



MARDIGIAN LIBRARY

UM-Dearborn Student, Faculty, & Staff Responses to Learning, Teaching & Working Remotely During COVID-19

(Survey Dates: April 22, 2020 - May 4, 2020)

Report Submitted: June 30th, 2020

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Table of Contents

Introduction.....	3
Who Responded to the Survey?.....	4
- Faculty/Staff.....	4-5
- Students.....	5
Overall Key Findings.....	6-7
- Childcare.....	6
- Distractions at Home.....	6
- Negative Changes in Mental Health during Self-Isolation.....	6
- Technology.....	7
What are our Strengths?.....	8-11
- Faculty.....	8
- Staff.....	8-11
- Student.....	11
How can we Improve?.....	12-25
- Faculty.....	12-14
- Staff.....	14-16
- Students.....	16-19
- The Link between Experience and Success.....	19-20
- Mental Health.....	20-25
Conclusion.....	26
Qualitative Appendix	27-35

Introduction

Because of the COVID-19 pandemic the University of Michigan-Dearborn's Senior Administration led the campus in a transition to remote teaching and learning starting on March 16th, 2020. This transition produced a myriad of special challenges for faculty, staff, and students. Therefore, the Office of the Provost commissioned the Mardigian Library Student Assistants and User Services staff to gauge what challenges our community faced, what needs existed, and how to meet these for a more effective transition.

The Mardigian Library embraced this opportunity and utilized the skills of our Student Assistants to design a campus-wide survey. The survey was conducted from April 22, 2020 - May 4, 2020 and yielded 459 responses. Survey results were then analyzed by the Mardigian Library's User Services staff and Student Assistants to produce a substantial set of quantitative and qualitative data regarding technology access, mental health and well-being, distractions at home, childcare, communication, and experiences with remote teaching/learning/working. Survey findings were then summarized into an executive summary. This document is the result of that effort.

Who Responded to the Survey?

Role	n	%
Faculty	73	15.9%
Staff	90	19.6%
Student	287	62.5%
Unidentified	9	2%
Total	459	100%

In total, 459 people responded to the survey. Seventy-three respondents were faculty members, which accounted for 15.9% of all respondents. Ninety respondents were staff members, which accounted for 19.6% of all respondents. Two hundred and eighty seven respondents were students, which accounted for 62.5% of all respondents. Nine respondents did not identify their role, which accounted for 2% of all respondents.

Faculty/Staff

There were 73 faculty members who participated in this survey, making up 15.9% of the total respondents. 75.7% (53) of participants were from CASL, 2.9% (2) from COB, 10% (7) from CECS, 2.9% (2) from CEHHS, and 8.75% (6) said these colleges were not applicable to their role.

Ninety staff members responded to the survey. The majority of staff did not identify a college affiliation (60.2%). Together faculty and staff provided 163 responses: 67.1% (102) of these respondents self-identified as women, 27% (41) as men, .7% (1) were non-binary, .7% (1) preferred to self-describe, and 4.6% (7) preferred not to respond. None of the respondents identified as transgender.

When asked about race and ethnicity, 1.3% (2) identified as American Indian or Alaskan Native, 1.9% (3) identified as Asian, 1.9% (3) identified as Black or African American, 1.3% (2) identified as Hispanic, Latinx or of Spanish origin, .6% (1) identified as Middle Eastern, 80.1% (125) identified as White, 5.1% (8) preferred to self-describe, and 7.7% (12) preferred not to respond. None of the respondents identified as Native Hawaiian or other Pacific Islander.

When asked about sexual orientation, 80.3% (122) of respondents identified as heterosexual, 3.9% (6) identified as gay or lesbian, 2.6% (4) identified as bisexual or pansexual, .7% (1) identified as asexual, .7% (1) identified as queer, 1.3% (2) preferred to self-describe, and 10.5% (16) preferred not to respond.

Students

Participants in this survey included 287 students, making up 62.5% of all respondents. This sample was composed of 38.5% (110) CASL students, 15% (43) COB students, 35.3% (101) CECS students, and 11.2% (32) CEHHS students. 61.8% (176) of survey respondents self-identified as women, 33% (94) as men, 2.1% (6) as non-binary, 0.7% (2) as transgender, 0.4% (1) self-described, and 2.1% (6) preferred not to respond.

When asked about race and ethnicity 0.7% (2) identified as American Indian or Alaskan Native, 12.4% (38) Asian, 7.2% (22) Black or African American, 6.8% (21) Hispanic, Latinx or Spanish Origin, 19.5% (60) Middle Eastern, 45.9% (141) White, 1% (3) preferred to self-describe, and 6.5% (20) preferred not to respond. When asked about their sexual orientation 71.8% (209) identified as heterosexual, 2.8% (8) identified as gay or lesbian, 10.7% (31) identified as bisexual or pansexual, 3.1% (9) identified as asexual, 1.7% (5) identified as queer, 0.3% (1) preferred to self-describe, and 9.6% (28) preferred not to respond.

Participants included 80.8% (232) Undergraduate students and 16.7% (48) Graduate students. There were 46% (132) students who reported full-time enrollment while 10.1% (29) students reported part-time enrollment. 7.7% (22) of students reported being non-traditional, 4.2% (12) reported being international, and 18.8% (54) reported being a first generation student.

Overall Key Findings

Childcare

The survey found that taking care of children was one of the highest predictors of difficulties in remote learning and working. Of those taking care of children, 65% responded that they experienced a negative change in their mental health; only 10% reported a positive change. Those with children responded that the biggest factors affecting their mental health were general stress levels (75.6%) and effects of social distancing within friends and family (73.1%). It was also discovered that those taking care of children were more likely to be distracted while working/learning. Additionally, it was discovered that the ages of children being cared for matters: those caring for teenagers reported the highest levels of negative well-being with 78.6% of those caring for children between the ages of 12 and 18 reporting a negative change in mental health. Those caring for small children were the second most negatively impacted with 68.8% of those caring for children under 4 reporting a negative change in mental health.

Taking care of children affects those in each role (faculty, staff, and students) at the University of Michigan-Dearborn differently. A further discussion of the effects of taking care of children during remote work/learning is outlined in the 'Areas for Improvement' section of this document.

Distractions at Home

Distractions at home are a common issue for everyone: 73.7% of students reported having to work through distractions, as well as 70.2% of faculty and 57.3% of staff. That being said, students do face the unique problem of a lack of an adequate physical space or environment for learning and working: while only 1.9% of faculty and 6.3% of staff lacked a good physical workspace, 52.6% of students reported that they do not have an adequate physical space or environment for remote learning and working.

Negative Changes in Mental Health During Self-Isolation

All persons responding to the survey were likely to report a negative change in mental health during self-isolation. Among the groups most affected were women (61.3% reporting a negative change), faculty (69.3% reporting a negative change), and those caring for children (65% reporting a negative change). The most commonly cited reasons for these negative changes were general stress levels, changes in sleep routines, and effects of social distancing with family and friends. A comprehensive breakdown of changes in mental health during self-isolation is outlined at the end of this document.

Technology

A lack of sufficient technology was common among respondents: 24.7% of students responded “No” or “Somewhat” to the question “Do you feel that you have all the technology-based resources you need to complete your classes?” Similarly, 26% of faculty responded “No” or “Somewhat” when asked if they had all the technology-based resources they needed to complete their instruction, as did 32.2% of staff. The most common items respondents reported not having enough or no access to were printers (with 30.8% of all respondents citing not enough access), scanners (37.1%), and webcams (16.2%).

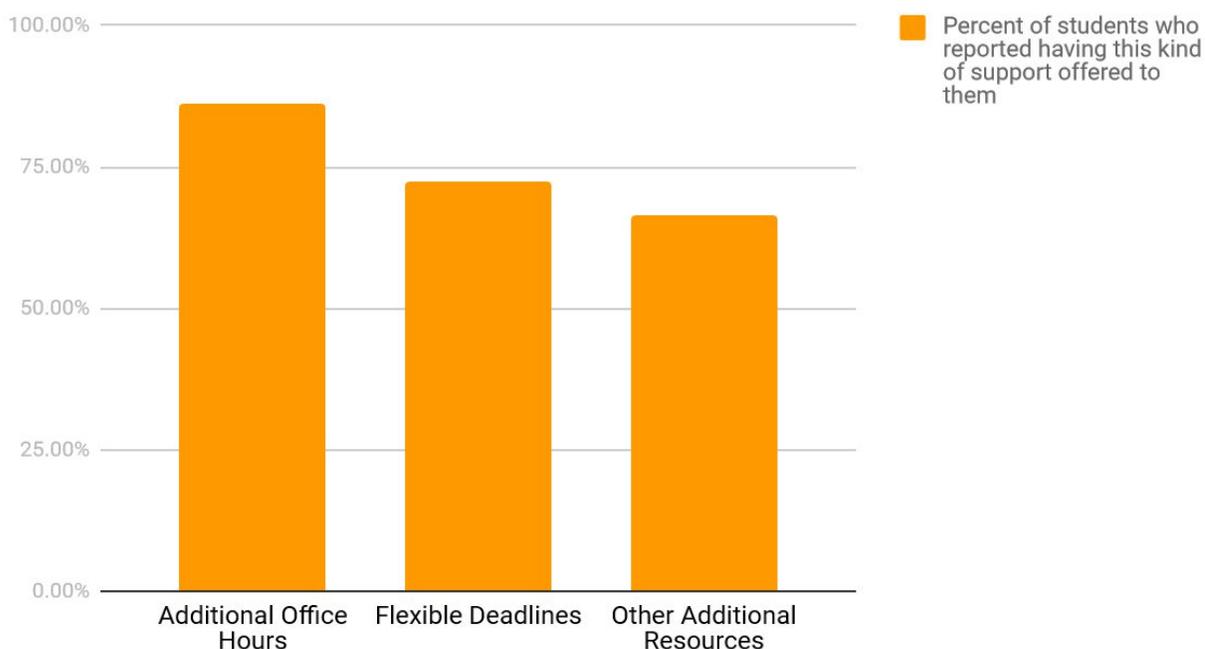
Another noteworthy issue found in this survey is Internet reliability: while only .8% of all respondents have no Internet access, many still experience an unreliable connection. 42% of faculty experience daily or weekly Internet issues, as well as 52.9% of students and 40% of staff.

What are our Strengths?

Faculty

100% of faculty reported providing additional support to their students in the form of virtual office hours, flexible deadlines, and/or additional resources. The student respondents were able to support this claim as 86.3% of students reported their professors offered extra office hours, 72.3% reported being given more flexible deadlines, and 66.3% said they were provided some sort of additional resources.

Additional Supports Given According to Student Respondents



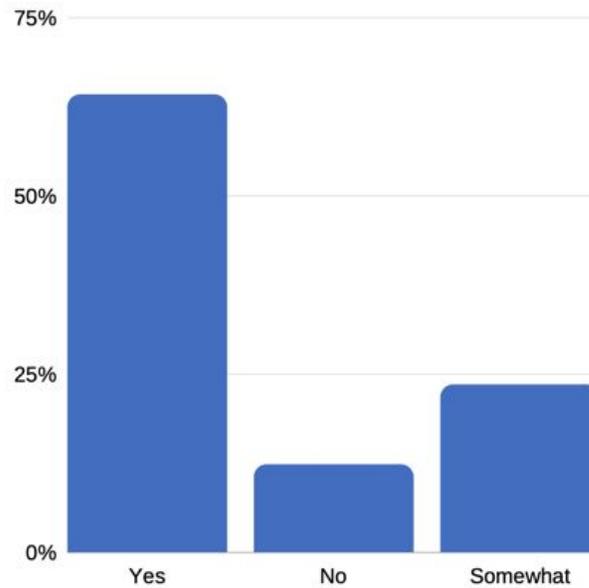
When asked what professors could do to help students in the transition to remote learning, one student wrote, "Meeting deadlines is very difficult considering the situation we are in. None of my classes were prepared to be taught online, especially the assignments and group projects. When things moved online, there was little to no adjustment on the assignments which made everything more difficult." Another wrote, "Only one of my professors took advantage of the *web conferences* on Canvas. If all of my professors would have utilized it, my experience might have been better." Comments such as these in combination with our finding that 64% of students whose professors provided additional support adjusted "Well" or "Very well" emphasizes the importance of "Learning to learn from home."

Staff

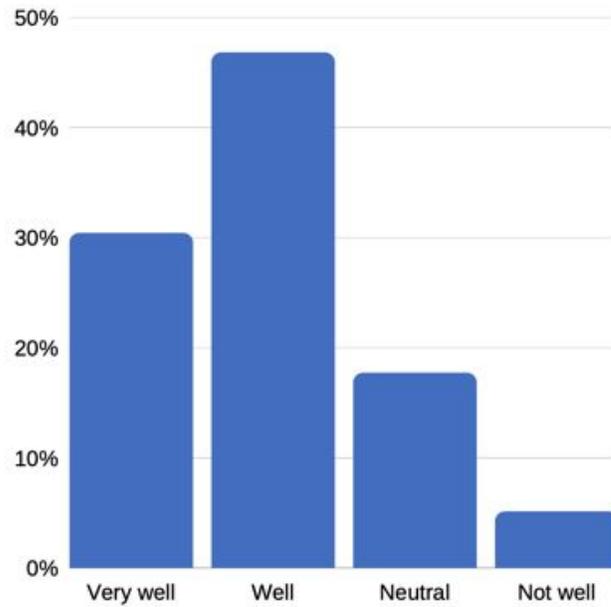
The most noteworthy aspect from staff responses has been their resiliency. Only 5.1% of respondents reported not transitioning well to remote work. This is lower than faculty (8.51%)

and students (25.5%). This is noteworthy because staff still report the expected challenges of working from home: for example, 32.2% of respondents answered “No” or “Somewhat” to the question “Do you feel that you have all the technology-based resources you need to complete your work satisfactorily?”

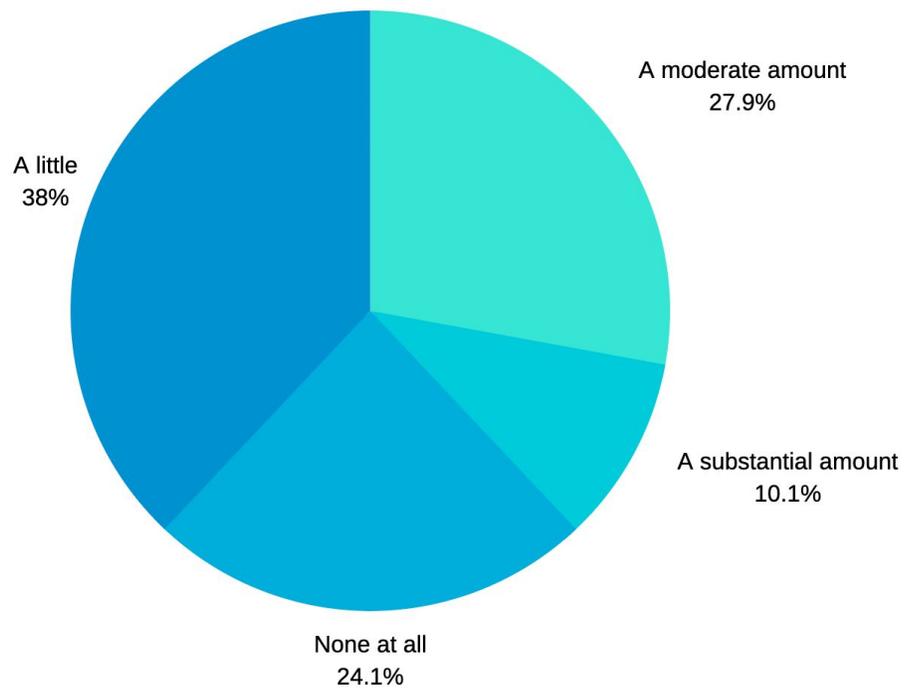
“Do you feel that you have all the technology-based resources you need to complete your work satisfactorily?”



“Overall, how well do you feel you are doing with the transition to working remotely?”



“Prior to the COVID-19 pandemic, how much experience did you have with working remotely?”



Furthermore, 24.1% of staff members had no experience with remote working prior to the COVID-19 pandemic. This emphasizes the adaptability of our staff and their willingness to work through difficulties to serve the UM-Dearborn community.

In the 'Areas for Improvement' section of this report, we will explore some specific hardships staff are facing including taking care of children and the related reports of distractions at home and negative adjustments.

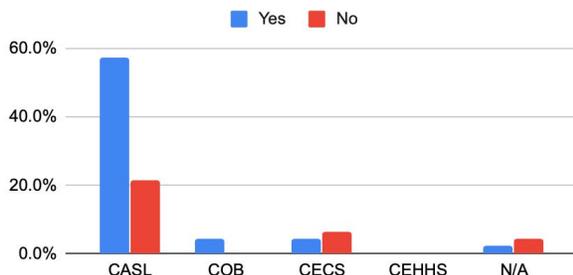
Students

UM-Dearborn’s students have maintained a willingness to support one another through this difficult and unprecedented time. As this survey was completed, multiple students from eleven different student groups expressed interest in partnering with the library for virtual programming. These groups include: PRIDE, Student Activities Board, Political Science Association, Delta Sigma Theta Sorority Inc., Catholics on Campus, Graduate International Student Organization, Anime and Manga Club, Alpha Kappa Psi, First Gen, Mintu Mariya Joy, and Women in Learning and Leadership.

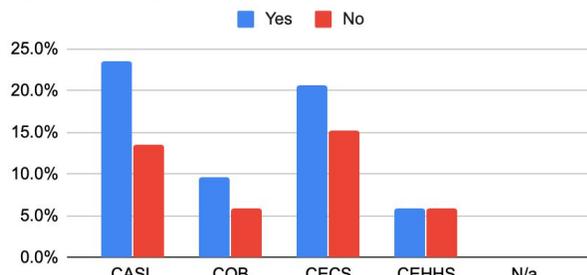
Furthermore, a sizable portion of our students have continued their studies with confidence. While 59.7% of students reported that they have classes that are particularly difficult to complete remotely, 68.1% of faculty responded that they have classes that are particularly difficult to teach remotely. In this regard, our students are outperforming their professor’s expectations. Granted, many students still believe that faculty misunderstand their hardships: one student in particular confided that they believed, “[T]he biggest obstacle is that professors have unrealistic expectations of us students, and they might not understand that we have so much stress going on and financial responsibilities.” These conceptions may stem from the communication breakdown that will be discussed in 'Areas for Improvement'.

23.5% of CASL students, 9.7% of COB students, 20.6% of CECS students, and 5.9% of CEHHS students say their classes are particularly difficult to complete remotely. 57.4% of CASL faculty, 4.3% of COB faculty, and 4.3% of CECS faculty say their classes are difficult to teach remotely.

Faculty - Class Difficult to Teach Remotely by College (%)



Student - Class Difficult to Complete Remotely by College (%)

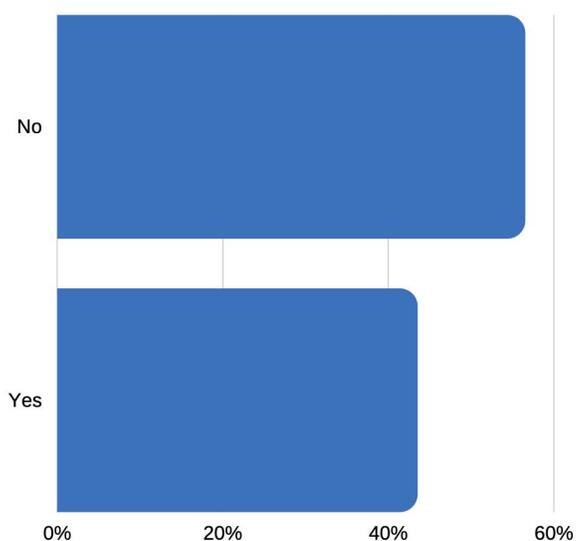


How can we Improve?

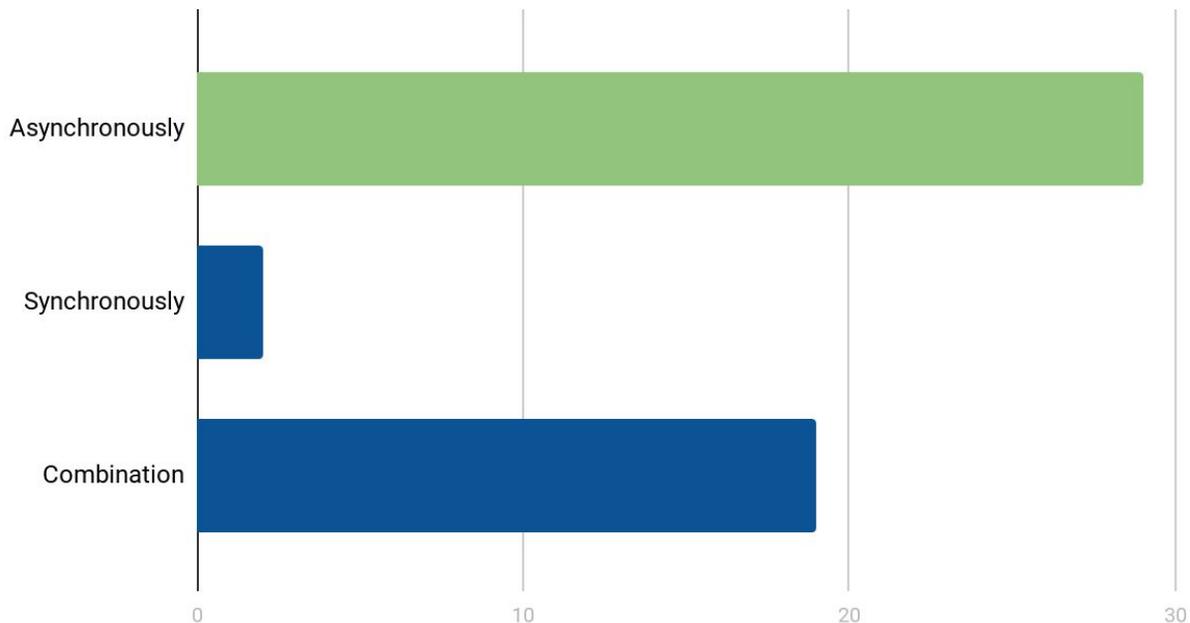
Faculty

Based on the results of the survey, 43.5% of faculty are taking care of children. This is higher than any other group and thus makes faculty especially prone to distractions and negative changes in mental health (based on our findings in the 'Childcare' section). These faculty members have reported distractions from their work that range from "homeschooling and taking care of children" to "two kids trying to complete their senior years".

"Are you taking care of children at this time?"

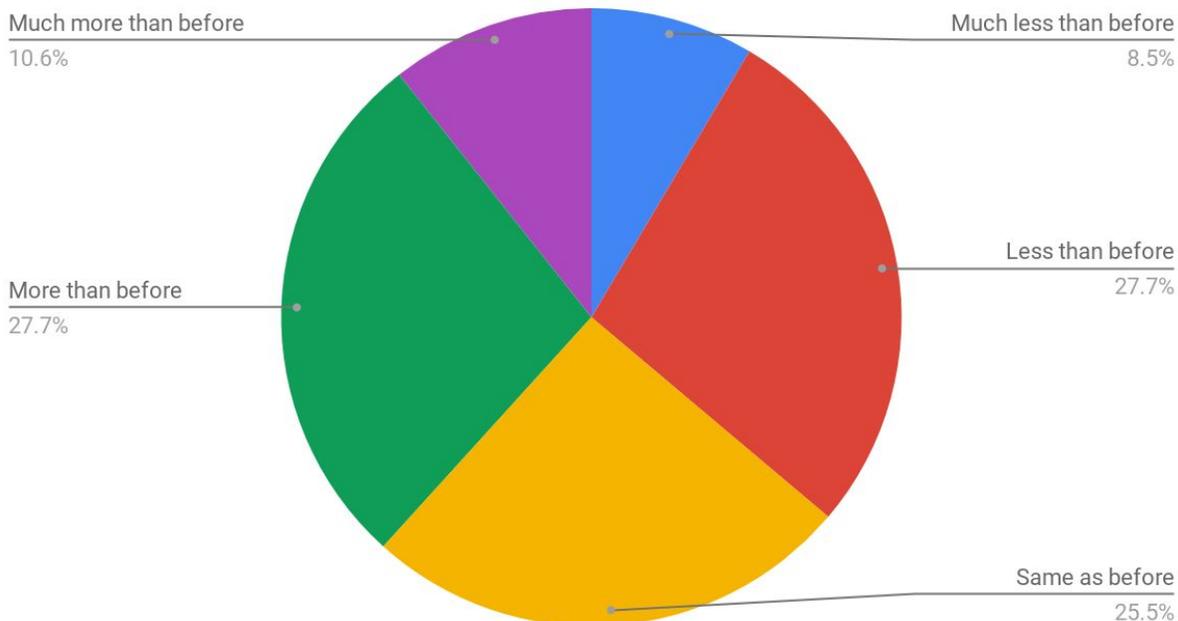


Are you teaching asynchronously or synchronously?



Another possibility for improvement is that 42% of faculty still have synchronous aspects to their courses. This is a problem because nearly 48% of students experience Internet connectivity problems on a daily or weekly basis. "My greatest technology obstacle in completing my classes is my unreliable internet," wrote one student, bringing attention to this major roadblock.

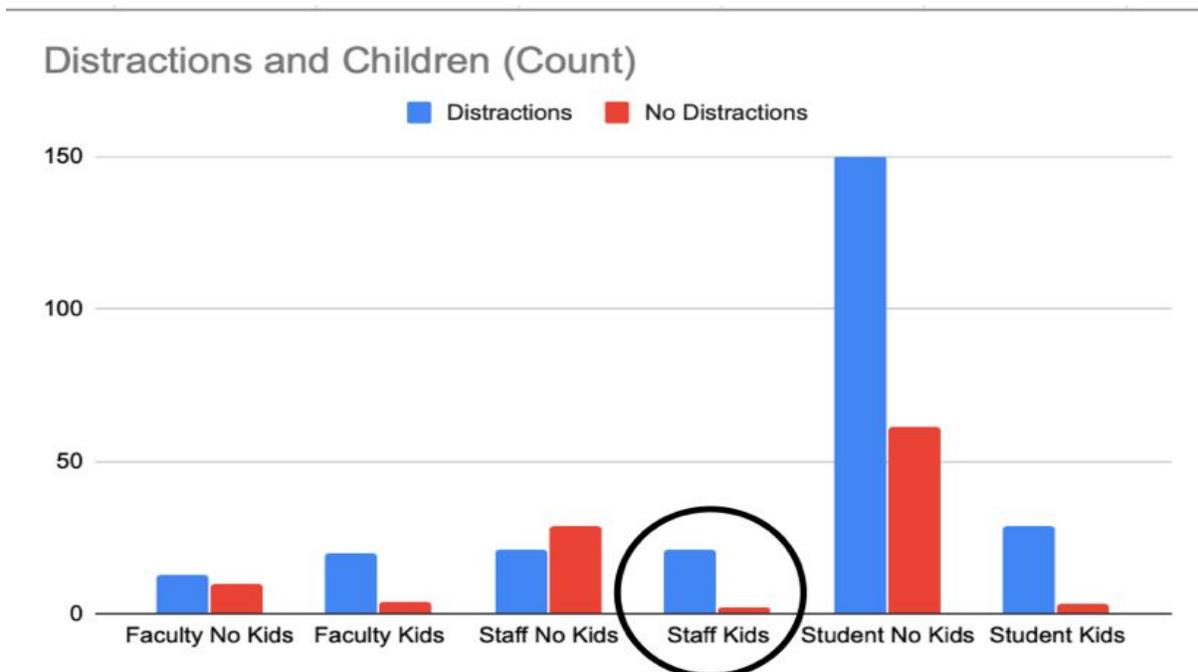
How often do you communicate with students now?



36.2% of faculty reported communicating with their students less or much less than before. The reason for less communication may be attributed to the fact that only 72.6% faculty members reported using UM-Dearborn email at least once weekly or that only 71.2% of faculty use canvas at least once weekly. Considering 88.5% of students have reported using Canvas at least once weekly and 82.9% of students report using UM-Dearborn email at least once weekly, faculty usage is relatively low and likely the root cause of some of this communication breakdown.

Staff

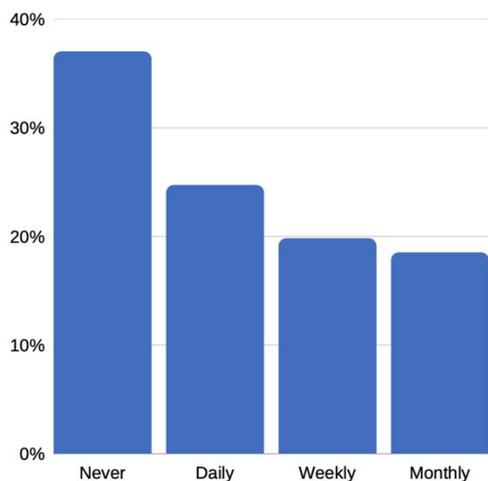
Staff members reported a number of complications that may adversely affect their remote working experience: 30.6% of staff reported taking care of children. 78.6% of these children are under the age of 12, which may mean they have to spend more time with them than older children. This is meaningful because taking care of children has a bigger impact on staff and students than their faculty counterparts.



While faculty members are five times more likely to report distractions at home when they are taking care of children (20 responses reported distractions compared with four that reported no distractions) staff and students are ten times more likely to report distractions when taking care of children (21 response compared with 2 responses; 29 responses compared with three responses respectively).

When discussing the resiliency of staff members, a lack of technological resources was mentioned. While printers and scanners were the most absent items (34.6% having no access to a printer and 41% having no access to a scanner), most worrisome was the lack of Internet access.

“How frequently do you encounter issues with Internet reliability at home?”

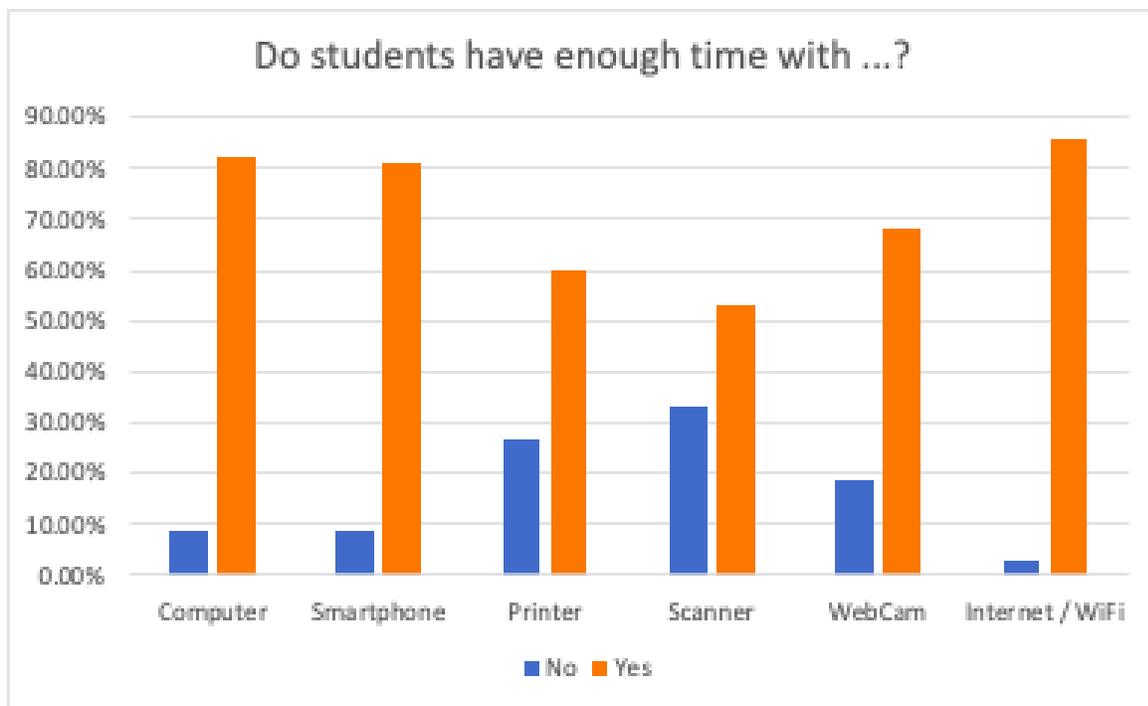


22.2% of respondents reported daily issues with Internet reliability. Additionally, 17.8% of respondents reported weekly issues. Our findings indicate that bandwidth may be an issue: 36.6% of staff report having three or more people using the Internet in their house at the same time.

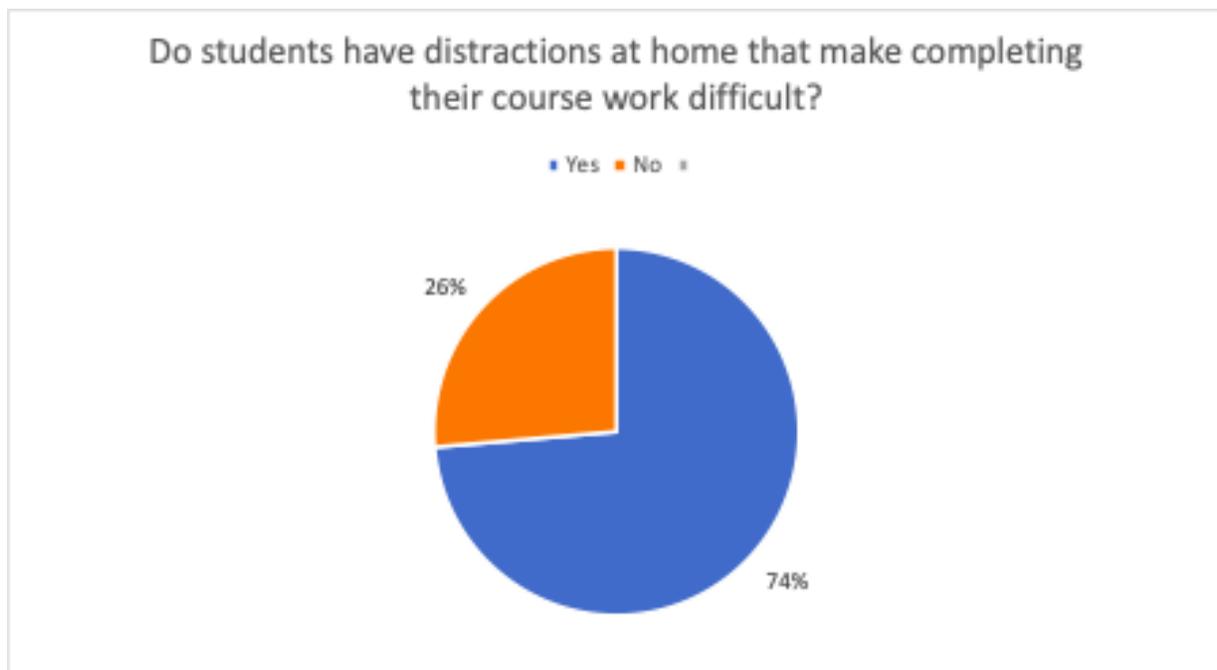
The staff of the University of Michigan-Dearborn remain resilient as they combat the issues of childcare, distractions at home, lack of technology, and Internet reliability. While they are still productive in their roles, 57.9% of respondents have reported a negative change in mental health during self-isolation.

Students

Students reported that they needed more time with scanners (33.5%), printers (26.8%), and webcams (18.5%). It is unclear why there is a great need for scanners. We believe that one possibility is that students are simply unaware of scanning capabilities on smartphones (98.5% of students have access to a smartphone with scanning capabilities). The need for printers has been a stressful problem to deal with for some students. One student said, “Not having a printer is a huge issue for me. I always use the ones on campus and I don’t have one at home. I study by typing my notes and printing them out, and it has been a pain during this transition to only use my laptop.” Another student claimed that, “Access to a printer would be particularly beneficial.”

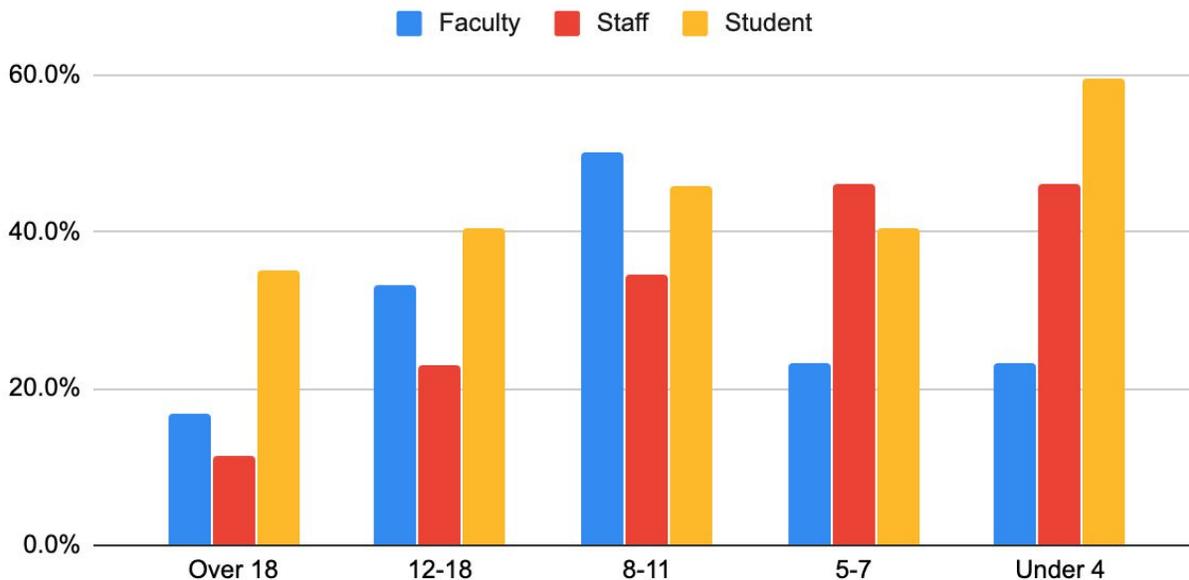


Many students reported having distractions at home (73.7%). Other people within the household was a commonly reported distraction. Children and younger siblings were the most popular answer, but parents, roommates, significant others, and dependent family members were also listed. The shared or non-existent spaces have made it difficult for students to complete coursework without interruption.



Among the top distractions at home were children, and while students are the least likely to be caring for children (12.9% of students cared for children compared to 43.5% of faculty), they are more likely to care for children in the most difficult age ranges of Under 4 and 12 to 18. Furthermore, it can be inferred that students are more likely to be caring for multiple children, as they were more likely to select multiple age ranges when asked to identify the ages of the child(ren) they are caring for.

University Role & Age(s) of Child(ren)



The Link Between Experience and Success

The link between online learning experience and a positive remote learning transition was not a surprise—those who cite previous experience with online learning were more likely to have had a positive transition to online learning in winter. More enlightening is the types of students who are statistically more likely to transition well. For example, only 7.7% of part-time students responded that they did not transition well to remote learning. Although one may assume this is due to part-time students having a less demanding work-load, our findings suggest that part-time students are more comfortable with the transition to remote learning because 92.6% report prior experience with online learning. Another worthwhile example lies with non-traditional students, who were slightly more likely than the average student to transition well to remote learning. Only 20% of non-traditional students responded that they did not transition well. Again, experience is key: 90.5% of non-traditional students had experience with online learning, almost ten percent higher than average of 80.8%. These findings help to highlight the unexpected strengths of students who pursue an unconventional education path.

Role	Undergraduate	Graduate
Responded not doing well with the transition to remote learning	27.7% (54)	16.7% (7)
Responded having experience with online learning	77.7% (157)	97.6% (41)

Role	Full time	Part time
Responded not doing well with the transition to remote learning	26.1% (31)	7.7% (2)
Responded having experience with online learning	79.3% (96)	92.6% (25)

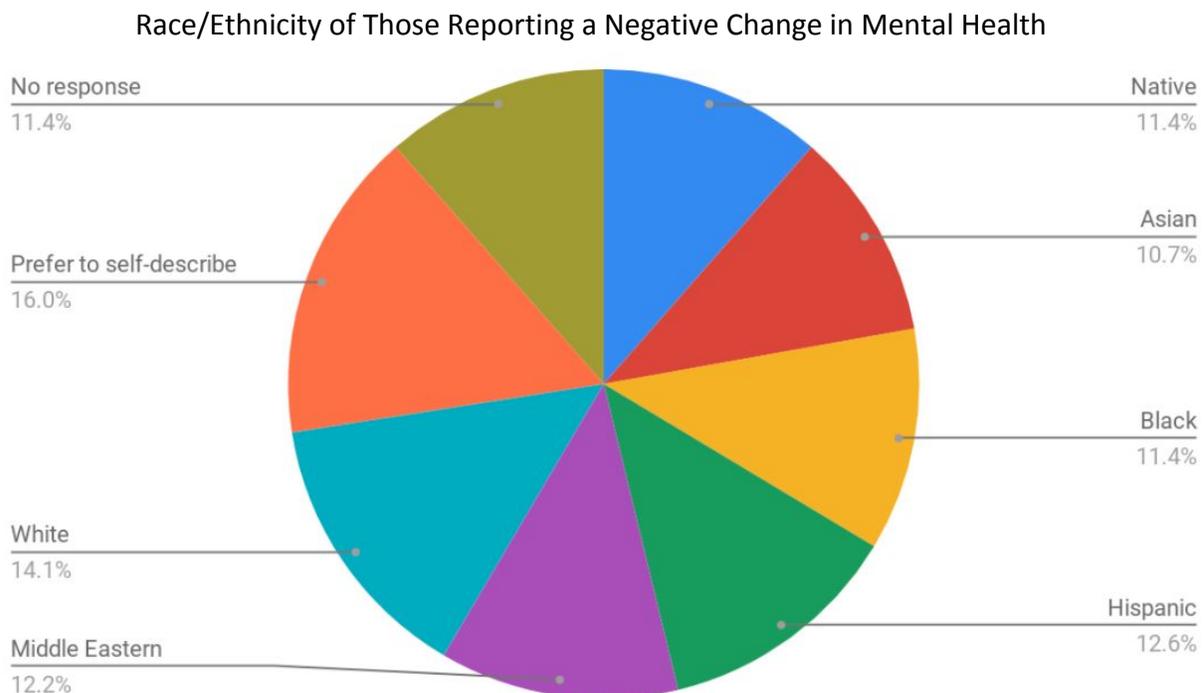
Role	First Generation	Average
Responded not doing well with the transition to remote learning	25.5% (12)	21.6% (62)
Responded having experience with online learning	79.6% (39)	80.8% (202)

Role	Non-Traditional	Average
Responded not doing well with the transition to remote learning	20% (4)	21.6% (62)
Responded having experience with online learning	90.5% (19)	80.8% (202)

Mental Health

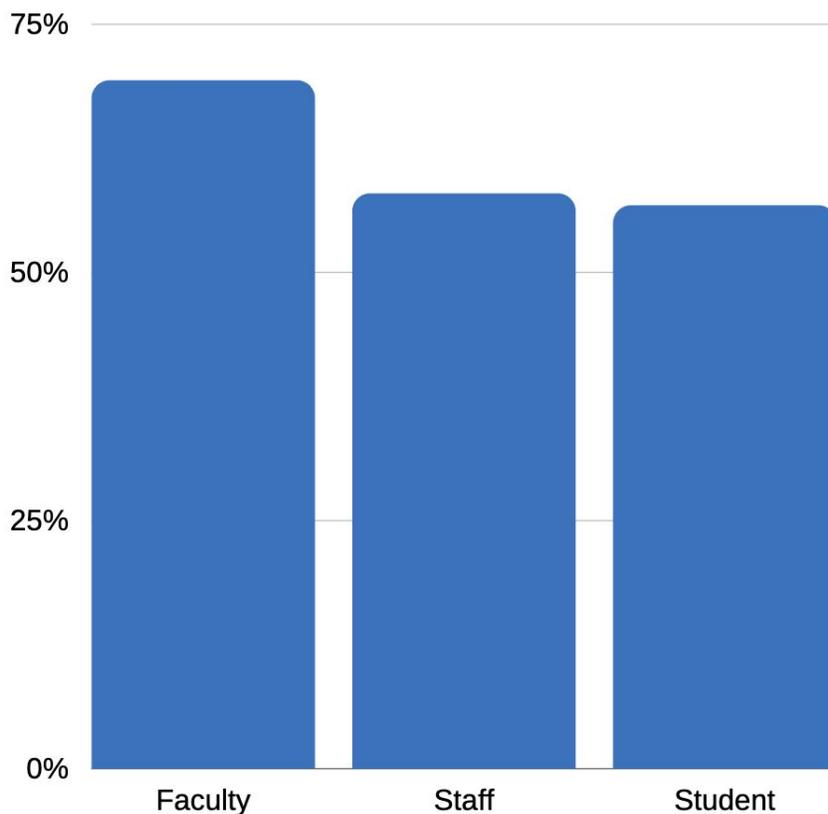
Based on the survey results received from faculty, staff, and students, it was found that a significant portion of participants have reported a negative change in mental health. Different factors were looked at including race/ethnicity, gender identity, role, sexual orientation, and

whether the respondent was caring for children. Each graph shows how different factors have contributed to a negative impact on the participants mental health.



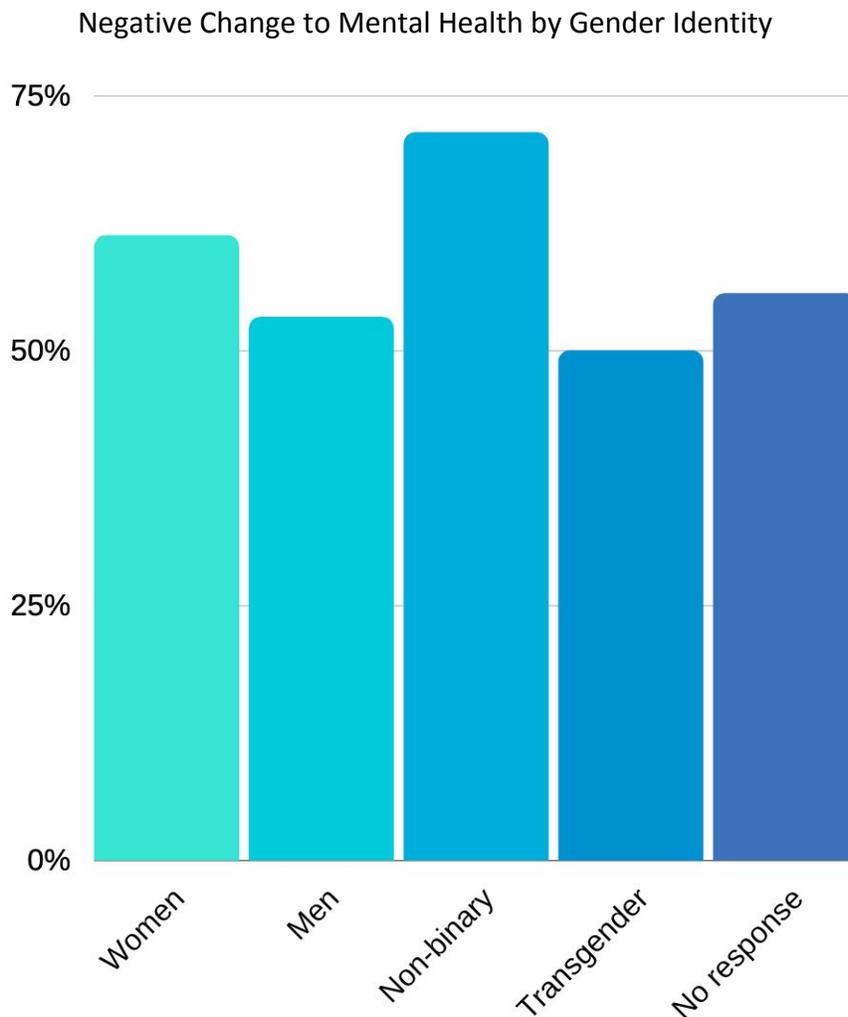
One factor that was looked at was race/ethnicity in terms of a negative impact on mental health. Of those reporting a negative change in mental health, 11.4% identified as American Indian or Alaskan Native, 10.7% identified as Asian, 11.4% identified as Black or African American, 12.6% identified as Hispanic, 12.2% identified as Middle Eastern, 14.1% identified as White, 16% preferred to self-describe and 11.4% preferred not to respond.

Role of Those Reporting a Negative Change in Mental Health



Another relevant factor was the role that participants held. Faculty reported the highest percentage of negative change in mental wellbeing at 69.3% as compared to 57.9% of staff and 56.7% of students.

For faculty, factors that played a role in negative changes in mental health included effects of social distancing (73.5%), changes in daily routine (67.3%), and stress levels (66%). Qualitative data indicated that faculty may feel they are letting students down. Comments such as, "I feel like a failure as a teacher. I am isolated. I have bouts of hopelessness," indicate that negative changes in mental health are not solely derived from the inconveniences of remote work.



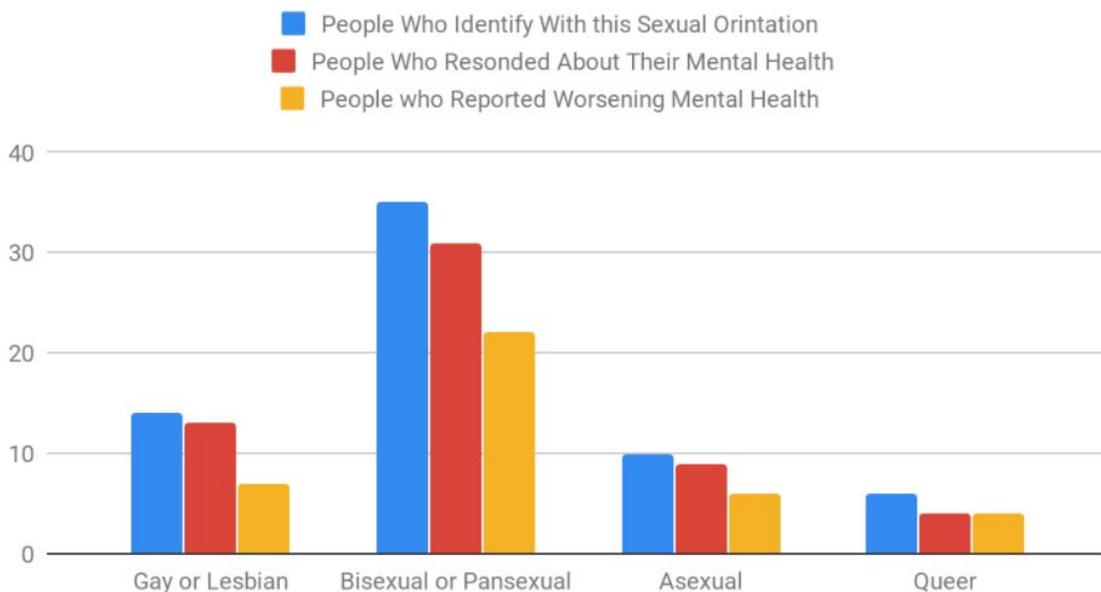
Negative impacts on mental health were also looked at in terms of gender identity. Non-binary participants reported the highest at 71.4%, followed by 61.3% of women, 55.6% had no response, 53.3% of men, and 50% of transgender participants.

Of faculty, staff, and students who responded to this survey, 72.1% described their sexual orientation as heterosexual, 3.1% identify as gay or lesbian, 7.6% identified as bisexual or pansexual, 2.2% identified as asexual, 1.3% identified as queer, 0.7% preferred to self describe, and 9.8% preferred not to respond to this question.

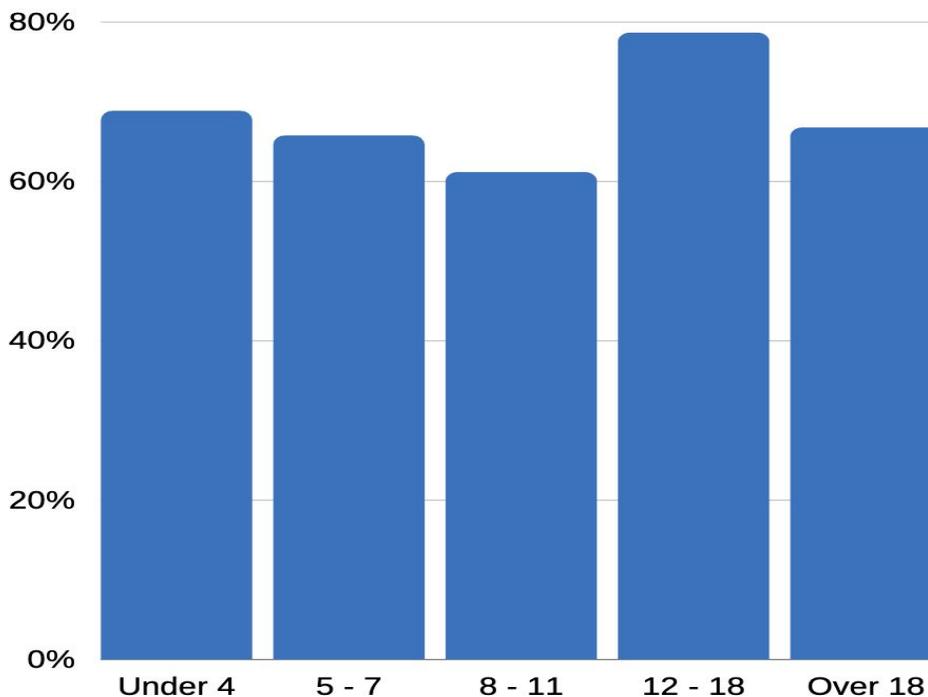
When looking at data of those who are a part of the LGBTQ+ community and who also responded to questions asking about the effects of social distancing and self-isolation on their mental health, we were able to find that these precautionary measures did have a negative effect. 53.8% of people who identify as gay or lesbian reported a negative change in their mental health along with 71% of people who identified as bisexual or pansexual, 60% of people who identify as asexual, and 66% of people identify as queer. Of the 84.6% of all people who

identified as heterosexual that responded to questions regarding mental health, 58.6% reported having a negative change in mental health. Showing that overall, sexual minority individuals are struggling more with their mental health than heterosexual individuals.

The Mental Health of Sexual Minority Respondents



Percentage of Those who Reported a Negative Change in Mental Health Based on the Age of the Children they are Caring For



Many participants reported a negative change in mental well-being based on the ages of children they were caring for. Those caring for children between the ages of 12 to 18 years were the most likely to report a negative change in mental health at 78.6%. This was followed by children under 4 at 68.8%, over 18 at 66.7%, 5-7 at 65.5%, and 8-11 at 61.1%.

Of all groups studied, it was found that women, faculty, and those caring for children are most likely to report a negative change in mental health. When evaluating responses from women, stress levels, social distancing, and sleep routine all played a role. Of 175 responses, 73.8% said they were stressed. Of 159 responses, 67.7% said it was due to social distancing, and of 156 responses, 66.1% said it was due to sleep routine.

Those caring for children also reported that stress levels, social distancing, and sleep routine all impacted their mental health. Of 59 responses, 75.6% said it was due to stress levels, of 57 responses, 73.1% said it was due to social distancing, of 46 responses 59.7% said it was due to sleep routine.

Conclusion

As COVID-19 remains a concern for our community, we must carefully and thoughtfully look to the future. It is our hope that this document may assist all concerned parties in understanding the foremost needs of our students, faculty, and staff. We ask that the following points be considered:

- Those caring for children have a special responsibility during self-isolation. Distractions are greater and the likelihood of a negative change in mental health increases. Furthermore, faculty, staff, and students face this extra responsibility differently: while faculty are more likely to have children, staff and students are more likely to have their work and educational routines affected.
- Another hardship difficult to ignore is the lack of adequate study space for students. This is a problem unique to students and qualitative data suggest it is a common source of frustration.
- Printers and scanners are the most commonly lacking technology. However, our survey found that the more pressing technology issue was the lack of a stable Internet connection. Almost half of all students who completed the survey reported Internet problems on a daily or weekly basis.
- Everyone is prone to negative changes in mental health. General stress levels and changes in socializing with family and friends are the two highest contributing factors.

As the Fall 2020 semester begins, faculty, students, and staff will be entering a hybrid work and learning environment. This unprecedented situation will be a challenge for many but also an opportunity to serve one another in a meaningful and impactful way. It is the purpose of this report to assist in that service.

Qualitative Appendix

Library Campus Survey: Notable Quotes From Responses

Q: Do you feel that you have all the technology-based resources you need to complete your classes? - No (please describe)

Responses

- (1) "Would have preferred to have a place to do schoolwork on campus, only available option was to sit in the parking lot and I'm not driving a half hour to do that."
- (2) "I have no visual aids in which to describe what I am asking students to learn. I have limited at best internet and have had to but unlimited data to teach, I have no method of showing writing/drawing , no printer/scanner."
- (3) "I feel as though Professors piled on a lot more work when we switched to remote learning. All that did was add to the stress and anxiety. I can only imagine what summer semester will be like..."
- (4) "I need a place to quiet study alone. I am unable to concentrate with the least bit of sound. I do not have a study area at home at all. I share a home with my 6 siblings and parents. It's a full and small home and I am full time student taking 15 credits this summer alone. I used to rely heavily on the library as a place to study and use the computer and printer."
- (5) "Not having a printer is a huge issue for me. I always use the ones on campus and I don't have one at home. I study by typing my notes and printing them out, and it has been a pain during this transition to only use my laptop."

Q: Do you feel that you have all the technology-based resources you need to complete your classes? - Somewhat (please describe)

Responses

- (1) "The wifi that I have at home is not good connection with others in my family using it all at the same time. It gives me terrible connection for online class meetings."
- (2) "I've had issues accessing resources for the library remotely."
- (3) "The internet goes out sometimes . I have three siblings that also have to take classes online and we only have one laptop in the house."

Q: What is the greatest technology-related obstacle in completing your classes? What would help remove that obstacle?

Responses

- (1) "In a large class Google, Zoom, and Blue Jeans are not adequate to get everyone's voice in the discussion."
- (2) "Reliability of university-controlled systems. Frequently, they go down when I need them. Ex: VPN, DegreeWorks, etc."
- (3) "—Difficulties with Canvas—especially intermittent access and functionality of conferences tool and media gallery"
"—Library resources that need a VPN for off campus access: in my experience, students are very reluctant to do this and will go WAY out of their way to try to figure out other ways to complete a research project if one of the sources or databases assigned or suggested requires this."
- (4) "When students report to me that they don't have reliable WiFi at home -- may drop the signal during a quiz or exam, or create difficulty on a Canvas "Conferences" live session."
- (5) "Having to learn (and teach) so many different platforms, which usually involves troubleshooting for myself and helping others troubleshoot. Having the campus prioritize certain platforms, e.g. just sticking with Zoom or BlueJeans or Google Meet, instead of using all three - would help with this."
- (6) "The biggest difficulty I have run into is the movement this Summer to completely asynchronous teaching. My courses involve a great deal of discussion and it's obviously impossible to do it with online recordings of classes. I have asked my students during Winter semester and they clearly prefer a synchronous format. This is particularly problematic given that I do all of my classes f2f and suddenly have been asked to create a completely online packaged course in so little time. I realize that nothing can be done about this, but it would have been nice to been at least asked for my input (or that of my colleagues) before making such a dramatic decision."
- (7) "It's email. We get so many emails on this campus, plus emails from all of the outside organizations that we are affiliated with. It's overwhelming. I need something that would automatically flag enrolled students in a way that I know it is an important message that I need to respond to. Sometimes I feel like their messages fall through the cracks."

"Secondly, for fully online teaching, I need even more access to film databases. Normally we set these up weeks in advance so that the library can rent titles. But for online teaching, we need to be able to pivot even quicker."
- (8) "Wifi crashing in the middle of an assignment. On multiple occasions, my wifi has timed out on a timed quiz/exam or right before the deadline of an assignment that was due. This is because the wifi at my house is constantly being used by others and I have a weak connection. With the possibility of classes being online next semester, i'm considering trying to find a way to buy a new PC (currently have an older laptop) so i can have a wired connection to my router and hope it helps my connection issues."
- (9) "The fact that even if I have access to technology, my professors do not know how to use it and therefore inhibit me from being able to fully have access to all the resources and technology I have/could have"

access to.”

- (10) “Professors not using Canvas. Providing training to professors may help remove this obstacle.”
- (11) “Motivation to do the work in classes. At times being able to follow along to the lecture. Certain assignments teachers hand out can be complicated or confusing. Internet connection isn’t always reliable.”
- (12) “The greatest challenge that I have is uploading exams. I currently use my phone and take pictures. This does work fine but it would be easier if I had a scanner.”
- (13) “its the timing of classes and the confusion of this semester. this is my first semester at UMD and no one is helping the new students through how to navigate the connect or canvas or email.”

Q: (Faculty & Staff) What challenges do you have interacting with your students and colleagues during this time?

Responses

- (1) “It's hard to manage all of the information coming in emails/texts. I prefer the personal interaction and energy of being together.”
- (2) “Some students seem less comfortable reaching out remotely, so I haven't heard from them and it's difficult to know how they're doing or what support they might need. Many students also don't (yet) know how to write effective emails asking for help which means it takes several rounds of emails to understand what they need and how to address it (these emails will lack context or specifics details needed to answer questions, especially if it's a technical question related to using an online platform or app).”
- (3) “E-mail is not the same as face-to-face conversation, no body language, no voice tone.”
- (4) “Many students simply do not make use of the additional supports I offer. I had zero students come into the virtual chat room after the transition, despite my having 10 hours of office hours throughout the week. I have a few students who email with me but most are silent. My colleagues and I seem to all be overwhelmed.”
- (5) “Some students have fallen out of touch. I want to remain flexible and mindful of differences in access to technology, but when students don't communicate I don't know how to help them.”
- (6) “Pandemic fatigue. At first it was an adrenaline rush to quickly switch everything to remote delivery and colleagues and students alike were eager to Zoom or Conference with one another, then malaise set in. I believe the isolation has impacted us all, including the students' motivation. These challenges seem far greater than the technological ones.”
- (7) “Mental health. Some of us can't leave the home and the requirement to be “always on” is maddening. Lack of clarity and communication on job status. Why prep anything if we're expendable?”

- (8) "We are working well together despite the circumstances- I just wish we can take a moment for mental health since this is a trauma. But it seems like workload has just increased. But I know I shouldn't complain because I have a career I enjoy when so many are losing their jobs."
- (9) "Our office relied heavily on random in person check ins. This has not transitioned remotely very well. We also didn't utilize meetings well and that has improved a bit since working remotely. The meetings are our only time to collaborate."
- (10) "None. In fact, I feel like my colleagues are more accessible and I can interact with them more immediately, since everyone's working from home and on their computers."

Q: Do you have distractions at home that make completing your course work (remote teaching / remote work) difficult? - Yes (please describe)

Responses

- (1) "Sometimes with everyone at home doing school online and working remotely all at the same time. We all have video conferences daily as well so everyone finding a spot to engage with conference but not be interrupted can be a challenge for the whole family."
- (2) "Theres a lot of distractions. Given that I have children who are also home. The only reason why i was able to attend college was because of the free time i was allowed while they were in school. Some teachers also decided to add more work to their course which made it virtually impossible to finish anything on time."
- (3) "My grandparents are old. I've had to move out of my home to quarantine with my grandparents to take care of them because one of them has fallen so sick that she cannot care for herself."
- (4) "I have ADD, and a lot of how I cope with it is by having a schedule of things to do (i.e. school, work, errands) and by moving around. I have found it very difficult to focus and keep a schedule with myself, as I find myself lacking motivation to do work and it is very hard to stay interested in a class when there is no one there to monitor or nothing that will hold me accountable to actually watching lectures, etc. My mom teaches at the same time as I do class/work, so it is sometimes loud as I can hear her, but I have headphones that have been helpful with that."
- (5) "I live in a smaller house, and my desk is set up in my bedroom. there is no way for me to escape the noise of my family or pets. unless i choose to put headphones in, but that makes it hard for me to focus. i need a quiet, peaceful atmosphere to do my best work, and i don't have the available to me."
- (6) "my boyfriend and I live in the same room and do all of our work in the same room. I have bad self control when it comes to distractions which is why I would always come to campus to do my schoolwork."
- (7) "I live with a family of 8 individuals and 6 of them at students who run Zoom calls and scramble to get homework done at once. We all share 2 laptops so we all have limited access to computer use and our WiFi has becomes very slow as a result. We don't have a printer. I need a quiet place to study and I don't have a study area at home due to the very limited space we have and the kids running around. It is impossible for me to study at home and I am a full time student."

- (8) "Not having a certain timeframes to complete work was incredibly difficult. I'm so used to having a set schedule that once I "had more time", I felt less inclined to make haste on studying or completing assignments. I would sit at my kitchen table for HOURS, with every little distraction possible. Concentration was definitely a struggle, more than ever before."

Q: Do you have any commitments or new commitments that make remote learning (teaching/working) more challenging than under normal circumstances? - Yes (please describe)

Responses

- (1) "I spend a lot more time checking in with people and their wellbeing. Some people have gone ghost like they are on vacation so it's tough to keep people productive and engaged." **(Staff)**
- (2) "Normally, my children would be in daycare while I'm at work. Balancing working from home, in conjunction with my wife also working from home, on top of caring full-time for our kids and helping our 4 year old learn how to read has certainly made things challenging!" **(Staff)**
- (3) "All of my student orgs now doing online meetings, which I hate. They give me anxiety :)" **(Student)**
- (4) "My finances are difficult, and the government does not provide me any support, so I have to risk my health and go to work at a warehouse." **(Student)**
- (5) "I have a book contract signed months ago coming due this month." **(Faculty)**
- (6) "Personal situation that's exacerbated by the Stay-at-home order, which can be distracting from work (to say nothing of stressful)." **(Staff)**
- (7) "I work for a trucking company which has received an increase in work and is short-staffed since the outbreak, so I have decided to go back to working the full 6 days a week (60+ hours) while still completing my coursework." **(Student)**
- (8) "Work. I'm an essential employee and I've been offered a lot of overtime for working. This is more important than university because I can't afford to lose my job and can't pass up the extra money." **(Student)**
- (9) "working from home is nice but not when you are not supposed to go anywhere else, kind of makes home like a work prison... feel like were required to work 24/7 and also feel like we should feel guilty and opt to take this furlough and collect unemployment but that would mean coming back to an absolute mess... having to clockify every second of your work day to validate your pay..." **(Staff)**
- (10) "Working from home gives me a lot of screen time and at the end of the day I feel screen fatigue and have a hard time motivating myself to do homework online." **(Student)**
- (11) "I still pay bills as I always have and being laid off of both my jobs has made this extra challenging for me. My biggest challenge now is trying to find a place to get my work done because I can not focus at home and I do not even have a desk to study on." **(Student)**

Q: (Student Only) Do you think that any of your classes are particularly difficult to complete remotely? - Yes (please describe)

Responses

- (1) "All of them. Studying on my own for some is okay but many professors do not know how to communicate through technology."
- (2) "None of my classes were prepared to be taught online, especially the assignments and group projects. when things moved online, there was little to no adjustment on the assignments which made everything more difficult."
- (3) "They are depending on if the teacher is accommodating or not. The teachers should understand the stress more than anyone."
- (4) "Math based classes not being able to ask questions on the examples as they do them or work on them in class and have instant assistance like we had makes it more difficult to figure out on our own or have delayed responses."
- (5) "All of my classes are difficult to take remotely. Class lectures and discussion are what give me reason to go to school to learn rather than just teaching myself."
- (6) "All classes with software at the core. It is too difficult to see the professor's screen in the virtual classroom and work on the software on my screen as well."
- (7) "Many professors believe that because you are at home you have more time to complete assignments, which is true but time only compensates for the challenges that come with taking classes at home."
- (8) Some classes that have labs will require intensive computer work, it will be very hard for lots of people to take classes online that have labs, professors need to shorten the load work, that is just common sense. Tuition is expensive, and classes are online, creating a difficult learning experience.

Q: (Faculty Only) Do you think that any of your courses are particularly difficult to teach remotely? - Yes (please describe)

Responses

- (1) "Seminars where students facilitate deep dialogue is difficult to do remotely. Hard to discuss challenging readings asynchronously. Video recorder lectures are too long and boring without student interaction."
- (2) "Practical courses that involve hands-on experience and access to equipment feels nearly impossible to teach effectively. If this transition had happened earlier, I'm not sure what I would have done."

- (3) "Teaching a highly quantitative upper-level course is definitely more challenging. A quant course doesn't lend itself to Discussions, Projects or video submissions as readily as other types of courses."
- (4) "The courses that has laboratory components that require hands-on training. However, there is scope of innovation involving asynchronous lab schedules and use of Virtual Laboratories set up by journals such as JoVE."

**What is the greatest remote learning(teaching/working)-related obstacle in completing your (course) work?
What would help remove that obstacle?**

Responses

- (1) "Understanding by the university administration that things in academic units are taking longer and we can't give them an instant answer. Their disregard for the amount of time it takes to work with faculty, students, and colleagues is incredibly tone deaf."
- (2) "So many new tools... I get lost trying to choose and then figure out how to set up within our system. I appreciate the pages that list tools for particular tasks, make recommendations for which to use when, have instructions for setting them up, and have a point person to ask questions of. Ideally these would all be in one place. Knowing just who to go to for which kind of help would be great."
- (3) "I have ADHD, and it is extremely difficult for me to learn like this. In my organic Chem class, I did not do well on exams because of the online method, and it looks like I will fail this course (just barely) because of it. My professor was not really flexible and did not lower his expectations like every other professor did. It seemed like the kids who were able to do things a certain way were the ones who did well. I don't feel like he took into account the full extent that this has affected my ability to learn. I think every student should have been given a pass for this semester no matter what, because I did not choose to do this, and I really tried my hardest and put in hours and hours of effort, just to fail by a couple percentage points."
- (4) "Honestly, it is myself. I have not felt so distracted and out of touch like this in a long time. I am not moving a ton and that is really hard, because it is not like I am walking around campus to go to sit, I am just staying put. Getting motivated is very very difficult for me. I think that if more teachers held synchronous class that would be better for me personally (only one out of five did when we went online) because then at least I would be held to a time schedule and would feel like there is some structure in my day."
- (5) "There is no longer a work boundary. I get emails, calls, requests to immediately respond to on evenings, weekends, holidays. The work/home boundary seems nonexistent."
- (6) "I enjoyed having a support network. Remote learning requires more time to obtain that support. I did enjoy the strategy used by a previous professor, who required that his students discuss a topic and share comments so that we can engage in discussion. Good idea!"
- (7) "Studying at home is difficult, unreliable internet, and laptops are not able to handle many classes online that would need heavy usage, what would help is classes should adapt to the student's just like students are adapting to online format."

Q: If your mental health has been affected, please describe how:

Responses

- (1) "Loneliness due to no face to face conversations. However, I pick up the phone (talk, text, etc.) or use google hangouts to communicate virtual face to face. Helps a lot!"
- (2) "I had a lot more anxiety and difficulty keeping up. But I had less anxiety about asking questions from behind a keyboard."
- (3) "I feel very overtaxed and stressed about the change which has resulted in decreased motivation, which has affected my grades and those grades ruin my motivation more."
- (4) "I'm an adaptable introvert with a strong home support network. I'm one of the lucky ones."
- (5) "I have suffered from clinical anxiety a good portion of my life. Having a hectic schedule kept my mind busy. Learning remotely and having tasks take longer took a negative impact on my mental health because I felt like I could not accomplish nearly as much in my time. I put tremendous pressure on myself to do well and having so many feelings of uncertainty due to COVID has not been beneficial to my mental health. The stress of trying to find work in my field post graduation has been so depressing."
- (6) "In some ways, this transition has been good for me as I was already struggling with burnout and the time at home has been renewing. But the lack of social connection in person takes its toll, and being somewhat isolated while immersed with frightening news on a daily basis certainly increases feelings of panic and depression."
- (7) "Feelings of uncertainty. Wanted to do everything and nothing at the same time (in regards to personal activities). No physical interaction with friends and family, although other interactions have likely increased due to this."
- (8) "While the isolation has been challenging, I have maintained connection through social media, facetime, video conferencing, etc. On the flip side though, being social distant has allowed me to address things around the house. This has given me a great sense of productivity which has helped me cope with the lack of social interaction."
- (9) "Self-isolation is not going to end any time soon. Not knowing what's going to happen in the fall, with my classes and my kids' schools, is challenging. Mainly, it's hardest to help my children manage their feelings -- which usually involves breaking up a lot of "fights to the death"."
- (10) "After testing positive I've had to quarantine for over 6 weeks. this made it difficult to focus on anything but the virus. My anxiety increased and I became chronically depressed".
- (11) "I'm very fearful of the virus itself. It has taken away people I relied on for support out of my life. It has made it hard to stay on top of things."
- (12) "I have been even more depressed than usual. My anxiety has gotten so bad that I often felt physical pain in my stomach because of it. It has been hard staying motivated and on top of my academic work. I have

also felt more alone than before.”

- (13) “Many days where I can't even get out of bed because i am so depressed and scared. Constant worry about my parents bad health, constant fear I will lose somebody. Cannot retain any information. cannot focus on anything. constant stress about gpa, school, labs, grad school, etc. School is the absolute last thing on my mind but when it is on my mind it's nothing but stress.”
- (14) “It is hard not seeing anyone and not being able to touch anyone. I thrive on physical touch and interaction, but I am an only child living with my two parents. My mom is still working remotely, but there is only so much you can do between two people. Not being able to go out and do errands or walk around with friends has been really hard, especially as we move into May. Additionally, I no longer work two of my jobs with my kids/students, and I really miss seeing them. Even being on Zoom just isn't the same.”
- (15) “ I say that it has been affected positively because I am not required to go anywhere. I have bad anxiety, and having the support in staying home makes me more comfortable. For example, had I been required to come to the grad fair, I would've panicked.”