

Loyola Faculty Experience During Spring 2020 COVID-19 Transition Office of Institutional Effectiveness Research Memo, May 2020

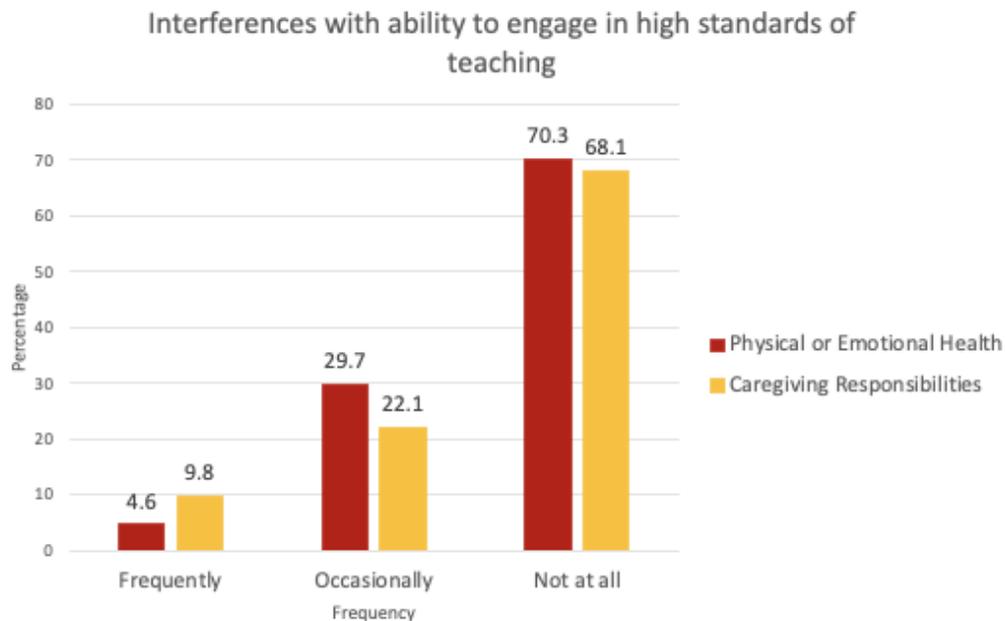
May 14, 2020

See OIE website <https://www.luc.edu/oie/> for forthcoming final version with tables and figures.

In March 2020, in response to the worldwide public health crisis around the COVID-19 pandemic, the Loyola community was given a few days to leave campus and begin to move all classes to an online format. Loyola University Chicago faculty and staff made a very swift transition with the last on campus courses taught on March 13 and from then, all courses were offered online. By March 23, all courses had made the transition to an online format. The spring 2020 semester concluded at the end of April with final exams completed by May 2.

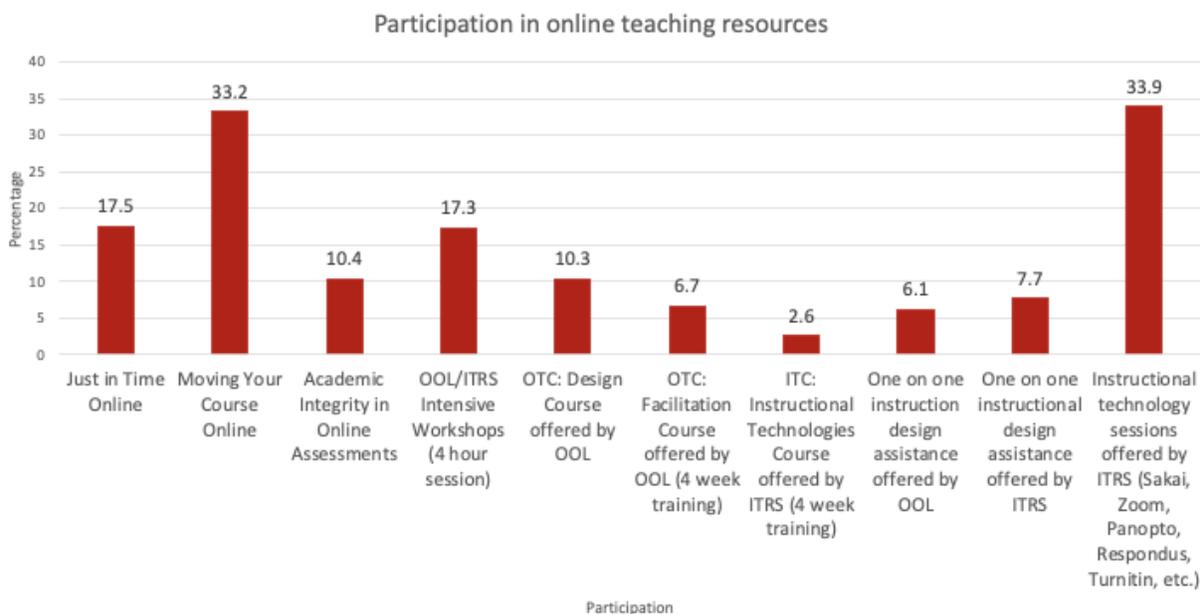
On May 4, 2020, Loyola faculty who taught in the spring 2020 semester and those planning on teaching summer 2020, were invited to participate in the *Faculty Online Transition and Well Being Survey*. The survey asked about their well-being, the transition to online learning in the spring, and plans that they had for their courses in the summer. Over 600 faculty participated in the survey providing important insights into those areas.

Faculty were coping with different ways of teaching and working, concerns about a pandemic, and shelter-in-place requirements. Faculty resilience shows through in their survey responses with the vast majority reporting that these stresses did not interfere at all with their ability to engage in high standards of teaching. However, nearly one-third of respondents reported that they frequently or occasionally experienced challenges with health and caregiving responsibilities that interfered with their teaching in spring 2020.

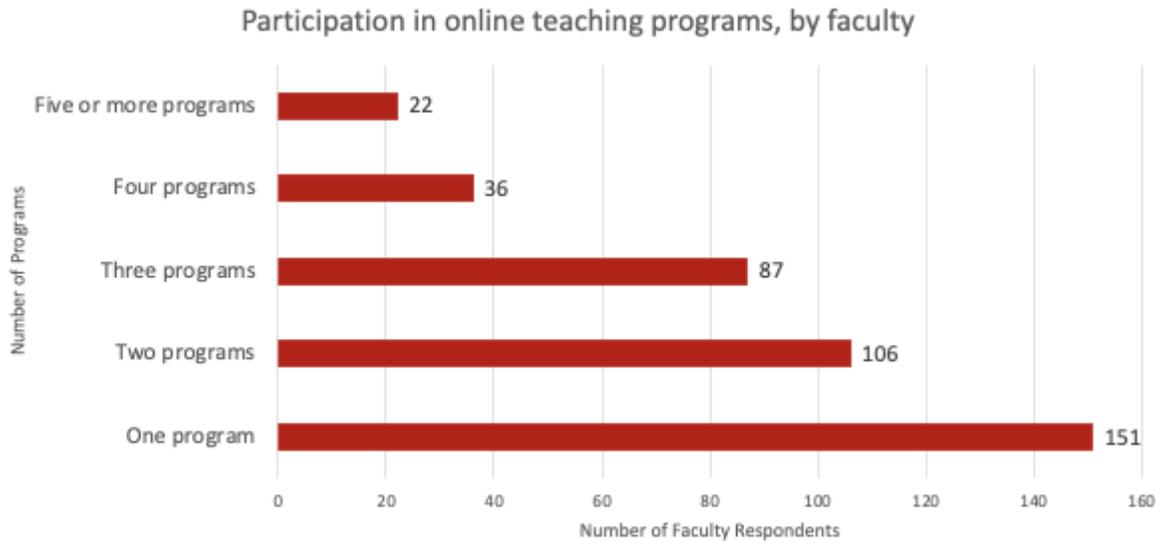


Loyola’s Office of Online Learning (OOL) and Instructional Technology and Research Support (ITRS) offer programs for Loyola instructors about teaching online, and many Loyola faculty have participated in these over the years. During the shift to online learning in spring 2020, these resources became vital resources for faculty transitioning their classes from in-person to the online environment. The figure below shows a breakdown of how faculty reported their participation in various online teaching programs. For example, one-third of respondents participated in the special spring 2020 Moving Your Course Online workshops. In addition to these university-wide programs to support online teaching, some faculty also shared that their department chairs or other instructors experienced in online teaching assisted them during the spring 2020 transition to online teaching.

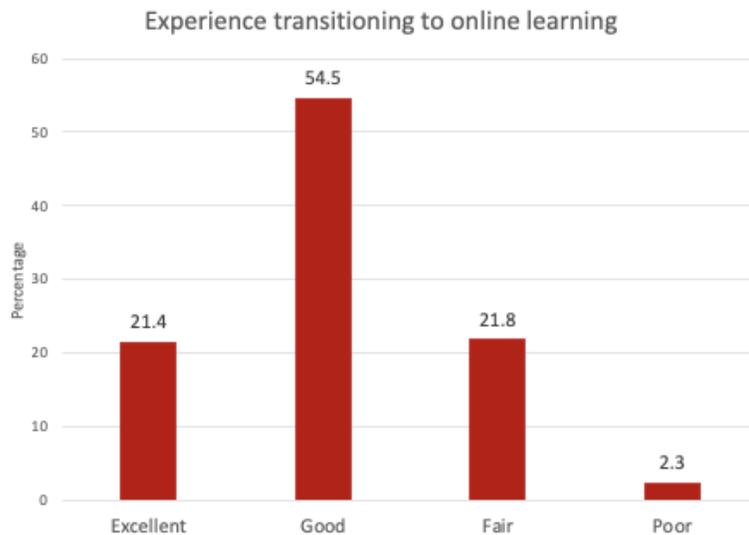
Through open-ended responses on the survey, some respondents also shared that they were unaware of some of the program listed. For more information about Loyola online teaching support, colleagues at the [Office of Online Learning](#) or [Instructional Technology and Research Support](#).



Furthermore, several respondents indicated that they have taken advantage of multiple resources to support online teaching. Of those faculty who did participate in at least one online teaching program, majority (251 respondents compared to 151 respondents) took advantage of multiple opportunities to gain support in their online teaching.

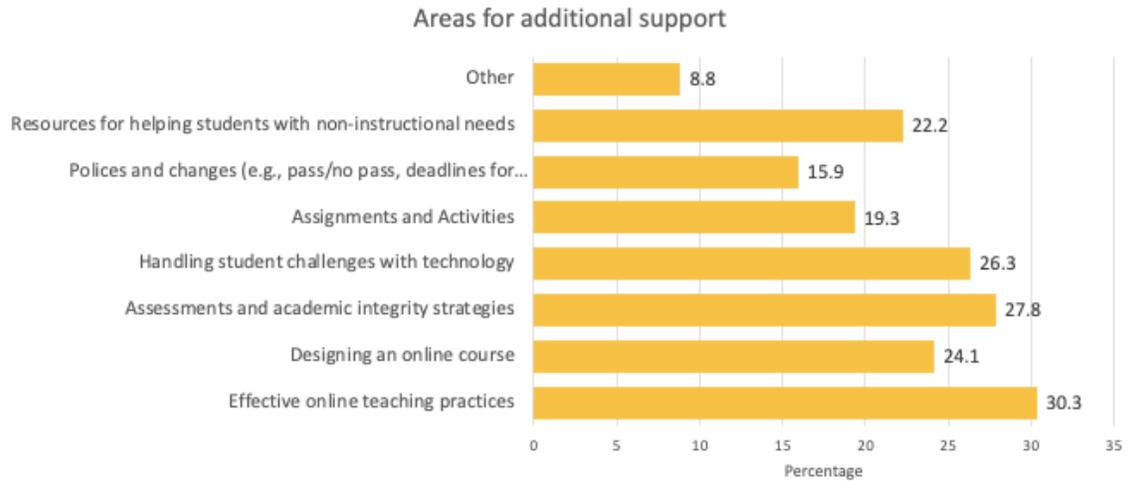


Overall, faculty respondents had a positive experience transitioning their course from in-person to online this spring. Roughly 75 percent of respondents felt that their experience in transitioning to online learning was excellent or good.

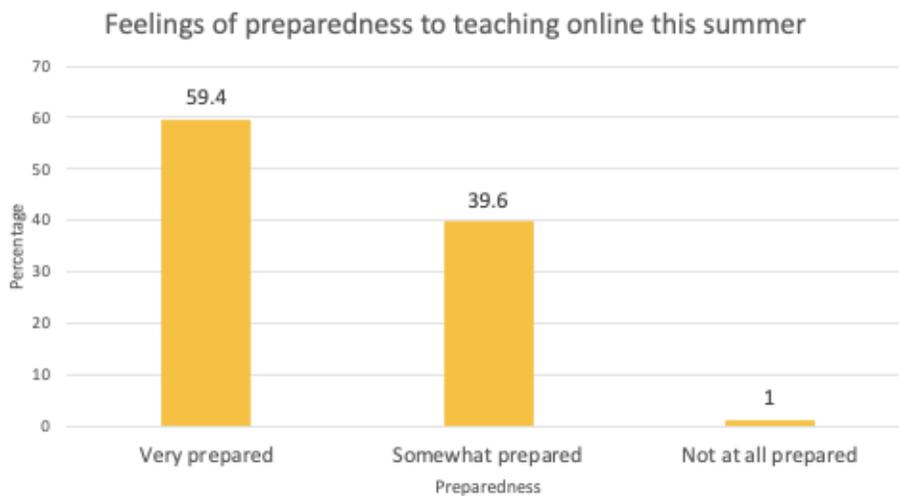


Despite having overall positive feelings about the transition to online learning. There were still areas where instructors felt like they needed more support. Effective online teaching practices, assessments and academic integrity strategies, and handling student challenges with technology were among the top areas in which faculty felt like they needed more support. Two

common themes among those who responded “other” included: student engagement in an online environment is challenging; and the various course types (e.g., clinical labs, capstone seminars compared to large course lectures, performance-based classes, etc.) created a need for more individualized approaches to online learning.



During the spring semester, Loyola also announced that summer 2020 courses would only be offered online. Instructors teaching this summer, have been working to transition those courses to fit the online environment as well. With the first summer 2020 session to start in the next week, approximately 99 percent of respondents felt prepared to teach their summer course(s) online.



Thank you for sharing your perspectives with us. OIE will be reaching out to you next week to participate in another survey which aims to learn more from faculty and staff about their well-being; it includes questions about Loyola’s financial strategies for the future and conditions for returning to campus. If you have questions about this survey, or any surveys conducted by OIE, please feel free to contact our office at oieluc@luc.edu.