



THE UNIVERSITY
OF ARIZONA

**COVID-19 CHECK-IN SURVEY REPORT:
FACULTY AND INSTRUCTORS SPRING 2020**



Office of the Provost



Faculty Affairs
Office of Instruction & Assessment



Faculty Affairs Equity Statement

One of the University of Arizona's distinctive strengths is advancing Inclusive Excellence via equal opportunity, diversity, and inclusion as outlined in the University of Arizona's Purpose and Values. It is a time for action on equity and diverse representation. Faculty Affairs honors that commitment by recognizing the Indigenous lands on which we are privileged to teach and learn, those of the Tohono O'odham and the Pascua Yaqui. We honor the responsibility of being both a Land Grant Institution and a Hispanic Serving Institution.

Innovation, critical thinking, and problem-solving are greatly enhanced in a diverse and inclusive academic community. In Faculty Affairs we create, develop, and support institutional structures that lead to programs, resources, and services to cultivate faculty promotion and success in their scholarship, teaching, and service. *We are actively engaged in partnership with leaders across campus to build affirming and inclusive systems for faculty advancement.* (see McNair, Benison, & Malcolm-Piqueux, 2020).

Executive Summary

In response to the COVID-19 global pandemic, the University of Arizona asked faculty and instructors to move all teaching to remote learning in March 2020. Faculty and instructors were given only a brief period to adapt their classes, and were asked to work from home. In order to understand the impact of the pandemic context on faculty and instructors' activity a survey was distributed by the Office of the Provost during the last week of April 2020 to all faculty and Spring 2020 instructors. Both qualitative and quantitative survey questions were adapted from a national survey on remote teaching, as well as including items developed specific to COVID-19 work experiences.

1,885 faculty and instructors participated in the survey with questions about COVID-19 teaching and their work experiences. Participants represented tenure-track (40%), career-track (23%), adjunct/visiting (7%), continuing status (0.7%), graduate students (4%), and staff (2%). 23.3% of respondents did not indicate their employment category. (see Table 1). Qualitative responses were coded for themes separately by two individuals and then examined for consistency. Quotes were chosen that represent the message of the themes and are included interspersed with quantitative findings.

The most effective remote teaching strategy identified in the survey was the instructor meeting 1-1 with the student as well as teaching teams providing feedback on coursework (see Table 5). The three most challenging technical issues during the transition to remote learning were student lack of access to technology, lack of adequate digital replacement for face to face tools (e.g. whiteboards), and ability to participate in synchronous classes. Faculty reported that they were most comfortable with on-line apps, but least comfortable with the impact of COVID-19 on their promotion and tenure (see Table 10). 29% of respondents felt that it was either somewhat difficult or extremely difficult for them to work from home. 55% of respondents indicate that one or more hours of their workday are devoted to caring for others with 10% indicating that 7 or more hours are devoted to caring for others in their home such that they could not attend to job responsibilities. The top three issues that respondents indicated being the most worried about were health and wellbeing of their students, the future of the University of Arizona and the future of their own financial security.

The results were shared with the Senior Leadership Team in June 2020; HeadsUp Steering Committee in August 2020, and with Faculty Senate in September 2020. They are currently available on the Faculty Affairs website at: <https://facultyaffairs.arizona.edu/faculty-reports-and-data>. Based on the findings shared the following actions were taken by administrators:

- Masks were provided and [more clear instructions](#) for re-entry for students and faculty. More access and [information](#) on testing and tracing of COVID-19 is [provided](#).
- [More frequent and clear updates](#) on status and plans have been implemented.
- More efforts to provide faculty voice and input on decisions has been created, e.g. [Campus Reentry Plan Working Group](#) and the [Financial Sustainability Taskforces](#).
- Faculty and staff were assured that [accommodations](#) would be available, especially for those living with high risk situations.
- [Faculty resources for teaching, research and more, including modifications to promotion review and annual review](#) were made to consider COVID-19 impacts.

Participants

Faculty and instructors (which includes graduate students, undergraduate students and staff) campus wide were invited to complete this survey through an email sent out on Wednesday, April 22, 2020, that closed on Wednesday April 29, 2020. In total, 1885 participants completed the survey. The breakdown by college and employment category is below.

Table 1. Employment category.

Employment Category	Tenure-track or tenured	Not selected	Career-track	Adjunct or Visiting Professor	Grad Student	Staff	Continuing status faculty
Overall	756	461	427	124	67	36	14

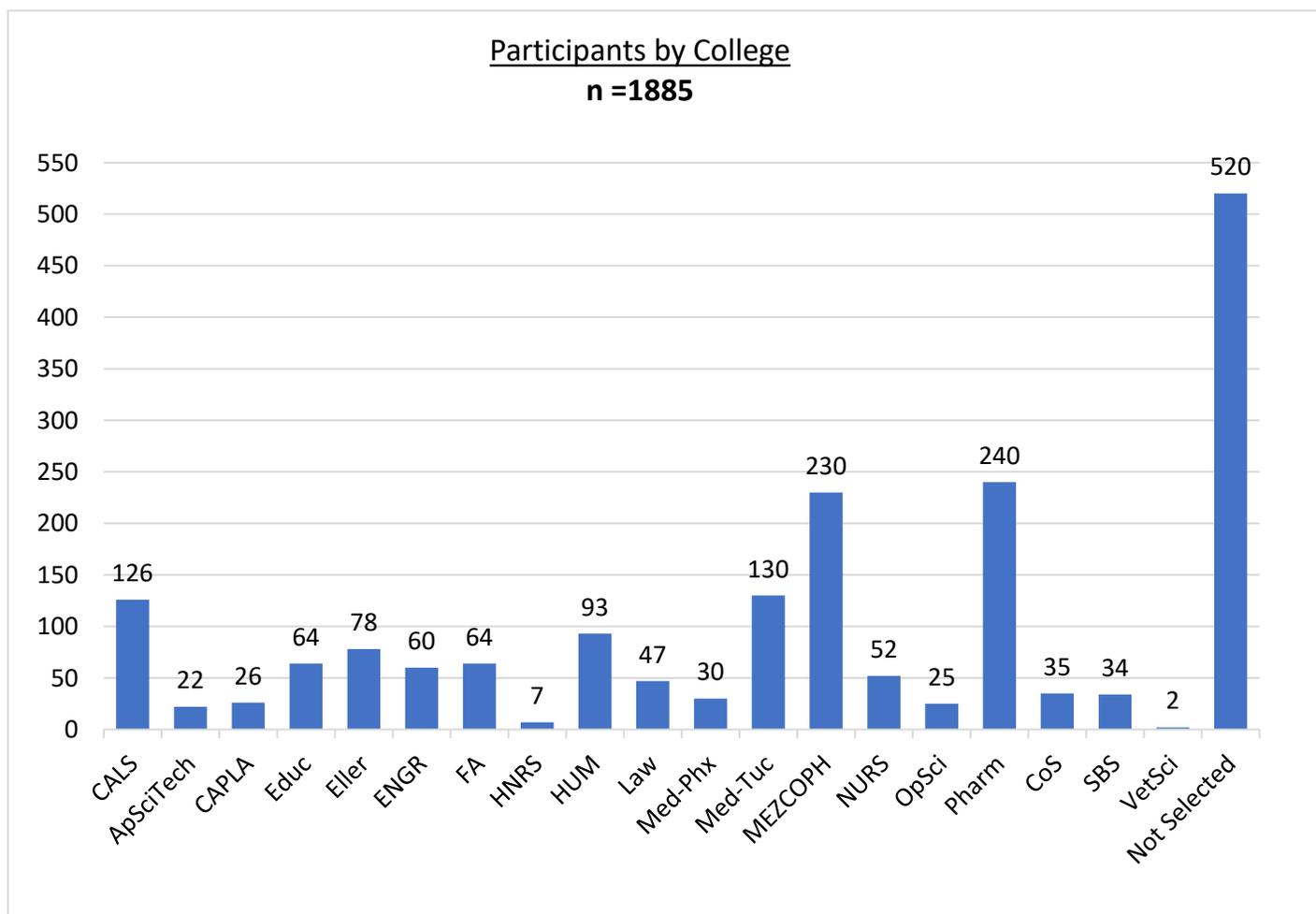


Figure 1. Participants by College.

Qualitative Findings: Themes

- **Key Theme Overall: Student engagement mattered during remote learning**
 - Faculty cared for students' welfare
 - There was minimal change for experienced on-line teachers
 - Faculty were unhappy with online teaching & the university in general

- **Key Theme Overall: Rapid transition to online was most impacted by the following factors**
 - Lack of Childcare and Schools
 - Challenges with equipment & tech support
 - UA financial interest concerns

- **Themes from the question "What resources have helped you the most?"**
 - Department Heads
 - Deans
 - Office of Instructional Assessment
 - IT
 - Facilities Management

- **Themes from the question: "What needs do you still have?"**
 - More clear communication
 - Understanding how decisions were made and based on what information
 - Less furloughs
 - Support for teaching
 - Help with student engagement
 - Better tools to work from home (laptop/cameras, printers, better Wi-Fi, workstation, etc.)
 - Testing and tracing information
 - More information about anti-body testing
 - Building precautions

Below are direct quotes from faculty and instructors open-ended write-in sections that illustrate the themes identified above:

"My graduate students need to know that they will be able to get their research back up and running. I am also concerned that there is VERY negative talk about UA on social media, including Twitter, that is affecting how my colleagues around the world view us. I wonder if the administration is aware of this."

"I think it is unfair to treat early career faculty like faculty who has been here for 10+ years. Early career females (working moms especially) are already struggling with trying to do everything. it was already hard to do work-life balance and now it is getting crazier. On top of that, our startups are being swept away, our paychecks are getting reduced and we have debts and rent and kids to take care off. I think this is not fair at all. When I accepted my offer, It was based on how much I was going to be paid. Now everything will change and I fear that I won't be able to provide my kids with the same lifestyle they had and pay my debt and help my parents at the same time."

"Firm assurance that faculty, students, and staff at high risk or living with people at high risk will not be expected back on campus until a vaccine or other herd immunity is definitively achieved."

"Thank you for supporting faculty and saying it's ok if classes are a bit off. Thank you for telling students classes will be a bit off."

"I realize this may not be possible, but if the university could provide masks (with instructions for how to use them and how to keep them clean) to all employees and students, that would provide a sense of something concrete the university is doing to help its community."

"Not a need, just an on-going, general sense of fear and dread regarding the future of our university and worry about my UA students."

"My mental health is precarious, frankly. I have put a lot of attention into supporting students, both grad and undergrad. But I feel I am slipping."

"I am waiting for the announcement on June 24th as to when the campus will re-open and what precautions will be in place so that I can design effective course curriculum and provide a predictable environment for my students and teaching team."

"Thank you for working with health insurance and increasing access to mental health services."

"Thank you for sending updates on protocol."

SECTION 1: REMOTE LEARNING DESCRIPTION

Figure 2. How would you characterize the way your classes operate since the move to remote instruction?

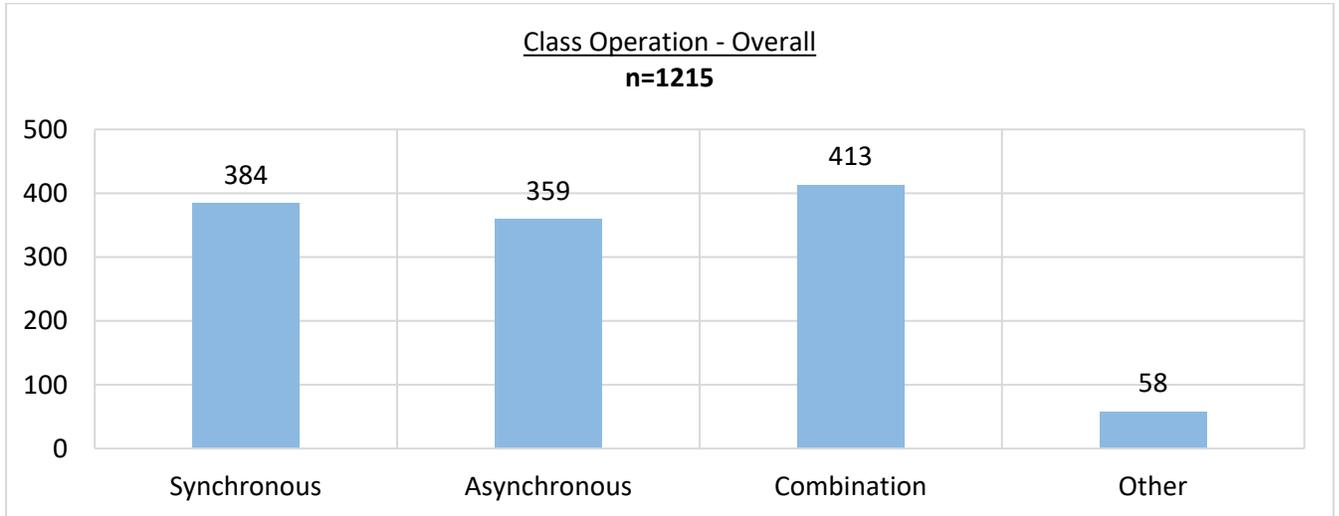


Table 2. Other Write In:

	Synchronous Classes Recorded	Student Assignments/ Projects	Emails/IM/Chatroom
Total	8	7	3

Figure 3. If your remote class(es) involves live, virtual class meetings, what is your expectation for student participation?

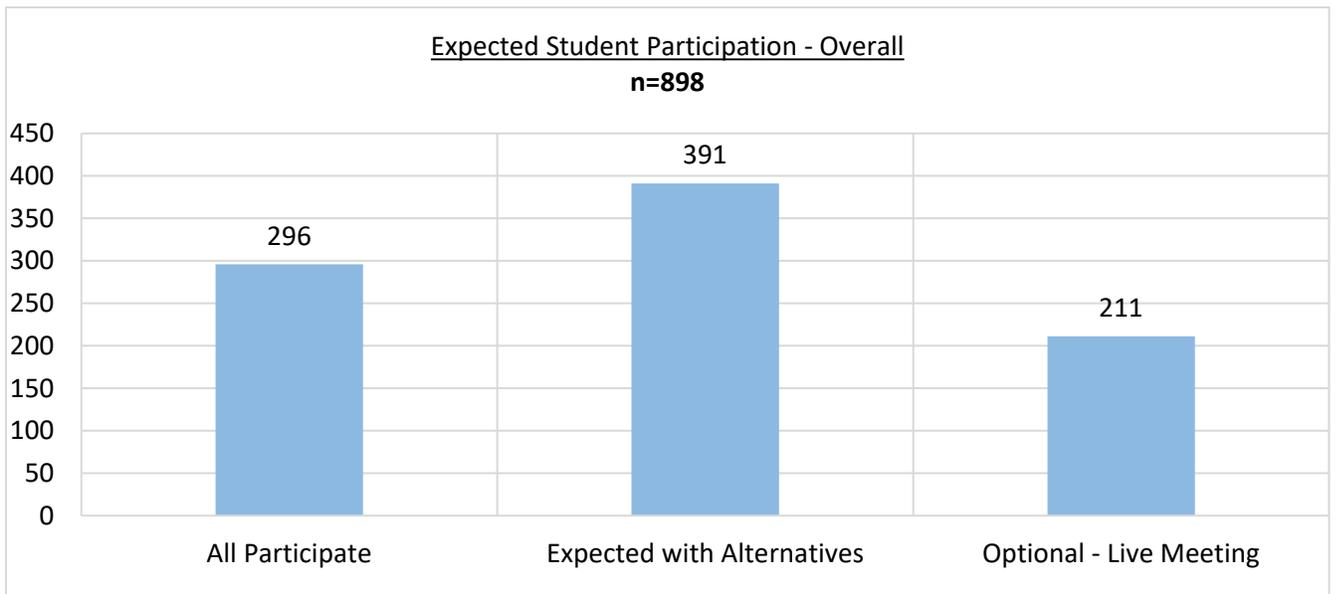


Figure 4. If you are using live, virtual class meetings, what tools do you use in these sessions? (Participants selected all that applied).

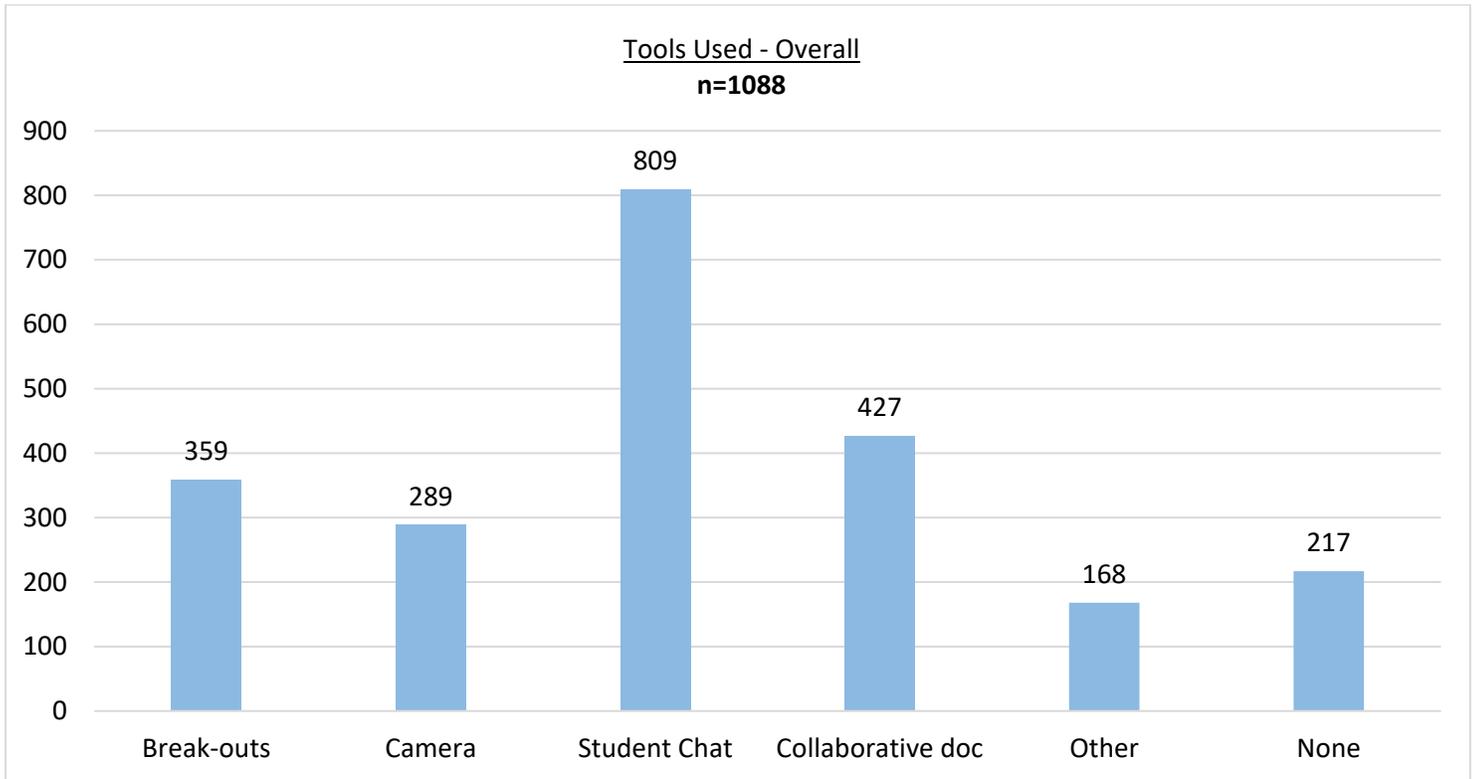


Table 3. Other Write In:

	Screen Sharing	Virtual Meeting/Conferencing	PPT/Slides	Polling	Presentations/Videos	Chat, Discussion boards
Total	51	20	13	13	11	11

Figure 5. For the class(es) you are teaching remotely, please indicate which course activities students are expected to complete during the remotely taught portion of the semester (Participants selected all that applied).

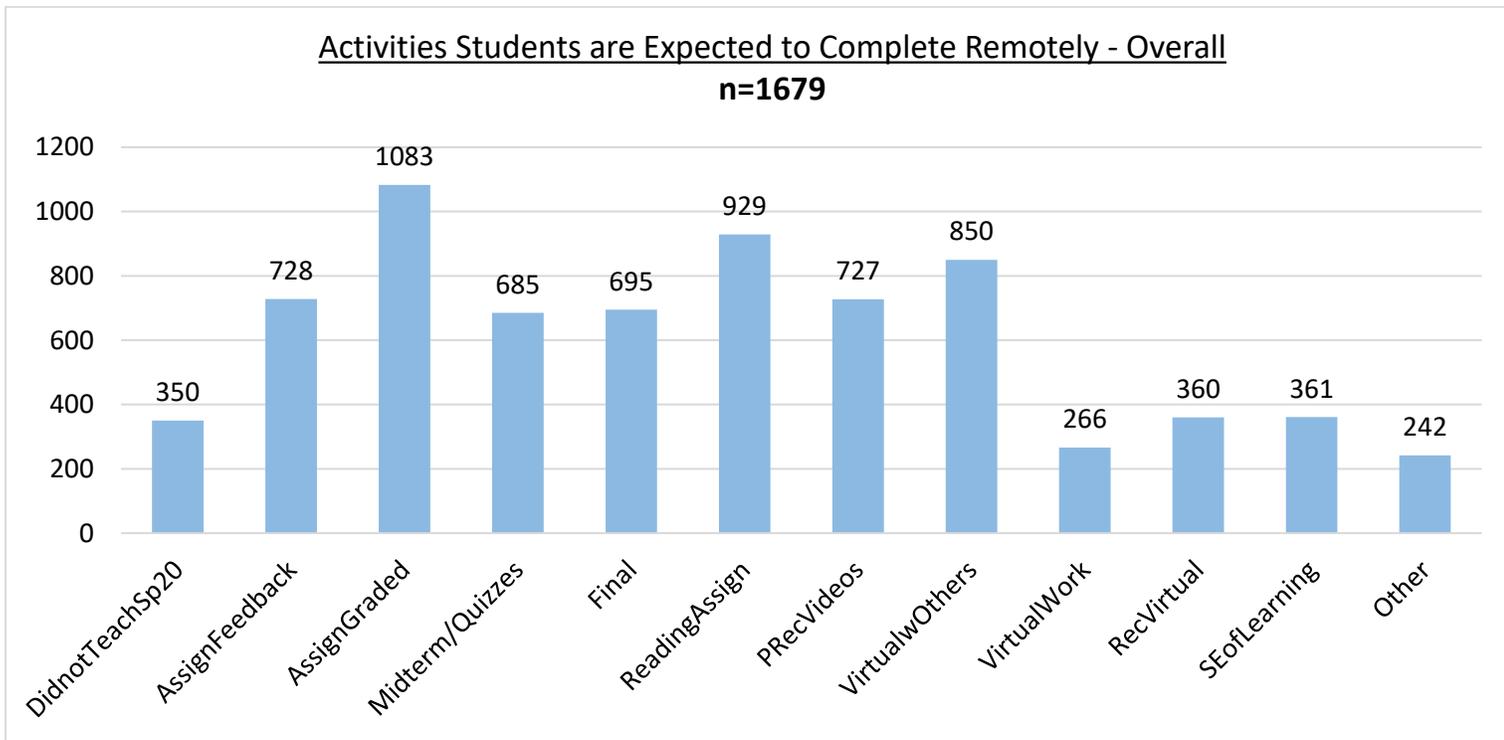


Table 4. Other Write In:

	Student Presentation or Project	Discussions (questions, threads)	Written Assignments, Papers, Projects	Lectures (audio, PPT, YouTube)	Individual Student Contact (email, virtual office hours)	Group Assignments (presentations, papers, activity)	Peer Evaluation or Review	Guest Speakers
Total	57	38	25	23	19	12	11	6

Table 5. How effective have the following strategies been for interacting with students during remote learning?

	Mean (SD)	Min-Max
Instructor 1 to 1 meeting with student (n=1226)	3.49 (1.64)	1-5
Teaching Team Feedback on Coursework (n=1218)	3.42 (1.54)	1-5
Discuss Boards (n=1213)	2.63 (1.62)	1-5
Instructor Virtual Office Hours (n=1246)	2.57 (1.48)	1-5
TA Virtual Office Hours (n=1188)	1.69 (1.22)	1-5

Table 6. 324 participants responded with open-ended answers

	Email	Discussions (breakouts, threads)	Group meetings	Instant Communication (Slack, IM, Text, Chat)	D2L	Written Assignments
Total	71	25	18	14	6	7

Figure 6. How many formal opportunities have you given for students to give feedback on what is working for them, and what is not, in your remote-learning class(es)? (Participants selected all that applied)

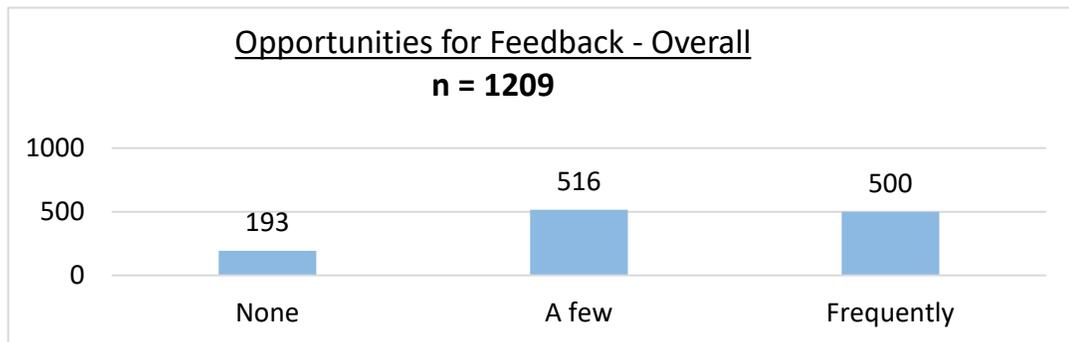


Table 7. What feedback has been the most useful to improve your remote teaching?

	Flexibility in class structure/components	Informal class discussion	Emails	Asynchronous message boards, surveys, chat/IM	Technology Suggestions/Feedback	1to1 meetings/Individual feedback	Increased communication
Total	72	50	30	28	22	16	11

Table 8. To what degree have following technological issues been challenging since the transition to remote learning? (1 – Not at all challenging to 4 – Very challenging)

	Mean (SD)	Min/Max
Student Lack of Access to Reliable Internet (n=1134)	2.48 (0.97)	1-4
Adequate digital replacement for face to face tools (e.g. whiteboard) (n=1134)	2.08 (1.05)	1-4
Ability to Participate in Synchronous Classes (n=1123)	2.04 (1.07)	1-4
Student Discomfort with tech/apps (n=1144)	1.95 (0.86)	1-4
Costs to Upgrade Technology at Home (n=1131)	1.93 (1.06)	1-4
Own Discomfort with tech/apps (n=1142)	1.88 (0.87)	1-4
Access Reliable Internet (n=1142)	1.68 (0.92)	1-4
Access to Library Resources (n=1136)	1.47 (0.85)	1-4
Access to Reliable Communication/Software Tools (n=1142)	1.42 (0.74)	1-4
Access to Specialized Software (n=1133)	1.41 (0.77)	1-4
Access to Reliable Device (laptop/mobile) (n=1142)	1.29 (0.68)	1-4

Table 9. To what degree have following technological issues been challenging since the transition to remote learning?

193 participants completed the open-ended responses:

	Other obstacles for students (housing, equipment, software, etc.)	Student engagement in class	Increased work load/time needed for class	Shared resources/work space	No online equivalent for activities (labs, music studio)	Technology Issues/Support	Physical strain/fatigue
Total	43	17	11	11	10	7	7

Below are direct quotes from participants' open-ended write-in sections that illustrate the themes identified above:

*" (I learned) how many of my students are struggling with
1) internet access and
2) taking all their courses online while coping with illness and/or economic insecurity."*

"My laptop has crashed multiple times during synchronous class activities. It was not built to handle this kind of heavy workload."

"My workspace at home is cobbled together with adjustable bar stools, pillows, and stacks of books to prop up equipment"

"I already knew this: But lead time is everything. Having to adapt a syllabus in the middle of the semester is HELL and it falls especially hard on those of who are supervising multiple sections of graduate student GATs as well as dealing with heavier teaching loads."

Table 10. How would you rate your current comfort level with the following aspects of remote learning? (1 – Not at all comfortable to 4 – Very comfortable)

	Mean (SD)	Min-Max
Online Apps (n=1069)	3.22 (0.75)	1-4
Online Course Delivery (n=1085)	3.09 (0.83)	1-4
Ease of Communication with Students (n=1067)	3.06 (0.86)	1-4
Working from home (n=1062)	3.03 (0.94)	1-4
Changes to grading (n=1057)	3.01 (0.92)	1-4
Online privacy -Protection of Student Data (n=1056)	2.98 (0.94)	1-4
Translating Lessons/Activities to Remote Learning (n=1064)	2.88 (0.92)	1-4
Reaching Student Not Responding (n=1079)	2.85 (1.04)	1-4
Assessing Student Learning in Remote (n=1061)	2.73 (0.98)	1-4
Helping Student Deal with Stress/Anxiety of COVID19 (n=1065)	2.66 (0.94)	1-4
Quality of Student Learning Online (n=1065)	2.46 (0.99)	1-4
Security of Proctoring Online assessments (n=995)	2.42 (1.09)	1-4
Evaluation of Teaching Effectiveness (n=1053)	2.37 (1.00)	1-4
Impact on P & T (n=993)	2.32 (1.14)	1-4

How would you rate your current comfort level with the following aspects of remote learning?

Table 11. 131 Respondents answered the open-ended question:

	Cheating	Increased workload/ time needed	Student engagement/ collaboration/ interaction	Shared space/ resources at home (students/instructors)	Online Exams/Quizzes
Total	13	7	6	5	4

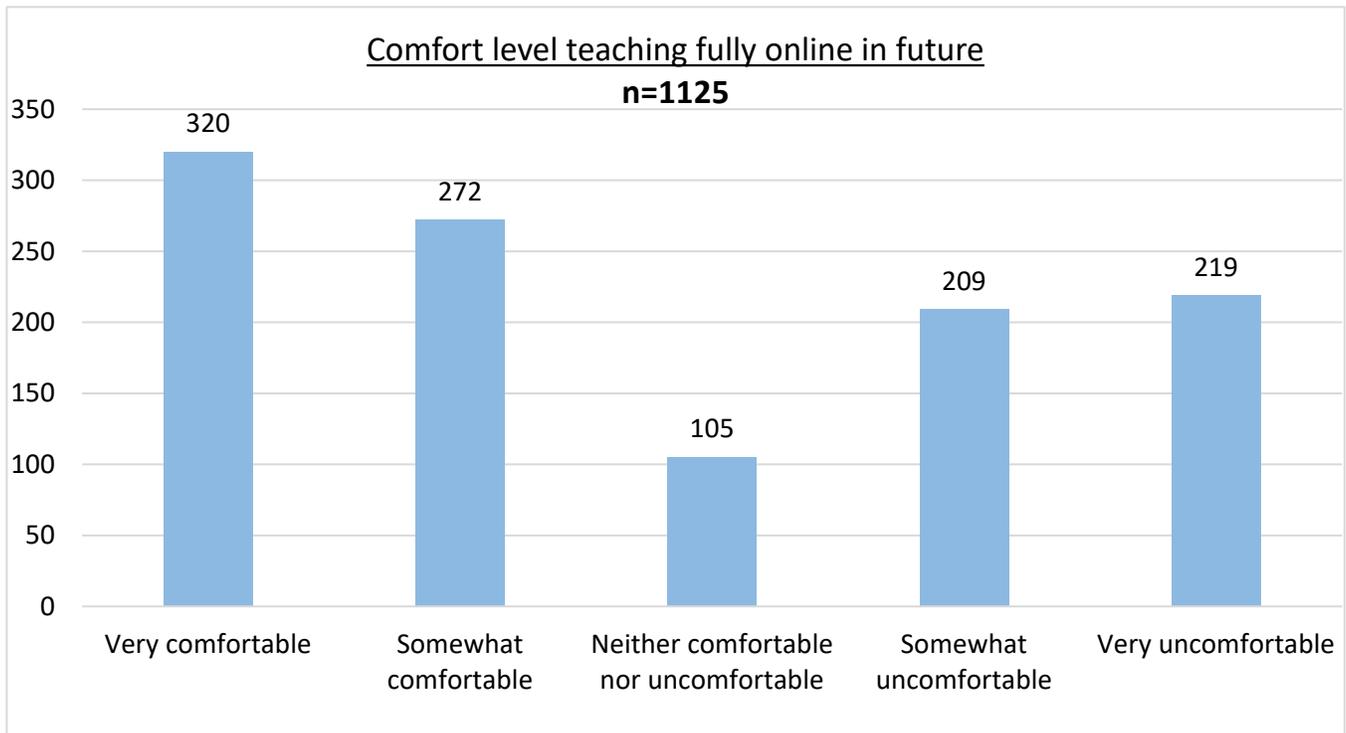
Below are direct quotes from participants' open-ended write-in sections that illustrate the themes identified above:

"Students are not doing well emotionally and need extra support."

"(I learned the following about remote learning) flexibility. I need to trust that my students tell me the truth when it comes to their lives, and I don't ask any questions regarding late work. You need an extension, here it is."

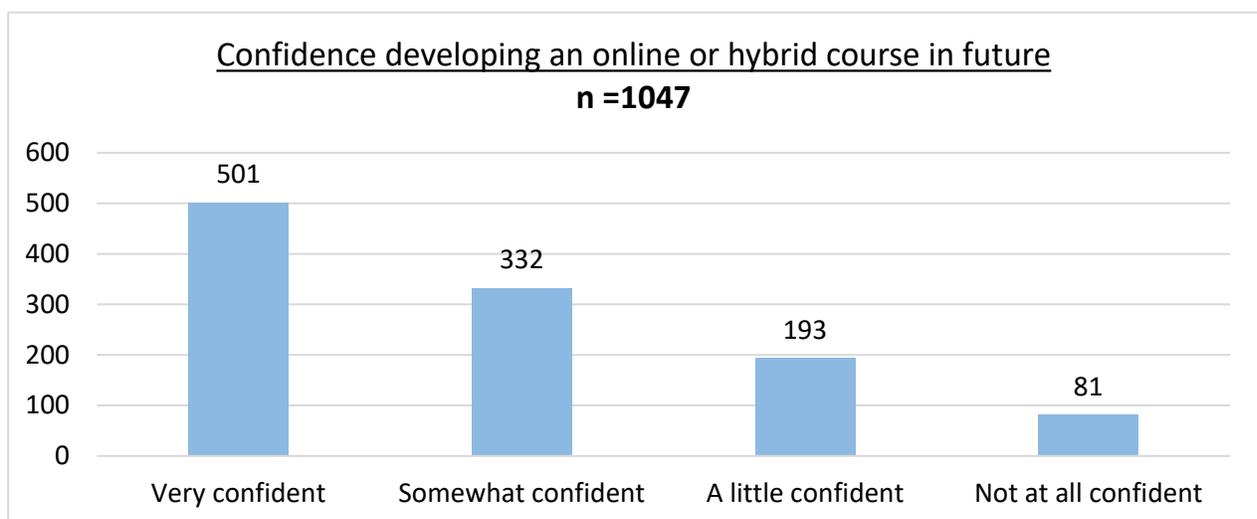
"I know that a small but significant number of students just find remote instruction too difficult. The reasons are varied: limited tech at home; the pressures of family life in isolation; but especially the lack of direct contact with both classmates and me, the instructor. Online teaching can approximate face-to-face teaching, but it cannot replicate the best of face-to-face teaching. It just can't."

Figure 7. How comfortable would you be teaching the class(es) you are currently teaching, entirely online, at some point in the future? (1 – Very comfortable to 5 - Very uncomfortable)



The overall mean for the comfort level of teaching fully online in the future is 2.77 with a standard deviation 1.66.

Figure 8. How confident are you that you could effectively develop and teach a new online or hybrid class in the future? (1- Very confident to 4 – Not at all confident)



The overall mean for confidence in developing an online or hybrid course in the future is 1.87 with a standard deviation 0.95.

Section 1 Key Findings

The most effective strategies overall were Instructor one-on-one meetings with students ($M = 3.49$, $SD = 1.64$) and teaching team feedback ($M = 3.41$, $SD = 1.54$).

“Every student has a different comfort level, a different ability to participate, and a different enthusiasm for online learning. None of them signed up for this and they make that point clear. They appreciate my accommodations and flexibility but would MUCH rather be meeting in person.”

“It was also easier to transition to online because I already knew the students and their abilities from the first half of the semester.”

Item: What is the most important thing you have learned about remote (online) instruction this semester?

Frequent themes: (Underlined themes are those that arose significantly in student surveys).

- Need for flexibility
- Lack of social cues, interactions reduced
- Technological tools
- Communication/Keeping in touch
- Student engagement and participation
- Takes more time

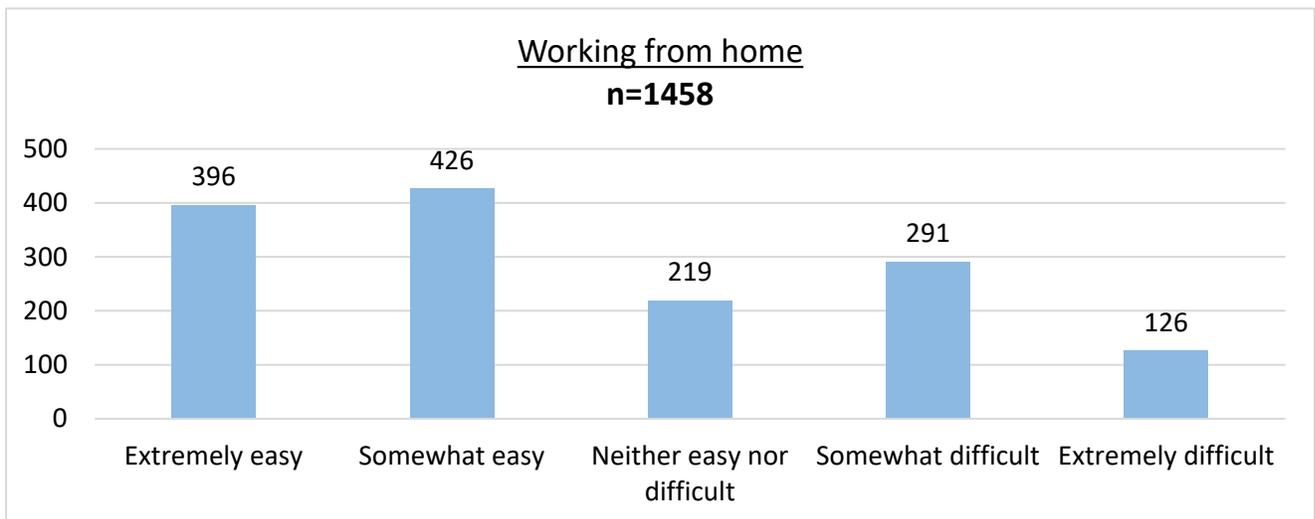
Item: What have been some of the most stressful or challenging aspects of transitioning to remote instruction?

Frequent themes: (Underlined themes are those that arose significantly in student surveys).

- Internet reliability
- Shared resources at home (both student and instructor)
- Conducting assessments
- Quick shift to online
- Student stress/anxiety
- Some elements do not translate to online (i.e. labs, field trips)
- Interactions, engagement and participation
- Time required

SECTION 2: CURRENT CHALLENGES AND CONCERNS FOR THE FUTURE

Figure 9. How is it for you to work from home? (1 – Extremely easy to 5 – Extremely Difficult)



The overall mean for the ease of working from home is 2.54 with a standard deviation 1.31.

Table 12. How worried are you about the following? (1 – Not worried at all to 4 - Very worried)

	Mean (SD)	Min-Max
Health & Wellbeing of my Students (n=1447)	3.19 (0.80)	1-4
Future of UArizona (n=1450)	3.06 (0.96)	1-4
My Future Financial Security (n=1451)	2.93 (0.99)	1-4
Health & Wellbeing of Loved Ones (n=1452)	2.89 (0.91)	1-4
My Job (n=1444)	2.76 (1.05)	1-4
My Current Financial Situation (n=1452)	2.64 (1.00)	1-4
My Own Health & Wellbeing (n=1445)	2.49 (0.95)	1-4

Key Findings: The most worried-about categories were the health of students ($M = 3.19$, $SD = 0.80$) and the future of the University of Arizona ($M = 3.06$, $SD = 0.96$).

Below are direct quotes from participants' open-ended write-in sections that illustrate the themes identified above:

"(The most stressful thing is that . .) my husband and I are both faculty and we have 3 kids under the age of 5 at home full-time with us during the quarantine."

"Home schooling my daughter with no reduction in work duties"

"Watching students struggle remotely and not always being able to reach or help them"

"Knowing that this will be used as an excuse in the future to save the university money, capture my intellectual property, and destroy the idea that "learning" can be done in any way other than "watching" videos on the internet

Table 13. In terms of planning for Summer and Fall 2020, please rate your concern about aspects of re-entry to the campus. (1 – Strongly Disagree to 4 – Strongly Agree)

	Mean (SD)	Min-Max
Having a Voice in Shaping My Work Environment (n=1420)	2.80 (0.94)	1-4
I Will Have the Right Tools/Resources to Do My Job (n=1410)	2.80 (0.76)	1-4
Buildings on Campus Having Appropriate Precautions to Prevent COVID-19 Resurgence (n=1393)	2.59 (0.82)	1-4
Feeling Safe on Campus (n=1411)	2.49 (0.99)	1-4
Feeling Safe in Immediate Work Environment (n=1421)	2.42 (1.02)	1-4
Access to Accurate and Timely Info on UArizona Policies and Procedures Related to COVID-19 (n=1318)	2.36 (0.90)	1-4

Table 14. 324 respondents provided open-ended answers:

	Job security/ Pay cuts/ Furloughs	Disconnect t between Admin and front lines	Workplace / Classroom Safety	Research	Student Safety	Childcare	Sustainabil ity of online learning
Total	45	19	10	10	9	7	6

What other needs do you still have related to COVID-19?

Frequent themes:

- Clear, concise communication about furloughs, policies, and plans for re-opening
- Research capabilities

SECTION 3: EQUITY

Figure 10. How much of your day is devoted to caring for others in your own home to the point where you are unable to attend to job responsibilities? (e.g. children, elders, sick or disabled persons)

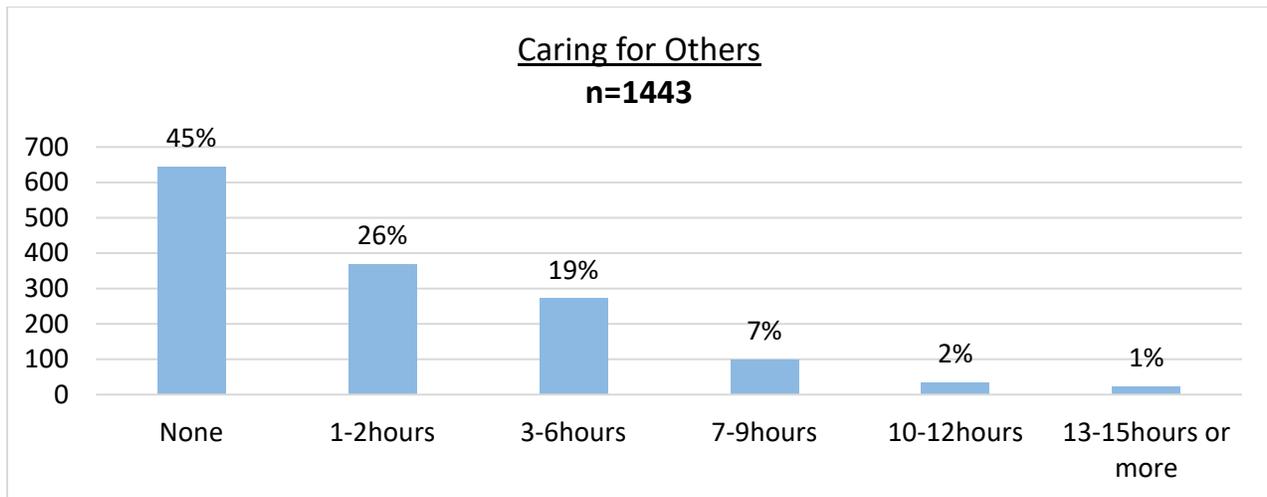


Table 15. During the COVID-19 response, how equitably (fair & just) do you feel the following processes are being experienced? (1 – Not at all to 4 – very; 0 – I don’t know)

	Mean (SD)	Min/Max
Faculty Remote Access (n=1452)	3.14 (0.79)	0-4
Staff Remote Access (n=1451)	3.12 (0.82)	0-4
Student Access to Remote Learning (n=1454)	2.92 (0.81)	0-4
Graduate Student Remote Access (n=1454)	2.82 (0.87)	0-4
Recruitment policies and practices (n=1454)	2.55 (0.96)	0-4
Financial Decisions (n=1454)	2.17 (0.98)	0-4

Figure 11. You indicated that at least one practice or process was "Not at all" or "Not very" equitable during the COVID-19 response. To which of the following factors would you attribute the treatment? Please select all that apply. (Participants selected all that applied).

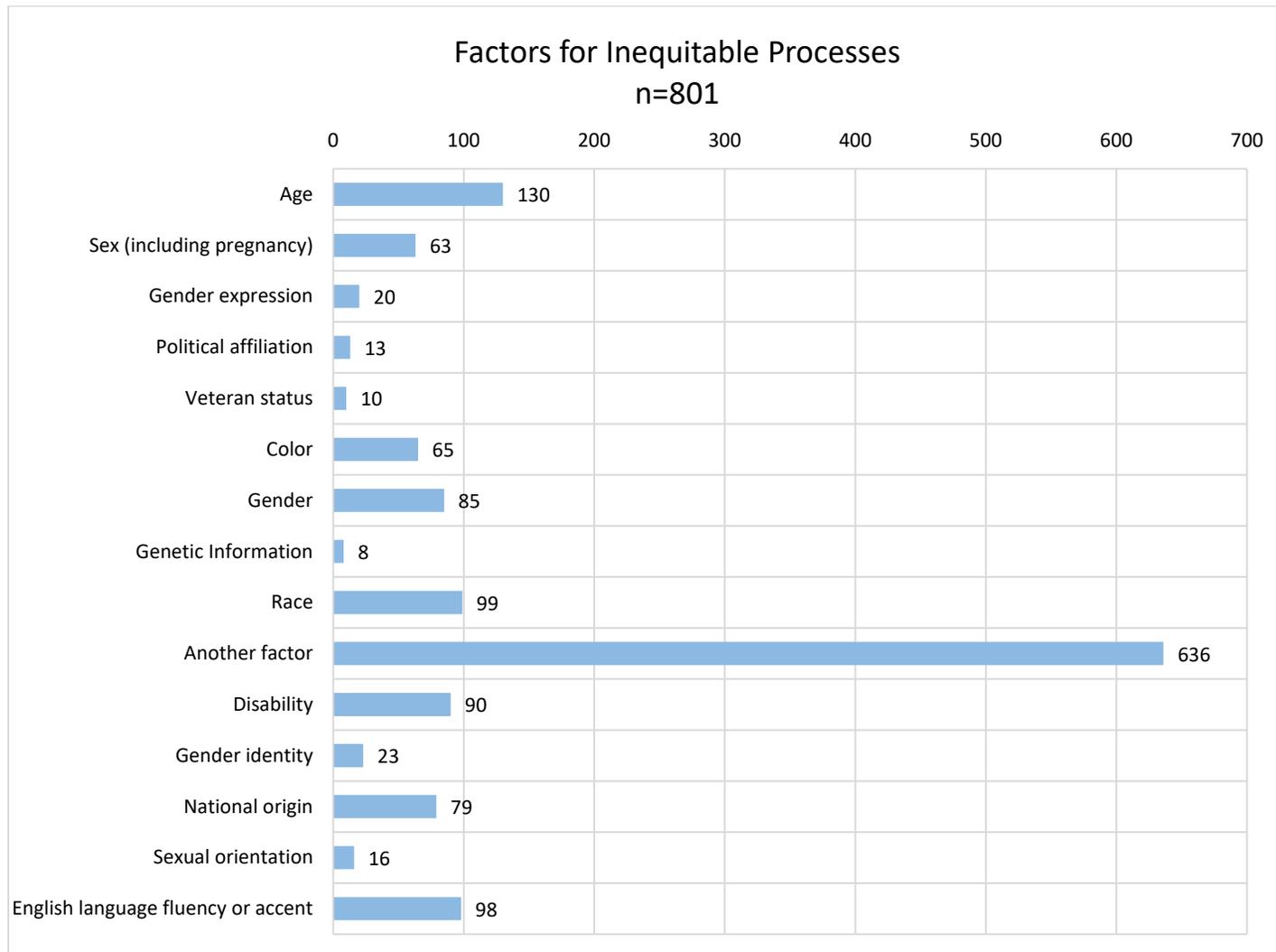
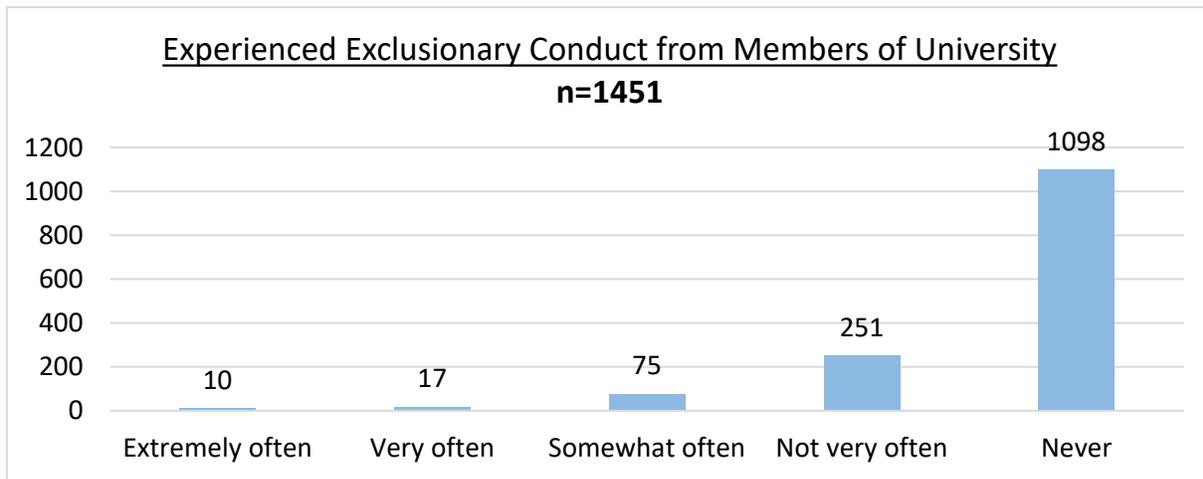


Table 16. "Other" Factors:

	Socio-economic Status	Rank/Position	Unequal/Unfair pay cuts/furloughs	Exclusion from decision making process	Caregivers/Parents
Total	213	76	74	48	21

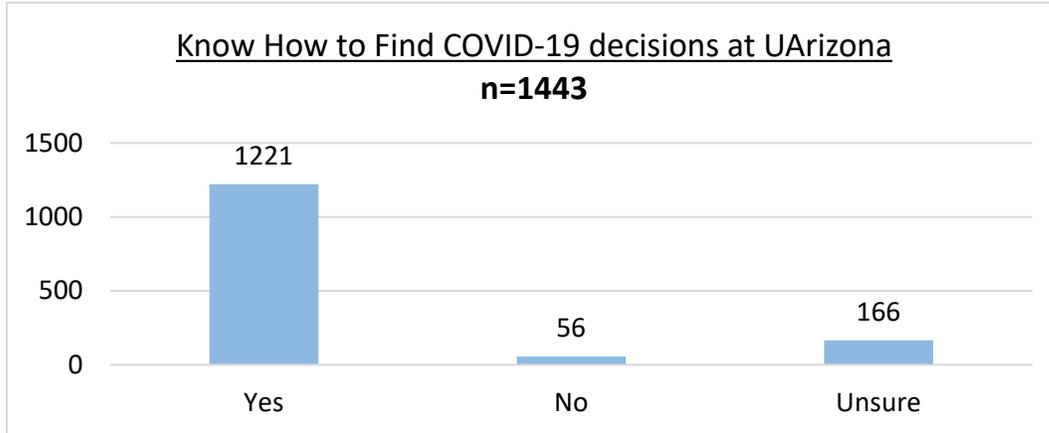
Figure 12. Since remote learning and stay-at-home orders began, how often have you personally experienced exclusionary, intimidating, offensive, and/or hostile conduct from members of this university? (1-Extremely Often to 5 – Never)



The overall mean for experiencing exclusionary conduct by a member of the university is 4.66 with a standard deviation of 0.69.

SECTION 4: INFORMATION AND LEADERSHIP

Figure 13. Do you know how to find updated information about COVID-19 decisions at the University of Arizona?



What resources/units on campus have helped you the most during the COVID-19 response, and how?

Frequent themes: (Underlined themes are those that arose significantly in student surveys).

- Frequent/daily communications from departments
- IT/24/7 help
- Colleagues

Figure 14. Which of the following could leadership do that would be most helpful for you in carrying out your work? (Participants selected all that applied).

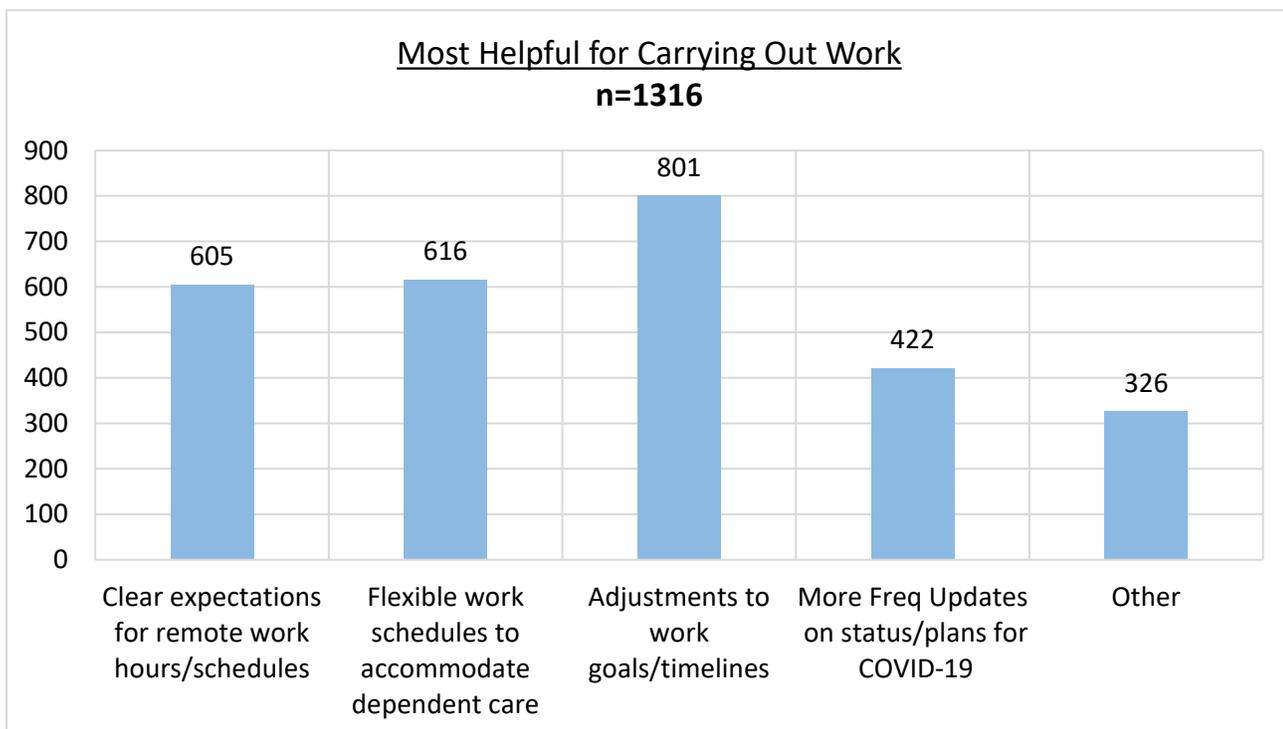


Table 17. Other:

	Clear, consistent, and concise communications, policies and guidance	Transparency in decision making	Revise/Rethink Furlough Plan (More equitable)	Inclusion of faculty/ staff in decision making	Workload Reduction/Adjustment for Instructors	Adjustments to evaluations (P&T, Annual Reviews, Performance reviews)
Total	52	50	46	38	33	9

KEY SURVEY FINDINGS

1. How many faculty members and instructors participated in the survey and what is the overall learning we should take from it?

- a. There was a high level of participation among faculty and instructors with a total of 1,885 respondents. 39% of all faculty participated in the survey, and approximately 55% of all tenure-track faculty participated.
- b. The survey was completed at the end of April. It was conducted in order to learn more about how the global pandemic and working from home impacted faculty teaching, stress, perception of equity, and to gather information about how the university could best support faculty going forward into re-entry and teaching in Fall 2020.
- c. This was a Likert type survey, based on existing survey questions. We also offered open-ended responses for each set of questions. We provide means and frequencies, as well as thematic analysis of qualitative responses with quotes as examples of the themes that were identified by two researchers.

2. Our faculty and instructors had to switch to new teaching strategies very quickly. Which strategies were considered successful and which presented the most challenges?

- a. From the instructor point of view, the best strategy was to communicate one to one with their students in real time. Having that focused time was a much better experience than providing students with a video or other resource to study on their own. Both instructors and students really value interaction. This is exemplified in these quotes from instructors”

“I know that a small but significant number of students just find remote instruction too difficult. The reasons are varied: limited tech at home; the pressures of family life in isolation; but especially the lack of direct contact with both classmates and me, the instructor.”

“Online teaching can approximate face-to-face teaching, but it cannot replicate the best of face-to-face teaching. It just can't.”

- b. Compared to other remote teaching strategies, faculty and instructors felt that instructor 1-1 meeting with students were the most effective teaching strategies, followed by teaching team feedback to students on their coursework. Quotes provide more details, such as:

“Every student has a different comfort level, a different ability to participate, and a different enthusiasm for online learning. None of them signed up for this and they make that point clear. They appreciate my accommodations and flexibility but would MUCH rather be meeting in person.

“It was also easier to transition to online because I already knew the students and their abilities from the first half of the semester.”

- c. The most challenging aspect was the lack of access to reliable internet for many students.

“(I learned) how many of my students are struggling with internet access and taking all their courses online while coping with illness and/or economic insecurity.”

3. What were the greatest concerns of faculty and instructors as we planned for our return to campus?

- a. Our faculty and instructors care deeply about students and the University. Health and well-being of students was faculty and instructors' #1 concern, as well as the student's ability to access the resources they need to be successful in their studies.
 - a. Faculty and instructors were most worried about the **health and well-being of their students** compared to any other issues of their own health, well-being, job, or finances.
 - b. Faculty and instructors felt that **student lack of access to reliable internet** was the most challenging part of transitioning to remote learning. They cared deeply for student's welfare and engagement in classroom content.
 - c. **Faculty and instructors workload was overwhelming** having to adapt their syllabus in the middle of the semester, especially those dealing with heavier teaching loads and supervising multiple sections of classes with graduate student teaching assistants.
 - d. Faculty were very concerned about how the changes due to the global pandemic would impact **promotion and tenure and also the evaluation of their teaching effectiveness**.
 - e. An example of their caring and empathy for students is demonstrated by these quotes:
"(I learned) how many of my students are struggling with 1) internet access and 2) taking all their courses online while coping with illness and/or economic insecurity."

"I need to trust that my students tell me the truth when it comes to their lives, and I don't ask any questions regarding late work. You need an extension, here it is."

"I know that a small but significant number of students just find remote instruction too difficult. The reasons are varied: limited tech at home; the pressures of family life in isolation; but especially the lack of direct contact with both classmates and me, the instructor."

4. What challenges did the faculty and instructors face working from home versus teaching in classrooms?

- a. 56% of faculty and instructors felt it was somewhat easy or extremely easy to work from home; however, the other 44% felt it was more difficult. We asked how much of their day is devoted to caring for others in their home such that they cannot attend to job responsibilities. 45% said none; yet 55% felt that two or more hours during their regular workday was impacted. The following quotes provide more insight.

"(The most stressful thing is that . . .) my husband and I are both faculty and we have 3 kids under the age of 5 at home full-time with us during the quarantine."

"Home schooling my daughter with no reduction in work duties"

- b. The second most challenging factor for faculty and instructors working from home was technology and having to create a workspace. The quotes here provide more specifics.
"Technology: My laptop has crashed multiple times during synchronous class activities. It was not built to handle this kind of heavy workload."

"My workspace at home is cobbled together with adjustable bar stools, pillows, and stacks of books to prop up equipment"

- c. A theme in open-ended responses was with frustration with on-line teaching.
"Knowing that this will be used as an excuse in the future to save the university money, capture my intellectual property, and destroy the idea that "learning" can be done in any way other than "watching" videos on the internet."

5. What can we, as leaders, do to help and support our faculty as we prepare for the Fall semester?

- a. There are a few key areas that would have helped our faculty and instructors as we worked on the re-entry plan, they included more clear communication about how decisions were made, fewer furlough days, more support for teaching and better tools to work from home, more testing and tracing information about anti-body testing and building precautions into on-campus interactions.
- b. Faculty identified department heads/chairs/directors as some of their greatest resources who helped with regular communication, support, resources and more. They were very grateful for the support and resources from the Office of Instructional Assessment and IT support and facilities management.

"Thank you for working with health insurance and increasing access to mental health services."

"Thank you for sending updates on protocol."

"Thank you for supporting faculty and saying it's ok if classes are a bit off. Thank you for telling students classes will be a bit off."

c. Specific tangible recommendations were also provided, such as the following:

- a. Equity in financial decisions and recruitment.
- b. Providing faculty opportunities to have a voice in shaping their work environment
- c. Given faculty the right tools/resources for their job – updated laptops, workstations, document cameras).
- d. Clear expectations for remote work schedules with flexibility to accommodate for caregiving and allowing for adjustments to work goals/timelines without retaliation.
- e. More frequent, clear and consistent updates on status and plans.
- f. More information on testing and tracing of COVID-19.
- g. Furloughs are having a serious impact on faculty, especially early career faculty – and those who are caring for children and elders.
- h. They are asking for firm assurance that faculty, staff, and students at high risk or living with high risk will not be expected back on campus until a vaccine or herd immunity is achieved.
- i. Can the university provide masks and instructions?
- j. Faculty could use more support for concerns:

"Not a need, just an on-going, general sense of fear and dread regarding the future of our university and worry about my UA students."

"My mental health is precarious, frankly. I have put a lot of attention into supporting students, both grad and undergrad. But I feel I am slipping."

"Thank you for working with health insurance and increasing access to mental health services."

“Thank you for sending updates on protocol.”

“Thank you for supporting faculty and saying it's ok if classes are a bit off.”

“Thank you for telling students classes will be a bit off.”



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