



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

**KEY FINDINGS:
SPRING 2021 INSTRUCTOR SURVEY**

OFFICE OF THE PROVOST
DIVISION OF DIVERSITY, EQUITY & EDUCATIONAL ACHIEVEMENT

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EXECUTIVE SUMMARY

Staff from the Office of the Provost and Division of Diversity, Equity & Educational Achievement (DDEEA) developed a brief questionnaire addressing fall 2020 instructional experiences, with an emphasis on workload, stress, and personal and professional challenges. The survey was fielded from February 22 to March 4, 2021. All current faculty and instructional staff (excluding teaching assistants) who *taught at least one group instruction course in the fall 2020 semester* (n=3218) were invited to participate in the survey; 1331 instructors completed the survey, a 41% response rate.

KEY FINDINGS

Instructors reported less manageable workloads and greater stress than previous semesters. More than 3 out of 4 (77%) instructors reported that their fall 2020 workload was somewhat more (40%) or much more (37%) than their workload in fall 2019. Similarly, a large majority (85%) of instructors reported that their stress level was somewhat (30%) or much more (55%) in fall 2020 compared to fall 2019. Qualitative data illustrated instructors perception of increased workload.

Total hours per week was comparable to previous semesters, but the portion of time allocated to teaching and scholarship shifted significantly. Among tenure-track faculty instructors, time spent conducting research fell from 30.3% in 2019 to 20.5% in fall 2020. This shift was offset by a substantial increase in effort spent on teaching: 37.9% in fall 2020, up from 24.6% in 2019. Time allocation for instructional staff remained relatively stable.

Most instructors reported increased workload from engaging students remotely in the course material (83%), adapting course materials to a remote teaching environment (82%), using new teaching and learning tools in the remote teaching environment (80%), supporting students academically in a remote environment (75%), and supporting students' well-being due to the pandemic (70%). Nearly half of instructors reported that using new assessment tools in the remote teaching environment increased their workload (45%). Fewer instructors reported that supporting students' well-being due to racial unrest in the US (36%) or other tasks (14%) increased their workload.

Instructors face significant challenges in their personal lives. More than half indicated that coping with the COVID19 pandemic (71%) and caring for their own emotional well-being (65%) posed a challenge for them. About half said the same for caring for their own physical health (49%), caregiving for children or other family members (45%), and coping with racial unrest in the US (44%). These challenges and additional challenges were present in the qualitative findings as well.

Most instructors appreciate the support UW-Madison provides them, but there is room for improvement. Nearly 2 out of 3 (62%) instructors reported they were somewhat (40%) or extremely (21%) satisfied with the resources UW-Madison provides for their teaching. About 1 in 5 were somewhat dissatisfied (15%) or extremely dissatisfied (7%).

There were few differences across instructor characteristics and demographics.

Qualitative findings demonstrated a range of instructor experiences around the following 4 themes: Support for Instructors During the Pandemic, Support for Instruction During the Pandemic, Institutional Response During the Pandemic, and Concerns about Diversity, Equity, and Inclusion During the Pandemic. Twelve recommendations from respondents emerged from the data:

1. Demonstrate care for instructors
2. Compensate equitably
3. Recognize instructor contributions
4. Support Research
5. Provide better technology
6. Provide more relevant and organized resources
7. Support students during the pandemic
8. Adapt policies in response to the pandemic
9. Adapt expectations during the pandemic
10. Organize communication
11. Return to the classroom
12. Implement more equitable policies and support

INTRODUCTION & METHODS

Staff from the Office of the Provost (Megan Schmid and Mary Thompson) and DDEEA (James Yonker) developed a brief questionnaire addressing fall 2020 instructional experiences, with an emphasis on workload, stress, and personal and professional challenges.

POPULATION, RESPONSE RATES, AND SAMPLE CHARACTERISTICS

The survey was in the field from February 22 to March 4. A pre-invitation email was sent on February 22 with reminder emails sent on February 25 and March 2. All current faculty, instructional staff, and Teaching Assistants who were *primary instructors* in at least one range 1 group instruction course in the fall 2020 semester (n=3218) were invited to participate in the survey. Only TAs who were primary instructors (for example, TAs for introductory language courses, English 100, Communication Arts 100) received the survey invitation.

- 1331 instructors completed the survey (727 tenure-track faculty, 597 staff instructors, 7 unreported title)
- 41% overall response rate

COMPARISONS TO OTHER SURVEYS

The Women in Science & Engineering Leadership Institute (WISELI) has been conducting a longitudinal Study of Faculty Worklife¹ at UW-Madison since 2003. With permission from the study's Principal Investigator, we used questions from the 2019 Study of Faculty Worklife survey instrument for the Spring 2021 Instructor Survey. WISELI questions 12, 13, and 19b addressed workload, time allocation, and satisfaction with support for teaching and correspond with questions 6, 7, and 9, respectively, on the Spring 2021 Instructor Survey. Only minor modifications to question wording were made to address the appropriate timeframe (i.e., fall 2020 semester). We compared results from the 2019 WISELI survey to the Spring 2021 Instructor Survey.

The Academic Staff Worklife Survey was conducted in 2016 and 2019 and was based on the aforementioned WISELI Study of Faculty Worklife. There are two questions in common between the Academic Staff Worklife Survey and the Spring 2021 Instructor survey, and these two questions relate to workload (both 2016 and 2019 Academic Staff Worklife Survey) and time allocation (2016 Academic Staff Worklife Survey only).

QUANTITATIVE METHODS

Each quantitative question was analyzed by the following characteristics:

- Gender, gender identity, sexual orientation
- Race/ethnicity
- Disability status
- Citizenship status
- Title
- Rank (for tenure-track faculty)
- Appointment percentage

¹ Sheridan, Jennifer; Christine Maidl Pribbenow; Molly Carnes; and Amy Wendt. January 2019. "[Study of Faculty Worklife at the University of Wisconsin–Madison, 2019.](#)" Climate survey instrument, Tenured and Tenure-Track Faculty.

Most survey questions offered multi-point response scales (e.g., Not at all, A little, Somewhat, Very, Extremely). For statistical analyses, scales like these were treated as interval level data to calculate a difference in mean scores (t-test).

Statistical significance is a measure of how confident we are that a real difference exists—distinguishing signal from noise. The ability to identify differences as significant depends on the size of the difference, the amount of variation in the responses, and the sample size. Smaller units will likely have fewer differences that are significant because they have fewer responses.

Statistical significance (i.e., statistical precision, $p < 0.05$) is a common first step in determining what differences between groups are, and are not, meaningful. However, in large samples, even small differences may be statistically significant but not substantively meaningful. In these situations, it is also common to consider measures of effect size. Effect sizes are a way of calculating the magnitude of a relationship distinct from statistical significance.

For this report, a group difference was considered meaningful only if it satisfied two conditions: (a) the difference in mean scores was statistically significant at $p < 0.05$ and (b) the Cohen's d effect size was at least 0.20. Cohen's d shows the difference in averages between two groups in terms of standard deviations.

QUALITATIVE METHODS

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.

TERMINOLOGY

Instructional staff refers to all instructional academic staff (including Clinical Instructors, Clinical Professors, and Clinical Health Sciences Professors) and Teaching Assistants

Instructors refers to all faculty and staff (including teaching assistants)

Tenure-track faculty refers to Assistant Professors, Associate Professors, and Professors.

Remote teaching means teaching a course virtually.

In-person teaching means teaching a course while you are in the same physical space as students and other course instructors.

FINDINGS

Survey results are divided into sections according to the grouping of survey questions.

For quantitative questions, the text describes the overall findings and notes differences between groups that are both statistically significant and large enough to be meaningful. A comprehensive set of tables for each analysis variable by instructor characteristics is contained in **Appendix B**. Meaningful differences are indicated by grey-shaded boxes in the detailed tables.

For the qualitative question, a summary is provided, including themes and topics. In addition, themes, topics, and coding counts within each theme/topic are provided. Representative quotations are included for select topics. The full qualitative report is contained in **Appendix C**.

As with all survey research, there are a few things to keep in mind when reading this report. First, the results presented in this report reflect the attitudes and experiences of survey respondents, which may not represent those who did not complete the survey.

Second, the number of respondents for a particular question may be small depending on the size of the group. It is important to interpret small numbers with caution. Breakdowns by instructor characteristics were not always possible because of small numbers of participants. If a category had fewer than 10 individuals, data for that breakdown were suppressed and the tables display an "S."

Third, differences across groups may be the result of real differences in experiences, different aspects or different perceptions of the same experience, or differing expectations. For example, something that occurs once a week may be perceived as often to one respondent but rarely to another.

Fourth, individuals have many facets to their identity and vary in their configuration of characteristics. This report presents data by major instructor characteristics that were obtained via self-report survey questions. Other important instructor characteristics may impact their experience but were not available for this analysis.

WORKLOAD AND WORK-RELATED TOPICS

While 77% of instructors reported their workload in fall 2020 was *somewhat more* or *much more* than in fall 2019 and qualitative findings (see **Appendix C**) also reflected increased workload for instructors, reports of hours worked per week did not reflect a significant increase compared to earlier surveys (WISELI Study and Academic Staff Surveys). It is important to note there are limitations with comparing data from this survey to prior surveys including that the samples were not the same. Furthermore, it may have been more difficult during the pandemic than in the past to separate work hours from time balancing other responsibilities, including caregiving, making it challenging to report number of hours worked.

Although additional data collection would be needed to explore these potential inconsistencies in the data, additional existing data may offer possible insights. The Spring 2021 Instructor Survey results did demonstrate a shift in time allocation. For faculty, time spent on teaching increased significantly and time spent on research decreased significantly. Qualitative data demonstrated a similar shift for faculty, with increased time spent on teaching and decreased time spent on research. In addition, 85% of instructors reported their stress level in fall 2020 was *somewhat more* or *much more stressful* than in fall 2019. Increased stress could have contributed to perceptions of even higher workload.

Another possible explanation for these findings is represented in the following quotation and reflects a “ceiling effect” on possible work hours:

This questionnaire asks how overall workload between Fall 2019 and Fall 2020 compares but does not ask for elaboration. My workload was only slightly more overall, but that is because my small children and caregiving responsibilities preclude working more than a certain number (say, 65) hours each week regardless of what is on my plate. So my workload was similar between semesters, but I was not able to spend anywhere near adequate time on research activities with the increased responsibility associated with teaching.

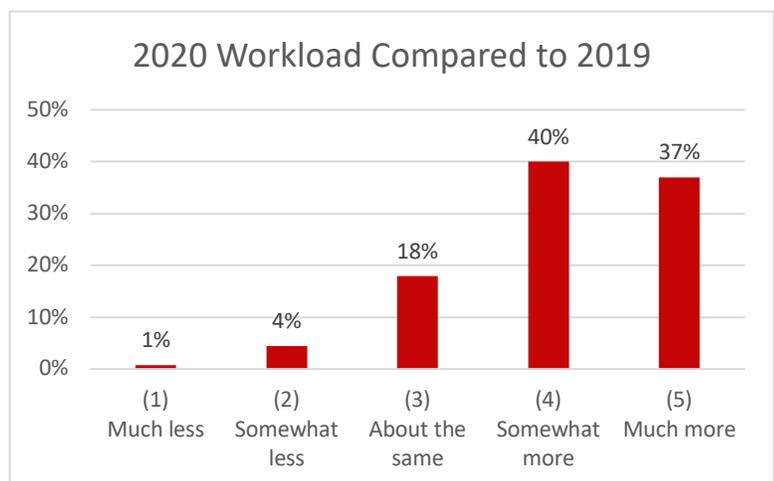
PERCEIVED WORKLOAD CHANGES

Q8: How did your workload in the fall 2020 semester compare to your workload in the fall 2019 semester? (1-5 scale)

77% of instructors reported their workload in fall 2020 was *somewhat more* (40%) or *much more* (37%) than in fall 2019. An additional 18% of instructors reported their workload in fall 2020 was *about the same* as fall 2019, while 5% of instructors reported their fall 2020 workload was *somewhat less* (4%) or *much less* (1%) compared to fall 2019. The overall average was 4.1 on a 1 to 5 scale.

There were some differences in perceived workload changes by instructor characteristics.

- Associate professors reported greater increases in workload compared to assistant or full professors (4.3 vs 4.0 and 4.1, respectively).
- Transgender (4.6) and LGBTQ+ (4.3) instructors reported greater increased workloads in fall 2020 compared to fall 2019.
- Non-binary (4.4) instructors reported greater increased workloads in fall 2020 than in fall 2019 compared to men and women (4.0 and 4.2, respectively). Men reported less increase in workload between fall 2020 than in fall 2019 compared to women and non-binary instructors.



- Tenure-track faculty (4.1), clinical faculty/instructors (4.2), faculty associates (4.1), and lecturers (4.2) reported greater increased workloads compared to instructors with other job titles (e.g., adjunct professor; 3.8).
- There were no significant differences in workload increases between faculty and academic staff or by appointment level, citizenship, race/ethnicity, or disability status.

In qualitative findings, 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. See **Appendix C** for a detailed discussion of these findings.

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 modify 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.

WORK HOURS PER WEEK

Q7: Thinking about your fall 2020 workload, how many hours did you work in a typical work week?

On average, instructors reported working 52.7 hours per week during in fall 2020. There were significant differences in reported work hours per week by instructor characteristics.

- Tenure-track faculty reported working more hours per week than academic staff instructors (57.9 vs 46.5).
- Men reported working more hours per week than women (54.5 vs 50.9).
- US citizens reported working more hours per week than non-residents (53.2 vs 44.3).
- There were no significant differences in work hours per week by faculty rank, gender identity, sexual orientation, race/ethnicity, or disability status.

WORK HOURS COMPARED TO WISELI STUDY

On the 2019 WISELI Study of Faculty Worklife, faculty that were teaching at the time of the survey reported they worked 57.2 hours per week, slightly lower (not significant) than the 57.9 hours reported by tenure-track faculty instructors on the 2021 Spring Instructor Survey (see above).

WORK HOURS COMPARED TO ACADEMIC STAFF SURVEY

On the 2016 Academic Staff Worklife Survey, staff with an instructional title reported they worked 46 hours per week (2016) and 47 hours per week (2019). In comparison, academic staff (non-tenure-track) instructors in the 2021 Spring Instructor Survey reported working 46.5 hours per week—no difference. However, the Spring 2021 Instructor Survey included graduate student lecturers, which may impact the comparison between these two surveys.

TIME ALLOCATION

Q6:

<i>Percent Time Allocation</i>	<i>2021 Instructor Survey</i>			<i>Comparison Surveys</i>	
<i>Activity</i>	<i>All Instructors</i>	<i>Tenure-Track Faculty</i>	<i>Staff Instructors</i>	<i>2019 WISELI Study</i>	<i>2016 Academic Staff Survey</i>
a. Teaching (including preparing materials for class, lecturing, supervising TAs, etc.)	43.9%	37.9%	51.0%	24.6%	48.5%
b. Meeting or communicating with students outside of class (office hours, advising, supervising research, writing letters of recommendation, etc.)	15.1%	14.1%	16.3%	12.6%	15.3%
c. Scholarship or conducting research (including writing, attending professional meetings, grant writing, artistic activity, etc.)	15.6%	20.5%	9.5%	30.3%	6.8%
d. Administrative responsibilities (including compliance activities)	9.4%	10.0%	8.7%	11.1%	13.4%
e. Committee work/University service	6.7%	9.0%	3.8%	8.5%	3.8%
f. External paid consulting	0.4%	0.2%	0.5%	0.6%	0.3%
g. Clinical work	1.3%	0.6%	2.3%	3.1%	2.8%
h. Extension/Outreach activities	1.4%	1.3%	1.5%	3.0%	5.2%
i. Service to the profession (including reviewing manuscripts, service to professional organizations)	3.9%	5.6%	1.9%	5.9%	2.2%
j. Other work-related activities. Please specify: _____	2.5%	0.8%	4.5%	0.5%	2.2%
Total	100%	100%	100%	100%	100%

Gray shaded cells indicate statistically significant differences of means ($p < 0.05$) with effect sizes of at least 0.20 standard deviations. Bold values indicate significant differences compared to the 2019 WISELI survey.

During an average week in fall 2020, instructors spent 59.0% of their time on teaching (43.9%) and meeting or communicating with students outside of class (15.1%; 6a and 6b). They spent an additional 15.6% of their time on scholarship and research (6c). The remaining 25.4% of their time was spent on other activities (6d-j).

The section below shows differences in time allocation by instructor characteristics for the most common activities (6a-c). For breakdowns of items 6d-j by instructor characteristics, see **Appendix B**.

- Teaching (6a)
 - ◆ Academic staff instructors (51%) vs tenure-track faculty (37.9%).
 - ◆ Assistant and associate professors (39.9% and 41.3%) vs full professors (35.7%).
 - ◆ Instructors with less than 100-percent appointments (51.7%) vs those 100-percent appointments (41.8%).
 - ◆ There were no significant differences in the reported portion of time spent teaching by gender, gender identity, sexual orientation, citizenship, race/ethnicity, or disability status.

- Meeting or communicating with students outside of class (6b)
 - ◆ There were no significant differences in the reported portion of time spent meeting or communicating with students outside of class by title, faculty rank, appointment level, gender, gender identity, sexual orientation, citizenship, race/ethnicity, or disability status.
- Scholarship or conducting research (6c)
 - ◆ Tenure-track faculty (20.5%) vs academic staff instructors (9.5%)
 - ◆ Assistant professors (25.5%) vs full professors (19.6%) vs associate professors (16.9%).
 - ◆ Men (18.3%) vs women (13.2%).
 - ◆ Non-residents (22.5%) vs permanent residents (19.2%) vs US citizens (14.8%).
 - ◆ Instructors of color (18.4%) vs white instructors (14.6%), particularly for Asian instructors (22.3%).
 - ◆ There were no significant differences in the portion of time spent on scholarship or conducting research by appointment level, gender identity, sexual orientation, or disability status.

TIME ALLOCATION COMPARISONS WITH WISELI STUDY OF FACULTY WORKLIFE

An earlier section of this report showed that faculty instructors worked about the same number of total hours per week compared to the 2019 WISELI Study of Faculty Worklife (57.9 vs 57.2, not significant). However, their reported portion of time spent on teaching and scholarship or research shifted substantially. The 2019 WISELI study found that tenure-track faculty spent 24.6% of their time teaching, which increased significantly to 37.9% on this survey for fall 2020. Conversely, the WISELI study reported that faculty instructors spent 30.3% of their time on scholarship or conducting research, which dropped significantly to 20.5% of their time for fall 2020. The portion of time allocated to other tasks remained stable.

TIME ALLOCATION COMPARISONS WITH ACADEMIC STAFF WORKLIFE SURVEY

A direct comparison between academic staff instructor responses on the Spring 2021 Instructor Survey and the 2016 Academic Staff Worklife Survey are not possible. However, the percent time spent on each activity for instructional staff in the Spring 2021 Instructor Survey is similar to the percent time spent on each activity by academic staff in the 2016 Academic Staff Worklife Survey.

FACTORS THAT INCREASED WORKLOAD

Q4: Please select the work-related areas, if any, that increased your workload in the fall 2020 semester. (Select all)

Q5: Of the instructional areas you checked in the previous question, which area required the most time? (Select one)

<i>Activity</i>	<i>Q4 (Increase)</i>	<i>Q5 (Most Time)</i>
a. Using new teaching and learning tools in the remote teaching environment	80%	23%
b. Using new assessment tools in the remote teaching environment	45%	4%
c. Adapting course materials to a remote teaching environment	82%	40%
d. Engaging students remotely in the course materials	83%	13%
e. Supporting students academically in a remote environment	75%	9%
f. Supporting students' well-being due to the pandemic	70%	7%
g. Supporting students' well-being due to racial unrest in the US	36%	1%
h. Other. Please specify: _____	14%	4%
i. I did not encounter any work-related areas that increased my workload	2%	--
Total	--	100%

Most instructors reported increased workload from engaging students remotely in the course material (83%), adapting course materials to a remote teaching environment (82%), using new teaching and learning tools in the remote teaching environment (80%), supporting students academically in a remote environment (75%), and supporting students' well-being due to the pandemic (70%). Nearly half of instructors reported that using new assessment tools in the remote teaching environment increased their workload (45%). Fewer instructors reported that supporting students' well-being due to racial unrest in the US (36%) or other tasks (14%) increased their workload. Only 2% of instructors reported not encountering any work-related areas that increased their workload. A detailed breakdown of work-related areas that increased workload by instructor characteristics is in **Appendix B**.

When asked which task required the most time, 40% of instructors reported adapting course materials to a remote teaching environment, 23% reported using new teaching and learning tools in the remote teaching environment, and 13% reported engaging students remotely in the course materials. Less than 10% of instructors reported each of the remaining tasks as requiring the most time. A detailed breakdown of work-related areas that increased workload the most by instructor characteristics is in **Appendix B**.

The main topics listed in the open entry for "Other, please list" included an increase in administrative and service work (e.g., meetings, emails), changing course modalities prior to and during the semester, teaching in-person, teaching dual modality, research-related challenges, technology/internet challenges. In addition, some instructors mentioned supporting colleagues and coping with colleague conflicts.

Qualitative data reflected similar findings with converting course material, learning new technology, supporting students, and administrative work as key sources of increased workload.

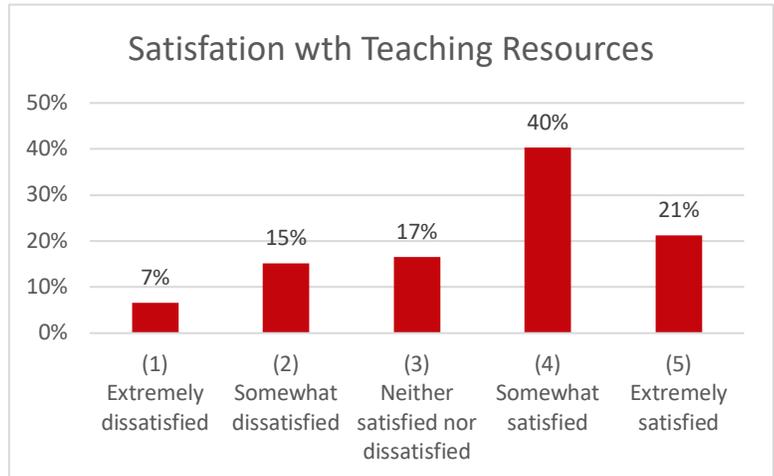
SATISFACTION WITH RESOURCES FOR TEACHING

Q9: Thinking about all the university, school or college and departmental resources, how satisfied are you with the resources UW-Madison provides to support your teaching? (1-5 scale)

62% of instructors were *somewhat satisfied* (40%) or *extremely satisfied* (21%) with campus teaching resources, while 17% were *neither satisfied nor dissatisfied* and 22% were *somewhat dissatisfied* (15%) or *extremely dissatisfied* (7%).

There were some differences in satisfaction with teaching resources by instructor characteristics.

- Full professors (3.6) were more satisfied with teaching resources than associate (3.3) or assistant (3.4) professors.
- Non-binary instructors were less satisfied with teaching resources (3.1) than men (3.6) or women (3.6) instructors.
- LGBTQ+ instructors were less satisfied with teaching resources (3.1) than non-LGBTQ+ (3.6) instructors
- There were no significant differences in satisfaction with teaching resources by title, appointment level, gender identity, citizenship, race/ethnicity, or disability status.



In qualitative findings, 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. See **Appendix C** for a detailed discussion of these findings.

PERSONAL CHALLENGES AND STRESS

PERSONAL CHALLENGES

Q2: What personal areas, if any, posed challenges for you during the fall 2020 semester?

<i>Activity</i>	<i>Q2</i>
a. Caregiving for children and/or other family members	45%
b. Caring for your own emotional well-being	65%
c. Caring for your own physical health	49%
d. Coping with COVID19 pandemic overall	71%
e. Coping with racial unrest in the US	44%
f. Other. Please specify: _____	17%
g. I did not encounter any personal challenges	8%

Most instructors reported that coping with the COVID19 pandemic overall (71%) and caring for their own emotional well-being (65%) posed challenges for them during the fall 2020 semester. Nearly half of instructors reported the same for caring for their own physical health (49%), caregiving for children and/or other family members (45%), or coping with racial unrest in the US (44%). Fewer instructors reported other issues (17%) and 8% of instructors reported not encountering any listed personal challenges. Significant differences in personal challenges by instructor characteristics are listed below.

- Caregiving (2a)
 - ◆ Associate professors (64%) vs assistant (51%) or full (43%) professors.
 - ◆ Instructors with 100-percent appointment (49%) vs instructors with less than 100-percent appointment (33%).
 - ◆ LGBTQ+ (35%) vs non-LGBTQ+ (47%).
 - ◆ Non-residents (29%) vs US citizens (46%) or permanent residents (52%).
- Personal emotional well-being (2b)
 - ◆ Assistant professors (77%) vs associate professors (70%) vs full professors (53%).
 - ◆ Men (56%) vs women (74%).
 - ◆ Transgender (93%) vs cisgender (65%).
 - ◆ LGBTQ+ (88%) vs non-LGBTQ+ (63%).
 - ◆ Non-residents (41%) vs US citizens (65%) or permanent residents (56%).
 - ◆ Instructors with a disability (84%) vs instructors without a disability (64%).
- Personal physical health (2c)
 - ◆ Full professors (40%) vs assistant (55%) or associate (56%) professors.
 - ◆ Transgender (93%) vs cisgender (49%).
 - ◆ LGBTQ+ (66%) vs non-LGBTQ+ (48%).
 - ◆ Instructors with a disability (74%) vs instructors without a disability (48%).
- Coping with COVID19 (2d)
 - ◆ Men (66%) vs women (77%).
 - ◆ LGBTQ+ (88%) vs non-LGBTQ+ (70%).
- Coping with racial unrest (2e)
 - ◆ Men (36%) vs women (52%).

- ◆ LGBTQ+ (66%) vs non-LGBTQ+ (42%).
- ◆ Instructors of color (54%) vs white instructors (41%),
- ◆ Instructors with a disability (61%) vs instructors without a disability (43%).

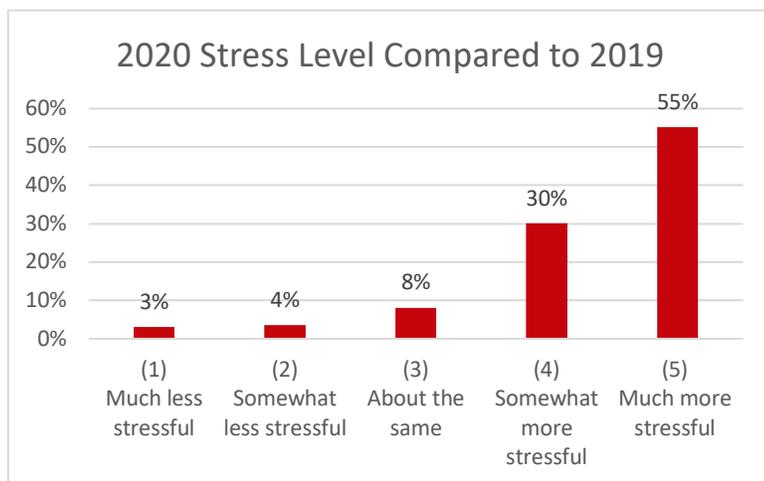
The main topics listed in the open entry for “Other, please list” included financial uncertainty, political environment in the U.S. and home country, death of a family member or friend, isolation, challenging work environment, divorce/marital concerns, and pregnancy.

Qualitative findings reflected similar themes, with caregiving as a significant concern for some instructors. Many instructors commented on challenges with their overall health and well-being and managing the pandemic overall. Some instructors commented about how they have experienced challenges related to their race, gender, disability status and employment rank. See **Appendix C** for a more detailed discussion of these findings.

STRESS

Q3: How did your stress level in the fall 2020 semester compare to your stress level in the fall 2019 semester? (1-5 scale)

85% of instructors reported their stress level in fall 2020 was *somewhat more* (30%) or *much more stressful* (55%) than in fall 2019. An additional 8% of instructors reported their stress level in fall 2020 was *about the same* as fall 2019, while 7% of instructors reported fall 2020 was *somewhat less* stressful (4%) or *much less stressful* (3%) compared to fall 2019.



- There were few differences across instructor demographics and characteristics. Differences included:
 - ◆ Instructors with 100-percent appointments (4.4 vs 4.1), instructors with a disability (4.6 vs 4.3), and transgender instructors (4.9 vs 4.3) reported significantly greater increases in stress levels.
 - ◆ Instructors with Other job titles (e.g., adjunct professor) reported smaller increases in stress (4.1 vs 4.3 overall).

Qualitative findings reflected similar results with many instructors reporting significant levels of stress and emotional strain. 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. See **Appendix C** for a more detailed discussion of these findings.

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).

QUALITATIVE THEMES AND INSTRUCTOR RECOMMENDATIONS

The survey included the following question, “(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. Findings demonstrated a range of instructor experiences around the following 4 themes: Support for Instructors During the Pandemic, Support for Instruction During the Pandemic, Institutional Response During the Pandemic, and Concerns about Diversity, Equity, and Inclusion During the Pandemic. A fifth theme included 46 responses of “don’t know” and “nothing.”

Themes/Count	Topics/Count
Theme 1: Support for Instructors During the Pandemic (330 responses)	<ul style="list-style-type: none"> • Workload (93) • Instructor well-being (80) • Financial concerns (54) • Graduate students (51) • Tenure and promotion (33) • Quality of instruction (19)
Topic 2: Support for Instruction During the Pandemic (399 responses)	<ul style="list-style-type: none"> • Instructional support (188) • Instructional technology (166) • Student support (45)
Topic 3: Institutional Response During the Pandemic (314 responses)	<ul style="list-style-type: none"> • University response (127) • Pandemic policies (79) • Communication (56) • Modality of instruction (52)
Topic 4: Concerns about Diversity, Equity, and Inclusion During the Pandemic (28)	<ul style="list-style-type: none"> • Race, gender, socioeconomic status • Policies, support, resources

A set of 12 recommendations from respondents emerged from the data and are detailed in **Appendix C**:

1. Demonstrate care for instructors
2. Compensate equitably
3. Recognize instructor contributions
4. Support research
5. Provide better technology
6. Provide more relevant and organized resources
7. Support students during the pandemic
8. Adapt policies in response to the pandemic
9. Adapt expectations during the pandemic
10. Organize communication
11. Return to the classroom
12. Implement more equitable policies and support

APPENDIX A: SURVEY INSTRUMENT

Separate file.

APPENDIX B: DETAILED DATA TABLES BY INSTRUCTOR CHARACTERISTICS

Separate file.

APPENDIX C: FULL QUALITATIVE REPORTS

Separate file.