

Results of the 2020 Faculty Senate Pulse Survey 4.0

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The Faculty 'Pulse' Survey 4.0 was designed to capture what OSU faculty are doing or the challenges they anticipate for the fall 2020 term.

The Total N= 700 – September 30, 2020

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? Extremely Important.

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%
Software developed	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	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 training is seen by many as more burdensome and not helpful – just one more thing they need to do. Many respondents want decisions about winter term being remote made much further in advance than decisions were made for fall.

Those who did indicate a need for more training expressed interest in the following:

Going beyond how to use Zoom from a technical perspective to how to use Zoom effectively in engaging students. Proctorio was a concern for maintaining exam integrity (and related concerns about the additional work required to create new exams and testing measures that use the new technologies).

Other training for assessment strategies and approaches to suit remote environments include:

- 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 on stop technology support services. 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, and guidance for PPE access and use.

Finally, several respondents noted that their online teaching experience and training prepared them well for remote teaching.

What concerns you about continuing the research mission for OSU?

There are extreme limitations when it comes to working with human subjects while trying to maintain social distancing measures. In a lot of cases, it’s just not feasible. The IRB is also taking a long time to approve human subjects for research. The wildfires have also caused some serious issues regarding field work – from the fire itself being in a location typically used for research, to animal subjects being killed by the ash.

Many report not having access to the libraries or archives, and it’s stalled their research. Travel restrictions are causing financial issues for students who have to now take their own vehicle, rather than everyone carpooling. Travel restrictions have also stalled research in other ways – not able to leave the country or go to conferences and symposiums. Collaborations are difficult, if not impossible, due to restrictions. Maintaining facilities, labs and long-term experiments is also a struggle.

Access to student participant pools and recruiting human subjects has been affected by COVID and the wildfires. Access to labs and materials is a concern. For most, research has stalled altogether due to limitations and restrictions. Many are concerned about graduate students and their loss/lack of progress. For research faculty who also teach, the increased workload of remote teaching has affected their ability to do their research.

Faculty also report feeling mental and emotional stress and fatigue that is affecting almost everyone, and it does have an impact on their research. In addition to their mental health concerns, 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 as others. Many also are struggling with balancing family needs with work. Many are feeling financial burdens as it is taking longer for grants to be approved.

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 detrimental 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 some 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 report that students are not being supported enough. There are serious mental health, technological, familial, equity and financial concerns. Some went further and felt that student's 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, particularly for families with children. There is a shortage of options for ensuring that children are getting the attention they need to continue schooling (day care, primary and secondary school). Faculty parents are not feeling any support coming from the K-12 system. All supervision responsibilities for children have been thrown on parents while, at the same time, faculty are juggling a 40-hour per week (or more) employment. Those faculty who are in the classroom (teaching) are particularly feeling the crunch of having to develop remote delivery classes. Faculty are also reporting not having enough bandwidth at home for children's schooling, plus their job and their partners' job. All of this is happening in a small home office environment where it is hard to find quiet space. There is a reported pressure for faculty to choose their job over family members' health and wellbeing.

Another family related issue for faculty is the stress of being responsible for aging relatives both near and far. Dealing with chronic illnesses like late-stage dementia, cancers and other ailments for aging parents was noted by many faculty as something on their mind at all times. Having family across the country is particularly troublesome knowing that it's virtually impossible to do anything if something catastrophic takes place.

With the added stress of positions being cut and pay being reduced, there is a tension of needing to perform regardless of where we are mentally/physically. Some faculty report that they have gone through the 80 hours of COVID leave by May managing school and child care. This fall is likely to be similar. Supervisors reportedly are not informing faculty about whether or not the new FMLA OFLA can or cannot be used for child care responsibility leave instead of using sick leave. Another pressure point is coming from supervisors (without children) or senior

administrators who have continued to work on campus and expect instant email responses for issues that come up. Overall, despite the mantra of “flexibility” these “male” work practices of not slowing down puts hegemonic pressure on everyone else lower in the hierarchy who may have immediate responsibilities. There is poor leadership at the school level, so morale is very low and faculty already feel unappreciated.

For faculty who are on soft research money, there was a sentiment that they are feeling financial pressures in trying to maintain a fiscally solvent lab operation that keeps research assistants and students employed, when things continue to be disruptive (no matter how "normal" work might be from home). This is especially true for essential workers who do not have the ability to perform their jobs at home. Related to this, we also heard from faculty whose partners or family members have become unemployed during COVID-19, and this is putting a major strain on the OSU employed individual to provide for the entire families' financial needs.

Are there concerns for fixed-term and professional faculty?

A significant area for 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 feel 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.

Non-tenure track teaching faculty with small children at home report that synchronous meetings are not realistic for them to hold with students. Many do not have a private space at home and often have to work in the same room as their partner, and sometimes with children. In some cases, couples are both teaching and their schedules overlap.

Finally, many respondents had a general personal health concern for students and the citizens of Corvallis. Old HVAC systems re-circulating contaminated air and students not observing mask rules or social distancing guidelines was repeated consistently as a fear faculty have for their personal health.

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 advanced, young faculty are most likely the ones with small children, thus serious family burdens and yet it is more difficult to make 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.

Some faculty voiced a deep concern about the charged election season we are currently in. 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?

Why can't students continue to S/U their classes? Student 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.

Salary reductions and hiring freezes are causing issues for units and individuals. Many are also concerned about the lack of support in terms of hardware, internet bandwidth and other tech issues – many don't believe it should fall on them to solely manage these things at their own expense when they are already suffering from salary reductions. The upcoming election is also adding to general unrest. In regards to students, many are uncomfortable with Proctorio and other forms of AI proctoring. Why are we continuing football? Sport activities put students and the community at risk. Many state the belief that students should not be allowed to return at all until there is a vaccine.

Some have brought up the changes to the campus police force and public safety and many don't understand why they are being armed.

Changes in leadership, budget, mental/physical health, changes with staff and faculty contracts/hiring freezes, and personal finances seem to be the largest concerns.

On the other hand, many feel that there are too many restrictions in place and that there are places on campus that can and should be re-opened. Quite a few felt that it is time to get back to work. Some expressed that they feel masks were not necessary for teaching, so long as they maintained the 6 feet distance from students.