

### Survey Background

Developed by a team representing diverse units in AAD and ODEI, the Fall 2020 Faculty Survey questions explored faculty experiences during the COVID-19 pandemic, well-being and caregiving responsibilities, and the transition to online teaching and remote working.

All faculty (N=1931) were invited to participate by email from the Office for Faculty Success. Responses were collected from 11/16/2020 to 1/8/2021. 714 respondents completed the survey, for a 37% response rate.

Respondent demographics closely matched SJSU's faculty population.

### Well-Being and Access to Resources

- 24% of SJSU faculty reported doing very or extremely well overall in Fall 2020, while 20% reported doing only slightly well or not well at all.
- 38% reported that working remotely was going very or extremely well for them in Fall 2020, while 18% reported that it was going only slightly well or not well at all.
- Nearly all faculty reported having access to computer equipment (96%) and internet access (92%) to support their online teaching/remote work. Slightly fewer had access to physical space (85%) and a quiet environment (80%) to support their remote work.
- Faculty awareness of university websites to support online teaching, learning, and engagement could be improved: 37-48% were unaware of the SJSU Teach Anywhere, Work Anywhere, Learn Anywhere, and Discover SJSU.
- While a significant number of faculty (72%) reported making equipment purchases to support their remote work (12% of which were reimbursed), a majority reported that this did not represent a significant financial burden.
- Faculty's most used resources were Library services (60%), IT services (59%), eCampus services and workshops (53%), and Center for Faculty Development programs (48%). They were least aware of online counseling services, the Employee Assistance Program (Empathia), Coronavirus leave programs, and the equipment loan program.

### Communications and Support

Most faculty reported satisfaction with communications and support received from a variety of campus offices.

*Most satisfying:* Communication and support from their department chair or director, colleagues, and eCampus.

*Least satisfying:* Communication and support from the University Bookstore, University Personnel, and the University Administration.

### Caregiving Responsibilities and Impacts on Remote Working

- A majority of faculty respondents (56%) reported at least one caregiving responsibility. Half of these respondents reported having no paid or unpaid help with caregiving.
- 79% of faculty with school-aged children reported that their children were attending school online from home during Fall 2020.
- A number of faculty reported that they did not have sufficient assistance to support their children's online learning (32%), and that their children's online school activities (45%) and social and emotional well-being (49%) were negatively impacting their own work in Fall 2020.

### Career Concerns: Factors that Influence Effectiveness and Top Concerns Across Rank

Significant numbers of faculty reported that family and caregiving responsibilities (49%), concerns about mental health and wellness (55%), and lack of contact with colleagues (64%) impacted their effectiveness as a faculty member "somewhat" or "a lot" in Fall 2020. More than 1 in 5 faculty (22%) reported being "very" or "extremely" concerned about the lasting impact of COVID-19 on their careers.

Lecturers shared concerns about job security due to anticipated budget cuts and lower enrollments:

*Being a lecturer, low enrollment means less classes to teach. There is so much uncertainty. I generally teach 3 classes but I am only given 2 for Spring 2021 due to low enrollment. There is no way for me to bridge the sudden dip in my income.*

Tenured and tenure-track respondents expressed concerns about RSCA:

*I have been focused on survival, and on doing the most pressing tasks (teaching, advising, committee meetings, etc.) so my research work has really stalled. I am very nervous that this will tank my career.*

*My productivity has taken a major hit. While everyone is completely understanding now, I am concerned about how this year will influence my ability to reach full professor as well.*

Lecturers and tenure-track faculty alike expected negative impacts on SOTEs:

*I am concerned that the stress that students are under will cause them to give me poor evaluations despite my efforts and that will haunt me in the tenure process.*

*I am afraid that I will receive poor reviews from students and peers which could negatively impact my career. . . . I don't want to be judged for having to make a pivot to what is the total opposite way that I normally teach.*

**Faculty rank is greatest predictor of well-being:** Compared to lecturers and tenured faculty, tenure-track faculty reported the lowest levels of overall well-being and the greatest negative impacts of social isolation, concerns about long-term impacts, financial concerns, and mental health concerns.

## Remote Teaching Practices and Pedagogies

### F20 Teaching Modalities

Asynchronous Online 18%

Bichronous Online 27%

Synchronous Online 47%

### Future Teaching Preferences

Synchronous Online 21%

Hybrid In-Person/Online 38%

In-Person 52%

Faculty reported greatest satisfaction with:

- Zoom session security (65%)
- Communication with students (52%)
- Communication from the university about resources for students (39%)
- Translating pedagogy and assignments online (39%)

Faculty were least satisfied with their ability to ensure academic integrity (33%)

Challenges of teaching online:

- Lack of connection with students, difficulty engaging students, lack of familiar feedback mechanisms (e.g., "reading the room")
- Maintaining academic integrity, addressing cheating
- Lack of connection with colleagues (e.g., missing hallway conversations and "pop-ins")

Enjoyable aspects of teaching online:

- Ability to work from home: No commute, opportunity to connect with family, stay safer
- Perks of educational technologies: Seeing students' names in Zoom, making recordings and transcripts of class meetings
- Continued meaningful interactions with students
- Personal growth as an instructor: New skills, responding creatively, pride in adaptability

*While 59% of faculty preferred a single teaching modality in the future, a significant minority (41%) preferred a mix of multiple modalities.*

### Impacts of Teach Online Summer Certificate Program

A majority of faculty (52%) reported having never taught an online class prior to Spring 2020.

Those who participated in the SJSU Teach Online Summer Certification Program were less likely to say they felt "not at all prepared" for online teaching. They reported using a variety of pedagogical techniques:

- Online office hours (70%)
- Live video lectures (67%)
- Posting lecture slides on Canvas (59%)
- Frequent low-stakes assessments (58%)

Participants in the certificate program used effective online pedagogical techniques more frequently than those who did not participate

Percentage point differences:

- +55 Universal Design for Learning principles
- +25 Frequent low-stakes assessment
- +22 Online breakout rooms
- +21 Online discussion boards

### Reflection Questions for Campus Leaders

What resonates for you about these findings? Did anything surprise you?

What resources might we promote or create in light of these findings, and for whom?

What more information do we need in order to take informed actions in support of faculty?

### Preliminary Recommendations

1. **Create working groups to address faculty concerns**--particularly given the pandemic-related effects on workload and RTP. Complete an audit of faculty service commitments with a focus on equity.
2. **Develop generous tenure-clock extension for tenure-track faculty.** Impacts of the COVID-19 pandemic will stretch beyond one year. Impacts on faculty include not only individual stress and disruptions, but additional impacts on children and other family members, challenges of maintaining professional identity in isolation from colleagues and in-person support.
3. **Engage college and department-level leadership in communication campaigns.** Faculty tend to pay more attention to (and have greater trust in) communications from their "local level" leaders. Think about ways to have Deans, ADs, and Chairs/Directors amplify important messages from university leadership.
4. **Offer a "Summer 2.0" faculty development program** that builds on last summer's certificate and in consultation with faculty. [Work on this program already in progress.]