

## **Faculty Executive Committee Examination of Asynchronous vs. Synchronous Courses**

### **Observations**

- (i) In a recent survey over 65% of student respondents (n=3,484) reported issues with time management, which can be especially problematic when enrolled in asynchronous classes.
- (ii) In the Spring 2021 schedules there is wide variation among departments in the percent of classes that will have a synchronous meeting (ranging from 25 to 74 percent among those examined). The provost is especially concerned about departments offering 1000-level courses with no sections providing a synchronous option.
- (iii) Synchronous courses provide engagement, build community and connectivity, help students keep a regular schedule, and allow them to ask questions about the course material, assignments, deadlines, etc. in real time.
- (iv) Some students may prefer or benefit from asynchronous offerings because of work schedules, family obligations, or poor access to technology. When offering asynchronous courses, there is still opportunity for engagement and responsiveness on the part of faculty through office hours, discussion sessions, etc.

### **Recommendations**

Departments are asked to offer an appropriate balance between synchronous and asynchronous course offerings. Instructors of all courses (regardless of delivery method) should provide students with regular opportunities for substantive interaction, engagement, and community building, and should respond promptly to student emails. Departments are reminded that more information is available online about course formats, [internet access through Eduroam](#), and other resources that might be useful to students.