

# CRA Survey on Emergency Remote Instruction for Spring 2020

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Start of Block: Default Question Block



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The Computing Research Association (CRA) and the CRA Education Committee (CRA-E) are hoping to learn about faculty experiences this spring with what many are calling Emergency Remote Instruction (which is not at all the same as a course that is planned and prepared to be online). We expect the survey will take about 15-20 minutes, but you can stop part way and come back later. If you'd like to preview the questions, you can download a pdf of the survey here: [CRA survey on emergency remote instruction for spring 2020](#). Note: the survey must be completed online and cannot be completed on the pdf.

Survey results will be reported to the CS community later this summer. Our purpose is to document faculty experiences with the change to online teaching and to identify practices that may smooth the way if teaching needs to be online again in the fall.

Most questions can be omitted if you do not wish to answer them, but a few are required.

Your responses will be anonymous. We have turned off the feature in Qualtrics that collects IP addresses. Any quotes from text responses that are used in reports from the survey will be anonymized so as not to reveal any individuals or institutions.

This survey will close at 8 AM Eastern time on Wednesday, July 1.

To stop partway through the survey, close the browser window you are working in after clicking "next." To return to the survey, if you use the same device and browser you did initially, clicking the same survey access link you were given will open the survey where you left off.

Note: this feature uses browser cookies to identify where to resume a survey, so you must have

allowed browser cookies and not cleared them to continue a survey.

If you have problems with survey access, contact Betsy Bizot at CRA, bizot@cra.org

If you have questions about the project in general, contact CRA Board member and project chair Ran Libeskind-Hadas at hadas@cs.hmc.edu

Thanks for your time. We appreciate it.

End of Block: Default Question Block

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Start of Block: Imported Block 1 - May 20, 2020

### About you and your institution

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Your position

- Tenured/Tenure-track
  - Full-time Teaching track
  - Part-time Teaching track
  - Other, please specify \_\_\_\_\_
- 

How many years of teaching experience do you have, including the year just ended?

- 1-2
  - 3-5
  - 6+
-

Had you taught a for-credit university course or portion of a course entirely online prior to this spring?

- Yes, this course or one very similar
- Yes, a different course
- No

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Is your institution

- Public
  - Private
- 

What is the highest level of degree your department/academic unit grants in the computing fields?

- Bachelors
  - Masters
  - PhD
- 

What is your approximate department size?

- Fewer than 35 full time tenured, tenure-track, and teaching faculty
  - 35 or more full time tenured, tenure-track, and teaching faculty
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## About your teaching in spring 2020

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How many courses were you teaching this spring? Count multiple sections of the same course as a single course.

- 0
- 1
- 2
- 3 or more

*Skip To: Q40 If How many courses were you teaching this spring? Count multiple sections of the same course as a s... = 0*

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Did any of your spring courses move to remote instruction due to the COVID-19 pandemic?

- Yes
- No

*Skip To: Q40 If Did any of your spring courses move to remote instruction due to the COVID-19 pandemic? = No*

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### About the logistics of moving to Emergency Remote Instruction

In the remainder of the survey "online instruction" and "moving online" are used for this disruption.

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How much advance notice did you have that instruction would move online?

- Less than a week
  - 1-2 weeks
  - More than two weeks
- 

How much time did you have between the end of standard instruction and the beginning of online instruction? (Include already planned time off such as spring break, if that fell between standard and online instruction.)

- No time
  - < 1 week
  - 1 week
  - 2 weeks
  - > 2 weeks
- 

How far into the term were you when the course moved online?

- At or near the beginning
- About midway
- Other, please specify \_\_\_\_\_

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**About a selected course that moved online**

For the following questions about teaching, please choose ONE course you taught that moved online at some point in the spring.

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What was the area and level of this course?

- Service (specifically not for majors in your department)
  - Lower-division course for majors (e.g, one of first few courses in the major, may also be taken by non-majors)
  - Upper-division course for majors
  - Graduate-level course
  - Other, please specify \_\_\_\_\_
- 

How many sections of the course were you teaching?

- One
  - Two or more
-

How many students were enrolled in this course? (Combined number in all of the sections of this course that you taught.)

Less than 25

25-49

50-99

100-199

> 200

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### Characteristics of the course PRIOR to moving online

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Which of the following apply to your course before moving online? (select all that apply)

Course was already hybrid (having both in-person and online components)

Course had Graduate TA support

Course had Undergraduate TA support

Course is prerequisite for another course

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Which of the following activities or characteristics did your course have before moving online (select all that apply)?

- Lab component
  - Collaborative project(s)
  - Pair programming
  - Active learning in class
  - Capstone or senior design class
  - Individual student presentations
  - Team student presentations
  - Peer mentoring
  - Scheduled helper or consulting hours
  - Field trips or field work
  - Guest lectures
  - Other characteristic that you feel is important, please specify
- 

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## Instruction of this course after the COVID-19 disruption

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How was course content presented after moving the course online?

- In real time/synchronous
  - Recorded in advance/asynchronous
  - Mixed (some real-time, some pre-recorded content)
  - In real time, but recordings were available later
  - Other, please specify \_\_\_\_\_
- 

How much of your term was lost due to moving instruction online?

- < 1 week
  - About 1 week
  - > 1 week
- 

To what extent did you cover the content that you had planned at the outset of this course?

- Covered everything
  - Skipped a few things
  - Skipped a substantial amount of content
  - Covered some additional material
- 

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*Display This Question:*

*If Which of the following activities or characteristics did your course have before moving online (s... = Lab component*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Collaborative project(s)*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Pair programming*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Active learning in class*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Capstone or senior design class*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Individual student presentations*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Team student presentations*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Peer mentoring*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Field trips or field work*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Guest lectures*

*Or Which of the following activities or characteristics did your course have before moving online (s... = Other characteristic that you feel is important, please specify*

*Carry Forward Selected Choices from "Which of the following activities or characteristics did your course have before moving online (select all that apply)?"*



How did you manage these course components after moving online?

	Discontinued when course went online	Continued online with minor adaptations	Significantly adapted, please describe to right	Briefly, how did you adapt?

Lab component	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Collaborative project(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Pair programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Active learning in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Capstone or senior design class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Individual student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Team student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Peer mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Scheduled helper or consulting hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Field trips or field work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Guest lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other characteristic that you feel is important, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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**About exams and assessment**

How were exams handled for this course, and how did that work? Tell us about each exam type AFTER the class moved online.

	No exams of this type given	Normal method, continued online	New method: many problems/challenges	New method: Worked okay	New method: I would recommend or use again
Timed exam online with deadline, once started, students have a fixed amount of time (e.g, 1, 2, 3 hours) to complete it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Take home" exam (students may take the exam over a multi-day period)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open book, open notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list technologies you used to administer exams, e.g. Canvas, Gradescope, ProctorU.

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How did you handle assessment for components other than exams after you moved online?  
(Select all that apply)

Assessment was unchanged

Formerly face-to-face assessments (e.g. for lab assignments) were conducted using video

Some components were no longer graded, please specify  
\_\_\_\_\_

Adjusted rubric for individual components, please summarize  
\_\_\_\_\_

Changed weighting of components in overall grade, please summarize  
\_\_\_\_\_

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To what extent did you observe academic integrity issues in this class AFTER the class went online?

None observed

Observed, but similar to normal circumstances

Observed somewhat more than under normal circumstances

Observed many more than under normal circumstances

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## About resources and challenges for you

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What resources did you have for making the transition and operating online?

	Not needed	Provided by department/institution	Sought out on my own	Didn't have but would be useful
Training on online instruction (pedagogy rather than technologies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on online technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to support staff, please specify what type	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online teaching tools/software, please specify which one(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardware (e.g., tablets, cameras, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scalable methods for managing exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Some people experienced the following as challenges while teaching online. To what extent does that agree with your experience?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Family obligations made it hard to teach	<input type="radio"/>					
I didn't have needed hardware or software	<input type="radio"/>					
I didn't have effective TA support	<input type="radio"/>					
I didn't have enough tech support	<input type="radio"/>					
The work environment was a challenge (e.g., distractions, discomfort)	<input type="radio"/>					
The pandemic and switch to online teaching caused or worsened health issues (physical and/or mental including stress and anxiety)	<input type="radio"/>					
It took a lot more time than my regular	<input type="radio"/>					

teaching  
would have

It was hard  
to  
implement  
my  
preferred  
teaching  
style

     

Other,  
please  
specify

     

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To what extent do you agree with the statement "shifting to online teaching of this course was difficult and stressful?"

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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## About your students

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To what extent do you agree with the statement "students learned about the same amount as they would have if we had continued to meet in person for the duration of the term?"

- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
-

What challenges do you believe may have impacted your students' performance in the online part of this course? Select all that apply.

- Lack of needed hardware (laptop, camera, headset, etc.)
  - Lack of internet access (including insufficiently fast access)
  - Lack of access to disabilities support for remote learning, please specify \_\_\_\_\_
  - Technical difficulties in accessing online material or exams/assessments
  - Insufficient access to help with course material (content, not technical)
  - Stress due to timing of online material, e.g., a week of lecture videos posted at once for a course that formerly met 3x/week
  - Financial insecurity
  - Food insecurity
  - Family obligations
  - Mental health issues
  - Time zone differences
  - Other, please specify \_\_\_\_\_
-

Which if any of these features do you believe were better for at least some of your students online than in-person? (Select all that apply.)

- Ability to watch recorded lectures at a different time than class time
- Ability to watch parts of recorded lectures more than once to better understand concepts
- Access to help from TAs or others
- Ability to work at their own pace
- Other, please specify \_\_\_\_\_
- Not aware that anything was better

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## Research mentoring

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If you supervised research students this spring, please select all that apply

- Supervised PhD research students
  - Supervised master's research students
  - Supervised undergraduate research students
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*Display This Question:*

*If If you supervised research students this spring, please select all that apply = Supervised PhD research students*

*Or If you supervised research students this spring, please select all that apply = Supervised master's research students*

*Or If you supervised research students this spring, please select all that apply = Supervised undergraduate research students*

What challenges and successes did you and your students encounter after moving their research online?

	Not at all	Somewhat	Very much
It was harder to schedule time to discuss research progress with student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was harder to continue to develop mentoring relationship(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard for students to maintain connections with a research group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research was dependent on a lab or other resources that were not accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students had other demands on their time that inhibited their research progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students had hardware constraints or internet issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students had more time available for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easier to have conversations with students you mentored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research project(s) progressed as much as they would have without the disruption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*Display This Question:*

*If you supervised research students this spring, please select all that apply = Supervised PhD research students*

Did any of your PhD students graduate in spring or expect to graduate in summer 2020?

- Yes
- Had intended to, but deferred, why?

No

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*Display This Question:*

*If Did any of your PhD students graduate in spring or expect to graduate in summer 2020? = Yes*

Did any of your graduating students experience any of the following? Select all that apply.

- Job offer rescinded
  - Shorter than usual window to accept offer
  - More difficulty than usual with dual career situation
  - Applying to CI Fellows 2020
  - Other job search experiences, please specify
- 

*Display This Question:*

*If Did any of your PhD students graduate in spring or expect to graduate in summer 2020? = Yes*

What is the job search status of your graduating students? (Number of each)

	Number of Your New PhDs

Accepted an industry position or in negotiation	
Accepted an academic position or in negotiation	
Accepted a postdoc	
Still searching in industry	
Still searching in academia	
Still searching, any of industry, academia, or postdoc	
Other, please specify	

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## Looking forward

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*Display This Question:*

*If Did any of your spring courses move to remote instruction due to the COVID-19 pandemic? = Yes*

If you were to teach the same course again this fall, what would you change compared to your Spring 2020 **online** teaching: (select all that apply)

- Keep it pretty much the same
  - Prepare more pre-recorded material
  - Spend more time with my school's online learning and instructional design team
  - Prepare content with increased accessibility for students with disabilities
  - Prepare captioned videos
  - Refine/update course materials to increase student independence in learning
  - Generate more online discussion, interaction
  - Have more multi-student projects, to foster community
  - Have fewer multi-student projects, to reduce complexity for students
  - Locate/use on-line grading of homeworks and exams
  - Redesign assignments
  - Locate/use more community resources (e.g., shared material for course use)
  - Spend more time in individual or small-group online meetings with students
  - Get rid of exams entirely
  - Have fewer exams
  - Have more exams
  - Change the expectations for TAs
  - Other, please specify \_\_\_\_\_
-

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If you teach a course online in Fall 2020 that would normally be in person (any course, whether it's one you taught in the spring or not), which of these resources will be important for you to **have more of** than you had this spring?

- Training on online instruction (pedagogy rather than technologies)
- Training on online technologies
- Access to support staff
- Online teaching tools/software
- Assistance with making content accessible to students with disabilities
- Hardware (e.g., tablets, cameras, etc.)
- Scalable methods for managing exams
- Others, please specify \_\_\_\_\_

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If you have to teach online in Fall 2020, what concerns do you have?

	Not at all a concern	Somewhat a concern	Very much a concern
Willingness of students to continue with all-online or primarily-online instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covering the necessary amount of material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping students engaged in the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a comfortable inclusive environment for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuing teaching best practices that you have used before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating an accessible environment for students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being aware of student difficulties with course material or non-academic struggles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing effective assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successfully mentoring student researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining your own balance between teaching and research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining your own balance with personal/family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify



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If you return to on-campus in-person teaching in Fall 2020, what concerns do you have?

	Not at all a concern	Somewhat a concern	Very much a concern
Willingness of students to return to in-person environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-risk health concerns for yourself or a household member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to maintain social distancing in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to adjust normal practices (e.g. office hours) to social distancing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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If Fall 2020 online teaching is necessary, what are the one or two most important things to do to make it a successful experience?

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That the institution or campus administrators can/should do

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That the department can/should do

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That faculty can/should do

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That students can/should do

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What tips or advice would you offer a colleague who has not previously taught online but would be doing so this fall (e.g, a new faculty colleague or someone returning from sabbatical or leave)?

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Is there anything we didn't ask that you think is important to understanding your experience this spring and preparation for next fall?

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This is the end of the survey. If you would like to be notified when results of this survey are available, we'll give you the opportunity to provide an email address, which will be stored separately from your responses and used only for notices about survey results.

Would you like to be notified?

- Yes, please
- No, thanks

End of Block: Imported Block 1 - May 20, 2020

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