

Fall 2020 Faculty Survey: Overview of Major Findings

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About the Fall 2020 Faculty Survey

- Survey team included representatives from across Academic Affairs and the Office of Diversity, Equity, and Inclusion
- 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 collected between November 16, 2020 and January 8, 2021
- 714 respondents completed the survey (37% response rate)

Respondent demographics closely match SJSU's faculty population

Faculty characteristics	SJSU Faculty Population		Survey Respondents	
	Count	Percentage	Count	Percentage
Gender				
Female	1018	53%	384	54%
Male	910	47%	204	29%
Trans-spectrum/Nonbinary	--	--	41	6%
Unknown/Missing	3	<1%	85	12%
Ethnicity				
American Indian/Native	15	<1%	8	1%
Asian (all)	397	21%	97	14%
Black	54	3%	14	2%
Native Hawaiian/Pacific Islander	Not categorized	--	4	0.6%
Latinx	143	7%	51	7%
White	900	47%	312	44%
Other	15	<1%	49	7%
Two or more/Multiple	7	<1%	24	3%
Unknown/Missing	400	21%	155	22%
Age				
35 and under	232	12%	55	8%
36 – 45	508	26%	165	23%
46 – 54	465	24%	136	19%
55 - 60	282	15%	68	10%
62 – 65	196	10%	66	9%
66 and over	248	13%	57	8%
Unknown/Missing	--	--	167	23%
Faculty Role				
Tenured	430	22%	174	24%
Tenure-track (probationary)	284	15%	127	18%
Lecturer	1217	63%	329	46%
Other	--	--	11	2%
Unknown/Missing	--	--	73	10%

Well-Being and Access to Resources

Wellbeing

24% of faculty reported they were doing very or extremely well

20% reported they were doing only slightly well or not well at all

Working Remotely

38% reported that working remotely was going very or extremely well

18% reported that it was going only slightly well or not well at all

Resources

Nearly all faculty had access to computer equipment (96%) and internet access (92%) to support their work

Slightly fewer had physical space (85%) and quiet environment (80%) to support their work

Well-Being and Access to Resources

Website Awareness

37-48% of faculty reported being unaware of

- Teach Anywhere
- Work Anywhere
- Learn Anywhere
- Discover SJSU

Most Used Resources

Library services

IT services

eCampus services and workshops

Center for Faculty Development programs

Least Used and Least Awareness

Online counseling services

Employee Assistance Program (Empathia)

Coronavirus leave programs

Equipment loan program

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.

Impacts of Caregiving Responsibilities

Caregiving

56% of faculty reported at least one caregiving responsibility
Half of these had no paid or unpaid help with caregiving

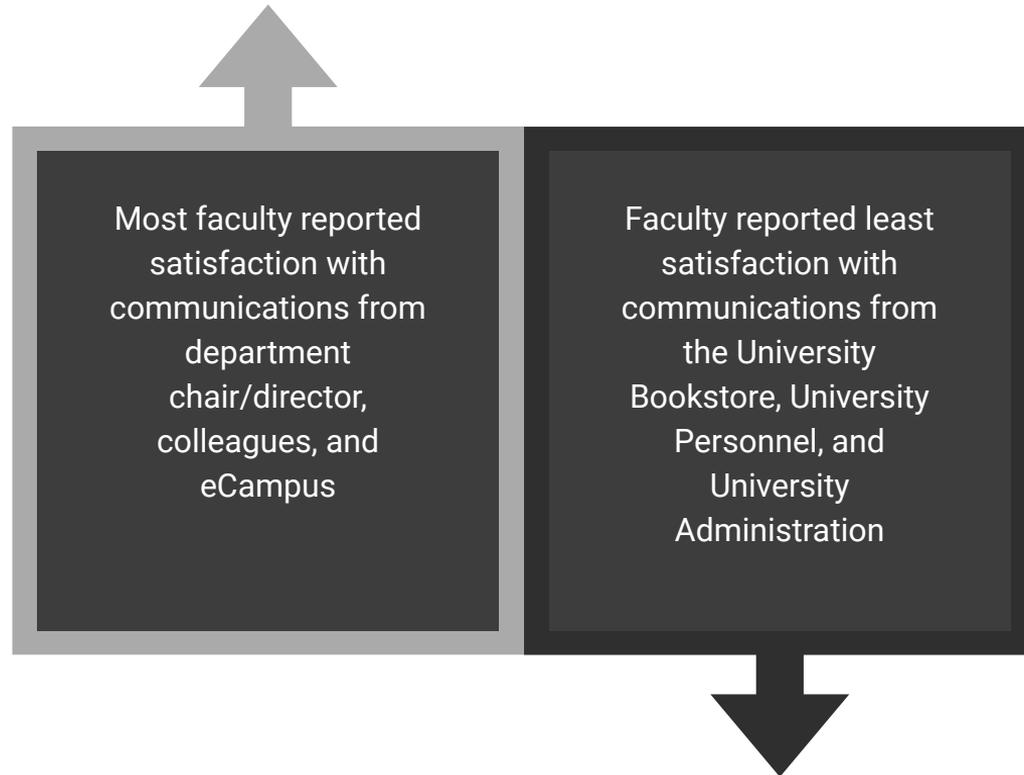
School-aged children

79% of faculty with school-aged children reported children attending school online from home in Fall 2020

Work impacts

Children's online school activities (45%) and social and emotional well-being (49%) were negatively impacting faculty work in Fall 2020

Communications



Career Impacts: Factors that Influence Effectiveness “Somewhat” or “A Lot”

Caregiving
responsibilities

49%



Mental health and
wellness

55%



Lack of contact with
colleagues

64%

More than 1 in 5 faculty (22%) reported being “very” or
“extremely” worried about lasting impacts of COVID-19 on
their careers

Snapshot of Respondents' Top Career Concerns

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.

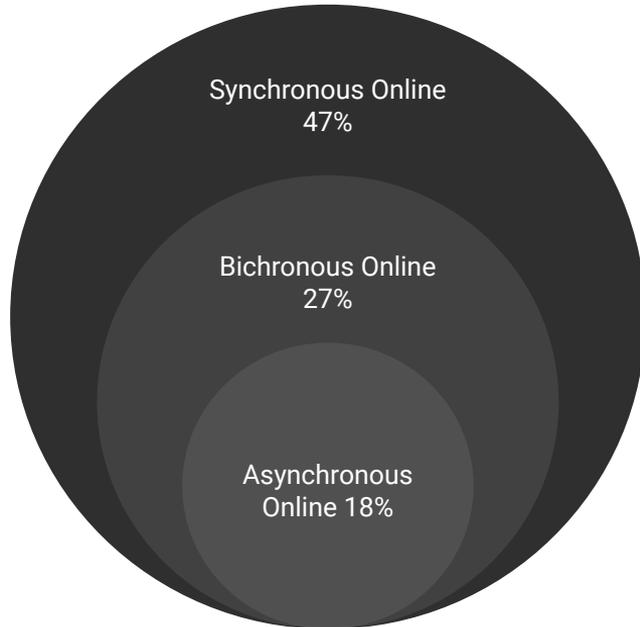
Lecturers and tenure-track faculty alike expected negative impacts on SOTEs:

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.

Fall 2020 Teaching

Fall 2020 Modalities

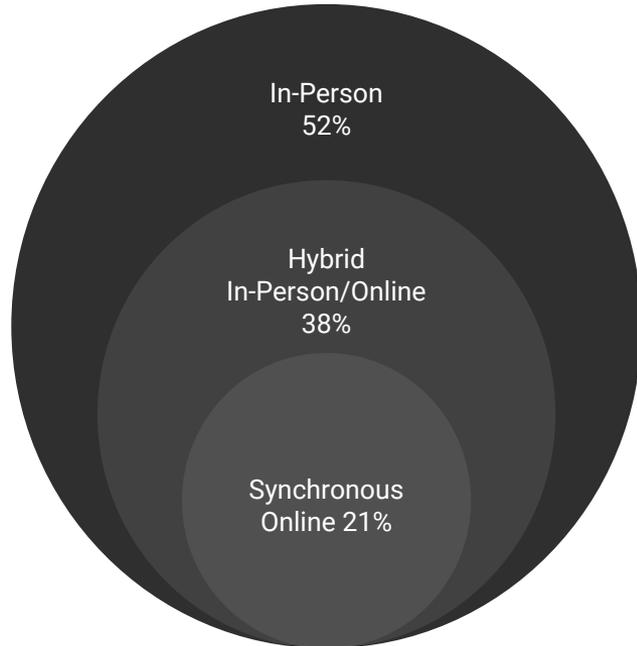


Faculty reported greatest satisfaction with

- 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%)

Future Teaching Preferences



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

Remote Teaching Practices and Pedagogies

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

Impacts of Teach Online Summer Certificate Program

- A majority of faculty (52%) reported having never taught an online class prior to Spring 2020.
- Faculty who participated in the SJSU Teach Online Summer Certification Program were less likely to say they felt “not at all prepared” for online teaching.
- These faculty 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

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.]

Reflection Questions

- 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?