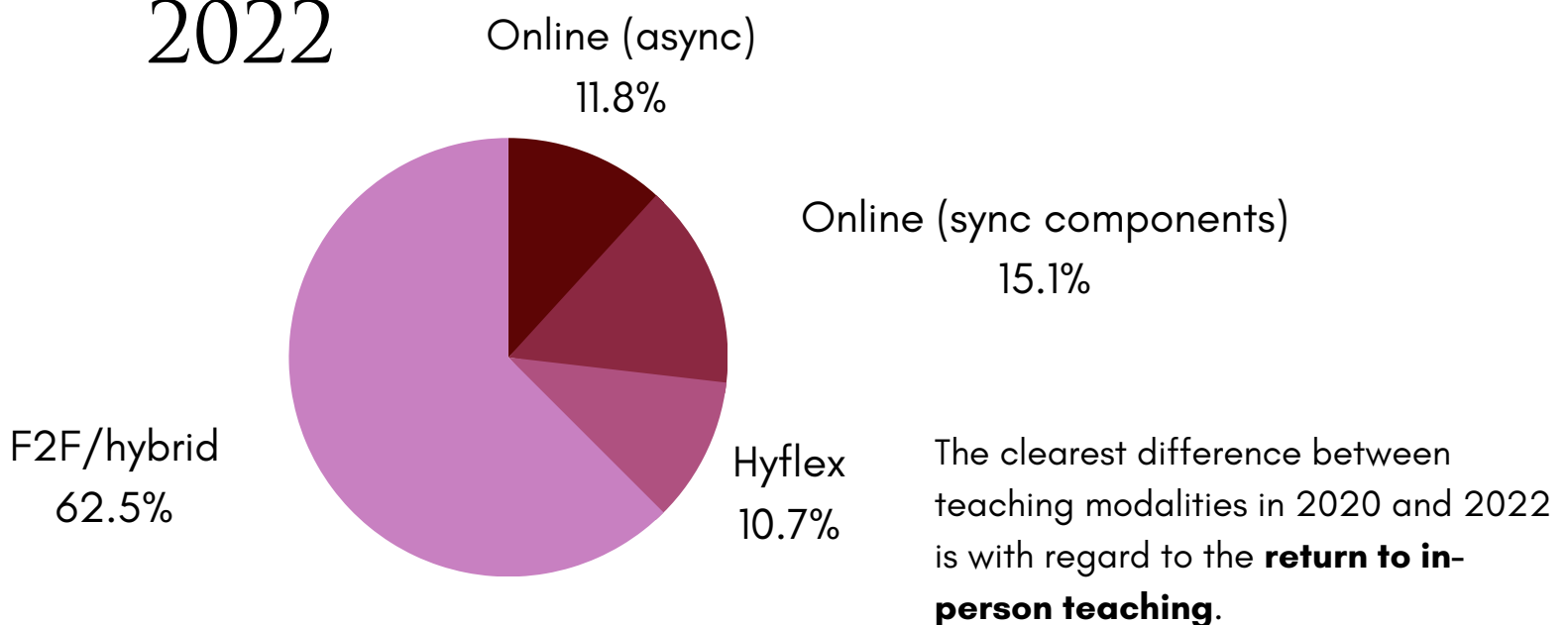33%, 2%, 2%, 2%, 6%, 8%, 3%, 10%, 5%, 4%, 12%, 13%

2020

In 2020 and 2022 faculty were asked about teaching modality. In fall of 2020 the majority (n=238) identified "online", followed by hybrid (n=88), face to face (n=79) Hyflex (n=69), and face to face that has evolved to Hyflex (n=68). The bulk of faculty in 2020, 60.5% reported teaching in one modality, with 23.7% teaching in two modalities. Fewer than 20% of faculty reported teaching in more than 2 modalities.

F2F that evolved to Hyflex
12.5%

Face to Face
14.6%

Online
43.9%

Hyflex
12.7%

Hybrid
16.2%

2022

Online (async)
11.8%

Online (sync components)
15.1%

F2F/hybrid
62.5%

Hyflex
10.7%

The clearest difference between teaching modalities in 2020 and 2022 is with regard to the **return to in-person teaching**.

The vast majority of faculty are teaching in person or at least partially in person (as in a hybrid course). This year we did not ask faculty how many modalities they were teaching in. Presumably, it is similar to 2020 in that even in the throes of the pandemic, most faculty were teaching in 2 or fewer modalities.
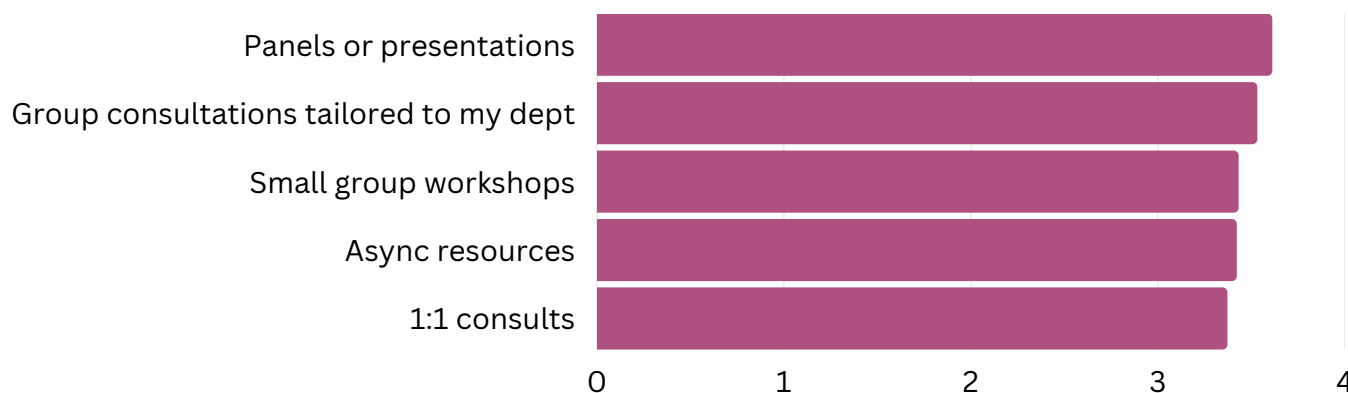
Canvas and Zoom were not widely adopted by DU faculty prior to 2020. Fewer than half of DU courses had a Canvas component prior to March 2020. From March 2020 to summer 2021, the average number of monthly zoom meetings increased 250%. And in 2020-2021, Kaltura (i.e. recording video lectures) increased 46%, and "views" (i.e. students' consumption of posted videos) increased 478%. Since 2020 we have asked faculty about their confidence using these technologies (see Spring 2020 survey for baseline). Confidence in Canvas use did not change from fall 2020 to fall 2022 but there were small increases in confidence in use of Zoom and engaging in inclusive teaching.

Due to our increased efforts in the domain of accessibility, we have started asking faculty about confidence in this domain. In fall 2022, faculty self-reported higher levels of confidence in "creating an accessible course" compared to responses on a similar question "implementing DSP accommodations" (M=58.7) from an accessibility needs assessment one year ago in 2021.

Using the slider, please help us understand your confidence and knowledge in the following areas (0-low; 100-high).	Mean 0-100 2020	Mean 0-100 2022
Canvas	79.2	79.6
Zoom	81.2	84.8
Engaging in inclusive teaching in my current teaching environment/s	66.7	76.5
Creating an accessible course (meeting student accommodations)		70.8

Both surveys (spring 2020 and fall 2020) indicated faculty wanted bite-sized, focused support from the OTL as opposed to longer, cohort based opportunities. Additionally, there was more desire for asynchronous resources so that faculty could quickly get what they need and immediately apply it to the classroom. Now that we are able to be in person and engage in sustained faculty development experiences, we wanted to know what types of experiences faculty are interested in now.

The top 5 most "likely to attend" types of programming for OTL and VPFA events on a scale of 1-5 are displayed below.

TEACHING SUPPORT NEEDS

In addition to programming types, we were interested in knowing preferred modalities. Only respondents who indicated that they were "somewhat" or "extremely" likely to attend a particular event type received questions about modality preferences.

Panels and presentations
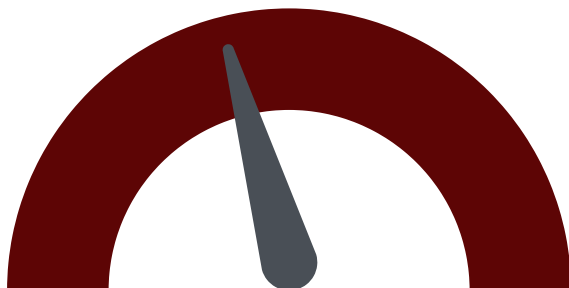
Group consultations tailored to my dept

Small group workshops
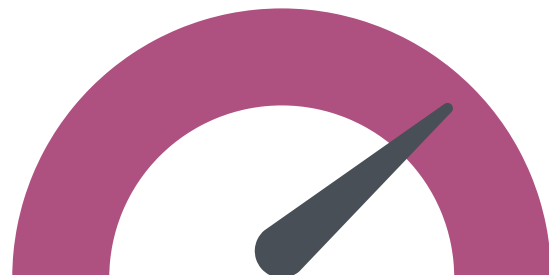
1:1 Consultations

Respondents preferred panels and presentations be available in a hyflex modality while preferring group consultations and small group workshops to be in person. For 1:1 consultations there was a slight preference for Zoom but there was a virtual tie between in person and Zoom.

Now that we are in a hybrid remote work environment, we wanted to understand faculty expectations for availability of OTL staff. The OTL can reasonably expect in person traffic, however, since the pandemic, we've seen a marked decrease in in-person visitors and an increase in consultations and other historically in-person support occurring via Zoom. When asked, faculty indicated that they **did not expect to find walk-in support** and that they **preferred to make an appointment** for OTL help.

I expect to walk in at any time during normal business hours and find someone to help me.

mean 4.2 on scale of 1-10

I prefer to make an appointment in advance when I have questions.

mean 7.5 on scale of 1-10

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I expect to walk in at any time during normal business hours and find someone to help me.

mean 4.2 on scale of 1-10

I prefer to make an appointment in advance when I have questions.

mean 7.5 on scale of 1-10