**UW TACOMA COVID-19 FACULTY NEEDS ASSESSMENT/IMPACT SURVEY**

**FINAL REPORT**

**PREPARED BY:**

 **UW TACOMA FACULTY AFFAIRS COMMITTEE**

**MARCH 14, 2022**

**EXECUTIVE SUMMARY**

**Background of Survey**

The UW Tacoma Faculty Assembly charged its sub-committee, Faculty Affairs Committee (FAC) to derive data on the impact of COVID-19 on the well-being and productivity of UW Tacoma faculty. The Faculty Affairs Committee (FAC) developed a 33-item electronic instrument, *COVID-19 Needs Assessment/Impact Survey*, consisting of closed and open-ended questions. The instrument addressed several topics: pre- and during COVID-19 teaching experiences (online and in-person instruction); pre- and during COVID-19 scholarly engagement; pre- and during COVID-19 service engagement; caregiving responsibilities; mental health and overall well-being; and assessment of needed faculty support.

**Findings**

The *COVID-19 Needs Assessment/Impact Survey* had a 34% response rate. Most respondents were women (58%); white (65%); Associate and Assistant (tenured/tenure-track) Professors (25% and 22% respectively); worked full time (90%); and majority were employed 5-10 years at UW Tacoma (40%).

*Pre and During COVID Teaching, Service and Research*

Respondents with a heavy in-person teaching load (61% of time spent teaching) were likely to experience a precipitous reduction to in-person teaching with at least a 15% drop from pre- to during COVID-19. Respondents likely to engage in heavier online teaching experienced substantial increases in online instruction.

Intensity of service activity increased during this time. Almost one-half (45%) of faculty reported moderate to substantial increases in meetings attended. More than a third (37%) reported moderate to substantial increases in *time spent at meetings*. More than forty percent (41%) of faculty reported moderate to substantial increases in *committee workload*. The service domains that reported the largest increase therefore occurred in the *number of meetings attended* and *committee workload.*

At least two-thirds of faculty reported *moderate to highly negative impact* of the COVID-19 pandemic on the four indices of scholarship assessed: 81% reported moderate to highly negative impact of COVID-19 on *conferences attended;* 76% reported moderate to highly negative impact of COVID-19 on *time spent engaged in scholarship;* 66% reported moderate to highly negative impact of COVID-19 on the number *of manuscripts published;* 67% reported moderate to highly negative impact of COVID-19 on *data collection.*

*Caretaking/Caregiving*

Almost one-half (48%) of faculty reported being the primary caretaker/caregiver in their households. More than a third (40%) of faculty experienced substantial increases in caretaking/caregiving time (8+ hours increase). Faculty who are caretakers/caregivers experienced substantial decline in scholarly activities with 27% of caregiving faculty reporting greater than 60% reduction in scholarship activities.

*Challenges*

Substantial majorities experienced at least one among twelve challenge areas: financial strain, physical health, mental health, loneliness/isolation, lack of peer support, reduced scholarship, promotion and tenure worry, increased class workload, time spent at student support, challenges with online instruction, poor student evaluations, and increased service load to address COVID-related needs. It is worth noting that among the identified challenges, the five individual challenges that appeared most problematic (reports of moderate to high levels of negative experience) were, *increased class workload* (72% moderate to high intensity); *increased student support* (68% moderate to high levels of intensity) ; *challenges converting to online instruction* (65% moderate to high levels); *mental health challenges* (57% moderate to high levels of intensity) and *reduction in scholarship* (52% moderate to high levels of intensity).

*Required Resources and Recommendations*

Mental Health Support: 29% of faculty reported the need for *mental health support*. Identified resources include, (1) robust and faculty-centered mental health care; (2) formalized networks of social support among faculty where participants can comfortably share hardships and (3) telehealth opportunities for individual and group counseling.

Support for tenured/tenure-track faculty: 27% reported that UWT should provide support for tenured/tenure-track faculty by *reducing research expectations.* Additional needed supports identified by faculty include, (1) support scholarship where attrition/stagnation was sustained; (2) increase administrative supports including Canvas support for generating content; (3) support for caregiving faculty who are expected to engage in in-person teaching; (4) moving quickly to fill outstanding positions involving student advising and counseling.

Support for teaching faculty: 52% reported that UWT should *increase* *teaching support* to teaching faculty. Additional recommended supports for teaching faculty include, increase psychological support to students which will free up faculty to concentrate on teaching; reduce service expectations by clarifying what is expected of teaching faculty and providing administrative support for service work; provide psychological support to teaching faculty.

Support for lecturers: A strong majority of respondents (64%) reported that UWT can offer support by providing *teaching aid* to lecturers.

Support for students: Faculty identified ways to enhance student re-adjustment to in-person instruction and responses addressed; support around academic readiness; resources targeting mental health and wellness; provision of financial assistance as appropriate.

**Background**

The UW Tacoma Faculty Assembly charged its sub-committee, Faculty Affairs Committee (FAC) to derive data on the impact of COVID-19 on faculty well-being and productivity. The objective was for FAC to work with the UWT Executive Council and UW Tacoma administrative leadership to propose strategies to address the COVID-19 challenges experienced by UW Tacoma faculty.

The Faculty Affairs Committee (FAC) developed a 33-item electronic instrument, ***COVID-19 Needs Assessment/Impact Survey***, consisting of closed and open-ended questions. The instrument addressed several topics: pre- and during COVID-19 teaching experiences (online and in-person instruction); pre- and during COVID-19 scholarly engagement; pre- and during COVID-19 service engagement; caregiving responsibilities; mental health and overall well-being; and assessment of needed faculty support. The instrument was distributed electronically to full and part-time UWT faculty members (tenure track professors, teaching professors and lecturers), who were afforded approximately one week to complete the instrument. We present quantitative and qualitative findings in this report.

**Summary of Findings**

**Demographics**

The ***COVID-19 Needs Assessment/Impact Survey*** had a 34% response rate (*n*=121 instruments returned out of 359 UWT faculty). Most respondents were women (58%); white (65%); Associate and Assistant (TT) Professors (25% and 22% respectively), followed by Associate Teaching Professors (NTT), (18%); worked full time (90%); and majority were employed 5-10 years (40%) followed by less than five years (27%) and 11-20 years (25%).

**Assessment of Pre- and During-COVID-19 Teaching, Service and Research**

***Teaching***

Respondents with a heavy in-person teaching load (61% of time spent teaching) were likely to experience a precipitous reduction to in-person teaching with at least a 15% drop from pre- to during COVID-19. Respondents likely to engage in heavier online teaching experienced substantial increases in online instruction.

***Service***

Service activity increased during this time. Well over one-half of faculty (58%) reported an increase in the *number of meetings attended* and 45% of those reported moderate to substantial increases in meetings attended. Just over one-half of faculty (54%) reported increases in *time spent at meetings* and 37% of these faculty indicated a moderate to substantial increase in this domain. Furthermore, 53% of faculty reported an increase *in committee workload* with 41% reporting moderate to substantial increases. The service domains that reported the largest increase therefore occurred in the *number of meetings attended* and *committee workload.*

***Scholarship***

*Quantitative findings:*

At least two-thirds of faculty reported *moderate to highly negative impact* of the COVID-19 pandemic on the four indices of scholarship assessed: conferences attended, manuscripts published, time spent engaged in scholarship and data collection.

* 81% reported moderate to highly negative impact of COVID-19 on *conferences attended* with 54% reporting highly negative impact.
* Just over three-quarters of faculty (76%) reported moderate to highly negative impact of COVID-19 on *time spent engaged in scholarship* with 57% reporting highly negative impact.
* Two-thirds of faculty (66%) reported moderate to highly negative impact of COVID-19 on the number *of manuscripts published* with 35% reporting highly negative impact.
* Just over two-thirds (67%) of faculty reported moderate to highly negative impact of COVID-19 on *data collection efforts* with 45% reporting highly negative impact.

*Qualitative findings:*

Respondents were asked to describe other scholarly-related negative impact (outside of conferences, manuscripts, data collection, and available time for scholarly activities) of COVID-19. Roughly a quarter of respondents took this opportunity to describe the various ways that the pandemic posed a challenge to their scholarship. Among the responses, the following themes emerged:

* Significant disruptions to research agendas and scholarly momentum
* Inability to access resources and to collaborate with peers

Quotes

“*The pandemic has been so mentally taxing that even when I carve out time to work on my scholarship, I find myself too burnt out to make much progress.*”

“*I have been working from 70 to 80 hours every week just to keep up with my teaching and research.*”

**Caretaking/Caregiving**

Almost one-half of respondents (48%) reported being the primary caretaker/caregiver in their households.

More than a third of faculty (40%) experienced substantial increases in caretaking/caregiving time (8 – 9 hours increase and much more).

Faculty who are caregivers experienced substantial decline in scholarly activities with more than one-quarter (27%) of caretaking/caregiving faculty reporting greater than 60% reduction in scholarship activities.

**Challenges Experienced**

***Personal and Professional Challenges***

Substantial majorities experienced at least one among twelve challenge areas (financial strain, physical health, mental health, loneliness/isolation, lack of peer support, reduced scholarship, promotion and tenure worry, increased class workload, time spent at student support, challenges with online instruction, poor student evaluations, and increased service load to address COVID-related needs).

Teaching and Student Support

The challenge that was most felt by faculty addressed ***teaching engagement and student support challenges***, with approximately three-quarters of faculty reporting such concerns. Therefore, *teaching engagement and student support* challenges included, increased time at student support (75%), increased class workload (74%) and increased challenges related to converting to online instruction (73%).

Personal Health and Well-Being

The next most impactful challenges were related to ***personal health and well-be*ing**, with up to two-thirds of faculty reporting such challenges. *Mental health concerns* were the most impactful (67% experienced mental health challenges) followed by *feelings of isolation* (63% reported feelings of isolation) and *physical health concerns* (62% experienced physical health issues).

The specific themes reported by faculty addressing *personal health and well-being* using the free-response question included:

* The inability of UW Tacoma to ensure safe workspaces (via vaccination mandates, reduced class size, clarification regarding policing student mask compliance).
* Fear of contracting COVID on campus and passing it on to vulnerable family members.
* Concern that the decision to return to in-person instruction was made with little faculty involvement and this is reflective of problematic institutional values.
* Fear that voicing concerns about returning to in-person instruction might affect the tenure and promotion process.

Quotes:

*“The UW has repeatedly stated they are concerned for the health and safety of students and faculty while making decisions that clearly indicate money is the only thing they are concerned about. So, I do not trust anything UW has posted and most of UW policies are to avoid legal issues, not keep us safe.”*

*“My parents, my spouse, and both my kids are immunocompromised. What more do you want me to say? This has been hell and anytime I try to raise it I'm looked at skeptically or like I don't care about teaching. It's awful.”*

*“This is a game of probability - the more people you are around, the higher your risk. When faculty and staff expressed concerns about this, the university's response was largely ‘deal with it - we want to be back in person.’”*

Personal Scholarship and Career-Related Concerns

Third most impactful challenge category fell in the domain of ***personal scholarship and career-related*** needs, with 47% *reporting student backlash*, 43% reporting *increased service load to address COVID-19 related needs,* 41% reporting *lack of support from colleagues*, and 31% reporting *tenure and promotion worry.*

It is worth noting that among the identified challenges, the five individual challenges that appeared most problematic (reports of moderate to high levels of negative experience) were, (1) *increase in workload* (72% moderate to high intensity); (2) *increase in student support* (68% moderate to high levels of intensity) ; (3) *challenges converting to online instruction* (65% moderate to high levels); (4) *mental health challenges* (57% moderate to high levels of intensity) and (5) *reduction in scholarship* (52% moderate to high levels of intensity).

***Additional Personal Challenges***

Faculty were given the opportunity to provide free responses to the question of *whether additional challenges were experienced that were not outlined in the survey*; the general themes follow:

* Increased caretaking responsibilities
* Increased emotional labor involved with supporting students and colleagues
* Instructional challenges related to transitioning to/from online instruction
* Amplification in workplace inequities along rank, racial, and gender-based lines

Quotes:

*“The pandemic widens the inequity in a way that people with caregiving responsibilities do not have the support (i.e., childcare resources) they need to keep up with the expectations from the university. While this group of people do not get extra support, it seems unfair to use the same criteria to evaluate them.”*

*“In spite of the rhetoric, neither the university nor my unit seemed to adjust its expectations in terms of workloads/meetings/etc. and, in fact, in both cases, it seemed like some groups took it as an opportunity to push things through.”*

Unvaccinated Children in Household

One-third of faculty reported concerns about *returning to in-person instruction related to having unvaccinated children in the household*.

Specific themes identified when asked to elaborate included:

* Additional emotional distress related to potential risks of exposure to children.
* Frequent instructional disruptions caused by COVID-related cancellations/mandated quarantines.
* The presence of additional immune-compromised household members who were unable to receive the vaccine.

Quotes:

*“I've had two unvaccinated, immunocompromised kids and a university that thinks trying to care for them means I don't take my job seriously.”*

**Required Resources/Recommendations**

 **Mental Health**

Almost one-third of faculty reported the need for *mental health support* (29%).

Respondents who reported that mental health challenges affected work-life balance during the pandemic were asked to share ideas about resources they think would be most helpful during and post COVID. The following themes emerged:

* The need for a more robust, faculty-centered mental health care support network that prioritizes wellness and includes telehealth opportunities for individual and group counseling and therapy
* A desire for formalized networks of social support among faculty where participants feel comfortable sharing both hardships and coping strategies
* Greater institutional acknowledgement of how COVID-19 has affected faculty
* An inability to seek necessary mental health care due to time constraints imposed by increases in instructional preparation, student support, and caregiving responsibilities

Quotes:

*“I had little to no time to access services for myself as I was (asked) to attend to students and other work concerns”*

*“Opportunities to gather informally with colleagues virtually or in person (ideally) to talk about how things are going, encouragement and permission from higher-ups (to) take a breather and not pressuring oneself to continue producing at earlier levels is ok, encouraged, and even expected.”*

*“I believe everyone has earned a "mental health quarter" - faculty, staff, and students. Everyone is stressed to a maximum level but feel compelled to continue even though physical and mental health are suffering, because we can't survive financially without working/enrolling”*

**Support for Tenured/Tenure-Track Faculty**

More than one-quarter of respondents (27%) reported that UWT should provide support for tenured/tenure-track faculty by *reducing research expectations* and a substantial proportion (44%) reported that *other supports* are needed.

 *Types of Support Desired for Tenured/Tenure-Track Faculty*

Respondents were asked to identify concrete actions that UWT can implement to support tenured/tenure-track faculty. The most pressing action reported for tenure-track/tenured faculty is to *support scholarship*. This can occur through more release time to engage in research, increased funding to support research, and clarity in research expectations. Faculty want leadership to know that substantial time was lost during the COVID-19 pandemic (attributed to increased teaching load or familial responsibilities) leading to stagnation of or degradation to scholarship. Support to jumpstart research can aid faculty to get back on track. Forty percent of the free responses addressed this issue.

The second most pressing matter is to provide faculty with *teaching support,* specifically, faculty request that teaching load be lowered where possible. Individuals expressed concerns that UWT teaching load for TT faculty remains higher than UW Bothell and request action to lower UWT load to be commensurate with Bothell.

Additional responses from faculty addressed increased administrative support, especially around remote teaching; support generating content for online teaching on Canvas; support for faculty with young children including not requiring in-person instruction; and additional administrative support for students.

Specific themes are:

* Support faculty scholarship where attrition/stagnation was sustained.
* Provide teaching supports including reducing teaching load.
* Increase administrative support including hiring and offer support around Canvas (generation of content for remote learning).
* Cap number of students in classrooms to 30.
* Faculty with children must not teach in person.
* Move to quickly fill outstanding positions involving student support (advising, counseling).
* Reduce service expectations.

Quotes:

“…*find creative ways to increase time for pre-tenured faculty to have research-focused quarters - support at least one more 'research quarter'. A modest reduction in research expectations based on how much we teach is also warranted.”*

*“…teaching load has increased significantly during COVID due to substantial student support needs. We need to make faculty wellness and scholarly activity a priority - we've asked faculty to carry the load to support students for 21 months now without much support for the faculty themselves.”*

*“…I lost time on a grant due to workload converting my classes again and again and again. I need to recuperate the time to get back to the research projects I had moving forward on this funding; and need additional funding to continue analysis for a project we had to retool 2x during covid.”*

 **Support for Teaching Faculty**

More than one-half of respondents (52%) reported that UWT can provide support by *increasing teaching support* to teaching faculty followed by reports of *other support required* (35%).

 *Types of Support Desired for Teaching Faculty*

Respondents were asked to identify concrete actions that UWT can implement to support teaching faculty who experienced setbacks during COVID-19; the most pressing action identified is that of increasing teaching support for teaching faculty. Specifically, faculty request UWT to consider reducing teaching load and service expectations. Faculty further noted that instrumental to supporting teaching is that of providing social and psychological support for students and this is because faculty have directed substantial time and energy to providing psychosocial support to students during the pandemic. Additionally, faculty request an expansion of online, remote and hybrid classes as additional opportunities to best meet students’ needs.

Support around service engagement is another identified area to support teaching faculty. Faculty noted that Schools must first provide clarity in what is expected in service roles for teaching faculty and once expectations are established, that Schools provide some level of administrative support for the service activities of teaching faculty including reducing service expectations where appropriate.

Identified themes were:

* Increase teaching support which must include reducing teaching load.
* Increase psychosocial support to students which will free up faculty to provide pedagogical support to students.
* Reduce service expectations by first clarifying what is expected of teaching faculty and then provide some administrative support to engage in service.
* Provide psychological support to teaching faculty.

Quotes:

*“…teaching faculty (and all faculty) can benefit from more student support outside of the classroom - students are struggling to re-engage with on-campus learning and expectations.”*

*“My perception was that some faculty were overburdened with service work, so we should do a better job of identifying and compensating those folks.”*

*“Provide administrative support for the service work we all do.”*

**Support for Lecturers**

A strong majority of respondents (64%) reported that UWT can offer support by providing *teaching aid* to lecturers.

**Support for Students**

Faculty were asked to share resources they felt would “enhance student re-adjustment to in-person instruction.” Nearly half of survey participants (n=58) responded to this short answer question, and, among the data received, several themes emerged that addressed the following institutional needs:

* Increased institutional investment targeting student support and focused on the following areas:
	+ Academic readiness.
	+ Mental health and wellness.
	+ Financial assistance.
* Clarity regarding how faculty should accommodate students while maintaining instructional integrity.
* Increased flexibility regarding opportunities for online/hybrid instruction.
* Development of a formalized institutional approach to ensuring student success that shifts the burden away from faculty.

Quotes

*“UWT needs to stop reacting after negative events and get people who have the skill-set needed to lead the institutional transformation that must occur. Place the students front and center. Develop accommodations to address varying levels of anxiety students may feel upon full return to in-person services. Most importantly, listen to our students and act.”*

*“Faculty need the university to understand that we are in the midst of an instructional shift that will take YEARS to unravel. And that's not the impression that I am getting when we discuss these matters in faculty meetings. In essence, the idea that we can just jump back into a time machine and return to normalcy after everything that just happened is part of the problem and faculty (and) students are suffering as a result.”*

*“Students and faculty alike are really struggling with figuring out how to respond to students. If EH&S did not have the capacity to handle covid notifications and management on campus, then we should not have returned to on-campus instruction.”*

A number of faculty surveyed expressed frustrations with a general lack of communication, especially around student supports. The lack of clarity about the roles of various student support offices on campus was elevated by the COVID-19 pandemic***. [Statement provided by Faculty Affairs Committee, 3/14/2022]***

**Additional Thoughts from Faculty**

The final question on the instrument asked faculty to provide free responses regarding additional information that they wish to share. A summary of overall feedback, themes and exemplar quotes are provided below.

Summary of Responses

Faculty seek opportunities for engagement with other faculty; they do not feel that the university has produced an adequate plan for in-person engagement as many of the existing protocols in place prevent in-person communing.

Faculty report that the university expects more from them during this very difficult time, without offering additional support to effectively meet work expectations. Faculty report requiring mental health resources and the communication of ways to access such supports; financial support, specifically to help with childcare responsibilities; resources to ease the burdens of in-person teaching for faculty with young children; and pedagogical supports including graders.

Faculty report the need for more targeted support for students. Such supports might include individualized tutoring to assist students in maintaining academic standards and managing their class workload; strategies to assess online course delivery to ensure the best quality online courses are delivered to students; and mental health support for students. Faculty suggest that meetings between students and counselors must be mandatory each quarter to ensure that students stay on task.

Finally, faculty report that a campus-wide discussion is needed to be centered on the new ‘normal’ and an outline of realistic expectations of faculty at the current moment and moving forward. They note that faculty should be afforded the opportunity to voice their specific fears outside of the classroom including concerns around supporting young children and elderly family members. They note that non-stop trauma is affecting both their emotional and physical well-being. Some specific themes are presented below:

* Faculty seek more in person-engagement, but the university did not effectively plan for this.
* Faculty are asked to do more with less. They report needing additional support such as mental health resources, financial support for childcare and pedagogical support for work with students.
* Faculty report that students need support to assure academic success, and these might range from resources in delivering quality online classes, to counseling services that will help students stay on target, to emotional support for students.
* Faculty seek an open discussion on the new ‘normal’ and the campus-level expectations of faculty including an assessment of how realistic the expectations are.

Quotes:

*“I'm a little confused by this push to return to business as usual. Why not use what we learned during the pandemic to reimagine what we can do as we move forward?”*

*“BEFORE we began fall quarter, upper administration should have spear-headed a communication and education campaign for students. 1) Admin (with staff) drafts a list of college-readiness skills for input from faculty. 2) Admin (with staff) finalizes an agreed-upon list of college-readiness skills and develops programs to support students in these skills. 3) before the start of school, these programs are shared with faculty, so we are AWARE of the communication students receive from UWT.”*

*“Isolation has been the worst part, really looking forward to more in-person engagement.”*

*“Upper admin will need to provide more mental health support for faculty, and stipends where needed.”*

*“Don’t try to return to ‘normal’ because this is a new normal and new normal does not work with old infrastructure – need paradigm shift in how UWT approaches academics.”*

*“Mixed messages delivered to both students and faculty. Told it is safe to be on campus but there are a lot of protocols in place preventing communing. Faculty are the ones monitoring the engagement in appropriate covid safety behaviors by other faculty around mask-wearing etc.”*

**APPENDIX A:**

**Tables and Data**

**Demographics**

Academic Rank (%)

Length of Time Employed at UWT (%)

Schools and Programs (Frequencies)

Gender

* 58% female (70)
* 31% male (37)
* 2% non-binary (2)
* 9% prefer not to answer (11)

Race

* 65% white (76)
* 1% Black (1)
* 12% Asian (14)
* 2% Pacific Islander (2)
* 2% American Indian (2)
* 5% multiracial (6)
* 14% Other (16)

Hispanic/Latino

* 11% Hispanic/Latino (12)
* 89% Non-Hispanic/Latino (102)

Work time

* Full time 91% (108)
* part time 6% (7)
* Other 3% (4)

Length of time employed

* < 5 years = 27% (32)
* 5 – 10 years = 40% (48)
* 11- 20 years = 25% (30)
* 21+ years = 8% (9)

**Assessment of Pre- and During COVID-19 Teaching, Service and Research, *n*=121**

In-Person Teaching Pre- and During COVID-19

|  |  |  |
| --- | --- | --- |
|  | **Pre-COVID-19 In-Person Teaching** | **During COVID-19 In-Person Teaching** |
| **< 20%** | 2% | 45% |
| **20 – 40%** | 18% | 15% |
| **41 – 60%** | 25% | 17% |
| **61 – 80%** | 23% | 8% |
| **81+%** | 29% | 8% |
| **Not engaged in teaching** | 3% | 8% |

Online Teaching Pre- and During COVID-19

|  |  |  |
| --- | --- | --- |
|  | **Pre-COVID-19 Online Teaching** | **During COVID-19 Online Teaching** |
| **< 20%** | 53% | 12% |
| **20 – 40%** | 16% | 17% |
| **41 – 60%** | 6% | 20% |
| **61 – 80%** | 1% | 13% |
| **81+%** | 2% | 31% |
| **Not engaged in teaching** | 23% | 8% |

Service Activities Pre- and During COVID-19

|  |  |  |
| --- | --- | --- |
|  | **Pre-COVID-19 Service** | **During COVID-19 Service** |
| **< 20%** | 27% | 29% |
| **20 – 40%** | 52% | 42% |
| **41 – 60%** | 14% | 19% |
| **61 – 80%** | 1% | 5% |
| **81+%** | 1% | 2% |
| **Not engaged in service** | 5% | 4% |

Amount of Negative Impact of COVID-19 on Service

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of meetings attended** | **Length of time in meetings** | **Committee workload** |
| **Substantially Increased** | 16% | 16% | 15% |
| **Moderately Increased** | 29% | 21% | 26% |
| **Slightly Increased** | 13% | 17% | 12% |
| **Did not significantly change** | 42% | 46% | 47% |

Scholarly Activity Pre- and During COVID-19

|  |  |  |
| --- | --- | --- |
|  | **Pre-COVID-19 Scholarship** | **During COVID-19 Scholarship** |
| **< 20%** | 17% | 59% |
| **20 – 40%** | 52% | 19% |
| **41 – 60%** | 19% | 12% |
| **61 – 80%** | 3% | 2% |
| **81+%** | 0% | 1% |
| **Not engaged in scholarship** | 9% | 8% |

Negative impact of COVID-19 on scholarship

Yes = 72%

No = 28%

Level of impact of COVID-19 on Scholarship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Conferences attended** | **Manuscripts published** | **Data collection and related scholarship** | **Time for scholarship** |
| **No Impact** | 9% | 22% | 21% | 12% |
| **Low negative impact** | 10% | 13% | 13% | 12% |
| **Moderate negative impact** | 27% | 31% | 22% | 19% |
| **High negative impact** | 54% | 35% | 45% | 57% |

**Caretaking/Caregiving**

Primary caretakers/caregivers

Yes = 48%

No = 52%

Increase in caretaking/caregiving time

* 1 – 2 hours = 2%
* 2 – 3 hours = 11%
* 4 – 5 hours = 4%
* 6 – 7 hours = 12%
* 8 – 9 hours = 40%
* No increase = 30%

Caretaker/caregiver experiencing reduction in scholarly activities

|  |  |
| --- | --- |
| **Level of Reduction** | **Proportion of faculty experiencing reduction** |
| **< 20%** | 13% |
| **20 – 40%** | 24% |
| **41 – 60%** | 7% |
| **61 – 80%** | 15% |
| **81+%** | 12% |
| **Not engaged in scholarship** | 29% |

**Challenges Experienced by Faculty, *n*=121**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Minimal** | **Moderate** | **High** |
| **Financial strain** | 33% | 58% | 20% | 13% | 8% |
| **Physical health concerns** | 62% | 24% | 28% | 26% | 16% |
| **Mental health concerns** | 67% | 16% | 21% | 29% | 28% |
| **Feelings of isolation and loneliness** | 63% | 20% | 28% | 25% | 18% |
| **Lack of support from peers/colleagues** | 41% | 43% | 18% | 17% | 18% |
| **Reduced scholarship** | 59% | 29% | 14% | 24% | 28% |
| **Promotion and tenure worry** | 31% | 60% | 8% | 13% | 18% |
| **Increased class workload** | 74% | 13% | 8% | 24% | 48% |
| **Time at student support** | 75% | 11% | 13% | 31% | 37% |
| **Challenges with converting to online instruction** | 73% | 13% | 13% | 31% | 34% |
| **Student backlash – poor evaluations** | 47% | 43% | 26% | 16% | 11% |
| **Increased service load to address COVID-related needs** | 43% | 46% | 16% | 20% | 13% |

**Additional Challenges Reported by Faculty**

Additional challenges (33% = yes)

Concerns returning to in-person instruction due to immunocompromised status in household

* 38% yes
* 61% no

Concerns about in-person instruction due to unvaccinated children?

* 33% yes
* 64% no

Needed resources for mental health support – YES = 29%

How UWT can support faculty (TT, teaching professors and lecturers) experiencing personal and professional setbacks

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tenured/Tenure-Track** | **Teaching Professors** | **Lecturers** |
| **Reduce research expectations** | 27% | 3% | 1% |
| **Increase teaching supports** | 20% | 52% | 64% |
| **No supports required** | 9% | 10% | 8% |
| **Other supports** | 44% | 35% | 26% |