



# FACULTY COVID-19 SURVEY FALL 2020

PRESENTED to FACULTY SENATE BY  
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<https://facultyaffairs.arizona.edu/faculty-reports-and-data>

## *Executive Summary*


922 Faculty and Instructors participated

- 40% tenure-track
- 22.5% career-track
- 7.4% continuing status track
- 6.0% adjunct/visiting
- 1.7% staff
- 0.8% graduate students
- 21.6% no response

## *Key Findings*

- Most Effective Remote Teaching Strategy
  - 1:1 meeting with students
  - Teaching teams providing feedback on coursework
- 83% of instructors provide opportunities during the semester for students to give feedback
- Most Challenging Tech Issues
  - Student lack of access to reliable internet
  - Additional costs to buy or upgrade technology at home
  - Lack of digital replacements for face to face collaboration tools

## *Key Findings*

- More than anything else, respondents worried about students' health and well-being.
  - 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.
  - 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.
  - **46% of faculty and instructors did not know how to contribute questions, ideas, and opinions through the shared-governance process**
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## *Key findings*

- The top three issues that respondents indicated being the most worried about were
  - Health and well-being of marginalized groups in our community
  - Health and wellbeing of elders in their family
  - Health and well-being of their students
- 45% of respondents indicate that they have experienced some level of exclusionary, intimidating, offensive and/or hostile conduct from members of the university.
- 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
  - Recruitment policies and practices.



## Qualitative Themes

### 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.

### 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.



## Qual Theme: What Resources have helped you?

- Own department, department head, department staff
- College Administration/Dean
- OIA
- 24/7/UITs



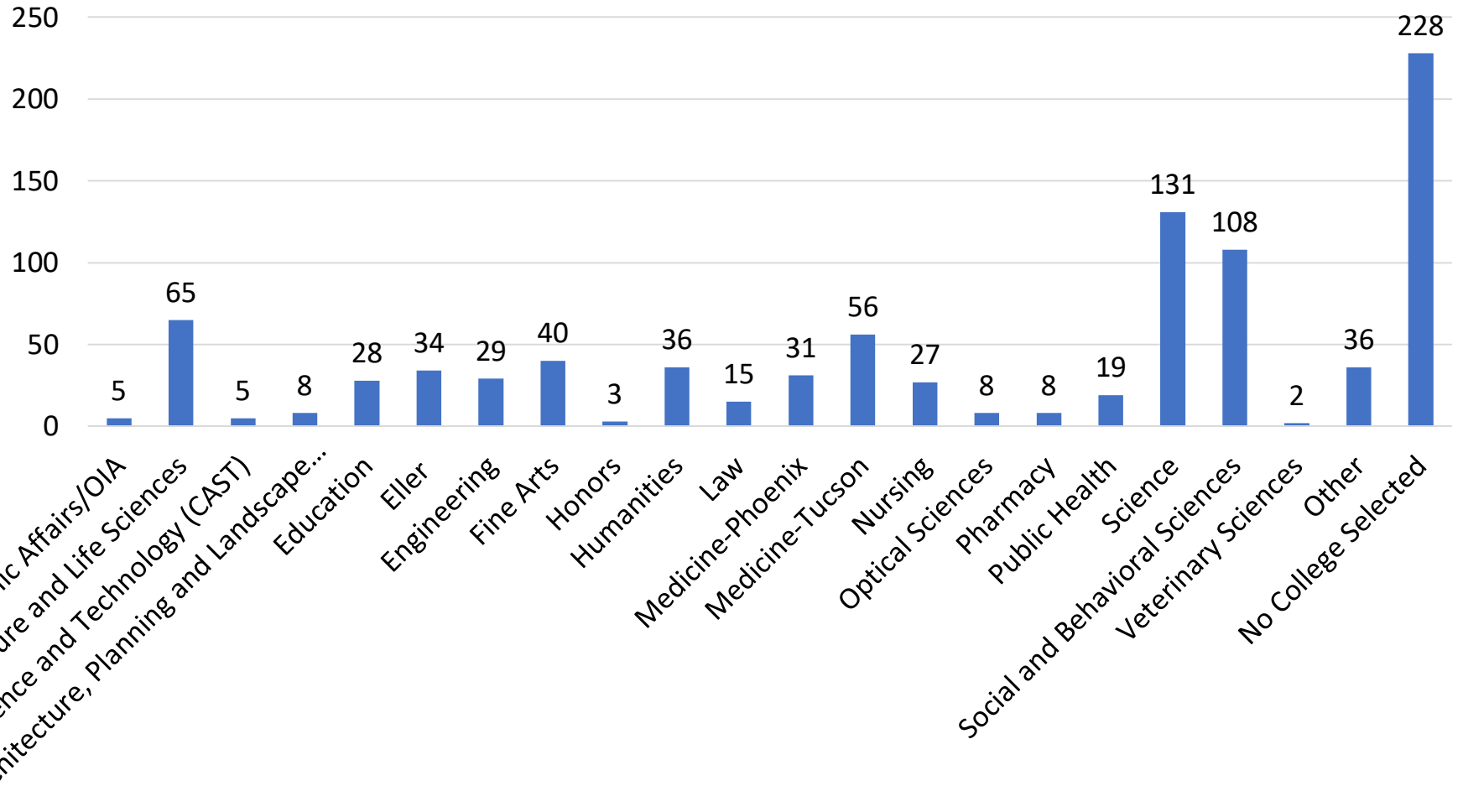
# What could University leadership do to help you with your research, service, and/or teaching work?

- **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**



# 922 Participants

Participants by College  
n = 922





## Employment category

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



# Most Effective strategies for interacting with students

## Spring 2020 vs Fall 2020

	Fall 2020		Spring 2020	
	Mean (SD)	Min/M ax	Mean (SD)	Min/M ax
Instructor-scheduled one-on-one meetings with students	3.43 (0.82)	1-4	3.34 (0.90)	1-4
Teaching team provides feedback on activities/assignments/projects/quizzes/exams	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	2.72 (1.06)	1-4	2.80 (0.94)	1-4
Instructor's virtual drop-in office hours	2.50 (1.08)	1-4	2.51 (1.08)	1-4
Teaching Assistants' virtual office hours	2.45 (1.05)	1-4	2.27 (1.03)	1-4





***"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."***



***How are you collecting student feedback (surveys, qualitative, etc.)?***

	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



***What strategies have worked best in your teaching this semester?***

- **Active learning/Live discussions/Interactive or Collaborative Activities**
- **Being more accessible/Reaching out to students/Multiple Communication modes**
- **Flexibility with deadlines, schedules**
- **Zoom breakout rooms**
- **Pre-recorded lectures/segments**

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

	Fall 2020		Spring 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
Student lack of access to reliable internet service	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	2.19 (1.09)	1-4	1.93 (1.06)	1-4
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	2.09 (1.00)	1-4	2.08 (1.05)	1-4
Student access to reliable digital device (e.g., computer, tablet, mobile device)	2.09 (0.87)	1-4	N/A	N/A
Student discomfort or lack of familiarity with required technologies or applications	1.87 (0.79)	1-4	1.95 (0.86)	1-4
My own discomfort or lack of familiarity with required technologies or applications	1.80 (0.84)	1-4	1.88 (0.87)	1-4
My access to reliable internet service	1.73 (0.91)	1-4	1.68 (0.92)	1-4
Ability to participate in synchronous classes	1.72 (0.89)	1-4	2.04 (1.07)	1-4
My access to reliable communication software/tools (e.g., Zoom)	1.38 (0.67)	1-4	1.42 (0.74)	1-4
My access to library resources	1.36 (0.72)	1-4	1.47 (0.85)	1-4
My access to specialized software (e.g., Adobe products, statistical packages)	1.34 (0.68)	1-4	1.41 (0.77)	1-4
My access to reliable digital device (e.g., laptop, mobile device)	1.32 (0.68)	1-4	1.29 (0.68)	1-4



***“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)."***



***“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.”***



***How would you rate your current comfort level with the following aspects of remote learning?  
Spring 2020 vs Fall 2020***

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





***"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 have been some of the most stressful or challenging aspects of teaching this semester?***

- **Student stress/needs**
- **Student engagement**
- **Lack of in-person interaction (both with students and colleagues)**
- **Workload/Time required**
- **Internet issues/accessibility**
- **Own mental/physical health**



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

- **69 % of faculty and instructors work from home 91-100% of the time in an average workweek.**
  - **A small percentage of faculty spend 20% or less of their work week at University of Arizona campus or at another location (not home or campus)**



## *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
<b>The health and well-being of marginalized groups in our community</b>	3.33 (0.84)	1-4	n/a	
<b>Health and well-being of elders in my family</b>	3.13 (0.98)	1-4	n/a	
<b>The health and well-being of my students</b>	3.06 (0.86)	1-4	3.19 (0.80)	1-4
<b>Health and well-being of my loved ones</b>	3.00 (0.91)	1-4	2.89 (0.91)	1-4
<b>Health and well-being of my co-workers</b>	2.99 (0.85)	1-4	n/a	
<b>Quality of education for my students</b>	2.91 (0.92)	1-4	n/a	
<b>My own health and well-being</b>	2.79 (0.95)	1-4	2.49 (0.95)	1-4
<b>The future of the University of Arizona</b>	2.69 (1.06)	1-4	3.06 (0.96)	1-4
<b>My future financial security</b>	2.47 (1.05)	1-4	2.93 (0.99)	1-4
<b>Future of my career</b>	2.41 (1.12)	1-4	n/a	
<b>My job</b>	2.29 (1.07)	1-4	2.76 (1.05)	1-4
<b>My current financial situation</b>	2.29 (1.04)	1-4	2.64 (1.00)	1-4
<b>My children's education</b>	2.19 (1.25)	1-4	n/a	







***"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.”***



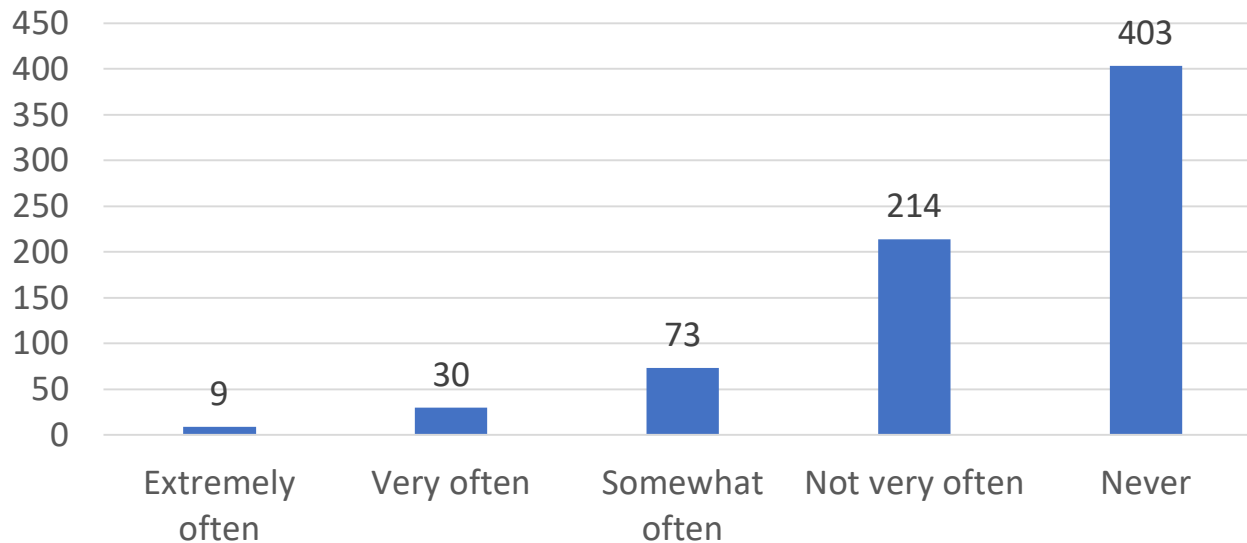
***Since the pandemic began in March, how have the following factors impacted your ability to do your research, service, and teaching work? (1-No negative impact to 4-Major negative impact).***

	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



***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).***

Experienced Exclusionary Conduct from Members of  
University  
n=729



**45%** of faculty and instructors have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct

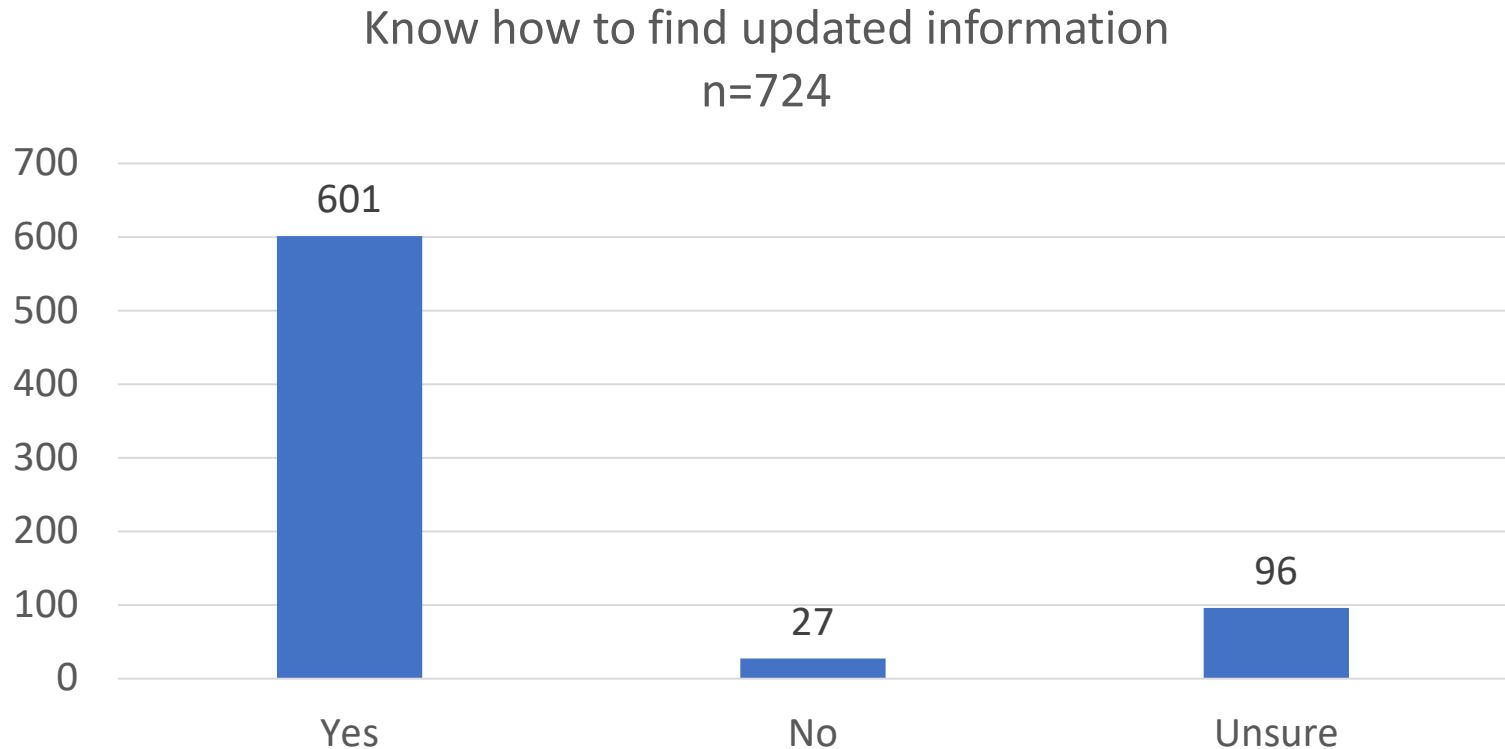
***How do you feel about the following elements of your work at the current moment? (1-Strongly disagree to 4-Strongly agree).***

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



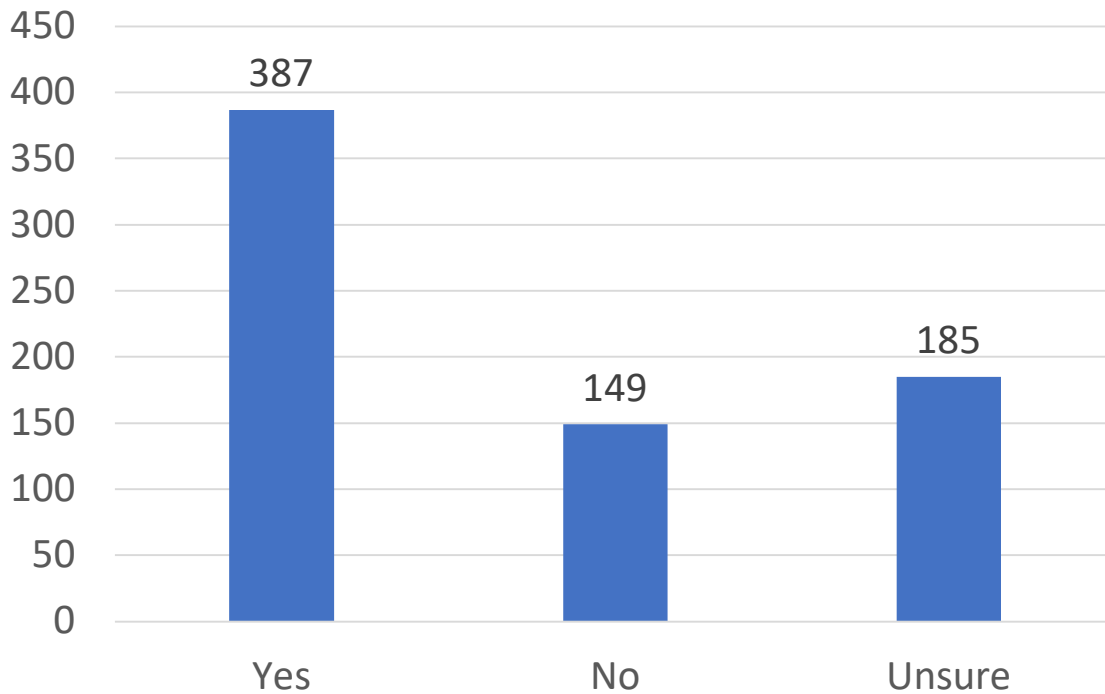


***Do you know how to find updated information about campus decisions at the University of Arizona (for example, COVID-19 mitigation, campus re-entry, furlough, etc.)?***



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

Know how to contribute questions, ideas  
n=721



**46%** of faculty and instructors have **do not know or are how to contribute questions, ideas, and opinions through the shared-governance process**



***"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."***





***"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.”***





***"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."***



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



***"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!"***

## THANK YOU

- Andrea Romero
- Adrián Arroyo-Pérez
- Lisa Elfring
- Rebecca Pérez