



UNIVERSITY
OF
CALIFORNIA

Fulfilling the Academic Mission: Academic Senate Survey of UC Faculty and Instructors About Their Experiences During the Pandemic, March 2020 to May 2021

Faculty Representative Mary Gauvain
Chair, UC Academic Senate

Faculty Representative Robert Horwitz
Vice Chair, UC Academic Senate

Academic and Student Affairs Committee, July 2021

4312 Faculty and instructors participated

Campus	Proportion of sample
Berkeley	12%
Davis	9%
Irvine	6%
Los Angeles	13%
Merced	4%
Riverside	8%
San Diego	8%
San Francisco	6%
Santa Barbara	7%
Santa Cruz	4%
Not identified	24%

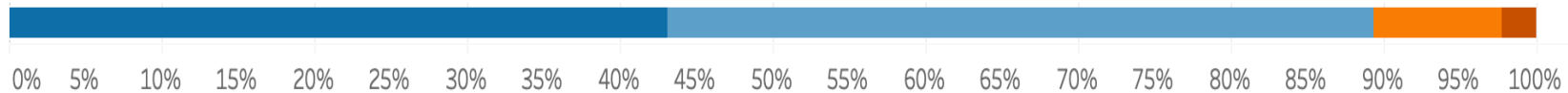
Academic position	Proportion of sample
Full Professor	34%
Associate Professor	15%
Assistant Professor	14%
SOE/PSOE	5%
Unit 18 Lecturer	18%
Graduate Student Instructor of Record	5%
Other	9%

81% had no prior experience with online instruction

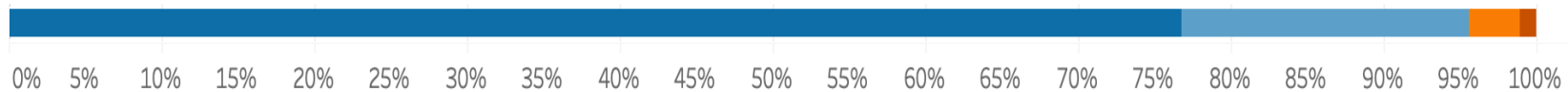
Teaching Environment During the Pandemic

Reliability of Resources and Services Used for Remote Instruction

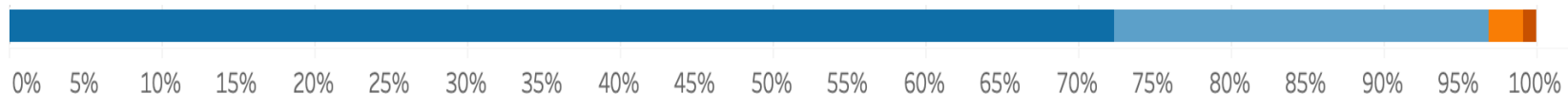
your internet connection?



electricity (planned/unplanned shutdowns)?



the device(s) you used?



Very reliable Somewhat reliable Somewhat unreliable Very unreliable

Teaching Environment During the Pandemic

Purchases	% reported purchase
Computer-new	33%
Computer-upgrade	12%
Larger monitor	34%
Better internet	53%
Better camera	38%
Better lighting	38%
Headphones	33%
Printer	16%
Standing desk	17%
Ergonomic chair	23%
Other	45%

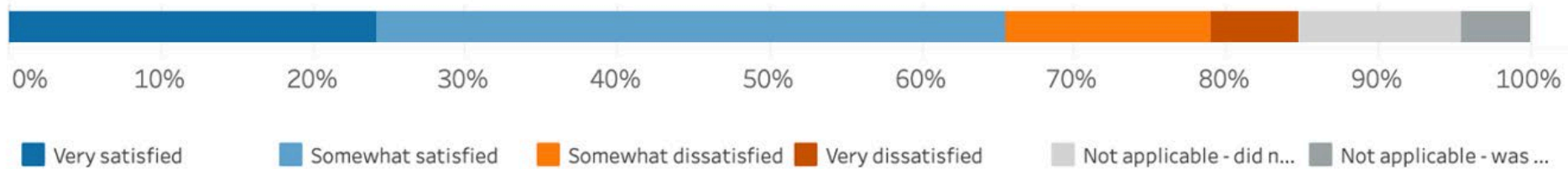
Who paid for it?	Average	Range
Personal funds	50%	39-58%
Personal + other	38%	33-41%
Other funds	13%	8-24%

Amount spent from personal funds	Proportion reporting
Over \$500	31%
\$201-500	21%
Less than \$200	22%
Did not indicate	26%

Campus resources, includes:

- Learning Center
- Learning Management System (LMS)
- Library Services
- IT Services

Satisfaction with campus resources for remote instruction



Work Conditions During the Pandemic

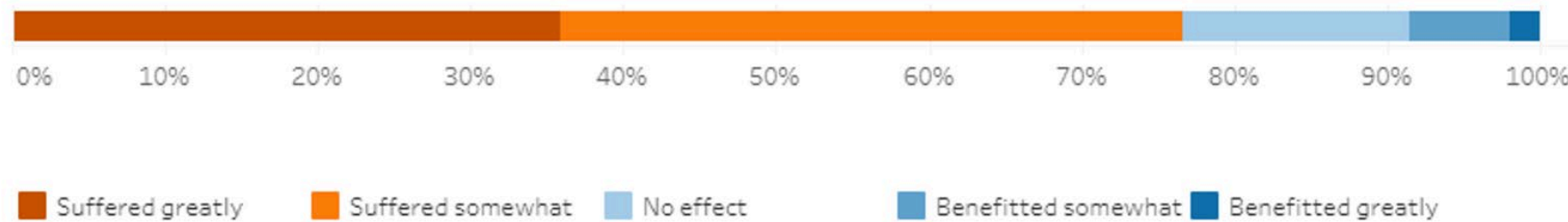
Faculty/instructors reported their workload was higher during remote instruction compared to in-person classes



At-home remote instruction	Total	Men	Women
Had access to a quiet space to teach	78%	83%	76%
Had obligations that affected the teaching experience	41%	36%	44%
Proportion of those with obligations who identified the obligation as caregiving	78%	75%	82%
Proportion of caregivers who did not have adequate assistance when teaching	55%	49%	59%

Impact on Research

Faculty reported that the last year of remote instruction had a negative impact on their research



Impact by faculty gender and rank	Suffered greatly	Suffered somewhat	No effect	Benefitted somewhat	Benefitted greatly
Men	31%	41%	18%	7%	3%
Women	40%	39%	12%	7%	2%
Asst. Prof.	41%	41%	11%	6%	1%
Assoc. Prof.	44%	37%	11%	6%	3%
Full Prof.	31%	40%	19%	8%	3%

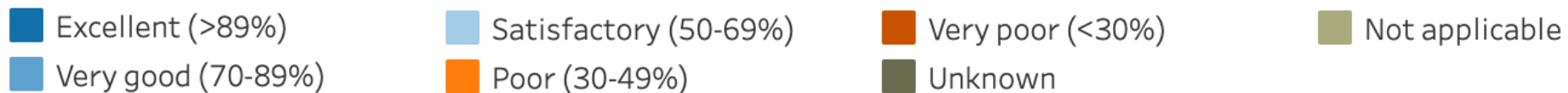
Learning Environment

On average, how would you rate synchronous class attendance in your remote courses during the pandemic?

Undergraduate students:

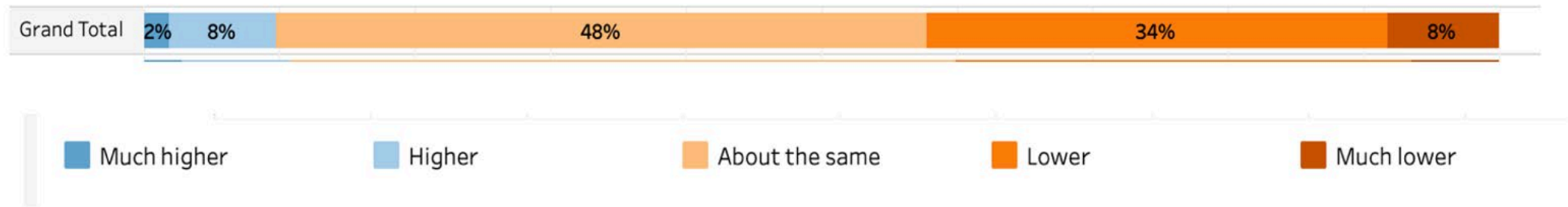


Graduate students:

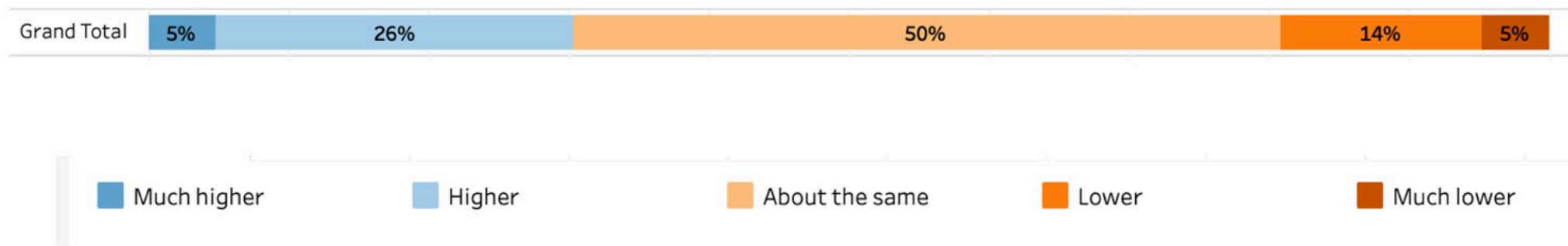


Compared to when you teach in-person, what was the learning experience like for undergraduate students during remote instruction?

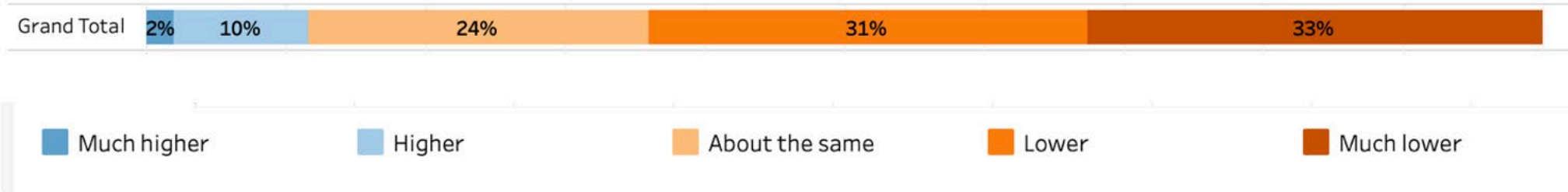
Students' understanding of course material:



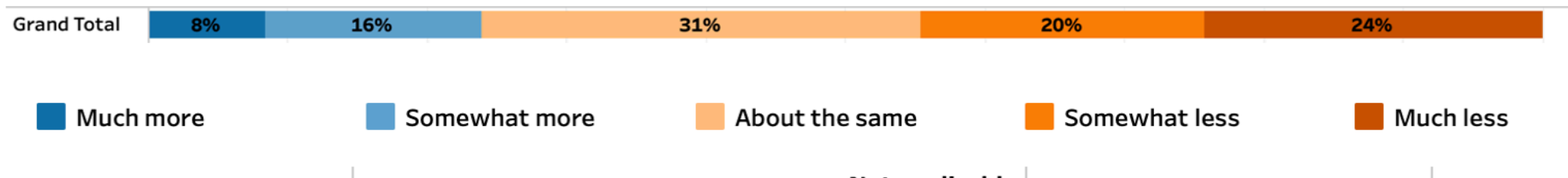
Students' perception of the academic difficulty of the course:



Students' participation in synchronous lectures:



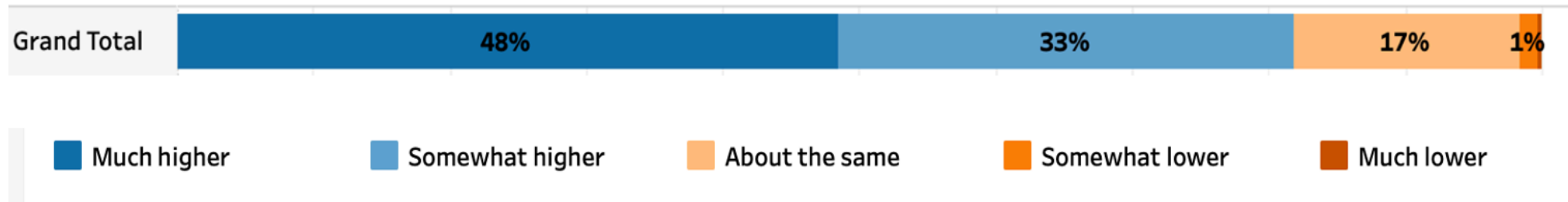
Students' use of office hours:



Students' satisfaction with the course:



Faculty/instructors' flexibility or willingness to make accommodations regarding class-related expectations:



Faculty/instructors' perception of the amount of academic dishonesty (cheating) on tests and homework assignments:



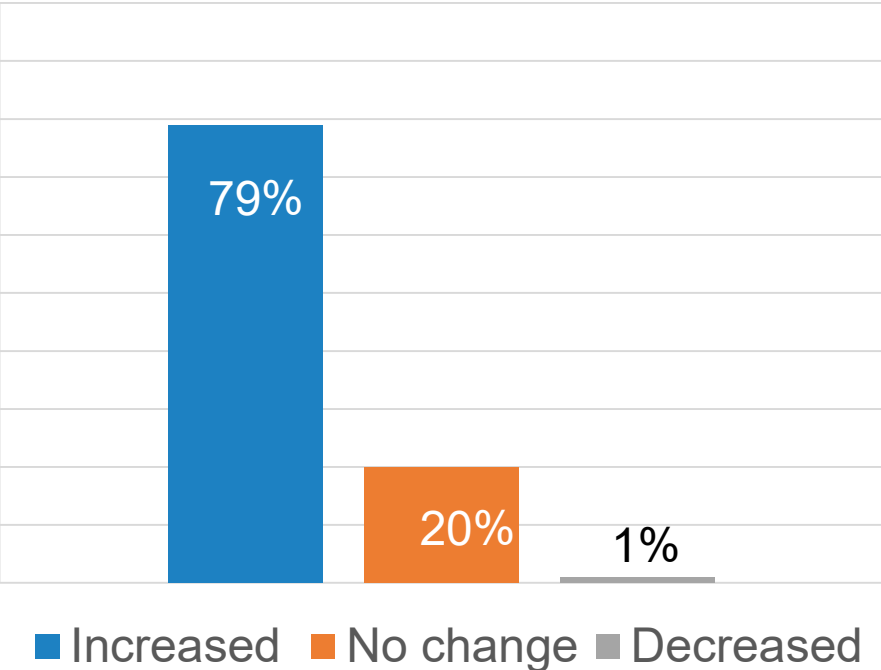
Teaching modality preference:

Do you prefer remote or in-person instruction?	Proportion who chose this response
In-person	70%
Remote	16%
No preference	14%

Interest in online instruction:

My interest in online teaching following the pandemic	Proportion who chose this response
Is low and has remained so	26%
Has decreased	18%
Has increased	45%
Is high and has remained so	12%

Did you notice any changes in students' expression of hardships that prevented them from meeting deadlines or other course expectations?



Types of hardship expressed	Proportion reporting
Technical issues (e.g., computer, internet)	85%
Scheduling issues (e.g., meeting deadlines)	59%
Mental distress due to remote instruction	64%
Mental distress due to pandemic/state of world	86%
Health issues related to COVID	65%
Family distress	86%
Other	21%

Other types of hardships expressed by students:

Stress-Related

Emotional distress

Disengagement
from school

Anger over state of
the world

Living Conditions

Economic difficulties

Unstable home
environment

Family and friend
emergencies

Schoolwork- Related

Privacy issues,
esp. during exams

Too many classes/
class times conflict

Juggling work and
school demands

Lessons Learned and Ideas for Moving Forward

- Teaching
- Research
- Service

Questions and Discussion

