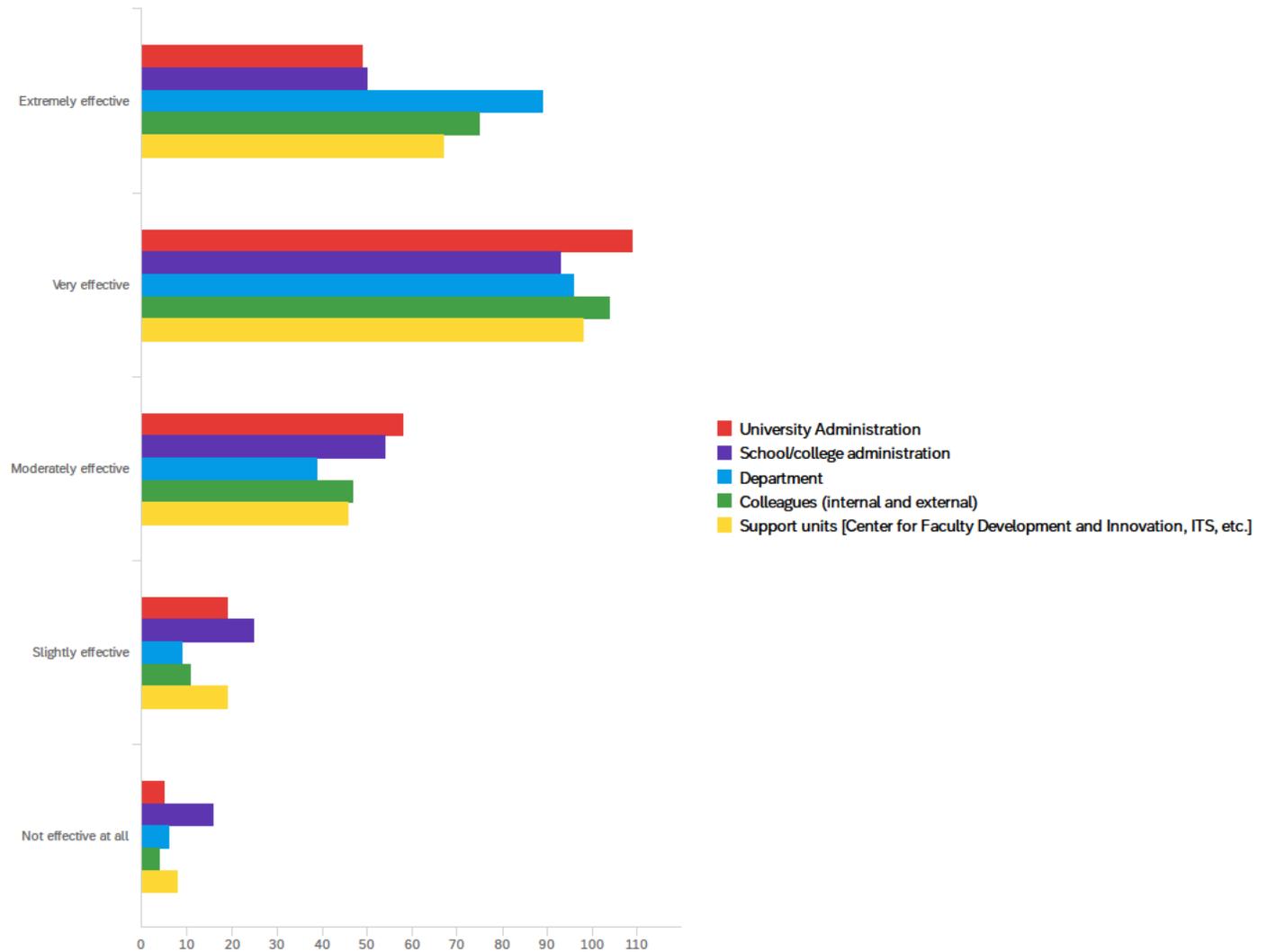


# Default Report

SIUE Faculty Educational Experience Survey SP20

May 13, 2020 1:49 PM MDT

Q2 - How effective was the communication and support you received from:

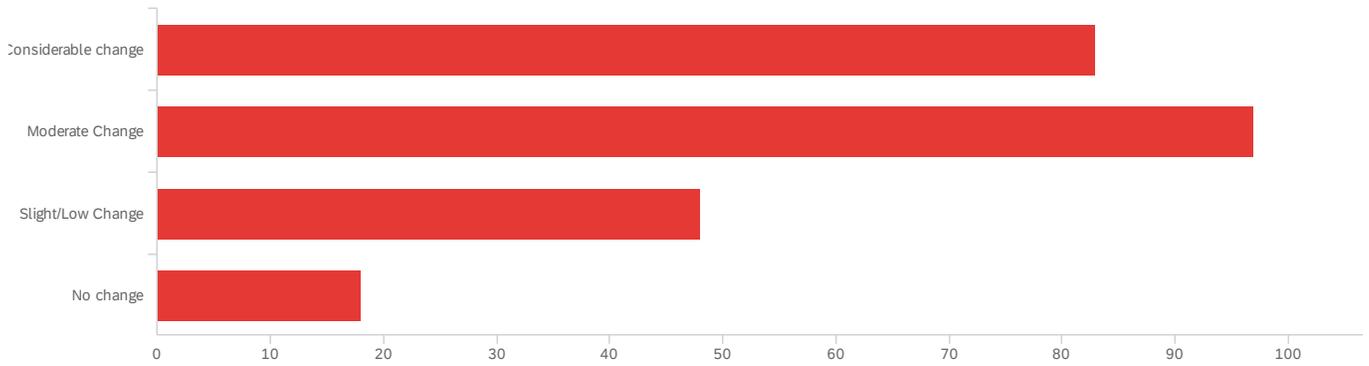


  
Data source misconfigured for this visualization

#	Field	Extremely effective		Very effective		Moderately effective		Slightly effective		Not effective at all		Total
1	University Administration	20.42%	49	45.42%	109	24.17%	58	7.92%	19	2.08%	5	240
2	School/college administration	21.01%	50	39.08%	93	22.69%	54	10.50%	25	6.72%	16	238
3	Department	37.24%	89	40.17%	96	16.32%	39	3.77%	9	2.51%	6	239
4	Colleagues (internal and external)	31.12%	75	43.15%	104	19.50%	47	4.56%	11	1.66%	4	241
5	Support units [Center for Faculty Development and Innovation, ITS, etc.]	28.15%	67	41.18%	98	19.33%	46	7.98%	19	3.36%	8	238

Showing rows 1 - 5 of 5

### Q3 - To what extent did the online migration change your expectations of student learning?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent did the online migration change your expectations of student learning?	1.00	4.00	2.00	0.91	0.83	246

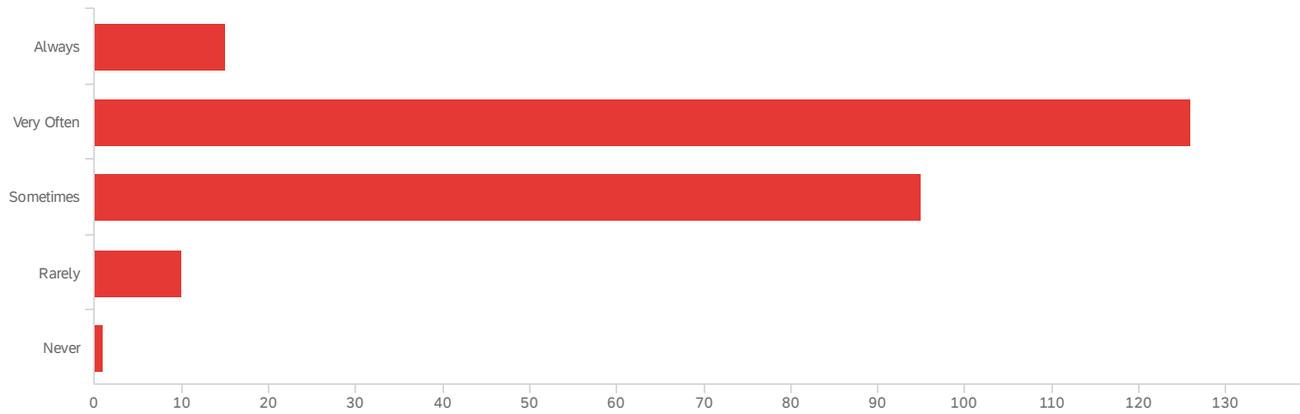
#	Field	Choice Count
1	Considerable change	33.74% 83
2	Moderate Change	39.43% 97
3	Slight/Low Change	19.51% 48
4	No change	7.32% 18

246

Showing rows 1 - 5 of 5

## Q4 - To what extent do you feel students achieved the essential course learning

outcomes with the change in delivery?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you feel students achieved the essential course learning outcomes with the change in delivery?	1.00	5.00	2.42	0.69	0.47	247

#	Field	Choice Count
1	Always	6.07% 15
2	Very Often	51.01% 126
3	Sometimes	38.46% 95
4	Rarely	4.05% 10
5	Never	0.40% 1
		247

Showing rows 1 - 6 of 6

## Q5 - Describe a technique that you developed or employed that proved to be effective for student engagement and/or learning.

Describe a technique that you developed or employed that proved to be effective

I modified assessment plans to address the goals of the course via online. For example, students had to write weekly journal entries based on the lectures, a group project was modified to an individual project, etc.

Synchronous zoom

Audio recorded lectures over power points so students could view asynchronously. This greatly helped students struggling with changed or increased work schedules and at home commitments.

Zoom breakout rooms were effective in delivering a seminar synchronously. They allowed students to work and discuss in small groups in ways that are similar to small group discussion in actual seminars.

I provided asynchronous lectures, but made everything available at the same time each week and due dates and times were also consistent. I also created a weekly newsletter so that students always knew what to expect.

Using polls in Zoom classes to make sure the students that were signed in were actually engaged and not off making a sandwich.

I worked with staff and faculty from the IRIS Center to develop a new plan for delivering on the learning outcomes: a physical art exhibit was reimaged and produced as a digital exhibit with substantive results.

Zoom meetings were effective and necessary.

I required several Zoom meetings. Students were directed to come with questions from Course materials, and they did.

non-verbal feedback on Zoom

Online asynchronous tutorials on researching library databases.

Utilizing Blackboard as a tool to connect with field students was an important tool when transitioning what should have been a field experience to an online format.

We met synchronously for half the allotted class time each week (as per the student's request). The breakout room and whole class discussions were great.

Zoom live sessions, discussion boards, transitioning to online tests, article reviews, virtual simulations, case study analysis.

Mandating video cameras on, moving to a more discussion based format. Students were required to come prepared daily with something new and of interest to them to share with their colleagues.

synchronous zoom lectures. I used my tablet to "write on" my pdf notes that I typically use in class. The students said it was pretty much the same as being in a traditional class.

Using calculated formula problems in Blackboard to measure class participation.

Describe a technique that you developed or employed that proved to be effective...

discussion board posts

Allowing flexibility in attendance and deadlines - our students' lives were disrupted and we needed to make allowances for that.

Lots of checking in via e-mail and asking them to respond just so I could confirm that they were getting the messages. I heard repeatedly that they appreciated the check ins!

Creating a OneDrive folder for each student so that assignments and feedback could be easily and quickly shared

well-prepared narrated powerpoint slides on OneDrive ... OneDrive kept me informed as to how many and when students were accessing ... pleased by the number who quickly accessed the material ... students seemed to be appreciative of my efforts and the asynchronous format .. was a real challenge for both me and the students ... they could directly view the slides on OneDrive or download .. since it was just audio file size remained manageable even for many students who had slow internet connections.

We used zoom presentations. They were very interactive.

I still taught all of my regular lectures through online classes. In addition, our department developed and shared video resources for students, We also held online office hours for students to schedule appointments. In some ways, students had more resources available to them once we switched to the online format

synchronized Zoom

During the transition week, my department ordered document cameras for faculty and sent them to our home addresses. This allowed me to closely replicate my typical classroom delivery and had a huge positive impact on my students.

Applying concepts to the COVID19 pandemic and the challenges

I relaxed deadlines and did not require students to attend zoom meetings. Instead, I gave them space to learn and get things done as they could, and I provided them with plenty of feedback and opportunities to revise.

Videos- Weekly announcements in the form of short videos and optional zoom sessions.

I abandoned trying to coordinate scheduled Zoom meetings I used them for one on one meetings with students For the class, I uploaded a week's worth of material. They then had the week to complete the assignments.

Using the discussion board for peer reviews actually encouraged students to take the reviews more seriously. I was pleasantly surprised.

Continuing with the course as originally planned. Holding weekly classes through Zoom - same time and length as was originally planned during on-ground lessons.

I kept the instruction at the regularly scheduled times. We interacted on Padlet and Google, as scheduled, with make-up space for those who could not participate synchronously. The synchronized learning at the times we would have been meeting f2f helped retain a sense of community and accountability.

open dept forums for student feedback,

Relied heavily on the Discussion Board in Blackboard. Reached out with more one-to-one communication rather than using outside the classroom to strengthen the class learning experience it almost turned into a 50/50 of class launching discussion and then individual learning and then back again to class learning/sharing. Students "opened up" more with me because of no peer risk.

Students must do the heavy lifting. It is not about what faculty say to students. It is about what faculty require students to say to themselves and to each other -- summary, reactions, applications.

Describe a technique that you developed or employed that proved to be effective...

I switched my classroom management for my Capstone class over the MS Teams where we could communicate much more effectively and hold small group meetings. I would pull my hair out doing that in Blackboard.

More frequent quizzes on course material.

supportive contact

I didn't develop or do anything novel. I think open and consistent communication was critical to help students.

Clear feedback on performance to ensure weekly success in performance. I did not alter expectations of the class, so extra work was not assigned. It took more effort to follow up and help students maintain quality work. It paid off.

Starting Monday, I sent my students reminder emails about the week's tasks. It turns out that they appreciate the reminders about deadlines, etc. More importantly, I created small groups to conduct discussions. I had one-to-one meetings with some of them as well. Both my students and I enjoyed the face time.

Guided/semi-controlled online discussions (achieved via specific questions/tasks) designed to have coherent and focused discussions, as opposed to open-ended discussion of readings.

Including an open-ended topical question on most assessments for a small bonus to give students a chance to show they were engaged even if they struggled with new delivery and testing formats, and felt even more anonymous than in a large lecture setting. It gave me a chance to respond with a few words of praise or encouragement as well even to students who didn't reach out.

direct email or phone communication

Simply putting in a lot of time and effort to make 40 something lecture videos. Using drawing programs with tablet/pencil did, however, make better use of \*my time\* (otherwise I was also needing to make tons of LaTeX code for mathematical slides).

One-on-One critique of work and Small group Discussion using zoom

1) Offered weekly updates/check-ins through Blackboard (and emailed to students) with the course calendar pasted in as a reminder. 2) Created a make-up work policy that allowed students to make up work going back to week one (I typically do not allow this). For the few students who weren't responding to any of my initial class emails, I sent follow-ups with the subject heading "Are you OK?" 4) I sent more frequent grade reports that included a breakdown of all their missing work. In late March, a third of my students were failing one class, but my new policies and direct communications encouraged many of them to make-up missing work and keep up with new assignments well enough to pass by the end.

Shorter and more frequent assignments (per request of students to keep on track), more conceptually light-hearted assignments. Video tutorials.

Reducing goals and tasks to three essentials and focusing on the essentials.

There was no time to develop anything special.

One of my courses relies on experiential methods for 10 out of 15 weeks. This course had to be completely altered. I was grateful that Cengage publishing had videos to watch as a substitute. The videos provided watching a group experience with prompted questions. Another technique that our program facilitated was drop-in zoom community time. Students, alumni, and faculty joined each week to support, make sense, and share what was going on. As a graduate program director, this was helpful to get a landscape view of how COVID 19 was affecting students, supervisors, practicum placements and our larger community.

Discussion board threads; I had them read the chapter and take quizzes, which I felt was good to get them reading, but not a high stakes assignment.

I had students debate "controversial" topics in my area. They were the ones doing the teaching and had to extensively learn about their topic. Every student was in a group of 2-3 and every group debated something throughout the course. Many told me how beneficial they thought it was and how much they learned by doing it.

Describe a technique that you developed or employed that proved to be effective...

I recorded short videos and asked students to provide comments this testing their knowledge on the pedagogical aspect of the material studied

Organizational patterns that were consistent from week to week ("activity" vs. "discussion" vs. "information" vs. "instruction" readings and tasks); very clear breakdown of week's tasks (reading, assignment, discussion, activities) structured by week, listed by day, through Bb. Course links (link from one spot in Bb such as a content area to another such as a discussion forum).

This quick change in format allowed me to expand my use of pop culture application to concepts. Integrating documentaries to illustrate concepts discussed in class proved effective.

Face to face communication on Zoom whenever students needed support. This was exhausting but necessary.

Weekly video announcements that were more informal in nature, including (appropriate) information on family and dealing with the crisis at home.

Sometimes, asking students to use the Zoom chat to ask or answer questions was more effective than oral participation during synchronous Zoom meetings. But not always.

Have fun with the virtual backgrounds. Have a theme for each session and ask them to have fun with it, Require them to show their videos (It is more fun to teach to a room full of people rather than a computer screen). Do small lectures of highlights and send before so they have an understanding of the materials but still enough to get them to come back to the scheduled lecture. Do a reversed/flipped class room to allow for application during the session - but DO NOT CREATE this flipped class room to make them do more stuff outside of class!, BREAKOUT ROOMS. Post lectures ahead of time, Give the students virtual office hours, Check your email every 24 hours and respond to them within 48-72 hours (this should be a mandate of all faculty members)

PowerPoints with audio comments.

TechSmith relay worked great for recorded lectures. Engagement was enhanced with conversation and quizzing features. Flipgrid video chats and Kahoot! Synchronous quiz games were fun.

Zoom small group work using breakout rooms, discussion board asynchronous work, videos made to help students understand what was coming up, how to use, etc

The university has no concept about the realities of what non face to face contact means. You have at least one person in charge who has not taught for years 3 courses in a semester--you need to look at what you have empowered to give our university "direction." Your choice of leadership is serious--our university as I conceive it is about students -- not about faculty with esoteric ideas.

-Video lectures rather than just voice-over lectures. -Quizzes included on video lectures through TechSmith Relay -Weekly schedule updates on expectations and upcoming assignments announced and emailed through Blackboard

More detailed Powerpoints/visuals/notes summarizing key takeaways from textbook/lectures, individual conferences/zoom meetings assessing general progress/issues.

Describe a technique that you developed or employed that proved to be effective...

I cut the reading load for each remaining week almost in half. I allowed students to take the reading quiz, and then access the answers and retake it, with the goal being to cement the right understanding of core aspects of the reading rather than to catch them out for not having gotten it on their own. First attempts of all reading quizzes were done early in the week. I then required at least 3 discussion forum posts later in the week. While I left prompts, I included a thread for "What Do You Want To Talk About?" that often got as much traffic as my thread of prompts. Students were required to do one and only one post mid week, and then 2 more posts later in the week. They got as much credit for responding well to each other, or for suggesting a passage they wanted to talk about, as to responding well to my prompts. Students rapidly evolved actual discussions that advanced understanding and introduced each other to thoughtful considerations they could introduce but that their peers might not have thought of. While I popped in to ask prompting questions and model responses, students did an enormous amount of the work on the forums and I am very grateful to them for carrying on. Without all that, I don't know how effective my change to my Final Assignment would have been. In 2 of my 3 courses, instead of a planned research paper (the time and scaffolding for which was now impossible to expect of either them or me), my final assessment was a short letter to their past or future self giving 3 things they learned in this course--with explicit reference to one or more of our authors--that they wish they had known or hope they will remember. Some students just kind of got the job done. But the vast majority, frankly, did work that would have been A and high B quality in any semester. A majority used direct quotes with proper citation. Some wrote beautifully and with great style. All demonstrated they'd learned at least three things whose value they could explain to someone else--both me and, in this case, their past or future self. About 3/4 of students used material from AFTER the transition in these letters, which was a real indication of whether the transition still effectively taught at least some new material and whether students still learned it. I was often surprised, and deeply moved, as well as impressed. They snatched victory from the jaws of defeat. Did it help that I have experience teaching online and running forums? Yes. Did it help that I was willing to reduce workload? Yes. Did students still learn far more than they would have if we'd just stopped at mid-term? Absolutely, and demonstrably. A few students did pretty much clock out for certain assignment types (for instance, forums but not quizzes) or in certain weeks. But I built in grace for these kinds of decisions knowing that not all students can keep up. Only one student disappeared entirely. I am worried for them. Very worried.

asynchronous video lecture modules

Since I couldn't walk around the room to review their work, I had students "turn in" their work towards a particular goal so that I could make sure they were making progress. Not at the same frequency, but I may continue that.

Guest speakers from industry on Zoom meetings.

I learned how to use TechSmith Relay, which I like as a way to communicate with online students.

live Zoom class meetings for every session, extensive follow-up with students

They needed lots of compassion. I sometimes had to answer the same question over and over. They were totally distracted.

mostly open-ended questioning regarding how they felt about the assignment, what they thought they had learned, and how they would apply it to real-life situations

1:1 tutoring via Zoom worked pretty well but it's not practical long term or for a larger class.

I tried to stay in regular touch even on days when my classes would not have met. I think it was important to let my students I'm available as needed, almost every day.

Required Zoom meetings weekly.

individual Zoom meetings with flexible scheduling.

Relevant assignments including those related to Policy and leadership during a pandemic

Frequent encouragement

Proving pedagogical techniques effective is damn near impossible without a designed study. Even the so-called "best practices" are based on very weak data analysis. Anyone who reports an answer to this question either is fooling themselves and/or thinks engagement is learning.

Flexibility with deadlines

Describe a technique that you developed or employed that proved to be effective...

Weekly announcements were an effective way to update students and keep them engaged with the course

I offered students extra credit to work with a classmate for most assignments. This got them communicating with each other.

Zoom meetings combined with recorded powerpoints, video clips and activities

Student presentations in TechSmith Relay.

Removed weekly deadlines for HW and late submission penalties. This flexibility gave students more time to finish their HW.

Case studies in place of assignments they would have completed in their public school field placements

I spent a considerable number of hours creating mixed media presentations that took them from information to Youtube and back, followed by either a short Bb quiz or an assignment that required either knowledge application, skill building or conceptual explanation or usage. I included plenty of public domain photos to support context within the readings. It was extraordinarily time consuming but students report that they didn't find the readings boring and I had virtually 100% participation except for two or three students who were unable to cope with being home with what may have been difficult situations. I was able to meet all syllabus goals and course outlines for my courses.

Video Lectures - students liked to be able to code the examples I did while I taught. Many students said they really liked the video lectures

We moved to simulated case studies. While this doesn't equally replace face-to-face clinic interaction with clients it does expose students to a diversity of cases they otherwise would not have. These cases included new diagnostic tools and procedures students had limited or no exposure to previously. I also expect that companies who develop simulated case studies have learned a lot and will improve their products.

Blackboard discussion posts.

Zoom meetings

Posting pre-recorded lecture series on different topics and follow up with a Q&A zoom meeting sessions; if necessary and applicable depending on the student expressed desire. In most cases, the pre-recorded lectures covered and clarified everything they need (about the topic at hand) and therefore; they express no desire for a Q&A session.

I had already utilized Blackboard for my F2F courses, so my lectures/notes were already there. Instead of narrating lectures, I created an introductory/overview video, then "highlights" videos as a wrap-up and to highlight content that is normally tougher to grasp. Also, I hosted optional live sessions every week, but only two synchronous labs since that was overwhelming for students.

Structured schedule, regular check-in emails, regular scheduled discussions

zoom meetings once a week

Zoom allowed for an emulation of the traditional classroom, which made the semblance of face-to-face learning possible.

Having a variety of discussion options was useful. They could either discuss in zoom or write a response on blackboard. The best thing I did was schedule one on one zoom meetings to help keep students on track.

Nursing clinical: I met with my group for 1 hour via Zoom each week. I required them to turn on their video so we could see each other in real time. I gave them time to express their feelings to me about the transition of learning- I did not dwell on negatives, but validated their concerns and feelings.

synchronous zoom meetings, using kahoots, and other online learning tools

Requiring uploaded worksheets to stimulate more active learning and accountability.

Describe a technique that you developed or employed that proved to be effective...

Virtual simulation to give students the feel of caring for patients, zoom meeting to provide contacts with student face to face, emails, blackboards, and group texting.

zoom meetings with students

Blackboard Discussions were somewhat helpful with both engagement and learning, in some classes, for some purposes, and with some students. For some students, direct communication and feedback via email or through online assignment platforms seemed to be my most helpful activity

Integrating questions into TechSmith Relay videos

Real-time video conferences

Asynchronous content delivery. Oral exams. Grace and humility.

- Kahoot exercises. - Q&A online sessions - Online problems discussion/sessions

Voicethread for discussion board Document camera attached to my computer to use to demonstrate concepts in a zoom meeting

Real time Zoom meetings really made a difference.

I had Zoom lectures and used the same method (PPT slides and open discussion and solving problems on virtual board). Tried to engage the students in discussion, but it is difficult with online format to get response from students in a zoom class I recorded all lectures and posted them on Bb after the lecture, so students can review them later if needed. I also had open office hours using zoom, when the students need help.

I switched a number of assignments to Discussion Boards; I also utilized Zoom for student presentations.

I posted weekly plans and a folder for each week. Within the weekly folder, each day was labeled and had the recorded lecture, associated PowerPoint, and any other materials necessary for the day. Many students said this helped them stay more organized and prepare for what they needed to do each week.

More individual contact

Zoom conferencing kept students more engaged.

There are principles that online doesn't work Consider it only if it is absolutely necessary We don't want to look like University of Phoenix

Prelims emails about what would be expected at each class

I provided liberal time for completing online course assignments mostly from the learning system associated with the textbook. I gave them thorough guides on expectations and was open to communication via zoom and email. I kept the technology skill levels low so more students could be successful.

Pre-recorded lectures and weekly live zoom problem-discussion session

Synchronous Zoom classes

I don't know that it is a new technique, but just listening to what students needed or were struggling with and trying to provide resources that helped them in that regard. Working through similar examples by hand with them, detailing explicitly all the steps required to solving a problem and recording those steps with verbal accompaniment, etc

Describe a technique that you developed or employed that proved to be effective...

Synchronous (but recorded) lectures that kept to the original scheduled times. Loosening requirements for homework and projects, and extending deadlines. Letting go of the usual suspicions regarding student excuses and being very flexible with accepting late work.

Zoom was not effective for applied music classes

Zoom and youtube

Video lectures with CC (closed caption was added per student's request) Very short activities/exercises associated to the lecture (non graded) with keys available by the end of each content section. I posted additional videos for hard topics (less than 5 min videos) with hand drawings. Asynchronous teaching with weekly zoom meetings (non- mandatory) that then are posted on blackboard so all students can review.

Live Zoom lectures where students can participate by asking and answering questions Regularly scheduled Zoom office hours

Questionnaires to go with lectures to ensure understanding of key points. Also, group presentations on Zoom seemed to go really well and helped students still feel connected to classmates and the course.

Virtual interactive learning situations, such as virtual simulations that allowed for individual student decision-making. Synchronous class discussions with polling to create interaction. Utilization of TechSmith Relay to upload videos that had been imbedded with questions throughout to prompt additional critical thinking Discussion boards that allowed for students to respond to one another and the instructor regarding particular topics

weekly concise communication with focus areas for students; asynchronous learning

Encouraged engagement with video lectures and other course material by 1) requiring responses to discussion board prompts (for participation points) that invite students to apply concepts, share opinions, and perform analyses of videos or documents related to the course 2) embedding "quizzes" in video lectures. Some "quizzes" just ask students to share their opinion while others enabled them to test their understanding of a concept before moving on in the video lecture 3) awarding participation points based on fully watching each video lecture (to incentivize keeping up with the course) 4) providing detailed feedback on rough drafts of assignments

Having my course Blackboard ready and students used to using the software before we went online made it easier for students to stay engaged even when we were not F 2 F Also, I removed content that I knew would not work well online and that I would never include in an online course Students seemed to be most grateful for the clarity I was able to provide them via a revised syllabus and weekly reminders about due dates, as well as greater flexibility in terms of completing the work.

"Quizzes" embedded in TechSmith Relay were very beneficial to help student understanding.

Exchanged phone numbers and used text and phone in addition to video for discussions.

Replacing class time with optional virtual Zoom office hours.

Online learning is extremely ineffective. It's a major waste of time and money for students and an unpleasant experience for faculty.

From a big-picture perspective, I changed my role from professor guiding students through material to someone who "curated" online material for students to work through on their own For example, rather than a 30 minute lecture, in an online class I would utilize a brief intro lecture then give students a selection of online documentaries to watch on the topic.

Recorded videos walking students through problems and communicated daily.

For team presentations (5-6 students per team), we asked each team to appoint a team Captain who was responsible for submitting the team powerpoint and paper. Each individual also had to individually submit a short video or their notes for their own part of the presentation, as well as their peer evaluation for themselves and their team members. On the whole, this worked quite well, and there were only a few glitches. We tried to keep as close as possible to the format of an in-class presentation, while also trying to be as low-tech as possible, and this seemed to work well and to be appreciated by the students.

Describe a technique that you developed or employed that proved to be effective...

Flexibility in scheduling quizzes or tests.

A mix of live and recorded lectures seemed to work. But I don't think I could effectively engage the students. We just jumped into Zoom lectures--which was just presenting the same content, just online. I wish we can use the summer to do purposeful changes to courses to make them truly online.

Using the chat feature in Zoom encouraged students to participate who often did not. Encouraging students to turn on the video feature in Zoom made them feel apart of the class rather than anonymous

Created learning modules with Adobe Captivate and held live discussions on topics

Nursing students used virtual simulations instead of being in the clinical setting. Although it's obviously not the same, I feel they were provided the best situation under the circumstances.

I reduced the range of ideas necessary to complete the course. I changed from analytical and applied mastery of material to basic comprehension questions. Students indicated overwhelmingly their gratitude.

I asked students to do a weekly check-in survey (worth 5 points). On it, I asked them to describe what they had accomplished that week for the class, what their class team had accomplished that week, how well each team member had contributed to their team project, and then left some open-ended places for them to describe any challenges, and any ways in which I could help them better (via Bb setup, meetings, etc ) I felt like I had a better sense of the "pulse" of my class than ever (even better than face-to-face), and think they felt empowered by the chance to express their fears, frustrations, and accomplishments for the week. (Some would even share re: homeschooling their kids, trying to work with younger siblings at home, and/or even their mental health concerns.)

Asynchronous lectures with synchronous question and answer sessions during the assigned lecture sessions in addition to office hours.

Synchronous Zoom meetings with a small seminar class. This was \_only\_ possible because the class was very small.

Putting lectures on YouTube because many low income students didn't have computers and this allowed them to view the content on a wider variety of content. Even for one student on a PS3. Also, I made DVD packets of lectures for students with no internet and sent it to their houses.

I used a combination of synchronous (2 weeks), asynchronous (2 weeks) and student managed small groups meetings (2 weeks) Each option was chosen to match the content covered and maximize student involvement in learning.

video taping performances for feedback and grade.

discussion boards, ZOOM meetings for office hours and classes

I used YouTube for my uploaded lectures, not TechSmith Relay. I surveyed my students and only one of the respondents said they preferred TechSmith. They like YouTube since they are familiar with it and like its built-in features. They also experienced the least video lag with YouTube.

Synchronous Zoom lectures (that were recorded for those that could not make it)

All of my courses in Spring 2020 were online and have been online for at least 2 years so they're pretty well-calibrated.

Video and written announcements(always in both forms some students watch some are more likely to read); establishment of informal group chats; blended asynchronous and synchronous learning to reach more students' needs.

Guest speaker joined us through Zoom!

To be honest, there was not one single technique. Every tech adjustment I made came with some issues, some problems, some flaws.

Describe a technique that you developed or employed that proved to be effective...

Creating lecture videos, utilizing the discussion board, online quizzes/exams, daily Bb announcements with instructions about what to do that day

Please note that I only taught 1 class this semester and that class was originally planned to be online so any question about the impact of transitioning is not relevant. That said, I intentionally designed the course to incorporate multiple digital tools (Loopy, Canva/Venngage, blogs, videos, etc.).

online lectures, online student activities, group discussions through BB discussion tool, presentations through video streaming tools, supplementary YouTube videos, etc.

For technical classes: Asynchronous, relatively short, annotated videos recorded with Techsmith relay and posted to Blackboard.

Zoom, video

MS teams for social chat and Qs

Increase in email communication with students to inform them of new procedures--to keep them well informed.

Having students submit questions via Blackboard journal that I could use to shape my online lectures.

Breakout rooms in Zoom were useful. Allowing students to pre-record presentations and allow students to provide feedback via TechSmith Relay seemed to be useful for students. It also allowed students to think about presentations and lectures and review them versus a student presentation or lecture in real-time.

I delivered synchronous lectures at our normally-scheduled time, while making a video lecture available to those who could not attend.

Used Techsmith relay to deliver lectures and lab videos with questions embedded.

Open zoom meetings where any questions related to video lectures and assignments could be asked.

Discussion Boards on Bb.

I held non-mandatory, synchronous activities through ZOOM in one class. This encouraged students to engage with the instructor and each other. In another class, I held weekly mandatory ZOOM meetings to review assignments and check in with my students

I created and uploaded video lectures of myself talking about what I would talk about in class- lectures on the content, describing their assignments, etc. I created discussion forums for students to discuss their readings and writing assignments, and created quizzes on the content of readings as incentive for students to continue to stay engaged.

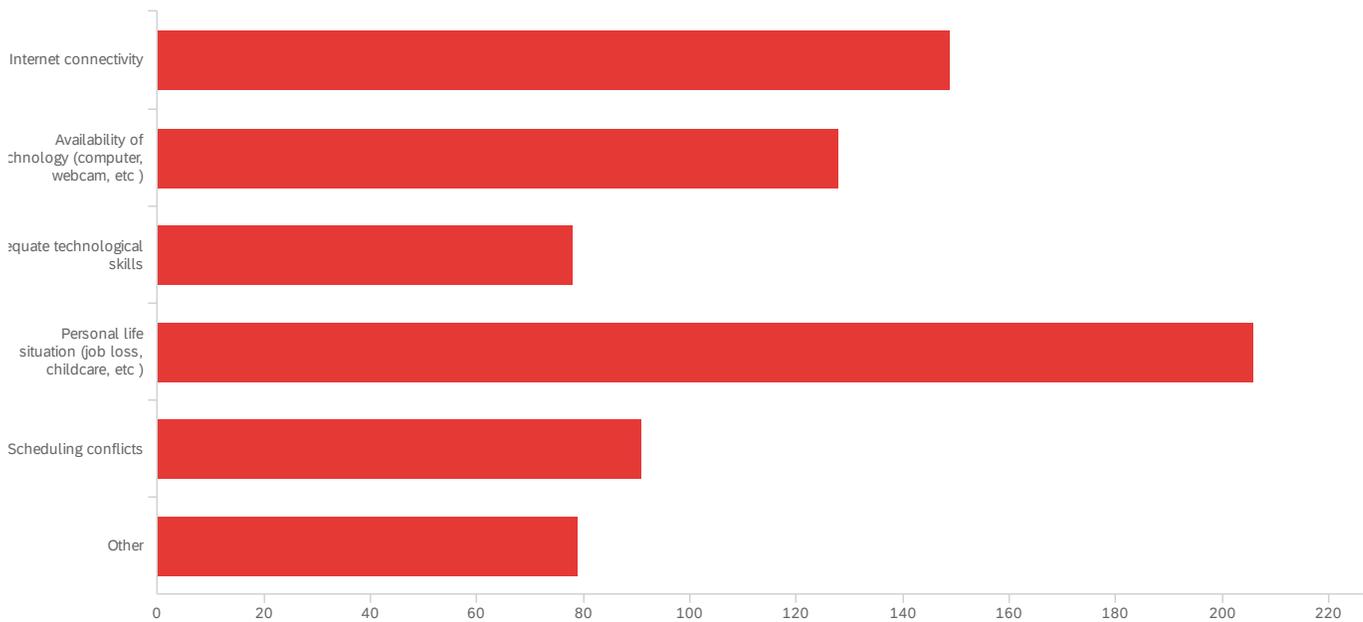
Practicum activities planned for my graduate students had to be shifted to online interactions with other students at SIUE who were in similar fields to those they would have interacted with in practicum. Assignment requirements had to be changed, but my students were still able to engage in some of the essential activities that they were to learn this semester.

Biweekly zoom meetings, kahoots, techsmith relay

Discussion boards and weekly announcements

One of the most important things I did was to create 2-3 minute introduction videos to each unit so that students would not have to spend time finding their way around.

## Q6 - From your perspective, what challenges did the students face?



#	Field	Choice Count
1	Internet connectivity	20.38% 149
2	Availability of technology (computer, webcam, etc.)	17.51% 128
3	Adequate technological skills	10.67% 78
4	Personal life situation (job loss, childcare, etc.)	29.13% 206
5	Scheduling conflicts	12.45% 91
6	Other	10.81% 79

731

Showing rows 1 - 7 of 7

### Q6\_6\_TEXT - Other

Other

Anxiety, information overload

I had a couple of students whose commitment (for various reasons) was low, even before the shutdown.... afterwards it was very hard to get any engagement.

Fully 20% of students indicated they were suffering from depression. I would guess the actual percentage was twice that.

Lack of involvement, lack of motivation, efficiency

Other

Students were suddenly overwhelmed with assignments that would have under normal circumstances been an in person discussion/experience in class. Their work load increased greatly while many struggled to adapt due to personal circumstance changes. Several students verbalized challenges and limited support and were thankful for flexibility. Several students shared that they were trying to stay engaged but were struggling because of feeling uncertain about the future. The emotional toll this took on students was significant.

Overall students overcame challenges with accommodations from faculty

hands-on learning and lab experiences were not available

Students were unprepared/unwilling to participate in group projects to the extent they would have if the course had continued to be held in person. This course had some of the lowest peer evaluation scores I had ever seen. Many students did not participate in the live Zoom lectures.

General feeling of being both overwhelmed and unanchored.

just hard to teach engineering in online format ...

Caring or supporting family "at home"

Having very little emotional energy needed to focus on necessary work

Uncertainty and distance/disconnection from other students

Cov-19 illnesses in the families, other health issues high-lighted more than normal.

Some were in charge of younger siblings all day as both parents worked. Helping siblings with homework. Some lived very remotely and had a poor connection to the internet. One student would drive and park where they could find good connection so the meeting was as successful as possible. Some students suffered greatly from grieving for the poor health of family members.

I asked my students about their technology situation and there were no problems. However, having the discipline not to fall behind in an online course was a challenge for them.

Anxiety and other mental health issues

Mental health issues, focus and motivation, changed priorities living at home (e.g. helping family with things)

Many students were very distressed by the requirement of their textbook reading even though it was a part of the course from January. I was disturbed by the number of students (sophomores and juniors) who cannot read and discern important content from a textbook. Secondly, too many were only concerned about the grade and would not engage on content. Really more acute than usual. I think some lost perspective with nothing else to occupy their attention. .

overwhelming anxiety

Research and personal experience show that students tend to struggle more with time management in online courses

Uncertainty paralyzed some students

mental health issues

some students picked up extra work hours during class time (and decided they would "watch" the recording later

Other

Stress and anxiety

Motivation to complete course work

Contact with faculty -- interpersonal relationships--not about faculty with high minded ideas--our university is about students!! How will we connect with them without a classroom?

Poor motivation, poor time management, difficulty managing all the expectations and variability in different methods of each instructor

Several students had family members who contracted COVID or had already been battling cancer, etc. A number were facing near-crippling anxiety that reduced their reading comprehension, deadline adherence, and more (I was as merciful as I reasonably could be on these). To be honest... \_I\_ experienced some version of every single one of the above factors.

lack of peer support; moving home, family had expectations - one student had to "take care of grandpa when he woke up" during the middle of the final!

Too much going on with family, work, school, society, etc.

Students are not online learners.

loss of ability to do on-campus work (research/data collection)

Many could not seem to adjust to the lack of structure

Self discipline and likely mental health issues such as anxiety and depression

The social contract of a human learning environment

Motivation. Families (parents, domestic partner) who didn't understand school needs.

The technology availability only affected two of my students and then only slightly. By far the personal life situations (being home with parents who couldn't understand the challenges of online work).

Motivation and self discipline

Some experienced more stress and mental health challenges.

Clinical site unavailability

Lack of printing, sharing space with family, increased work load

I didn't sense any of the challenges listed above.

really none of these. They just missed the hands on aspect of clinical. I was relaxed regarding their work schedule (they work in healthcare). One student participated in Zoom meeting while in passenger seat of ambulance (she is paramedic), they were on their way to pick up a non-emergent transfer.

Too much email from too many different sources caused some of them to tune out a little.

Felt they had too many paper work and no hands on experience.

Other

physical and mental health concerns

time management skill

Changes in living situations, depression

just general anxiety and stress!

My largest class consisted of 92 students, each with various needs or concerns

Life situations were huge for my students.

having to be self-directed and motivated without a regular class schedule

many appeared to work more hours during the "school day" decreasing their attention to classes.

Mental health issues, decreased motivation for online learning - like myself many students expressed that they thrive more in face to face interaction, and even a synchronous classtime couldn't provide that

Lack of textbooks.

They lost the community structure they needed to stay engaged.

mental health

immediate faculty feedback

Motivation

The psychological effects of COVID-19 were huge, and learning often took a backseat when the world was in such turmoil.

An incapacity to learn in isolation and without direct human contact with faculty and other students

Students faced an overall lack of motivation. They were at home, in their high school bedrooms with all their family. There was cognitive dissonance asking them to act like little had changed when everything clearly had.

incentive and motivation to keep going the same as they would have in the normal class

Understanding mathematical concepts via online lectures were hard for many students

Effort and motivation

basic, needs like food, shelter

They were anxious, distracted, worried about others and themselves, and had focus problems.

Other professors inflexibility and assigning additional work compared to the original syllabus to make-up for lost time

Other

A general malaise: the world is burning around the poor bastards and we're asking them to do homework!

Faculty on two occasions, including my final exam, scheduled their finals during the time allotted for my class and final.

changing work demands by their employers

Stress, anxiety, confusion about where they would live

I have not received any complains

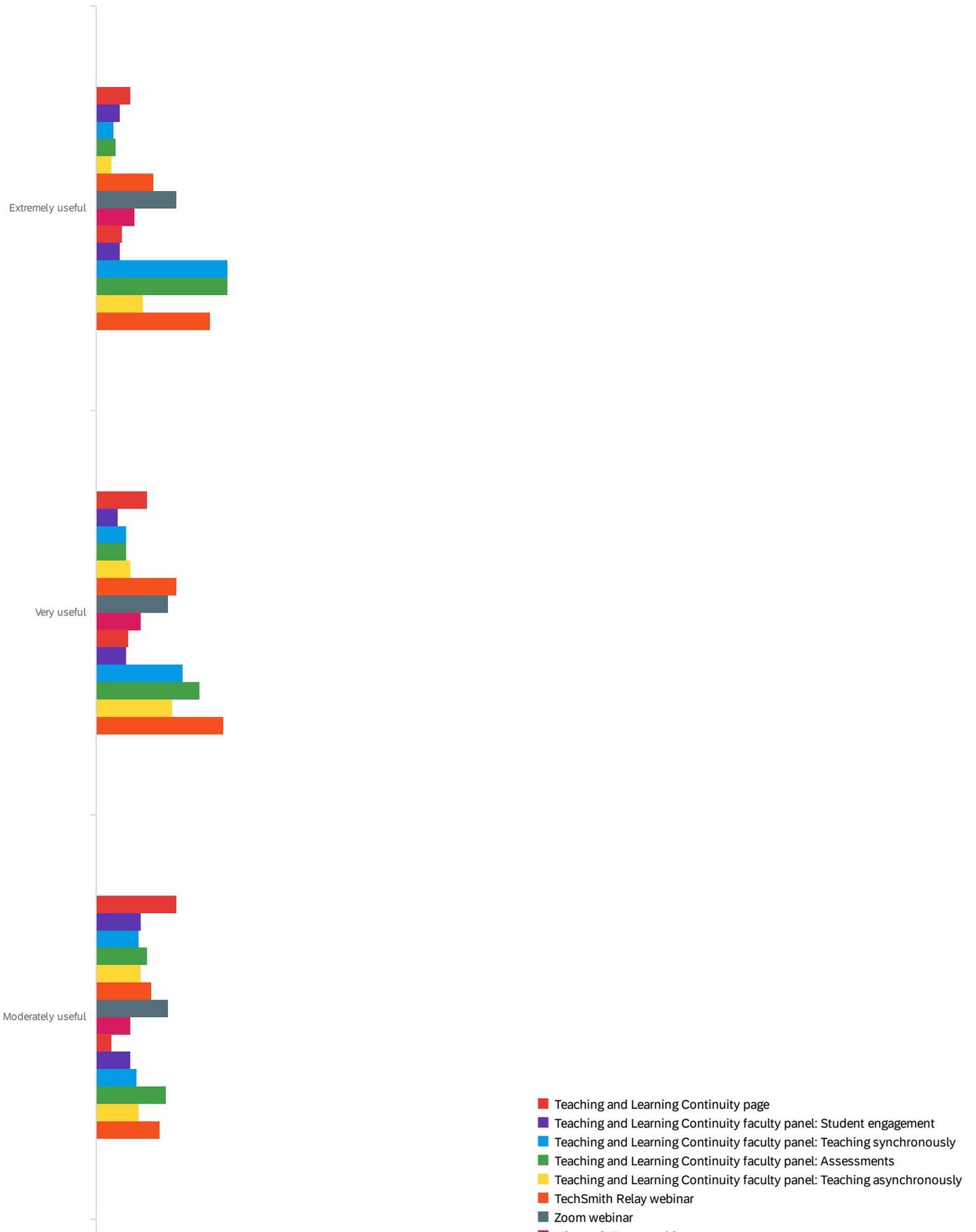
Online is sub-optimal at all levels

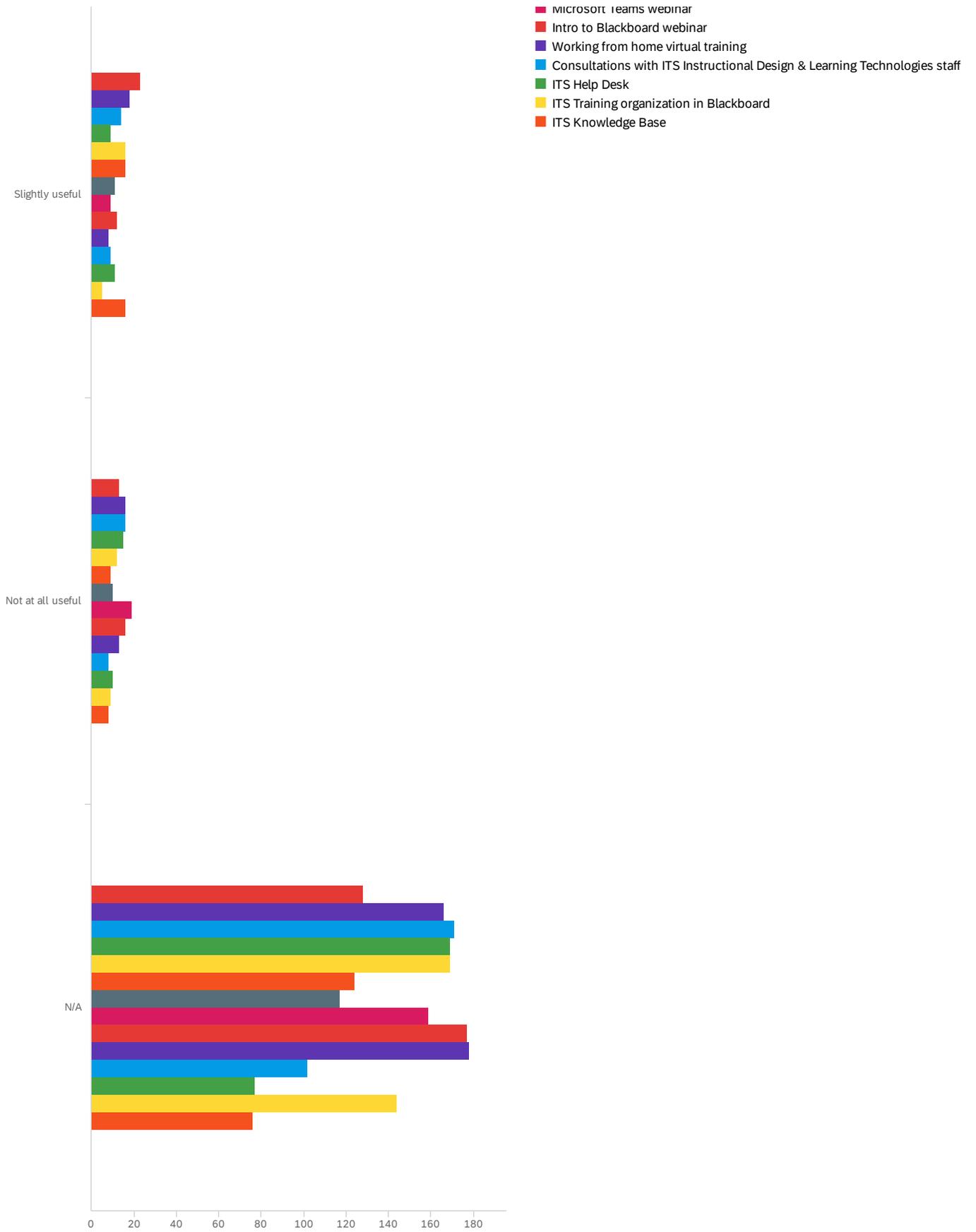
Mental health issues

intrinsic motivation, independent learning

laziness

# Q7 - What resources/support did you find useful during the rapid transition to online?





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Teaching and Learning Continuity page	17.00	22.00	20.56	1.73	3.01	242
2	Teaching and Learning Continuity faculty panel: Student engagement	17.00	22.00	21.13	1.48	2.19	242
3	Teaching and Learning Continuity faculty panel Teaching synchronously	17.00	22.00	21.18	1.45	2.10	243
4	Teaching and Learning Continuity faculty panel: Assessments	17.00	22.00	21.14	1.50	2.25	240
5	Teaching and Learning Continuity faculty panel: Teaching asynchronously	17.00	22.00	21.15	1.47	2.16	241
6	TechSmith Relay webinar	17.00	22.00	20.31	1.94	3.76	240
7	Zoom webinar	17.00	22.00	20.11	2.01	4.04	244
8	Microsoft Teams webinar	17.00	22.00	20.93	1.71	2.92	242
9	Intro to Blackboard webinar	17.00	22.00	21.24	1.49	2.22	249
10	Working from home virtual training	17.00	22.00	21.22	1.50	2.25	240
11	Consultations with ITS Instructional Design & Learning Technologies staff	17.00	22.00	19.69	2.17	4.70	241
12	ITS Help Desk	17.00	22.00	19.37	2.04	4.17	242
13	ITS Training organization in Blackboard	17.00	22.00	20.59	1.91	3.67	236
14	ITS Knowledge Base	17.00	22.00	19.38	2.00	3.99	244

#	Field	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful	N/A	Total
1	Teaching and Learning Continuity page	6.61% 16	9.92% 24	15.70% 38	9.50% 23	5.37% 13	52.89% 128	242
2	Teaching and Learning Continuity faculty panel: Student engagement	4.55% 11	4.13% 10	8.68% 21	7.44% 18	6.61% 16	68.60% 166	242
3	Teaching and Learning Continuity faculty panel: Teaching synchronously	3.29% 8	5.76% 14	8.23% 20	5.76% 14	6.58% 16	70.37% 171	243
4	Teaching and Learning Continuity faculty panel: Assessments	3.75% 9	5.83% 14	10.00% 24	3.75% 9	6.25% 15	70.42% 169	240

#	Field	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful	N/A	Total
	Teaching and Learning Continuity faculty panel Teaching asynchronously	29.0% 7	6.64% 16	7.1% 21	6.64% 16	4.9% 12	70.12% 169	241
6	TechSmith Relay webinar	11.25% 27	15.83% 38	10.83% 26	6.67% 16	3.75% 9	51.67% 124	240
7	Zoom webinar	15.57% 38	13.93% 34	13.93% 34	4.51% 11	4.10% 10	47.95% 117	244
	Microsoft Teams webinar	7.44% 1	6% 21	6.61% 16	72% 9	7% 19	6.70% 19	242
9	Intro to Blackboard webinar	5.02% 12	6.28% 15	2.93% 7	5.02% 12	6.69% 16	74.06% 177	239
10	Working from home virtual training	4.58% 11	5.83% 14	6.67% 16	3.33% 8	5.42% 13	74.17% 178	240
11	Consultations with ITS Instructional Design & Learning Technologies staff	25.73% 62	17.01% 41	7.88% 19	3.73% 9	3.32% 8	42.32% 102	241
12	ITS Help Desk	25.62% 62	20.25% 49	13.64% 33	4.55% 11	4.13% 10	31.82% 77	242
13	ITS Training organization in Blackboard	9.32% 22	15.25% 36	8.47% 20	2.12% 5	3.81% 9	61.02% 144	236
14	ITS Knowledge Base	22.13% 54	24.59% 60	12.30% 30	6.56% 16	3.28% 8	31.15% 76	244

Showing rows 1 - 14 of 14

## Q8 - What concerns do you have about preparing/offering classes for online or hybrid delivery during upcoming semesters? What kind of support would help address your concerns?

What concerns do you have about preparing/offering classes for online or hy...

My concern is losing students that would not want to be online students and will drop if that is the only option. Also, many courses cannot be taught online and meet the goals of the course. The transition online this semester was an emergency but it is not the ideal way for preparing our students in college. To lower the number of students on campus, the faculty could create pedagogically sound online section for their courses if they think it would not affect the courses' quality or rigor. Faculty must be compensated with summer stipends for the creation of these online sections of courses.

I would like to be able to have a synchronous component. I would like advance notice that we're doing this. I think students will do better with 16 week rather than faster paced courses. Sometimes my Zoom cuts out (due to connectivity issues?).

Need to make sure we can teach some synchronous online classes.

Other than having appropriately reduced enrollment caps for online courses compared to f2f, I have no concerns.

In thinking about remote, synchronous seminars (for classes of 25 or less): I am concerned about how to 'rephrase' my courses, that is, how to introduce more deliberate and intentional pauses/punctuation into the delivery. I have to also think about how to make effective use of Zoom (I want to use its capabilities to its limit). I also want to better understand how to combine other remote platforms with zoom. For example, a better understanding of virtual 'white boards' to allow for students (and me) to work together. I would like ideas about how to use the zoom chat feature more effectively; or how to combine Bb forums with zoom to allow for threaded, real-time conversations. Also, is there a way for questions to be easily 'voted up' through some polling/chat feature that, at a threshold, makes that question(s) visible to me the faculty member? Will there be some faculty development workshops that are run by faculty who have experience using these sort of synchronous techniques to share and discuss their experience? I think I want a better camera and mic as well

Hard to teach hands on labs from home. Students can't access materials, or have a place to handle them safely, or have someone there to help supervise their safety. Online is not an option for every activity.

Since my courses and my instructional support for faculty specialize in hands-on experiential learning with physical artifacts it is difficult to give students the same experience in handling and caring for artifacts. Support for additional staffing to photograph artifacts in detail and make them available online would assist myself and the faculty that I support in delivery essential content to students in a digital fashion.

Students need an in-person interaction. Motivation was substantially reduced, instructors were forced to lower standards and expectations. Some courses are hands-on and that did not happen.

For spring 2020, we were still delivering traditional curriculum but tried to fit into the online format. Our faculty are not trained on how to develop online content or engage students in the online environment. Exam integrity, having to balance with internet connectivity, is also another major concern. Lastly, hands-on skills practice and assessment are difficult to carry on in the online environment. We hope to have a lot of IDLT support over the summer to get faculty up to speed.

Availability of Jove Library Resource - for online labs for STEM based faculty.

Using technological tools most effectively and connecting them to student engagement especially in courses that require a large amount of in person discussions and group work. Also if looking to supplement a field experience, what resources are most valuable to support student growth if they are unable to participate fully in a field experience.

I would like to start the class with online expectations, it took a long time to transition and find sources. It was also complicated by the major concerns caused by the pandemic.

What concerns do you have about preparing/offering classes for online or hy...

Having done it these last 8 weeks prepared me for future semesters.

No concerns at this time.

preventing student cheating is difficult

Many online programs have online instruction support staff as part of departments whos job it is to coordinate online delivery, TAs, answer non-content related questions in discussion boards, etc We, of course, do not have that, being pushed online in short notice Some support in this area would be useful if we are to continue a significant online presence

IT was not able to help me when I had tech issues. I had to use a family member. Also, students do not get hands-on learning and lab experiences which is a big negative in our program. Also, students turn off cameras so instructor does not know if the student is engaged, or even present.

Student satisfaction and learning in online environment. Students may be disgruntled if they feel they aren't getting the experience they are paying for - they may take it out on faculty and our evaluations.

Assessments/Examinations. I believe there was a great deal of cheating on exams but I could not prove it. I was unable to use some of the technology because students claimed they did not have access to a computer with webcam capability. I did not use discussion boards and would need help on this.

Online delivery in some classes is just not as good as in person no matter how good you make the online class If it has to happen, it has to happen, but students in these types of classes are no doubt getting less than the would in a traditional class. We'll do the best we can till we can return to face to face.

I'm concerned about rapidly shifting from in-person to online and back again. The more notice the better.

Labs (hands-on experience) is so important in educating engineers ... in spring resorted to just simulation exercises but not like actually building circuits ... not clear how we will make the labs work in the fall but will work hard to figure it out

I would have to alter my course competencies a little bit. I think the learning would still be effective. There are some aspects that cannot be done without in-person interaction and that would be missed.

I feel that I made the most of the online format and actually rather enjoyed it My biggest concern is keeping students accountable for honesty and integrity in doing their work and in assessments.

I need support at home; I have an unreliable internet, no printer, old family computer, continual difficulty remoting in (even with ITS help); the administration is so slow at making decisions, their role (in deciding if online/hybrid) is useless because we have to prep classes and interact with anxious students weeks before admin pulls itself together

Overall, I felt like the transition was handled well, and the SIUE community did an excellent job of providing the necessary support.

I'm just worried about the amount of time I need on my end to ensure my students can regularly connect, learn and be assessed. I also worry about my students' abilities to work online successfully with many stressors and distractions in their "online" or new environment.

I'm very concerned about how we will provide practicum experiences that are required for our grad students Obviously, these types of applied field experiences are rather impossible to implement in the current environment.

Preparing and delivering online/hybrid courses requires extra time. What I can teach through discussion in a 55 minute f2f class takes me twice as long to prepare as an engaging digital file. Even with synchronous course discussions, communicating ideas and supporting students takes more time and energy than it did pre-pandemic. This is especially harder on part-time lecturers, who usually have multiple preps (often at multiple institutions with multiple learning platforms). Offering a small extra prep stipend for contingent faculty to prepare hybrid courses would go a long way in establishing goodwill and upping morale.

What concerns do you have about preparing/offering classes for online or hy...

None. I have taught online before and I think the transition was the biggest issue. If classes start online in fall, students might have an easier time than they did adjusting this term.

Honestly, I don't have any concerns about being online for fall 2020. I am more concerned about being face to face with students in a classroom. Considering everyone pushing through the halls and up the stairs in big groups, using the same computers, handrails, bathrooms, etc.. I just can't imagine social distancing being possible if the entire student body, faculty, and staff are all on campus. Until there is a safer alternative, I hope that those who are not comfortable returning to the classroom in August are at least offered the ability to have their classes continue online through the fall if at all possible. To have that assurance, would be an incredible relief to many of us in the face of this virus. Thank you.

As an instructor, I believe I could comfortably prepare and offer my class online. I would find helpful to have prompt ITS support when needed and continuing education on distance learning teaching strategies helpful.

I worry that students are working on phones and tablets instead of laptops. The small screen interfaces are not as efficient as laptops. Offering Chromebooks to everyone who needs one would be great.

online inappropriate format for specialization technique-based training/classes

The structures and systems we used or launched this semester proved to be fertile ground for class implementation; always there is room for improvement and expansion. Part of this comes from experiential exposure, i.e. the more we do it the better we get at it.

The research is clear that online teaching is very demanding. It should impact class caps: Teaching online courses is difficult and time consuming. The following quotes illustrate: • "This study has three findings: 1) the number of students in online classes predicts the time spent by the instructor at a directly proportional rate, 2) online time on task is tied directly to the course quality, and 3) time demands for even small online courses exceed those for in-class courses" (Cavanaugh, 2005). • "It took over twice as much time to teach the same course online compared to in-class. This was true even while there were less than half the number of students in the online compared to the in-class section" (Cavanaugh, 2005). • "While classroom time is freed up, other time commitments will take its place, such as facilitating online interactions, supporting the development of social presence and building community" (Watwood, Nugent, & Deihl, 2009). Cavanaugh, J. (2005). Teaching online: A time comparison. *Online Journal of Distance Learning Administration*, 8(1), 2005. <http://www.westga.edu/~distance/ojdla/spring81/cavanaugh81.htm> Watwood, B., Nugent, J., & Deihl, W. (2009). Building from content to community: [Re]Thinking the transition to online teaching and learning. Virginia Commonwealth University: Center for Teaching Excellence, p. 1-22. <http://www.vcu.edu/cte/pdfs/OnlineTeachingWhitePaper.pdf>

We need better classroom management software than Blackboard. I am also concerned that we will switch away from Qualtrics in the middle of a pandemic where we are depending upon it more. I am also concerned that some of my classes may be in person and some may be online- all that will do is expose me to risk with none of the benefits of working from home. Please- if we can't all come back safely, stay online.

An easier platform for the students and me to use for direct instruction via the internet. Some platform to be able to lecture and interact with students online

Teaching complex ideas and arguments is \*hard\* without the opportunity to engage with and respond to students in person. Online courses need to use the regular course schedule to allow for synchronous learning where it's required for the learning process, and all students need to be given what they need to access these synchronous sessions.

I have concerns about consistency of all instructors adhering to standard procedures and policies.

Although I did a slightly blended course before in the form a flipped classroom, teaching all online took much more time than I anticipated. It was like teaching a course for the very first time. This would have been really hard if I had three courses to deliver online. I don't know how we could be better supported for this apart from shifting workloads.

I have no problem teaching online. I am worried that instructors are not doing their best to ensure integrity of exams, even though SIUE provides really good options. Additionally, with everyone being so sick of confinement, a reckless move to hybrid worries me.

Concerns: (1) how to convert all classes into online format in a manner that would allow students to really get to know each other and collaborate on class work; (2) how to motivate undergraduates, especially those in Gen Ed classes, to become engaged and participate in an online class. (3) problems with tests administered via Blackboard (cheating, technical issues) Support needed: Small-group training sessions on Zoom, Teams, etc. where faculty can get one-on-one help on their specific concerns/questions

What concerns do you have about preparing/offering classes for online or hybrid?

I really hope that offices can be accessed for wired internet without needing to guesstimate when having access will be needed. The WiFi lots were helpful but not reliable. (Evergreen was poor). Sitting in the Dunham/Science West lot was most reliable. Outdoor AC charging outlets could be identified or installed near good WiFi spot. I need to learn more about secure or alternative testing for large classes >100. More than the technical aspects that are available, what is fair and reasonable timing, what works, what is reasonable to deny? (I did not question any student's reason for missing an assignment, forgiveness and a reset was always granted. Many students will know how to game the process after this spring.)

students are active mostly during the night or early morning hours which creates time delay if faculty are awake during "normal" waking hours -

I have wanted to deliver classes online/hybrid for over a year now and have had departmental/administrative obstacles/delays towards obtaining such permissions (finally I am almost-approved for one new online class). Therefore, when -- in the middle of the term -- I had to move \*all\* my classes online: Despite my gratitude for many aspects of my life compared to others during the pandemic, I was a bit peeved at the expectations for faculty all of a sudden. It takes a long time to create a quality online class, a very long time. And, we had to do this with full, continuous childcare duties too. I am still grateful overall with my situation given what else is going on. However, given that we all know the future likelihoods now, I believe it is imperative that the administration allow a "fast-tracking" of online delivery permission for the next two years: Faculty who wish to deliver courses online or in hybrid fashion should be allowed to do so with minimal lag in time (not the whole curriculum pipeline)

First, I would guess that a statistically significant number of students were negatively impacted in terms of course grades this semester. The solution is probably having class sizes small enough that a faculty member can reasonably notice and follow-up with students who aren't participating. I understand that this might require more personal attention to students than some might choose to offer. Second, I am concerned about whether students are able to engage in the same level of free-flowing conversation in a digital environment as they often do in a F2F environment. Even with experienced colleagues, it is quite difficult (if not impossible) to monitor interpersonal communication cues that help in everything from effective class discussion to job interviews. I do hope that the general backlash from students against online learning across the country is a helpful reminder that many students feel more connected in F2F environments, and sometimes the best pedagogy involves smaller class sizes and more F2F experiences rather than "more technology" or "more online programs." (To be clear, I am not "against" online courses or programs, but I have the impression that SIUE has been actively pushing online learning since Chancellor Furst-Bowe's introduction of winter term without following University policy or allowing appropriate Faculty Senate oversight, and I have not seen comparable efforts to support new or struggling F2F programs. Perhaps those efforts are behind the scenes and simply don't get the same headlines.) Third, I would support individual faculty in terms of stipends (for the intense efforts many undertook to redesign courses) or department-level requests based on disciplinary best-practices or local innovations over any technology package SIUE might be tempted to purchase.

What I find rewarding is experiential learning, and it's difficult in my field to lose that. Peer work, communication, and conversations are a major part of the classroom for humanities, and I found the encouragement to teach asynchronously to have been very bad advice. The teaching load triples with the expectation to provide detailed written responses rather than having a zoom conversation with the class. Students also misunderstand or misread written critiques as well and overall preferred the synchronous meetings. We are all concerned about how students with learning disabilities might do online but no one is offering accommodations for faculty with disabilities who no longer have access to physical and manual therapies that they may need to function well. Faculty are also in need of accommodations if they can't sit in front of a computer all day. Please provide resources for things like voice to text software, platforms for providing students audio feedback rather than written feedback, a better platform for discussion boards (Blackboard is not suitable for visual work, and it's not engaging), and provide better guidance for using sharing platforms like Slack or MeWe. Please provide research guidance for things like journal article databases and come up with a solution for interlibrary loan. It would also help to extend library checkout times for equipment and books.

Engaging students and teaching them how to become self-learners. Webinars or trainings on teaching tools and prompts for online engagement beyond technological how-tos will be helpful.

I need childcare! This task of working from home and taking care of children is so hard. I have no time.

I am trying to learn about flipped classrooms. I find some of the ITS resources were designed to disseminate information through nvivo engagement. When looking through slides now, content is missing (probably spoken word). I rely on googling information from other universities instead. I find I have to prepare/work over the summer with no pay as a usual practice being a GPD. This frustrates me with the new CBA. Many students and faculty experienced zoom fatigue. Also, I am concerned about asking adjunct/lecturers to have time to prepare, learn and create online courses. I felt we asked too much of them this semester. My adjuncts work full time and teach one course on the side. They were faced with family obligations, work obligations and then SIUE teaching online for only 2500 a semester. It's too much to ask. I am concerned I will lose some adjuncts through this.

I have taught online before, so I do not have concerns about that format. I am teaching heavy technology courses in the Fall and I worry that there might be not enough help for the students that are struggling with technology issues in the first place. I would really like to have them in person, but I understand that might not be feasible.

Exams need to be proctored in a physical setting.

What concerns do you have about preparing/offering classes for online or hybrid?

I'm feeling ok about things. My fall class is an elective that meets once a week and can be fairly easily transitioned to online.

None of these questions so far address the safety and concerns of faculty. Also, I did not hear about all of the above sessions so some were not advertised or happened when a ton of emails were being sent.

By now I know how to approach most classes with online not hybrid instruction. There are certain classes that are one to one based and will most likely have to be taught the traditional way. Or I'm afraid of losing students. Not sure another semester of the specialized classes online will be a good thing for our students.

Online courses cannot replace the simulations and engagement in face-to-face adequately. The rich conversation that develops from the engagement in class just isn't replaceable.

1) What helped students most was my availability. Class sizes, as a result, are an issue. 2) Lowering the expectations. I had to reduce the expectations by about 40%. 3) Emotional energy -- I communicated with my students daily to try and keep them motivated and I was available whenever they needed to talk and that was a little exhausting.

I am concerned about support for an online-only fall. Less in terms of resources than preparing faculty for the potential it will be necessary.

Modifying the syllabus and lesson plans is very time consuming. Zoom synchronous meetings are a poor substitute for face to face. Less learning will occur.

We need administration in all areas to take the lead and indicate that there are things that MUST happen during this time and not allow. Such as minimal requirements for engaging with a student when they want office hours (Zoom virtual office hours, set times the students can call you [since they can no longer walk by your office] and a mandatory response time when a student reaches out to you. I personally think 2 days is too long but no longer than 72 hours. I believe that the department chairs should take a greater communication in checking in on the needs of the faculty. I firmly believe that we MUST honor the class times that the students registered for. If they registered for an 8AM MWF class then the faculty should be mandated to teach it at that time. These students lives are even more busy now, they are picking up extra hours, taking care of loved ones and watching kids from home - they do not have MORE free time on their hands! I also believe that faculty must relook at their assessment skills. Is it really necessary to give them an open book test that has more or less questions but you dramatically reduce the time they have to take it online with other issues going on in their house!! I also think there should be a roles and responsibility video/training that all students and faculty need to go through. I have had several students tell me they just checked out and unfortunately they checked out on the teacher that was giving them more of an empathetic break. That is not comforting for the student who was trying to accommodate that student.

Music is not meant to be taught online. Personal connection with students is essential as is hearing them live to help address weaknesses that may not be picked up by the microphones on phones and computers. Additionally music is a communal project, so students look forward to playing with other people soon... hopefully

Some classes simply should not be taught in this format, especially large classes and laboratory classes

More virtual / online learning tools integrated into Blackboard would be nice - i.e. video chat discussion boards

It's one thing to manage the end of a class that was already taught face to face and another altogether different thing to teach online classes from the beginning. The prior Summer training ITS held for us years ago to teach about online learning and previous work with instructional designers was my total lifeline. I did not need to get up to speed as much as others because of having done these trainings, designed and taught online courses previously. SO grateful for that!!!

I am concerned with student contact. You have given one associate professor untold access in changing the SIUE environment--I saw this one professor influence our curriculum with the so-called Lincoln Plan--disastrous--a student can graduate from SIUE without a history course--why do you think Betsy Devoss rules today? He/she follows her direction!! This SIUE associate professor allowed and promoted in the Lincoln Plan that led to the undoing of historical significance. Why do you elect the same person to be on the "committee" to decide what direction should be taken in the virus age? That is totally beyond comprehension!!! Are you as the leaders in the university concerned about student preparedness beyond the university?

Addressing students' resistance or low expectations if they had difficulties with this semester's experience would be a concern for me. I would primarily require assistance in developing varied methods that utilize technology rather than just adapting to technology that I had to do because of the timeframe being so tight this time. I would do a more extensive consultation with Instructional Design and Learning Technologies.

What concerns do you have about preparing/offering classes for online or hy...

I may have missed it, but a tutorial on creating more sophisticated online lectures - how to cut between Powerpoints and video, incorporate video etc.

Having taught online many times, I am pretty confident I can design an effective learning experience given advance notice. My single biggest concern is another haphazard transition. If I hadn't had experience, despite help, I can't imagine this would have been nearly as good a learning experience or a teaching experience. But even with my experience--and the past supports SIUE has given me in learning how to teach online--I just don't know if I could handle the stress of another switcheroo. I've seen an enormous impact on the amount of time it took to switch gears, and then to counsel students through the switch and through completing the term. My research has been badly impacted by the ballooning of teaching caused by the switch. If I knew in advance what the modus operandum would be, I bet I could maintain a lot better. But this term is a black hole in my research productivity and as a result, I have blown past deadlines on material owed to others. Certainty about the model for delivery of care would be much appreciated, or at least knowing that we should design our courses and assignments so that they can switch back and forth from in person to online. My "second half" syllabus was quite different from the first in a lot of ways. If I had known this might happen, my first half syllabus would have been designed with a lot more flex in it. If I know by early August that I need to do that, I can build in that flex so that if we start F2F, or return to F2F, it's much less stressful for everyone. Regardless, I am going to strip down my course a bit since folks will still be under undue stress even if we go F2F in the fall.

I am concerned with student engagement. I feel students don't hold true to the academic honesty standards SIUE expects with online exams and assessments. I feel students do not gain the same amount of knowledge in the online format.

I can't convert some classes; in person pressure is necessary to maintain decorum with hot button issues; this semester the trust had already been built not only between me and the students, but between the students themselves; it's easy to say something obnoxious when there's no personal connection.

My class was built around group projects, which are very difficult to do online. I'm not sure what kind of support would help with this.

I'm mostly just concerned about how to prepare for the Fall semester. Should I prep in-person classes or online classes? I think a discussion about how to prep classes when we don't know if we'll be f2f or online might be helpful.

Class size, student preparedness for online learning, adequate time for faculty to prepare, lack of recognition by the administration of the greatly increased time commitment for faculty in order to maintain student engagement and learning

I had online classes already scheduled. The online format students were incredibly distracted compared to previous online students.

The university should consider investing in hybrid classroom technology where an in-person lecture can be also streamed for remote/online students. If working from home becomes a new normal, I would prefer to do it possible with a mini replica of an actual classroom setup (a reasonable sided whiteboard, better video recording equipment than a laptop webcam, better audio equipment than a inexpensive headset, etc.).

I am just hoping not in my area. We need live patients in real time situations.

The movement to all online courses is not sustainable and should be phased out as soon as safety concern allow. SIUE should not become an "online" institution.

Online delivery of a course that should be face to face takes considerably more time, effort, and patience, while removing much of the personal interaction and joy that some of us became teachers for. I don't know what the solution is to that. However, it would certainly be nice if the administration seriously attempted to remove as much pressure and unnecessary responsibility from all of its employees during this time. Simply moving any ONE course online is normally accompanied by a course release, for good reason -- it's difficult work. Now imagine working unpaid all summer to do this for three courses, after having done this for three courses on fly this semester. It's exhausting and demoralizing, and there is no meaningful acknowledgement of or consideration for this.

I still find it hard to round up all of my students for group discussions online. I am hoping to learn better ways to do that.

Not too sure as to whether I am able to teach SPSS in an undergraduate level methods course when students have issues with access to technology.

skills that are physical are more likely to be unevenly learned (need to figure out how to schedule in-person work) social support groups may not form or may be disrupted (smaller classes or more assistantship help (GA/SA/peer tutor) could help) inability to pursue quality research/scholarly activities with students being stuck in an uncomfortable at-home office situation for too much time without social contact to build connections with students.

What concerns do you have about preparing/offering classes for online or hy...

I have been teaching online for 6 years

If I know this is going to be the case then I'm not particularly concerned. The situation that we fell into was grueling. Although it is well intended, much of the support becomes information overload. I didn't have time to learn about much except what was the quickest way to getting the course on the web. I'd like to see some basic tools that are easy to use and give us good, not spiffy, results. For example, moving to Teams Has been an utter pain in the neck. My telephone doesn't even work properly, and I should use that? I really don't want products that essentially duplicate each other adding confusion I'm also concerned that somehow there is going to be a bit of a litmus test. Are we using the best and brightest new thing? I desperately want to go back to being a scholar, not tap dancing around editing closed captions on my lectures. I that is necessary, then lets have more GA lines to assist. I am quite disappointed in the lack of meaningful help associated with Respondus. It's very difficult to check every box and know how to guide students to their test grades etc. I was lucky I had a colleague who could tell me. Good luck finding it through the software.

My first concern is that SIUE is not the best deliverer of on-line content on the Internet. We have not been at it long enough for most programs and you can't make up for lost time. Since the majority of faculty and administrators seem to consider talking teaching (as an anecdote; look at how new classrooms have stadium style seating, \$1000s of dollars per seat on an 1800 model of teaching, and those are the classrooms that marketing likes best), we will not be able to compete in the national market We seem to have forgotten the mistakes of instructional television In a way, this could ultimately lead to a mercenary and unique focus to SIUE which could save the University, except for that siphon called SIUC. The only support that would help address this concern is mandatory, Admin & union backed, training for every NTT and T/T instructor in educational psychology specific to their discipline. No more made up ideas about learning based on instructor's guesses (See above question about developing an effective learning innovation by discovery). SIUE should hold every employee who interacts with students to highest professional standards. Another concern is the budget allocations from the state. They will be down as the Illinois tax-base has suffered. Further reducing the budget will be the number of new freshmen nationwide who will take AY20/21 off until the pandemic passes completely. Do the Admin have the courage to make real decisions or will they wait to see what everyone else is doing. Might I suggest firing all the attorneys and make decisions for yourself?

I was concerned about accessibility of audio lectures for students

I cannot state with as much force how awful blackboard is. The fact that we are still using it makes any claim that we value excellence ring hollow. With blackboard is a constant battle to make things "work" to serve the software, instead of the software serving the users. It feels like we are constantly told that we cannot do this because blackboard.... And it is clunky, and time needlessly time consuming. It feels like 1990's software. I am regularly just shaking my head at the absurdity of smart people who claim to value excellence making excuses for blackboard mediocrity. In my mind it is not excusable that we still use it. (And not to be dramatic, it is bad enough that I have been looking for other jobs.) Another thing that would be helpful is to not have 4 gazillion, often contradictory, emails from administrators. I was on hold with ITS for 1 hour and 36 minutes. With the same repeated statement that my call is important and they will be with me soon. At the very least change the recording. ITS and instructional design, I have found, have been very inconsistent with regard to quality and knowledge I have gotten wrong answers, which are worse than no answer However, it should be noted, though, some have been super helpful. Jennifer Albat for example - very helpful and responsive!

This is not the students' expected mode of delivery. Even their expectations are different. It's also very hard for students to learn while lying in their bed. I don't know that we have a way to change that; we can't force them to sit at a table to learn. Maybe students need a seminar on how to be an online student.

No assigned class times for summer courses eliminates synchronous zoom meetings, which is what my students said they liked best. I'm extremely concerned about the planning time needed to transfer my classes online. Also, as an at-risk individual, I want assurance that I can keep my courses online as long as necessary.

I have concerns about really engaging students with the material I feel that it's hard for them to be really present in an online format I'm also concerned about the integrity of exams. My final concern has to do with courses that can't be meaningfully transitioned to an online format.

What concerns do you have about preparing/offering classes for online or hy...

I am hoping it never becomes the norm. In my own situation and in my conversations with students and other faculty members, the most common sentiment expressed by students and faculty is that they don't want to do their degrees online. They didn't like working from home and both faculty and students that I came into contact with unanimously expressed that they felt lack of motivation and some people experienced depression or other mental health issues. While I believe we did as good a job on short notice that we could, some undergraduate degree programs are definitely not best served through online learning no matter how good or supported it is. I didn't mind working from home but I missed my office and seeing my students and colleagues in real life. My doctoral work was in online education and I have years of experience doing online courses. They aren't appropriate for every course and absolutely inappropriate for certain types of courses. On a separate topic, many faculty seemed to be estranged from the rest of their department except for individuals with whom they needed to work closely. It especially doesn't work for teacher training and for student teaching. With copious time and effort, it works fairly well for courses primarily concerned with knowledge acquisition and certain pen and paper skills but for courses primarily focused on grappling with conceptual issues and the types of skills that require the richness only possible with on-the-ground observation and discourse, not so well. Some of that can be managed with a great deal of thought and organization from the professor as well as a lot of group chats. But if I needed to do this always for certain of my classes, I would need course releases to allow for the dramatic increase in planning and review of student materials. It would quickly become cost ineffective for the university and I'm a trained and experienced teacher who trains teachers. To get untrained inexperienced university teachers to a level of high effectiveness would take time and no small amount of frustration on the part of students and profs alike. I think it would likely hurt enrollment partly because the student-professor access and rapport is reduced. The university's excellent instructional designers can help with things having to do with instructional organization and design but not necessarily with other aspects of teaching. I myself am trained in Instructional Design and in the past, it was my job at a national level for a corporation but ID is not teaching and not all instructional designers are effective in a classroom--not a critique of our instructional designers, only a general observation. I maintain that the university should avoid going too far in the online direction, especially as long as it takes to make program changes and deal with accreditation and other issues. Many students come to our university because of our facilities and the beauty of our campus as well as its distance from home (whether they prefer far or near) and because they have live access to their chosen mentors, in person

How to prevent students from "cheating" when taking exams and quizzes. During a test, I had students that posted questions on Chegg and copied the answer to the test.

I don't have any concerns.

If I have to do it, I will, and I will do a better job of putting things online than I did this time.

We have international students that will be expected to return to campus from their various countries. Some senior faculty who may be 65 years or older should be allowed to continue online delivery of their courses for the Fall semester provided that is their preference and especially if they are teaching a large class with high population of international students.

Scheduling conflicts. Several students reported that other classes had synchronous (required) meetings outside of their usual meeting time. Clearly, faculty had to adapt to their own situation with family at home, but if we go online, we must be able to have a dedicated slot for our own classes that won't overlap with other classes to hold potential meetings, even if they are optional. Students should NOT have to choose which class to attend.

Some classes will never be as rigorous as in person until the technology allows full virtual hands on labs

Students engagement, students learning, students trying to get by without learning

I am concerned that SIUe will expect technology to foster different learning models, rather than assist in the upholding of traditional models that are effective. I fear the emphasis on change will subsume workable ways of maintaining what continue to be compelling pedagogies. Education technology has been presented as "revolutionary" over the last ten years. I think this revolution has largely failed to come to fruition, but I am concerned that a lack of imagination will revive this moribund premise, thereby sacrificing tested pedagogies in a rush to implement new ones

The mental health state of my students was the hardest thing to overcome. They were and are stressed and overwhelmed. Increase counseling. While often offered as an option, it is not presented as typically needed by most students. It would be great if we encouraged all students to access online counseling. Normalize it. They all could use some mental health support.

I think the SON was very prepared to go completely on-line. Our course leaders met with the administrative team to make decisions and they took it back to the individual course faculty for their input and help for implementation. We all worked together helping the course leader. I am very lucky to be in the SON where we are valued and get a long so well, even when these drastic changes had to be implemented quickly. I do not have concerns for upcoming semester.

What about nursing and other disciplines clinical rotations?

What concerns do you have about preparing/offering classes for online or hy...

Some classes just don't work online. Classes that require labs, physical collaboration, and/or industry-specific equipment cannot be well-taught in an online-only format. If all classes are online in the fall, there are some classes that may need to be canceled entirely because the learning objectives will be impossible to meet without the in-person aspects. Also, if we are online entirely or partially, making sure students have access to the proper software and the computer to run the software will be essential.

It is so much more time consuming to teach online. Without major software advances, we can't make 40 person classes discussion and writing intensive, or otherwise keep up with standards of high-quality online education.

In person project meetings are more effective. Not much we can do about it.

Faculty and staff living in areas where there is little/no high-speed internet infrastructure need to be able to access their offices to teach online effectively (or even to watch all the recommended webinars. I couldn't stream or download any of them). At any rate, there should probably be some kind of scheduled, organized workshops available to help folks get up to speed with some of these technologies over the summer.

I'm concerned about how to get students involved more and better in online delivery. It may be very hard to have the whole class meet at a fixed time. Some students may not want to or may not be able to approach the instructor unless they are required to like in the traditional classroom. Also, the assignments and assessment methods need to be carefully designed. More instruction on how to set appropriate teaching goals as well as how to achieve them in an online setting would be helpful.

Because people were not allowed in the buildings, several faculty that do not have good internet access at home actually sat in their cars in the parking lots at SIUE in order to prepare lectures and upload exams. I understand this was a unique situation, but we should have been allowed to go to our individual offices, keeping apart or wearing masks, for teaching-related activities. Again - Faculty - sitting in their cars in order to use the wifi

My biggest concern is simply that face-to-face interaction, with the instructor and with fellow students, is, for many students, a key component in engagement and learning, especially in the writing classes I teach. But it would help to address my concerns simply to know that all my students could access the technology they need and are getting the counselling and advice and support (academic advising and also, as necessary, personal/psychological) that they need

The interactivity and impromptu discussions facilitated by the traditional classroom environment cannot be adequately replicated through online instruction. Admittedly, some (mostly non-traditional) students actively pursue online courses, but they generally do so to accommodate circumstantial limitations (e.g., employment and familial demands) and/or for the convenience and perceived lack of rigor in comparison to traditional instruction. I fear that if we do not return to majority traditional, on-campus offerings in the fall, students will become accustomed to the attenuated rigor inherent in online offerings, and, over time, the perceived value of an SIUE education will suffer. Recommended support to address these concerns is implementation of reasonable, minimally invasive procedures to facilitate a fall return to on-campus instruction (e.g., installation of hand sanitation stations, encouraging students and faculty to wear masks, increased deep cleaning of the physical plant by facilities management, etc.).

Technology does not work. This is the biggest issue. I can't even log in to CougarNet sometimes. Zoom sputters. My SIUE laptop is not current at home. ITS and Technology is unfortunately medieval. We are from a different era, but the only thing we have. We are sending people to Mars, Tesla and others are building autonomous driving cars, and we need to catch up about 100 years. It takes money and talent I realize. But that is what needs to be done in my opinion.

Clear guidance on what on-line proctoring services are available. The workload of developing an on-line class with modified pedagogy is daunting. The amount of work is considerably more than "just teaching a class again" because the pedagogy needs to change.

Time. We need to know in a timely fashion whether or not classes will be or will be allowed online. Preparing an effective online or hybrid course is not trivial and it takes time.

no concerns

- Student engagement - Courses with lab components - time commitment from faculty and students - It will be very stressful to teach three online classes

How do we find and assist those students who lack the technological resources? What do we do if our students with children have them at home all day instead of at school?

I didn't take advantage of many of the resources because it was so time consuming to get the course up and running online.

What concerns do you have about preparing/offering classes for online or hy...

Students contribution to the class topic in online is quite low. The attendance cannot be checked. They may sign in a zoom meeting and leave without noticing.

I remain concerned about student engagement; even in the best of circumstances it can be difficult for students to engage/stay motivated with online content. In addition, I'm not sure the technological and internet challenges are going away nor do I think the levels of stress are diminishing (they may still not have jobs so not enough money for food or they may still be homeschooling their children). I think the best support we could get is knowing as early as possible so we can get ourselves and the students prepared.

My traditional courses are mostly discussion-based graduate seminars lasting 2.5 hours (minus breaks). It is challenging to replicate the quality of face-to-face discussions in an online environment. Zoom is a very helpful tool in this regard, but you can imagine the difficulty of maintaining the attention and energy of the students for a 2.5 hour Zoom meeting, especially if there are people and other distractions in the student's home. If we are teaching from home again in the fall, I think it will be important to encourage faculty/instructors to utilize a hybrid format even for online courses so less time is spent sitting in Zoom meetings.

In a large class, there was really not an equitable way to give assessments. I know many have used programs that required webcams to reduce cheating, but not all students had webcams. I think making the class smaller would have helped or changing requirements for online courses going forward.

I would prefer to know well in advance, and have plenty of time both to prepare my own course materials and engage in best practices with students from Day One.

As a faculty member in theater, so much of what we do is hands-on, practicing skills, collaborative, process-oriented, one-on-one feedback, and discussion-based. We lost much of that.

Students cheat on unproctored exams. Be able to fund Proctor U. This semester we accepted it, but if we continue that way SIUE will lose its integrity.

My personal internet is a problem for uploading files and would require me to manage my time and resources carefully.

None. This half-semester answered all my current questions. I will probably have some questions when I start preparing fall courses.

Fortunately I had taught online before, and therefore had a good grasp of the technology already. However, I found that student engagement decreased tremendously after the transition online, and that's what I'm worried about. Students who didn't need the class to graduate dropped, and many of the students who had been very productive and engaged for the first half of the semester stopped doing their coursework and didn't always attend class. About 1/3 of each class dropped out and I had a much harder reaching and interesting those students who remained. Some students really are not suited to online learning, and really need that face to face energy and interaction. At least this semester we benefited from already having established relationships in the first half. If we're online in all classes right from the beginning, I expect it to go very badly for some students. Honestly, I'm not sure what kind of support can help to address these concerns. I filled out all the Starfish surveys, but the follow-up I saw with those students of concern was less than I personally had done to reach out to those students, so it didn't give me a great deal of confidence in the university's ability to encourage student engagement and look after those students falling by the wayside.

I strongly prefer online classes during ANY potential risk of Covid-19 including the likely resurgence. My classrooms are all small, tightly-packed, and have ZERO windows. My office has ZERO windows. Our conference rooms have ZERO windows, and this means that all of that air is recirculating throughout the building. All keyboards in classrooms are shared as are doorknobs, chalk, erasers, pull-down screens, desks, podiums, tables, and even seat backs when we have to move our desks put us all at risk. Keyboards in particular, are notorious as a germ source. As people walk into the classroom and past other students, the students and instructors they walk past are placed at risk as there is no way to maintain at least six feet coming into rooms and in the corridors and stair wells. Meeting face-to-face is a logistical nightmare when one begins to think about the many layers of how humans move and physically intersect. Online is not a sufficient permanent option, and some students do not and cannot adapt to online learning. During a pandemic and higher than typical risk for illness to students, staff, faculty however, it is a great alternative. Online has worked extremely well for me as a temporary measure, with relatively few concerns. However, the digital divide will leave many traditionally underserved students behind in an online format, so I disagree in permanent shifts to online for SIUE, but as a temporary, emergency measure it has worked for me.

If we move online, we might need to train our students how to be engaged and stay on task in an online, remote environment. For most of them, they have never experienced anything like that; I'm afraid that student success may hinge on making sure that students know how to remain engaged in a remote environment.

Primarily, my concerns revolve around child care. For the most part, I lecture, lead discussions, and perform demos/tutorials for my courses, which hasn't had to change much with remote teaching, however I wouldn't suggest that transitioning my courses to emergency remote teaching compares favorably to best practices in truly online courses.

What concerns do you have about preparing/offering classes for online or hy...

I am concerned about cheating and plagiarism.

Applied music classes and ensembles.

What concerns me the most is my students, colleagues and my own health. I would rather teach online unless I have some guarantee that my health and others is not going to be at risk. I would like to record some labs for one of my classes and it would be ideal to have resources and or assistance for that. Like for example the equipment (camera, etc) and the help to edit the video if needed. Also more equipment like a pen mouse or similar.

Widespread availability of proctoring for assessments Student access to technology, e.g., devices with working webcams and microphones

Making sure students have good internet access and adequate hardware. For every exam I gave, at least one student or more got booted out of Blackboard while they were taking the exam. Some students do not have microphones (or say they don't) and very few have cameras. Blackboard is good, but it needs to be more dynamic to really be able to do a full dimensional interactive online course. Plus, learning all this software and having to get proficient at it from the faculty point of view in order to provide a really good online experience for students takes time and is very tiring. Just recording lectures and giving students online assignments is not going to get it.

students don't have the equipment to run certain software packages I teach. Especially chromebooks are a nightmare

Preserving safety for faculty and students until better treatments or a vaccine are available to address the Covid-19 virus (smaller groups, extended hours available, flexible work environments). Making sure that spaces are sufficiently cleaned in between users for on-campus activities (better/additional cleaning staff available). Understanding that students and faculty desire at least some interaction that is face-to-face and how best to make that happen (see some of the above suggestions).

I feel prepared to make these adjustments. Examining the current landscape of the country and the state, I think that preparing for online instruction for one more term is prudent, which I am sure the task force also recognizes. I've been privy to some pushback on this, which I imagine is somewhat reflective of the challenge of going online in a hurry, so I think focusing on how to references for those faculty members who have not yet spent time thinking about online learning pedagogy could be a useful investment.

I have few concerns about preparation provided we have ample time to plan for online or hybrid delivery. If classes are fully online all semester, my biggest concern is how to adapt my in class activities to an online format. I will need to try and figure out if I can create virtual mechanisms that encourage students to build meaningful connections with each other while working together to apply course concepts to real world problems.

I am already teaching online for the Fall. I have no concerns about this since I have the opportunity to plan in advance.

Zoom connectivity with bigger size class (20-60+ students). Interactions with students. Students having access to personal laptops and good internet connection would help, but some students just muted themselves because their family members were talking in the background. It was hard to interact with students with that kind of setting.

Student access to technology, online proctoring for exams

It wasn't a big issue for me. I already had all the training so it was just a matter of spending time to make the changes. Of course internet, computer and software issues were there but with the changes And help all these were manageable. Making software available to all is the important. I am just hoping my Home computer doesn't crash, for my work I need a good high powered computer and software.

Students learning to work in a team environment to help learn from each other is a concern in any on-line class. Many students do not have the planning skills needed to properly organize and keep on track. Assessment of individual capabilities in an on-line environment is a constant concern. In talking with students, lockdown browser has no effect. Internet connectivity (speed and latency) issues for many caused problems with videos/pictures. My own home internet capability was not sufficient to run an on-line class; I live in the very rural Illinois.

Time to develop it properly and funds to encourage substantial course revision to accommodate online learning.

Students not having a computer that will run the required software. This semester I had 2 students with Chromebooks, which will not run Adobe Reader or the specialized course software that is only available for Windows and Mac OS. SIUE needs to be able to loan laptops to students who need them, even if they can't come to campus (e.g. ship laptops to students).

What concerns do you have about preparing/offering classes for online or hy...

A fast decision. We can work with almost any format for Fall, but we need to know AND be confident that we won't have to pivot mid semester again.

It is a fantasy that "support" can turn the profanation of the very concept of learning that is online delivery into something useful.

My largest concern is student motivation. I don't think there's any realistic way to keep students as motivated and interested in an online-only or hybrid environment as we could in person. I suspect student retention will be a real problem if we're forced (understandably, in my opinion) into this situation in the fall. Secondly but less important is the time requirements for faculty. I feel like fall will require a double level of preparation for in person classes with online or hybrid ready as a backup. I approach each environment differently, so having to prepare for both means double the work. I understand the issue, but I hope everyone is aware of this issue as we think about workloads and expectations for fall.

Just knowing what the plan is for Fall in a timely manner would be most helpful - having adequate time to prep. And I think we should either fully open because it's safe to do so, or continue online.

My Spring class was relatively easy to convert since it was already close to a hybrid format. For Fall, I am teaching two high-intensity-interactive classes, and this will be more of a challenge to convert to online if necessary. For these sort of classes, it would be nice if each of us were paired with one IDLT person to work with the whole time, although I realize this is probably not feasible.

Many students prefer in person interaction, especially in technical courses. Keeping it online in Fall will be problematic for them.

I wish I had attended one of those "How to plan an online course" faculty development session that used to be offered. May be having one of those again would help.

I am concerned about having optimal equipment for creating videos for my students at my disposal. For example, I would like to have a tablet at my disposal or a portable document camera at home. A budget for purchasing these tools would be incredibly helpful.

I teach a lab course in the fall that will be more challenging to move on online.

Interprofessional education

I don't really have concerns. Online learning is very popular and desired. It has its own unique challenges, but so does in-person learning.

Fortunately, I had been teaching online for summer courses for about 10 years, so I was more ready than most to leap online.

I am confident in my ability to offer my courses online, or in a hybrid format. However, the course SIZES in Fall/Spring are MUCH larger (2-3x larger) than we offer online. There is NO way I can manage a course of 55-90 students online and require the same amount of written work that I require in a typical online course (in the SOEHHB, now capped at 25, which is STILL too large).

I am scheduled to teach by "large" lecture required for tenure this fall and am concerned about my ability to perform well doing this under these new circumstances, but have excellent marks in previous teaching and all other areas and am not willing to postpone my tenure process. I don't feel that this first year of transition should be weighted heavily in P&T evaluations regardless of when the faculty chooses to apply for tenure.

delivering clinical courses

We know that online instruction is only effective in a very few, isolated cases. We haven't offered classes in an online format in the past because we recognized that this format is not appropriate to those classes. So we're going into the semester knowing that we're not doing the best job we could do, we're just doing the best job possible under the current situation. And I know that I will be working twice (at least) as hard as usual in order to accomplish a reduced goal. It's hard to hold back the waves of nihilism under such circumstances! But the kids need us and we'd better be there for them.

My students have kids of their own with synchronous classes, they need asynchronous.

I have experience in online teaching and have used and experimented many of the techniques. I would like to see more focused efforts for students - technology, time management readiness efforts for students. More access to technology for students.

What concerns do you have about preparing/offering classes for online or hy...

As a teacher of Performance in theater it is crucial for students to perform scenes f2f to. In addition, Intro to acting classes are dependent on group activities that online/virtual learning cannot offer.

software to develop interactive lessons/modules so it isn't just read and discuss

Faculty need to schedule exams and other events during their own class periods and not arbitrarily think they can extend their events/exams into other class times. This caused an issue for several students. Faculty definitely shouldn't schedule exams during other classes finals (they should keep to the final exam time in the official schedule).

I'm concerned about those faculty that did not succeed or thrive in the online environment. Student expectations will be rising after this semester, and faculty will need additional training/support

Testing is the big problem in math classes. Even with lock-down browsers and webcams, cheating is fairly easy. Also grading from emailed photos of work was extremely time consuming and hard on the eyes. My classes used either Respondus, or WebAssign for tests. There was no way to prove cheating occurred, but it was pretty obvious from the grades versus what the students knew in the online classes, that cheating was occurring on tests and quizzes.

I'm most concerned about clarity and transparency of communication of these different formats and what they mean to students \*prior\* to registration. Pre-COVID, students were often confused about what they had signed up for when enrolling in a hybrid course. I am concerned that adding a variety of classroom approaches (which I think is necessary to meet our diverse student population's needs) will result in even more students enrolling in the wrong class format for them.

Both faculty, students, and staff need adequate technology off campus. Right now not everyone has the necessary equipment and access to do their job remotely. If they do, they are paying for things personally for work related expenses. Also not everyone is technologically savvy, and while training sessions are a good idea for some, they just can't meet the wide variety of needs.

Having a Zoom account was most helpful. I wish I could have saved audio to the cloud rather than my computer so students could access it with no effort from me (uploaded audio to Blackboard but the digital file was too big/too long to load from my computer). I think that requires a higher level Zoom account. Maybe I didn't hit a setting correctly and it was there all the time.

I'd like to know what faculty who were teaching IS courses did. I am hesitant to return to small, cramped classrooms in Peck Hall. I neither want to risk my own health, nor do I want to risk it for my students.

I mainly want to know what the plan very soon is so that I can begin to prepare.

I'm researching and thinking about how to do community-based learning online.

I have been teaching online courses since 2014, so I don't think I need additional resources than SIUE is currently providing.

Primarily workload. Not sure what would address that.

Student participation is limited with hybrid

equitable support. My ACCESS students struggled.

I have concerns about teaching load if class sizes are smaller. The prep time to adjust and innovate online is all-consuming and other academic responsibilities suffered (scholarship and service). If adjustments are to continue, I think this should be considered.

I am very concerned about clinical experiences for students in clinical programs. We definitely need university support to provide alternative clinical experiences. We will need financial support if we need extra personnel to help "cover" supervision loads, as a teletherapy model requires 100% 1:1 supervision.

What concerns do you have about preparing/offering classes for online or hy...

Students who connected to synchronous class sessions via audio only were particularly difficult to keep engaged and yet, given issues of home life and/or availability of technology, I am unsure how I can require video connections in future online courses.

Some courses transfer better to online formats than others. Methods courses and private studio lessons are more effective in using face to face instruction. Starting a class virtually which should be face to face is inappropriate. Perhaps a hybrid system of meeting face to face once a week might be useful; however, face to face would be ideal for those courses

My main concern is how to deliver exams with exam security.

Need a better camera and microphone to record lectures or interact with Zoom or Teams.

access to software, some software is not available via the virtual lab and many students have macs that are not compatible with the software necessary in my course. Additionally, to maintain academic integrity I would like to see Proctoring services more available and require students to have webcams and microphones if possible.

I am concerned about the students motivation and preparation. I think some students just don't have the aptitude to survive in an online format. They need more interaction and accountability.

I truly hope we are back on campus in the fall My students did not respond well to online learning, and feel they missed out on learning opportunities by not being in the classroom with direct engagement. If we do have to be online in the fall, I will change my expectations and requirements to help increase student engagement.

I feel really confident that I could do this very well. I have taught online classes in the past at other institutions I have worked at, so with time to prepare and plan I know I could hold challenging and insightful classes in the fall online.

Some fields are based on there being in-person interactions, at least some of the time, and we cannot fully prepare students for those activities if we do not have them engage in them under supervision during practicum.

Worried about the delivery of students learning necessary skills for nursing. Would also like some sort of proctoring service for exams.

no concerns

## Q9 - Additional Comments:

Additional Comments:

What about lowering the class size limit to 50% so students have space for social distancing in the classrooms. Also having food trucks @ each building and outdoor tables for eating with outdoor heating if needed. Bathrooms and common areas sanitized every night and multiple times a day. Students could have the option to take some online/on campus classes when possible to lower the number of students on campus.

Better, meaning clearer communication from the university. There was an overload of informational emails Clarity about F20 and S21 as soon as possible (long time frames allow for more intentional design of curriculum).

My courses are lab courses with a huge emphasis on memorization. With the switch to online, the students have the ability to easily look up answers if we are not use monitoring software (which requires the students to have the necessary technology). Changing the format or expectations of the course changes the integrity and difficulty of the course. I have a colleague that taught a similar course to my own and there were more A's this semester than ever before (more than twice as many in a large course). I think that It is fairly assumed that this occurred because students were able to look up all of their answers. In competitive programs, it puts these students unfairly ahead of others (by way of grade point average, but not necessarily knowledge) that took the same class during a previous or later semester. I truly think that we all did our best given the circumstances, but I am concerned about having students on an even playing field.

I was too busy with triage to make use of the training opportunities listed here.

Efficiency, effectiveness and learning were substantially compromised with online.

ITS and IDLT have been extremely helpful during this transition. Their help was very useful in making this transition smoother.

The administration and colleagues have been incredibly helpful.

Student engagement suffers a great deal. The intrinsic reward for making a difference in students' lives is lost for faculty.

Before all this even started, I feel like there's more and more of a push to go to online. Certainly some classes can be done very well online, but not all. If anything, this experience has cemented for me that online degrees, or a majority of a degree earned online, at least in my discipline, is sacrificing quality.

Our (program specific) students did not come to SIUE for online learning; nor did our faculty.

Thank you! This is my first year at SIUE, and my first faculty position. I am so glad I chose SIUE and am very proud to be a part of this community.

Although I did not use the faculty panels or webinars, I appreciate that they were made available to me (and, had I found myself in need, I'd have checked them out). I'm in the habit of Googling answers to technical questions, and I keep up with discussions of remote pedagogy elsewhere, so I felt like those needs were being filled. My department kept in contact, as did the committee chair who oversees my courses, so I didn't feel lost or unsupported. Also, kind of one-off, but having my own office phone number that can then be forwarded to my cell (which is what another institution did for me) has been very helpful, especially for students who understand better through conversation than email.

Thank you all so much for everything you are doing to keep the SIUE community safe and supported.

Although I see the positive aspect of it, I have many concerns about online courses becoming the norm. Online courses will not be able to offer the same learning experience as an on-ground class. The critical thinking growth achieved in a face-to-face group setting would be diminished. Also, group work will be very difficult. Individual isolated learning cannot be the answer for traditional students. Working and non-traditional students might greatly benefit from online courses, but that would be just based on convenience and not for the learning benefits. I believe that a student's learning and social experience would be drastically and negatively affected if the university moves to online learning as a common practice.

I already had Blackboard and Google systems in place, and I have used Padlet in the past, so the transition was relatively smooth for me and my students. I didn't use the ITS supports, but I'm happy they are there in case I need them in the future.

Additional Comments:

A well-designed online course is very time consuming to create and even more time consuming to teach. In a graduate-level class, 15 is bordering on too many students in a 16 week online course. Once summer semesters of 3, 5, and 10 week courses are added to the mix, the cap of 15 is excessive and does damage to student learning.

We need feedback to teach effectively. Immediate feedback. The students need it too. We can judge who is learning what when the students are in front of us. We can't when we do things online.

Thank you for listening.

Most students were very successful, especially those with an established commitment to their education. Home life stress and anxiety affected many students. As for the resources available to students, I think they were excellent, I just did not have a direct need to use them. I believe it is important for department heads to stay in close contact with instructors to ensure communication is clear and consistent. The expectations of the teachers should be as transparent as it is for the students. Personally I transitioned comfortably to teaching online and it can be a positive and successful experience for students, obviously under different circumstances. My concern with modified on-campus classes, is with all the "extra" that goes along with it. How is the campus social life experience no longer outside of class.

I believe strongly that plans should be made to bring first year students to campus, at least for some of their classes, to help them get adjusted to college/campus life.

Maybe (hopefully) this won't be such an issue when we all have some time to plan ahead, but I heard from numerous students of mine about problems with other professors being overly inflexible with coursework due dates, piling on busy work to "make sure they were actually working," last minute coursework that wasn't in the syllabus, lack of communication, lack of clear expectations, etc. which made an already difficult transition even more difficult for students. They weren't going to complain in the middle of it all with a grade hanging over their head, and making SETs optional was a mistake because now there's no accountability. For the coming academic year there needs to be very clear guidelines about how professors should handle any sort of creative delivery mode or scheduling contingencies, and some means of ensuring accountability.

Central clearing houses for information with clear and searchable subject lines. It seemed to be recognized after some time that the volume of emails was too much to keep up with and keep sorted. A plan for this going into fall would be helpful. Too many messages were repeated by email by well-meaning people. Make communication with students from the university level better somehow. The messages (grade policy, withdrawal policy changes) reach the most engaged students, but many students seemed to be ignorant of university-wide messaging. The original 'extended spring break' announcement that persisted set a bad precedent and seemed to reduce confidence, leading to many additional emails from students about what the correct info was. Recognize that some faculty don't have 24/7 internet connection or bandwidth. Lots of great ideas or offers of workshops, helpdesks, etc., have no value if access isn't there. But it sure can promote more expectations from faculty and students without the digital challenge. I was very concerned that adding extra tech to my personal device that is my only way to call out might cause a glitch that leaves me without communication, and that student data privacy might be compromised by having to go through my personal device to be able to work from home.

I emphasize that a "fast-tracking" of online/hybrid delivery permissions should be allowed in the next two years. I cannot imagine a justification for \*not\* doing this given the continuing probability of pandemic (e.g. circa winter).

ITS support staff were extremely helpful in getting me started on ZOOM, and I appreciated the fact that webinars were available on a range of technology options. (I didn't use them because I was able to figure out things mostly on my own in consultation with colleagues.) I think that the emails coming out after the contradictory initial response about Spring Break being extended were way too frequent and did not properly target recipients, so inboxes were being flooded by mass mailings from multiple administrative offices while simultaneously receiving increased (sometimes panicky) student emails. Especially towards the end of the semester, I found the Provost's emails the most informative, reasonably-paced, and generally useful. I also found emails that simply announced workshops or webinars easy to manage.

The single most important element that kept my classes running was Adobe CC access and I was grateful that the students had access to it throughout the semester.

I'm doing all I can to get by. I feel like this might be my worst teaching ever. I can barely manage with 2 young children and 2 working parents and no childcare.

For the practicum/internship courses, I have great courses about accessibility, safety, and direct hours.

Additional Comments:

I would like to thank Michael Pulley and the ITS folks. They have been loaning out computers and webcams to help this transition. I think if we move to online in the Fall, we need to continue to think about technology for students. It might also be nice to have some set times to let students into the library or a computer lab. I think we could limit numbers or something. Keeping university emails to a minimum would also be nice. I understand that you need to give us this information, but in the beginning there was just too many at once. A single webpage or blackboard location would be really useful.

Faculty safety should also be a priority If faculty aren't safe Or don't feel safe they can't teach well

I think SIUE did an awesome job considering we had 4 days to change course in the middle of the semester. ITS has been amazing to support our teaching and students getting access.

Most of our students find engagement difficult in the best of circumstances. Thus, online, is super difficult for them. For many of our students, college is a low priority. The structure of classes is what keeps them motivated. They know they have to be somewhere regularly. Without that structure, I'm just not sure if many of our students can stay motivated to succeed unless we lower our expectations.

I am very pleased with how SIUE has handled this crisis. It makes me proud to be faculty here.

Our students have experienced great challenges

I have not yet pulled on the ITS Dept but will really need to Call on them as I prepare a completely online course for the summer AND prepare for the possibility of fall being at least partially online. I really would like the university to appreciate the fact that I had to invest in a total upgrade of internet service- I am currently paying for two providers because I just had to switch due to bad connectivity and leaving AT&T is something I don't have time for until grades are in! I also have run into limits with Zoom and need to deal with ITS to help with that. We are a community involved program and will need to be using Zoom to interact with our community partners. Thank you all for your time and the tip to helping us through all of this!

ITS was a great help to me whenever I contacted them this semester. I felt that everyone I contacted in all university departments were very calm, flexible, and understanding. I'm not sure how much tracking of students was done (I completed the feedback reports through Starfish) but I felt that there were students that just "disappeared." I'm not sure what else we can do to manage this, but I know that some students seemed to be unreachable.

Please please please realize that the current circumstances dramatically impact stress, and stress impacts cognition (short term memory, reading comprehension, ability to follow video lectures or Zoom discussions). We simply cannot give students the workload we usually do under these circumstances.

online teaching takes 50-100% more time; it is also debilitating; class prep happens in a chair in front of the computer, class instruction happens in a chair in front of the same computer, and assessment/grading happens in the same chair in front of the same computer. This is not healthy!!!! and home may not really be set up for it.

I really appreciated the webinars that ITS put on. More of that would be useful, maybe a more advanced zoom webinar on Blackboard course design. I also felt a bit overwhelmed with the long and constant COVID19 emails. I think more streamlined communication would have been easier to process.

We should be preparing for online lecture in the fall

I did live lectures and as added help provided my scribe notes as well as a recording of the lecture to students. Students who engaged me in class before the transition, for most part, continued to engage me even during online lectures. However, I felt there was a majority of students who were not paying attention to the lecture and were engaged in other activities (or were away from the desk). This same cohort of students ended up not performing well in assessments. In future, I would probably include several pop quizzes within the live lecture and would consider not making a recording available. I felt most students probably banked on the recording more than paying attention to the live lecture and getting their questions clarified.

I don't think the administration is aware that faculty are not content delivery machines, nor aware of the number of faculty who are not doing well personally during this time -- whether a matter of pedagogical stress, personal/economic issues, or an understandably overwhelmed response to world upheaval "Working at home" and "online teaching" are hardly that at all, no matter how many training webinars there are, when one's family is quarantined at home, children must be home-schooled, etc. The administration bombarded us (██████████ was unbearable) with emails, trainings, and websites on the front end, but then when classes resumed, there was nothing but a few flowery words from the administration. Nothing about self care, it's normal to feel overwhelmed, or support resources. The Provost makes more than Governor Pritzker, but can only send us a few springtime pictures and platitudes? After this semester, I feel like a cog in a machine rather than a human member contributing to and valued within a community.

Additional Comments:

I am the first to admit that I do a better job of teaching in a face-to-face classroom setting. I don't mind saying that I would like to get back to that type of teaching.

Go for simplicity. I want to see straightforward functional packages that get the job done. I want to get answers for myself pronto. I don't want to talk to ITS . They do their very best and well-intentioned but it gets to be a circus. We really need support for dealing with the details of the software: the funny little buttons that need to be pushed, what the jargon means, etc (What am I doing when I tell it to "force completion?") Certainly I could go to a number of these instructional sessions, but for most of us who are fully computer literate and not nervous about looking good for tenure, that's a big intrusion on the workload we already have. Let's see if we can get some simple instructional webpages by people who instruct, not programmers or whatever. Lest anyone assume these words come from a computer phobe, I have been using them daily for nearly 30 years. I recognize that much of what I said is pretty sour. I very much appreciate your asking. We really don't know what the bugs are in the system until we have to use it.

I didn't teach but referred students to ITS frequently..... I believe they were helpful

I'm not saying we are all doomed, but I feel like I am pointing out icebergs while the Admin rearranges deck chairs.

I know there is a tool to upload my lectures and get them subtitled. I need to work on using that tool

I think we should do every single thing possible to not force students to try to learn online I would rather teach using a megaphone sitting 6 feet distant from each other out in an open field, in the middle of snow. Online learning further exasperates inequalities that we, as a university, state we wish to fight. It works well for a subset of students. It leaves a very lot of students, struggling, confused, isolated.

I surveyed my students about the online experience. They were extremely kind and all said they thought I had done a great job. At the same time, they all said they learned more in a face to face format and all prefer face to face, Our new Dean says our grad program must go online permanently. 100% of my grad students said that is not what they want, and would find a different university that offers F2F classes if that is the direction we take.

Given the recent transition due to COVID-19 as well as the university's push for online programs, I strongly believe that sabbatical leaves should be able to focus on teaching and learning new teaching-related technologies. It has always seemed strange to me that such activities are not supported within our sabbatical guidelines

In the above Likert-type survey item about resources and support, it would seem that I was harsh but that's not the case at all. I just have enough experience not to need too many of those. Also, I didn't have much time. I was swamped with my coursework and with the massive surge of email as well as various state/university reporting involved with teacher training. No offense intended. I would have contributed if I could but I didn't have time to do more than help a couple of individual faculty members, which I did.

I got much better advice from colleagues in my department than I did from ITS. As for the survey, the question about whether students achieved essential learning outcomes should have had an answer reflecting different experiences with different classes.

Given the degree of uncertainty about the pandemic, I will be more comfortable with some partial to full face-to-face class meeting beginning from Spring 2021

While I was overwhelmed at times because of the amount of work, the transition was not as difficult for me because I already teach one class online, so I was comfortable with making delivery changes. The biggest issue was the stories that I was being told from students about other classes increasing the workload and making things more difficult. Several students reported that faculty admitted not knowing how to use certain technology but didn't give students the same flexibility as they tried to navigate unorganized content, content being added at all hours of the day/night, etc.

Lynn Bartels' faculty development session were also very helpful.

Synchronous learning between teacher and student is a tested and successful model. My children, who have been learning on computers for the last eight weeks, relish the few synchronous online meetings they have with teachers and peers. I think my students do as well. In this way, technology has helped maintain good teaching in the midst of this pandemic I hope technology will be viewed as a tool to maintain good teaching as we move into fall 2020 semester, rather than as a panacea.

I teach in the RN-BS on-line program so I am very comfortable teaching on-line. I did not participate in any of the provided learning sessions as I was familiar with all of the technology I needed to teach my clinical on-line.

Additional Comments:

The longer we have to carry on this way due to the pandemic, the less meaningful grades and degrees will be.

Some areas, such as art, music, and the bench sciences, simply must have f2f interactions. Any solution must find some way to allow students who \*must\* have f2f experiences to have them, whether that means staggering courses and who lives in the residence halls, only allowing those students back on campus, or something. I honestly think some faculty, especially the older ones or who have underlying conditions, are concerned about being back if the pandemic isn't under some kind of control. I know there's no good solution for it, but you should know that, especially for novices using the most basic tools, converting to online delivery was painfully time consuming.

While the content of many recent weeks' emails from the provost was informative, the frequency of such emails (in some cases daily) was overwhelming. A weekly digest may decrease email fatigue and the inclination to delete without reading messages from frequent senders. With the exception of ITS, many support units, campus organizations, etc. dispatched unnecessary "covid response" emails that provided no substantive or actionable information for the campus community at large, or whose dissemination to the campus-wide listserv seemed superfluous. Again, a weekly digest email, beginning with a summary of the most important information, could increase readership.

Include a powerful Windows laptop for every student for the four years. Include it in the tuition. Work a deal with ISPs so every student has a high bandwidth connection. This is not rocket science.

Keeping students engaged when they have serious homelife challenges is an on-going concern. Some students and faculty need to share their internet connection and devices with several people which creates technological challenges. Differences in economic/social class were highlighted this Spring as some students did not have the resources necessary to participate in on-line courses. Some students and faculty are doing "school at home" for K-12 children and this adds a lot of stress to their life.

Small portion of the students in my courses lacked of self control to manage their time to keep up with the class schedule.

For faculty that need to produce the closed captioning on their videos, that adds a huge amount of time, The interface does not handle technical language well. Additional support in this process would be very helpful. In addition, I am not satisfied that there isn't cheating going on in the assessments. Some level of assurance for that would be helpful.

The migration to online wasn't as bad as I thought, but students don't buy it and don't act to make it more effective like using zoom office hours. The exams are hard to control and more cheating is possible when they take the exam at home with no supervision.

I regularly teach online courses, hence the reason I answered N/A for all of the resources that were made available. My responses did not reflect a perception these resources lacked value or importance.

I am concerned with how laboratory courses in physics will continue going forward. In order to meet course objectives, much planning needs to take place, rather than reacting to a decision with limited time. Also, in the larger lecture courses, the differences between students who could live at home with all essential technology and those students who needed to work or were at places where technology was limited became evident as the semester progressed. Being on campus seems to level the field more. This needs to be addressed. I realize the situation was unavoidable at the time, but as we are planning for the future, it should be a major topic of conversation.

The sooner y'all make a decision the better! Thanks for all your hard work during such a challenging time.

1. There are departments that doesn't matter what technology you have available, online is not and will never be effective. 2. Think twice before you decide all Fall courses to be 100% online. Come up with a plan that will have different options, like if everything looks better by July/August, have face-2-face lectures (unless instructors have health issues), but if all of a sudden the situation deteriorates, then have a plan for rapidly switching online, etc.

The university community, particularly ITS, has been very helpful during this challenge.

I am incredibly grateful that SIUE shifted everyone to online during the pandemic and that so much support was provided by our administration and support services. I appreciated all of it. Please prioritize the health of the entire SIUE community. In the fall if we are still at any increased risk than any other fall semester, I strongly prefer to be online for another semester. We can figure it out in January once we know everyone is healthy and safe.

Thank you all for everything you have done during this outbreak!

Additional Comments:

We need an emergency response plan that includes clear protocols, strategies, and resources. My fervent hope is that as we stumble through this summer and enter into fall semester, we'll proceed with extreme caution and care, not only for our students, but for faculty and staff as well.

I cannot teach applied music classes or direct ensembles on zoom because of the lag time between screens and the limiting factor that computers have regarding recording levels. The computer just cuts out if the sound is too loud, too high, etc.

The sudden shift to online in such short period has been very taxing (still is). I have never spent this amount of hours working on my classes ever before. I have been unable to do anything else (research) but help students and working in my teaching (including all the recording and materials preparation, etc.).

This was a growing problem before, and may be even more so, but the conflict between computers and smart phones is starting to get out of hand. Incoming freshmen are coming from high schools that are not teaching students how to type on a keyboard (with all fingers) and are having students use their smart phones to do all sorts of assignments. The students then come to SIUE thinking that they can just use their smart phone and 2 thumbs to do all their assignments/exams. They don't even know that the Blackboard App on their phone (and many other apps) are not fully functional on their phones and that they need a computer (a real computer, not an i-pad or notebook). Any incoming freshmen that can not type on a keyboard with all fingers and use a computer is going to be at a disadvantage while at the university and after. How can you write a 5 paragraph final essay for English 101 with your thumbs on a 3" x 5" screen? The first class freshmen should have is how to type and/or they have to take a typing proficiency test - maybe 50-60 words/minute with 1-2 mistakes?? They also should be able to demonstrate understanding of Windows and other operating systems, proficiency using Microsoft Word, Excel and Powerpoint or take a class. Google classroom is just not going to cut it and that is all a lot of them know (aside from Instagram and Tweeting).

Thank you for your work on this and for taking faculty and other needs into consideration during your decision making.

I know there are courses in which a transition is more difficult than others, but I think it is warranted to think about this now and consider the summer a time to prepare to avoid an outbreak on campus and subsequent lawsuit should the virus not be well-contained by that time. In that case, I think a one-sheet of best practices for instruction would be useful, as well as departmental guidelines for how to do this effectively, again a step-by-step one-sheet like we might prepare for students that can help with continuity and effectiveness for students, along with a reassurance for students that the university will not become an online-only entity.

The online transition worked fine in my classes because I had already developed meaningful connections with students. This made them less hesitant to reach out to me for help via e-mail or zoom. Once online, I reminded them periodically, via multiple formats, that I was ready and willing to help. I ended up spending substantially more time working individually with students than I would have if the semester had been fully in person. However, I'm not sure as many students would have taken me up on these offers if we hadn't developed in person connections first.

I think all courses should be Blackboard ready, meaning that instructors have set-up the course in Bb even if they are F-2-F and are prepared and able to shift to that mode of instruction if necessary. If students start out with the expectation of using Bb, it makes any transition to online much easier.

First, kudos to the tutoring staffs for their continued work with students. Feedback I received said it was invaluable in helping them succeed. Overall, I'm worried that in the rush to be first to offer online classes, seminars, etc., that things will be overlooked. Plus, will students respond to being pushed online when they would rather be in a classroom. 80% of college is outside of the classroom experiences - how will we recreate that? What type of student will we produce if they miss social interaction opportunities? Teaching may continue, but we need to account for things other than teaching and an online environment will not suffice for most of it.

In courses that I teach with essential field (outdoor) labs, such as ecology and conservation biology, I see no feasible way to provide these experiences on-line.

I hope the team makes every effort to impress upon the administration the urgency of going back to normal instruction.

We will all do what we need to do. The more time we will have to prepare over the summer (i.e., knowing what the format for Fall will be), the better.

Great jobs so far.

I appreciate the email updates provided by administration.

Additional Comments:

I continue to be proud to teach at SIUE. I find the administration to be outstanding, especially in the nursing department. Dr. Perez has gone above and beyond to make this program successful.

I appreciate the SIUE leadership prioritizing safety first. This could have been much worse for our community. I'll have my fall classes redesigned for easy pivot to online.

Overall, I do want to say that this crisis has shown me that even courses we thought could never go online CAN go online successfully. I know that there are a lot of resources available on campus for online teaching, but I really think the focus should be at the level of the DEPARTMENT. If each department had a consultant who helped them set up common Bb course structures, common assessments and resources, etc., it'd be much more beneficial than hosting university-wide resources. People in my department speak the same language, and we know how our courses, and students, operate. This has pushed us to work together more (e.g., I made a bunch of videos about SPSS and shared them with others to use in their courses), but we need someone to take the lead on how we can best work together to provide a consistent and efficient way to engage our students in the curriculum.

I think that there need to be guidelines for independent learning (research) for Fall that enable students to accomplish this work provided a certain level of protection.

My strong preference is to be alerted early if we are online in the Fall so I can start switching my lesson plans to be more tech focused

While I didn't need a lot of support I did save and refer to the emails from ITS other administrators. Using appropriate subject headings in the emails would certainly help in locating information from my email inbox. Please do that - the more specific the subject the better.

I am concerned that the necessary course content of for my particular specialty courses and application of that content into a performance or scene will be impossible to deliver online in any meaningful way.

Glad it's (almost) over for this semester.

Anything we can do to promote on campus classes for fall is better for our math students than online classes. If there is anyway to social distance and still teach the courses on campus, that would be best

Having to use VPN for things like webpage updates is excruciating. It is incredibly slow and sticky, and going from a laptop screen to an office desktop means I just can't see the screen.

The upsetting of work/home balance is what affected me most. I'm not sure there is anything SIUE could have done about that.

Normally, I'm open to trying tech/remote-based teaching and learning tools, even though I vastly prefer f2f instruction. The rapidity and suddenness of this threw me (and everyone) off balance. I think that the university did a pretty good job, but there were still all kinds of issues. One thing: I wish that the Registrar could delay grade submission deadline, even if by a matter of hours. Grading on BB and other online tools is frustrating and tiring. It taxes my eyes. I need to take lots of breaks. The Internet is glitchy and slow.

FYI - I (Connie Frey Spurlock) am meeting with Lynn Bartels to talk about a faculty development workshop on online community engagement. Let me know if someone from your team (maybe Lynn is?) should be kept in the loop

The biggest challenge I faced for technical engineering classes was how to do assessment appropriately with flexibility, but also student oversight.

Again, online is sub-optimal. If you want rapid student decline in attendance this is the route.

Thank you for all of your hard work in helping us through this semester.

**End of Report**

