

# FACULTY/INSTRUCTOR COVID-19 SURVEY SPRING 2021

Strategic Leadership Team Summary

Presented by

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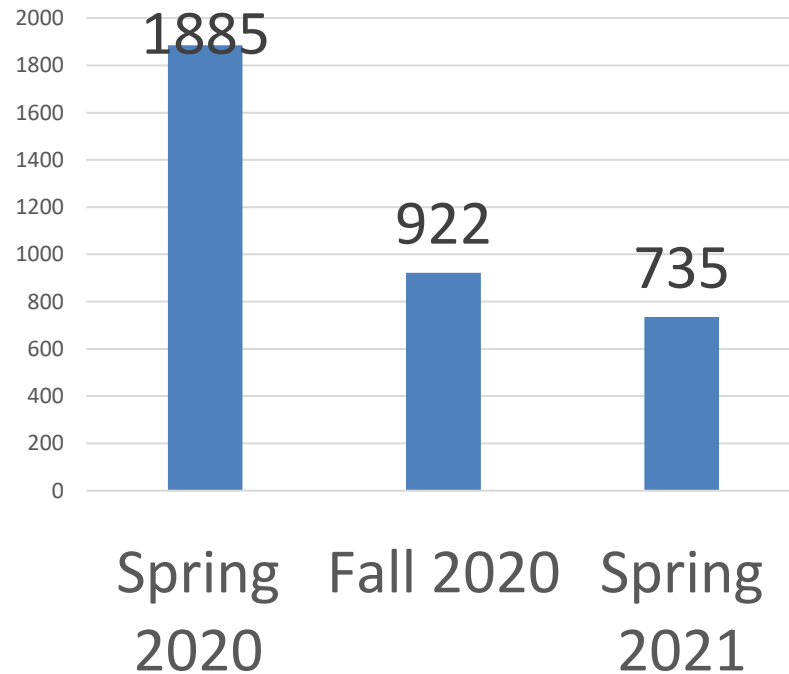
For the full report and slides go to:

<https://facultyaffairs.arizona.edu/faculty-reports-and-data>

## Participants

### 735 Faculty and Instructors participated

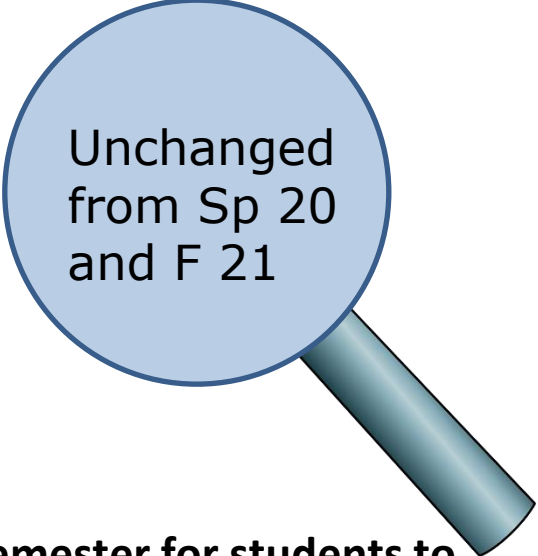
- 33.4% tenure-track
- 20.7% career-track
- 3.8% continuing status track
- 4.1% adjunct/visiting
- 0.4% staff
- 0.1% graduate students
- 37.4% no response






## 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



Unchanged  
from Sp 20  
and F 21

## 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.
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## 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.



**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.



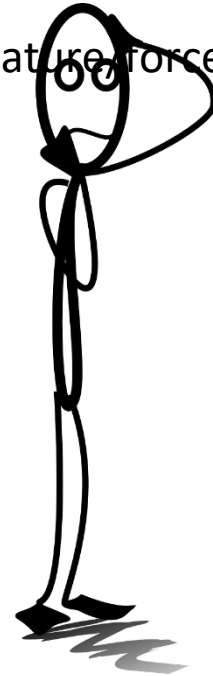
***What resources/units on campus have helped you the most during the COVID-19 response, and how? 310 participants responded with open-ended answers:***

- 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)



## 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.





## Qualitative themes

### Lasting changes to teaching

Many instructors mentioned changes they will carry over to future 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."*

### Equity and inclusion

Some respondents expressed significant concern about equity and inclusion issues for students, colleagues, and the institution.

*"University ability to maintain commitment to genuine reforms to reduce disparities."*

*"I have worries and anxiety about the disconnect between faculty at the senior level without kids and privileged (white males) and their lack of empathy/knowledge about challenges faced in the current climate by women, minorities and junior faculty overall with and without kids."*

# What could University leadership do to ease the transition for Fall 2021?

## **Flexibility for all**

*“Continue offering online instruction options for courses that worked well in that modality.  
Continued use of mitigation measures.  
Work from home options where possible.”*

## **Consistent, clear and frequent updates**

Transparency in decision-making about the financial situation of the university.

## **Shared governance**

*“We don't need empty updates saying that there will be updates; dean and directors need to be more involved.”*

**Care-giving and childcare resources**



***"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.."***



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