Magdalena Barrera, Interim Vice Provost for Faculty Success
Deanna Fassett, Assistant Vice Provost for Faculty Development
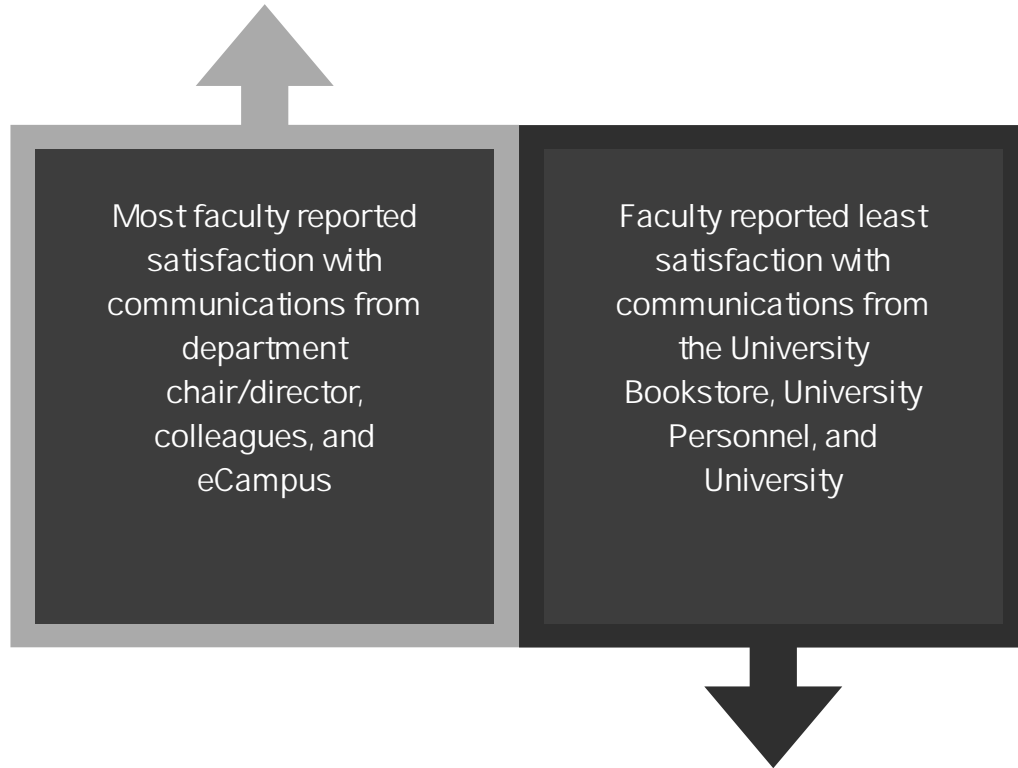Melinda Jackson, Associate Dean for Undergraduate Education

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Compared to lecturers and tenured faculty, tenure-track faculty reported the lowest levels of overall well-being and the greatest

Most faculty reported satisfaction with communications from department chair/director, colleagues, and eCampus

Faculty reported least satisfaction with communications from the University Bookstore, University Personnel, and University

Caregiving responsibilities

49%

Mental health and wellness

55%

Lack of contact with colleagues

64%

More than 1 in 5 faculty (22%) reported being "very" or "extremely" worried about lasting impacts of COVID-19 on their careers

Lecturers shared concerns about job security due to anticipated budget cuts and lower enrollments:

Being a lecturer, low enrollment means less classes to teach. There is so much uncertainty. I generally teach 3 classes but I am only given 2 for Spring 2021 due to low enrollment. There is no way for me to bridge the sudden dip in my income.

Tenured and tenure-track respondents expressed concerns about RSCA:

I have been focused on survival, and on doing the most pressing tasks (teaching, advising, committee meetings, etc.) so my research work has really stalled. I am very nervous that this will tank my career.

My productivity has taken a major hit. While everyone is completely understanding now, I am concerned about how this year will influence my ability to reach full professor as well.

Lecturers and tenure-track faculty alike expected negative impacts on SOTEs:

I am concerned that the stress that students are under will cause them to give me poor evaluations despite my efforts and that will haunt me in the tenure process.

I am afraid that I will receive poor reviews from students and peers which could negatively impact my career. . . . I don't want to be judged for having to make a pivot to what is the total opposite way that I normally teach.

Fall 2020 Modalities

Synchronous Online
47%

Bichronous Online
27%

Asynchronous
Online 18%
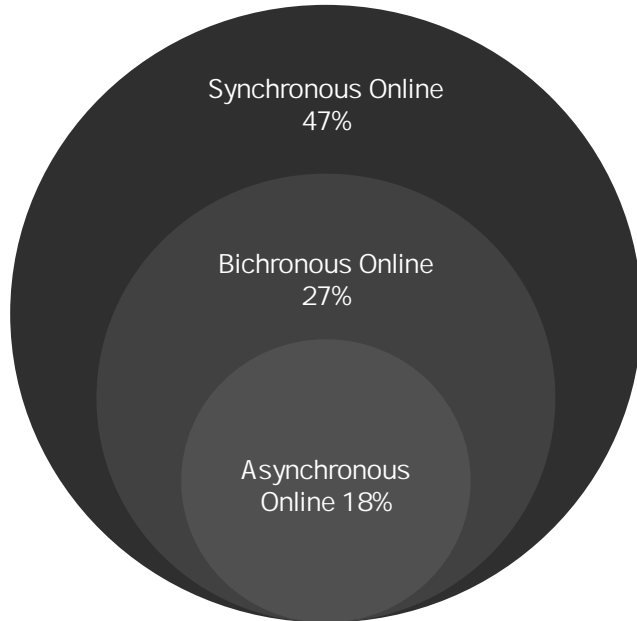
Faculty reported greatest satisfaction with

Zoom session security (65%)

Communication with students (52%)

Communication from the university about
resources for students (39%)

Translating pedagogy and assignments online
(39%)

Faculty were least satisfied with their ability to
ensure academic integrity (33%)

1. Create working groups to address faculty concerns--particularly given the pandemic-related effects on workload and RTP. Complete an audit of faculty service commitments with a focus on equity.

2. Develop generous tenure-clock extension for tenure-track faculty. Impacts of the COVID-19 pandemic will stretch beyond one year. Impacts on faculty include not only individual stress and disruptions, but additional impacts on children and other family members, challenges of maintaining professional identity in isolation from colleagues and in-person support.

3. Engage college and department-level leadership in communication campaigns. Faculty tend to pay more attention to (and have greater trust in) communications from their "local level" leaders. Think about ways to have Deans, ADs, and Chairs/Directors amplify important messages from university leadership.

4. Offer a "Summer 2.0" faculty development program that builds on last summer's certificate and in consultation with faculty. [Work on this program already in progress.]

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What resonates for you about these findings? Did anything surprise you?

What resources might we promote or create in light of these findings, and for whom?

What more information do we need in order to take informed actions in support of faculty?