Preliminary Draft Results of the Fall 2021 Faculty Senate Pulse Survey 7.0

Dwaine Plaza, Kate MacTavish, Robynn Pease, Kathleen Stanley, Erika McCalpine, Shannon Riggs, Robin Pappas, Selina Heppell & Caitlin Calascibetta

The Faculty 'Pulse' Survey 7.0 was designed to capture what OSU faculty experienced in the summer and their perceptions for the fall 2021 term. It was available from 9/10/21 to 10/1/21. We asked a number of demographic questions to better understand the diversity of our respondents and to permit future analysis of how different groups responded to the survey. This report includes information about gender identity to understand differential impacts and experiences by group. Because of the small sample sizes for those identifying as Non-binary and gender identity not listed, we combined both cohorts and created a single group, labeled "Non-Binary" in this report. This combination is not meant to silence or minimize anyone's experiences, but rather to help protect respondents' privacy. This group is shown in all cross tabulations that follow. The Qualitative, open-ended sections at the end of this report are inclusive of all voices.

We hope to do additional analysis of different identified groups, including parents, faculty position-type, sexual identity, and under-represented groups. Some data from these cross-tabs have already been conveyed to the Office of Institutional Diversity and administration.

Demographics
The Total N= **1164** – October 1, 2021

Survey respondents identified as:

A Man	31.5%
A Woman	66.2%
Non-binary	1.5%
Gender Identity not listed	1.1%

Survey respondent's sexual identity:

	N	
Heterosexual/Straight	815	83.7%
Gay or lesbian	41	4.1%
Bisexual	71	7.2%
Prefer not to self-identify	47	4.8%

Survey respondents identifying as transgender:

Yes	1.39%
No	98.6%

What is your position at OSU?

Tenure track faculty	21.9%
Professional Faculty	53.6%
Non-tenure track faculty	17.5%
Post doc	0.2%
Other	3.5%
Extension faculty	3.0%

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

Corvallis campus	935
OSU-Cascades campus	42
Ecampus	71
Extension	21
Hatfield Marine Science Center	24
Portland Center	7
Experiment Station	15
Other Locations	35
Total N=	1164

Generally speaking, how are you and your family doing (score 1-10)? 1-5 = Poorly, 6-8 = All Right, 9-10 = Excellent

	Total	Non-Binary	Man	Woman
Poorly	22.3%	65.2%	19.1%	22.1%
All right	62.1%	34.7%	61.9%	62.7%
Excellent	11.3%	0.0%	15.5%	9.9%

Are you aware of faculty and staff resources for mental health and well-being?

	Total	Non-Binary	Man	Woman
No, I was not aware	12.3%	0.1%	11.5%	12.8%
Aware have not reviewed	53.9%	48.1%	59.9%	51.7%
Aware and have reviewed	27.4%	40.7%	24.4%	28.2%
Aware and used services	6.4%	11.1%	4.2%	7.3%

Are you aware of the regularly updated OSU Pathway to Fall health and safety policies/protocols that are being put in place by the administration as a result of the COVID-19 pandemic?

	Total	Non-Binary	Man	Woman
No, I was not aware	3.0%	0.0%	4.5%	2.4%
Aware have not reviewed	17.2%	11.1%	22.2%	15.1%
Aware and have reviewed	58.3%	51.8%	55.9%	59.7%
Aware and used services	21.4%	37.1%	17.4%	22.6%

Do you agree with current OSU policies: Vaccination is required for students and employees unless they file an exemption; students must upload their vaccination card or file exemption; exempted students and faculty must get tested weekly; masks required indoors and in large groups.

	Total	Non-Binary	Man	Woman
Disagree	17.5%	11.1%	16.7%	17.8%
Neither Agree nor Disagree	2.6%	0.0%	3.2%	2.4%
Agree	80.1%	88.9%	80.1%	79.6%

How comfortable are you returning to in-person work this fall?

	Total	Non-Binary	Man	Woman
Uncomfortable	50.5%	70.3%	40.4%	54.5%
Neither uncomfortable nor comfortable	5.4%	7.4%	7.1%	4.5%
Comfortable	41.2%	11.1%	50.7%	37.9%
I will not be working in person this fall	2.9%	7.4%	1.9%	3.2%

How are you planning to work this fall?

	Total	Non-Binary	Man	Woman
In person	33.0%	25.9%	43.3%	28.4%
In person w/safety measures	13.7%	25.9%	15.1%	12.3%
Some in person, some remote	40.6%	22.2%	30.4%	46.1%
All remote	9.2%	18.5%	7.7%	9.5%
I am confused don't know	3.6%	7.1%	3.5%	3.5%

What is your preference for working this fall?

	Total	Non-Binary	Man	Woman
In person	15.9%	7.4%	23.2%	12.8%
In person -safety measures	12.2%	7.4%	17.4%	10.1%
Some in person, some remote	41.6%	29.6%	36.7%	44.4%
All remote	27.8%	51.8%	20.3%	30.4%
I am confused don't know	2.5%	3.7%	2.6%	2.4%

What have you done to try to match your work environment with your preferences?

	Total	Non-Binary	Man	Woman
Nothing	26.0%	14.8%	36.5%	21.5%
I have talked to supervisor	25.2%	37.0%	16.0%	29.1%
Filled out remote work request	6.6%	11.1%	4.2%	7.5%
Request EOA Accommodation	2.7%	11.1%	1.9%	2.7%
I have sent my concerns to	3.8%	25.9%	3.5%	3.0%

Would any of these factors help you feel more comfortable?	Total	Non-Binary	Man	Woman
Being provided personal protective equipment	13.9%	11.1%	11.9%	14.9%
Knowing that mandatory symptom checks are required before entering the workplace	17.3%	11.1%	15.4%	18.5%
Knowing workspaces are cleaned/sanitized daily	22.9%	11.1%	17.3%	26.1%
Cleaning/sanitizing supplies are made readily available to all employees	19.5%	3.7%	13.8%	22.9%
Maintaining social distancing protocols	31.9%	37.0%	27.6%	33.7%
Lower densities in workspaces	41.0%	44.4%	36.9%	42.8%
Increased air circulation in my workspace	37.0%	40.7%	33.7%	38.4%
I am comfortable returning to work	21.5%	7.4%	27.9%	19.1%
I am uncomfortable returning to work and there is nothing that will make me	10.4%	22.2%	7.1%	11.4%

feel more comfortable			
Other (please specify)	15.6%	25.9%	15.7%	15.1%

I feel that I have the resources to get back to work in the fall.

	Total	Non-Binary	Man	Woman
Disagree	15.5%	33.3%	12.3%	16.1%
Neither Agree nor Disagree	22.5%	29.6%	31.3%	23.4%
Agree	62.2%	37.1%	43.8%	60.9%

How comfortable do you feel traveling at this time?

	Total	Non-Binary	Man	Woman
Uncomfortable	26.1%	44.4%	26.8%	25.1%
Neither Comfortable nor Uncomfortable	12.2%	11.1%	12.7%	11.9%
Comfortable	21.7%	7.4%	29.5%	18.8%
I do not travel for work	39.9%	37.1%	31.1%	44.3%

Do you teach classes at OSU? Check all that apply.

	Total	Non-Binary	Man	Woman
Yes, in person, in Corvallis or Bend	37.9%	28.2%	50.3%	32.1%
Yes, in person, but not in Corvallis or Bend	1.2%	2.6%	0.6%	1.4%
Yes, online	17.1%	10.3%	23.7%	14.5%
Yes, to the public (e.g., Extension)	4.8%	2.6%	3.8%	5.4%
Yes, to OSU employees	2.0%	2.6%	2.2%	1.8%
No, but I do work with...capacities (in person)	28.5%	28.2%	27.9%	28.5%
No, but I do work with...r capacities (online)	15.9%	18.0%	12.2%	17.2%
No, my job does not in...working with students	24.4%	7.7%	15.1%	29.1%

How well do you feel you can accomplish the following key teaching activities during the upcoming Fall term?				
Reporting only Extremely and Very Well.				
	Total	Non-Binary	Man	Woman
Providing quality student-content interaction	55.2%	52.6%	59.4%	53.1%
Providing quality student-student interaction	36.7%	42.1%	38.1%	35.5%
Providing quality student-instructor/advisor interaction	49.5%	36.8%	53.9%	47.4%
Managing breakout rooms	30.6%	36.8%	29.1%	31.3%
Course design	45.2%	36.8%	51.2%	42.4%
Valid assessment (testing)	39.3%	42.1%	46.1%	35.5%
Inclusive teaching	42.4%	26.3%	46.1%	40.7%
Use of suitable instructional methods	43.9%	47.3%	48.6%	41.1%

What Center for Teaching and Learning resources have you engaged with to date?				
	Total	Non-Binary	Man	Woman
Keep Teaching/Teaching Faculty Page				
Not at all (Keep Teaching/Teaching Faculty Page)	28.5%	27.2%	33.9%	25.2%
Might (Keep Teaching/Teaching Faculty Page)	21.4%	18.1%	20.6%	22.1%
Definitely yes (Keep Teaching/Teaching Faculty Page)	50.1%	63.6%	45.5%	52.7%
CTL infographic guides				
Not at all (CTL infographic guides)	44.3%	27.2%	52.8%	39.9%
Might (CTL infographic guides)	31.1%	27.2%	32.7%	30.4%
Definitely yes (CTL infographic guides)	24.5%	54.5%	14.5%	29.6%
CTL Syllabus Template				
Not at all (CTL Syllabus Template)	36.2%	45.4%	37.3%	35.0%
Might (CTL Syllabus Template)	22.5%	18.1%	29.1%	18.3%
Definitely yes (CTL Syllabus Template)	41.3%	27.2%	33.5%	46.7%
CTL Communicating with Students document				
Not at all (CTL Communicating with Students document)	40.7%	45.4%	42.9%	39.1%
Might (CTL Communicating with Students document)	33.4%	27.2%	41.0%	28.9%
Definitely yes (CTL Communicating with Students document)	25.9%	18.1%	16.1%	32.0%
CTL 1-on-1 consulting				
Not at all (CTL 1-on-1 consulting)	62.3%	54.5%	66.2%	60.2%
Might (CTL 1-on-1 consulting)	29.0%	27.2%	28.7%	29.3%
Definitely yes (CTL 1-on-1 consulting)	8.7%	18.1%	5.1%	10.6%
Workshops				
Not at all (Workshops)	39.1%	45.4%	44.2%	35.8%
Might (Workshops)	28.5%	27.2%	29.1%	28.4%
Definitely yes (Workshops)	32.4%	36.3%	26.7%	35.8%

Do you currently have children living in your home?

	Total	Non-Binary	Man	Woman
YES	43.8%	25.9%	46.3%	43.4%
NO	56.2%	74.1%	53.7%	56.6%

How many children are living in your home?				
	Total	**Non-Binary**	**Man**	**Woman**
1	44.8%	11.1%	38.6%	47.9%
2	46.4%	11.1%	49.7%	44.8%
3	6.8%	3.7%	6.9%	6.6%
4	1.6%	0.0%	3.4%	0.7%
5	0.2%	0.0%	0.7%	0.0%
6 or more	0.2%	0.0%	0.7%	0.0%

What are the age ranges for your children?				
	Total	Non-Binary	Man	Woman
Infant – 1 year old	3.0%	0.0%	2.6%	3.3%
1 - 3 years old	8.7%	3.7%	6.4%	9.9%
4 - 5 years old	8.1%	3.7%	9.3%	7.7%
6 - 11 years old	19.1%	11.1%	17.9%	20.0%
12 - 14 years old	9.8%	3.70%	12.5%	8.7%
15 and older	11.4	11.10%	17.0%	8.7%

Will your children be attending in-person childcare or school in the fall of 2021?

	Total	Non-Binary	Man	Woman
YES	83.4%	71.4%	82.8%	84.1%
NO	16.6%	28.5%	17.2%	16.1%

How many hours per week in the fall term do you expect them to be attending in-person child-care or school?				
	Total	Non-Binary	Man	Woman
1-5 hours per week	3.4%	1.6%	3.9%	2.8%
6-10 hours per week	3.9%	1.6%	3.9%	3.6%
11-15 hours per week	2.3%	0.0%	3.1%	2.0%
16-20 hours per week	5.2%	0.0%	4.7%	5.6%
21 or more hours per week	85.2%	66.6%	84.4%	86.1%

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 Fall 2021 term. 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.

Summary of Q5 – Suggestions on what the OSU Administration or the Faculty Senate Executive Committee can do.

Survey respondents offered an array of suggestions for action. Many expressed a desire for continued remote options due to feeling unsafe given the pandemic. Faculty with unvaccinated children, in particular, are worried about being forced back to campus with no options for remote teaching. People feel the process to petition EOA for remote working options are too complicated and that the EOA office seems understaffed to handle requests. Some respondents also called for more individualized consideration of the impacts of COVID on non-teaching faculty, many of whom have been on campus throughout the pandemic. Better mental health resources for faculty/staff and a fuller understanding of FMLA among supervisors would help as folks are feeling overworked and supervisors are not always listening. Beyond these supports, faculty called for stricter enforcement of mask and vaccine mandates, continued testing, more staffing of the OSRAA and IRB to alleviate more delays to research already impacted by the pandemic, and options for childcare. Finally, some faculty want the university to stop pretending that everything is "fine" or "normal".

Q7 – Comments on OSU policies and communications

While comments covered a range of policies, the vaccine mandate and enforcement of mask wearing were the dominant topics. Faculty for the most part appreciated the vaccine mandate but expressed concerns about too easy to gain exemptions and the dependence on attestation only as proof of faculty vaccination. Likewise, most agreed with the mask mandate, but many called out a lack of enforcement as an issue with recent football games providing a visible and televised illustration of non-compliance.

Q9 – How comfortable are you returning to in-person work this fall?

Concerns expressed ranged from very concerned to not concerned. Those who were very concerned also often identified having high risk individuals in their household. For them, crowded classrooms, subpar ventilation, the persistence of the Delta variant, lax enforcement of mask and vaccine mandates, limited control over personal encounters in the workspace, and childcare needs add to their worries about in-person work and risk of exposure.

Those who are only mildly concerned tended to identify as low risk (vaccinated and not living with someone who is high risk) and indicated comfort with the measure in place. Although some were hesitant to dive in to in-person activities, some expressed they were happy to see co-workers again. Many in this group also expressed that they have control over their workspace and can maintain comfortable social distancing.

Faculty who are not concerned mainly identified as folks who have been working on-campus throughout the pandemic already or those who teach Ecampus. Some stated that they're vaccinated and are ready for life to get back to normal. The OSU policies are sufficient, and they trust that students and faculty will adhere to them. From the perspective of this group, in-person learning is preferable to online.

Q10 – What are your main concerns about coming back to Oregon State University in the fall term?

The main concerns about coming back in the fall term are focused on a few consistent themes. This included air circulation, mask wearing, density of classrooms, teaching with a mask on, and the policing of mask wearing on campus. Respondents did not want to be the ones responsible for policing the public health policies of the administration. There continues to be concern about childcare and a fear that primary and high schools will close halfway into the term due to increasing COVID cases. The Delta variant came up as a significant concern because of its contagiousness. Some feared that they might unwittingly pass along the more deadly variant to their family members, students or colleagues. Respondents highlighted mental health, stress, and anxiety as concerns they have for returning. Some faculty are also concerned about over work and declining salaries. External to OSU, some respondents are concerned about the lack of ICU beds in Corvallis if they or family members became ill due to a breakthrough infection. Related to this, faculty are disappointed that there is no requirement of proof of vaccination for faculty. This policy seemed to be inconsistent as to what was needed from the students. Those faculty returning to campus are also concerned by the lack of regular trash bin services which makes their offices more unsanitary. Overall, there continues to be a lack of trust towards the administration and not having a solid plan for enforcing policies and safety measures.

Q11 – What factors make you feel more comfortable?

Most interpreted this as "What would make you more comfortable" rather than what established policies make you comfortable about returning to in-person work. Very few respondents indicate comfort with existing policies and returning to in-person work and called for actual proof of vaccination status for employees, not just attestation; continued flexibility around remote work; greater compliance and enforcement of mask mandates (even during football games); more attention to ventilation and classroom/workspace density; free and mandatory testing for everyone. A few respondents did voice that the current measures go too far citing the overuse of disinfectants; negative consequences of masking; policies that don't take into account variations in work environments; loss of individual freedoms; and a preference for no mandates.

Q15 – What factors will make you feel more comfortable in returning to work?

To summarize, the major issues included better ventilation in buildings, flexibility in meeting, teaching and the ability to work from home, larger classrooms with fewer students in each section, stricter enforcement of OSU COVID public health policies. Ventilation in many buildings is not either not up to OSHA guidelines or do not work at all. Many stated they would prefer to still be working from home, but it doesn't always feel like an option from their unit supervisors. Some feel that they are being coerced or pressured to work on campus. Weekly testing should be encouraged. Childcare remains an issue for many. All meeting spaces should have hand sanitizer and other cleaning products openly available for students and faculty. Faculty have expressed a desire for larger classrooms so that students are less packed together. Some asked for splitting classes into more sections with additional instructors. Students do not appear to be regularly changing their masks thereby defeating the purpose of providing protection for themselves or their peers. Some would like OSU to continue to publish the COVID case load data. Having faculty verify vaccination status based on the honor system was regarded by many as not acceptable. Faculty should have more flexibility in deciding the modality they want to teach in. EOA has stated they are unable to help address accommodation concerns.

Q16 – Summary What are you looking forward to in returning to OSU?

Most respondents indicated concern about returning to campus, with concern ranging from mild to extreme. Most of the concerned responses were related to personal or family health concerns, specifically. A few were related to concerns about faculty being responsible for "policing" mask usage or about others not respecting masking policy in buildings. Some respondents said that they had been working on campus all along. Some respondents reported neutral feelings about returning to campus, citing a preference to work either on campus (part-time) or remote, but willingness to work where needed. Specific items that a few respondents cited looking forward to were staff fitness classes and recreation opportunities, walking more on campus, the library, seeing people in person, providing in-person lab experience, and improving work/life separation.

Q19 - What are your concerns about tenure clocks, scholarship or promotion in this time of COVID-19?

Many responded that they have no concerns and/or that promotion and tenure clocks are not applicable to their work life. Among those who did express concerns, worries over the impacts of COVID on immediate and long-term productivity were clear as were calls for continued consideration of those impacts in review processes. Many acknowledged that impacts are likely felt most strongly for those with caregiving responsibilities and higher teaching loads and encouraged an equity approach that takes differential impacts into consideration in promotion and tenure decisions.

Q24 - What concerns for students' success this fall would you like to bring to our attention?

While concerns about student mental health were expressed most frequently, as in previous Pulse surveys, this survey revealed explicit concerns about students feeling unsafe as a result of being back on campus. For some respondents, the lack of safety was associated with students' fear for their families and/or their own health; for others, it was connected to physical learning spaces (too small to safely house enrolled students), student requests for remote learning "accommodations," and student/faculty fears about students attending class even if they are sick because they don't feel they can keep up if they stay home. Regarding insufficient classroom size, one respondent noted, "I feel hypocritical wanting to maintain a 6 ft distance from other students/humans during class when the OSU facilities do not allow me to provide the same option for my students." Other respondents noted fearing what will happen to students who do exercise caution if they suspect they are ill. Many are concerned that the lengthy quarantine is especially overwhelming for students on the quarter system (missing two weeks of classes or more), especially in classes where participation and hands-on work comprise the bulk of grades.

For some respondents, the potential need to "pivot" to hybrid or remote teaching was seen as validating the lengths they had gone to incorporate practices adopted under duress, such as recording lectures, as a standard part of their instruction. Indeed, for respondents who also teach Ecampus courses, the past year revealed ways to enrich both in-person and Ecampus modalities. For some of them, the fear is that opportunities temporarily made available to Ecampus students (because they needed to be offered to remote students) will disappear as teaching and learning resumes its previous forms. As one person stated, "Working with online students over the last 18 months, I have seen an increase in the opportunities for greater levels of engagement by students who are not in the immediate area. Many Ecampus students have enjoyed a greater variety of classes and opportunities to participate in research and other scholarly activities that they did not have access to previously. Many of these same students are concerned that they will no longer be able to engage in these activities once everyone returns to campus. Faculty are too quick to close activities to online students and return to an 'on-campus only' approach."

For others, the potential for a mid-term shift in teaching modality was perceived as highly threatening, since they are already overburdened by childcare, adapting their research practices to stressful conditions, etc. They felt they wouldn't be able to keep up if suddenly required to create a "second track" of their course. One comment that encompasses several of these themes here is: "I do not feel that there are systems in place to adequately include students that are not comfortable returning to campus. Many faculty will choose to return to courses as they were taught pre-COVID. We need to adapt. Encouraging student attendance at all costs will result in sick students attending class. I do not feel comfortable pressuring my students to attend in person despite feeling unsafe. We all need to consider dropping participation points, recording lectures and/or simultaneously offering zoom lectures. I fear that students will feel as uncomfortable on campus as I do and this will impact their success."

One theme that emerged explicitly, as well as indirectly, was that of not having clarity from one's college and/or department about exactly what is expected if/when an instructor is exposed or becomes ill. Although some respondents mentioned their college had communicated clear expectations, several others remarked that such information was unavailable through their home unit. According to one respondent, "There has been no discussion about what happens when a faculty member (or their children, etc.) get COVID. Who do we reach out to? What do we do with our in-person courses?" This ambiguity is exacerbated by receiving multiple emails from multiple resources with sometimes conflicting recommendations about what faculty should do or where they should send students, as well as what to do if their class experiences an "outbreak."

Finally, though not expressed as frequently as other items, many respondents expressed concern for second-year students, saying these are still "first-year" in many respects, and that they hope the university develops and implements activities and resources expressly for that cohort.

Q25 – What additional information, technology or supportive resources would be helpful for you to be successful in your teaching or advising duties during the upcoming fall term?

Whereas degree of concern about students and the ability to support them remains high, respondents' need for technology and other resources to support them appears to be far less than earlier in the pandemic. Unlike previous terms, a large number (nearly 1/3) of respondents indicated no resources were necessary.

Among the needs that were expressed, the most frequent was for the university to ensure consistent and high-quality classroom instructional equipment across all general purpose and departmental classrooms. Not only are some classrooms still outfitted with old computers and temperamental projection systems, not all support Zoom, recording, and other capabilities. Respondents expressed much frustration with having unpredictable and inconsistent access to technologies across their classes and were concerned about the effects the non-updated classes would have on their ability to support all students, including those needing to quarantine, etc. A specific feature included in the classroom remarks and also appearing on its own is the desire for microphones in all classrooms. Several people commented that they desired enough microphones so that all instructors/GTAs each have access to one and at least one so that students could have access to a microphone during class.

A non-technological resource requested frequently was that the university provide masks/PPE in all classrooms. Another non-technological resource, but one flanked by lengthy expressions of frustration and fear for instructor safety, was for resources, enforcement, and guidance for when students refuse to wear masks.

Q31 – What challenges do you anticipate caring for your children while managing your work at OSU and other responsibilities in the fall term?

Many parents continue to face enormous challenges while trying to provide safe, quality care and education to their children while meeting the demands of their work. Challenges identified in the comments include managing the care of children AND work when childcare centers, schools and/or afterschool programs mandate children quarantine due to COVID exposure or COVID-related symptoms; managing children's return to childcare centers, schools and school events that require adhering to specific, often varying, COVID guidelines; stress around reducing children's amount of exposure to potential COVID and possible long-term health effects if exposed to COVID; managing transporting children to and from childcare centers, schools, afterschool programs and school events, often while having to adhere to set work schedules, particularly if working back on campus. Finding and securing accessible, affordable childcare and adequate afterschool programs and care. For a few, managing pandemic-related anxiety among family members, including children, along with work-related stress persists as a challenge. All that said, a good number of respondents identified no challenges beyond the usual work-life responsibilities.

Q32 – What could OSU do to support you in managing your care for children and work responsibilities in the fall term?

Flexible arrangements for work and instruction were the most often identified support strategy. Those flexible arrangements come in many different forms, such as hybrid models of work, working and teaching remotely, and reduced schedules. Respondents stated that many employees and units are using flexible work arrangements in many different ways to manage their work and dependent care responsibilities, many with success as in the following two comments:

The unit I work in (Ecampus) is trying a pilot hybrid schedule for fall, where we can choose to work from home for up to 16 hours per week. This is amazing and has changed my life for the better because I can work in the office while my child is in school (8:30-2) and then pick up my child from school and finish my work at home (3-5:30). This is such an incredibly helpful change. I hope other departments will offer this to employees who would like to do this.

I'm in Eastern Oregon. I looked into the care.com benefits last year. You have to have providers and/or pods in order to use them; we just lack the people and the resources. I don't know how OSU would solve that. The flexibility and culture of care approach has allowed me to have conversations with my supervisor and piece the week together; week by week and day by day.

Beyond flexible work arrangements and the continued grace and understanding of supervisors that honors the needs of families and work, respondents identified more COVID leave and clearer policies around leave, more reasonable workload expectations (i.e., lower workload expectations, reasonable times for online meetings), and the expansion of accessible childcare and afterschool programming as needed supports. Again, a sizable number of respondents said they did not need additional supports at this time.

Q40 – Under the Orange Light Themes

Some faculty stated that they were unaware of these seminars and would like to know where and how they are advertised. Beyond awareness, faculty offered a wealth of suggestions for topics ranging from the intersection impacts of COVID (both from health and workplace perspectives) to managing around misinformation (COVID and beyond) to climate change, the university budget, and preparing for the Cascadia Subduction earthquake. A complete list is beyond the scope of this report and is archived with the Faculty Senate Executive Committee.