

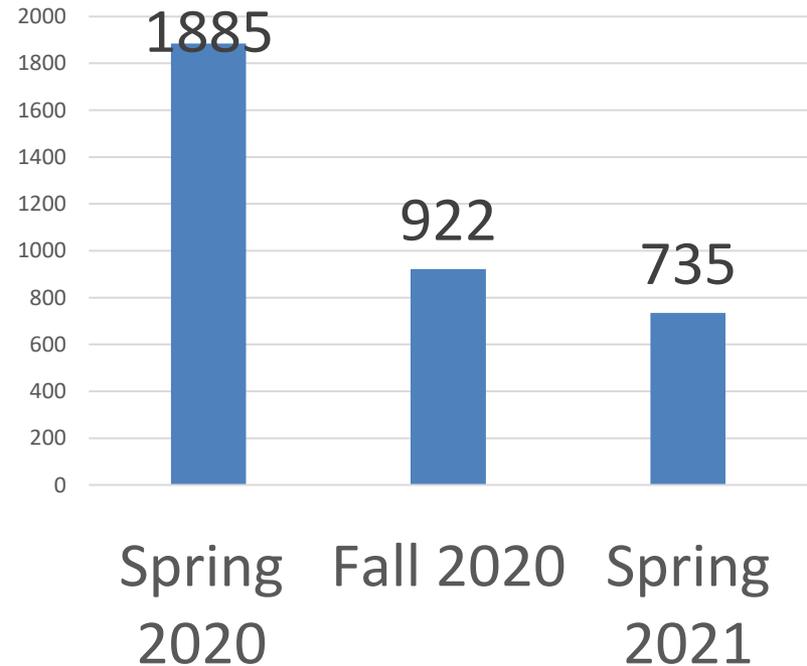
FACULTY COVID-19 SURVEY SPRING 2021

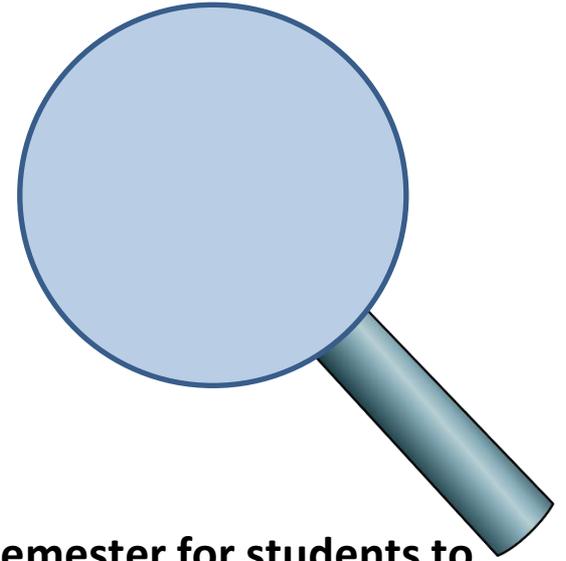
PRESENTED to Senior Leadership Team BY
ANDREA ROMERO & LISA ELFRING

Participants

735 Faculty and Instructors participated

- 33.4% tenure-track
- 20.7% career-track
- 3.8% continuing status track
- 4.1% adjunct/visiting
- 0.4% staff
- 0.1% graduate students
- 37.4% no response





Key Teaching insights

- ✓ **Most effective remote teaching strategies**
 - Active-learning strategies
 - 1:1 meeting with students
 - Teaching teams providing feedback on coursework

- ✓ **83% of instructors provided opportunities during the semester for students to give feedback**

- ✓ **Most challenging technology issues**
 - Students' lack of access to reliable internet and devices
 - Instructors: Additional costs to buy or upgrade technology at home
 - Lack of digital replacements for face-to-face collaboration tools



More Findings

- ✓ There was significant concern about student disengagement in remote classes.
- ✓ Helping students deal with stress or anxiety related to COVID-19 was an aspect that faculty did not feel comfortable dealing with and did not change over time.
- ✓ Faculty and instructors continued to gain comfort with remote/online teaching skills and tools.
- ✓ The negative impact of university-wide financial decisions (budget cuts and furloughs) and remote work for teaching and research decreased.

Looking back, looking forward



- **75%** of respondents said their teaching strategies **changed moderately** or **considerably** as a result of the pandemic.

- **47%** of respondents said they will make **moderate** or **large changes** to their Fall 2021 teaching as a result of their pandemic teaching experiences, including:
 - Using new or different teaching strategies, including flipped classrooms and interactive lectures
 - Using more online tools, digital content, and multimedia, including recorded lectures, collaborative documents
 - Maintaining remote access, or using a hybrid format
 - Different in-class activities and assessments
 - Increased flexibility for students, including online office hours.





Employment category

Employment Category	Tenure-track or tenured	Career-track	Not selected	Continuing-status faculty	Adjunct or Visiting Professor	Staff	Grad Student
Spring 2021	246 (33.6%)	152 (20.6%)	275 (37.4%)	28 (3.8%)	30 (4.1%)	3 (0.4%)	1 (0.1%)
Fall 2020	370 (40%)	207 (22%)	199 (22%)	68 (7%)	55(6%)	16 (2%)	7(1%)
Spring 2020	756 (40.1%)	427 (22.7%)	461 (24.5%)	14 (0.7%)	124 (6.6%)	36 (1.9)	67 (3.5%)

Most Effective strategies for interacting with students

There were no significant changes in the effective strategies for interacting with students among Spring and Fall 2020, and Spring 2021.

The most popular strategies for interactions with students from those responses include:

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

Key Findings: **Scheduling one-on-one meetings** with students was an effective strategy that faculty and instructors used for interacting with students during the pandemic. Data indicated that the use of this strategy increase over time since Spring 2020.



““I had good success with online office hours-- better than in person. I would like to use this mode going forward, though unfortunately our administration has announced they plan to limit our ability to do this. That policy is ill informed and insulated from the realities of teaching.”



***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).***

	Frequently	A few	None
Spring 2021	34 %	49 %	17 %
Fall 2020	37%	46%	17%
Spring 2020	41 %	43%	16%

Key Finding: The percentage of instructors that gave frequent opportunities for student feedback decreased over time. This is likely because 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 of 2020; as a result, they perceived less need for frequent feedback.



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

	Spring 2021		Fall 2020		Spring 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max	Mean (SD)	Min/Max
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	2.17 (1.09)	1-4	2.09 (1.00)	1-4	2.08 (1.05)	1-4
Additional costs to buy or upgrade technology at home to facilitate working from home	2.15 (1.09)	1-4	2.19 (1.09)	1-4	1.93 (1.06)	1-4
Student lack of access to reliable internet service	2.54 (0.91)	1-4	2.51 (0.86)	1-4	2.48 (0.97)	1-4
Student access to reliable digital device (e.g., computer, tablet, mobile device)	2.14 (0.97)	1-4	2.09 (0.87)	1-4	N/A	N/A
Student discomfort or lack of familiarity with required technologies or applications	1.89 (0.86)	1-4	1.87 (0.79)	1-4	1.95 (0.86)	1-4
Ability to participate in synchronous classes	1.82 (0.96)	1-4	1.72 (0.89)	1-4	2.04 (1.07)	1-4
My access to reliable internet service	1.79 (0.94)	1-4	1.73 (0.91)	1-4	1.68 (0.92)	1-4
My own discomfort or lack of familiarity with required technologies or applications	1.70 (0.82)	1-4	1.80 (0.84)	1-4	1.88 (0.87)	1-4
My access to specialized software (e.g., Adobe products, statistical packages)	1.45 (0.79)	1-4	1.34 (0.68)	1-4	1.41 (0.77)	1-4
My access to reliable communication software/tools (e.g., Zoom)	1.42 (0.75)	1-4	1.38 (0.67)	1-4	1.42 (0.74)	1-4
My access to library resources	1.39 (0.74)	1-4	1.36 (0.72)	1-4	1.47 (0.85)	1-4
My access to reliable digital device (e.g., laptop, mobile device)	1.39 (0.75)	1-4	1.32 (0.68)	1-4	1.29 (0.68)	1-4

To what degree technological issues been challenging since the transition to remote learning?

There are 5 areas with significantly different answers between Fall 2020 and Spring 2021:

- Additional costs to buy or upgrade technology at home to facilitate working from home.
 - This item shows an increase since Summer 2020; it peaked in Fall 2020 but remained high in Spring 2021.
- Ability to participate in synchronous classes.
 - This item has decreased since Summer 2020 overall, but Spring 2021 shows an increase compared to Fall 2020.
- My own discomfort or lack of familiarity with required technologies or applications.
 - This item has steadily decreased since Summer 2020 given the continuous experience and professional development for faculty.
- My access to library resources.
 - This item has decreased since Summer 2020. Spring 2021 was slightly higher (not significantly) from Fall 2020.
- My access to reliable digital device (e.g., laptop, mobile device).
 - This item has increased gradually since Summer 2020. Faculty increasingly needed support to access to a good quality digital device.



Key Findings: helping students deal with stress or anxiety related to COVID-19 was an aspect that faculty did not feel comfortable dealing with, and this kept steady over time.



"Having to purchase EVERYTHING to do my job."

"Students have required A LOT of emotional support due to the stresses they are undergoing from the pandemic, unemployment, future employment risk, and consistent violence against their communities."

***"Zoom fatigue, having 8 hours a day on Zoom is not sustainable
- Lack of face-to-face interactions with students, fewer of them have their cameras on."***



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

	Top 3 Least comfortable with	Top 3 Most comfortable with
Spring 2021	<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. Working from home.3. Options for online course delivery
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.
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.



Comfort with the following tools/strategies has gradually increased since Summer 2020.

- Online applications/tools
 - Working from home
 - Options for online course delivery
 - Online privacy, protection of student data
 - Translating course lessons or activities to a remote environment
 - Assessing student learning in the remote environment
 - Quality of student learning in online courses
 - Security/privacy in proctoring online assessments
 - Evaluation of your teaching effectiveness
- 



“I felt I had no option but to make exams open book, as there was no effective means I could prevent students from referring to their notes. I insisted on cameras being on during exams (to discourage collaboration) and exams be hand-written (to discourage electronic sharing of exam answers). I think for the vast majority of students, this probably worked well, but there is still a degree of unease in terms of the increased potential to cheat.”

What strategy/strategies have worked best in your pandemic teaching (Spring 20-Fall 20-Spring 21)? 369 participants responded with open-ended answers.

Frequent themes:

- Active learning/Live discussions/Interactive or Collaborative Activities (82)
 - Being more accessible/Reaching out to students/Multiple Communication modes (76)
 - Zoom lectures, including guest lectures (43)
 - Flexibility with deadlines, schedules (43)
 - Zoom breakout rooms (43)
- 

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

Frequent themes:

- Student engagement (90)
 - Student stress/needs (81)
 - Student learning/performance (42)
 - Workload/Time required (42)
 - Lack of in-person interaction (both with faculty and students; 41)
 - Internet issues/accessibility (34)
- 

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

	Spring 2021		Fall 2020		Spring 2020	
	Mean (SD)	Min-Max	Mean (SD)	Min-Max	Mean (SD)	Min-Max
The health and well-being of marginalized groups in our community	3.16 (0.91)	1-4	3.33 (0.84)	1-4	N/A	N/A
The health and well-being of my students	2.86 (0.89)	1-4	3.06 (0.86)	1-4	3.19 (0.80)	1-4
Health and well-being of elders in my family	2.73 (1.05)	1-4	3.13 (0.98)	1-4	N/A	N/A
Quality of education for my students	2.71 (0.97)	1-4	2.91 (0.92)	1-4	N/A	N/A
Health and well-being of my co-workers	2.59 (0.90)	1-4	2.99 (0.85)	1-4	N/A	N/A
Health and well-being of my loved ones	2.56 (0.99)	1-4	3.00 (0.91)	1-4	2.89 (0.91)	1-4
My own health and well-being	2.29 (0.98)	1-4	2.79 (0.95)	1-4	2.49 (0.95)	1-4
The future of the University of Arizona	2.28 (1.06)	1-4	2.69 (1.06)	1-4	3.06 (0.96)	1-4
Future of my career	2.16 (1.10)	1-4	2.41 (1.12)	1-4	N/A	N/A
My future financial security	2.14 (1.06)	1-4	2.47 (1.05)	1-4	2.93 (0.99)	1-4
My children’s education	2.10 (1.19)	1-4	2.19 (1.25)	1-4	N/A	N/A
My job	2.04 (1.06)	1-4	2.29 (1.07)	1-4	2.76 (1.05)	1-4
My current financial situation	1.96 (1.03)	1-4	2.29 (1.04)	1-4	2.64 (1.00)	1-4

Key Findings: Spring 2021, the most worried-about categories were the health and well-being of marginalized groups in our community, the health and well-being of elders in instructors' families, and the health and well-being of their students.

Overall worry has gone down for all items. It is pertinent to highlight that Quality of education for students and the future of the UArizona were items in which that faculty and instructors showed less worry over time since the pandemic began. Data shows that they certainly worry about the well-being of students but with less intensity over time.



"Suicidal students need social worker/mental health professional help, not PD."

"The poor mental health services that the students and co-workers needed"

"Racism and homophobia in my college."



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).

	Spring 2021		Fall 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
Financial decisions (e.g., budget cuts & furloughs)	3.06 (0.97)	1-4	3.16 (0.95)	1-4
Faculty remote access for teaching, research and science	2.20 (0.98)	1-4	2.39 (0.98)	1-4
Recruitment policies and practices for hiring of faculty	2.10 (1.18)	1-4	N/A	N/A
Recruitment policies and practices for new students	2.05 (1.12)	1-4	N/A	N/A
Recruitment policies and practices	N/A	N/A	2.39 (1.23)	1-4
Student access to remote learning	2.41 (0.92)	1-4	2.34 (0.93)	1-4
Graduate student remote access for teaching research and service	2.23 (0.97)	1-4	2.25 (1.05)	1-4
Staff remote access for work	2.02 (0.94)	1-4	2.18 (0.95)	1-4



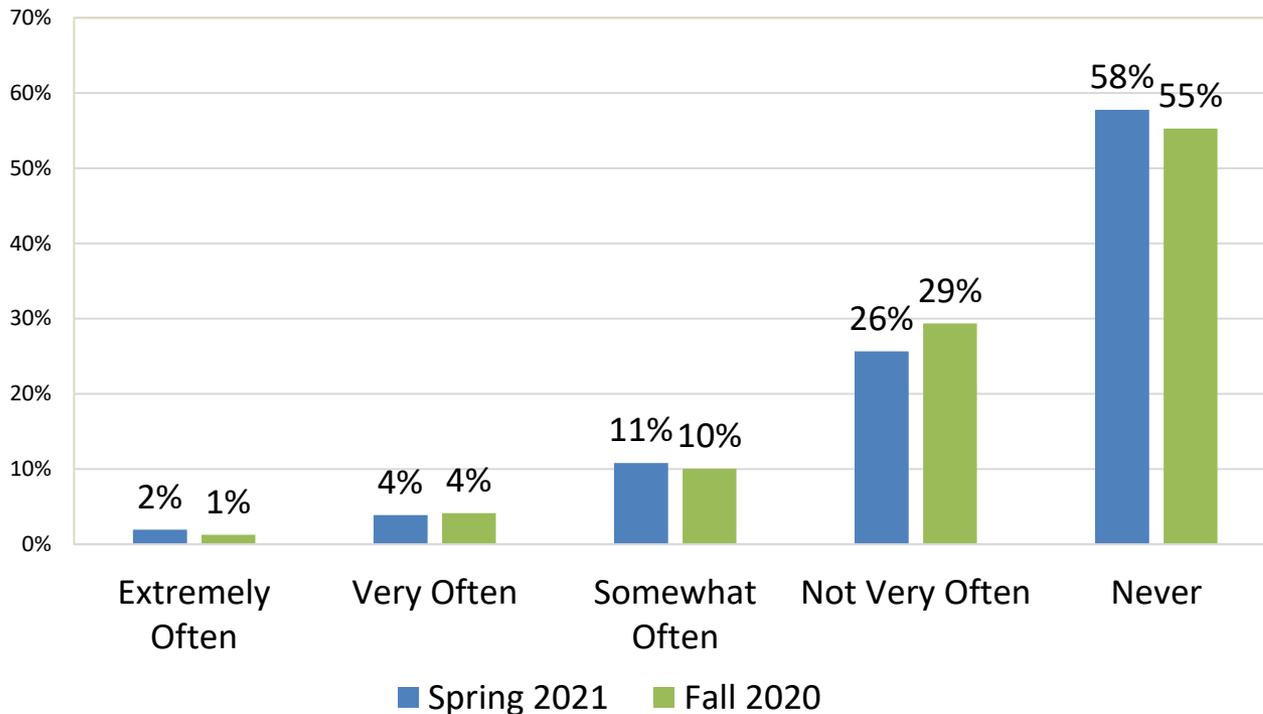
During the COVID-19 response, how equitably (fair & just) do you feel the following processes are being experienced? (1-Not at all to 4-Very). No comparison with previous data.

	Mean (SD)	Min/ Max
Financial decisions (e.g., budget cuts & furloughs)	2.07 (0.97)	1-4
Faculty remote access for teaching, research and science	3.04 (0.92)	1-4
Recruitment policies and practices for hiring of faculty	2.62 (1.04)	1-4
Recruitment policies and practices for new students	3.03 (0.86)	1-4
Student access to remote learning	2.80 (0.82)	1-4
Graduate student remote access for teaching research and service	2.91 (0.87)	1-4
Staff remote access for work	3.09 (0.87)	1-4



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).

Percentage of Respondants Experiencing Exclusionary Conduct



43.5% of faculty and instructors **have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct.**

In Spring of 2021 there was a **slight decrease** in the percentage of faculty and instructors who experienced these behaviors extremely often, or somewhat often or never.

5.3% of respondents report that they **very or extremely often** experience exclusionary, intimidating, offensive, or hostile conduct from members of the university



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

	Spring 2021		Fall 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
I believe I will have the right tools and resources to do my job well.	2.69 (0.86)	1-4	2.69 (0.79)	1-4
I worry about having a voice in shaping my work environment.	2.53 (1.04)	1-4	2.63 (0.98)	1-4
I believe the buildings on my campus have appropriate precautions to protect occupants/students/visitors from COVID-19.	2.87 (0.83)	1-4	2.62 (0.86)	1-4
I worry about feeling safe on my campus.	1.98 (0.97)	1-4	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.	1.96 (0.91)	1-4	2.35 (0.96)	1-4
I am worried about feeling safe in my immediate work environment.	1.71 (0.86)	1-4	1.84 (0.96)	1-4

Key Findings: faculty and instructors showed to worry less about safety and having a voice in their immediate work environment. They also indicated an increase in confidence regarding the buildings on campus have appropriate precautions to protect occupants/students/visitors from COVID-19



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.)?

	Yes	No	Unsure
Fall 2020	83%	4%	13%
Spring 2021	85%	4%	11%

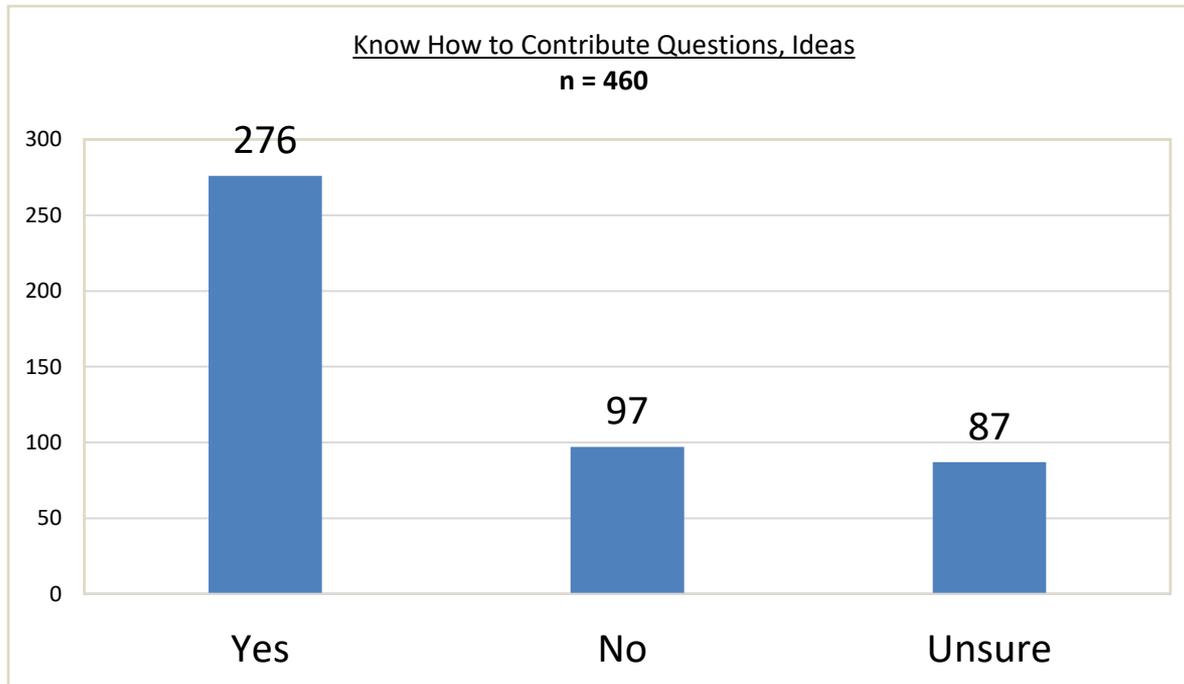
Key Findings: 85% of faculty and instructors indicated that they know how to find updated information about campus decisions at the University of Arizona (e.g. COVID-19 mitigation, campus re-entry, furlough, etc.). An increase of 2% compared to Fall 2020.

What information would you like to find?

- Financial decisions/Furlough information
- Steps/expectations for returning to campus and policy changes
- Vaccination rates and requirements (by college)
- New cases/infection rate



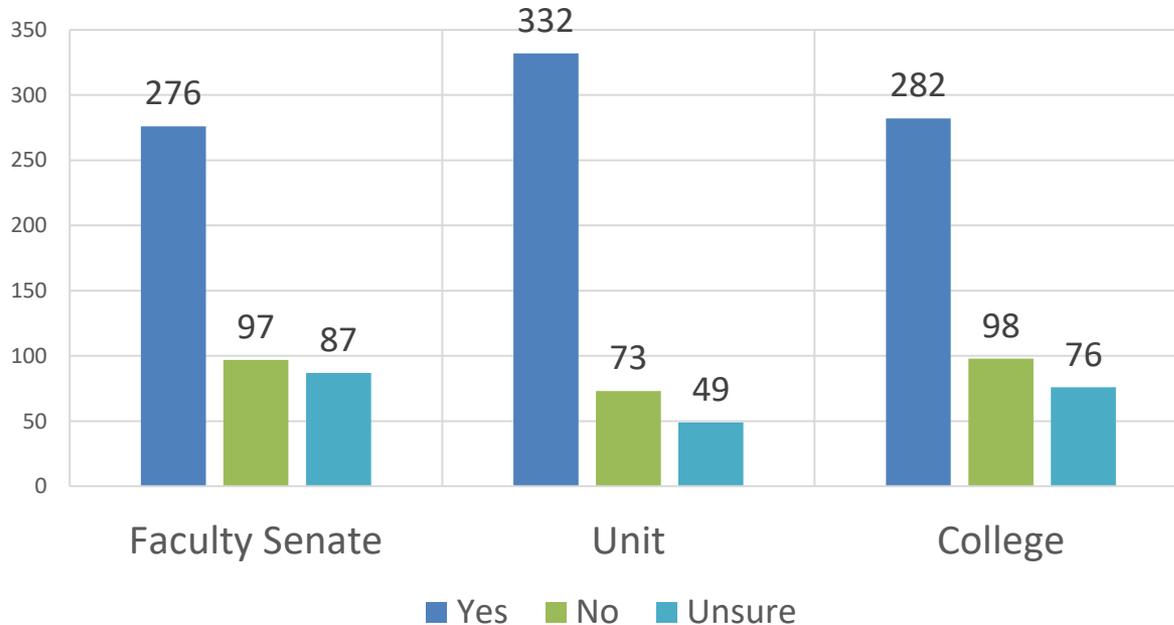
Do you know how to contribute questions, ideas, and opinions through the shared-governance process?



40% of faculty & instructors do not know or are unsure how to contribute questions, ideas, and opinions through the shared governance process. However, **it has improved 6%** since Fall 2020

Do you know how to contribute questions, ideas, and opinions at the unit, college and faculty senate levels?

Know How to Contribute Questions, Ideas to Different Groups n=460



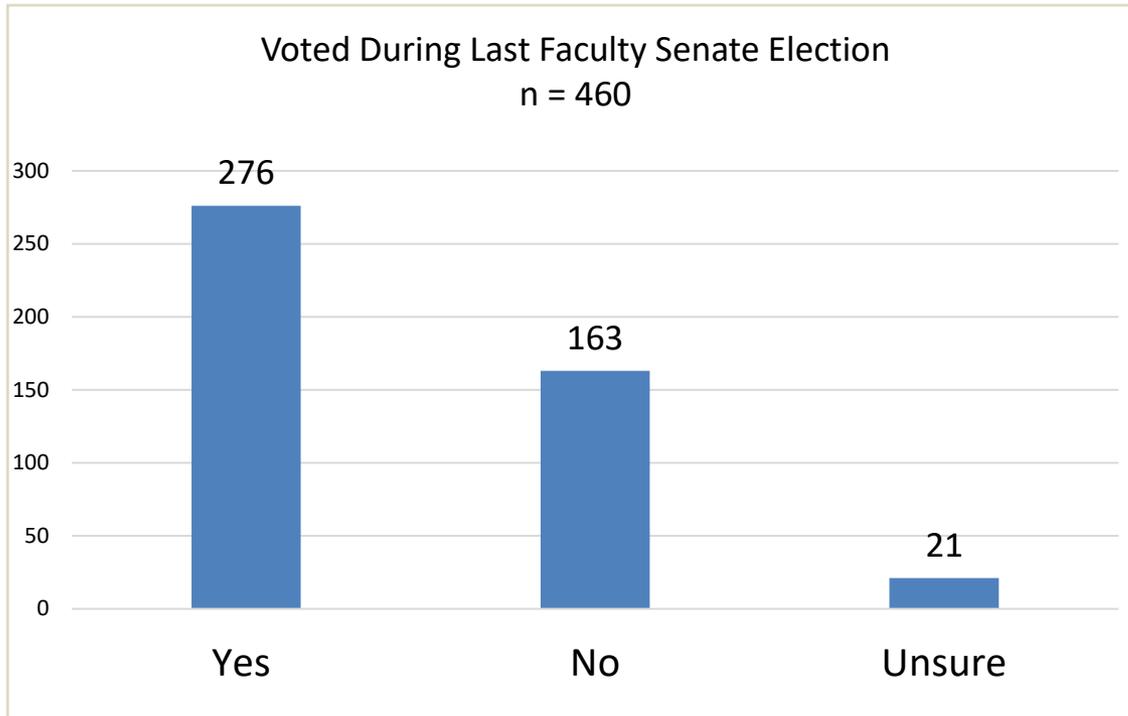
Key Finding: faculty & instructors who do not know or are unsure how to contribute questions, ideas, and opinions to:

Faculty senate: 40%

Their unit: 27%

Their college: 38%

Did you vote in the last faculty senate election?



Key Finding: 60% of faculty participation in the last faculty senate election is a good indicator of involvement.



What resources/units on campus have helped you the most during the COVID-19 response, and how? 310 participants responded with open-ended answers and themes included:

- D2L/Zoom support (63)
- OIA (60)
- Own department, department head, department staff (58)
- 24/7/UITs (31)
- College/department IT (31)
- President/Weekly updates (27)
- College Administration/Dean (24)
- COVID resources (website/testing) (23)
- Library (15)
- Colleagues (10)

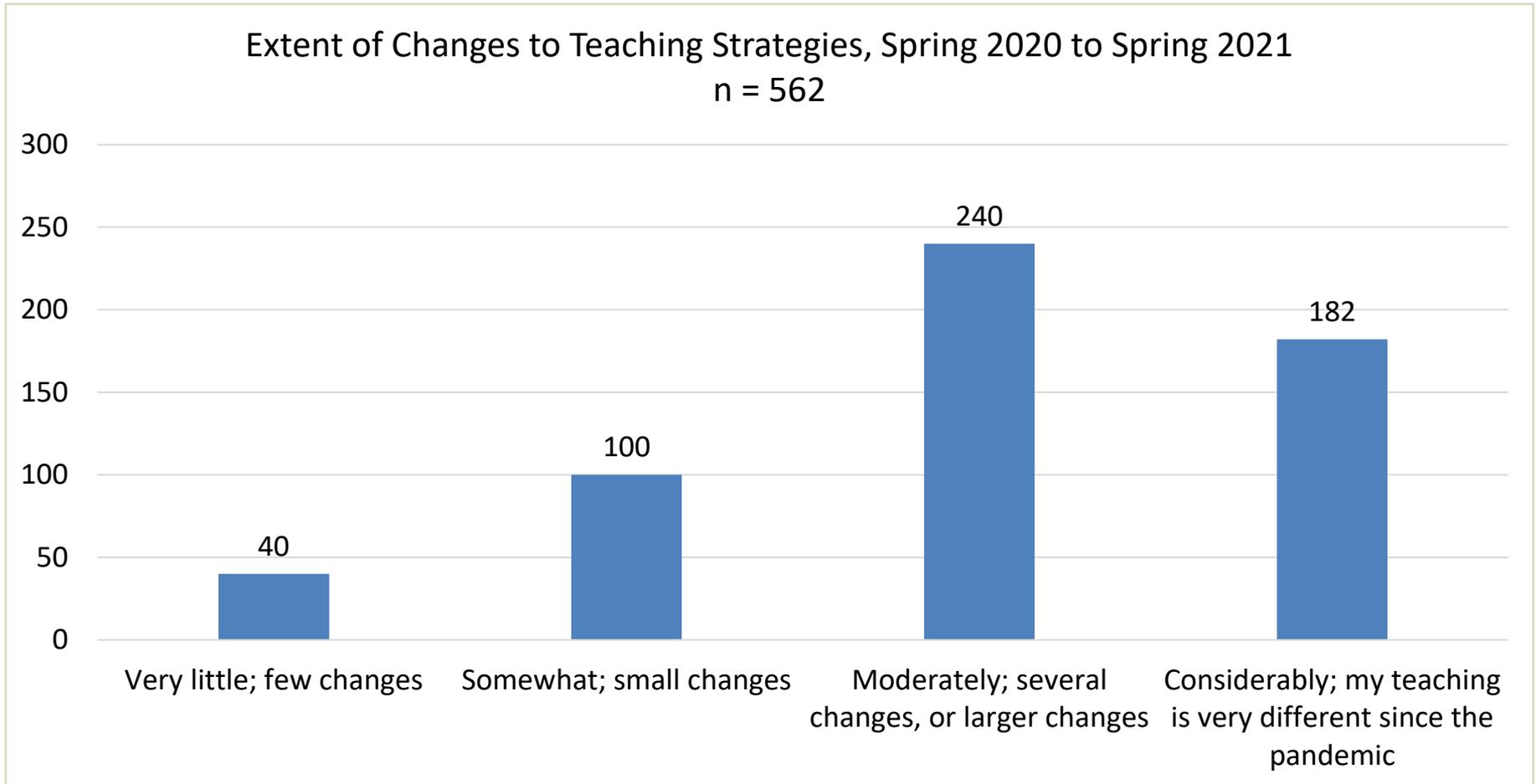


BACK TO CAMPUS FOR FALL 2021

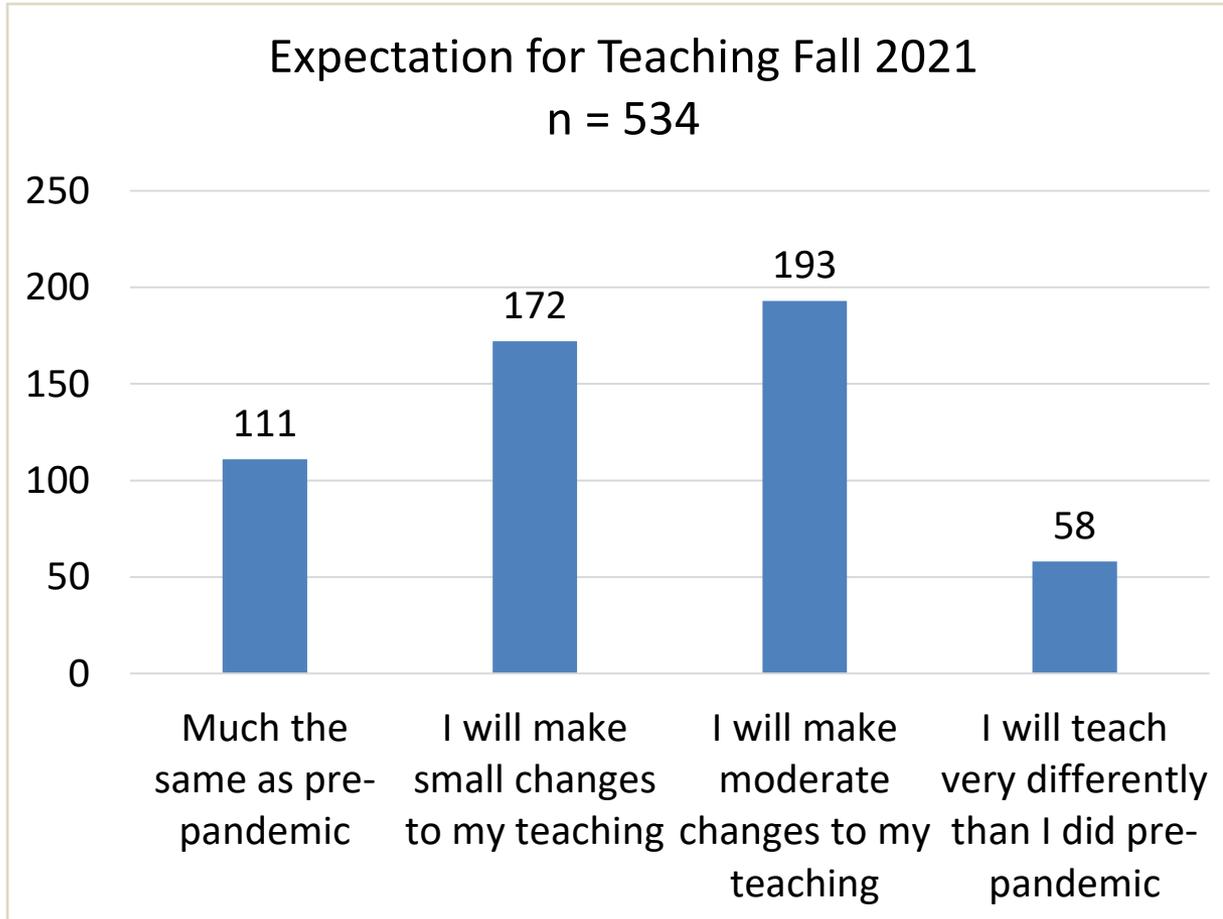




Across Spring 2020, Fall 2021, and Spring 2021, to what extent have your teaching strategies changed as a result of the pandemic?



What do you expect your teaching will be like when we return in Fall 2021?



Key Finding: 47% of faculty and instructors indicated that they **expect they will make moderate to major changes** to their teaching.



"I will be able to use tools like Zoom more frequently for in-person classes, like for students working on group projects and those sorts of things. I will continue to be more flexible with students experiencing significant personal challenges. I will want to continue using interactive video lectures for in-person classes so I can more fully "flip" my classrooms for in-person courses."



"I will integrate more digital content and use in-person time for discussion and lecture, with less lecture components than in the past."





Which of the strategies you used for pandemic teaching do you plan to continue using in Fall 2021 (and/or subsequent semesters)? 369 participants responded with open-ended answers.

- Active learning/Live discussions/Interactive or Collaborative Activities (66)
- Being more accessible/Reaching out to students/Multiple Communication modes (52)
- Zoom lectures, including guest lectures (40)
- Different/More frequent assessments, exams, quizzes (37)
- Recording/Prerecorded lectures/segments (37)
- Asynchronous discussions/activities/collaborative documents (e.g., Google Docs) (30)

What concerns do you have for the transition back to campus for Fall 2021? 363 participants responded with open-ended answers.

- Adequate policies and compliance to COVID protocols (including air flow and classroom capacity with social distancing; 98)
 - Inadequate levels of vaccination/no vaccine requirement (80)
 - COVID uncertainties, variants, re-quarantine possible (47)
 - Premature/forced return to campus (26)
 - Transition back to on-campus/in-person (including shift in student expectations and need for childcare options/support; 21)
 - Administration decision making (18)
- 

What could University leadership do to help you with your research, service, and/or teaching work next Fall 2021?

- Flexible work hours (for child care, caregiver; 69)
 - Flexible teaching modalities (hybrid, fully-online options; 60)
 - Consistent, clear and frequent updates/website (33)
 - Financial support (e.g., return furlough money, reimburse for expenses related to working from home, provide equipment/laptops; 25)
 - Reduced/balanced workload (e.g., change requirements for service due to more teaching duties; 24)
 - Shared governance/include faculty/staff in decision making (52)
 - Funding for TAs/grading help (17)
- 

If you believe your teaching will change in Fall 2021, please share with us the way(s) you anticipate it will change. 327 participants responded with open-ended answers.

- Using new/different teaching strategies (including flipped classrooms and interactive lectures; 88)
 - Use more online tools, digital content and multimedia (including recorded lectures, collaborative documents; 77)
 - Maintain remote access/hybrid format (73)
 - Class activities, exercises, and assessments (44)
 - Increased flexibility/accommodations for students (30)
 - Online office hours (15)
- 

“I think continuing to allow flexible work hours would be good. As faculty, I have a fair amount of flexibility already--but I think that the staff should continue to have flexible work hours, as long as they meet their job's needs.”

“Funding for laptops, webcam, headset, calendly app subscription, padlet subscription, lighting for videos, digital writing board, fast internet, etc..”



“That vaccination rates among students, staff and faculty may be lower than needed to keep the community safe; that students engage in unsafe gatherings; that infection rates will increase”

“Good computer setup in my campus office once I return to campus.”

Summary

All surveys indicated that faculty and instructors worry the most about:

- Students' health and well-being
- Minoritized groups
- Health and safety of their family, friends, and relatives
- Students' access to reliable internet connection and adequate technological equipment.

As the COVID-19 and racism pandemics went on, data showed that faculty and instructors **worried less** about all items asked in the survey.

One of the outstanding discomforts of faculty and instructors were:

- Expenses they had to incur to buy technological equipment
- Increase in caregiving responsibilities

Concerns:

- Impact on promotion or tenure
 - Teaching evaluations
- 

Summary

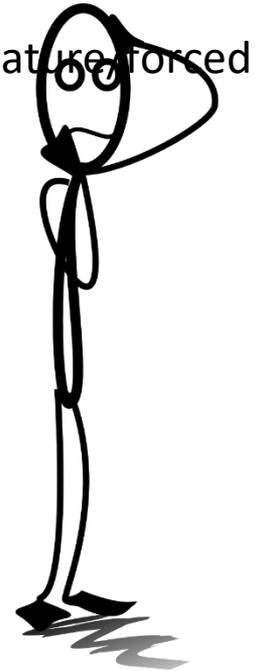
- 75% of instructors indicated they had made moderate or considerable changes in their teaching.
 - 47% said these changes would persist in Fall 2021
 - Many instructors said they would use new or different teaching strategies; use more online tools or digital content and multimedia; increase or incorporate virtual office hours, and/or maintain remote or hybrid teaching.
 - A significant number of instructors said they would implement strategies that enabled more flexibility for students and increase flexibility when students undergo extraordinary circumstances.
- 

Summary

- Concerns anticipated for Fall 2021 teaching:
- Public-health compliance in the classroom
 - Vaccination status
 - Uncertainty surrounding the return to campus with the COVID virus and variants circulating.

Concerns for the Fall 2021 semester

- ✓ Adequate policies and compliance with COVID protocols, including airflow and classroom-capacity reductions.
- ✓ Vaccines not required.
- ✓ Virus variants and requirements to shut down mid-semester. Premature forced return to campus.
- ✓ Shift in student expectations for Fall 2021.
- ✓ Need for childcare options for return to campus.
- ✓ Administrative decisions, budget/financial concerns.
- ✓ Complexity of teaching in-person and online simultaneously.
- ✓ Shared governance including faculty/staff in decision making
- ✓ Racism or violence on campus.





" Zoom fatigue, having 8 hours a day on Zoom is not sustainable. - Lack of face-to-face interactions with students, fewer of them have their cameras on."

"Students have required A LOT of emotional support due to the stresses they are undergoing from the pandemic, unemployment, future employment risk, and consistent violence against their communities."



"Balanced and fair workloads across faculty. Some of us have borne a greater burden than others."

"I worry about adherence to safety guidelines on campus (masking, distance, handwashing)."



"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."



***"Having to purchase EVERYTHING
to do my job."***

***"I had good success with online
office hours-- better than in
person. I would like to use this
mode going forward, though
unfortunately our administration
has announced they plan to limit
our ability to do this. That policy is
ill informed and insulated from the
realities of teaching."***



“Frequent communication and transparency.”

“Funding for laptops, webcam, headset, Calendly app subscription, padlet subscription, lighting for videos, digital writing board, fast internet, etc..”





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