The COVID-19 pandemic abruptly ended in-person teaching at universities around the world. The unique change from in-person to emergency remote teaching (ERT) allowed for study on how instructors handled challenges in terms of their teaching practices.

**Research Question:** How do instructors solve the challenges they were experiencing while in ERT during the COVID-19 pandemic?

**Key Findings**

- One prominent solution to students not engaging was instructors having individual meetings with the students.
- Instructors that did not feel engagement from their students tried to directly engage with the students by asking for their responses on issues/topics.
- One of the top concerns for instructors was academic dishonesty and being unable to control that in a remote setting.
  - Instructors opted for open-book, open-notes exams.
  - Some tried to keep the traditional format with adjustments to an online environment (e.g., use of question banks).

**Methods**

- In Spring 2020, weekly surveys were sent to engineering faculty during the last seven weeks of the semester from April to May.
- The first survey was sent in week 12.
- The survey had multiple choice and open-ended questions that were thematically analyzed.
- Period 1: Week 12 & 13 Period 2: Week 14 & 15 Period 3: Week 16 & Finals Week
- Survey question deductively analyzed:
  - How do you plan to address the teaching challenge you described?

**Demographics**

<table>
<thead>
<tr>
<th>Department</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Civil and Environmental Engineering</td>
<td>23</td>
</tr>
<tr>
<td>Computer Science and Engineering</td>
<td>18</td>
</tr>
<tr>
<td>Mechanical and Materials Engineering</td>
<td>18</td>
</tr>
<tr>
<td>Biological Systems Engineering</td>
<td>18</td>
</tr>
<tr>
<td>Architectural and Construction Engineering</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
</tbody>
</table>

Gender: Male = 74.4% Female = 25.6%

**Future Work**

- Fall and Spring 2021 data will be analyzed to get more insight into instructors’ solutions to challenges.
- Analyzing Instructor successes and challenges for Fall and Spring 2021 will also be valuable to understand how instructors reacted to emergency remote teaching.

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