



Fall 2020 Faculty Experience Survey

Initial Results

November 20, 2020

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In late October and early November 2020, faculty at the University of Maryland, College Park were invited to complete the Fall 2020 Faculty Experience Survey. The survey was developed by staff in Academic Technology Experience, the Division of Student Affairs, the Office of Institutional Research, Planning & Assessment, and the Teaching and Learning Transformation Center, in consultation with John Bertot in the Office of Faculty Affairs.

This report provides a summary of survey results. An analysis of faculty open-ended results is forthcoming. For each survey item, it presents the percent of respondents who selected each response option and the number of responses for each individual question. Questions are grouped into the following sections:

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We removed non-responses from the percentage calculations. Percentages may not always sum to 100%, due to rounding. All percentage figures are rounded to the nearest integer. The number of respondents is displayed either above or below each graphic.

1. Survey administration

Administration dates: October 29 - November 6, 2020. The survey was accessed through a link sent out by the Provost on October 29. Reminder emails were sent on November 3, November 5, and November 6.

Target population: The target population was faculty employed at UMD during Fall 2020. The survey was administered through a DIT distribution list for faculty (excluding graduate assistants). 7,916 emails were sent. The number of recipients may differ from official faculty counts due to hourly and other non-regular faculty.

Response rate: 1,651 faculty responded, resulting in a 21% response rate.

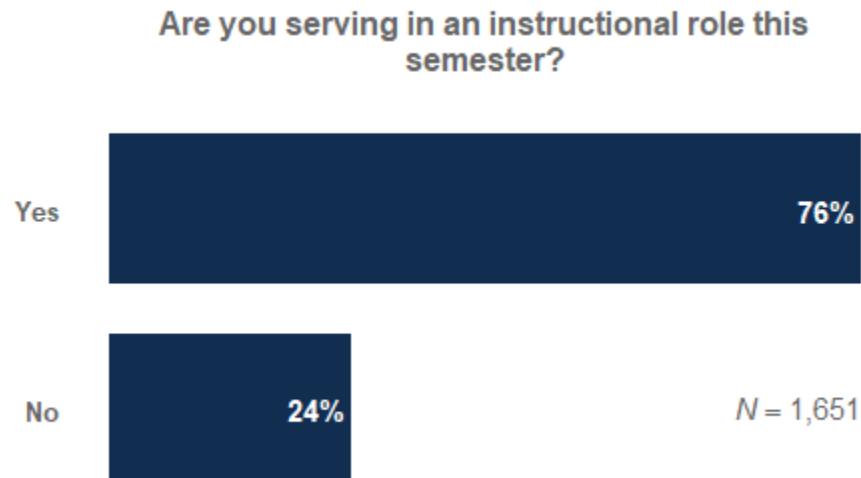
Completion rate: Of the respondents, 1,480 (90%) completed the entire survey. In this analysis, all responses are included on a per-question basis; as a result, the *n*-size per question may vary but is displayed for each item.

Duration: The median response time was 9 minutes.

Note: On Thursday, November 5, UMD announced that all courses would transition to online instruction after the Thanksgiving break. Although the university transitioned to remote instruction the week of November 16, this announcement may have influenced faculty responses.

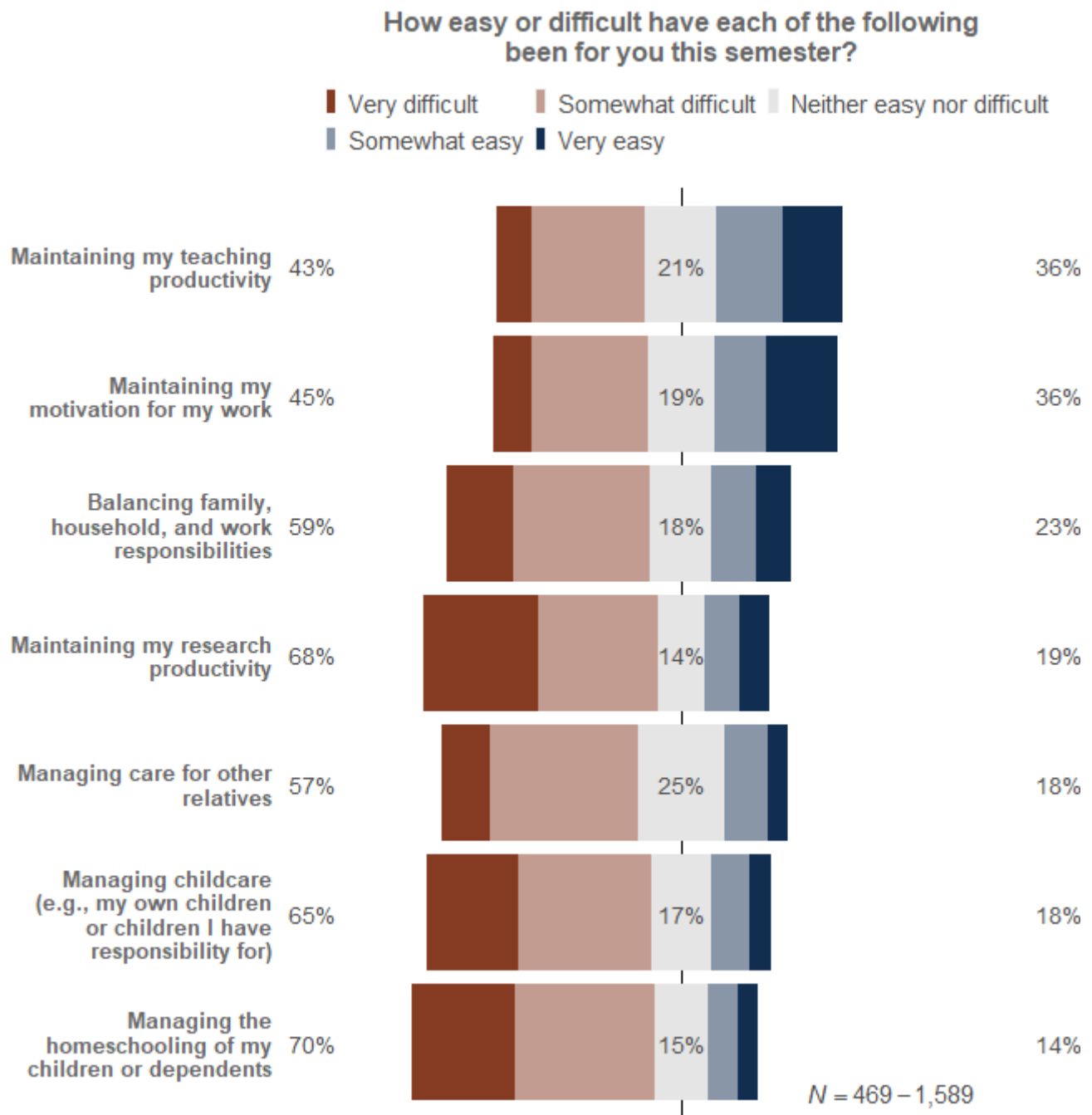
2. Overall experience this semester

This section contains items about respondents' overall experience this semester, such as general well-being. The first item asked if faculty served in an instructional role to display instruction-specific items elsewhere in the survey.



2.1. Challenges during remote instruction

Respondents who selected “not applicable” are not shown below. Only respondents who indicated they did serve an instructional role received the item “Maintaining my teaching productivity.”

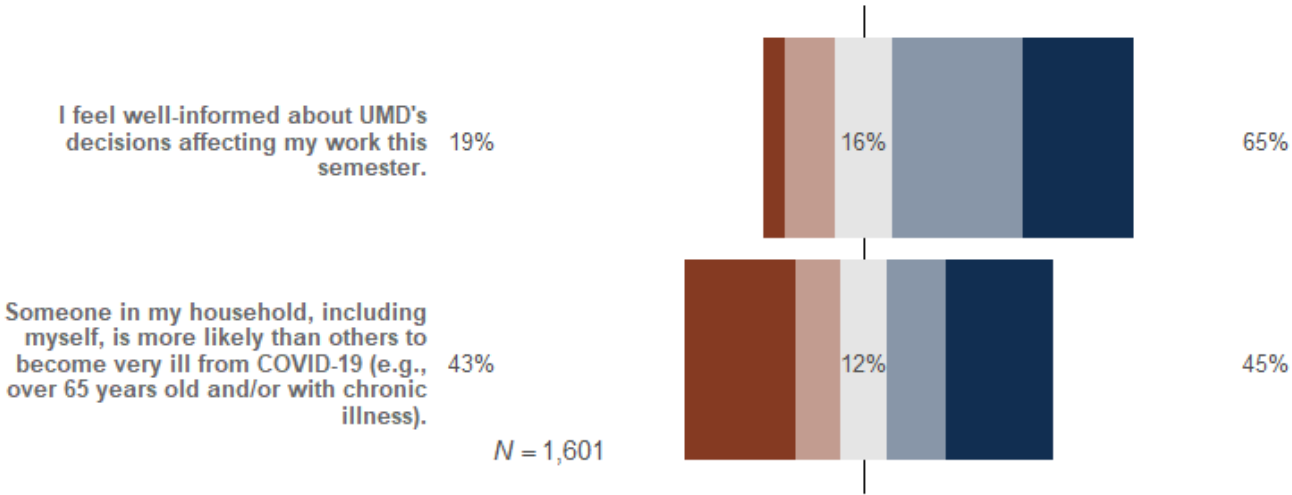


In the bar chart above, and others like it in this report, the percent on the left indicates the percent of responses depicted in the dark **and** light red bars (“Very difficult” plus “Somewhat difficult” in this case) and the percent on the far right indicates the percent of responses depicted in the light **and** dark blue bars (in this case, “Somewhat easy” plus “Very easy”).

2.2. COVID-19 related items

Please rate the extent to which you agree or disagree with the following statements

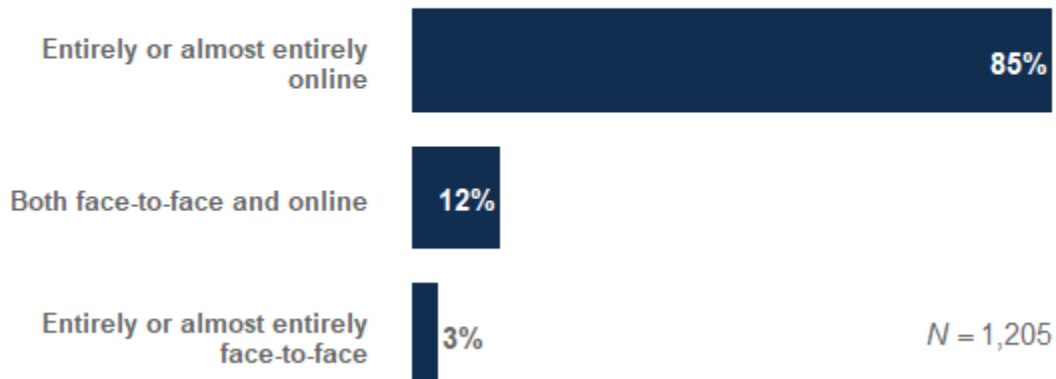
- Strongly disagree
- Somewhat disagree
- Neutral
- Somewhat agree
- Strongly agree



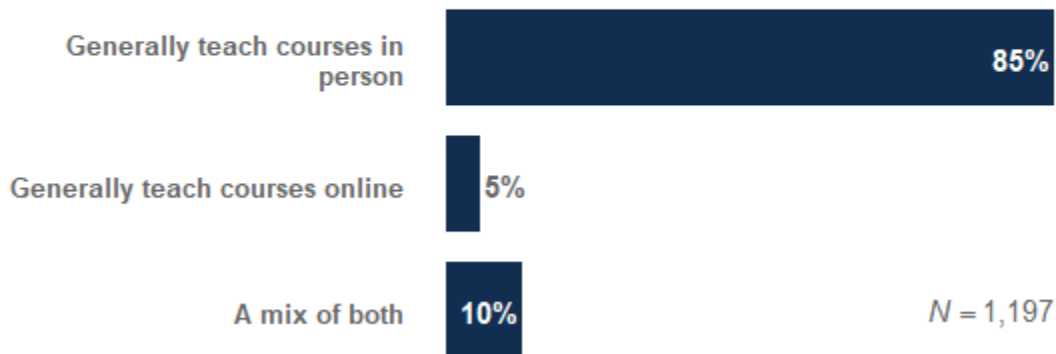
3. Experience teaching

3.1. Course delivery

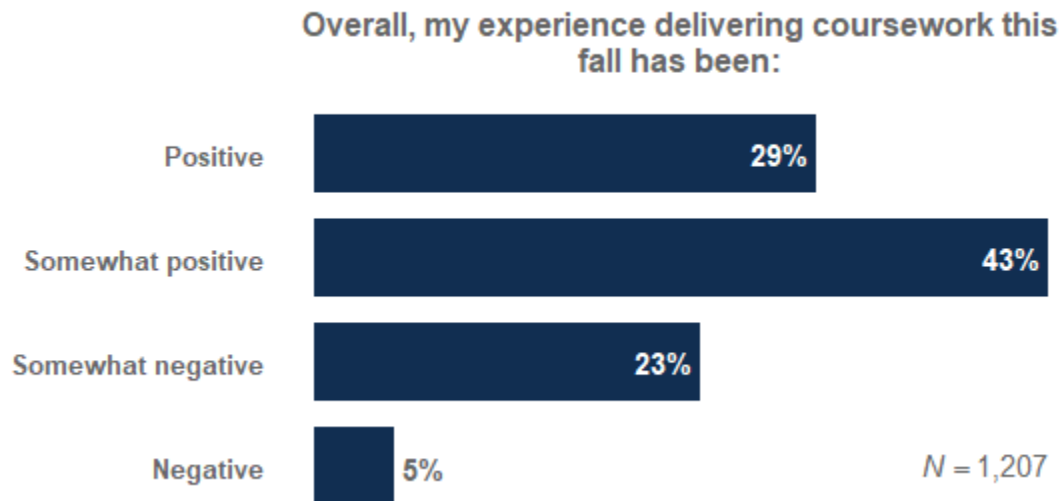
Overall, how would you describe the delivery of your course content this semester?



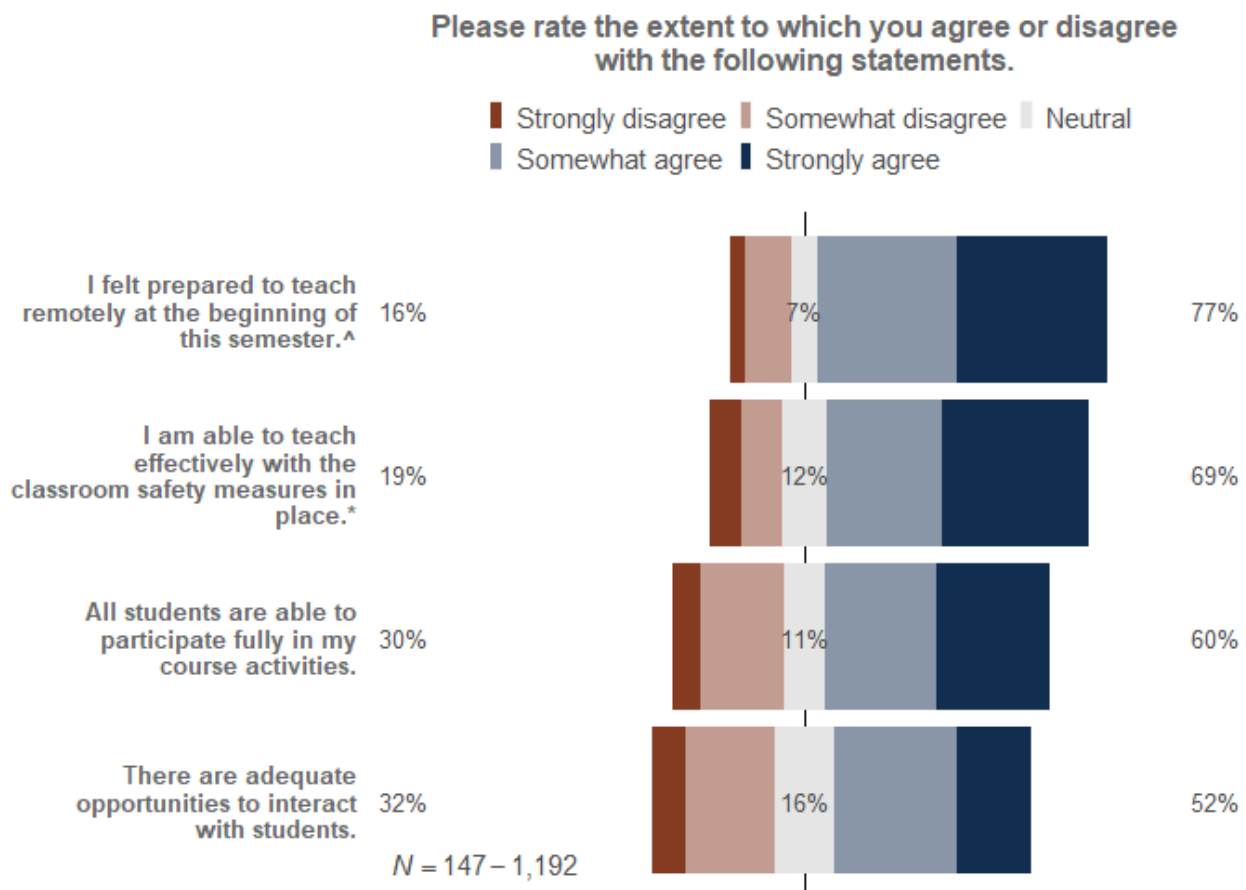
Excluding the classes that transitioned to remote instruction in Spring and Fall 2020, how do you usually teach your courses?



3.2. Overall teaching experience

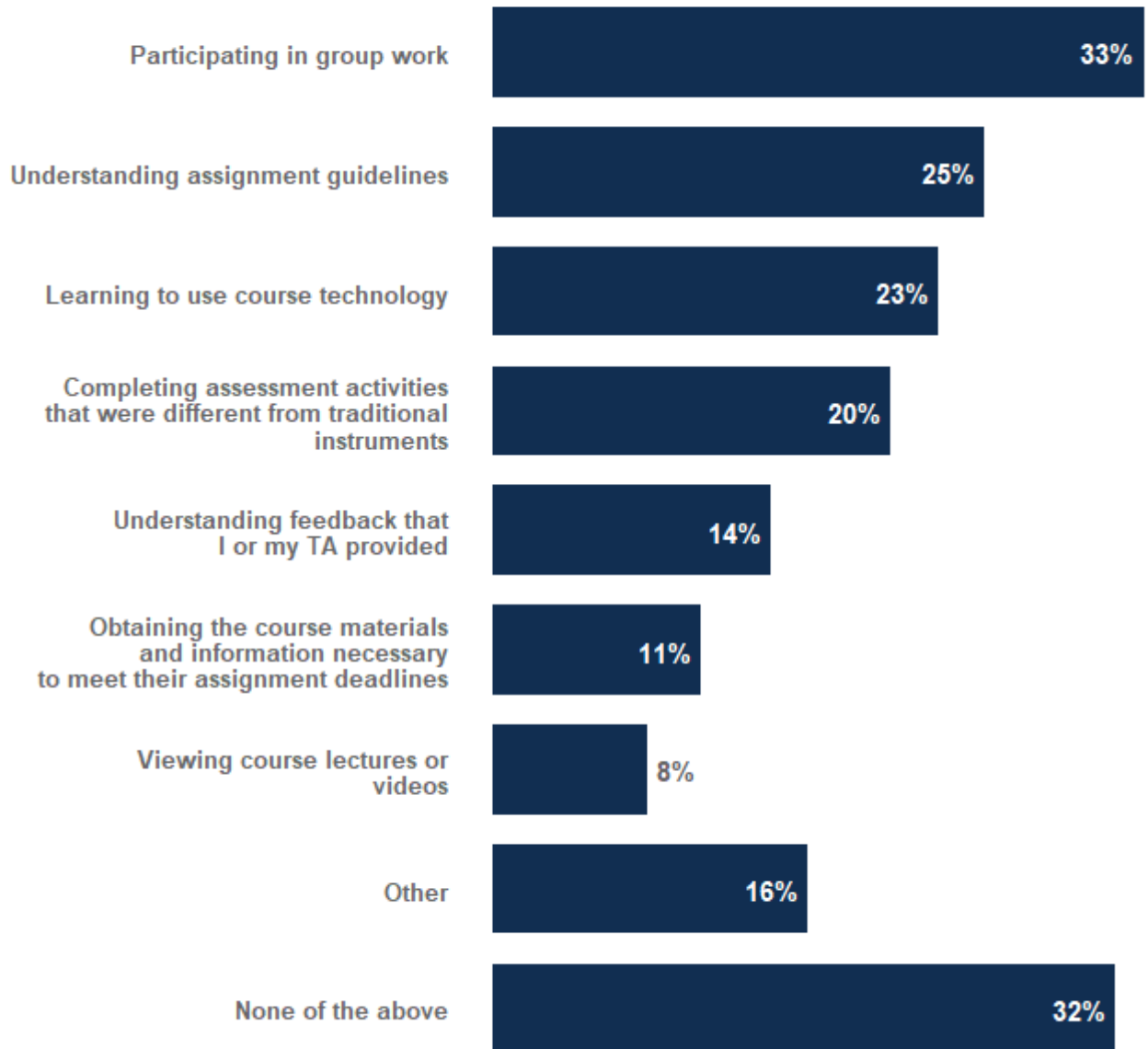


Items with a caret (^) were only asked of respondents who said they were teaching mostly or entirely online. Items with an asterisk (*) were only asked of respondents who said they were teaching mostly or entirely in person.



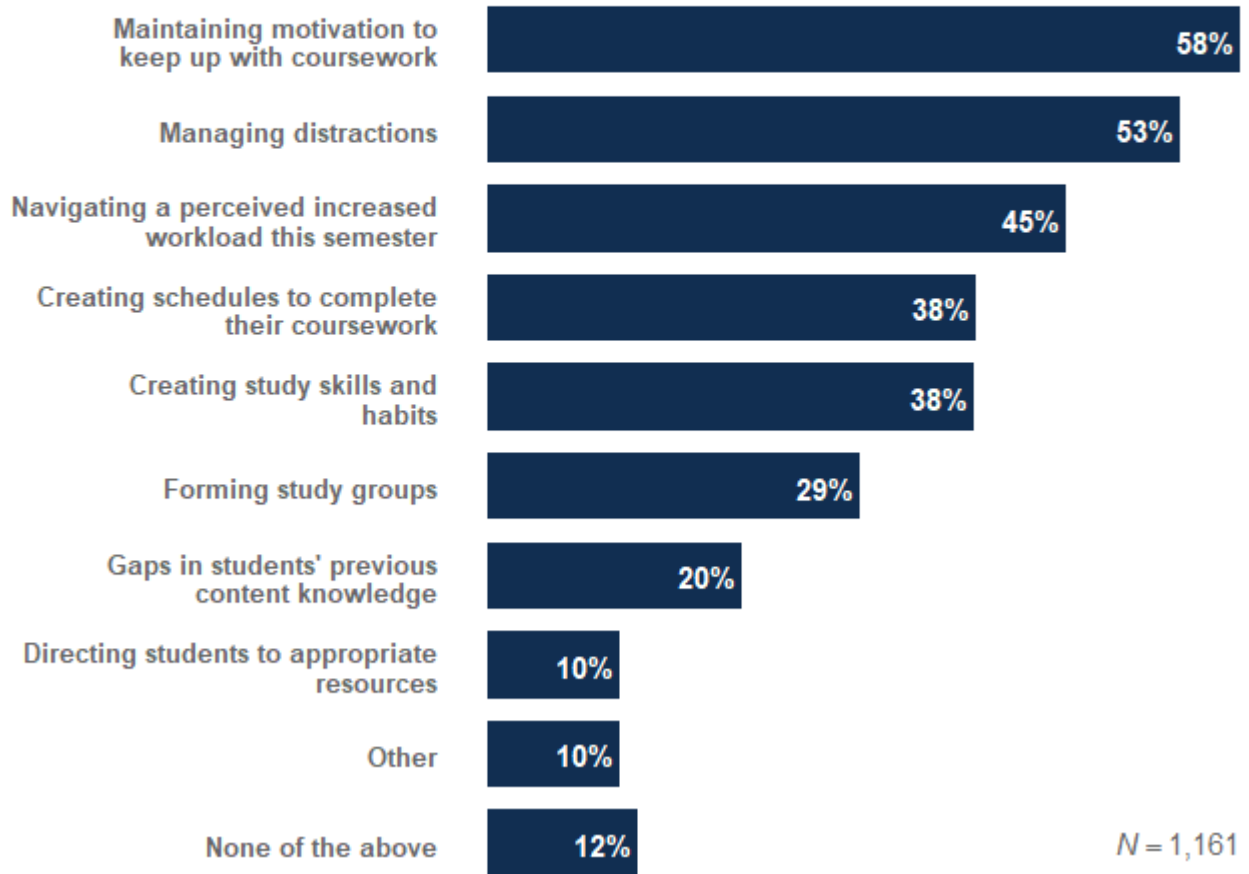
3.3. Student needs

Thinking about all your courses this semester, have you found that your students have trouble with any of the following course- or learning-related activities? Select all that apply.

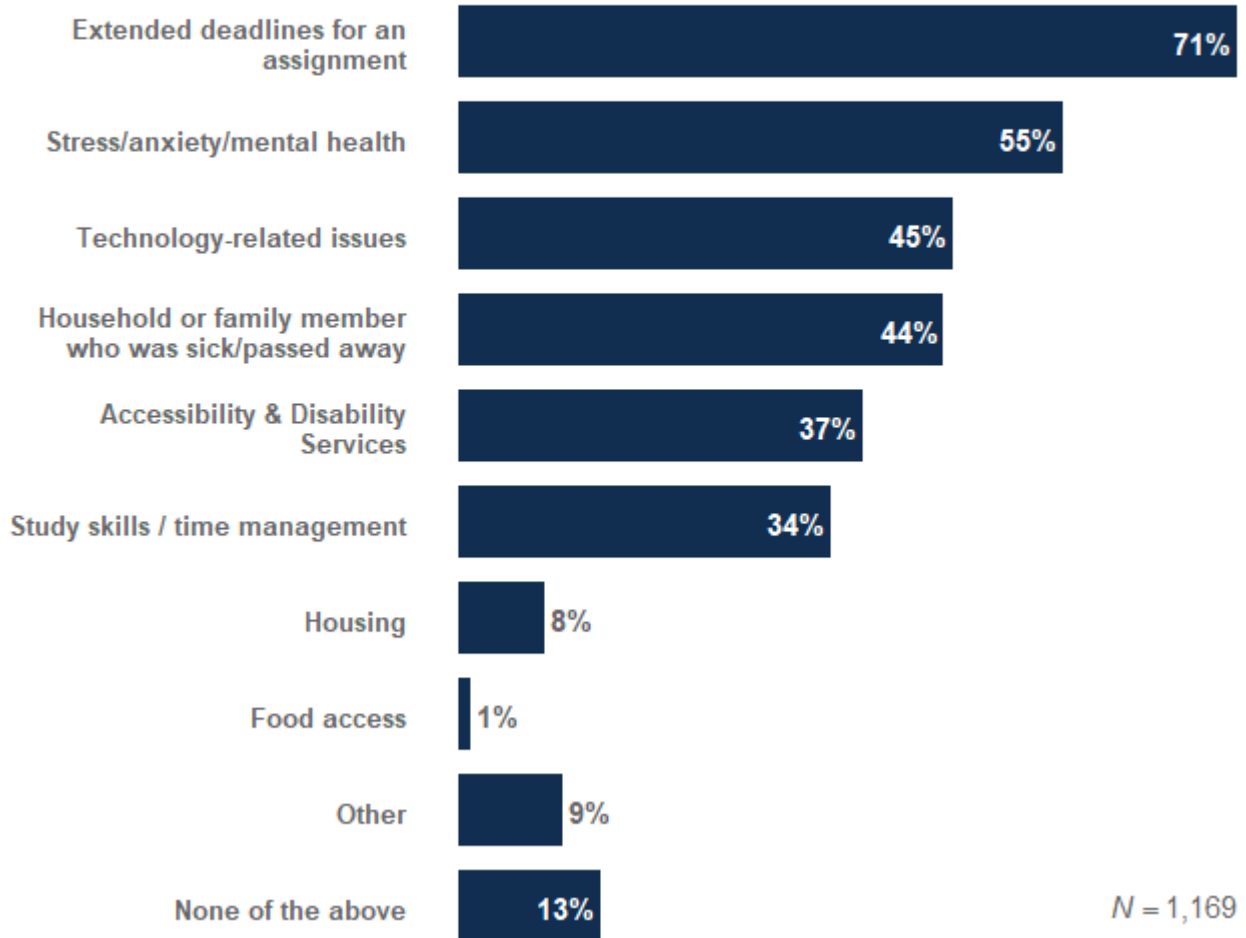


N = 1,160

Thinking about all your courses this semester, have you found that your students have trouble with any of the following related to study habits and their learning environment? Select all that apply.



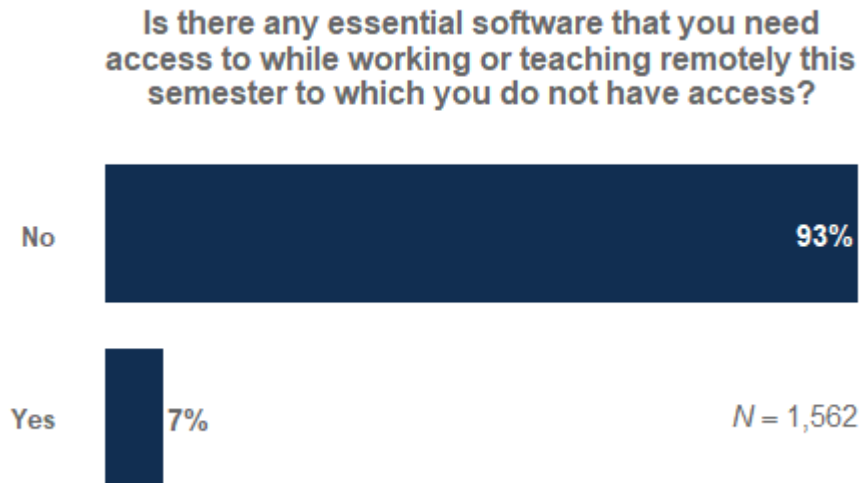
One or more students approached me asking for individualized arrangements in my course(s) related to:



4. Technology experience

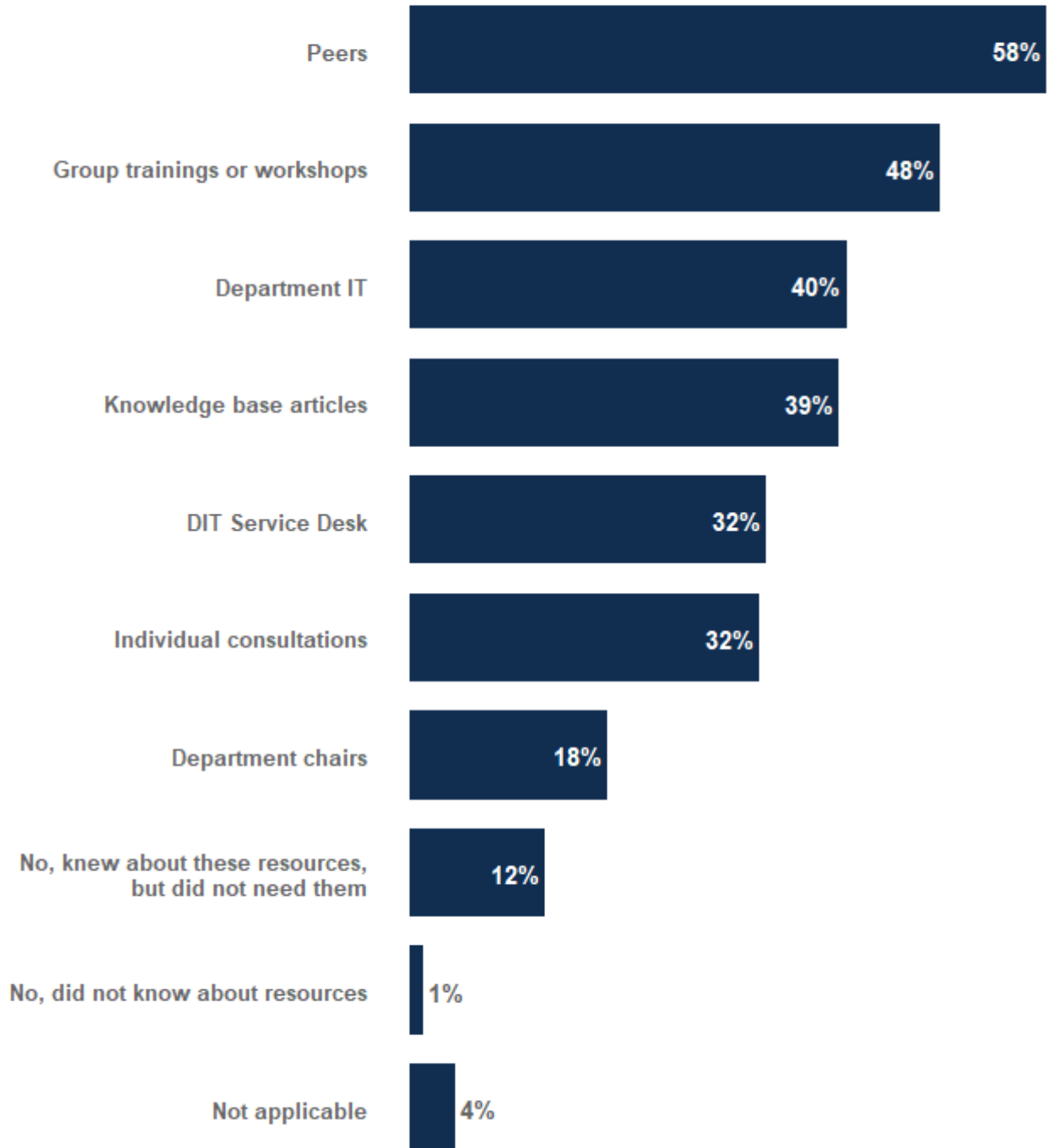
Faculty were asked to answer the following questions about their technology needs and use of and familiarity with the ELMS-Canvas platform.

4.1. Access to software



4.2. Resources

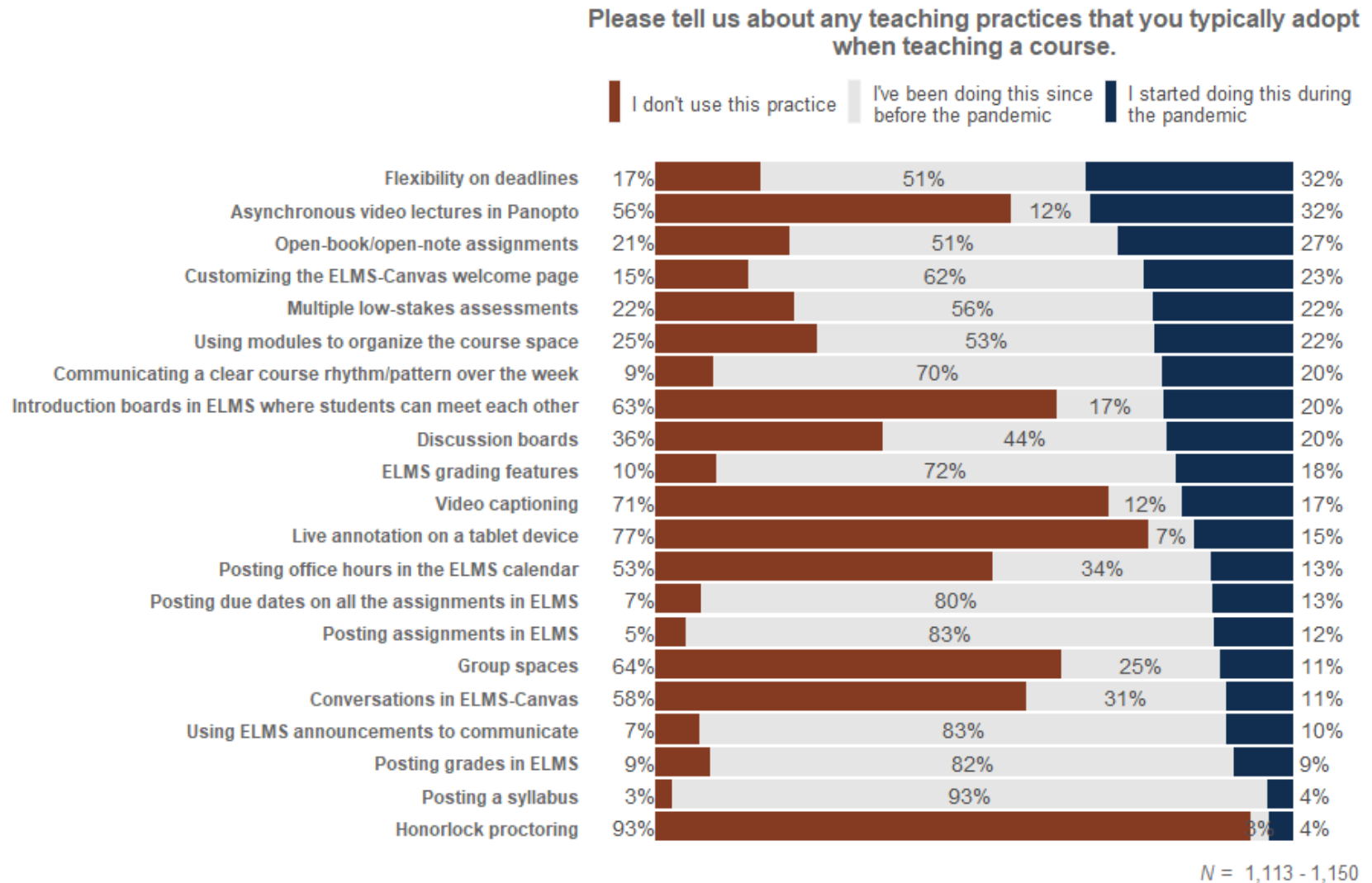
While teaching this semester, have you used any of the following resources to support your instructional goals? Select all that apply.



N = 1,157

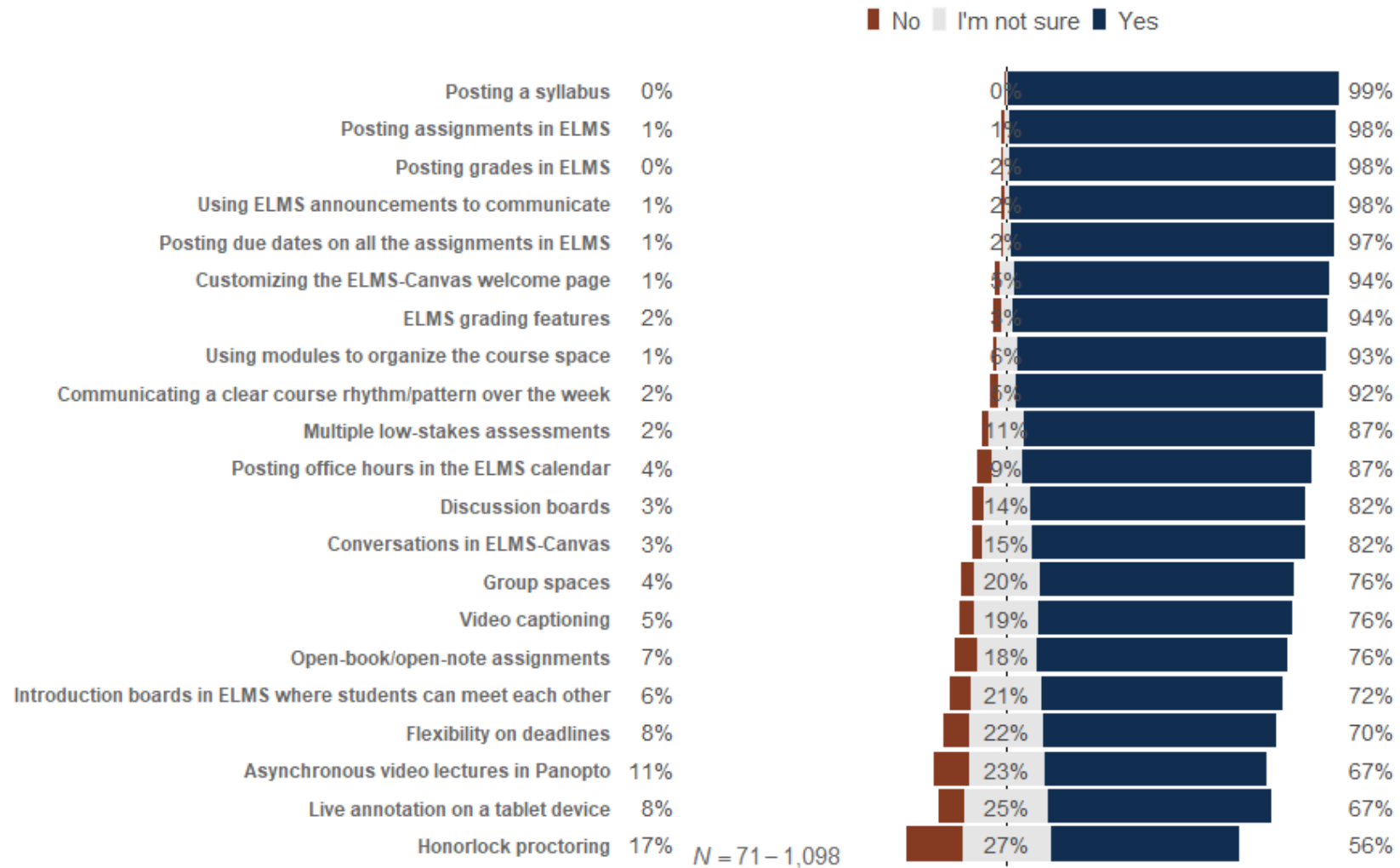
4.3. Teaching practices

In the bar chart below, the percent on the left indicates the percent of respondents who don't use a particular teaching practice, the percent on the middle indicates the percent of respondents who have been using this practice since before the pandemic, and the percent on the right indicates the percent of respondents who started using this practice during the pandemic.



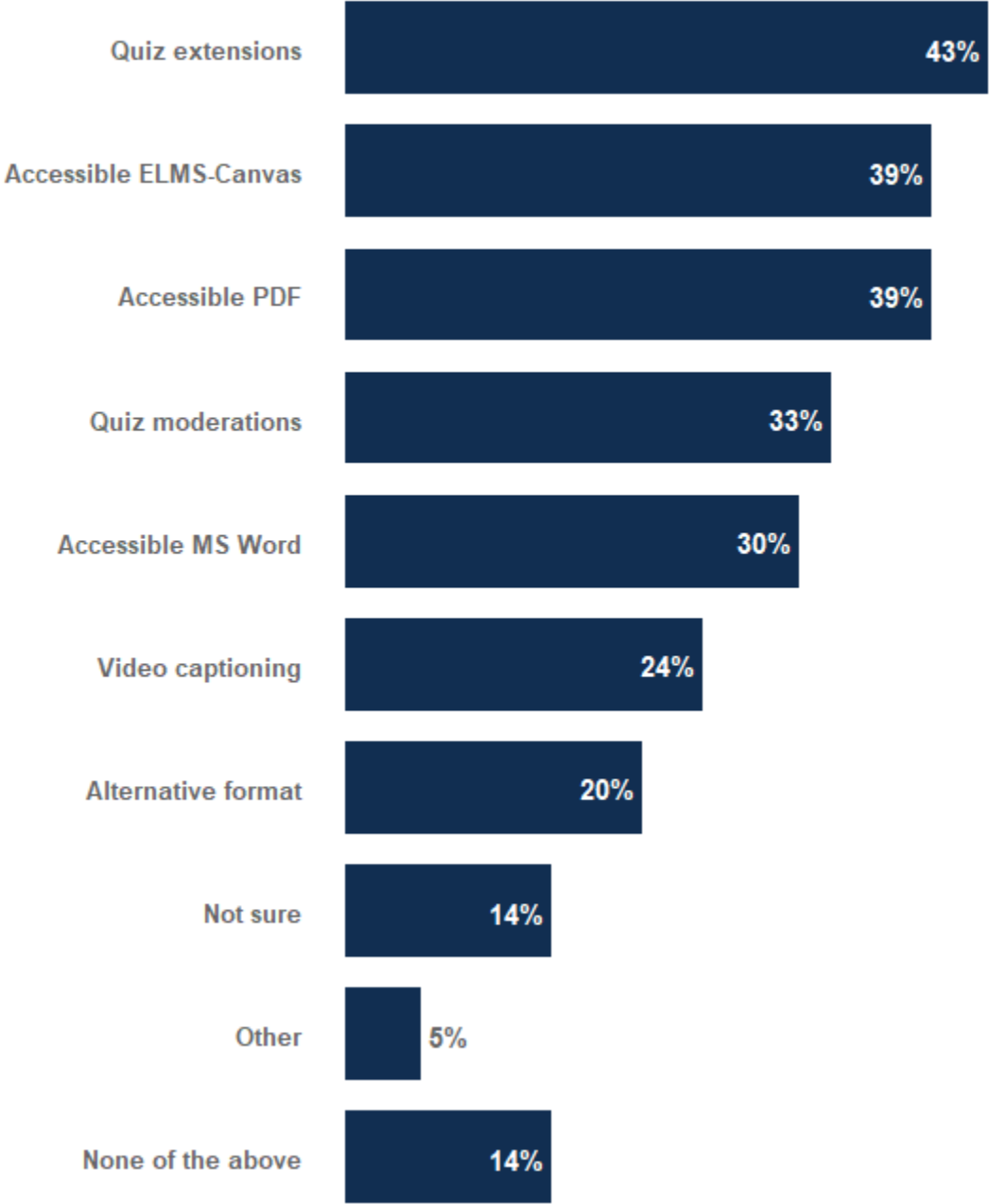
The items below were only asked of respondents for each instructional practice they said they had been doing (i.e., they did not select “I don’t use this practice” on the question above). The percent on the left indicates the percent of respondents who do not plan to use a particular teaching practice in future courses, the percent on the middle indicates the percent of respondents who are not sure, and the percent on the right indicates the percent of respondents who do plan on using this practice in future courses.

Do you plan to continue using this practice in future courses?



4.4. Accessibility

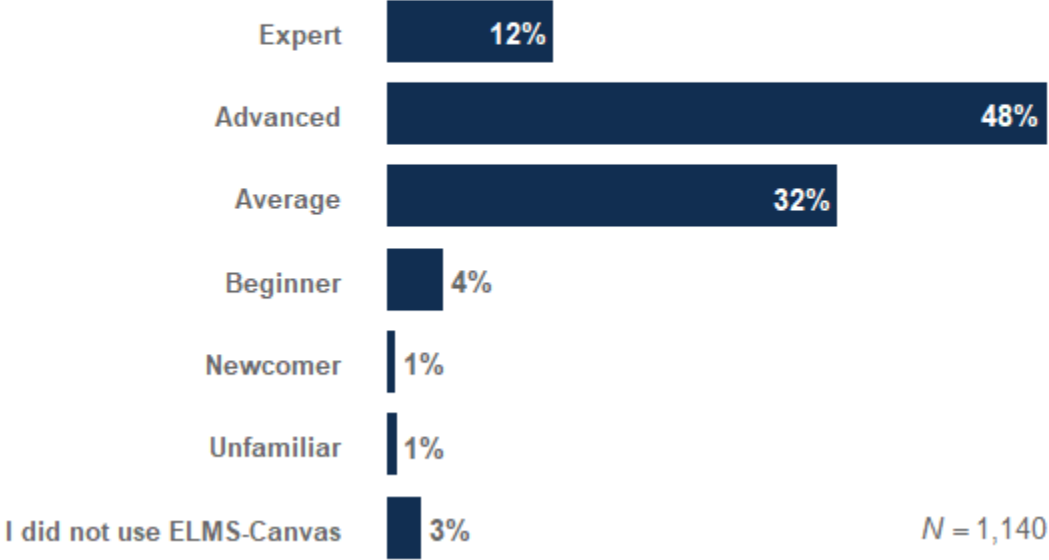
Which compliance tools do you use to enhance the accessibility of your courses and/or how your courses were delivered? Select all that apply.



N = 1,126

4.5.ELMS-Canvas Literacy

Please select which statement best reflects your level of ELMS-Canvas literacy after having the experience of remote teaching



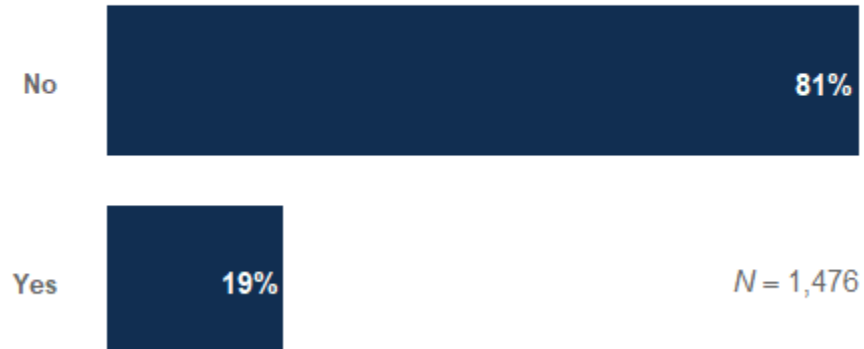
5. Demographics

Demographic information about faculty respondents is presented here.

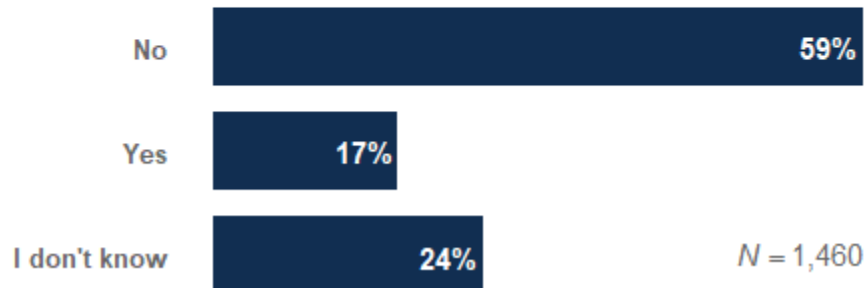
Faculty were instructed to report the following information based on their status during Fall 2020. When applicable, we also present the UMD population statistics for comparison so that it is possible to see how representative the survey sample is to the population. For instance, for race/ethnicity, we display the number and percentage of respondents who identified as belonging to each racial/ethnic group, in addition to the percentage of all UMD faculty who were in each racial/ethnic group during the same semester. The purpose of this information is to compare the percentages of the survey sample with the UMD population, with the hope that the survey percentages are similar to those in the population. Population information was pulled from the UMD's Office of Institutional Reporting, Planning, and Assessment (IRPA) for Fall 2020. The email distribution list used to administer the survey and official faculty counts differ; as a result, this comparison is not exact, but provides a general sense of how the sample and population compare.

5.1. Teaching Innovation Grants

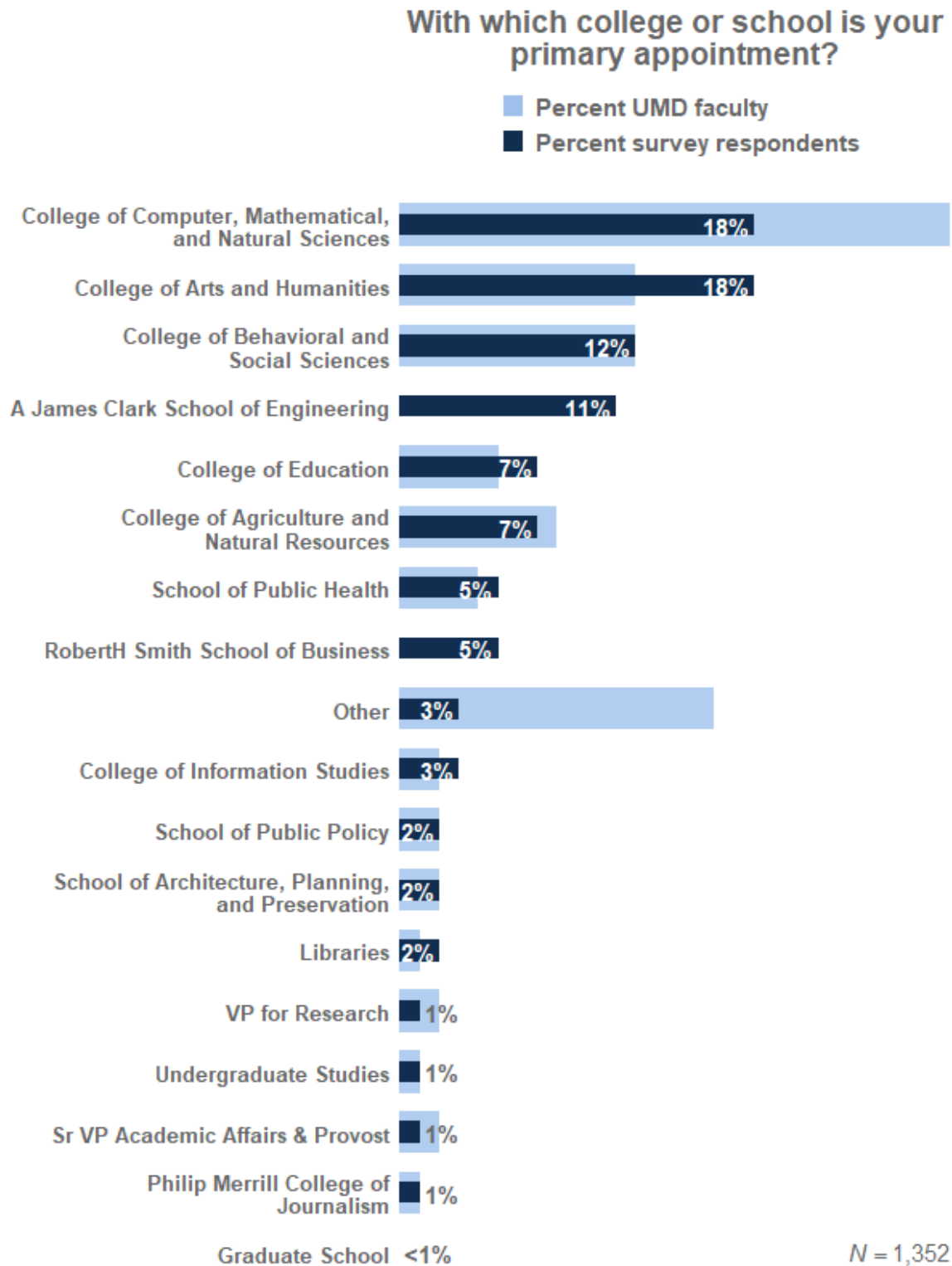
Did you receive a Teaching Innovation Grant from the Provost's office this summer?



Did another instructor affiliated with one of your courses benefit from a Teaching Innovation Grant from the Provost's office the summer? (e.g., you did not receive a grant but someone working on your course did.)

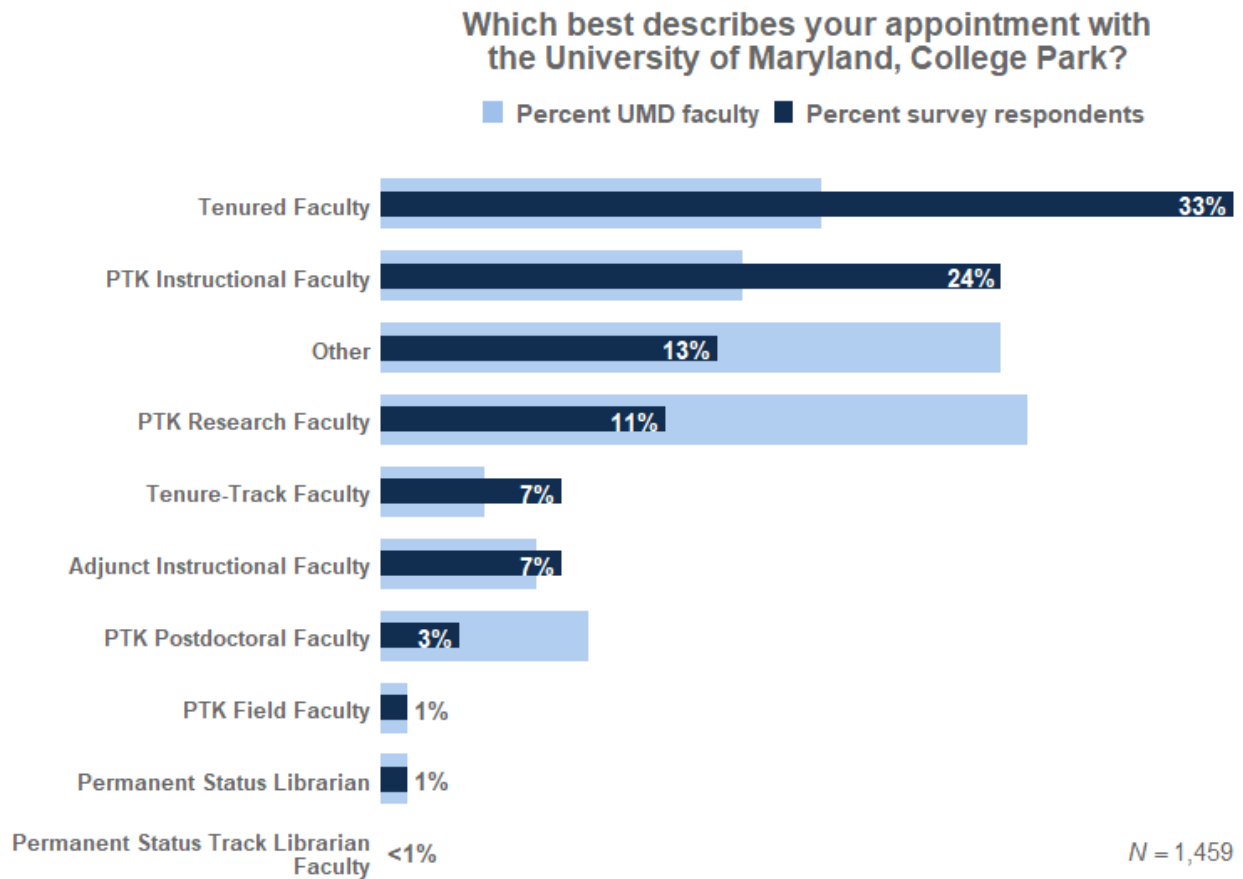


5.2. College or School of appointment



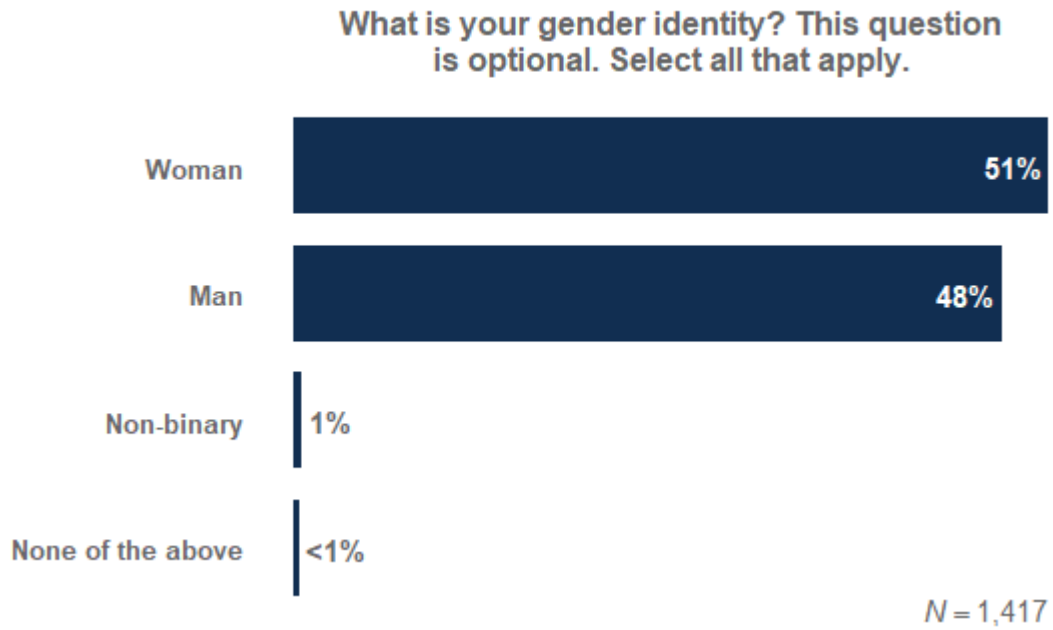
5.3. Appointment type

The lighter blue bars represent the percentage of all UMD faculty by appointment type, while the darker blue bars represent the percentage of faculty who completed the survey by appointment type. If the darker and lighter blue bars are generally the same length, then the survey respondents represent, or mirror, the UMD faculty. If a darker blue bar is longer than a lighter blue bar, then the survey respondents *over represented* that appointment type. If the darker blue bar is shorter than the lighter blue bar, then the survey respondents *under represented* that appointment type.

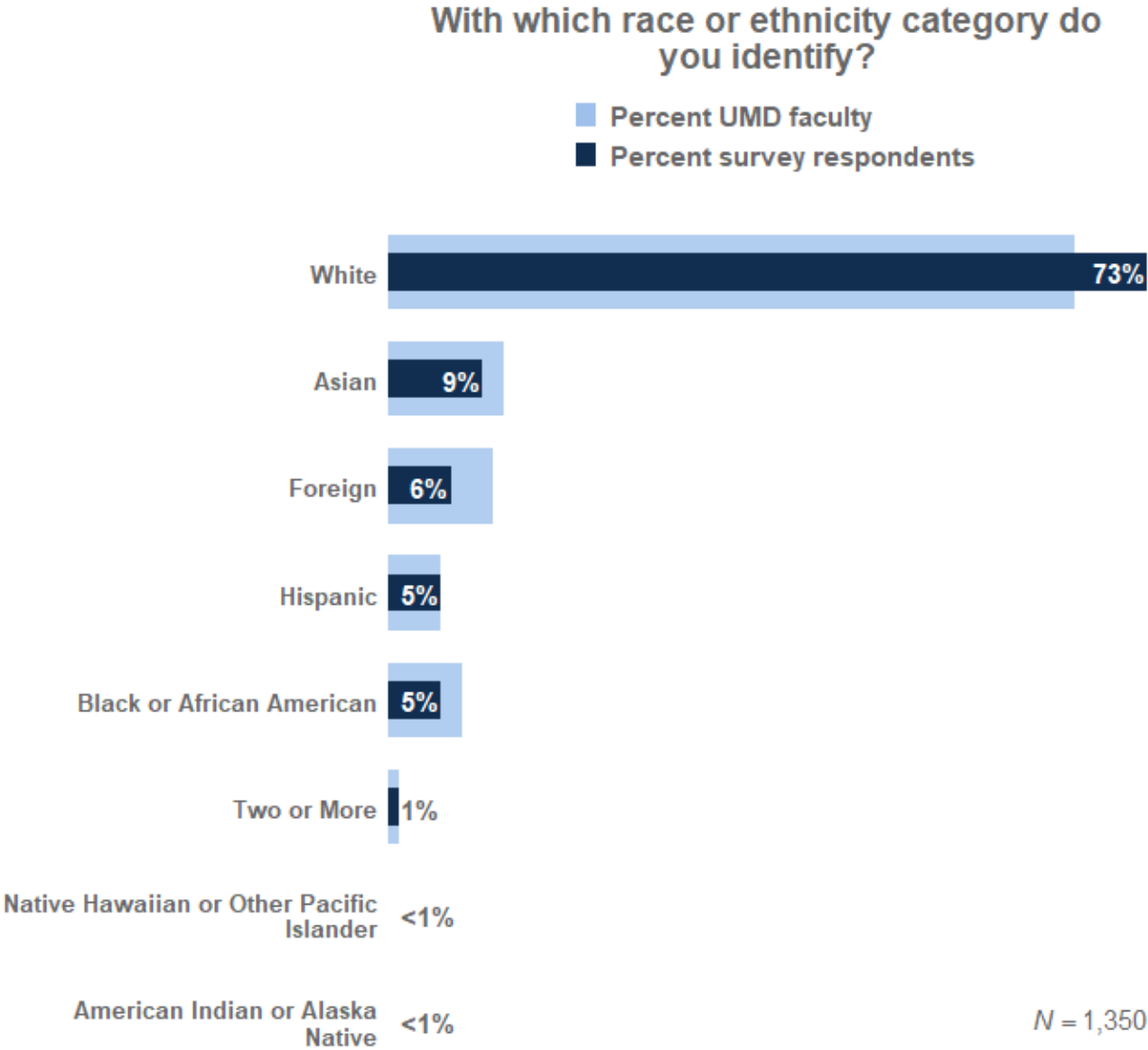


5.4. Gender

UMD currently reports only Male and Female as gender categories. In Fall 2020, 40% of UMD faculty were female and 60% were male.



5.5. Race/ethnicity



5.6. Age

