



THE UNIVERSITY
OF ARIZONA

**COVID-19 CHECK-IN SURVEY REPORT:
FACULTY AND INSTRUCTORS
FALL 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, Benismon, & 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. In the Fall of 2020, faculty and instructors continued with remote instruction and took on additional unexpected tasks with remote instruction, as well as atypical contexts for their research and service. 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 first week of November 2020 to all faculty and Fall 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.

922 faculty and instructors participated in the survey with questions about COVID-19 teaching and their work experiences. Participants represented tenure-track (40%), career-track (22.5%), adjunct/visiting (6%), continuing status (7.4%), graduate students (0.8%), and staff (1.7%). 21.6% 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 strategies identified in the survey were the instructor meeting 1:1 with the student and teaching teams providing feedback on coursework (see **Table 2**). These strategies remained the same compared to the data reported in Spring 2020. The three most challenging technical issues since the transition to remote learning were student lack of access to reliable internet service, additional costs to buy or upgrade technology at home to facilitate working from home, and lack of adequate digital replacements for face-to-face collaboration tools. The last two were emerging challenges compared to the Spring 2020 survey. Faculty reported that they were most comfortable with on-line apps and working from home but least comfortable with security/privacy in proctoring online assessments and helping students deal with stress or anxiety related to COVID-19 (see Table 7). The top three issues that respondents indicated being the most worried about were the health and well-being of marginalized groups in our community, the health and well-being of elders in their family, and the health and well-being of their students (see Table 11). The top three factors that respondents indicated impacted their ability to do research, service, and teaching work were financial decisions (budget cuts & furloughs), remote access for teaching/research/science, and Recruitment policies and practices.

Significant findings from this survey include:

- A lower total number of faculty and instructors responded in Fall 2020; however, the respondents were still representative of faculty overall.
- More than anything else, respondents worried about students' health and well-being.
- Faculty/instructors reported significant concern about student disengagement in class.
- Respondents felt that Deans and Department Heads/Directors were the most helpful resources on campus to help them navigate the pandemics.
- Overall, the trends in the data demonstrate that faculty and instructors felt more comfortable in Fall 2020 with remote teaching than they felt in Spring 2020.
- Some aspects of remote learning were less challenging in Fall 2020 than in the Spring, including synchronous classes and accessing library resources.
- Faculty felt more comfortable in Fall 2020 than in Spring with on-line learning, working from home and the quality of student on-line learning.
- There is a lack of knowledge about how to use shared governance to contribute ideas and questions.

The results will be shared with the Senior Leadership Team, HeadsUp Steering Committee, and Faculty Senate. Actions taken as a result of this report will be shared in summer 2021.

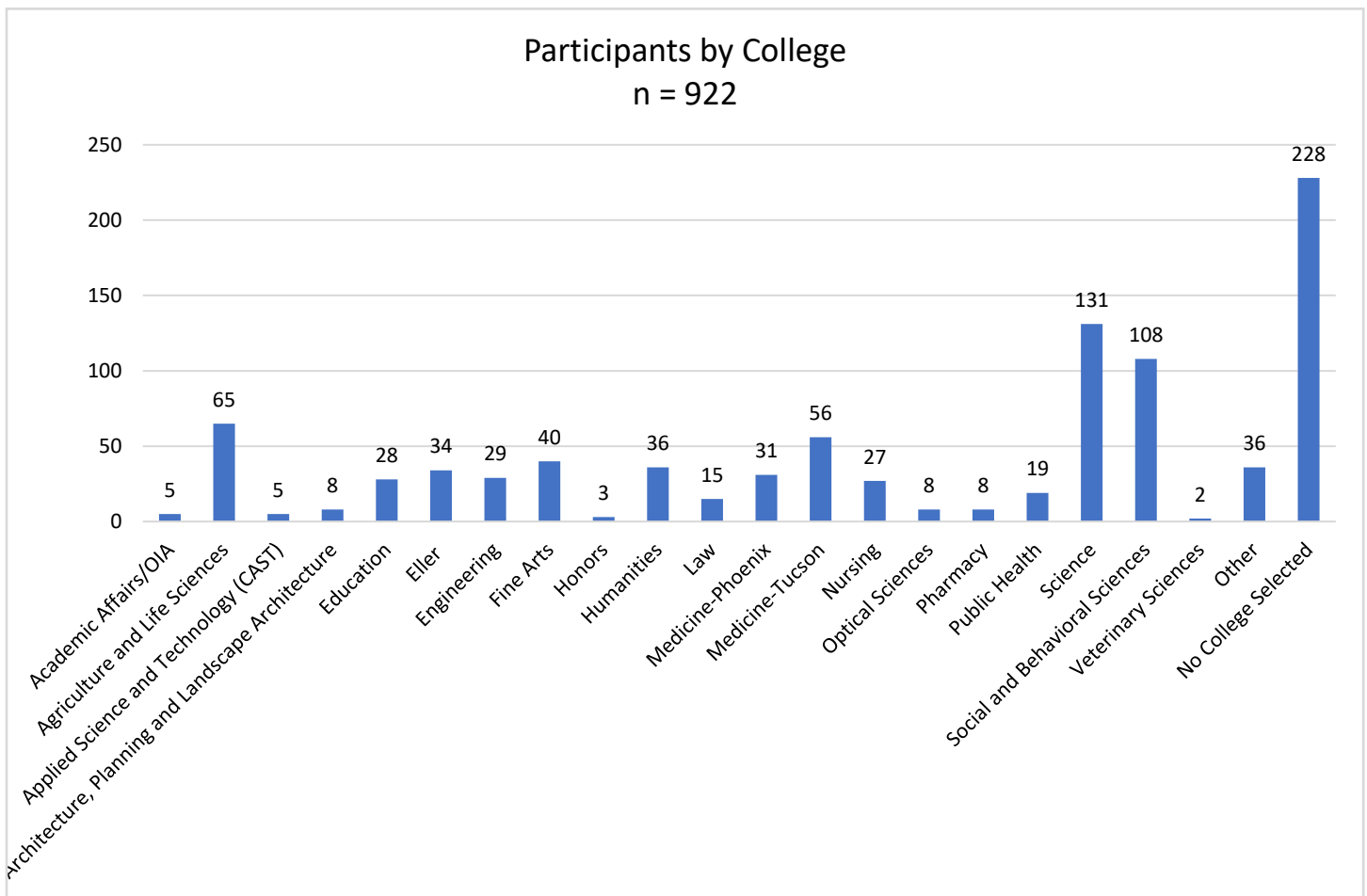
Participants

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 Thursday November 5, 2020, that closed on Friday December 4, 2020. In total, 922 participants completed the survey. The breakdown by college and employment category is below.

Table 1. Employment category.

Employment Category	Tenure-track or tenured	Career-track	Not selected	Continuing-status faculty	Adjunct or Visiting Professor	Staff	Grad Student
Overall	370 (40%)	207 (22%)	199 (22%)	68 (7%)	55(6%)	16 (2%)	7(1%)

Figure 1. Participants by College.



Qualitative Findings: Themes

- **Key theme overall: student disengagement during remote learning**
 - Students were less engaged during online classes and faculty struggled with students' cameras off.
 - Instructors used the following practices to engage students: one-on-one meetings, breakout rooms, guest speakers, involving students in project choices.

- **Key theme overall: mental health, access to technical support & national political situation**
 - Burden on faculty to deal with students' mental health
 - Faculty express worry about the national political situation
 - Faculty invested in technological resources with their own financial resources with no department support.

- **Themes from the question "What resources have helped you the most?"**
 - Own department, department head, department staff
 - College Administration/Dean
 - OIA
 - 24/7/UITs

- **Themes from the question: "What could University leadership do to help you with your research, service, and/or teaching work?"**
 - Financial support
 - End furloughs, reimburse for expenses related to working from home, provide equipment/laptops
 - Consistent, clear and frequent updates
 - Transparency in decision making about the financial situation of the university
 - Shared governance
 - Include faculty/staff in decision making
 - Caregiving/Child-care resources

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

"Being told that we cannot require students to have their cameras on; there is a large correlation between the performance of those who have their cameras on and those who don't."

"Many students are under a huge amount of stress and face new constraints on their time. Helping them complete the course and providing some flexibility while still ensuring they meet the course objectives is difficult. I want more guidance and flexibility from the University (pass/fail options or more liberal incomplete policy) to help students complete the course in these difficult circumstances."

"Not having reliable internet access at home - both my husband and I teach for the university and when our classes overlap it is very hard to have reliable connection. I asked the university with help upgrading (since I'm untenured and my husband is just an instructor) but was told to go teach at the university. I have a four year old at home, so am I supposed to bring him too? It's very stressful already to find him things to do while we are both teaching (that don't involve the internet because we cannot afford one more person online). With the budget cuts, the lack of daycare, the students leaving the cameras off, the stress of not knowing whether my students will be able to remain healthy and engaged in the class, the pandemic, the political situation, etc. it's been a semester from hell, if I am to be honest."

"The cognitive load of a pandemic, the struggle for racial equity, and a polarized political election year have been overwhelming for everyone, but students in particular. No one is working at peak productivity because everyone has to consider their survival on a daily basis. The students are isolated, frustrated, exhausted."

"Department head has been very helpful via daily Zoom briefings early in the pandemic. These are less frequent now, but still very helpful."

"Direct access to personal consulting for instruction via OIA, D2L etc. It was always easy and fast to reach."

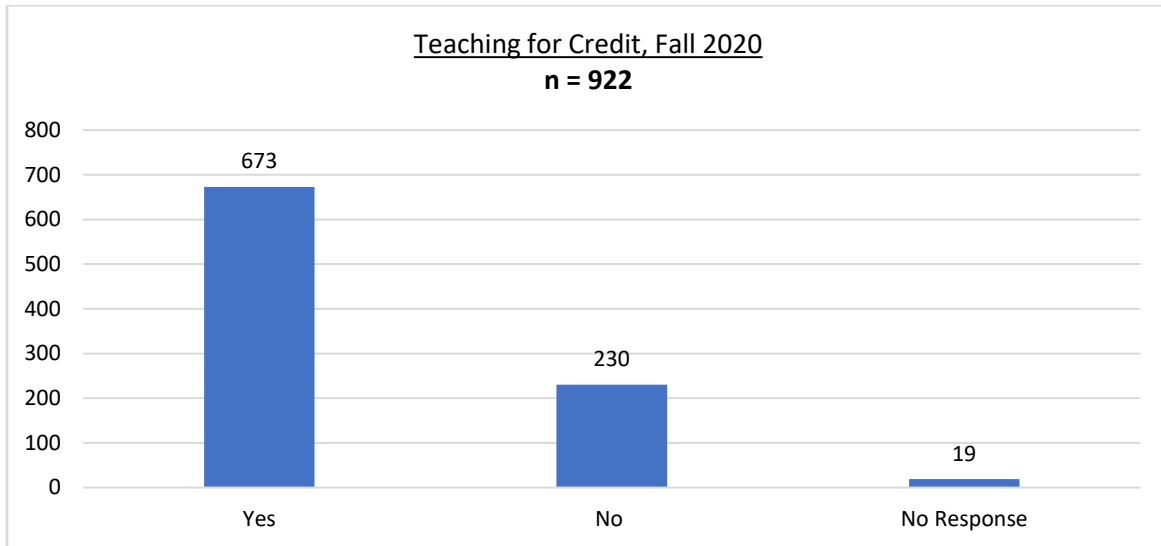
"COVID-19 testing on campus has been readily accessible and I give the university a lot of credit for that. I am proud to work for an institution that has remained on the cutting edge of healthcare and technology during this pandemic!"

"Help offset the financial impact of my purchasing my own technology amid a decrease in pay."

"I would like them to consult with faculty more before making financial decisions that impact us."

SECTION 1: REMOTE LEARNING DESCRIPTION

Figure 2. Are you teaching one or more University of Arizona classes for credit during any part of Fall 2020?



Of the 673 faculty and instructors that teach one or more University of Arizona classes for credit, 352 routinely teach online. This is 52.3%.

Figure 3. Do you routinely teach one or more of these classes fully online?

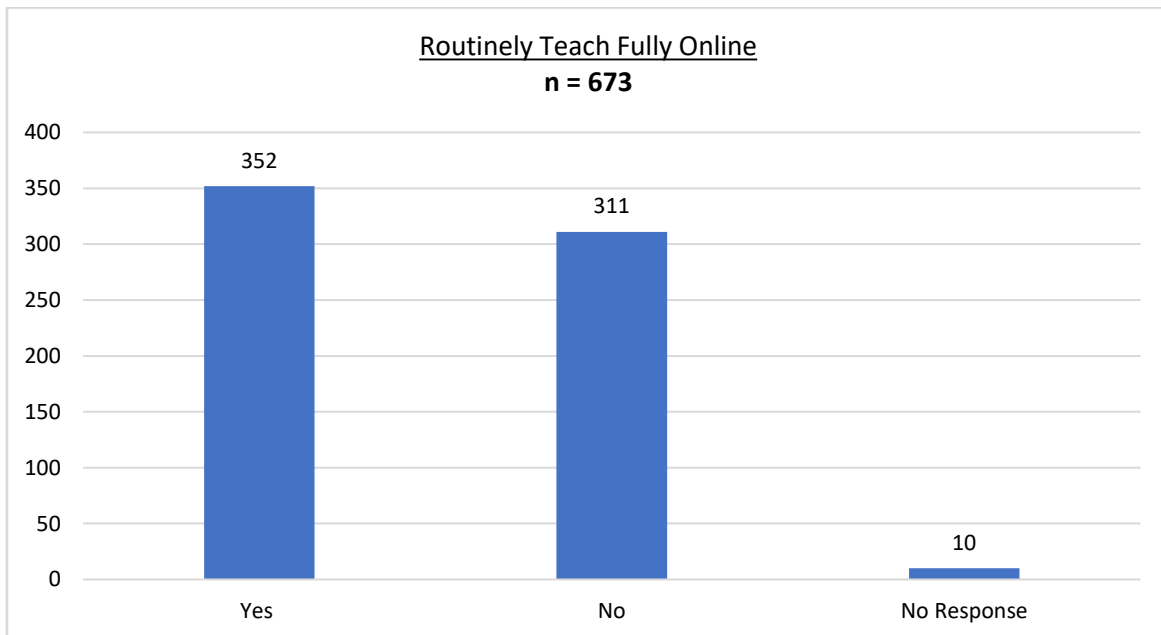


Table 2. Spring 2020 vs Fall 2020. How effective have the following strategies been for interacting with students this semester? (1-not very effective to 4-very effective).

	Fall 2020		Spring 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
Instructor-scheduled one-on-one meetings with students (n=613)	3.43 (0.82)	1-4	3.34 (0.90)	1-4
Teaching team provides feedback on activities/assignments/projects/quizzes/exams (n=610)	3.25 (0.81)	1-4	3.20 (0.89)	1-4
Discussion boards (D2L or external) to which you or instructional team members regularly contribute (n=613)	2.72 (1.06)	1-4	2.80 (0.94)	1-4
Instructor’s virtual drop-in office hours (n=613)	2.50 (1.08)	1-4	2.51 (1.08)	1-4
Teaching Assistants’ virtual office hours (n=606)	2.45 (1.05)	1-4	2.27 (1.03)	1-4

There were no significant changes in the effective strategies for interacting with students between Spring and Fall 2020.

166 participants responded with open-ended answers. The most popular answers are listed below:

1. Virtual breakout groups/small group meetings.
2. Personal communications through email or phone calls.
3. Synchronous meetings/in-class discussions
4. Virtual socialization time: staying on zoom following class, socialization time and happy hours.
5. Interactive class activities

Figure 4. How many formal opportunities have you given for students to give feedback on what is working for them, and what is not, in your course(s)? (Participants selected all that applied).

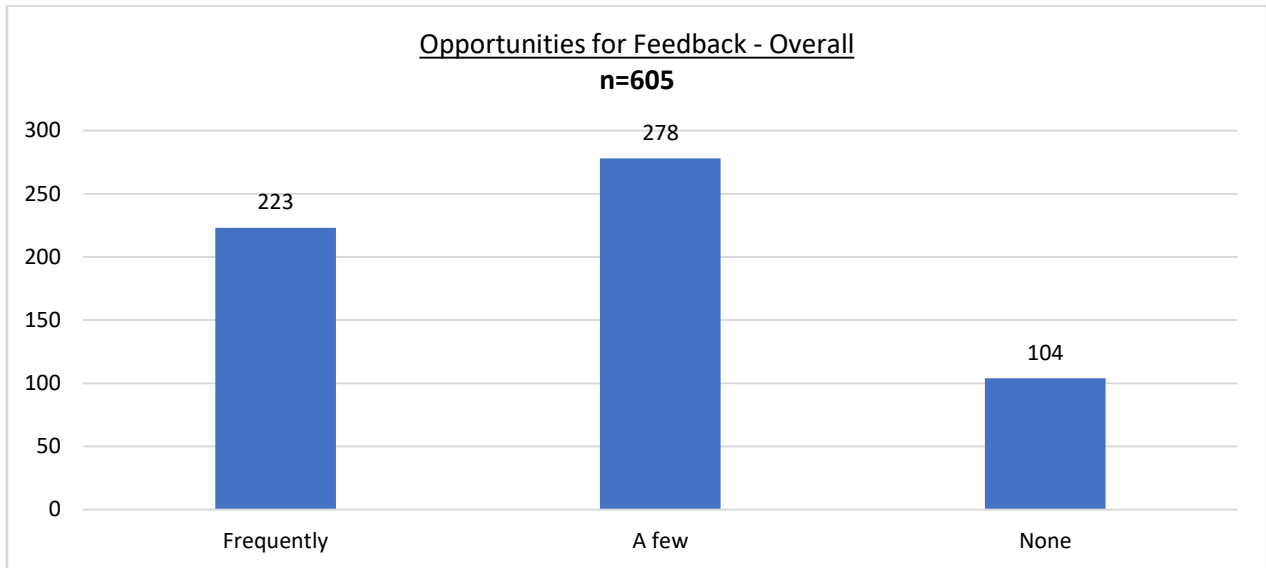


Table 3. Spring 2020 vs Fall 2020.

	Frequently	A few	None
Spring 2020	41 %	43%	16%
Fall 2020	37%	46%	17%

A smaller percentage of instructors gave frequent opportunities for student feedback in Fall 2020. This is likely because for Fall, instructors had the advantage of time and professional development to create well-considered course designs, as opposed to the rapid and chaotic transition to remote teaching in Spring; as a result, they perceived less need for frequent feedback.

Table 4. How are you collecting student feedback (surveys, qualitative, etc.)? 456 participants responded with open-ended answers.

	Surveys/Google Forms/SCS	In-class discussions/direct conversations	Emails	Polling (anonymous)/Clicker questions	Discussion boards/chats	Additional items on exams/quizzes/assignments
Total	234	172	58	41	25	24

Figure 5. Have students given informal feedback about one or more of your courses, through emails, during office hours, during/after class meetings, etc.?

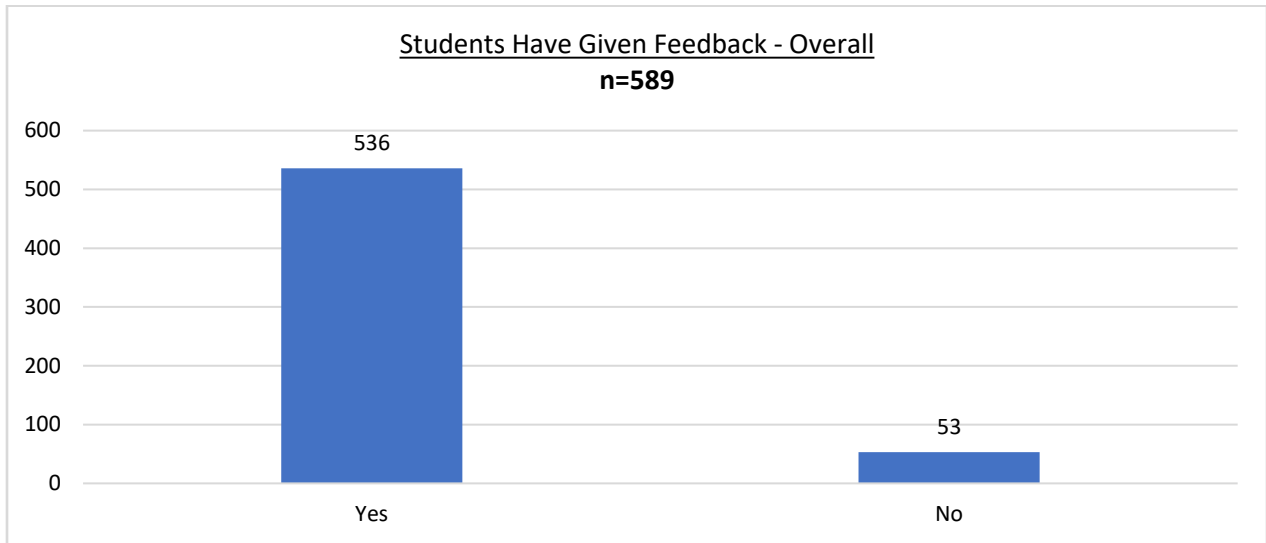


Figure 6. To what extent have you made changes to your course(s) based on informal or formal student feedback?

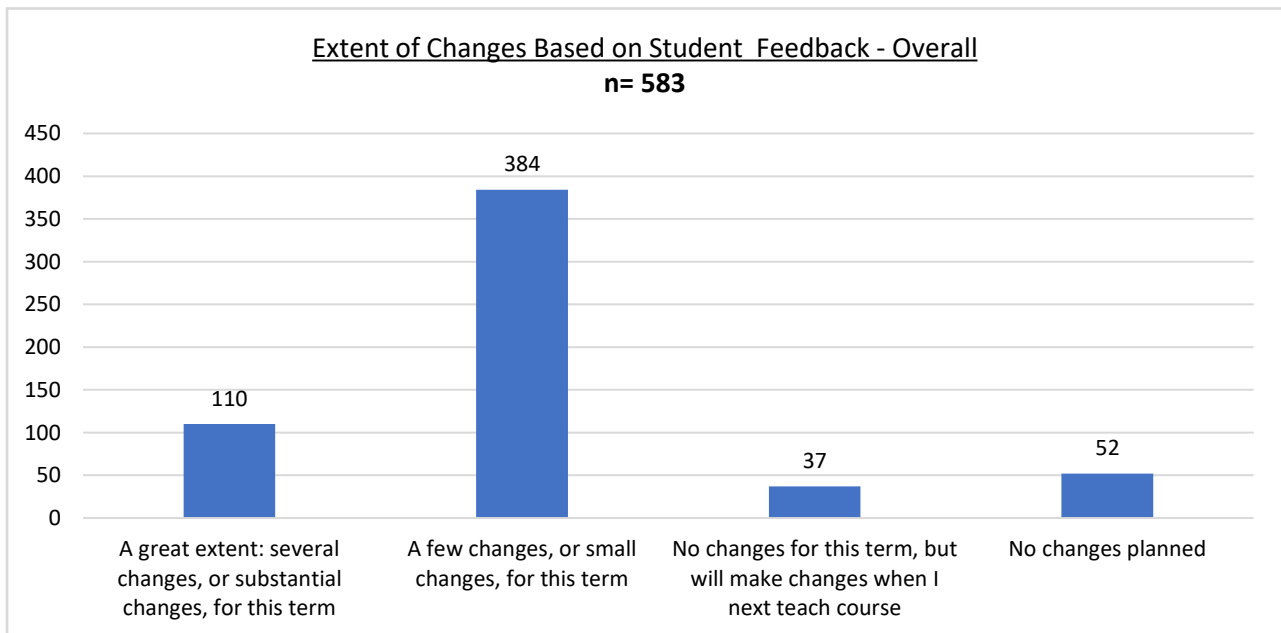


Figure 7. If your remote class(es) involves live, virtual class meetings, what is your expectation for student participation?

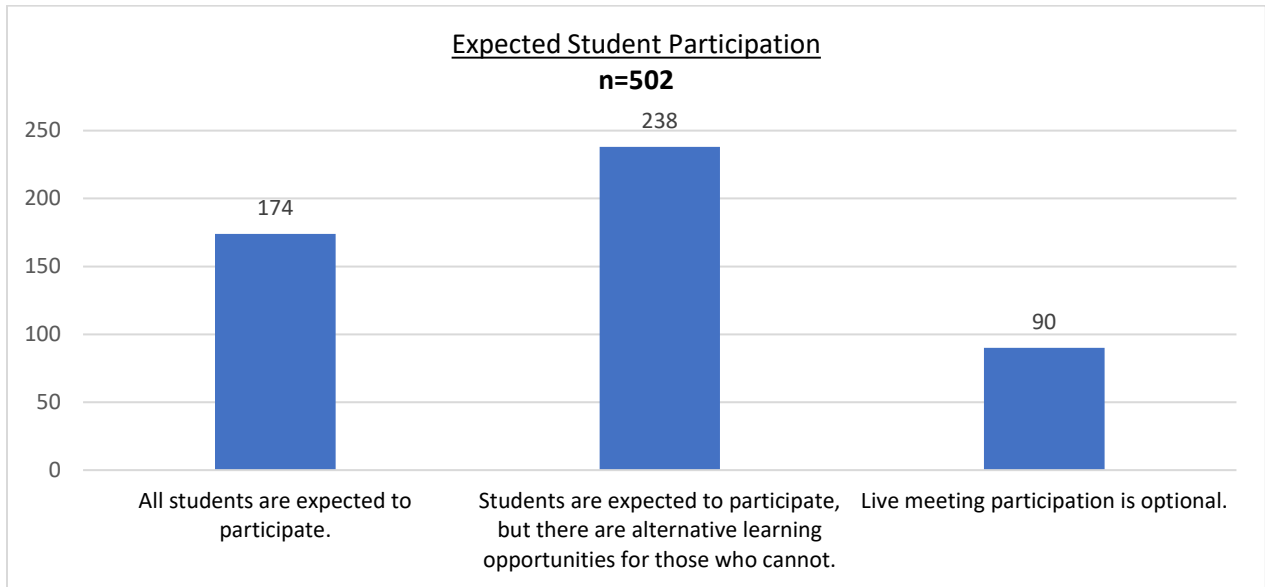


Table 5. To what degree have following technological issues been challenging since the transition to remote learning? (1-Not at all challenging to 4-Very challenging).

Note: *Student access to reliable digital device (e.g., computer, tablet, mobile device)* was a new item for the Fall 2020 survey.

	Fall 2020		Spring 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
Student lack of access to reliable internet service (n=561)	2.51 (0.86)	1-4	2.48 (0.97)	1-4
Additional costs to buy or upgrade technology at home to facilitate working from home (n=561)	2.19 (1.09)	1-4	1.93 (1.06)	1-4
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards) (n=561)	2.09 (1.00)	1-4	2.08 (1.05)	1-4
Student access to reliable digital device (e.g., computer, tablet, mobile device) (n=561)	2.09 (0.87)	1-4	N/A	N/A

Student discomfort or lack of familiarity with required technologies or applications (n=562)	1.87 (0.79)	1-4	1.95 (0.86)	1-4
My own discomfort or lack of familiarity with required technologies or applications (n=562)	1.80 (0.84)	1-4	1.88 (0.87)	1-4
My access to reliable internet service (n=562)	1.73 (0.91)	1-4	1.68 (0.92)	1-4
Ability to participate in synchronous classes (n=555)	1.72 (0.89)	1-4	2.04 (1.07)	1-4
My access to reliable communication software/tools (e.g., Zoom) (n=562)	1.38 (0.67)	1-4	1.42 (0.74)	1-4
My access to library resources (n=561)	1.36 (0.72)	1-4	1.47 (0.85)	1-4
My access to specialized software (e.g., Adobe products, statistical packages) (n=560)	1.34 (0.68)	1-4	1.41 (0.77)	1-4
My access to reliable digital device (e.g., laptop, mobile device) (n=563)	1.32 (0.68)	1-4	1.29 (0.68)	1-4

Table 6. Other Write In. 113 participants responded with open-ended answers.

	Student participation/engagement/cameras off	Shared resources/workspace	Out-of-pocket expenses	Student physical/mental health/ Zoom or pandemic fatigue	Limited capabilities of existing technology	Student unfamiliarity with software/lack of training or support	Student access to specialized equipment	Audio/Sound issues
Total	18	9	8	6	5	6	4	4

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

"I have two students on the Navajo Reservation and their Internet is really spotty (for one her internet goes out if it's windy) so finding working arounds for some assignments/due dates is necessary."

"Students have devices that are reliable, but zoom does not function the same on these (e.g. tablets)."

"My personal computer died, and I had to purchase a new upgraded computer to conduct my Live Online Classes with my own money (no department help)."

"Some students are trying to follow class on mobile phones. This does not seem to be effective."

"Teaching face to face, we used to work in student groups. Now we teach with individual workstations. So, more money spent on additional materials and tools. Plus, we divided the class of 24 students into two lab sections of 12 students each. We cut the number of lab meetings per semester from 30 to 15. We are teaching less material overall, but we teach our content twice. Biggest issue is with students missing class."

SECTION 2: CURRENT CHALLENGES AND CONCERNS FOR THE FUTURE

Table 7. Spring 2020 vs Fall 2020. How would you rate your current comfort level with the following aspects of remote learning? (1-Not comfortable at all to 4-Very comfortable).

	Fall 2020		Spring 2020	
	Mean (SD)	Min-Max	Mean (SD)	Min-Max
Online applications/tools (n=541)	3.27 (0.71)	1-4	3.22 (0.75)	1-4
Working from home (n=538)	3.23 (0.92)	1-4	3.03 (0.94)	1-4
Online privacy, protection of student data (n=540)	3.22 (0.86)	1-4	2.98 (0.94)	1-4
Options for online course delivery (n=540)	3.21 (0.76)	1-4	3.09 (0.83)	1-4
Changes to grading structure (n=539)	3.05 (0.91)	1-4	3.01 (0.92)	1-4
Ease of communication with students online (n=540)	3.05 (0.84)	1-4	3.06 (0.86)	1-4
Translating course lessons or activities to a remote environment (n=540)	3.04 (0.82)	1-4	2.88 (0.92)	1-4
Reaching out to students who have not been adequately available/responsive (n=539)	2.96 (0.97)	1-4	2.85 (1.04)	1-4
Assessing student learning in the remote environment (n=538)	2.86 (0.96)	1-4	2.73 (0.98)	1-4
Quality of student learning in online courses (n=540)	2.70 (0.92)	1-4	2.46 (0.99)	1-4
Evaluation of your teaching effectiveness (n=536)	2.57 (0.97)	1-4	2.37 (1.00)	1-4
Impact on promotion or tenure evaluations (n=522)	2.57 (1.11)	1-4	2.32 (1.14)	1-4
Helping students deal with stress or anxiety related to COVID19 (n=539)	2.56 (0.93)	1-4	2.66 (0.94)	1-4
Security/privacy in proctoring online assessments (n=521)	2.54 (1.13)	1-4	2.42 (1.09)	1-4

Table 8. Spring 2020 vs Fall 2020. How would you rate your current comfort level with the following aspects of remote learning? (1-Not comfortable at all to 4-Very comfortable).

	Top 3 Less comfortable with	Top 3 Most comfortable with
Spring 2020	<ol style="list-style-type: none"> 1. Impact on promotion or tenure evaluations. 2. Evaluation of teaching effectiveness. 3. Security/privacy in proctoring online assessments. 	<ol style="list-style-type: none"> 1. Online applications/tools. 2. Options for online course delivery. 3. Ease of communication with students online.
Fall 2020	<ol style="list-style-type: none"> 1. Security/privacy in proctoring online assessments. 2. Helping students deal with stress or anxiety related to COVID19. 3. Impact on promotion or tenure evaluations. 	<ol style="list-style-type: none"> 1. Online applications/tools. 2. Working from home. 3. Options for online course delivery.

Table 9. 70 participants responded with open-ended answers:

	Increased workload/ time needed	Student engagement/ collaboration/ interaction	Harder to assess student learning	Shared space/ resources at home (students/instructors)	Student cheating
Total	10	9	4	4	2

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

“Students have a lot of personal problems related to Covid-19. Having access to university resources to help them, helps ME a lot. I am not qualified to address some of these problems, but I can direct students to the people who are.”

“Balancing student privacy with online evaluation is difficult - we have no training on how to do this.”

“Some course content cannot be taught online: welding, construction, small engines, electrical wiring.”

What strategies have worked best in your teaching this semester? 449 participants responded with open-ended answers.

Frequent themes:

- Active learning/Live discussions/Interactive or Collaborative Activities (130)
- Being more accessible/Reaching out to students/Multiple Communication modes (96)
- Flexibility with deadlines, schedules (62)
- Zoom breakout rooms (60)
- Pre-recorded lectures/segments (50)
- Asynchronous discussions/activities/collaborative documents (e.g., Google Docs) (38)
- Polling/Getting feedback from students (31)
- Lowering standards/Slowing down (less content covered) (25)
- Increased preparation time (20)
- Supporting students (non-academic, e.g., listening to students about pandemic concerns) (20)

What have been some of the most stressful or challenging aspects of teaching this semester? 478 participants responded with open-ended answers

Frequent themes:

- Student stress/needs (142)
- Student engagement (107)
- Lack of in-person interaction (both with students and colleagues) (75)
- Workload/Time required (75)
- Internet issues/accessibility (42)
- Own mental/physical health (40)
- Equipment/technology issues (36)
- Child-care, caregiving, working from home issues (34)
- Transferring face-to-face courses to online format (28)
- Lack of faculty support from institution (27)
- Furlough/financial (25)
- Zoom issues/limitations (24)
- Cheating/testing issues (24)

Figure 8. What percentage of time do you work from home, a University of Arizona office, or another location in an average week?

Figure 8-A.

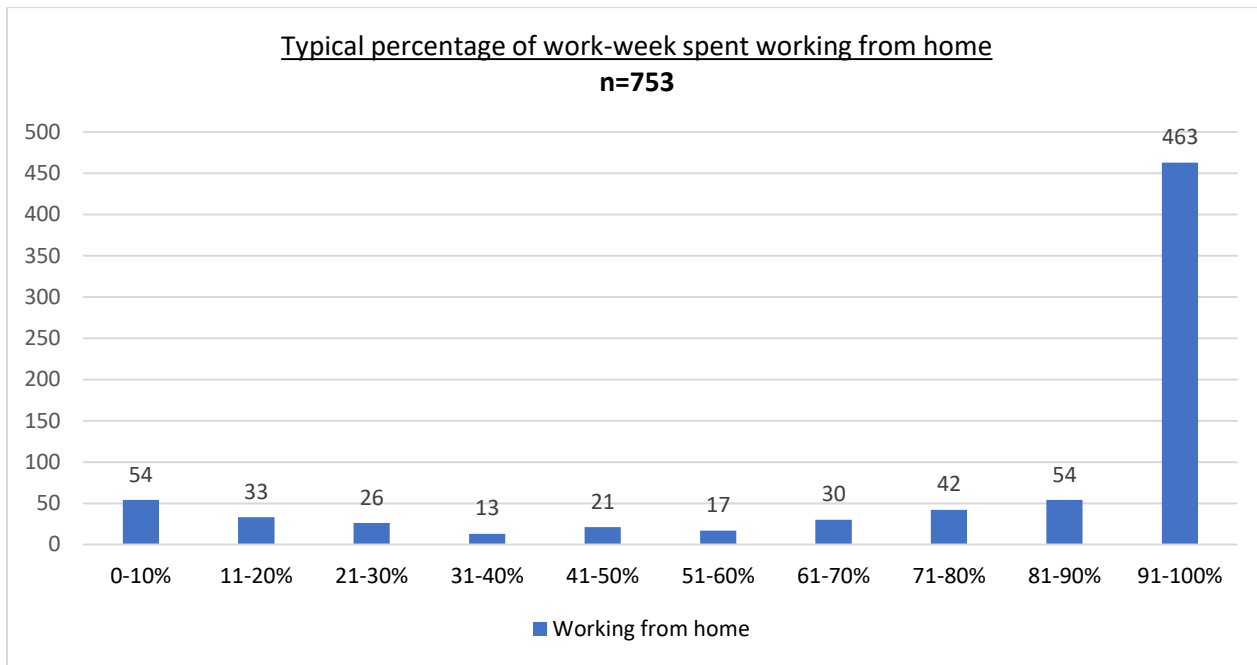


Figure 8-B.

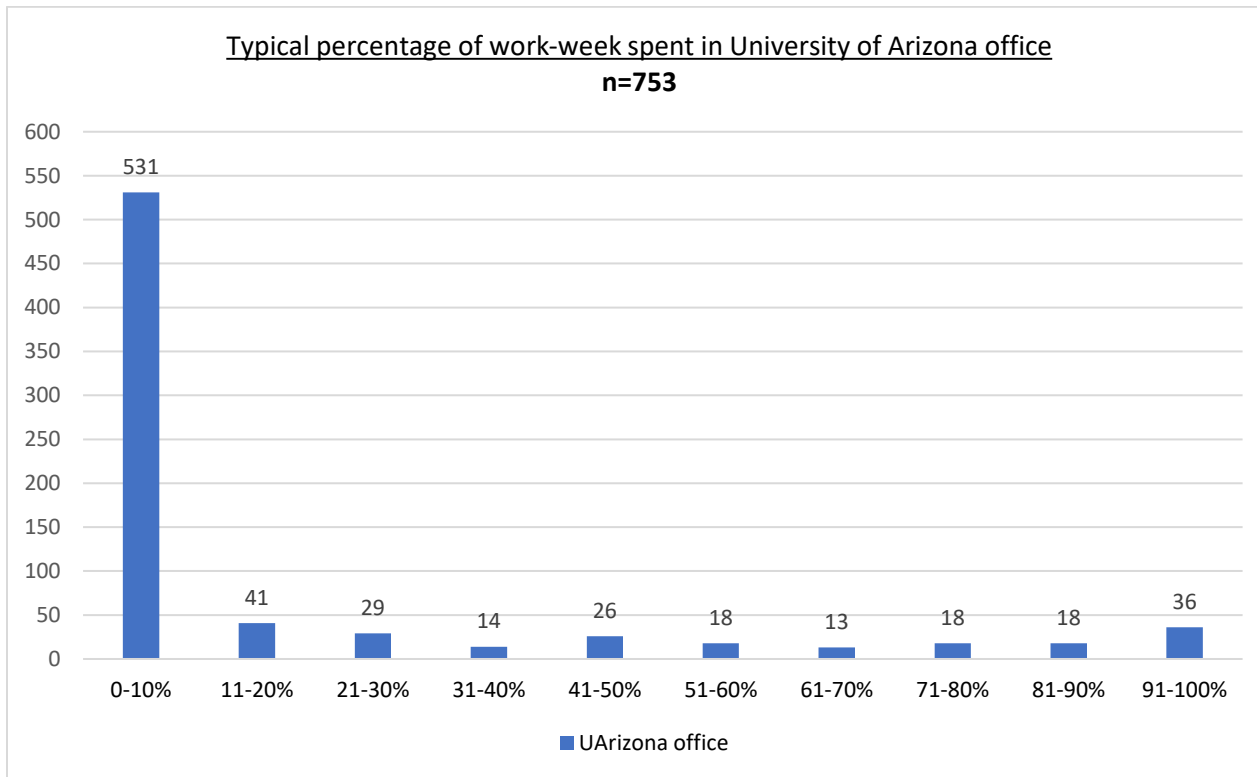
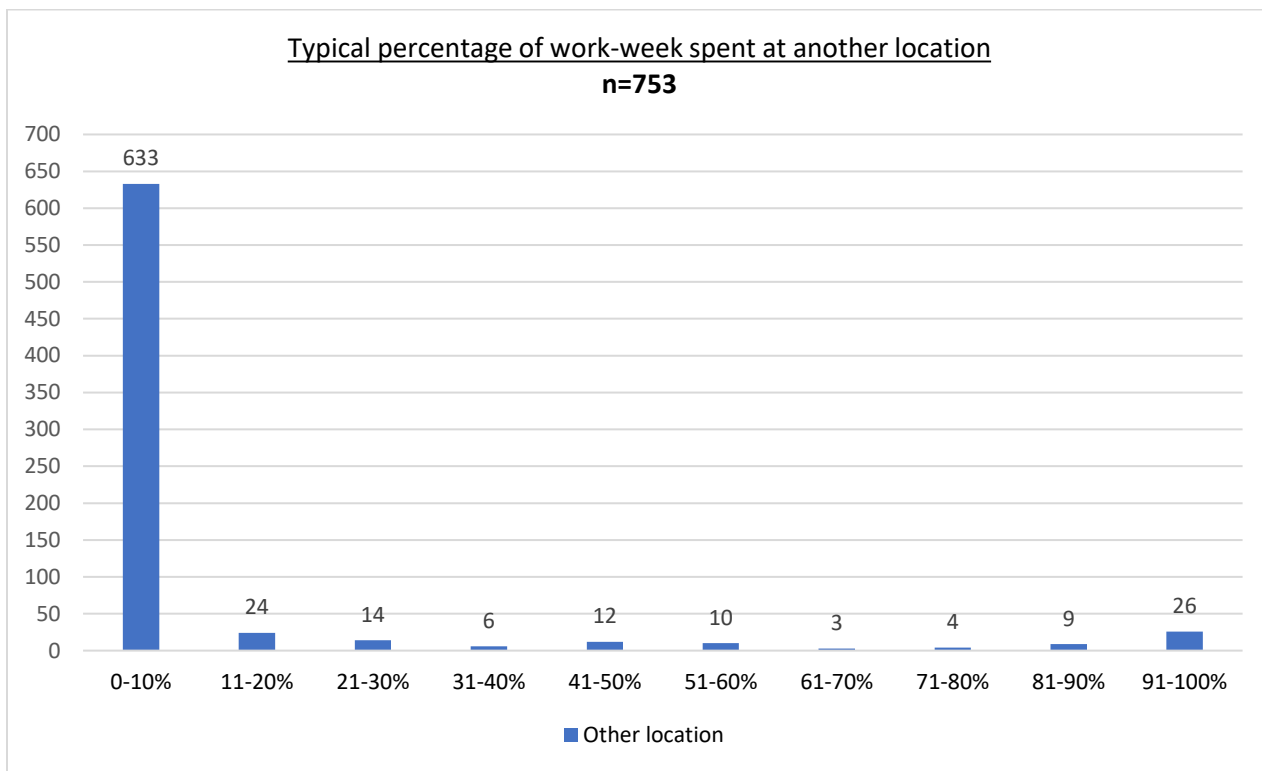


Figure 8-C.



69% of faculty and instructors indicated that they work from home 91-100% of the time in an average workweek.

76% of faculty and instructors indicated that they work in a University of Arizona office 0-20% of the time in an average workweek.

87% of faculty and instructors indicated that they work at other location 0-20% of the time in an average workweek.

Table 10. 553 participants responded with open-ended answers

	Hospital/Clinic	UA Classroom/Lab	Family/Friend's house	Travelling/hotel	Park/Public space	Coffee Shop/Retail location
Total	32	13	13	12	10	9

SECTION 3: EQUITY

Table 11. How worried are you about the following? (1-Not worried at all to 4-Very worried).

	Fall 2020		Summer 2020	
	Mean (SD)	Min-Max	Mean (SD)	Min-Max
The health and well-being of marginalized groups in our community (n=731)	3.33 (0.84)	1-4	n/a	
Health and well-being of elders in my family (n=730)	3.13 (0.98)	1-4	n/a	
The health and well-being of my students (n=731)	3.06 (0.86)	1-4	3.19 (0.80)	1-4
Health and well-being of my loved ones (n=733)	3.00 (0.91)	1-4	2.89 (0.91)	1-4
Health and well-being of my co-workers (n=734)	2.99 (0.85)	1-4	n/a	
Quality of education for my students (n=727)	2.91 (0.92)	1-4	n/a	
My own health and well-being (n=735)	2.79 (0.95)	1-4	2.49 (0.95)	1-4
The future of the University of Arizona (n=732)	2.69 (1.06)	1-4	3.06 (0.96)	1-4
My future financial security (n=735)	2.47 (1.05)	1-4	2.93 (0.99)	1-4
Future of my career (n=729)	2.41 (1.12)	1-4	n/a	
My job (n=721)	2.29 (1.07)	1-4	2.76 (1.05)	1-4
My current financial situation (n=735)	2.29 (1.04)	1-4	2.64 (1.00)	1-4
My children's education (n=675)	2.19 (1.25)	1-4	n/a	

Key Findings: The most worried-about categories were the **health and well-being of marginalized groups in our community** ($M = 3.33, SD = 0.84$), the **health and well-being of elders in my family** ($M = 3.13, SD = 0.98$), and **the health and well-being of my students** ($M = 3.06, SD = 0.86$).

In the Spring of 2020, the most-worried-about categories were the health of students and the future of the University of Arizona.

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

“Health and well-being of the support staff that is on campus taking care of cleaning, keeping the office open, etc...”

“Both my parents died this summer. I was in charge of their care. I take pandemic very seriously.”

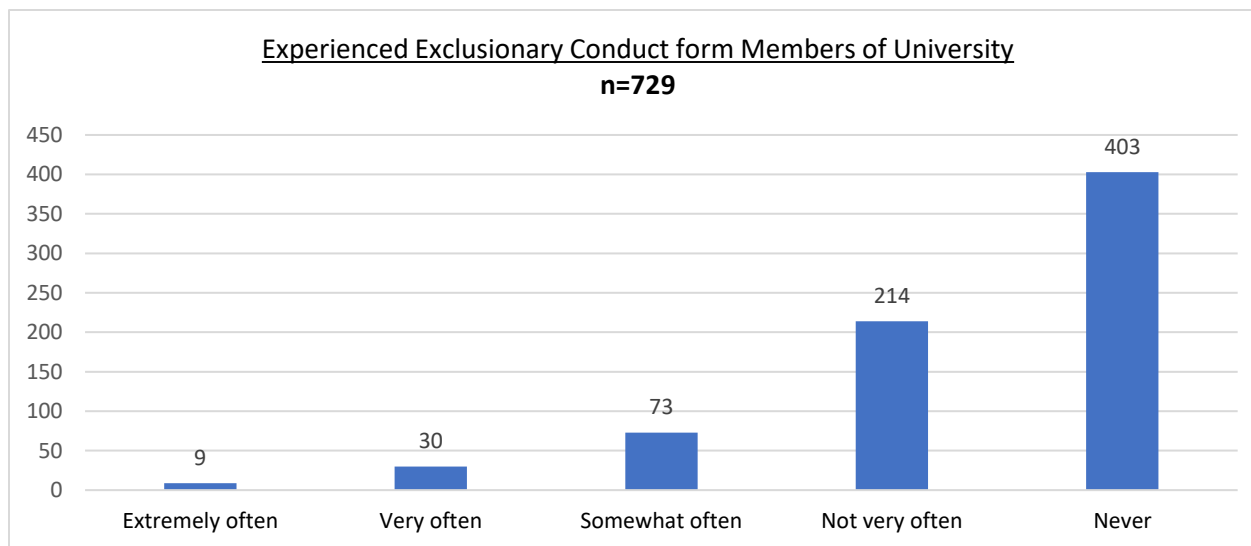
“Mental health after all the lockdowns”

“Long list, including the global economy, national and international leadership. I don't have kids so no worries about their education, but nieces and nephews I do worry about.”

Table 12. Since the pandemic began in March, how have the following factors impacted your ability to do your research, service, and teaching work? (1-No negative impact to 4-Major negative impact).

	Mean (SD)	Min/Max
Financial decisions (e.g., budget cuts & furloughs) (n=710)	3.16 (0.95)	1-4
Faculty remote access for teaching, research and science (n=699)	2.39 (0.98)	1-4
Recruitment policies and practices (n=586)	2.39 (1.23)	1-4
Student access to remote learning (n=663)	2.34 (0.93)	1-4
Graduate student remote access for teaching research and service (n=584)	2.25 (1.05)	1-4
Staff remote access for work (n=652)	2.18 (0.95)	1-4

Figure 9. Since the pandemic 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 4.33 with a standard deviation of 0.90.

Table 13. How do you feel about the following elements of your work at the current moment? (1-Strongly disagree to 4-Strongly agree).

	Mean (SD)	Min/Max
I believe I will have the right tools and resources to do my job well. (n=721)	2.69 (0.79)	1-4
I worry about having a voice in shaping my work environment. (n=718)	2.63 (0.98)	1-4
I believe the buildings on my campus have appropriate precautions to protect occupants/students/visitors from COVID-19. (n=711)	2.62 (0.86)	1-4
I worry about feeling safe on my campus. (n=721)	2.48 (1.05)	1-4
I worry about having access to accurate and timely information about University policies and procedures related to COVID-19. (n=701)	2.35 (0.96)	1-4
I am worried about feeling safe in my immediate work environment. (n=723)	1.84 (0.96)	1-4

Table 14. Other Write In:

	UA Leadership/ Support	COVID policies/ protocols	Budget	Non- compliance to COVID policies	Building ventilation/ cleaning	Career/Research
Total	23	19	9	7	7	5

Below are direct quotes from participants that illustrate the themes identified above:

“I worry UofA leadership is making decisions based on economic and political interests rather than what's best for the welfare and safety of the campus community”

“I worry about being inside in a classroom with only 6ft separation between occupants. I don't think the air handlers in our old building are up to par.”

“I worry about the university having very complicated policies that no one can understand.”

“I worry about budget cuts to my unit.”

SECTION 4: INFORMATION AND LEADERSHIP

Figure 10. Do you know how to find updated information about campus decisions at the University of Arizona (for example, COVID-19 mitigation, campus re-entry, furlough, etc.)?

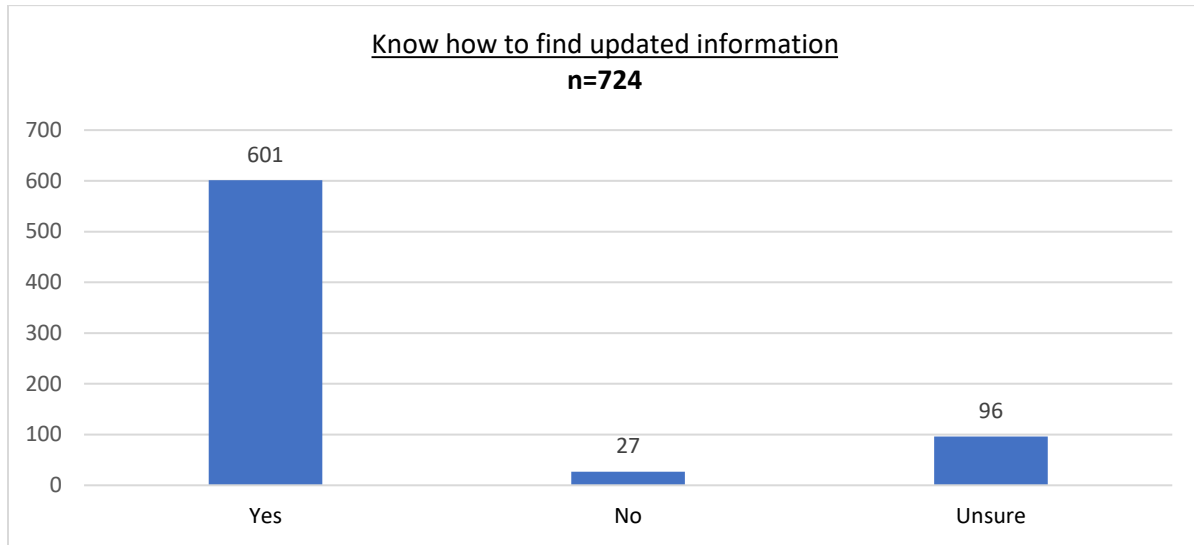
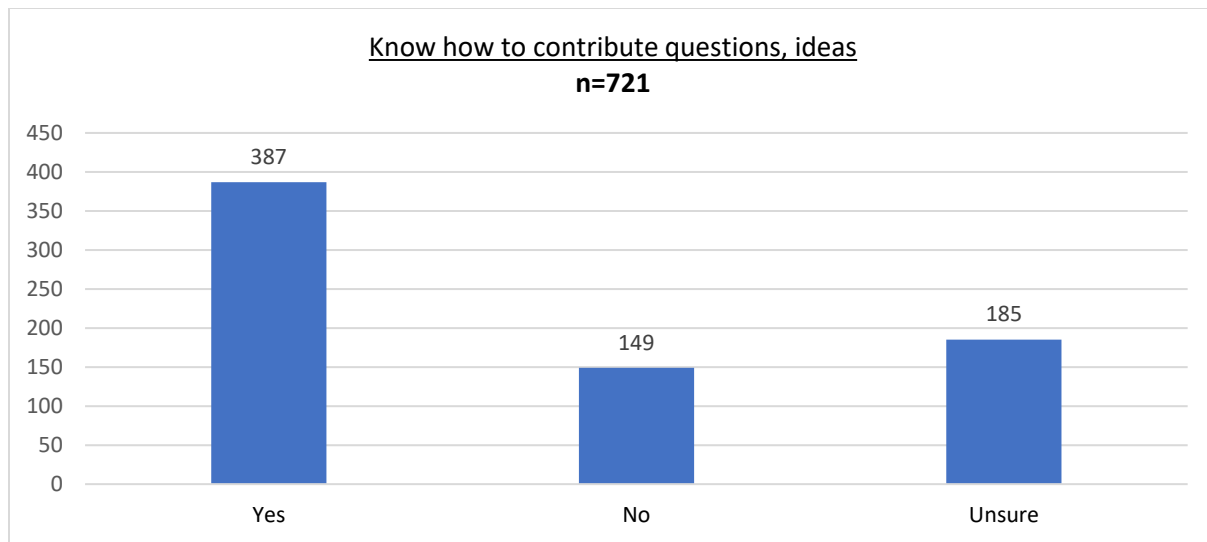


Table 15. What information would you like to find?

	Budget/ Furlough information	Current COVID policies/re- entry phase	Real-time trends/cases/ hotspots for COVID	Consolidated COVID website	COVID testing and fees	Reporting COVID policy violations
Total	13	10	10	6	4	3

Figure 11. Do you know how to contribute questions, ideas, and opinions through the shared-governance process?



Key Finding: 46% of faculty & instructors do not know or are unsure how to contribute questions, ideas, and opinions through the shared governance process.

What could University leadership do to help you with your research, service, and/or teaching work? (For example, allow flexible work hours to allow for dependent care, more frequent updates on campus re-entry stage for teaching, etc.). 553 participants responded with open-ended answers and themes included:

- Financial support (e.g., end furloughs, reimburse for expenses related to working from home, provide equipment/laptops; 76)
- Consistent, clear and frequent updates/website (63)
- Shared governance/include faculty/staff in decision making (52)
- Caregiving/Child-care resources/help (39)
- Support staff funding/unfreeze hiring (37)
- Transparency in decision making (33)
- Research support/opportunities (24)
- Better COVID policies/procedures for in-person teaching (21)
- Better remote access equipment/IT support (15)
- TA funding/resources (14)

What resources/units on campus have helped you the most during the COVID-19 response, and how? 509 participants responded with open-ended answers and themes included:

- Own department, department head, department staff (119)
- College Administration/Dean (73)
- OIA (65)
- 24/7/UITs (44)
- D2L/Zoom support (40)
- College IT (37)
- COVID resources (website/testing) (31)
- President/Weekly updates (27)
- Colleagues (25)
- Library (23)
- CAJUA/Faculty Senate (16)
- FM (16)
- Office of Digital Learning (15)
- Student resources (advising, CAPS, SALT; 10)

What other needs do you have to support your teaching, research, and service work? 421 participants responded with open-ended answers and themes included:

- Technology, including support, training, and equipment, for remote learning (66)
- Financial/End furlough (60)
- Adjustment of workload/work-life balance (56)
- Research funding/opportunities (17)
- End hiring freeze/Hire more personnel (17)
- TA/Graduate student funding/support (16)
- Student resources (13)
- Transparent leadership (12)

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. Fewer faculty and instructors participated in Fall 2020 compared to Spring 2020. However, they represented all faculty tracks, staff, and graduate instructors (Table 1).
 - b. The survey was completed in November to follow up on the Spring 2020 survey, and to learn more about how the global pandemic and working from home impacted faculty teaching, stress, perception of equity, and how the university could best support faculty going forward into re-entry and teaching in Spring 2021.
 - c. This was a Likert-type survey, based on existing survey questions. The majority of the items were the same as those used in Spring 2020; a few new items were added. We also offered open-ended responses for each set of questions. We report 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. Were there significant changes in instructors' success with online-teaching tools, approaches, and norms, compared to data from Spring 2020?**
 - a. As in Spring 2020, instructors reported that one-on-one meetings with students and using an instructional team (if they had one) to provide feedback on course activities, assignments, etc. were the most successful strategies (Table 2).
 - b. Fall 2020 instructors expressed **more** concern with students' ability to participate in synchronous course meetings than those in Spring 2020 (Table 5).
 - c. The responding Fall 2020 instructors reported they were considerably more confident about the quality of student learning in online courses than Spring instructors (Table 7).

- 3. What were the greatest concerns of faculty and instructors as the pandemic response continued?**
 - a. Our faculty and instructors care deeply about students. Health and well-being of students were faculty and instructors' primary concern, as well as the students' ability to access the resources they need to be successful in their studies (Table 11).
 - b. The health and well-being of family members, friends, and colleagues were also sources of concern.

- 4. What challenges did the faculty and instructors face working from home versus working on campus?**
 - a. The majority of survey respondents spent 91-100% of their week working from home, with the remainder of their time split between working in offices, labs, and classrooms on campus and other community locations (Figure 8).
 - b. Survey respondents reported that financial considerations (budget cuts and furloughs) were the top challenges to doing research, service, and teaching work (Table 12).
 - c. The vast majority of survey respondents know how to find information about University of Arizona decisions and guidelines about COVID-19, campus return, and other important issues (Figure 10).



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