**Results of the 2021 Faculty Senate Pulse Survey 5.0**

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The Faculty ‘Pulse’ Survey 5.0 was designed to capture what OSU faculty experienced in the fall 2020 term. Particular emphasis was placed on childcare responsibilities.

The Total N= 752 – January 7, 2021

**Survey Respondents identified as:**

A Man 32.2%

A Woman 60.3%

Transgender 0.1%

Self-Identified 0.8%

Gender Queer 0.8%

Preferred not to answer 5.5%

**Generally speaking, how are you and your family doing?**

 **Total**  **Man** **Woman**

Poorly 12.5% 14.3% 9.9%

All right 13.1% 13.8% 12.4%

Good 43.8% 39.8% 48.4%

Excellent 30.5% 32.2% 29.4%

**What is your academic/administrative home campus? Could check multiple campuses.**

Corvallis campus 639

OSU-Cascades campus 29

E-campus 48

Extension 42

Hatfield Marine Science Center 12

Portland Center 7

Total N= 777

**Please identify the level of concerns you have for the following aspects of your winter term. Very and Extremely Important.**

 **Total** **Man** **Woman**

Being motivated 30.5% 30.4% 30.4%

Staying organized 21.4% 23.2% 20.1%

Maintaining mental health 37.8% 34.8% 39.2%

Transmitting illness to family or friends 39.9% 40.1% 41.7%

Employment/job prospects 17.4% 13.5% 16.4%

Meeting financial obligations 17.9% 15.6% 18.2%

Stress of the current politics/inauguration 33.3% 29.8% 32.9%

Getting the COVID-19 vaccine 26.0% 26.4% 24.8%

Getting sick with COVID-19 44.2% 44.1% 44.2%

Getting a COVID-19 test 13.0% 14.9% 11.7%

Implementing online exams 10.8% 15.9% 7.8%

Finding childcare 10.5% 11.3% 10.4%

Keeping my children motivated 35.3% 36.5% 36.1%

Home schooling my children 24.5% 24.7% 24.7%

**How has your research or creative work been disrupted since the spring of 2020? Extremely disruptive only.**

 **Total Man Woman**

Research time teaching and service responsibilities 26.1% 18.4% 26.1%

Research time health or care giving responsibilities 22.2% 16.9% 26.1%

Access to research facilities/labs/computing resources 19.2% 16.9% 21.1%

Access to subjects, animals, cell cultures 24.8% 21.4% 27.3%

Additional time to restart research 17.1% 12.6% 21.3%

Travel and field research opportunities 37.7% 40.3% 34.5%

Funding to support personnel due to travel restrictions 20.0% 18.6% 21.7%

Access to internal or external research funds 13.2% 8.9% 17.4%

**Over the past 8 months, please tell us how much the following conditions have impacted you:**

 **Total Man Woman**

Additional teaching/preparations 41.8% 40.9% 41.8%

Cancellations of seminars, presentations 9.3% 8.9% 9.3%

Challenges around visits with collaborators 15.0% 15.8% 15.1%

Increased time for review, funding or publication 13.0% 7.6% 13.1%

Redirected funding for COVID-19 related topics 8.1% 7.2% 8.1%

Changing research agenda due to pandemic restrictions 22.2% 11.1% 22.2%

Donation of supplies to COVID-19 initiatives 6.6% 6.2% 6.6%

Challenges due to travel/visa restrictions 20.9% 19.6% 20.9%

**During the winter term, where do you plan to do your job from?**

 **Total Man Woman**

From home 72.2% 64.4% 76.7%

From my office on campus 16.5% 23.0% 12.4%

I don't know what I will do yet 1.9% 2.8% 1.4%

On campus in a classroom/lab 5.6% 6.3% 5.3%

Other location 4.0% 3.5% 4.3%

**Do you feel that you have adequate technology in the winter term to do your job from a remote location?**

 **Total Man Woman**

A computer 71.2% 72.3% 70.6%

Internet bandwidth 43.9% 44.5% 43.5%

A web cam 68.8% 65.5% 70.5%

A mic 68.7% 67.8% 69.1%

Additional monitor 57.0% 58.4% 56.2%

Tablet 38.6% 42.4% 36.4%

Other, please specify 19.7% 28.6% 15.6%

**Other, please specify?** desk & chair/ separate workspace/reliable internet/ headphones/lighting/ printer/ scanner/ quiet space.

**What Center for Teaching and Learning training have you engaged with to date or are you considering? Response of Yes.**

 **Total Man Woman**

Keep Teaching/Teaching Faculty Page 50.7% 41.9% 57.1%

CTL Infographic Guides 19.3% 14.3% 23.7%

CTL Syllabus Template 26.6% 18.8% 31.1%

CTL Communicating with Students 23.5% 17.1% 27.8%

CTL 1-on-1 consulting 7.9% 4.3% 9.9%

Workshops 30.7% 22.8% 35.4%

**How well do you feel you accomplished the following key teaching activities during the fall term? Extremely or Very Well.**

 **Total Man Woman**

Providing student-content interaction 58.7% 55.4% 61.3%

Providing student-student interaction 29.7% 20.6% 35.8%

Providing student-instructor interaction 48.4% 37.5% 56.2%

Managing breakout rooms 32.7% 26.5% 38.7%

Course design 54.9% 55.2% 55.4%

Valid assessment 44.4% 43.6% 46.7%

Inclusive teaching 48.5% 45.9% 48.6%

Use of suitable instructional methods 51.7% 50.9% 50.2%

**In the fall term, did you take the seasonal influenza flu vaccine?**

 **Total Man Woman**

Yes 73.4% 72.7% 73.6%

No 26.5% 27.3% 26.5%

**Did you participate in the faculty TRACE OSU COVID testing in the fall term?**

 **Total Man Woman**

Yes 63.1% 64.9% 63.8%

No 36.8% 35.1% 36.8%

**If a COVID-19 vaccine certified by the Center for Disease Control to be effective became available for you to take in the winter or spring of 2021, would you take it?**

 **Total Man Woman**

Definitely yes 69.1% 75.3% 66.1%

Probably yes 18.5% 16.9% 19.3%

Might or might not 5.5% 3.0% 7.0%

Probably not 2.1% 1.3% 2.3%

Definitely not 4.6% 3.5% 5.3%

There were several reasons respondents listed for saying they would definitely not get the vaccine:

• Several were pregnant, possibly pregnant, or breastfeeding.

• Several already have had COVID.

• Several expressed concerns about what they perceived as inadequate testing and uncertainty about long-term effects of the vaccine.

• Several said they would wait and allow others with greater risk or need to work outside the home to get the vaccine first.

**Family Responsibilities**

**Do you currently have children living in your home?**

 **Total Man Woman**

Yes 54.6% 55.4% 54.2%

No 56.4% 44.6% 45.8%

**How many children are living in your home?**

 **Total Man Woman**

One child 44.4% 41.7% 45.9%

Two children 44.4% 44.9% 44.2%

Three children 8.1% 10.2% 6.9%

Four children 2.5% 1.6% 3.0%

5 or more children 3.0% 1.6% 0%

**What is the age range of your children?**

 **Total Man Woman**

Infant to 1-year old 6.2% 5.4% 6.6%

2-3 years old 11.2% 12.0% 10.8%

4-5 years old 12.9% 11.4% 13.8%

6-11 years old 30.1% 32.6% 28.7%

12-14 years old 16.4% 16.3% 16.5%

15 years and older 23.2% 22.3% 23.7%

**Are you primarily responsible for overseeing your children's education while the primary and secondary schools are operating in remote delivery mode?**

 **Total Man Woman**

Yes 29.5% 9.7% 40.9%

My partner takes on the responsibilities 8.0% 14.5% 4.4%

I share the schooling responsibility 37.5% 50.8% 30.2%

Other, please specify 24.6% 25.0% 24.4%

**How many hours per week do you dedicate to your children(s) home schooling?**

 **Total Man Woman**

Zero 19.4% 18.0% 20.6%

1-3 hours 20.3% 19.7% 20.6%

4-6 hours 21.2% 23.0% 20.2%

7-10 hours 20.0% 19.7% 20.2%

11-15 hours 9.1% 9.0% 9.2%

16 hours or more 9.7% 9.2% 9.7%

**All things considered, how are your children coping with isolation and the restrictions of COVID-19?**

 **Total Man Woman**

Poorly 16.4% 18.5% 15.4%

All right 30.8% 21.8% 35.6%

Good 25.2% 28.6% 23.4%

Excellent 26.2% 31.1% 25.7%

**A Summary of the Qualitative Data Collected from the Pulse 5.0 Survey**

The qualitative open-ended questions, which are presented below, provide more nuanced insights into specific issues and concerns of OSU faculty that occurred during the fall of 2020. The qualitative data 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.

**Q2 – What should the OSU Administration or the Faculty Senate Executive Committee know to help faculty with their circumstances?**

Faculty continued to report **struggling to balance their workload** **and** **care** for their children and other family members who need help. Many reported feeling **overworked** from research, teaching, child-care and some notable eldercare issues. Some stated that the salary cuts are an additional insult on top of everything going on. Faculty reported that their families are experiencing **mental and emotional health issues** as they struggle with lock downs due to COVID, as well as the current state of the country. Faculty doing lab-based research reported challenges in doing their work effectively due to the **limited access to buildings** and specialized research amenities.

Faculty across all campuses (OSU-Cascades, Portland, Newport, Corvallis) felt that **communication from the administration continues to be unclear or inconsistent**. Many felt that there needs to be a lowering of expectations from supervisors regarding workload. Budget and salary cuts are also affecting people financially. Faculty wanted to make it known that they have incurred a **financial hit by having to set up a home office**. Some are paying an increased cost for higher internet speeds to do their job. This was happening while there may be a decrease in income due to family members losing their job during COVID-19.

**Q5 – What are your concerns about tenure clocks, scholarship or promotion in this time of COVID-19?**

Responses to this question made clear that concerns about the impacts of the pandemic on career trajectories are **broadly shared and deeply felt**. Respondents identified having less time, energy and mental capacity to devote to research and scholarship as fundamental to these concerns. As one respondent stated, “the cognitive load [to perform at or near pre-pandemic levels] is like no other I have ever experienced”. **Family caregiving responsibilities, additional time required for remote format teaching and supporting students, and access to labs, research settings, colleagues and collaborators were widely identified as barriers to research productivity**. Faculty also acknowledged that the **impacts of COVID-19 are unevenly distributed** and expressed particular concerns that the additional strains experienced by women with school-aged children, those with the heaviest teaching loads (instructors and Extension) and BIPOC faculty be acknowledged in promotion and tenure processes. Concerns expressed made it clear that faculty see **impacts as long-term and lasting** with the potential to **widen the already present achievement gaps** by gender, race/ethnicity, and position status if not handled appropriately. Further, critical supports such as increased access to childcare and to private work and lab spaces have taken time to put into place and may be too late to thwart off an unproductive year. While **faculty in** **general appreciate the extension of the promotion and tenure clock, many see this as insufficient** and worry that not enough guidance is in place to ensure that P and T processes equitably (versus equally) manage the evaluation of pandemic related impacts on productivity. One particularly strong statement, summarized below, shares sentiments:

*For faculty with young children, stripping access to quiet work spaces, labs, and other resources necessary for productivity has undercut their career trajectory and the impacts will ripple for years to come, as these faculty are likely at pivotal points in their career. While allowing for delays in P & T decisions and allowing for COVID-19 impact statements is a step, it does not address the profound and disproportionate impact this will have on long-term earning potential, likelihood to achieve full Professor level ranks, and inability to accept stretch assignments over the last 9 months. I feel that OSU has failed Woman faculty, particularly those in the Assistant and Associate Professor level ranks.*

Issues with the **slow pace and overreach of IRB**, extraordinary and unrecognized **efforts in the realm of teaching** and the **reverb of larger policies** like the hiring freeze on motivation and workload were also common points of concern in responses to this question.

**Q9 – During the fall term, tell what your experiences were in assigning group work, setting up exams, proctoring exams or keeping students motivated.**

Faculty respondents indicated several problems in delivering remote class content during the fall term. Group work seemed to help maintain a sense of student connectedness, although many noted consistently **less interaction in class discussion**. Having to **change exams** to avoid proctoring has meant additional work to change course structure and substantially more time for grading and responding. **A significant number of faculty expressed concerns about cheating.** Those using proctoring “know students are cheating,” with one person claiming they will have to make all the rest of their exams much harder; others are finding increased use of **Chegg** and related services that assist students in cheating and being dishonest. There are numerous **TikTok videos** that shows students how to cheat on a variety of artificial intelligence proctoring platforms, among other forms of cheating. See <https://www.youtube.com/watch?v=zlcYjjKYvmc>.

Pedagogically, faculty have gained some valuable experiences and observations about the classroom. For example, faculty noted that students are making an effort to stay engaged while recognizing that circumstances are not ideal. This was particularly so for graduate students. Numerous comments called out the **special difficulties** remote learning and limited interaction possibilities pose **for teaching and mentoring graduate students**. Delays on research are beginning to surface as anxiety and, in some cases, faculty reported a fear of graduate students dropping out of the program. A final major issue mentioned was the **time management** for breakout rooms in Zoom and other activities being a challenge for faculty, especially those with large classes (25 plus students). **Effectively facilitating activities takes more in-class time** and students tend to fatigue more quickly and need more breaks, especially in classes of longer duration.

**Q10 – What concerns for students' success would you like to bring to our attention?**

Responses to this question were mainly focused on **students’ mental health concerns**. Students’ focus, mood and hope have notably diminished compared with the spring term (COVID slow mental burnout). Faculty are concerned that **CAPS seems tapped out** and has insufficient capacity to meet student need, with one report of a student on a waitlist for nine weeks. Several noted that students are missing or needing social connections. Several suggested near-peer interactions or physically distant organized group as the weather permits.

Faculty were also concerned with their ability to **keep students motivated**, including those near graduation. In addition, faculty are concerned about the structural changes in the economy which will undoubtedly affect students’ circumstance. This included **concerns about student financial difficulties, food insecurity and homelessness.** Many also cited student job losses as well as students taking on second and third jobs to pay for tuition.

Faculty were **confused about the S/U grade changes**. Faculty complained that there has been inconsistent and insufficient understanding about the nuances of taking a course S/U, including its effect on degree progression. The date changes to S/U were also noted as being inconsistent for students planning for the future. Finally, there continued to be the **widespread concern about discrepancies in student access to effective Wi-Fi** **and technology**.

**Q14 – What additional information or resources would be helpful for you to be successful in your job duties during winter term?**

There seemed to be a **level of frustration and anger** from faculty that did not exist in the spring or summer surveys. Many felt that there was nothing the Faculty Senate can do to help them with their concerns. They are **frustrated with having so much work to do while caring for children and sharing workspaces with a partner/spouse**. Other issues mentioned include better technology to use to work from home (i.e., slow computers, having to spend their own money to gain higher internet speeds). Faculty had a few items on their **wish list for improvement of working conditions**: one-on-one technical support; individual meetings with the Center for Teaching and Learning to solve problems in the classroom; workshops for effective use of technology; having a TA to help manage features like chat and breakout rooms in the Zoom environment—particularly for large classes over 30 students. Finally, there was a desire by faculty to have more immediate responses from the OSRAA and HR offices at OSU. Delays in these two offices were linked to a slowdown in faculty productivity.

**Q16 – Are there any specific issues or concerns that fixed-term faculty (i.e., professional faculty, instructors, research faculty, etc.) have for the winter term?**

Concerns about **job security and workload** dominated responses to this question. Fixed-term faculty on annual contracts worry about renewal of their contracts given the financial impacts of the pandemic for OSU. Grant funded faculty are concerned about their capacity to support salaries given larger national-level budgetary issues. Workload concerns centered on the increased demands of online teaching during a pandemic and time of extreme social unrest. Many concerns were noted about research delays, grant funding drying up, and soft-funded positions in danger of being cut. There was widespread acknowledgement that **remote teaching takes more time** in general. Added on top of the extra time is the **rising need for faculty to provide additional supports for students** who are struggling with mental health issues and work and family concerns brought on by the pandemic. The two quotes below capture the shared concerns for fixed-term teaching faculty in particular:

*We need a lighter workload. Seriously. Teaching is WAY more work right now. Not only do I have to manage transitioning my classes to remote (and since I don't teach the same classes each term, this work has to be redone), but the students are taking way more support than normal. I'm happy to be there for them and help them succeed, but it's not sustainable.*

*Students found assignments and tests difficult and had to be extended due to the sheer number of students who either had COVID, had a family member with COVID, had to care \*for\* a family member, or work because of COVID-related family or personal financial hits. Many of these kids are struggling and hanging on by fingernails and not able to work on a 'normal' schedule that is outlined.*

Fixed-term teaching faculty called for **formal recognition of these work-load concerns that goes beyond thank you messages and encouraging words**. In reality, for instructors, heavy course loads, increased enrollment caps per course, and additional prep needed for remote/online teaching leave little downtime over weekends or breaks. To keep up with the workload, fixed-term faculty reported **working too many hours leading to feeling burned out, and all with insufficient pay**. A number of faculty suggested **teaching-load and class-size reductions** for the spring term given the circumstances and noted that adjustments have been made for research productivity for tenure-track faculty. CLA was called out by several respondents as having challenges in this area including non-responsiveness from the CLA dean’s office regarding the work equity issues. Taken together, concerns outlined how **non-T/TT instructors are impacted by COVID-related workload increases not affecting T/TT faculty.**

**Q18 - Did you participate in the faculty TRACE OSU COVID testing in the fall term? If no, please tell us why not?**

Faculty who did not sign up for or participate in the OSU COVID testing did so for very practical reasons. Many reported **not wanting to leave their home** in general and a feeling that **participating in testing would expose them** to unnecessary risks. Others lived too far away from OSU (Salem, Portland, Albany) which made coming to campus for one test a long trip. Some felt that they already had COVID at some point during the year and saw no need to get tested. Teaching schedules for some instructors made it difficult during the day to come to campus and take the test. Others had calculated that their low risk of getting COVID while sheltering in place and in a tight bubble made testing less necessary. In short, taking the **test on campus was an unnecessary risk.**

**Q20 – Is there anything else you would like the Faculty Senate Executive Committee to know for the upcoming winter term that you feel is particularly important?**

Responses to this question reemphasized many of the concerns raised by other questions—that faculty are **burned out** given current workloads in the face of pay cuts, that the **impacts of COVID are unevenly distributed** and likely to exacerbate existing gaps in promotion and advancement, that university **messaging needs to move beyond mere expressions of thanks**, and that **concern about university finances and job security abound**. Additionally, there was a consistent sentiment asking for news regarding the plan for Spring term sooner, rather than later, so they can adequately prepare. It was also pointed out that many of the surveys seem to be focused heavily on how instructional and research faculty are coping, with **little attention paid to professional faculty.**

**Q26 – Are you primarily responsible for overseeing your children's education while the primary and secondary schools are operating in remote delivery mode?**

Survey respondents reported that they are overseeing their children’s education in a variety of ways including having to supervise young children full time because they are too young for an independent online education. Some faculty reported being lucky enough to have children old enough to be in primary or secondary school, so they did not have to be supervising them throughout the day. Other respondents had children who are college age or older, and so did not have personal issues to deal with. As a fix, some respondents reported creating learning pods and using a combination of pods, caregivers and extended family to support their children’s education. Several respondents report challenges with meeting the education needs of children with neurological challenges, regardless of age, and challenges for single-headed households, as opposed to dual-parent households, who share the oversight of their children’s learning.

**Q29 – What challenges are your children facing during the COVID-19 period?**

Survey respondents overwhelmingly reported multiple interconnected challenges facing their children during this COVID-19 period. Some families reported that they were doing fine.

Popular challenges facing children during COVID-19 include **isolation and loneliness** for all ages, particularly in relationship to peer groups and extended family and the **loss of organized sports and social activities** such as 4-H; multiple **challenges with the online learning platform**, including variation in the quality of the online education experience and limited access to teachers; too much screen time, Zoom fatigue; confusion and uncertainty about an array of issues such as how to be a self-directed learner in the online learning classroom and how to organize time; **insufficient access to parents who are working** from home and worry about the future amid COVID; **family stress and well-being in the face of parents being stretched too thin** or unemployed; and concerns about **mental health, stress, depression and anxiety**.

**Q30 – What challenges do you experience caring for your children while managing your work at OSU and other responsibilities?**

Respondents reported numerous challenges facing them as they try to work, care for their children, oversee their children’s online learning and extracurricular activities, provide care for their households and themselves. As one respondent notes, “*the whole situation is impossible and untenable on so many different levels – academically, socially, and health wise”.* Articulated trends include the **ongoing, never-ending tension between work and caring for children** that include constant interruptions and challenges to time management that often result in extended work schedules and work days, mental overload and stress. Additional challenges entail having **sufficient dedicated space and technology to accommodate work and education** needs and the overall guilt and marital stress that employees are experiencing in trying to manage it all.

**Q31 – What could OSU do to support you in your parenting role or your children?**

The majority of respondents to this question stated that they were **not sure what OSU could do** to further support them in their parenting roles. Several wrote that the situation with COVID was a **public policy situation beyond OSU’s control**, while others cited the need for the public schools to reopen and suggested that OSU could lobby for their reopening. Others wrote that they had **supportive supervisors who expressed empathy** for their work-life challenges and allowed them flexibility in them getting their work done. At the same time, numerous respondents shared their ideas for **how OSU could provide greater support**. Popular interventions included **flexible work schedules and reasonable workloads**; organized learning and social **activities for school-age children and teens**; ongoing **empathy and support**; fair and **equitable pay and additional financial assistance**; **expanded leave options** and support for using them, including for **mental health**; more affordable, accessible and community-based **childcare**; additional supports for work such as adequate internet service, teaching assistants, workspaces; attention to bias in the workplace that impede more inclusive work units; and the reduction of organized opportunities for university students to spread COVID and the **availability of increased testing**.