Results of the 2020 Faculty Senate Pulse Survey 4.0

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The Faculty 'Pulse' Survey 4.0 was designed to capture how OSU faculty are doing and the challenges they anticipate for the fall 2020 term. The survey was launched on September 25 and was closed on September 30, 2020.

The Total N= <u>730</u>

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

Corvallis campus	612 **
OSU-Cascades campus	27
Ecampus	45
Extension	30
Hatfield Marine Science Center	13
Portland Center	3
Total N=	730

Please identify the level of concern you have for the following aspects of your fall term.

Being Motivated	20.5%
Staying organized	17.8%
Maintaining mental health	48.7% ***
Transmitting illness to family or friends	42.6% **
Employment/job prospects	20.6%
Meeting financial obligations	27.6%
Stress of the current politics/election	54.1% ****
Others following public health guidelines	42.7% **
Getting sick with COVID-19	36.0%
Getting a COVID-19 test	13.7%
Implementing online exams	6.2%
Finding child care	12.3%

During the fall term, where do you plan to do your job from? Please check all that apply to you.

From home   69.3% **
From my office on campus   16.5%
I don't know what I will do yet   1.2%
On campus in a classroom/lab   6.6%
Other, please specify: mixture of home & office, extension office, and from field or farm

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

A computer   97.3% *

Internet bandwidth   92.2%

A web cam   95.7% *

A mic   95.0% *

Additional monitor   73.7%

Tablet   60.1%

Other, please specify: desk & chair/ separate work space/reliable internet/ headphones/lighting/ printer/ scanner/ quiet space.

Please tell us which software and/or technology tools you use or have your students use.

	Individual	Student Use
Canvas	55.1%	44.8% **
Zoom	61.5%	38.4% **
MS Teams	88.8%	11.2% **
Slack	76.9%	23.2% **
MS Office 365	66.5%	33.4% **
Google apps	64.2%	35.7%
Vendor courseware	55.7%	44.2%
STATA	66.7%	33.3%
MATLAB	54.0%	45.9%
ArcGIS	60.5%	39.4%
Python	55.1%	44.8%
Jupyter	54.5%	45.4%
R Studio	59.7%	40.2%

SPSS	63.9%	36.7%
SAS	51.9%	48.0%
AutoCAD	57.1%	42.8%
SolidWorks	28.5%	71.3%
Dynascape	0.0%	100.0%
OSU-developed software	75.3%	24.6%
Individually-developed software	65.3%	34.6%

What Center for Teaching and Learning training have you engaged with to date or are you considering?

Keep Teaching/Fall 2020 Teaching Faculty Page	51.7% **
CTL infographic guides	18.9%
CTL Syllabus Template	29.5% **
CTL Communicating with Students document	22.0%
CTL 1-on-1 consulting	6.5%
Sept Course Design Webinar/workshops	23.5%

If you will be teaching on campus in the fall, have you received adequate information about how the classrooms are equipped for teaching onsite and Zoom students simultaneously?

Extremely adequate	19.9% **
Somewhat adequate	27.4% **
Neither adequate nor inadequate	41.6%
Somewhat inadequate	6.1%
Extremely inadequate	5.2%

How easy is it for you to perform the following activities in the remote delivery mode?

Recording lectures using Zoom & then putting them onto Canvas	60.0% *
Maintaining discussion boards	55.7%
Adjusting creative, laboratory, or technical courses via Zoom	21.2%
Advising on theses and/or dissertations	60.1%
Supervising undergraduate/ graduate teaching/ research assistants	44.2%
Holding office hours	58.6%

Obtaining digital course materials for students (e.g., articles, textbooks) 55.7%

Using videoconferencing (e.g., Zoom, Google Meet/Hangouts, MS Teams) 79.6%

Using photo or video editing software, applications, or devices 46.8%

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 87.2% *
Willing to wear a mask while teaching in the classroom 63.6%
Willing to adhere to CDC recommendations for social distancing 88.8% *
Willing to wear a clear visor face covering to teach my class 55.5%
Willing to wear a mask covering my mouth and nose while in office environments 81.9% *
Willing to follow single building entrance and exit regulations if implemented 85.9% *

Given all that has happened over the past three months, how confident are you that the OSU senior leadership has made the right policy decision by going mainly remote delivery to ensure the safety of the university community?

Extremely satisfied 55.6% **
Somewhat satisfied 29.8% **
Neither satisfied nor dissatisfied 8.2%
Somewhat dissatisfied 3.9%
Extremely dissatisfied 2.2%

A Summary of the Qualitative Data collected from the Pulse 4.0 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 for the fall of 2020. 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.

What additional training or information would be helpful for you to be successful in your job duties during fall term?

Faculty reported that they are feeling a sense of training overload. Additional specialized training is seen by many as more burdensome and not helpful. Faculty want to do enough training to offer students a positive remote delivery experience. Many respondents want decisions about winter term being remote made soon.

The faculty who indicated a need for more training expressed interest in the following:
- Advanced application of Zoom to manage the classroom
- How to use Proctorio for exams and tests
- MS OneNote
- Kaltura & video creation and editing
- Top Hat
- Remote teaching strategies for large enrollment classes

In addition to training, many noted a need for one-stop technology support services at OSU. Captioning video and Zoom content & making other accommodations for students with disabilities. Clarity is needed about what "attendance" in classes looks like and how it should be measured. There is also a need for clarity around being on campus – what's allowed and what's not? Procedures for dealing with students who refuse to wear masks, processes if someone tests positive, guidance for PPE access and use.

What Concerns you about continuing the research mission for OSU?

Concerns expressed about continuing research fall into three main categories: access, safety and motivation/time. Within the category of access, extreme limitations when it comes to working with human subjects while trying to maintain social distancing measures was identified as a barrier, as was the extended time needed in the IRB process for approval of human subjects research. Access to remote field sites and to professional meetings and collaborators, given social distancing and travel restriction, were also commonly identified as concerns. Travel restrictions create financial issues for students who must now take their own vehicle to a study site, rather than everyone carpooling. Travel restrictions also stall research as folks are not able to leave the country or go to conferences and symposiums. Collaborations are difficult, if not impossible, due to restrictions. Finally, lack of access to library resources and archives are stalling research for some.

Safety included concerns about compliance to regulations as folks grow "too comfortable" or are less aware of regulations. Navigating all of the rules, while necessary, was named as time consuming and taking away from research productivity. There is also concern about inadequate HVAC in most buildings, which could lead to physical health issues as not everyone is as stringent in following social distancing protocols. Concern about buildings and labs being left unlocked was also raised as a safety concern.

Motivation and time to conduct research were dominant concerns. Faculty named "burnout", overload and managing the trauma of the current situation as barriers to completing research. Faculty reported that feeling "exhausted", "isolated" and lost in red tape is impacting their research. For research faculty who also teach, the increased workload of remote teaching has affected their ability to do their research. Many are deeply concerned about graduate students and their loss/lack of progress adding to the emotional burden of the pandemic. Childcare and other family and life overlap that comes with working remotely is also eating into time and motivation to complete research.

What concerns faculty about students returning in the fall?

Faculty felt that it will be a real challenge to keep students engaged in learning for the fall term. This is exacerbated by instruction being delivered in different time zones, wildfire evacuations, COVID-19 restrictions, being full-time caregivers, balancing work with school, financial issues, etc. Faculty feared that some students would be struggling to adapt to remote- delivered courses and would, ultimately, be left behind in the fall term. The isolation of remote learning is felt to be a detriment to the student's mental health, and this ultimately affects the quality of their schoolwork. Faculty made specific reference to grad students struggling with performing research that requires human subjects – it's slowing their progress.

Faculty also reported feeling pressure to find the funding for TA's and, if this does not happen, some students may be required to take a leave of absence. Some students were forced to pay for proctoring on exams, and faculty have expressed concern over this and believe it was wrong in the spring term to put that cost on students who might already be struggling financially.

Overall, many faculty reported that students are not being supported enough. There were serious mental health, technological, familial, equity and financial concerns expressed. Some went further and felt that students are not getting a quality education for what they're paying. Issues with courses and general life stress turn into reduced motivation, focus and lack of engagement in Zoom sessions.

What concerns do you have for managing your work and family care in the fall term?

Faculty have been asked to do a lot more: increased teaching loads, more advising of students, and they are told to publish and get more grants so they can free up some time to do research – and all with a substantial pay reduction. Faculty are very much feeling exhaustion and it is taking a toll on their mental health. There is no work-life balance. This has become an extremely impossible situation for faculty with younger children. There is a shortage of options for ensuring that children are getting the attention they need to continue schooling (pre-k, primary and secondary school). Faculty parents are not feeling much support coming from the K-12 system.

Those faculty who are in the classroom (teaching) are particularly feeling the crunch of having to develop remote delivery classes, research, advising and mentoring students. Faculty also report having inadequate internet bandwidth at home for children's schooling and their partner's job. All of this is happening with limited home office space. There is reported pressure for faculty to choose their job over family members' health and wellbeing.

Another stressor for faculty is being responsible for aging relatives both near and far. Having family across the country is particularly troublesome knowing that it is virtually impossible to do anything if something catastrophic takes place.

Are there concerns for fixed-term and professional faculty?

A significant area of concern for fixed-term and non-tenure track faculty is financial losses. Professional faculty are not unionized and fear they may be the first to lose their jobs if COVID-19 continues to keep OSU in a remote delivery of teaching and services. Faculty have articulated a concern over having to take pay cuts and fear of their job security. There is a notable trend of faculty feeling that the OSU leadership should not have opened up on-campus teaching, and that doing so puts students, staff, faculty and the overall community at risk. In addition, many professional and fixed-term faculty find themselves taking on more work for little or no extra compensation. The additional workload, coupled with financial issues and general life stress, is having a negative effect on people's mental health. Overall, professional and non-tenure track faculty are feeling overworked, underpaid, under supported and that their jobs and health are at risk. These faculty report that they seem to be the ones getting the least amount of consideration when the Faculty Senate and administration are making policies and announcements.

Is there anything else you'd like the Faculty Senate Executive Committee to know for the upcoming fall term that you feel is particularly important?

There was a sentiment among faculty that they wanted to know early in the fall term if a decision to continue remote teaching for the winter is made. A desire for more testing on campus, and this includes faculty being able to be tested regularly. Faculty also articulated a desire for more transparency in the setting of salary cuts. If enrollment is up, why are there still pay cuts? It is a mixed message about extreme budget shortfalls and good enrollment numbers being very confusing. This is exacerbated by Faculty having to spend their own money to upgrade internet services, buy additional equipment for remote teaching, supplies, etc.

Faculty continue to feel pressure to be academically productive during a pandemic when everything is shut down. Despite the fact that tenure clocks have been extended, young faculty are most likely the ones with small children, thus serious family burdens challenge progress in terms of grants, papers and books. There is also added frustration that the public schools are shut down due to the risk of COVID-19.

Faculty voiced a deep concern about the charged election season we are currently experiencing. How is this going to intersect with the reality of the pandemic? Faculty fear for our country, but also our university and town, in the build up to and aftermath of the election, regardless of the outcome.

Are there any changes at OSU that are especially concerning to you?

Students' fees are not being adjusted, which causes financial strain on the students. There's a lot of concern over the health of students, staff and faculty as more students return to campus and people are unsure how they're to enforce COVID-19 protocols. There is confusion about the rules for S/U of classes in the fall term.

Faculty also indicate a serious concern for the following issues:

- Salary reductions and hiring freezes
- Having to pay for the expenses related to running a fulltime office in their home
- The upcoming election and social unrest
- Proctorio and other forms of AI invigilation
- Football and team sports starting back in the fall
- Standing up an armed campus police force
- Changes in leadership
- The university budget
- Mental/physical health
- Personal finances

On the other hand, many feel that there are too many movements and building restrictions currently in place. Some felt that campus can and should be re-opened.

The Pulse 4.0 Survey allowed faculty to request help from The Center for Teaching and Learning and/or University Information and Technology. **Of the 730 respondents to the survey, N=80 faculty self-identified as someone needing assistance to get their fall course ready for remote**

delivery. These faculty members were directly contacted and offered personalized help by the CLT and UIT to successfully launch their classes in the fall term.