



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

COVID-19 Faculty Experience Survey Report

May 2020

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General Information about the Survey

PURPOSE

The purpose of the Faculty Experience Survey was to learn how faculty are doing during the transition to remote learning caused by COVID-19 and to gather faculty input about fall instructional options. The survey focused on four areas: Communication and Support, Instruction, Technology, and Fall 2020.

ORIGINATORS

The survey was developed by the Office of Assessment & Accreditation Support in collaboration with the Continuity of Instruction Resource Team.

DATA COLLECTION

Sample: 2143 full-time and part-time faculty. Faculty from the School of Law were not included in the sample.

Instrument: Qualtrics

Period: April 30, 2020 – May 7, 2020

Response Rate: 28% (594 faculty completed)

Key Findings

DEMOGRAPHICS

- The majority of participants (61%) indicated they taught in the College of Arts & Sciences.
- 52% of participants indicated that they teach only undergraduate courses.

COMMUNICATION & SUPPORT

- Participants largely agreed (86%) that USF has demonstrated concern for the safety of faculty during the COVID-19 outbreak and that USF has responded appropriately to protect the health of faculty during the spread of COVID-19 (87%).

INSTRUCTION

- Overall, 50% of participants indicated that they altered their course content in order to teach in a remote format.
- Participants who taught courses with experiential components were more likely to alter the content of their courses in order to teach online than those who did not teach these types of courses. 65% of those who taught courses with experiential components said they altered them A Great Deal or A Lot compared to only 39% of those who did not teach courses with experiential components.
- Participants largely agreed (86%) that students will still achieve the course learning outcomes with the change in delivery.
- Only 67% of participants indicated that they would consider teaching courses via remote instruction in the future.
- Participants found developing courses for and teaching in a remote environment difficult. Only 28% of participants indicated that developing their courses for a remote environment was somewhat or extremely easy. While only 24% indicated that teaching in a remote environment was somewhat or extremely easy.
- The majority of participants (77%) did not have difficulty using available technology to teach remotely, but did have difficulties teaching remotely (55%).
- Participants indicated that ETS workshops were the most helpful resource as they made the transition to remote learning, with 68% selecting this response option.

FALL 2020

- 84% of participants indicated that they are teaching one or more courses in fall 2020. Of these, almost half (49%) are teaching two courses.
- Faculty indicated that 40% of the courses they will be teaching in fall 2020 include experiential components.
- Slightly more than half (56%) of faculty teaching courses with experiential components indicated they would feel comfortable arranging experiential opportunities for students if all or part of their courses are offered remotely.
- Overall, faculty agreed that their courses could be taught online (74%); however, faculty whose courses include experiential components were less likely to agree that those

courses could be taught online than faculty teaching courses without experiential components, with only 68% somewhat or strongly agreeing compared to 79%.

- Faculty largely indicated they are unwilling to teach their courses in two groups, with only 36% somewhat or strongly agreeing with the statement: *I would be willing to teach this course in two groups.*
- 63% of faculty Somewhat or Strongly Agreed that their courses could be taught with an alternating schedule (e.g., one class session in person and the next class session taught remotely). Whereas, only 43% Somewhat or Strongly Agreed that their courses could be taught with some students attending class remotely and some attending in person during the same class session and only 40% Somewhat or Strongly Agreed that their courses could be taught with students dividing into two groups, alternating between in person attendance and asynchronous instruction (e.g. On Tuesday, Group A comes to class in person and Group B has asynchronous instruction. On Thursday, Group B comes to class in person and Group A has asynchronous instruction).

Demographics

COLLEGE/SCHOOL

Participants were asked to indicate what school/college they teach in from the following response options: *College of Arts & Sciences; School of Education; School of Management; and School of Nursing & Health Professions*. **Participants could select all that apply.**

The below data indicate the percentage of participants who selected each response option:

- College of Arts & Sciences: **61%**
- School of Education: **11%**
- School of Management: **14%**
- School of Nursing & Health Professions: **16%**

TYPE OF COURSES TAUGHT

Participants were asked to indicate what type of course they teach from the following response options: *Undergraduate; Graduate; and Both Undergraduate and Graduate*.

The below data indicate the proportion of participants who selected each response option:

- Undergraduate: **52%**
- Graduate: **26%**
- Both Undergraduate and Graduate: **22%**

Communication & Support

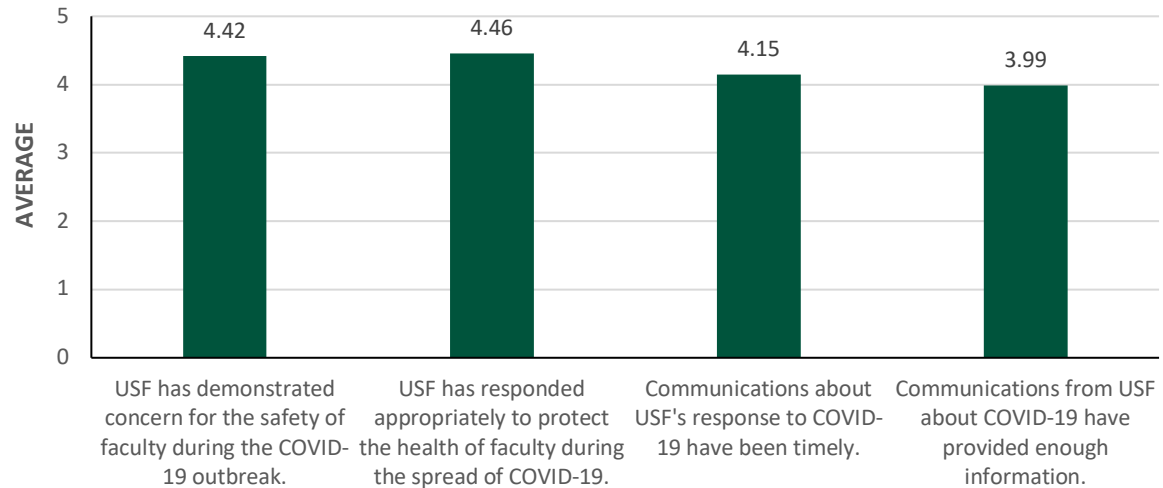
Participants indicated the extent to which they agreed with each of the following statements on a 5-pt. scale (*1 = Strongly Disagree, 5 = Strongly Agree*): *USF has demonstrated concern for the safety of faculty during the COVID-19 outbreak; USF has responded appropriately to protect the health of faculty during the spread of COVID-19; Communications about USF's response to COVID-19 have been timely; and Communications from USF about COVID-19 have provided enough information.*

The below data indicate the percentage of faculty who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- USF has demonstrated concern for the safety of faculty during the COVID-19 outbreak: **86%**
- USF has responded appropriately to protect the health of faculty during the spread of COVID-19: **87%**
- Communications about USF's response to COVID-19 have been timely: **81%**

- Communications from USF about COVID-19 have provided enough information: **75%**

The below figure details participants' average level of agreement with these statements.



Instruction in Spring 2020

Participants were asked if they taught one or more courses in the spring.

- **88%** of participants indicated they **taught one or more courses in the spring**.

EXPERIENTIAL VS. NON-EXPERIENTIAL COURSES

Participants who responded that they had taught one or more courses in the spring indicated how many of their spring courses include experiential components (e.g., SL/CEL, Fieldwork, Practicum, Internship, Lab) using the following response options: *None*; *Some, but not all*; and *All*.

- Of those who taught one or more courses in the spring, the highest proportion (**48%**) did not teach any courses that included experiential components, **25%** taught only courses that included experiential components, and **26%** taught both courses with and without experiential components.

ALTERATIONS OF COURSES, CHANGES IN EXPECTATIONS AND ASSESSMENT

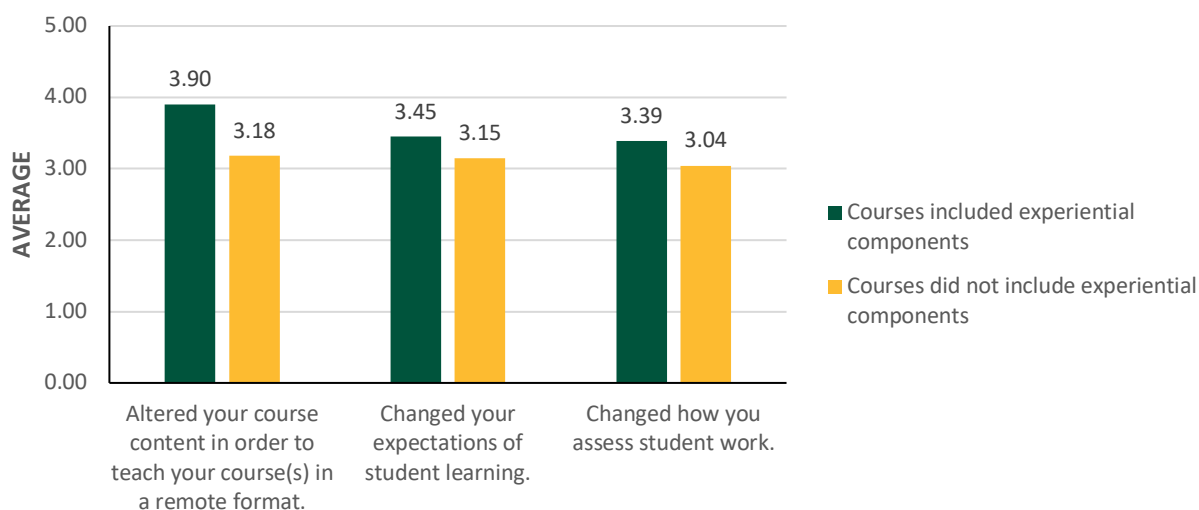
Participants who taught one or more courses in the spring indicated the extent to which they did any of the following using a 5-pt. scale (5 = *A great deal*, 1 = *None at all*): *Altered your course content in order to teach your course(s) in a remote format*; *Changed your expectations of student learning*; and *Changed how you assess student work*.

The below data detail the extent to which participants indicated they did the following **A Great Deal** or **A Lot**:

- Altered your course content in order to teach your course(s) in a remote format: **50%**
- Changed your expectations of student learning: **43%**
- Changed how you assess student work: **40%**

Faculty who taught courses with experiential components altered their courses, made changes to expectations and how they assess student work to a greater extent than those who taught courses without experiential components.

The below figure compares the average response to these statements by faculty who taught courses with experiential components and those who taught courses without experiential components.



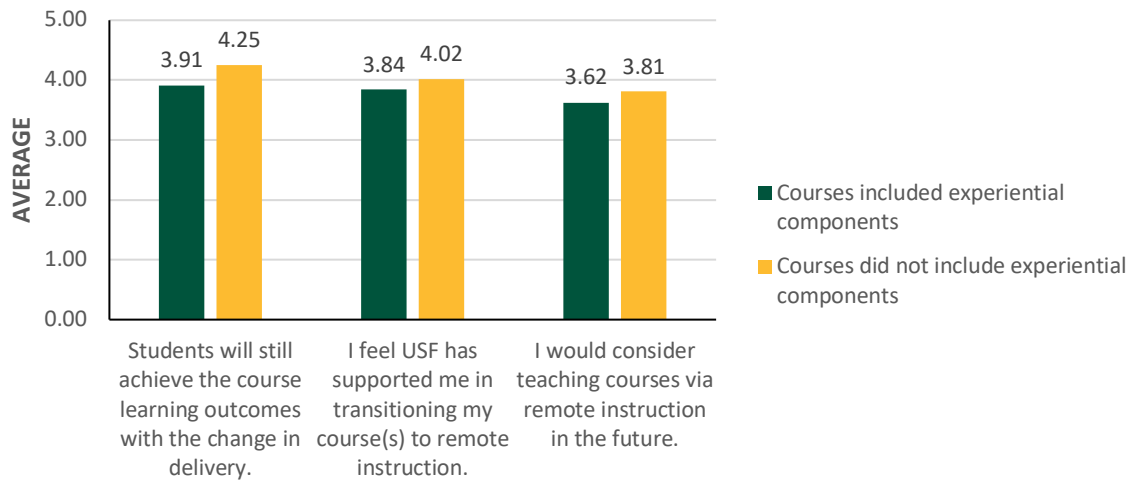
ACHIEVEMENT OF CLO'S, SUPPORT THROUGH TRANSITION & FUTURE REMOTE INSTRUCTION

Participants who taught one or more courses in the spring indicated the extent to which they agreed with the following using a 5-pt. scale (5 = *Strongly Agree*, 1 = *Strongly Disagree*): *Students will still achieve the course learning outcomes with the change in delivery; I feel USF has supported me in transitioning my course(s) to remote instruction; and I would consider teaching courses via remote instruction in the future.*

The below data indicate the percentage of faculty who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- Students will still achieve the course learning outcomes with the change in delivery: **86%**
- I feel USF has supported me in transitioning my course(s) to remote instruction: **80%**
- I would consider teaching courses via remote instruction in the future: **67%**

The below figure compares the average response to these statements by faculty who taught courses with experiential components and those who taught courses without experiential components.



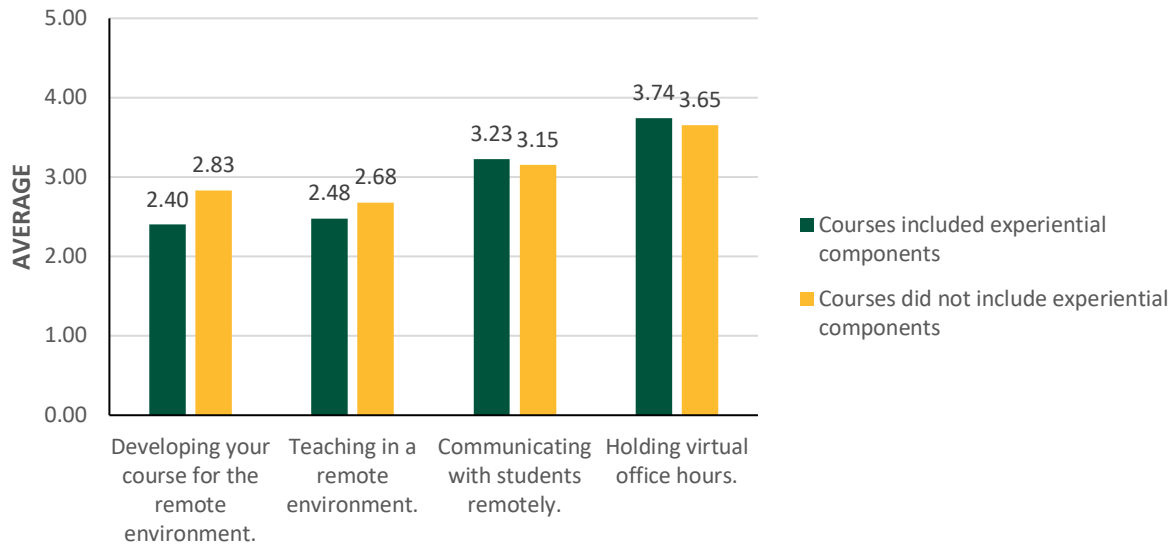
DEVELOPING COURSES, TEACHING & COMMUNICATING WITH STUDENTS

Participants who taught one or more courses in the spring indicated the level of difficulty with the following using a 5-pt. scale (5 = *Extremely Easy*, 1 = *Extremely Difficulty*): *Developing your course for the remote environment*; *Teaching in a remote environment*; *Communicating with students remotely*; and *Holding virtual office hours*.

The below data indicate the percentage of faculty who responded **Somewhat Difficult** or **Extremely Difficult** for each statement:

- Developing your course for the remote environment: **56%**
- Teaching in a remote environment: **59%**
- Communicating with students remotely: **38%**
- Holding virtual office hours: **19%**

The below figure compares the average response to these statements by faculty who taught courses with experiential components and those who taught courses without experiential components.



DIFFICULTIES WITH TECHNOLOGY & TEACHING REMOTELY

Participants indicated if they had difficulty using the available technology to teach remotely.

- **77%** indicated they **did not have difficulty** using available technology to teach remotely.
- **23%** indicated they **had difficulty** using available technology to teach remotely.

Participants indicated if they experienced difficulties teaching remotely.

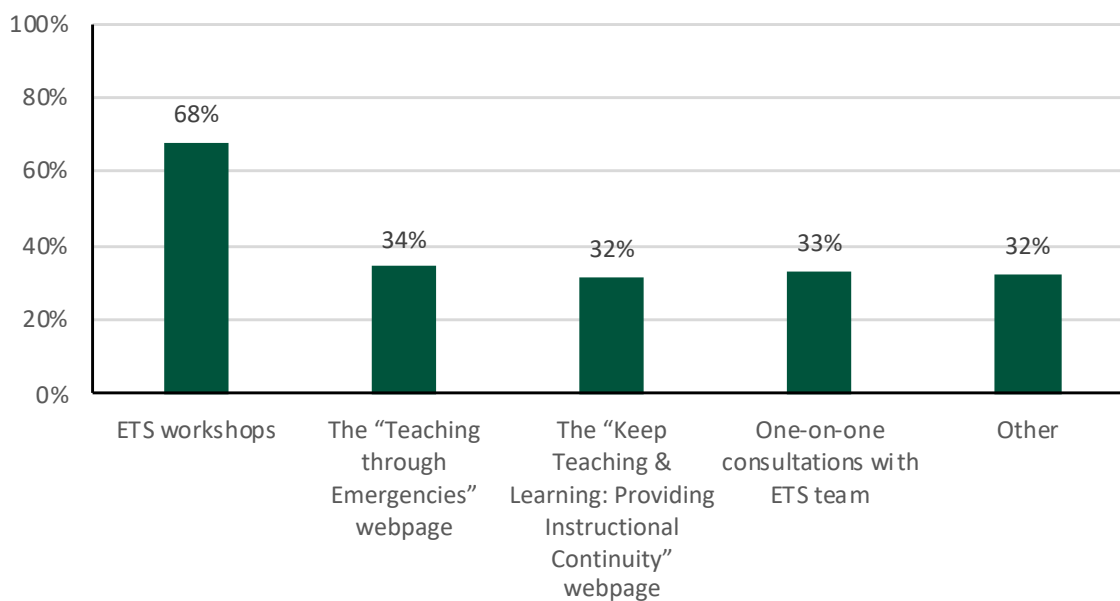
- **45%** indicated they **did not have difficulties** teaching remotely.
- **55%** indicated they **had difficulties** teaching remotely.

HELPFUL RESOURCES

Participants indicated which resources were most helpful to them as they made the transition to remote learning from the following response options: *ETS workshops*; *The “Teaching through Emergencies” webpage*; *The “Keep Teaching & Learning: Providing Instructional Continuity” webpage*; *One-on-one consultations with ETS team*; and *Other*. **Participants could select all that apply.**

- The highest percentage (**68%**) of participants indicated that ETS workshops were most helpful to them.

The below figure details the percentage of participants who reported that each of the following were most helpful to them.



Fall 2020

COURSES TAUGHT IN FALL 2020

Participants indicated if they were teaching courses in fall 2020.

- **84%** indicated they **are teaching** courses in fall 2020.
- **16%** indicated they **are not teaching** courses in fall 2020.

CONCERNS

Participants who indicated that they are teaching courses in fall 2020 were asked if they have concerns about teaching in-person on campus in the fall.

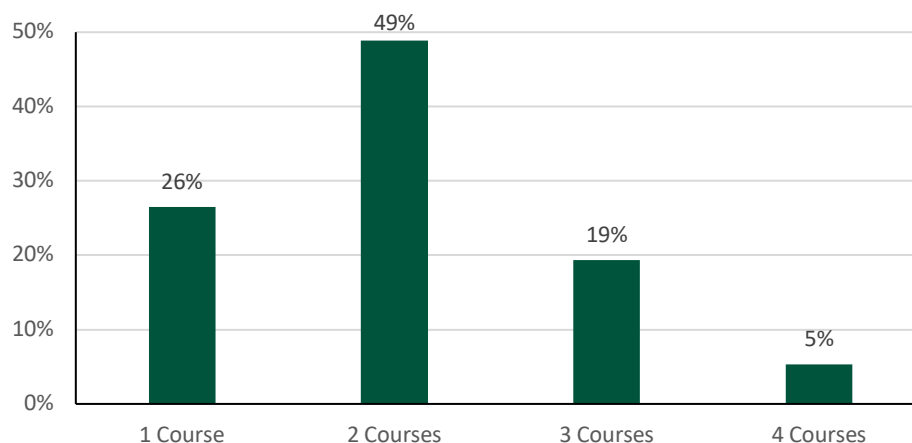
- **57%** indicated they **do have concerns** about teaching in-person on campus in fall.
- **43%** indicated they **do not have concerns** about teaching in-person on campus in fall.

NUMBER OF COURSES TAUGHT IN THE FALL

Participants were asked how many courses they are teaching in fall 2020 from the following response options: 1, 2, 3, and 4.

- The highest proportion (**49%**) of participants are teaching two courses in the fall.

The figure below details the proportion of participants who responded to each option.



COURSES WITH EXPERIENTIAL COMPONENTS

Participants were asked to indicate if their courses being taught in fall include experiential components (e.g., SL/CEL, Fieldwork, Practicum, Internship, Lab).

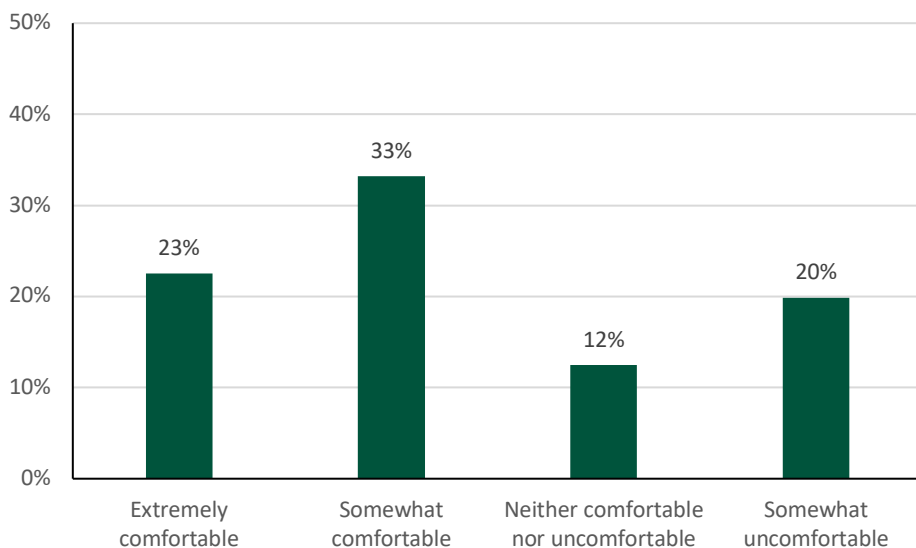
The below data detail the percentage of courses being taught by participants that include experiential components:

- **60%** of courses being taught by participants in fall 2020 **do not include experiential components.**
- **40%** of courses being taught by participants in fall 2020 **include experiential components.**

Participants that indicated they are teaching courses that include experiential components were asked to rate how comfortable they felt arranging experiential opportunities for students in their courses if all or part of the course is offered online using a 5-pt. scale (*1 = Extremely Uncomfortable, 5 = Extremely Comfortable*).

- The highest proportion (**56%**) of participants indicated that they are **Somewhat Comfortable** or **Extremely Comfortable** arranging experiential opportunities for students in their courses if all or part of the course is offered online.

The figure below details the proportion of participants who responded to each option.



FEEDBACK ON FALL 2020

For each course that participants indicated they are teaching in fall 2020, participants were asked to indicate their level of agreement using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*) with the following statements assuming compensation is the same across all options: *This course could be taught online*; *This course could be taught with some students attending class remotely and some attending class in person during the same class session*; *This course could be taught with an alternating schedule (e.g., one class session in person and the next class session taught remotely)*; *I would be willing to teach this course in two groups*; and *This course could be taught with students dividing into two groups, alternating between in person attendance and asynchronous instruction (e.g. On Tuesday, Group A comes to class in person and Group B has asynchronous instruction. On Thursday, Group B comes to class in person and Group A has asynchronous instruction)*.

Overall, the highest percentage of participants (**74%**) indicated that their courses **could be taught online**.

The below data indicate the percentage of faculty who **Somewhat Agreed** or **Strongly Agreed** with each statement:

- This course could be taught online: **74%**
- This course could be taught with some students attending class remotely and some attending class in person during the same class session: **43%**
- This course could be taught with an alternating schedule (e.g., one class session in person and the next class session taught remotely): **63%**

- I would be willing to teach this course in two groups: **36%**
- This course could be taught with students dividing into two groups, alternating between in person attendance and asynchronous instruction (e.g. On Tuesday, Group A comes to class in person and Group B has asynchronous instruction. On Thursday, Group B comes to class in person and Group A has asynchronous instruction): **40%**

The below figure compares the average response to these statements by faculty who indicated they will teach courses with experiential components and those who indicated they will teach courses without experiential components.

