

Draft Preliminary Results of the 2020 Faculty Senate Pulse Survey 3.0

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The Faculty 'Pulse' Survey 3.0 was designed to capture the challenges that OSU faculty are experiencing as we move into the summer and fall terms.

The Total N= 715 – June 16, 2020

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

Corvallis campus	650
OSU-Cascades campus	25
Ecampus	49
Extension	17
Hatfield Marine Science Center	13
Portland Center	3
Total N=	757

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

Extremely Bad	5.4%	
Somewhat Bad	17.4%	
Neither Good or Bad	21.8%	
Somewhat Good	43.6%	
Extremely Good	11.8%	
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With all of the changes to institutional and campus norms during the pandemic, how are you doing?

Extremely Bad	7.5%	
Somewhat Bad	23.0%	
Neither Good or Bad	21.2%	
Somewhat Good	37.5%	
Extremely Good	10.8%	
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During the fall term are you willing to do the following measures to work/ teach on one of our campuses?

Willing to wear a mask covering my mouth and nose while on campus.	78.3%
Willing to wear a mask while teaching in the classroom.	56.9%
Willing to adhere to CDC recommendations for social distancing.	87.9%
Willing to wear a clear visor face covering to teach my class.	48.7%
Willing to wear a mask covering my mouth and nose while in office environments.	73.0%
Willing to follow single building entrance and exit regulations if implemented.	82.8%

What are your thoughts on requiring all faculty, students and staff to wear a cloth mask or face covering while in buildings during the summer & fall terms?

Agree	Not Sure	Strongly Disagree
88.7%	4.5%	6.8%

What are your thoughts on having a policy which regulates the flow of traffic into and out of OSU buildings so that there is only one entrance in and one separate exit?

Agree	Not Sure	Strongly Disagree
74.0%	16.4%	9.6%

What are your thoughts on having your fall class split into two student groups so that only half attend in-person, while the other half joins through Zoom? The next class meeting time, the students who joined through zoom attend in-person, while the other group uses Zoom.

Agree	Not Sure	Strongly Disagree
44.1%	23.9%	32.0%

What do you think about a policy that would require all on-campus/on-site courses be held in classrooms that satisfy CDC physical distancing guidelines?

Agree	Not Sure	Strongly Disagree
86.0%	9.7%	4.4%

How do you feel about faculty being responsible for making sure that students use the sanitizing and cleaning supplies in the room to clean up the space they are occupying?

Strongly agree	15.2%
Somewhat agree	25.4%
Neither agree nor disagree	19.2%
Strongly disagree	40.3%
	100%

Are you willing to use the remote Zoom learning technology that is being installed in all classrooms in Corvallis and Bend to accommodate students who need a remote option?

Willing	Not Sure	Unwilling
84.5%	9.1%	6.3%

A Summary of the Qualitative Data collected from the Pulse 3.0 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.

Q5 - What are your concerns about returning to OSU with a mix of teaching and learning modalities at both the undergraduate and graduate levels?

Health concerns are by far the top faculty priority. Many faculty disagree with offering any in person classes in the fall term because it is too soon. A general apprehension exists about return until there is a vaccine. Faculty are also concerned about being around students or others that have been traveling to Oregon from other states. There is a general distress about health/safety of students, faculty and staff. Faculty are particularly worried about child care needs if the K-12 system isn't fully operational (or child care centers are not open). Faculty are anxious about the enforcement of new policies. Faculty are wondering who is responsible for policing mask wearing etc. What happens if people (students and faculty) do not follow the new guidelines? Faculty are apprehensive about the size of classrooms for social distancing as well as the cleaning of the classrooms between classes. Some faculty expressed unease that it was too much to expect them to adapt and teaching with two different types of pedagogy for the same class. Related to this criticism there were some fears about the students receiving a sub-par education with some classes being remote and some face-to-face. Finally, there was some apprehension that students may be encouraged to move back to Corvallis and paying for housing when many of their classes might be remote in the fall.

Q7 - What advice would you give about how we might safely carry out teaching or research for fall term?

Faculty felt that where possible, continue to offer remote classes. Keep a low-density campus. For classes and research that require on-site, make sure resources are in place for testing and contact tracing. Generally, faculty desired to have smaller class size that allows social distancing; face covering indoors; temperature check; staggered work days/hours in the lab; sanitation in common spaces and high touch surface. Flexibility is key, such as allowing faculty and students the choice to teach/attend in person or now, depending on their personal needs or health complications. Allow teaching faculty to identify the safest way for instruction given their lesson plans. A strong sentiment exists that research can be done in a hybrid mode, reduced hours in the lab/shared office plus certain hours working from home. Paramount is

faculty and student's ability to 'get to class', given the unknown around opening of non-emergency child care and the schools.

Faculty Ideas for Resumption

Teaching:

Have a low-density campus which includes late night classes.

Decrease the number of students in each course. Larger classes should be divided into multiple groups of smaller classes and try to conduct them on campus.

Provide faculty with a proper area from which to lecture, i.e., add a clear plexiglass barrier with a microphone in all classrooms so that faculty can safely present lectures to students. Enable faculty members to speak without masks by issuing each teacher in the fall a clear face visor.

Use this moment as an opportunity to "flip the classroom" and implement **better** teaching techniques than we had before. Encourage everyone to not just scratch through this anomalous time, but seize the moment to rethink teaching for the long-term in a way that **truly** benefits students.

Give faculty help – if someone has a large class, and is using technology that is new to students, they should be assigned a tech support person so that the instructor can concentrate on teaching at least for the first few weeks.

Allow people to teach outdoors as much as possible – provide tents for shade/cover.

Have a traffic flow plan for each building, and identify ways to help people move through campus that would reduce risk. Re-thinking Quad uses or multi-direction foot traffic areas.

Limit building capacities, even if that means creating a waiting line to get into places like the library.

During the summer, create several prototype classrooms so that we can test seating arrangements, classroom entry and exit and cleaning protocols.

Have a university-led plan for assisting employees with school-aged children.

Ideas that may benefit students directly:

Class times should be staggered to limit the number of people moving across campus.

Students should contribute to cleaning classrooms after each use.

Make in-house social media videos to show students the new protocols. Make them fun, not dreary or a sense of duty.

Dining and food services, the library, labs, cultural centers, etc., should reduce their capacities so that social distancing can be practiced with greater efficacy.

Do not require first-year students to live on campus – make it optional. Freshman students might feel better about coming to campus if they have their own single room space. Have affordable single rooms in the dorm.

Promote the use of remote doors to limit touch-points. For doors with keypads (and other frequently-touched locations), a routine cleaning schedule. Consider keeping some doors ajar when students are switching classes – building managers could be assigned to do this (on a fifteen-minute cycle to the hour) and then building managers close the main doors after the classes switch.

Q11 – What supports would you need to prepare to go fully remote in the fall if that should become necessary?

Some faculty felt well-prepared to quickly shift to remote teaching because they already have an online version of their courses prepared. Most faculty, however, indicated they would need prep time, access to more fully resources home offices, better internet and continued IT support to remote teaching work in the fall. Prep time – “as much as possible” – was frequently mentioned as faculty spoke about the need to redevelop a course as it moves from in-person to remote. Some faculty mentioned reduced teaching loads, smaller classes, or a shift in FTE from other responsibilities as possible supports. Others called for a clear decision now to go remote for fall so that prep could be completed during the summer. Many identified the need for desktop computers, printers, doc-cams, etc., as essential to contoured remote teaching. Reliable internet access and/or financial support to upgrade internet access were also named as help for faculty. Finally, continued IT support was seen as critical should a shift to remote teaching be needed in the fall term and beyond.

Q16 - Are there any specific issues or concerns that fixed-term faculty (i.e. professional faculty, instructors, research faculty, etc.) have for the summer & fall terms?

Faculty are overwhelmingly concerned about the health risks of returning to campus before it is safe to do so. Another major unease was inadequate child care. Professional faculty and instructors are worried about job security, a lack of renewal letters amid communications about budget shortfalls and pay cuts and much uncertainty about continued employment. Health-wise, respondents reported that there is more pressure to be on-campus before it is safe because their jobs depend on it or to provide a campus presence while tenure-track faculty teach remotely.

Fixed-term faculty are anxious about pay cuts, FTE reductions and impacts on under-represented individuals being disproportionate. Fear of poor performance reviews if opting for remote (even when an option is provided).

Fixed-term faculty are greatly concerned about increased and increasing workloads and being able to keep up the overwhelming pace, including demands on instructors to get tenure-track

faculty up to speed to teach online/remotely – several mentioned that there doesn't seem to be recognition for how much work and preparation this requires. Many mentioned unpaid work over the summer to prepare for fall term classes.

Fixed-term faculty reported a concern over having their own PPE supplies and facilities, primarily relating to masks, clear plexiglass, small office spaces, traffic control in and out of classrooms, common areas and sanitation. Several expressed concerns that not enough people would wear masks, and several expressed anxiety about being required to wear masks for long periods of time (overheating, claustrophobia, hearing impairments, etc.).

Q17 - What concerns do you have for managing your work and family care in the summer and fall terms?

Childcare resounded as the number one concern among faculty for the fall term. If childcare and in-person K-12 schooling are not available, many faculty respondents were clear that they will not be able to balance family and work responsibilities. Even those with no children at home expressed concerns for their colleagues, particularly mothers with young children. Concerns about personal health were also prominent as faculty worry that on-campus activities, specifically in-class teaching, will expose them to the virus and they, in turn, will bring it home to their family members. Finally, some faculty expressed financial concerns related to impending pay cuts, increased expenses related to remote work and declining retirement funds.

Q18 - Are there changes taking place at OSU that are especially concerning to you?

Health concerns are by far the top faculty priority. Concerned about returning until there is a vaccine. Many people expressed betrayal that personal health was being jettisoned for institutional financial health. Many felt that OSU is not capable of a safe face-to-face environment in the fall term, and question the safety guidance being provided by the administration. Faculty do not expect that the students will follow social distancing rules. Faculty do not want to be responsible to effectively clean classrooms or work spaces. Some faculty are concerned about the plans for moving students effectively – into classrooms, hallways, cafeterias and around campus.

Financial concerns include strong critiques of the decision for pay cuts instead of furloughs, which is equated with working more for less pay. COVID-19 has already increased workloads significantly without compensation, and faculty are unable to negotiate due to strong threat of job loss. The most common comments note the plethora of top admin positions, with unacceptably high salaries in recent years, as the first row to cut, they want fewer positions and deeper pay cuts at the top. Part-time workers are at greater risk, including many who have been cut to part-time recently.

Many comments questioning why athletics remains such a priority, from the high coaching salaries to the social context of events. Faculty has a concern about resuming athletics from a health standpoint. A few comments pondering the loss of these large events and the negative impact on students.

Strong distresses for the inequity of risk for instructors and TAs, many of whom will have no choice but to endanger themselves and return to campus in the fall term. Some concerns raised that there are HIPA violations in the process to be allowed to teach remotely. A lack of trust from some faculty that they won't lose jobs when protecting health of self or family by teaching remotely.

Faculty at all levels, including tenured, expressed dismay at the unacceptable and uncompensated teaching loads they must carry into the fall term. Some feel tenured faculty must step up to provide the educational needs of students – learn to teach the students.

Alarm about top-down decisions, lack of input by faculty into re-opening, except by survey, was a common theme. There were a few concerns about lack of communication.

There were many acknowledgments of how fast information was changing and how well administration was communicating in this context.

Q19 - Is there anything else you would like the Faculty Senate Executive Committee to know for the upcoming summer and fall terms that you feel is particularly important?

One of the major concerns faculty are facing is childcare in the fall term. While OSU may be reopening, many K-12 schools may be closed during the pandemic. Faculty desire for either childcare to be provided, or for the administration to remain flexible, in case they need to make arrangements or work from home.

There were many comments regarding mask wearing. Some noted that masks can be difficult for those with asthma or allergies. Faculty who experience hearing loss struggle to hear people with a mask over their mouth. How will mask wearing be enforced? Many commented that masks also provide a false sense of security and that social distancing is far more effective. For social distancing, how will this be enforced on campus and in the classroom? If the campus is instigating a one exit/one entrance policy, how do we prevent congestion in the halls and enforce social distancing? The one exit/one entrance policy also has elicited some comments: fire codes require two exits and how do we guarantee that the exit/entrance is accessible.

Many faculty have expressed worry about a second wave of the virus in the fall and winter. This could result in an abrupt shift back to remote teaching and puts students, staff and faculty at risk. Many believe the campus should postpone reopening and continue to focus on remote work and remote teaching, unless on-campus is absolutely necessary. Even now, social distancing near campus is not being observed (specifically, the Downward Dog on Monroe has been consistently packed with people). Anxiety among faculty that students will be coming from all over the country, and from foreign places that have already seen a resurgence. If there is an outbreak on campus, students would also be returning to their home, putting their families at risk. There is also the issue of International students who may not be able to return because of the visa travel ban.

There is also still quite a lot of concern about budget cuts, furloughs and faculty being laid-off. Many faculty are still facing many financial issues and the threat of lay-offs has increased anxiety.

Faculty request increased support for mental and physical health, family resources, and clear, consistent communication and transparency.