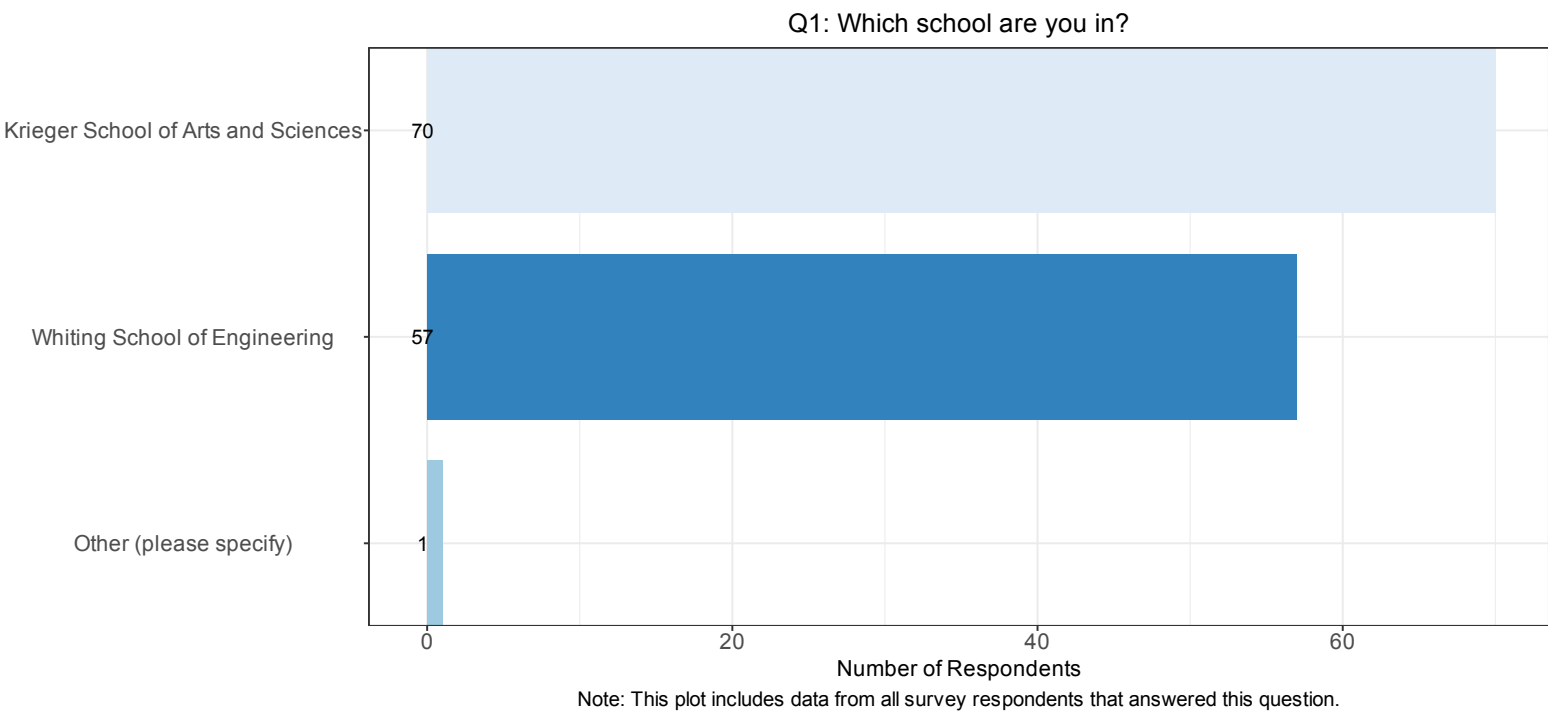


Title: GRO Teaching Survey Results (Survey sent out October 2020)

Contents:

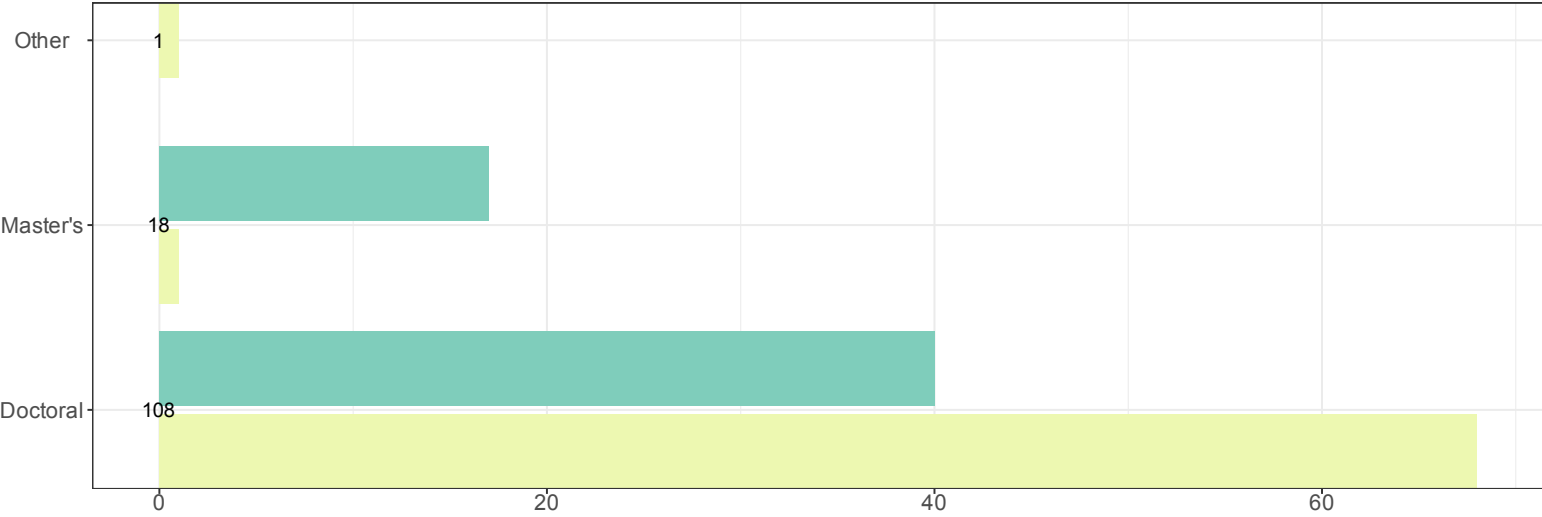
Results from multiple choice questions....page(s) 2-25

Summary of free-response answers.....page(s) 26-29



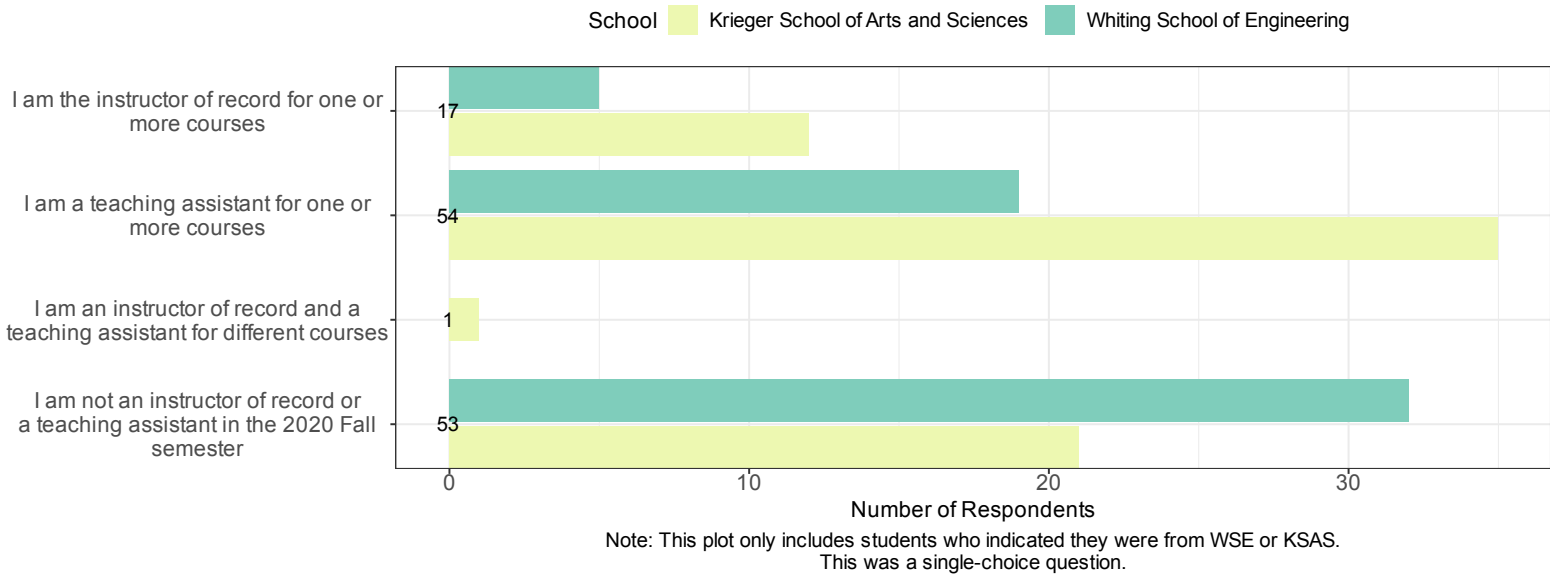
Q2: What degree are you currently pursuing?

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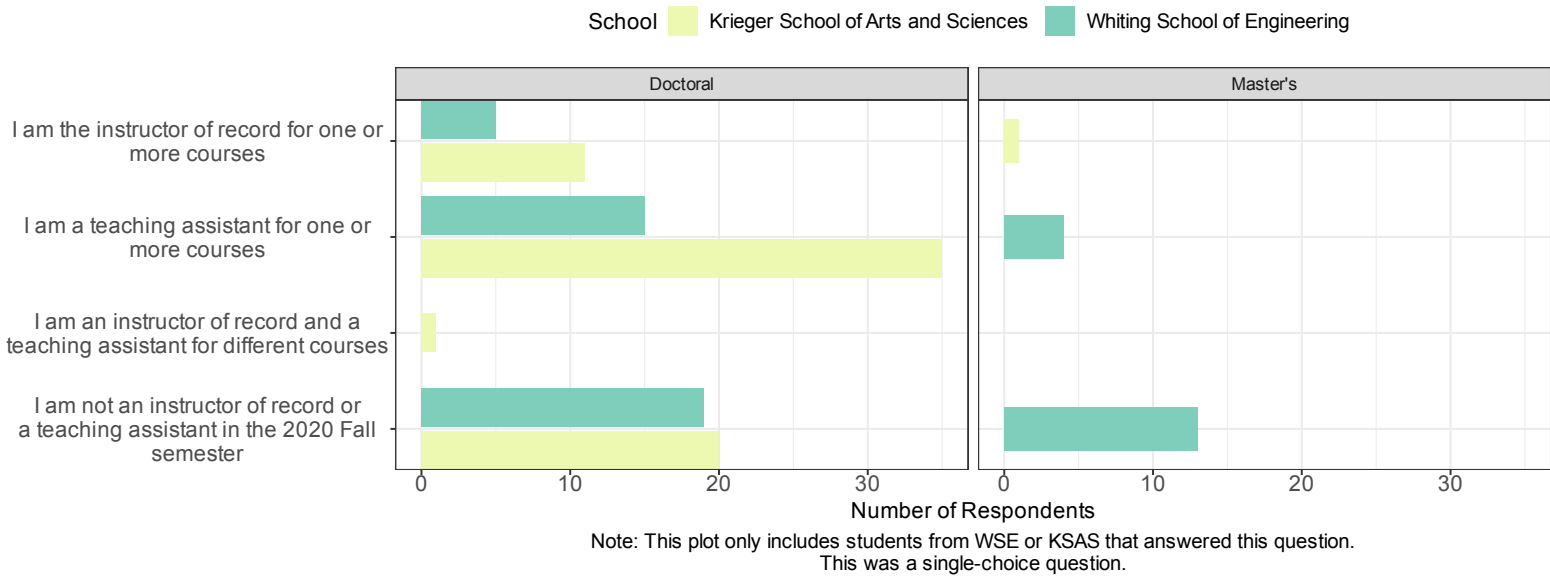


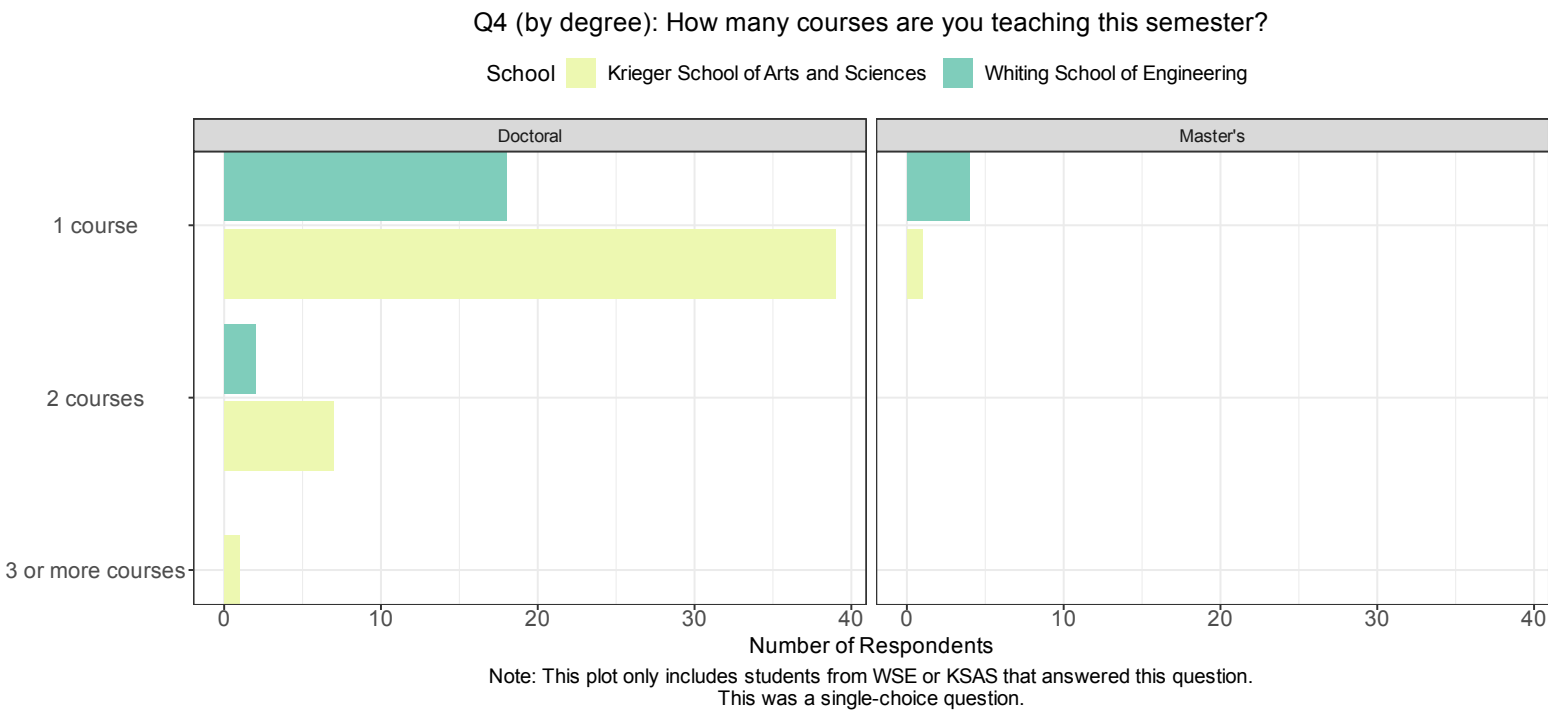
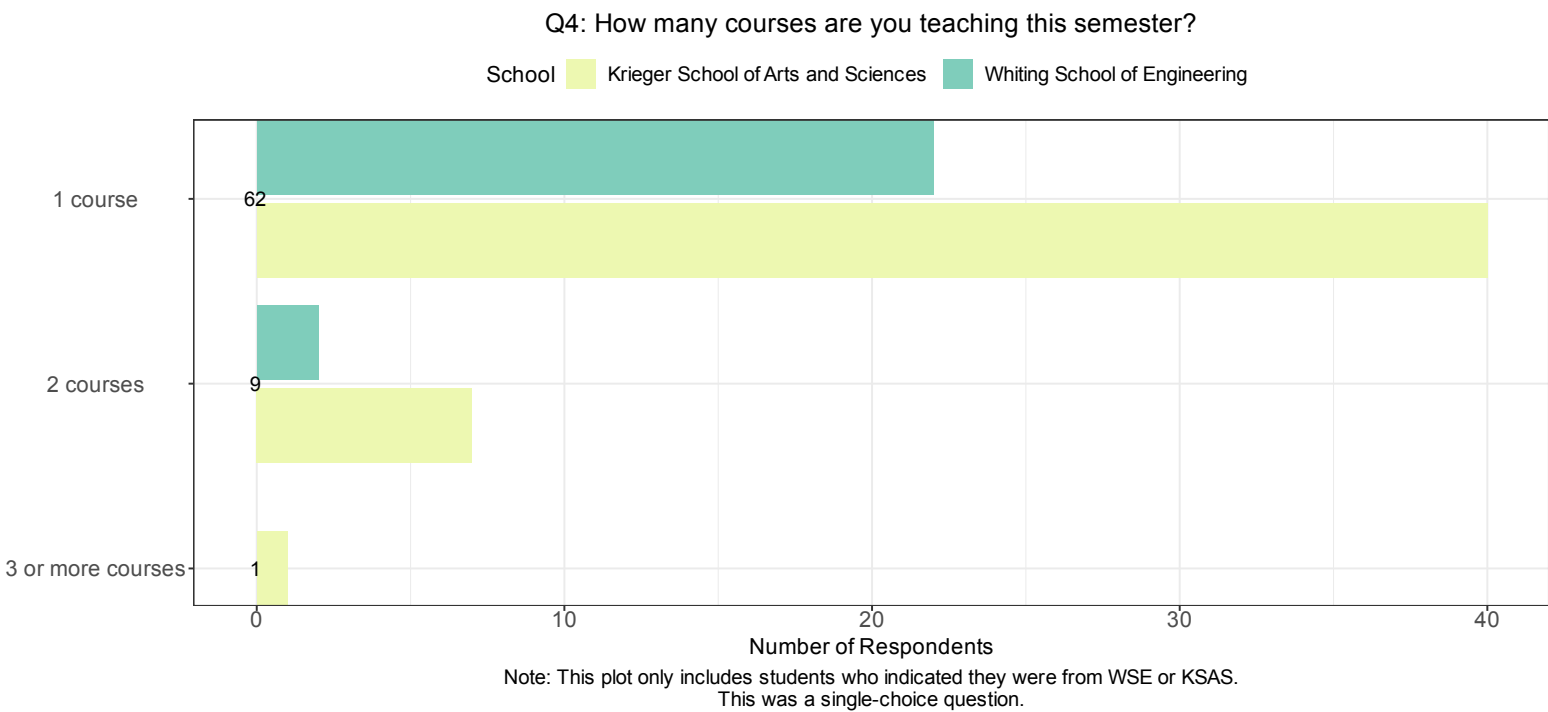
Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q3: Are you the instructor of record (official instructor) or the teaching assistant for a course in the 2020 Fall semester? (Note: for the purposes of this survey, the definition of a teaching assistant does not include course/grading assistants)

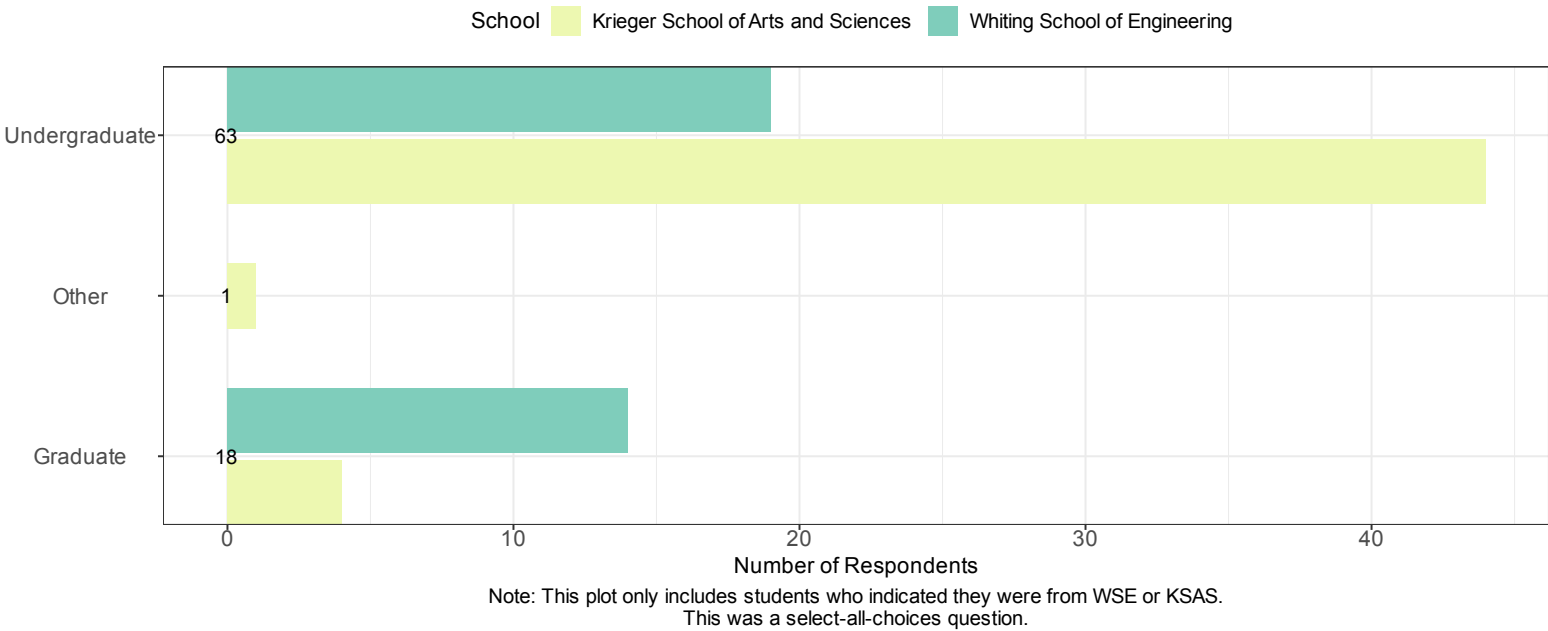


Q3 (by degree): Are you the instructor of record (official instructor) or the teaching assistant for a course in the 2020 Fall semester? (Note: for the purposes of this survey, the definition of a teaching assistant does not include course/grading assistants)

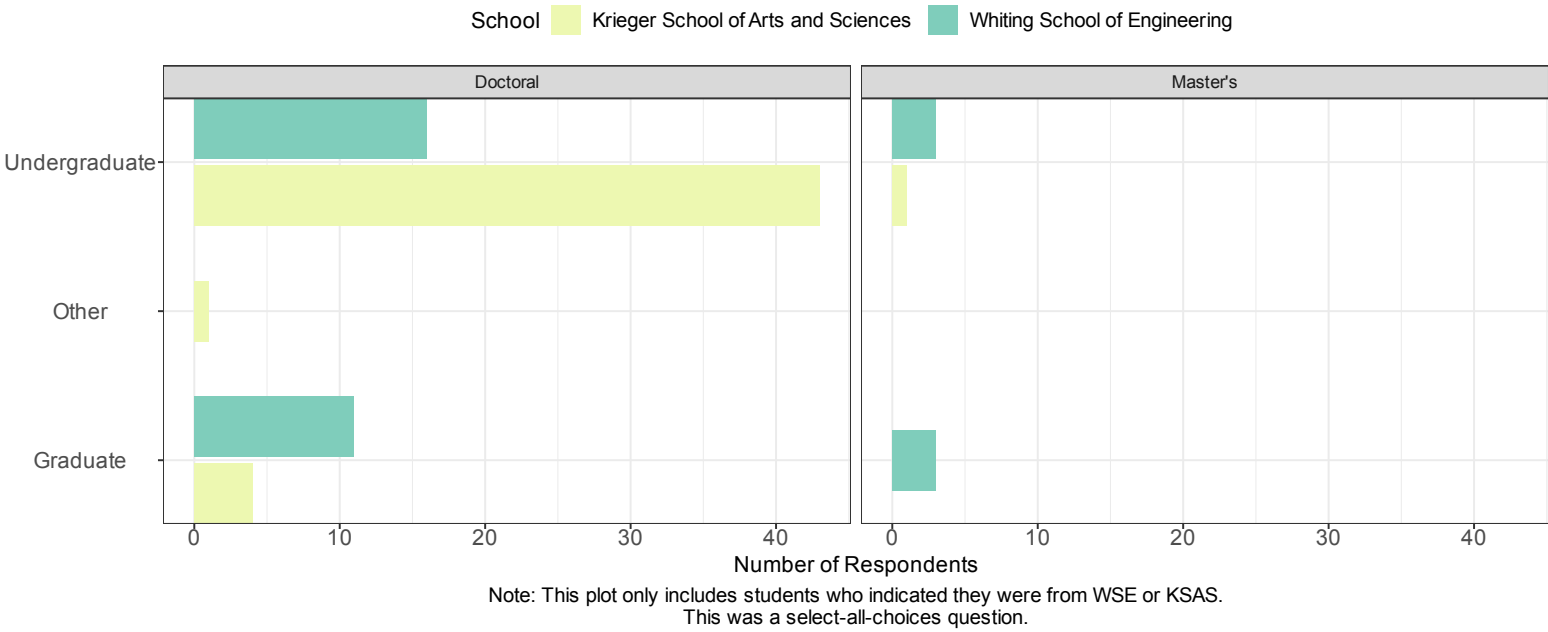




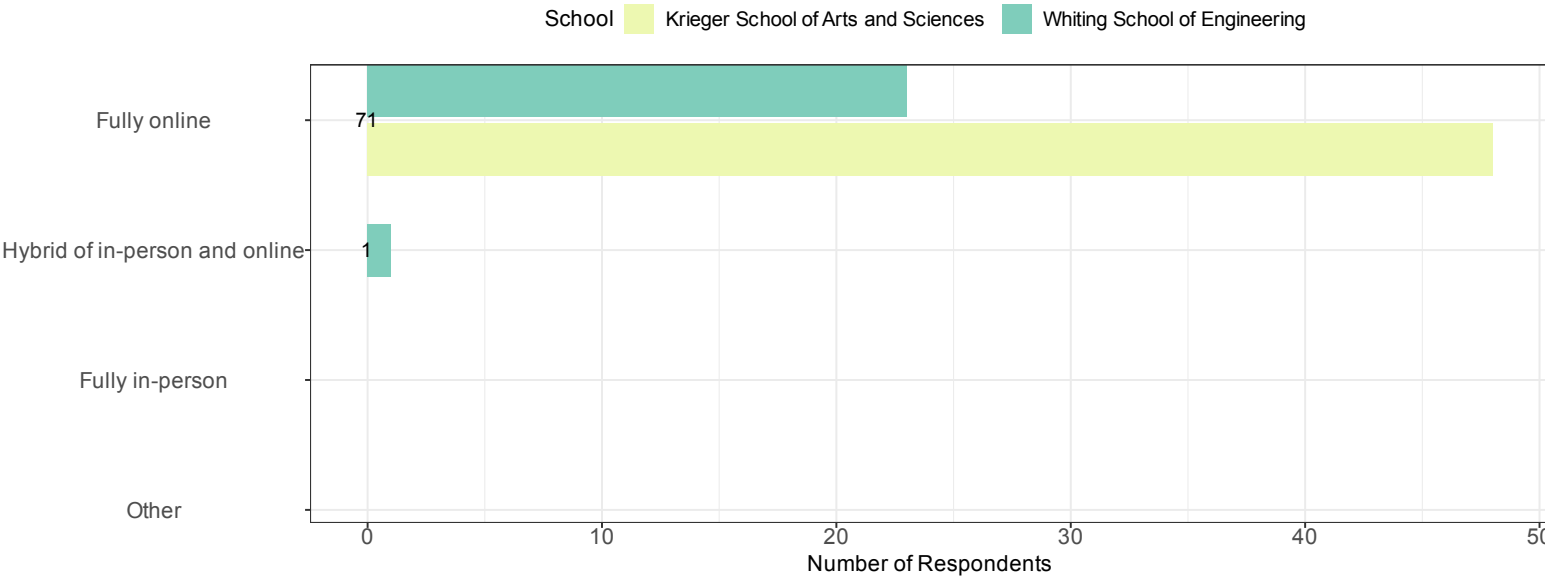
Q5: Is the course/courses you are teaching undergraduate or graduate level?
Please select all that apply.



Q5 (by degree): Is the course/courses you are teaching undergraduate or graduate level? Please select all that apply.

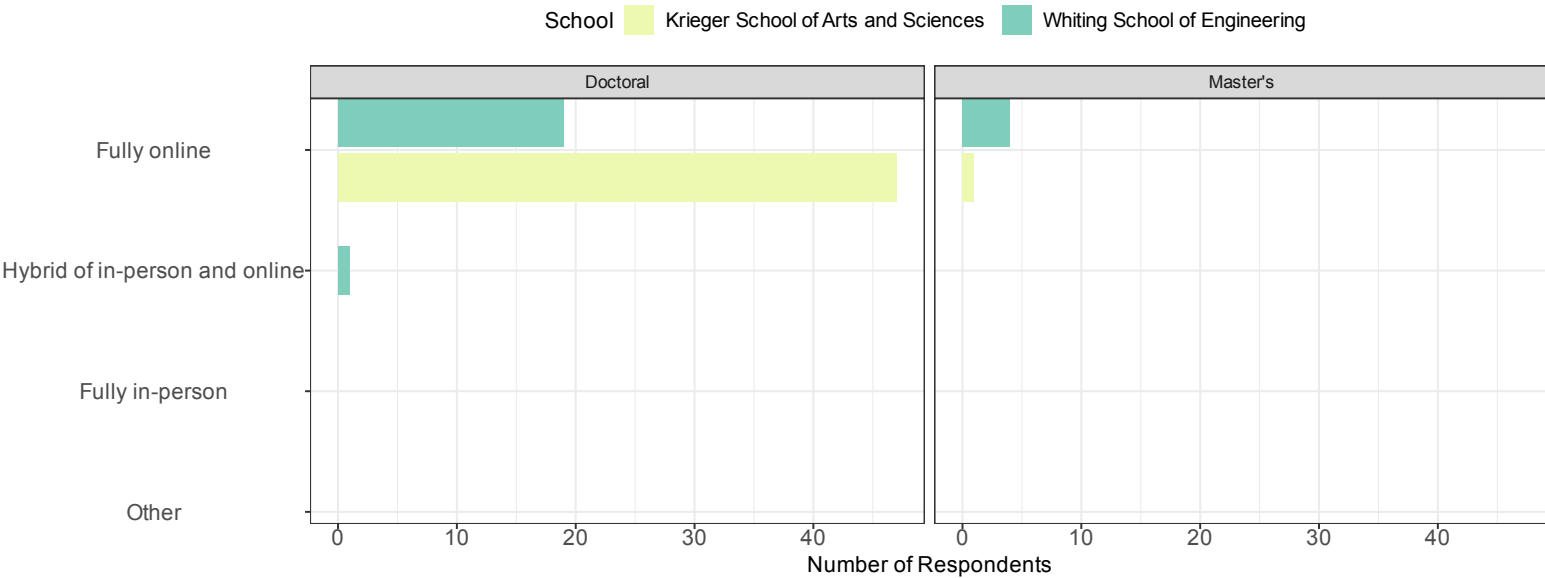


Q6: How is/are the course/courses being delivered this semester? Please select all that apply.



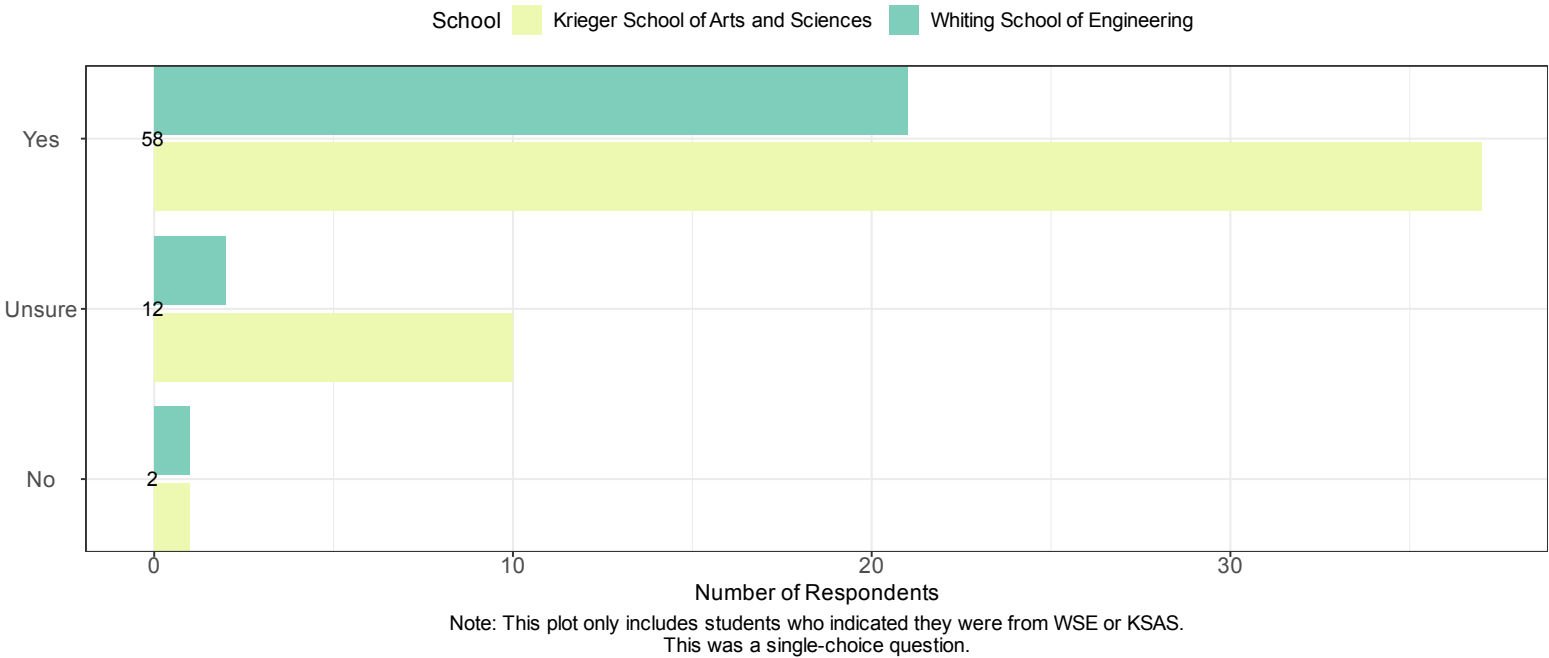
Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a select-all-choices question.

Q6 (by degree): How is/are the course/courses being delivered this semester? Please select all that apply.

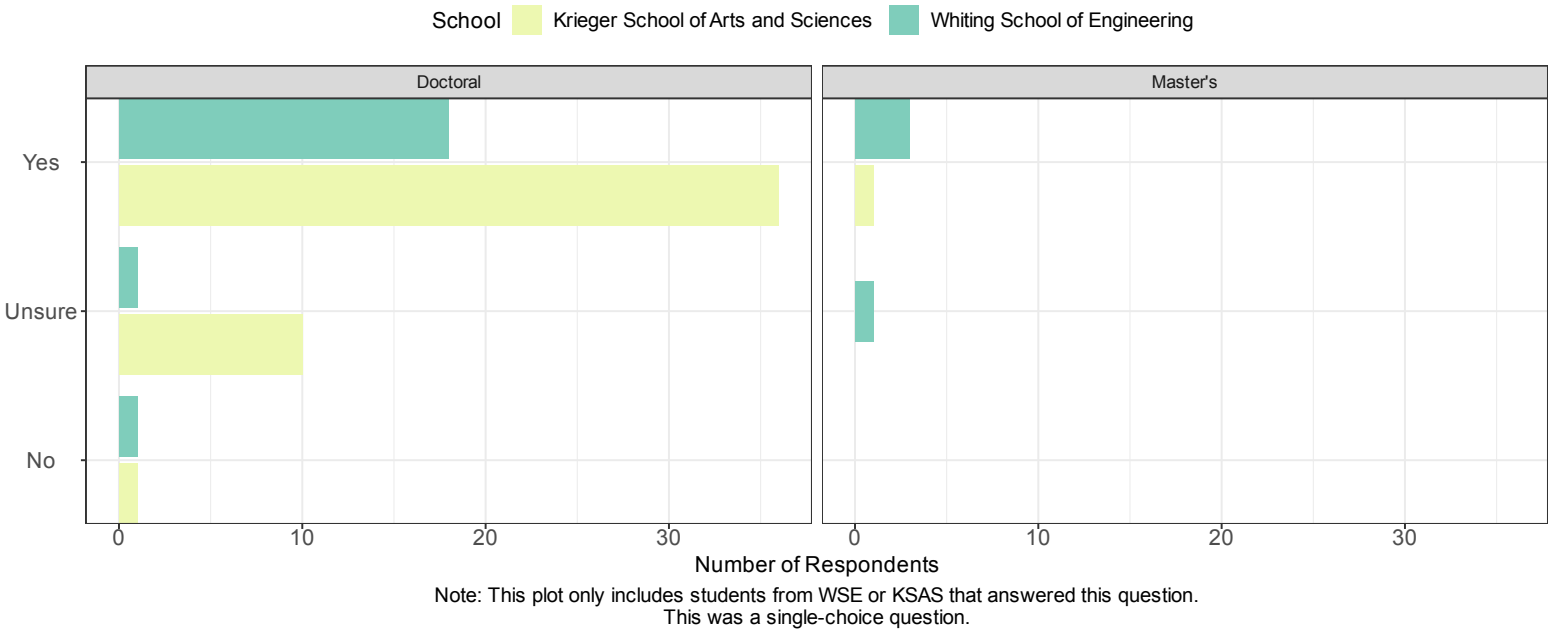


Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a select-all-choices question.

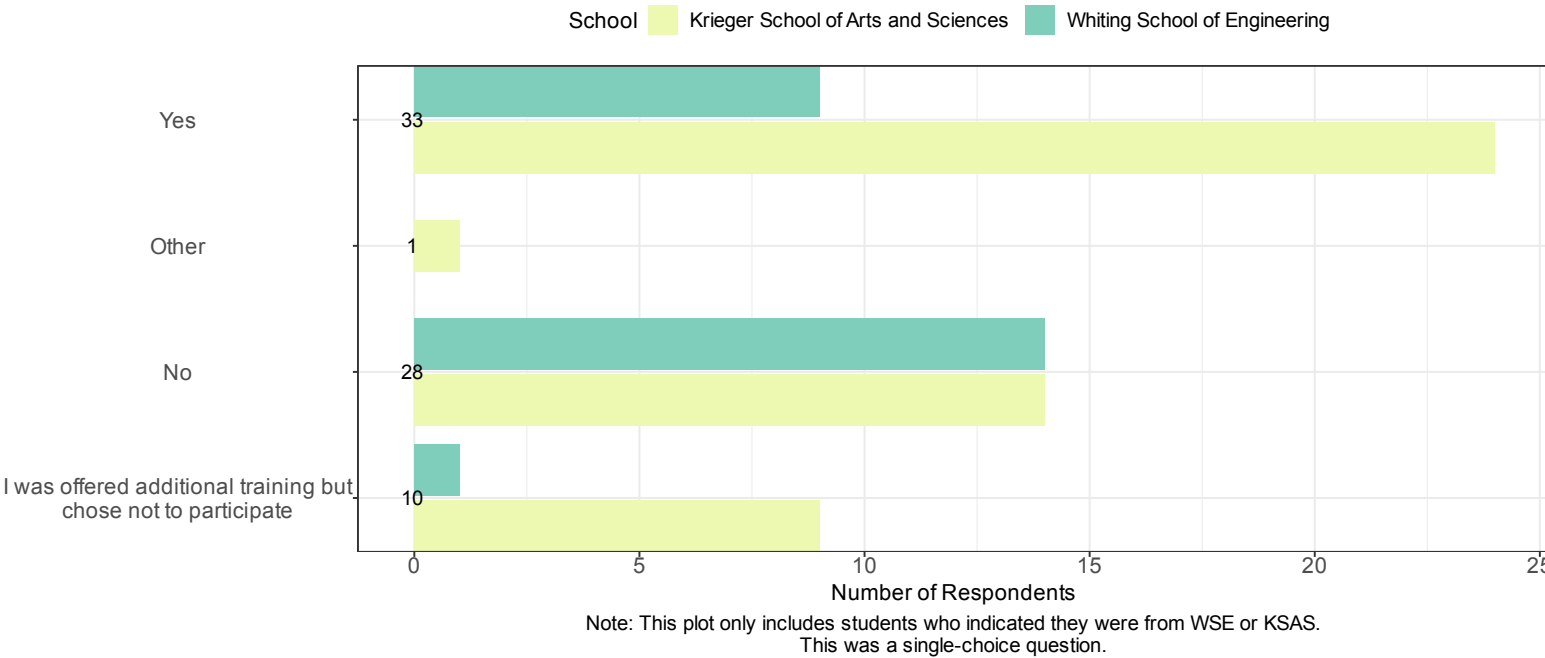
Q6.a: Are you comfortable with the format for the course/courses this semester?



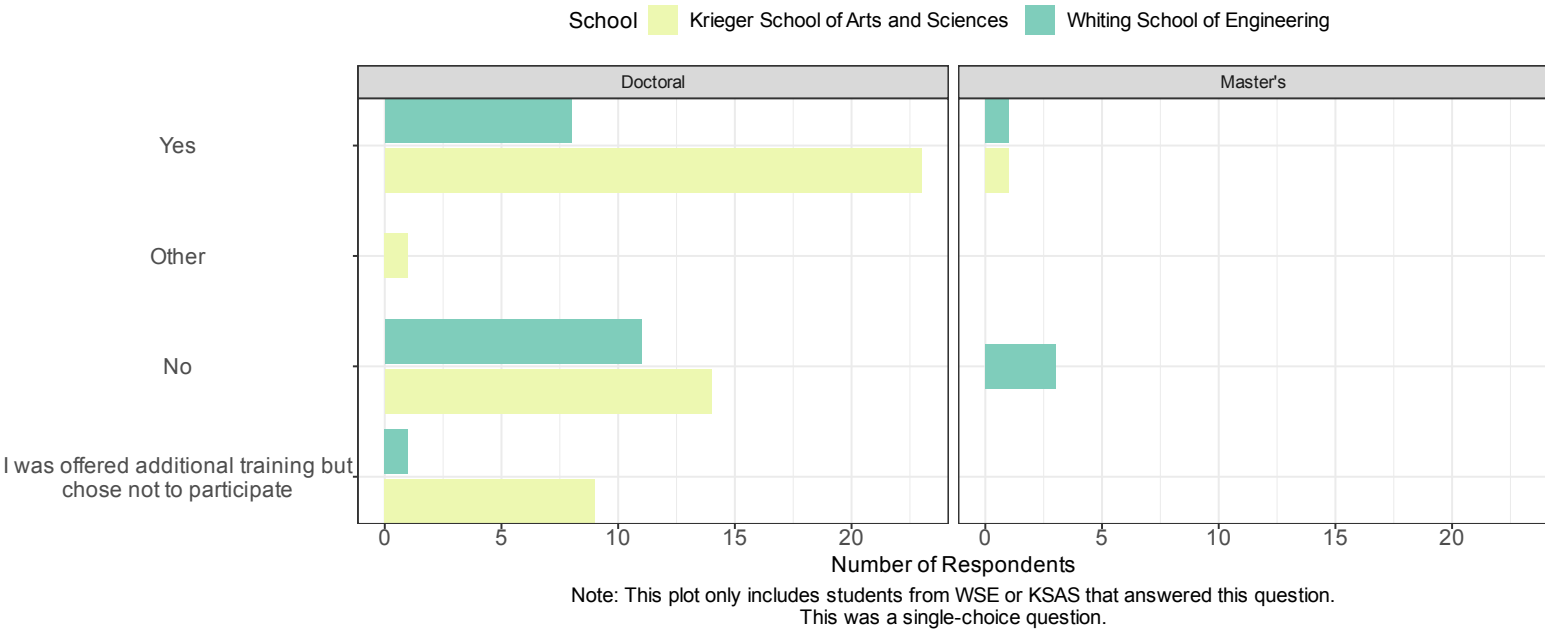
Q6.a (by degree): Are you comfortable with the format for the course/courses this semester?



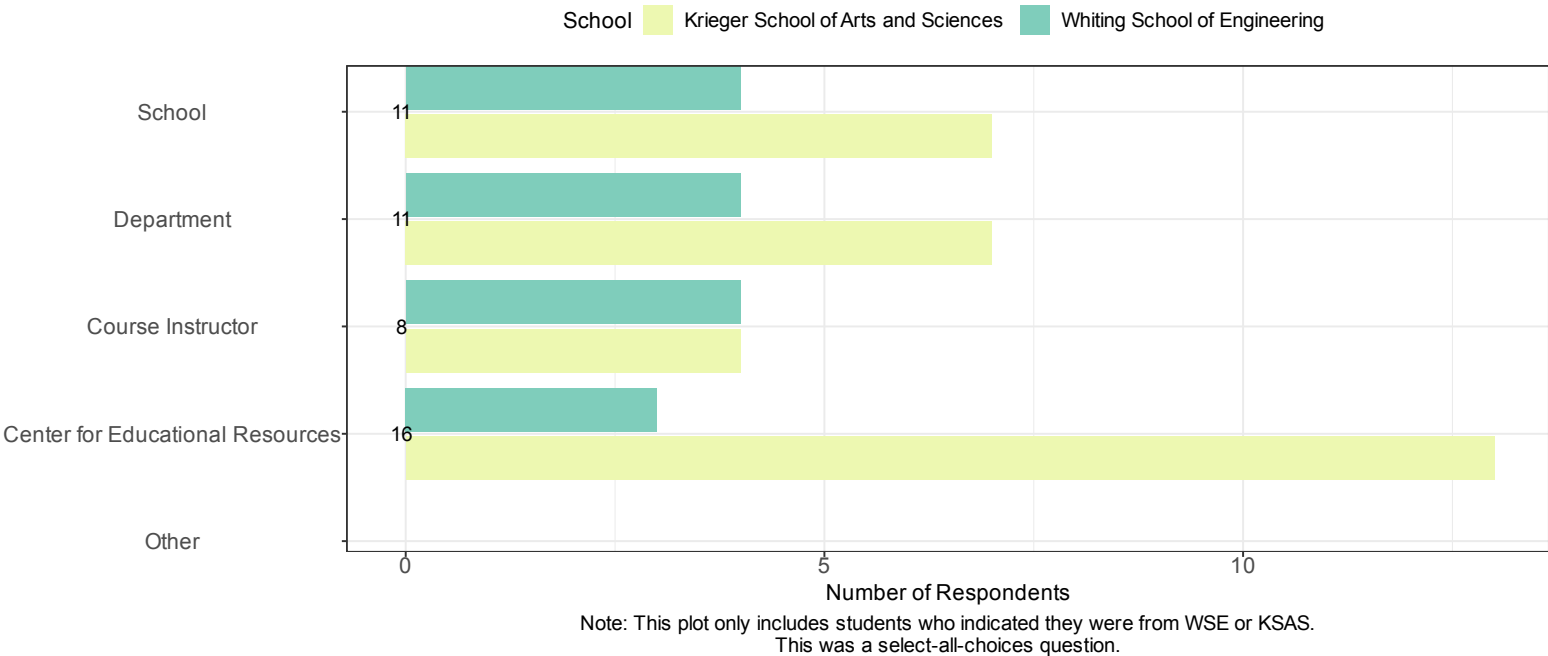
Q7: Have you been provided with additional training for online instruction?



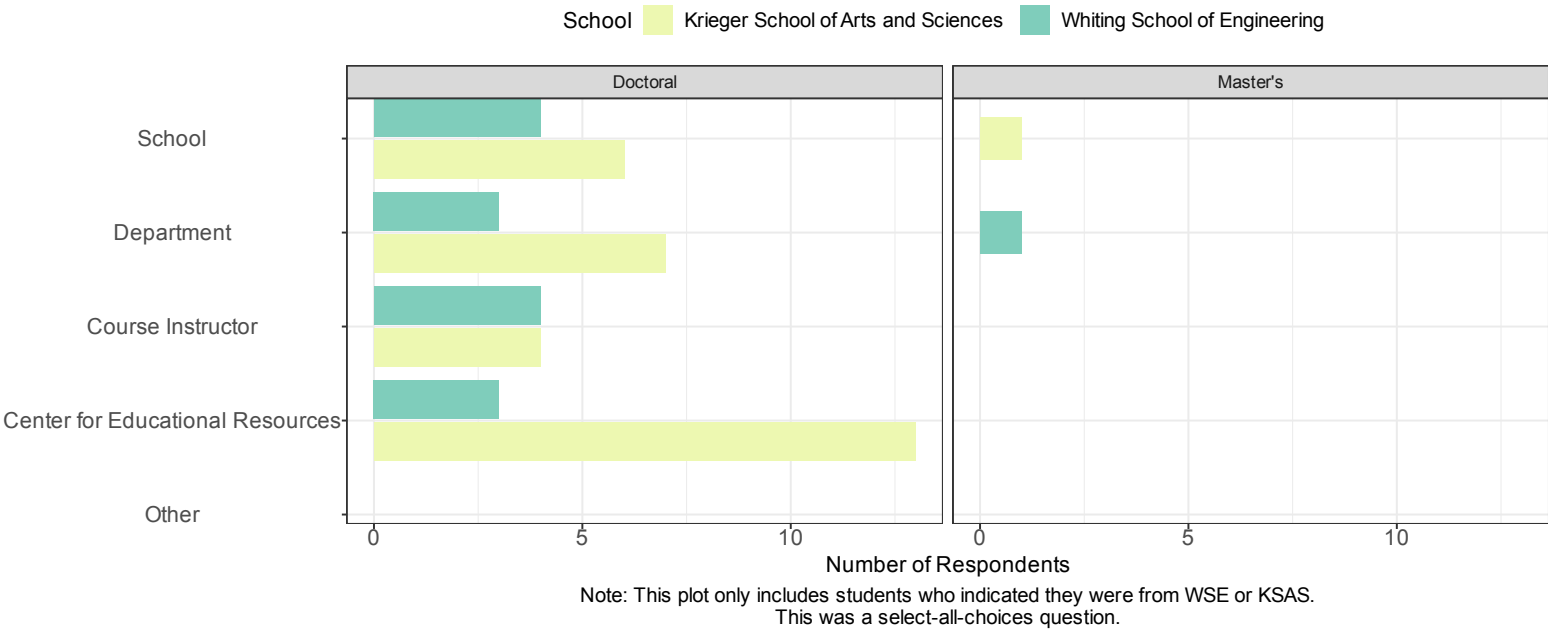
Q7 (by degree): Have you been provided with additional training for online instruction?



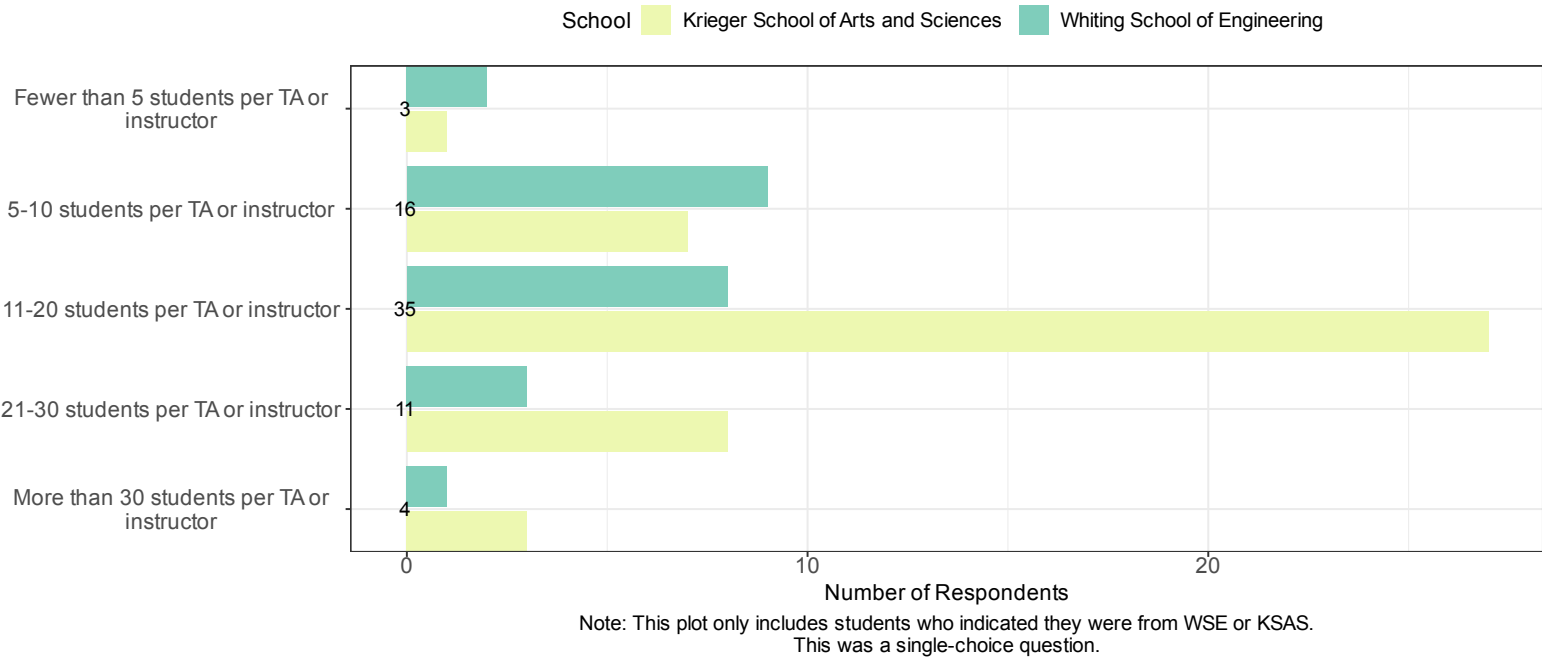
Q7.a: What has the source of that training been? Please select all that apply.



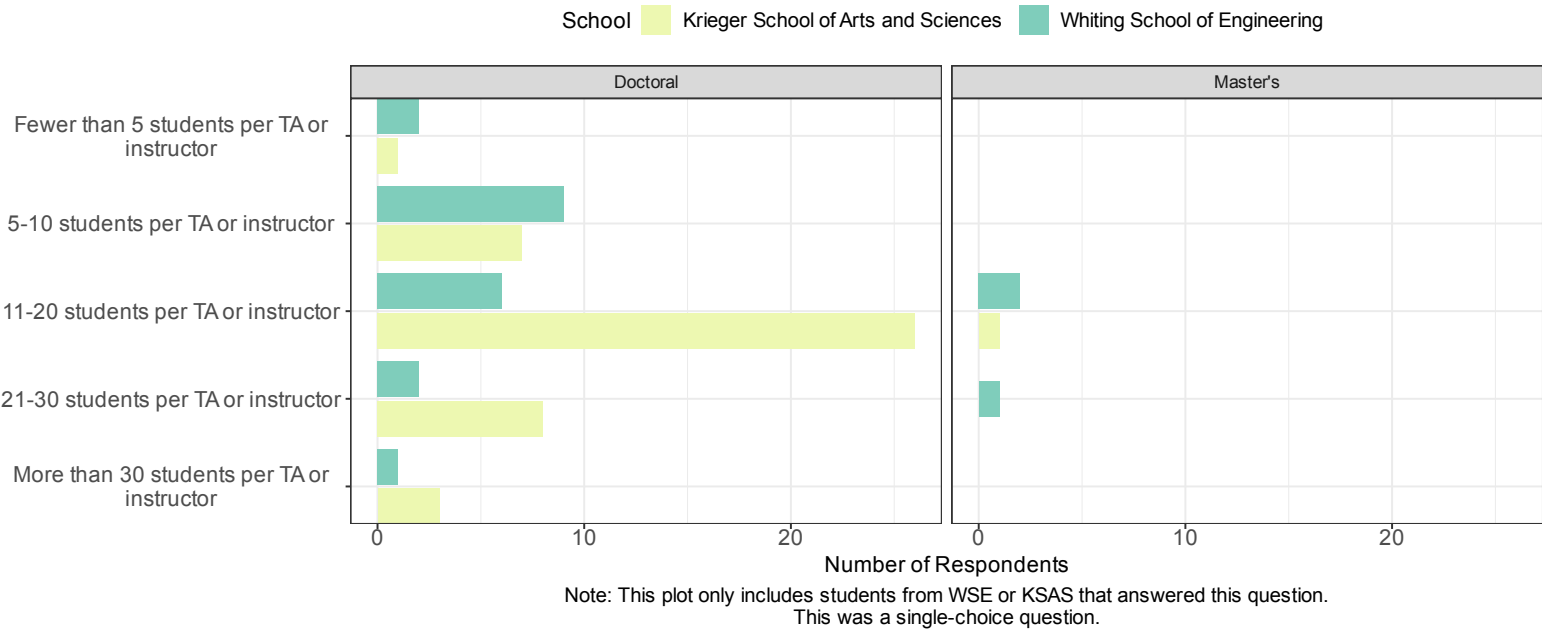
Q7.a (by degree): What has the source of that training been? Please select all that apply.



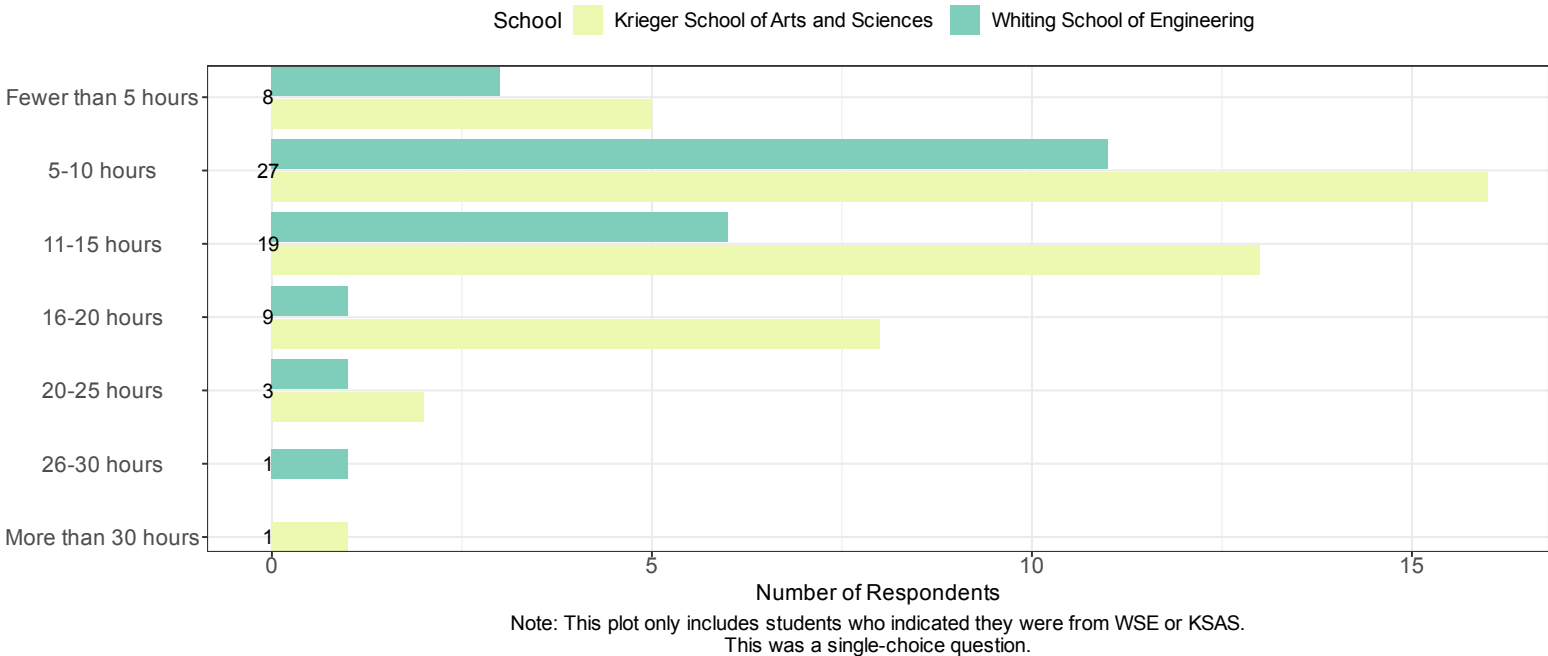
Q8: What is the ratio of students to TAs/instructors in the course you teach?



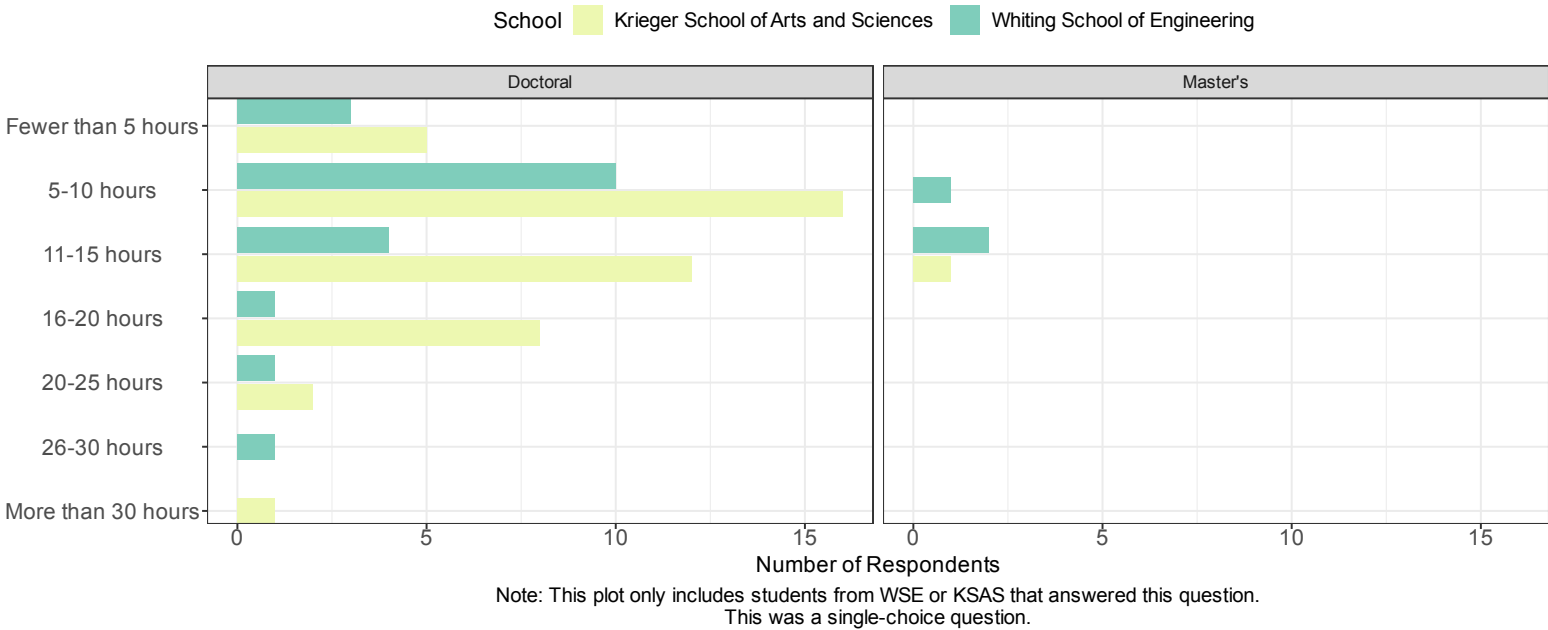
Q8 (by degree): What is the ratio of students to TAs/instructors in the course you teach?



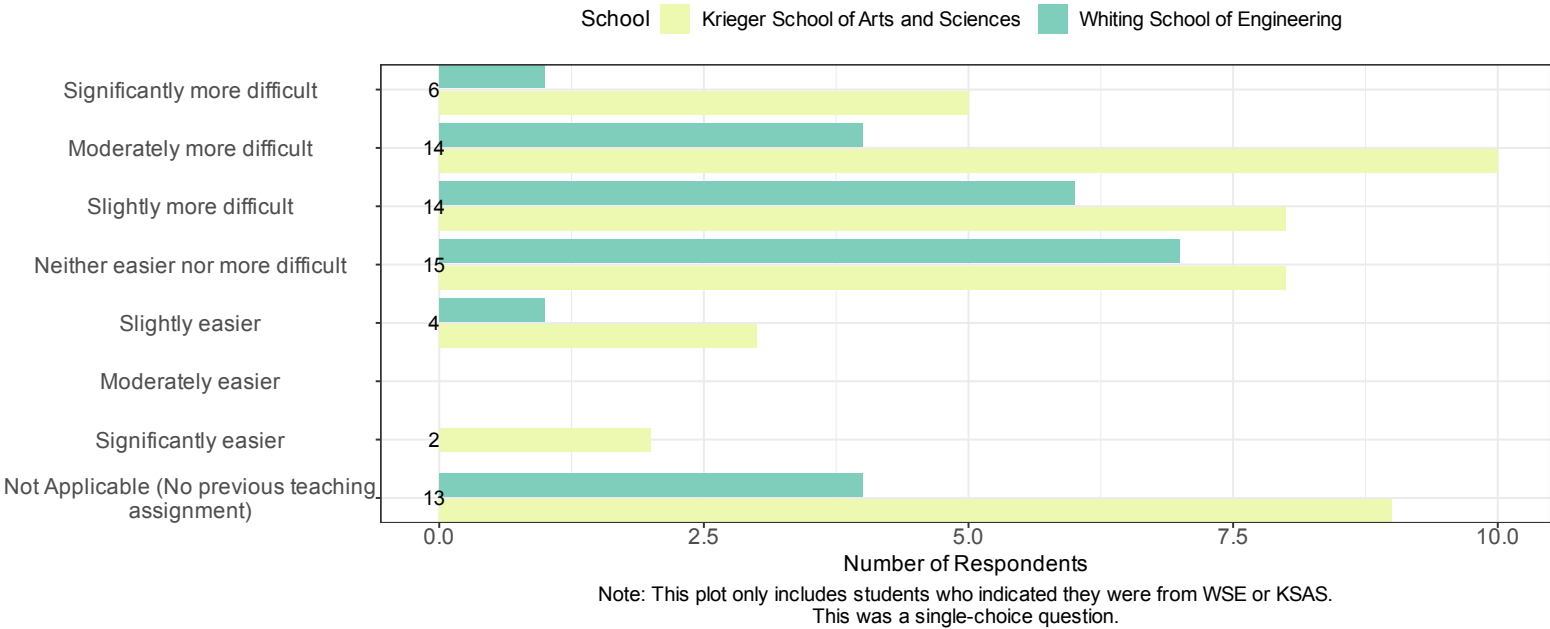
Q9: How many hours per week do you spend on your teaching assignment?



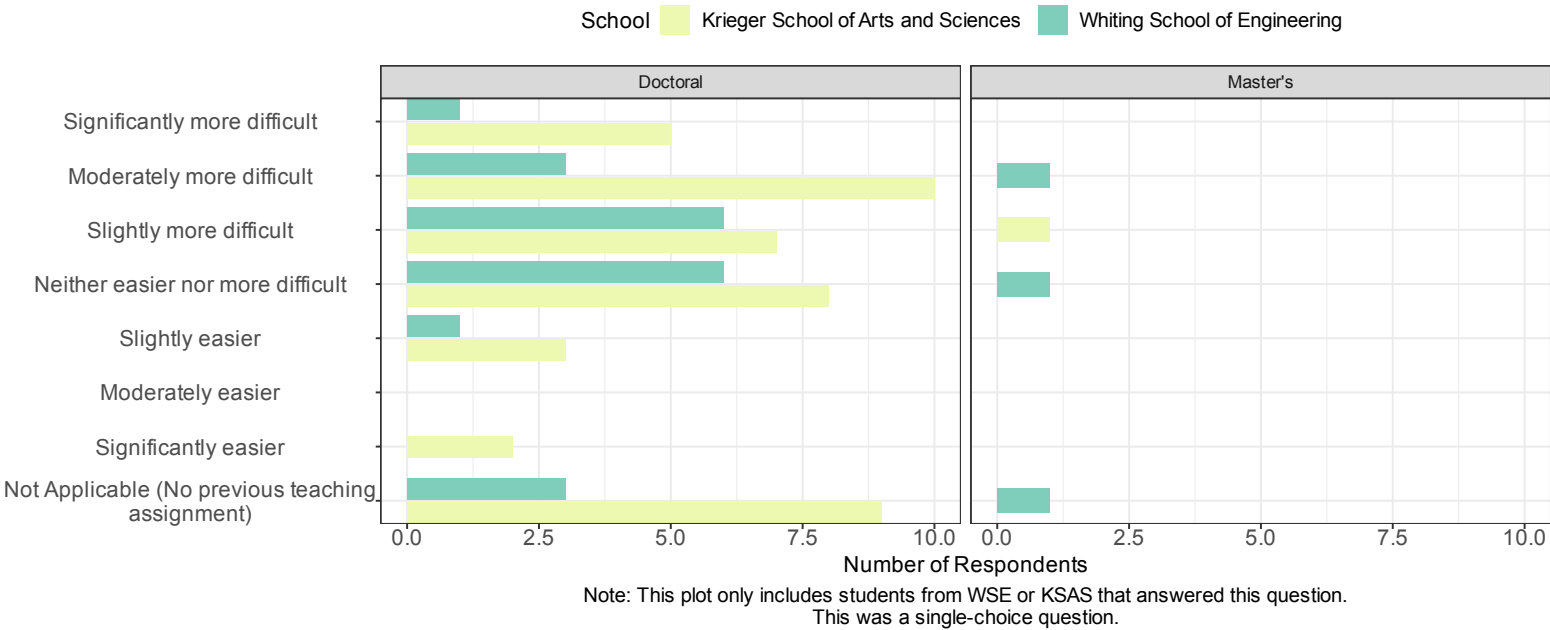
Q9 (by degree): How many hours per week do you spend on your teaching assignment?



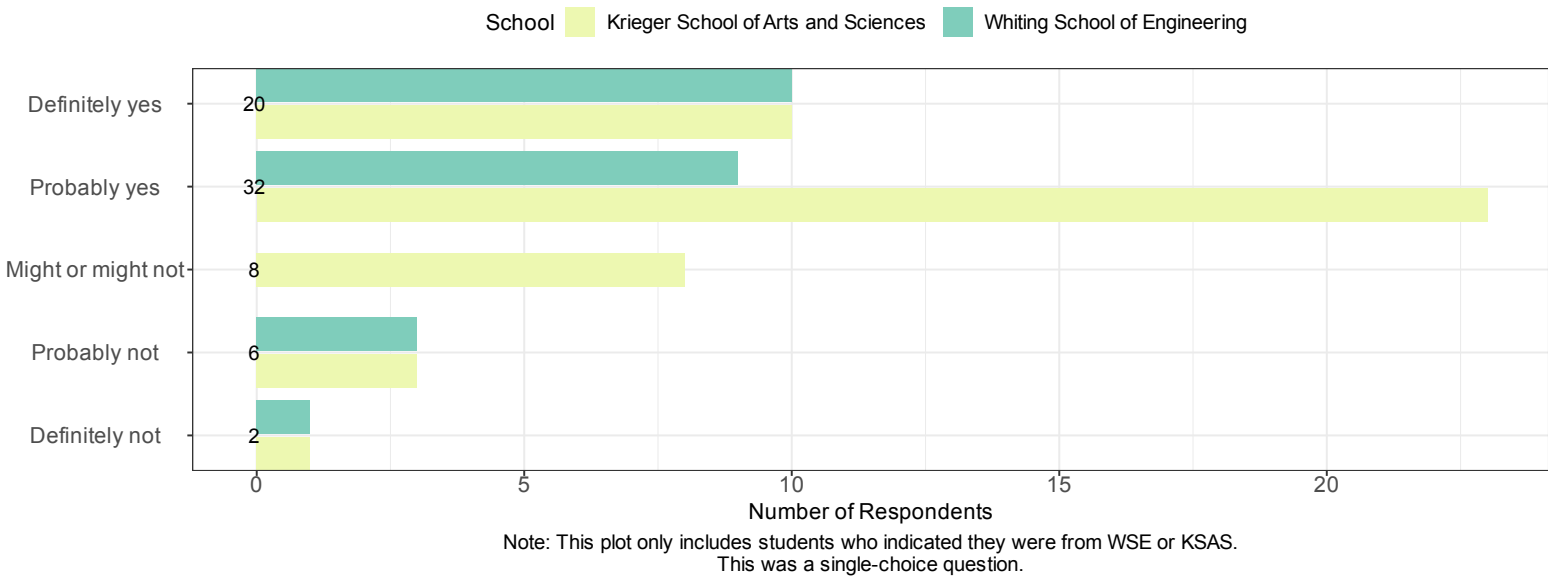
Q10: In comparison to previous teaching assignments, how difficult has online instruction been?



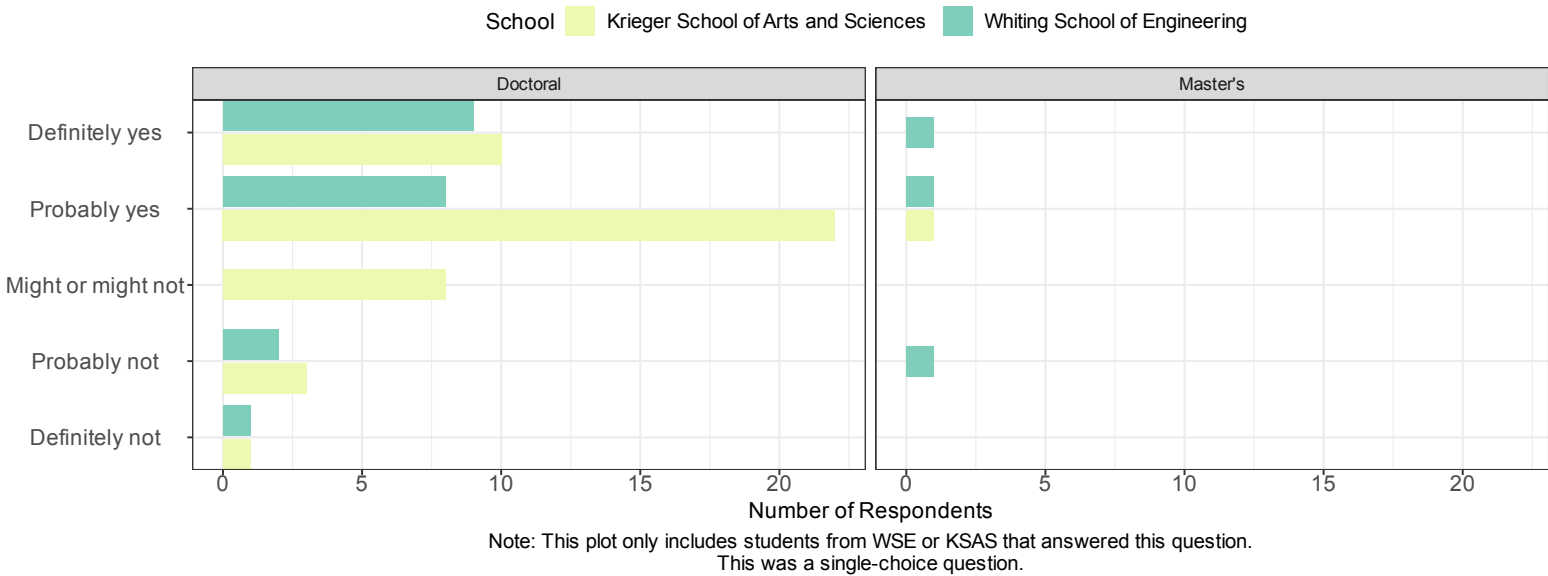
Q10 (by degree): In comparison to previous teaching assignments, how difficult has online instruction been?



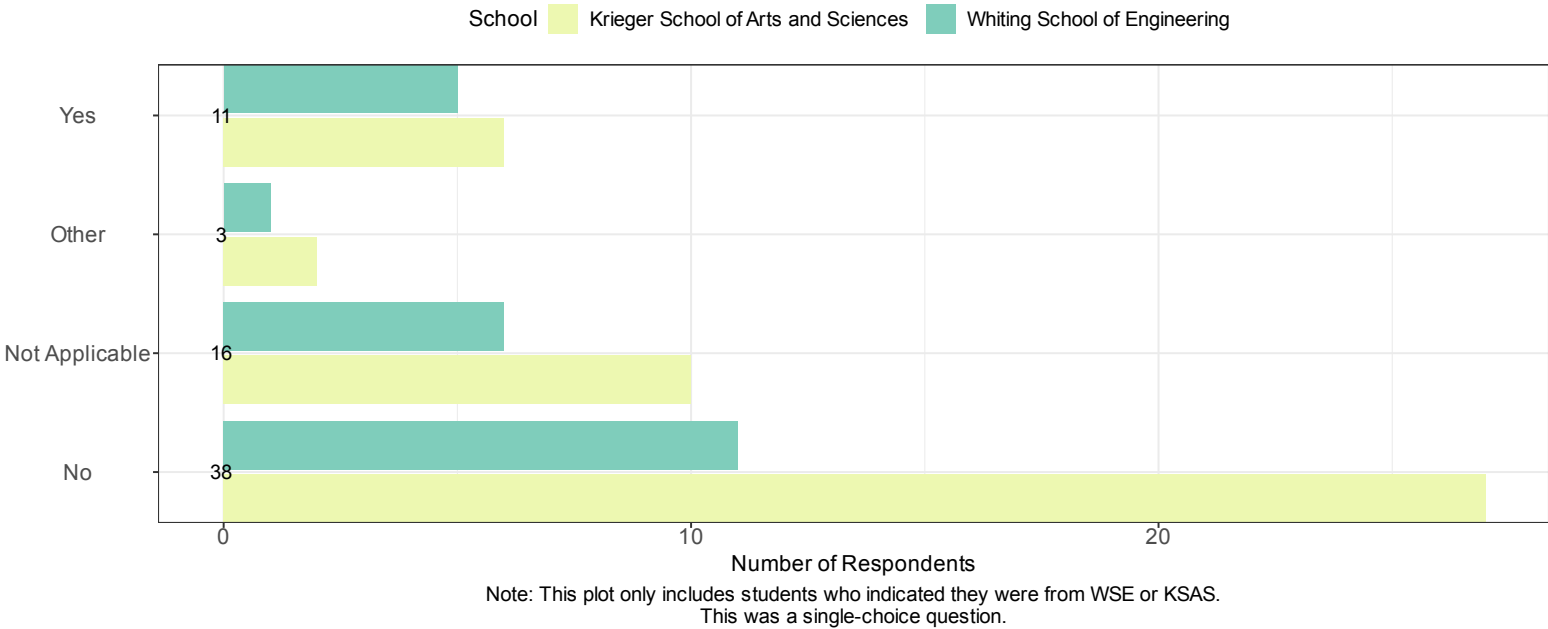
Q11: Do you have the resources you need to effectively teach remotely? Examples of resources include but are not limited to: high-quality internet connection, external touchpads for writing equations/drawing diagrams, reliable camera and microphone for online class sessions, etc.



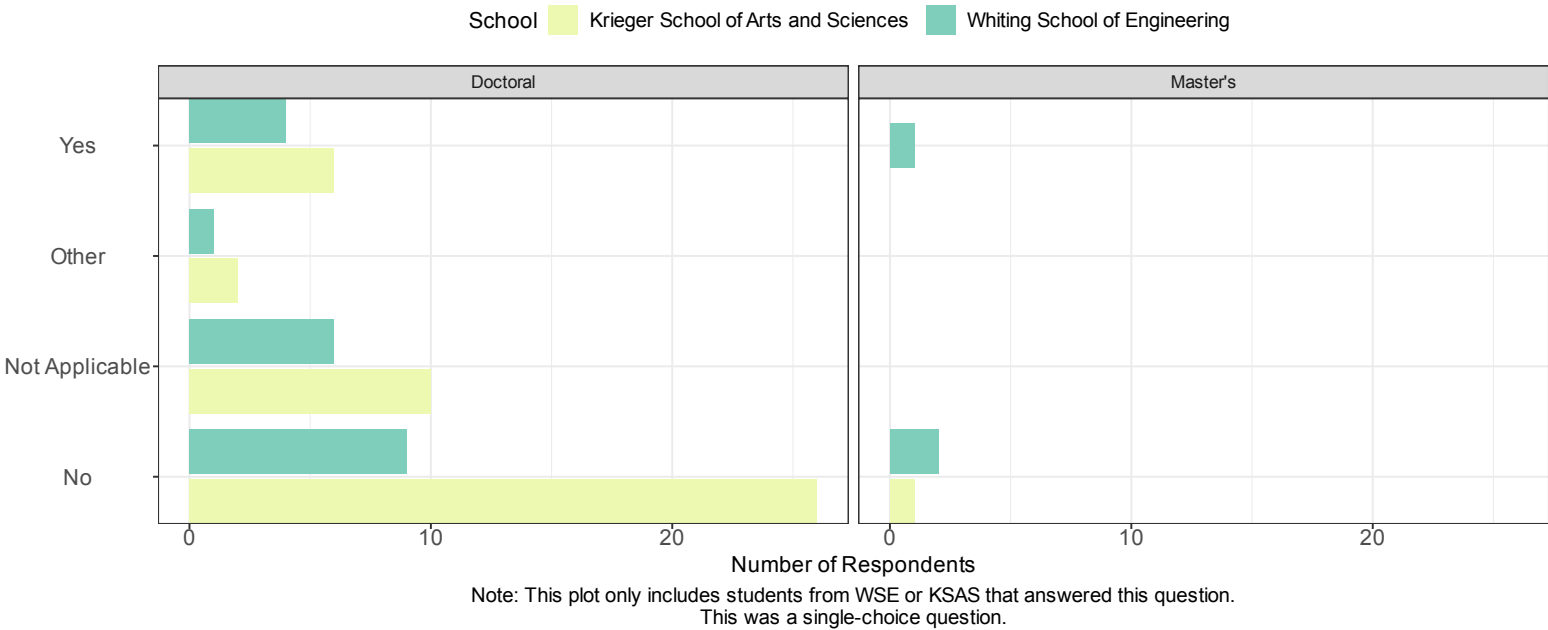
Q11 (by degree): Do you have the resources you need to effectively teach remotely? Examples of resources include but are not limited to: high-quality internet connection, external touchpads for writing equations/drawing diagrams, reliable camera and microphone for online class sessions, etc.



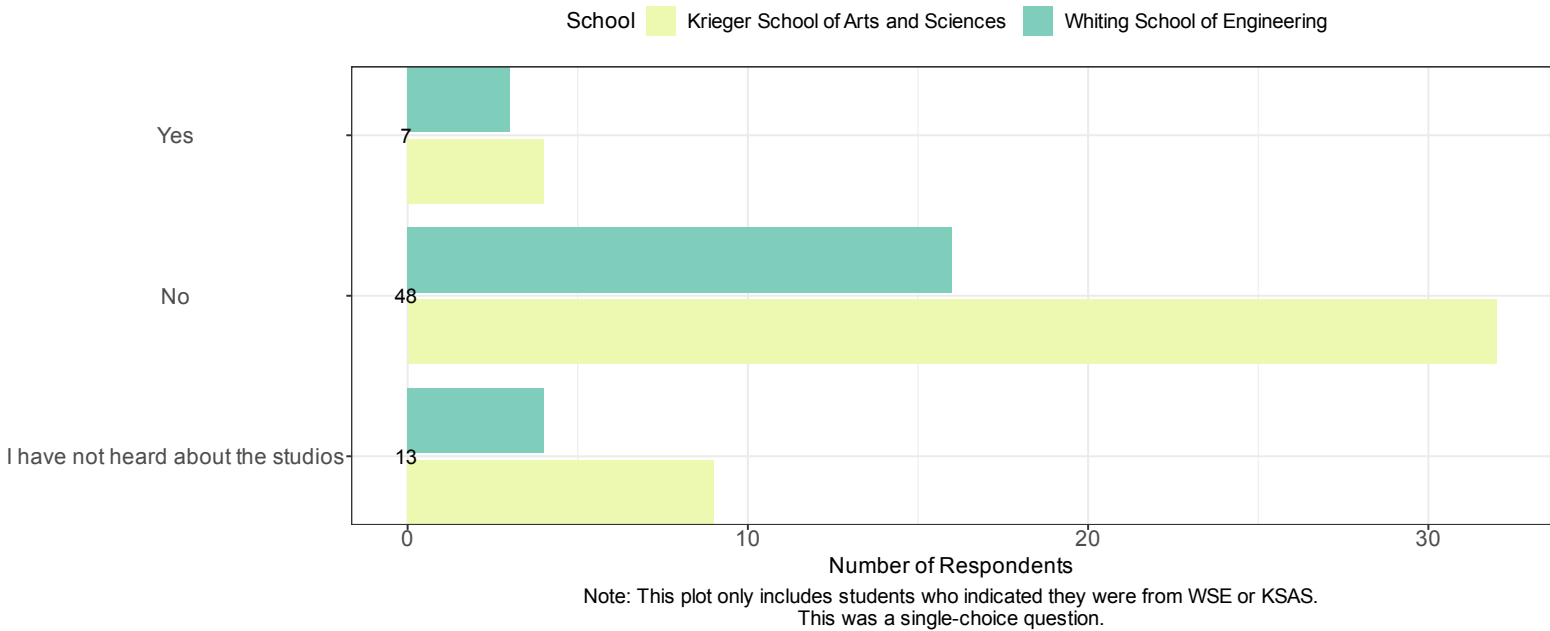
Q11.b: Have you been provided with assistance (financial or otherwise) to obtain the resources you need to effectively teach remotely?



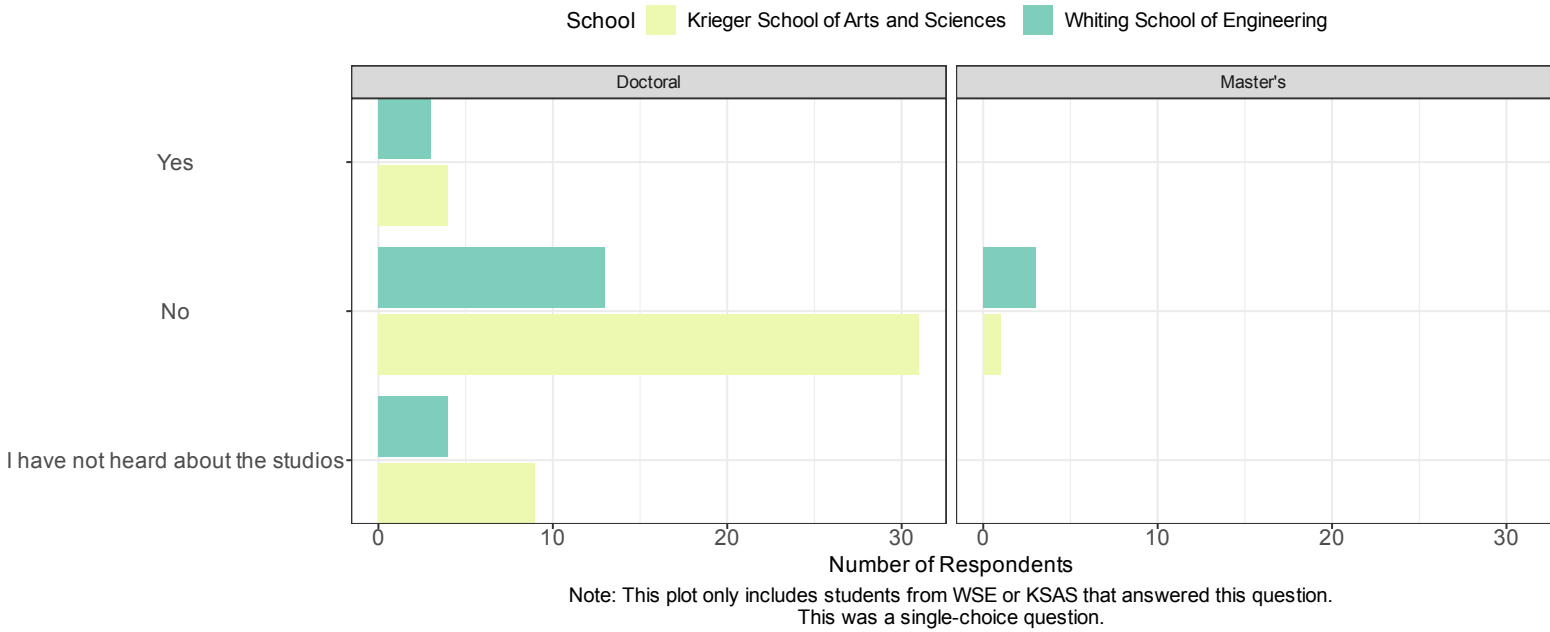
Q11.b (by degree): Have you been provided with assistance (financial or otherwise) to obtain the resources you need to effectively teach remotely?



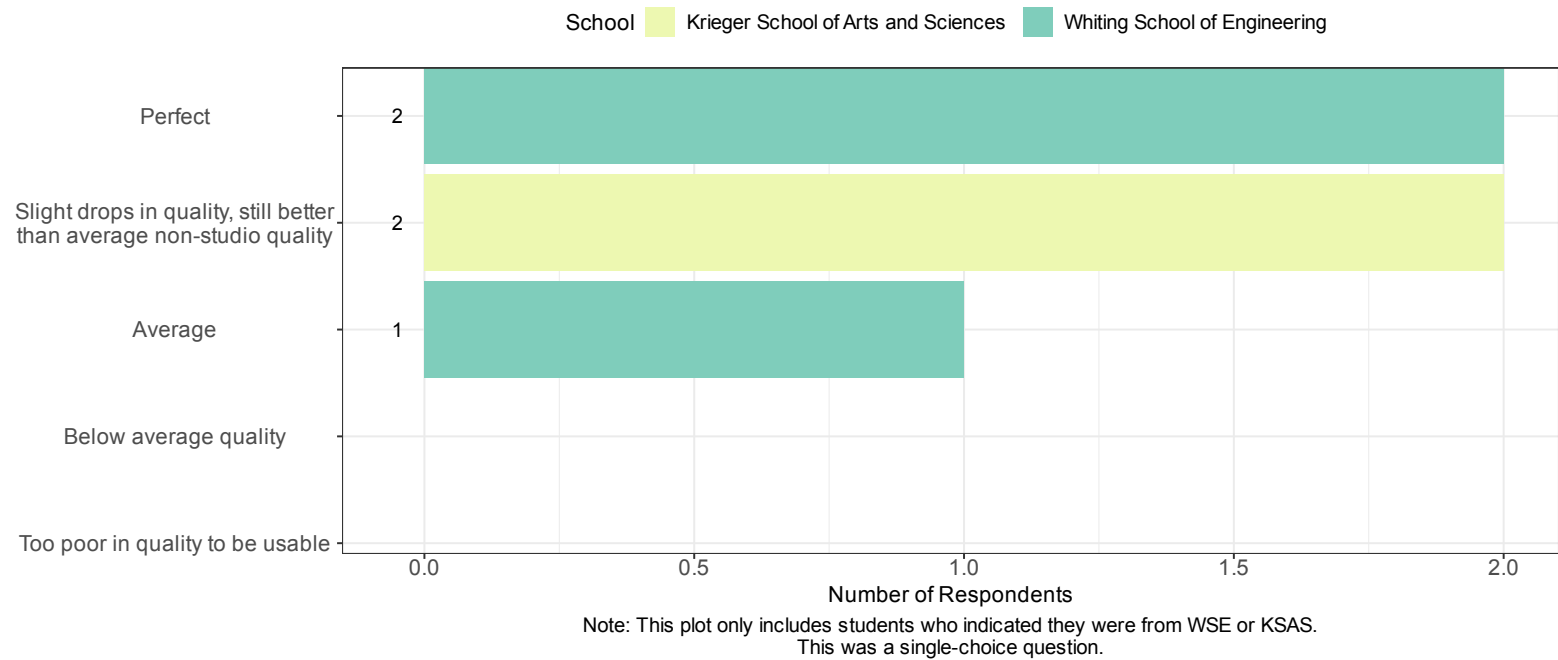
Q12: Have you used the newly offered studio spaces to facilitate your instruction?



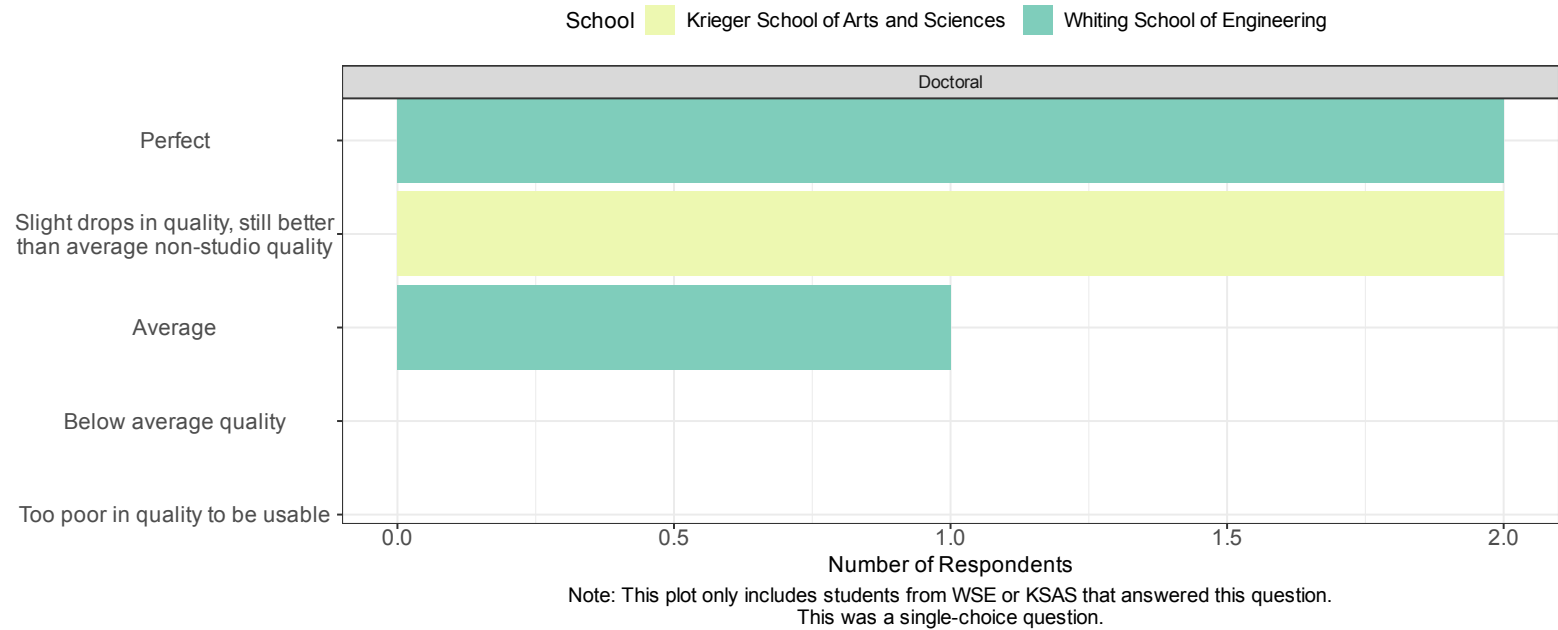
Q12 (by degree): Have you used the newly offered studio spaces to facilitate your instruction?

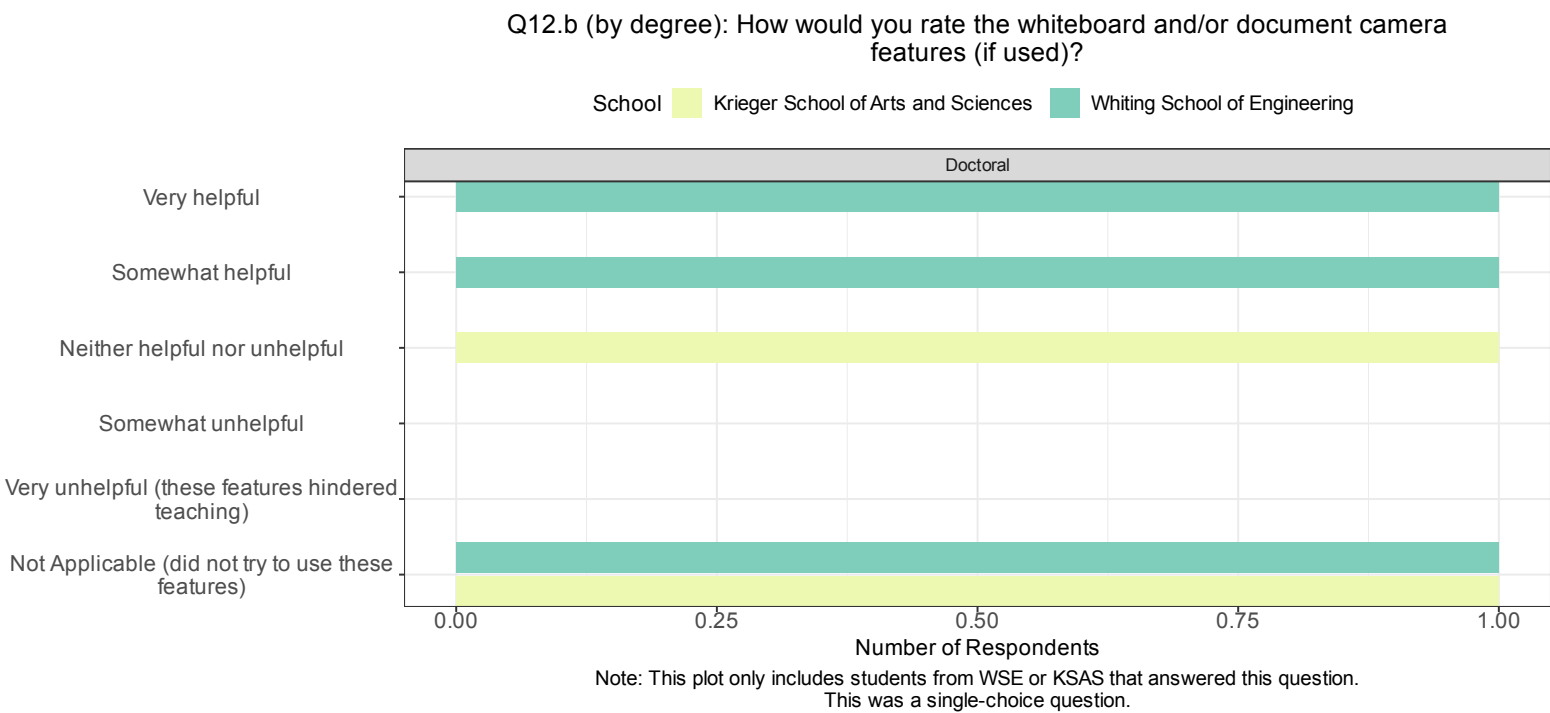
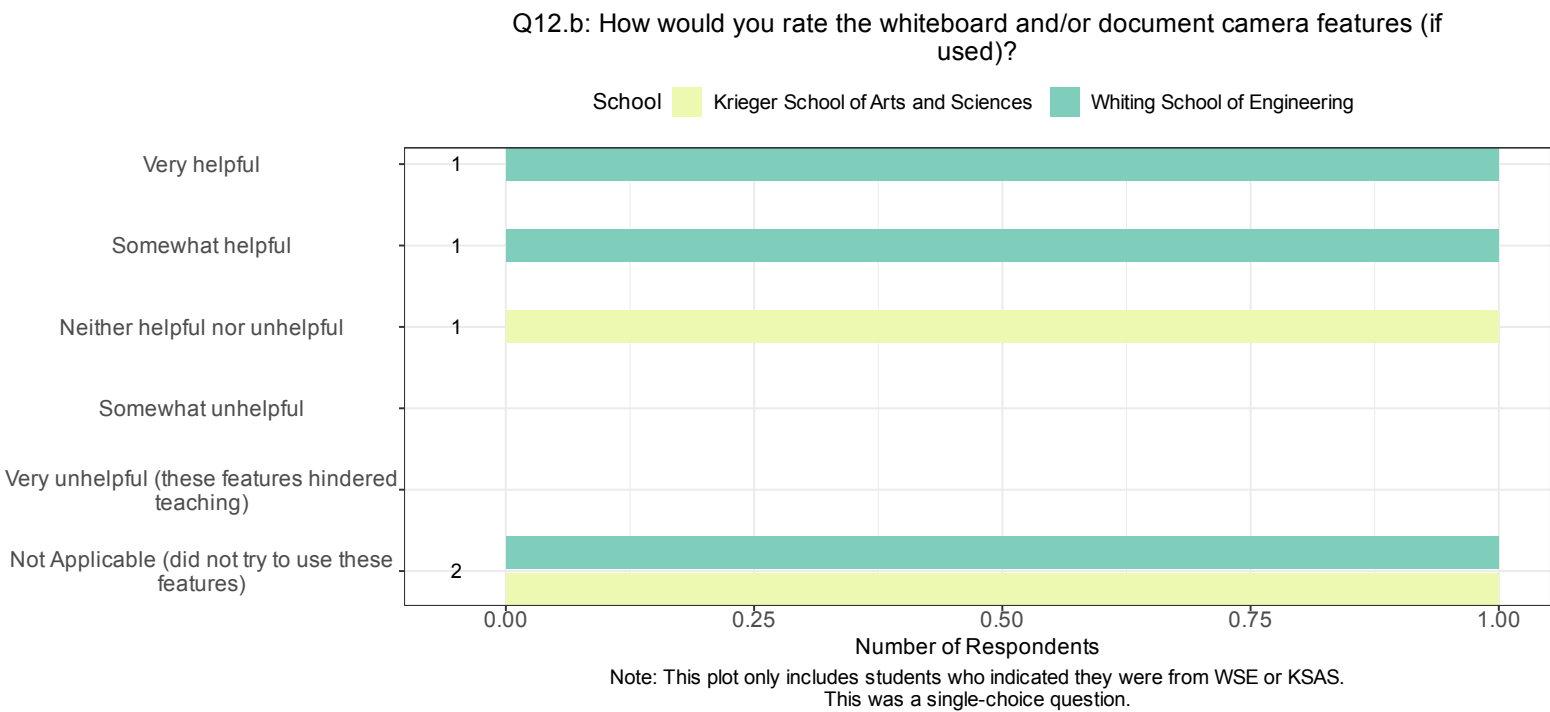


Q12.a: How was the quality of the audio and video in the studio calls?



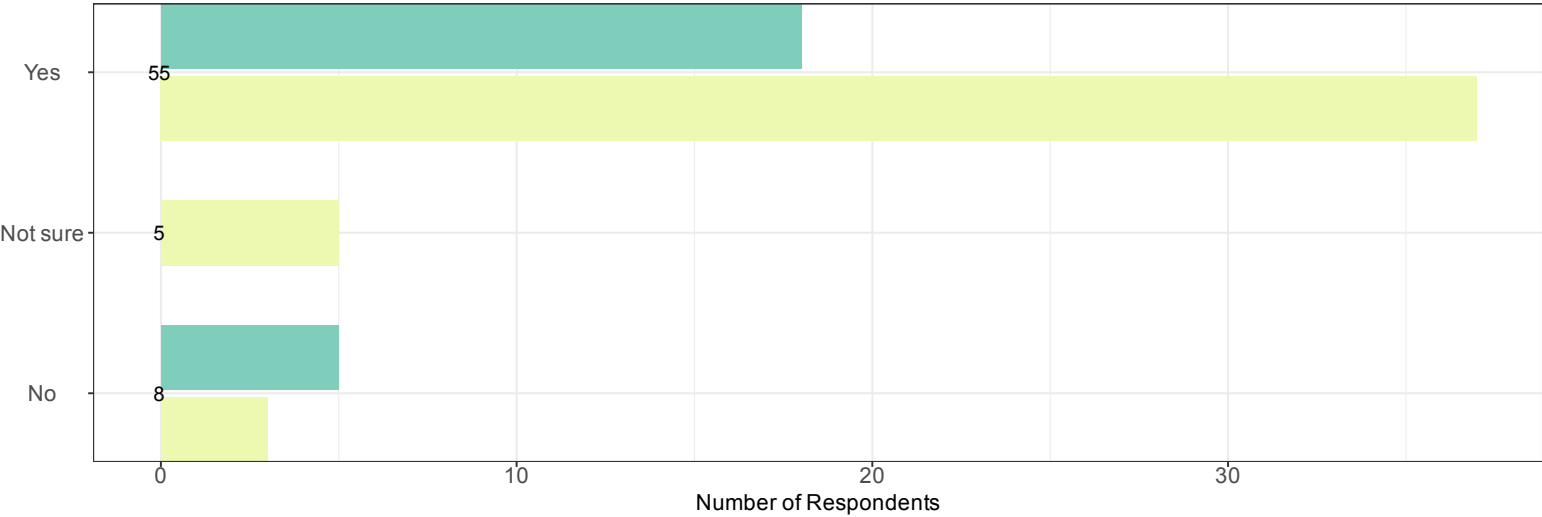
Q12.a (by degree): How was the quality of the audio and video in the studio calls?





Q13.a: Would you usually get paid for this position (TA or instructor of record) before the campus shutdown due to COVID-19? Use Fall 2019 as an example semester

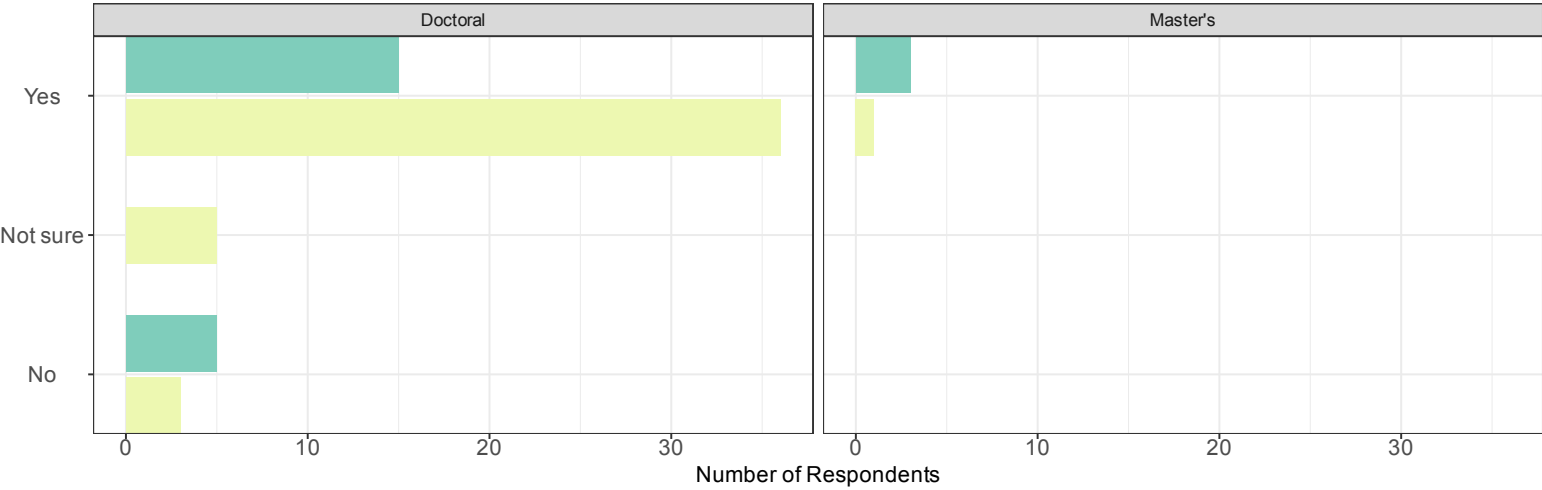
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Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q13.a (by degree): Would you usually get paid for this position (TA or instructor of record) before the campus shutdown due to COVID-19? Use Fall 2019 as an example semester

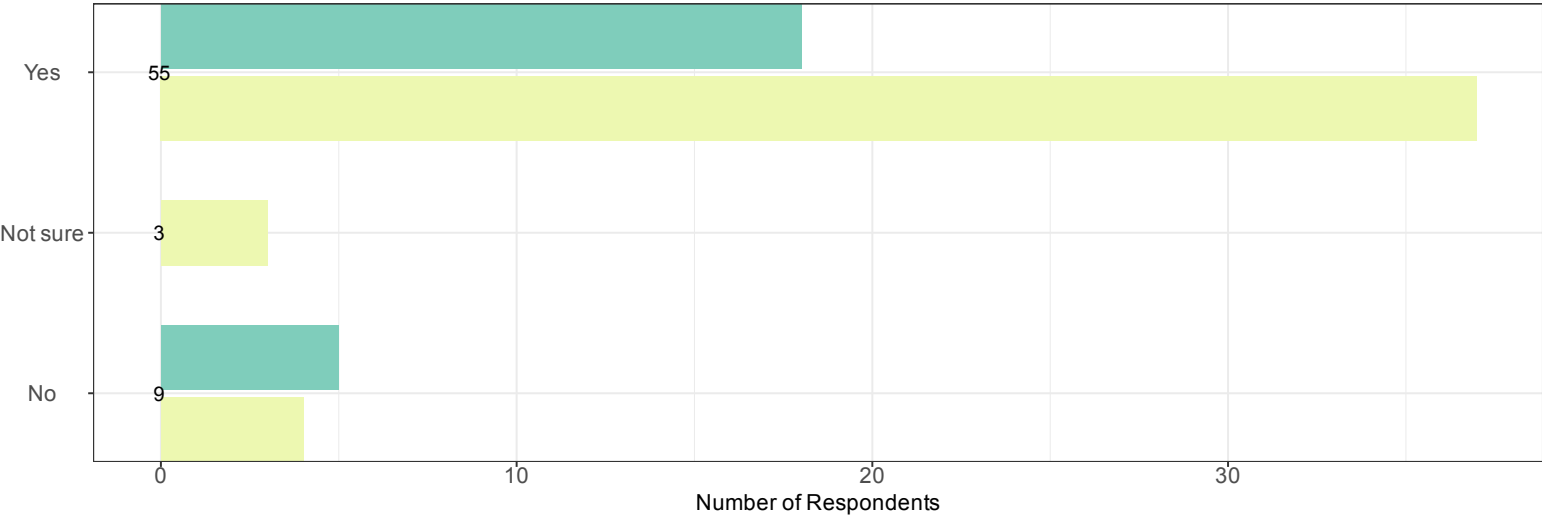
School Krieger School of Arts and Sciences Whiting School of Engineering



Note: This plot only includes students from WSE or KSAS that answered this question.
This was a single-choice question.

Q13.b: Are you getting paid for this position (TA or instructor of record) during the during the Fall 2020 semester?

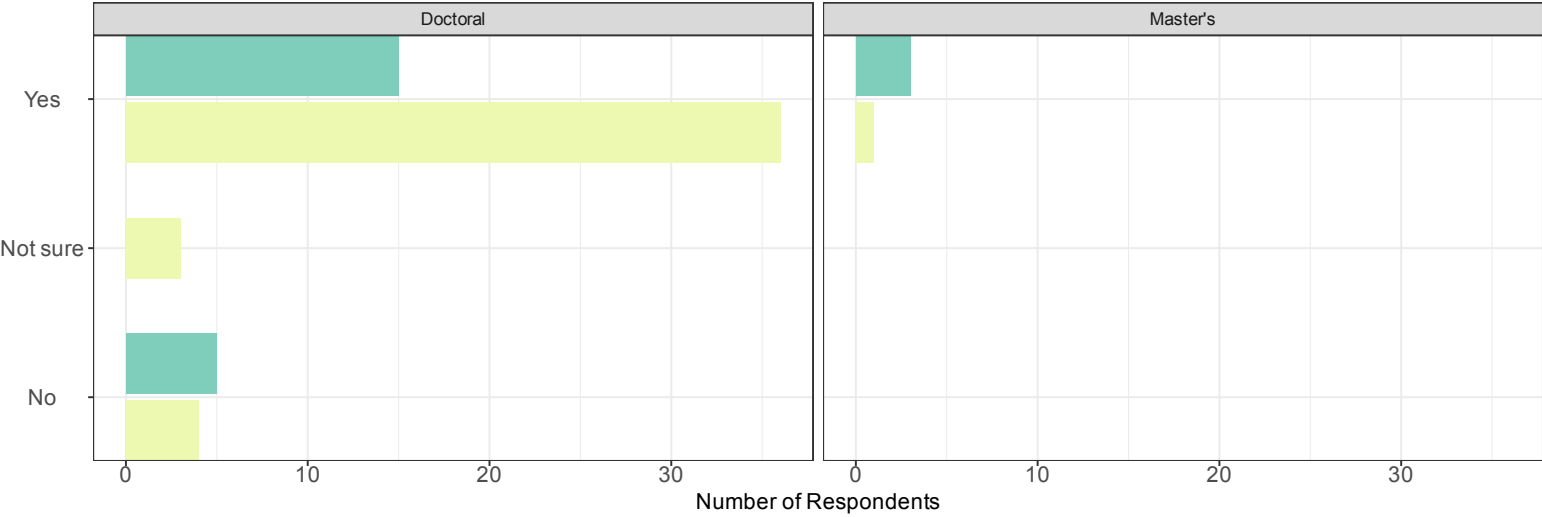
School Krieger School of Arts and Sciences Whiting School of Engineering



Note: This plot only includes students who indicated they were from WSE or KSAS. This was a single-choice question.

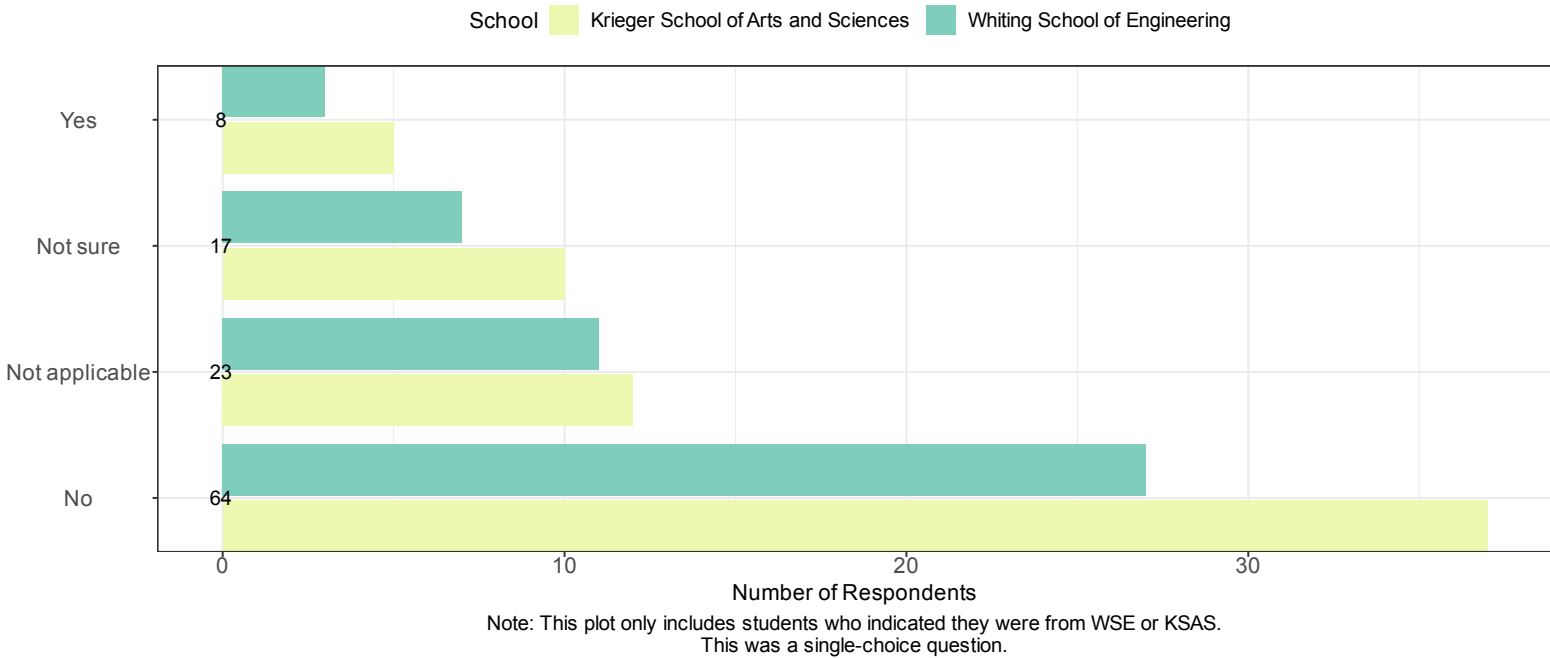
Q13.b (by degree): Are you getting paid for this position (TA or instructor of record) during the during the Fall 2020 semester?

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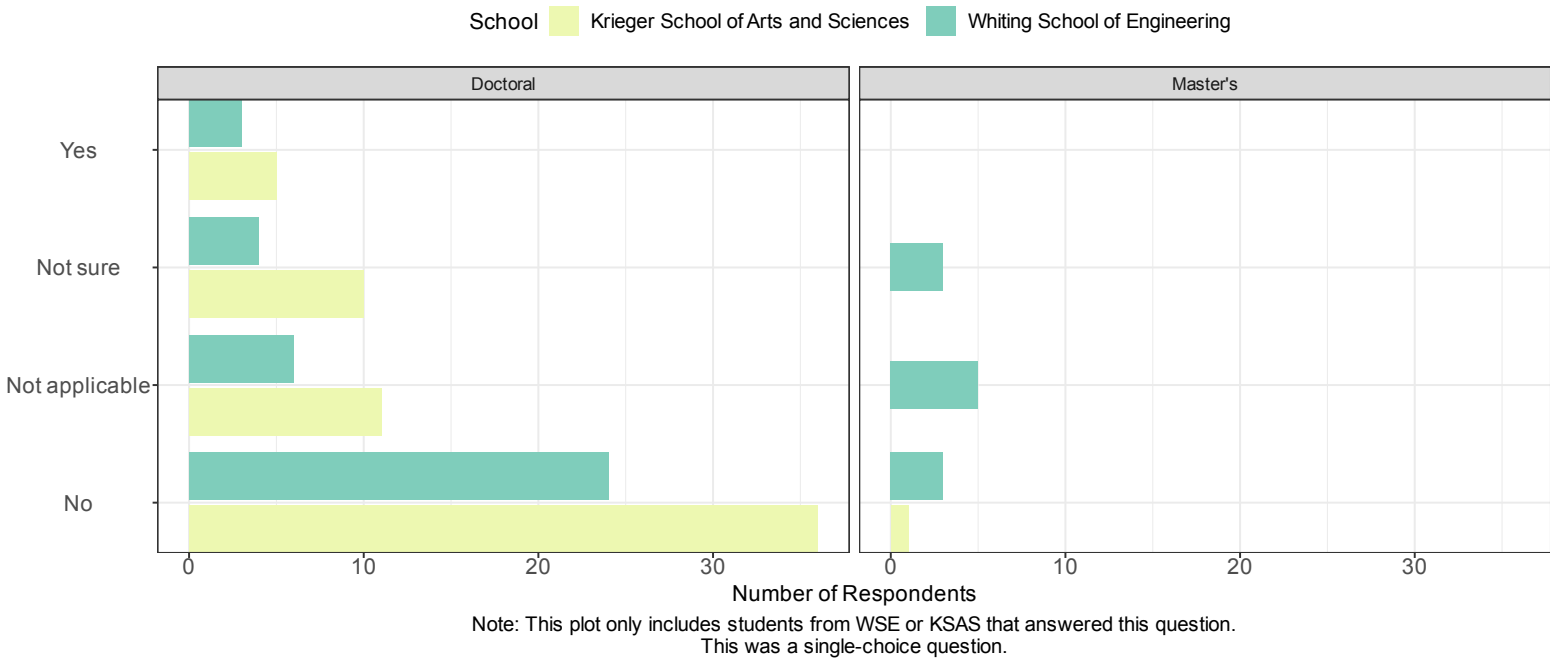


Note: This plot only includes students from WSE or KSAS that answered this question. This was a single-choice question.

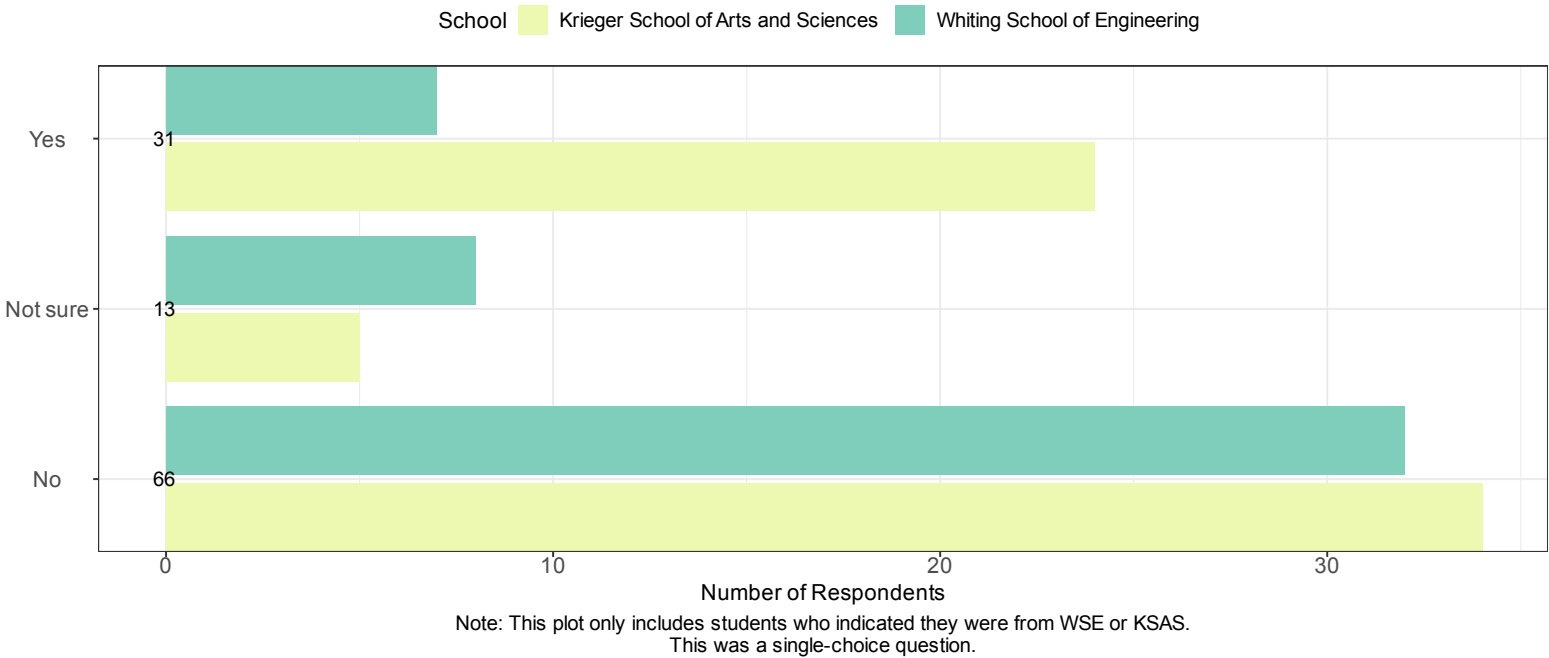
Q14: Was your course assignment changed due to the pandemic?



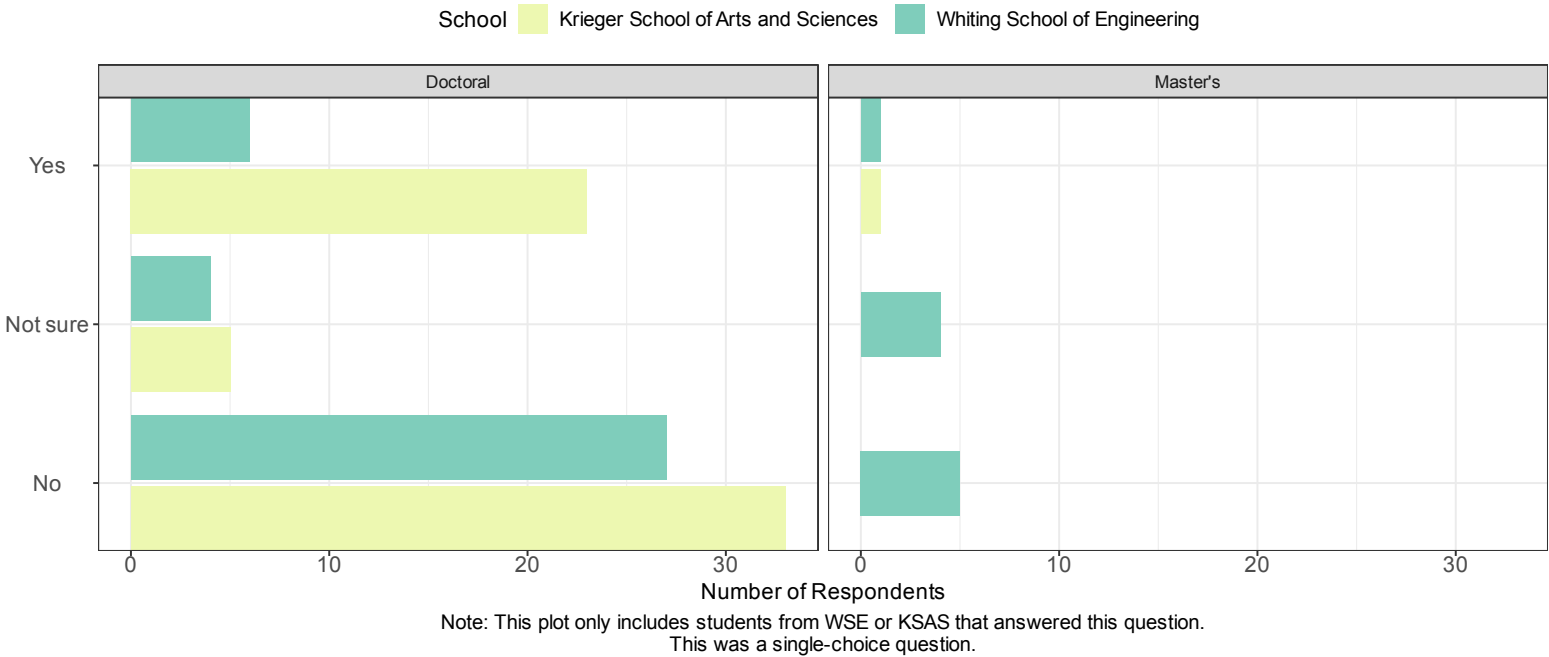
Q14 (by degree): Was your course assignment changed due to the pandemic?



Q15: Did you alter your plans for teaching because of the pandemic?

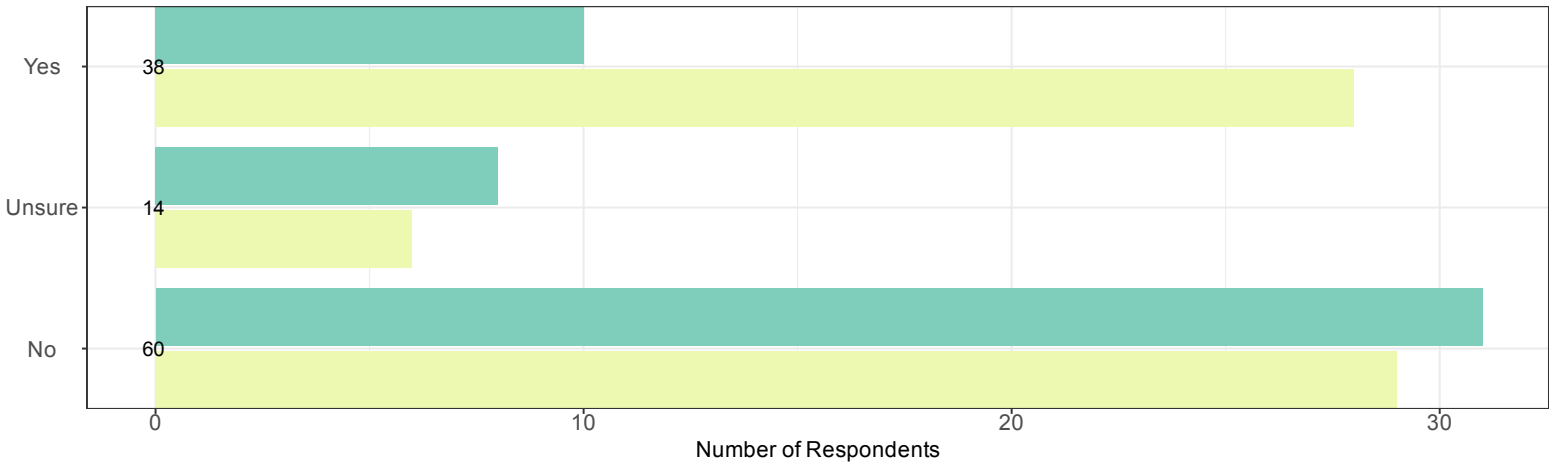


Q15 (by degree): Did you alter your plans for teaching because of the pandemic?



Q16: Were you aware (prior to the announcement that the fall semester would be fully online) that graduate students would be granted an exception from teaching in-person for any reason (including discomfort) if they submitted request to the Office of Graduate Academic Affairs

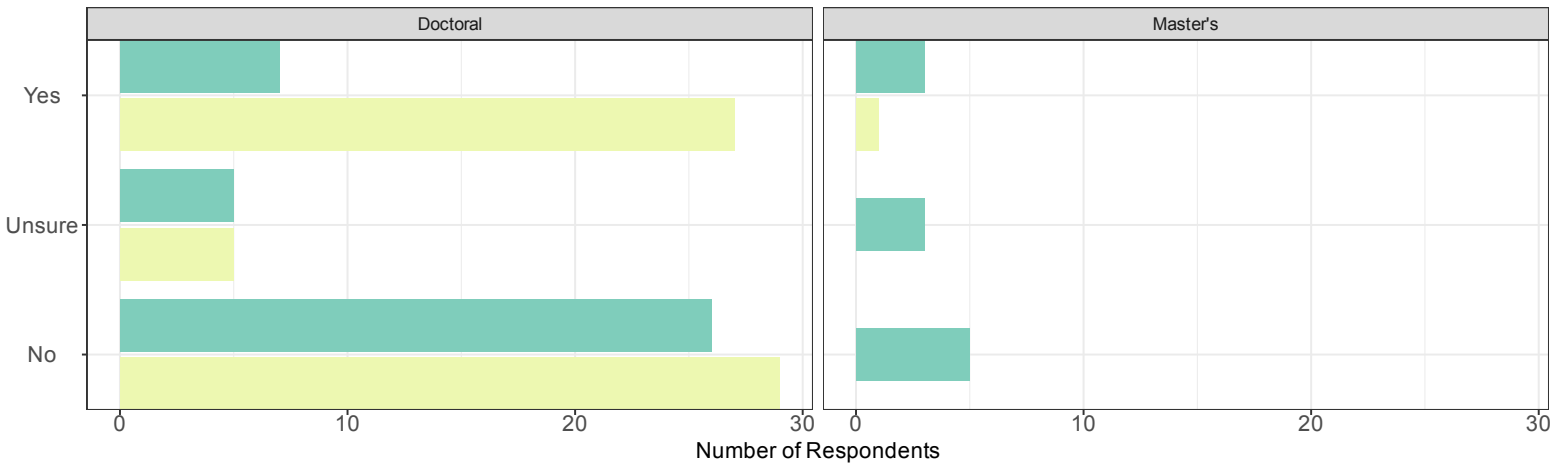
School Krieger School of Arts and Sciences Whiting School of Engineering



Note: This plot only includes students who indicated they were from WSE or KSAS. This was a single-choice question.

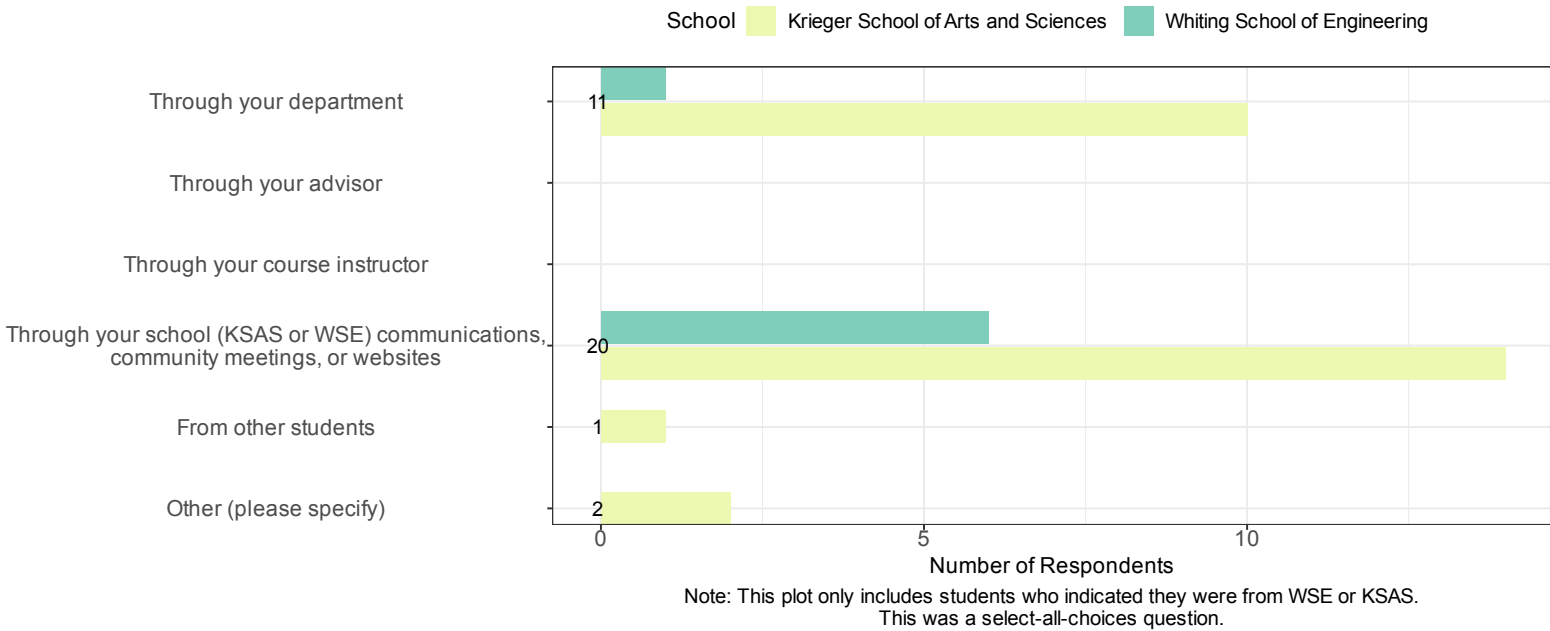
Q16 (by degree): Were you aware (prior to the announcement that the fall semester would be fully online) that graduate students would be granted an exception from teaching in-person for any reason (including discomfort) if they submitted request to the Office of Graduate Academic Affairs

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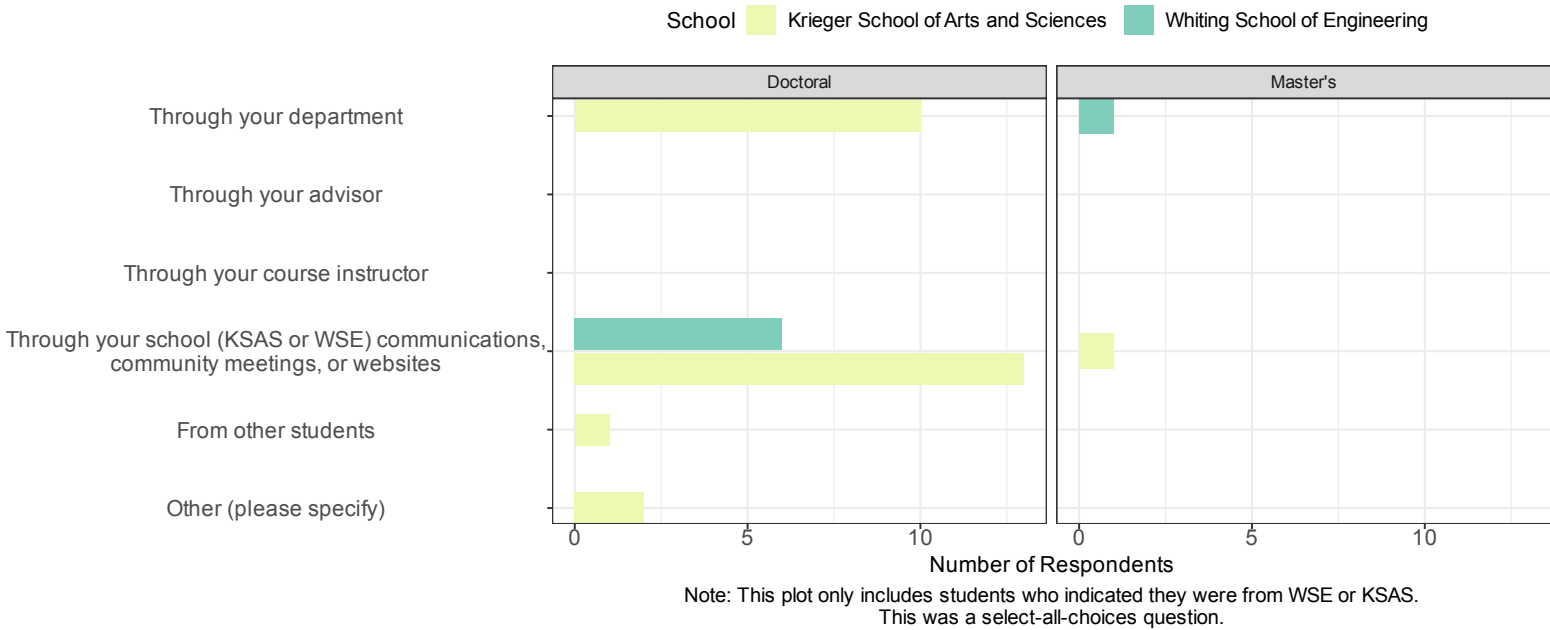


Note: This plot only includes students from WSE or KSAS that answered this question. This was a single-choice question.

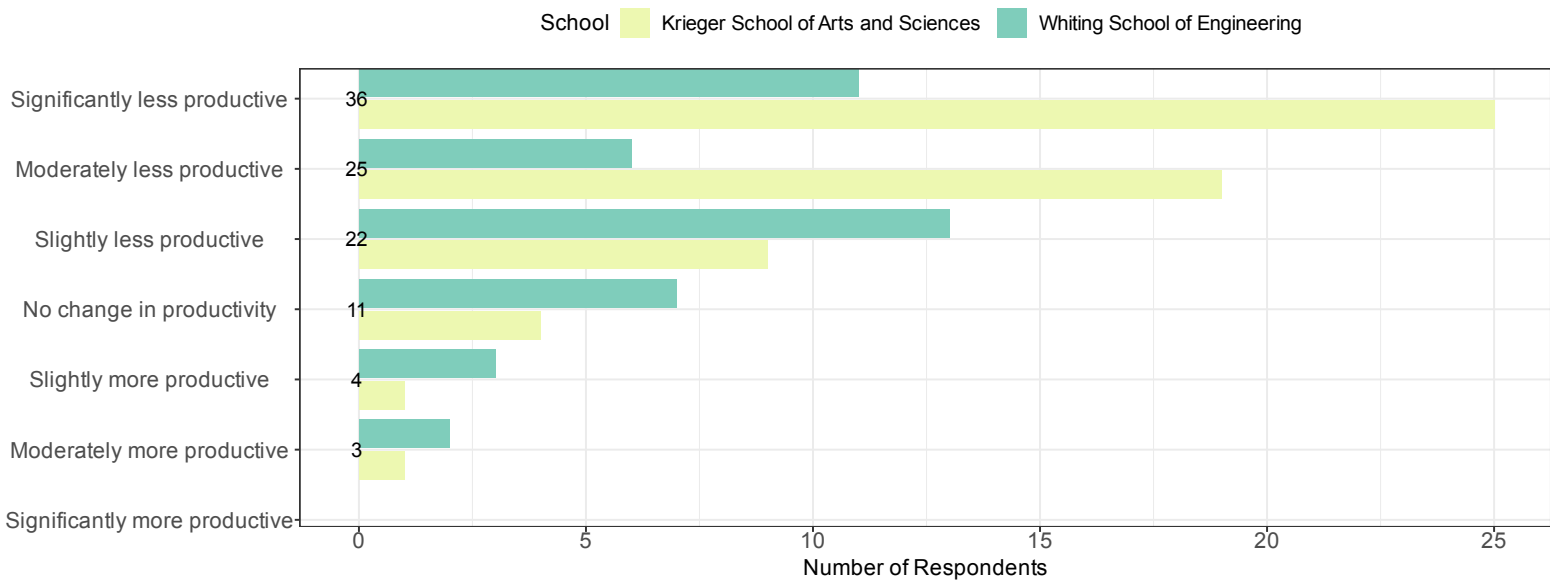
Q16.a: How did you find out about this exception request process? Please select all that apply.



Q16.a (by degree): How did you find out about this exception request process? Please select all that apply.

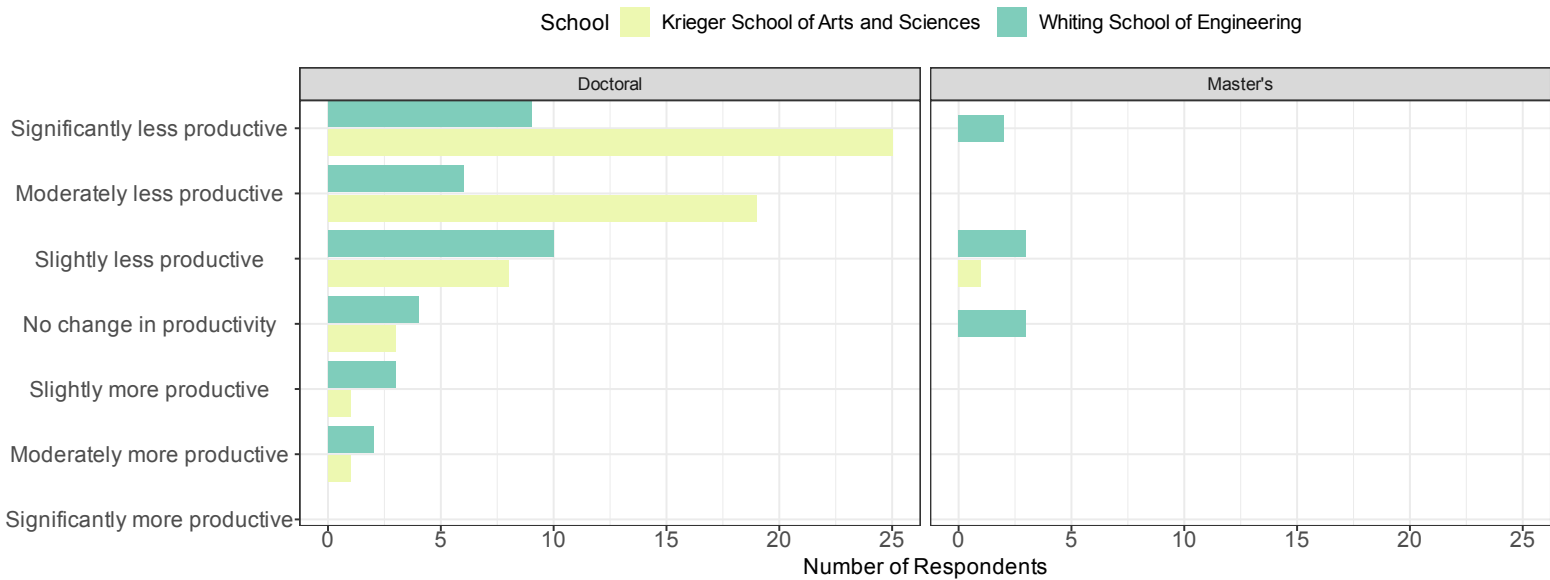


Q17: In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?



Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q17 (by degree): In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?



Note: This plot only includes students from WSE or KSAS that answered this question.
This was a single-choice question.

GRO Graduate Teaching Survey Free Response Summaries

This survey was conducted during the 2020 Fall Semester, when all courses were fully remote, responses were recorded from October 15th – November 6th.

*All percentages are rounded to the nearest whole number and refer to the % of total respondents to the question who mentioned the given explanation in their free response.

Question 6b: “What factors contribute to your comfort or discomfort?” (note that this is a follow-up to Question 6a: “Are you comfortable with the format for the course/courses this semester?”)

32 total free responses to this question. Reasons given for feeling comfortable with the course format included: teaching virtually rather than in-person (44% of total respondents referred to this); familiarity with the course and/or personal comfort teaching the content (6%); clear and open communication from the course instructor (6%); the availability of on-campus teaching studios (3%); familiarity with the platforms used for instruction (3%); quality of the platforms used for instruction (3%); suitability of the material for conversion to virtual format (3%); increased accessibility of the virtual format, including improved audio (3%); ease of virtual grading (3%); employment of techniques to limit screen time (3%). Reasons given for feeling uncomfortable or unsure about the degree of comfort with the course format included: decreased student engagement, including limited ability to interact with students and gauge their responses (19%); increased workload due to the virtual format (12%); unsuitability of the material for conversion to virtual format, especially for lab and project based courses (9%); general difficulties with the virtual format (9%); zoom fatigue (3%); the need for several different technologies for virtual instruction (3%); challenges with time differences for TAs not in Baltimore (3%); unrealistic expectations regarding the enforcement of academic honesty policies, including a heavy focus on preventing cheating (3%).

Question 10a: “Please describe any difficulties you have encountered with online instruction.”

25 total free responses to this question. Common difficulties included: lack of student engagement/attendance (24% of total respondents referred to this); difficulty building community or personal connections (24%); increased workload, especially related to grading and course preparation (24%); communication difficulties in the virtual format, including among the teaching team (20%); lack of or limited access to beneficial resources such as electronic tablets, printers and scanners, library materials, and whiteboards (20%); and challenges grading assignments and providing feedback to the students in the virtual format (20%). Other difficulties included: technical difficulties (12%); zoom fatigue (8%); limits of the virtual platforms for collaborative work (8%); issues with differing time zones (4%); unrealistic academic expectations for students that were not adjusted in response to the pandemic (4%); difficulty conducting exams online (4%); and the course not being well suited for virtual adaptation (4%).

Question 11a: “Please elaborate on the additional resources that you had to obtain or might need in order to effectively teach remotely.”

28 total free responses to this question. Resources that were identified as necessary to teach remotely and that had either been previously obtained or were still needed at the time of the survey included: external tablets (57% of total respondents referred to this); upgraded internet (43%); microphones or cameras (29%); better computer that can run zoom and other programs simultaneously (11%); and printers/scanners (7%).

Question 11c: "Please describe the types of assistance that you have been provided (financial, equipment loan, etc.) and the source of that assistance (department, instructor, etc.)" (note that this is a follow-up to question 11b: "Have you been provided with assistance (financial or otherwise) to obtain the resources you need to effectively teach remotely?"

Of the individuals who were provided with assistance, 7 respondents described the type and source of that assistance. The majority of respondents received financial support or equipment loans from their department (57%); 29% received equipment loans from the instructor of the course; and 14% received support through the JHU KIT-CATS (classroom/audiovisual technology support) team.

Question 11d: "Approximately how much expense have you incurred out of your own pocket, if any, to obtain the resources you need to effectively teach remotely?"

39 total free responses to this question. Of the respondents, 49% did not have to incur any out of pocket expenses, 15% spent \$1-50, 10% spent \$51-100, 13% spent \$101-150, 5% spent \$151-200, 5% spent more than \$200, and 3% did not know the expense incurred.

Question 13c: If there is a difference between the answer to question 13.a and question 13.b (the two previous questions), please detail why in the comment box below. (Examples include: scarcity of advisor support leading to your department providing some payment via additional TA duties, scarcity of departmental support leading to lower rates for TA positions, etc.) (note that this is a follow up to Questions 13a: "Would you usually get paid for this position (TA or instructor of record) before the campus shutdown due to COVID-19? Use Fall 2019 as an example semester" and 13b: "Are you getting paid for this position (TA or instructor of record) during the during the Fall 2020 semester?"

Respondents who indicated a difference in funding reported that TAs who would normally receive an additional bonus were not receiving that bonus.

Question 15a: "What factors contributed to your decision to alter your teaching plans?" (note that this is a follow-up to Question 15: "Did you alter your plans for teaching because of the pandemic?"

21 total free responses to this question. Please note that a significant number of respondents (52%) interpreted this question as changes they enacted in their lesson plans, rather than changes in their personal plans to teach or not. Of the students who responded to the question this way, the major changes they enacted in their lesson plans were due to

differences in online versus in-person instruction and lack of availability of in-person resources that they normally relied on. Of the 10 respondents who indicated a change in their personal plans to teach, reasons provided included: funding issues (40% of 10 respondents); the pandemic in general, especially as it related to research and travel disruption (40%); the decision was out of the respondents control and was made by their advisor or instructor (20%); safety concerns (10%); inability to be in Baltimore (10%); and lack of pay for TAs (10%).

Q 18: "What factors have affected your productivity?" (note that this is a follow-up to Question 17: "In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?")

68 total free responses to this question. Common reasons provided for decreased productivity included: limited access to necessary resources, such as books, archives, lab equipment, reliable internet, etc. (35% of total respondents referred to this); mental health concerns, including anxiety, stress, feelings of isolation, depression, etc. (34%); difficulties working at home due to inability to focus, lack of workspace, poor environment, etc. (22%); increased time required for online teaching and learning (21%); and limited time in lab spaces (10%). Other reasons provided for decreased productivity included: general pandemic issues, such as lockdowns (9%); travel disruptions, especially pertaining to field work and international archives (7%); general lack of focus and/or motivation (6%); monotony associated with work during the pandemic (6%); pandemic associated housing relocations (4%); safety concerns (3%); time differences (3%); zoom fatigue/issues (3%); physical health problems, including eye strain from excessive screen time (3%); visa concerns (1%); funding loss (1%); and dependent-care responsibilities (1%). Reasons provided for increased productivity included: fewer distraction in the lab/office spaces (3% of total respondents) and flexibility of work schedule (1%).

Question 19: "In general, how has the pandemic affected your mental health?"

71 total free responses to this question. Responses included: a general negative impact on mental health, ranging from moderate to severe (46% of total respondents referred to this); increased anxiety and/or stress (23%); no significant or a relatively insignificant difference (18%); increased isolation (14%); increased depression (10%); increased uncertainty (3%); lack of goals/motivation (3%); decreased mental capacity (1%); increased fatigue (1%); benefited from being allowed time to rest and relax (1%); and benefited from lack of pressure to socialize (1%).

Question 20: "What was your greatest concern this month?"

66 total free responses to this question. Common concerns included: making progress on dissertations and accomplishing degree requirements and other academic goals, especially while dealing with pandemic issues such as limited resource access and stress, that have exacerbated delays and other impediments to progress (48% of total respondents referred to this); their own health and well-being and/or that of their family (17%); financial concerns (12%); and general pandemic issues such as travel restrictions, lack of adherence to public health

guidelines, continued spread, etc. (12%). Other concerns mentioned include: balancing work load, especially between teaching and research or pandemic issues and academic work (9%); teaching effectively, especially given the virtual format (6%); uncertainty surrounding the future, including plans for Spring 2021 and the state of the academic job market (6%); mental health (5%); workplace safety (5%); whether to continue with graduate school (3%); pandemic housing concerns, including relocation and maintenance problems (3%); visa concerns (2%); national politics (2%); communication problems with advisors (2%); future presence of undergraduates on campus (2%); and on-campus dining options (2%).