



THE UNIVERSITY  
OF ARIZONA

**COVID-19 CHECK-IN SURVEY REPORT:  
FACULTY AND INSTRUCTORS  
SPRING 2021**



Office of the Provost



Faculty Affairs

Office of Instruction & Assessment



## Mission

Our mission in Faculty Affairs is to cultivate and connect institutional structures for faculty advancement across the career lifespan in alignment with the overarching mission and role of the University of Arizona. We take an ecosystem equity approach across all system levels that considers (1) recruitment (2) professional advancement (3) retention (4) policies. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty. You can find more details and information on each key area of our work:

- [Equity](#)
- [Recruitment](#)
- [Professional Advancement](#)
- [Retention](#)

## Vision

We aspire to maintain high levels of accountability, efficiency, and transparency in all areas of faculty affairs. We adhere to the fundamental values of our land grant institution and R1 status. We believe that a humanistic approach to faculty activity will foster excellence, equity, and impact. We aim to promote understanding of the role and contributions of faculty in teaching, research, service, extension, creative activity, and clinical work.

## Executive Summary

In response to the COVID-19 global pandemic, the University of Arizona asked faculty and instructors to move all teaching to remote learning in March 2020. From the Spring of 2020 through the Spring of 2021, faculty and instructors continued with remote instruction and took on additional unexpected tasks with remote instruction, as well as atypical contexts for their research and service. To understand the ongoing impact of the pandemic context on faculty and instructors' activity and attitudes, a survey was distributed each semester, Spring 2020, Fall 2020 and Spring 2021, by the Office of the Provost to all faculty and instructors. Qualitative and quantitative survey questions were adapted from a national survey on remote teaching, as well as including items developed specific to COVID-19 work experiences. You can find summaries of the Spring 2020 and Fall 2021 surveys at this link: <https://facultyaffairs.arizona.edu/faculty-reports-and-data>.

**The Spring 2021 survey was completed by 735 faculty and instructors.** Participants represented the following faculty tracks: tenure-track (33.6%), career-track (20.6%), adjunct/visiting (4.1%), continuing status (3.8%), graduate students (0.1%), and staff (0.4%). 37.4% of respondents did not indicate their employment category (see Table 1). Qualitative responses were coded for themes separately by two individuals and then examined for consistency. Quotes were chosen that represent the message of the themes and are included interspersed with quantitative findings.

### Responses about Spring 2021 teaching

Responses about comfort with remote/online teaching and tools are very similar to those in Fall 2020 (see Tables 2, 5 and 7). On most questions about using technology to support teaching, respondents were more comfortable in Spring 2021 than in previous semesters. The most successful strategies for engaging with students, as noted in previous semesters, were meeting 1:1 with students and having teaching teams provide feedback on course activities (Table 2). In short-answer responses, instructors shared strategies including personalized emails and phone calls, and strategies to build community in class meetings including virtual breakout rooms, synchronous course meetings, and using time before and after Zoom classes to have informal discussion and interaction: all examples of person-centered strategies to build community in online/remote learning environments.

83% of Spring 2021 instructors reported that they had sought feedback from students on courses during the semester, which is nearly identical to the two prior pandemic semesters. However, the percentage of instructors who asked for feedback frequently decreased to 34% from 37% in Fall 2020 and 41% in Spring 2020. This likely represents the fact that most instructors were increasingly secure about their course designs and mechanics as their practice increased (Figure 4 and Table 3). 86% of instructors reported making changes in their courses as a result of student feedback, although only 23% reported significant or numerous changes (Figure 5).

Flexibility in attendance for synchronous class meetings was adopted by many instructors in Spring 2021. 83% of instructors whose Spring 2021 classes involved synchronous class meetings expected students to attend, but 39% of instructors provided some alternatives for students who could not meet (Figure 6).

### Looking back and looking forward for teaching

In reflecting on the extent to which the pandemic changed their teaching strategies, 75% of respondents indicated they had made moderate or considerable changes in their teaching (Figure 12). Asked to predict whether these changes would persist in Fall 2021, 47% of instructors responded that they will make moderate changes or will teach very differently than they did pre-pandemic (Figure 13). In free responses describing how their Fall 2021 teaching will be different, many instructors said they would use new or different teaching strategies; use more online tools or digital content and multimedia; increase or incorporate virtual office hours,

and/or maintain remote or hybrid teaching. A significant number of instructors said they would implement strategies that enabled more flexibility for students and increase flexibility when students undergo extraordinary circumstances.

Faculty and instructors deeply care about their students. During the pandemic, all surveys indicated that they worry the most about their students' health and well-being, minoritized groups, and the health and safety of their family, friends, and relatives. Another circumstance that survey respondents indicated to be of great challenge was students' access to reliable internet connection and adequate technological equipment. Nevertheless, as the COVID-19 and racism pandemics went on, data showed that faculty and instructors worried less about all items asked in the survey.

One of the outstanding discomforts of faculty and instructors were the expenses they had to incur to buy technological equipment to support their online teaching as well as the increase in their caregiving responsibilities. Additionally, concerns about impact on promotion or tenure, and teaching evaluations were expressed throughout all surveys at different degrees. In response, the Provost Office, Faculty Affairs, and the Office of Instruction and Assessment implemented the following:

- Early in Spring of 2021 the Office of the Provost made available \$1M to provide emergency teaching support to instructors (including graduate students) whose ability to maintain their teaching obligations was impacted by the COVID-19 pandemic.
- Extended deadlines for promotion packet submission.
- Promotion clock delays for tenure-eligible or continuing-eligible candidates through a simple online process.
- Promote flexibility to review committees, department heads, and deans who work with candidates' promotion processes.
- Spring 2020 – Fall 2020 Student Course Surveys are not considered for annual review or promotion and tenure processes.
- Extraordinary resources offered for faculty during the pandemics are summarized in this website: <https://facultyaffairs.arizona.edu/coronavirus-covid-19-information>

When asked about concerns they anticipated for Fall 2021 teaching, by far the largest proportion of respondents indicated worries about public-health compliance in the classroom, vaccination status, and the continuing uncertainty surrounding the return to campus with the COVID virus and variants circulating.

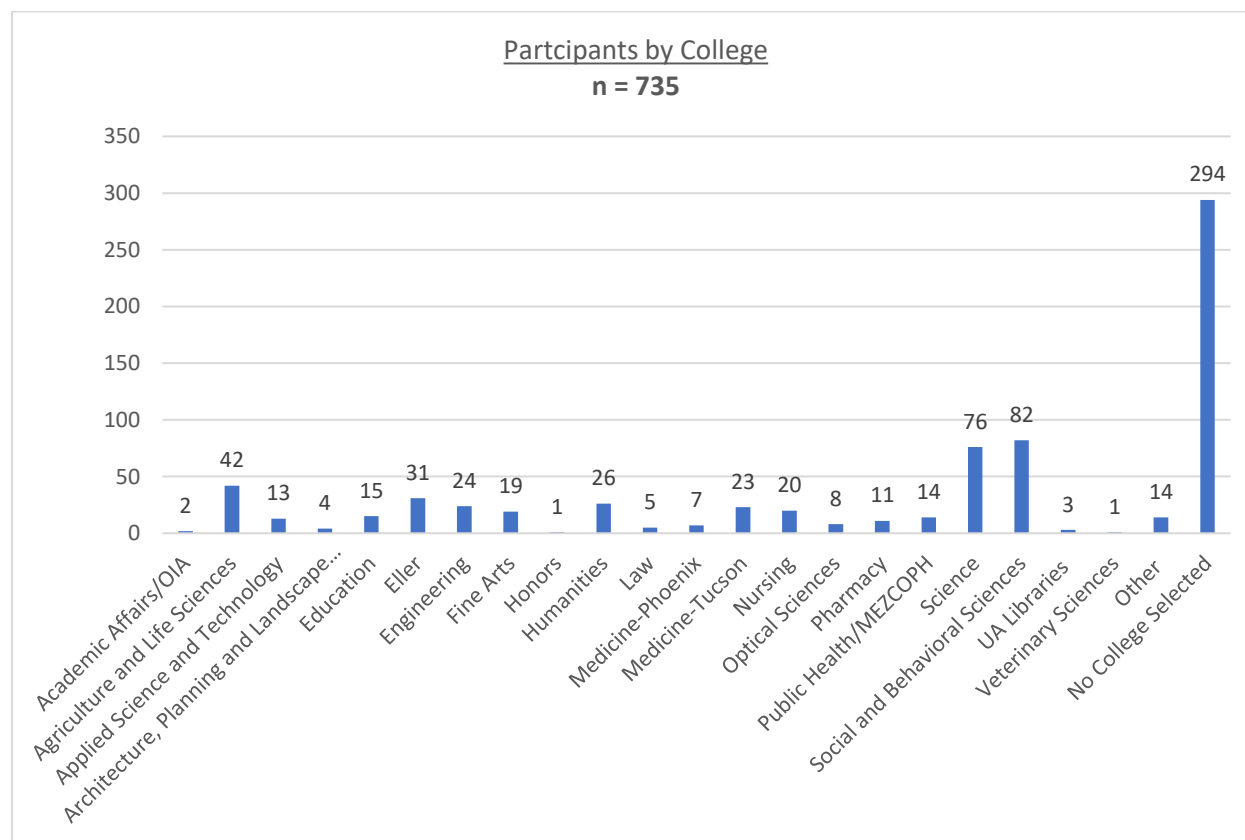
## Participants

Faculty and instructors (which includes graduate students, undergraduate students and staff) across all UArizona campuses were invited by email to complete this survey from Thursday April 22 to Wednesday May 5, 2021. In total, 735 participants completed the survey. The breakdown by college and employment category is below.

**Table 1.** Employment category.

Employment Category	No Response	Tenure-track or tenured	Career-track	Adjunct or Visiting Professor	Continuing status faculty	Grad Student	Staff
Overall	275 (37.4%)	246 (33.6%)	152 (20.6%)	30 (4.1%)	28 (3.8%)	1 (0.1%)	3 (0.4%)

**Figure 1.** Participants by College.



## Qualitative Findings: Themes

- **Key theme overall: student disengagement during remote learning**
  - Students' disengagement increased and faculty struggled with students' cameras off and security/privacy in proctoring online assessments.
  - Instructors used the following practices to engage students: one-on-one meetings, teaching team provided feedback on activities and assignments, and the use of discussion boards (D2L or external) to which instructors or instructional team members regularly contribute.
- **Key theme overall: Zoom fatigue, students' mental health, out-of-pocket expenses for technological resources.**
  - Zoom fatigue.
  - Lack of face-to-face interactions with students.
  - Burden on faculty to deal with students' mental health.
  - Faculty invested in technological resources with their own financial resources with no departmental support.
- **Themes from the question "What resources have helped you the most?"**
  - D2L/Zoom support
  - OIA
  - Own department, department head, department staff
  - 24/7/UITs
  - College/department IT
- **Themes from the question: What could University leadership do to help ease the transition for Fall 2021?**
  - Enforce and keep updating policies and compliance to COVID-19 protocols:
    - Mandate/require vaccinations.
    - Air flow, masks, social distancing.
    - Early, clear, transparent communication for returning to campus.
  - Offer flexibility for working and teaching remotely.
  - Provide financial support and share financial decision-making
    - Transparent decision making
    - Support for expenses related to working from home, provide equipment/laptops



**Below are direct quotes from faculty and instructors' open-ended, write-in comments that illustrate the themes identified above:**

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*"Zoom fatigue, having 8 hours a day on Zoom is not sustainable. - Lack of face-to-face interactions with students, fewer of them have their cameras on."*

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*"Students have required A LOT of emotional support due to the stresses they are undergoing from the pandemic, unemployment, future employment risk, and consistent violence against their communities."*

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*"The University could offer more vocal support of faculty and staff. There should be policies to enforce vaccination for members on campus. Students must be given supportive, but firm, instructions when returning to in-person classes, to help get back on track."*

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*"Having to purchase EVERYTHING to do my job."*

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*I have worries and anxiety about the disconnect between faculty at the senior level without kids and privileged (white males) and their lack of empathy/knowledge about challenges faced in the current climate by women, minorities and faculty overall with and without kids.*

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*I had good success with online office hours-- better than in person. I would like to use this mode going forward, though unfortunately our administration has announced they plan to limit our ability to do this. That policy is ill informed and insulated from the realities of teaching."*

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*"I think continuing to allow flexible work hours would be good. As faculty, I have a fair amount of flexibility already--but I think that the staff should continue to have flexible work hours, as long as they meet their job's needs."*

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*"Funding for laptops, webcam, headset, Calendly app subscription, padlet subscription, lighting for videos, digital writing board, fast internet, etc.."*

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*"Balanced and fair workloads across faculty. Some of us have borne a greater burden than others."*

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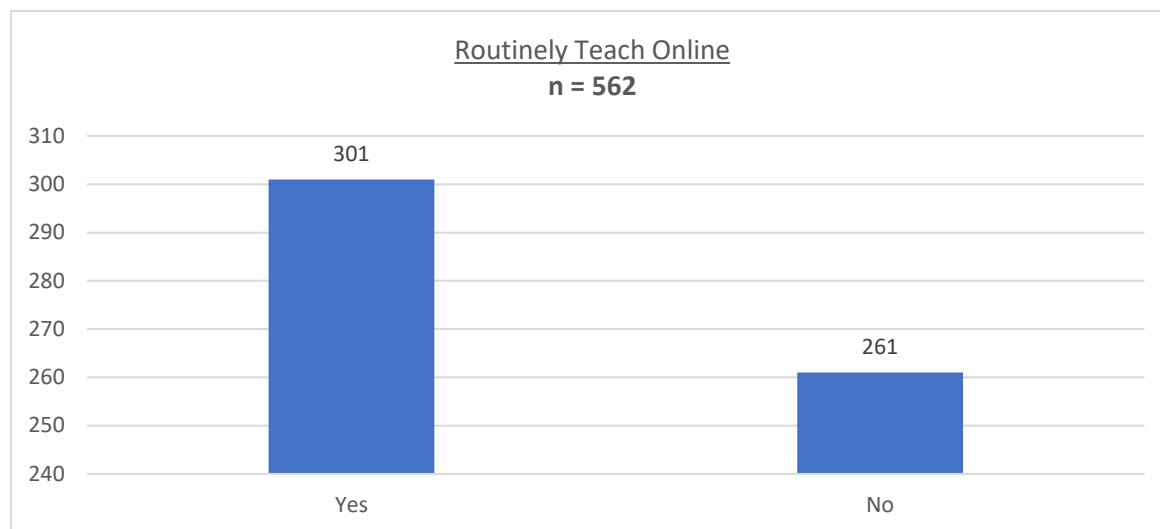
*"I worry about adherence to safety guidelines on campus (masking, distance, handwashing)."*

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*"Frequent communication and transparency."*

## SECTION 1: REMOTE LEARNING DESCRIPTION

**Figure 2.** Do you routinely teach one or more of these classes fully online?



**Table 2.** Spring & Fall 2020 vs Spring 2021. How effective have the following strategies been for interacting with students this semester? (1-not very effective to 4-very effective).

	Spring 2021		Fall 2020		Spring 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max	Mean (SD)	Min/Max
<b>Instructor-scheduled one-on-one meetings with students</b>	<b>3.48</b> (0.75)	1-4	<b>3.43</b> (0.82)	1-4	<b>3.34</b> (0.90)	1-4
<b>Teaching team provides feedback on activities/assignments/projects/quizzes/exams</b>	<b>3.25</b> (0.77)	1-4	<b>3.25</b> (0.81)	1-4	<b>3.20</b> (0.89)	1-4
<b>Discussion boards (D2L or external) to which you or instructional team members regularly contribute</b>	<b>2.68</b> (1.02)	1-4	<b>2.72</b> (1.06)	1-4	<b>2.80</b> (0.94)	1-4
<b>Teaching Assistants' virtual office hours</b>	<b>2.43</b> (1.09)	1-4	<b>2.45</b> (1.05)	1-4	<b>2.27</b> (1.03)	1-4
<b>Instructor's virtual drop-in office hours</b>	<b>2.39</b> (1.10)	1-4	<b>2.50</b> (1.08)	1-4	<b>2.51</b> (1.08)	1-4



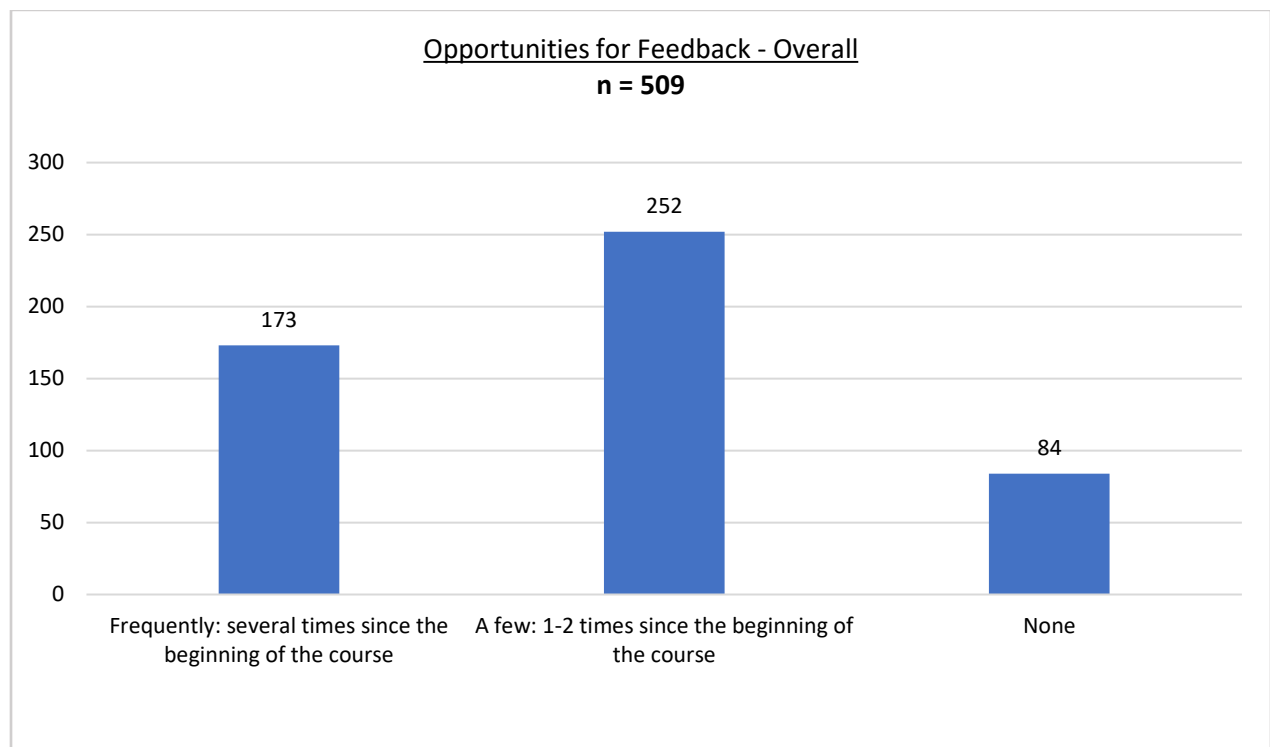
**There were no significant changes in the effective strategies for interacting with students among Spring and Fall 2020, and Spring 2021.**

124 participants responded with open-ended answers. The most popular strategies for interactions with students from those responses include:

1. Personal communications through email or phone calls.
2. Virtual breakout groups/small group meetings.
3. Synchronous meetings/in-class discussions
4. Virtual socialization time: staying on zoom following class, and socialization time.
5. Pre-recorded videos/podcasts

**Key Findings:** Scheduling one-on-one meetings with students was an effective strategy that faculty and instructors used for interacting with students during the pandemic. Data indicated that the use of this strategy increase over time since Spring 2020.

**Figure 3.** How many formal opportunities have you given for students to give feedback on what is working for them, and what is not, in your course(s)? (Participants selected all that applied).

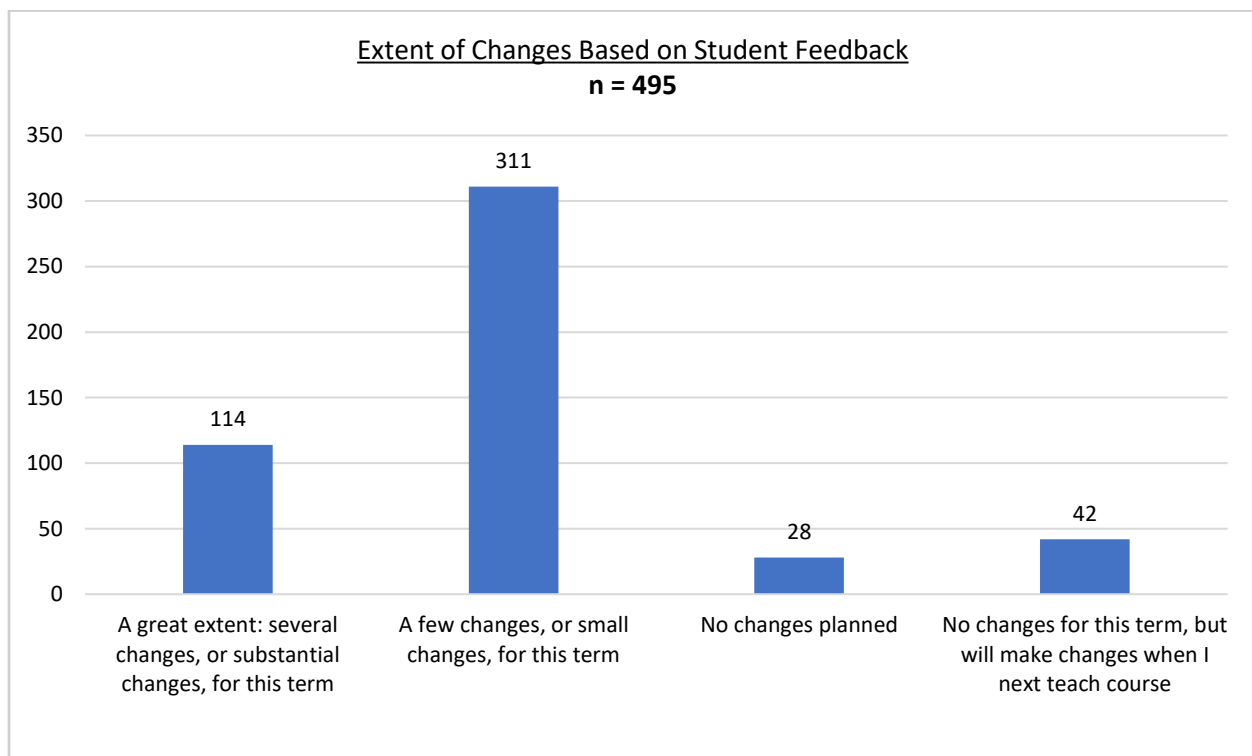


**Table 3.** Spring & Fall 2020 vs Spring 2021.

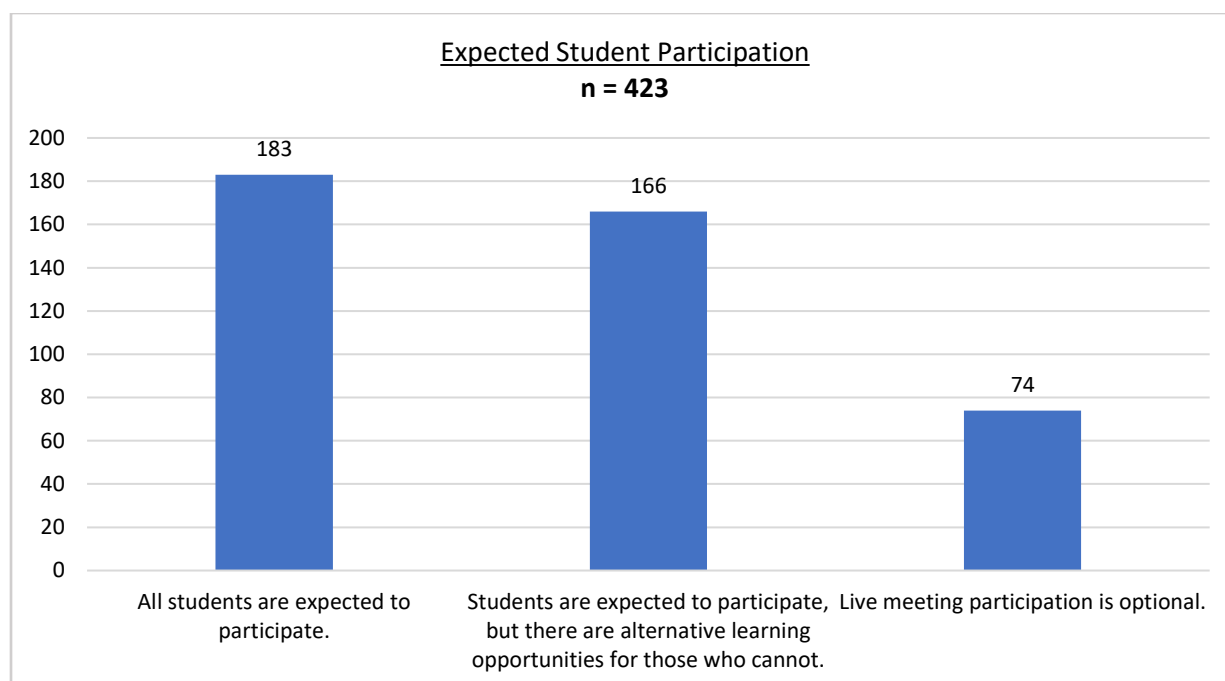
	Frequently	A few	None
Spring 2021	34 %	49 %	17 %
Fall 2020	37%	46%	17%
Spring 2020	41 %	43%	16%

**Key Findings:** The percentage of instructors that gave frequent opportunities for student feedback decreased over time. This is likely because instructors had the advantage of time and professional development to create well-considered course designs, as opposed to the rapid and chaotic transition to remote teaching in Spring of 2020; as a result, they perceived less need for frequent feedback.

**Figure 4.** To what extent have you made changes to your course(s) based on informal or formal student feedback?



**Figure 5.** If your remote class(es) involves live, virtual class meetings, what is your expectation for student participation?



**Table 4.** To what degree have following technological issues been challenging since the transition to remote learning? (1-Not at all challenging to 4-Very challenging).

Note: *Student access to reliable digital device (e.g., computer, tablet, mobile device)* was a new item as of the Fall 2020 survey.

	Spring 2021		Fall 2020		Spring 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max	Mean (SD)	Min/Max
<b>Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)</b>	<b>2.17</b> (1.09)	1-4	<b>2.09</b> (1.00)	1-4	<b>2.08</b> (1.05)	1-4
<b>Additional costs to buy or upgrade technology at home to facilitate working from home</b>	<b>2.15</b> (1.09)	1-4	<b>2.19</b> (1.09)	1-4	<b>1.93</b> (1.06)	1-4
<b>Student lack of access to reliable internet service</b>	<b>2.54</b> (0.91)	1-4	<b>2.51</b> (0.86)	1-4	<b>2.48</b> (0.97)	1-4
<b>Student access to reliable digital device (e.g., computer, tablet, mobile device)</b>	<b>2.14</b> (0.97)	1-4	<b>2.09</b> (0.87)	1-4	N/A	N/A
<b>Student discomfort or lack of familiarity with required technologies or applications</b>	<b>1.89</b> (0.86)	1-4	<b>1.87</b> (0.79)	1-4	<b>1.95</b> (0.86)	1-4

<b>Ability to participate in synchronous classes</b>	<b>1.82</b> (0.96) 1-4	<b>1.72</b> (0.89) 1-4	<b>2.04</b> (1.07) 1-4
<b>My access to reliable internet service</b>	<b>1.79</b> (0.94) 1-4	<b>1.73</b> (0.91) 1-4	<b>1.68</b> (0.92) 1-4
<b>My own discomfort or lack of familiarity with required technologies or applications</b>	<b>1.70</b> (0.82) 1-4	<b>1.80</b> (0.84) 1-4	<b>1.88</b> (0.87) 1-4
<b>My access to specialized software (e.g., Adobe products, statistical packages)</b>	<b>1.45</b> (0.79) 1-4	<b>1.34</b> (0.68) 1-4	<b>1.41</b> (0.77) 1-4
<b>My access to reliable communication software/tools (e.g., Zoom)</b>	<b>1.42</b> (0.75) 1-4	<b>1.38</b> (0.67) 1-4	<b>1.42</b> (0.74) 1-4
<b>My access to library resources</b>	<b>1.39</b> (0.74) 1-4	<b>1.36</b> (0.72) 1-4	<b>1.47</b> (0.85) 1-4
<b>My access to reliable digital device (e.g., laptop, mobile device)</b>	<b>1.39</b> (0.75) 1-4	<b>1.32</b> (0.68) 1-4	<b>1.29</b> (0.68) 1-4

There are 5 areas with changes in answers between Fall 2020 and Spring 2021:

- **Additional costs to buy or upgrade technology at home to facilitate working from home.**
  - This item shows an increase since Summer 2020; it peaked in Fall 2020 but remained high in Spring 2021.
- **Ability to participate in synchronous classes.**
  - This item has decreased since Summer 2020 overall, but Spring 2021 shows an increase compared to Fall 2020.
- **My own discomfort or lack of familiarity with required technologies or applications.**
  - This item has steadily decreased since Summer 2020 given the continuous experience and professional development for faculty.
- **My access to library resources.**
  - This item has decreased since Summer 2020. Spring 2021 was slightly higher (not significantly) from Fall 2020.
- **My access to reliable digital device (e.g., laptop, mobile device).**
  - This item has increased gradually since Summer 2020. Faculty increasingly needed support to access to a good quality digital device.

**Table 5.** Other write-in responses. 55 participants responded with open-ended answers.

	Student participation / engagement / cameras off	Student unfamiliarity with software/ lack of training or support	Out of pocket expenses	Student physical/ mental health/ Zoom or pandemic fatigue	Access to reliable internet (faculty/ students/guest speakers)
Total	10	9	6	5	4

**Below are direct quotes from participants' open-ended write-in responses that illustrate the themes identified above:**

*"Zoom fatigue, having 8 hours a day on Zoom is not sustainable*

*- Lack of face-to-face interactions with students, fewer of them have their cameras on."*

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*"Having to purchase EVERYTHING to do my job."*

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*"Students have required A LOT of emotional support due to the stresses they are undergoing from the pandemic, unemployment, future employment risk, and consistent violence against their communities."*

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*"Our students are not ok, and online learning isn't working for them (more generally, not just in my class). This semester, I had 7 students out of 37 withdraw from a required senior-level course, which is FAR higher than normal. Many have told me that mental health challenges played a role in their decision. These students may be required to delay their graduation because this learning environment is so challenging. And these are seniors, who have already shown they know how to succeed in college! I can't imagine how the freshmen and sophomores are feeling."*

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## SECTION 2: CURRENT CHALLENGES

**Table 6.** Spring and Fall 2020 vs Spring 2021. How would you rate your current comfort level with the following aspects of remote learning? (1-Not comfortable at all to 4-Very comfortable).

	Spring 2021		Fall 2020		Spring 2020	
	Mean (SD)	Min-Max	Mean (SD)	Min-Max	Mean (SD)	Min-Max
Online applications/tools	3.45 (0.67)	1-4	3.27 (0.71)	1-4	3.22 (0.75)	1-4
Working from home	3.34 (0.88)	1-4	3.23 (0.92)	1-4	3.03 (0.94)	1-4
Options for online course delivery	3.34 (0.73)	1-4	3.21 (0.76)	1-4	3.09 (0.83)	1-4
Online privacy, protection of student data	3.24 (0.86)	1-4	3.22 (0.86)	1-4	2.98 (0.94)	1-4
Translating course lessons or activities to a remote environment	3.15 (0.82)	1-4	3.04 (0.82)	1-4	2.88 (0.92)	1-4
Changes to grading structure	3.12 (0.89)	1-4	3.05 (0.91)	1-4	3.01 (0.92)	1-4
Ease of communication with students online	3.07 (0.86)	1-4	3.05 (0.84)	1-4	3.06 (0.86)	1-4
Assessing student learning in the remote environment	2.98 (0.95)	1-4	2.86 (0.96)	1-4	2.73 (0.98)	1-4
Reaching out to students who have not been adequately available/responsive	2.94 (0.99)	1-4	2.96 (0.97)	1-4	2.85 (1.04)	1-4
Quality of student learning in online courses	2.64 (1.04)	1-4	2.70 (0.92)	1-4	2.46 (0.99)	1-4
Helping students deal with stress or anxiety related to COVID19	2.64 (0.97)	1-4	2.56 (0.93)	1-4	2.66 (0.94)	1-4
Security/privacy in proctoring online assessments	2.60 (1.15)	1-4	2.54 (1.13)	1-4	2.42 (1.09)	1-4
Evaluation of your teaching effectiveness	2.57 (1.01)	1-4	2.57 (0.97)	1-4	2.37 (1.00)	1-4
Impact on promotion or tenure evaluations	2.54 (1.12)	1-4	2.57 (1.11)	1-4	2.32 (1.14)	1-4

**Key Findings:** helping students deal with stress or anxiety related to COVID-19 was an aspect that faculty did not feel as comfortable dealing with, and this kept steady over time.

**Table 7.** Spring and Fall 2020 vs Spring 2021. How would you rate your current comfort level with the following aspects of remote learning? (1-Not comfortable at all to 4-Very comfortable).

	<b>Top 3 Least comfortable with</b>	<b>Top 3 Most comfortable with</b>
<b>Spring 2021</b>	1. Impact on promotion or tenure evaluations. 2. Evaluation of teaching effectiveness. 3. Security/privacy in proctoring online assessments.	1. Online applications/tools. 2. Working from home. 3. Options for online course delivery
<b>Fall 2020</b>	1. Security/privacy in proctoring online assessments. 2. Helping students deal with stress or anxiety related to COVID19. 3. Impact on promotion or tenure evaluations.	1. Online applications/tools. 2. Working from home. 3. Options for online course delivery.
<b>Spring 2020</b>	1. Impact on promotion or tenure evaluations. 2. Evaluation of teaching effectiveness. 3. Security/privacy in proctoring online assessments.	1. Online applications/tools. 2. Options for online course delivery. 3. Ease of communication with students online.

**Table 8.** 45 participants responded with open-ended answers:

	<b>Testing online (cheating, accessing class material during exam)</b>	<b>Student engagement/ collaboration/ interaction</b>
Total	6	2

Comfort with the following tools/strategies has gradually increased since Summer 2020.

- Online applications/tools
- Working from home
- Options for online course delivery
- Online privacy, protection of student data
- Translating course lessons or activities to a remote environment
- Assessing student learning in the remote environment
- Quality of student learning in online courses
- Security/privacy in proctoring online assessments
- Evaluation of your teaching effectiveness



**Below are direct quotes from participants' open-ended write-in responses that illustrate the themes identified above:**

*"Effective exam proctoring is a nightmare."*

*"I felt I had no option but to make exams open book, as there was no effective means I could prevent students from referring to their notes. I insisted on cameras being on during exams (to discourage collaboration) and exams be handwritten (to discourage electronic sharing of exam answers). I think for the vast majority of students, this probably worked well, but there is still a degree of unease in terms of the increased potential to cheat."*

*"I am teaching an experiential learning course - some aspects seem impossible to teach and evaluate online."*

*"Faculty should not have been evaluated under this current circumstances."*

**What strategy/strategies have worked best in your pandemic teaching (Spring 20-Fall 20-Spring 21)?**

369 participants responded with open-ended answers.

Frequent themes:

- Active learning/Live discussions/Interactive or Collaborative Activities (82)
- Being more accessible/Reaching out to students/Multiple Communication modes (76)
- Zoom lectures, including guest lectures (43)
- Flexibility with deadlines, schedules (43)
- Zoom breakout rooms (43)
- Asynchronous discussions/activities/collaborative documents (e.g., Google Docs) (40)
- Different/More frequent assessments, exams, quizzes (33)
- Online apps, videos, podcasts, other resources (20)
- Recording live sessions/lectures (19)
- Pre-recorded lectures/segments (18)
- Polling/Getting feedback from students (12)

**What have been some of the most stressful or challenging aspects of teaching this semester? 382**

participants responded with open-ended answers.

Frequent themes:

- Student engagement (90)
- Student stress/needs (81)
- Student learning/performance (42)
- Workload/Time required (42)
- Lack of in-person interaction (both with faculty and students; 41)
- Internet issues/accessibility (34)

- Zoom issues/limitations (34)
- Student cameras turned off/lack of visual feedback (31)
- Child-care, care-giving, working from home issues (24)
- Cheating/testing issues (23)
- Own mental/physical health (19)
- Equipment/technology issues (19)
- Lack of faculty support from institution (16)
- Zoom fatigue (15)

### SECTION 3: EQUITY

**Table 9.** How worried are you about the following? (1-Not worried at all to 4-Very worried).

	Spring 2021		Fall 2020		Spring 2020	
	Mean (SD)	Min-Max	Mean (SD)	Min-Max	Mean (SD)	Min-Max
The health and well-being of marginalized groups in our community	3.16 (0.91)	1-4	3.33 (0.84)	1-4	N/A	N/A
The health and well-being of my students	2.86 (0.89)	1-4	3.06 (0.86)	1-4	3.19 (0.80)	1-4
Health and well-being of elders in my family	2.73 (1.05)	1-4	3.13 (0.98)	1-4	N/A	N/A
Quality of education for my students	2.71 (0.97)	1-4	2.91 (0.92)	1-4	N/A	N/A
Health and well-being of my co-workers	2.59 (0.90)	1-4	2.99 (0.85)	1-4	N/A	N/A
Health and well-being of my loved ones	2.56 (0.99)	1-4	3.00 (0.91)	1-4	2.89 (0.91)	1-4
My own health and well-being	2.29 (0.98)	1-4	2.79 (0.95)	1-4	2.49 (0.95)	1-4
The future of the University of Arizona	2.28 (1.06)	1-4	2.69 (1.06)	1-4	3.06 (0.96)	1-4
Future of my career	2.16 (1.10)	1-4	2.41 (1.12)	1-4	N/A	N/A
My future financial security	2.14 (1.06)	1-4	2.47 (1.05)	1-4	2.93 (0.99)	1-4
My children's education	2.10 (1.19)	1-4	2.19 (1.25)	1-4	N/A	N/A
My job	2.04 (1.06)	1-4	2.29 (1.07)	1-4	2.76 (1.05)	1-4
My current financial situation	1.96 (1.03)	1-4	2.29 (1.04)	1-4	2.64 (1.00)	1-4

**Key Findings:** Spring 2021, the most worried-about categories were the health and well-being of marginalized groups in our community, the health and well-being of elders in my family, and the health and well-being of my students.

**Overall worry has gone down for all items.** It is pertinent to highlight that Quality of education for students and the future of the UArizona were items in which that faculty and instructors showed less worry over time since the pandemic began. Data shows that they certainly worry about the well-being of students but with less intensity over time.

**Table 10.** 63 participants responded that they were somewhat to very worried about the following factors.

	Equity/inclusion issues	Cost of living/financial	Education quality/future
<b>Total</b>	7	6	5

Below are direct quotes from participants' open-ended write-in responses that illustrate the themes identified above:

*"Suicidal students need social worker/mental health professional help, not PD."*

*"Racism and homophobia in my college."*

*"Declining educational standards."*

*"The poor mental health services that the students and co-workers needed"*

**Table 11.** Since the pandemic began in March, how have the following factors impacted your ability to do your research, service, and teaching work? (1-No negative impact to 4-Major negative impact).

	Spring 2021		Fall 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
<b>Financial decisions (e.g., budget cuts &amp; furloughs)</b>	3.06 (0.97)	1-4	3.16 (0.95)	1-4
<b>Faculty remote access for teaching, research and science</b>	2.20 (0.98)	1-4	2.39 (0.98)	1-4
<b>Recruitment policies and practices for hiring of faculty</b>	2.10 (1.18)	1-4	N/A	N/A
<b>Recruitment policies and practices for new students</b>	2.05 (1.12)	1-4	N/A	N/A
<b>Recruitment policies and practices</b>	N/A	N/A	2.39 (1.23)	1-4
<b>Student access to remote learning</b>	2.41 (0.92)	1-4	2.34 (0.93)	1-4
<b>Graduate student remote access for teaching research and service</b>	2.23 (0.97)	1-4	2.25 (1.05)	1-4
<b>Staff remote access for work</b>	2.02 (0.94)	1-4	2.18 (0.95)	1-4

**Table 12.** During the COVID-19 response, how equitably (fair & just) do you feel the following processes are being experienced? (1-Not at all to 4-Very).

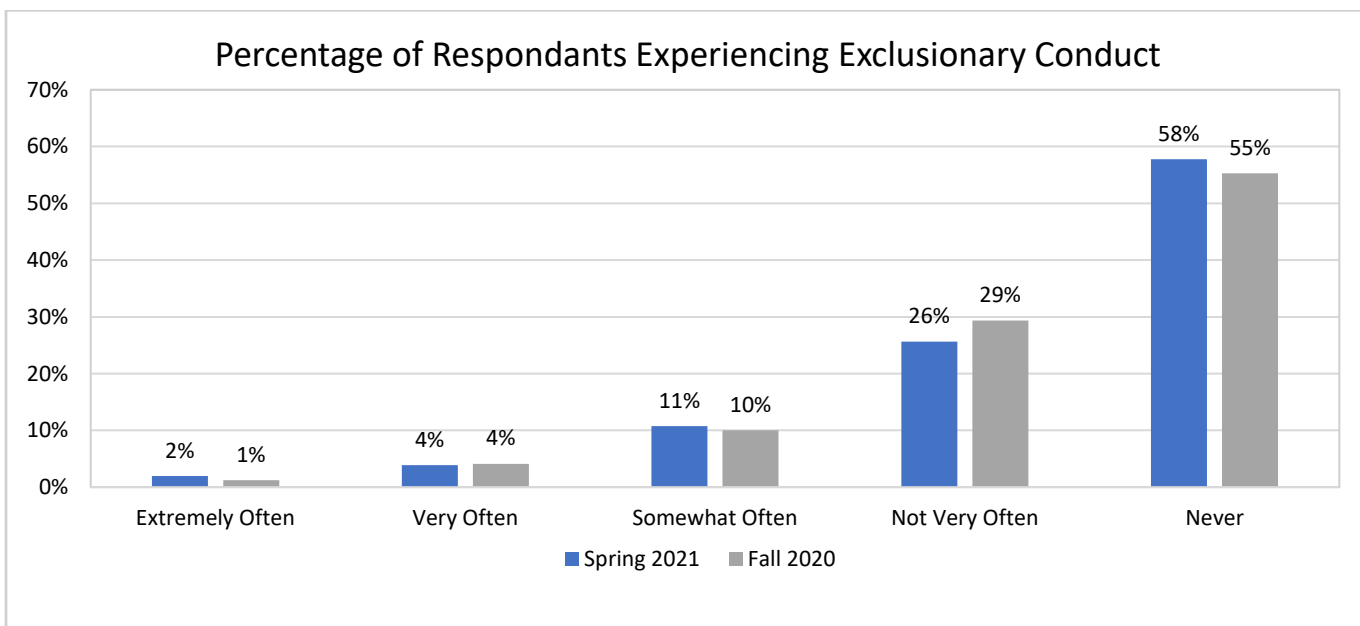
	Mean (SD)	Min/Max
<b>Financial decisions (e.g., budget cuts &amp; furloughs)</b>	2.07 (0.97)	1-4
<b>Faculty remote access for teaching, research and science</b>	3.04 (0.92)	1-4

<b>Recruitment policies and practices for hiring of faculty</b>	2.62 (1.04)	1-4
<b>Recruitment policies and practices for new students</b>	3.03 (0.86)	1-4
<b>Student access to remote learning</b>	2.80 (0.82)	1-4
<b>Graduate student remote access for teaching research and service</b>	2.91 (0.87)	1-4
<b>Staff remote access for work</b>	3.09 (0.87)	1-4

**Table 13.** 28 participants responded with open-ended answers related to issues of inequity.

	<b>Multiple/most factors</b>	<b>Socio-economic status</b>	<b>Race</b>	<b>Status at UArizona</b>	<b>Gender</b>
<b>Total</b>	9	7	6	3	3

**Figure 6.** Since the pandemic began, how often have you personally experienced exclusionary, intimidating, offensive, and/or hostile conduct from members of this university? (1-Extremely Often to 5-Never).



5.3% of respondents report that they very or extremely often experience exclusionary, intimidating, offensive, or hostile conduct from members of the university. The overall mean for experiencing exclusionary conduct by a member of the university is 4.33 with a standard deviation of 0.95.

**Key Finding:** An average of **43.5%** of faculty and instructors **have experienced exclusionary, intimidating, offensive, and/or hostile conduct** from members of this university since during Fall 2020. In Spring of 2021 there was a slight increase in the percentage of faculty and instructors who experienced these behaviors extremely often, or somewhat often or never.

**Table 14.** How do you feel about the following elements of your work at the current moment? (1-Strongly disagree to 4-Strongly agree).

	Spring 2021		Fall 2020	
	Mean (SD)	Min/Max	Mean (SD)	Min/Max
I believe I will have the right tools and resources to do my job well.	2.69 (0.86)	1-4	2.69 (0.79)	1-4
I worry about having a voice in shaping my work environment.	2.53 (1.04)	1-4	2.63 (0.98)	1-4
I believe the buildings on my campus have appropriate precautions to protect occupants/students/visitors from COVID-19.	2.87 (0.83)	1-4	2.62 (0.86)	1-4
I worry about feeling safe on my campus.	1.98 (0.97)	1-4	2.48 (1.05)	1-4
I worry about having access to accurate and timely information about University policies and procedures related to COVID-19.	1.96 (0.91)	1-4	2.35 (0.96)	1-4
I am worried about feeling safe in my immediate work environment.	1.71 (0.86)	1-4	1.84 (0.96)	1-4

**Table 15.** Other write-in:

	UA Leadership/Admin	COVID protocols/policies	Children caregivers	The future	Budget/Financial	Non-compliance to COVID policies
<b>Total</b>	7	6	4	4	3	2

**Key Findings:** faculty and instructors showed to worry less about safety and having a voice in their immediate work environment. They also indicated an increase in confidence regarding the buildings on campus have appropriate precautions to protect occupants/students/visitors from COVID-19



**Below are direct quotes from participants that illustrate the themes identified above:**

*"I worry that central administrative choices will negatively impact faculty's ability to make decisions"*

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*I have worries and anxiety about the disconnect between faculty at the senior level without kids and privileged (white males) and their lack of empathy/knowledge about challenges faced in the current climate by women, minorities and junior faculty overall with and without kids.*

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*"I worry about adherence to safety guidelines on campus (masking, distance, handwashing.)"*

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*"I worry about lack of salary equity based on gender discrimination."*

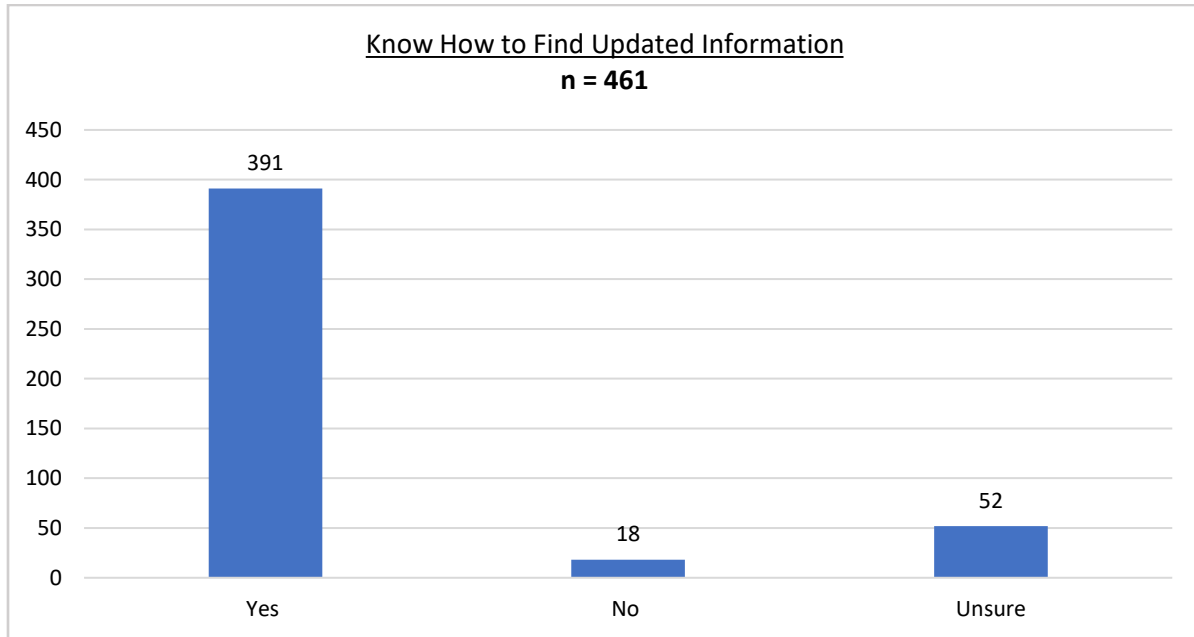
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*"I am worried about the continued, excessive presence of police, CBP, and ICE on campus as an issue of safety for students, faculty, and staff, and the impacts of this presence on our ability to work/study effectively."*

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## SECTION 4: INFORMATION AND LEADERSHIP

**Figure 7.** Do you know how to find updated information about campus decisions at the University of Arizona (for example, COVID-19 mitigation, campus re-entry, furlough, etc.)?



**Table 16.** Fall 2020 vs Spring 2021

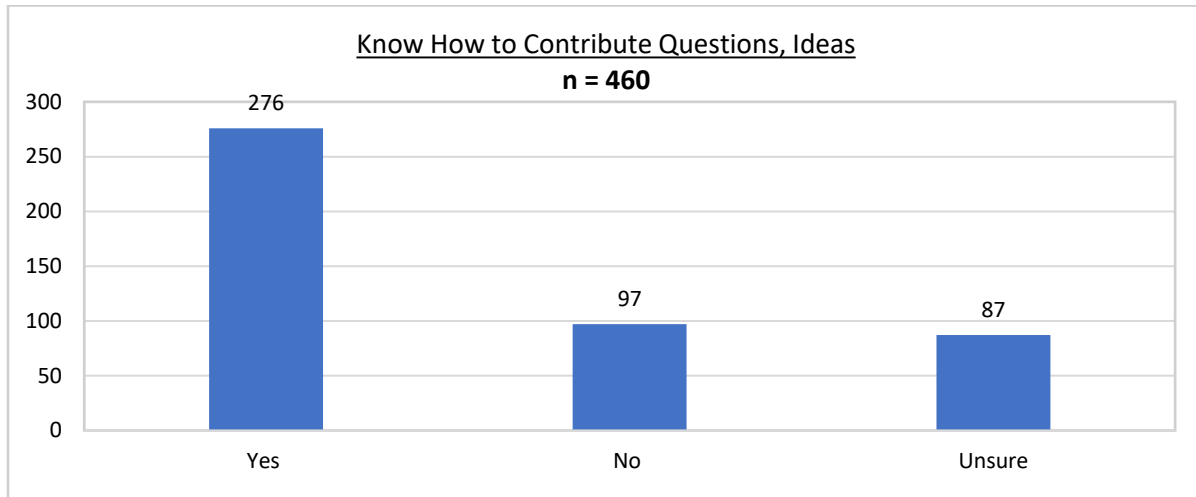
	Yes	No	Unsure
<b>Fall 2020</b>	83%	4%	13%
<b>Spring 2021</b>	85%	4%	11%

**Key Findings:** 85% of faculty and instructors indicated that they know how to find updated information about campus decisions at the University of Arizona (e.g. COVID-19 mitigation, campus re-entry, furlough, etc.). An increase of 2% compared to Fall 2020.

What information would you like to find?

- Financial decisions/Furlough information (4)
- Steps/expectations for returning to campus and policy changes (3)
- Vaccination rates and requirements (by college; 3)
- New cases/infection rate (2)

**Figure 8.** Do you know how to contribute questions, ideas, and opinions through the shared-governance process?

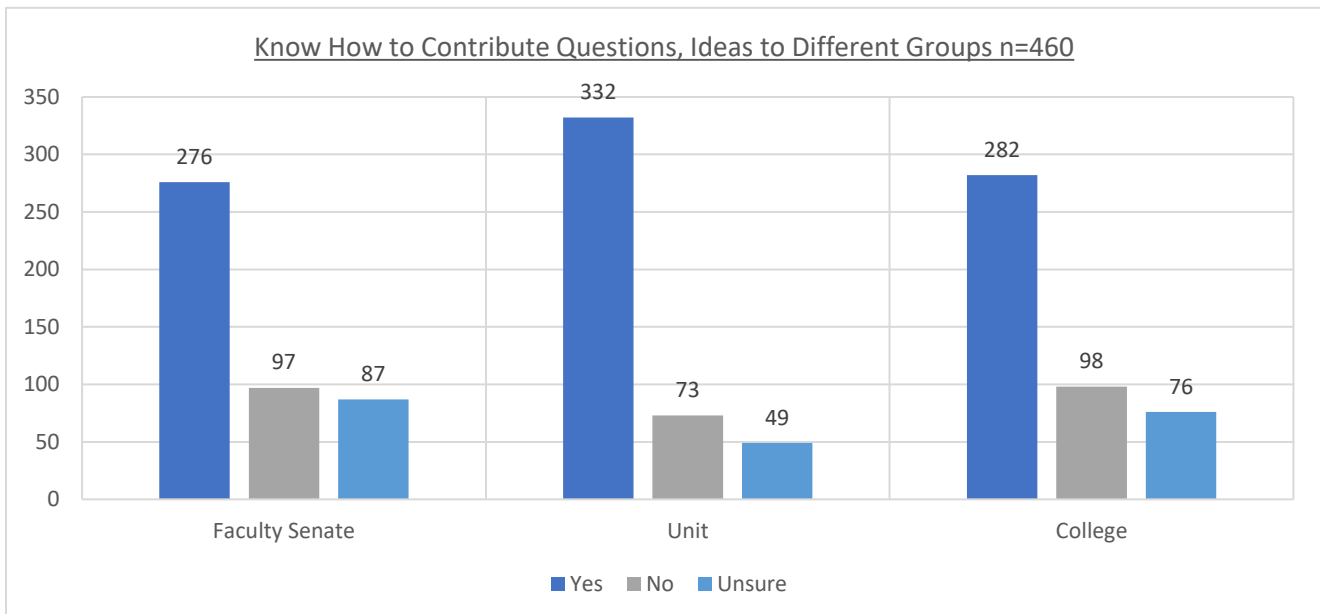


**Key Finding: 40% of faculty & instructors do not know or are unsure how to contribute questions, ideas, and opinions through the shared governance process. However, it has improved somewhat since Fall 2020**

**Table 17.** Fall 2020 vs Spring 2021.

	Yes	No	Unsure
Fall 2020	54%	21%	26%
Spring 2021	60%	21%	19%

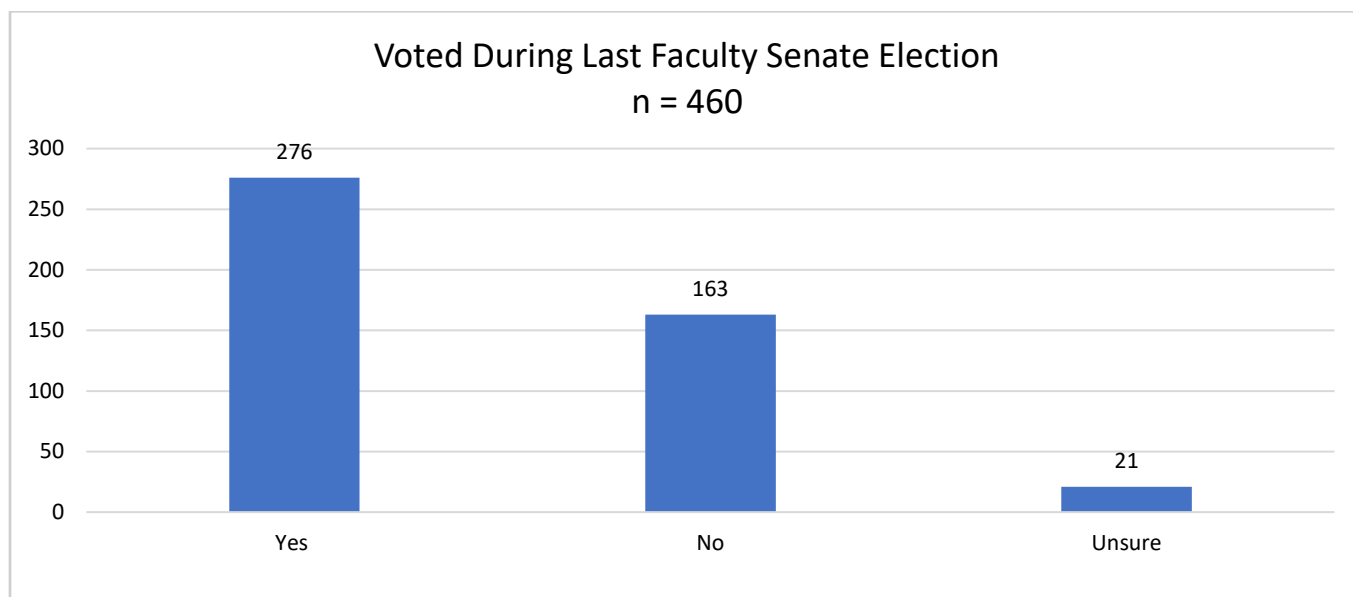
**Figure 9.** Do you know how to contribute questions, ideas, and opinions at the unit, college and faculty senate levels?



**Key Finding:** faculty & instructors who do not know or are unsure how to contribute questions, ideas, and opinions to:

1. Faculty senate: 40%
2. Their unit: 27%
3. Their college: 38%

**Figure 10.** Did you vote in the last faculty senate election?



**Key Finding:** 60% of faculty participation in the last faculty senate election is a good indicator of involvement.

**What resources/units on campus have helped you the most during the COVID-19 response, and how?**

310 participants responded with open-ended answers and themes included:

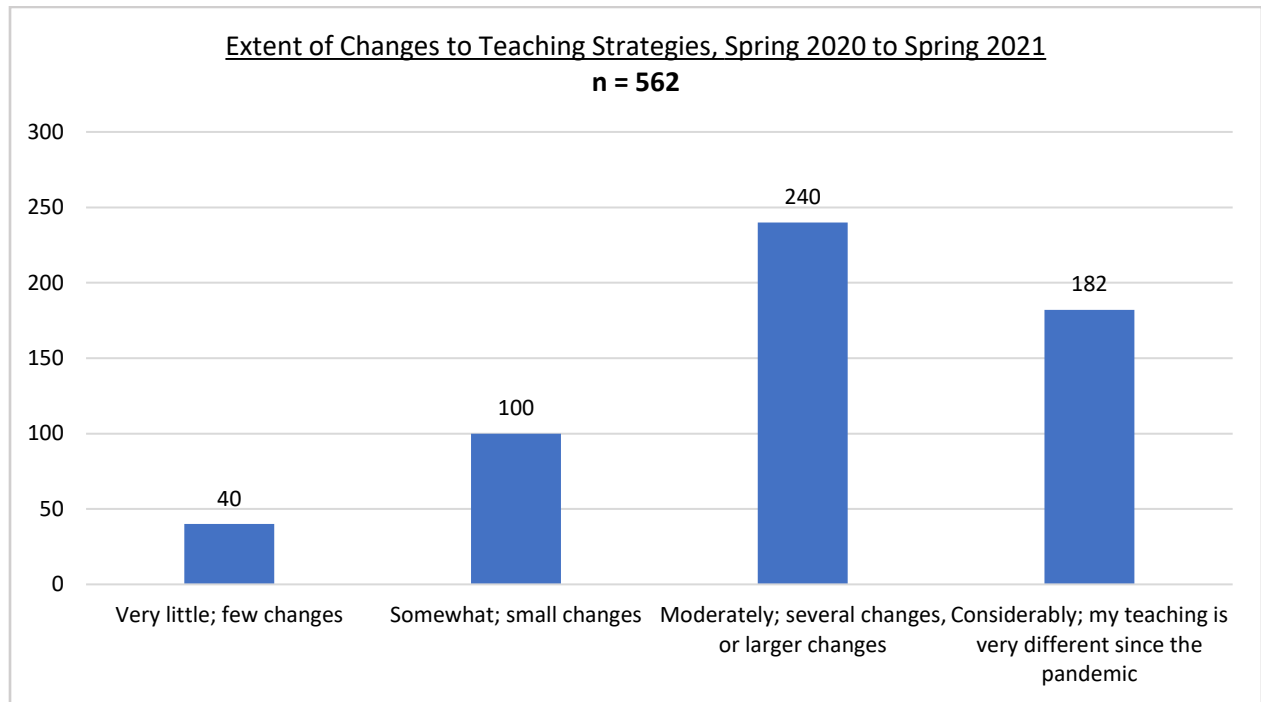
- D2L/Zoom support (63)
- OIA (60)
- Own department, department head, department staff (58)
- 24/7/UITs (31)
- College/department IT (31)
- President/Weekly updates (27)
- College Administration/Dean (24)
- COVID resources (website/testing) (23)
- Library (15)
- Colleagues (10)
- Student resources (advising, CAPS, SALT; 10)
- Office of Digital Learning (9)
- Caregiver support (Childcare Choice, Work and Life Connections; 7)
- DRC (5)
- Faculty Affairs (5)

**What other needs do you have to support your teaching, research, and service work?** 247 participants responded with open-ended answers and themes included:

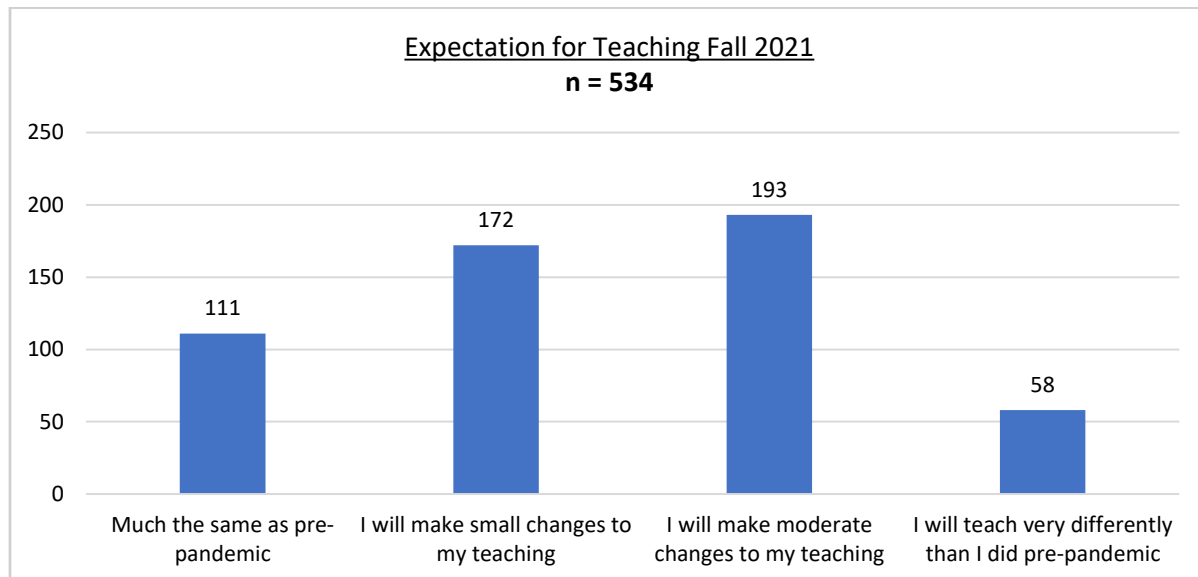
- Technology, including support, training, and equipment, for remote learning (31)
- Financial/Job security (35)
- Adjustment of workload/work-life balance (13)
- Research funding/opportunities (10)
- End hiring freeze/Hire more personnel (11)
- TA/Graduate student funding/support (17)
- Flexibility to stay remote (at least partially; 9)
- Childcare options (5)
- Student resources (4)

## SECTION 5: BACK TO CAMPUS FOR FALL 2021

**Figure 11.** Across Spring 2020, Fall 2021, and Spring 2021, to what extent have your teaching strategies changed as a result of the pandemic?



**Figure 12.** What do you expect your teaching will be like when we return in Fall 2021?



**Key Finding:** 47% of faculty and instructors indicated that they expect they will make moderate to major changes to their teaching.

**If you believe your teaching will change in Fall 2021, please share with us the way(s) you anticipate it will change.** 327 participants responded with open-ended answers.

Frequent themes:

- Using new/different teaching strategies (including flipped classrooms and interactive lectures; 88)
- Use more online tools, digital content and multimedia (including recorded lectures, collaborative documents; 77)
- Maintain remote access/hybrid format (73)
- Class activities, exercises, and assessments (44)
- Increased flexibility/accommodations for students (30)
- Online office hours (15)

**Below are direct quotes from participants that illustrate the themes identified above:**

*"I will integrate more digital content and use in-person time for discussion and lecture, with less lecture components than in the past."*

*"I had good success with online office hours-- better than in person. I would like to use this mode going forward, though unfortunately our administration has announced they plan to limit our ability to do this. That policy is ill informed and insulated from the realities of teaching."*

*"I made extensive changes to my teaching pedagogy when we switched to remote teaching. Those changes were made to preserve and facilitate interactive student learning. If we return to live in person teaching in the fall, much of my teaching style will revert to pre-pandemic pedagogy, as my changes were driven by the difference between in person and online teaching methods. A few exercises proved so successful, however, that I will integrate them with my in person teaching approach."*

*"I will be able to use tools like Zoom more frequently for in-person classes, like for students working on group projects and those sorts of things. I will continue to be more flexible with students experiencing significant personal challenges. I will want to continue using interactive video lectures for in-person classes so I can more fully "flip" my classrooms for in-person courses."*



**What support do you need to help you be successful in your Fall 2021 or subsequent teaching?**

**374 participants responded with open-ended answers**

Frequent themes:

- TAs/grading support (34)
- Classroom/office/home equipment, internet updates/upgrades (33)
- D2L/Zoom training, support, updates/upgrades (30)
- Course development/Instructional Design help/workshops, including OIA/ODL help (29)
- Maintain current level of support (29)
- Clear, updated COVID regulations, safety measures, including requiring vaccines (21)
- Department/Administrative faculty support (19)
- IT support (18)
- Reduced workload/More time for teaching (18)
- Student support (mental health, advisors, mentors; 17)

**Below are direct quotes from participants that illustrate the themes identified above:**

*“Reduction in teaching loads or lowered criteria to have undergraduate or graduate teaching assistants (it would be nice to have the option of having a grader or someone to help hold office hours for 5-10 hours/week for each class regardless of course size).”*

---

*“How to better use the technology.”*

---

*“If we are to support students who cannot be present and are teaching in person, I will need assistance to manage interaction with the remote students while the class session is running. I do not think I can split my attention without harm to instruction.”*

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*“Good computer setup in my campus office once I return to campus.”*

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**Which of the strategies you used for pandemic teaching do you plan to continue using in Fall 2021 (and/or subsequent semesters)?** 369 participants responded with open-ended answers.

Frequent themes:

- Active learning/Live discussions/Interactive or Collaborative Activities (66)
- Being more accessible/Reaching out to students/Multiple Communication modes (52)
- Zoom lectures, including guest lectures (40)
- Different/More frequent assessments, exams, quizzes (37)
- Recording/Prerecorded lectures/segments (37)
- Asynchronous discussions/activities/collaborative documents (e.g., Google Docs) (30)
- Flexibility with deadlines, schedules (29)

- Online apps, videos, podcasts, other resources (22)
- Online homework/quizzes (15)
- Zoom breakout rooms/In-person equivalent (14)

**What concerns do you have for the transition back to campus for Fall 2021?** 363 participants responded with open-ended answers.

Frequent themes:

- Adequate policies and compliance to COVID protocols (including air flow and classroom capacity with social distancing; 98)
- Inadequate levels of vaccination/no vaccine requirement (80)
- COVID uncertainties, variants, re-quarantine possible (47)
- Premature/forced return to campus (26)
- Transition back to on-campus/in-person (including shift in student expectations and need for childcare options/support; 21)
- Administration decision making (18)
- Difficulties teaching online/in-person simultaneously (16)
- Budget/Financial worries (16)
- Racism or violence on campus (9)

**Below are direct quotes from participants that illustrate the themes identified above:**

*“How to better use the technology.”*

*“That vaccination rates among students, staff and faculty may be lower than needed to keep the community safe; that students engage in unsafe gatherings; that infection rates will increase”*

*“Good computer setup in my campus office once I return to campus.”*

**What could University leadership do to help ease the transition for Fall 2021?** 359 participants responded with open-ended answers

Frequent themes:

- Mandate/require vaccinations (66)
- Flexibility for working remotely (without losing office space or other repercussions; 61)
- Early, clear communication for returning to campus (to allow for better planning; 47)
- Enforce and keep updating policies and compliance to COVID protocols (including air flow, masks, social distancing; 40)
- Budget/return furlough/raises (27)
- Faculty governance/listen to faculty concerns (22)

- Transparent decision making (18)
- Realistic return to campus planning (no rushing; 13)
- Support for students (mental, financial, tutoring; 12)

Frequent themes:

- Mandate/require vaccinations (66)
- Flexibility for working remotely (without losing office space or other repercussions; 61)
- Early, clear communication for returning to campus (to allow for better planning; 47)

Enforce and keep updating

**Below are direct quotes from participants that illustrate the themes identified above:**

*“Frequent communication and transparency.”*

*“The University could offer more vocal support of faculty and staff. There should be policies to enforce vaccination for members on campus. Students must be given supportive, but firm, instructions when returning to in-person classes, to help get back on track.”*

*“Continue offering online instruction options for courses that worked well in that modality. Continued use of mitigation measures. Work from home options where possible.”*

**What could University leadership do to help you with your research, service, and/or teaching work next Fall 2021? (For example, allow flexible work hours to allow for dependent care; more frequent updates on campus re-entry stage for teaching, etc.).** 332 participants responded with open-ended answers

Frequent themes:

- Flexible work hours (for child care, caregiver; 69)
- Flexible teaching modalities (hybrid, fully-online options; 60)
- Consistent, clear and frequent updates/website (33)
- Financial support (e.g., return furlough money, reimburse for expenses related to working from home, provide equipment/laptops; 25)
- Reduced/balanced workload (e.g., change requirements for service due to more teaching duties; 24)
- Shared governance/include faculty/staff in decision making (52)
- Funding for TAs/grading help (17)
- Caregiving/child-care resources/help (14)
- Hire more staff and faculty (11)

Frequent themes:

- Flexible work hours (for childcare, caregiver; 69)
- Flexible teaching modalities (hybrid, fully-online options; 60)
- Shared governance/include faculty/staff in decision making (52)

**Below are direct quotes from participants that illustrate the themes identified above:**

*“I think continuing to allow flexible work hours would be good. As faculty, I have a fair amount of flexibility already--but I think that the staff should continue to have flexible work hours, as long as they meet their job's needs.”*

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*“We don't need empty updates saying that there will be updates; dean and directors need to be more involved.”*

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*“Balanced and fair workloads across faculty. Some of us have borne a greater burden than others.”*

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*“Funding for laptops, webcam, headset, calendly app subscription, padlet subscription, lighting for videos, digital writing board, fast internet, etc..”*

## KEY SURVEY FINDINGS

- 1. How many faculty members and instructors participated in the survey and what is the overall learning we should take from it?**
  - a. Data shows an average of 56% decrease of participation over time among the three surveys employed. Nevertheless, participants maintained diversified representation of faculty tracks, staff, and graduate students.
  - b. Three different surveys were utilized at the end of every semester since the COVID-19 pandemic began in the Spring of 2020 up to Spring of 2021 to learn more about how the global pandemic and working from home impacted faculty teaching, stress, and perception of equity.
  - c. The major change for the Spring 2021 survey were questions regarding in person re-entry and teaching in Fall 2021; resources needed, expectations, and requests for university leadership. All surveys utilized since Spring 2020 were Likert-type survey, based on existing survey questions. We also offered open-ended responses for each set of questions. We report means and frequencies, as well as thematic analysis of qualitative responses with quotes as examples of the themes that were identified by two researchers.
  
- 2. Were there significant changes in instructors' success with online-teaching tools, approaches, and norms over time?**
  - a. Across all surveys, faculty and instructors indicated that one on one meetings with students was the most successful strategy (Table 2). Such was its efficiency, that in the Spring 2021 survey they indicated they will keep online office hours.
  - b. 47% of faculty and instructors indicated that they expect to make moderate to major changes to their teaching after their experience with remote teaching (Figure ).
  - c. Faculty and instructors increasingly expressed concern about students not turning on their cameras during remote classes. As a result, they indicated lack of engagement and less participation (Table 6).
  
- 3. What were the greatest concerns of faculty and instructors during the COVID-19 and racial pandemics)?**
  - a. Overall faculty and instructors worried less about most elements asked in the surveys.
  - b. Across all surveys, faculty and instructors expressed concern about the well-being of students from marginalized groups, family members, friends, and colleagues, and students' access to proper technological resources and internet.
  - c. Faculty and instructor expressed concern at different levels about the pandemics' impact on promotion or tenure evaluations, and evaluation of teaching effectiveness. Even though their level of concern varied among the three surveys, it was constant.
  
- 4. What challenges did the faculty and instructors face working from home versus working on campus over time?**
  - a. Faculty and instructors reported that financial considerations (budget cuts and furloughs) were the top challenges to doing research, service, and teaching work (Table 12). They also expressed discomfort regarding the financial burden that represented buying equipment for online teaching.

- b. Survey respondents were concern about having to deal with students' mental health issues without adequate training.
- c. Overtime, faculty and instructors indicated and increase in the knowledge about where to find information about University of Arizona decisions and guidelines about COVID-19, campus return, and other important issues (Figure 10).
- d. Survey respondents reported that financial considerations (budget cuts and furloughs) were the top challenges to doing research, service, and teaching work (Table 12).



## **Acknowledgements**

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