UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

October 3, 2022

MICHAEL DRAKE, PRESIDENT
UNIVERSITY OF CALIFORNIA

SENATE DIVISION CHAIRS

Re: 2022 Systemwide UC Faculty Survey

Dear President Drake and Senate Colleagues:

I am pleased to share the results of the Spring 2022 Academic Senate survey of UC faculty and instructors. The survey collected data about faculty/instructor experiences with remote and hybrid instruction during the pandemic, the personal impact of the pandemic on their work and family lives, and their views of the relative effectiveness of in-person vs. online course modalities. Immediate Past Chair Horwitz and I will present the results of the survey to the UC Board of Regents at their November 2022 meeting.

The survey illuminates how faculty and instructors (and students as seen through their eyes) have coped with the effects of the pandemic, and what faculty and instructors have learned from their experiences with instruction during the pandemic. Among the key findings are that faculty perceive in-person instruction to be more effective than remote instruction at achieving critical educational outcomes; that many faculty are not satisfied with the instructional support they received during the pandemic; and that a majority had difficulty accessing advice for research and professional needs. Today a distressingly high percentage of faculty report that they are seriously considering a career change outside of higher education or a job change within higher education. Even more worrying is that junior faculty and faculty from underrepresented minority groups report higher levels of dissatisfaction.

We urge you to consider these findings and their implications for our shared goals to support UC's research and teaching excellence, recruit and retain excellent faculty, and increase faculty diversity. The report also includes recommendations to systemwide and campus entities about mitigating pandemic effects on faculty and students and providing stronger support for instruction and research. It also recommends ways the systemwide and divisional Senates can better address the needs of faculty and instructors.

The Academic Council endorsed the survey report and its recommendations at its September 2022 meeting. We encourage you to share the report widely with faculty, instructors, and administrators as you discuss the report's recommendations and determine appropriate next steps for action.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Susan Cochran, Chair
Academic Council

Cc: Academic Council
        Vice Chair Steintrager
        Robert Horwitz, 2021-22 Academic Senate Chair
        Mary Gauvain, 2020-21 Academic Senate Chair
        Provost Brown
        Chief of Staff Kao
        Chief Policy Advisor McAuliffe
        Executive Director Lin
Encl.

CONTINUING IMPACT OF THE COVID-19 PANDEMIC ON UC FACULTY AND INSTRUCTORS IN THE 2021-2022 ACADEMIC YEAR

RESULTS FROM THE 3RD UC ACADEMIC SENATE SURVEY OF FACULTY AND INSTRUCTORS, SPRING 2022

Susan Cochran, 2022-2023 Chair, UC Systemwide Academic Senate

Robert Horwitz, 2021-2022 Chair, UC Systemwide Academic Senate

Mary Gauvain, 2020-2021 Chair, UC Systemwide Academic Senate

EXECUTIVE SUMMARY

At the University of California, response to the COVID-19 pandemic has had three distinct phases: 1) an initial abrupt closure of the campuses in March 2020 with pivoting to remote instruction for the remainder of the 2019-20 academic year, 2) a 2020-21 academic year defined predominantly by remote instruction and partially open on-campus housing and research facilities staffed only by individuals deemed essential by their units to be on site, and 3) a 2021-22 academic year in which campuses made an initial effort to reopen facilities to in-person instruction and on-campus research activities—punctuated by needs to shut down again in the winter term in response to surging COVID-19 prevalence. In all 3 phases, faculty and instructors have played a major role in maintaining the University's mission of excellence in teaching, research and service despite a worldwide pandemic.

Reopening the campuses in the third phase was not a return to a pre-pandemic world. COVID-19 prevalence remained troublesome. And like much of the world around it, the campus community had been changed by the pandemic. In the UC Academic Senate's continuing efforts to track the effects of the COVID-19 pandemic on the teaching and learning environment at the UC, we conducted our third in a series of systemwide surveys of faculty and instructors in the spring and early summer of 2022. In this report,[1] we present the results of this survey, as well as lessons faculty and instructors have drawn from their experiences with remote[2] and hybrid[3] education. In general, faculty report high levels of continuing stress and disruption from the pandemic both for themselves and their students. Further, after extensive experience with remote instruction, faculty find online instruction not as effective as in-person instruction on several key markers of student engagement. Finally, this report concludes with several recommendations for both the University Administration and the Academic Senate on pathways forward as we enter the next phase of recovery from the COVID-19 pandemic.

BACKGROUND

Since the start of the COVID-19 pandemic, faculty and instructors at the University of California effectively maintained their engagement in instruction, mentoring, and research activities by responding flexibly to disruptive pandemic-related constraints. Their adaptable responses have allowed the University to fulfill its mission and meet its obligations to the community of scholars—students, trainees, research scientists and staff, faculty and instructors—housed within the UC campuses and to the State of California. These efforts also have also enabled the University to meet its external obligations to funding agencies, both

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[1] The 2022 UC Faculty Survey was conducted by current and former UC Systemwide Academic Senate Leadership (Susan Cochran, Robert Horwitz, and Mary Gauvain, with input from members of Academic Council and Systemwide Academic Senate committees).

[2] Remote instruction refers to delivery of a course via a web based interface. At the beginning of the pandemic, these were likely courses designed for in-person instruction converted to online presentation. However, as courses are routinely updated, "remote instruction" now captures courses designed or redesigned with online or hybrid delivery in mind.

[3] There are two types of hybrid instruction: 1) *sequential hybrid* where a course is at times fully in-person and at other times fully online, such as occurred during the winter, 2022 closure; and 2) *true hybrid* where the course is taught in-person and simultaneously recorded or conducted online; students attend either in-person or online (either synchronously or asynchronously) according to their preference.

public and private, that support much of the UC research enterprise.

With the shuttering of campuses in March, 2020, faculty and instructors initially pivoted—within just a few days' time—from in-person on-campus to remote instruction despite the reality that most had little prior experience with remote instruction. Their quick and effective adaptation to the circumstances of the pandemic reflect a significant contribution to the University in its time of need. Over the next 17 months, faculty persevered in their efforts to maintain undergraduate and graduate instruction by remote methods while working to sustain research programs. All of this required numerous accommodations to a changing landscape of pandemic-related modifications and access restrictions to campus research spaces and off-campus research sites. Two earlier surveys of UC faculty and instructors conducted by the Systemwide Academic Senate in spring, 2020 and spring, 2021 documented the high degree of innovation and commitment among faculty and instructors to managing these many pandemic-generated disruptions. Findings also underscored the high burden of pandemic-related stress on the instructional mission and the personal lives of students, faculty and instructors.

The 2021-22 academic year—the focus of the current survey—represented the campuses' first efforts at a return to wider use of in-person instruction after the unprecedented campus closures of the prior 17 months. But this period, too, was marked by a continuing need to adapt to the changing landscape of the pandemic. In the fall term, campuses strove to restart in-person[4] instruction in the majority of courses while offering greater flexibility in how that teaching took place. Campus life, however, was not exactly the same as its pre-pandemic years. For many students matriculating into their second year at the UC, fall, 2021 was in fact their very first experience with in-person instruction and, for many, living away from home. The effect was to essentially double the number of students "new" to campus with, at the same time, a significantly reduced staff presence on campus. Also, the faculty, staff, and administrators hired since the start of the pandemic were essentially "new" to campus life as well. Hence, many more than is typical were experiencing the in-person campus for the very first time.

Despite the goal of returning to pre-pandemic patterns of mostly in-person teaching there were also continuing needs to monitor, manage, and prevent COVID-19 infections. As well, children were still ineligible for COVID-19 vaccinations, putting extra burden on their caregivers who are part of the UC community. On some campuses, housing needs for students and faculty alike were front and center. After a year and half of the pandemic, many in the campus community were also coping with its enduring effects on mental and physical health. If those stressors were not enough, following the emergence of more transmissible COVID-19 variants and rising community prevalence levels, campuses again shuttered at the end of the fall term and did not reopen on time for the start of the winter term. In some settings this pivot lasted through the first 5 weeks of a 10-week quarter with all the pedagogical upheaval that can imbue. There was additional flux because some students wanted to continue in remote mode during the subsequent in-person period, which placed yet more demand on faculty and staff who had to arrange for unplanned true hybrid instruction. In sum, the 2021-22 academic year was a year punctuated by dogged efforts to meet the UC mission and continuing demands to adapt and

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[4] In-person courses are held at a scheduled time with both the instructor and the students in the same physical location. While many of these are traditional lecture or seminar courses and possibly linked discussion or lab sections, they also include performance courses and 'flipped' classrooms in which students access recorded lectures on the learning management system (LMS) and then meet in-person to discuss course material.

pivot to the exigencies of our current public health crisis.

In this third survey of UC faculty and instructors, we focus on two major themes. As with the earlier surveys, the first major theme is: How are faculty and instructors, and to some extent students as seen through the eyes of faculty and instructors, coping with the pandemic? The second major theme is: What have faculty and instructors learned from their instructional efforts during the pandemic? For many, this was their second year of using remote instruction and their first year of implementing hybrid modalities. As faculty and instructors have become experienced users of multiple modalities for instruction, now is a good time to ask them to reflect on their sense of the effectiveness and acceptability of these modes of instruction. The recent UC Undergraduate Experience Survey (UCUES) and UC Graduate Student Experience Survey (UCGSES) touch on both themes, but from the perspective of undergraduate and graduate students, respectively.

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3rd UC FACULTY AND INSTRUCTOR PANDEMIC EXPERIENCE SURVEY

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SURVEY DESIGN

Survey Methodology

With the goal of reaching faculty and instructors active in the undergraduate instructional mission of the University in 2021-22, the Systemwide Academic Senate reached out to the nine Divisional Senates with undergraduate students to distribute widely a link to the survey for all instructors of record in spring quarter, 2022. Questions for the survey were developed from four sources: the two prior UC Faculty Surveys, a 2020 Chronicle of Higher Education survey of faculty well-being and career plans, demographic items from the National Health Interview Survey, and other items suggested by faculty to Senate leadership. The anonymous survey was administered using a Qualtrics interface between April 14, 2022 and July 18, 2022. More than 2,400 faculty and instructors logged in to complete the survey. A small number (n = 58) accessed the link but either declined to participate or provided no answer to any survey question—these were dropped from further consideration. On average, respondents took about 12.3 minutes (IQR = 7.3-17.4 minutes) to complete the survey. Because distribution of the survey link by Divisional Senates and subsequent link sharing were not tracked in order to protect anonymity of respondents, it is not possible to estimate a response rate. For many outcomes below, we evaluated evidence for demographic and employment-related differences. When doing so, we limit the sample to individuals providing answers to the individual questions under consideration. We also report both point estimates and sometimes error bars displaying 95% confidence intervals; where bars do not overlap, the difference between outcomes is unlikely to be due wholly to chance. Finally, we also used chi-square tests to formally evaluate statistical significance and report those results.

Description of the Sample

The sample included 2,357 faculty and instructors (see Tables 1-3). Given respondent preference for anonymity, approximately 23% of respondents did not provide any identifying demographic information. Of those who did, 54% were women (46% men), 14% LGBT, and 10% reported a disability-related work limitation. In addition, 73% identified as non-Hispanic

White, 14% as Asian or Southeast Asian, 14% as a member of an underrepresented racial/ethnic or indigenous group (e.g., Black, Latina/o, American Indian/Alaska Native, Pacific Islander, Native Hawaiian) and 1.2% as other. For some of the reported analyses in subsequent sections, we focus explicitly on the 4% of the sample who identified as Black and the 8% who identified at Latina/o.

Table 1. Distribution of participants by campus

Campus	Number of Respondents	Percent of sample
Berkeley	171	7%
Davis	248	11%
Irvine	271	12%
Los Angeles	598	25%
Merced	125	5%
Riverside	148	6%
San Diego	510	22%
Santa Barbara	182	8%
Santa Cruz	94	4%
Other location	7	0.3%
Not identified	3	0.1%
Total	**2,357**	**100%**

Table 2. Academic positions represented in the sample

Academic position	Percent of sample
Full Professor	41%
Associate Professor	17%
Assistant Professor	14%
Teaching Professor—Lecturer with Security of Employment (LSOE)	3%
Teaching Professor—Lecturer with Potential for Security of Employment (LPSOE)	2%
Lecturer/Academic Coordinator	13%
Adjunct Professor	3%
Graduate student as instructor of record	2%
Health Sciences Clinical Professor	2%
Clinical X Professor	1%
Emerita	1%
Other	2%

Table 3. Respondent's school/college

| School/College	Percent of sample
Arts	4%
Engineering/Computer Science	10%
Health Sciences	15%
Humanities	20%
Life Sciences	9%
Physical Sciences/Mathematics	11%
Professional Degree Programs	8%
Social Sciences/Psychology	22%
Other	2%

THE INSTRUCTIONAL ENVIRONMENT

Increasing Evidence of Pandemic-Driven Teaching Innovation

Unlike the 2020-21 academic year where campuses struggled with meeting the educational mission in the context of mostly closed facilities, the 2021-22 academic year tested the endurance of faculty, instructors, and students with demands to pivot from one modality (in-person vs. remote) to another—sometimes even within a single course.

A shifting course modality landscape. During the 2021-22 academic year, the majority of faculty and instructors taught courses that were held in-person as well as courses that were taught by remote methods, either synchronous or asynchronous (see Figure 1). In synchronous remote courses, the class is held at a set time and both students and the instructor are online simultaneously; in asynchronous courses, students access most course content without the simultaneous presence of the instructor.

Figure 1: Modalities of courses taught in 2021-2022 academic year
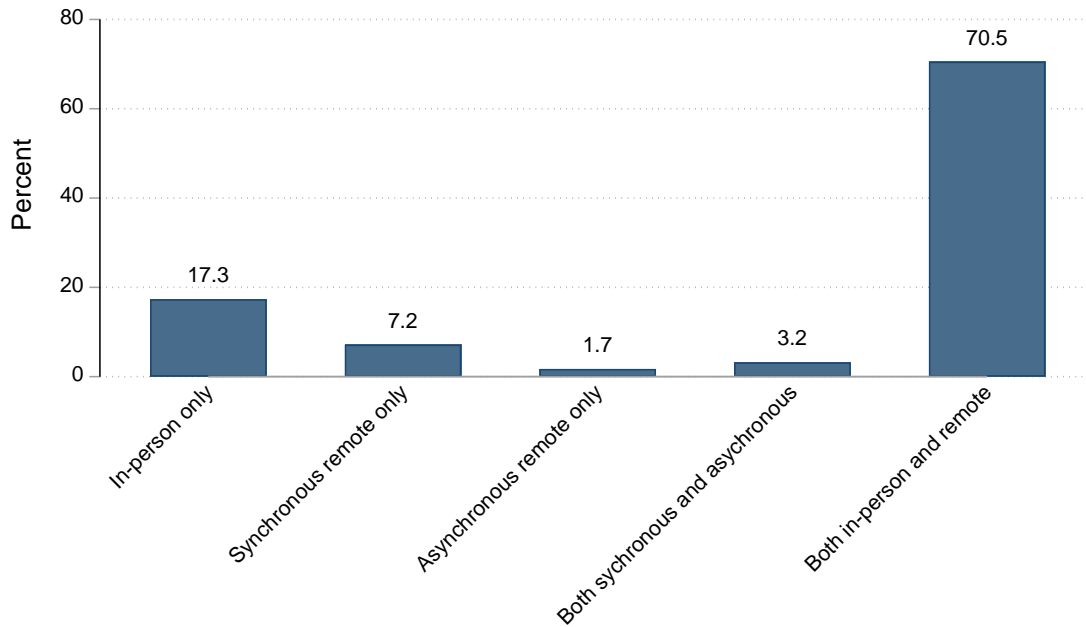
2022 UC Systemwide faculty survey

Approximately 55% of faculty and instructors reported that each individual course they taught used a single modality (either in-person or remote). Still, 29% reported teaching a true hybrid course (where some students attended in person and some remotely), 7% a course that was at times in-person and at other times remote (sequential hybrid), and 8% both true hybrid and sequential hybrid courses. Among faculty most likely to be teaching in undergraduate programs (e.g., ladder and teaching faculty, lecturers and academic administrators), the modalities of courses taught were associated with level of academic appointment, with early career faculty (Assistant Professors, LPSOEs) somewhat more likely to report having taught a true hybrid course in the past academic year (see Figure 2).

Figure 2: Composition of course modalities taught
in 2021-2022 academic year, by academic appointment title
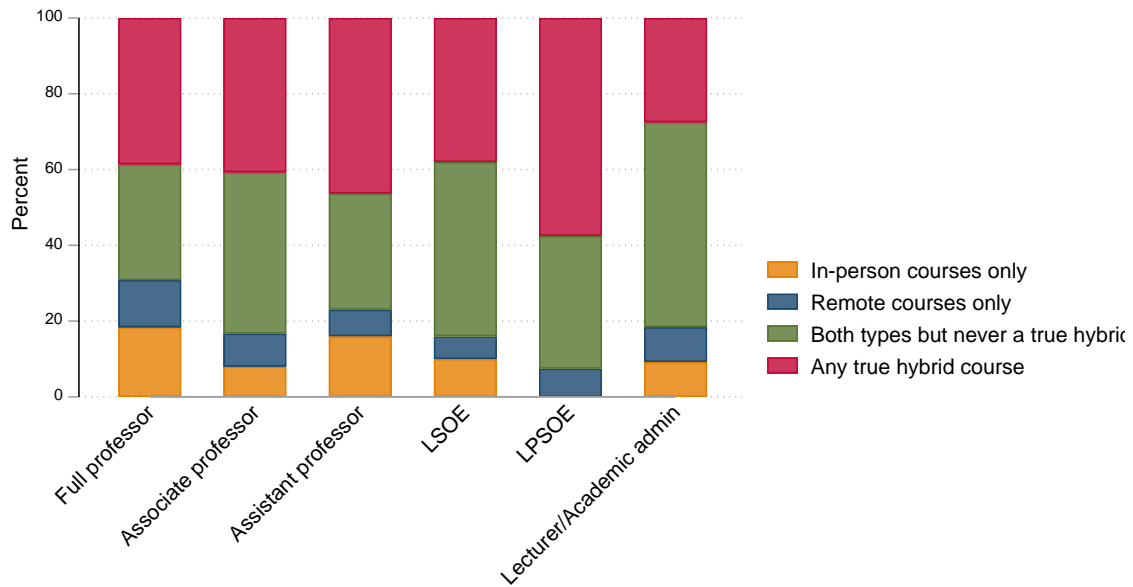
This pattern points to the differential impact of the pandemic on faculty and instructors by rank and appointment status. Modalities of instruction have implications for workload, as discussed below. Also, teaching in multiple modalities, especially true hybrid, is a factor in the increasing evidence of stress among faculty and instructors as will be shown below.

Instructional techniques across course modalities. To obtain a better view of how faculty shaped their courses to offset pandemic effects on students, the 2022 survey asked specifically about the use of 9 instructional techniques (e.g., encouraging real time active student participation during class sessions, having students work together on classroom or outside projects). Questions were asked separately for in-person and remote courses using block randomization (in-person vs. remote) in their administration to eliminate ordering bias from responses.

As can be seen in Figure 3, active student participation during class and interactions with students before and after class were more likely to occur in classes that were held in-person. In contrast, remote classes were more likely to include online discussion forums and recorded lectures. But there were no apparent course modality differences in posting lecture notes and course readings on the class website, holding extra office hours, allowing extended examination times, or having students engage with each other in group projects.

Figure 3: Instructional techniques used in prior year by course modality
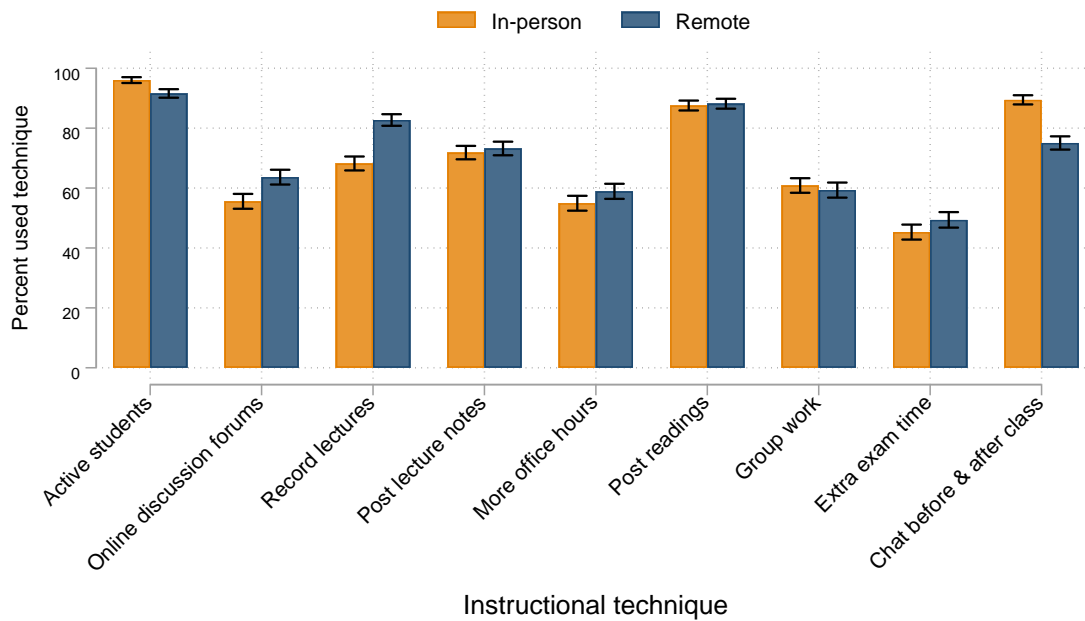

2022 UC Systemwide faculty survey

In open-ended comments, faculty and instructors described additional techniques they used to engage students. Across the comments there were three underlying themes:

1) Students, many of whom had been isolated since the start of the pandemic, needed to learn or relearn how to be successful and engaged students at the UC: "…*The first year students did not seem to really know how to interact with each other or the instructor…many ice-breaker games to help students feel more comfortable speaking in class…Spent more time on activities promoting engagement than on subject matter...*"

2) Pandemic stress demanded classroom time spent on supporting student emotional needs and/or greater flexibility with assignments: "…*took the class on walks outside to relieve stress and anxiety around participation…extremely liberal with extensions on overdue assignments…assigned less work overall…very lenient with absences and late assignments."*

3) Flexibility in creating a successful learning and evaluation environment: "…*used many more low-stakes assessments...designed a hybrid course that met once per week and the other 'meeting time' asynchronous instruction to allow for flexibility...Reframed entire curriculum and topic of my course to emphasize community and optimize resilience…Concentrated more on assignment completion than on accuracy."*

Below, word clouds summarize word frequency in the two sets of comments about in-person instruction (on the left) and remote instruction (on the right). Larger and bolder words in the images are the ones most commonly found in the text:

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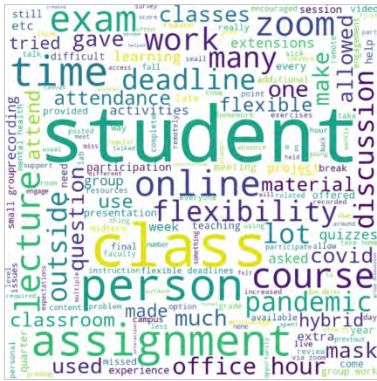
Notice the high similarity in the comments, though in-person instruction comments (on the left) seem to include more pandemic-related content (e.g., "mask", "pandemic") than comments about remote instruction shown on the right.
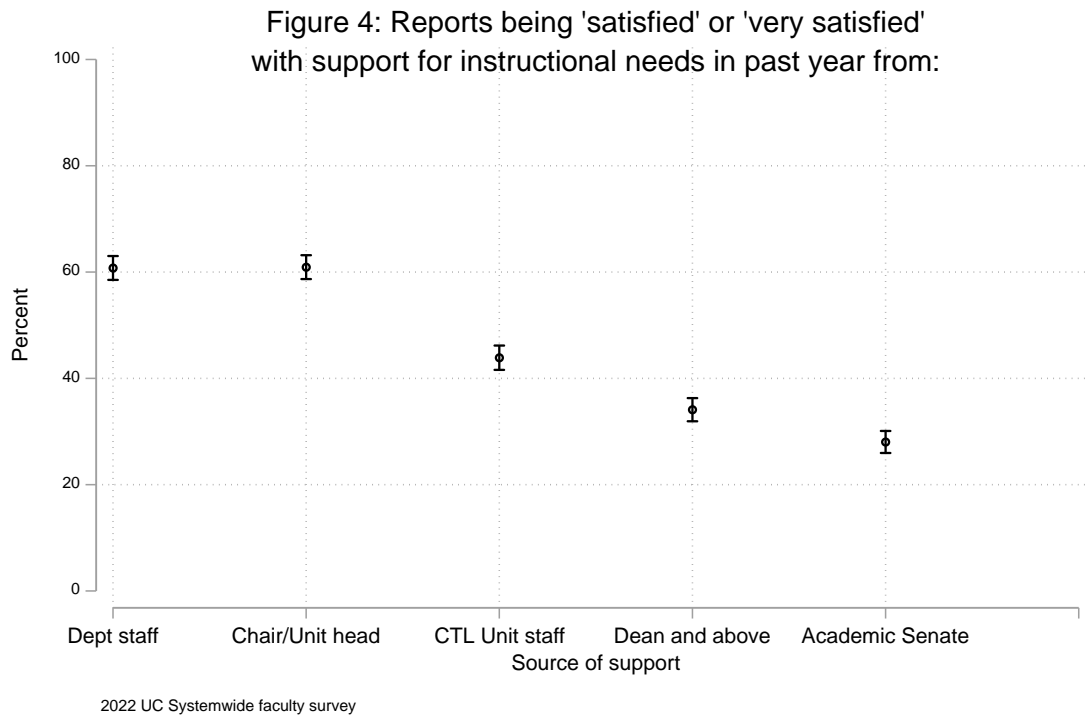
Continuing Pandemic Challenges for Instructional Efforts

Adequacy of services and resources for remote instruction. In the previous 2021 UC Faculty Survey, most faculty and instructors indicated that their remote instruction setups were generally adequate with more than 90% reporting somewhat or very reliable internet (90%), electricity (96%) and computer devices (97%). In 2022, somewhat fewer respondents (84%) responded similarly to albeit a slightly differently worded question in the survey. Nearly half of 2022 respondents reported "high" or "very high" confidence in their skill at using their campus' online learning management system (LMS).[5] Further, approximately 85% usually or always had a quiet space to teach online, a slight improvement from survey respondents in both 2020 (81%) and 2021 (78%).

Satisfaction with institutional supports. The earlier 2021 UC Faculty Survey revealed that faculty and instructors usually took it upon themselves to provide adequate remote instruction for their students, including spending personal funds on needed equipment and internet connections. A single question in both the 2020 and 2021 surveys also found that approximately 46% and 66%, respectively, of faculty and instructors were "very satisfied" or "somewhat satisfied" with campus resources available to help them conduct remote classes.

In the 2022 UC Faculty Survey, the "satisfaction with institutional support" question was updated to aid in identifying *where* faculty and instructors found support that met their instructional needs. As shown in Figure 4, respondents reported most satisfaction with local sources of support: their own departmental staff and chair or head of unit. Centers for Teaching and Learning (CTLs) and more centralized entities (deans and administrators above deans and the Academic Senate) were associated with significantly lower levels of satisfaction.

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[5] Learning management systems are web-based interfaces for courses (e.g., Canvas, Blackboard, Moodle) where faculty and instructors store course materials for students to access. There can also be preprogramed course resources on the site (e.g., discussion forums, video banks, quizzes, learning modules).

Figure 4: Reports being 'satisfied' or 'very satisfied' with support for instructional needs in past year from:

2022 UC Systemwide faculty survey

In response to an open-ended question asking faculty and instructors what their campuses could be doing better to help, many commented on improving technology, equipment, and classrooms to support the new modalities of instruction. However, the majority complained—sometimes bitterly—about the high level of workload; lack of faculty, TAs, and staff to help with all the expanding workload related to instruction; the erosion in the quality of campus services; a lack of confidence in campus leadership; and distress about the health risks for students and themselves from COVID-19 exposure in the classrooms. Here is a sampling of the comments about what campuses could be doing to help faculty and instructors with their instructional efforts:

"…*Express interest in and care for faculty/instructors…affordable housing for students, staff, and faculty…deploy effective technology that is well maintained…How about functional internet in my office? And heat. And a working elevator.…Provide better funding for graduate students…If the university wants us to teach hybrid classes, they need to provide the infrastructure and the manpower…Everything we are now required to do to teach equitably under pandemic conditions takes so much more time than it used to, and yet our expectations in all areas (teaching, research, service) remain the same…Something has to give…Hire many many many more faculty…extreme increase in workload over the last 2 years…morale is LOW…we need more staff…it's insane what they're expecting of us… I (and my colleagues and our staff) are exhausted…please don't send me another email about how you 'see us' and 'appreciate our hard work'…More attention to the needs of junior faculty, faculty/staff/students with children… There is a headlong rush to 'return to normal,' to reassure potential students and grantors that all is functioning normally. It is not…Solve the cheating problem in online exams/provide resources…Outside of my immediate department, the campus has done nothing meaningful to support our work.*"

Instructional workload overload. In all three UC Faculty Surveys, respondents were asked, "Compared to in-person classes is your workload higher or lower during remote instruction?" Despite greater experience over time with remote teaching, remote instruction remains associated with higher instructional workloads as compared to normative teaching loads (see Figure 5).

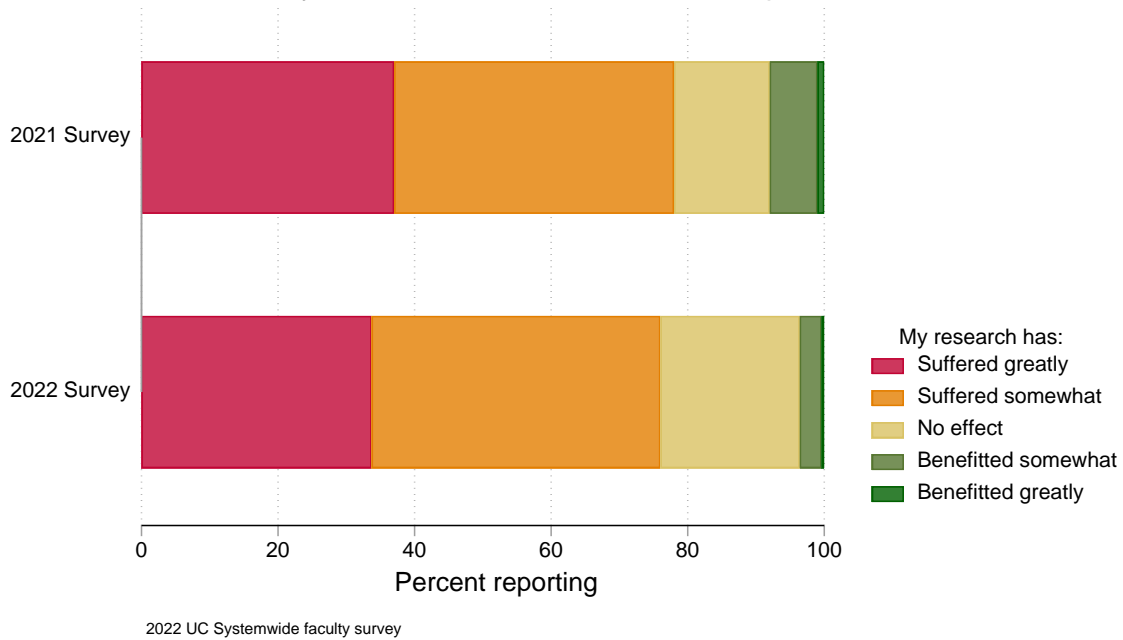Figure 5: Compared to in-person classes is your workload lower or higher when doing online/remote teaching?

2022 UC Systemwide faculty survey
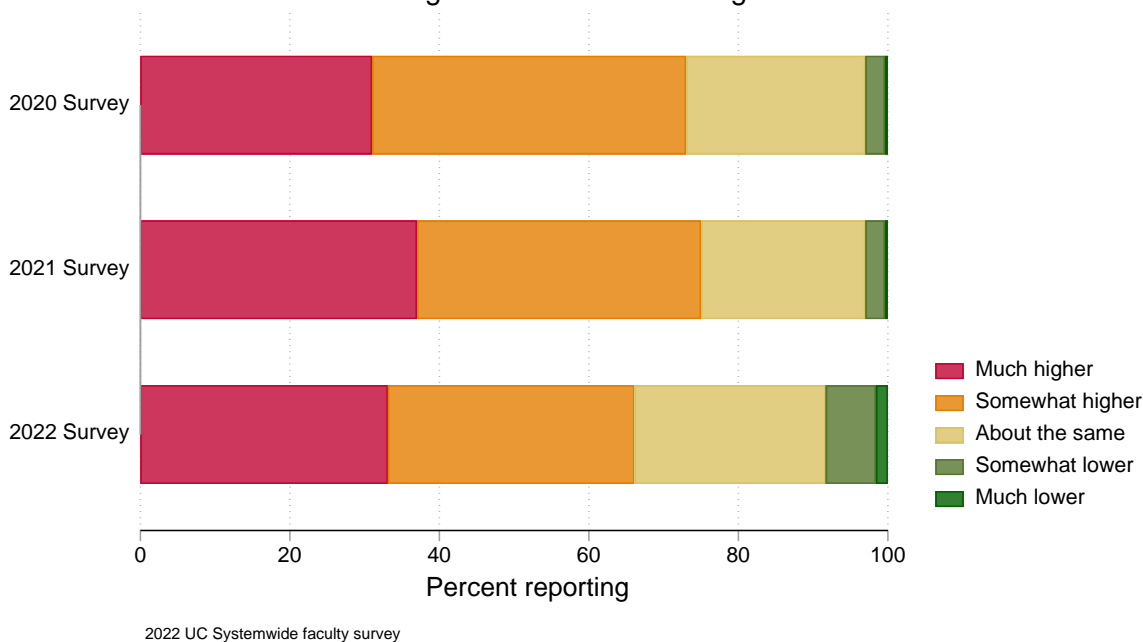
Approximately 84% of respondents in the 2022 UC Faculty survey taught during the winter when campuses had to pivot from in-person to remote instruction to manage the surge of COVID cases in the community. Of those faculty and instructors teaching in the winter, 23% reported no increase in workload from the pivot. In contrast, 59% reported that the pivot itself "moderately" or "greatly" increased their workload for the term. Respondents were also asked for their thoughts on their pivot experiences:

"…*Winter was a hot mess…Many students never attended once we resumed in person and never completed the course…It was a good test of student engagement online vs. face-to-face— In the exact same class with the exact same students, they were FAR MORE engaged face-to-face than online…It was exhausting, and the students seemed confused in general by everything that happened winter quarter...I was prepared for this possibility and thought it was a smart move by the university.*"
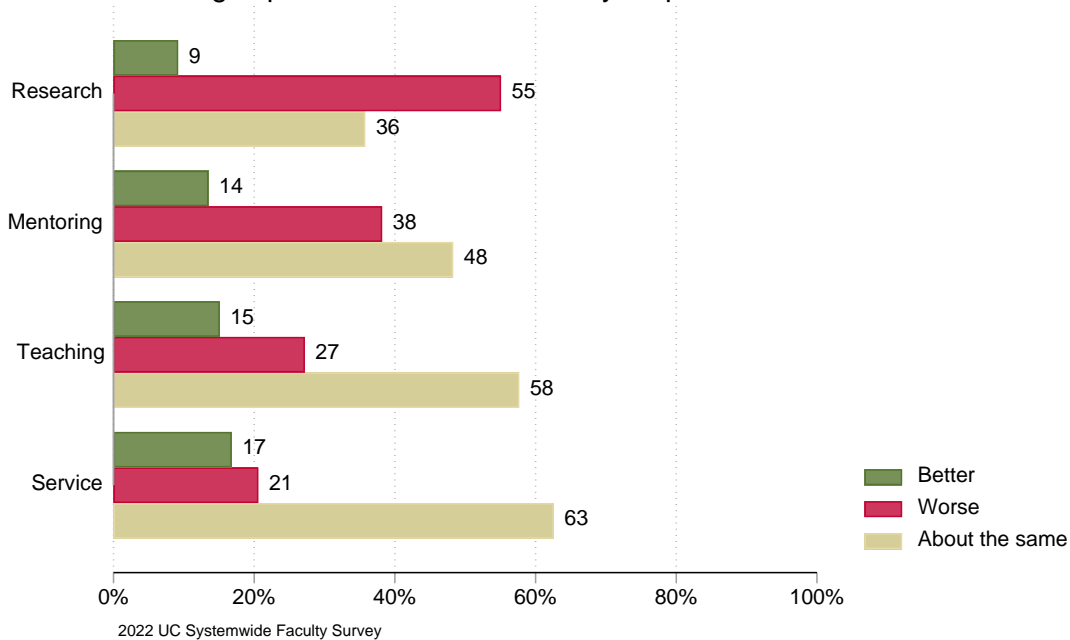
The earlier 2021 UC Faculty Survey had revealed that the extra time devoted to instructional demands had a negative impact on faculty research. Very similar effects were observed in the 2022 UC Faculty Survey when a nearly identical question was asked (see Figure 6).

Figure 6: 'How have pandemic-related instructional demands affected your research or creative scholarship?'

My research has:
- Suffered greatly
- Suffered somewhat
- No effect
- Benefitted somewhat
- Benefitted greatly

Percent reporting

2022 UC Systemwide faculty survey

Perceptions of meeting core faculty responsibilities. Faculty generally have responsibilities in four core areas: research/creative activities, teaching, mentoring, and service. Using questions from the 2020 Chronicle of Higher Education survey, the 2022 UC Faculty Survey asked respondents to judge whether they had done a better or worse job in meeting expectations for these responsibilities during the last academic year (see Figure 7). Reflecting the extensive workload investment in the past two years in instruction, 73% believed they were doing a similar or better job at meeting their instructional responsibilities even in the middle of a pandemic. But 55% reported worse performance in meeting their research responsibilities, and 38% reported worse performance in meeting mentoring responsibilities.

Figure 7: In past year has done a better or worse job meeting expectations for these faculty responsibilities?

Research
- Better: 9
- Worse: 55
- About the same: 36

Mentoring
- Better: 14
- Worse: 38
- About the same: 48

Teaching
- Better: 15
- Worse: 27
- About the same: 58

Service
- Better: 17
- Worse: 21
- About the same: 63

Legend: Better, Worse, About the same

2022 UC Systemwide Faculty Survey

These results echo the earlier national survey conducted by The Chronicle of Higher Education. However unlike the earlier survey which found that women reported better performance than men in all categories except research, the 2022 UC Faculty Survey suggests that men and women are similarly likely to report doing a worse job of meeting expectations, except in research productivity where women rate themselves more negatively than do men (see Figure 8). Black faculty and instructors are exceptionally negative in their sense of having met their research responsibilities compared to White, Asian/Southeast Asian, and Latina/o respondents. In addition, those reporting a work-limiting disability were more likely to rate their research performance more negatively than those not reporting a work-limiting disability. These findings also underscore that across the diverse faculty and instructors at the UC, a large proportion feel they are having difficulty meeting their mentoring and research responsibilities as a consequence of the pandemic.

Figure 8: In past year has done a 'worse' job meeting responsibilities in:
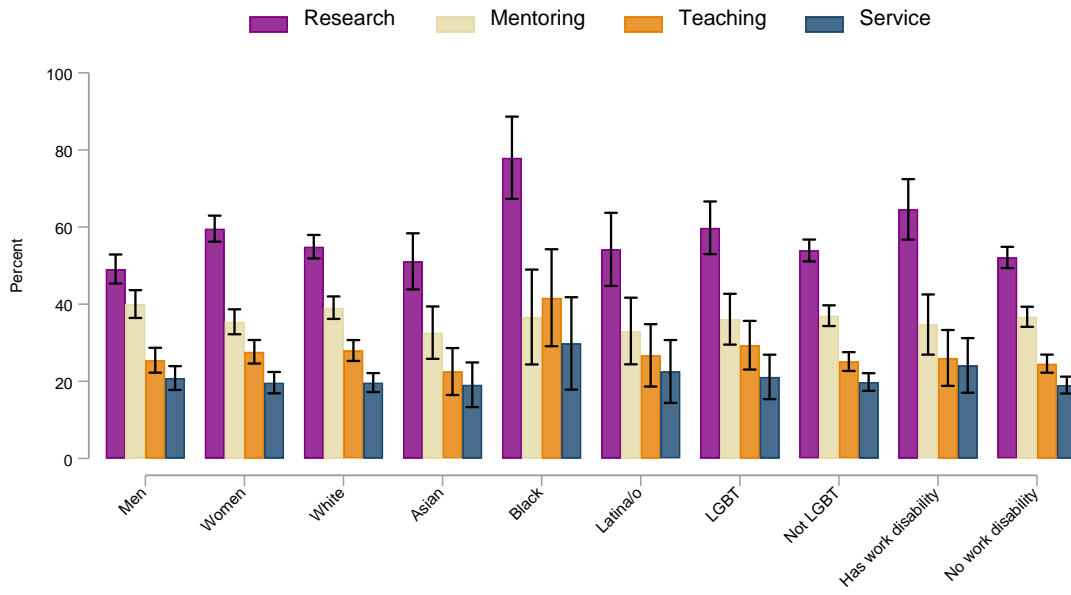
2022 UC Systemwide faculty survey

In Figure 9 below, we present a similar analysis, but this time focusing on how faculty and instructors of varying academic appointment status who are highly likely to be contributing to the undergraduate instructional mission. Early career faculty (Assistant and Associate professors, LPSOE's), the seed corn of the UC system, appear to be particularly pessimistic about how well they have met their research responsibilities during the past academic year.

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Figure 9: In past year has done a 'worse' job meeting responsibilities in:

2022 UC Systemwide faculty survey
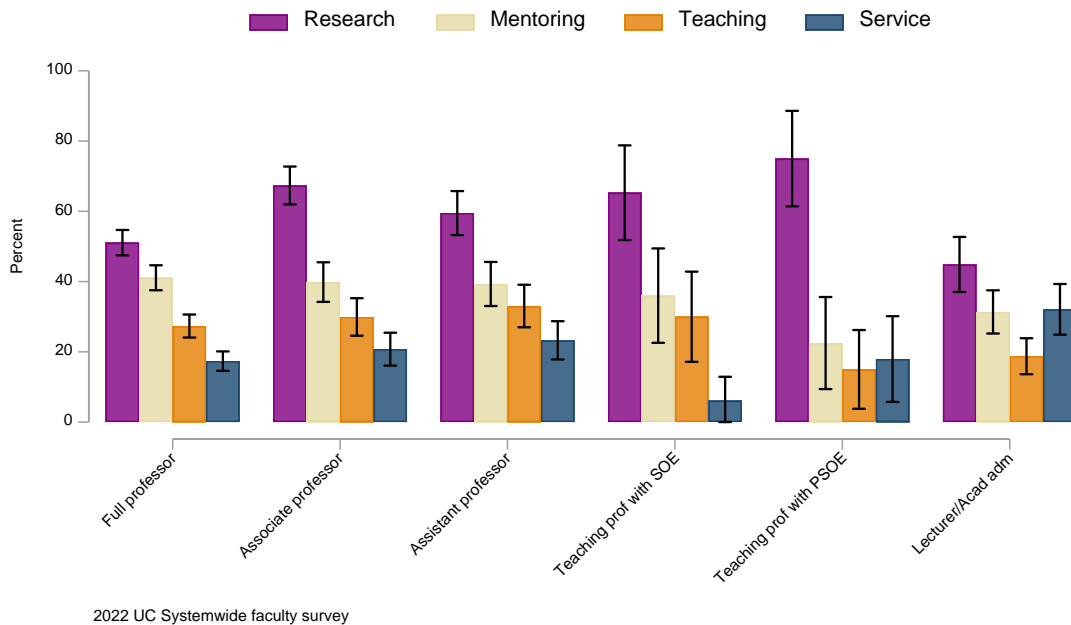
DELETERIOUS PANDEMIC IMPACT ON STUDENTS AND FACULTY

Perceptions of Student Hardships and Productivity

Faculty and instructors have a student-facing role on campus. As such, they are often exquisitely aware of how their students are faring. Approximately 53% of faculty and instructors reported that students seemed "much more" disconnected from the student experience in the past year (e.g., not knowing how to navigate the campus or where to go for different needs they might have). When faculty and instructors were asked how often students "sought them out to talk about personal or emotional concerns," 35% reported that students were doing this "much more so than usual." Both women and those with work limitations due to a disability were significantly more likely to report being sought out by students for emotional support "much more so than usual": 42% of women vs. 27% of men, 45% of respondents with a disability vs. 33% of those without. Similarly, reports of students being "much more so than usual" to seek out faculty for personal or emotional concerns varied by the race/ethnicity of the faculty or instructor; 48% of Black respondents answered in the affirmative compared to 40% of Latina/o, 36% of non-Hispanic White, and 28% of Asian/Southeast Asian respondents. Early career ladder faculty and teaching professors were particularly sought out by students for informal counseling (see Figure 10). This underscores an additional and mostly unrecognized burden that many faculty and instructors have shouldered during the pandemic.

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Figure 10: In past year, how often did students seek you out to talk about their personal or emotional concerns?
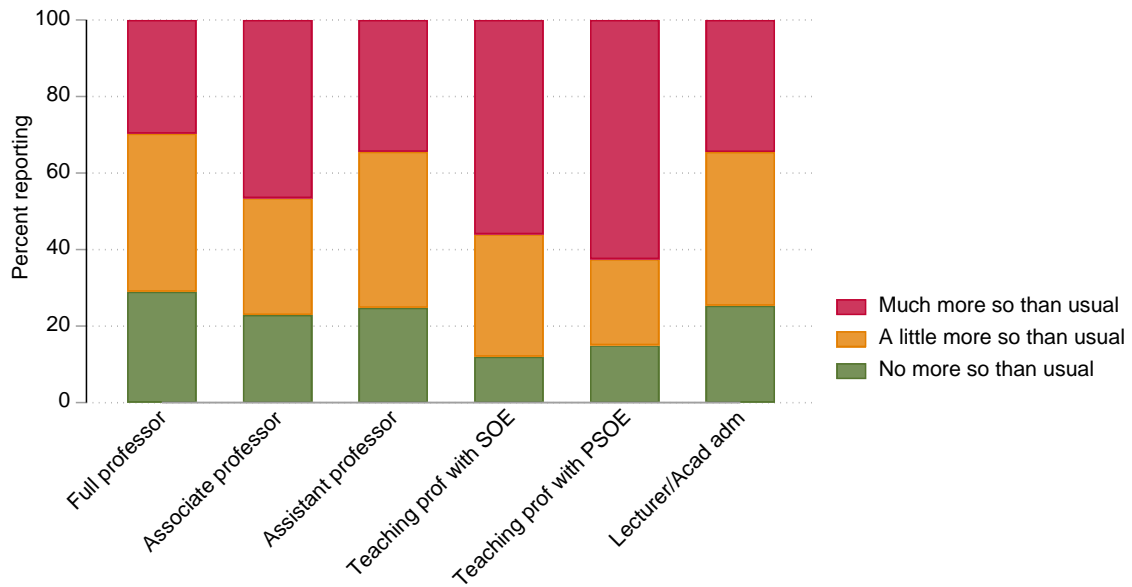
2022 UC Systemwide faculty survey

Faculty and instructors also reported that their students frequently raised COVID-related hardships as a reason for missing deadlines and not meeting course expectations—indeed 46% of all respondents reported that this had happened "often" in the past year. Both women and LGBT respondents were significantly more likely to report that students "often" gave COVID-related reasons for difficulties in meeting course expectations: 54% of women vs. 40% of men, 57% of LGBT respondents vs. 45% of those who were not. Faculty and instructors who had taught any true hybrid courses were also significantly more likely to report that students "often" raised COVID-related reasons for their challenges with course expectations (52% vs. 43% those who had not taught a true hybrid course). Finally, early career and those with LSOE or LPSOE appointments were significantly more likely to report having to manage this issue in their courses (see Figure 11).

Figure 11: In past year, how frequently did students raise COVID-related hardships as a reason for missing deadlines/not meeting course expectations?
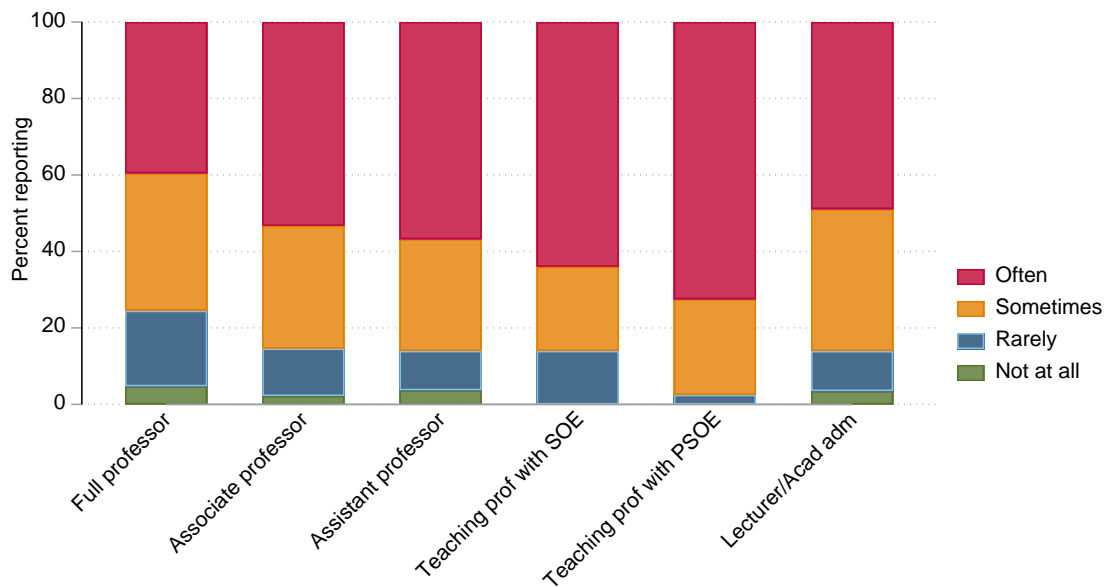
2022 UC Systemwide faculty survey

The survey also asked respondents if COVID-related lockdowns had negatively impacted the research efforts of their students, trainees or research staff in the past year. More than half (54%) said they had. Most of the time (59%) when it did occur, the faculty member also reported continuing to provide financial support for these individuals from their own grants or personal funds despite the productivity loss to their research program.

Many of the open-ended comments from faculty and instructors throughout the survey spoke to their concerns that students are evidencing pandemic-related harm to their abilities to perform and engage with others:

"…*15% of students failed the midterm (I usually have 0% fail..)…online teaching got progressively worse as COVID wore on…more students disengage during class, no one has their camera on…students are struggling tremendously…students not attending class, failing classes, needing extra support, needing extra time on assignments, struggling with anxiety, depression and other issues.*"

Social and performance anxiety seems to be leading students to isolate and avoid situations that make them anxious—even when engagement and social skill building is more likely to successfully reduce their distress. For example, respondents shared:

"…[students] *are resorting back to pandemic level 'lurking' behavior (as I call it). Attend, supposedly, yet do not engage. Fearful to engage. Shame... all the regular excuses that we should be training them to move past…Students learn how to interact and get over their fears in person; online, they hide behind zoom. That is not good for their growth.*"

Challenges for Faculty and Instructor Well-being

Access difficulties. Nearly all faculty and instructors reported at least some access difficulties to campus communities and resources in the 2021-22 academic year (see Figure 12) despite the reopening of the campuses for much of that time.

Figure 12: Percent of faculty/instructors reporting difficulties in accessing campus communities and resources in 2021-2022, by resource domain

2022 UC Systemwide faculty survey
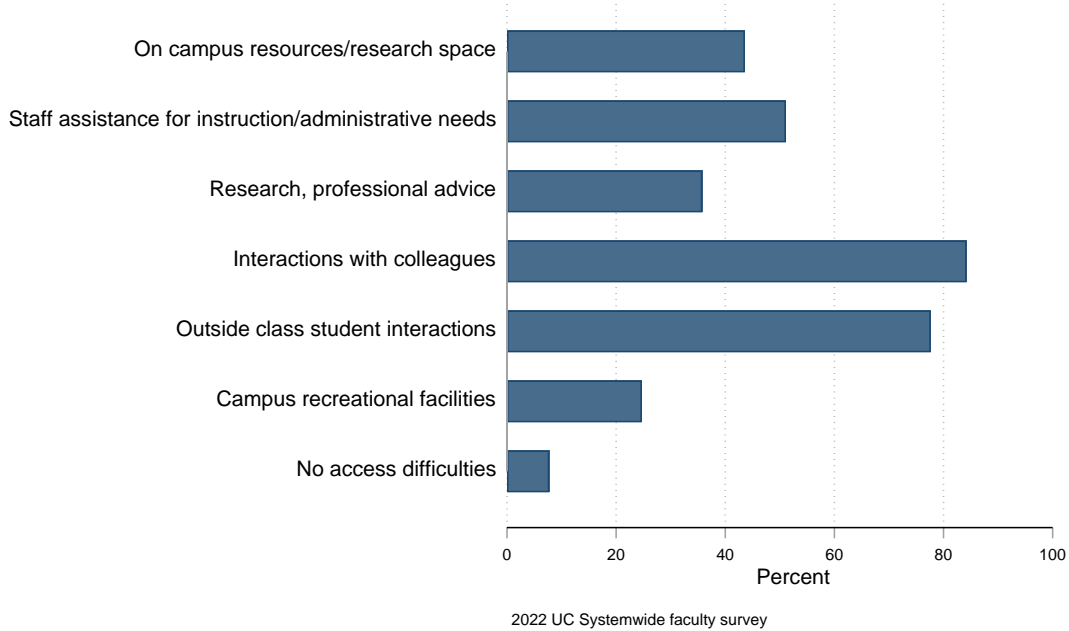
Open-ended responses to a question about access difficulties revealed the many ways in which pandemic-wrought changes on the campuses have created barriers for the faculty, and thus effectively increased their workload:

"…difficult to run any work involving human subject experiments…no access to materials or inter-library loan…feel more siloed than ever before…no community on campus…never see my colleagues…field experiments are on-and-off at large cost to my budgets and productivity…haven't been able to build collaborations, links or even friendships with my peers…staff are so overwhelmed that I did not ask them for help in situations that I normally would. Especially IT help…office building is no longer cleaned... inequity in who was allowed to return to lab work and how many from any given group… Offices are still largely empty…major problems with 'ghosting' [by] administrators…Staff were primarily remote, and often unreachable...Zoom meetings all day is actually exhausting… several TAs had issues focusing on the task which required me to have to take over their duties. We need more (and consistent) help… new to campus [and] found it very hard to get to know new colleagues and to figure out how I fit in."

Given the pandemic's impact on contact with colleagues, we take a closer look at one aspect of perceived access difficulties: "Opportunities for ready access to advice for research or

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professional needs" (labeled "*Research, professional advice*" in Figure 12). Mentoring and networking are key to the survival of faculty and instructors at top public research institutions where many are first generation academics. This is especially true in the early years of an academic career when the individual is unlikely to know the "hidden" curriculum for success. Informal support networks, where one can ask faculty peers or more experienced colleagues for help in navigating the many novel and complex difficulties encountered, are critical to achieving the high level of performance that is expected at the UC. For example, faculty engaged in community-based research, seeking novel publishing outlets, or ways to connect with industry contacts do not routinely have institutional infrastructures to help them answer the many "how do I" questions that arise in their research work. Instead, the campus community of scholars typically provides this expertise through formal and informal mentoring.

In Figure 13, we show demographic and employment-related differences in reported difficulties in accessing mentoring resources. These are particularly momentous for those who are most likely to need it: women, LGBT individuals, faculty from underrepresented groups (or URGs) as a whole, those with workplace disabilities, and early career individuals. The harms to the UC that will accrue from this erosion of an informal, but essential, component of faculty and instructor support are of serious concern and do not bode well for meeting the University's aspirations regarding growth and diversification of academic personnel.

Figure 13: Percent reporting difficulties in getting access to advice for research and professional needs
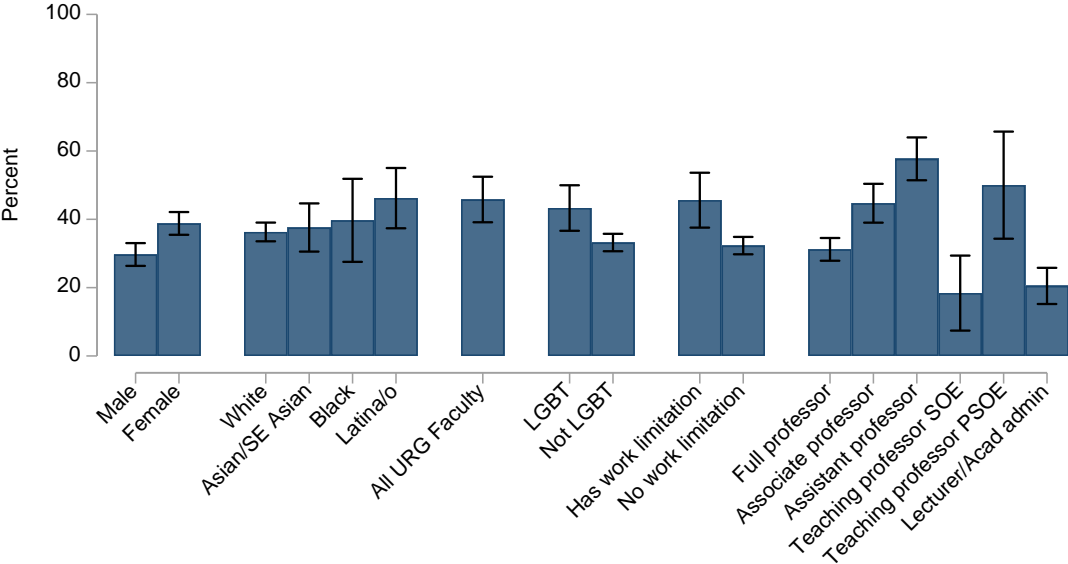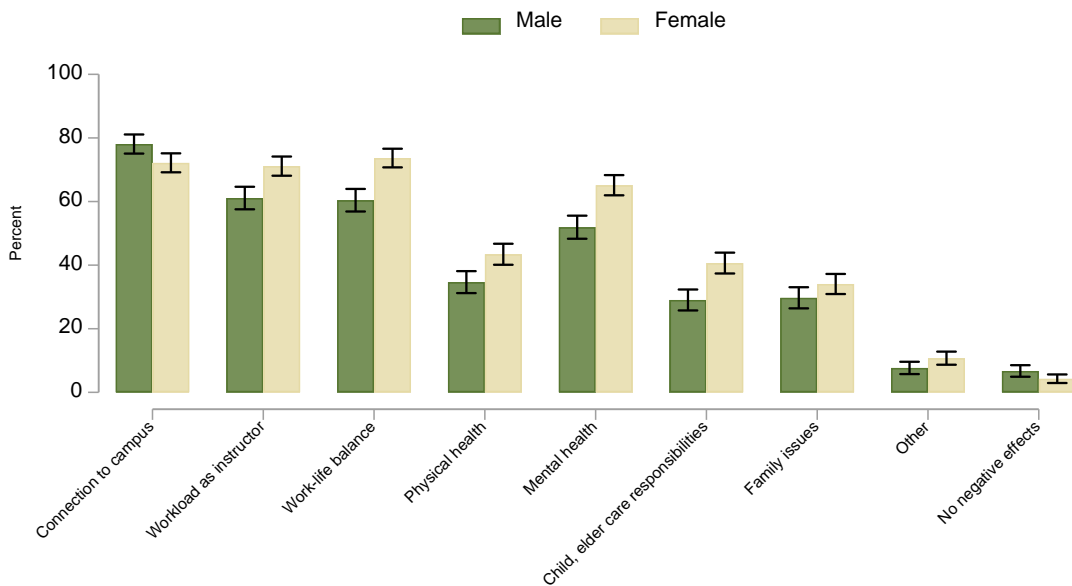

2022 UC Systemwide faculty survey

Pandemic-related harms. Respondents were asked about eight areas in which they may have experienced negative or harmful effects from COVID-related disruptions on their campus in the past academic year. Very few faculty and instructors reported experiencing no negative or harmful effects in 2021-22 (9.5%). The most common disruption, reported by 74% of respondents, was to a sense of connection to their campus. This harm was significantly more

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likely to be reported by men (78%) than by women (72%) and by White (76%) and underrepresented minority faculty and instructors (78%) than by Asian/Southeast Asian respondents (66%).

The majority of faculty and instructors also reported harmful pandemic effects on workload, disruptions in work-life balance, and deleterious effects on both physical and mental health. The prevalence of these complaints varied by demographic and academic appointment characteristics and by teaching modalities employed in the prior academic year. Below we show the differences between men and women (see Figure 14), but there are other differences, not shown, among faculty and instructors. Negative or harmful effects on workload were more frequently reported by Black (72%) and Latina/o (75%) faculty and instructors compared to White (67%) and Asian/South East Asian (60%) respondents; by LGBT respondents (73%) compared to non-LGBT (65%) faculty and instructors; and by teaching professors and early career ladder faculty (77%) compared to full professors (65%) and lecturers (61%). Individuals who had taught a true hybrid course also were significantly more likely to report harmful effects on workload (75%) than those who did not teach any true hybrid courses (65%). Similarly, harm to work-life balance was more frequently cited by Black (81%) and Latina/o respondents (76%) compared to White (66%) and Asian/South East Asian (65%) respondents; by LGBT respondents (79%) compared to non-LGBT respondents (65%); by those with a disability-related work limitation (75%) compared to those without a reported disability (65%); by early career ladder and teaching faculty (80%) compared to full professors (60%) and lecturers (62%); and by those who had taught a true hybrid course (71%) compared to those who had not (66%).

Figure 14: Negative or harmful effects from COVID-related disruptions
on campus this past year, by harm domain and gender

2022 UC Systemwide faculty survey

There were also other demographic- and employment-related differences in reported

harms as we specify below in the footnote.[6]

In open-ended responses faculty and instructors mentioned additional harms experienced in 2021-22:

"…*my research…my self-esteem and self-efficacy as a professor…my trust in the institution…got COVID but still had to deliver my course…financial sustainability of my research program, since I was told to keep everyone employed and not lay anyone off, and [that the institution] would provide needed financial resources but never did…COVID hit communities of color hard…COVID-related deaths*."

These patterns of reporting indicate that faculty and instructors had an exceptionally challenging year as they worked to meet their responsibilities in research, mentoring, teaching, and service. The level of personal challenge is hard to ignore.

A follow-on question asked faculty and instructors if they had seriously considered changing their job situation in the last academic year: 23% indicated seriously considering changing careers and leaving higher education entirely, 16% changing jobs within higher education, and 21% retiring. These sentiments were associated with both demographic characteristics and academic appointment. For example, women, Black and Latina/o, and LGBT individuals were more likely than men, White and Asian/Southeast Asia, and non-LGBT individuals, respectively, to report considering a change in employment status.

In Figure 15 below we show responses to this question by academic appointment of those faculty and instructors likely to be teaching in the undergraduate curriculum. Both full professors and lecturers with security of employment, likely more senior in their career tracks, report having contemplated retirement at high rates. More troubling is that the prevalence of seriously contemplating a job change is high across all the appointment ranks reflecting the corrosive effects of the pandemic years. Approximately 40% of assistant professors and lecturers with potential for security of employment report seriously considering changing careers and leaving higher education entirely.

The *Joint Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group Final Report*[7] endeavored to address some of the pandemic's harms detailed here. It

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[6] **Reported harms to physical health**: This varied by race/ethnicity [Underrepresented racial/ethnic/indigenous group (49%) vs. White (38%) and Asian/South East Asian (38%) respondents], sexual and gender orientation [LGBT (51%) vs. non-LGBT (36%) respondents], disability status [those reporting a disability-related work limitation (65%) vs. those without a reported disability (35%)], and employment status [early career ladder and teaching faculty (50%) vs. full professors (35%) and lecturers (35%)]. **Reported harms to mental health**: LGBT (76%) vs. non-LGBT (56%) faculty and instructors; those with a disability-related work limitation (77%) vs. those without (56%); early career ladder and teaching faculty (73%) vs. full professors (51%) and lecturers (56%). **Harms to meeting child or elder care responsibilities**: Asian/South East Asian (46%) vs. White (33%) vs. underrepresented racial/ethnic/indigenous group (39%) respondents; early career ladder and teaching faculty (47%) vs. full professors (31%) and lecturers (27%). **Harms to family life**: underrepresented racial/ethnic/indigenous group (47%) vs. White (29%) vs. Asian/South East Asian (30%) respondents, those with a disability-related work limitation (53%) vs. those without (29%); early career ladder and teaching faculty (39%) vs. full professors (29%) and lecturers (29%).

[7] For details, see Joint Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group Final Report: https://senate.universityofcalifornia.edu/_files/reports/rh-senate-divs-mcifwg-report.pdf

proposes rebalancing the criteria for merit, tenure, and promotion to reflect that many faculty have been unable to attend to their research and that the pandemic has greatly increased their teaching, mentoring, and caregiving obligations. The report advocates that campuses award research grants to faculty, especially younger faculty, in order to help them resurrect their research activities. And the report urges UCOP and the campuses to award extra sabbatical credits to faculty who taught during the pandemic, both to acknowledge their extraordinary teaching efforts and as a form of support for bolstering research activity affected by pandemic teaching demands. The findings in this survey underscore that, much like our students, many faculty and instructors at the UC need support and are, therefore, likely to benefit from efforts to remediate extensive pandemic-related harms going forward.

Figure 15: Since start of the academic year, have you seriously considered:

2022 UC Systemwide faculty survey
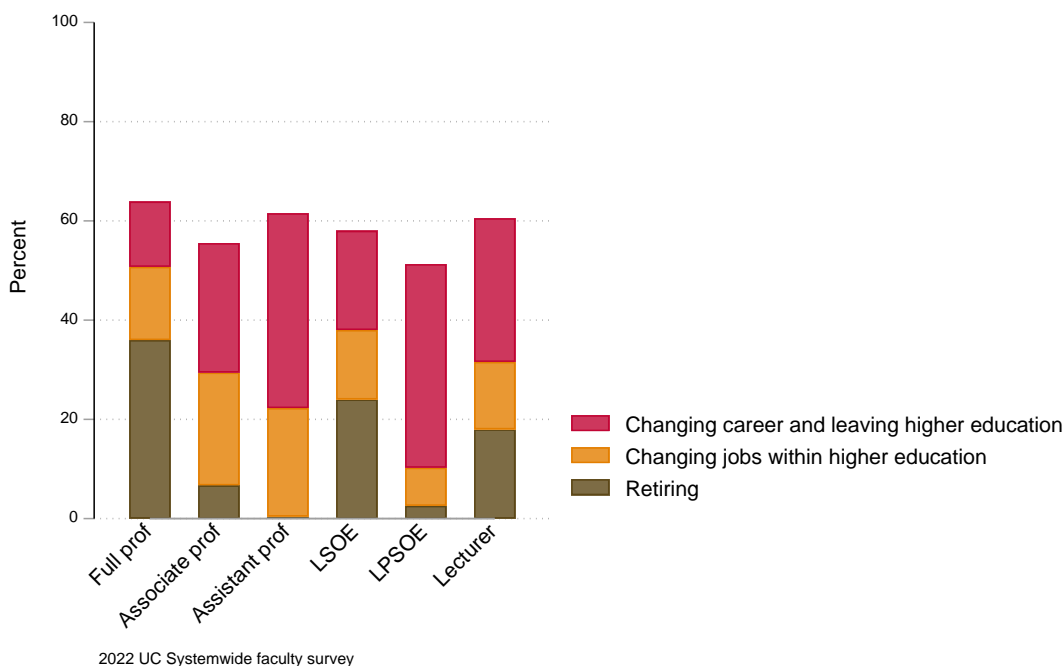
WHAT HAVE FACULTY LEARNED ABOUT REMOTE INSTRUCTION?

### Instructional Modalities And Teaching Effectiveness

After two years of remote and in-person instruction and hybridization of courses, the majority of faculty and instructors have had extensive experience with the strengths and weaknesses of the various instructional modalities that have blossomed during the pandemic. This is a good time to ask: What has been learned from these experiences? Does remote instruction offer a similar pedagogical experience to in-person instruction for our students?

Perceptions of effectiveness of in-person vs. online instruction.[8] Faculty and

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[8] Online instruction, as used here refers to the delivery of a course via a web based interface. The course may be an "online course" (e.g., a studio quality course using methods that emphasize, for example, short videos to stay within cognitive capacity limits, offer appealing combinations of text, voice, and animations to maintain interest,
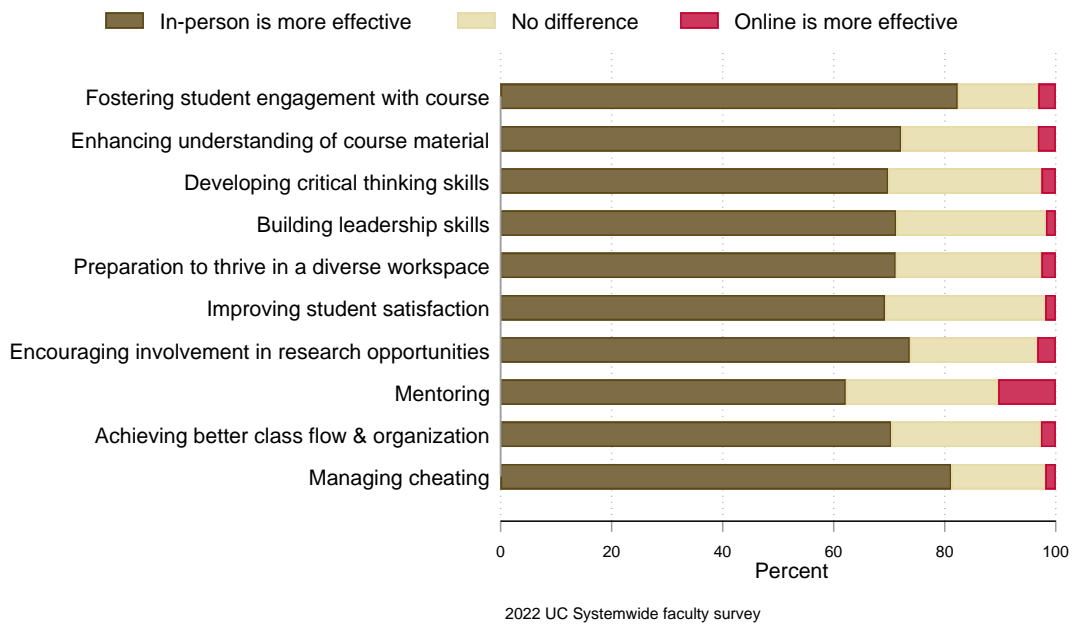
instructors were asked whether 11 key indicators of student engagement were more likely to be obtained via in-person vs. online instruction. As shown in Figure 16, in-person instruction was overwhelmingly seen by faculty and instructors as more effective than online instruction. These results were not appreciably altered even after restricting the sample to include only those faculty who reported engaging in online instruction in the past academic year (see Figure 17). Faculty and instructors have now used this remote modality and have found it simply not as good as in-person instruction in terms of higher order, quality markers of educational engagement.

Figure 16: Perceived relative effectiveness of in-person vs. online instruction in accomplishing key instructional goals
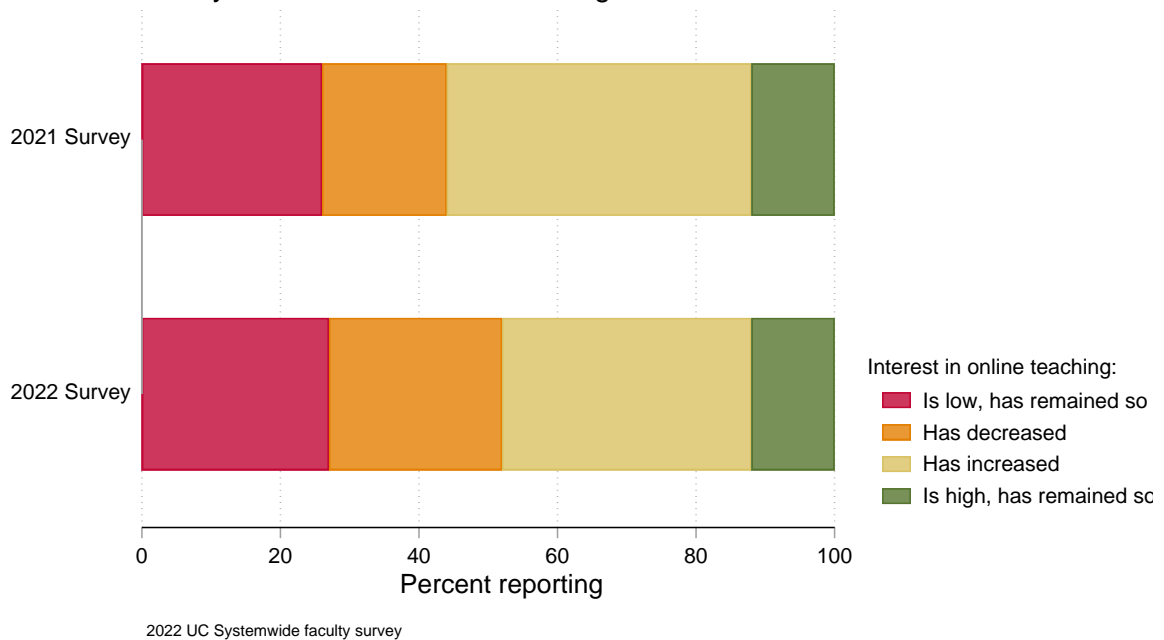

2022 UC Systemwide faculty survey

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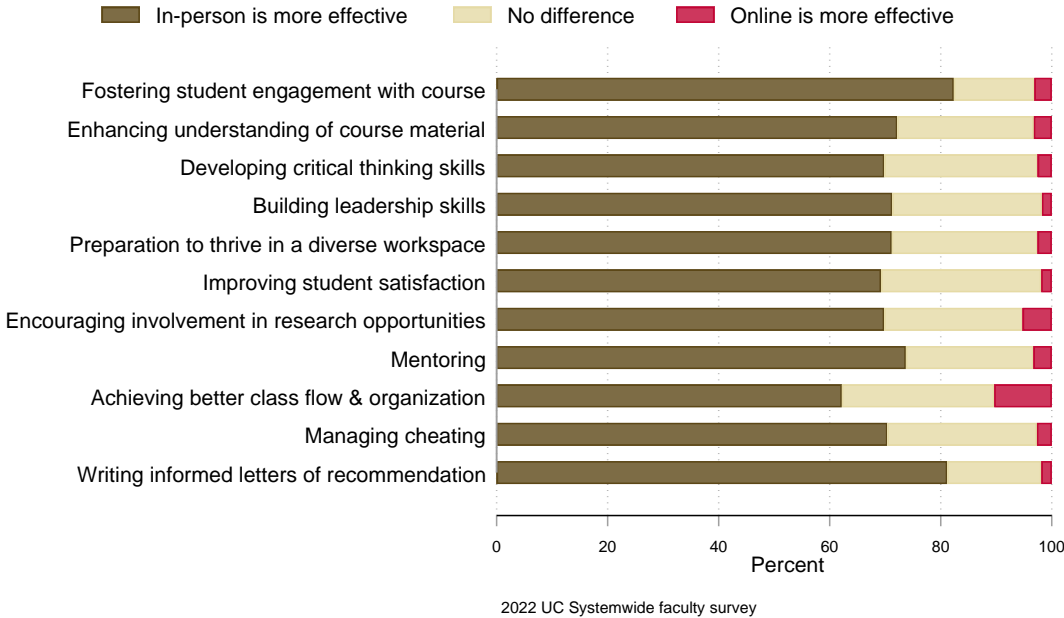
and/or require student interaction with web-based content to promote engagement) or it may be a course developed by an individual instructor without the benefit of a professional studio setup either taught previously as an in-person course or designed or redesigned to be delivered online using the learning management system (LMS) and, for example, the ZOOM platform. The current survey used the terms "remote instruction" and "online instruction" interchangeably and did not distinguish between professional studio online courses, which are relatively few at the UC, or the much more common instructor-generated courses that are remotely delivered in synchronous, asynchronous, or hybrid modalities.

Figure 17: Perceived relative effectiveness of in-person vs. online instruction
in accomplishing key instructional goals among those having taught online

In-person is more effective   No difference   Online is more effective

Fostering student engagement with course	
Enhancing understanding of course material	
Developing critical thinking skills	
Building leadership skills	
Preparation to thrive in a diverse workspace	
Improving student satisfaction	
Encouraging involvement in research opportunities	
Mentoring	
Achieving better class flow & organization	
Managing cheating	

Percent

2022 UC Systemwide faculty survey

Willingness to teach remotely in the future. Another means of evaluating faculty's and instructors' sense of the value proposition of in-person vs. online instruction is to ask whether the experience of having done so has affected their interest in doing more of it in the future. To that end, the survey included two questions about future interest in remote instruction. The first question, also included in the 2021 UC Faculty Survey, asked how the experience of teaching remotely during the pandemic had affected interest in future online teaching. As shown in Figure 18, interest in future online teaching declined in the 2021-22 academic year when compared to the year before.

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Figure 18: How has your experience with teaching remotely affected your interest in online teaching in the future?

Interest in online teaching:
- Is low, has remained so
- Has decreased
- Has increased
- Is high, has remained so

2022 UC Systemwide faculty survey

A second question added to the 2022 UC Faculty Survey explicitly asked about the willingness to voluntarily teach a true hybrid course at some point in the future. Three quarters of faculty and instructors indicated they would be "somewhat" or "extremely" unlikely to volunteer to do so. This included 61% of those who had taught at least one true hybrid course in the prior year and 72% of early career ladder and teaching professors (e.g., associate, assistant, LPSOE).

Perceptions of the State of the University

An open-ended question asked faculty and instructors to reflect on the state of the University. These responses convey the depth of pandemic-related consequences from the perspective of faculty and instructors*:*

"…Emotionally, academically, politically things are not where we left them…We are rebuilding teaching in-person - not returning to it…Morale and community are hanging by a thread…Returning to in person is helping rejuvenate, but people are just so tired...Like the economy, we are richer and poorer, stronger in some ways yet now far more vulnerable regarding our ability to challenge our students with rigorous instruction and effective, engaging teaching…Many of our students have lost years of schooling…We survived. There is damage. We will still see the effects for a long time..."

To succinctly capture faculty and instructor concerns, we present a word cloud from their comments:

What stands out is people and the university—the community of scholars—in the middle of a pandemic. It is not the instructional modality or the techniques by which people do their work. It is grounded instead in the very humanness of an elite institution: key words of "work," "think," "feel," "need," "well," "many," and "will."

CONCLUSIONS

The COVID-19 pandemic laid bare two truths at the UC campuses. First, the institution can survive and continue to admit and instruct students, both undergraduate and graduate despite the disruptions of the pandemic. The research operation as well continued to function— faculty sought and received grant funding, patents were applied for, papers and books were published. Second, that in order to achieve this, many individuals had to summon up enormous creativity and engage innovative applications of how they went about meeting their work obligations. For faculty and instructors, these obligations lie in the realm of research, mentoring, teaching, and service. While these are accomplishments to be proud of, it is equally important to recognize the toll the pandemic has exerted on faculty and instructors.

Faculty and instructors are struggling with escalating instructional workloads borne by expectations from students and administrations that their courses can be individualized to fit permutations of need driven by pandemic-related disruptions, campus budget deficits, student preferences, and the changing nature of physical engagement with the campuses. Many of their students are displaying pandemic-related deficits. And faculty and instructors are also decidedly pessimistic that the online instructional modalities can match the effectiveness of in-person instruction in achieving key student engagement outcomes that are the hallmark of a UC education. Perhaps most troubling, many, including those who represent the future of the institution, are seriously considering going elsewhere, even leaving higher education careers completely. In this third phase of the pandemic, faculty and instructors are tired—this is evident in their responses. Their commitment to the job and the institution have suffered. And there are indications that the conditions under which newer members of the faculty worked might not have generated the type of institutional loyalty and commitment that has greatly benefitted UC

in the past. In our exposition of survey findings, we have sought to highlight the differential impact of the pandemic on the faculty and instructors in the hopes of identifying key points in need of intervention. In that regard we make the following recommendations:

To the Administration, both Systemwide and campus level:

Regarding mitigating pandemic effects on the faculty:

1) Provide a one-time resource allocation at all campuses for career development awards (a sabbatical term), with priority to early career faculty who can show teaching burden significantly delayed their research and/or creative production.

2) Provide a one-time allocation at all campuses to expand resources directed to the research enterprise of faculty who sacrificed their research time in favor of instruction during COVID (particularly younger, untenured faculty), such as through research and travel awards. Work to make whole faculty who provided financial support to graduate students and trainees who were unable to make progress in their work due to pandemic-related restrictions.

3) Assure that COVID-related allocations for behavioral health also include enhanced services at the campus level for faculty and instructors, as well as support for the informal student counseling demands that are being borne by faculty and instructors.

Regarding mitigating pandemic effects on students:

1) Determine whether there are adequate departmental and centralized Student Affairs counseling resources for current student needs, especially in-person, on campus support.

Regarding instructional and research support:

1) Allocations for refurbishing classrooms for hybrid/online teaching should be part of any formulation for increased levels of hybrid teaching. Classroom designs should include consultation early and over the life of the project with divisional Academic Senates.

2) Expand public safety considerations to include perceived health risk of COVID for faculty. Classrooms and buildings should have increased signage reminding students, staff, and faculty to mask when required. Individuals should be able to report violations to an occupational health line anonymously. Classroom ventilation should be augmented where currently inadequate.

3) Ensure adequate information technology staffing on campus for in-person instructional needs.

To the Systemwide Academic Senate:

1) Develop definitive plans to implement recommendations in the Joint Senate-Administration

Mitigating COVID-19 Impacts on Faculty Working Group Final Report. Systemwide Committees are asked early in their meeting schedule of the 2022-23 Academic Year to review this report and offer the Senate leadership ideas on how the recommendations in the report can be implemented. Relevant committees should meet with Administration guests, advisors, and ex-officio members and bring to Academic Council their recommendations by the start of Winter term.

2) Work with the Provost to create an Ad Hoc Administration/Senate Workgroup on pandemic recovery that will include a detailed consideration of instructional workloads associated with the new, more intensive course modalities to identify demands associated with various modalities, staffing and equipment needs, effectiveness of student engagement, disability accommodations, and equity considerations. The Workgroup should generate recommendations for resources and policies needed to maintain or expand online and hybrid instruction levels such that the research mission of the University is not further harmed.

To the Divisional Academic Senates:

1) Working with their Committees on Academic Personnel, determine optimal approaches to personnel evaluations that implement Achievement Relative to Opportunity (ARO) principles and recommendations from the *Joint Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group Final Report (MCIF-WG)*.

2) Widely disseminate the MCIF-WG Report and the Senate's recommendations for its implementation with respect to personnel actions. This should be communicated to all department chairs, deans, and individual faculty and instructors.

3) Faculty Welfare Committees should monitor and propose recommendations to reduce faculty pandemic burden including the mental health and other concerns highlighted in this report. Advocate for interventions to address faculty's and instructors' overall welfare. This is particularly important for those groups identified in the report as experiencing a high degree of pandemic-related burden. Where relevant, work with campus Diversity offices to provide timely interventions that mitigate the differential impact of the pandemic on some faculty and instructors.

4) Expand childcare opportunities on campuses.

KEY TO ACRONYMS

ARO	Achievement Relative to Opportunity
CTL	Centers for teaching and learning
IQR	Interquartile range
LGBT	Lesbian, gay, bisexual, and transgender
LMS	Learning Management System
PSOE	Potential for Security of Employment
SOE	Security of Employment
TA	Teaching assistant
URG	Underrepresented racial/ethnic/indigenous group

ATTACHMENTS

Appendices	
Attachment 1	2022 UC Faculty Survey

2022 UC Systemwide Faculty Survey

Q1.1

Dear Instructor,

The UC Systemwide Senate wants to hear about your experiences this academic year. This survey is being sent to all course instructors during the 2022 Spring Quarter/Semester at the 9 undergraduate UC campuses.

We know everyone is very busy--but your experiences will help us to represent faculty perspectives accurately to the Administration, Regents, and the Legislature. The survey should take about 15-20 minutes of your time. We recommend that you do this in one sitting -- depending on your browser settings, you may not be able to return and pick up where you left off if you exit midway.

Your participation is completely voluntary and your responses are anonymous. If you have questions about the survey or how the data will be used, please contact Michael LaBriola, Assistant Director of the Systemwide Academic Senate, (Michael.Labriola@ucop.edu).

 Thank you for time and commitment,

Robert Horwitz, Chair, UC Academic Senate
Susan Cochran, Vice-Chair, UC Academic Senate
Mary Gauvain, 2020-2021 Chair, UC Academic Senate

Q1.2

If you are willing to fill out the survey, please indicate "Yes" below and then click Next

○ Yes, I will participate in this survey (1)

○ No, I prefer not to (13)

Skip To: End of Survey If Q1.2 = No, I prefer not to

Q2.1 What campus are you on?

▼   UC Berkeley (1)

UC Davis (2)

UC Irvine (3)

UCLA (4)

UC Merced (5)

UC Riverside (6)

UC San Diego (7)

UC Santa Barbara (8)

UC Santa Cruz (9)

Other location (11)

Prefer not to say (10)

End of Block: Campus type

Skip Box 1: If UC Berkeley or UC Merced selected ask Q3.1, else go to Skip Box 2

Start of Block: Semester classes

Q3.1 What **modalities of instruction** did you use this year? Please indicate all modalities you used, even if only for part of the semester.

	Fall Semester	Spring Semester
Classroom **in-person** lectures or **face-to-face instruction** (traditional instruction)	☐	☐
Synchronous online instruction (via Zoom or another web interface with class meetings held at the official class time)	☐	☐
Asynchronous online instruction (recorded material is available on the class web site for students to access at will--they do not have to attend scheduled class meetings to complete the course).	☐	☐
I did not teach (e.g., on Sabbatical leave, not scheduled to teach)	☐	☐

End of Block: Semester classes

Start of Block: Quarter classes

Skip Box 2: If UC Davis, UC Irvine, UCLA, UC Riverside, UC Santa Barbara, UC Santa Cruz or UC San Diego ask Q14.1, else go to Skip Box 3

Q14.1 What **modalities of instruction** did you use this year? Please indicate all modalities you used, even if only for part of the quarter.

	Fall Quarter	**Winter Quarter**	**Spring Quarter**
Classroom **in-person** lectures or **face-to-face instruction** (traditional instruction)	☐	☐	☐
Synchronous online instruction (via Zoom or another web interface with class meetings held at the official class time)	☐	☐	☐
Asynchronous online instruction (recorded material is available on the class web site for students to access at will--they do not have to attend scheduled class meetings to complete the course).	☐	☐	☐
I did not teach (e.g., on Sabbatical leave, not scheduled to teach)	☐	☐	☐

End of Block: Quarter classes

Start of Block: Unknown campus

Skip Box 3: If Other location, Prefer not to say, or missing ask Q15.1, else go to Skip Box 4

Q15.1 What **modalities of instruction** did you use this year? Please indicate all modalities you used, even if only for part of the quarter or semester.

	Fall Quarter/Semester	Winter Quarter for Quarter campuses	Spring Quarter/Semester
Classroom **in-person** lectures or **face-to-face instruction** (traditional instruction)	☐	☐	☐
Synchronous online instruction (via Zoom or another web interface with class held at its official class time)	☐	☐	☐
Asynchronous online instruction (recorded material is available on the class web site for students to access at will--they do not have to attend scheduled class meetings to complete the course).	☐	☐	☐
I did not teach (e.g., on Sabbatical leave, not scheduled to teach)	☐	☐	☐

End of Block: Unknown campus

Start of Block: Hybrid course

Q4.1 Were any of your classes this year taught in a hybrid modality? By hybrid, we mean a single class (even if it is crosslinked with other courses) where some students attend in-person and other students attend online simultaneously either synchronously or asynchronously.

○ Yes

○ No

○ I did not teach

Skip To: Q5.1 If Q4.1 != Yes

- -

Q4.2 Hybrid teaching can occur in two ways: 1) teaching a single course both in-person simultaneously with students who are attending online and 2) teaching all students in-person for some period of time in a course and all students online for other parts of the same course. Which methods did you use? Please check all that apply.

☐ Taught a course(s) in-person and online at the same time

☐ Taught both in-person and online within the same course(s), but at different times

End of Block: Hybrid course

Start of Block: Equipment for instruction

Q5.1 How confident are you in using your campus' learning management system (LMS) (e.g., Canvas, Moodle, Blackboard, CCLE)?

○ Very low confidence (1)

○ Low confidence (2)

○ Okay confidence (3)

○ High confidence (4)

○ Very high confidence (5)

- -

Q5.2 Overall, how satisfied are you with the resources your campus provides to support your instructional needs?

○ Very dissatisfied (1)

○ Somewhat dissatisfied (2)

○ Somewhat satisfied (3)

○ Very satisfied (4)

Q5.3 Do you have access to a quiet space to teach online?

○ I always have access to a quiet space (1)

○ I usually have access to a quiet space (2)

○ I sometimes have access to a quiet space (3)

○ I rarely have access to a quiet space (4)

Q5.4 How **reliable** or **unreliable** is your remote teaching setup (e.g., internet connection, electricity, computing device) for online instruction?

○ Very reliable (1)

○ Somewhat reliable (2)

○ Somewhat unreliable (3)

○ Very unreliable (4)

○ Do not have a setup (5)

End of Block: Equipment for instruction

Q6.1 The winter Covid-Omicron surge caused campuses to pivot temporarily to remote instruction. To what extent did this increase your instructional workload?

○ Did not increase the workload (1)

○ Slightly increased the workload (2)

○ Moderately increased the workload (3)

○ Greatly increased the workload (4)

○ Did not teach in January/February (5)

Q6.2 Is there anything else you would like to tell us about the effects of the winter reopening delay? (Optional)

_____

Q7.1 This past year, how frequently did students raise Covid-related hardships as a reason for missing deadlines or not meeting other expectations in your course(s)?

○ Not all (1)

○ Rarely (2)

○ Sometimes (3)

○ Often (4)

○ Did not teach this year (5)

Q7.2 This past year, did students seem disconnected from the student experience (e.g., not knowing how to navigate the campus, where to go for different needs)?

○ No more so than usual (1)

○ A little more so than usual (2)

○ Much more so than usual (3)

○ Did not teach this year (4)

Q7.3 This past year, how often did students seek you out to talk about their personal or emotional concerns?

○ No more so than usual (1)

○ A little more so than usual (2)

○ Much more so than usual (3)

○ Did not teach this year (4)

Q7.4 Covid-related lockdowns negatively impacted the research efforts of many students, trainees, and research staff. This past year, were any of your students, trainees, or research staff unable to conduct their research at full capacity or at pre-pandemic levels?

○ Yes, and I continued to pay their salaries using financial support from my own grants or other personal resources (1)

○ Yes, but I didn't have the financial resources to support them or they found other sources of financial support if needed (2)

○ No, it didn't happen to my students, trainees, or research staff (3)

End of Block: Student hardships

If R reported both in-person and online courses taught, a BlockRandomizer was used to present the in-person (Q8) and online instruction questions (Q13) in random order

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Start of Block: In person instruction

Q8.1 Below are some techniques instructors used this past year to offset the effects of the Covid-19 Pandemic. What, if any, did you use for your **in-person** (face-to-face) **classes**?

	Did not use	Used	Did not teach in-person
Encouraged student participation during **in-person** classes (e.g., encouraged questions from students, called on students, used classroom exercises that foster student interactions with yourself and others)	○	○	○
Encouraged student participation in **on-line** class discussion boards	○	○	○
Recorded my lectures for students to access online	○	○	○
Distributed my lecture notes or posted them online	○	○	○
Held extra office hours	○	○	○
Posted course readings on the class web site or LMS	○	○	○
Had students do group work during or outside of class	○	○	○
Gave more time for exams	○	○	○
Chatted with students before and after class	○	○	○

Q8.2 What other techniques did you use in your **in-person** courses to offset the effects of the pandemic? (Optional)

_____

Q8.3 Is there anything else you would like to tell us about **in-person instruction** this past year? (Optional)

_____

End of Block: In person instruction

Start of Block: Online instruction

> **Skip Box 6: R taught an online course this past year ask Q13.1, else go to Q9.1**

Q13.1 Below are some techniques instructors used this past year to offset the effects of the Covid-19 Pandemic. What, if any, did you use for your **online** (remote) **classes**?

	Did not use	Used	Did not teach online
Encouraged real time student participation during **online** sessions (e.g., encouraged questions from students, called on students, used session exercises that foster student interactions with yourself and/or others)	○	○	○
Encouraged student participation in **on-line** class discussion boards	○	○	○
Recorded my lectures for students to access online	○	○	○
Posted my lectures notes online	○	○	○
Held extra office hours	○	○	○
Posted course readings on the class web site or LMS	○	○	○
Had students do group work during or outside of class	○	○	○
Gave more time for exams	○	○	○
Chatted with students before and after class	○	○	○

Q13.2 What other techniques did you use in your **online/remote** courses to offset the effects of the pandemic? (Optional)

_____

Q13.3 Is there anything else you would like to tell us about online instruction this past year? (Optional)

_____

Q9.1 In your opinion, which modality, **in-person instruction** or **online instruction**, is generally more effective in accomplishing the following outcomes?

	In-person is more effective	No appreciable difference	Online is more effective
Fostering student engagement with the course (e.g., attending sessions, completing course assignments)	○	○	○
Enhancing students' understanding of course material	○	○	○
Developing students' critical thinking skills	○	○	○
Building student's leadership skills	○	○	○
Preparing students to thrive in a diverse workplace	○	○	○
Improving student satisfaction with the course	○	○	○
Encouraging students to partake of research opportunities on	○	○	○
Mentoring students	○	○	○
Achieving better class flow and organization	○	○	○
Managing academic dishonesty (cheating)	○	○	○
Getting to know students well enough to write informed letters of recommendation	○	○	○

Q9.2 Compared to in-person classes, is your **workload lower or higher** when doing online/remote teaching?

○ My workload is much lower in online teaching (1)

○ Workload is somewhat lower (2)

○ About the same (3)

○ Workload is somewhat higher (4)

○ My workload is much higher in online teaching (5)

○ I have never taught online/remotely (6)

Q9.3 How has this year's pandemic-related instructional demands affected your research or creative scholarship?

○ My research/creative scholarship has suffered greatly (1)

○ Has suffered somewhat (2)

○ No effect (3)

○ Has benefited somewhat (4)

○ My research/creative scholarship has benefited greatly (5)

End of Block: Comparative thoughts about in person vs. online instruction

Start of Block: Interest in online teaching in the future

Q10.1 How has your experience with teaching remotely during the pandemic affected your interest in **online teaching** in the future? My interest in **online teaching**...

○ Is low and has remained so (1)

○ Has decreased (2)

○ Has increased (3)

○ Is high and has remained so (4)

○ I haven't taught online/remotely (5)

Q10.2 In the future, how likely is it that you will agree to voluntarily teach a fully **hybrid course** (e.g., a single course where some students attend in-person and some are synchronously or asynchronously online taking the course simultaneously)?

○ Extremely unlikely (1)

○ Somewhat unlikely (2)

○ Neither unlikely nor likely (3)

○ Somewhat likely (4)

○ Extremely likely (5)

End of Block: Interest in online teaching in the future

Start of Block: Covid effects on faculty

Q11.1 During this past academic year, how satisfied or dissatisfied were you with the level of support you received from...

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
Your university's center for teaching and learning unit	○	○	○	○	○
Your departmental or unit staff	○	○	○	○	○
Your department chair or unit head	○	○	○	○	○
Your dean or other higher administrators	○	○	○	○	○
The Academic Senate	○	○	○	○	○

Q11.2 What could the campus be doing better to help you in your work? (Optional)

_____

Q11.3 Access to in-person campus communities and resources were challenged this year. In what areas did you experience **access difficulties**?   (Please check all that apply)

☐ Accessing on-campus resources and/or research spaces

☐ Casual interactions with students outside of class

☐ Opportunities to interact with other faculty and colleagues

☐ Getting assistance from staff for instructional or administrative needs

☐ Having ready access to advice for my research or professional needs

☐ Using campus recreational facilities

☐ Have not experienced any access difficulties

Q11.4 Is there anything else you would like to tell us about access difficulties you had this last year? (Optional)

_____

Q11.5 The pandemic has had deleterious effects for some this past academic year. In what areas have you experienced **negative or harmful effects** from Covid-related disruptions on your campus? (Please check all that apply)

☐ Your sense of connection to the campus

☐ Your workload as an instructor

☐ Your physical health

☐ Your mental health

☐ Your work-life balance

☐ Meeting child-care or elder-care responsibilities

☐ Family issues

☐ Other (Please specify): _____

☐ I haven't been affected negatively by Covid-related disruptions on campus

----

Q11.6 Since the start of this academic year, do you feel you have done a **better** or **worse** job meeting expectations for the following faculty responsibilities?

	Better job	About the same	Worse job	Not applicable
Research and creative scholarship	○	○	○	○
Mentoring students	○	○	○	○
Teaching	○	○	○	○
University service	○	○	○	○

Q11.7 Since the start of this academic year, have you seriously considered...

○ Changing careers and leaving higher education (1)

○ Changing jobs within higher education (2)

○ Retiring (3)

○ None of the above (4)

Q11.8 Is there anything else you would like to tell us about the effects of the Covid-19 pandemic on you this year? (Optional)

_____

Q11.9 After two years of coping with the pandemic, what is your sense of the state of the university? (Optional)

_____

End of Block: Covid effects on faculty

Q12.1 Where is your departmental unit? (Please check all that apply)

☐ Arts

☐ Engineering/computer science

☐ Health sciences (e.g., dentistry, medicine, nursing, public health, veterinary)

☐ Humanities

☐ Life Sciences

☐ Physical Sciences/mathematics/statistics

☐ Professional degree programs (e.g., law, business, public policy)

☐ Social Sciences/psychology

☐ Other (Please specify): _____

Q12.2 What is your job title/career stage?

○ Adjunct Professor

○ Unit-18 Lecturer

○ Assistant Professor

○ Associate Professor

○ Full Professor

○ Teaching Professor SOE

○ Teaching professor PSOE

○ Health Science Clinical Professor

○ Graduate Student who is Instructor of Record

○ Clinical X Professor

○ Other (Please specify): _____

Q12.3 How do you describe yourself?

○ Male (1)

○ Female (2)

○ Non-binary / third gender (3)

○ Prefer to self-describe (4) _____

○ Prefer not to say (5)

Q12.4 Are you? Please check all that apply.

☐ Latino or Hispanic

☐ White

☐ Black or African American

☐ Asian

☐ American Indian or Alaska Native

☐ Pacific Islander

☐ Native Hawaiian

☐ Other--Please specify: _____

☐ Prefer not to say

Q12.5 Do you think of yourself as lesbian, gay, bisexual, or something other than straight (heterosexual)?

○ Yes (1)

○ No (2)

○ Prefer not to say (3)

Q44 Are you limited in the kind OR amount of work you can do because of a physical, mental or emotional problem?

○ Yes (1)

○ No (2)

○ Prefer not to say (3)

End of Block: Demographics

EndSurvey: