

A review of faculty feedback reveals that faculty from all disciplines are reporting challenges transitioning to remote instruction and research. This fact sheet highlights the most commonly reported concerns. Instructors needing assistance managing any of these challenges can seek support at the offices listed below.



## Teaching expectations.

**Increased workload.** Instructors had to quickly transition course content to online teaching methodology.

**Less instruction time.** Without in-person lectures, instructors may be missing connections to students and teaching assistants. This could lead to lack of classroom discussion that aids students in comprehending the material.



## Personal well-being.

**Instructors are feeling stressed.** The external context of a global pandemic, sudden changes in curriculum, and adjusting to new work spaces may leave instructors feeling overwhelmed and frustrated.

**Remote instruction fatigue.** Instructors are processing new and different stimuli while trying to teach. Staring at a screen for extended periods may lead to eye strain and headaches.



## Technology challenges.

**Email overload.** Instructors no longer have one-on-one contact before and after class. All communication is now electronic and the number of email communications has increased.

**Multiple platforms and software.** To teach remotely, many instructors are using new platforms and software that they have had to learn as well as teach their students how to use.

**Student challenges.** Some students lack equipment or adequate internet access to successfully meet the needs of the course.

**Learning curve.** Instructors have had to learn and master online pedagogy, learning management systems, and software - while developing the remainder of the semester under unknown circumstances.



## Research.

**Lack of adequate staffing.** Minimal or staggered staffing may result in reduced productivity.

**Impact on relationships.** Long-term decreased efforts on projects may impact sponsor/institution relationships.

**Difficulty completing necessary work.** Graduate students, RAs specifically, may have difficulty completing research requirements for their studies or financial support agreements.

**Limitations due to social distancing.** Research requiring human subjects may not be able to return to operational status with social distancing protocols in place.



## Instructor-student relationships.

**Communication.** Instructors find strong communication at the foundation of an online course. From one-on-one communication through email to large groups using Zoom or Webex conferencing, instructors have found multiple ways to communicate with their students.



## Academic Integrity.

**Safeguarding honesty.** Instructors find it difficult to ensure academic honesty in completion of tests and quizzes.

**Alternative assessment methods.** Instructors are seeking other forms of assessment to deter cheating.

**Testing options.** Many instructors are struggling with testing decisions such as allowing backtracking on exams, how much time to allow for a test and more.

**When to report an incident.** When they suspect academic dishonesty, some instructors are unsure about the amount of "evidence" they need to report an incident.

## Here to help.



Center for Educational Innovation: [buffalo.edu/ubcei](http://buffalo.edu/ubcei)

Office of Academic Integrity: [academicintegrity.buffalo.edu](http://academicintegrity.buffalo.edu)

Office of Educational Effectiveness: [buffalo.edu/oeo](http://buffalo.edu/oeo)

Faculty Affairs: [buffalo.edu/provost/admin-units/faculty-affairs](http://buffalo.edu/provost/admin-units/faculty-affairs)

EAP: [buffalo.edu/eap](http://buffalo.edu/eap)

Vice President for Research and Economic Development: [buffalo.edu/research](http://buffalo.edu/research)