

## **Draft Preliminary Results of the 2020 Faculty Senate Pulse Survey 2.0**

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The Faculty 'Pulse' Survey 2.0 is designed to capture the challenges that OSU faculty are experiencing, and to identify helpful supports.

The Total N= 501 – May 5, 2020

### **What is your academic/administrative home campus?**

Corvallis campus	431
OSU-Cascades campus	19
E-campus	28
Extension	25
Hatfield Marine Science Center	9
Portland Center	4
Total N=	501

### **Considering the huge disruptions in our lives and the world, generally speaking, how are you and your family doing?**

Extremely Bad	2.1%
Somewhat Bad	13.7%
Neither Good or Bad	18.4%
Somewhat Good	53.0%
Extremely Good	12.6%

### **With all of the changes to institutional and campus norms during the pandemic, how are you doing?**

Extremely Bad	5.0%
Somewhat Bad	24.4%
Neither Good or Bad	13.1%
Somewhat Good	48.8%
Extremely Good	8.5%



**Top five challenges have you experienced in working remotely? In ranked order.**

Inability to focus at home

Feeling overloaded by duties

A lack of private work space

Taking care of co-inhabitants

Insufficient Wi-Fi

**For instructional faculty only, how effective do you believe you have been using educational technologies in delivering your course remotely? Percent doing well.**

Using Canvas 80.2%

Using Zoom 71.9%

Making course materials accessible for students with disabilities 66.4%

Building relationships with students to support effective teaching 58.5%

**How would you rate the OSU information technology support services for allowing you to successfully implement the following?**

	Mean	
Using digital tools in a secure way	4.15	Very Effective
Using Canvas effectively	4.06	Very Effective
Using Zoom effectively	4.07	Very Effective
Using audio or visual media during my class	3.60	Very Effective
Creating/supporting an active learning environment	3.54	Moderately Effective
Optimizing Wi-Fi bandwidth during Zoom classes	3.44	Moderately Effective
Flipping my class	3.39	Moderately Effective
Using additional digital tools (e.g., whiteboard)	3.23	Moderately Effective

**How would you say your students have adapted to remote learning, from your experiences and observations as an instructor?**

My students seem to be adapting reasonably well to remote learning. 49.3%

My students seem to be struggling somewhat with adapting to remote learning. 37.8%

My students seem to be struggling a great deal with adapting to remote learning. 7.6%

My students seem to be adapting extremely well to remote learning. 5.2%

### **What are your five biggest concerns with the transition to remote learning so far?**

Diminished student learning

Not being able to communicate with my students

Graduate student research progress being negatively impacted

Evaluations of my teaching effectiveness

Security/privacy in proctoring online exams

**The OSU Foundation is interested in determining ways to support faculty in this period of crisis. The Foundation would like to assess the financial impact of the following factors on individual households.**

A loss of income	47.0%
Increased health care costs	40.3%
Increased cost for home office	40.6%
Increased cost for wireless network	39.4%
Increased costs for food and/or other basic necessities	39.0%
Increased childcare costs	27.3%

### **A Summary of the Qualitative Data collected from the Pulse II Survey**

The qualitative open-ended questions, which are presented below, allowed us to capture more nuanced insights into specific issues and concerns of OSU faculty. The qualitative data below allows us to hear the faculty voice and some important truths about their work life, teaching, research, family life and the general effects of the COVID-19 virus.

#### **Question 4**

**What challenges have you experienced working remotely?** Responses to this question ranged from social interaction to workspace needs to varying expectations. Many people miss interaction with their colleagues that being on campus provided. Many folks also responded that home work space limitations mean sitting more than usual as they do not have the freedom to move around when teaching. Not having ergonomic office chairs/equipment was also a shared concern. Some reported not receiving any messaging from their departments and when they do, it isn't consistent with university messaging. There is also a lot of concern about budget restrictions, layoffs, non-renewals and colleagues being laid off. A few people mentioned the expectation of high productivity during this time when many are teaching their children as well as their students. Some feel there is little understanding or empathy for those with K-12 children at home. The concern about research being at a standstill was reported by many, in addition to concern for graduate students being able to complete their research, which determines the type of job opportunities they will have upon graduation. Others feel that there are just too many Zoom meetings and emails.



### Question 5

**Tell us about your experience using OSU IT support services.** Most of the respondents felt that IT is doing a great job. Many people praised their college IT support as well as OSU IT services. The few issues faculty did report centered on wishing that OSU IT had a “one stop shop” for all IT needs. One person reported concerns over not being able to take computers needed for research home, even though they were purchased with grant dollars. There were some unrelated frustrations that were indicated about technical issues related to personal PC’s and equipment.

### Question 6

**For instructional faculty only, how effective do you believe you have been using educational technologies in delivering your course remotely?** Overall, faculty expressed concerns over the use of educational technologies for course delivery. One respondent captured these concerns noting: “Teaching remotely under these circumstances has been the most difficult teaching.” Some faculty admit to struggling with the technology and noted a lack of demonstration materials. For others, the frustration is more around limitations that leave Zoom, Canvas and Kaltura somewhat inadequate for various pedagogical needs. Faculty also identified the challenges of building community and sustaining student interaction in an online remote format. Others worried about maintaining instructor professionalism. There were considerable concerns voiced around assessment of teaching in this new environment, especially in the context of labs and other experiential learning components. In addition to concerns about tech support for instructors, there is some concern about tech support for students.

### Question 9

**What are your biggest concerns with the transition to remote learning so far?** Concerns that emerged in response to this question included the impact on research activity, concerns about student engagement and interaction and concerns about mental health and stress management for students and faculty. Less frequently noted were concerns regarding academic integrity, rigor, and grading practices, workload, and a lack of instructor and faculty training or preparedness for remote learning environments.

### Question 10

**What concerns are arising for students' success that you would like to bring to our attention?** Responses to this question fell into the two main categories of Zoom issues and student welfare. With reference to Zoom, faculty were concerned by student attendance at live Zoom sessions, student distraction during Zoom sessions and about the pedagogical effectiveness of Zoom as faculty noted that engagement levels seem to be waning over time. When students don’t attend or miss Zoom sessions, faculty don’t know if it’s a technical issue or another barrier. Faculty raised concerns over privacy for themselves and students in Zoom environments (bedrooms and homes). Faculty report feeling a sense of awkwardness for teaching when students turn off cameras. There were some specific challenges reported when teaching STEM content via Zoom, which included disruptions in Wi-Fi causing spotty Zoom reception, preparing asynchronous delivery taking up a lot of time and the integrity of exams and tests.

Faculty reported concerns about student welfare and success. Student mental health in general was a concern, but also in terms of students' abilities to focus, students being able to complete coursework on time, student motivation waning and slower progress toward graduation. Faculty voiced strong concerns for students who may be facing domestic violence, trauma, food insecurity, anti-Asian hate feelings, and for students who have had to return to homophobic and transphobic family homes.

### **Question 11**

**Are there any specific issues or concerns that fixed-term faculty (i.e. professional faculty, instructors, research faculty, etc.) have in this time of COVID-19?** Several themes emerged from the analysis of the response to this question. Not surprisingly, the main theme was job security. Within this theme, faculty reported fears for the longer-term economic impact of the situation because of declining future enrollment, budget cuts and the possibility of furloughs. A significant number of respondents commented on the non-renewal for two CBEE instructors. Those non-renewals were seen as unjust resulting from supervisor bias rather than concrete economic reasons. This situation was identified as having ripple effects on the morale of CBEE tenured, untenured faculty, graduate students, undergraduate students and alumni for the college.

Faculty reported feeling concerns that fixed-term faculty have been overworked with no additional compensation given. Respondents noted that this was particularly evident for the lowest paid instructors who came forward and voluntarily increased their class sizes for the spring term on Ecampus.

The fixed-term teaching faculty reported having struggles with remote teaching and their pedagogy. They feared that there was a decline in student engagement and communication issues with students. For fixed-term faculty engaged primarily in research, there was shared concerns that they could not do their research-related job from home with no access to labs. They were afraid that grants would run out and their future employment would be in great jeopardy.

Childcare was another concern as many were afraid that they would not have a work/family/life solution if OSU opened, and there was no option to find paid childcare or day care.

### **Question 12**

**The OSU Foundation is interested in determining ways to support faculty in this period of crisis. The Foundation would like to assess the financial impact of various factors on individual households.** The majority of personal economic impacts identified concerned a fear for the loss of employment, loss of retirement funds and financial losses due to diminished research productivity. Faculty also identified additional costs for setting up and maintaining a home office as having an economic impact. The increased cost of utilities (gas and power), upgrading internet service and having to use their personal cell phone for work were all identified as impacts. Finally, respondents also identified physical and mental health issues for the individual and family as an additional cost of working from home. A lack of an ergonomic workspace was identified as bringing on costs in terms of physical health while a lack of child care, coupled with workplace stresses that include changes in workload expectations, were linked to mental health costs.

### Question 13

**Are there any innovations coming out of this time of altered daily life that make you particularly proud?** Three themes emerged from the analysis of responses to this question: mastering technologies, finding joy in everyday life and appreciating OSU's united response to the challenges of COVID-19 times. Faculty identified feeling proud of their newly polished skills with Zoom and Canvas, many remarked about how materials and approaches being developed now will enhance their face-to-face teaching in the future. Faculty also spoke about finding new joy in simple things like walks, more time with their children and discovering new ways (or rediscovering old ways) of connecting with others. Finally, there was a strong shared pride around how OSU has united to respond to the crisis with a focus on taking care of students, and the TRACE project was frequently identified as points of pride in this response.

### Question 14

**Are there changes taking place at OSU that are especially concerning to you?** A number of themes emerged in the analysis of the responses to this question. Among these themes, budget was mentioned most frequently with clear concerns over the financial future, including immediate concerns about job security and long-term concerns about the viability of the university were voiced. Faculty are concerned about whether they will have a job, whether particular programs will survive, whether salary cuts are ahead and how our financial situation will impact our mission as a university. The recent non-renewal of two faculty in engineering was often mentioned as examples of the future fate for non-tenure track faculty. Additional concerns focused on student welfare in times of isolation and remote learning, and whether students will return in the fall. Finally, many faculty respondents expressed concern that OSU might move in the direction of replacing face-to-face teaching with distance learning. Woven throughout these themes was a call for greater transparency about administrative priorities and decision making.

### Question 15

**Is there anything else you'd like the Faculty Senate Executive Committee to know?** Not surprisingly, the responses to this question ranged across a broad set of issues. Communication from leadership in senior administration and within departments was identified by a number of respondents, particularly as it relates to university finances. Senior leadership and athletic coaches taking pay cuts was seen as good news, but there remains a great deal of anxiety for non-tenure track and professional faculty who are annually renewed. Faculty voiced the desire to be included in financial planning and some identified the need for a progressive pay cut structure. Additionally, respondents raised a call for the Faculty Senate to do their best to protect the non-unionized and to consider the differential impacts across the paygrades as faculty are all expected to perform adequately from home while earning very different salaries.

Faculty who responded also raised much anxiety about research and grants. There was a feeling that some research was entirely shut down, and what are the long term implications of this? A concern emerged as to timely access to the lab and to collect samples from the field.

Faculty also voiced student-related concerns. Graduate student funding and progress was brought up numerous times. Questions were raised about graduate students being charged tuition when they now have no access to university offices, laboratories or other facilities. Related to undergraduate students, issues included mental health needs, DACA students and



others unable to receive federal aid, anti-Asian xenophobia and racism and guidance/support for students in reaching out and connecting to others. Faculty suggested that trauma-informed care training for supervisors and instructors might be timely in helping faculty come from a place of empathy and understanding.

Faculty were also appreciative of the attempts at OSU by leadership to balance science and social concerns. There was a shared sentiment that OSU is doing a good job in comparison to other institutions. In particular, faculty expressed thanks for keeping people employed, thanks to the OSU community for maintaining a culture of care for the students, and thanks to the Faculty Senate Executive Committee for conducting the surveys and for being transparent.