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OVERVIEW AND METHODOLOGY

This document encompasses results from the following question on the Spring 2021 Instructor Survey, "(Q10) What could the University do to improve your experience as an instructor?". Of the 1331 instructors who completed the survey, 863 responded to this open-ended question.

Responses went through two cycles of analysis. Initially responses were given topic and subtopic codes, an emotion code that inferred the affect underlying each response, and a process code that described the action by the University called for in the response. Coders meet to compare codes and arrived at a common set of topics, affects, and process codes (see Table 1 in the Appendix for a complete set of codes listed by frequency). After coding a selection of responses, coders compared results and found a fairly high level of consistency in coding. Adjustments were made to increase consistency among coders. In the first cycle of coding, responses were assigned all appropriate topic, emotion, and desired action codes. Responses that received more than one topic, emotion, or response code were reviewed (see Table 2 in the Appendix), and these responses were cross-coded so that responses could be analyzed in each topic, emotion, or desired action raised by the response. As a result, a second cycle of coding considered 1,089 responses. During this second round of analysis, themes related to topics and desired actions were identified. The focus in the second cycle of analysis was on identifying the range of experiences and recommendations offered within each topic identified in the first cycle of analysis.

RESULTS

There were five themes that emerged during analysis. The fourth theme, *Concerns about Equity, Diversity, and Inclusion [EDI] During the Pandemic*, summarizes EDI findings that are reported in the three previous themes.

Themes/Count	Topics/Count
Theme 1: Support for Instructors During the Pandemic (330 responses)	- Workload (93) - Instructor well-being (80) - Financial concerns (54) - Graduate students (51) - Tenure and promotion (33) - Quality of instruction (19)
Theme 2: Support for Instruction During the Pandemic (399 responses)	- Instructional support (188) - Instructional technology (166) - Student support (45)
Theme 3: Institutional Response During the Pandemic (314 responses)	- University response (127) - Pandemic policies (79) - Communication (56) - Modality of instruction (52)
Theme 4: Concerns about Diversity, Equity, and Inclusion During the Pandemic (28)	- Race, gender, socioeconomic status - Policies, support, resources
Theme 5: Nothing/Don't know (46 responses)	

About one in ten responses called for no action or for the University to "carry on" with its current support. Given the question, it is not surprising that slightly more responses were related to Support for Instruction. That theme also seemed to be related to more responses coded "neutral" and fewer coded "overwhelmed." Instructors appear to be slightly more dissatisfied with the institutional response and support for instructors than with support for instruction. It is also not surprising that respondents emphasized the need for improvement. Responses assigned three topic codes (Communication, Financial Concerns, and Tenure and Promotion) and five action codes (Compensating Equitably, Following a Consistent Plan, Promoting Equity, Recognizing Instructors Contributions, and Reducing Bureaucracy) were more likely to be coded dissatisfied and frustrated. See the Appendix Tables 3-5 for an overview of the relationships between affects and themes, topics, and desired actions.

SUPPORT FOR INSTRUCTORS DURING THE PANDEMIC

Just under 400 responses addressed instructor needs and support during the pandemic. These responses fell into six topics. Responses related to Financial Concerns, Graduate Students, and Tenure and Promotion tended to be less satisfied than responses overall. One in five responses coded "Instructor Well-Being" were also coded "overwhelmed."

Topics (frequency)	Topic Descriptions
Workload (93)	Experiences with workload during the pandemic.
Instructor well-being (80)	Reports of the impact of the pandemic on instructor lives outside the classroom.
Financial concerns (54)	Reports of the financial costs of the pandemic for instructors.
Graduate students (51)	Reports of the impact of the pandemic on graduate students.
Tenure and promotion (33)	Reports of the impact of the pandemic on the process of tenure and promotion and the balance of service, teaching, and researching.
Quality of instruction (19)	Reports of the impact of the pandemic on instructors' ability to teach well in their own eyes.

WORKLOAD

Many instructors noted a significant increase in their workload due to the pandemic. Converting courses to a remote environment or a physically distanced in-person environment, including learning and working with various technologies, was a main source of the increased workload. Many instructors also pointed to the increases in administrative and service work (e.g., committee meetings, meetings in general, email) that added to their existing workloads.

Reduce workload. I am 75% time so pulling 50+ hour weeks during the pandemic despite furloughs and increased stress was completely unsustainable.

We need TIME to use the resources that are available to us. Adjustments to workload when we are working during an unprecedented semester is necessary. If we want to deliver high quality instruction, we need time to do that. It would have been helpful if it were recognized that we had to completely modfiy and revamp our courses to be delivered in a remote environment. I want to make my courses incredible, but when I'm juggling three and trying to modify all of them, there is only so much that I can do. I wish the University would have reduced the number of courses we were assigned (or provided more resources (TAs, etc.)) so we could make these courses the best that they can be. But we need time and resources to do that.

INSTRUCTOR WELL-BEING

There were many areas within the instructor well-being topic. As a result, this topic was further organized into the following six areas.

CHILDCARE - Respondents reported challenges with childcare in terms of K12 schools moving to remote instruction, daycare closures, childcare needs when teaching in-person, and affording childcare given furloughs. Some instructors asked that the University provide childcare, "childcare support," or coordinate childcare pods or drop-off childcare for instructors teaching in-person. Others asked for course releases/decreased teaching loads to accommodate caregiving needs. Overall, respondents wanted campus to recognize the strain caused by balancing work and childcare needs.

> *The huge issue was trying to adapt to the extra work required to teach remotely, the manage substantial disruptions to research, AND trying to do this extra work without having access to childcare. My spouse and I both work full time. We have two children under age 5, and our childcare was closed due to the pandemic. This was incredibly stressful to balance.*

> *Something about providing safe childcare during a pandemic feels like an impossible request but it would have helped.*

HEALTH AND WELL-BEING - Responses included comments about exhaustion, isolation, and significant strain. Concerns about the physical strain of being in front of a screen for long periods of time were also raised by a few instructors. A number of instructors commented that the University paid attention to student mental health but not instructor health and well-being. There were also comments about not being able to take vacation time because of high workloads, which increased stress.

> *It's not that the resources weren't provide--they were. But with all the other demands on our professional and personal lives right now, I do not have any extra time to take advantage of these resources. I'm barely hanging on. My physical and mental health have drastically deteriorated and it has nearly all been the result of additional workload demands, leaving no room for any semblance of self-care. I am so incredibly disappointed in the university every time there is an additional ask of us this year. It is so tone-deaf. The TTC stuff just put back on our plate is the tipping point. You are crushing everyone with each new ask.*

> *I felt so overwhelmed. Never caught up. Teaching was exhausting, and then coming home and helping 2 kids with their academics left me emotionally fragile and physically drained. Honestly, I have taught for 25+ years, and I cried almost daily in the fall. I am not sure how I kept it together (I did not many days)*

> *We have done a tremendously great job at providing resources for students during COVID but have not done so for faculty and staff. More resources to support instructors are needed (e.g., mental health, COVID-related, etc).*

EXPECTATIONS - There were calls to adjust expectations and provide support for those in the "greatest need," including instructors with childcare needs, tenure-track faculty, and faculty of color. These calls addressed teaching loads/course release and non-essential requests or "asks" of instructors. Calls to decrease administrative work, service, and meetings also appeared in the responses.

> *…Fewer administrative responsibilities on faculty would improve everyone's ability to focus on instruction.*

> *Acknowledge the pandemic (adjust expectations for productivity especially for caregivers who have been home with their kids or other family members)*

The College of Letters and Science has done a wonderful job of supporting instructors. Reducing teaching load would increase the time we have to spend on our teaching. I would spend more time on my classes--and improve my teaching--if I had a lighter teaching load.

IN-PERSON INSTRUCTION - Comments about in-person instruction included safety concerns, stress, challenges finding childcare while teaching in-person, and overall scheduling issues with in-person instruction.

Very little effort was made to acknowledge and address the enormous strain that those of us who were in direct contact with students was under.

IMPACT OF WORKLOAD – As discussed earlier, instructors spoke about coping with the significant increase in teaching workload, which caused significant stress for some instructors. In addition, the increased workload made balancing research, teaching, and service responsibilities incredibly difficult, especially for pre-tenured faculty. Some instructors mentioned a decrease in time dedicated to research and a drop in research productivity. Other comments included the strain that added workload had on their personal and family lives and feeling overwhelmed and always behind.

Recognize that this semester required dramatically increased work to transition undergraduate courses to an online format and to factor this in terms of expectations for research productivity.

UNIVERSITY SUPPORT - There were calls for support from departments in general, department chairs, supervisors, and the University overall. Some instructors expressed a desire for the University to take action by advocating for instructor vaccination access and the reopening of K12 schools. Another topic included calls for the University to communicate realistic expectations to students about instruction. A few instructors asked for access to teach remotely in their campus offices and to extend the deadline to use vacation carryover. A number of instructors asked that campus leaders trust instructors to make decisions for their students and courses (e.g., modality decisions).

FINANCIAL CONCERNS

Comments about financial concerns included discontinuing furloughs, increasing pay to compensate instructors for increased workload during the semester and prior to the semester (especially for instructors on 9-month contracts), compensating instructors financially for their creativity and dedication, and reimbursing instructors for expenses incurred from working at home (e.g., technology, utilities, internet service). The impact of furloughs seemed especially challenging for instructors with childcare expenses.

Literally just pay us more given that our workload has increased in unavoidable ways due to the pandemic's requiring a shift to online learning…

Higher pay would be helpful but understood the constraints that are in play there

GRADUATE STUDENT INSTRUCTORS

This survey was sent to primary instructors in range 1 group instruction courses which included not only courses with graduate student lecturers, but also courses where TAs were the primary instructor (for example, intro language courses, English 100, Communication Arts 100). Responses that specifically mentioned graduate student instructional experiences were wide-ranging with many responses calling for the University to increase compensation and waive segregated fees. Another prevalent topic included concerns about heavy instructional workloads for graduate students. Additional responses addressed unmet technology needs for graduate student instructors (hardware and internet service), calls for graduate student input in teaching schedules (to accommodate childcare, for example), and concerns about delays in graduate students' own research. One instructor noted that in some departments, TAs are the primary instructor for some

courses. Some graduate student instructors asked for recognition of their efforts and innovations and wanted ways to express concerns about their instructional situation.

Funding, so that I do not have to hold multiple jobs in addition to my teaching and coursework to survive

Pay for graduate lecturers is a joke when you give them a 40% appointment but force them to teach online thus expanding their workload dramatically.

Recognize that many instructors are also graduate students, and that, especially in Foreign Language departments TAs are responsible for teaching the entire class

While most of the comments seemingly came from graduate students themselves, a few responses in this area appeared to come from non-graduate student instructors who requested more TAs be assigned to their courses or more reader/grader support.

TENURE AND PROMOTION

All comments about tenure and promotion appeared to have a neutral or dissatisfied tone and included concerns about course evaluations, tenure and promotion expectations, tenure clock, and recognition of the impact pandemic-related factors have on tenure and promotion. In addition, issues were raised for specific populations of instructors including pre-tenured faculty, graduate student instructors (lack of job stability), faculty associates (teaching burden fell to them rather than tenure-track faculty), and instructors with caregiving responsibilities.

COURSE EVALUATIONS - Regarding course evaluations, a few instructors raised concerns about racial and gender bias and the need to recognize pandemic circumstances when reviewing course evaluations.

EXPECTATIONS - Comments about tenure and promotion guidelines and expectations included a perceived lack of clear guidelines overall, inconsistency between the importance of teaching in tenure and promotion between departments and the University, and the need to recognize that research and services productivity are down because of the need to increase time for teaching. Some instructors called for an increased emphasis on the importance of teaching in the tenure process. In addition, some comments spoke to the need to adjust, at least temporarily, expectations for tenure and promotion given the extraordinary circumstances of 2020. There was a call to provide support specifically for faculty of color in relation to tenure and promotion.

TIMELINES - Some faculty expressed a desire for tenure clock extensions, while a few others commented that extensions can be harmful, especially for women and faculty of color. One faculty member noted that no adjustments had been made for the three-year review, which was problematic for this instructor. Course release was raised as a possible action to help faculty make up lost research time.

Make tenured faculty adapt their teaching to the appropriate instruction mode (online vs hybrid). They should be required to learn the technology used on campus - such as Canvas, Kaltura, etc. Because they are unwilling to learn, so much of the online transition work fell to faculty associates. We even had tenured faculty refuse to teach online, and therefore faculty associates VOLUNTEERED to teach an online section so that our students could graduate.

While the time required to teach effectively has increased significantly the criteria for promotion are based almost entirely on research and funding success which is not fair

Review tenure files with an understanding of what the COVID pandemic has done to them rather than a tenure extension that only further punishes women and people of color. Reduce disparities rather than perpetuating them by

supporting faculty to apply as planned rather than extend, with an acknowledgement of the changes in work as a result of the pandemic.

Mitigate the conflicting in incentives for spending time on teaching vs. focusing on research. I tried to do a good job teaching remotely last fall. This took a lot of my time and attention away from my research. But as junior faculty, it's essentially only my research activities that determine if I get promoted. Therefore, I feel as though I am acting against my own self-interest whenever I invest the time to increase the quality of my teaching beyond some minimal threshold of acceptability. If the university wishes to place value on high-quality instruction, I think that should have a greater reflection in the considerations for promotion.

QUALITY OF INSTRUCTION

Class size was mentioned by a number of instructors in relation to quality, with calls to decrease class size to 1) increase interaction with and among students and 2) make instructional workloads more manageable. Other responses were wide-ranging, with some instructors asking to increase expectations and "innovation" and a few asking to adjust (reduce) expectations given workload concerns and the pandemic overall. Instructors commented that some of their peers rose to the occasion while others did little to adjust their teaching. A few instructors were critical of their teaching colleagues, noting concerns about the length of lectures (2.5 hours in place of a 50-minute lecture), no flexibility in assignment deadlines, and little contact with students. A number of instructors mentioned that professional development opportunities, instructional support staff, and other services on campus helped them improve their courses.

Recommendations regarding improving quality of instruction included fostering more conversations about teaching at the department level, rewarding excellence and innovation, helping instructors evaluate and improve their courses, including more voices from people of color into the curriculum, and involving instructors in strategizing plans for optimal course size in an online/remote environment.

...Continue to educate professors about expectations concerning improving undergraduate learning. This matters on so many levels and many here at the UW are not good at it. Those that are do not feel they are rewarded for it…

Conduct mid-term course evaluations so that feedback could be implemented in the remaining weeks of the semester.

SUPPORT FOR INSTRUCTION DURING THE PANDEMIC

Just over one-third of responses addressed support for instruction. These responses fell into two comingled, yet distinct categories: Instructional Support and Instructional Technology. Overall, responses concerning instructional support tended to be coded more neutral and satisfied than dissatisfied or frustrated. Instructors appeared more satisfied with instructional support (people and programs) than with tools as demonstrated by responses about technology that were coded as somewhat more negative.

Topics (frequency)	Topic Descriptions
Instructional support (188 references)	Responses about programs, materials, and people that aided instructors in developing and facilitating courses in Fall 2020.
Instructional technology (166 references)	Responses about tools used to teach during the pandemic, from software and platforms to cameras, classrooms, and home Internet service.

INSTRUCTIONAL SUPPORT

While there were wide-ranging experiences with instructional support, most responses were neutral or satisfied and called out practical resources and curation of resources that were valued or might be emphasized more. While no responses were coded as "very dissatisfied" for this topic, many instructors described instructional support as hard to find, disconnected from their situation, or too time consuming. Responses coded "overwhelmed" consistently described a lack of customized support that was relevant to the instructors' settings. In turn, these responses described support as inefficient. Gaps in support were primarily illustrated through responses coded "frustrated" and "dissatisfied."

PRACTICAL RESOURCES - These responses were mostly satisfied or neutral and largely described resources that did or might have mattered.

- An extra pair of hands - Responses noted the increased workload related to remote instruction and the value of staff (especially local support), graduate students (calls to provide more TAs), and additional instructor for people with large classes.
- Proactive Support for Student Engagement - Instructors indicated lack of support for designing remote student engagement activities and providing remote students with support (e.g., accommodations for students with disabilities, mental health resources, "mentoring")
- Forums through which instructors could share tips and experiences
- Direct support for engaging students on digital platforms

I felt that the university's resources were a tremendous help. I met several times with instructional technologists over the summer to help me create vibrant and engaging virtual curriculum; took advantage of faculty development online seminars (e.g., School of Education Discussion Project's address of discussion tips in the remote environment), and believe that I had all the tools necessary to develop and deliver academically sound virtual for-credit learning. Feedback from students reflected this belief, both informally in conversation and also via blind feedback surveys.

Have more readily available best practice resources. Need to stream a lecture? here's the best way to do it. Need to record a lecture? Here's the software and its capabilities.

Much more help with tech support for remote teaching. More assistance putting together online material (videos, etc...). A huge amount of my time went into the sheer mechanics of the course, and much of this could have been done by a decently trained student or staff so that I could have had more time in direct contact with students to help them.

have more help reviewing and providing constructive feedback on Canvas course design

ACCESSING INSTRUCTIONAL SUPPORT - Three main areas emerged in relation to accessing instructional support:

- Time - Time was a factor across nearly all responses in this topic. Instructors observed that whether instructional support was useful or not, they often simply did not have time to make much use of it. Instructors occasionally praised staff who curated resources or found documentation for them and more often wondered if documents in various knowledge bases could be more instructor-facing and better organized.

The teaching resources were EXCELLENT, particularly in L&S, but I rarely had time to consume them. It would have been helpful to have open guidelines for departments about how/when to protect time for teaching prep.

Not sure. The main issue is my time limitation. I feel like resources are basically there for me to use them. Perhaps a concierge service or helpline/chatline, where I could call to ask questions. The distance-learning support person assigned to our department was generally unresponsive to queries; I'm sure they were stretched thin.

I found it hard to learn new technology at the same time I was trying to teach, modify content and assignments, help students with the technology, and help students that were struggling.

I think the university already offers a host of services

- Calls to "Provide Someone" - Instructors described needing a TA or a consultant or a technologist, "someone." In a few instances, someone was envisioned as a customized workshop. The someone who was missing would collaborate with the instructor to curate technology, produce content, and, more rarely, co-facilitate teaching while "acknowledging" the instructor as the subject matter expert. Several responses indicated that the someone needed would have disciplinary knowledge as well as an understanding of technology and teaching.

No one taught me how to use Canvas, Zoom, or Blackboard Collaborate Ultra.

A huge amount of my time went into the sheer mechanics of the course, and much of this could have been done by a decently trained student or staff so that I could have had more time in direct contact with students to help them.

- Departmental Resources - These responses described a need for resources that were designed for a specific discipline such as language teaching or humanities.

The university offers a lot of resources for teaching but I would love more of these to be focused on the Humanities. I attended some of the learning to teach online seminars but they tended not to be useful for humanities type courses and I did not find them useful at all.

INSTRUCTIONAL TECHNOLOGY

As stated above, instructor experiences with instructional technology were coded somewhat more negative than instructional support. While instructional technology was clearly a pain point in fall 2020, instructors acknowledged the value of digital tools. They frequently praised technology training and support while worrying about the burden being carried by the "help desk" and departmental support staff as well as DoIT Academic Technology staff and Continuity of Instruction support staff. In terms of instructional technology, five issues were raised.

PERSONAL TECHNOLOGY - Many instructors described purchasing technology for their home office and sometimes for their TAs. Some noted that the technology to which they had access to off campus was inferior to what was available in their offices.

"MORE/BETTER TECH SUPPORT" - While these responses were often brief (e.g., "better software"), "better" often meant a different set of tools. While a few responses called for more tools (and named specific platforms or software or devices), most described a need for fewer tools that were stable and well supported. Many responses called out specific tools, notably Canvas, Zoom, Blackboard Collaborate Ultra, and Kaltura Mediaspace. Canvas was mentioned most frequently by far, and instructors wanted Canvas "improved" in general and in respect to quite specific features. Most responses about Zoom were positive, although instructors were highly critical of the adoption process.

LEARNING CURVES - Responses consistently described instructional technology in terms of the time required to learn new tools and keep them up to date.

DOCUMENTATION - Many responses described documentation or "tutorials" for instructional technology, and many of these were coded frustrated or dissatisfied.

ADOPTION PROCESS - Instructors described in general a slow adoption process with inadequate input from instructors. Many instructors called out the roll out of Zoom as a case of technology adoption that failed to take the needs of instruction into account.

INSTITUTIONAL RESPONSE TO THE PANDEMIC

Just under one-third of response addressed the overall institutional response to the pandemic. These responses fell into three groups.

Topics (frequency)	Topic Descriptions
University response (121) and Communication (56)	Ways instructors experienced the institutional response to the pandemic.
Pandemic policies (79)	Ways instructors experienced the policies that were developed and implemented during the pandemic.
Modality of instruction (52)	Ways in which instructors experienced transitions between different modes of instruction.

UNIVERSITY RESPONSE AND COMMUNICATION

Responses coded "university response" tended to be coded either satisfied or frustrated/dissatisfied. In analysis, the "communication" topic code (56) functioned as a subcode of "university response." Since responses coded "communication" tended to be somewhat less satisfied, this category was maintained. Across these two codes four themes were identified.

INSTITUTIONAL CONCERN FOR SAFETY AND WELL-BEING

Several responses referred to an official email from 1/12/2021 as alienating; one instructor declared, " Within the context of the pandemic, the university administration could not seem to care less about faculty welfare. We are cannon fodder..." Several responses asked for the institution simply "to check in and see how we are doing" (a few responses appreciated the survey itself as a kind of check in); others either asked for or acknowledged university efforts at providing testing, vaccinations, and wellness checks. Many responses indicated that concern might be shown by compensating for the increased workload. Two responses called out the need for the University to use this moment to combat racism faced by Asian-Americans in the pandemic and faced by faculty of color in the institution. A small number of instructors clearly expressed a strong desire for the University to "advocate" for earlier vaccination of instructors. Some expressed a need to be vaccinated before returning to campus or in-person instruction.

I want to be fully vaccinated before returning to any in-person teaching and same with my students...

COMMUNICATION ABOUT INSTITUTIONAL POLICIES AND PLANS

Many responses asked that the University offer more consistency and provide "stability and clear rules and guidance," especially concerning student and faculty safety, modality of instruction, and institutional priorities during the pandemic. Several responses expressed frustration at the institution for continually "adding little things." More neutral and satisfied responses often called out the need to adapt policies and practices to the needs of students and instructors with transparent communication. Overall, the majority of responses described a gap in "proactive communication," frustration with "too many emails," and a sense that "decisions seem to come late, there was a lot of uncertainty."

Stopping bombarding us with an unending stream of lengthy emails from all levels of the University. It comes across as completely disorganized and ad hoc.

Honestly I think the UW has done a terrific job with an incredibly challenging situation. I know many families with students at private colleges--including my own son--whose instruction has not been nearly as well transitioned to meet pandemic challenges.

University has lived up to the challenge. It's laudable. However university communications need to be frequent and to the point. Short communications are preferable. I have become increasingly disinclined to read long-winded declarations.

"REALISTIC EXPECTATIONS" AND SUPPORT

A cluster of responses asked for the University to promote policies and practices that were "more realistic" during the pandemic. They described a need for "more administrative support" and to "lessen our workload." Across responses within this theme was a concern that the University "listen to workers when we say what we need to teach in a pandemic," from providing access to facilities to monitoring students to providing support for research during the pandemic. Many responses described the "intensity of work" in fall 2020.

DEPARTMENTAL AND INSTRUCTOR AUTONOMY

A smaller group of responses described encroachment on the autonomy of departments and instructors, raising concerns about central decisions about modality of instruction, access to offices, travel, and other issues.

Reduced administrative load outside of teaching. And the Chancellor's email of Jan 12th was just demoralizing and insensitive. It basically said that we're not doing enough to help our students. I go to bed exhausted each day, pushing myself to keep my teaching and research advising alive. The university cuts my pay but tells me I'm not doing enough. I guess the beating will continue until moral improves. And the nonsensical policy behind the furloughs. We're told not to work on our furlough day. My research doesn't stop and my teaching doesn't stop and my service doesn't stop. So, where am I going to find a day to take off? Cut my pay if you need, but don't insult us with such nonsense.

I don't really know. This has been the most daunting, exhausting, difficult year of a teaching career that began in 2003. I feel like I'm expected to keep performing at an impossibly high level when each day I am more exhausted than the one before. I feel fortunate to have colleagues and students who acknowledge the sheer difficulty, and make space for me to express it. I wish the administration would do the same. There have been many expressions of gratitude, but I would like to see more acknowledgment of the toll this has taken - and, for many of us, is likely to continue to take for many years. Tenure extensions are necessary, but not sufficient. It seems as if there's some expectation that we will all just go back to normal in terms of our research productivity and scholarly expectations when this is over, but I don't think normal or over are anywhere on the horizon, especially for junior faculty balancing various responsibilities.

PANDEMIC POLICIES

A somewhat smaller group of responses called out the ways in which policies were developed and implemented during the pandemic. None of the responses assigned this code were also assigned the code satisfied. The most dissatisfied responses focused on "pressure to teach in-person" and concerns about equitable workloads. Many responses the impact on pandemic instruction of policies related to class size, teaching load, the assignment of Teaching Assistants, and access to campus resources. Many responses called out the impact of changes in policies (e.g., "Make a decision. Lab classes can't switch back and forth like a book-and-paper lecture class.") while a smaller cluster of responses described growing central control and the need to curtail "bureaucracy" and allow policy to be set in departments. A substantial subgroup of

responses called attention to policies related to instruction, especially to modality of instruction. These responses expressed concerns about instructors not being able to choose the best modality for their courses and a need for common policies related to the use of technologies like Honorlock or Zoom video display. Several responses called out the University process of adopting new technologies as insufficient, often calling out the timing of the adoption of Zoom.

MODALITY OF INSTRUCTION

Just over 50 responses focused on policies related to modality of instruction. A small set of dissatisfied responses raised concerns about the ways in which "admins continue to push for in-person teaching without providing support" or the failure to "make all courses online" in fall 2020. A larger group emphasized the need to sustain a formal commitment to in-person instruction, sometimes questioning the quality of remote instruction. Two other institutional concerns emerged:

DEFINITIONS OF MODALITY OF INSTRUCTION

Many of the responses assigned this code noted the need for formal definitions of in-person, online, and emergency remote instruction for instructors and for students. Institutional clarity about modality was linked to two purposes. Some of these responses linked institutional clarity about modalities to opportunities to teach in all modes in the future and so to continue to use course designs and materials developed in the pandemic. Others linked clarity about the differences in modality to sufficient recognition of the work involved in transitioning between different modalities.

DECISIONS ABOUT COURSE MODALITY

Responses called out the process making decisions about modality. Many urged the need for flexibility and the need for instructors to be allowed to make the decision.

In terms of supporting instruction, I realize the university was doing the best it could, and the College of Letters and Science in particular I thought did a pretty good job of offering useful resources where possible. Where I was most frustrated was on the administrative side, in particular with how Fall teaching modalities were set - it very much felt like the University was force-feeding a certain level of in-person to departments, and the most stressful part of my semester was pushing back on behalf of instructors and TAs who were uncomfortable teaching in-person. I felt like the University made modality decisions with no attempt to explain them or get buy-in from the people who would be implementing them, which created an us-versus-them mentality that should have been avoided.

At first I was terrified about the prospect of on-line teaching, but the heroic IT staff in my department got me the tools I needed and patiently taught me how to use it. They promptly answered my many panicky emails. In the end it all worked out fine.

CONCERNS ABOUT EQUITY, DIVERSITY, AND INCLUSION DURING THE PANDEMIC

This section summarizes and expands upon concerns that were reported in previous sections of the report related to equity, diversity and inclusion during the pandemic. Concerns included:

- Racist and/or sexist treatment toward faculty
  - Including anti-Asian attitudes and actions
  - In regard to course evaluations
  - Perceived lack of sufficient/timely response from administration
- Added service work that is placed on faculty of color
- Support for integrating diversity and equity topics into the curriculum
  - Call for funded support for faculty who teach about difficult topics (e.g., race and racism)

- Disability accommodations
    - Accessibility concerns (inaccessible software) for an instructor with a disability
    - Providing sufficient accessibility accommodations to students with disabilities
    - Concern about workload implications for instructors
    - Concern about students abusing the system
- Support for students with limited access to technology, internet access, quiet space
- Resources for inclusive and equitable course design and facilitation
- Lack of consistent and equitable workloads across departments, uneven resources across departments
- Hierarchy that places staff in disadvantaged positions and privileges tenure-track faculty in comparison
    - Pressure for staff to teach in-person
    - Resources designed for faculty, not instructional staff

…Also, have a McBurney advocate for each McBurney student. McBurney students sometimes don't inform instructors of their needs and/or demand waaaay too much of the instructors' time. There needs to be clearer guidelines to how flexible instructors are required to be, and students need to be informed that McBurney accommodations should not be abused. McBurney accommodations take an inordinate amount of time to manage - this was true in Fall 2019 (more so than Fall 2018) and it was even more intensive in Fall 2020. It leads to compassion fatigue and this could end up disadvantaging some students.

I hope the university can take more initiative in addressing concerns from Asian students and faculty members. A large number of students feel very unsettled all the time. If the university could provide some kind of child care-giving services, it would be appreciated too. But I understand it is hard.

Increase salary or provide additional one-time payments by semester, particularly to take into account childcare issues during the pandemic and service work for faculty of color

provide equitable support for TAs and reader-graders to all departments; currently faculty instructors and TAs have widely varying workloads which is good neither for undergraduate learning nor workplace climate

…The pivot was hard- esp for those experiencing effects of systemic racial/ social injustice. When things get hard, most folks just want to be seen and heard and feel they are empowered/ have some agency or can trust the way forward.

…provide more tangible and adequate supports to students in order to ensure their safety and wellbeing, especially around issues of racism and socioeconomic oppression.

Provide more FUNDED support for faculty who teach about race/racism and other difficult subjects.

NOTHING/DON'T KNOW

This theme highlighted the 46 respondents that replied with either nothing or don't know when asked what the University could do to improve their experience as an instructor. This theme was included due to the nature of the open-ended question in which a response was not required. Roughly one-half of these responses also indicated satisfaction with current support.

A set of 12 recommendations emerged from the open-ended survey responses and are organized in relation to the first four themes presented in this report. Some of the recommendations are interrelated.

RECOMMENDATIONS FOR SUPPORTING INSTRUCTORS DURING THE PANDEMIC

RECOMMENDATION 1: DEMONSTRATE CARE FOR INSTRUCTORS (104)

These recommendations centered on practices and policies (see Recommendation 8 for information on policies) that support instructor well-being during the pandemic.

ACKNOWLEDGEMENT AND COMPASSION - There were calls to sincerely acknowledge through communications, actions, and policies the challenges instructors experienced and are experiencing not only with regards to work but to their lives overall.

SUPPORT - Some instructors requested "support" in general and specifically from departments, department chairs, supervisors, and administrators. "Check ins" were mentioned by a number of instructors.

> *Advise departments on how to support their faculty, staff, and students and encourage them to do more so. We received very little support, hardly even any words of encouragement, from the head of our department.*

> *Someone checking in, even once or twice a semester.*

LISTEN TO INSTRUCTORS - There were a number of calls for administrators to listen to what instructors need and trust instructors to make decisions about their courses, including modality decisions.

> *…More priority to listening to what works best for each professor based on their personal situation to make it the best experience for them - not just make blanket policies that everyone has to adhere to no matter what.*

RECOMMENDATION 2: COMPENSATE EQUITABLY (98)

There were a large number of requests for changes in compensation, with the majority of comments focused on increasing pay to match workload. Calls included:

- Increasing pay to compensate instructors for increased workload during the semester and prior to the semester (especially for instructors on 9-month contracts)
- Discontinuing furloughs
- Reimbursing instructors for expenses incurred from working at home (e.g., technology, utilities, internet service)
- Waiving segregated fees for graduate students and increasing pay to match increased workloads
- Compensating instructors financially for their creativity and dedication

RECOMMENDATION 3: RECOGNIZE INSTRUCTOR CONTRIBUTIONS (34)

Requests for formal and informal recognition of instructor contributions to the University response to the pandemic included a wide range of comments including:

- Instructors need compassion and some "slack" just as students do.
- Remote teaching has involved an incredible amount of time for many instructors, including converting course material, helping students feel connected, and engaging students in courses.

- Instructors shifted time from research to teaching out of necessity. Temporarily adjust expectations for research accordingly.
- In-person teaching was extremely stressful for some instructors.
- Some graduate students are the primary instructor for certain courses and are they carried an even larger responsibility during the pandemic

Recognize my teaching somehow. It motivates me to be appreciated for my commitment to students

…encourage directors and deans to engage personally with their faculty. A sincere and personal thank you and how are you doing would go a long way…

RECOMMENDATION 4: SUPPORT RESEARCH (13)

Requests for support for research during the pandemic included a recognition that research and grant writing have been impacted and calls for support. Specifically, respondents asked for teaching release/a decrease in teaching load and more support from TAs and administrative support staff in order to free up time for research.

RECOMMENDATIONS FOR SUPPORTING INSTRUCTION DURING A PANDEMIC

RECOMMENDATION 5: PROVIDE BETTER TECHNOLOGY (168 RESPONSES)

Several responses acknowledged the stress that the pandemic put on support staff and the "help desk." Across these responses "better" often meant the following:

- CUSTOMIZED TOOLS - Instructors wished for tools like Slack and Gather.town and for fixes to Canvas, Zoom, and other core technologies, especially technologies to support remote assessment. Several responses called for technology and tech support to be located within departments so as to better meet disciplinary instructional needs.
- PERSONAL TECH - Instructors called for providing sufficient technology for home offices ("new laptop"), access to on-campus studios that could support video production, subscriptions to online tools, support for upgrading home Internet service.
- STABLE CORE TECHNOLOGY - Many responses called out the timing of the adoption of Zoom, disruptions to Kaltura Mediaspace, changes in and limits on video storage. The request was for an established set of core technologies with a more nimble process of adopting new technologies

RECOMMENDATION 6: PROVIDE "MORE" RELEVANT AND ORGANIZED RESOURCES (159 RESPONSES)

Overall, relevant resources are stable and easy to find and they meet instructors' goals. Relevance often meant one of four kinds of resources.

- LOCAL RESOURCES - Instructors asked for people who know the domain and student support: TAs (the most common request), advisors, student support mentors, undergraduates. Several responses suggested that these people are best located within a department and supplement rather than replace instructors.

  The tech department needs to be better aligned with teaching. There are too few consultants to assist with transitioning in person courses to meaningful online courses. It is a matter of individual consultation and course set up with a consultant who understands both technologies and teaching approaches. This was very much lacking in my experience.

- CONSULTANTS - These are people who build out content (especially video content) and course sites and, less frequently, evaluate site designs and help to facilitate class sessions. Instructors asked for people who can "answer my questions" and more.

  Provide dedicated staff to support some of the more mundane and time-consuming aspects of online teaching (e.g. design of Canvas, processing video files, etc.). For me, the most frustrating thing was having to do *tons* of busy work related to teaching -- stuff that I would never need to do in an in-person setting.

- RELEVANT "TUTORIALS" AND "HELP DOCUMENTS" - The request was for resources that focus less on "using the technology" and more on "teaching itself." One instructor put it this way: "Provide how to workshops _with MODELING, NOT just talking about it_ of what these remote teaching approaches actually look like (e.g. supporting students, engaging students, student-student and student-instructor interactions etc.)."

- TIME - Many instructors saw their own time as the most relevant resource and requested summer salary, releases, and reduced teaching loads.

- "ORGANIZATION" - One response put this quality of support succinctly: "Provide more administrative support for organizing teaching materials for remote learning." Responses called for:
  - A centralized location for resources that eliminates redundancy and provides a point of contact
  - A more systematic means of communicating about resources (i.e., one that does not depend on email)

RECOMMENDATION 7: SUPPORT STUDENTS DURING THE PANDEMIC (42 RESPONSES)

A number of instructors appreciated the University's emphasis on student mental health and well-being. To support students more fully in the pandemic, they recommended:

- Targeted professional development for instructors concerning promoting student well-being and engaging students in remote instruction
- Resources to support student well-being that are sufficient and searchable
- The adoption of practices that promote student safety such as effective remote teaching and wellness checks
- A process for ensuring that students have sufficient technology to engage in remote instruction.

RECOMMENDATIONS FOR THE UNIVERSITY RESPONSE TO THE PANDEMIC

RECOMMENDATION 8: ADAPT POLICIES IN RESPONSE TO THE PANDEMIC (151)

Instructors recommended establishing new policies, adopting one-time policies, and revising existing policies. Three adaptations were voiced frequently:

- Establish central policies and guidelines about modality of instruction (including definitions, instructor choice, student expectations) as well as student, staff, and instructor safety in a pandemic.
- Adopt one-time policies (1) to backfill the impact of the pandemic (especially on research, progress toward tenure, instructor health), (2) to reduce service to make space for increased teaching load, and (3) to reduce teaching load via more TAs, smaller course loads, and smaller classes.
- Review and revise policies related to graduate student fees and compensation and support, "value of teaching," building access, faculty hiring (in relation to equity and replacements), the adoption of technology, class size, referral to mental health resources, course review and other functions.

RECOMMENDATION 9: ADAPT EXPECTATIONS FOR INSTRUCTORS DURING THE PANDEMIC (71)

Instructors requested pandemic adaptations of expectations in three domains:

- ADMINISTRATIVE WORK - Reduce or eliminate all but critical administrative work at the departmental or institutional level to make space for increased workload in class and at home.
- REMOTE INSTRUCTION - Publish expectations for remote instruction including the limitations of the modality, "reasonable" expectations for student and instructor participation, student support, assessment, the provision of accommodations.
- WORKLOAD AND PERFORMANCE IN THE PANDEMIC - Recognize formally and informally the impact of the pandemic on home life, research, progress toward tenure and reflect on whether expectations for faculty performance need to be reviewed after the pandemic.

   Not putting too much expectations on people to get things done by calling these times are extraordinary.

   It's not that the resources weren't provide--they were. But with all the other demands on our professional and personal lives right now, I do not have any extra time to take advantage of these resources. I'm barely hanging on. My physical and mental health have drastically deteriorated and it has nearly all been the result of additional workload demands, leaving no room for any semblance of self-care. I am so incredibly disappointed in the university every time there is an additional ask of us this year. It is so tone-deaf. The TTC stuff just put back on our plate is the tipping point. You are crushing everyone with each new ask.

   Recognizing the magnitude of the shift online and the increasing demands of all sorts of work - particularly advising work. I'm grateful for the availability of tools I needed. It was hard to make time for training etc in the pandemic time crunch. Honestly, what I wished for most often (besides some miraculous childcare solution) was a commitment to putting non-essential service work ON HOLD instead of trying to conduct business as usual. Time for research was almost entirely squeezed out.

RECOMMENDATION 10: ORGANIZE COMMUNICATION (53)

Instructors requested proactive communication that (1) does not depend on mass email and (2) recognizes instructors' situation in a pandemic. There was general agreement that the messaging must be consistent. A substantial group of responses encourage institutional messages be distributed by departments whenever possible.

RECOMMENDATION 11: RETURN TO THE CLASSROOM (20)

A small group of instructors called for the University to return to in-person instruction as soon as possible.

RECOMMENDATIONS FOR PROMOTING EQUITY

RECOMMENDATION 12: IMPLEMENT MORE EQUITABLE POLICIES AND SUPPORT

There were calls to implement policies, resources, and support in more equitable ways. These responses pointed to the perception of different standards across disciplines on campus as well as between athletics and academics. Some instructors thought there were fewer teaching resources for the humanities than other disciplines. Other responses addressed the need for increased support and resources for students and instructors from marginalized populations. Finally, there were a few comments that address hierarchy within instructor ranks.

TABLE 1. CODE BOOK

Table 1 collects the final codes used during analysis by code type in descending order of frequency.

Topic Codes

Code	Description	Frequency
Instructional support	Responses about programs, materials, and people that aided instructors in developing and facilitating courses in Fall 2020	188
Instructional technology	Responses about tools used to teach during the pandemic, from software and platforms to cameras, classrooms, and home Internet service	166
University response	Ways instructors experienced the institutional response to the pandemic	127
Workload	Experiences with workload during the pandemic	93
Instructor well-being	Reports of the impact of the pandemic on instructor lives outside the classroom	80
Pandemic policies	Ways instructors experienced the policies that were developed and implemented during the pandemic	79
Communication	Ways instructors experienced communication from the institution to instructors and students	56
Financial concerns	Reports of the financial costs of the pandemic for instructors	54
Modality of instruction	Ways in which instructors experienced transitions between different modes of instruction	52
Graduate students	Reports of the impact of the pandemic on graduate students	51
Tenure and promotion	Reports of the impact of the pandemic on the process of tenure and promotion and the balance of service, teaching, and researching	33
Quality of instruction	Reports of the impact of the pandemic on instructors' ability to teach well in their own eyes	19

Desired Action Codes

Code	Description	Frequency
Providing better technology	Requests for more, different, or improved technology resources	168
Adapting policy	Requests for suspending or revising existing guidelines or establishing new	151
Providing relevant resources	Requests for additional support resources that are customized to the instructors' context	142
Caring for instructors	Requests for practices that support instructor well-being during the pandemic	104

Compensating equitably	Requests for changes in compensation to match workload	98
Adapting expectations	Requests for formally or informally making explicit or revising expectations for teaching, researching, and service during the pandemic	71
Organizing communication	Requests for streamlining communication methods and making communication more effective and responsive during the pandemic	53
Supporting students	Requests for resources and staff to support students' mental health, engagement in remote instruction, and academic success	42
Recognizing instructor contributions	Requests for formal and informal recognition of instructor contributions to the University response to the pandemic	34
Getting back into classrooms	Requests for returning the University to in-person instruction	20
Organizing resources	Requests for a searchable repository of resources	17
Following a consistent plan	Requests for managing and communicating the plan for responding to the pandemic	15
Supporting research	Requests for support for research during the pandemic	13
Promoting equity	Requests for using the pandemic as a means to emphasize equity	6

Emotion Codes

Code	Description	Frequency
Neutral	Response described need support with minimal dissatisfaction of current support	316
Dissatisfied	Response calls out a lack of support	309
Frustrated	Response indicates difficulty in accomplishing instructor's responsibilities	209
Satisfied	Response indicates sufficient support	114
Overwhelmed	Response offers little indication of satisfaction or dissatisfaction	99
Very dissatisfied	Response indicates that a lack of support causes substantial stress	35
Enthusiastic	Response offers high praise for University support	7

TABLE 2. NUMBER OF CODES BY CODE TYPE

Table 2 provides the number of responses by code type that received 1, 2, 3, or more than codes.

Code Type	1 Code	2 Codes	3 Codes	>3 Codes
Topic	685 (79.4%)	160 (18.5%)	16 (1.9%)	2 (0.2%)
Emotion	844 (97.8%)	19 (2.2%)	0	0
Desired Action	778 (90.2%)	52 (6.0%)	19 (2.2%)	1 (0.1%)

TABLE 3. AFFECTS BY THEME

Table 3 provides the share of all cross-coded responses within each theme as well as the share of those responses coded Dissatisfied/Frustrated, Neutral, Satisfied, and Overwhelmed.

Themes	Share of total responses	Dissatisfied and Frustrated	Neutral	Satisfied	Overwhelmed
Support for Instructors	30.9%	57.4%	22.9%	2.1%	17.6%
Support for Instruction	36.6%	48.4%	35.1%	11.8%	4.8%
Institutional Response	28.3%	54.2%	26.3%	13.6%	5.8%
Don't know/nothing	4.2%	0.0%	39.1%	54.3%	6.5%
Total	100%	50.8%	29.0%	11.1%	9.1%

TABLE 4. AFFECTS BY TOPIC

Table 4 provides the share of all cross-coded responses assigned each topic could as well as the share of those responses coded Dissatisfied/Frustrated, Neutral, Satisfied, and Overwhelmed.

	Share of Total Responses	Dissatisfied and Frustrated	Neutral	Satisfied	Overwhelmed
Communication	5.1%	71.4%	16.1%	3.6%	8.9%
Don't know/nothing	4.2%	0.0%	39.1%	54.3%	6.5%
Financial concerns	5.0%	83.3%	14.8%	0.0%	1.9%
Graduate students	4.7%	64.7%	25.5%	0.0%	9.8%
Instructional support	17.3%	40.4%	33.5%	20.2%	5.9%
Instructional technology	15.2%	56.6%	36.1%	4.2%	3.0%
Instructor well-being	7.3%	55.0%	21.3%	1.3%	22.5%
Modality of instruction	4.8%	25.0%	50.0%	17.3%	7.7%
Quality of instruction	1.7%	36.8%	57.9%	5.3%	0.0%
Student support	4.1%	51.1%	37.8%	4.4%	6.7%
Teaching policy	7.3%	57.0%	39.2%	0.0%	3.8%
Tenure and promotion	3.0%	72.7%	18.2%	0.0%	9.1%
University response	11.1%	57.0%	12.4%	25.6%	5.0%
Vaccination	0.6%	50.0%	33.3%	16.7%	0.0%
Workload	8.5%	39.8%	21.5%	4.3%	34.4%
Total	100.0%	50.8%	29.0%	11.1%	9.1%

TABLE 5. AFFECTS BY DESIRED ACTIONS

Table 4 provides the share of all cross-coded responses assigned to each desired action as well as the share of those responses coded Dissatisfied/Frustrated, Neutral, Satisfied, and Overwhelmed.

	Share of Total Responses	Dissatisfied and Frustrated	Neutral	Satisfied	Overwhelmed
adapting expectations	6.5%	47.9%	21.1%	0.0%	31.0%
adapting policy	13.9%	58.3%	31.8%	2.0%	7.9%
caring for instructors	9.6%	55.8%	25.0%	1.0%	18.3%
carrying on	6.2%	1.5%	0.0%	89.7%	8.8%
compensating equitably	9.0%	80.6%	13.3%	0.0%	6.1%
following a consistent plan	1.4%	80.0%	6.7%	6.7%	6.7%
getting back into classrooms	1.8%	10.0%	75.0%	10.0%	5.0%
improving instruction	3.3%	25.0%	66.7%	2.8%	5.6%
NA	3.9%	2.4%	45.2%	52.4%	0.0%
organizing communication	4.9%	64.2%	24.5%	1.9%	9.4%
organizing resources	1.6%	47.1%	35.3%	0.0%	17.6%
promoting equity	0.6%	83.3%	16.7%	0.0%	0.0%
providing better technology	15.4%	60.7%	32.7%	4.2%	2.4%
providing relevant resources	13.0%	41.5%	40.8%	12.0%	5.6%
recognizing instructor contributions	3.1%	70.6%	11.8%	5.9%	11.8%
reducing bureaucracy	0.8%	77.8%	0.0%	11.1%	11.1%
supporting research	1.2%	53.8%	38.5%	0.0%	7.7%
supporting students	3.9%	54.8%	31.0%	4.8%	9.5%
Total	100.0%	50.8%	29.0%	11.1%	9.1%