



OFFICE OF ACADEMIC AFFAIRS

Office of Assessment & APR: Faculty COVID-19 Experience Survey Results

Summer 2020

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Abstract

On behalf of the Office of the Provost and EVP for Academic Affairs, OA/APR administered a faculty experience survey to gather information about how faculty and instructors (hereafter referred to as instructors or respondents) have experienced the transition to limited operations at UNM in response to the COVID-19 pandemic. Instructors from Main campus, the HSC and the Branch campuses participated with a total of 902 responses. These responses included ways in which instructors made course modifications during the transition to remote instruction, new technologies they used, the use of UNM resources and services, areas of their roles they were motivated to focus on and areas of their roles for which they needed more time. Additionally, instructors reported on the most challenging parts of responding to a pandemic and moving to online delivery simultaneously, research impacts, current and future instructor needs as well as their perceptions of student needs. Responses are broken out by campus on pages 18 (Main), 22 (HSC), and 26 (Branch). A copy of the survey items can be found on page 30.

Present Academic Rank

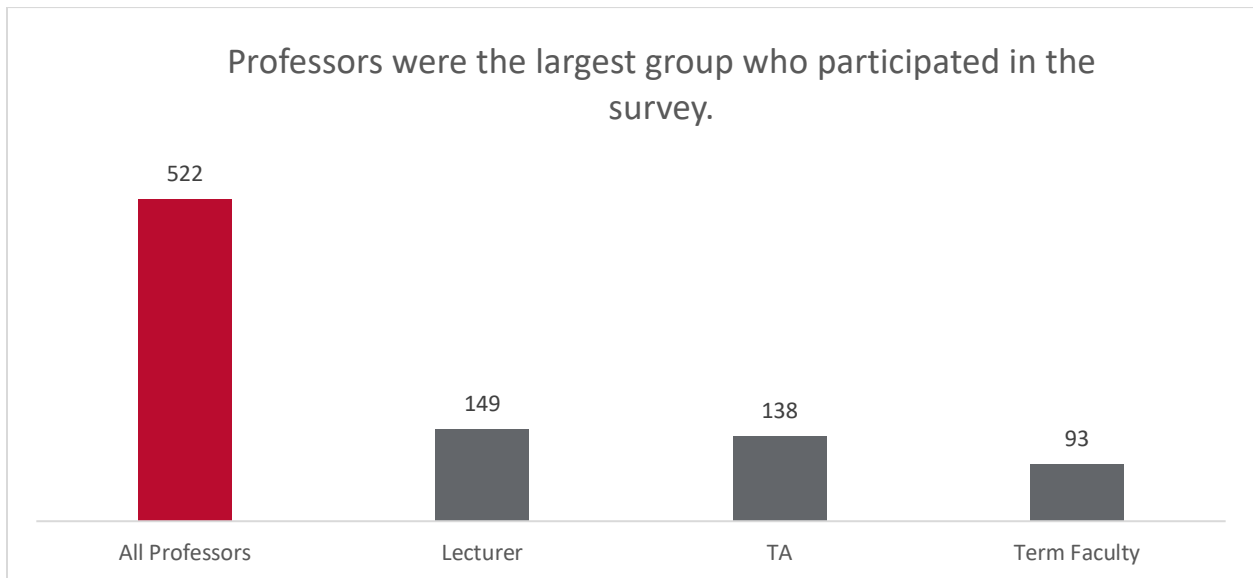


Figure 1. N=902

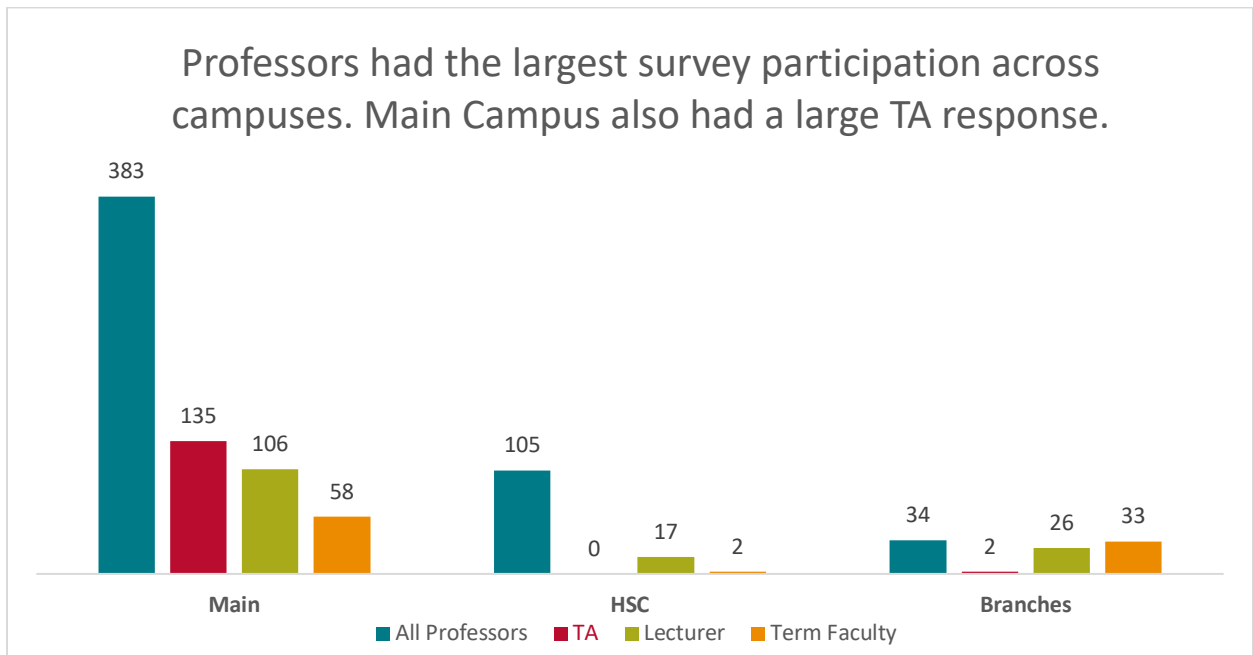


Figure 2. Main (n=682), HSC (n=124), and Branches (n=95).

Instructor Modifications During Remote Delivery

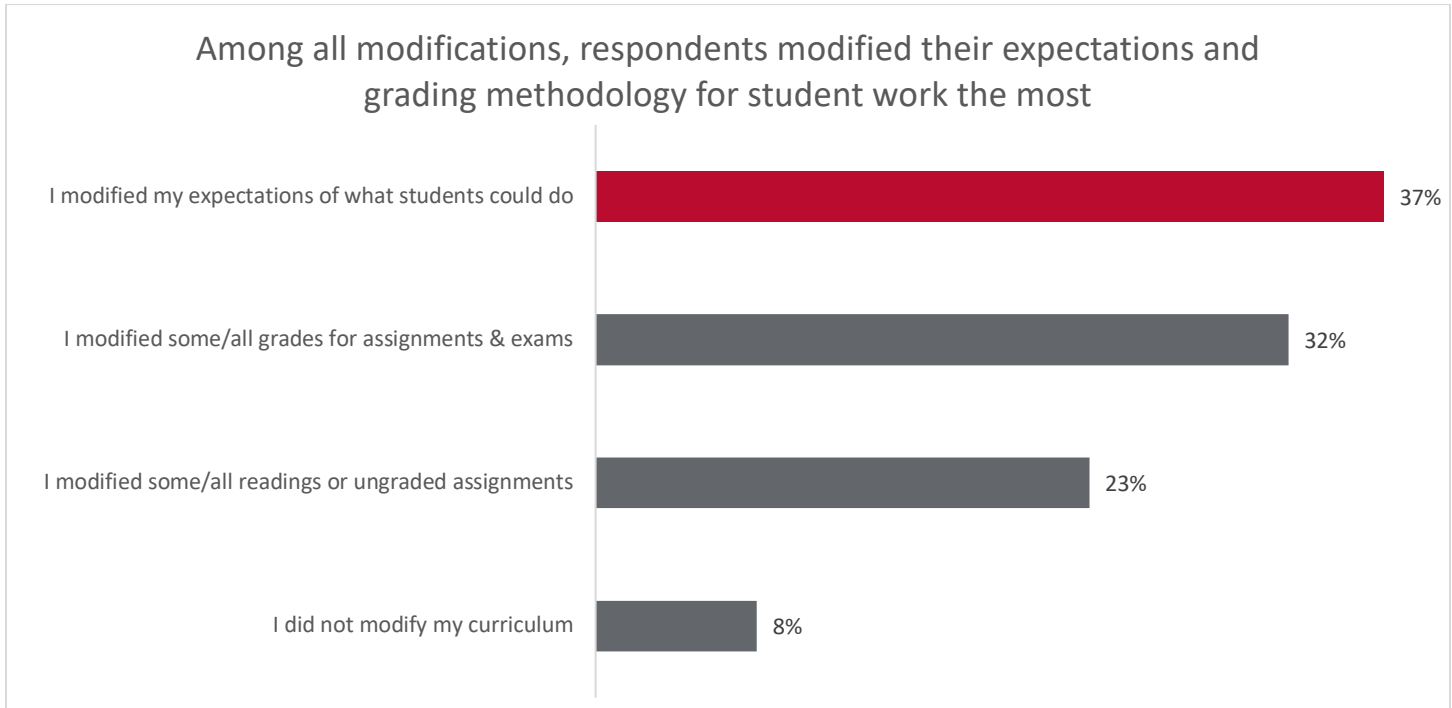


Figure 3. N = 1748¹

¹ N exceeds 902 because instructors were able to “select all that apply” from four possible selections.

New Technologies Used by Instructors

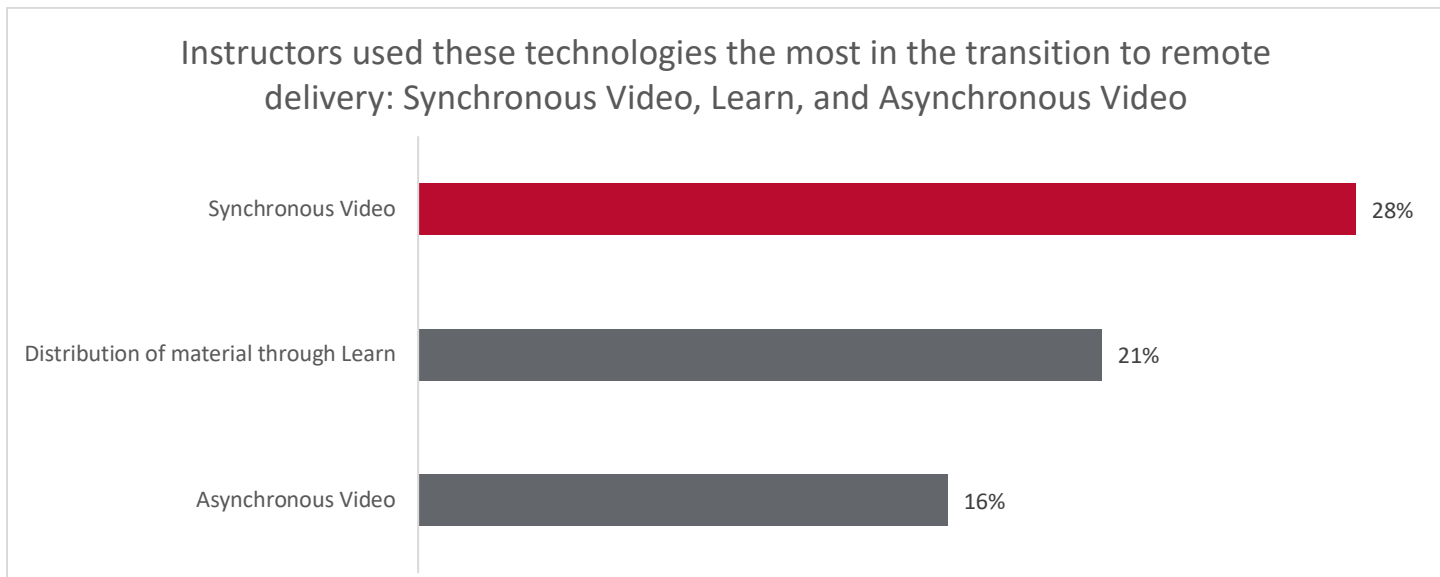


Figure 4. N=2028. Outside the Top 3, instructors also used external resources (15%), distributed material by email (13%), were already teaching courses online (5%), or “other” (2%).²

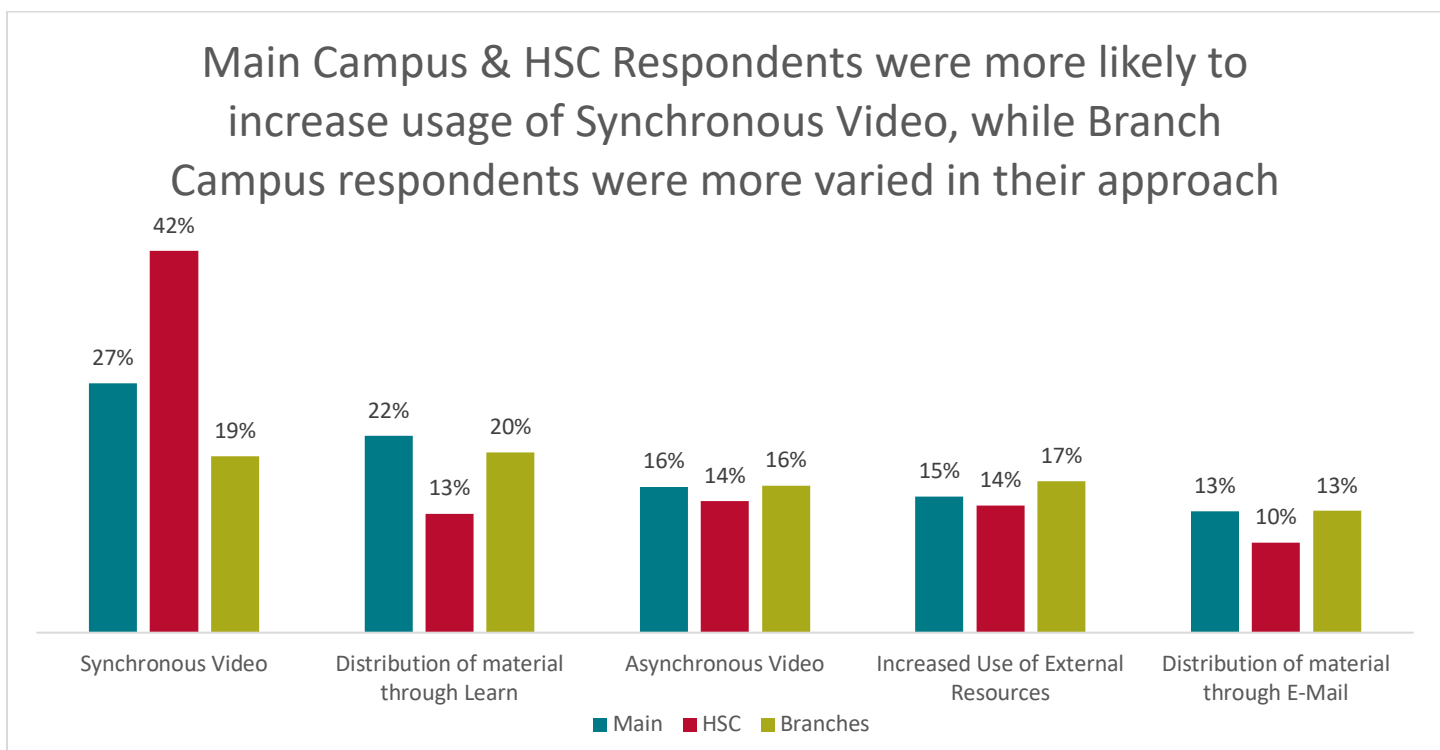


Figure 5. Main Campus (n=1591), HSC (n=221), and Branch (n=216) responses.³

² N exceeds 902 because instructors were able to “select all that apply” from seven possible selections.

³ N exceeds 902 because instructors were able to “select all that apply” from seven possible selections.

Areas Instructors Were Motivated to Focus On

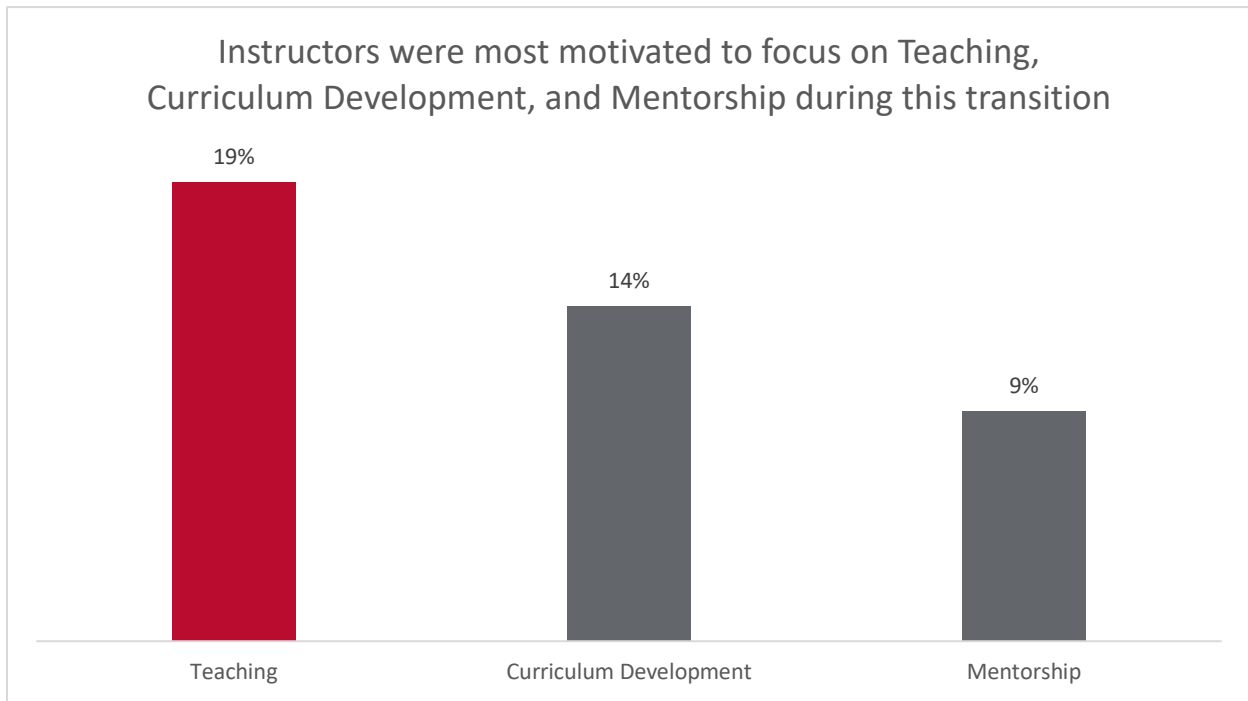


Figure 6. N=2953⁴. Outside the Top 3, the remaining 58% of responses were scattered across the other 12 selections.

Areas Instructors Wished They Could Have Focused On

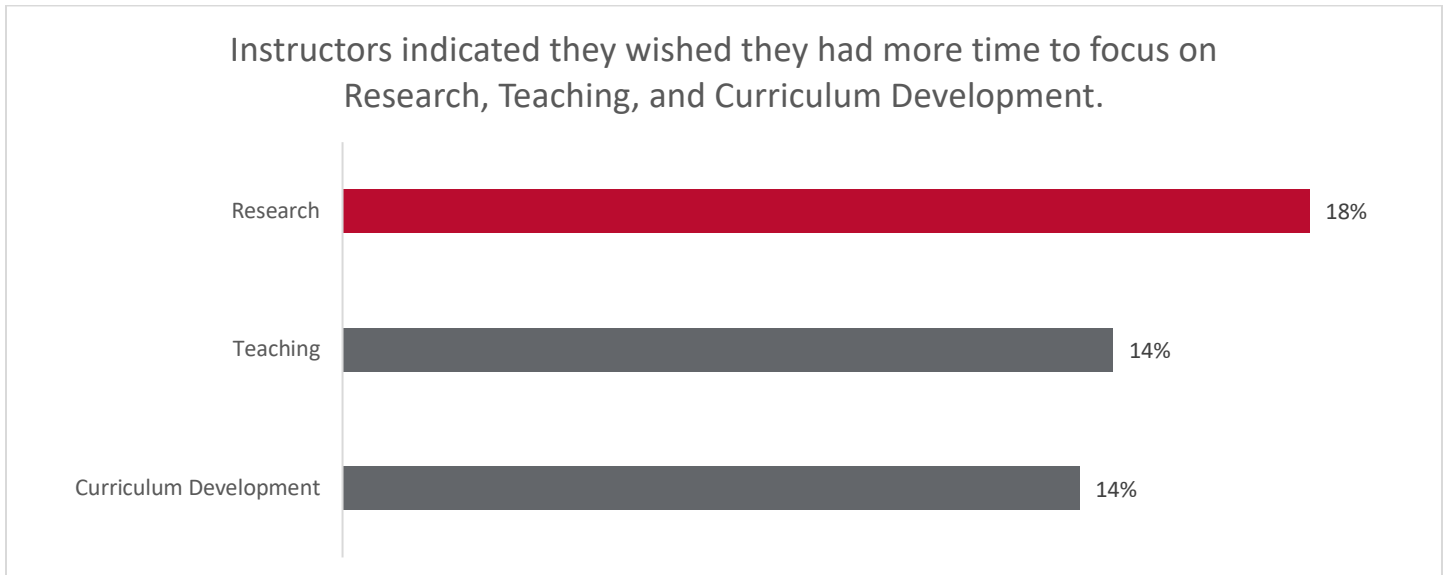


Figure 7. N=2079⁵. Outside the Top 3, the remaining 54% of responses were scattered across the other 12 selections.

⁴ N exceeds 902 because instructors were asked to “select all that apply” from 15 possible responses.

⁵ N exceeds 902 because instructors were asked to “select all that apply” from 15 possible responses.

Biggest Challenges in Remote Transition

When asked to describe the **biggest challenge** in transitioning to remote work, responses (n=764) fell into eight categories, ranked by how frequently each was mentioned:

1. Remote work
2. Communication with students
3. Personal factors
4. Research impact
5. Access to resources
6. Communication from leadership
7. Concern for students (well-being, access to resources, etc.)
8. Branch-specific challenges

There were responses (**38**) noting that the transition was **not challenging**; either because instructors already taught online or they were not teaching this semester.

Of those who acknowledged challenges, the most frequently cited challenge was the **quick transition to remote work (mentioned 185 times)**, which many acknowledged was unavoidable, but still difficult, nonetheless. Respondents wished they could have had **more time** to prepare for the transition and felt **more training** should be offered if remote instruction continues into the fall. Additionally, respondents noted that they were **limited in their access to the equipment** they needed to provide quality online instruction. One respondent wrote:

My home internet is not always stable, therefore, sometimes the zoom meetings were difficult because audio kept going out. Uploading Kaltura video took a significant amount of time from home.

The second most cited challenge for respondents was **maintaining engagement and communication with their students (mentioned 115 times)**. Respondents felt that keeping contact with students became much more challenging when shifting to remote instruction, especially for more vulnerable student populations (rural, international):

Communicating with students effectively was a challenge, as many couldn't get access to the internet for a long time.

Other instructors felt the greatest challenge was building community online and maintaining student engagement within their courses:

The most challenging part of transitioning to remote work was to foster a multidirectional learning environment using zoom. [There was a] lack of engagement by many of the students.

Many students have 'checked out' and are not making contact, though I email and have zoom discussions during regular lecture times. They still watch recorded lectures and turn in assignments at least.

A few of my students have not attended classes or meetings and have not continued to engage in the course. I am concerned about the students who felt they could not participate in this new type of learning.

Additionally, **personal factors (mentioned 72 times)** were indicated as challenges in this move to remote work. Respondents wrote that having children at home (or other family members requiring care), sharing home office equipment with other housemates, and maintaining motivation during the pandemic were some of the personal challenges:

My wife and I have a two-year-old (my wife also works at UNM). Because of the virus and the governor's request, daycare is not an option. Taking care of a two-year-old full time while also managing full time jobs is a new and challenging experience. We have had to be very reasonable about the amount of time we can devote to work and have had to adjust expectations.

The **impact on research (mentioned 51 times)** of several respondents also proved to be difficult, with several citing an increased focus on teaching. One respondent wrote:

My research agenda went up in smoke. The transition to online teaching took all of my time to do well.

Another wrote:

Maintaining a research agenda and pace consistent with the goal of promotion to full professor in the next couple of years, while at the same time managing the transition to teaching online, which I have never done before.

Close behind research impact was the challenge in **identifying and accessing resources (mentioned 50 times)** during this transition. Respondents cited that in addition to their difficulty in accessing the equipment they needed for online instruction, they struggled to identify and acquire assistance with their new technologies. Several reported they needed support to focus on Zoom and other new technologies like Adobe Creative Cloud and the Microsoft Office 365 Suite:

Lack of support for teaching via any platform other than UNM Learn. I need help learning how to record and edit videos using other UNM financed programs, including Adobe Creative Cloud and Office 365 products. I'm spending an inordinate amount of time searching out YouTube videos, without even knowing what is available at UNM and how those products that the university already spends a lot of money purchasing access to might help me in my teaching right now, this summer, and for the fall.

Additional examples of identifying and accessing resources emerged, as well. Instructors struggled with supporting their students in finding access to the right resources for mental health, advising, tutoring, and others. This was coupled with a concern for their graduate students, whose progress in their degrees relies on their ability to conduct research on campus. Respondents also noted the research implications of halting access to their laboratory resources and data collection with human subjects.

Regarding **communication from leadership (mentioned 47 times)**, instructors felt initial communication about the response to the pandemic from the university as well as college/department level leadership was unclear and inconsistent:

Early on, the University's awkward response to the crisis was confusing. Would my students be looking at Learn after spring break or not?...Now that the semester is winding down, I am having a tough time catching [the students] up, especially with the extended deadlines...

Another respondent wrote:

It was frustrating to never know the thinking or plans from the President or Provost during the transition.

On the unit level, instructors wrote their main challenges were:

A complete lack of leadership by my Chair and a regular source of distraction by my Associate Chair.

Silence from my department.

Our department head was not engaged, we had to find out what we needed to do on our own with little to no guidance from her. During this transition for faculty, it would have been nice for her to take care of how we were going to proceed in assessments for students, etc. allow us to focus on our transition to online teaching.

Instructors also mentioned several **concerns specific to the branch campuses (mentioned 27 times)**.

Branch respondents faced particular challenges getting their students access to the internet and computing equipment. One respondent wrote:

Access to technology (laptops) and internet is acute. The communities we serve face problematic access to healthcare, basic amenities, and even cellular networks. Our students are traveling miles to public library parking lots or parking lots of bars and restaurants in order to hack into their WIFI...

Another wrote:

I don't believe there should be blanket decisions made across all UNM campuses with regards to remaining online or reopening. The circumstances in Gallup are very different than in Albuquerque or other places. I have many students who cannot do online courses because they don't have internet. During the shutdown, some had to drive to town from the reservation and sit in their cars to do the work. Some of them did not have transportation and were unable to complete any, or very little, of the online work. These students will be greatly impacted by a continued shutdown, as necessary as that may be for public health. If a shut-down remains in effect, these students deserve some sort of special outreach.

Finally, respondents felt a deep **concern for their students (mentioned 26 times)** in terms of mental health, advising, tutoring, and general well-being. As noted above, they also showed concern for their graduate students, whose progress in their degrees relies on their ability to conduct research on campus. One respondent wrote:

Supporting students academically, emotionally, and sometimes with basic needs; it has all been exhausting.

Another wrote:

Student mental and emotional wellbeing are my most important concerns.

Still another wrote:

The emotional toll of mitigating my own experience with the experiences of my students. I have never before received so many emails about students struggling, not having childcare and therefore being unable to complete work, and deaths of friends and families.

The word cloud⁶ below highlights the words that respondents frequently included in their descriptions of the biggest challenges. The word **“students”** was mentioned **498 times** in responses to this question, which indicates that at the center of faculty concern, on average, was the impact this crisis had on their students. Other frequently mentioned words were access, online, learning, support, time, teaching and Zoom.



⁶ Words that appeared less than 50 times have been eliminated from the word cloud.

Resources/Services Used During Transition to Remote Work

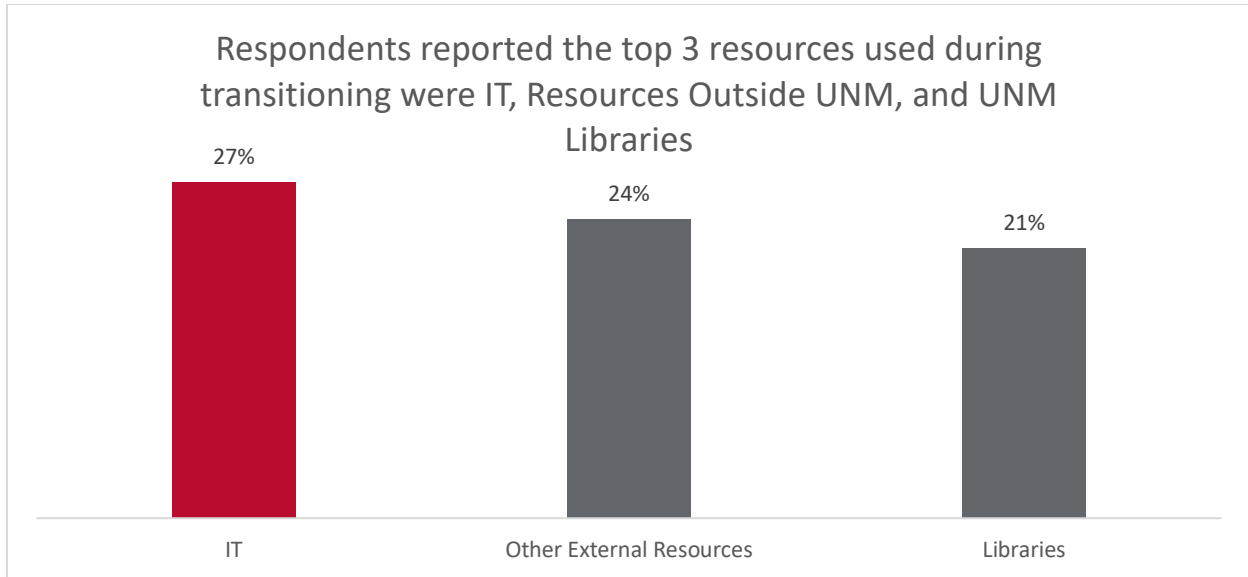


Figure 8. N=1727⁷. Outside the Top 3, responses indicated the use of CDL (8%), CTE (6%), OGS (4%), IRB (3%), Other Internal Resources (3%), and OVPR (2%).

COVID-19 Impact on Research

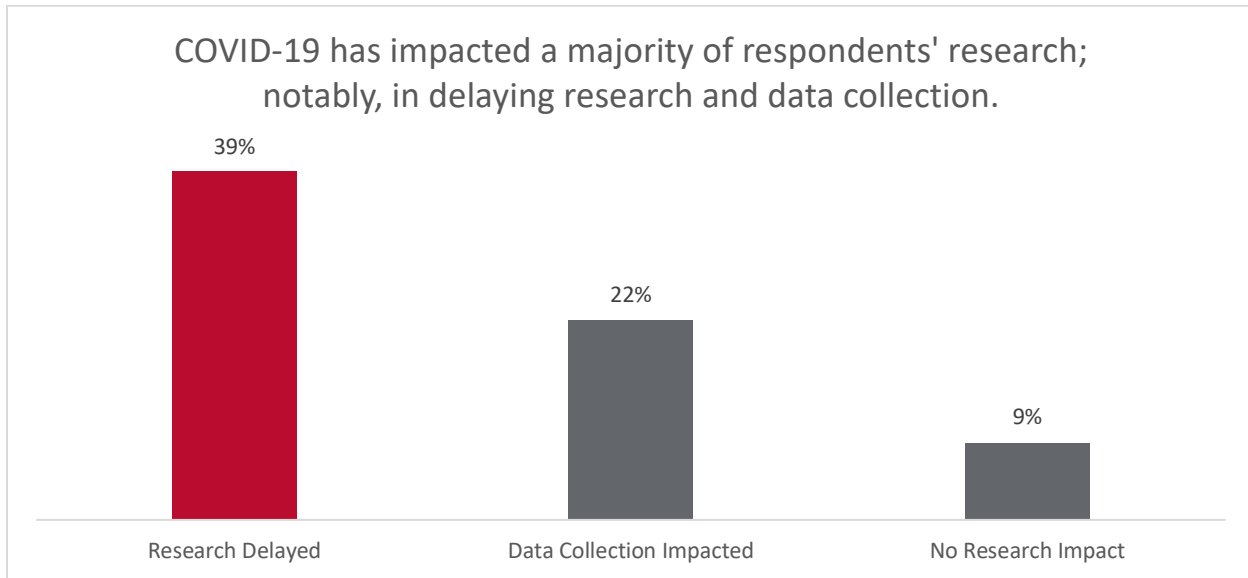


Figure 9. N=1203⁸. Outside the Top 3, responses also indicated Funding Impacts (7%) and No Time/Lack of Focus (2%). 19.7% of instructors noted that this question was Not Applicable.

⁷ N exceeds 902 since instructors were asked to “select all that apply” from nine possible selections.

⁸ N exceeds 902 since instructors were asked to “select all that apply” from six possible selections.

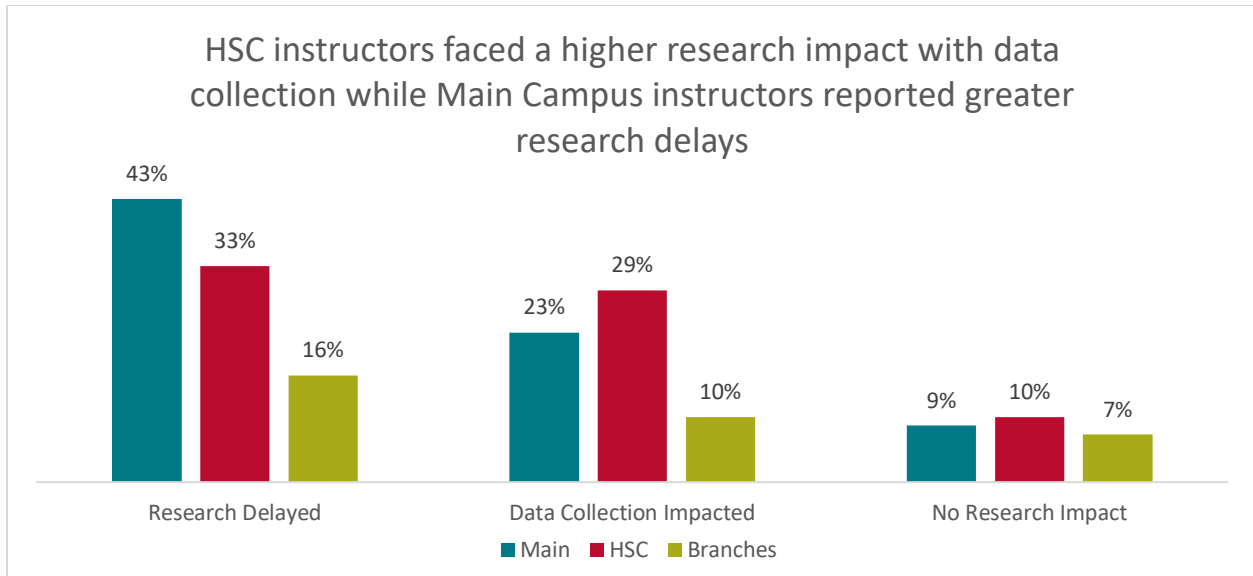


Figure 10. Top 3 responses across Main Campus (n=928), HSC (n=163), and Branches (n=112).⁹

Instructors' Needs

Supports that instructors indicated they need moving forward (n=699) fell into eight categories, ranked by frequency of mention:

1. Communication from leadership
2. Remote instruction transition support
3. Access to campus
4. Safety and precautions
5. Funding/compensation for transition
6. Research support
7. An appropriate university response to changes in productivity
8. A voice/input

The most frequently cited instructor need was **communication from leadership (mentioned 143 times)**. This encompasses both leadership from the university at large and within their respective units. While many respondents were understanding about initial delays in communication, responses to this question indicate that instructors need early and clear communication from their leaders about plans for fall instruction (and beyond) as soon as possible:

Clear guidelines on what is expected from the upper admin coming out early, well in advance of fall classes. I realize no one could have anticipated the extent of this crisis but going forward, having clear guidelines that do not change from week to week will be helpful.

⁹ N exceeds 902 since instructors were asked to “select all that apply” from six possible selections.

I hope the university makes decisions about the fall by July 1st at the latest so faculty have time to prepare for different teaching formats. It is critical that decision-makers understand the unique needs of different programs when making policies.

On the unit level, instructors noted a need for:

Clearer guidelines about grading and policies for things like make up exams/assignments.

Regular communication from chairs and deans with updates about ‘what is going on’ and plans for the coming months...uncertainty leads to speculation, which is distracting and unproductive...There is not enough information being provided.

Respondents also felt there is room for improvement in the overall methods of communication from leadership:

UNM can also improve on communication with different stakeholders and having information in one place. For example, students have been communicated different information about the CR/NC option than faculty and advisors. This causes misunderstandings and slows implementation of policies. Please consider organizing all of these emails and policies in one place for different target audiences so we all know what is being shared.

The second-most stated need going forward was additional **support for transitioning to remote instruction (mentioned 75 times)**. Instructors would like the time and resources to transition their courses into the online format in a way that ensures high quality. One respondent wrote:

Further training in best practices for online teaching, coupled with opportunities to do (informal) online learning (e.g. a facilitated faculty reading group) [are needed] in order to understand better the experience of online learning.

Another wrote:

Continued instruction and support from the Center for Distance Learning (BTW: They are awesome!).

Respondents also indicated a preference for returning to campus or having **access to campus (mentioned 44 times)** in some fashion by fall. For many, access to campus can be modified to suit a “new normal,” like offering an in-person lecture for half the class on one day and half the class on another, or requiring the use of personal protection equipment:

Do whatever is possible to allow [face to face] classes to resume in the fall (cleaning surfaces, less dense classes, require masks).

Responses also emerged in this category when mentioning a need to access a laboratory or other on-campus equipment. Frequently mentioned on-campus needs were library access, computer/printer/scanner access, and camera or other specialized recording-type equipment access. In some cases, instructors also mentioned needing access to other specialized locations on campus like studios, theaters, and sound rooms.

Closely aligned with access to campus was the category involving guidance on **safety and health precautions (mentioned 36 times)**. As moves are made towards allowing in-person activities on campus, instructors feel it will be important to increase safety and health precautions. One instructor wrote:

Faculty must be provided with face masks, sanitizing wipes, and hand sanitizer. The leadership should establish a staged plan for easing restrictions in the upcoming months.

Other recommendations included decreasing class sizes or holding classes in larger rooms in order to encourage social distancing.

Some sort of **funding or compensation for transitioning to remote work (mentioned 31 times)** was also noted by several respondents. While some requested monetary compensation, others requested compensation in the form of course-load reductions, better access to newer software and online teaching technologies, extra time for tenure preparation, the support of a teaching, research, or graduate assistant, and time to truly plan for online instruction:

*[Need] to have the **time to develop** a hybrid teaching curriculum, one that both fosters in class lesson plans, as well as remote connection...moving forward, I would develop a more individualized assessment and pace to my classes.*

Financial support in acquiring materials that can no longer be accessed through the library.

The university subsidizing faculty costs for wifi and cell phone would be a very appreciated incentive to teach online from home, if it is required. We have a data limit on our home internet and cell phone plan, which has been reached over this semester.

Recognition that online modalities, done well, are twice (at least) time consuming as on-campus modalities. This recognition could come as reduced student caps on courses, bonus compensation (even an honorarium as acknowledgement), additional support staff to UNM's IT and CDL staff, and time (relief from the university's end of semester grade submission deadline, for example- a week's extension).

The needs for **research support (mentioned 24 times)** and an **appropriate response from UNM about changes to productivity (mentioned 16 times)** aligned. While the research support need varied, it became evident that instructors are looking for a response from UNM that acknowledges their difficulties over the past semester. Some mentioned assistance with funding while others requested course-load reductions so there would be more time to conduct research. Others mentioned they need their graduate students and the ability to conduct in-person activities. Lastly, many instructors mentioned working from home as a challenge to their research and mentioned a need for some familial support or understanding from UNM and their units:

I would like to receive more support for continuing to do research under very challenging circumstances. I have a 6-year-old child who was out of school in the past two months. Teaching full time and doing research in those circumstances is almost impossible. I would like to see more SPECIFIC measure to help faculty who are in a similar situation.

A continued understanding from those who evaluate probationary faculty that we have less time than before to do our research (especially those of us who have children, because we have no childcare), and that in some cases our research has been interrupted due to our inability to go to the field to collect data... perhaps lightening the service burden of junior faculty would help.

Though it was not mentioned with great frequency (**only mentioned 8 times**), some instructors would like to have a greater **say or voice** in the planning for the upcoming semesters. One instructor wrote they would appreciate:

faculty voice in significant decisions about teaching and teaching spaces (virtual and otherwise).

Perceived Students' Needs

In addition to discussing their own needs, respondents were asked to give their perspective on what their students may need moving forward (n=697). The responses fell into nine categories, ranked by frequency of mention:

1. Communication from leadership
2. Access to resources
3. Faculty/instructor understanding
4. Access to campus
5. Online learning support
6. Co-curricular supports
7. A voice/input
8. Safety and precautions
9. Quality assurance

Just as instructors felt they needed more clarity for themselves, they felt their students would need greater **communication from leadership (mentioned 134 times)**, too. Respondents reported that students could benefit from a single source of brief information instead of several long email blasts. Some also felt that email was not a good way to truly reach their students and called on the university to investigate other means of communicating to the students. While the central COVID-19 page was acknowledged, instructors felt it wasn't sufficient:

Students want to know what to expect for fall 2020 and where to go to find information. There is now a lot of info on the COVID-19 page to the point that we need a different type of organizational structure so it is easier for students to find information on specific topics.

Access to resources (mentioned 100 times) was the next most instructor-perceived student need. Many mentioned their students' inability to gain access to reliable internet, computers, and other necessary software. Respondents proposed offering more financial support for students to purchase internet, especially if the campus technology centers (library, computer labs) will remain closed:

Find a way for students who don't have a good (or any) internet connection at home to be able to access internet easily. Some of my online students normally accessed internet from work or in a library, and when access to those was ended, they were left scrambling.

Respondents also acknowledged their students' need for **faculty/instructor understanding (mentioned 77 times)**. Several noted that building connection with their students and fostering a sense of belonging was truly important for keeping students engaged in classes. Many acknowledged their students' hardships and indicated that students need faculty to understand their current circumstances:

The students need to know that their instructors are being thoughtful and realistic with their expectations. I've heard from individual students that their workload significantly increased with the move online. Students need to be able to trust that the faculty know how to guide them.

In alignment with the instructors' need to have some access to campus for themselves, respondents also felt students need to have some **access to campus (mentioned 62 times)**. Responses about access to campus varied from simply having access to some computer labs or libraries to a full return to in-person instruction:

Provide some level of in-person instruction, mentorship, and advisement. Provide some physical space on campus to study and work on assignments. Not having a good environment outside of home for doing work is an enormous problem for students.

There was also concern for graduate students who have not had access to their laboratories. Some instructors provided anecdotal data from their students that suggested in-person classes were the preference:

I polled my students and all students indicated that they would prefer in-person classes.

Learning once again in the classroom – many have indicated that they find learning online to be less desirable.

Several instructors recommended students might benefit from additional **online learning support (mentioned 56 times)** such as training in how to take online classes or use Blackboard Learn. Some responses were as simple as:

More familiarity with Blackboard Learn.

Or:

Support for the online teaching transition.

While others were more complex:

A required digital literacy tutorial course of some sort. A shocking number of them don't have the most basic skills such as creating an account at a website and finding assigned content. Often I had to create a series of screenshots; a picture book for these so-called digital natives.

Some noted that having instructors with online instruction training would also help students, since instructors would become a greater support for them:

The most helpful thing for them will come from me better planning the course and explaining the requirements for the online setting.

Instructors also felt their students could benefit from greater **co-curricular supports (mentioned 45 times)**, from several different additional support systems including food and housing support,

technology support, advising, and tutoring support, and placed high priority on supports for mental health and well-being. One instructor wrote:

I am so worried about my students. I think students need more access to counseling services.

Others wrote:

[Students need] robust professional and peer mental health counseling; multiple supports to ensure their economic security; and pedagogy that expressly addresses this unprecedented pandemic and contextualizes it (as relevant to a particular course).

Many of my students did not thrive in this new online environment. They did not communicate their needs or questions. Some gave up. I hope they will come back and continue to pursue their dreams.

Respondents also thought students should be given a **voice/input (mentioned 21 times)** in the course modalities they are selecting for the fall. Those who mentioned this indicated that regardless of whether the campus-at-large goes back to in-person instruction, some students may feel uncomfortable returning to campus until a vaccine is created so giving these students the choice to complete courses remotely would encourage them to stay enrolled and progress towards their degrees:

I believe our students would be best served by having options. I think hybrid courses where students have the choice to participate remotely or in person would help to address the inequalities in communications access while also allowing for courses to be run with smaller classes sizes.

Additionally, and much aligned with the previous category, instructors thought students could benefit from having greater **safety and precautions (mentioned 21 times)** in place for fall. As mentioned, respondents indicated that some students are anxious to return to campus, while others are afraid to. Having safety precautions in place may help to alleviate some of that stress. In some cases, instructors mentioned:

Do not offer face-to-face instruction if it is not safe to do so.

Please protect the students first.

While in others, they mentioned:

Open up the university and utilize precaution based on evidence... get our students back on track so they can graduate on time.

Lastly, a small number of respondents felt that students would benefit from a **quality assurance (mentioned 13 times)** that their education from UNM is still top-notch:

Students and parents need to know they are getting their tuition money's worth at UNM... maintaining high academic expectations, as their success at UNM has long term benefits to them.

They've spent their time and money to get an education, I just want to be sure they are getting their value (and being safe).

Main Campus Breakdown

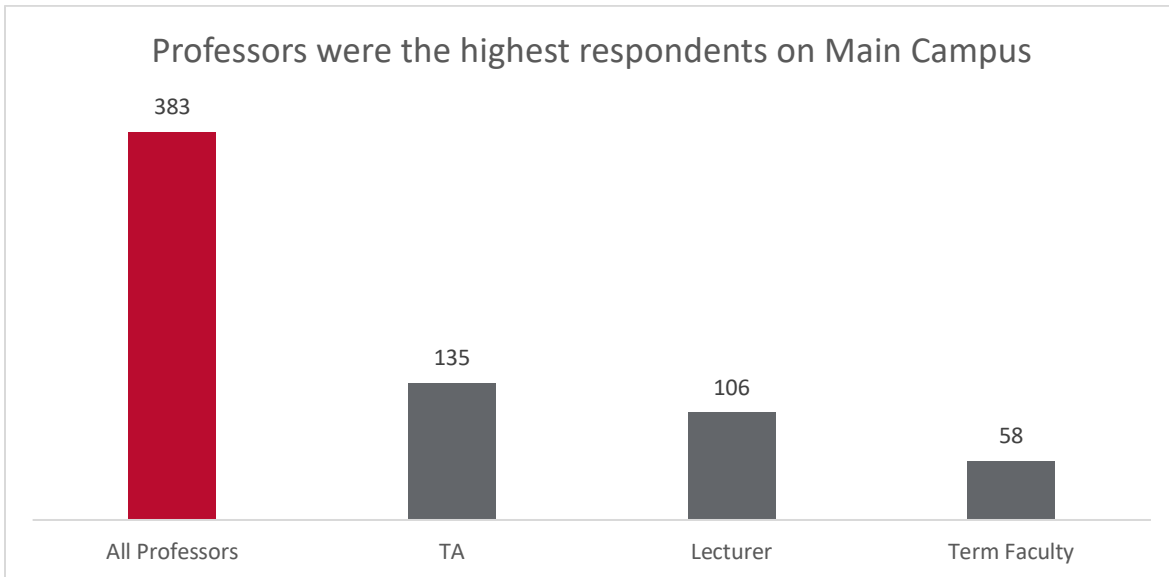


Figure 11. N=682

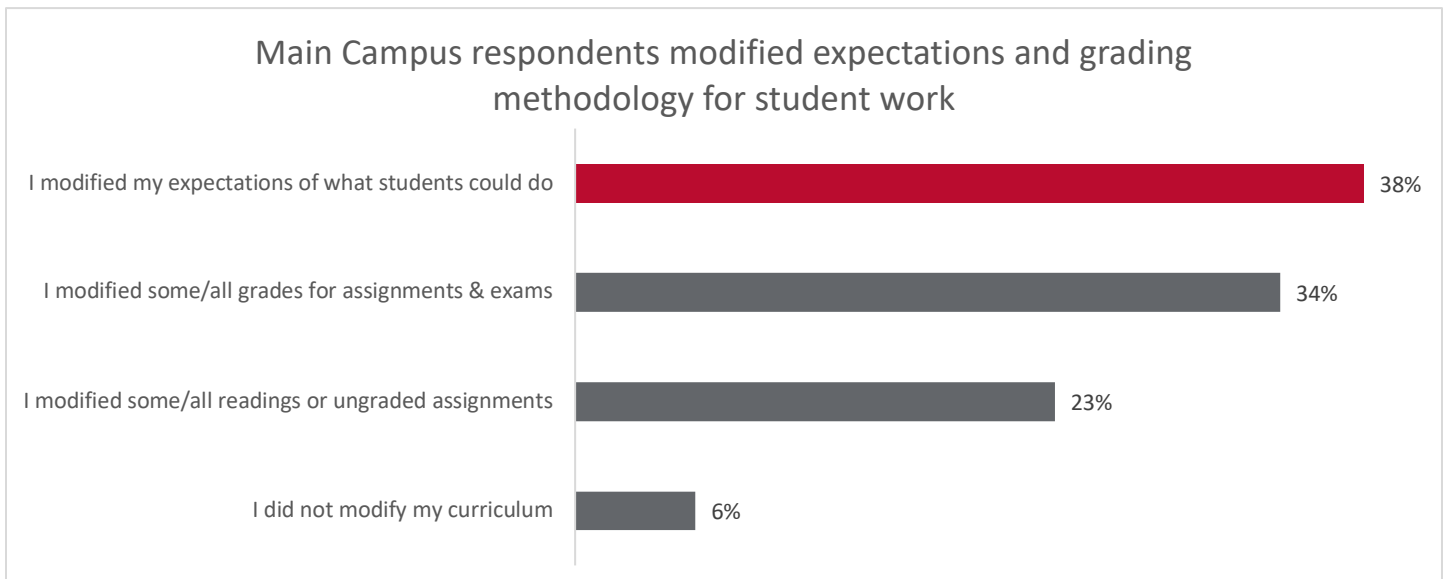


Figure 12. N=1375¹⁰

¹⁰ N exceeds 682 because instructors were able to “select all that apply” from four possible selections.

Main Campus respondents increased usage of Synchronous Video, Posting Material on Learn, and Asynchronous Video in the transition to remote delivery

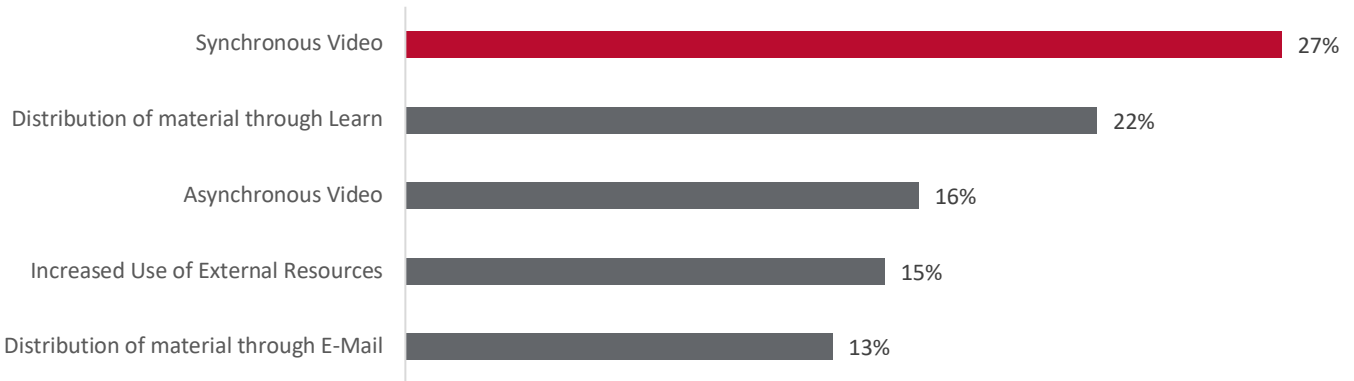


Figure 13. N=1591¹¹. 5% of responses stated that their classes were already taught online.

Main Campus respondents were most motivated to focus on Teaching

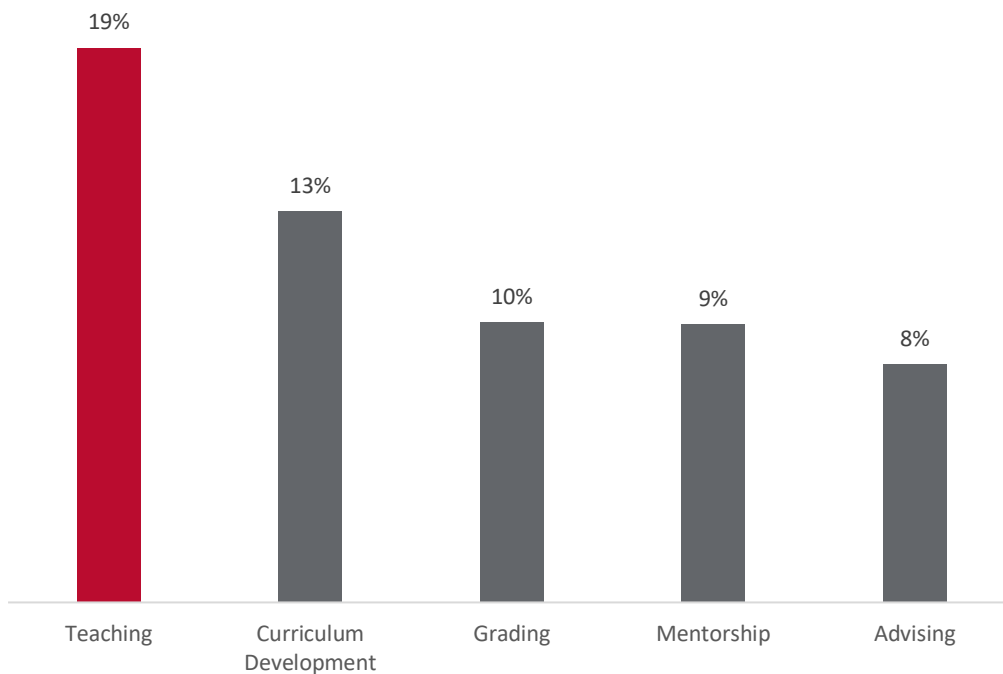


Figure 14. N=2306¹². Outside the Top 5, the remaining 40% of responses were scattered across the other 10 selections.

¹¹ N exceeds 682 because instructors were able to “select all that apply” from seven possible selections.

¹² N exceeds 682 because instructors were asked to “select all that apply” from 15 possible responses.

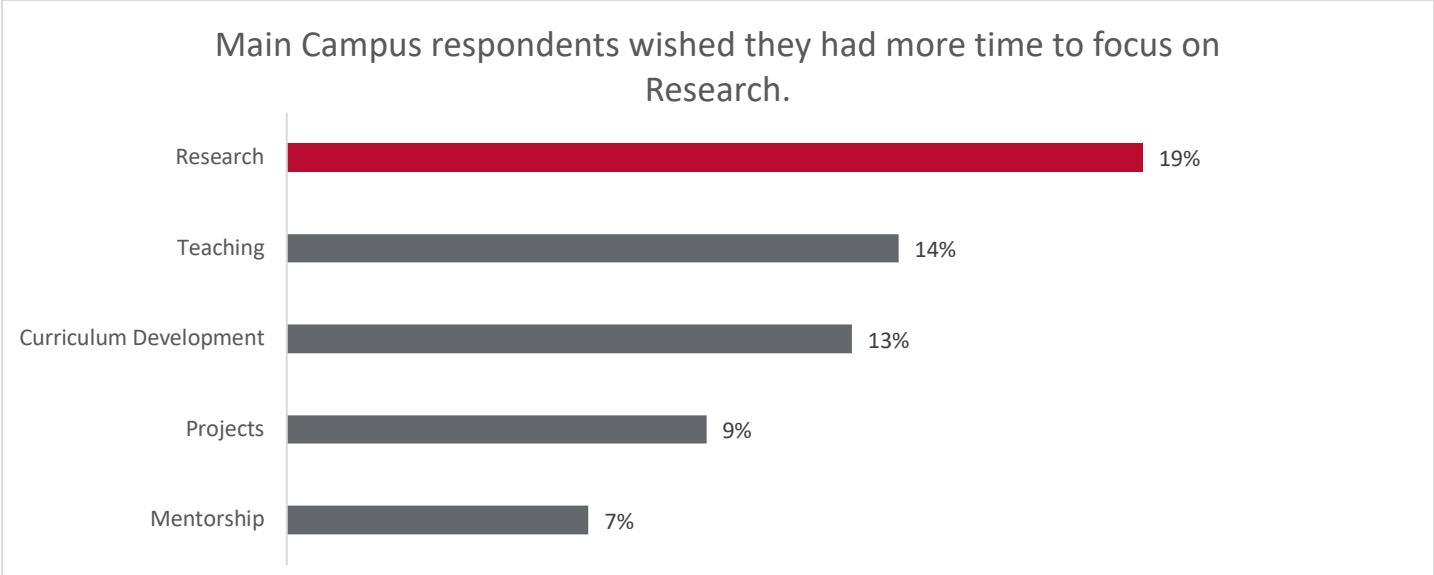


Figure 15. N=1630¹³. Outside the Top 5, the remaining 38% of responses were scattered across the other 10 selections.

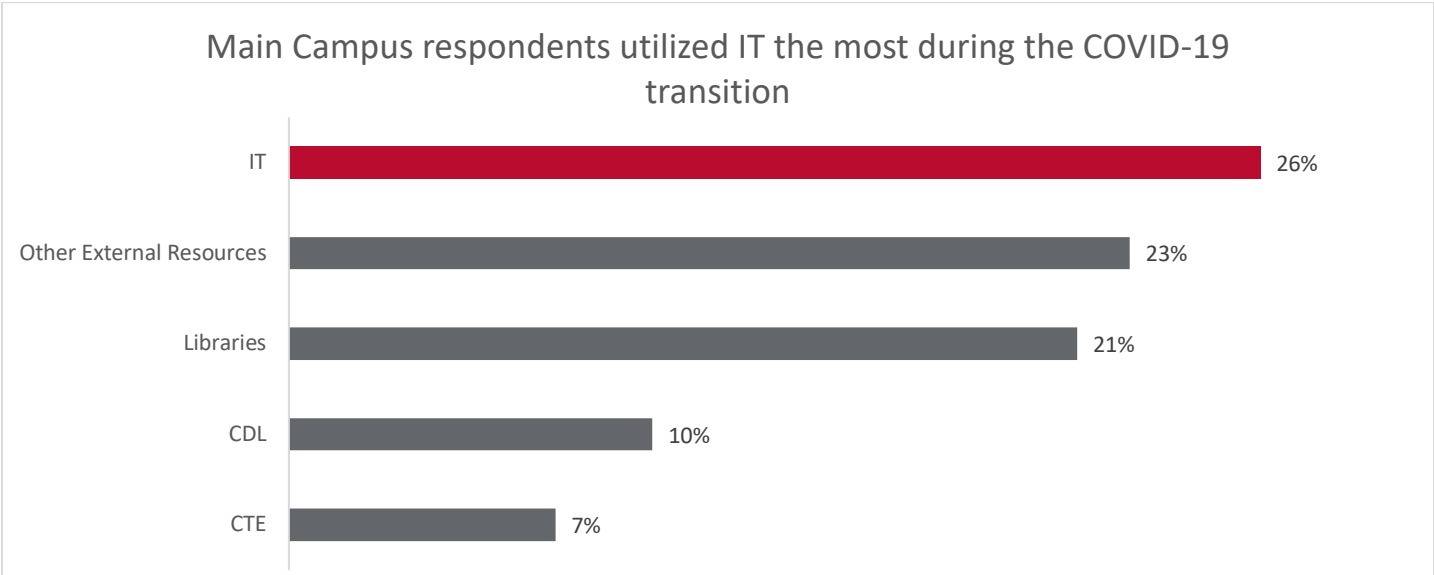


Figure 16. N=1340¹⁴. Outside the Top 5, responses also indicated use of OGS (5%), IRB (3%), Other Internal Resources (3%), and OVPR (2%).

¹³ N exceeds 682 because instructors were asked to “select all that apply” from 15 possible responses.

¹⁴ N exceeds 682 because instructors were asked to “select all that apply” from nine possible responses.

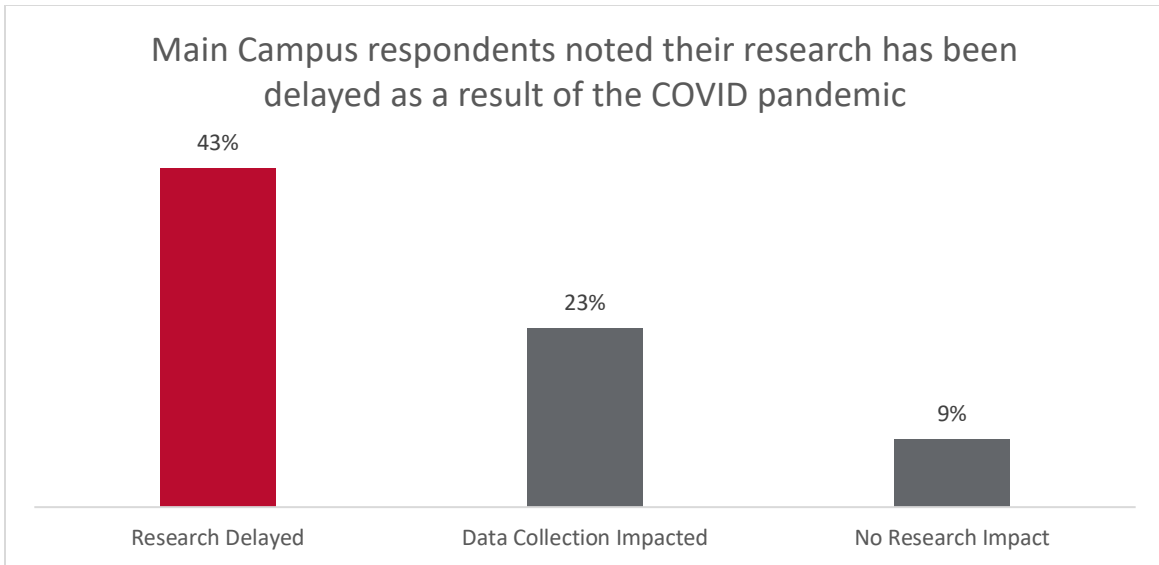


Figure 17. N=928¹⁵. Top 3 were Research Delayed, Data Collection Impaired, and No Research Impact, with other responses indicating Funding Impacts (8%) and No Time/Lack of Focus (2%). 14.7% of instructors noted that this question was Not Applicable.

¹⁵ N exceeds 682 because instructors were asked to “select all that apply” from six possible responses.

HSC Breakdown

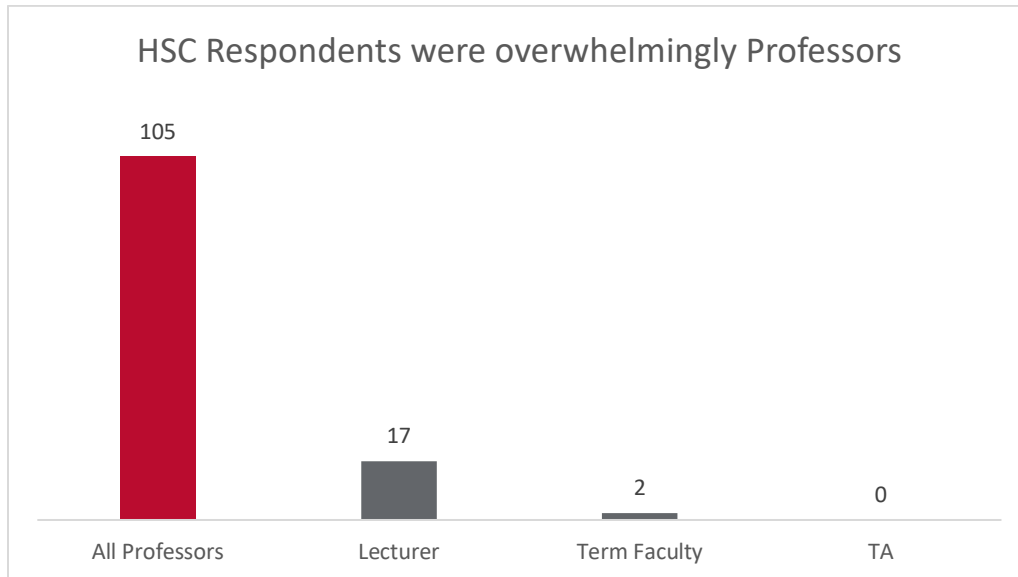


Figure 18. N=124

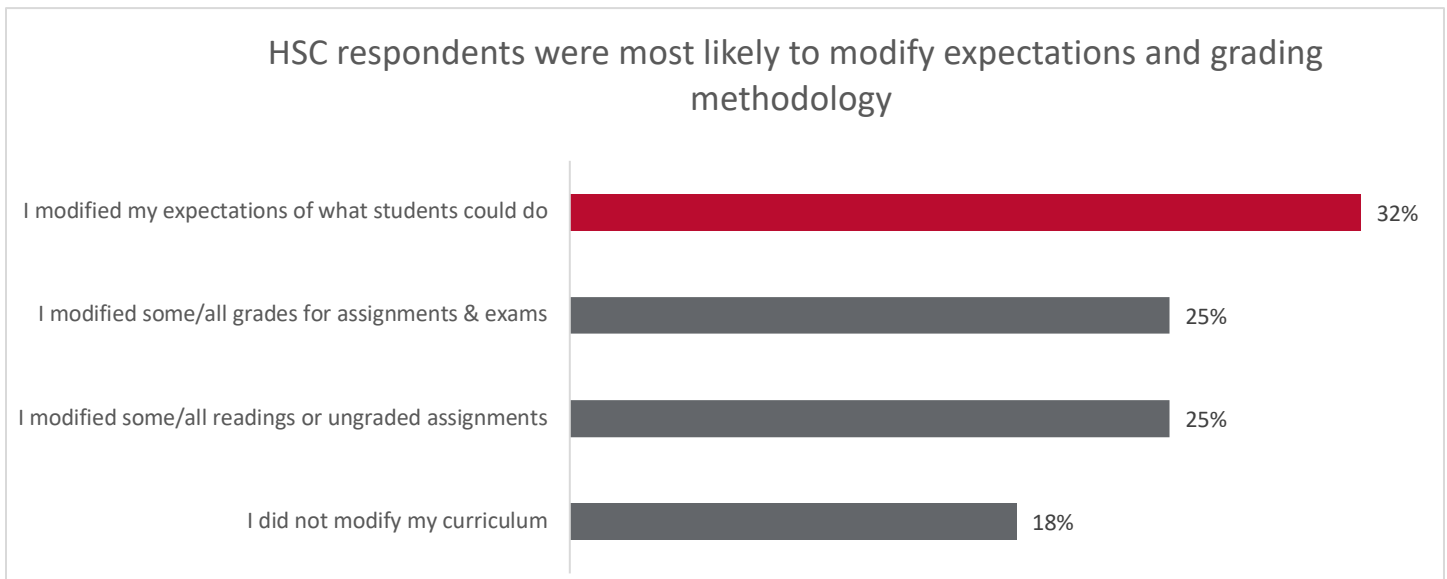


Figure 19. N=191¹⁶

¹⁶ N exceeds 124 because instructors were able to “select all that apply” from four possible selections.

HSC respondents reported a large increase in Synchronous Video usage in the transition to remote delivery

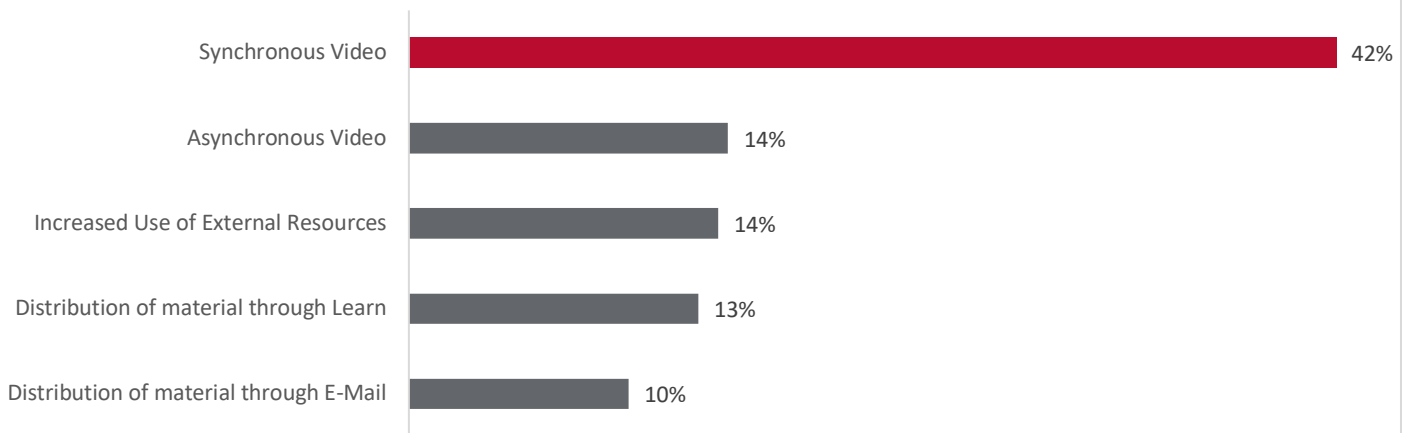


Figure 20. N=221¹⁷. 5% of responses stated that their classes were already taught online.

HSC respondents were most motivated to focus on Teaching, Curriculum Development, and Faculty Meetings.

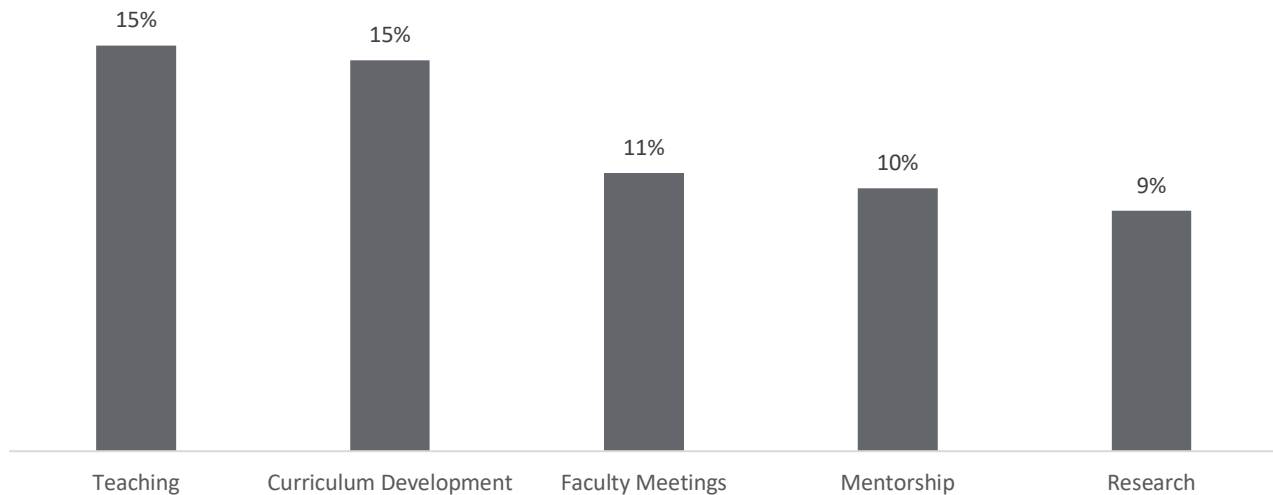


Figure 21. N=352¹⁸ Outside the Top 5, the remaining 40% of responses were scattered across the other 10 selections.

¹⁷ N exceeds 124 because instructors were able to “select all that apply” from seven possible selections.

¹⁸ N exceeds 124 because instructors were able to “select all that apply” from 15 possible selections.

HSC respondents wished they had more time to focus on Research.

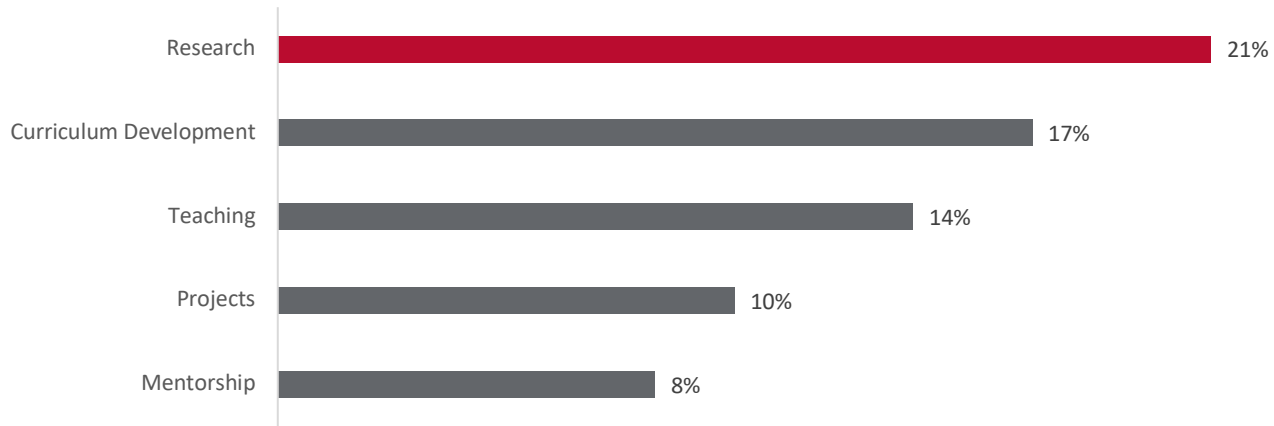


Figure 22. N=226¹⁹. Outside the Top 5, the remaining 30% of responses were scattered across the other 10 selections.

HSC respondents were more likely to use UNM Library services, as well as IRB resources during the transtion.

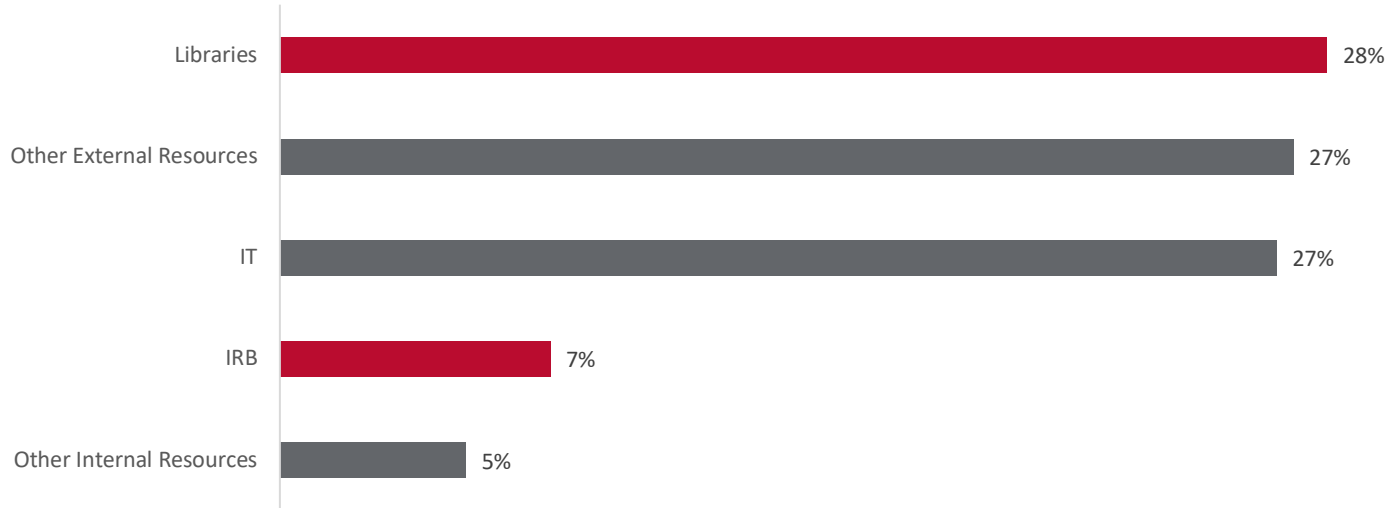


Figure 23. N=221²⁰. Outside the Top 5, responses also indicated use of CTE (3%), OGS (2%), CDL (1%), and OVPR (1%).

¹⁹ N exceeds 124 because instructors were asked to “select all that apply” from 15 possible responses.

²⁰ N exceeds 124 because instructors were asked to “select all that apply” from nine possible responses.

For HSC respondents, few said there was "no research impact" during the COVID pandemic

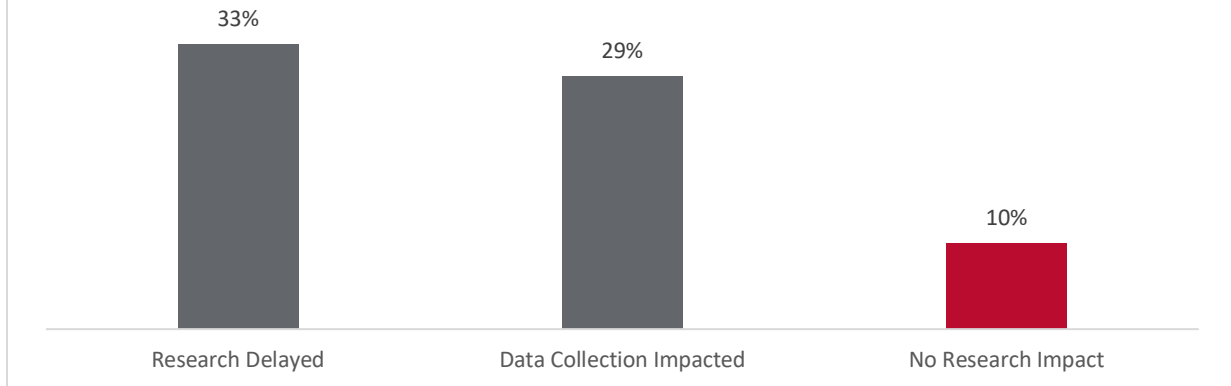


Figure 24. N=163²¹. Outside the Top 3, responses also indicated Funding Impacts (4%) and No Time/Lack of Focus (1%). 22.6% of instructors noted that this question was Not Applicable.

²¹ N exceeds 124 because instructors were asked to “select all that apply” from six possible responses.

Branch Breakdown

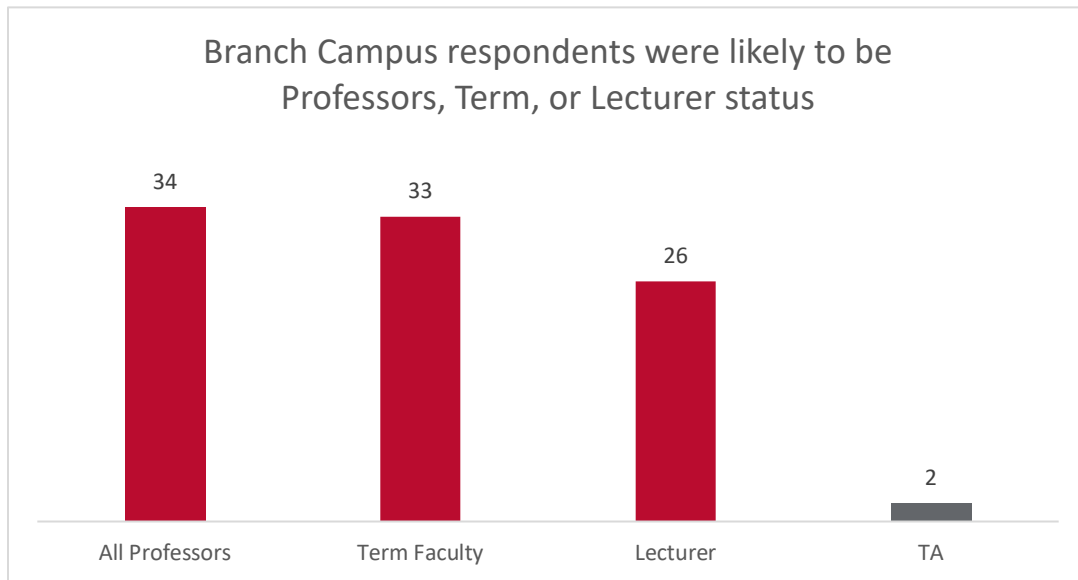


Figure 25. N=95

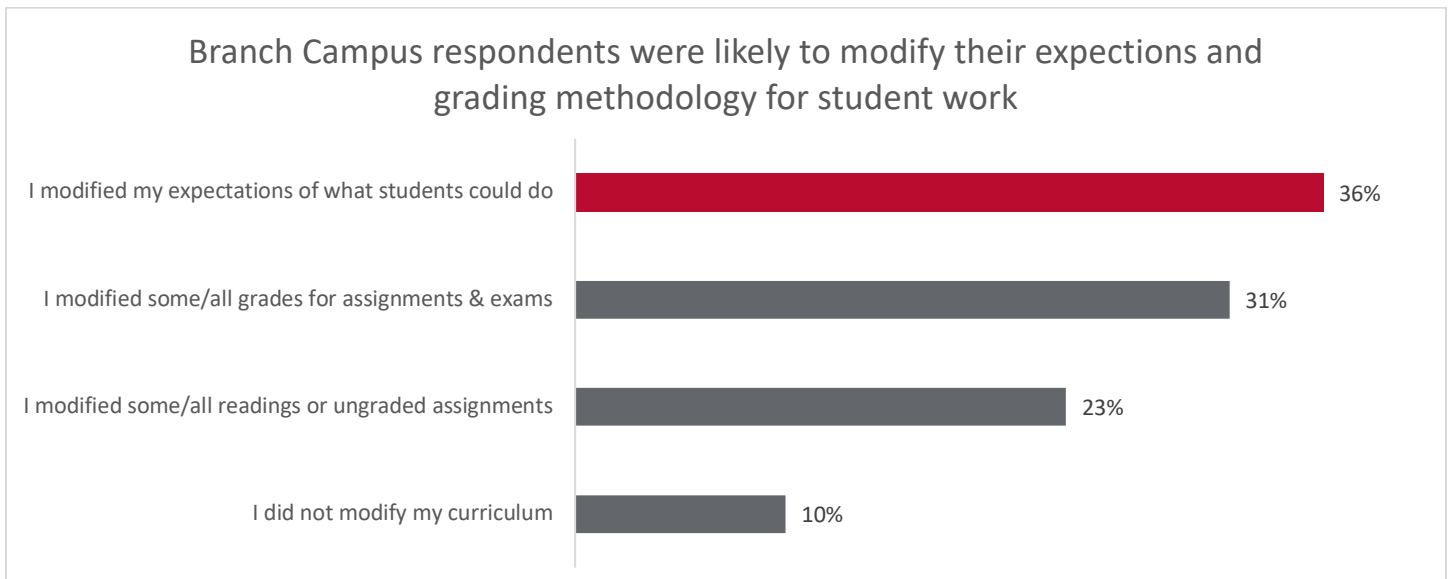


Figure 26. N=180²²

²² N exceeds 95 because instructors were able to “select all that apply” from four possible selections.

Branch Campus respondents reported near equitable uses of multiple technologies while transitioning to remote instruction.

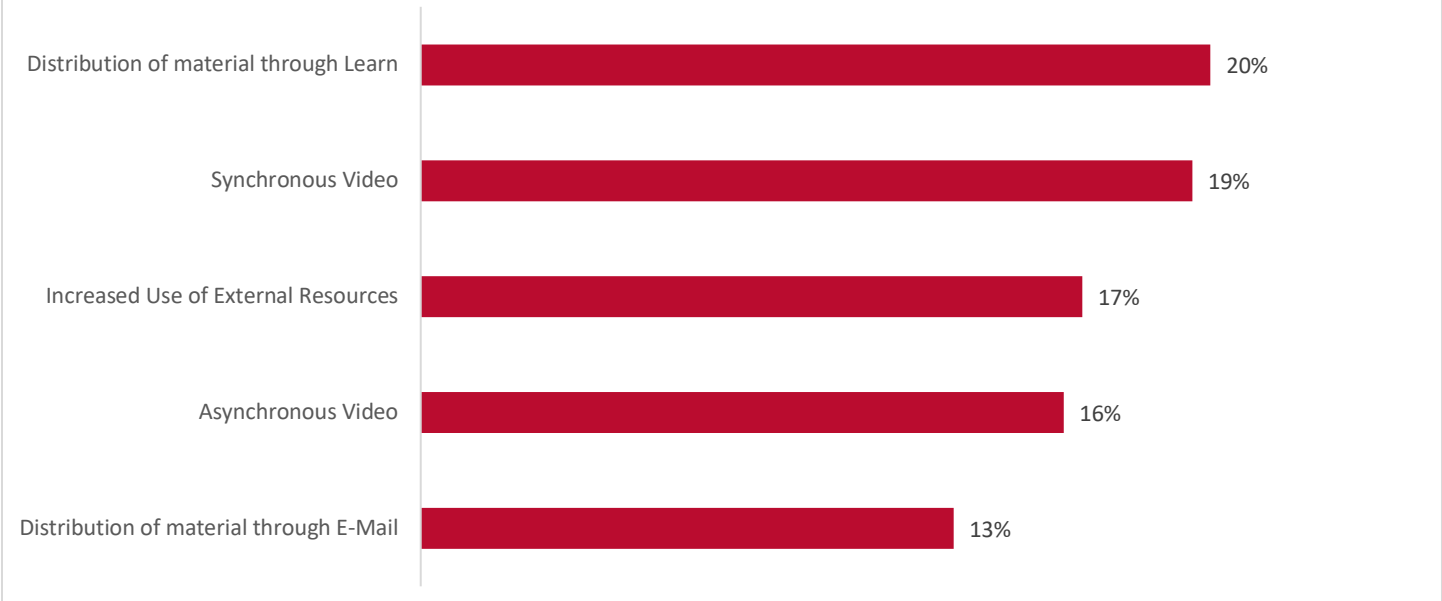


Figure 27. N=216²³. 10% of responses stated that their classes were already taught online.

Branch respondents were most motivated to focus on Teaching

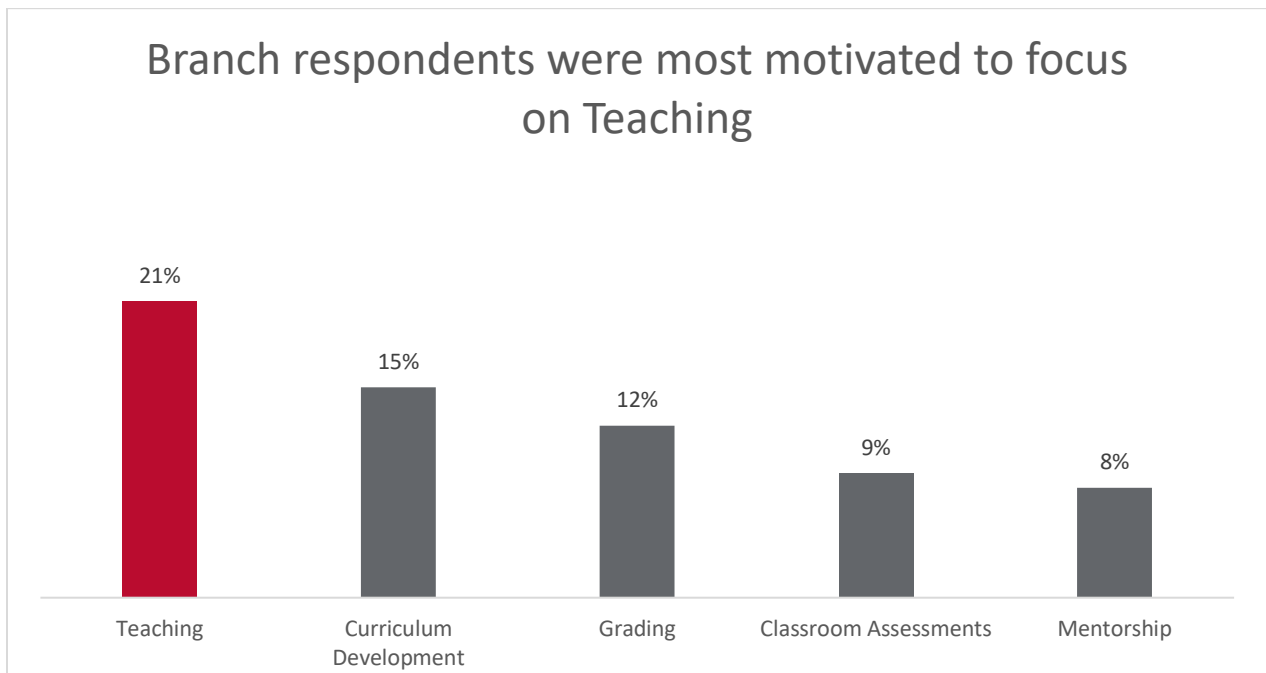


Figure 28. N=295²⁴. Outside the Top 5, the remaining 35% of responses were scattered across the other 10 selections.

²³ N exceeds 95 because instructors were able to “select all that apply” from seven possible selections.

²⁴ N exceeds 95 because instructors were able to “select all that apply” from 15 possible selections.

Branch respondents wished they had more time to focus on Teaching, Curriculum Development, and Classroom Assessment.

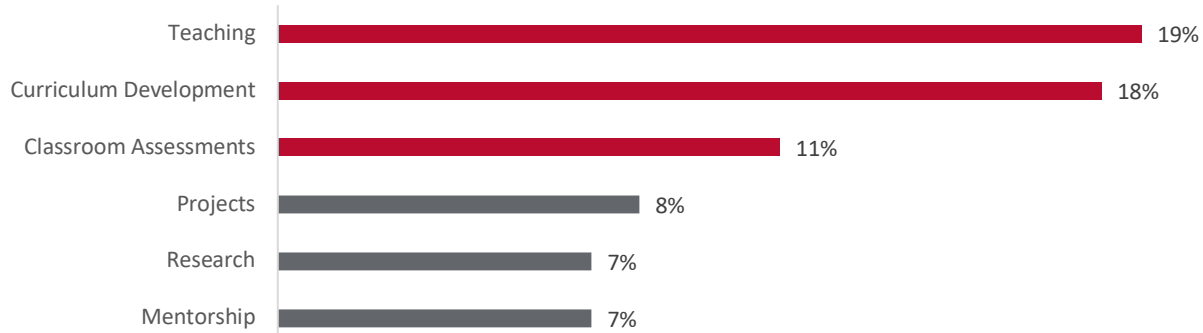


Figure 29. N=223²⁵. Outside the Top 5, the remaining 29% of responses were scattered across the other 10 selections.

Branch respondents were likely to use IT resources during the transition

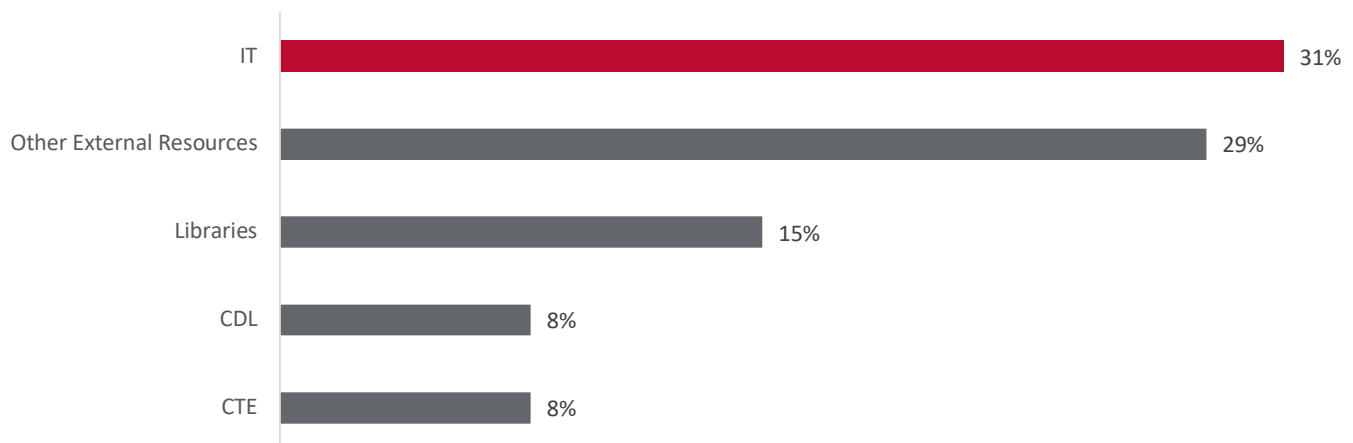


Figure 30. N=166²⁶. Outside the Top 5, responses also indicated use of Other Internal Resources (5%), IRB (1%), OVPR (1%), and OGS (1%).

²⁵ N exceeds 95 because instructors were able to “select all that apply” from 15 possible selections.

²⁶ N exceeds 95 because instructors were able to “select all that apply” from nine possible selections.

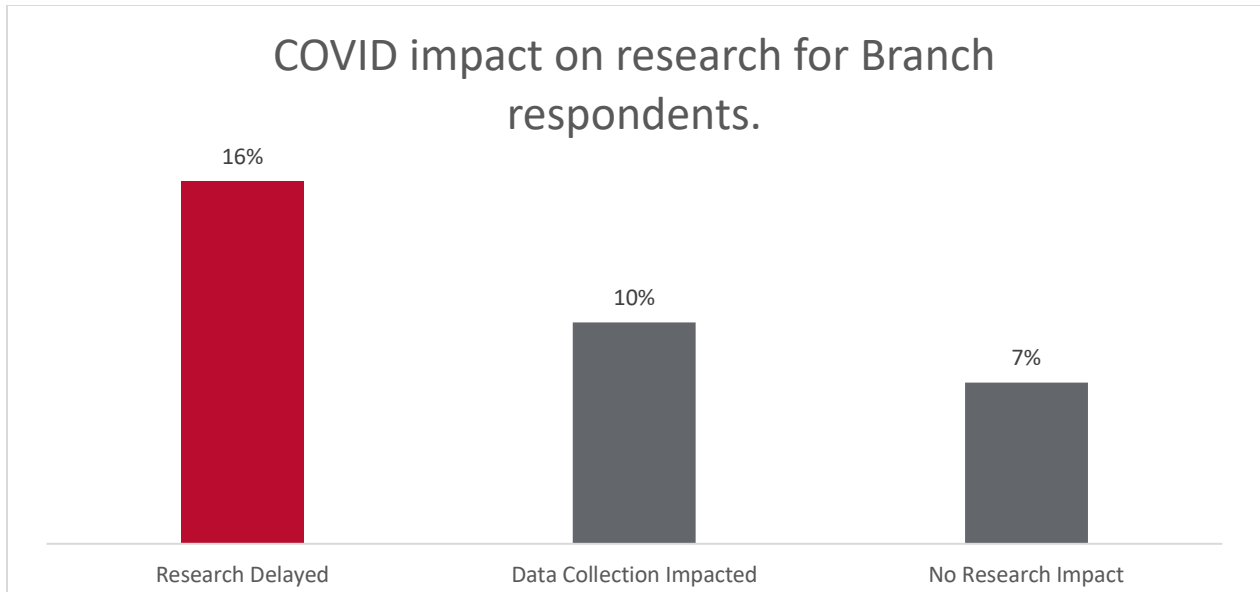


Figure 31. N=112²⁷. Outside the Top 3, responses also indicated Funding Impacts (4%) and No Time/Lack of Focus (3%). 58% of instructors noted that this question was Not Applicable.

²⁷ N exceeds 95 because instructors were able to “select all that apply” from six possible selections.

Survey Items

COVID-19 Faculty Experience Survey

This survey aims to gather information about how faculty have experienced the transition to limited operations at the University of New Mexico in response to the COVID-19 pandemic. When answering the following questions, please reflect on the past 8 weeks and your transition to remote work and instruction.

1. What is your present academic rank?
 - Emeritus Professor
 - Full Professor
 - Associate Professor
 - Assistant Professor
 - Research Professor
 - Lecturer
 - Teaching Assistant
 - Term Faculty
2. Please indicate the campus at which you are primarily employed
 - Main Campus
 - HSC
 - Gallup
 - Los Alamos
 - Taos
 - Valencia
3. What modifications did you make to your curriculum in the classes you moved to remote delivery? (select all that apply)
 - I did not modify my curriculum
 - I modified some/all of the graded assignments or exams
 - I modified some/all of the readings or ungraded assignments
 - I modified my expectations of what students could reasonably do/complete during this time of transition
4. What new techniques are you using in the classes you moved to remote delivery? (select all that apply)
 - My classes were already taught online (no changes to techniques)
 - Synchronous video (Zoom, GoToMeetings, Google Hangouts, Skype for Business, etc.)
 - Asynchronous recorded video of lectures
 - Distribution of material (PowerPoints, Articles, Assignments) via Learn (Blackboard)
 - Distribution of material (PowerPoints, Articles, Assignments) via email
 - Increased use of external learning platforms or resources (wikis, YouTube, blogs, etc.)
 - Other (Please Describe)
5. Which areas of your faculty role has the COVID-19 crisis motivated you to focus more on? (select all that apply)

- Teaching
 - Grading
 - Curriculum development
 - Classroom assessments
 - Monitoring academic honesty/dishonesty
 - Faculty meetings
 - Mentorship
 - Research
 - Advising
 - Office hours
 - Dissertations/Master Theses
 - Projects
 - Laboratories
 - Working with Teaching Assistants
 - Lecture hall logistics
6. Which areas of your faculty role do you wish you had more time to focus on since the COVID-19 crisis began? (select all that apply)
- Teaching
 - Grading
 - Curriculum development
 - Classroom assessments
 - Monitoring academic honesty/dishonesty
 - Faculty meetings
 - Mentorship
 - Research
 - Advising
 - Office hours
 - Dissertations/Master Theses
 - Projects
 - Laboratories
 - Working with Teaching Assistants
 - Lecture hall logistics
7. Describe the most challenging part of your transition to remote work. (Open answer)
8. Have you utilized any of the following services/resources since transitioning to remote work? (select all that apply)
- Information Technologies (IT)
 - Center for Digital Learning (CDL)
 - Center for Teaching Excellence (CTE)
 - Office of Graduate Studies (OGS)
 - Institutional Review Board (IRB)
 - Office of the Vice President for Research (OVPR)
 - UNM Libraries
 - External Resources (other university webinars, websites, colleagues)
 - Other (Please Describe)
9. In what ways has the COVID-19 crisis impacted your research? (select all that apply)
- N/A I don't have current research
 - My research has not been impacted
 - My data collection process has been interrupted (challenges with subjects, can't collect data from field)
 - My research has been delayed (shifting priorities, external institution delays, facility closures)
 - My funding has been impacted (delayed, condensed, minimized)
 - Other (Please Describe)
10. What do you believe will be most helpful for you in your faculty role moving forward? (Open Answer)
11. What do you believe will be most helpful for your students moving forward? (Open Answer)