Survey* on Response of Administration and Faculty/Staff To COVID Pandemic

University Senate Administrative Review Committee

* Administered 11-10-2020 to 12-04-2020

Introduction:

The University Senate Administrative Review Committee (ARC) has assembled and analyzed the results of the 2020 Survey of Faculty and Professional Staff regarding Stony Brook Administrators and Services. This document contains a discussion of the results.

The Senate conducted the survey during the fall 2020 semester, using a Web-based survey instrument, from 11-10-2020 to 12-04-2020. The Senate announced the survey in various University settings, notably via the weekly e-mail Campus Events notice and at full Senate meetings. The ARC administered the survey using the Qualtrics system licensed to Stony Brook. DoIT supports the Qualtrics system and provided technical support to the ARC during the preparation of the survey. The survey was open to all faculty and staff, as defined by the DoIT message system. This includes full and part-time faculty and staff, emeritus faculty members, including both those represented and not represented by UUP. Filtering questions were included at the start of the survey to allow us to identify the responses of the different survey groups and to selectively pose certain questions (e.g., teaching questions to faculty).

The goal of the survey was to determine how faculty and staff adjusted to the changes in work and education that resulted from the pandemic. Questions were developed to assess the tools that enable remote learning, work, and remote administration. These questions were formulated to both assess the tools as well as identify features that would enhance the tools in the event the post-pandemic processes involved continued use of these tools. Questions were also developed to assess the opinions on how our teaching, education, and work may permanently change after the pandemic ends.

The overriding concerns of the committee were in preserving the anonymity of the respondents and encouraging a representative number of responses. The survey was anonymous. There was no request for identifying information and comments were carefully screened to eliminate information that could identify the respondent.

The survey response demographics were similar to previous Senate surveys. 1,646 people completed the survey with 40% identifying as faculty, 44% as staff, 6% as "research", and 10% as "none of the above" with 90% indicating that they are full-time employees. Also, as in previous surveys the respondents indicated a full set of University locations, with the larger percentage of respondents identifying as west campus. 39% of survey respondents indicated that they teach graduate or undergraduate courses.

Executive Summary:

Respondents were asked to rate their satisfaction with platforms used in remote teaching and remote meetings. Responses indicated a very high level of satisfaction, especially with the most-used platforms of Blackboard, Microsoft Teams, Webex, and Zoom. Respondents also indicated a high level of satisfaction with the support and services provided by CELT/DoIT during the pandemic. Respondents were asked to identify their concerns as they worked remotely during the pandemic and to suggest what additional actions the administration could take to alleviate these concerns. Suggestions of administration action primarily identified support (financial and training) with hardware and services for remote work. While there were some concerns with issues of academic integrity during this era of

remote instruction, most of the respondents felt that this had not increased during the period of on-line instruction.

Responses rated university administration assistance and communications as positive during the pandemic, and a large percentage indicated that the administration showed care and concern for employees. When asked for suggestions, respondents identified electronic communications (Health Information line and COVID Web site) as areas of possible improvement.

Respondents indicated a relatively even distribution of those who are on campus frequently and those who are rarely, if ever, on campus. For those who were on campus, there were relatively few mentions of issues concerning lack of sanitizing, social distancing, and availability of PPE.

Respondents also indicated a high level of productivity when working from home. Most respondents reported equal or greater levels of productivity, compared with pre-pandemic work on campus. Respondents also indicated a strong preference to work from home at least one day a week after the conclusion of the pandemic. More than 40% of respondents reported a willingness to share office space if they worked partially from home during the pandemic.

Half of the respondents indicated a desire to teach a mix of on-line and in-person sessions following the conclusion of the pandemic, with exams and labs identified as the preferred in-person activity. Similarly, a large majority of respondents indicated a preference for on-line meetings in the post-pandemic era, citing reasons of time-management and convenience as the key drivers. On a related topic, respondents indicated little willingness to teach during non-traditional hours post-pandemic.

Q1.1. – Q1.6. Survey Demographics:

The survey response demographics were similar those of previous Senate surveys. 1,646 people completed the survey with 40% identifying as faculty, 44% as staff, 6% as "research", and 10% as "none of the above" with 90% indicating that they are full-time employees. Also, as in previous surveys, the respondents indicated a full set of University locations, with the larger percentage of respondents identifying as West Campus. 39% of survey respondents indicated that they teach graduate or undergraduate courses.

60% of respondents indicated they worked on "West Campus", 25% "East Campus", 9% "Other campus location", 4% "South Campus", and 3% "Southampton".   Survey respondents also self-identified their "work unit" with 28% indicating the College of Arts and Sciences, 12 the School of Medicine, 10% University Administration, 6% the College of Engineering and Applied Sciences, and 26% indicating "Other".   No other unit represented greater than 5% of the survey respondents (see Table 1).

The survey instructions asked respondents who chose "other" as their work unit to enter their work unit. 235 respondents who chose "other" indicated their unit and of that total, 111 or 47% entered a location identifying them as working in the Stony Brook University Hospital. The appendix contains the full demographic breakdown of the survey.

TABLE 1.

Work Locations		
Unit	**%**	**Number**
College of Arts and Sciences	22	355
School of Medicine	12	197
University Administration Offices	10	162
College of Engineering and Applied Sciences	6	92
Office of Student Affairs	4	61
School of Health Technology & Management	3	57
School of Dental Medicine	3	43
School of Marine & Atmospheric Sciences	3	43
School of Nursing	3	42
University Libraries	2	34
Division of Undergraduate Education	2	31
School of Professional Development	1.6	26
School of Social Welfare	1.5	24
College of Business	1.3	22
Graduate School	0.7	12
School of Journalism	0.7	11
Other	26	434
TOTAL	**100**	**1646**

Distance Education and Distance Working:

Q2.1. – Please rate your satisfaction with the platforms below that you use or plan to use in your remote teaching.

	Very satisfied	Moderatly satisfied	Neutral	Moderatly dissatisfied	Very disatisfied	Total # of Responses
Zoom	50*	39	7	3	1	1314
Blackboard	30	43	14	8	5	732
MS Teams	25	36	26	8	5	425
WebEx	22	29	37	9	3	193

 *Percentage of Responses

Participants rated the usefulness of various distance-learning platforms. These included Blackboard, CBase, Google Classroom, Honorlock, Microsoft Teams, Moodle, Piazza, Respondus LockDown Browser, WebEx, and Zoom. With the exceptions of Zoom and Blackboard, the majority of respondents indicated that they did not use these platforms. As a result, the data contained in "Did not use" for platforms were omitted in the table above. The most widely used platforms were Zoom (94%), Blackboard (56%), Microsoft Teams (34%), and WebEx (16%) while the other 6 platforms were used by less than 10% of respondents. Results for platforms used by less than 10% of the respondents may be found in the Appendix.

Q2.2 – Please comment on any improvements you would like to see in your selected platforms (if any)? Respondents wrote 268 comments about the various distance-learning platforms. Consistent with the histogram data for Zoom, most comments were positive about this platform. There were many negative comments about Blackboard, but this does not reflect the quantitative data illustrated in the Blackboard histogram where 72% of respondents indicating they were "Moderately satisfied" or "Very satisfied" with Blackboard. Overall, most negative Blackboard comments were about specific Blackboard features. Likewise, negative comments about other platforms also referred to specific features that annoyed respondents.

Representative comments about Blackboard, Microsoft Teams, and Zoom:
"*Blackboard and Zoom have been working perfectly fine for me in my online teaching this semester. However, I've had some problems with sending emails to students in Blackboard*."

"*BB is outdated, difficult to utilize. Creating exams is a tedious and time-consuming process that discourages instructors from creating new exams and content*."

"*Blackboard has many bells and whistles but is difficult to maneuver and locate the many options*."

"*The University needs to better support and train units for using Microsoft Teams – its potential is vast, but nobody seems to support it or training.*"

Q2.3 – After the start of the pandemic, have you contacted CELT/DoIT for help with technology? Mark all that apply.

	%	Total number
No, I had not had any technological issues	40	671
Yes, for a minor question	22	373
Yes, during the spring 2020 semester	22	362
Yes, to prepare for the fall semester	12	210
Yes, frequently during teaching	4	64
Total	**100**	**1680**

Q2.4 – In your interactions with CELT/DoIT during the pandemic, how satisfied were you with the service they provided?

	%	Total number
Very satisfied	64	468
Moderately satisfied	24	176
Neither satisfied nor dissatisfied	8	61
Moderately dissatisfied	2	18
Very dissatisfied	2	14
Total	**100**	**737**

60% of respondents contacted CELT/DoIT for help with technology with only 4% contacting them "frequently during teaching". The vast majority (87%) of those who contacted CELT/DoIT were "Very satisfied" / "Moderately satisfied" with the service provided.

Q2.5 - Please provide suggestions to improve the service.
Only 20 comments were written on CELT/DoIT of which approximately half were negative and half positive. Since only 1% of respondents provided comments, the sample size is too small to present representative comments.

Q2.6 – Did you have the supplies and services that you needed to fulfil your work responsibilities when you are working from home?

	%	Total Number
Yes	63	871
Partially	27	368
No	10	137
	100	**1376**

Q2.7 – What do you suggest that the university do to provide additional supplies and services for your home office?

A total of 270 comments were written. These comments overwhelmingly fall into 3 groups:

i. Financial assistance with obtaining hardware (computers, monitors, printers, scanners, webcams, and cell phones) and associated supplies (toner and paper).

"*Better mic, better webcam, better lighting*"

"*Cell phones so phone calls can be transferred, and the public will not have my personal phone number. It can also be used as a hotspot if internet is down*"

ii. Assistance with obtaining software, and better internet access.

"*Having paid access to Adobe Acrobat Pro DC would enhance my life*" (there were a number of comments about wanting to create and edit pdf files from home)

iii. Help with support services for working remotely and using new software.

"*Hire expert teams on online content design to work along with faculty*"

Q2.8 – Which of the following are concerns for you as you work remotely? Mark all that apply.

	%	Total Number
I will not be able to reach a positive home/work balance	19	373
I have additional responsibilities at home	17	339
I do not have a dedicated workspace in which to work	11	223
My promotion or pay will be negatively affected	8	154
I may lose my job	7	128
I will not be successful in teaching my classes	5	99
None of the above	33	660
	100	**1976**

Q2.9 – Please comment on ways the University could help to alleviate our concerns.
In the written comments, there were many positive comments about the quality of work and life while working from home, combined with a desire to continue working more from home after the pandemic ends. The 291 written comments about concerns about working remotely could be categorized into fears, needing help, resentments, and suggestions on remote work. Please note that the number in parentheses after each comment group below designates the number of similar comments.

Fears
- being overwhelmed by childcare duties (7)
- lower research productivity (6)
- job security (4)
- remote teaching affects teaching evaluations (4)
- internet interruptions/slowdowns (4)
- impact on promotions (3)

"We need more TAs, and more support for graduate students to work as TAs. The grading is killing my research"

Needing help
- better IT (both software and hardware) assistance, (e.g., discounts to purchase laptop, licenses for educational software) (8)
- training for distance teaching (4)
- better communication from supervisor/administration (5)
- financial assistance for extra hardware/software/internet costs (3)

"Adding workshops that help us live a balanced work/home life"

Resentments
- increased workload, longer work hours (8)
- inconsistent expectations, e.g., uneven division of who works on campus (5)
- spending personal money and using own resources (e.g., money for equipment and supplies, better data plan, Wi-Fi) to set up remote teaching (5)

"I have taken on many additional responsibilities even before the pandemic and am concerned I will be expected to continue without any sign of a raise or promotion. I feel taken advantage of, especially when others in my area have been more than generously compensated for taking on less."

Suggestions
- flexibility to continue working remotely (12)
- supervisors to encourage more balanced work/life (3)
- more input from faculty/staff of off-campus/on-campus arrangements (2)
- tenure clock extension (2)

"Detaching from the 9-5 work schedule and allowing "official" flexibility to manage priorities related to being at home with children who are engaged in distance learning as well."

Academic integrity with on-line instruction:

Q2.10 – Have you observed an increase in the breach of academic integrity by students since the University switched to primarily on-line instruction?

	%	Total Number
Yes	23	135
No	77	454
	100	589

Q2.11 – Did you report any incidents to the Academic Judiciary?

	%	Total Number
Yes	21	29
No	79	110
		139

Q2.10 asked if respondents observed an increase in breaches of academic integrity since online instruction began. 589 people answered this question with 77% indicating they have not noted an increase and 23% indicating they had. Q2.11 asked if respondents had reported any incidents to the Academic Judiciary. Only 139 people answered this question with 21% indicating they had made a report(s) and 79% indicating that no reports were made. Please note that in the demographic section of this survey 637 respondents indicated that they teach graduate or undergraduate courses.

University Leadership (Deans and above):

Q3.1 - Please rate the effectiveness of senior leadership (Deans and above) since the onset of the pandemic in the following categories:
"Helped employees adapt to changes"
"Helped employees reprioritize their work"
"Showed care and concern for employees"
"Maintained clear and frequent communications"

	Strongly agree	Moderately agree	Neutral	Moderately disagree	Strongly disagree	Not applicable	Total # of Responses
Helped employees adapt to changes	27*	28	20	10	6	8	1257
Helped employees reprioritize their work	19	19	28	12	9	13	1254
Showed care and concern for employees	35	28	15	9	7	6	1256
Maintained clear and frequent communications	32	30	14	10	9	5	1256

*Percentage of Responses

Supplemental table 1.

Q3.1. Rate effectiveness of Sr. Leadership (Deans & above) Since the onset of the pandemic in these categories:	Agree*	Neutral	Disagree[#]
Helped employees adapt to changes	61%	21%	18%
Helped employees reprioritize their work	44%	31%	25%
Showed care and concern for employees	68%	15%	17%
Maintained clear and frequent communications	64%	16%	20%

*Strongly agree + Moderately agree
[#]Strongly disagree + Moderately disagree

As shown in the supplemental table above, overall, senior campus leaders' performance during the pandemic was rated very positively with the exception of "Helped employees reprioritize their work". Please note that choices of "not applicable" were not factored into the data in supplemental table 1.

Q3.2. Please suggest how senior University leadership can remedy any of the areas above in which you thought they were not effective.

Written responses, regarding senior leadership's communication with faculty and staff, totaled 558. The ARC attempted to condense the majority of sentiments dealing with communication and leadership.

Communication was the largest theme in the 558 qualitative comments received. Respondents noted the importance of *"clear and concise communication throughout all levels of employees."* Comparatively, *"communication was relatively poor during the spring semester…it has improved during the summer and fall."* A few comments expressed that the transition of leadership to President McInnis resulted in more comprehensive, and consistent communication, however several made remarks that President McInnis' communication style was verbose and unclear with what had changed, stating *"emails/announcements are too long and often confusing…short and sweet is better, also, fewer emails."*

Respondents referenced the importance of senior leadership collaborating with faculty and staff, being transparent about decision-making, and sending consistent messaging out to both supervisors and non-supervisors, as well as faculty and staff, across divisions, departments and units.

"communications were not always clear as to who the audience was, whether that audience was to further distribute the message with further guidelines, or with clear understanding of where to go with questions. Also, if new guidelines replaced previous guidelines, those previous communications should be identified (i.e., "this supersedes the instructions provided on x date")."

Some respondents were empathetic to the pandemic being an unprecedented circumstance, but also felt there was room for more consistent and comprehensive communication.

"many people were scrambling to figure out what needs to be done and I completely understand this…however, there are several leadership vacuums that exist on campus and there needs to be clear communication from leadership to lower-level staff."

Collaboration was recognized as an important factor, particularly concerning policy.

"Leadership from across the University were charged with being on Steering Committees to inform fall decisions and plans and write policy…decisions were made incredibly late leaving the boots on the

ground with no time to pivot and plan for the semester based on the decisions… there were few policies that actually stemmed from these committees leaving entry and mid-level management to have to create event policies, etc. for the University once the semester had already begun."

Q3.3. How would you rate the University's response to COVID-19 in terms of:
"Human Resources decisions"
"Creation and implementation of policies"
"Plans for returning to live classroom instruction"
"Involvement of faculty and staff in decisions"
"Health Information Line (632-5000)"

	Strongly responsive	Moderately responsive	Neutral	Moderately unresponsive	Strongly unresponsive	Not applicable	Total # of Responses
Human Resources decisions	27*	32	16	10	6	8	1249
Creating and implementation of policies	32	35	14	9	4	5	1249
Plans for returning to live classroom instruction	22	24	16	8	4	26	1245
Involvement of faculty and staff in decisions	17	23	22	14	12	11	1250
Health Information Line (632-5000)	25	19	13	4	5	34	1240

*Percentage of Responses

Supplementary table 2.

Q3.3. How would you rate the University's response to COVID-19 in terms of:	**Responsive***	**Neutral**	**Unresponsive[#]**
Human Resources decisions	65%	17%	18%
Creation and implementation of policies	71%	15%	14%
Plans for returning to live classroom instruction	63%	21%	16%
Involvement of faculty and staff in decisions	46%	25%	29%
Health Information Line (632-5000)	66%	19%	15%

*Strongly agree + Moderately agree
[#]Strongly disagree + Moderately disagree

As shown in the supplemental table above, overall, faculty and staff thought the university administration was responsive with respect to these 5 issues with the exception of "Involvement of faculty and staff in decisions". Please note that choices of "not applicable" were not factored into the data in supplemental table 2.

Q3.4. Please suggest how senior University leadership can remedy the situations with which you disagree.

Many people directly stated that the Health Information Line needed improvements as well as the University's COVID website. People also complained about a number of issues that they encountered with the campus Human Resources department. These included the ability to obtain permission to work remotely outside of the supervisor chain. However, many of the written complaints (see below) do not reflect the quantitative data, displayed above, as most people rated the University's leadership as being Very responsive or Moderately responsive regarding 4 of these 5 subjects.

"HR has been so understaffed with prior cuts that they couldn't respond quickly to the emergency needs such as processing requests for medical exemptions or to continue work from home."

"I have attempted to call the Health Information Line several times with questions and I received a message each time that no one was available;"

"when there is disagreement over working remotely and working in-person, HR has to defer to the supervisor. If the supervisor wants the staff person in 3x/week regardless of the pressures staff get when our kids can't be in school due to remote learning, HR has no authority. The supervisor wins and the employee has to choose between their family and their job."

"The fact that performance evaluations were done during this pandemic with expectations remaining the same, and people being judged on how they performed during such an awful and complicated time is simply ludicrous. This just gave supervisors another weapon to use against someone without giving people a fair chance."

Personal Safety On Campus & Personal Costs Working from Home:

Q4.1 to Q4.4 asked respondents who were working on campus about the availability of PPE and cleaning supplies and asked those working remotely the financial cost of working from home.

Q4.1 – I am currently on campus:

	%	Total Number
More than 3 days per week	29	368
Between 1 and 3 days per week	28	351
Never	24	300
Infrequently	20	255
	100	**1274**

Q4.2 – My workplace has adequate personal protective (PPE) for me.

	%	Total number
Yes	61	588
I bring my own PPE	28	275
Sometimes	6	59
No	5	44
	100	**966**

Overall, respondents thought that the workplace has adequate PPE although 28% indicated they bring their own PPE from home.

Q4.3 – I feel confident that the proper sanitizing and social distancing protocols are being practiced on campus.

	%	Total number
Yes	57	548
Sometimes	31	302
No	12	111
	100	**961**

Despite the generally positive evaluation of cleaning, several comments complained about dirty bathrooms. Others mentioned related health issues like fresh air.

"I much prefer coming into work. I have my own office and I feel safe. The only problem is that I don't feel the building is cleaned each day and I think the doorknobs and especially the bathroom needs a daily cleansing."

"I appreciate the effort the University is doing to keep the Office clean, but I feel the ventilation/circulation of air is an issue."

Q4.4 – Please select the level of unreimbursed expenses you have incurred since the start of the pandemic in order to effectively work remotely.

	%	Total number
None	36	458
Less than $100	20	258
Between $100 and $500	27	335
Between $500 and $1,000	10	124
More than $1,000	7	86
	100	**1261**

Most respondents indicated they had unreimbursed expenses in order to work remotely (64%). Most spend from $0 to less than $100 (56%), 27% spend from $100 to $500, whereas 17% spent more than $500.

Productivity during the Pandemic:

Q5.1 to Q5.18 asked questions related to working from home during the pandemic and asked respondents about how their work situation may potentially change after the pandemic is over.

Q5.1 – During the period that you worked from home due to the pandemic – how would you rank your productivity with respect to your on-campus productivity prior to the onset of the pandemic?

	%	Total number
Much more productive	15	179
More productive	19	227
Equally productive	44	532
Less productive	18	224
Much less productive	4	51
	100	**1213**

According to the survey results, 88% of respondents indicated that they could effectively work from home. This was reflected in the written comments where many wrote about the benefits of working from home.

"I do appreciate being able to work from home and would love to work 1-2 days a week from home in the future."

"Flexible hours/schedule, and the ability to multi-task when working remotely is a tremendous help. I have learned that this health crisis, while unfortunate, has unexpectedly led to the realization that my quality of life has improved significantly."

"I have really enjoyed working from home and it has enabled me to be far more productive and extend working hours regularly (whereas I'd otherwise be either be holed up alone in my office until very late, or worried about commuting, finding time to be with family, rushing home to make a meal, etc.)."

"Overall, the last several months of working from home have highlighted how much of my normal work week pre-pandemic was being hijacked all the time by too many meetings, emails, phone calls, random drop in requests, favors, ""administrivia"" and other minutiae that makes me feel stressed out and ""busy"" but ultimately are non-productive."

Q5.2 – Would you prefer to continue working from home at least one day per week after the pandemic subsides?

	%	**Total number**
Yes	71	884
No	16	195
No basis for judgement	13	162
	100	**1241**

Overwhelmingly, respondents would prefer to continue working from home at least one day per week after the pandemic is over. If you remove the "No basis for judgement" responses, 82% of people wish to work for home for some of the workweek as we move forward out of the pandemic.

Q5.3 – What are the main advantages of working from home? Mark all that apply.

	%*	**Total number of responses**
No commute	46	752
Better for the environment (reduced carbon footprint)	36	593
No parking problems	31	513
I am more productive	30	444
I can work and still care for dependents (including holidays/home sick)	19	307
Other	13	206
Total		**2815**

*total number of responses indicating this is an advantage/total number of survey takers (1646) = percentage surveyed that think this is an advantage of working from home.

Q5.4 – What are the main reasons you would not want to work partially from home in the future? Mark all that apply.

	%*	Total number of Responses
I am more productive on campus	7	117
I need to supervise my students and/or staff	6	101
I miss interacting with my colleagues	6	97
I like to get out of my home	5	78
My work requires me to be on campus	4	72
I'm considered an essential worker	4	68
I need access to my laboratory	4	57
I lack privacy at home	2	38
I lack space at home	2	34
I lack the infrastructure (Internet/computer) at home	1	21
My supervisor would likely not allow it	<1	8
Other	1	16
Total		**707**

*total number of responses indicating this is a disadvantage/total number of survey takers (1646) = percentage surveyed that think this is a disadvantage of working from home.

By comparing the results of Q5.3 and Q5.4, it is striking that 2815 responses were selected as advantages of working from home but only 707 responses were chosen from the list of negative reasons for working from home. The data in these two questions suggests that our faculty and staff see more advantages in working from home than disadvantages.

Q5.5. – If you worked from home at least 2 days per week, would you be willing to have shared office space at the University?

	%	Total number
Yes	42	508
No	58	687
	100	**1195**

Representative comment:
"My response to the shared office question is dependent on the type of office space that is provided. If I were able to have my own storage space (e.g., a drawer or two of a locked filing cabinet) I'd be more willing to share an office space."

Teaching on-line vs in-person:

Q5.6. – Do you prefer to continue remote teaching courses that went on-line during the pandemic?

	%	Total number
Yes	40	221
No	51	285
Not applicable	7	48
	100	**554**

If you do not include "Not applicable" in the analysis, 44% of respondents would like to continue to teach their courses on-line while 56% would not.

Q5.7. – What are the main reasons you would like to continue teaching courses on-line? Mark all that apply.

Reason	%*	Total number of responses
I can teach from anywhere	23	149
I don't need to travel to campus	21	137
Better for the environment (carbon footprint)	18	112
Ability to prerecord lecture material for asynchronous delivery	16	100
Would attract more students to take courses at SBU	15	97
Some courses are more effective on-line	15	93
I think students prefer it	10	65
I don't need to leave my office	9	56
Other	5	30
Total		**839**

*total number of responses indicating this is a reason/total number indicating they teach (637) = percentage who teach that think this is a reason to continue teaching on-line.

If you assume only respondents that teach (637) replied to this question, only 23% selected a reason to keep teaching online.

Representative comment:
 "I truly value in-person learning experiences, and I miss not being in the same room as my students. But I have also learned a ton about the benefits of online learning - especially by blending asynchronous and synchronous strategies. I plan to carry some of this into the future - when I return to campus - for instance, I'd like to experiment with "flipped classroom" strategies."

Q5.8. – What is the main reason you would not like to teach courses on-line? Mark all that apply.

Reason	%*	Total number of responses
In-person allows me to connect with the students on a more personal basis	42	265
Content delivery is better in-person	40	258
It is part of the college experience	30	192
Reduces the value of a Stony Brook degree	19	119
On-line assessment is too open to dishonesty	17	106
Loss of privacy for faculty and/or students	8	53
May attract less qualified students	7	45
Some professional schools will not accept on-line prerequisite courses	3	17
Total		**1055**

*total number of responses indicating this is a reason/total number indicating they teach (637) = percentage who teach that think this is a reason not to continue teaching on-line.

If you assume only respondents that teach (637) replied to this question, 42% selected a reason to keep teaching online.

Representative Comment:
"The students also told us that they feel very disconnected from the campus, especially if they are not taking in-person classes. We should take this feedback as a call to action."

Q5.9. – Would you prefer to teach courses with hybrid mix of on-line and in-person sessions?

	%	Total number of responses
Yes	50	278
No	50	276
Total	100	554

Q5.10 – What course activities should be in-person? Mark all that apply.

	%*	Total number of responses
Laboratories	23	209
Examinations	18	163
Group activities (e.g., plays)	17	153
Performances/exhibitions	16	148
Seminars	9	87
Recitations	6	55
Lectures	6	52
Tutorials	5	50
Total		**917**

*total number of responses indicating this course activity/total number indicating they teach (637) = percentage who teach that think this is a course activity that should be in person.

Q5.11 - What interactions with students do you think must be in-person? Mark all that apply.

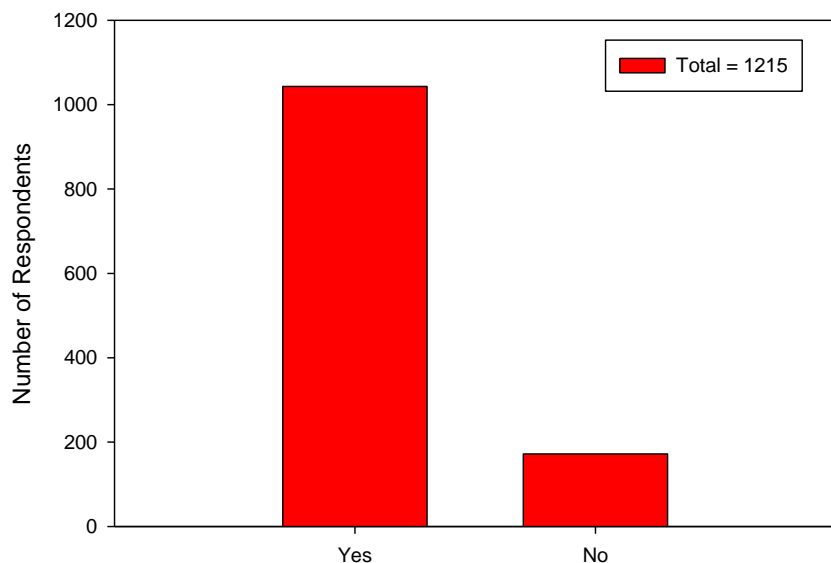|	%*	Total number of responses
Research	28	456
Examinations	27	441
Psychological services	24	402
Mentorship	20	336
Advising	13	217
Student services (e.g., Bursar, Registrar, etc.)	13	211
Faculty office hours	12	206
Career counseling	7	121
Total		**2390**

*total number of responses indicating this student interaction must be in-person/total number of survey takers (1646) = percentage surveyed that think this student interaction must be in-person.

Question 5.11 asked what interactions with students needed to be in-person and respondents could mark all that applied. 20% or greater thought that research, examinations, psychological services and mentorship should be in-person whereas 13% or less felt advising, student services, office hours, and career counseling need to be in-person.

Meetings:

Q5.12. – Would you like to continue to attend meetings on-line?

86% of respondents indicated that they would like to continue to hold meetings on-line

Q5.12 – What is the main reason you prefer attending meetings on-line? Mark all that apply.

	%*	Total number of responses
Better time management	47	767
Efficiency of moving between successive meetings	45	734
No need to be on campus	43	714
No need to travel once I'm on campus	36	597
Ease of adding off-campus participants	36	591
No parking issues	31	518
Total		**3921**

*total number of responses indicating this is a reason to attend meetings on-line/total number of survey takers (1646) = percentage surveyed that think this is a reason to attend meetings on-line.

Q5.14 – What is the main reason you prefer attending meetings in-person? Mark all that apply.

	%*	Total number of responses
I enjoy spending time, in-person, with colleagues	38	627
I can read my colleagues body language better in-person	29	482
I like to get out of the office during the day	17	285
In-person conversations are more private	13	213
In-person meetings are more productive	12	198
I have a poor Internet connection from office and home	4	61
Total		**1866**

*total number of responses indicating this is a reason to attend meetings in-person/total number of survey takers (1646) = percentage surveyed that think this is a reason to attend meetings in-person.

When asked "what is the main reason you prefer attending meetings on-line", all choices were popular suggesting that time-management and convenience were the key drivers. All reasons to attend meetings on-line were chosen by 47-31% of those filling out the survey. However, when asked to identify the main reasons to attend meetings in-person, only one option was chosen by greater than 30% of those that filled out the survey.

Non-traditional work hours:

Q5.15 – Would you prefer a staggered workday in which classes were held in the evening, as well as the morning?

	% Respondents	Number of Respondents
Yes	24	113
No	55	298
Not applicable	21	115
Total	**100**	**546**

Discounting the "Not applicable" choice, approximately 73% indicated "No" and 27% said "Yes" in regard to a staggered workday (N = 411).

Representative comment:
"I have taught night classes. The hard part is: driving home late in bad weather. Missing dinner with my husband; being tired the next day to come into work."

Q5.16 – What is the main reason you would like to teach in the evenings. Mark all that apply.

	%*	Total number of responses
Provides more flexible schedules for students	16	103
Provides more access to courses by students working full-time	15	96
Allows me more time during 9-5 to concentrate on scholarly activity	10	62
Reduces competition for classroom space	9	60
Students are more engaged during evening classes	3	17
Totals		**338**

*total number of responses indicating this is a reason/total number indicating they teach (637) = percentage who teach that think this is a reason to teach in the evenings.

Q5.17 – What are the main reasons you would not like to teach in the evenings? Mark all that apply.

	%*	Total number of responses
Better work/life balance	37	234
Faculty and students are less alert for evening classes	25	160
Childcare/family issues	22	138
Driving at night	15	94
Safety	12	76
Totals		**702**

*total number of responses indicating this is a reason/total number indicating they teach (637) = percentage who teach that think this is a reason not to teach in the evenings.

Respondents were asked to choose all reasons why and why they would not want to teach in the evenings in Q5.16 and Q5.17. Only 16% or less chose a reason to teach in the evenings. 37-22% selected quality of life issues as the main reasons they would not want to teach in the evenings.

Q5.18 – Would you consider teaching on weekends?

	%	Number of Respondents
Yes	22	119
No	78	433
Total	**100**	**552**

The vast majority of respondents indicated they would not consider teaching on weekends.

Representative comment:
"*I would consider working one weekend day if able to swap out with one weekday.*"

Q5.19 - Please comment on any option or issues not included in the questions above.

Compensation: A number of people commented on compensation-related issues, such as hazard pay for coming on campus during the pandemic or being asked to do more with no extra compensation. Some mentioned being given the flexibility to work more from home as a type of compensation for increased productivity when pay increases are not possible.

Representative comment:
"Since our unit has been extremely productive operating remotely (in my view) and there is no path to salary increase for mid-level support personal, it would be nice to have a campus wide policy for staff to be able to work from home sometimes when the pandemic subsides."

Complaints about the survey: Several respondents complained the survey questions were leading, or that they did not go into enough detail, e.g., when responses were "yes", "no", "sometimes." Others complained that there were no questions about laboratories and the efforts to keep them functioning during the pandemic. Many were unhappy that there were not questions for people who work in the hospital. The Administrative Review Committee will take all complaints about the survey seriously and attempt to address these concerns in future ARC surveys.