

We know this spring has been challenging for faculty members at the University of Mississippi. We're sending this survey to check in and see how you're doing. We want to know about our faculty members' experiences, including various methods of online instruction, and if there are things we can do to help you. Your participation in this 10-minute survey is completely voluntary and the results will be used to improve teaching and learning at the University of Mississippi.

We would appreciate hearing from you so we can get a better sense of how you're doing and ways that we can help. For questions about the survey, please contact us at umsurveys@olemiss.edu. Thank you for your time.

1. Please indicate the extent to which you agree with each of the following statements.

Scale: Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Strongly disagree

- a. I feel supported by my students.
- b. I feel supported by my peers.
- c. I feel supported by my department/ school.
- d. I feel supported by University Information Technology.
- e. I feel supported by the University of Mississippi.
- f. I feel valued by senior administration (e.g. Chancellor, Vice Chancellor, Dean).

2. Please indicate the level of challenge you faced transitioning to a remote working environment.

Scale: Significant challenge, Challenging, Not a challenge, Not applicable

- a. Transitioning course content to remote learning format.
- b. Transitioning course assessments to remote learning format.
- c. Internet Access
- d. Hardware (e.g., laptops, webcams)
- e. Learning new software
- f. Effectively integrating new software to support my course goals.
- g. Lack of Community/ feelings of isolation or distraction.
- h. Monitoring new time demands for students created by shifting my course online.
- i. Helping students address housing/financial/food/internet insecurity.
- j. Transitioning a special course (e.g., lab, studio, performance) to remote environment.
- k. Other (please describe)

3. Please indicate the changes you made during the transition to remote learning.

- a. I changed my course schedule, both synchronous and asynchronous.

Scale: Increased sessions, Kept the same, Decreased sessions, Not applicable

- b. I changed my course workload.

Scale: Increased workload, Kept the same, Decreased workload, Not applicable

- c. I changed my course assessments.

Scale: Increased assessments, Kept the same, Decreased assessments, Not applicable

- d. I changed my course grading schema.

Scale: Significantly changed grading schema, Slightly changed grading schema, Kept the same, Not applicable

4. Please indicate the frequency with which you experienced the following circumstances during the remote teaching portion of Spring 2020.

Scale: Often, Occasionally, Infrequently, Never

- a. I initiated direct communication with my students.
- b. I received direct communication from my students.
- c. My students contacted me about challenges with my remote learning course.
- d. I held optional synchronous communication sessions (e.g., office hours) with students.
- e. I held mandatory synchronous communication sessions (e.g., live lectures) with students.
- f. I recorded lectures for my students.
- g. I included assignments or sessions which required student interactions.

5. Please indicate the extent to which you agree with each of the following statements.

Scale: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree, Not applicable

- a. I felt able to succeed in the remote teaching format of classes.
- b. If my course were a prerequisite, my Spring 2020 students have learned the required knowledge, skills, and/or abilities and can progress to the next course.

6. Please indicate your use of and experience with specific technology platforms during Spring 2020.

Scale: Used, New to platform, Would use again, Would not use again, Would recommend to others, Did not use

- a. Blackboard
- b. Zoom
- c. Google Hangouts/ Meet
- d. Proctorio
- e. EdPuzzle

7. Did you experience challenges related to providing accommodations to students registered with SDS? If so, please explain. (open-ended)

8. If you were to teach in a remote format again, would you change your approach? (open-ended)

9. How could the University better support you in developing remote teaching courses for this summer? (open-ended)

10. During the Spring 2020 semester, did you face challenges to research/creative output due to the transition to remote teaching? (open-ended)

11. The Keep Teaching team plans to offer workshops connected with remote teaching. What are some topics you would like to see us cover in these workshops? (open-ended)