

Results of the Winter/Spring 2021 Faculty Senate Pulse Survey 6.0

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The Faculty 'Pulse' Survey 6.0 was designed to capture what OSU faculty experienced in the winter and spring 2021 terms. Particular emphasis was placed on childcare and elder care responsibilities. We also tried to better capture the issues fixed-term faculty members faculty were facing. Once again, we asked about gender and sexual identity to understand differential impacts and experiences by group. That said, small numbers mean that this analysis only investigates those differences for those identifying as a man compared to a woman. Qualitative, open-ended sections are inclusive of all voices.

Demographics

The Total N= 756 – May 22, 2021

Survey respondents identified as:

A Man	29.1%
A Woman	68.7%
Non-binary	1.5%
Gender Identity not listed	.5%

Survey respondent's sexual identity:

Heterosexual/Straight	86.4%
Gay or lesbian	3.9%
Bisexual	5.4%
Prefer not to self-identify	4.2%

Survey respondents identifying as transgender:

Yes	.87%
No	99.1%

Survey respondents academic/administrative home campus? Could check multiple campuses.

Corvallis campus	628
OSU-Cascades campus	33
Ecampus	51
Extension	35
Hatfield Marine Science Center	17
Portland Center	6
Experiment Station	14
Other Locations	<u>11</u>
Total N=	795

Generally speaking, how are you and your family doing?

	Total	Man	Woman
Poorly	10.9%	10.6%	11.0%
All right	29.2%	27.0%	29.6%
Good	46.5%	50.0%	45.7%
Excellent	13.1%	11.7%	13.9%

What are your feelings on OSU employees being required to show CDC certified evidence that they have received a COVID-19 vaccine before resuming office related work, lab work or classroom teaching fall term?

	Total	Man	Woman
Strongly agree	51.8%	56.9%	48.7%
Somewhat agree	23.2%	21.3%	25.3%
Neither agree nor disagree	9.4%	9.4%	9.7%
Somewhat disagree	5.6%	3.5%	6.1%
Strongly disagree	9.8%	8.8%	10.1%

What are your feelings on OSU students being required to show CDC certified evidence that they have received a COVID-19 vaccine before being allowed in classrooms, labs and campus housing fall term?

	Total	Man	Woman
Strongly agree	53.6%	58.4%	50.3%
Somewhat agree	24.4%	22.8%	26.1%
Neither agree nor disagree	9.6%	6.9%	8.6%
Somewhat disagree	4.8%	3.0%	5.3%
Strongly disagree	9.8%	8.9%	9.2%

Please identify the level of concerns you have for the following aspects of your summer and fall term.

	Total	Man	Woman
Being motivated	28.2%	27.9%	28.8%
Staying organized	16.9%	15.0%	17.7%
Maintaining mental health	34.1%	29.5%	35.8%
Employment/job security	15.2%	17.4%	14.3%
Meeting financial obligations	13.8%	16.5%	12.2%
Getting the COVID-19 vaccine	7.2%	8.0%	7.1%
Getting sick with COVID-19	15.1%	15.5%	14.9%
Future revisions to the OSU BACC CORE	10.8%	13.7%	9.5%
Trauma re: President Alexander's resignation	9.8%	10.5%	9.5%
Frustration with OSU's Board of Trustees	32.4%	34.3%	31.7%
Recent actions by the administration	26.2%	26.7%	25.9%

Thinking about your overall work/life experience at OSU in light of recent events involving former President Alexander, please tell us what you are feeling about the following statements.

	Total	Man	Woman
I don't trust Board to manage presidential search	38.6%	35.5%	39.8%
I don't trust the senior administration of OSU	26.1%	22.1%	27.7%
I experienced trauma re: President Alexander's resignation	7.1%	7.5%	6.8%
I want this university to do the right thing	94.3%	96.1%	93.7%
I am able to count on this university in times of need	29.2%	32.1%	28.1%
The university is able to count on me in times of need	81.8%	83.1%	81.2%
This university is a difficult environment for those who experience sexual harassment	23.4%	18.6%	25.3%
This university normalizes sexual harassment	12.7%	6.7%	15.3%
I do not understand how to report sexual harassment	16.1%	12.7%	17.3%
All voices were heard during review of President Alexander	31.3%	34.5%	29.9%

Looking back over the past year, please tell us how much the following conditions have impacted your research and scholarly productivity a great deal.

	Total	Man	Woman
Additional teaching/preparations	43.4%	35.8%	48.9%
Cancellations of seminars, presentations	13.9%	11.8%	14.4%
Challenges for collaborators or research teams	21.6%	18.6%	23.1%
Challenges for funding or publication	15.8%	6.1%	21.1%
Pivoting research agenda due to pandemic restrictions	27.2%	22.3%	30.1%
Challenges due to travel/visa restrictions	18.0%	19.2%	15.1%

How well do you feel you accomplished the following key teaching activities during the winter term? Reporting only extremely and very well.

	Total	Man	Woman
Providing quality student-content interaction	50.3%	49.2%	50.5%
Providing quality student-student interaction	29.3%	25.8%	29.8%
Providing quality student-instructor interaction	42.9%	35.1%	46.5%
Managing breakout rooms	33.2%	21.7%	39.1%
Course design	55.0%	51.1%	57.2%
Valid assessment (testing)	37.6%	34.3%	38.3%
Inclusive teaching	42.2%	35.7%	44.7%
Use of suitable instructional methods	49.4%	43.1%	51.3%

How satisfied are you with using Proctorio online exam software for your students? Reporting extremely dissatisfied only.

Total	Man	Woman
34.5%	40.9%	30.3%

What Center for Teaching and Learning resources have you engaged with to date?

	Total	Man	Woman
Keep Teaching/Teaching Faculty Page	50.2%	43.0%	54.3%
CTL infographic guides	19.9%	13.7%	23.6%
CTL Syllabus Template	36.1%	31.3%	38.9%
CTL Communicating with Students document	20.5%	14.9%	23.7%
CTL 1-on-1 consulting	10.5%	7.0%	12.6%
Workshops	36.1%	26.7%	41.4%

Did you receive (or do you plan to receive) all required doses of the COVID 19 vaccines?

	Total	Man	Woman
Yes, I have received all required doses	54.8%	52.7%	55.6%
Yes, I have received one dose	34.3%	40.2%	31.9%
Yes, I plan to take the vaccine, turn has not come up	6.1%	4.1%	7.5%
No, I do not plan on ever taking the COVID 19 vaccine	4.1%	3.1%	4.8%

What are your feelings on OSU students being required to show CDC certified evidence that they have received a COVID 19 vaccine before being allowed to be in the classroom in the fall 2021 term?

	Total	Man	Woman
Strongly agree	54.4%	59.2%	51.5%
Somewhat agree	24.1%	22.9%	26.1%
Neither agree nor disagree	7.6%	7.5%	8.0%
Somewhat disagree	4.9%	3.0%	5.5%
Strongly disagree	8.8%	7.5%	9.0%

Fixed-Term Faculty Responses

The following is a series of questions that pertain to fixed-term faculty members (i.e., professional faculty, instructors, research faculty, etc.).

	Total	Man	Woman
Yes (identify as fixed-term faculty)	67.3%	59.3%	70.5%
No	32.3%	40.7%	29.3%

Only individuals who indicated they are fixed-term faculty are represented below.

As a fixed-term faculty member (i.e., professional faculty, research faculty, etc.), how satisfied are you with OSU's new policy of rolling employment contracts that do not have to be renewed annually?

	Total	Man	Woman
Moderately satisfied	22.2%	21.4%	22.5%
Slightly satisfied	4.9%	6.0%	4.5%
Neither satisfied nor dissatisfied	13.3%	17.1%	12.0%
Slightly dissatisfied	0.6%	0.0%	0.6%
Moderately dissatisfied	1.8%	3.4%	1.2%
Extremely dissatisfied	2.4%	1.7%	2.4%
The policy does not apply to my job	6.5%	6.8%	6.0%
Extremely satisfied	48.3%	43.6%	50.8%

Do you think promoted fixed-term teaching faculty should be given rolling (continuous employment) contracts?

	Total	Man	Woman
Strongly agree	49.6%	51.8%	48.6%
Somewhat agree	17.6%	15.8%	18.3%
Neither agree nor disagree	28.7%	28.9%	29.4%
Somewhat disagree	2.2%	1.8%	2.4%
Strongly disagree	1.6%	1.8%	1.2%

As a fixed-term faculty member (i.e., professional faculty, instructors, research faculty, etc.), how concerned are you that OSU will terminate your employment contract at the end of the spring term 2021?

	Total	Man	Woman
Not at all concerned	52.9%	49.6%	54.4%
Slightly concerned	23.3%	19.7%	24.4%
Neither concerned or unconcerned	11.6%	12.0%	11.2%
Moderately concerned	8.7%	15.4%	6.1%
Extremely concerned	3.8%	3.4%	3.6%

As a fixed-term faculty member, do you feel that you are part of shared governance at OSU?

	Total	Man	Woman
Always	2.0%	1.7%	2.1%
Most of the time	18.9%	19.1%	18.8%
About half the time	16.6%	19.1%	15.8%
Sometimes	44.0%	37.4%	46.4%
Never	18.4%	22.6%	17.0%

As a fixed-term faculty member (i.e., professional faculty, instructors, research faculty, etc.), how often do you feel OSU administration considers your interests in terms of work/life and the overall running of the university?

	Total	Man	Woman
Always	2.0%	1.7%	2.1%
Most of the time	18.9%	19.1%	18.8%
About half the time	16.6%	19.1%	15.8%
Sometimes	44.0%	46.4%	37.4%
Never	18.4%	22.6%	17.0%

As a fixed-term faculty member (i.e., professional faculty, instructors, research faculty, etc.), how often do you feel that the OSU Faculty Senate Executive Committee leadership advocates for you in terms of work/life and the overall running of the university?

	Total	Man	Woman
Always	3.4%	0.9%	4.3%
Most of the time	26.4%	28.3%	25.7%
About half the time	14.7%	9.7%	16.4%
Sometimes	42.0%	43.4%	41.5%
Never	13.5%	17.7%	12.1%

Elder Care Responsibilities

Are you currently providing care or help to one or more older adults?

	Total	Man	Woman
Yes	17.6%	12.6%	19.7%
No	82.4%	87.4%	80.3%

Only individuals who indicated they are responsible for elder care are represented below.

How many hours per week do you estimate that you are involved in providing elder care?

	Total	Man	Woman
1-5 hours per week	50.0%	36.0%	53.8%
6- 10 hours per week	23.7%	40.0%	19.4%
11-15 hours per week	11.0%	8.0%	11.8%
16-20 hours per week	6.8%	8.0%	6.5%
21 or more hours per week	8.5%	8.0%	8.6%

Have you taken vacation time, sick leave or FMLA to accommodate your elder care responsibilities during the last 12 months?

	Total	Man	Woman
Yes	38.7%	40.0%	38.3%
No	61.3%	60.0%	61.7%

How effective have you been doing your work while still providing elder care?

	Total	Man	Woman
Extremely effective	30.5%	24.0%	32.3%
Very effective	32.2%	4.0%	29.0%
Moderately effective	27.1%	28.0%	26.6%
Slightly effective	7.6%	4.0%	8.6%
Not effective at all	2.5%	0.0%	3.2%

Child Care Responsibilities

Do you currently have children living in your home?

	Total	Man	Woman
Yes	44.4%	46.0%	43.7%
No	55.6%	54.0%	56.3%

Only individuals who indicated they are responsible for children are represented below.

How many children are living in your home?

	Total	Man	Woman
One child	39.6%	28.7%	44.5%
Two children	43.9%	45.7%	43.1%
Three children	13.2%	18.1%	11.0%
Four children	2.3%	4.3%	1.4%
5 or more children	1.0%	3.2%	0.0%

What is the age range of your children?

	Total	Man	Woman
Infant to 1-year old	4.2%	3.2%	4.8%
2-3 years old	12.3%	12.1%	12.4%
4-5 years old	14.3%	9.1%	12.4%
6-11 years old	32.1%	20.5%	32.1%
12-14 years old	15.5%	16.6%	14.8%
15 years and older	21.3%	17.9%	23.1%

How many hours per week are they attending in-person child care or school?

	Total	Man	Woman
1-5 hours per week	27.8%	28.4%	27.5%
6- 10 hours per week	14.8%	13.5%	15.5%
11-15 hours per week	11.8%	10.8%	11.3%
16-20 hours per week	17.1%	17.6%	16.9%
21 or more hours per week	29.2%	29.7%	28.9%

How much time/effort are you spending driving, adjusting to school routines/schedules and otherwise managing hybrid, variable or unusual child care/school schedules in the spring?

	Total	Man	Woman
A great deal	32.0%	24.5%	35.4%
A lot	20.0%	26.6%	17.0%
A moderate amount	33.7%	35.1%	35.1%
None at all	14.3%	13.8%	13.8%

As you look towards the summer, are you planning on sending your child(ren) to in-person child care, summer camps or summer school?

	Total	Man	Woman
Yes	51.0%	54.3%	49.5%
No	49.0%	45.7%	50.5%

How much of a financial burden will you incur to give your child(ren) in-person child care, summer camps or summer school?

	Total	Man	Woman
A great deal	23.4%	18.9%	25.7%
A lot	19.7%	16.2%	21.5%
A moderate amount	31.7%	35.1%	29.9%
None at all	25.2%	29.7%	22.9%

A Summary of the Qualitative Data Collected from the Faculty Pulse 6.0 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 winter and spring 2021 terms. 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.

Q6 – As you think about the spring and summer terms, please identify the concerns you have.

Not surprisingly, comments received in response to this question track well with the identified concerns. *Frustration with the Board of Trustees, concerns with recent action of the OSU Administration, and concerns about mental health and motivation.* The vast majority of *frustrations* expressed about the Board of Trustees centered on the sense that due diligence was not followed in the recent presidential search. Concerns around *administrative actions* ranged from COVID-19 protections and resumption plans (requiring or not requiring vaccines), budgetary choices (hiring freezes, stadium renovations, and underfunding Title IX offices), trust (Provost Feser’s involvement in a lawsuit and the presidential situation), and a sense of disconnect between the administration (and Board of Trustees) and the rest of campus (armed OSU police, the presidential situation). Concerns about motivation and mental health revealed a shared sense of burnout as unsustainable work demands are compounded by recent events.

Q7 – Thinking about your overall work/life experience at OSU in light of recent events involving former President Alexander, please tell us what you are feeling.

The data suggests that, in the middle of a pandemic, OSU employees were reminded of the ongoing, systemic nature of gender-based harassment and violence, and institutional betrayal, that led many of us to question our most basic values of fairness, shared governance, and trust. Responses make clear that we have been shaken by the experience, and yet continue to work for rather than against the institution and senior leadership. Faculty faith, however, is not absolute as we disagree in a number of ways. Still, a critical mass remains attached to this institution. Those who are less confident in our institution and leadership clearly state that now is the time for our institution to do everything possible to regain trust through increased transparency, consensus-building, and action.

Q9 – What are your concerns about tenure clocks?

Many colleagues noted that they appreciate the extra year, and note that there are significant disparities for faculty that primarily care for children or elder family members. There is also a significant number of people concerned about not getting the pay raises that come along with promotion. As tenure extensions are granted, pay increases are on hold for these faculty. Some faculty noted that the impacts of COVID on research will not be seen until a few years down the road.

Q12 – What concerns for students' success in the classroom, lab or out in the field would you like to bring to our attention?

Four categories of comments stood out from responses to this question. Faculty expressed *concern about students’ lack of experiential and hands-on learning* for an extended period of time; concern

about *students' fatigue and/or low motivation*; fear and *urgency related to students' mental health* and the lack of access to mental health supports; and concerns about *online proctoring*. Many respondents complained that faculty requiring students to use such platforms for high-stakes testing exacerbate existing student problems with accessing sufficient wireless connections and adequate technology to take electronically proctored exams. For most, however, the issue is ethical: invading student privacy and the bias embedded in the AI of proctoring software.

Q15 – What additional information, technology or supportive resources would be helpful for you to be successful in your research, teaching or professional faculty duties during the spring, summer or upcoming fall term?

Resource desires are largely in two categories: 1) funding for the equipment needed to successfully conduct instruction and service activities from home, and 2) explicit effort to address the complications raised by translating in-person instruction to remote instruction. Whereas the first resource “wish” was phrased consistently across comments, faculty concerns related to the second item fell into a few areas:

- Not enough time to use the overwhelming set of resources, even though they might improve efficiency/effectiveness.
- Need for modified teaching load to accommodate additional demands of remote instruction.
- Desire to have more course sections added: reduce the number of students per remote course section. Too hard to manage large classes in synchronous environment.
- Need to have the additional activities required for remote instruction reflected in PD.
- Desire to have compensation adjusted for instructors, who believe they are bearing an even heavier workload in the remote environment than TT faculty.

Q23 – Are there any specific issues or concerns that fixed-term faculty (i.e., professional faculty, instructors, research faculty, etc.) have for the spring and summer terms?

Respondents to this question were extremely concerned about *workloads, low wages, and a sense of being under-valued by the university*. Workload concerns fell into several categories: increasingly heavy workloads due to the demands of teaching remotely, which require more contact and care for students; inconsistent and arbitrary workload definitions; workloads that are significantly heavier than at other Oregon public institutions (4/4/4 loads vs. 3/3/3); lack of transparency in course load allocations; workloads that make it difficult to do a good job (e.g. 200+ students per term); a lack of acknowledgement that remote teaching during a pandemic requires a lot more work than teaching in “normal” circumstances; and an overwhelming sense of burnout and the feeling that the pace of work during the last year is not sustainable.

Salary concerns fell into several categories. The largest number of comments related to salary were simply that wages are far too low for this group of employees. Other salary concerns included the following: lower raises than other position types in the university, especially T/TT and administration; unstructured raises that are inconsistent, “whimsical,” and “unfair”; loss of quality employees to higher paying jobs elsewhere; and frustration with the lack of opportunity for advancement.

The sense of being under-valued and disrespected by colleagues was also a significant concern. Respondents mentioned feeling like “second-class citizens,” hearing disrespectful comments and feeling a general lack of inclusivity from T/TT faculty and department heads, being the only group of employees not represented by a union, and a general lack of respect for their professionalism.

Finally, some respondents expressed concern about safety as the university continues resumption planning, and quite a few expressed the desire that OSU continue providing remote and flexible work arrangements after resumption.

Q24 – As a fixed-term faculty member (i.e., professional faculty, instructors, research faculty, etc.), what do you feel are the work-related issues that Faculty Senate Executive Committee Leadership should be advocating for on your behalf?

There were three issues that came up repeatedly for all categories of fixed-term faculty: 1) a perceived *lack of respect* from tenure-line faculty and administrators, that *low salaries* reflect the lack of respect, and 3) *unsustainable work-loads* of instructors and professional faculty. Across responses there is a strong sense that fixed-term faculty have borne the brunt of the pandemic in terms of workload.

Instructors have had to transition more classes to a remote modality than their tenure-line peers, they typically have more students per course, and they have had to spend more time dealing with student distress and mental health issues. As a result, one respondent stated: “*Instructors are burnt TF out!*” Professional faculty likewise saw their workloads increase during the pandemic and those working in student services also mentioned the stress of assisting students through this incredibly difficult year.

Q29 – Are there specific and unique issues related to elder care that you would like us to know about or try to effect policy changes to better support you at this time?

Caring for elders was acknowledged as complex, time consuming and stressful. Providing elder care is marginalized, compared to childcare. Combining elder care with heavy workloads can be emotionally and/or physically exhausting. Long distance elder care and the social isolation of the pandemic have added challenges.

While some felt there was little or nothing that OSU could or should do to address elder care concerns, other respondents offered two broad suggestions: 1) provide greater access to FMLA so that employees can take the time off to provide care, including those whose teaching loads and 9-month contracts make it difficult to utilize any kind of leave, and 2) provide continued flex time to allow individuals to provide both care and work from home, particularly when working from home is important to minimize risk of exposure to illnesses for elderly who are physically vulnerable.

Q38 – What challenges do you experience caring for your children while managing your work at OSU and other responsibilities?

There were nearly 200 unique comments to this question. The most frequently reported challenges revolved around not having access to available, affordable full-time child care, followed by the need to oversee the education of school-age children. Secondly, many respondents described the tremendous challenges they have undertaken in trying to continually multi-task caring for children while working for the university; many stated that it was impossible to fulfill all of these obligations well unless there was additional support for their children and/or reduced workloads and expectations.

Q39 – What could OSU do to support you in managing your care for children and work responsibilities?

There were approximately 160 comments to this question. Most often, comments related to maintaining and supporting flexible work arrangements and the need for more child care options and support, including financial subsidies for care. Reducing workloads and work expectations were also widely mentioned, particularly among faculty and instructors. Additional OSU supports suggested included:

- Ensure adequate internet and other work-related equipment.
- Provide effective communication from leadership about work-life balance.
- Reduce video conferencing and sense of urgency of communication.
- Offer more programs and opportunities for school-age children and teenagers.
- Advocate for the opening of public schools.

Q40 – What ideas or suggestions for improvement do you have for the summer & fall 2021 resumption plans for the OSU campus?

Faculty offered a litany of suggestions around resumption. Foremost, faculty would like easy, non-intrusive ways to receive exemptions from in-person work as some people may have obligations or health issues that would make it difficult for them to return to work at this time. Employees who can work remotely should be allowed to do so. Hybrid days where employees work a few hours in the office and a few hours at home, might help ease the transition back. Units should be allowed to judge and decide how they will reopen. Masks should be required indoors. Vaccines should be required. Consider providing clear masks to improve communication with students who are deaf/hard of hearing. Consider hybrid learning and make Ecampus and remote learning the same price. The university should be careful not to create a 'caste system' of vaccinated vs. non-vaccinated and what it means for access and inclusivity. Communication about resumption plans needs to remain clear, transparent, concise and not be a one-size-fits-all approach.

Q41 – Is there anything else you'd like the Faculty Senate Executive Committee to know for the upcoming spring, summer or fall terms that you feel are particularly important?

The responses to this final question ranged widely. The most common responses were related to the resumptive plan/returning to work on campus in the fall, vaccination requirements, safety of teaching, research, and living spaces. Resumption/returning to work on campus comments ranged from eagerness to return to campus before fall term to hesitancy to return at all. For respondents who commented about returning to work, the majority mentioned flexibility and offering continued remote work options. A number of comments focused on lessons learned in the last 18 months that can be used to strengthen work in the future. Safety of classrooms, labs, and living spaces was mentioned directly or implied by a number of respondents. Finally, respondents mentioned mental health issues, workloads, caring for family members/children, and gratitude to the Faculty Senate as issues of importance.