SJSU FALL 2020 FACULTY SURVEY SUMMARY REPORT

MAY 2021

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ABOUT THE SURVEY

The Fall 2020 Faculty Survey was conducted between November 16, 2020 and January 8, 2021. This survey included questions about faculty experiences during the COVID-19 pandemic, well-being and caregiving responsibilities, and the transition to online teaching and remote working. All faculty (N=1931) were invited to participate by email from the Provost's Office. A total of 714 respondents completed the survey, for a response rate of 37%.

Survey responses were confidential, but respondents were asked to provide their gender identity, ethnicity, age, and faculty role, to enable comparisons among different groups. Analysis of these data showed that survey respondents provided a representative sample of the SJSU faculty population. In some of these demographic categories a high percentage of missing data due to non-response make a detailed comparison difficult, but the survey sample is broadly representative of the overall population. This report includes summary statistics and key findings for the full sample along with comparisons among demographic groups. Summary demographic statistics are provided in Appendix A.

We thank the survey committee and all respondents for their participation in this project in support of faculty success on our campus.

SURVEY COMMITTEE MEMBERS

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SECTION 1: WELL-BEING AND ACCESS TO RESOURCES

Faculty were first asked about their overall well-being, and how working remotely was going for them in Fall 2020. These holistic questions were followed by more specific questions about teaching and access to resources.

Key Findings:

➢ *Approximately one third of SJSU faculty (24%) reported that they were doing very or extremely well overall in Fall 2020, while 20% reported that they were doing only slightly well or not well at all.*

➢ *Nearly 4 in 10 SJSU faculty (38%) reported that working remotely was going very or extremely well for them in Fall 2020, while 18% reported that it was going only slightly well or not well at all.*

➢ *Nearly all faculty reported having access to computer equipment (96%) and internet access (92%) to support their online teaching/remote work. Slightly fewer faculty reported having access to physical space (85%) and a quiet environment (80%) to support their remote work.*

➢ *Faculty awareness of university websites to support online teaching, learning, and engagement could be improved. A significant number of faculty (37-48%) reported being unaware of the SJSU Teach Anywhere, Work Anywhere, Learn Anywhere, and Discover SJSU resource websites.*

➢ *While a significant number of faculty (72%) reported making equipment purchases to support their remote work (12% of which were reimbursed), a majority reported that this did not represent a significant financial burden.*

➢ *Faculty made use of a number of online campus resources in Fall 2020. Most used were Library services (60%), IT services (59%), eCampus services and workshops (53%), and Center for Faculty Development programs (48%). Faculty were least aware of online counseling services, the Employee Assistance Program (Empathia), COVID-19 leave programs, and the equipment loan program.*

Q1. How would you say you are doing overall?

Response	Percentage
Extremely well	5%
Very well	29%
Moderately well	46%
Slightly well	15%
Not well at all	5%

Note: Column totals may be slightly above or below 100% due to rounding.

Q2. How is working remotely going for you this semester?

Response	Percentage
Extremely well	8%
Very well	30%
Moderately well	41%
Slightly well	14%
Not well at all	4%
Other	2%

Note: Column totals may be slightly above or below 100% due to rounding.

Q3. Are you teaching in Fall 2020?

Response	Percentage
Yes	91%
No	6%
Other	3%
Number of responses (N)	707

Note: Column totals may be slightly above or below 100% due to rounding.

Q4. Do you have access to the following resources to support your online teaching/remote work?

	Yes	No	Not Needed
Computer equipment	96%	3%	2%
Reliable internet access	92%	7%	1%
Physical space for teaching and working	85%	14%	2%
Quiet environment for teaching and working	80%	20%	1%

Note: Column totals may be slightly above or below 100% due to rounding.

Q5. Have you visited the following websites?

	Yes	No	Did not know about this
Teach Anywhere (www.sjsu.edu/teachanywhere)	35%	28%	37%
Work Anywhere (www.sjsu.edu/workanywhere)	22%	35%	43%
Learn Anywhere (www.sjsu.edu/learnanywhere)	22%	35%	43%
Discover SJSU (www.sjsu.edu/discover)	18%	34%	48%

Note: Column totals may be slightly above or below 100% due to rounding.

Q6. Have you purchased any equipment or supplies to support your online teaching/remote work in Fall 2020? Please check all that apply.

Yes, reimbursed purchases	12%
Yes, non-reimbursed purchases	60%
No	29%

Note: Column totals greater that 100% due to multiple responses.

Q7. What equipment or supplies have you purchased to support your online teaching or remote work?

Across every rank, respondents identified the need for greater administrative support, additional instructional design support, funds (stipend or reimbursement) for equipment purchases, and that most precious commodity: Time. Sample quotes are included below.

- *I am not tech savvy, 90% of how things work on a computer do not make sense to me. I need someone to make all my videos and tutorials edit them and make them into you tube videos or mp45 or whatever it is and then show me how to use them and save them and not on invisible clip boards.*

- *All of these resources are my personal resources and I have had to purchase more things at my own expense other items such as a mesh system to stabilize my internet signal, throughout my house, a microphone and external camera in order to zoom with my students.*

- *In general, I feel as though obtaining the necessary resources has been a struggle. Our institution needs to do a better job of supporting faculty in using professional funds and college wide funds to purchase needed software and equipment without the traditional hurdles to this process.*

- *TIME. Create it by showing some flexibility regarding administrative deadlines. Give us space to grade fairly and be generous with extensions; make it possible to submit incomplete grading rosters or rosters with temporary extensions short of incompletes. And relax about ASAs. It's not as though any faculty members are receiving the documents we need to produce them in a timely fashion.*

Q8. Approximately how much have you spent (unreimbursed) on equipment or supplies to support your online teaching or remote work?

Low	High	Average	Median	Mode
$0	$7000	$726	$300	$200

Q9. To what degree has the purchase of equipment or supplies to support your online teaching/remote work created a financial burden for you?

No financial burden	34%
Slight financial burden	41%
Moderate financial burden	19%
Significant financial burden	7%

Q10. Did you use any of the following resources during the Fall 2020 semester?

	Yes	No	Did not know about this
Equipment loan program (laptops, etc.)	15%	78%	7%
On campus office	18%	81%	2%
On campus lab or research space	8%	91%	1%
eCampus workshops/support	53%	45%	2%
Center for Faculty Development (CFD) workshops/support	48%	50%	2%
Office of Diversity, Equity & Inclusion (ODEI) workshops/support	24%	73%	3%
IT support services	59%	41%	1%
Online library services	60%	39%	1%
Online campus events (e.g., Spartan Speakers Series, Campus Reading Program, Town Halls)	38%	61%	1%
Online counseling services for employees	3%	90%	8%
Employee Assistance Program (Empathia)	2%	85%	12%
Coronavirus leave program (e.g., CPAL, FFCRA)	3%	90%	8%

Note: Row totals may be slightly above or below 100% due to rounding.

Q11. Are there other resources you could use from the university to support your work? Please explain.

As with Question 7, faculty of every rank requested additional administrative, emotional, child care resources, instructional support, funding, and time. Sample quotes are included below.

- *I live remotely, so on campus resources are inaccessible. The most important resource I need is a better organized administration. When there are payroll or technical issues, it usually takes several attempts to receive a response. It often takes several responses to get an answer to my question, and sometimes I simply can't get an answer and have to figure out a workaround on my own. The administration's understanding of its own policies is also an issue, as I'll get different answers from different departments, advice that ends up being inaccurate, or even passed in a circle from one department to the next (without a solution). Many of the sjsu.edu links are broken, too, which means that I can't find answers on my own. I would say that the administration's lack of organization and support is by far the greatest challenge of working at SJSU, and when I provide feedback I rarely receive a response. There should be more interest in supporting staff.*

- *I have a therapist, but I notice that my colleagues seem shell-shocked and it looks like they could use more connections with others and more psychological and emotional support. I think people feel isolated and overwhelmed.*

- *A recognition that we are all carrying a lot more stress and not to ask* more *work of us during the remote setting. We are all already doing additional preps, as every online class is an additional prep, and there is an expectation that since we are all home, we can work more. That is not sustainable.*

- *The administrative staff who are working are good, but they are overburdened. As a result, it often takes 4-5 emails to get questions answered beyond the department level.*

- *Better responsiveness with bureaucracy and SJSU systems. I understand everyone is stressed. Too many new systems and requirements to get work done with insufficient support and timely responses. This affects everything in the work chain.*

- *It would be nice if we could be granted the permission to carve out off time for ourselves since work and home life have become completely fused. Even if I plan a few hours or even a day off for myself, the email and meetings and work to be done never ends.*

SECTION 2: CAREGIVING RESPONSIBILITIES AND IMPACT ON REMOTE WORKING

Key Findings:

> ➢ *A majority of faculty respondents (56%) reported at least one caregiving responsibility. Half of these respondents reported having no paid or unpaid help with caregiving.*

> ➢ *The vast majority (79%) of faculty with school-aged children reported that their children were attending school online from home during Fall 2020.*

> ➢ *A number of faculty reported that they did not have sufficient assistance to support their children's online learning (32%), and that their children's online school activities (45%) and social and emotional well-being (49%) were negatively impacting their own work in Fall 2020.*

Q12. Are you responsible for any of the following this semester? Please check all that apply.

Caring for preschool aged children at home	8%
Caring for elementary school aged children at home (K-5th grades)	16%
Caring for middle or high school aged children at home (6th – 12th grades)	20%
Caring for parents or other family members	25%
Other caregiving responsibilities	11%

Note: Total percentage is below 100% as respondents may fall into more than one category.

A majority of faculty respondents (56%) reported at least one caregiving responsibility, while 44% did not report any of the caregiving responsibilities listed above.

Q13. Do you have help with caregiving (paid or unpaid)?

Yes	19%
No	50%
Sometimes	20%
Not needed	12%

Q14. Are your currently children attending school in-person or online?

In-person (full-time)	5%
Online from home (at least part-time)	79%
Online from another location (at least part-time)	3%
Other	13%

Q15. Please indicate your agreement with the following statements.

	Agree	Neither Agree nor Disagree	Disagree
I have sufficient assistance to support my children's online school activities.	41%	27%	32%
My children's online school activities are negatively impacting my work.	45%	26%	29%
My children's social/emotional wellbeing is negatively impacting my work.	49%	27%	25%

Note: Column totals may be slightly above or below 100% due to rounding.

SECTION 3: COMMUNICATIONS AND SUPPORT, CAREER CONCERNS

Key Findings:

➢ *A majority of faculty reported being satisfied with communications and support received from a variety of campus offices in Fall 2020. They were most satisfied with communication and support from their department chair or director, colleagues, and eCampus, and least satisfied with those from the University Bookstore, University Personnel, and the University Administration.*

➢ *Significant numbers of faculty reported that family and caregiving responsibilities (22%), concerns about mental health and wellness (22%), and lack of contact with colleagues (22%) impacted their effectiveness as a faculty member "a lot" in Fall 2020.*

➢ *More than 1 in 5 faculty (22%) reported being "very" or "extremely" concerned about the lasting impact of COVID-19 on their careers.*

Q16. How satisfied are you with the communication and support you have received from each of the following this semester?

	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Mean
	(3)	(2)	(1)	(1-3)
Your department chair/director	78%	14%	8%	2.70
Your college dean's office	62%	30%	8%	2.53
University administration (President, Provost, etc.)	51%	38%	12%	2.39
University Personnel	45%	40%	15%	2.30
Your colleagues	70%	26%	5%	2.65
Center for Faculty Development	59%	37%	4%	2.55
eCampus	64%	33%	4%	2.60
University Library	59%	37%	4%	2.55
University Bookstore	36%	57%	8%	2.28
Other (please specify)	49%	30%	21%	2.28

"Other" responses included a variety of campus offices such as Facilities, Development & Operations (FD&O), IT, University Police Department, and other comments elaborating on specific communications.

Q17. In your opinion, to what degree did the following impact your effectiveness as a faculty member in Fall 2020?

	Not at all	Very little	Somewhat	A lot
Family/caregiving responsibilities	30%	21%	27%	22%
Financial pressures	34%	29%	23%	15%
Physical health issues	39%	25%	26%	10%
Concerns about mental health and wellness	23%	23%	33%	22%
Lack of contact with colleagues	17%	19%	42%	22%
Other (please specify)	32%	5%	14%	49%

"Other" impacts listed included concern for students, lack of contact with student and colleagues, isolation, disruptions due to wildfires, concerns about job security, access to vaccines, and political events.

Q18. How concerned are you that the COVID-19 crisis will have a lasting negative impact on your career?

Not at all concerned	27%
A little concerned	27%
Somewhat concerned	25%
Very concerned	15%
Extremely concerned	7%

Q19. What specific concerns do you have about the lasting impact on your career?

The top concern among Lecturer faculty was increasing job insecurity due to reduced budgets and enrollments. Sample quotes for this finding and others for this open-ended question are included below.

- *My only concern is if enrollment drops significantly, I could lose classes to a T/TT member of the program.*

- *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.*

- *I never know when it might be my last semester (or how many classes I'll be teaching) and often get less than a week's notice that I will be teaching. I would love to develop my class more, but there is no reason to if the future is uncertain. I know that I'm only a fraction of the teacher I could be with proper support and security.*

Lecturer and Assistant Professor faculty both identified concerns about how SOTEs may negatively impact future evaluations.

- *I am afraid that I will receive poor reviews from students and peers which could negatively impact my career. No one should have to be evaluated during this time, because the majority of us don't know what we're doing yet. It takes me about 3 semesters of teaching a class to get it to where I want it to be (where I feel comfortable and confident about the class). I don't want to be judged for having to make a pivot to what is the total opposite way that I normally teach.*

- *I taught two brand new courses that I had authored for the first time during Fall 2020. Neither was designed as an online course. I have not yet seen the SOTES, but am concerned that they will be low, offering less support for my teaching effectiveness in my tenure dossier.*

- *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. The undue weight that SOTES are given in tenure considerations at SJSU are well known and will only be exacerbated due to COVID.*

Tenure-track and tenured faculty alike shared concerns about interruptions to their research, particularly due to the demands of adjusting to remote work.

- *RSCA-related work is currently moving more slowly, which could affect timelines for restarting on-campus work and collecting data that would help apply for grants. I am uncertain how this will translate in the long term.*

- *I feel that transitioning my classes to the online format took up a lot of time that I had budgeted for research - both over the summer, and during the semester. I am a little worried that this time set-back could hurt my productivity and tenure case.*

- *My research program took a major productivity hit and will probably take a while to recover even once we are back in person normally. Many students are graduating and I have lost the training pipeline it took me years to develop.*

- *Burn out is coming very quickly this semester. I am completely unable to do any sort of research for my RSCA project. I'm so burdened by administrative and process tasks that there's no time left in the day after sitting in my chair and working from 7am-7pm.*

As a result, tenure-line faculty raised concerns about the outcome of the retention, tenure, and promotion (RTP) process moving forward.

- *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.*

- *I am primarily concerned with the excessive service responsibilities and research expectations. My commitment has been to students and my classes and I believe the University should weigh teaching heavily this year, but this is not the feeling and sentiment I read into the communication from the University.*

- *I'm heavily concerned about RTP procedures. For example, this year there was no timeline extension for the submissions despite COVID-19 concerns and a myriad of technical issues with the platform. While I do feel the institution overall has been responsive to faculty, I strongly believe deadlines should have been extended for RTP submissions.*

- *I am concerned about the impact to research support through conferences and grants, as well as the expected contraction in higher education concomitant with the expectation that you are home so you can work all the time, leading to higher expectations on research, teaching, and service.*

Q20. Taking into consideration personal as well as professional circumstances, to what degree have your planned research, scholarship, and creative activities (RSCA) been affected by COVID-19, wildfires, the general socio-political landscape, and other extraordinary circumstances? Please select the option that most closely describes your situation.

	Lecturer	Tenure-Track	Tenured
All RSCA endeavors have been canceled or paused	10.8%	10.2%	15.0%
Some RSCA endeavors have been canceled or paused	8.9%	35.4%	26.9%
I am redirecting/pivoting my RSCA agenda to new/different projects	5.7%	16.5%	8.4%
My RSCA endeavors have not been influenced at all	2.5%	3.1%	8.4%
My current RSCA endeavors will be completed, but future projects will be in a new direction	0.6%	2.4%	3.6%
My RSCA endeavors continue, but I have been affected by longer publication timelines, canceled conferences and speaking opportunities, canceled professional development, etc.	6.3%	26.0%	21.6%
Not applicable to me	63.5%	2.4%	8.4%

Q21. Please feel free to elaborate on the answer you chose from the above question. Are there any concerns or experiences you would like to share about impacts on your RSCA?

Lecturers expressed concerns about postponed RSCA; increased demands on their time due to the shift to online teaching; and bureaucratic processes that appear to be indifferent to the challenges of the current moment. Sample quotes for this finding and others for this open-ended question are included below.

- *My work has been partially redirected to include Covid-related issues, and a conference that was delayed from last April in the hope of resuming this coming April '21 will likely be delayed again or canceled completely. A smaller, independent conference, I worry it will go under financially and cease to exist. One press that was reviewing my book had its budget frozen this year and won't be able to publish new titles for the foreseeable future.*

- *I had to postpone some data collection because my students are too shell shocked to add this burden to their already full plates.*

- *I think the extra-curricular demands around lesson planning and supporting students need in the form of emails and excess office hours has flooded my traditional time for RSCA. I am finding myself working 10x as hard to emotionally support my students, much less reiterate lecture material.*

- *Since virtual teaching has taken 4x the amount of time the last 2 semesters I'm unable to fulfill by commitment of completing 3 chapters for [a] textbook that was due this year.*

- *You're killing it with the death by a thousand cuts approach to paperwork and your inflexibility regarding administrative deadlines.*

- *No one should have to think or worry about RSCA this year. Why are we treating 2020 like a normal RSCA year?*

Tenure-track faculty found that their RSCA has been significantly impacted by slower response times from journals and conferences that have been canceled. Moreover, the pandemic has especially impacted faculty who are unable to run their labs, visit field work sites, and/or engage in interviews. Some tenure-track faculty have redirected their research, yet heading in new directions takes time.

- *While I am still able to produce my work, the outlets for publishing and showing this work have been deeply impacted by COVID-19. Many of the institutions I would look to for these projects have closed or delayed much of their programming, leaving me with a uncertain outlook for the next 1-3 years.*

- *All of my RSCA activities have been impacted. Many of my collaborators have also been strongly impacted by the pandemic (including two who contracted COVID) and so I've ended up doing more project management than usual. The scholarship aspect of these projects has slowed significantly because I just don't have the mental/emotional energy to do intellectually challenging work. I do not expect to submit any manuscripts for publication in 2020.*

- *I have a couple of students going into lab a couple times a week and keeping the research moving forward, but I have barely been able to go in myself except for maintenance. I used to have an active group with several people working every day, but since the pandemic I only have a small subset of my students approved to go onto campus for research. Because students are stressed and overwhelmed, even those who are approved for work are not getting as much done or going in as often as they would normally. We have made very little progress since the pandemic started and have definitely lost the momentum.*

- *My RSCA work involves lab experimentation. Figuring out what forms I needed to turn in to gain access to the lab space was not always clear. I also feel that, as a recent hire, it has been more difficult for me to get a handle on how things like ordering and receiving equipment and supplies work. I didn't know how they were supposed to work normally, much less how they were impacted by the COVID-19 crisis. This meant that I put off ordering samples that required cold storage, for example, because I was worried that they would not arrive in a timely fashion and the samples would spoil.*

- *Really it is a mix. All RSCA endeavors had been paused, but that resulted in me redirecting and pivoting my research into new directions. I am not sure how exactly to restart my normal RSCA pursuits, which involve multi-institution collaborations, tight spaces during field work, and extensive time in the lab, until things return to some state of normalcy.*

- *For me, given my expertise related to online learning it has allowed me to re-direct some RSCA related efforts to the point it has been overwhelming. It is hard to communicate to journals and other professional opportunities the difference between the current need (crisis learning) versus the long term impact of online education (which will be around post-COVID). Everyone is COVID focused, and wanting COVID connections when they may not exist or not appropriate.*

Like their colleagues, tenured faculty also saw their RSCA delayed by increased journal response times, canceled conferences, and inability to connect with collaborators. The shift to remote teaching also took time and energy away fromtheir RSCA endeavors. The responsibilities of leadership positions during this time also impacted RSCA productivity.

- *Everything takes much longer and so I am continuing with similar projects, but at a much reduced pace. I had to cancel a few important research trips and focus on the projects that can be most easily accomplished with the new restrictions.*

- *I have had some RSCA projects that I just put aside and may or may not ever return to. I am also redirecting some of my RSCA projects in a positive way - collaborating with some new folks and we have even submitted two grants this semester (one of which was successful). At the same time, I have had conferences reduce their accepted abstracts, and I have had two manuscripts under review since May that I still haven't heard from!*

- *I usually workshop my new research projects at conferences -- all of those have been cancelled. . . . Editors of journals are not getting back to me for 7 months (when they were regularly corresponding after a few weeks). the authors I work with are inundated with administrative work and teaching. Ability to collaborate via zoom is limited to what we can get done in an hour because we are all zoom zombies. It's a complete inability to think deeply, which is required of research in the Humanities.*

- *I have been totally fixated on rewriting syllabi, making videos for my classes, grading quizzes, and dealing with sad students. I did write two 5000 word essays, but I have not had the peace of mind to work on my own material. This is really unlike me. It is pretty upsetting.*

- *I have spent an inordinate amount of time revamping my courses and answering student emails or attending meetings online. This has affected my publications. I have not had the time to write this semester.*

- *Due to the nature of my position, almost all my effort has been focused on my primary assignment; RSCA has taken a back seat. There is simply too much to do and not enough administrative support.*

- *I am in [a live-performance field where] all RSCA was canceled. However, I am pivoting my RSCA to focus on live streaming . . . . I am researching the above and training in how to do so. I am concerned, however, because I now must invest 12 hours a day/ 7 days a week just to keep my department running (as well as support my own children). I don't have enough time to complete my RSCA.*

SECTION 4: TEACHING IN FALL 2020 AND FUTURE PREFERENCES

Key Findings:

➢ *Synchronous online courses (47%) were the most common modality reported in Fall 2020, followed by bichronous online (27%) and asynchronous online (18%).*

➢ *Faculty reported greatest satisfaction with in-person courses (77% satisfied) in Fall 2020, although very few courses were offered in this modality due to public health guidelines. There were very small differences in reported satisfaction with asynchronous online (57%), synchronous online (56%), and bichronous online (58%) modalities.*

➢ *Faculty preferences for future teaching modalities include a variety of options with in-person (52%), hybrid (38%), and synchronous online (21%) being most popular. While a majority of faculty (59%) said they preferred a single teaching modality in the future, a significant minority (41%) preferred a mix of multiple modalities.*

➢ *Faculty reported greatest satisfaction with the following aspects of online teaching: Zoom session security (65%), communication with students (52%), communication from the university about resources for students (39%), and translating pedagogy and assignments online (39%). Faculty were least satisfied with their ability to ensure academic integrity (33%).*

Q22. How many classes are you teaching at SJSU in the Fall 2020 semester?

0	1.5%
1	21%
2	27%
3	27%
4	13%
5	7%
6	2%
Other	3%

Q23. Which of the following types of classes are you teaching this semester? (Mark all that apply)

Undergraduate courses	61%
Graduate courses	29%
Other	2%

Q24. Which of the following teaching modes are you using for your courses this semester? (Mark all that apply)

Asynchronous online	18%
Synchronous online	47%
Bichronous online (mix of Asynchronous/Synchronous)	27%
In-person	2%
Hybrid in-person and online	7%
Other	1%

Q25. How satisfied are you with your experiences in each type of class?

	Satisfied (3)	Neither Satisfied nor Dissatisfied (2)	Dissatisfied (1)	Mean (1-3)
Asynchronous online	57%	26%	17%	2.39
Synchronous online	56%	29%	16%	2.41
Bichronous online (mix of Asynchronous/Synchronous)	58%	30%	12%	2.46
In-person	77%	11%	12%	2.65
Hybrid in-person and online	48%	33%	19%	2.29

Q26. When in-person instruction is no longer restricted what type of teaching do you think you would prefer? (Mark all that apply)

	Multiple modalities chosen	Single modality chosen
Asynchronous online	17%	4.5%
Synchronous online	21%	4.5%
Bichronous online (mix of Asynchronous/Synchronous)	17%	4.5%
In-person	52%	32%
Hybrid (in-person/online)	38%	13%
Other	2%	0.8%

Faculty were able to select multiple options for modality preferences in the future. A majority of faculty (59%) chose one modality only, while 41% chose more than one modality. Preferences for multiple or single teaching modalities are listed separately in the table above. Of those choosing a single modality, in-person teaching was most preferred (32%), followed by hybrid in-person/online (13%).

Q27. How satisfied are you with the following aspects of your online teaching experience this semester?

	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Mean
	(3)	**(2)**	**(1)**	**(1-3)**
Communication with students	52%	25%	22%	2.30
Communication/interactions with colleagues	35%	36%	29%	2.06
Communication from university about resources for students	39%	43%	18%	2.21
Translating pedagogy and assignments to online format	39%	38%	23%	2.16
Zoom session security	65%	28%	7%	2.57
Ability to ensure academic integrity	33%	35%	32%	2.01
Other	13%	19%	69%	1.44

Note: Row totals may be slightly above or below 100% due to rounding.

"Other" responses included lack of informal interactions with students, challenges around student participation and engagement, and more specific concerns about academic integrity in an online teaching and learning environment.

SECTION 5: ONLINE TEACHING PRACTICES AND PEDAGOGIES

Key Findings:

➢ *A majority of faculty (52%) reported having never taught an online class prior to Spring 2020.*

➢ *More than 6 in 10 faculty respondents participated in the SJSU Teach Online Summer Certificate Program in 2020. There were no significant differences in prior online teaching experience between faculty who participated in this training program and those who did not.*

➢ *Faculty who participated in the SJSU Teach Online Summer Certification Program were less likely to say they felt "not at all prepared" for online teaching, and more likely to say they felt " a little" or "moderately" prepared, compared to those who did not participate. A majority (54%) of faculty who did not participate in the summer training program said they already felt "very prepared" or "fully prepared" for online teaching.*

➢ *Faculty reported using a wide variety of pedagogical techniques in their online courses in Fall 2020, with the most common being online office hours (70%), live video lectures (67%), posting lecture slides on Canvas (59%), and frequent low-stakes assessments (58%).*

➢ *Faculty who participated in the SJSU Summer 2020 Teach Online Certificate Program reported using a number of online pedagogical techniques more frequently than those who did not participate in this program, particularly with regard to Universal Design for Learning principles (+55 percentage point difference), frequent low-stakes assessment (+25), online breakout rooms (+22), and online discussion boards (+21).*

➢ *A majority of faculty reported that they are recording video lectures and making them available to students always (52%) or sometimes (20%).*

Q28. Prior to Spring 2020, how many online classes had you taught?

0	52%
1	10%
2	10%
3 or more	28%

Q29. Did you participate in the SJSU Teach Online Summer Certificate Program in Summer 2020?

Yes	61%
No	39%

Online Teaching Experience Prior to Spring 2020	Participated in Summer 2020 Teach Online Certificate Program	
	Yes	No
0 online classes	52%	51%
1 online class	11%	10%
2 online classes	9%	10%
3 or more online classes	28%	29%
N	393	254

Q30. [Among those who did not participate in the Summer 2020 SJSU Teach Online Summer Certificate Program] Which of the following best describes your reason(s) for not participating? (Mark all that apply)

Did not feel that I needed this training	24%
Not able to participate in Summer 2020	36%
Not interested in this training program	7%
Plan to participate in Winter 2021	9%
Did not know about this program	13%
Other	25%
N	255

Q31. How well-prepared do you feel you were for online remote teaching in Fall 2020?

	Participated in Summer 2020 Teach Online Program	Did not participate in Summer 2020 Teach Online Program
Not at all prepared	1%	3%
A little prepared	12%	10%
Moderately prepared	44%	32%
Very prepared	29%	32%
Fully prepared	14%	22%

Q32. Which of the following strategies have you used in your online courses this semester and/or in the past? (Mark all that apply)

	Using now	Used in the past	Do not use	Want to know more about
Giving live lectures on Zoom or another online platform	67%	17%	8%	1%
Pre-recorded video lectures posted on Canvas	43%	19%	24%	3%
Lecture slides posted on Canvas	59%	26%	11%	1%
Online discussion boards	55%	23%	15%	3%
Online breakout rooms for small groups	54%	13%	15%	5%
Frequent low-stakes assessments (e.g., quizzes, short assignments)	58%	21%	13%	2%
Oral exams	8%	4%	61%	4%
Proctored online exams	18%	7%	51%	3%
Classroom response systems such as polling, iClicker, etc.	35%	15%	29%	7%
Informal online socialization time for students before or after class	36%	10%	31%	9%
Online office hours	70%	16%	5%	1%
Universal Design for Learning (UDL) principles	47%	13%	18%	11%
Problem-based discussion boards or assignments focused on sociopolitical/social justice issues	31%	11%	33%	10%

Note: Row totals may be slightly above or below 100% due to rounding.

Fall 2020 Online Pedagogical Strategies by Summer 2020 Teach Online Certificate Program Participation			
Using in Fall 2020	Attended Summer 2020 Teach Online Certificate Program (A)	Did not attend Summer 2020 Teach Online Certificate Program (B)	Difference between groups A and B
Giving live lectures on Zoom or another online platform	82%	77%	+5
Pre-recorded video lectures posted on Canvas	59%	41%	+18
Lecture slides posted on Canvas	76%	64%	+12
Online discussion boards	74%	53%	+21
Online breakout rooms for small groups	73%	51%	+22
Frequent low-stakes assessments (e.g., quizzes, short assignments)	79%	54%	+25
Oral exams	8%	11%	-3
Proctored online exams	25%	17%	+8
Classroom response systems such as polling, iClicker, etc.	46%	35%	+11
Informal online socialization time for students before or after class	46%	35%	+11
Online office hours	89%	77%	+12
Universal Design for Learning (UDL) principles	78%	23%	+55
Problem-based discussion boards or assignments focused on sociopolitical/social justice issues	44%	25%	+19
Recording live lectures	55%	47%	+8

Q33. Are you recording your live class lectures and posting them for students to review?

Yes	52%
No	25%
Sometimes	20%
Other	4%

"Other" responses included making lecture videos available by request only, and concerns about recording class sessions due to privacy issues, especially when class discussion may address sensitive issues.

SECTION 6: RESPONDENT CHARACTERISTICS

Q34. What is your faculty role?

Lecturer	51%
Tenure-track	20%
Tenured	23%
Department Chair/School Director	4%
Other	2%

Q35-36. How long have you been teaching at SJSU? How long have you been teaching in higher education (including all institutions)?

	Teaching at SJSU	Teaching in Higher Education
Less than 1 year	9%	4%
1-3 years	24%	12%
4-6 years	18%	14%
7-10 years	12%	16%
11-15 years	15%	17%
16-20 years	10%	15%
More than 20 years	14%	23%

Q37. In which college(s) do you teach? (Mark all that apply)

Lucas College and Graduate School of Business	7%
Connie L. Lurie College of Education	8%
Charles W. Davidson College of Engineering	8%
College of Health and Human Sciences	15%
College of Humanities and the Arts	18%
College of Professional and Global Education	2%
College of Science	9%
College of Social Sciences	14%
University Library	1%

Q38. Are you currently teaching at any other institutions besides SJSU?

Yes	23%
No	77%

Q39. How many courses are you teaching in total this semester, at all institutions? [Among those teaching at multiple institutions]

1	9%
2	13%
3	14%
4	13%
5	20%
6	14%
7	7%
8	7%
12	3%
13	1%
N	71

Q40. What is your current gender/gender identity?

Female	54%
Male	29%
Trans-spectrum	6%
Missing (no response)	12%

Q41. What is your age?

35 or younger	8%
36-45	23%
46-54	19%
55-60	10%
61-65	9%
66 or older	8%
Missing	23%

Q42. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)

	N	%
Asian/South Asian/Filipinx/Southeast Asian	97	14%
Black/African American/African	14	2%
Hispanic/Latinx/Chicanx	51	7%
White/European	312	44%
Middle Eastern	15	2%
Jewish	34	5%
American Indian/Native/Alaskan Native	8	1%
Native Hawaiian/Pacific Islander	4	0.6%
Multiracial	24	3%
Missing/Other	155	22%
Total	714	

Q43. Is there anything else you would like to share with us about your experiences this semester?

Sample responses include:

- *Grateful to teach at SJSU. I love my job and I am certain that we will be better as professionals as a community at the end of all of this/*

- *I am proud that our campus community rose to the challenges and came together to support faculty and students and to keep us informed. I appreciate consistent correspondence and reminders, even when some information about resources is repeated/*

- *Thank you to SJSU for all the efforts made to support faculty (and students) during this time. Overall I have been very impressed with the efforts and resources the University has provided. I know these are trying time. I'm glad to be at SJSU at this time. It's a great institution (despite a few items that are difficult)!*

- *"I am hoping that as a culture, this experience can teach us all to have empathy that everyone is trying their best in a very difficult situation. I think we need to give everyone, especially our students, space and understanding!*

- *SJSU has done a great job of supporting us, all things considered. The summer workshop was especially helpful. Thank you!*

- *Thank you for this anonymous survey. It extremely important to get a pulse on the campus community every semester regardless of a global pandemic, and even more important during a global pandemic.*

- *I do appreciate how far in advance we were told we would be doing online teaching this year, and appreciate all the effort that went into the online teaching training. I have friends at other institutions who were not supported in this way, which added to what was already stressful times.*

- *Thank you for asking us about our experiences. It actually feels good just to get to talk about it.*

- *The early decisions to commit to online instruction have been a lifesaver (probably literally, in terms of COVID, but also in terms of faculty being able to prepare). I have talked with colleagues at other institutions -- SJSU/the CSU really has gotten this right. Thanks for making the hard decisions early. The quality of my instruction is absolutely higher as a result."*

- *I appreciate that SJSU made the call to be all online early; comparing this to colleagues at other institutions that wavered between live/hybrid/all online, I think the university got this right and enabled us as professors to make a rational plan going forward.*

Appendix A: Comparison of SJSU Faculty Population and Survey Respondent Demographics

Faculty characteristics	SJSU Faculty Population		Survey Respondents	
	Count	Percentage	Count	Percentage
Gender				
Female	1018	53%	384	54%
Male	910	47%	204	29%
Trans-spectrum/Nonbinary	--	--	41	6%
Unknown/Missing	3	<1%	85	12%
Ethnicity				
American Indian/Native	15	<1%	8	1%
Asian (all)	397	21%	97	14%
Black	54	3%	14	2%
Native Hawaiian/ Pacific Islander	Not categorized	--	4	0.6%
Latinx	143	7%	51	7%
White	900	47%	312	44%
Other	15	<1%	49	7%
Two or more/Multiple	7	<1%	24	3%
Unknown/Missing	400	21%	155	22%
Age				
35 and under	232	12%	55	8%
36 – 45	508	26%	165	23%
46 – 54	465	24%	136	19%
55 - 60	282	15%	68	10%
62 – 65	196	10%	66	9%
66 and over	248	13%	57	8%
Unknown/Missing	--	--	167	23%
Faculty Role				
Tenured	430	22%	174	24%
Tenure-track (probationary)	284	15%	127	18%
Lecturer	1217	63%	329	46%
Other	--	--	11	2%
Unknown/Missing	--	--	73	10%

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Three analyses are presented in this report:
- Determinants on well-being and the stressors experienced by faculty during remote teaching in fall 2020;
- Effects of COVID-19 on RSCA endeavors; and
- Impact of Summer Online Teaching Certificate program on self-efficacy and teaching behaviors.

Well-Being

The greatest predictor of well-being was faculty rank. Tenure-track faculty reported the lowest levels of overall well-being and the greatest negative impacts of social isolation, concerns about long-term impacts, financial concerns, and mental health concerns, compared to lecturers and tenured faculty. Limited effects of faculty gender on well-being and reported stressors were found and no effects of ethnic identification were found. Moreover, the effects of faculty gender could be completely accounted for by differences in rank.

Effects of COVID-19 on RSCA

The greatest predictor of the effects of COVID-19 on RSCA was faculty rank. Tenure-track faculty were more likely to report changing direction in their RSCA. No differences by gender were found.

Impact of Summer Online Teaching Certificate Program (SOTC)

Participation in the SOTC was not associated with greater self-evaluations of preparedness for online teaching. However, participation in SOTC was associated with use of a greater number of tools in Canvas and adoption of teaching behaviors that students have requested in prior surveys and that are associated with more positive learning experiences.

Overall Well-Being

Responses to the question "How would say you are doing overall" were used as a proxy for well-being and reverse-scored so that higher numbers indicate greater well-being (5 = extremely well, 1 = not at all well).

- Overall well-being was positively related to satisfaction with communication and support from the University.

- Overall well-being did not differ by number of classes currently teaching or experience at SJSU.

- Faculty teaching bichronous classes reported slightly lower well-being.

- Overall well-being was negatively related to caring for a preschool child, caring for an elementary school child, and caring for parents or other family members. It was not associated with caring for middle or high school child.

- Concerns about long-term effects of COVID were negatively related to well-being.

- Overall well-being did not differ by ethnicity/race of respondents.

- Overall well-being did not differ by college

- Overall well-being did not differ by gender of respondents.

- Feeling prepared for online remote teaching was associated with greater well-being ($r = .285$, $p < .001$).

TABLE 1: PREDICTORS OF WELL-BEING

Concern that COVID-19 will have a lasting negative impact on your career	-.397**
Family/caregiving responsibilities	-.332**
Financial pressures	-.331**
Physical health issues	-.377**
Concerns about mental health and wellness	-.563**
Lack of contact with colleagues	-.371**
Feeling prepared for online remote teaching	.285**

Satisfaction with Communication

Your department chair/director	.242**
Your college dean's office	.219**
University Administration (President, Provost, etc.)	.246**
University Personnel	.249**
Your colleagues	.190**
Center for Faculty Development	.096*
eCampus	.180**
University Library	.093*
University Bookstore	.211**

Caregiving responsibilities

Preschool-aged children	-.079*
Elementary-aged children	-.135**
Middle & High School-Aged children	-.021
Parents or other family members	-.096*

Teaching modes and responsibilities

Teaching asynchronous	.000
Teaching synchronous	.047
Teaching bichronous	-.090*
In-person teaching	-.036
Hybrid (in-person and online)	-.022
Number of classes teaching	.001
Teaching undergraduate classes	.019
Teaching graduate classes	.013
Amount of time teaching at SJSU	.013
Amount of time teaching in higher education	.012

*Statistically significant at the $p < .05$ level
** Statistically significant at the $p < .01$ level

By Faculty Rank

Tenure-track faculty reported lower well-being than did lecturer or tenured faculty, who did not differ from one another. Tenure-track faculty were most concerned about a lasting negative impact on their careers and greater impact of caregiving responsibilities, financial pressures, mental health and wellness concerns, and lack of contact with colleagues compared to lecturer or tenured faculty.

While lecturers, tenure-track faculty and tenured faculty did not differ in the number of caretaking responsibilities they had in the fall, lecturer faculty were more likely to report having sufficient assistance and less likely to report that children's online school activities and children's social-emotional needs had a negative impact on their work. Tenure-track faculty reported the greatest negative impact of children's needs.

These differences in impact of social isolation and reduced support could be partly accounted for by their relative ages and by social connections outside of work. Tenure-track faculty were, on average, over 10 years younger than their lecturer and tenured colleagues and age was positively related to overall well-being. In addition, many tenure-track faculty are likely to have recently relocated to take a position at SJSU. Tenured faculty are more likely to have been in the area long enough to develop social support and lecturers are unlikely to have relocated to take a position at SJSU. Because of the differences in relocation practices, tenure-track faculty with children may be less likely to have family nearby to provide social support.

In addition to work-life conflict, tenure track faculty reported feeling least prepared to teach remotely, despite the fact that tenure-track respondents were more likely to have participated in the Summer Online Teaching Certificate Program than lecturers or tenured faculty.

TABLE 2: RESPONSES BY FACULTY ROLE ~600 RESPONDENTS

	LECTURER	TENURE-TRACK	TENURED
Overall well-being*	3.28_a	2.87_b	3.14_a
Age*	51.62_a	40.01_b	53.82_a
% Reporting at least 1 caretaking responsibilities	60.75%	55.12%	57.40%
Concern about lasting negative impact on career*	2.51_a	2.98_b	2.13_c
Impacts on Effectiveness (1 = not at all, 4 = a lot)			
Family/caregiving responsibilities*	2.26_a	2.67_b	2.44_{ab}
Financial pressures*	2.27_a	2.35_a	1.89_b
Physical health issues	2.00	2.20	2.15
Mental health and wellness*	2.44_a	2.92_b	2.47_a
Lack of contact with colleagues*	2.62_a	3.05_b	2.68_a
Impact of children on work (1=disagree, 2 = neither agree nor disagree, 3 = agree) ~200 Respondents			
Have sufficient assistance to support children's online school*	2.36_a	1.70_b	1.88_b
Online school activities are negatively impacting my work*	1.92_a	2.58_b	2.27_b
Children's social/emotional needs are negatively impacting my work*	2.03_a	2.69_b	2.35_c

*Differences between groups statistically significant at the $p < .05$ level. Means sharing subscripts significantly differ.

Effects of COVID-19 on RSCA

The greater concerns that tenure-track faculty had about the long-term impact of COVID-19 on their careers may also be associated with the impact of COVID-19 on RSCA. Unlike lecturers, tenure-track faculty are accountable for RSCA outcomes in addition to teaching effectiveness and majority of lecturers reported that RSCA changes and impacts did not apply to them. The skills required for remote teaching scale up, thus the marginal difficulty of teaching online decreases as the number of courses increases. However, mastery of online teaching pedagogy does not necessarily translate to better opportunities for RSCA. Unlike tenured faculty, tenure-track faculty RSCA outcomes are time-sensitive.

Tenure-track faculty were more likely to indicate that RSCA endeavors were canceled or paused, that they were affected by changes in timelines and opportunities for presentations, or that they were redirecting or pivoting their RSCA agenda. While tenured faculty may ride out the current closures and reduce RSCA efforts, tenure-track faculty must continue to progress, even if it means starting new RSCA endeavors. Pivoting and redirecting RSCA agendas is time-consuming and difficult requires more resources and efforts that maintaining or continuing existing lines of research.

TABLE 3: EFFECTS ON RSCA BY FACULTY ROLE

	LECTURER	TENURE-TRACK	TENURED
All RSCA endeavors have been canceled or paused	10.8%	10.2%	15.0%
Some RSCA endeavors have been canceled or paused	8.9%	35.4%	26.9%
I am redirecting/pivoting my RSCA agenda to new/different projects	5.7%	16.5%	8.4%
My RSCA endeavors have not been influenced at all	2.5%	3.1%	8.4%
My current RSCA endeavors will be completed, but future projects will be in a new direction	0.6%	2.4%	3.6%
My RSCA endeavors continue, but I have been affected by longer publication timelines, canceled conferences and speaking opportunities, canceled professional development, etc.	6.3%	26.0%	21.6%
Not applicable to me	63.5%	2.4%	8.4%

By Gender

Descriptive statistics are presented for 3 gender categories, man, woman, and trans/spectrum. However, for statistical analysis purposes, given the relatively small number of respondents who do not identify as binary, these respondents are not included in the analyses. It is also notable that approximately 96 participants did not provide a response to the gender identification question.

Overall, women reported lower well-being than men. However, when controlling for faculty rank, men and women reported similar levels of well-being.

Similarly, there was no difference in concerns that the COVID-19 crisis would have a lasting concern on careers and no differences in the reports of men and women on the effects of COVID on RSCA endeavors.

Women reported more caretaking responsibilities than men and were more likely to have at least one caretaking responsibility. In line with other research showing that women are taking on more of the distance learning supports in household, women faculty were more likely to report that assistance was insufficient to support children's online school activities, online school activities were negatively impacting work and that children's social-emotional needs had a negative impact on effectiveness.

TABLE 4: RESPONSES BY GENDER ~525 RESPONDENTS

	WOMEN	MEN	TRANS/SPECTRUM
Overall Well-Being	3.12	3.32	2.92
Age	34.02	32.33	28.76
% Reporting Caretaking Responsibilities*	64.64%	48.21%	40.74%
Concern about lasting negative impact on career	2.51	2.42	2.88

Impacts on Effectiveness (1 = not at all, 4 = a lot)

	WOMEN	MEN	TRANS/SPECTRUM
Family/caregiving responsibilities*	2.53_a	2.10_b	2.56
Financial pressures*	2.22_a	1.97_b	2.81
Physical health issues*	2.15_a	1.84_b	2.30
Mental health and wellness*	2.65_a	2.23_b	2.70
Lack of contact with colleagues	2.69	2.73_b	2.70

Impact of children on work (1=disagree, 2 = neither agree nor disagree, 3 = agree) ~200 Respondents

	WOMEN	MEN	TRANS/SPECTRUM
Have sufficient assistance to support children's online school*	1.99_a	2.43_b	1.83
Online school activities are negatively impacting my work*	2.20_a	1.96_b	2.60
Children's social/emotional needs are negatively impacting my work*	2.32_a	1.95_b	2.60

Preparation for Teaching ~563 respondents

	WOMEN	MEN	TRANS/SPECTRUM
Self-reported preparation (1 = not at all, 5 = fully prepared)	3.46	3.59	3.48
% of Respondents Participating in Summer Certificate	63.7%	53.6%	70.4%

*Differences between men and women are statistically significant at the $p < .05$ level.

	WOMEN (N=373)	MEN (N=194)	TRANS/SPECTRUM (N=26)
All RSCA endeavors have been canceled or paused	11.8	7.7	19.2
Some RSCA endeavors have been canceled or paused	17.7	21.6	23.1
I am redirecting/pivoting my RSCA agenda to new/different projects	9.4	6.7	11.5
My RSCA endeavors have not been influenced at all	3.8	7.2	3.8
My current RSCA endeavors will be completed, but future projects will be in a new direction	2.7	.5	0.0
My RSCA endeavors continue, but I have been affected by longer publication timelines, canceled conferences and speaking opportunities, canceled professional development, etc.	13.4	13.4	26.9
Not applicable to me	38.3	37.6	11.5

By Ethnicity

Means for all ethnic groups for which there were more than X respondents are provided in the table. Given the relatively small number of respondents (n < 13) in some categories, tests of statistical significance were conducted with the ethnic/race categories of White, Asian/Asian-American, Latino/Hispanic, and Other BIPOC. Approximately 79 participants did not provide a response to the ethnic/race identification question.

Overall, very few differences emerged between different ethnic/racial group members.

In looking at effects of on RSCA endeavors, Asian/Asian-American faculty were more likely than their colleagues to report that none of the RSCA categories were applicable and less likely than White or Latino/Hispanic faculty to report that some or all RSCA endeavors had been canceled or paused.

TABLE 6: RESPONSES BY ETHNICITY/RACE

	Native-American/Pacific Islander	White	Multiracial	Asian-American/Asian	Latinx/Hisp	Black/African-American	Middle Eastern	Other
Number of respondents	4	307	27	87	45	10	11	13
Overall Well-Being	3.25	3.17	2.88	3.29	3.16	3.00	3.36	3.62
Age	58.00	50.86	47.13	47.00	46.53	51.56	47.60	51.89
% Reporting Caretaking Responsibilities	50%	52%	74%	64%	76%	70%	64%	85%
Concern about lasting negative impact on career	3.25	2.42	2.81	2.54	2.31	2.60	2.55	2.31
Impacts on Effectiveness (1 = not at all, 4 = a lot)								
Family/caregiving responsibilities	1.75	2.39	2.63	2.24	2.56	2.50	2.50	2.25
Financial pressures	3.00	2.13	2.48	1.97	2.27	2.20	2.10	2.25
Physical health issues	2.50	1.98	2.44	2.00	2.21	2.50	1.90	2.00
Mental health and wellness	2.50	2.57	2.67	2.43	2.58	2.70	2.64	2.00
Lack of contact with colleagues	2.25	2.82	2.52	2.49	2.67	2.70	2.18	2.54
Preparation for Teaching								
Self-reported preparation (1 = not at all, 5 = fully prepared)	3.00	3.46	3.52	3.50	3.50	3.30	3.45	4.31
% of Respondents Participating in Summer Certificate	75.0%	60.5%	59.3%	63.2%	65.9%	70.0%	54.5%	30.8%
Impact of children on work								
Number of Respondents	1	101	17	31	18	3	4	5
Have sufficient assistance to support children's online school	3.00	2.11	2.18	2.16	2.06	2.33	2.25	2.40
Online school activities are negatively impacting my work	1.00	2.24	1.94	2.00	2.00	2.67	1.75	2.00
Children's social/emotional needs are negatively impacting my work	1.00	2.37	2.06	2.13	1.94	2.00	1.75	1.80

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	Native-American/Pacific Islander	White	Multiracial	Asian-American/Asian	Latinx/Hisp	Black/African-American	Middle Eastern	Other
All RSCA endeavors have been canceled or paused	33.3	12.2	11.1	2.3	11.1	22.2	--	15.4
Some RSCA endeavors have been canceled or paused	--	21.1	18.5	12.8	24.4	--	9.1	15.4
I am redirecting/pivoting my RSCA agenda to new/different projects	--	7.2	3.7	9.3	11.1	11.1	9.1	15.4
My RSCA endeavors have not been influenced at all	--	5.9	--	3.5	4.4	11.1	--	--
My current RSCA endeavors will be completed, but future projects will be in a new direction	--	2.0	--	3.5	--	--	--	--
My RSCA endeavors continue, but I have been affected by longer publication timelines, canceled conferences and speaking opportunities, canceled professional development, etc.	--	13.8	22.2	12.8	13.3	22.2	9.1	7.7
Not applicable to me	66.7	32.6	40.7	53.5	35.6	22.2	72.7	

By College

Given the relatively small number of respondents (n < 13) in some colleges, tests of statistical significance were conducted for H&A, CHHS, CoSS, LCOB, LCoE, ENG, COS. Means for all colleges are provided.

No differences in overall well-being, concern for long-term effects of COVID, or how well remote teaching was going was found for College.

Faculty in the LCoE, CHHS, H&A were more likely to report that caregiving responsibilities were impacting effectiveness than were faculty in Engineering, CoSS LCOB. Faculty in H&A and CoSS were more likely to report financial pressures than those in LCoE or ENG. Physical health concerns were higher in CoSS than any other college, although especially impactful. Lack of contact with colleagues was more impactful for COS faculty than for LCOE, H&A, and ENG faculty.

No statistically significant differences by college for the effect of children's online schooling on work were found.

No statistically significant differences by college in participation in the Summer Certificate program or preparation for online teaching were found. Programs in CPGE have traditionally been only graduate and completely online, while librarians do not serve as instructors of record for undergraduate courses.

TABLE 8: RESPONSES BY COLLEGE ~525 RESPONDENTS

	LCoE	ENG	CHHS	H&A	CPGE	COS	CoSS	LIB	LCOB
Overall well-being	3.12	3.34	3.11	3.20	3.62	2.90	3.07	3.00	3.43
Age*	47.86	50.78	51.80	49.55	58.00	46.25	47.98	46.25	53.74
% Reporting Caretaking Responsibilities	70	47.46	57.89	55.22	61.54	55.38	60.00	66.67	54.76
Concern about lasting negative impact on career	2.18	2.31	2.56	2.56	1.85	2.75	2.65	2.44	2.17
Impacts on Effectiveness									
Family/caregiving responsibilities	2.55	2.07	2.46	2.57	2.00	2.36	2.25	2.78	2.22
Financial pressures	1.90	1.75	2.22	2.43	1.69	2.05	2.39	2.33	2.00
Physical health issues	1.92	1.93	2.10	2.00	1.69	1.92	2.35	2.67	2.10
Mental health and wellness	2.55	2.07	2.54	2.61	2.00	2.77	2.69	3.33	2.26
Lack of contact with colleagues	2.37	2.41	2.72	2.80	1.69	3.13	2.85	3.11	2.52
Impact of Children on Work									
Have sufficient assistance to support children's online school	2.37	2.29	1.91	2.05	2.40	2.50	1.87	1.00	2.14
Online school activities are negatively impacting my work	2.07	1.81	2.22	2.22	2.00	2.11	2.17	2.50	2.29
Children's social/emotional needs are negatively impacting my work	2.00	2.14	2.34	2.31	1.60	2.45	2.30	3.00	2.40
Preparation for Teaching									
Self-reported preparation (1 = not at all, 5 = fully prepared)	3.40	3.59	3.51	3.48	4.85	3.32	3.41	3.29	3.49
% of Respondents Participating in Summer Certificate	57.9	55.9	68.8	58.6	23.1	62.5	65.7	0	59.5

Faculty in CPGE and LCOB appeared to be least impacted by the COVID closures, but faculty in all colleges reported that their RSCA was impacted.

TABLE 9: EFFECTS ON RSCA BY COLLEGE

	LCoE	ENG	CHHS	H&A	CPGE	COS	CoSS	LIB	LCOB
All RSCA endeavors have been canceled or paused	5.1	6.8	5.3	20.5	7.7	6.3	20.4	11.1	4.9
Some RSCA endeavors have been canceled or paused	20.3	18.6	18.6	19.7	7.7	27.0	21.4	--	12.2
I am redirecting/pivoting my RSCA agenda to new/different projects	10.2	3.4	10.6	11.4	7.7	1.6	2.9	22.2	7.3
My RSCA endeavors have not been influenced at all	--	8.5	5.3	3.0	15.4	--	2.9	--	12.2
My current RSCA endeavors will be completed, but future projects will be in a new direction	1.7	1.7	2.7	1.5	--	1.6	1	--	2.3
My RSCA endeavors continue, but I have been affected by longer publication timelines, canceled conferences and speaking opportunities, canceled professional development, etc.	11.9	8.5	15.9	14.4	7.7	19.0	14.6	11.1	26.8
Not applicable to me	47.5	50.8	38.1	25.8	46.2	38.1	32.0	44.4	31.7

Effectiveness of Summer Certificate Program

Self-evaluations

TABLE 10. PREPARATION FOR TEACHING BY FACULTY RANK

	Lecturer	Tenure-Track	Tenured
Self-reported preparation (1 = not at all, 5 = fully prepared)	3.58	3.29	3.49
% of Respondents Participating in Summer Certificate	57.4%	70.9%	62.0%

*Differences between groups statistically significant at the $p < .05$ level. Means sharing subscripts significantly differ.

The effects of the Summer Teach Online Summer Certificate Program varied. Among faculty who had not previously taught online classes, those who completed the program felt better prepared for teaching online in the fall.

The effects of the Summer Certificate program on evaluations of how well remote teaching was going and how prepared faculty felt for online teaching were complicated. Overall, for those with less online teaching experience, participation in the program had no statistically significant effects on evaluations of how well remote teaching was going or feelings of preparation. This may reflect self-selection into the program. The highest evaluations were found among faculty who had taught 3 or more online classes and *did* not participate in the program.

TABLE 11: EXPERIENCE OF FALL 2021 BY PARTICIPATION

	How is remote teaching going?		How prepared did you feel?	
Prior Online Teaching Experience	*Did not participate*	*Participated*	*Did not participate*	*Participated*
0	3.111	3.222	3.23	3.27
1	3.458	3.098	3.32	3.52
2	3.115	3.108	3.41	3.79
3 or more*	3.732	3.324	4.26	3.80

*Differences between groups statistically significant at the $p < .05$ level. Means sharing subscripts do not significantly differ.

In addition, participation in the program did not influence satisfaction with communication with students, communication from the University, Zoom security, ability to ensure academic integrity, translating pedagogy to online format, or communications with colleagues.

Behaviors

Beyond self-evaluations, participation in the Summer Certificate program did affect instructor behavior. Regardless of prior experience, faculty who participated in the Summer Certificate program used more pedagogical tools (not including use of Respondus or ProctorU) in their courses.

TABLE 11: PREFERENCES AND SATISFACTION BY PARTICIPATION

	Percentage Preferring	
	Did not participate	*Participated*
Prefer Asynchronous Online	21%	18%
Prefer Synchronous Online	20%	25%
Prefer Bichronous Online	10%	25%
Prefer Hybrid Online and In-person	37%	44%
Prefer In-Person	58%	57%
Satisfaction Ratings		
Satisfied Asynchronous Online	2.43	2.37
Satisfied Synchronous Online	2.44	2.37
Satisfied Bichronous Online	2.39	2.49
Satisfied Hybrid Online and In-person	2.31	2.31
Satisfied In-Person	2.73	2.73

TABLE 12: % USE OF TOOLS AND ELEMENTS BY PARTICIPATION

	Did not participate	Participated
Number of Online Tools*	5.85	7.42
Use Zoom	77.3	82.2
Pre-recorded videos*	40.8	58.9
Lecture slides posted on Canvas*	63.9	76.1
Online discussion boards*	52.5	74.4
Online breakout rooms*	51.4	72.8
Frequent low-stakes assessments*	54.1	79.2
Oral exams	11.4	8.4
Proctored online exams	16.9	24.9
Response systems (polling, etc)*	34.5	45.9
Informal online social time for students	38.8	46.2
Online office hours*	77.3	89.3
Universal Design for Learning principles*	23.1	78.4
Assignments focused on social justice*	25.1	44.2
Recording and posting live lectures	46.7	54.5
Include Hybrid Online and In-person	6.7	9.1
Include Asynchronous Online Class Elements	19.2	23.9
Include Synchronous Online Elements	56.1	56.9
Include Bichronous Online Elements*	22.4	37.8
Include In-Person Elements	3.9	1.5

	Participated			Did Not Participate		
	Visited	*Did not visit*	*Not aware*	*Visited*	*Did not visit*	*Not aware*
SJSU Work Anywhere*	38.5	25.8	35.7	29.0	31.3	39.7
SJSU Learn Anywhere*	25.6	32.8	41.5	17.2	37.2	45.6
Discover SJSU	18.5	32.1	49.4	15.9	36.2	47.8