

# Faculty Pulse Survey 5.0

Faculty Senate Presentation February 11, 2021

# Big Story

1. Balancing work-life in the time of COVID and more is hard!
  - Additional caregiving responsibilities
  - Additional demands with remote teaching, now
2. Impacts of these additional demands are not evenly distributed.
  - Women, younger, and fixed-term faculty hit hard
3. Impacts are potentially long-term, lasting
  - Widening already existing gap in retention and advancement

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

## Pulse Survey 2.0

- Poorly 15.8%
- All right 18.4%
- Good 53.0%
- Excellent 12.6%

## Pulse Survey 5.0

- Poorly 12.5%
- All right 13.1%
- Good 43.8%
- Excellent 30.5%

# What makes it hard?: The 'and more'

## Very and Extremely Important.

Getting sick with COVID	44.2%
Transmitting COVID to family and friends	39.9%
Maintaining mental health	37.8%
Stress of current political/inauguration	33.3%
Staying motivated	30.5%

# What makes it hard?

## Caregiving on top of workload

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

- “...*the whole situation is impossible and untenable on so many different levels – academically, socially, and health wise*”.
- Described as an on-going, never-ending tension between working and caring for children.

# Caregiving as a gendered responsibility

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

	<b>Total</b>	<b>Man</b>	<b>Woman</b>
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%

# Impacts: How has your research or creative work been disrupted since the spring of 2020?

## Extremely disrupted only

	Total	Man	Woman
• Research time by teaching and service responsibilities	26.1%	18.4%	26.1%
• Research time by 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%

# Impacts: Gendered and potentially long-term

For TT faculty:

- *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 women faculty, particularly those in the Assistant and Associate Professor level ranks.*



# What's hard?: Remote teaching now

- *“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.”*
- *“...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.”*

# What's hard?: Gendered nature of remote teaching now

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

	<b>Total</b>	<b>Man</b>	<b>Woman</b>
• 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%

# What's hard?: Gendered nature of remote teaching now

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

	<b>Total</b>	<b>Man</b>	<b>Woman</b>
• 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%

# How could OSU help?

- Formal recognition of work-load concerns that goes beyond thank you messages and encouraging words
  - Teaching-load and class-size reductions
  - Flexible work schedules and reasonable workloads
  - Expanded leave options and support for using including for mental health
- Culture of care from top down
  - Supportive supervisors who expressed empathy
- Organized activities for school-age children and teens
- Equitable pay and additional financial assistance

# What can you do as a Faculty Senator?

- Read the report
- Share with your unit
- Start a discussion
- Make a plan to address inequities