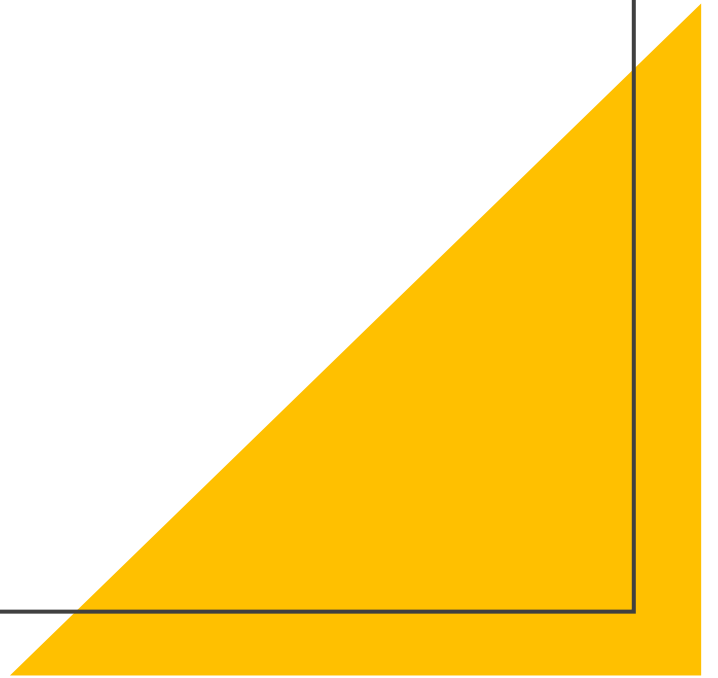


# Senate Faculty Development Committee

Faculty Survey: Effects of the Pandemic  
Spring 2022



# Effects of the Pandemic: Faculty Feedback

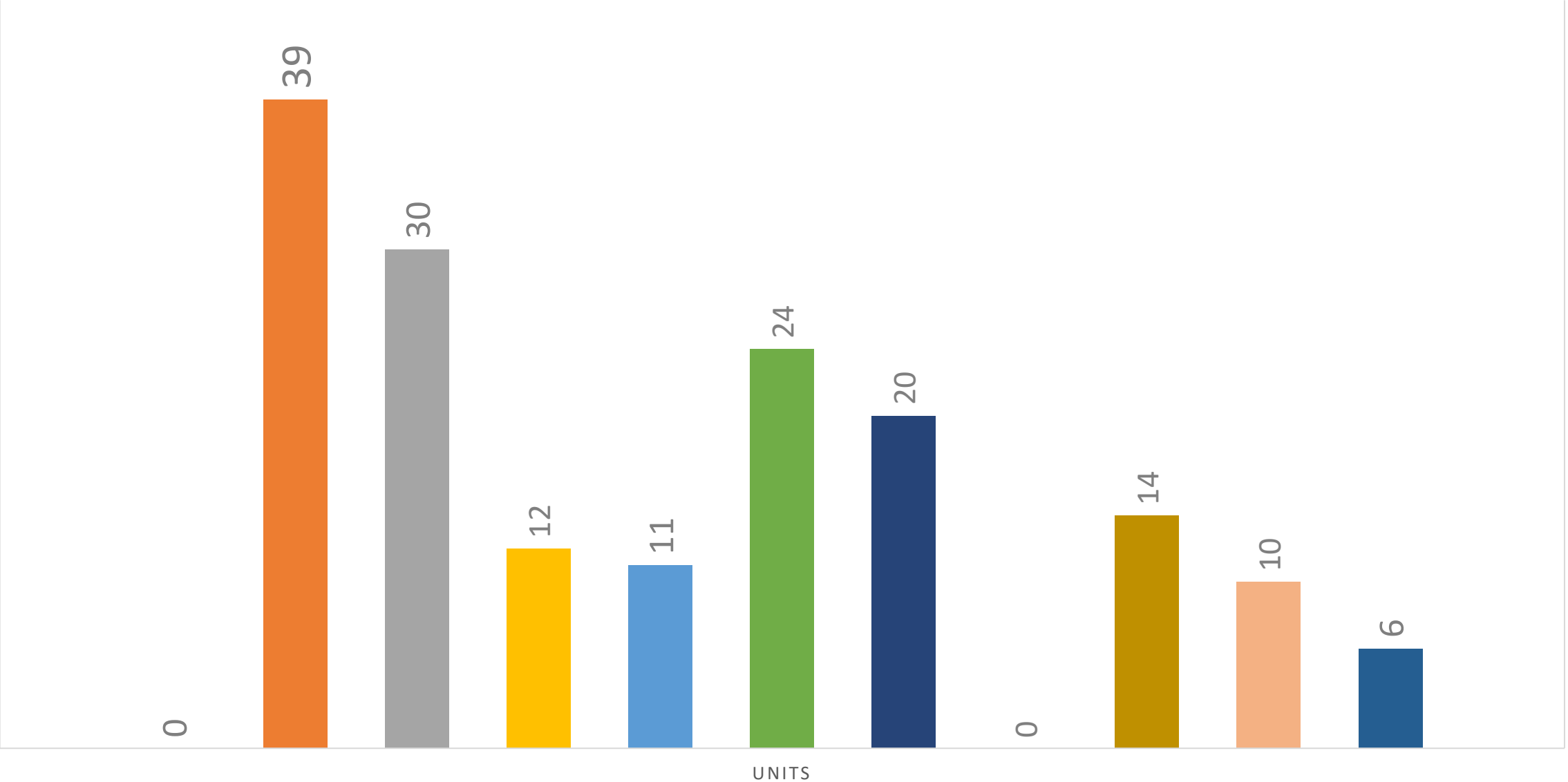
The survey was sent to all full-time faculty via FDC representatives within each unit.

If there were no representatives on the committee, the chair of the FDC sent the survey request to a recommended faculty member within the unit.

- 166 completed the survey
  - The Core and Law School did not have any survey completers. All other units were represented.
  - No significant differences between groups
- 43% Male, 52% Female, 5% Prefer not to say
- 16.25% Faculty of color; 83.75% White
- **83.3% report having challenges with scholarly production during this time.**

ACADEMIC UNIT MEMBERSHIP N=166

Core CAS Stillman COAR DIPLO CEHS SHMS Law Nursing Seminary Libraries



# Q12 - Which of the following best describes you?

- |                                     |              |
|-------------------------------------|--------------|
| • Asian or Pacific Islander         |              |
| • Black or African American         | 134 (84.28%) |
| • Hispanic or Latino                |              |
| • Native American or Alaskan Native |              |
| • Multiracial or Biracial           |              |
| • A race/ethnicity not listed here  |              |
|                                     | N=159        |
| 25 ( 15.72%)                        |              |

Q7 - Did you experience challenges in completing your research during the pandemic?

#	Answer	%	Count
10	No, not at all	16.67%	27
11	Somewhat	32.10%	52
12	Yes	51.23%	83
	Total	100%	162

#	Answer	%	Count
1	Time spent focused on new teaching methods versus research	15.19%	120
2	Additional teaching responsibilities that arose during the pandemic that affected time for research	11.14%	88
3	Additional time needed to be dedicated to pandemic-related student needs such as students requiring advising for changes in course delivery, increased absenteeism, physical and mental health concerns, loss of economic stability	15.06%	119

Q8 - If you experienced reductions in your scholarly capacity during the pandemic, please select any/all of these options that apply.

#	Answer	%	Count
4	Increased training and time on hybrid courses	11.77%	93
5	Impact of Covid illness on self or research partner	4.81%	38
6	Conferences cancelled	10.38%	82
7	Limited funds for registering or attending conferences	8.61%	68
8	Funding losses for research projects	2.91%	23
9	Publication delays (months and even years)	7.97%	63

Continued:

Q8 - If you experienced reductions in your scholarly capacity during the pandemic, please select any/all of these options that apply

#	Answer	%	Count
10	Access to online research resources were not always readily available or delayed	2.03%	16
11	Supply chain challenges	2.41%	19
13	Other	2.53%	20
14	Access to data, disruptions and/or limitations	4.43%	35
15	Request for payment from journal if your article is accepted for publication	0.76%	6
	Total	100%	790

Continued:  
 Q8 - If you experienced reductions in your scholarly capacity during the pandemic, please select any/all options that apply.



# Qualitative Feedback



[FDC QUALITATIVE RESEARCH  
COMMENTS SP 22.DOCX](#)

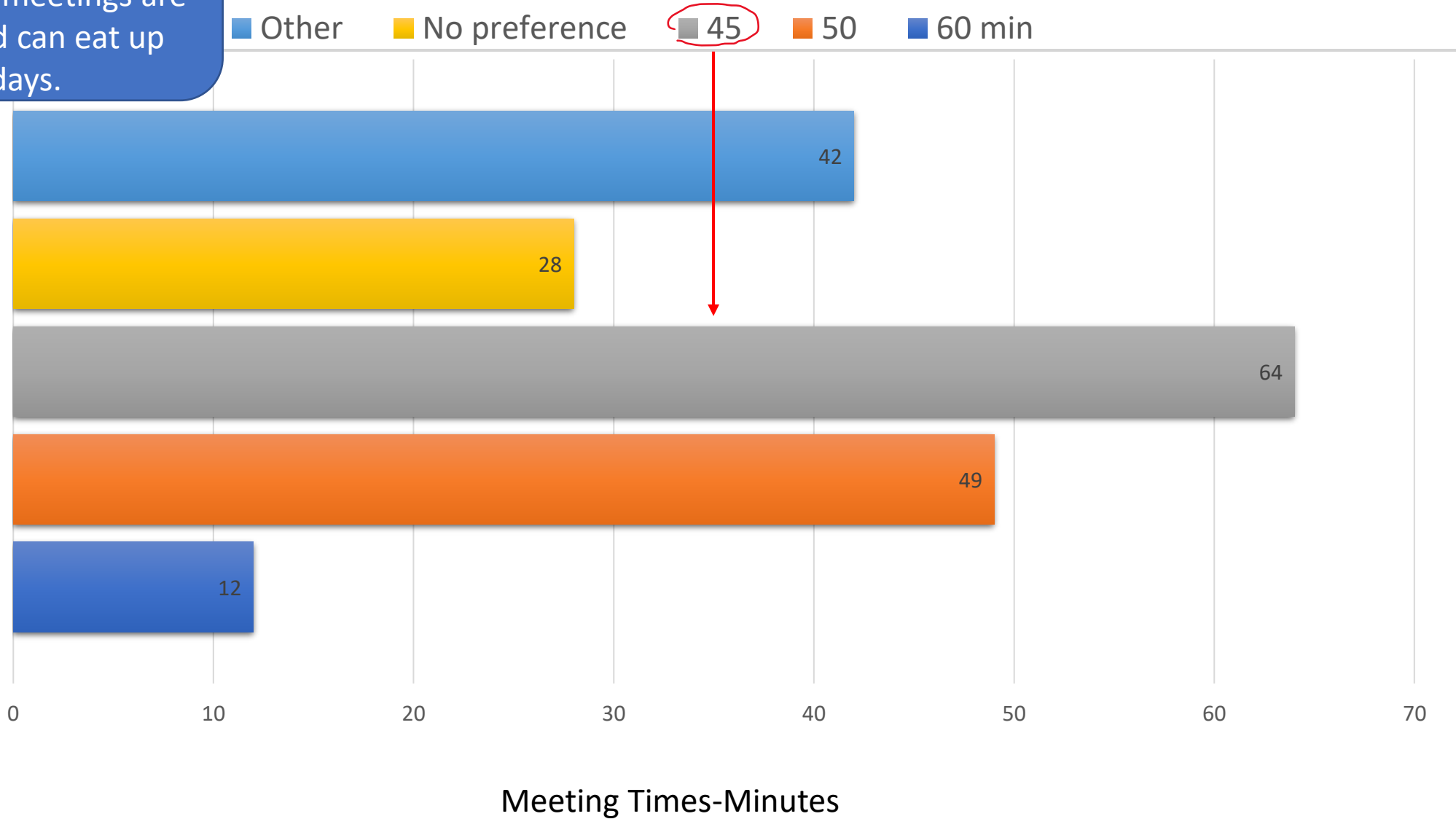


[FDC QUALITATIVE SUPPORT  
NEEDS COMMENTS.DOCX](#)

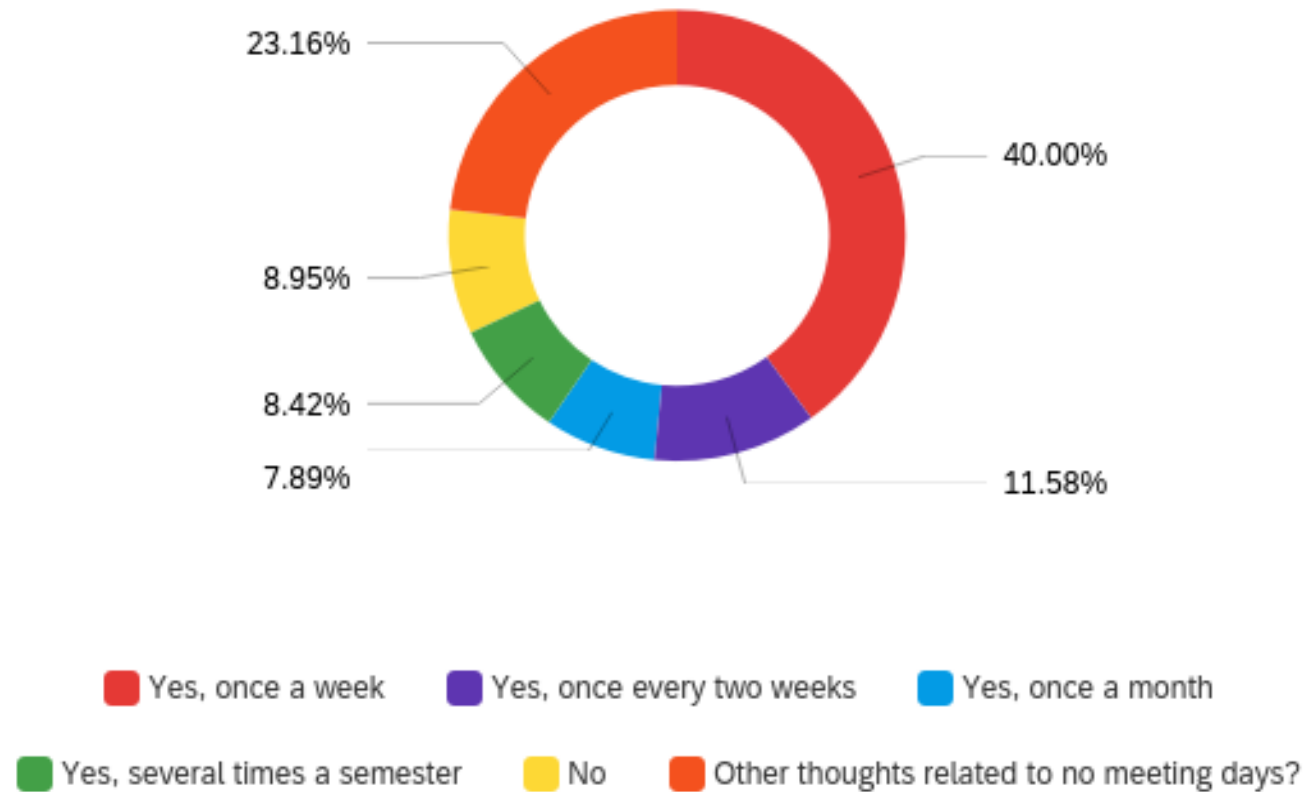
- 3 biggest themes related to effects on research:
  - Extra time spent on teaching to the detriment of research time;
  - Lack of access to conferences, networking, and collaborations;
  - Disruption of research due to lab issues, IRB, research redirection, and journal and press delays.
- 
- Other themes related to effects on research:
  - Burnout due to excess of service, excess of preps, extra meetings, research stress

Interest in shorter, more focused virtual meetings with a break between. Back-to-back, hour-long meetings are exhausting and can eat up entire days.

### Virtual Meeting Time Preferences



## ReCharge Days



Q13: Some institutions, education and business, have adopted 're-charge' days. A version of this includes 'no meeting' days. Would you be in favor of designated 'no meeting' days? If yes, how often?

**Interest in recharge, no meeting days is mixed. Sixty-seven percent supported some option of this, but not a singular model. Others were concerned about the intense pressure this might put on the remaining days in that week, and the likelihood of using the day to catch up on all the work that could not get done.**

# Points for reflection:

- Consider extended time to tenure for existing SHU faculty and those newly hired; both groups were affected by the pandemic.
- Examination of service should be undertaken. Questions for reflection include can/should service be limited to a maximum number of committees per year? How should service equity be addressed? Much of the service work is being done by the same core people, across the university, across colleges/schools, and across departments.
- Related to teaching: Can/should faculty have an officially **limited number of class preparations** per semester? To support research catch up, would **extra course releases** be viable?
- Related to research, restoration of GA and TAs, along with conference funding, could support some research catch up and collaborative opportunities.

Consider the broad effects on faculty due to fewer administrators, fewer staff, and fewer colleagues, with increased expectation for student service, admissions recruitment, program development, strategic goals, high quality/technology savvy teaching, and research.

- *“Some might say do less, but how do you say no to students in need? How do you say no to committees that are essential for the well-being of students, faculty, and the institution? There seem to be fewer and fewer people to handle all of this work. Research is something that I would like to do-I have two projects in mind-but I have no energy left at the end of the day or week.”*