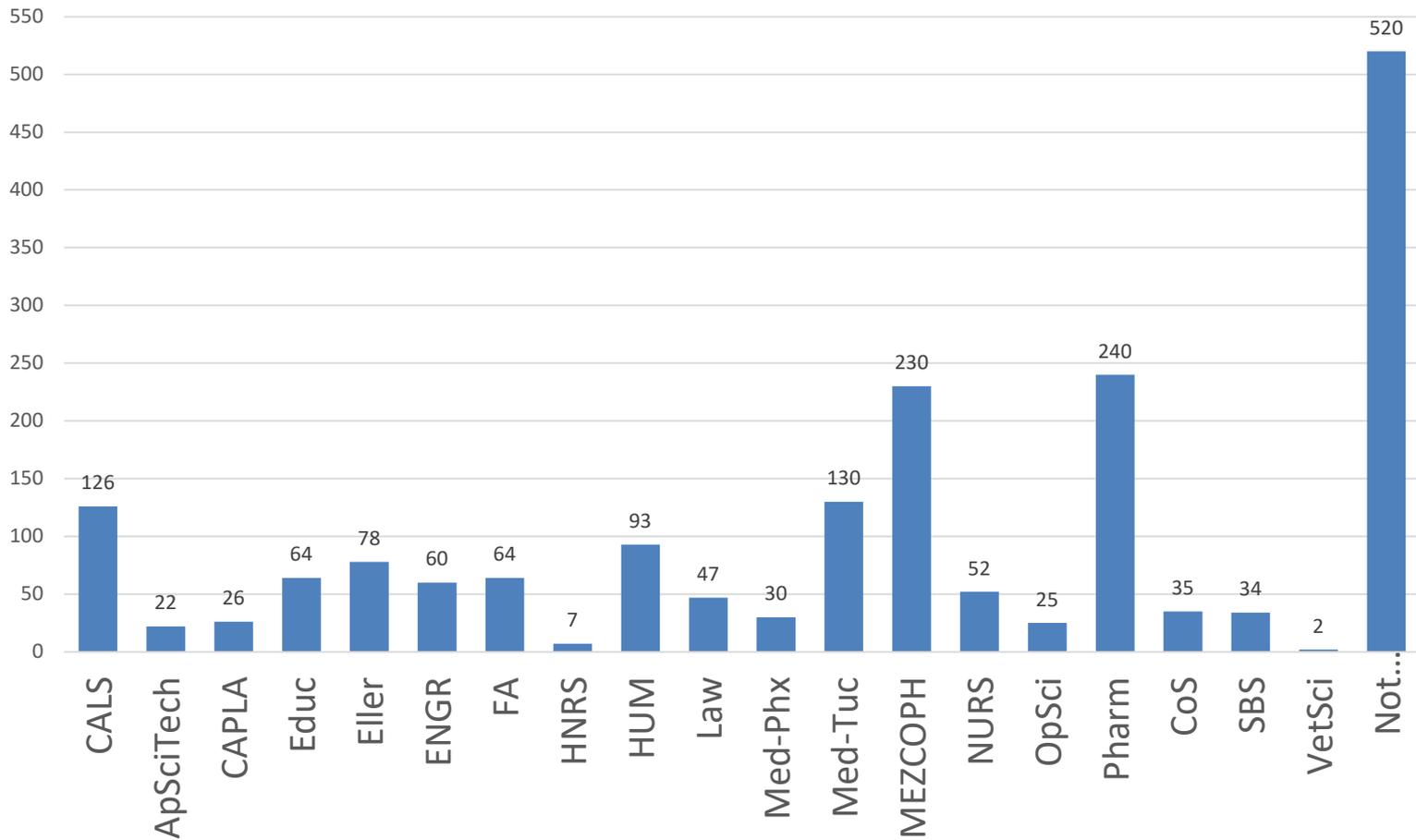


# FACULTY COVID19 SURVEY SPRING 2020

PRESENTED BY  
ANDREA ROMERO & LISA ELFRING

# 1885 Participants

Participants by College  
n =1885





Employment Category	Tenure-track or tenured	Career-track	Continuing status faculty	Adjunct or Visiting Professor	Grad Student	Staff
Overall	756	427	14	124	67	36



## Most Effective Remote Teaching Strategy

	Mean (SD)	Min/Max
<b>Instructor 1to1 meeting with student</b> (n=1226)	3.49 (1.64)	1-5
<b>Teaching Team Feedback on Coursework</b> (n=1218)	3.42 (1.54)	1-5
<b>Discuss Boards</b> (n=1213)	2.63 (1.62)	1-5
<b>Instructor Virtual Office Hours</b> (n=1246)	2.57 (1.48)	1-5
<b>TA Virtual Office Hours</b> (n=1188)	1.69 (1.22)	1-5



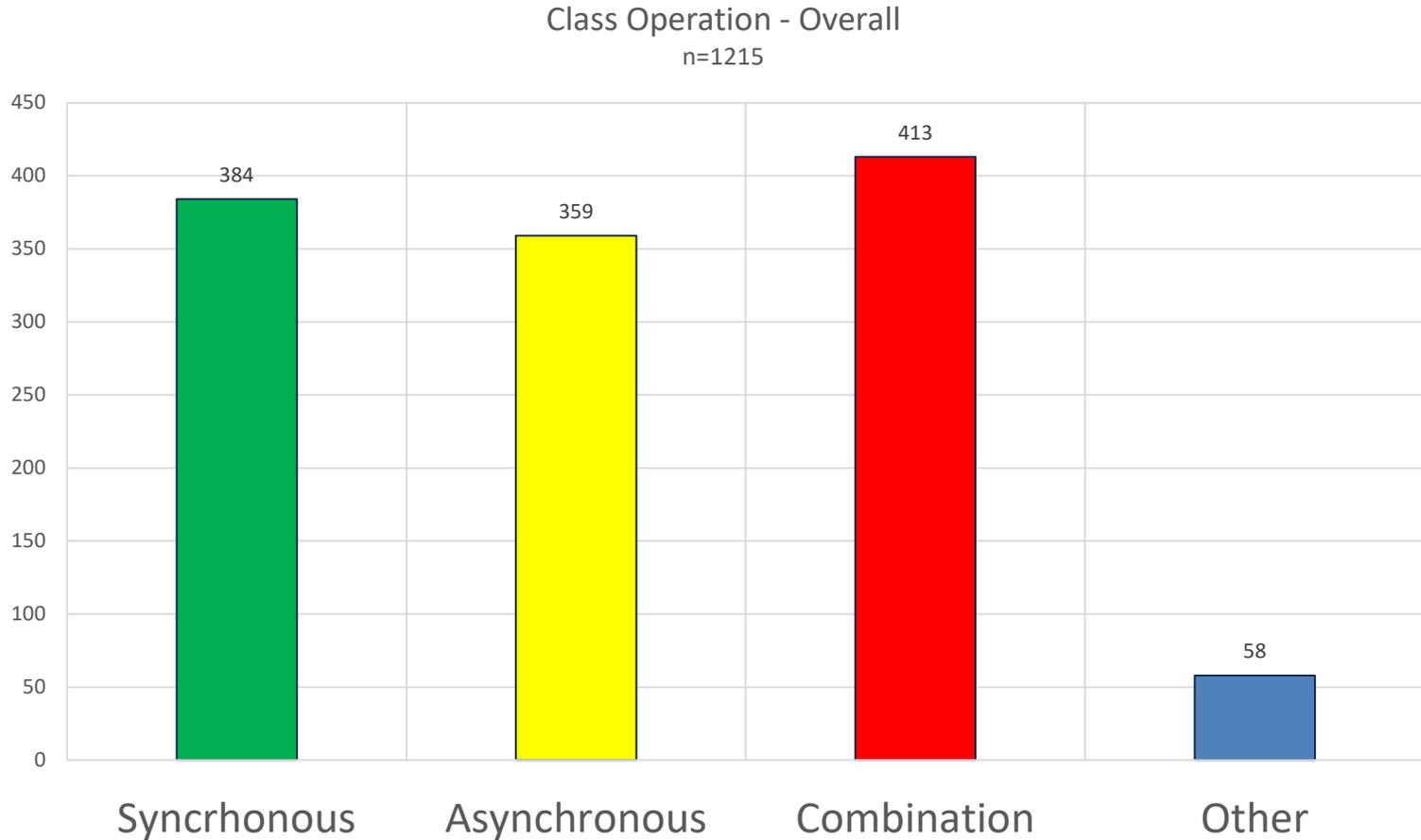
***“Every student has a different comfort level, a different ability to participate, and a different enthusiasm for online learning. None of them signed up for this and they make that point clear. They appreciate my accommodations and flexibility but would MUCH rather be meeting in person.***

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





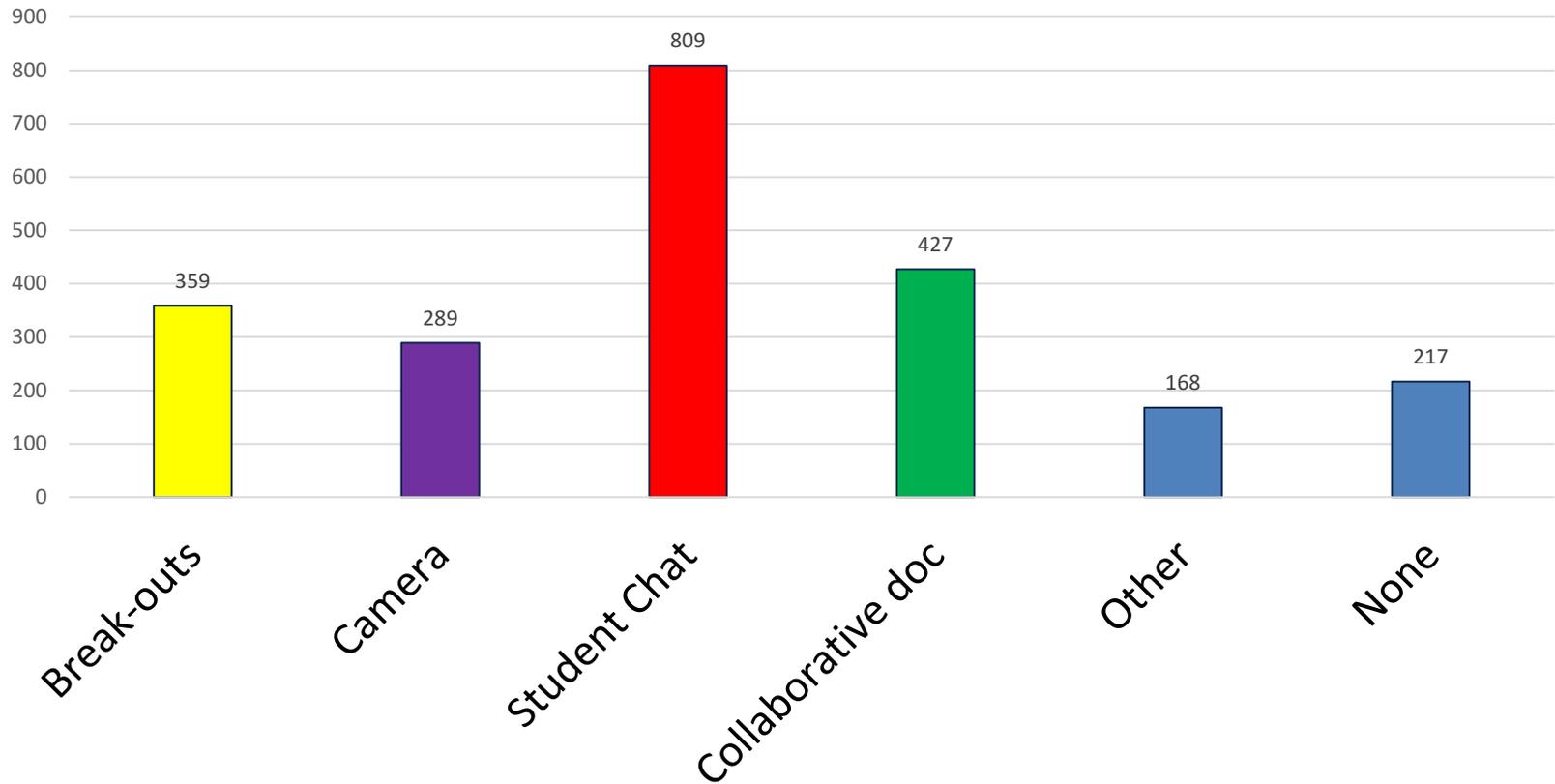
## *How would you characterize the way your classes operate since the move to remote instruction?*





***If you are using live, virtual class meetings, what tools do you use in these sessions? Choose all that apply.***

Tools Used -Overall  
n=1088





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

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



***“ (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.”**



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

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



***"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.***

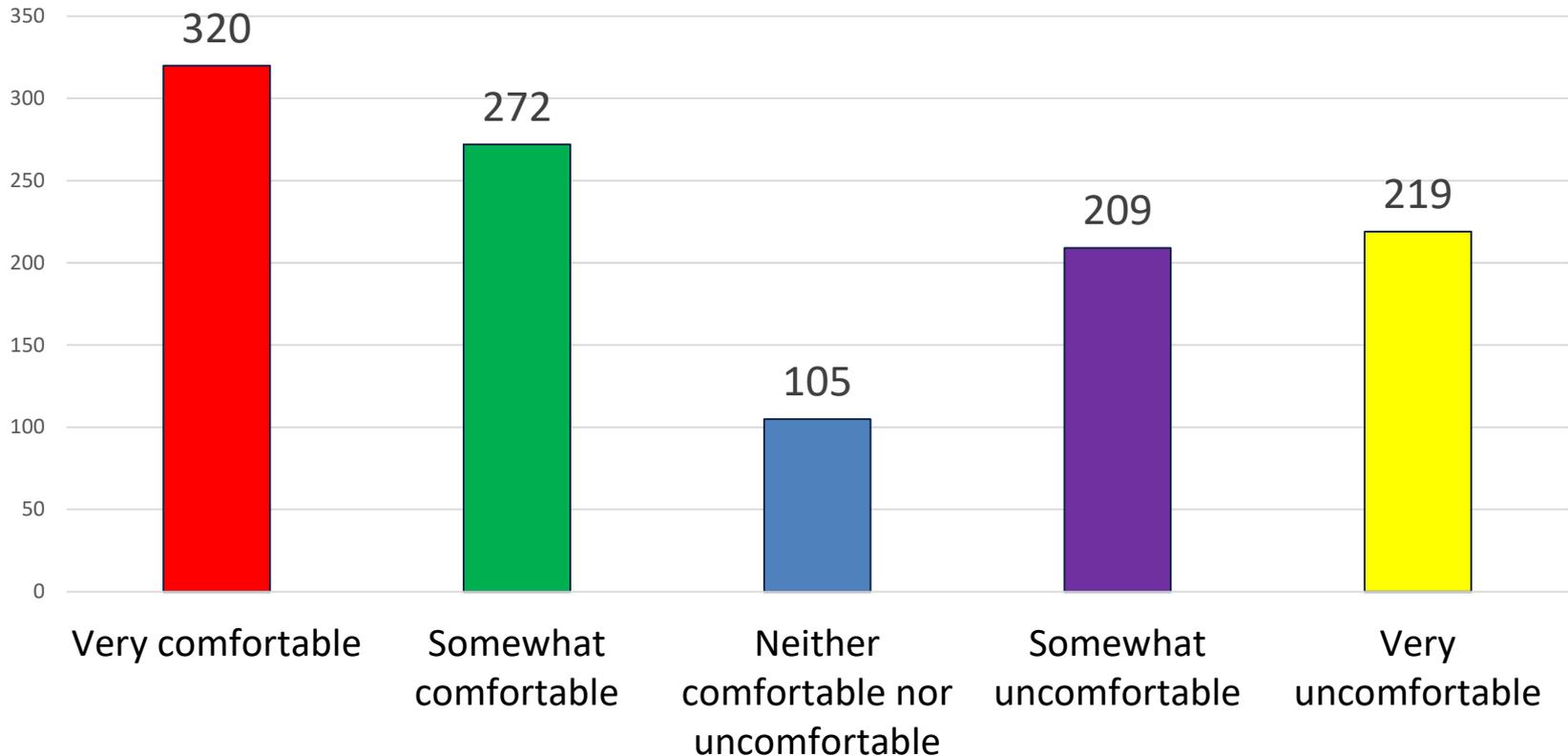
***Online teaching can approximate face-to-face teaching, but it can not replicate the best of face-to-face teaching. It just can't."***





***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)***

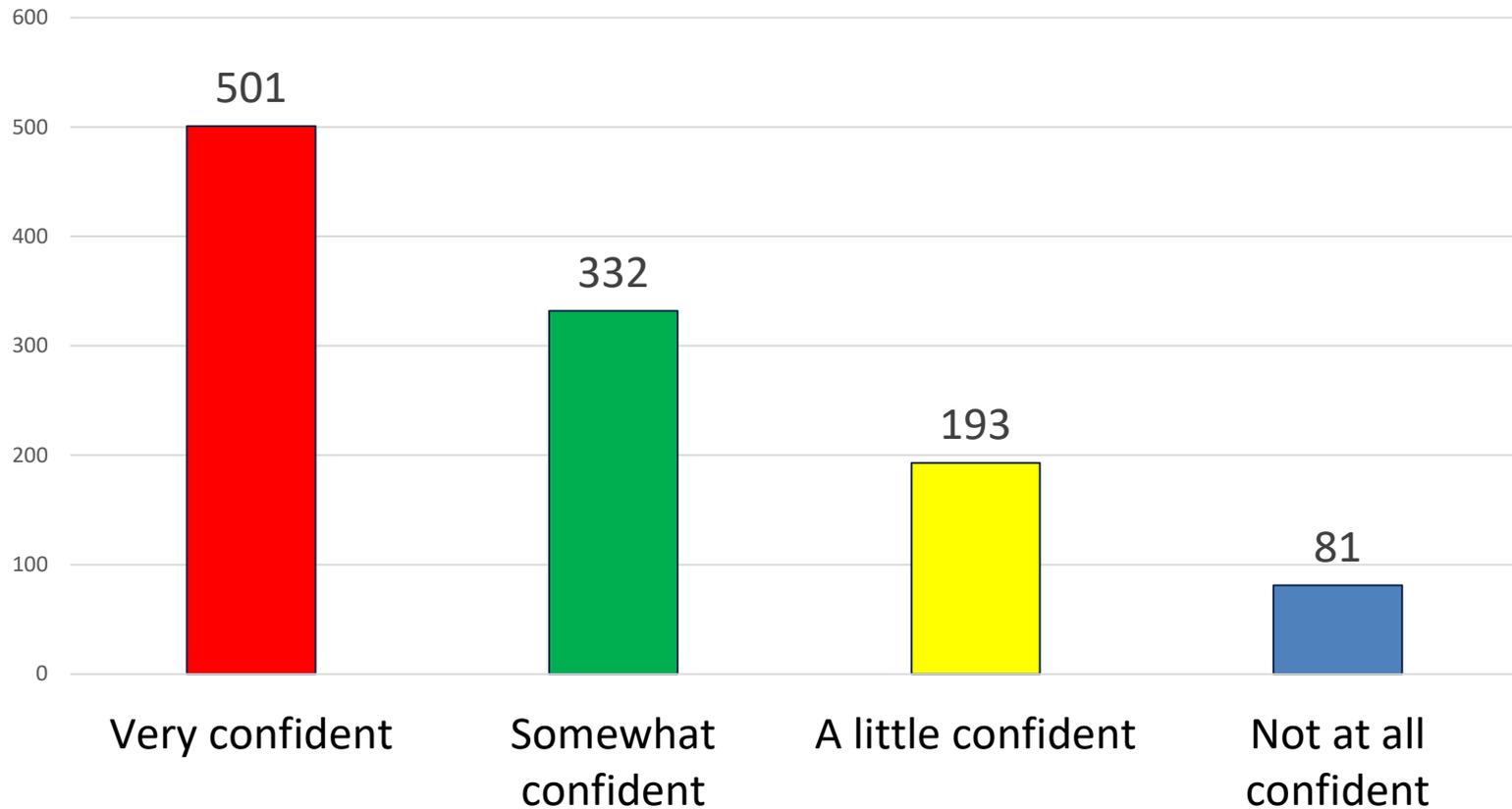
Comfort level teaching fully online in future  
n=1125





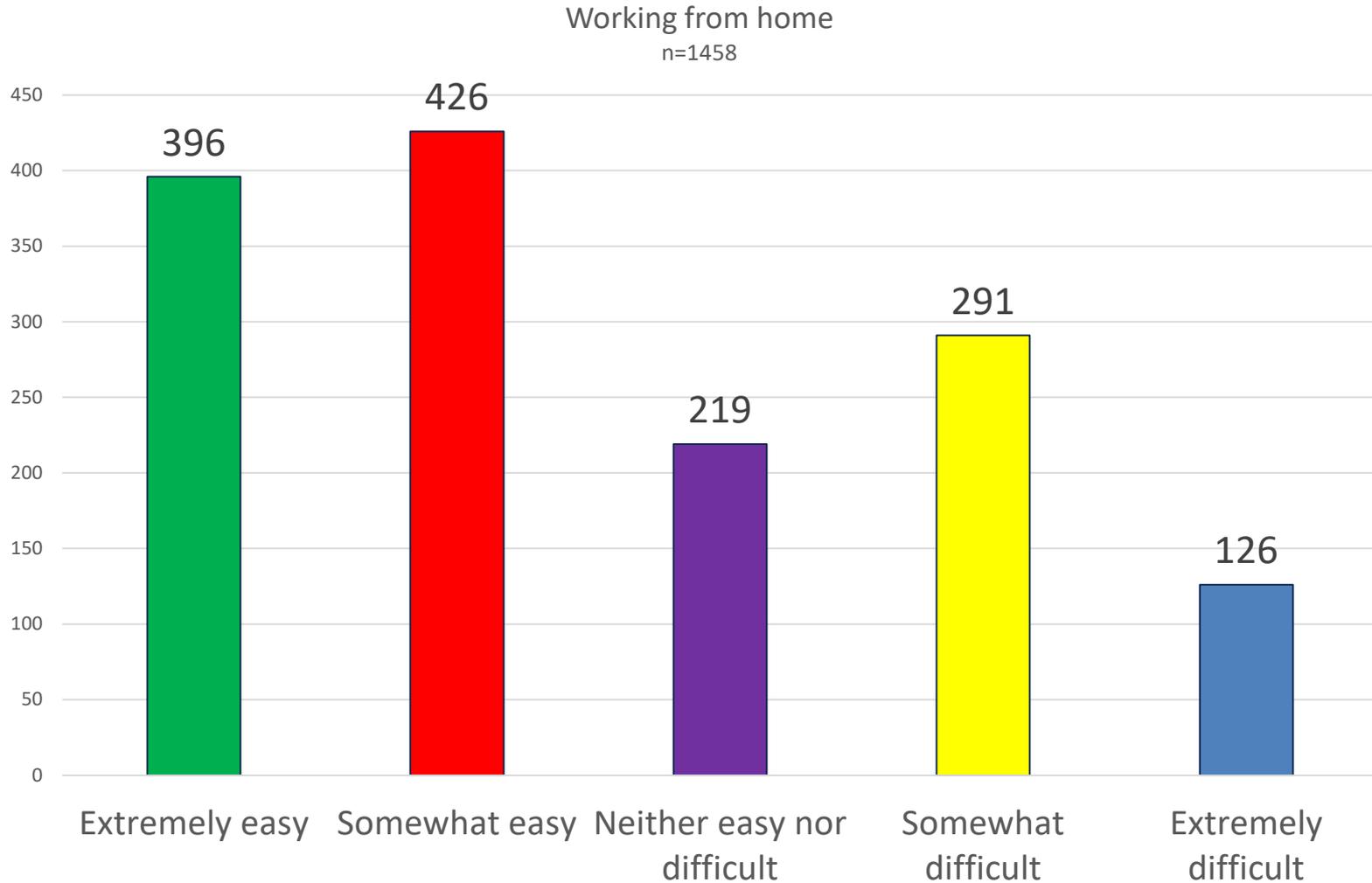
***How confident are you that you could effectively develop and teach a new online or hybrid class in the future?  
(1- Very confident to 4 – Not at all confident)***

Confidence developing an online or hybrid course in future  
n =1047



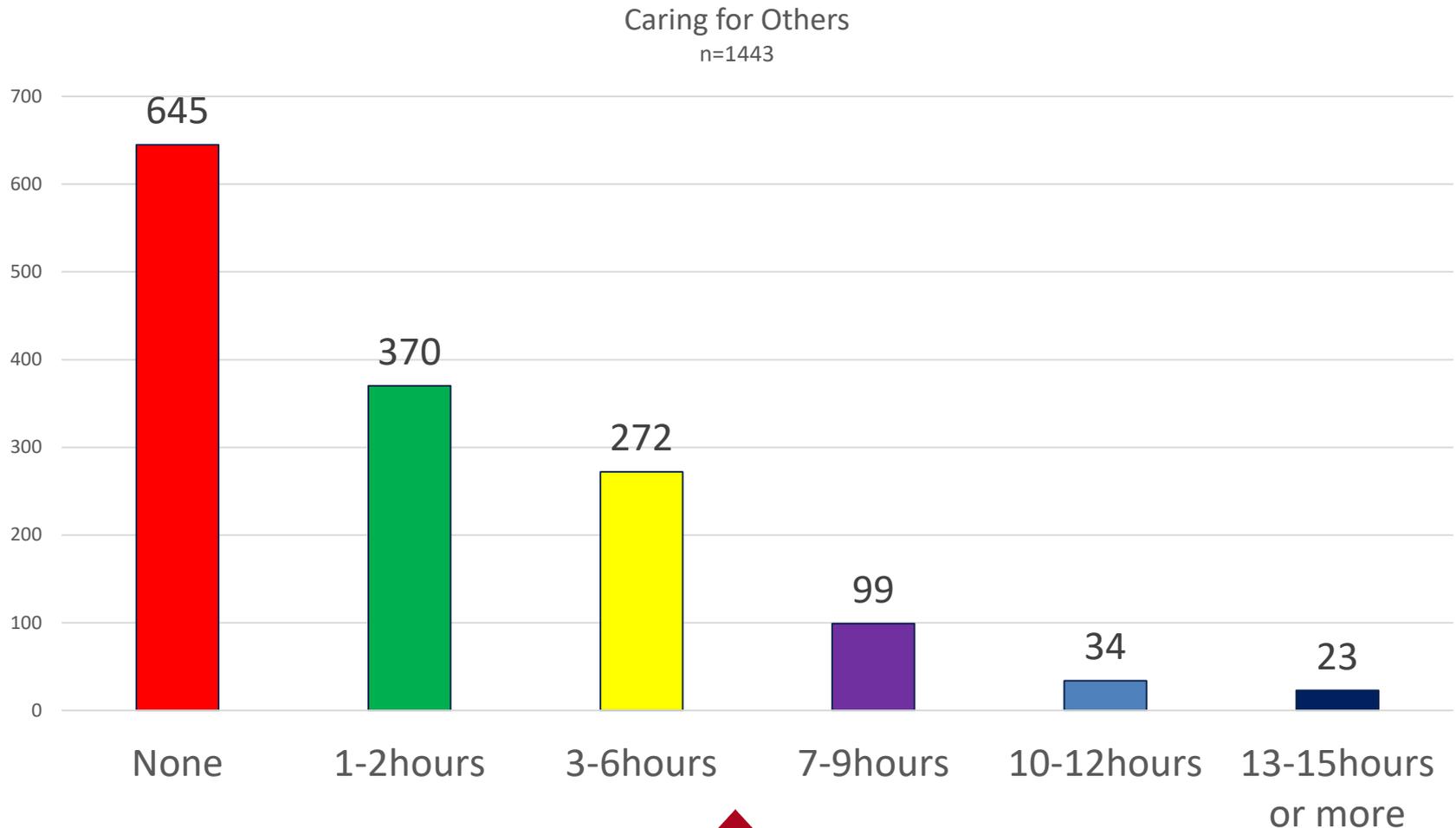


## *How is it for you to work from home? (1 – Extremely easy to 5 – Extremely Difficult)*





***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)***



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

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



***" (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."***





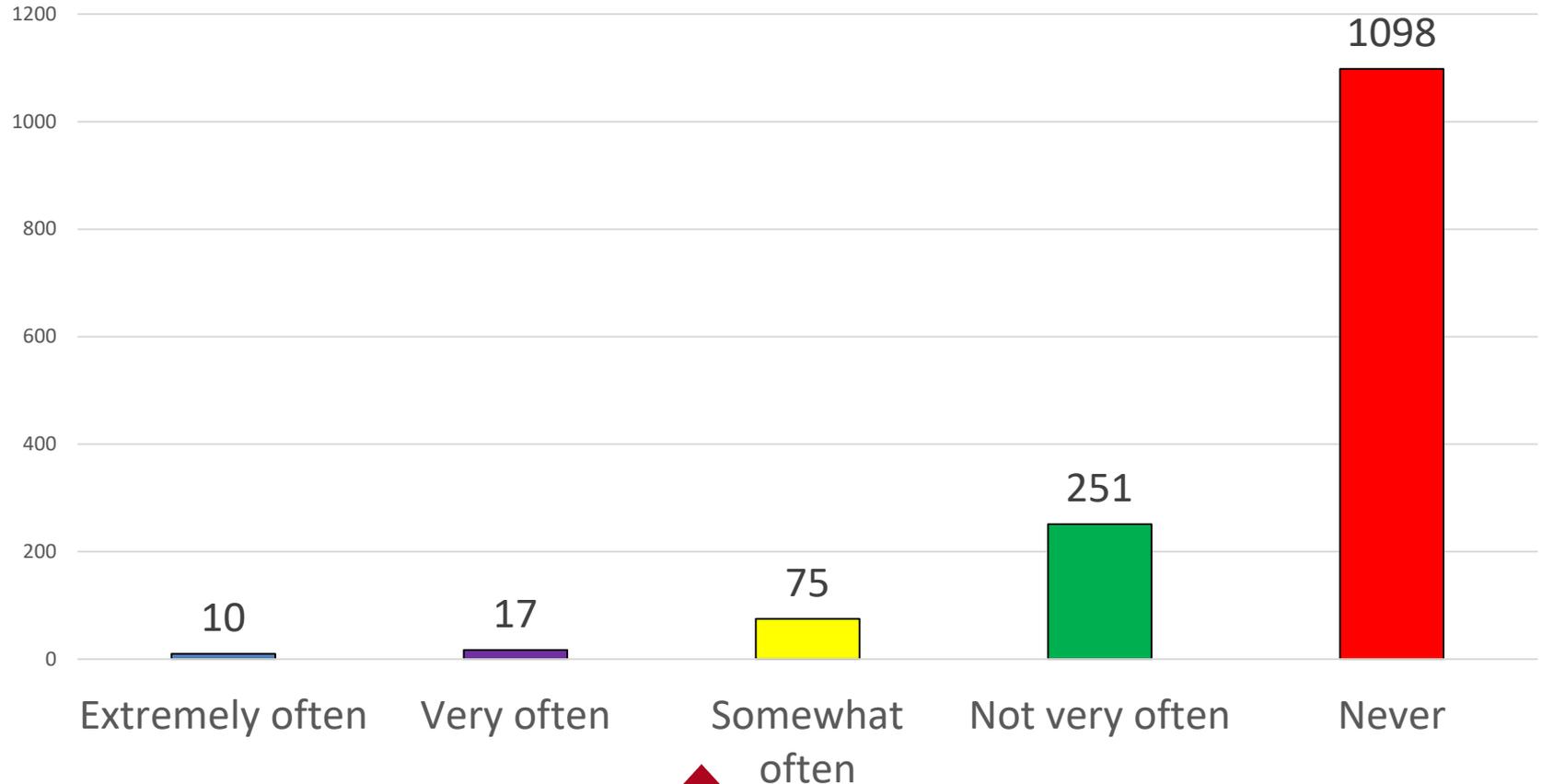
***During the COVID-19 response, how equitably (fair & just) do you feel the following processes are being experienced? (1 – Not at all to 4 – very; 0 – I don't know)***

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



***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)***

Experienced Exclusionary Conduct from Members of University  
n=1451



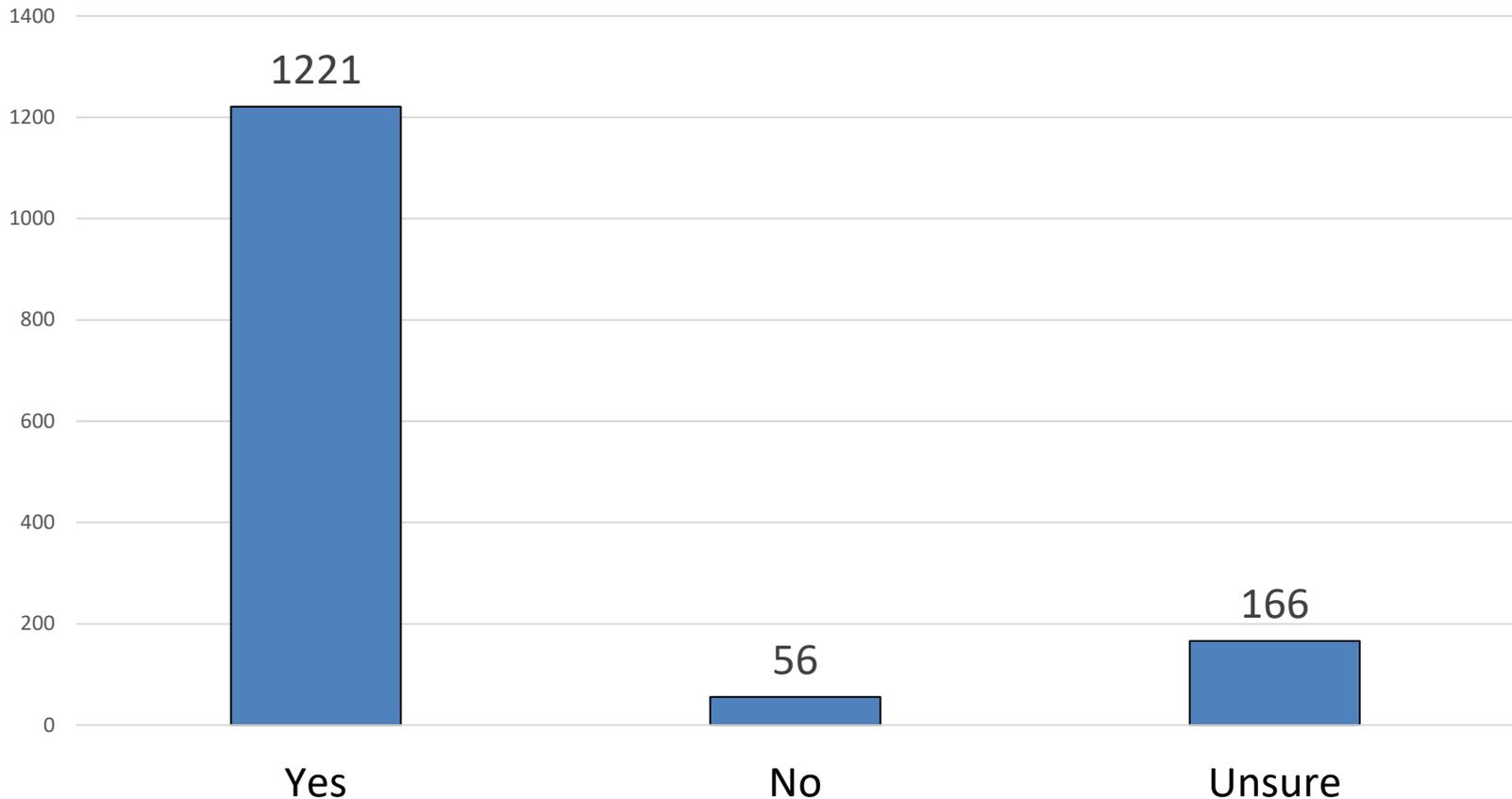
***In terms of planning for Summer and Fall 2020, please rate your concern about aspects of re-entry to the campus. (1 – Strongly Disagree to 4 – Strongly Agree)***

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



## ***Do you know how to find updated information about COVID-19 decisions at the University of Arizona?***

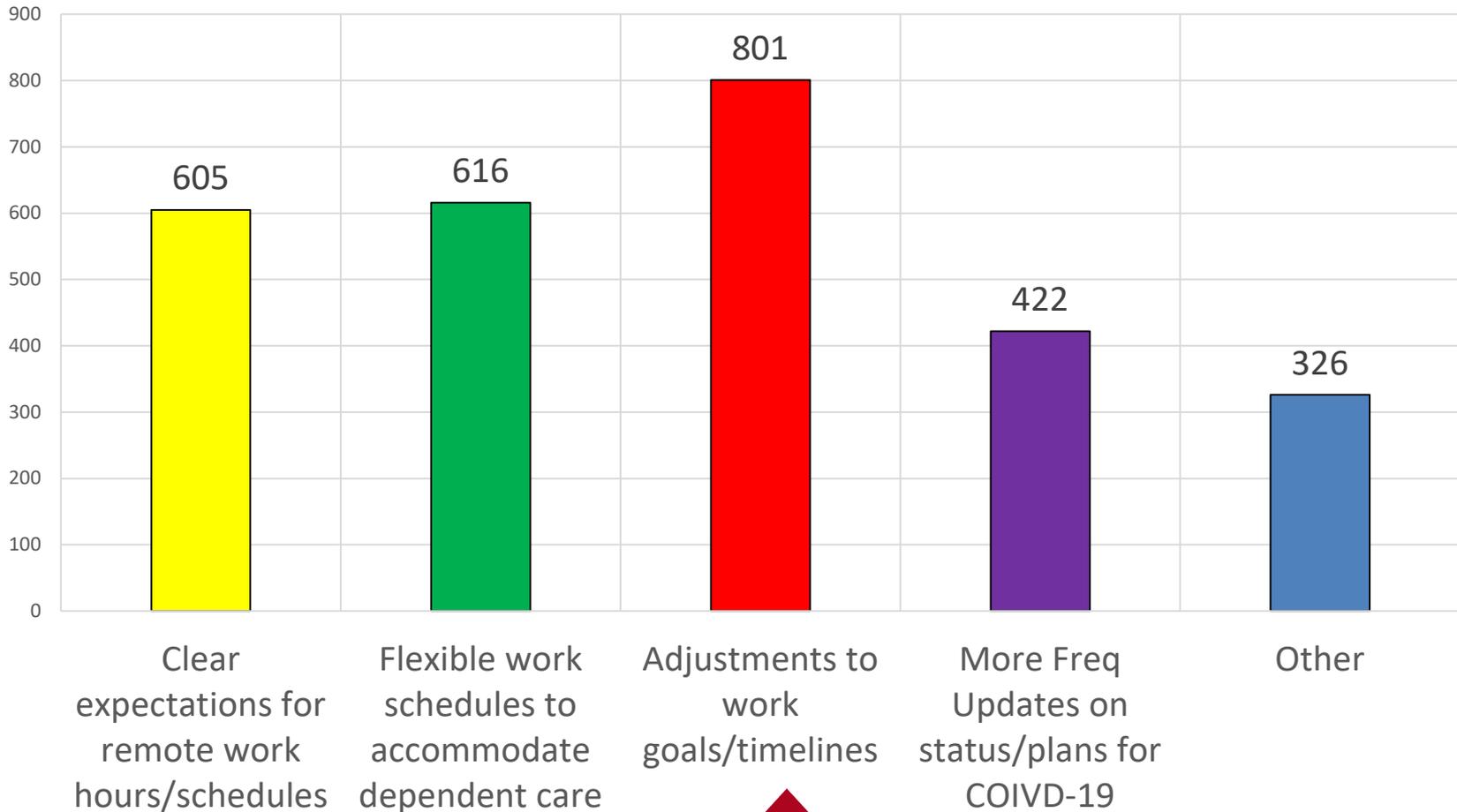
Know How to Find COVID-19 decisions at UArizona  
n=1443





***Which of the following could leadership do that would be most helpful for you in carrying out your work? Check all that apply.***

Most Helpful for Carrying Out Work  
n=1316



## Qualitative Themes

- Student Engagement
  - Care for students' welfare
  - Minimal change for experienced on-line teachers
  - Unhappy with online teaching & UA altogether
- Rapid Transition to Online
  - Childcare
  - Equipment & tech support
  - UA financial interest

## Qual Theme: What Resources have helped you?

- Department heads
- Deans
- OIA
- IT
- Facilities Management

# 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 wifi, workstation, etc)
  - Testing and tracing information
    - More information about anti-body testing
    - Building precautions
- 



***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.”***





***"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.***

***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."***



## THANK YOU

- Andrea Romero
- Michelle Rascon
- Lisa Elfring
- Rebecca Perez