Remote Instructors Survey Results

UW Oshkosh: Spring, 2020

Total Respondents: 337

Home Campus:	#	%
Oshkosh	287	85%
Fond du Lac	10	3%
Fox Cities	30	9%
Blank	10	3%

College	#	%
Business	29	9%
Education	39	12%
Nursing	34	10%
Letters & Science	219	65%
Online & Continuing Education	8	2%
Blanks	8	2%

Ever Taught Online Classes Before :	#	%
No	154	46%
Yes	176	52%
Blank	7	2%

In response to the question, "How many classes have you taught online before?", the responses ranged from 1 to "too many to count." The most common responses ranged from 2 to 10 times.

4. Technology Utilization for Online Instruction:

Device Used:	#	%
Personal Computer	221	65%
Mobile Device	111	33%
Tablet or iPad	55	16%
Chromebook	12	4%
UW Oshkosh Owned Computer	200	59%
Combo of UWO Owned Computer & Personal Device	153	45%
Blank	13	14%

Mobile Device (Android or iPhone):	#	%
iPhone	89	64%
Android	51	36%

Personal Computer (Mac or Windows):	#	%
Windows	140	64%
Mac	78	36%

Type of Tablet Used:	#	%
iPad	49	79%
Android	5	8%
Kindle	3	5%
Other	5	8%

UW-O Computer (Mac or Windows):	#	%
Windows	114	57%
Mac	87	43%

5. Which of the following methods did you use to deliver course content this semester? (Check all that apply.)

Lecture notes (Powerpoint, Word documents, etc.)	255
Recorded video lecture	200
Synchronous interactive discussion or group activities in Collaborate Ultra, Teams, or Zoom	179
Interactive discussion groups	163
Enhanced lecture notes (text with audio, video, or other content)	142
Synchronous video lecture	73
Other	65
None of the above	4
No response	15

Additional methods listed under "Other":

online videos	7
discussion forums	4
one-on-one videoconferencing	3
Asynchronous instruction.	2
emails to individual students	2
phone meetings with my students.	2
Podcasts	2
Audio only podcast	1
brief pdfs posted to canvas modules	1
Facebook Group created	1
flipgrid	1
games	1
Google Docs	1
Google Drive	1
Google forms	1
guest speaker	1
interactive PowerPoints students could "investigate" by navigating through	1
Links to lab activities that could be done at home	1
McGraw Hill's ALEKS	1
Online peer review groups for student writing workshops	1
online surveys	1
On-line worksheet and exams	1
Open forum hours and reviews	1
Pivot Interactive virtual laboratories, PhET simulations.	1
recorded video of labs	1
recorded videos for unit introductions	1
Rstudio cloud for student data analysis.	1
Simulations	1
snapchat because some students had organized it.	1
Student presentations via Collaborate Ultra or other recording.	1
Students prepared and submitted video for feedback.	1
TeleHealth simulation	1
tutorials from software manufacturer	1
Tutorials made using screen and audio capture to visually show students software	1
video demonstrations of projects using my personal phone and imovie.	1
virtual simulation, textbook application website (ie: Launchpad)	1

6. What did you find particularly helpful in terms of software, hardware, and technical support?

Software	
Collaborate Ultra	22
Canvas and collaborate ultra	18
Kaltura	5
My Media	1
Email	1
Hardware	
Having a second monitor.	6
Being allowed to take University hardware home.	2
Document camera & whiteboard.	2
Support	
Brian Ledwell, Sarah Bradway	23
Tech support, support staff, help desk	6
Canvas support	4
Colleagues	2

7. What were some unmet needs in terms of software, hardware and/or technical support?

Software Needs
Ability to capture real-time handwritten examples/other communications and post as videos.
An online teaching software that allows both the instructor and students to switch easily between computer screen and face.
Audio and video editing software (and training to use it.)
I teach courses in which students typically complete a significant amount of work using field-specific, university-owned music software. Many students do not own personal copies of this software.
In the future, my students will need access to SPSS for a class;
It would be nice to have access to some high quality content creation software.
Need better video-recording software (2)
Hardware Needs
computer speakers
course-specific (2)
document camera (14)
headset (3)
laptop
laptop (3)
laptop for wireless access (3)
microphone (9)
mobile phone
monitor/keyboard

printer at home (3)
scanner at home (3)
second monitor (4)
shouldn't have to use personal equipment for work (4)
students need computers (7)
students need microphones (2)
students need webcams
tablet (6)
webcam (4)
white board (5)
Technical Support Needs
I will need advice on how to better record and caption lectures if we are online next fall
Brian and Sarah are great, but we need more of them.
I think we need a better FAQ for the functionalities of Canvas. I spent a lot of time on other universities' websites trying to figure out the platform.
Students needed tech support - they are NOT as tech savvy as we think. They needed clear how to video directions to produce a simple video, to upload files to canvas, etc. It would be helpful to have these produced by our folks.
Support seemed overwhelmed; I didn't get the level of support I needed, but it's understandable, given the situation.
Pedagogical Support Needs
a centralized location for Canvas support would be helpful. Other than writing Sarah Bradway, it wasn't easy to find the right kinds of help. There are many videos about how to use Canvas out there, but it was often time consuming finding the right ones.
Assistance for older faculty/adjunct instructors who are unfamiliar with online education
Can we host a page through campus where we could list how we did things, and find out how others did things? Some way to share good resources, so not as much time is spent looking up how to do something?
I need help with biology lab classes.
Updates on best practice on how to do day to day operations. Meetings, classes, etc...What should we be doing versus what we are doing that may not be totally correct.
Requested Changes in Process / Policy
Lack of having administrator access hurts my ability to effectively use My computer in a timely way. (4)
Quick approval process for new software. (2)
Home Internet Access
Responses that mentioned the instructor's home internet access fell into two categories:
1)   High-speed internet is not available where I live.
2)   I should not have to pay to have high-speed internet at home when I only use it for work.
Student Internet Access
Many instructors commented on gaps in students' resources:

1)	Many students had poor connections, especially in rural areas.
2)	Many students had only phones, or other inadequate hardware devices.
3)	It is difficult to plan efficiently when students are using so many different devices to access your coursework.

Canvas: Limitations and Requested Features
Canvas does not support standards/outcome-based grading fully; it only allows you to break down the grade by assignment type, not break-down grades by standards/outcomes.
Canvas' organization of files leaves so much to be desired! I have to post my video lectures in Assignments because that is the only place that will let me upload them. Then, a blank column gets created in the gradebook for a video that is not supposed to be assigned any points! (And, yes, I did set up not graded when I set up the video file.)
I need access to the online chat functions and I need to track data (statistics tracking in D2L?) to see which students are accessing which files and when
Accommodating students with extra exam time within Canvas quizzes requires the creation of a separate exam for them and then merging scores manually.
Being able to have students efficiently upload pictures of written work (math and graphs) on Canvas Quizzes in a format that I can grade easily and give feedback upon.
Canvas did not make it convenient to tell who attended online discussions (because reports don't allow you to see students alphabetically in one list).
Canvas Inbox/Messaging needs to be integrated into whatever email service we use. (It's also worse than Outlook.) We effectively have two email/messaging platforms, and having to bounce between the two as students randomly message from Canvas or Outlook was a monumental waste of time.
Canvas times out silently on uploads after 3 minutes. This was a problem both for me as an instructor and for some of my students when uploading material from bandwidth limited homes.
does not conserve format when you copy material in.
grading feature: There are way too many ways to lose information that was already entered.
It can be cumbersome or time-consuming to see how students are progressing (watching lectures, using the discussion board, etc.).
It would be great if we could get Canvas and ExamSoft to talk to each other
My Chrome browser does not work well with video components in Canvas and I'm not sure why.
Not being able to send messages via email through Canvas is a big drawback of using Canvas.
students had issues communicating with me through the Canvas portal...we learned that it was more dependable just going through email (outside of Canvas).
The Canvas grade book is unwieldy and not intuitive- for students and for teachers.
The discussion groups in Canvas are unintuitive and cumbersome compared to the same tool in D2L;
The message feature (and this is a problem in speed grader) does not allow you to bold, underline, or use italics, and symbols   is critical in the sciences.
There seem to be serious issues with apple products and canvas. Some students with chromebooks had issues.
there seems no easy way to import a quiz from a text editor.
with Multiple Answer-type questions in Canvas quizzes, students are not getting the correct partial credit for answers (if four correct answers were supposed to be selected and students only selected three of the four, the question is not awarding students three out of four points, but only zero or one point)

Collaborate Ultra: Limitations and Requested Features
audio issues with delay, sometimes collaborate ultra did not record.
Collaborate does not work well for all students. Some couldn't hear anything. Kept dropping out for students. (4)
Collaborate does not work well for music instruction. The video was very unreliable and the audio was not of sufficient quality to teach music.
Collaborate ultra does not have built-in machine captioning and I have deaf students who were unable to participate within that platform because of the lack of captioning.
I wish Collaborate Ultra had a gallery feature where all students could be viewed at the same time. (5)
I would like to be able to share other documents during Collaborative Ultra sessions besides PowerPoint files. For example, it would be very useful to be able to share MS Word Docs in Collaborative Ultra.
I'd like to see who is viewing recorded sessions to assess student engagement
It would be nice to have the option to move the Collaborate recordings to other parts of Canvas in one step. Presently the only option I could find is to download the files and re-post.
Slow and glitchy. Zoom works better.
The whiteboard feature in Collaborate Ultra is unreliable. Every student group accidently deleted their material at least once. I myself did not have technical issues.
Kaltura: Limitations and Requested Features
Kaltura Capture crashes frequently (on my brand-new MacBook Pro) and takes far too long to upload completed (~30 min.) lectures to Canvas.
Unacceptably long uploading times (3)

8. To what extent do you agree that you have what you need in terms of training and instructional support to manage the following aspects of your class(es) remotely?

	Giving Assignments	Grading Assignments	Providing Feedback to Students	Communicating with Students
Agree	202	195	177	164
Somewhat agree	64	63	68	82
Somewhat disagree	14	13	24	26
Disagree	17	26	29	26
	Monitoring Student Progress	Tailoring Instruction	Transitioning to Remote Learning	
Agree	116	111	107	
Somewhat agree	117	120	104	
Somewhat disagree	46	45	52	
Disagree	20	21	33	

9. What were some unmet training and instructional support needs? (Summary)

N/A (9)
None (22)
Proctorio and good exam strategies.
Canvas -- allowing group access, allowing students to see feedback, tracking students' behaviors (e.g, are they watching the lectures?), strategies for discussion forums, quizzes, etc. Most respondents wanted more training some specific features of Canvas, or just more advanced training in general.
Collaborate Ultra -- everything from very basic and general ("What Collaborate can and can't do") to more specific needs (e.g., how to break out groups in Collaborate, how to use the polling features, etc.).
How to engage students and create and maintain a sense of community in an online class.
How to use a document camera.
Better ways to teach lab skills.
Best pedagogical practices for online education.
Microsoft Teams
Strategies for identifying when students are having difficulties, and on how to best respond when these students are identified.

10. Did you experience any of the following obstacles while teaching remotely this semester? (Select all that apply.)

Reduced student engagement during class	230
Students reporting difficulty staying motivated	188
Students not having access to internet	182
Students reporting a feeling of isolation	150
Tools / Technology not working as expected	139
Feeling isolated yourself	128
Your own access to Internet or connectivity issues	120
Difficulty communicating with students	114
Other	42

Obstacles mentioned under "Other" (summary):

Work/life issues: lack of childcare, time-intensive nature of teaching online.
Instructors' mental health issues.
Trying to teach labs and other hands-on courses in an online environment.
Some students' difficulties with Canvas and the other technologies.
Other Student Issues: not engaging, "checking out" after a week, turning in work on time. Several instructors pointed out that students were overwhelmed between several online classes, family and work responsibilities, and COVID-related life disruptions. Many students reported anxiety and depression issues.

11. What kinds of support or development would help you overcome these obstacles in the future?

Twenty-eight respondents mentioned the need for additional instructor support and training, including training in how to use Canvas, Collaborate Ultra, and Kaltura; training in additional software that is beneficial for online instruction; training in effective techniques for online teaching; advice for managing time when so many online teaching tasks are very time-intensive. Other ideas included facilitated conversations among instructors to stimulate ideas, suggestions, etc., and open forums where faculty and staff could stop in and chat with one another informally--both to share strategies for online instruction, and also to discuss personal struggles and allow facilitate social support.

One respondent suggested designating 'course designers' in each department. "These course designers would design the course according to best practices. Other instructors, then, could teach the course. This would ensure quality instruction. We would also need oversight. The designer could also serve as the course lead and be available to the non-designer instructors for mentoring and evaluation."

Fifteen respondents mentioned the need for additional student support and training, training in the software packages as well as instruction in how to be effective online learners. It was suggested that students should have an easily accessible resource for getting immediate answers to their technical questions. Another suggestion: Instruction to students that they must check Canvas and school email at least twice a day or more.

Three respondents cited a need for childcare assistance for both instructors and students, a need for increased access to university laptops for instructors, and a need for a solution for those instructors who live in rural areas and do not have access to high-speed internet.

Five respondents cited a need for increased access to mental health resources for both faculty/staff and students.

As with their responses to other questions, several respondents pointed to many students' lack of access to adequate hardware and internet access. Several (12) suggested a program for students to check out laptops, webcams, headsets, and additional equipment as needed for specific courses/programs. It was acknowledged that the university addressed this need in the Spring on an individual basis, but it seems that a much more widespread need exists.

Similarly, seventeen respondents requested that the university devise additional strategies to help meet the needs of students living in remote areas with limited bandwidth and to help students in financial difficulty pay for home internet access.

Other responses included the following:

- Clearer expectations for instructors about required contact/assigned material, use of technology (e.g., placing assignments on Canvas), etc. Also, all weekly assignments should be graded within a week and all student emails should be responded to within 24 hours. I believe this will help with student engagement.

- Continued communication from university administration and colleagues about lessons learned, what worked and what didn't work.
- An opportunity to hear from students about what works best and what they need in this environment.
- Better simulation options, needed more interaction.
- Having access to on campus laboratory resources would make delivering online lab content a bit easier.
- 24X7 local (campus) support for Canvas, Collaborate Ultra and Kaltura Capture.
- We need to be able to more closely monitor how often students are viewing things and exactly when they first view it. That way we can keep track of their efforts and help keep them on top of things.

12. To support future online instruction, the issues I would most like help with are: (Rank order from most important to least important to you.)

1. Improving student responsivity / interaction with the class
2. Easy to understand instructions for students unfamiliar with needed programs (Collaborate Ultra, etc.)
3. Information on best practices for online learning
4. Training on course delivery programs I am unfamiliar with
5. Developing a safe classroom environment/rapport to facilitate online learning
6. Time management / responding to students' inquiries efficiently and effectively
7. Development of learning communities with other instructors
8. Other

13. Which of the following technologies do you need more training on to effectively manage your class(es) remotely? (Check all that apply.)

Kaltura / MyMedia	111
Proctorio	104
Collaborate Ultra	100
Canvas	91
Microsoft Teams	91
None of the above	51
Turnitin	41
Other	7

14. a) Thinking about your course delivery, how well do you think your course met student needs in the following categories:

	Ease of submitting student work	Instructor availability/ interactivity with students	Providing timely and effective feedback on student work
Very well	166	157	156
Somewhat well	99	100	94
Not very well	11	20	22
Not at all well	3	3	5

14. b) Thinking about your course delivery, how well do you think your course met student needs in the following categories:

	Creating / maintaining a positive online learning environment	Troubleshooting student issues w/ hardware or software
Very well	124	95
Somewhat well	135	126
Not very well	20	46
Not at all well	1	14

15. What did you like most or find to be most effective about teaching online as compared to face-to-face teaching?

Thirty-two of the respondents explicitly said "Nothing." There was no aspect of teaching online that they found to be more effective than in a face-to-face modality.

Fifty respondents mentioned the Flexibility of teaching online as an advantage. They referred v variously to having more flexibility in the ways that they managed their own time as well as the flexibility that the online environment allowed students. Some instructors built in flexibility in their deadlines, which allowed students to work at their individual pace. Relatedly twenty-five instructors mentioned the ability to record their lectures and/or demonstrations. This practice also gave students the flexibility to watch the video at a convenient or feasible time, given their individual schedules, and several instructors noted that students were able to rewatch parts of the video as needed for review, which they saw as a great strength.

While instructors generally reported that students were not engaged in the online class, a few noted that their students seemed more engaged in online discussions than in face-to-face discussions, and fourteen instructors noted that students who are normally quiet in class participated more fully in the online discussions. A few instructors noted that students asked more questions and engaged directly with the instructor to a greater extent in the online environment, and two said that the online modality was in general more interactive.

Five instructors noted that grading was more efficient in the online environment, especially with the Autograde and SpeedGrader functions. Finally, seven instructors enjoyed the fact that they did not have to commute and said that working from home improved their work/life balance.

16. What did you like least or find to be least effective about teaching online as compared to face-to-face teaching?

The most commonly cited frustration with online teaching was the lack of non-verbal communication in the online environment. Twenty-two respondents mentioned the inability to read body language and facial expressions during lecture and discussion, which they would normally use to determine whether a concept was being successfully communicated. In the online format, they could not "read the room" or scan the students' faces for looks of confusion. This made it difficult to determine when to move on to a new topic of whether to repeat an explanation or offer clarifying examples.

Similarly, eight respondents mentioned difficulty holding what some termed "Socratic dialogue" in the online environment. One noted "a lot of awkward silences" when trying to hold a live discussion online, and several respondents mentioned the lack of spontaneity that can drive a discussion toward unplanned but rich topics in the face-to-face modality.

Fourteen other respondents said that there was less interaction in the online environment. The types of interaction mentioned included one-to-one interaction between student and teacher as well as interaction among students. One respondent said that students were less likely to initiate contact with the instructor to ask questions or request clarification in the online environment (though some instructors made the opposite claim in response to an earlier question).

Two instructors said that establishing and maintaining a class community was more difficult in the online environment. One respondent said that his class had "no sense of community, just 50 individuals."

Nineteen instructors cited a lack of engagement in the online environment, and nine said that the students' motivation and interest in the class seemed to fall sharply with the move to online. Engagement was judged variously by students' lack of response in live discussions, lack of time spent watching videos and reading course content, and minimal responses in discussion forums. Four instructors said that several of their students were simply not watching the recorded lessons or doing the assigned work.

Eleven respondents cited a concern about test integrity, and one noted that students' scores after the move to online were suspiciously higher than before. In general, developing and delivering exams in a way that was fair to students but maintained exam security was an often-cited concern.

Three respondents mentioned their own issues with the technology required for online instruction, and five mentioned that their students had many technology issues that hindered instruction. Two mentioned that students' access to technology, or the quality of their technology, varied among the students.

Finally, eight instructors said that teaching online was much more time-consuming than teaching an equivalent course in the face-to-face setting. Eight other instructors said that running labs and simulations effectively, was difficult online, and in some cases not feasible.

17. Please describe your experience with any other aspects of managing your remote class(es) that were not covered in the previous questions.

Comments fell roughly into the categories below. I have not attempted to summarize the responses, but instead have included some sample responses under each category.

STUDENT BEHAVIORS
- There were also students who were 'gone' for long stretches & I felt very unsure of how to treat these cases... absences, late work, etc. I want to be caring & supportive, but also know that some students were taking advantage of this.
- A small number of students did not attempt any of the online portion of the course. Others did not bother access course resources provided. They just went straight to the assignments. It's demoralizing to me when I work so hard to prepare these resources and they don't even open them to find out if they're any good.
- I felt like the UWO administration sent numerous messages to the employees to be gentle and kind with students during this change, but I'm not sure that same message reached the students. We had just as much change to face, but I don't feel had the same message of "gentle and kind" from the students.
- It is difficult to get students to participate in live chats via CU. I only get a fraction of the students to attend, and they are very reticent about participating,

ACADEMIC DISHONESTY AND TEST INTEGRITY
- I feel like there was a lot of academic dishonesty on the online tests/quizzes. And, with very large class sizes, it's hard to put measures into place (other than limiting how much time they have to take the test) that would prevent that.
- I gave quizzes using Canvas, but there is no way to make sure they are doing the work themselves without using the text etc.
- My impression is that we have been running the olympic trials for student cheating.
- Cheating cheating cheating.

SOFTWARE ISSUES
- Some instructors had issues with live video, and they said that students reported having similar issues in other classes.
- There were some issues with Kaltura---connectivity or there were issues when images would not appear on quizzes
- I think the biggest limitation with Canvas is the student view feature. While it is helpful to see what students see, I think what might be more helpful is if I could log in as the "Test Student" To try out assignments and discussions before they go live.

SUPPORT ISSUES
- Had a difficult time getting help from IT. I submitted at least one ticket that was never addressed.
- Help was available, but not as timely as I needed it to be.
- I feel we should have made a better effort to support staff in delivering alternate forms of hands-on labs.

WORKLOAD & WORK/LIFE ISSUES

- Many, many student emails.
- Meeting all the needs of my students, my health, and the needs of my own children and spouse during this time is impossible. Unfortunately, all of these have suffered.
- I am exhausted. Preparation for a lecture used to take 2 hours and putting it online took 6-8 hours. Responding to student emails and concerns took about two hours each day for the first week and about an hour a day afterward. Creating reasonable assessment activities also took a lot of time and energy.
- Work life balance has been hard in this new world. Even with putting up some boundaries around work time, I still feel like I have to work 8-10 hours every day of the week to not feel like I'm drowning.
- It took a ton of work. Preparing for and managing a week's worth of class typically required more than a week.
- Students in the online platform seem to think that because classes are online, faculty is available to them 24/7, as well.
- Making the conversion to online teaching while also having young children doing their schooling from home was challenging especially combined with the stress of so many unknowns.
- it took an ENORMOUS amount of time to set up half a semester's worth of lab classes in such a short time.
- Faculty and IAS should be given more time to grade, i.e., the due date for grades should be extended several days (minimum) to a week.
- The time commitment needed to create an effective online class in studio arts is astronomical.

OVERALL, A POSITIVE EXPERIENCE

- I have found that the use of Collaborate Ultra to deliver a virtual classroom experience or, at the very least, the ability to meet face-to-face with students on an as-needed basis, was a game-changer. I can see a hybrid of online & virtual classroom becoming a very effective and attractive learning platform.
- Overall, I think the transition and support from UWO was fantastic. I had an excellent experience teaching online and would be interested in continuing the online format.
- Honestly, it went way better than I thought.
- nkful we were essentially given two weeks to transition. One week to learn technology and plan, then one week to rewrite syllabi and catch up with grading was helpful. If we are asked to teach this way in the Fall, we will be even better prepared.
- I appreciate all of the help we got from Rhonda Stucky and Sarah Bradway and Jordan Landry and everyone else in IT. They deserve special recognition for their frankly heroic support of our teaching. I am very grateful to them and to the UWO administration for their understanding and their unflagging support of our mission.
- I think the world is in the process of changing as a result of COVID-19. I think actually online classes might help our students to more easily manage remote work. I have to believe there will be a lot more remote work pushing forward. If we get or are good at this and even provide some coaching/training for students on how to effectively learn/work remotely, I think we could offer something really valuable to our students.
- One thing that I'm not sure is within the scope of this survey but that I want to make sure I say to anyone who is listening: Librarians have been INCREDIBLE in supporting online instruction. Ted Mulvey works with my classes and made them personalized videos, participated in online research discussion boards, and fielded countless requests for help from students. They keep

telling me how incredibly helpful that has been. Research is probably the #1 area I would say that my students HAVEN'T had extra difficulty with because of the pandemic. So if there's anything at all that can be done to facilitate even better integration with and support for librarians and library services in our online course offerings, I encourage that!

SUGGESTIONS FOR THE FUTURE. These suggestions fell into 5 areas, with sample responses below:

Student Support
- Online (asynchronous) is also far more dependent on their writing skills, putting a few students at a disadvantage. This should raise the importance of early writing courses and Writing Center support.
- What do we do about students who are homeschooling their kids while trying to do their own coursework?
- At least 3 students found it harder to engage in their coursework because they lost their jobs, but still needed the money.
- Make sure that every student has the resources needed (decent internet and a working computer).
- To achieve some level of community engagement, would like to have a way for students to engage community members via video chat.

Faculty Training
- Some guidance on the pros and cons of synchronous vs. asynchronous discussion.
- Some suggestions for managing the workload.
- A better understanding of what Microsoft Teams can do vs. Canvas.
- Can we get training on warning signs of student distress?
- Please make training options for advanced online teachers. I don't need an hour long class, just a short how to document or video.

Standardization
- Can we have templates that standardize student interaction with CMS?
- Some instructors are assigning almost no work; others are loading students up with too much work. A set of general guidelines (X number of assignments or Y number of lecture hours or Z number of whatever) could help.
- When instructors place the same information in different places in the CMS, students are confused and miss deadlines because they don't know where to look.
- If we designate course designers in each department, those people can design the courses that we all teach. Or, perhaps this could be a course designing committee so that there is input by others. However, if we each separately try to design our own course, there will be no continuity and I guess I am referring to larger departments in which several instructors teach various sections of the same course.
- I wonder if UW Colleges Online (which no longer exists after this semester) would be willing to share course shells for established courses. This might help those who have never designed an online course.
- I've talked to a lot of students in these past few weeks, and the common refrain is that they are frustrated when every instructor is doing/using something different. They can't keep track of where to be, how to use office hours, etc. There needs to be some standardization here.

- There needs to be minimal standards for instructors teaching online, and some consequences as well.

Messaging
- I would like to see more messaging directly to students and faculty from the university about how the pandemic makes everything more psychologically/emotionally difficult (on top of the new challenges of online instruction). Students are having a harder time not just because of online instruction but because of fear, anxiety, financial worries, etc.

Support for Instructors
- If we are intended to extend every support to our students (again, yes, we should); we need every support as teachers. This could include things like extended grading timelines, clear ways to connect students to University support services, and clearer guidelines from the University regarding deadlines and standards for students.
- Some way for instructors (and students) to access high-quality broadband in areas where it is not available.
- Would it be possible for instructors to be reimbursed some or all of the cost of the broadband that they needed to subscribe to in order to teach online effectively.