

Online Preparedness Task Force

Faculty Readiness Working Group

Recommendation: Assess Course Instructors' and Students' Responses to the Transition to Remote Delivery.

The Faculty Readiness Working Group recommends that the University assess perceptions of the success of transition to remote delivery by surveying course instructors and students about their experiences.

Rationale: The transition to remote delivery in the Fall will require course instructors to adopt new ways of teaching. Many course instructors are participating in PD sessions to prepare to transition their courses from face-to-face delivery. This transition of courses will have happened within a compressed timeframe. From a teaching perspective, it will be important to know whether our faculty and teaching staff feel they have adequate resources and supports to address issues that might arise. From a learning perspective, it will be important to know whether students are adapting well to the online learning environment, whether they are engaged in their courses, and whether there are issues that can be addressed to improve their learning experience.

Note: This assessment of how well the transition to remote delivery went is NOT to be confused with, or a replacement for, course evaluations or the evaluation of a course instructor for the DEC or Rank & Tenure process. It is also NOT meant to replace an evaluation that a Department/Program may wish to conduct to measure the extent to which the transition within the Department/Program went well (or not), NOR is this information to be used as part of the Academic Review process.

Timeline for Conducting the Evaluations:

1. A survey should be sent to course and lab instructors, as well as to students, approximately one month into the first semester to identify short-term opportunities to refine and/or refocus support and/or to improve the teaching and learning environment. This will allow time to respond to teaching and learning needs that are not being met and to identify successful practices that can be shared.
2. A second survey should be undertaken at the end of the Fall term to find out how courses went overall and to assess whether responses to issues raised by the initial survey were adequately addressed. What we learn from these surveys could serve as lessons learned if remote teaching and learning scenarios are required in the future.
3. Findings from the survey, as well as university responses to identified needs and gaps, should be shared with the campus community and potentially published for wider access.

What's Next:

1. Develop a detailed timeline for creating the surveys, administering the surveys, analyzing the data, reporting back to the StFX community, and addressing issues that arise. [Recruit Volunteer Members of the Task Force or Recruit New Volunteers]
2. Engage the Office of Institutional Analysis to see how they might be able to help prepare and deliver the survey. [Volunteers identified in (1) to engage with the Office of Institutional Analysis with support from AVP office]
3. Create the survey questions and prepare the surveys for distribution. Surveys should be completed using quantitative and qualitative tools. There will be two versions of the survey: a version intended for distribution to students and a version intended for course and lab instructors so that we can assess the effectiveness of the recommendations from a learning and teaching perspective, respectfully. Additionally, IT Services can be asked to provide reports of the number of tickets submitted during the transition period that were related to remote teaching. IT Services can also provide information about the ease with which these issues could be resolved, and whether any issues remain. [Volunteers identified in (1)]
4. Consult with the StFX REB about whether it is necessary to obtain ethics approval before administering the survey (note that this is likely to be considered program evaluation, without the need for ethics approval, but this should be confirmed). [Volunteers identified in (1)]