

Instructor Survey

Survey Introduction

Thank you for responding to this survey! The [CTE CoLab](#) is asking instructors to respond to this survey as part of a grant that [college] received to promote better outcomes for students of color. The grant focuses especially on students in [focus program].

This survey is administered by the Urban Institute. The grant is funded by ECMC Foundation.

Instructors are experts on how programs and courses operate on the ground and have a unique perspective on how students experience programs. **We really value your input.**

The survey will take approximately **30 minutes** to complete, but **the length of time will depend on the amount of detail you want to provide.** You may take a break and pick up again if you need to.

We will offer you a **\$25 Visa gift card** as a thank you for completing this survey. You can provide your contact information at the end of the survey for us to send you the card.

There are a number of open-response questions. You can respond in bullets, sentences, or paragraphs – whatever you prefer.

Please note:

- Your name and contact information will never be reported in connection with your responses. **We will summarize responses across instructors to protect your identity as much as we can.**
- In public reporting, **we will not connect survey findings with a specific college.** But we may share some college-specific themes with individual colleges or within our 12-college community of practice.
- **We will pay special attention to protecting the identities of individual respondents for sensitive questions or critiques of the program or college.** That said, because some programs are small, there is a possibility someone knowledgeable in the program could figure out who said what.).

We will try very hard to obscure who provided certain responses, but we want you to keep in mind as you respond that **we cannot promise full confidentiality.**

We anticipate **minimal risks** in completing this survey. Your insights about classroom practices and program challenges could help colleges identify how to better serve students of color and support instructors. **This could help close racial and ethnic opportunity gaps and improve students' education, economic, and other life outcomes.**

This survey is **voluntary**. You may choose whether or not you want to respond and you may skip any questions you are not prepared to answer. Thank you so much for your sharing your experience and expertise!

Questions? Email CTECCP@urban.org.

Are you willing to respond to this survey?

- » Yes
- » No

Background Information

We want to start by getting to know a bit about your background.

What is your first and last name?

This will not be reported in connection with your responses. We ask only to ensure the correct person received this survey.

- First name** _____
- Last name** _____

What is your employment status at [college]?

- Regular faculty member/lecturer
- Adjunct faculty member/lecturer
- Other (please specify) _____

How many academic years have you been teaching in [focus program] at [college]?

- Years: _____

What course sections do you regularly teach or are you currently teaching in [focus program]?

Please enter a course name, number, and section identifier (if applicable) into each line. If you teach fewer than five course sections, please leave extra lines blank. Please do not skip lines. This question is required. We will ask

you some questions about these courses later in the survey.

- Course 1** _____
- Course 2** (optional) _____
- Course 3** (optional) _____
- Course 4** (optional) _____
- Course 5** (optional) _____

Do you identify as:

Select all that apply.

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a/x
- Native Hawaiian or Other Pacific Islander
- Middle Eastern/Southwest Asian or North African
- White
- Other (feel free to specify) _____

Do you consider yourself:

- Female
- Male
- Non-binary
- Other (feel free to specify) _____

Do you identify yourself in any of the following ways?

	Yes	No
A first-generation college student	<input type="radio"/>	<input type="radio"/>
Someone who was parenting while attending college	<input type="radio"/>	<input type="radio"/>
Someone who returned to school later in life	<input type="radio"/>	<input type="radio"/>
Someone from a low-income background	<input type="radio"/>	<input type="radio"/>
Someone from a rural area	<input type="radio"/>	<input type="radio"/>

Course Information

These are some basic questions about your courses.

For each course you indicated you are teaching this semester in the core program, please indicate the modality that best describes your instructional approach.

Please make one selection per row.

	Face-to-face with the whole class	Face-to-face with subgroups of the class	Synchronous remote instruction	Blendflex or Hyflex instruction	Asynchronous online instruction
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Definitions:

In **synchronous remote instruction**, students and faculty are online together at a scheduled time for instruction. In **Blendflex or Hyflex instruction**, students can choose asynchronous online, synchronous remote, or face-to-face/in person. In **asynchronous online instruction**, students and faculty use communication and collaboration tools at no scheduled meeting time.

Remote Classroom Expectations (section included in fall 2021 survey only)

The next questions relate to your classroom expectations.

What are your expectations for students to use their cameras during online class meetings?

Select one response per row.

	Required	Strongly recommended	Optional	Slightly discouraged	Not allowed	Not applicable
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are your expectations for students to contribute to discussion (in synchronous class meetings or through asynchronous discussion boards)?

Select one response per row.

	Required	Strongly recommended	Optional	Slightly discouraged	Not allowed	Not applicable
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology and Technology Support

These questions relate to technology and technology supports in your courses.

What resources or skills are important for students to have to fully participate in any of your courses in [focus program]?

	Very important	Somewhat important	Not at all important
Laptop or desktop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High computing power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large screen size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certain software (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other accessories (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong internet bandwidth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific fundamental digital skills, such as conducting a web search or creating a spreadsheet (describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialized skills to use course platforms/software (describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other specific skills (describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you make specific efforts to keep student costs down as you identify necessary material for a course?

Examples include open educational resources (OER), providing information about used or reduced-cost devices and applications, etc.

- Yes
- No

In which ways do you/your program make specific efforts to keep student costs down in the courses you teach?

Select all that apply.

- Partner with one publisher or platform to bundle cost/coursework for affordability
- Use OER/open resources (including free textbooks and software)
- Low-cost or discounted books
- Other (please describe) _____

What are the main challenges you personally have experienced with technology and remote/online instruction, and what would help resolve them? (Fall 2021 survey only)

What are the main challenges students have experienced with technology and remote/online instruction, and what would help resolve them? (Fall 2021 survey only)

Connections to Employment (Fall 2021 survey only)

This question asks about work-based learning and connections to employment in your courses.

Do you offer students work-based learning activities that take place partially or fully online/remotely? If so, please describe:

- what they are
- if they are required
- if they are for credit
- how they are online/remote
- if they are paid or unpaid

Work-based learning may include internships, clinical rotations, practica, apprenticeships, job shadowing, or other career-oriented activities.

- Yes (please describe) _____
- No

Student Supports

These questions relate to support services that help students engage and succeed in their courses.

Are you aware of where students can get support with each of the following needs?

	Yes - I could direct them to a specific resource/person	Sort of - I could point them in the right direction	No
Academic tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (IT) support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title IX accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable/free internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food or nutrition support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other income support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there college-level or program-level policies or procedures (formal or informal) that tend to create academic or personal barriers for students in your courses? If so, please describe.

Professional Learning and Professional Development

The next set of questions relate to professional learning or professional development you have participated in or would like to participate in related to teaching online and/or embedding racial equity into the online classroom.

Racial equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some racial and ethnic groups.

During the fall 2022 semester, what is your best guess of the number of hours you will participate in professional development opportunities offered by your college related to racial equity?

- 0 hours
- 1-3 hours
- 3-5 hours
- 6-10 hours
- More than 10 hours

Are there any professional development opportunities you have participated in during the spring 2022, summer 2022, or fall 2022 semesters that you have found particularly useful related to teaching online and/or embedding racial equity into the online classroom? If so, please describe.

Please be as specific as you can about the content, provider, and curriculum (if known).

Are there any professional development opportunities or resources that you would like but have not been able to access related to racial equity/advancing equitable outcomes for students? If so, please describe.

Familiarity with Equity Concepts

The following questions ask about your confidence, comfort, and practice with equity concepts.

Structural racism refers to the historical and contemporary policies, practices, and norms that create and maintain disproportionate power and opportunity for white people.

Racial equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some racial and ethnic groups.

How confident are you that faculty, staff, and administrators in [focus program] can have honest conversations with each other about structural racism and racial equity?

- Not at all confident
- Slightly confident
- Somewhat confident
- Quite confident
- Extremely confident
- I have not considered this

How comfortable are you discussing topics like structural racism and racial equity with your colleagues in [focus program]?

- Not at all comfortable
- Slightly comfortable
- Somewhat comfortable
- Quite comfortable
- Extremely comfortable
- I have not considered this

How comfortable are you *leading* discussions or raising issues related to structural racism and racial equity with your colleagues in [focus program]? (Fall 2022 survey only)

- Not at all comfortable
- Slightly comfortable
- Somewhat comfortable
- Quite comfortable
- Extremely comfortable
- I have not considered this

How often do you incorporate examples or resources into your teaching that are explicitly intended to represent people who have different races, ethnicities, or cultures from those typically represented in your field?

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost always

Optional: Feel free to enter any comments related to these questions or anything else you would like us to know about your confidence, comfort, and practice with equity concepts.

Strategies

Please share some strategies you have developed to address issues raised in this survey.

If you analyze student course progress or outcomes, do you disaggregate and compare outcomes by race, ethnicity, or any other categories?

This may be to help inform your approach to curriculum design, instruction, and/or student support.

- Yes (please describe) _____
- No (feel free to explain) _____

Please describe any strategies you use to get to know individual students (for example, their past education, employment, lived experiences, perspectives on the course, etc.).

Please share any innovative ways you have found to create an engaging online learning experience for all students, and especially students of color.

This might relate to how you adapt content, encourage student engagement, support struggling students, and/or promote racial or ethnic equity in technology-enhanced learning.

Do you consider student input on the content or design of your courses? (Fall 2022 survey only)

- Yes
- No

How do you use student feedback to adjust your course content? (Fall 2022 survey only)

Broader Insights

Finally, we want to get some of your broader insights about [focus program].

What do you see as the main assets of [focus program]? If different, what are the main assets of the program for students of color?

What are challenges you have observed in [focus program] at [college]? If different, what are the main challenges you have observed for effectively serving students of color?

These may be at the college, program, (virtual) classroom, or student level. These could include: challenges achieving racial and ethnic diversity, challenges with students of color succeeding in the program, challenges with students securing good employment in the industry, or challenges attracting and retaining diverse instructional staff.

How can program or college leaders help you and your colleagues better learn about, discuss, and confront issues of race, ethnicity, and culture in technology-mediated instruction?

Please select one answer to indicate which resource would be most helpful.

- None, I feel sufficiently resourced
- Mandatory/required training
- Additional compensation for attending training
- Release time to attend training
- Administrative support

- Recorded or flex workshops (at your own pace)
- Training specific to technology
- Other (please describe) _____

Optional: Do you have any other comments or feedback to share?

Feel free to include any comments about how program or college leaders can better support faculty in other ways.
