TIME FOR CLASS

COVID-19 EDITION

PART 2: PLANNING FOR A FALL LIKE NO OTHER

everylearner everywhere

Tyton PARTNERS

TABLE OF CONTENTS

FACULTY STORIES

KEY POPULATION SNAPSHOTS

EXECUTIVE SUMMARY

This summer, college and university faculty across the country planned for a fall like no other. After the rapid and unprecedented movement to emergency remote teaching this spring, faculty were collectively exhausted. Yet they started to prepare for a fall that they expected to include a combination of online and hybrid modalities while awaiting guidance from their institutions about whether, and to what extent, campuses would reopen.

We in the field of higher education monitored daily announcements from institutional leaders that proposed opening scenarios ranging from fully online, to highly flexible, to modified hybrid, to fully in-person campus returns. Amid this environment of uncertainty, faculty adjusted curricula, redesigned courses, and adopted new digital tools and practices at unprecedented rates in order to address concerns that had surfaced in the spring term. Notably, faculty sought to ensure access, improve engagement, and provide sufficient feedback to students as well as convert content into more flexible formats that move easily across modalities.

This is the second report in an ongoing series designed to understand the ongoing impact of the COVID-19 pandemic on teaching and learning in higher education; it serves as a follow-up to our first report, ***Time for Class – A National Survey of Faculty During COVID-19***, which was released in early July. The current report aims to surface the challenges and concerns of faculty as they prepared their courses for the fall term and gauge their attitudes toward institutional policies and support. Specifically, it focuses on pedagogy, digital learning tool adoption, and views on student equity. The overarching goal of this special research series is to capture, amplify, and contribute to the stories of the faculty population. More than 3,500 faculty at over 1,500 higher education institutions nationwide have thoughtfully shared their experiences though survey responses and targeted focus group discussions.

As we write this in late September 2020, we see institutions:

- Managing a balancing act as they negotiate safety with undergraduate student and parent expectations for academic and social engagement
- Working to proactively address equity gaps that are exacerbated by the pandemic
- Navigating the reality that faculty are becoming overwhelmed by the range and volume of professional development efforts
- Investing in appropriate support and infrastructure to promote high-quality digital teaching and learning

In addition, attitudes about the potential of digital learning are shifting to be more positive as increasing numbers of faculty are exposed to new digital learning tools and techniques. Institutions have elevated the extent to which they are investing in scaled digital learning infrastructure and supporting faculty and students, with 2-year institutions and their focus on teaching and learning leading the way across several measures of faculty sentiment. However, as we collectively navigate a “new normal” in higher education, it is imperative that we continue to monitor the impact of this grand digital learning experiment and its impact on students so we can ensure that every student everywhere is able to learn.

RECOMMENDATIONS FOR INSTITUTIONS

There are key actions institutions can take to ensure that their support structures are robust and effective, and that faculty are delivering and students are receiving high-quality digital learning experiences.

- **Use the momentum of this watershed moment to elevate your approach to online and hybrid instruction.** We are witnessing positive momentum in terms of faculty attitudes about the potential of online learning. Adoption of digital learning practices and tools are at record rates. Institutions that move beyond band-aids to scaled approaches to delivering high-quality online learning via professional development, infrastructure, and assessment will be best positioned for a more digital future. Ask your faculty and students three questions: how they are doing, what is their biggest challenge to teaching and learning, and what support do they need?

- **Evaluate the impact this shift is having on different student populations.** Equity remains a systemic and major concern for faculty as they plan instruction and rely on institution-wide support services and proactive advising models. Expected enrollment drops reported by 2-year faculty point to serious concerns about diminished participation in higher education by low-income students and students of color. Faculty are acutely concerned about the impact of their delivery modes as they struggle to engage students. They are unsure about whether the available support outside of the classroom will be sufficient. Regular monitoring and analysis of both learning analytics and retention analytics are critical steps in identifying gaps and working to close them.

- **Provide support to select and implement digital tools and pedagogy effectively.** COVID-19 is prompting permanent shifts in digital tool adoption, but faculty reported in the spring and fall that they were overwhelmed with the sheer volume of choices. Their preference has been to adopt from existing, trusted vendors and tools vetted and supported by their institution. Our ***past work*** has demonstrated that how a digital courseware tool is implemented matters more than the product selected in determining faculty satisfaction.[1] Faculty reported that some of the most helpful professional development they received was in how to implement specific digital tools in highly concrete ways and in the service of addressing particular instructional challenges in their courses. Many respondents indicated that peer-to-peer formats; strategies for scaling student engagement and one-on-one interventions; and discipline-specific tactics, techniques, and best practices would be most valuable forms of professional development moving forward.

- **Ensure that students have the necessary tools and are prepared to learn online.** Faculty note that students continue to need guidance and resources in order to be effective learners online. The development of consistent institutional approaches to course design and the use of common platforms and tools is one way to ensure that faculty are providing students with a consistent experience. However, direct-to-student training on time management, course expectations, and success strategies is also critical.

1. Tyton Partners and Bay View Analytics. (2020). *Time for Class 2020 Resource Collection.* Context and Implementation Matter in the Use of Courseware, pp. 14–15. ***https://www.everylearnereverywhere.org/resources/time-for-class-2020***

- **Assess your digital learning infrastructure and business model.** Transitioning to a future with more digital instruction requires transformation of existing business models, institutional policies, and practices. Selecting and implementing tools and providing professional development is very hard to do without some consistency and scale across digital learning. There are core elements of the infrastructure – IT, instructional design, professional development – that need to be in place across departments and silos. Consider the capacity you need to build, the partnerships you can create, in order to achieve the desired student experience and outcome.

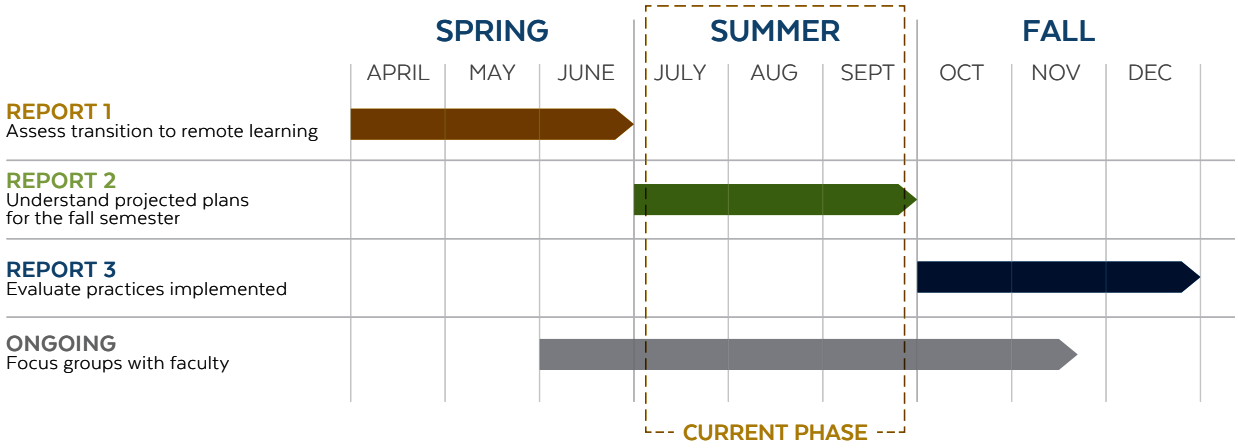
RECOMMENDATIONS FOR SUPPLIERS

There are key actions that the supplier community can take to ensure that they are meeting the evolving digital instruction needs of faculty.

- **Consider how well positioned you are to meet the most pressing needs of faculty and institutions.** Faculty say that they are most concerned about engagement, feedback, and accessibility. Engaging with students 1:1 is an important but time-consuming activity faculty say they are struggling to do in the most effective and efficient ways. However, course context and discipline matter, for example, in STEM disciplines, faculty focus significantly more on assessment reliability and test security.
- **Consider your professional development services approach.** There has been a huge surge in demand for professional development and implementation support that extends beyond product onboarding and training. Consider the role that professional development will play in your customer acquisition and support strategy. Introductory faculty in particular have turned to the vendor community for training at higher rates than their upper-level teaching peers, reaffirming the need for suppliers' support and placing an increased importance on delivering professional development and other services alongside products
- **Check in with current partners and monitor their experiences using and implementing your solutions.** In an environment of accelerated new adoptions and transitions, are you delivering an exceptional experience? Faculty rely on trusted partners for new materials and resources and word-of-mouth matters, so reach out to your current users to offer support and validate new offerings.
- **Make sure your reporting functionality can be used to support institutions in monitoring and identifying equity gaps.** As institutions continue the difficult work of monitoring and closing equity gaps across their student and faculty populations, make sure your products and implementation services are supporting this goal.

ABOUT THIS SURVEY

Since March, we have been monitoring the faculty experience and impact of COVID-19 on teaching and learning via a series of surveys and focus groups with faculty across higher education. Following our first report, fielded in May 2020 and released in early July 2020, we have engaged in additional focus groups and surveys to understand the continued impact of the pandemic on faculty, students, and institutions. We will be following up through focus groups and a final survey to faculty toward the end of the fall term.

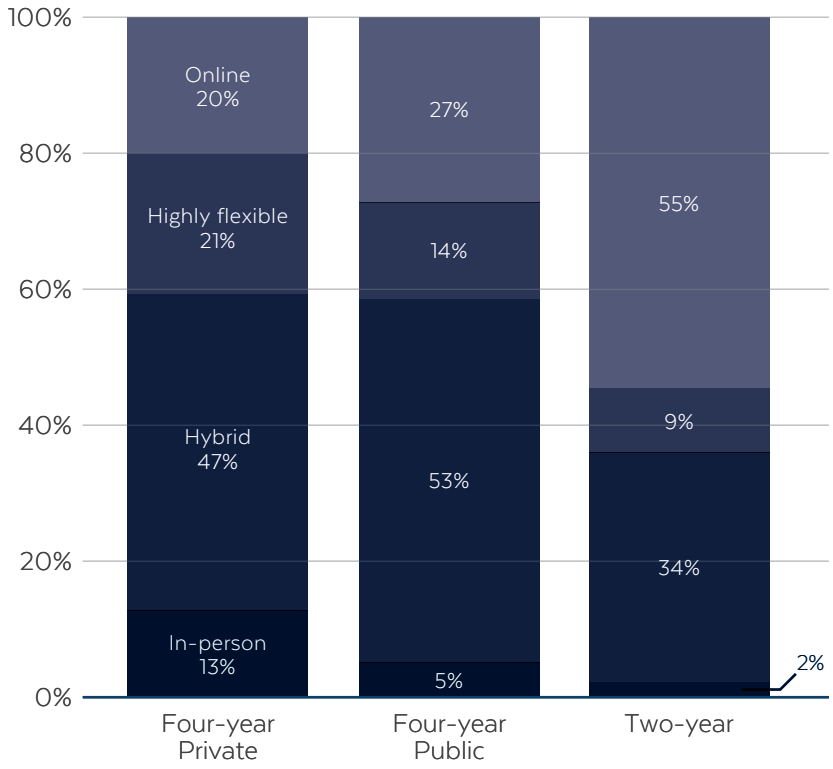


From August 11 to 19, 2020, Tyton Partners, in collaboration with Every Learner Everywhere and its partners, fielded a second national survey of higher education faculty. The survey targeted a nationally representative sample of faculty at 2-year and 4-year institutions and has yielded the largest and most comprehensive view of the impact of the COVID-19 transition on faculty and their teaching to date: 3,641 faculty who are teaching this fall from 1,532 institutions responded to the survey (931 at 2-year and 2,710 at 4-year institutions); further information on survey methodology and respondent demographics can be found in the appendix. In addition, a panel of introductory faculty (a subset of the survey respondents) has shared ongoing commentary with us beginning with the spring survey, and their experiences will be the focus of our forthcoming final report.

THE FALL TERM

As of mid-August when this survey was fielded, hybrid models were the most common institutional strategy for the upcoming term, and most faculty were preparing to teach courses using hybrid and online formats. Faculty at 2-year institutions were notably more likely to be planning for online instruction in the fall. However, since August, many schools that were planning for a more in-person fall have reversed course, pivoting back to some form of online teaching.

INSTITUTION STATED MODALITIES (FACULTY REPORTED)

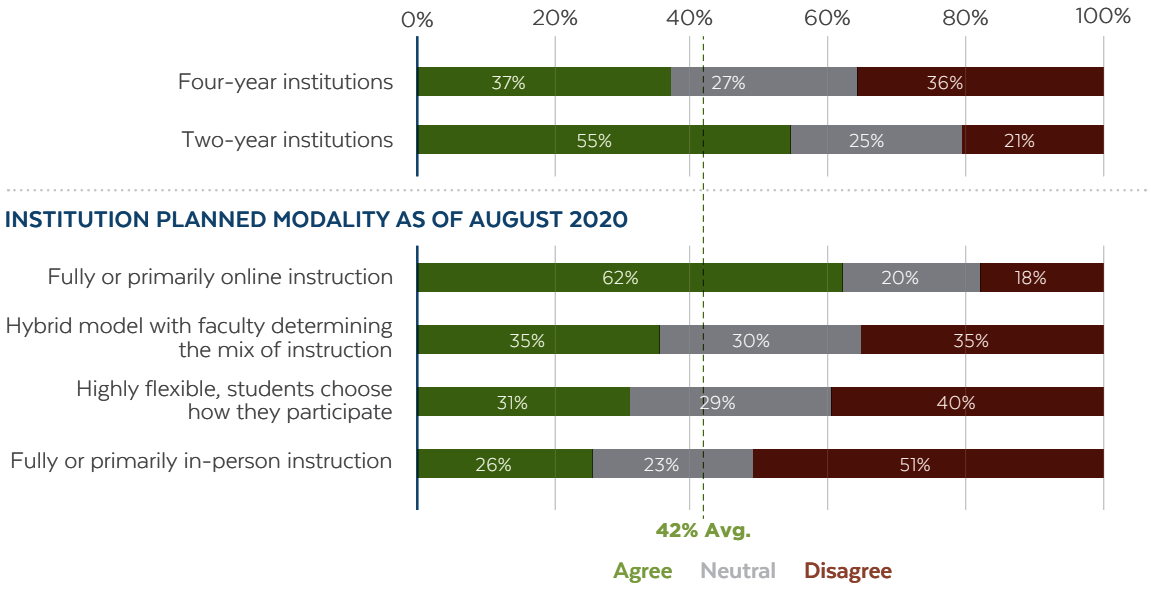


Survey question: "As of today, which of the following best describes your institution's planned modality for the fall term?" 4-year private N = 1,040, 4-year public N = 1,543, 2-year N = 783

Since August, many schools that were planning for a more in-person fall have reversed course, pivoting back to some form of online teaching

As the fall term was about to start, faculty shared their concerns about the health precautions at their institutions; overall, only 42% of faculty say they have confidence in these precautions. As illustrated below, faculty at 2-year institutions are more confident compared to their 4-year institution peers. Modality matters; faculty who report their institution's planned primary mode of instruction as online are almost three times as likely to say they have confidence in health precautions as faculty teaching at institutions where in-person learning is the primary delivery mode.

"I HAVE CONFIDENCE IN THE HEALTH PRECAUTIONS AT MY INSTITUTION"



Sentiment survey question: "As of today, how would you characterize your agreement with the statement [I have confidence in the health precautions at my institution]?" modality survey question: "As of today, which of the following best describes your institution's planned modality for the fall term?" 4-year N = 2,506, 2-year N = 847, Fully online N = 1,018, Hybrid N = 1,433, Highly flexible N = 463, Fully in-person N = 211

Faculty note they are fearful for their health, with one introductory faculty member at a 4-year public institution saying, ***"COVID scares me. Since beginning classes on Tuesday (two days ago), I already have three students in quarantine. One tested positive. She was in my class on Tuesday."*** A faculty at a 2-year institution delivering courses in-person shared, ***"I'm deeply worried about safety. We have many official policies in place to protect us here, but there is still a large volume of students coming in and out. This is a major source of stress on both me and the students, and I think this constant looming anxiety is going to make both teaching and learning difficult. If a student tells me they are too frightened to attend, I can't tell them this is an irrational feeling."***

Consistent with reports from other sources pointing to enrollment declines[1] and reduced FAFSA application rates,[2] 46% of faculty surveyed overall are reporting reduced enrollment at their institutions, and 63% of faculty at 2-year institutions are reporting enrollment declines for fall. This higher rate at 2-year institutions is a concerning trend for the higher numbers of low-income and students of color that these institutions serve, and a trend that we and others continue to monitor. We expect that a variety of factors are making the impact of this recession and the typical countercyclical bump different from historical trends; notably, the uneven impact of the recession across populations is creating an unequal impact on likelihood of enrolling in higher education. Students who are also parents face uncertain childcare given K-12 online and hybrid learning formats. Job losses are disproportionately hitting low-income students and students of color harder, leading to greater challenges in funding education. The emergence of alternative credentials has created shorter, less expensive substitutes that are being considered by out-of-work professionals to provide pathways back to the workforce. Each of these dynamics has important implications for enrollment and equity that are important to understand and take action on.

PREDICTED CHANGE IN UNDERGRADUATE FALL ENROLLMENT (FACULTY REPORTED)

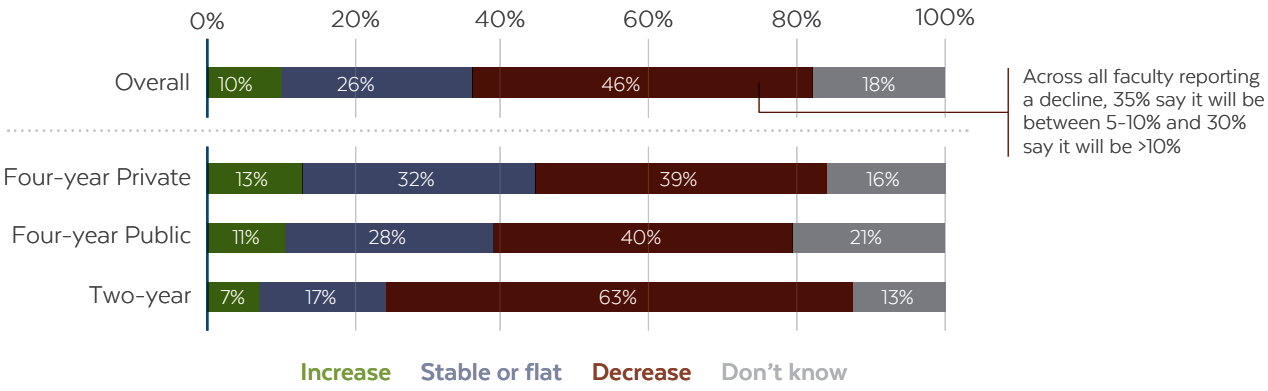
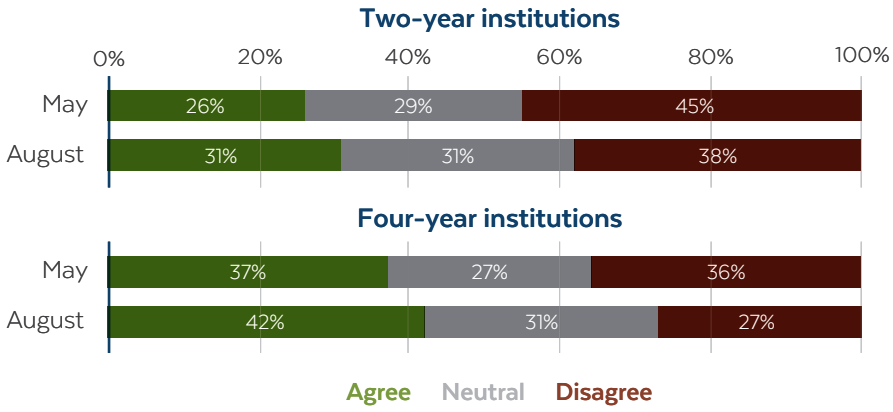


Chart survey question: "What is your institution reporting as being the impact on overall undergraduate enrollment this fall?" Callout survey question: "What best describes the extent of anticipated enrollment decrease at your institution?" Overall N = 3,617, 4-year private N = 1,018, 4-year public N – 1,509, 2-year N = 767

1. National Student Clearinghouse Research Center. (2020). National Student Clearinghouse Research Center's Monthly Update on Higher Education Enrollment. September 24. ***https://nscresearchcenter.org/stay-informed***
2. National College Attainment Network. (2020). FAFSA Tracker. Accessed September 2020. ***https://formyourfuture.org/fafsa-tracker***

Perhaps surprisingly, however, faculty have more optimism about their institutions' financial health than they did in May. This potentially reflects the heightened anxiety and uncertainty in May that existed compared to August, when institutions have since had a chance to communicate, plan, and assuage some concerns. However, where enrollment declines are reported, faculty are more likely to be concerned about institutional financial health: 40% of faculty reporting enrollment declines are concerned about financial health, compared to 30% who do not report declines.

"I HAVE CONFIDENCE IN MY INSTITUTION'S FINANCIAL HEALTH"

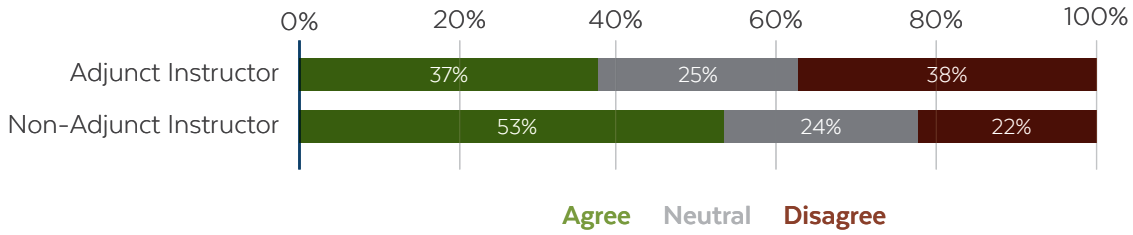


Where enrollment declines are reported, faculty are more likely to be concerned. **40%** of faculty reporting enrollment declines are concerned about financial health, compared to **30%** who do not report declines

Survey question: "As of today, how would you characterize your agreement with the statement [I have confidence in the financial health of my institution]?" May 4-year N = 2,949, August 4-year N = 2,427, May 2-year N = 902, August 2-year N = 848

When it comes to personal job security, however, there are stark contrasts based on faculty status. Adjunct faculty are concerned about their job security, with the largest portion (38%) reporting they are not confident that their jobs are secure. For the rest of the non-adjunct professoriate, 53% report that they are confident in their job security. More about the important role of adjunct faculty and their unique challenges can be found on ***page 32***.

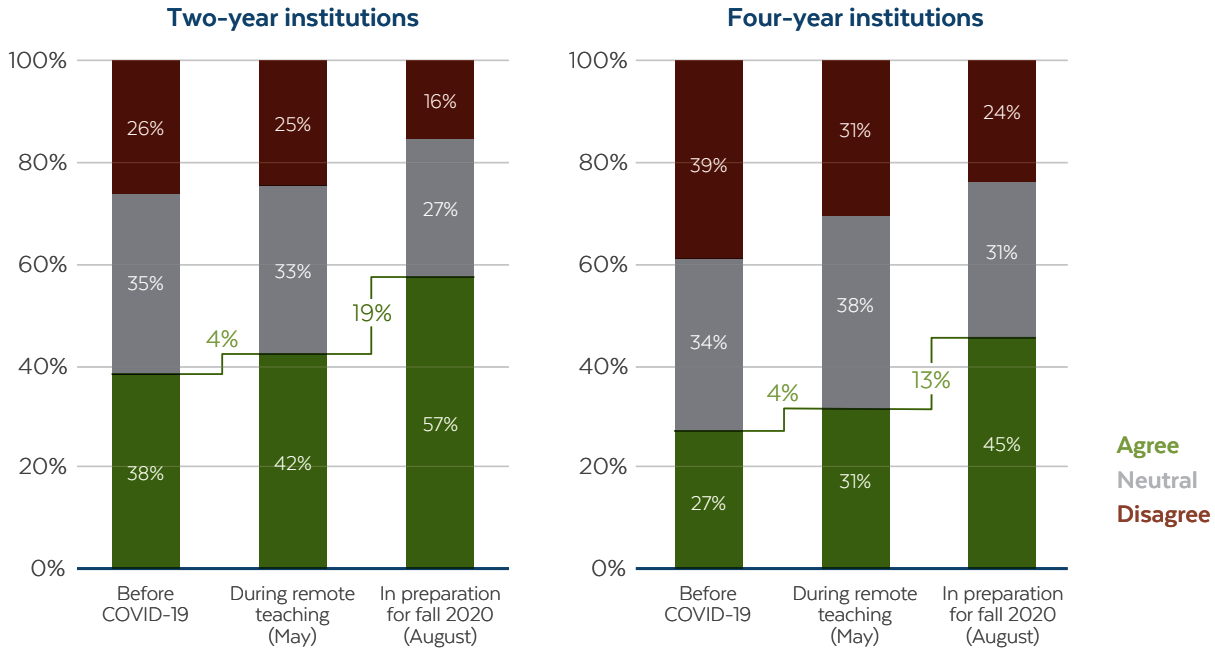
"I HAVE CONFIDENCE THAT MY JOB IS SECURE"



Survey question: "As of today, how would you characterize your agreement with the statement [I have confidence that my job is secure]?" Adjunct N = 716, Non-adjunct N = 2,669

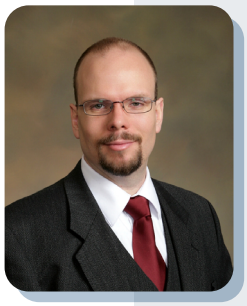
In August, faculty generally graded their institution's digital learning environment positively. Two-year institutions are leading the way, with 57% of faculty at 2-year institutions reporting that their school is achieving an ideal digital learning environment. This reflects a 19% jump in sentiment from May and a 23% increase from before COVID-19. At 4-year institutions, 45% of faculty report that their institutions are creating an ideal environment, a 13% jump since May and a 17% increase from before COVID-19. This is an outcome of the herculean efforts that many across higher education have made, including faculty, administrators, staff (notably those in instructional design, IT, and centers for teaching and learning, among others) to ramp up resources, systems, and processes to support high-quality digital learning. However, with a significant portion of the faculty population still grading their institutions negatively or neutrally, there is still work to be done to ensure that institutional infrastructure, policy, and practice are sufficient to support a high-quality digital learning experience.

"MY INSTITUTION IS ACHIEVING AN IDEAL DIGITAL LEARNING ENVIRONMENT"



Survey questions: Before COVID-19 question: "Prior to the COVID-19 crisis, how would you characterize your agreement with the statement [my institution is achieving an ideal digital learning environment]?" May and August survey question: "As of today, how would you characterize your agreement with the statement [my institution is achieving an ideal digital learning environment]?" 2-year Ns (in order of bars): 1,287, 964, 848, 4-year N's (in order of bars): 4,284, 3,076, 2,388

FACULTY STORIES: ALWAYS TEACHING



David Kyle Johnson, *Professor, Philosophy*
King's College, Wilkes-Barre, PA

For David Kyle Johnson, the transition to remote learning went as smoothly as one might hope. The students in his philosophy courses were already submitting work online. He was already running a flipped classroom, with students doing intensive reading and submitting summaries before coming to class, which was entirely focused on discussion.

So when his campus abruptly shut down in the spring, much of what his students were doing stayed the same. In that regard, his experience mirrored that of many other faculty we spoke to whose face-to-face classes already incorporated a lot of digital tools and online pedagogy. The more course functions that were already up and running online, the easier it was on students. But even so, remote teaching took up far more time than normal for Johnson.

He wanted to preserve discussion, which was the way he typically taught students and brought material to life, but given his students' schedules, he shifted his classes to an asynchronous format. Rather than using a discussion board, Johnson would solicit questions from students each week and then record a video response lecture. He found this approach fairly effective, but it required far more planning than leading discussions in person. He had to carefully map out his responses, in large part because students wouldn't have an opportunity to follow up in real time if something was unclear. He needed to cover all the bases. And that extra time was multiplied by four classes.

"I'm basically teaching always," Johnson says.

He was glad to do it to keep his students on track, but his other work suffered. Like many faculty members, Johnson has a research portfolio and other professional commitments that took a hit. At the same time, he found himself worrying about the long-term viability of his job and of small private institutions like his. His story is a reminder that teaching is a fundamentally human endeavor, and that the faculty at the center of it were working to support their students while dealing with their own existential worry.

They are navigating the fall having had more time to process the changes to their jobs and more time to prepare. For his part, Johnson spent much of his summer preparing his classes for both face-to-face and remote delivery, and he tried to finish as much other work as possible so he could be fully available for his students and nimble in his approach to teaching. For now, all four of his classes are meeting in person with distancing requirements in place. He's made his attendance policy less strict: If you aren't feeling well, stay home—no proof required. The only expectation is that absent students later post a discussion question and watch Johnson's video answer. He also bought a mini sound system with a wireless lapel mic so that he doesn't have to shout through his mask. Having that equipment has vastly improved the experience.

And if his institution shuts down again, he'll have digital tools already up and running and a plan at hand to make that work, too.

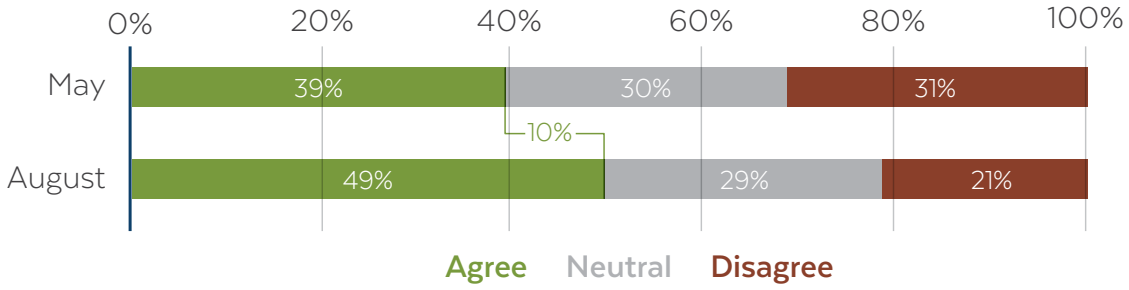
CHANGES TO PEDAGOGY AND PRACTICE

The transition is prompting what are likely to be permanent shifts in faculty attitudes, pedagogy, and tool adoption. In the spring term, 91% of faculty reported transitioning courses to emergency remote learning,[1] and this fall 93% of faculty report they will be teaching a hybrid or online course. Of those teaching a course online or in hybrid formats, 92% worked to transition a course that was previously taught in a face-to-face format. Contrary to the expectations of pundits and critics, this transition to remote teaching has brought about a positive change in sentiment about online learning.

Contrary to the expectations of pundits and critics, this transition to remote teaching has brought about a positive change in sentiment about online learning.

Overall, faculty in our August surveys were more likely to report that they see online learning as an effective method of teaching: faculty sentiment in favor of online learning shifted from 39% to 49% between May and August. Across a panel of introductory faculty who responded to both our May and August surveys, there has been a 9% increase in the number of respondents saying they view online as an effective method of instruction.

"ONLINE LEARNING IS AN EFFECTIVE METHOD FOR TEACHING"



Survey questions: "Prior to the COVID-19 crisis, how would you characterize your agreement with the statement [online learning is an effective method for teaching]? N= 4,329; "As of today, how would you characterize your agreement with the statement [online learning is an effective method for teaching]?" N = 3,341

Just as we observed in the spring, many faculty report a silver lining in terms of benefits to students. As one introductory faculty member at a 2-year institution noted, ***"Online teaching has some great benefits: every student engages (there are no 'quiet' students), there's a degree of flexibility for students, using online resources in place of purchased texts relieves student cost, etc."*** Another faculty member noted, redesigning courses for new modalities has also forced an examination of tools and approaches: ***"My course content is the most up-to-date it has been in several years with the extra prep I have been doing for the transition online."***

1. Fox, K., Bryant, G., Lin, N., Srinivasan, N. (2020, July 8). *Time for Class – COVID-19 Edition Part 1: A National Survey of Faculty during COVID-19.* Tyton Partners and Every Learner Everywhere. ***www.everylearnereverywhere.org/resources***

KEY POPULATION SNAPSHOT: INTRODUCTORY FACULTY

In ***Time for Class – COVID-19 Edition Part 1***, we highlighted the important role that faculty who teach introductory classes play in delivering courses that impact student retention and progression. High-enrollment introductory-level English, STEM, and other general education courses serve as gateways to degree paths but often function as gatekeepers: high failure rates in these gateway courses lead to significant dropout between the first and second year, and at disproportionately high numbers for low-income students and students of color. As we look to this fall, over 90% of faculty who teach introductory courses report that these classes will be delivered in an online or hybrid format, a steep departure from the 83% of introductory courses that have historically been taught in person.

While they are more likely than their upper-level teaching peers to have participated in professional development this summer (83% compared to 75%), faculty teaching introductory courses feel less prepared to deliver a high-quality class this fall. One reason for this could be their concern about student equity and academic support: 66% of faculty teaching introductory courses are concerned about equity gaps between student groups at their institution, and only 60% believe that their institution is prepared to provide academic support and remediation to students.

In response, these faculty are adopting digital tools at a higher rate and modifying their courses to embed more active learning elements. They are being more deliberate about informing students in advance about exactly how assessment will occur and what it will cover in addition to thoughtfully designing the course to encourage and validate students' diverse perspectives and ways of learning. Eighty-three percent are creating clear expectations and routines for engaging in learning in each class session, and 66% are conducting personal outreach to students about how they are doing in the course. Given the important role that introductory- course faculty play in delivering instruction that impacts the arc of student persistence and completion, we are following the experiences of a group of introductory faculty this fall and will focus on their responses in our final report in this series.

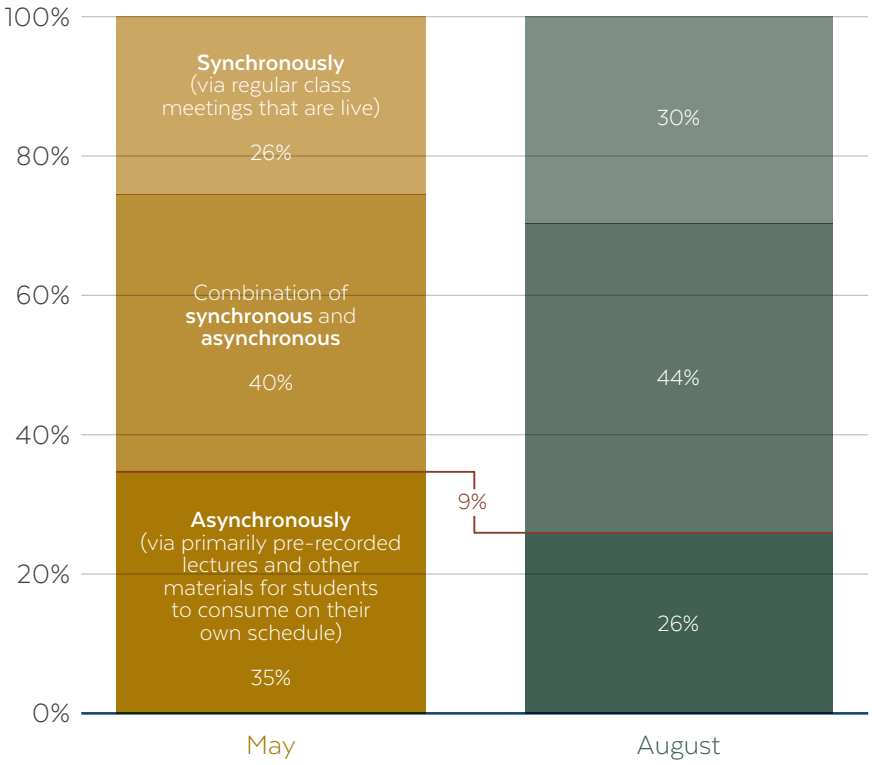
37% are using courseware, compared to only **17%** of upper-level teaching faculty

36% are using a supplemental digital tool. Classroom engagement tools are the most popular, at **22%** usage

They are less likely to have been responsible for tool selection; **63%** are responsible for selecting their instructional materials compared to **79%** of upper-level faculty

Faculty are most likely to report (44%) delivering instruction via a mix of synchronous and asynchronous delivery methods this fall. The biggest drop reported between May and August is in the asynchronous category. However, faculty teaching at introductory course levels are more likely to report delivering instruction through asynchronous methods than their peers teaching upper-level courses.

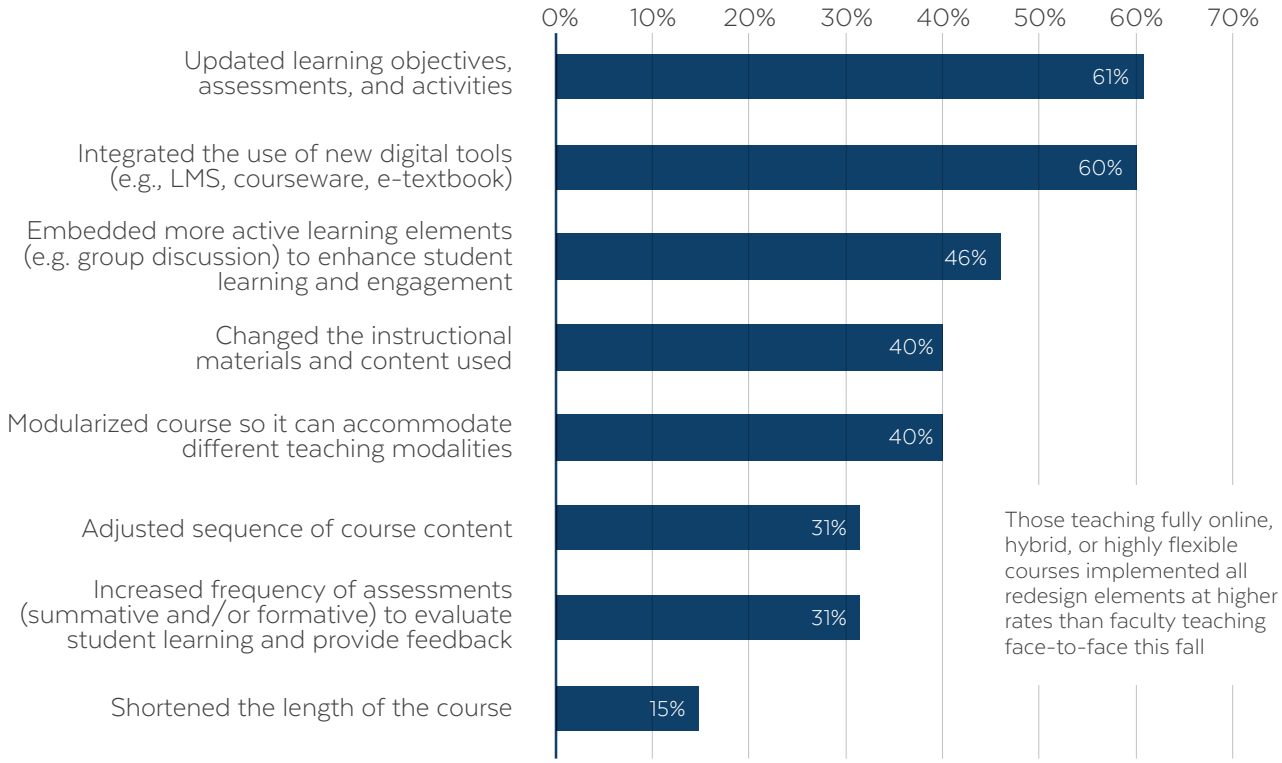
METHOD OF INSTRUCTION AFTER THE TRANSITION (MAY) AND PREDICTED FOR THE FALL (AUGUST)



Survey question: "Which of the following best describes how you are [planning to] deliver[ing] remote instruction?" May N = 4,783, August N = 3,459

The fall of 2020 has prompted massive course modifications as faculty worked to transition courses into new formats or be ready to do so as pandemic response plans change; 92% of faculty made at least one course modification for the fall. The most common changes made were to learning objectives, assessments, and activities, and the incorporation of new digital tools. In addition, active learning, known to be an important evidence-based teaching practice, has been intentionally incorporated into course redesign by more than 45% of faculty.

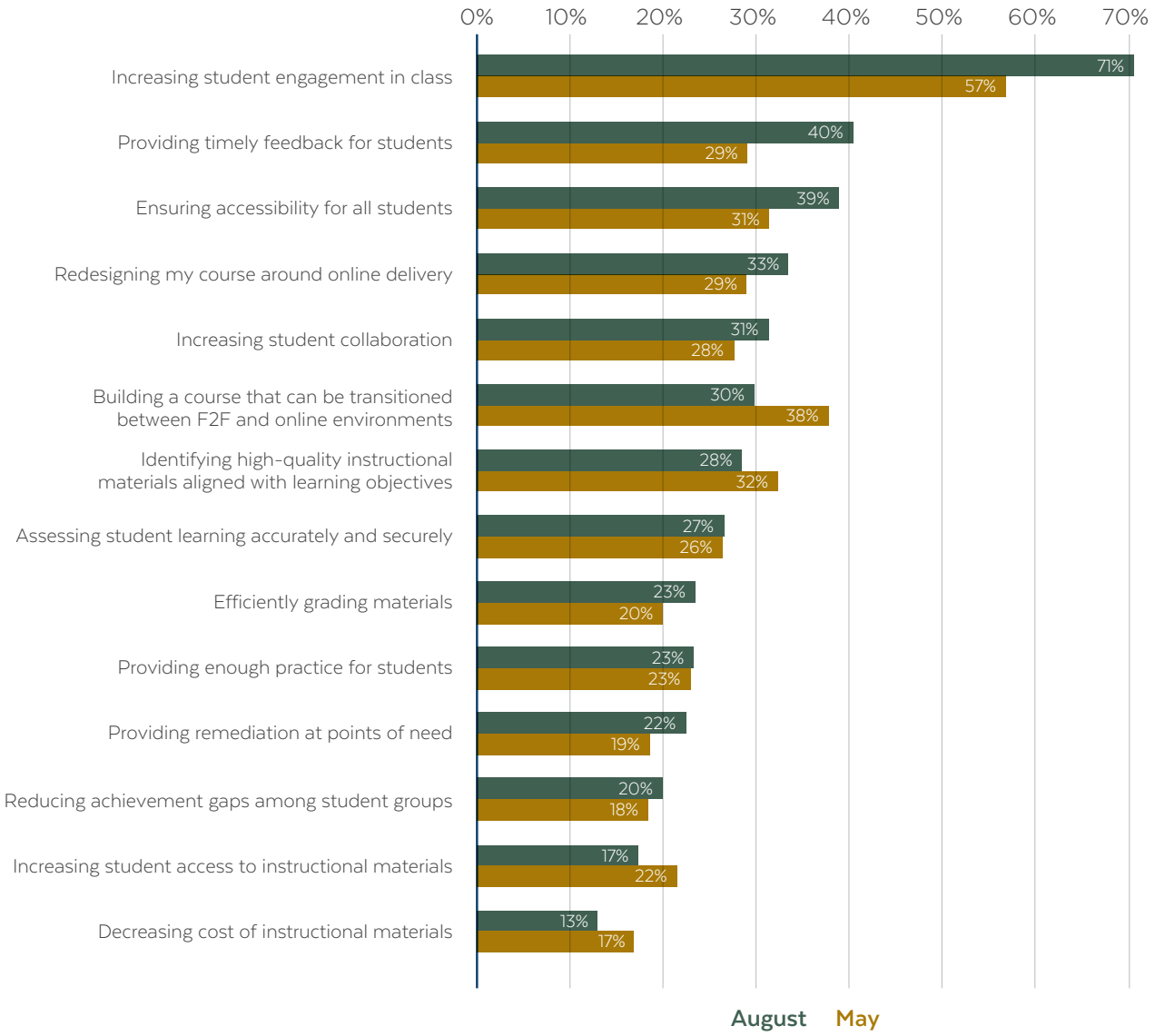
METHODS OF COURSE REDESIGN IN PREPARATION FOR THE FALL TERM



Survey question: "What describes the process you undertook to modify this course in preparation for the fall? Please select all that apply."
N = 3,692

As they redesigned, faculty reported that they were focused on instructional priorities at a higher rate than those reported in May. Student engagement continues to be at the top of the list of priorities, followed by providing timely feedback and ensuring accessibility. Engagement, feedback, and accessibility are reported as priorities at even greater rates.

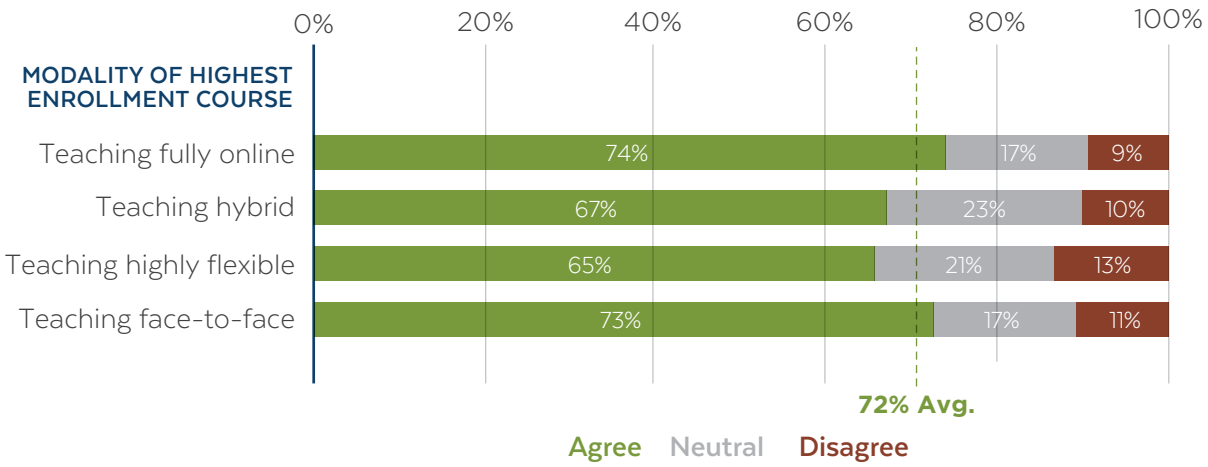
TOP FACULTY PRIORITIES IN PLANNING FOR THE FALL TERM



May question: "In planning for the fall term, what are you biggest instructional priorities? Please select all that apply." May N = 5,968, August question: "What are your biggest instructional priorities for your highest-enrollment course this fall? Please select all that apply." August N = 3,364

As a result of this hard work and preparation for fall, 72% of faculty report that they feel ready to teach a high-quality course. Faculty teaching a fully online or fully face-to-face course report being prepared at highest rates, whereas faculty teaching hybrid or highly flexible courses are less likely to report that they are prepared. This reflects the unique challenges of these delivery modes and the need to better support and share best practices for mixed-mode course delivery.

"I AM PREPARED TO DELIVER A HIGH-QUALITY COURSE TO MY STUDENTS THIS FALL"



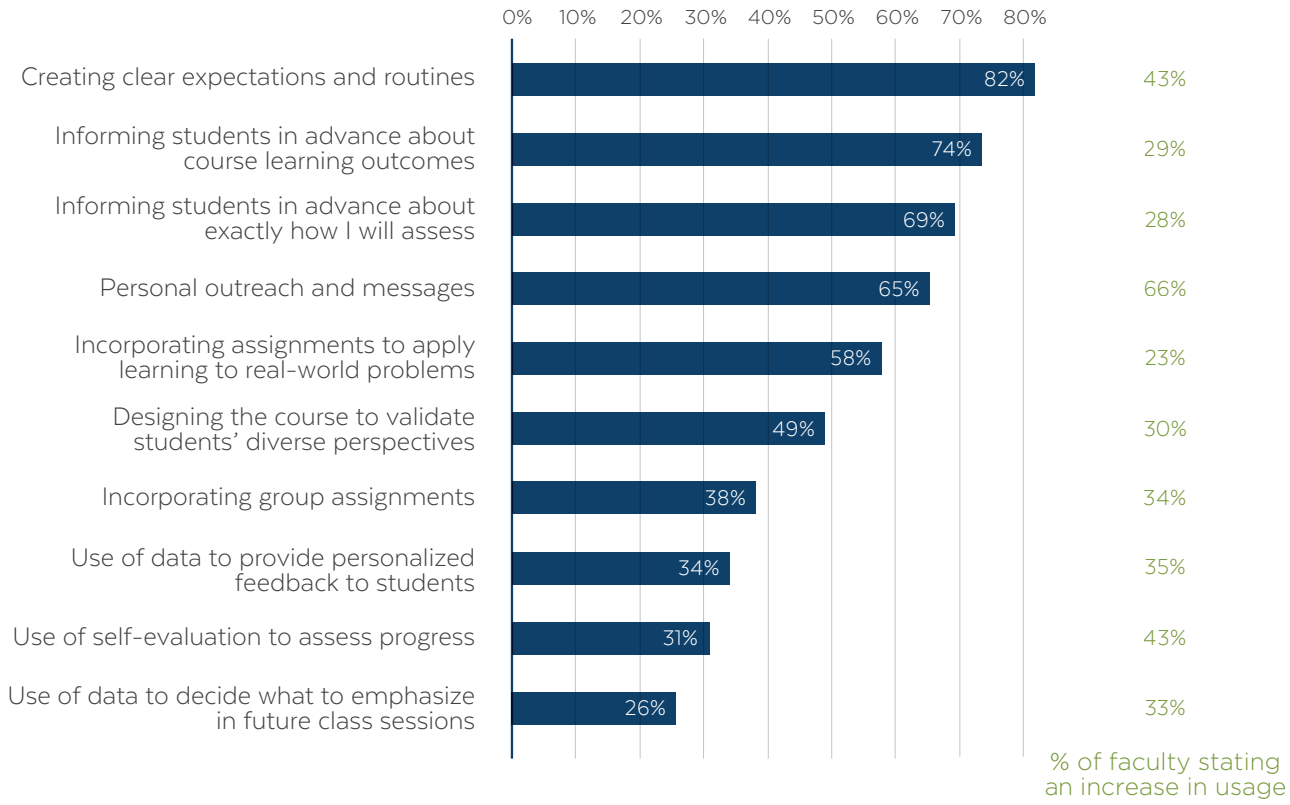
Sentiment survey question: "As you consider the coming fall term, how would you characterize your agreement with the statement [I am prepared to deliver a high-quality course to my students this fall]?" Modality survey question: "Which of the following modality are you using in your highest enrollment course this fall?" Overall N = 3,341, Fully online N = 2,099, Hybrid N = 831, Highly flexible N = 188, Face-to-face N = 233

"I am confident that I can achieve my learning outcomes through online learning. I did some additional training this summer and am ready to make this work. I also taught one of the three modules of this course after we shifted online last spring and it was very successful."

Introductory faculty, 4-year public institution

Faculty shared their changes to pedagogy and practice, including their usage of a set of evidence-based teaching (EBT) practices. Ninety-two percent of faculty report incorporating at least one of ten EBT practices in their highest-enrollment course this fall. These practices range from course organization, incorporation of active and applied assignments, personal outreach, and use of data. However, not all practices are being used at similar rates. Practices most frequently used include creating clear expectations and informing students in advance about outcomes and assessment; data-oriented measures, important for equity-based teaching, are the least adopted.

USE OF EVIDENCE-BASED TEACHING PRACTICES IN HIGHEST-ENROLLMENT COURSE

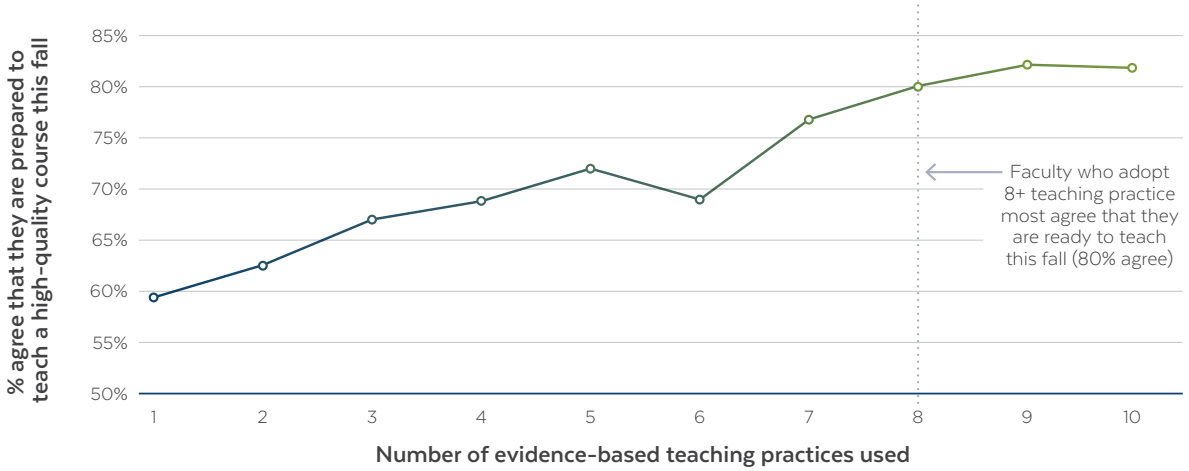


Left survey question: "Which of the following instructional practices are you incorporating into your course? Please select all that apply." N =3,984; Right survey question: "Relative to when this course was taught pre-COVID, what best describes the frequency of use of the practices you are planning to incorporate into your course this fall?" N varies based on usage

Relative to pre-COVID usage, faculty are most likely to report increasing their use of personal outreach and the creation of clear expectations. There is an acute need, however, to help faculty efficiently support personalization and outreach, as respondents note that their approaches are typically time intensive.

In general, our survey revealed that the adoption of a greater number of EBT practices matters in terms of faculty's self-reported readiness to teach high-quality courses. We found a strong linear connection between faculty usage of a greater number of EBT practices and self-reported readiness to teach a high-quality course this fall.

OF EVIDENCE-BASED TEACHING PRACTICES USED AND PREPAREDNESS TO TEACH THIS FALL



Sentiment survey question: "As you consider the coming fall term, how would you characterize your agreement with the statement [I am prepared to deliver a high-quality course to my students this fall]?" modality survey question: "Which of the following instructional practices are you incorporating into your course? Please select all that apply." N = 3,984

This relationship mirrors a similar finding related to a set of online instructional practices and perceptions of positive student learning outcomes measured in the spring, reported by both faculty and students.[1] However, only a minority of faculty (18%) are using eight or more practices, and instructive differences exist between those faculty and others. Faculty who use the highest number of EBT practices have attributes and experiences that are different than those using EBT practices at lower rates, pointing to actions that institutions can take to support the adoption of practices associated with high-quality teaching.

There are actions that institutions can take to support the adoption of practices associated with high-quality teaching.

1. Fox, K., Bryant, G., Lin, N., Srinivasan, N. (2020, July 8). *Time for Class – COVID-19 Edition Part 1: A National Survey of Faculty during COVID-19.* Tyton Partners and Every Learner Everywhere. Means, B., and Neisler, J., with Langer Research Associates. (2020). Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic. San Mateo, CA: Digital Promise.

FACULTY WHO ARE ADOPTING EVIDENCE-BASED TEACHING PRACTICES AT HIGHEST RATES...

Have received training from key sources

- Professional associations and organizations (+16%)
- Institutional instructional design resources (+11%)

Have engaged in redesign activities at greater rates

- Embedded active learning (+22%)
- Modularized the course (+18%)
- Updated learning objectives, assessments, and activities (+13%)
- Integrated new digital tools (+20%)
- Increased frequency of assessment (+16%)
- Changed instructional materials and content used (+17%)

Are more likely to have prior experience

- To be an experienced user of digital learning tools pre-COVID (+13%)

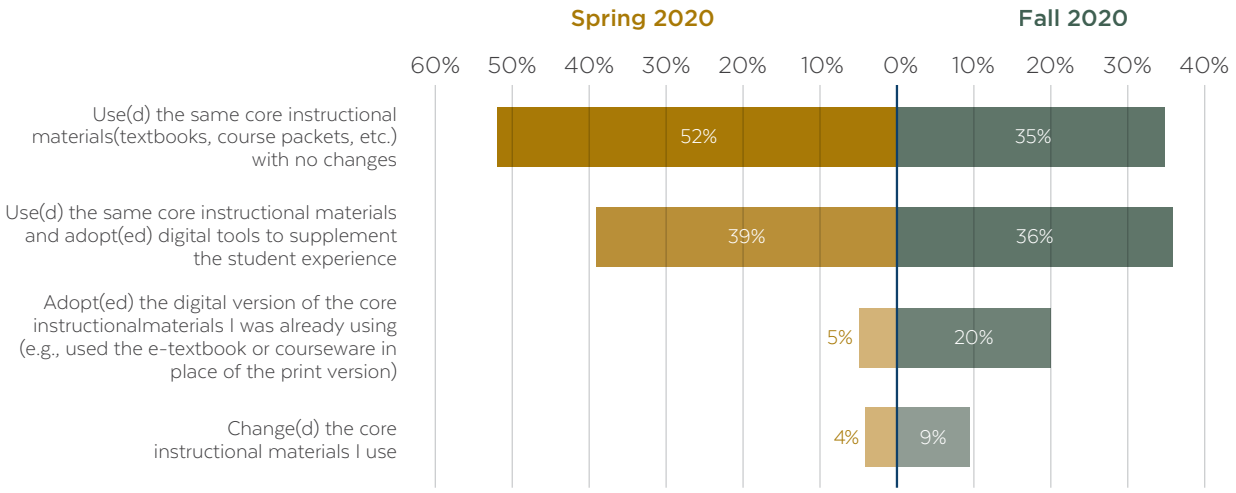
Adjunct faculty who are using EBT practices at greater rates are more likely to

- Report that they are 'career adjuncts,' meaning that more than 40% of their overall income is from teaching
- Have more than just direct instruction included in their contract

In addition to prompting adjustment to pedagogy, faculty made significant modifications to the core instructional materials they will use for the fall at higher rates than they did in the spring. Whereas just over half of faculty (51%) muscled through the spring term with core instructional materials unchanged, 65% of faculty reported that they adjusted their instructional materials in their highest-enrollment courses for the fall. The largest form of adjustment was to keep the current core materials and adopt supplemental digital tools, with over one third of faculty reporting this form of adoption. The adoption of new core instructional materials or transition to the digital materials already in use, while not as common as the adoption of supplemental digital tools, doubled between spring and fall.

The largest form of course adjustment, reported by over 1/3 of faculty, was to keep the current core materials and adopt supplemental digital tools.

ADJUSTMENT TO CORE INSTRUCTIONAL MATERIALS

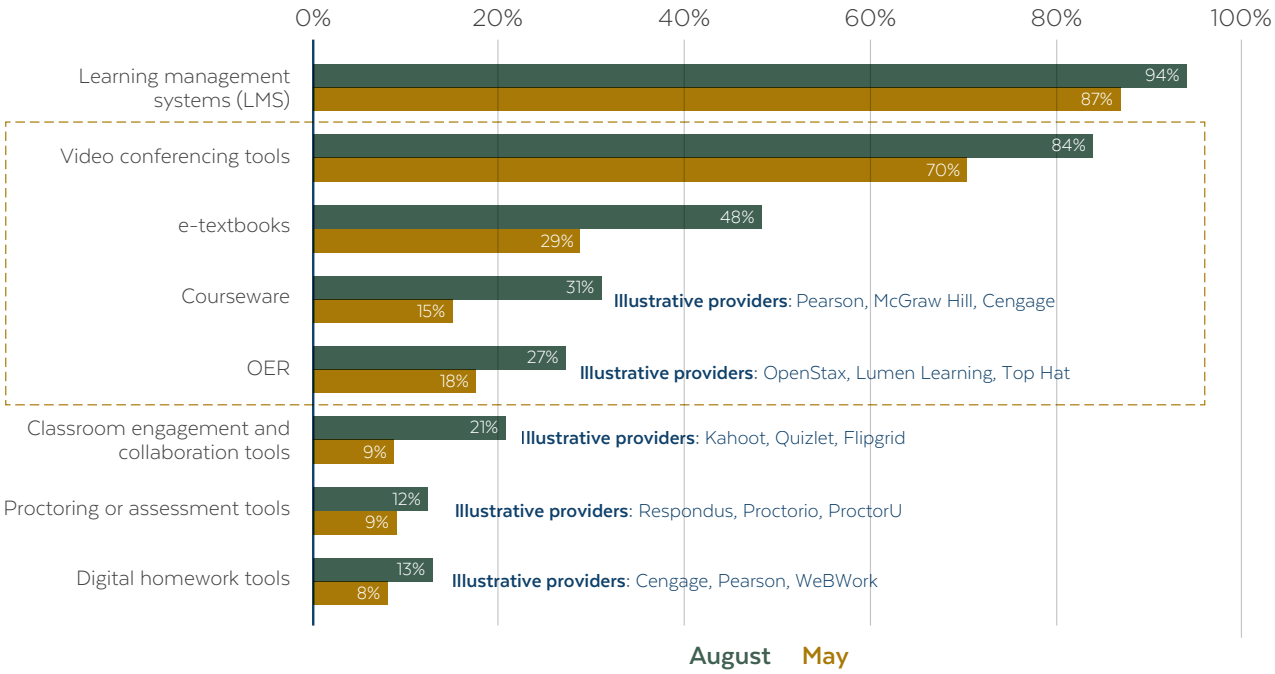


Survey question: "What adjustments, if any, have you made or are you making to the instructional materials used in your course?" May (Spring) N = 4,459, August (Fall) N = 3,406

Significant adoption increases are being reported by faculty across tool categories as well. After learning management systems (LMS) and video conferencing tools, e-textbooks, Open Educational Resources (OER), and courseware are the categories seeing the largest overall adoption growth. The categories with biggest rate of change for the fall term were e-textbooks, courseware, and class engagement tools, all of which were adopted at rates two times that of the spring.

The categories with biggest rate of change for the fall term were e-textbooks, courseware, and class engagement tools, all of which were adopted at rates two times that of the spring.

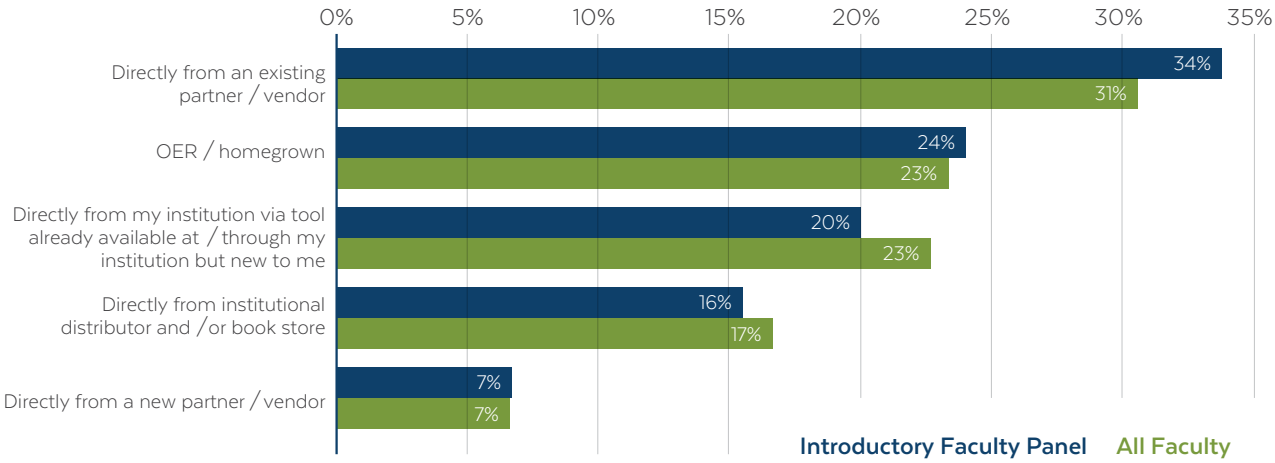
TOOLS USED DURING THE TRANSITION TO REMOTE (MAY) AND IN PREPARATION FOR FALL (AUGUST)



August survey question: "Which of the following tools or resources are you using in this course this fall? Please select all that apply." August (Fall) N = 3,343; May survey question: "Which of the following tools or resources did you use in your transition to remote learning? Please select all that apply." May (Spring) N = 4,751

One of the concerns shared by both faculty and students in the spring was that a proliferation of platforms and tools was overwhelming and challenging to deal with. This may be one reason why faculty report that they were most likely to adopt new tools and products from a current vendor. Introductory faculty are even more likely to adopt products from an existing partner or vendor as compared to faculty overall.

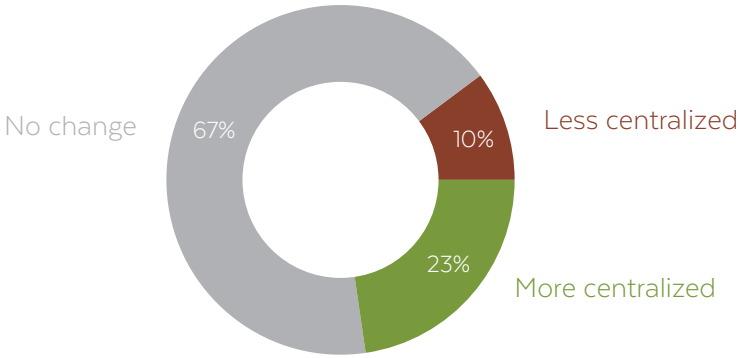
PRIMARY METHOD OF ADOPTING NEW MATERIALS FOR THIS FALL



Survey question: "What best describes the primary manner in which you adopted/are adopting new materials and tools for this fall?" Introductory Panel N = 1,023, All Faculty N = 2,225

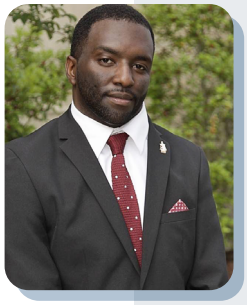
However, COVID-19 does not yet seem to be prompting a wholesale transition to more centralized procurement and decision making. While we are seeing some movement in this direction with 17% of faculty reporting more centralization of decision making, 60% said the decision-making process remains the same. We are not yet witnessing—at least from the faculty perspective—a massive movement to centralized decision making about materials selection and adoption.

CHANGE IN DECISION-MAKING AND PROCUREMENT OF INSTRUCTIONAL MATERIALS DRIVEN BY COVID-19



Survey question: "What best describes how COVID-19 has changed the decision-making and procurement of instructional materials at your institution?" N = 3,653

FACULTY STORIES: KEEP IT SIMPLE



Orlando Robinson, *Instructor, Science*
Central Carolina Technical College, Sumter, SC

Orlando Robinson knows that there's a temptation to incorporate every tool available—all the more so when you feel like you are struggling to keep students engaged. But over the past few years, while designing courses for online as well as in-person and hybrid modalities, he's learned to fight that urge.

The key to a well-designed online course is often streamlining. ***"Keep it simple,"*** he says. ***"This fall, my number one concern is to make sure I'm communicating with students clearly and in a way that feels real to them."*** Everything else, he says, will flow from that goal.

For the fall, Robinson is teaching courses in three different modalities—online, hybrid, and an in-person course that's meeting on Zoom for now—and he's prepared for the hybrid course to go fully remote at some point. In juggling this workload, platforms and tools matter, he says, but the ultimate success will be determined by the pedagogy he wraps around it.

If you start with a focus on course objectives and sound teaching, he says, then the tools you need become clearer. It's important to be comfortable with your LMS, he notes—and to think through how students will naturally navigate around it. (Leverage the tools, but minimize clicks and downloads, for example.) Robinson, like many faculty, also believes lockdown browsers are critical to ensuring the integrity of exams taken online. And he's found digital microscopes, lab packs, and fully virtual labs incredibly useful for students in lab classes. But some of the most helpful tools are tried-and-true and surprisingly low-tech: a well-designed, printable syllabus that you stick to, or a well-timed phone call.

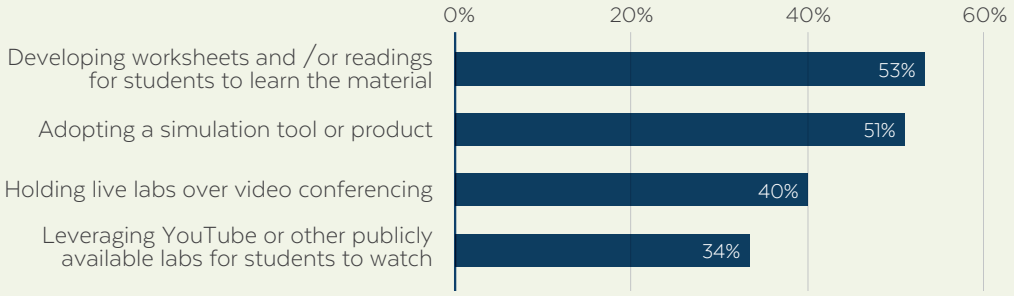
As he planned labs over the summer, he spent time going through his own pantry, making notes of what items people typically have on hand. You can do a lot with eggs, food coloring, water, and corn syrup. The department put together kits with other materials that students could pick up curbside. ***"Adjusting is a big thing,"*** Robinson said. ***"What can be done in the classroom cannot be done from their home, and that's okay. You're still learning science."*** In short: streamline and stay flexible. In times like this, do all you can to avoid throwing everything and the kitchen sink at students. But also recognize that you may need them to actually use their kitchen sink.

KEY POPULATION SNAPSHOT: INTRODUCTORY STEM FACULTY

STEM (science, technology, engineering, and math) introductory courses are among some of the most common gateway courses at postsecondary institutions. These courses have high DFWI (D grade, F grade, withdrawal, or incomplete) rates of 20% to 30% on average. In the preparation for this unusual fall semester, STEM faculty demonstrated heightened concerns about student learning outcomes in their courses. Our research shows that while more STEM faculty increasingly agree that online learning is an effective method for teaching (46% in August compared to 33% prior to COVID-19), 54% of them are concerned about student learning outcomes this fall.

Due to the nature of the STEM disciplines, the highest-enrollment courses taught by these STEM faculty are more likely to require a lab or in-person component (38% vs. 17%) and less likely to be fully online (58% vs. 63%). For those STEM instructors who are not teaching an in-person course this fall, 31% are likely to rely on synchronous delivery for their courses. To be able to deliver some or all of their lab courses online, over half of STEM faculty are experimenting with adjustments such as adopting a simulation tool and developing worksheets for students to learn the material.

ADJUSTMENT(S) TO LAB COURSES BY INTRODUCTORY STEM FACULTY



Survey question: "How are you adjusting your lab course? Please select all that apply." N = 176

STEM faculty are also seeking to resolve the challenges with online instruction by adopting digital learning products. Compared to their peers, STEM instructors are planning to use courseware (42% vs. 21%), e-textbooks (57% vs. 45%), digital homework tools (24% vs. 6%), and proctoring tools (21% vs. 6%) at higher rates.

INTRODUCTORY STEM FACULTY SNAPSHOT

52% see administering secure tests and exams as a major challenges

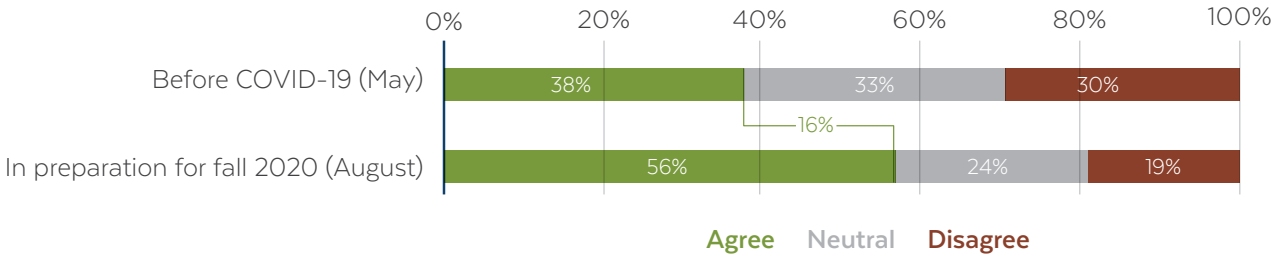
STEM faculty are looking to outside partners for support, **over 1/3** received professional development from a content or digital tool provider

SUPPORTING FACULTY

In preparation for fall, 80% of faculty participated in some form of professional development for digital learning. Reflecting the outperformance of the 2-year institution sector across many of these measures, faculty at 2-year institutions were most likely to participate in professional development, with 86% participating. Twenty-seven percent of faculty reported that they were required to participate in professional development by their institution, with 40% of 2-year faculty reporting the same.

Faculty graded their institutions more positively in the levels of support they received as they prepared for the fall compared to the support they received last spring. Fifty-six percent believe their institution provided sufficient training, a 16% jump from what faculty reported in May. Several factors are associated with higher rates of satisfaction with institutional support, including the provision of training by institutions themselves, guidance in creating clear expectations and routines, and a perception that the institution had sufficient training and professional development before COVID-19.

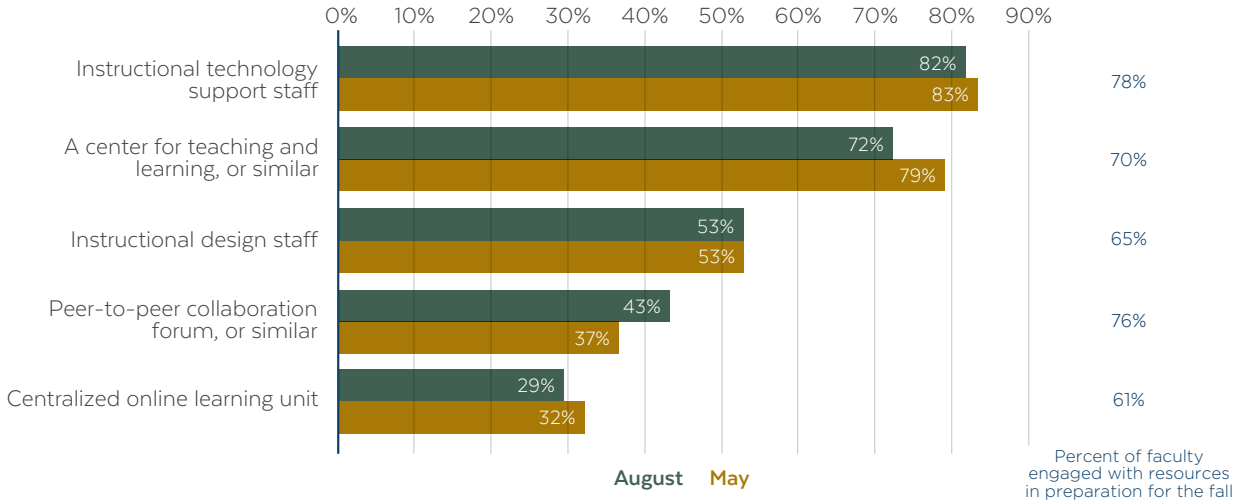
"MY INSTITUTION HAS PROVIDED SUFFICIENT TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHING ONLINE"



May survey question: "Prior to the COVID-19 crisis, how would you characterize your agreement with the following statements [My institution has provided sufficient training and professional development for teaching online]?", N = 4,300; August survey question: "As you consider the coming fall term, how would you characterize your agreement with the statement [My institution has provided sufficient training and professional development for teaching online]?" N = 3,325

Before the fall term began, institutions worked to scale up training and make faculty aware of existing resources and partnerships. Faculty reported more opportunities to receive support from peer-to-peer collaboration forums and instructional designers than in the spring term.

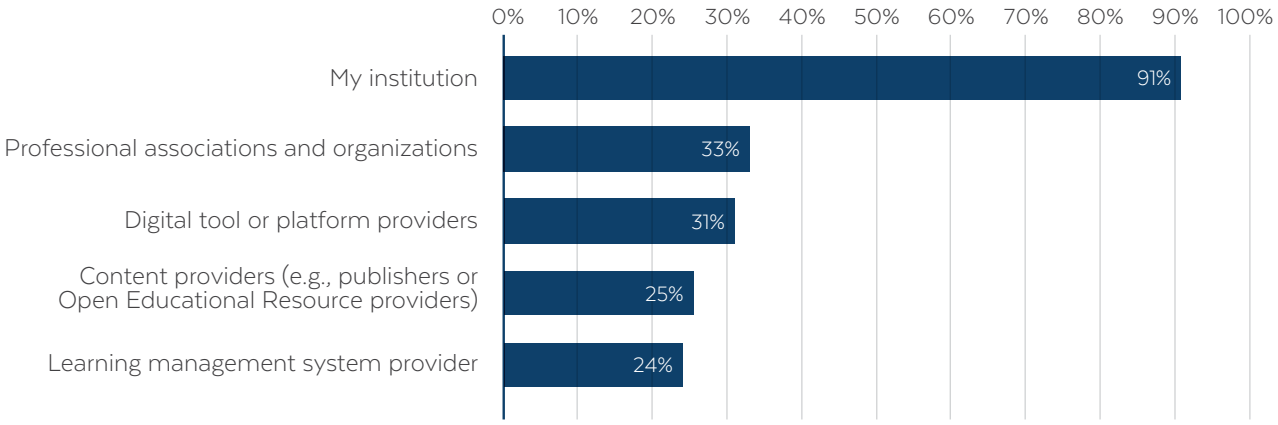
INSTITUTIONAL RESOURCES AVAILABLE TO FACULTY



Left question (May and August): "Which of the following institutional resources, if any, are available to you at your institution? Please 7select all that apply." May N = 4,745, August N = 3,674; Right question: "Which of the available institutional resources have you engaged with as you prepare for the fall term? Please select all that apply." N varies (1,011-2,718)

The most common source of professional development was from institutions, but professional associations and the vendor community also played key roles. Faculty teaching introductory courses took advantage of training from third-party partners at higher rates, reflecting vendors' status among faculty and the significant efforts the vendor community made to ensure that they were providing implementation support to institutional partners.

PROFESSIONAL DEVELOPMENT ORGANIZATIONS ENGAGED WITH IN PREPARATION FOR THE FALL TERM



Survey question: "Which of the following organizations have you received professional development from as you have prepared to teach this fall? Please select all that apply." N = 2,998

Faculty found certain supports more helpful than others, noting that in some cases the sheer volume of required training activities detracted from the actual work of course redesign. Certain training themes and features were noted as comparatively more valuable, including applied examples, tactical training on how to use key tools in use at the institution, practices related to incorporating specific instructional approaches online, and the use of peer-to-peer formats.

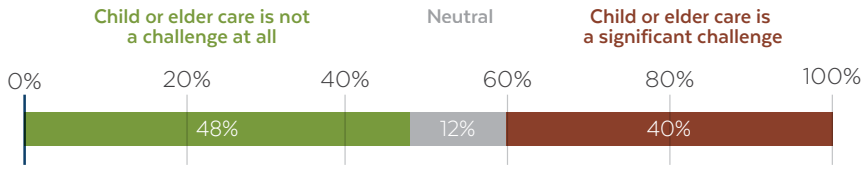
Applied examples and tactical training	• *"EXAMPLES!! Within online teaching/learning there are so many (too many!) tools, and so much pedagogy, that a crash course in all of the options and ideas is entirely overwhelming. Seeing examples of what other have done is much more helpful. And I mean this for the individual components of a course — the syllabus, welcome messages, online quizzes, etc. — as well as holistically."* • *"I just completed a four-week "How to Teach Online" course created by College faculty and run in a fully online environment. Frankly, it was enlightening to be on the student end of a fully online course experience, in addition to the course content."* • *"[The most helpful training was] actual, hands-on practice with the tools actually available to us"*
Practices related to specific instructional approaches	• *"Instruction on designing an online course with student success at the forefront was helpful"* • *"Best practices in online course design—but with a focus on pedagogy, student learning outcomes, and assessment, not just "bells and whistles' technology"* • *"Creating short videos and chunking material"* • *"How to engage students remotely with the course and with each other."* • *"Assessments in a hybrid environment"*
Peer to peer formats	• *"Packaged pro development events from "experts" have been awful. The most useful thing is peer-to-peer questions via email."* • *"[I enjoyed our] peer discussion groups - communicating with fellow instructors via "happy hour" Zoom meetings each week and a private Facebook group."*

Faculty noted they wanted more support that is directly applied to their teaching, including strategies for engaging students at scale, and practices specific to their disciplines. They also want support for their students, helping them learn to learn online.

More applied institutional support	• *"All faculty here could have used more aid in putting things together. However, the administration hasn't even been able to follow through with the promises that they've made to help us."* • *"A fully established Center for Teaching and Learning as well as a comprehensive Center for Academic Technology"* • *"During the last two months I have seen an increase in administrative demands for faculty to attend training. However, this is not the time to divert faculty attention away from what is important; the development of online classes that will ensure student success. Instead of requiring training that will not offer much new material, more time should be devoted to assisting faculty prepare and conduct their online classes."*
Support for students and their learning	• *"Many campuses, including mine, [feel] that effective remote teaching is almost entirely the burden of faculty teaching techniques. I have said for years that most STUDENTS need more training in how to be effective online learners. My experience last year, and backed by many of my colleagues, indicate that much more emphasis needs to be placed on student readiness to be good online learners."* • *"I have concerns about students taking a variety of modes of courses and not being able to find their own "mental architecture" for the semester. Our training encouraged weekly modules to help with this, but we'll see how well students manage this change."*
Engagement strategies that are efficient and effective	• *"My greatest concerns are about the amount of grading and emails these high touch practices will generate. I would like professional development about balancing online teaching with research and other responsibilities."* • *"How to efficiently [find time] to email many many students once per week…"*
Discipline-specific support	• *"Discipline-specific tactics, techniques, best practices, etc. for student engagement in the [remote teaching] course environment."* • *"Discipline-specific tools. Wish I could be more specific, but I don't know what's out there (which is part of the problem)."*

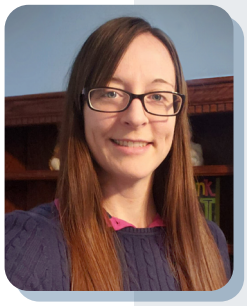
As mentioned earlier, faculty are also concerned about their own health and careers: child or elder care is a significant challenge for 40% of faculty. Women and tenure-track faculty who are not yet tenured are more likely to report this concern, pointing to challenges for career progression for portions of the profession.

DEGREE TO WHICH CHILD OR ELDER CARE IS A CHALLENGE



Survey question: "Please indicate the extent to which child care or elder care is a challenge for you this fall" N = 2,402

FACULTY STORIES: TRANSITIONING TO REMOTE AND RESPONDING TO RACISM



Samantha Balemba, *Assistant Professor, Criminal Justice*
Montana State University-Northern, Havre, Montana

Samantha Balemba, teaching criminology, found herself at the center of three major upheavals this spring. Like all faculty, she was dealing with the abrupt move to remote learning—but unlike most, she was doing so while trying to teach a subject that had become a national flashpoint. Additionally, as the parent of a young child and with a spouse who frequently travels, she was working to adjust her teaching with a kid in tow.

The spring semester at her university in Montana was nearing its end when George Floyd was killed during an arrest in Minneapolis, touching off protests across the country and demands to fundamentally change policing. She worked to create space for students to process what was happening and to consider its implications for the criminal justice system and the careers they were studying to pursue.

Her story is a reminder that faculty members aren't just trying to transfer knowledge or keep students on track for graduation, but encouraging them to think hard about what it means to be an educated, ethical citizen and professional. They're also striving to inspire a love of learning that will not only enrich students' lives but serve them well amid a rapidly changing world. Balemba worries that inspiration is diminished when all courses go online. In forensics, for example, there are certain things—like lifting a fingerprint—that you just can't do online. ***"Basically, the fun stuff,"*** she says.

But as Balemba makes her way through an uncertain fall, she's committed to being creative in how she engages students. And she plans to continue participating in sessions the Office of Teaching and Learning Excellence holds each Friday to teach new pedagogical approaches and digital tools.

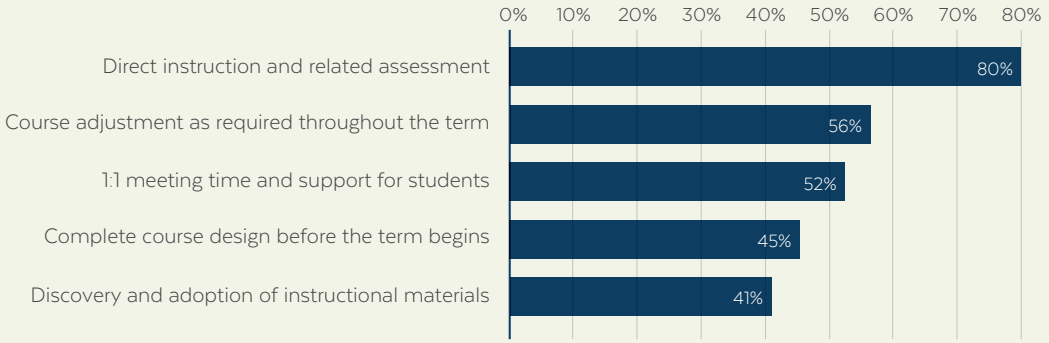
Balemba opted to make one of her classes—forensic science—hybrid, so it meets in person once a week and students spend another day on online components. That class just spent a day sketching an outdoor crime scene and had a great experience. So, she says, distancing, if done creatively, can actually be fun. And if her classes have to move fully online at some point, Balemba's thinking about how she'll maintain some fun, keep her students engaged, and broaden their thinking along the way.

KEY POPULATION SNAPSHOT: ADJUNCT FACULTY

There are approximately 700,000 adjunct faculty in the United States, comprising 46% of all postsecondary instructors. While they are typically part-time and always non-tenured, 80% of them teach introductory or developmental education courses, and thus their experiences and impact on students during the COVID-19 pandemic are critical. According to our survey results, we estimate that adjunct faculty teaching introductory courses reach as many as 10 million undergraduate students per year.

Their roles (and contracts) are centered on instruction, though other responsibilities are included, often at lesser rates. Adjunct instructors report less autonomy in some key areas: they are less likely to have chosen the modality in which their courses are delivered and less likely to have played a role in the selection of their course materials.

COMPONENTS OF ADJUNCT FACULTY CONTRACTS



Survey question: "What aspects of course design and instruction are included in your typical contract? Please select all that apply" N = 849

However, adjunct faculty overall are rightfully concerned for their job security. With enrollment declines, adjunct faculty are in a precarious position without a path towards tenure and guaranteed employment. The situation described by an introductory adjunct faculty at a 2-year institution is undoubtedly familiar to many: ***"I will be overwhelmed by parenting responsibilities as my child goes through remote learning. Also, if I get sick, I don't know what that will mean for my family. As an adjunct, I don't have employer health insurance, and I don't have guaranteed employment. Although my institution has updated its sick leave policy in response to the pandemic, I'm not sure how that will apply to adjuncts."***

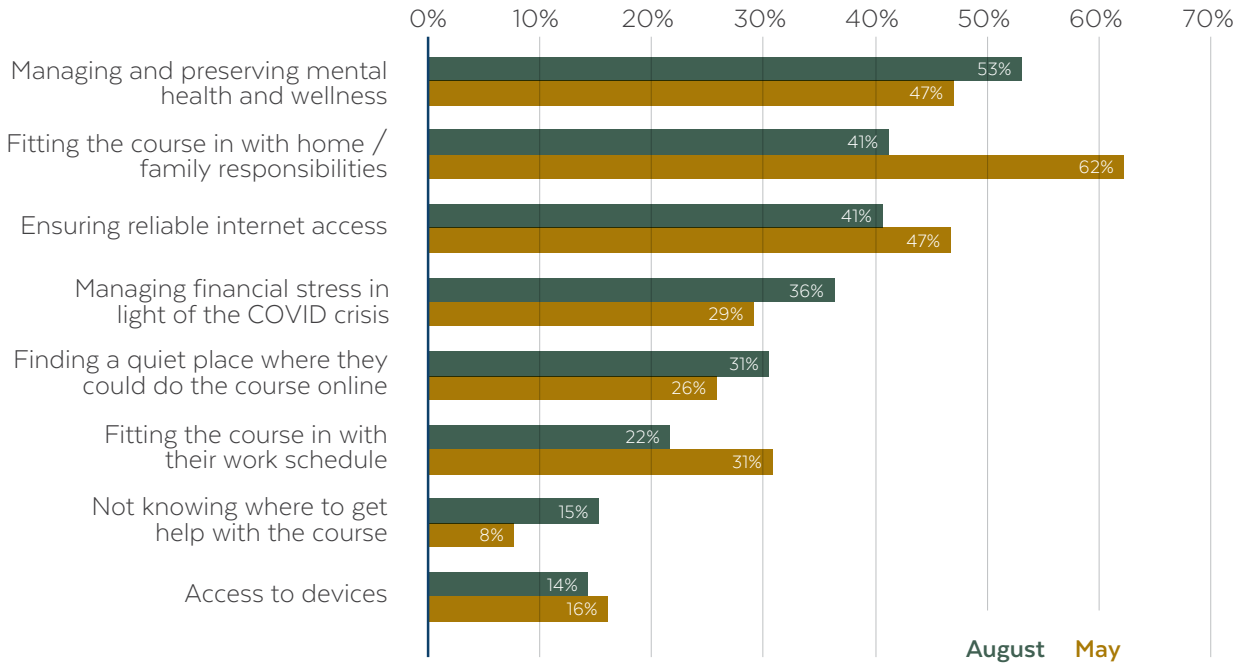
"Career adjuncts" are those faculty who report 40% or more of their income is from teaching. 37% of career adjuncts were required to participate in professional development during the summer of 2020 compared to only 24% of non-adjuncts.

As institutions design professional development, structure contracts, and encourage practices, they should keep career adjuncts in mind and create expectations and systems that support the important role they play in the undergraduate student experience.

SUPPORTING STUDENTS THIS FALL AND BEYOND

As they look to the fall term, faculty are still concerned about the student experience in their courses and at their institutions. They are most likely to be concerned about mental health and wellness, followed by managing competing family responsibilities and internet access.

TOP CHALLENGES STUDENTS FACED IN THE SPRING AND MIGHT FACE THIS FALL (FACULTY REPORTED)

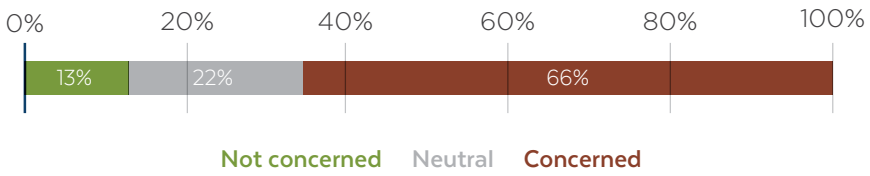


August survey question: "What do you think will be most challenging for students this fall? Please choose up to three." August N = 3,355, May survey question: "What do you think has been most challenging for students during the transition to remote education? Please choose up to three." N =4,725

Two thirds of faculty note that they have concerns about equity gaps at their institution. They report being concerned about specific student populations and their access to internet and devices. Said one faculty respondent teaching introductory courses at a 4-year public institution, ***"A majority of our students are Pell eligible. Are they going to have the equipment at home to do the work? Many of our students do a lot of work on their phones. Will they have accessible internet? I am very doubtful. I think many students will pay for a course that they do not complete. I am trying to build in reasons to stick with it, but those who do not complete the course will be paying for it (via their loans) for decades."***

In addition to internet and device access, many faculty point to other family obligations and childcare as anticipated challenges; an introductory faculty respondent from a 2-year institution noted that ***"I still have students who do not have internet at home, computers/laptops for personal use at home, lack of daycare for young children so they can attend classes (online without interruptions)."***

"I AM CONCERNED ABOUT EQUITY GAPS BETWEEN STUDENT GROUPS AT MY INSTITUTION"

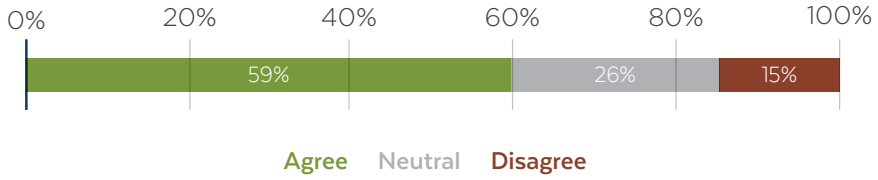


Survey question: "As you consider the coming fall term, how would you characterize your agreement with the statement [I am concerned about equity gaps between student groups at my institution]?" N = 3,233

In addition, many faculty described what they see as inadequate institutional responses to address equity gaps in a systemic way; said a faculty member teaching introductory courses at a 4-year private institution, ***"We talk a good game at my institution, but there's very little emotional, financial, or academic support for first-generation and minority students."*** An introductory faculty respondent from a 2-year institution stated that their institution's targeted work to close equity gaps had fallen by the wayside due to pandemic crisis management efforts: *"**Under the best circumstances, equity gaps are a real issue at our institution. Prior to Spring 2020, our college began to develop a strategy for addressing the gap. These efforts have fallen to the wayside as we are now in survival mode."***

Our survey results indicated 59% of faculty see their institution as prepared to provide academic support and remediation to students, whereas only 15% disagree that their institution is prepared. However, even those who consider their institution prepared are concerned that support will not be delivered as proactively as needed. Technology access and help-seeking behavior remain major issues, with one faculty member teaching introductory courses at a 4-year public institution saying, ***"My students are coming to campus with very different levels of access to technology and very different previous experiences with higher education. I'm concerned that my low-income and low-educational background students may not know that when they encounter confusion, it's appropriate to reach out for help."***

"MY INSTITUTION IS PREPARED TO PROVIDE ACADEMIC SUPPORT AND REMEDIATION TO STUDENTS"



Survey question: "As you consider the coming fall term, how would you characterize your agreement with the statement [My institution is prepared to provide academic support and remediation to students this fall]?" N = 3,214

Other faculty acknowledge that students are coming in with different levels of preparation for college and need proactive support that is hard to provide in purely online settings. ***"We have many first-generation, often poor, students, many of whom are members of minority groups. There is enormous distance between students in terms of preparation for success in the college environment as well as remote access. Last spring, when we went to remote learning, many students simply dropped off the radar,"*** said an introductory faculty member at a 4-year public institution.

But faculty also observe a commitment to solving these challenges. ***"As soon as we made the decision to go fully online last March, there was a clear difference in success rates for the rest of the term because of access to technology, equipment, and internet. It was frustrating and heartbreaking to see which students struggled to manage the class. This is THE biggest hurdle we face. Making online classes is hard, but not as hard as making sure everyone has equal access,"*** stated an introductory faculty member at a 2-year institution.

One lesson that many faculty are taking away from this experience is greater empathy for and understanding of the challenges faced by students.

FACULTY STORIES: EYE OPENING

Sherrie Fenner, *Assistant Professor, Mathematics*
Lehigh Carbon Community College, Schnecksville, PA

Sherrie Fenner has taught math for the nursing and allied health programs at Lehigh Carbon Community College for long enough to understand the ups and downs of teaching. But this spring, her students suddenly weren't just preparing for a demanding career, but for what we've come to think of as the front lines of a public health crisis. And she found herself trying to empathize through a screen, to support them at a distance.

She was, of course, forced to make adjustments of her own, but the fact that she was already incorporating online tools—including MyMathLab, MedMath, and WebAssign—into her courses made the switch easier. She knew her way around Canvas and had taught herself how to record YouTube explainers for her classes. Her students already submitted their homework online.

Her existing mix of in-person teaching and online tools mirrored the instructional approach of many faculty we spoke to, a combination of digital tools, flipped classrooms, and hybrid approaches. The pandemic has shown that this shift isn't just good pedagogy—it is good preparation for crises, from public health scares to hurricanes, that might force an institution fully online. This spring, faculty members who were already running flipped classrooms or frequently using online tools—including adaptive learning software; recorded lectures and supplemental material; discussion platforms; and learning management systems for organizing courses, student submissions, and grading—told us they found the transition to fully remote education less stressful and disruptive. For them, the framework to keep their courses functioning was already in place, which let them spend more time on communicating with students, reassessing objectives, and getting creative about how to keep students engaged.

And yet the switch to fully remote teaching still came with some glitches for faculty like Fenner. ***"I would dread the Zoom meetings,"*** she says, ***"Because if something went wrong, I didn't know how to fix it."*** She struggled to make her graphing calculator visible on screen and to interact with her students through that medium.

For Fenner's part, she kept trying to find ways to reach her students. She tried an app that challenges students on their knowledge of the content, but nobody used it. She was part of a team that applied for an NSF grant to test new tools, and spent endless hours searching for one that would allow students to easily manipulate Venn diagrams and do other interactive work online. (She's still looking.) And she made phone calls and held more Zoom sessions.

Some students responded by opening up in ways she'd never seen before. They had lengthy Zoom conversations with her, about aspects of the course material they didn't understand but also about their lives, their fears, and all they were juggling. She would, for example, be walking a student through a homework problem on Zoom and the student's five children would be running through the background, overpowering the microphone with their whoops and hollers. Fenner couldn't concentrate, and she wondered, like never before, how the student could possibly do so.

"Being invited into their houses and seeing what they're up against was eye opening," she said. Perhaps more than anything, that's what she'll carry with her into the fall—and through the rest of her years teaching.

"Recent events have made me more aware of existing equity gaps. Happily, our institution works hard to share resources with educators about how to better serve our students in ways that help them achieve parity."

Introductory faculty, two-year institution

OUR WORK AHEAD

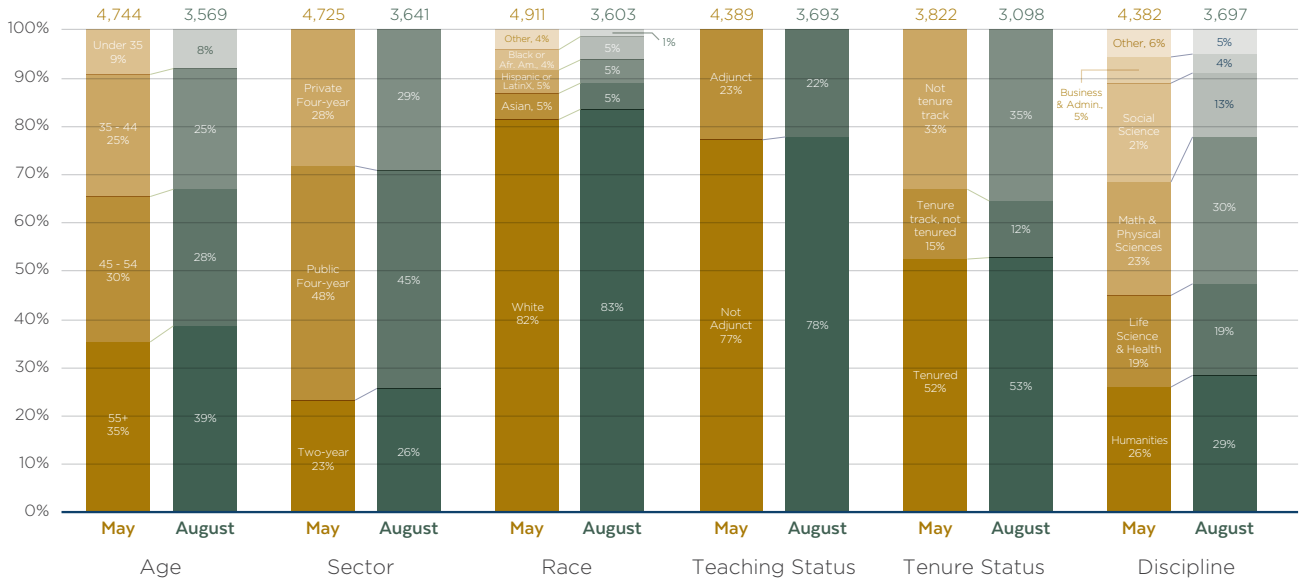
This fall, we have witnessed preparation for a vastly improved course experience than institutions were able to deliver in the spring emergency transition to remote learning. The herculean efforts of faculty, with significant support from instructional design staff, instructional technology staff, other staff and administrators, and the collective online education community enabled faculty to keep teaching. Our work will continue to assess how faculty and institutions are navigating this challenge and identify key priority areas for institutions, faculty, and the association and supplier communities that support them. Throughout the end of 2020, we will be conducting focus groups and qualitative case studies with faculty to further understand and elevate faculty stories.

Our third and final report in the *Time for Class – COVID-19 Edition* series will be released in early 2021, and will explore how the year is proceeding. Key areas of interest will include an assessment of the practices in use, planned adjustments, student and faculty challenges, and changing attitudes about online instruction. Again, we will spotlight introductory faculty and the experiences of their students, with a focus on understanding how they are planning to address equity gaps.

APPENDIX

DEMOGRAPHICS

OVERVIEW OF SURVEY RESPONDENTS, MAY AND AUGUST



METHODOLOGY

The survey questionnaire was pretested August 4, 2020, and field work was conducted August 11 through 19, 2020. Invitations were sent to over 100,000 faculty, deans, and department chairs at 2-year and 4-year institutions. The survey was primarily designed to include perspectives from faculty who were teaching at least one course during the fall term of 2020. Two email reminders were sent to achieve a nationally representative set of responses, and $10 gift cards were distributed as incentives to the first 100 respondents of the survey.

Data review was conducted to remove incomplete responses and responses that fell outside of one standard deviation of the mean completion time. The institutional composition after quality control was in line with national data distribution from the National Center for Education Statistics (2019), so no weighting was applied to the data. Given the impact of high-enrollment introductory courses on student progression and success, faculty teaching those courses were oversampled by design.

Based on the full response set, the margin of error is +/- 1.63% for questions asked of the full faculty sample. Questions that were addressed to a smaller subset because of skip logic have wider margins of error. Generally, subgroups with samples smaller than 30 responses were discounted.

ACKNOWLEDGMENTS

This report and its findings were made possible by a grant from the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the foundation.

This work would also not be possible without the partnership and input of the Association of Public Land-grant Universities (APLU), Achieving the Dream (ATD), the Association of Chief Academic Officers (ACAO), and Every Learner Everywhere (ELE). We also thank Bay View Analytics and New America for being reviewers and collaborators. Thank you to Elyse Ashburn for leading focus groups and her effective story-telling. Thank you to Joan Powell for detailed copyediting and to the team at Can of Creative for being thoughtful and creative in the design of this report.

Most importantly, thank you to the faculty who generously shared and continue to share their experiences and insights to shape the future of teaching and learning. We are especially grateful to the nine faculty who were also willing to share their stories and experience via online focus groups. We are grateful for your ongoing commitment to teaching and to your students.

ABOUT TYTON PARTNERS

Tyton Partners is the leading provider of advisory services to the education market, with a unique dual-practice offering in investment banking and strategy consulting services. In the higher education ecosystem, we work with a wide range of colleges and universities to tackle their biggest strategic challenges and develop and execute plans that enable them to grow, evolve, and thrive. Tyton Partners helps clients drive teaching and learning innovation, scale online operations, diversify and grow revenue, improve student success, better align with workforce outcomes, and realize transformative public–private partnerships, mergers, and affiliations. For more information, visit ***tytonpartners.com***.

- **Gates Bryant,** Partner
- **Kristen Fox,** Director and Project Lead
- **Nandini Srinivasan,** Senior Associate
- **Nicole Lin,** Associate
- **Anh Nguyen,** Data Scientist

TO REFERENCE THIS WORK, PLEASE CITE:

Fox, K., Bryant, G., Srinivasan, N., Lin, N., Nguyen, A., (2020, October 6). Time for Class – COVID-19 Edition Part 2: Planning for a Fall Like No Other. Tyton Partners