WHITE PAPER SERIES

Report of the HEDS Faculty Survey Concerning the Impact of COVID-19

Revision Pending HEDS National Results Report

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About the Author

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Executive Summary

In order to monitor how the institution handled and is currently operating through the changes brought on by the COVID-19 pandemic, APSU administered a survey to faculty created by the Higher Education Data Service Consortium. The survey was administered to all APSU faculty electronically from April 28rd through May 22th and a total of 340 APSU instructional faculty completed the survey. Important findings from the survey include:

- Faculty were very satisfied with the way that APSU senior administrators communicated how COVID-19 would affect the campus and its employees. They were also satisfied at the care and support shown to them by the senior administration.
- Faculty were very satisfied with the way that the institution helped them transition to an online-only environment.
- Faculty were satisfied at how quickly the administration responded to the COVID-19 crisis by encouraging telecommuting even though some faculty were concerned about how effective some of their hands-on classes would be in an online environment.
- In general, female faculty indicated a significantly higher level of stress and concern than male faculty.
- In general, Lecturers/Instructors indicated a significantly lower level of stress and concern than Professors, Associate Professors, or Assistant Professors.
- Within the online-only environment, faculty tended to utilize D2L, Zoom, instructor-created video, and discussion boards as their main teaching methods.
- In general, faculty believe many students were not disciplined or prepared for an online-only environment citing participation issues, distraction problems, and technology capabilities.
- Faculty, in general, tend to be worried about how COVID-19 will impact enrollment, budgets, and their jobs. Many faculty demonstrated at least some concern about keeping their jobs.
- For the most part, faculty indicated a concern for students, faculty, and other staff as well as their family and friends. A concern among them is opening the campus too soon followed by a resurgence of the virus.

After HEDS collects the survey data from all institutions, they will send out a report to participating institutions for comparative analysis. At that point, an update of this report will be created with national data included.

Introduction

Shortly after the January publication of an article outlining a severe acute respiratory syndrome coronavirus (SARS-CoV-2), thousands of people world-wide were becoming infected with the deadly disease known as COVID-19. With the first reported US case happening on January 19th and in the midst of the disease spreading nation-wide, the White House declared a public health emergency on January 31th. Afterward, the concept of social distancing was introduced and people were told to limit gatherings to less than 10 people. On March 13th, President Trump declared a national emergency and soon thereafter, international travel was limited while businesses and schools started to close temporarily.

State governors soon followed by issuing "safer-at-home" and "stay-at-home" orders as local businesses, schools, and public office closures became more wide-spread. On March 23rd, APSU joined many other colleges and universities changing all face-to-face classes to online deliveries and moved its non-essential employees to a telecommuting environment.

During such a quickly changing environment, faculty were caught off guard as they hurried to transform all of their face-to-face classes onto online platforms and assemble make-shift offices in their homes. On the personal side, faculty had to balance work and family life in one location while worrying about the effects of COVID-19 on the health of their family, friends, and their community.

APSU administrators moved swiftly to create an institutional task force and to keep the lines of communication open to all employees. At this point, significant changes had to be made swiftly and deliberately. The institution quickly initiated the help of the offices of Distance Education and Information Technology to working with faculty on the virtual course transition and to ensure students had adequate technological access to their courses.

While the transition to the new pandemic education plan was successful, it was clearly not without problems and it was also stressful to students, faculty, staff, and administrators. Nation-wide, institutions were soon faced with problems and issues they had seldom before seen.

APSU soon announced that all summer classes were to be online and the administration had to closely monitor trends and patterns of the virus in order to decide if classes during the fall could return face-to-face. Gathering federal, state, and local information, APSU announced on May 4th that face-to-face classes would return in the fall.

The unprecedented nature and rapidity of the COVID-19 crisis left colleges and universities with many unknowns. For instance, how suc-

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cessful was the transition of face-to-face classes to online deliveries? Were communication efforts by institutions to employees successful? How effective is telecommuting? These and many more questions are baffling higher education administrators. The overarching question seems to be: How will higher education need to change for the immediate future and beyond?

To help answer some of these questions, the Higher Education Data Sharing Consortium (HEDS) created an online survey in which APSU decided to be a participant. The survey was designed to capture important information concerning the physical, and emotional well-being of faculty.

The initial HEDS COVID-19 survey for faculty consisted of 16 questions ranging from multiple choice to open-ended responses. Additionally, institutions were allowed to create 10 additional questions. APSU chose not to include additional questions.

When the administration of the survey closed, HEDS sent a raw data file to the institution complete with a variable codebook and a separate file of the open-ended questions. These data were used by APSU to run both descriptive and inferential statistics. Additionally, when data from all institutions have been collected, HEDS will supply the institution with an aggregate national report. At that point, an update of this report will be created with national data included.

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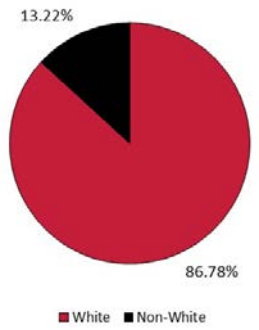
Methodology

The survey used for this study was created by the Higher Education Data Sharing Consortium (HEDS) and included 16 questions designed to measure satisfaction, stress, and concern of faculty after the COVID-19 virus forced APSU to make significant changes in curriculum delivery as well as the general way it conducted business. Most of the questions were of Likert-type scales consisting of four to five choice levels such as "Strongly Disagree" to "Strongly Agree."

In addition to the Likert-type scales, the survey also offered multiple choice questions to determine various demographic factors such as gender, race, and classification. Furthermore, the original HEDS survey consisted of nine open-ended questions designed to find out how concerned faculty were, how well APSU responded to the crisis, as well as which online teaching methods were most successful. All answers for each open-ended questions had to be reviewed and codified in order to create a frequency report for the responses. Additionally, descriptive and inferential calculations were used with SAS 9.4 as the platform.

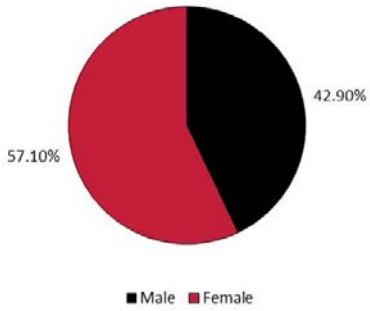
Figure 1: Race



The survey was administered from April 28th through May 22nd. HEDS sent APSU an electronic link to the survey which was attached in an institutional email to faculty. Data used in the analysis came from a total of 340 APSU instructional faculty. Responses were originally collected from 368 participants; however, 28 participants' data were excluded because they had completed less than half of the survey.

The demographic variables chosen by HEDS to be part of the data collected in the survey included gender, race/ethnicity, and classification. **Figure 1** depicts the race breakdown of the respondents. Even though the HEDS survey asked respondents to give their full race and ethnicity classification, when APSU received the data file, race was only depicted as a categorical variable of White and Non-White. Based on these data alone, it appears that there is a slightly higher percentage of White respondents than there are in the total APSU faculty population (81%). **Figure 2** shows the breakdown of gender within the respondents. It should be noted that there is a higher percentage of Males in the sample than there is in the total population of APSU

Figure 2: Gender



faculty (44%). Within classification (**Figure 3**), HEDS created four rankings of Professor, Associate Professor, Assistant Professor, and Lecturer/Instructor. Based on the number of respondents, there is a good representative sample for each rank.

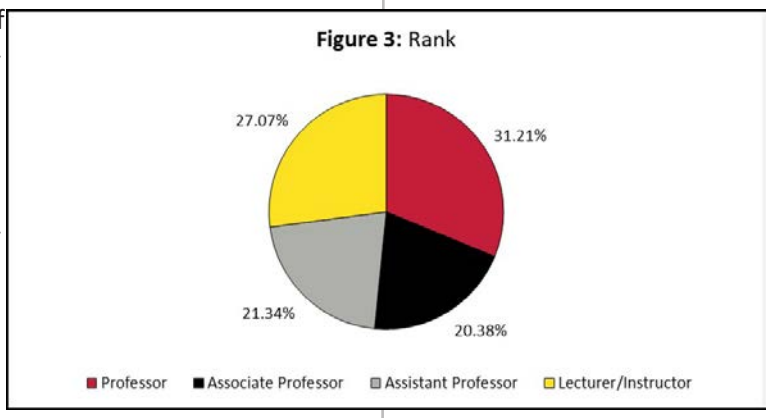


Figure 3: Rank

The last graph, **Figure 4**, indicates the work status of faculty. There is a significantly higher percentage of full-time faculty who participated in the study than there are in the APSU faculty population (55%).

Because the survey was sent to the entire population of APSU faculty, this method is referred to as a convenience sample rather than the more scientifically supported random sample. A total of 340 respondents completed the survey for a response rate of 48% of APSU's faculty population. For a random sample size among the APSU population to be significant at the .05 level, a sample of at least 249 was needed based on the following formula:

$$s = \frac{x^2 NP(1 - P)}{d^2 (N - 1) + X^2 P(1 - P)}$$

Note: s = sample size required; X2 = the table value of chi-square for 1 degree of freedom at the desired confidence level; N = the population size; P = the population proportion (assumed to be .50 since this would provide maximum sample size; d = the degree of accuracy expressed as a proportion (Krejcie & Morgan, 1970)

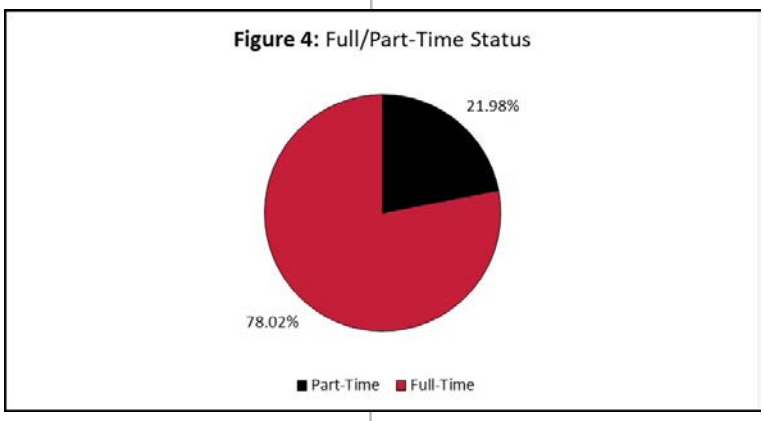


Figure 4: Full/Part-Time Status

While generalizations from the sample to the overall population can be only formally made with a random sample, an argument for a proxy generalization to the APSU population could be made if the sample is large enough and the comparable demographic characteristics of the sample to the population are similar. In the case of the HEDS COVID-19 Faculty Survey, the sample size exceeded the recommended size but the demographic comparisons to the population are, in some cases, significantly different. Therefore, the results of this survey may not be generalizable to the overall APSU faculty population.

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To begin the statistical analysis, frequency distributions of each question were computed capturing both the number (count) and the percentage by scale type. The objective of running frequency distributions is to visually review the data in order to observe how the entire sample of faculty responded to each question. These types of analyses give researchers a look at the overall respondent impression levels. Along with descriptive statistics, an item analysis was created by look-

ing at each question by gender and rank. This item analysis can be found in the **Appendix**.

After these descriptive statistics were used to delineate the responses to each question, various inferential statistical tests were run to determine if members of one group answered questions significantly different than another group. The statistical difference tests used in this study consisted of the t-test and the analysis of variance (ANOVA).

The T-Test

When wanting to determine if there is a significant difference between the means of two groups, which may be related in certain features, the t-test is used. In this study, gender was divided into two groups. This type of inferential statistic is mainly used when data sets would follow a normal distribution and have an unknown variance. The t-test is based on the calculation of a t score which is a ratio between the difference between two groups and the difference within the groups. Specifically, the larger the difference there is between the groups, the larger the t score will be. Simply stated, a large t score generally indicates that the two groups are different while a small t score generally indicates they are similar.

"...various inferential statistical tests were run to determine if members of one group answered questions significantly different than another group."

In this study, the variable analyzed which had two groups was gender (male/female). The size of the groups within both sets are not equal and, therefore, may not be equal in variance. If the variance of the two groups are not equivalent (heteroscedasticity), the Welch-Satterwaite t-test for unequal n's of two samples can be calculated as follows:

$$t = \frac{mA - mB}{\sqrt{\frac{S_A^2}{nA} + \frac{S_B^2}{nB}}}$$

where m_A and m_B represent the mean values of each group and n_A and n_B represent the sizes of the groups, respectively. S^2 is an estimator of the pooled variance of the two groups and is calculated as follows:

$$S^2 = \frac{(nA-1)S_A^2 + (nB-1)S_B^2}{nA + nb - 2}$$

With degrees of freedom (df): df = $n_A + n_B - 2$.
The t score that is calculated is then compared with tabulated t values given, in this case, a statistical significance value of .05. Scores that exceed the t value are considered significant and the two groups are therefore considered different from each other.

Analysis of Variance

When data are numerical in nature, the t-test may be used to test significant difference between two groups and the ANOVA is used when there are more than two groups. In this study there were four values for rank. Therefore, the ANOVA was used.

The ANOVA compares the means between groups and determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis:

$$H_0 = \mu_1 = \mu_2 = \mu_3 = \cdots \mu_k$$

Using the null hypothesis to postulate that there will be no significant difference between group means, analysis from the ANOVA procedure will aid the researcher to determine if the null should be rejected (significance) or accepted (non-significance).

ANOVA is based on the calculation of sum of squares which is a measure of deviation from the mean. In other words, how closely clustered are the individual values about the mean. Based on the sum of squares procedure, the formula for ANOVA is as follows:

$$F = \frac{MST}{MSE}$$

Whereas:

$$MST = \sum_{j-1}^{p} \sum_{i=1}^{n^j} (x_{ij} - \bar{x})^2$$

and,

$$MSE = \sum_{i=1}^{p} nj\,(x_{ij} - \bar{x})^2$$

Essentially, the F statistic, for which the ANOVA is used to determine significant difference, is computed by the Mean Square Total (MST) divided by the Mean Square Error (MSE). Together, these formulae calculate the F Statistic which at the appropriate degrees of freedom and level of significance will determine if a statistical significance exists.

The ANOVA, however, will only determine whether a significance exists between groups. It will not identify the groups where the significance exists. To complete the determination, a post hoc or follow-up test should be used. Within this study, Tukey's Honestly Significant Difference (HSD) test was used. Again, due to the amount of statistical tests run and the brevity of the report, results of statistical tests will not be expressed in values or probabilities. Rather, a simple notification will be made as to whether there was a significant difference and what that difference means.

"While open-ended responses can be more challenging to summarize than quantitative data, these results provide a deeper understanding of faculty experiences and motivations."

Grouping Categories

Two demographic categories were used to test significant difference. Gender was divided into Male, Female. Rank was divided by HEDS into four categories (Professor, Associate Professor, Assistant Professor, and Lecturer/Instructor). While APSU does not have the classification of lecturer the classification was kept because it also included instructors.

Open-Ended Responses

Some of the questions within the survey were open-ended, meaning that faculty were able to write their own responses to the question. In some cases, the questions were left blank by respondents while others wrote lengthy prose. While open-ended responses can be more challenging to summarize than quantitative data, these results provide a deeper understanding of faculty experiences and motivations.
For this study, broad categories were defined for coding that were derived from the open-ended survey questions. Faculty responses were then reviewed to identify more specific codes within the broad categories. Next, the identified codes were collaboratively defined and narrowed. The codes for each question were then given to designated coders. The designated coders conducted a final round of analysis of the responses, applying the specific codes to each response. In some cases, more than one code could be applied to a single response. When multiple codes were identified for a response, all appropriate codes were assigned to the response. Where written responses did not match any of the pre-designated categories, the response was either coded as “Other” or a new category/code was created if it appeared multiple times throughout the analysis. To identify thematic findings, frequencies of code applications were created for each open-ended question.

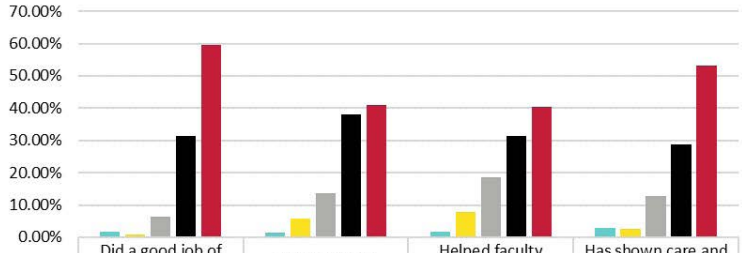
Results

Leadership

When asked how APSU's senior leadership responded to COVID-19 crisis, the results are indicated in **Figure 5**.

Over 90% of the faculty indicated that they either strongly agreed or agreed that the administration did a good job in protecting faculty from the consequences of COVID-19. Less than 3% either strongly disagreed or disagreed with the statement. On this question, there were no significant differences among either gender or rank of employee.

Figure 5: Statements Concerning APSU After COVID-19 Changes



	Did a good job of protecting faculty from the consequences of COVID-19	Did a good job helping faculty adapt to COVID-19 changes	Helped faculty understand the priorities and direction in their work	Has shown care and concern for faculty as they respond to the spread of COVID-19
Strongly Disagree	1.78%	1.48%	1.77%	2.95%
Disagree	0.89%	5.92%	7.96%	2.65%
Neither Agree Nor Disagree	6.51%	13.61%	18.58%	12.68%
Agree	31.36%	38.17%	31.27%	28.61%
Strongly Agree	59.47%	40.83%	40.41%	53.10%

Faculty also believed that the administration did a good job in helping them to adapt to the changes brought on by COVID-19. A total of 79% of faculty either strongly agreed or agreed with the statement while 7% either strongly disagreed or disagreed. As to significant differences between groups:

- There was no significant difference between gender.
- The Lecturer/Instructor rank indicated a higher level of satisfaction than Professors.

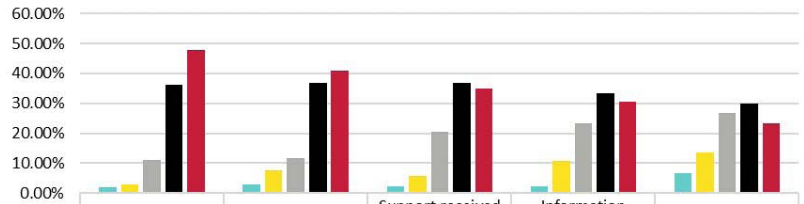
Concerning if the administration helped faculty understand the priorities and direction in their work, almost 72% either strong agreed or agreed with the statement while almost 10% either strongly disagreed or disagreed. As to significant differences between groups:

- There was no significant difference between gender.
- The Lecturers/Instructor rank indicated a higher level of satisfaction than Professors or Associate Professors.
- When asked if the administration has shown care and concern for faculty as they respond to COVID-19, almost 82% either strongly agreed or agreed with the statement while almost 6% either strongly disagreed or disagreed.

The changes brought on by the COVID-19 crisis were both swift and significant forcing all within the APSU community into a telecommuting environment. In order to effectively manage the new remote working arrangements, APSU administrators knew that clear and effective communications were needed to keep faculty informed of

the changes as well to keep academic and business operations running smoothly. As part of the survey, faculty were asked how well APSU communicated with them. The results are shown in **Figure 6**.

Figure 6: Level of Communcation by APSU to Faculty



	Timeliness of the communication received	Clarity of the communication received	Support received from APSU to help revise classes to online format	Information received on how COVID-19 will impact employment	Information received on how COVID-19 will impact institution
Very Dissatisfied	2.08%	2.96%	2.09%	2.37%	6.51%
Dissatisfied	2.97%	7.69%	5.67%	10.68%	13.61%
Neither Dissatisfied nor Satisfied	10.98%	11.83%	20.60%	23.23%	26.63%
Satisfied	36.20%	36.69%	36.72%	33.23%	29.88%
Very Satisfied	47.77%	40.83%	34.93%	30.56%	23.37%

When asked about the timeliness of the communications they received, 83% of the respondents were either very satisfied or satisfied while 5% were either very dissatisfied or dissatisfied. On this question, there were no significant differences among either gender or rank of employee.

Concerning the clarity of the communication by APSU to faculty, 77% were either very satisfied or satisfied while 10% were either very dissatisfied or dissatisfied. As to significant differences between groups:

- Males indicated a significantly higher level of satisfaction than Females.
- Lecturers/Instructors indicated a higher level of satisfaction than Associate Professors.

When asked whether they received support from APSU to help revise classes to an online-only format, over 71% indicated there were either very satisfied or satisfied with the assistance received while over 7% said they were either very dissatisfied or dissatisfied. On this question, there were no significant differences among either gender or rank of employee.

A total of 64% of the respondents indicated they were either very satisfied or satisfied with the communication they received related to how COVID-19 would impact their jobs while 13% were either very dissatisfied or dissatisfied. As to significant differences between groups:

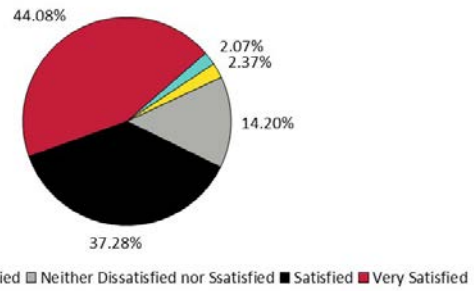
- There was no significant difference between gender.
- Lecturers/Instructors indicated a higher level of satisfaction than Associate Professors or Assistant Professors.

Concerning the information they received on how COVID-19 will impact the institution, 53% either strongly agreed or agreed with the statement while 20% either strong disagreed or disagreed with the statement. As to significant differences between groups:

- There was no significant difference between gender.
- Lecturers/Instructors indicated a higher level of satisfaction than Professors, Associate Professors, or Assistant Professors.

In general, faculty respondents indicated they were satisfied with the support they received from APSU to help them adjust to work changes brought on by COVID-19. According to **Figure 7**, over 81% were either very satisfied or satisfied while 4% were either very dissatisfied or dissatisfied. On this question, there were no significant differences.

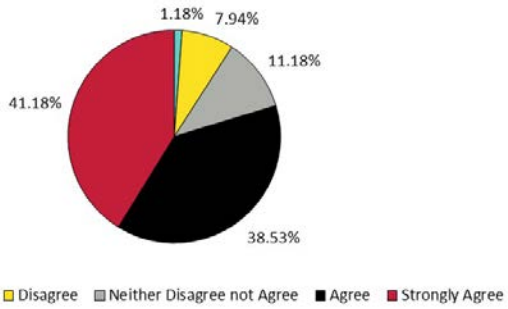
Figure 7: Satisfaction with Support from APSU to Help Adjust to COVID-19 Changes



Respondents also indicated whether or not they knew who to contact concerning how the COVID-19 changes would affect them. According to **Figure 8**, almost 80% of the respondents either strongly agreed or agreed to the statement that they knew who to contact while over 9% indicated they either strongly disagreed or disagreed with the statement. On this question, there were no significant differences among either gender or rank of employee.

The rapid changes induced by business and educational institutions as brought on by COVID-19 caused anxiety among both faculty and students. Individuals were not only concerned with the threats and effects of the virus itself, they also worried about their family's security and their financial futures as unemployment rose dramatically in the wake of government-forced shut-downs. Others had to get used to the new normal of working from home while being isolated from the rest of the community. The HEDS survey addressed many of these concerns at shown in Figure 9a and 9b by asking respondents their main areas of worry and concern.

Figure 8: I know Who to Contact Concerning COVID-19 Changes



When asked how worried they were about doing their job effectively despite the COVID-19 changes (**Figure 9a**), 29% said that they were sometimes worried while 29% indicated that they almost never worried or never worried about it. Over 41% said they worried often or very often. As to significant differences between groups:

- Females indicated a higher level of worry than Males.
- There were no significant differences between rank.

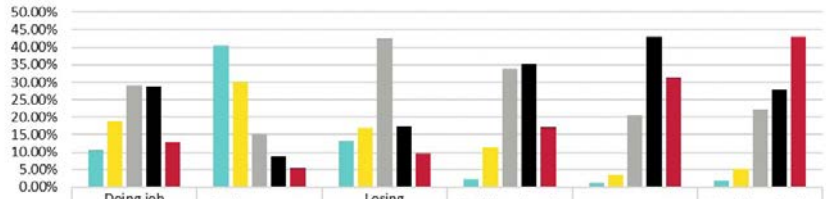
Few respondents indicated that they felt pressure to come to their

place of work. A total of 70% said that they never or almost never worried about it while 15% sometimes worried. A total of 14% indicated that they often or very often worried about it. As to significant differences between groups:

- There was no significant difference between gender.
- Assistant Professors indicated a significantly higher level of worry than Lecturers/Instructors.

As to the feeling of losing connections with APSU colleagues, almost 49% said they never or almost never worried while 32% indicated that they sometimes worried. Almost 19% said they often or very often worried. On this question, there were no significant differences among either gender or rank of employee.

Figure 9a: How Often Do You Worry About:



	Doing job effectively despite changes in environment	Feeling pressure to come to your place of work	Losing connections with your colleagues at APSU	Health and well-being of your colleagues	Health and well-being of students	Health and well-being of friends/family
Never	10.61%	40.43%	13.33%	2.43%	1.21%	1.82%
Almost Never	18.79%	30.09%	16.97%	11.25%	3.64%	5.15%
Sometimes	29.09%	15.20%	42.42%	33.74%	20.61%	22.12%
Often	28.79%	8.81%	17.58%	35.26%	43.03%	27.88%
Very Often	12.73%	5.47%	9.70%	17.33%	31.52%	43.03%

Concerning the health and well-being of colleagues, 52% said they worried or often worried while 33% indicated they sometimes worried. A total of 13% said they never or almost never worried. On this question, there were no significant differences among either gender or rank of employee.

When asked if they worried about the health and well-being of students, almost 74% said they often or very often worried while 21% indicated that they sometimes worried. A total almost 5% indicated that they never or almost never worried. As to significant differences between groups:

- Females indicated a higher level of worry than Males.
- There were no significant differences between rank.

Respondents were then asked how worried they were about the health and well-being of their friends and family. A total of 71% of respondents indicated that they often or very often worried while 22% said they sometimes worried. A total of 7% indicated they never or almost never worried. As to significant differences between groups:

- Females indicated a higher level of worry than Males.
- There were no significant differences between rank.

Concerning their own health and well-being, 48% often or very often worried while 36% sometimes worried (**Figure 9b**). Over 16% indicated that they never or almost never worried. As to significant differences between groups:

- Females indicated a higher level of worry than Males.

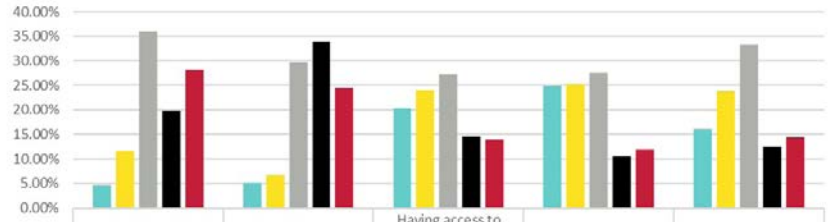
- There were no significant differences between rank.

When asked how much they worried about the future of APSU, almost 58% indicated that they often or very often worried while 29% sometimes worried. Almost 12% indicated that they never or almost never worried. As to significant differences between groups:

- There was no significant difference between gender.
- Associate Professors indicated a higher level of worry than Lecturers/Instructors.
- Assistant Professors indicated a higher level of worry than Lecturers/Instructors.

As to having access to healthcare for themselves and their families, over 28% indicated that they never or almost never worried while 27% said they sometimes worried. A total of 44% of respondents said they often or very often worried. On this question, there were no significant differences among either gender or rank of employee.

Figure 9b: How Often Do You Worry About, Cont.:



	Your health and well-being	What the future holds for APSU	Having access to healthcare for you/family	Paying your bills	Losing your job
Never	4.56%	5.20%	20.30%	24.85%	16.16%
Almost Never	11.55%	6.73%	23.94%	25.15%	23.78%
Sometimes	35.87%	29.66%	27.27%	27.58%	33.23%
Often	19.76%	33.94%	14.55%	10.61%	12.50%
Very Often	28.27%	24.46%	13.94%	11.82%	14.33%

When asked about their ability to pay their bills, almost 50% said they never or almost never worried while 27% indicated that they sometimes worried. A total of 22% said they often or very often worried. As to significant differences between groups:

- There was no significant difference between gender.
- Assistant Professors indicated a significantly higher level of worry than Professors.

Respondents were then asked about losing their jobs. A total of 40% said they never or almost never worried while 33% said they sometimes worried. A total of 26% indicated they often or very often worried. On this question, there were no significant difference among either gender or rank of employee. As to significant differences between groups:

- There was no significant difference between gender.
- Lecturers/Instructors indicated a significantly higher level of worry than Professors
- Assistant Professors indicated a significantly higher level of worry than Lecturers/Instructors or Associate Professors.

While changes in job duties, responsibilities, and environment can bring about stress in all employees, the changes brought about due to the COVID-19 pandemic were exacerbated by health concerns and a

frozen economy. When asked about their stress level on the potential consequences of COVID-19 (**Figure 10**), it is not surprising that over 90% of respondents indicated experiencing either some or a great deal of stress. As to significant differences between groups:

- Females indicated a significantly higher level of stress than Males.
- There were no significant differences between rank.

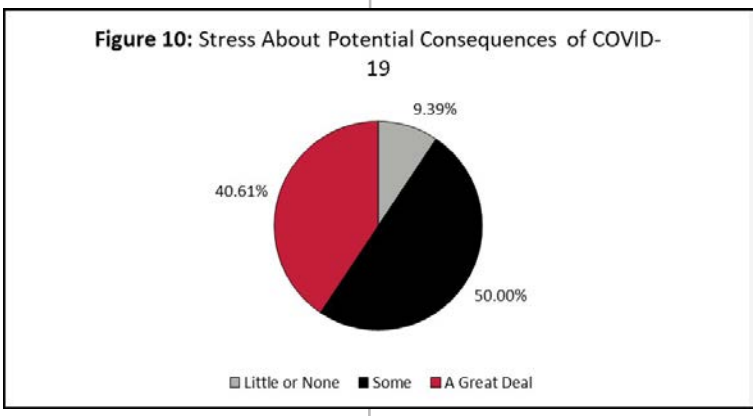


Figure 10: Stress About Potential Consequences of COVID-19

As to how connected they felt to the campus community during the COVID-19 changes, almost 94% indicated they had a strong connection or some connection while 6% indicated very little or no connection at all(**Figure 11**) On this question, there were no significant differences among either gender or rank of employee.

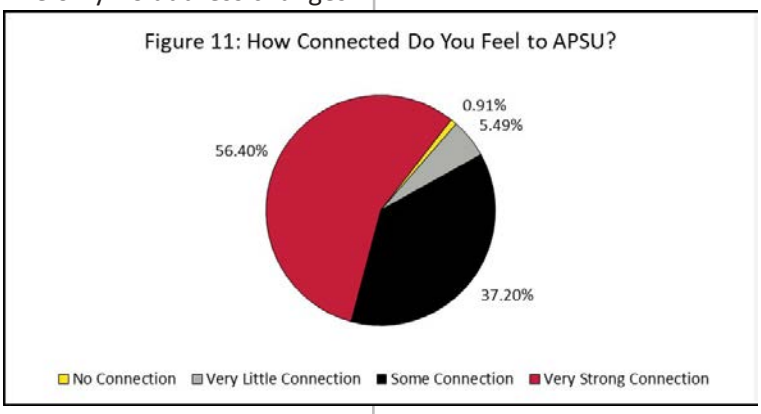


Figure 11: How Connected Do You Feel to APSU?

It is clear that the work environment has changed with the COVID-19 pandemic. Not only are faculty working from remote locations, all of their classes were abruptly changed to online only. To address changes in the work environment, the HEDS survey asked respondents about their current level of work. The results are found in **Figure 12**.

When asked if they had too many things to do, 46% indicated that they often or very often do while 39% indicated that they sometimes do. A total of 15% said they never or almost never had too many things to do. As to significant differences between groups:

- Females indicated a higher level of having too many things than Males.
- Professors indicated a higher level of having too many things than Lecturers/Instructors.
- Associate Professors indicated a higher level of having too many things than Lecturers/Instructors.
- Assistant Professors indicated a higher level of having too many things than Lecturers/Instructors.

Respondents were asked if they felt they were in a hurry. A total of 44% indicated they often or very often were in a hurry while 37% said they were sometimes in a hurry. A total of 18% said they never or almost never felt they were in a hurry. As to significant differences between groups:

- Females indicated a significantly higher level of feeling in a

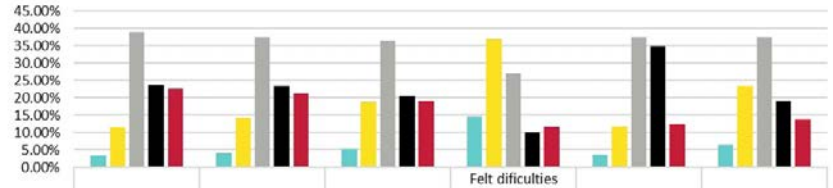
hurry than Males.

- Professors indicated a significantly higher level of feeling in a hurry than Lecturers/Instructors.
- Assistant Professors indicated a significantly higher level of feeling in a hurry than Lecturers/Instructors.

Almost 39% of the respondents indicated they often or very often felt under pressure from deadlines while 37% said they sometimes felt under pressure. A total of 24% indicated that they never or almost never felt under pressure from deadlines. As to significant differences between groups:

- Females indicated a significantly higher level of feeling under deadline pressure than Males.
- There were no significant differences between rank.

Figure 12: During Work, How Often Have You:



	Had too many things to do	Felt you were in a hurry	Felt under pressure from deadlines	Felt dificulties were piling up so high you could not overcome them	Felt that you were on top of things	Had too many worries
Never	3.32%	3.93%	5.14%	14.50%	3.63%	6.34%
Almost Never	11.48%	14.20%	18.73%	36.86%	11.78%	23.26%
Sometimes	38.97%	37.46%	36.56%	26.89%	37.46%	37.46%
Often	23.56%	23.26%	20.54%	9.97%	34.74%	19.03%
Very Often	22.66%	21.15%	19.03%	11.78%	12.39%	13.90%

When asked if they were experiencing work that was piled up so much they couldn't overcome it, almost 63% said they never or almost never did while 24% said they sometimes did. Over 21% indicated that they often or very often experienced piled-up work. As to significant differences between groups:

- Females indicated a significantly higher level of feeling their work was piling up than Males.
- Assistant Professors indicated a significant higher level of feeling their work was piling up than Lecturers/Instructors.

A question contrary to the one above asked respondents if they felt they were on top of everything in the workplace. A total of 47% indicated they the often or very often were on top of things while 37% said they felt they were sometimes on top of things. Over 15% indicated they never or almost never were on top of things. As to significant differences between groups:

- Males indicated a significantly higher level of feeling on top of their work than Females.
- Lecturers/Instructors indicated a significantly higher level of feeling on top of their work than Professors, Associate Professors, or Assistant Professors.

When asked if they had too many worries, almost 33% said they often or very often did while 37% indicated they sometimes had too many

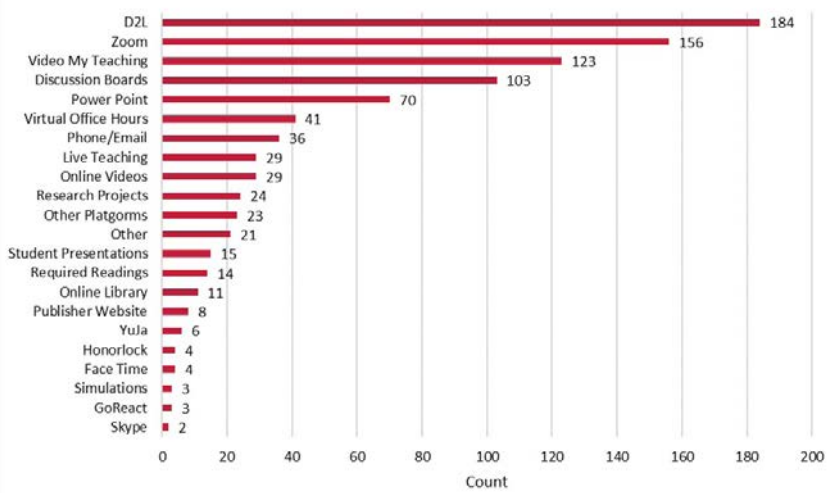
worries. Almost 30% indicated that they never or almost never had too many worries. As to significant differences between groups:

- Females indicated a significantly higher level of worry than Males.
- Assistant Professors indicated a significantly higher level worry than Lecturers/Instructors.

Teaching Methods

When the announcement was made that all classes would convert to online-only, the institution had only one week to transform a vibrant, student-centered campus into a never before tried total virtual environment. While most of APSU's faculty had at least some experience with online and remote teaching methods, some faculty had to quickly be trained. However, even with faculty experienced with online learning, the total virtual environment was still challenging because, oftentimes, their pedagogy had to change and most of their students either were not used to or did not like the virtual environment. To address the online learning environment, the HEDS Faculty survey asked a series of open-ended, short answer questions to get a better understanding of what teaching methods where used, which were effective, and which were not.

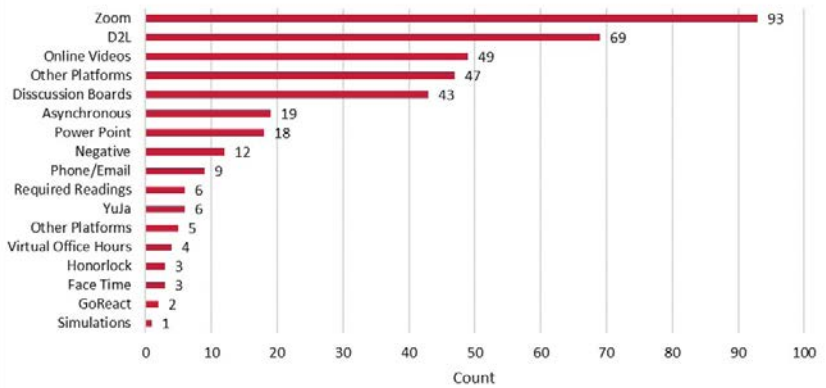
Figure 13: Methods Used to Teach Online Classes



As shown in **Figure 13**, APSU faculty utilized a wide range of teaching tools and methods in the online-only environment. It is not surprising that APSU's licensed D2L platform for online learning was mostly used. This was followed by Zoom, instructor-created videos, and discussion boards.

As to what the faculty believe to be the best methods, **Figure 14** indicates that Zoom, D2L and online videos were more effective because students were familiar with these platforms, they allowed the use of visuals and encouraged greater interaction with students.

Figure 14: Best Online Teaching Methods



Concerning which methods where the worst, the faculty indicated similar results in **Figure 15**. While D2L, Discussion Boards, and Zoom were often used, faculty also said they were some of the worst because of technology issues, lack of participation and distractions, and trying to maintain academic honesty. Faculty added that many students did not seem connected in the online-only environment either because they were doing other things while the class was engaged, or they had faulty technology that prevented them from accessing what they needed. Faculty also commented that most of their students did not have the discipline to take online-only classes and, given the fact that the on-going virus concerns were affecting everyone's stress level, students were hit especially hard.

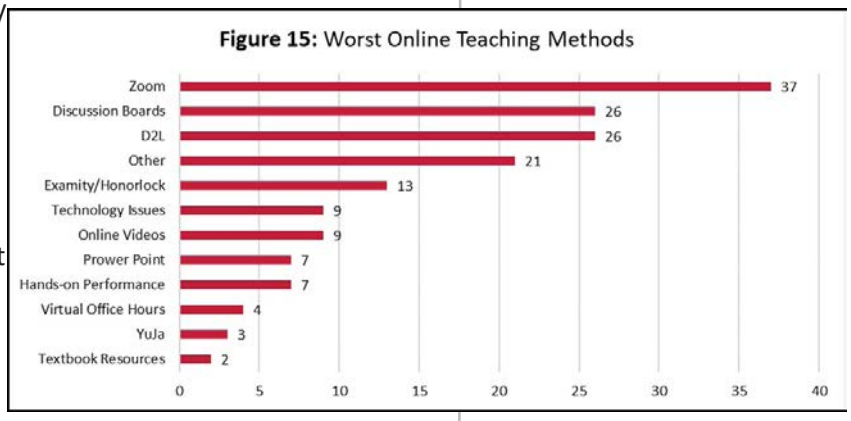


Figure 15: Worst Online Teaching Methods

Open-Ended Questions

Some of the questions within the survey were open-ended. While open-ended responses can be more challenging to summarize than quantitative data, these results provide a deeper understanding of faculty experiences and motivations.

For this study, broad categories were defined for coding that were derived from the open-ended survey questions. As mentioned above, the codes for each question were then given to designated coders. The designated coders conducted a final round of analysis of the responses, applying the specific codes to each response. In some cases, more than one code could be applied to a single response. When multiple codes were identified for a response, all appropriate codes were assigned to the response. Where written responses did not match any of the pre-designated categories, the response was either coded as "Other" or a new category/code was created if it appeared multiple times throughout the analysis. To identify thematic findings, frequencies of code applications were created for each open-ended question.

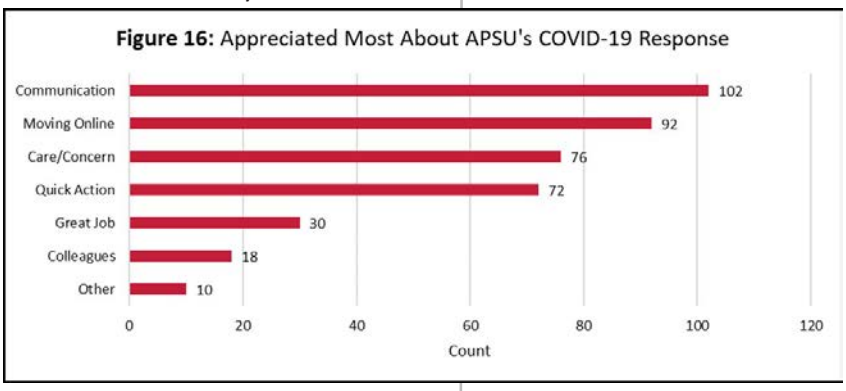
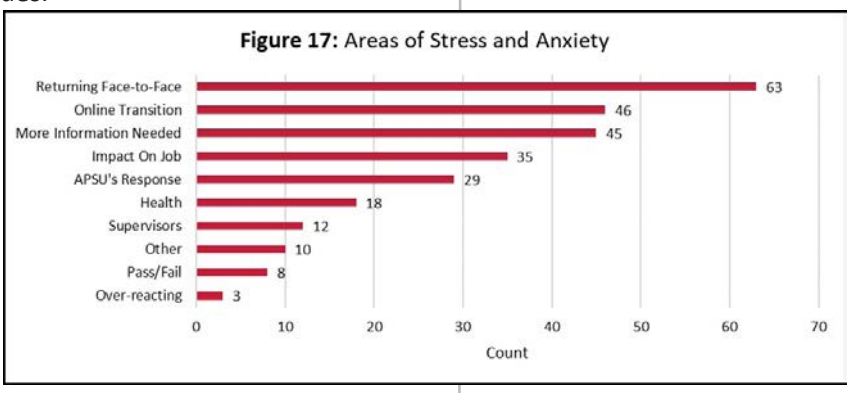


Figure 16: Appreciated Most About APSU's COVID-19 Response

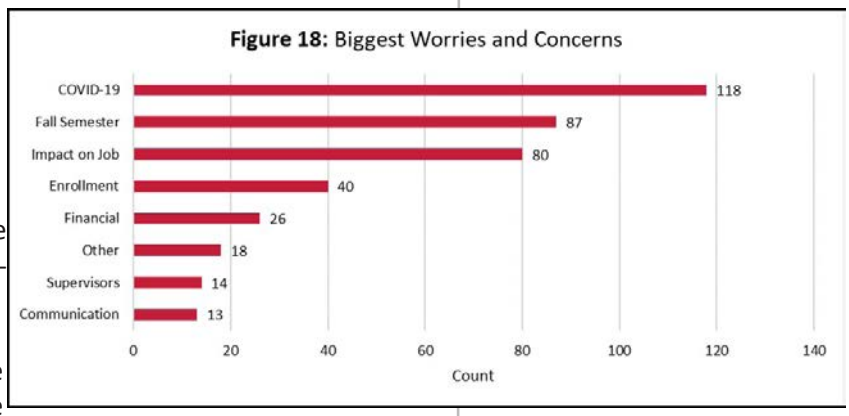
As shown in **Figure 16**, when respondents were asked openly what they appreciated most about APSU during the COVID-19 changes, the majority of responses focused on the communication by the adminis-

tration, quickly moving to an online-only environment, as well as the care and concern that the administration afforded them. Similarly, respondents expressed appreciation that the institution acted swiftly to allow telecommuting, even before it was made mandatory throughout the state. Finally, respondents were appreciative of the hard work of the institution and their colleagues.

When asked about what causes the most stress and anxiety (**Figure 17**), overwhelmingly respondents said that they were concerned about returning to face-to-face teaching considering the unknowns of the of the COVID-19 virus. Others expressed concern about continuing with the online-only environment indicating that students did not seem as engaged as when they are in the classroom. Many faculty also said that they were concerned how the pandemic would impact their jobs and whether or not their jobs would be secure.



Respondents were then asked about their biggest worries or concerns, as shown in **Figure 18**. The biggest concern was about the virus itself and its impact on the health and financial security of the community. Again, most seemed worried about planning for the fall semester and how face-to-face classes would be conducted. Some expressed concern that the institution may be moving too quickly and may not be prepared for a resurgence of the virus if it came back in the fall. As with other responses in the study, faculty worried how the COVID-19 crisis would impact enrollment, the budget and their jobs and whether or not they would be able to keep their job. While there have been no layoffs or furloughs at APSU, most of the respondents see a clear connection between the potential of decreasing enrollments and declining state budgets. Some commented accommodations should be made to employees who will find it difficult to return.



Conclusions

Clearly the COVID-19 crisis caused disruption within the APSU community and created worry and concern among its students, faculty, and staff. While APSU was forced to make sweeping changes in a rapidly changing environment, it was able to maintain the lines of communication with faculty and keep both academic and business operations running relatively smoothly. While this was not an easy task, APSU quickly implemented changes, programs, and support services to support faculty during this unprecedented semester.

Even before employees return to work, APSU has instituted more stringent cleaning guidelines for custodial staff while the offices of Information Technology and Distance Education have increased help and support to ensure remote learning and working is maximized.

Currently, the COVID-19 Task Force is working with the administration on a plan to phase in the return of employees to campus. The plan will call for staggered rotation of employees along with creating protective workstations while allowing some flexibility in the way employees work. Planning is still underway on what procedures will need to be implemented now that the institution has decided to hold face-to-face classes in the fall.

Currently, the Task Force, working with the Office of Equity, Access and Inclusion (OEAI) developed an online accommodation inquiry process for all employees who consider themselves qualified individuals with disabilities. This will allow faculty who feel they need additional support during the COVID-19 crisis to be able to submit a remote request.

Appendix

Item Analysis of Each Question By Gender and Rank

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS DONE A GOOD JOB PROTECTING FACULTY FROM THE NEGATIVE HEALTH CONSEQUENCES OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	1	.763	1	.763	8	6.11	35	26.7	86	65.6	131
FEMALE	3	1.75	1	.585	10	5.85	56	32.7	101	59.1	171
All	4	1.32	2	.662	18	5.96	91	30.1	187	61.9	302
RANK											
PROFESSOR	3	3.23	2	2.15	4	4.30	27	29.0	57	61.3	93
ASSOCIATE PROFESSOR	1	1.59	.	.	6	9.52	20	31.7	36	57.1	63
ASSISTANT PROVESSOR	.	.	.	.	4	6.25	23	35.9	37	57.8	64
LECTURER/INSTRUCTOR	.	.	.	.	4	4.88	21	25.6	57	69.5	82
All	4	1.32	2	.662	18	5.96	91	30.1	187	61.9	302

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS DONE A GOOD JOB HELPING FACULTY ADAPT TO THE CHANGES AT THE INSTITUTION BROUGHT ON BY THE SPREAD OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	2	1.53	4	3.05	18	13.7	41	31.3	66	50.4	131
FEMALE	1	.585	13	7.60	22	12.9	72	42.1	63	36.8	171
All	3	.993	17	5.63	40	13.2	113	37.4	129	42.7	302
RANK											
PROFESSOR	3	3.19	7	7.45	14	14.9	31	33.0	39	41.5	94
ASSOCIATE PROFESSOR	.	.	5	7.94	10	15.9	25	39.7	23	36.5	63
ASSISTANT PROVESSOR	.	.	2	3.13	10	15.6	27	42.2	25	39.1	64
LECTURER/INSTRUCTOR	.	.	3	3.70	6	7.41	30	37.0	42	51.9	81
All	3	.993	17	5.63	40	13.2	113	37.4	129	42.7	302

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS HELPED FACULTY UNDERSTAND THE PRIORITIES AND DIRECTION IN THEIR WORK GIVEN THE CHANGES OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	2	1.53	7	5.34	24	18.3	33	25.2	65	49.6	131
FEMALE	1	.581	16	9.30	30	17.4	62	36.0	63	36.6	172
All	3	.990	23	7.59	54	17.8	95	31.4	128	42.2	303
RANK											
PROFESSOR	2	2.13	9	9.57	16	17.0	31	33.0	36	38.3	94
ASSOCIATE PROFESSOR	1	1.59	7	11.1	15	23.8	18	28.6	22	34.9	63
ASSISTANT PROVESSOR	.	.	5	7.81	14	21.9	17	26.6	28	43.8	64
LECTURER/INSTRUCTOR	.	.	2	2.44	9	11.0	29	35.4	42	51.2	82
All	3	.990	23	7.59	54	17.8	95	31.4	128	42.2	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS SHOWN CARE AND CONCERN FOR FACULTY AS THEY RESPOND TO THE SPREAD OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	2	1.53	3	2.29	11	8.40	33	25.2	82	62.6	131
FEMALE	6	3.49	4	2.33	22	12.8	54	31.4	86	50.0	172
All	8	2.64	7	2.31	33	10.9	87	28.7	168	55.4	303
RANK											
PROFESSOR	4	4.26	3	3.19	9	9.57	25	26.6	53	56.4	94
ASSOCIATE PROFESSOR	3	4.76	1	1.59	8	12.7	22	34.9	29	46.0	63
ASSISTANT PROVESSOR	.	.	1	1.56	10	15.6	20	31.3	33	51.6	64
LECTURER/INSTRUCTOR	1	1.22	2	2.44	6	7.32	20	24.4	53	64.6	82
All	8	2.64	7	2.31	33	10.9	87	28.7	168	55.4	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVRALL, HOW SATISFIED ARE YOU WITH THE SUPPORT YOU ARE GETTING FROM APSU TO HELP YOU ADJUST TO ALL THE CHANGES THIS SPRING?										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	2	1.54	4	3.08	16	12.3	40	30.8	68	52.3	130
FEMALE	3	1.74	4	2.33	23	13.4	72	41.9	70	40.7	172
All	5	1.66	8	2.65	39	12.9	112	37.1	138	45.7	302
RANK											
PROFESSOR	3	3.23	2	2.15	9	9.68	37	39.8	42	45.2	93
ASSOCIATE PROFESSOR	.	.	2	3.23	9	14.5	29	46.8	22	35.5	62
ASSISTANT PROVESSOR	.	.	2	3.13	10	15.6	26	40.6	26	40.6	64
LECTURER/INSTRUCTOR	2	2.41	2	2.41	11	13.3	20	24.1	48	57.8	83
All	5	1.66	8	2.65	39	12.9	112	37.1	138	45.7	302

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	I KNOW WHO TO CONTACT IF I HAVE QUESTION ABOUT HOW CHANGES AT APSU IN RESPONSE TO COVID-19 WILL AFFECT ME										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	1	.763	7	5.34	10	7.63	45	34.4	68	51.9	131
FEMALE	.	.	16	9.25	22	12.7	72	41.6	63	36.4	173
All	1	.329	23	7.57	32	10.5	117	38.5	131	43.1	304
RANK											
PROFESSOR	1	1.06	5	5.32	10	10.6	38	40.4	40	42.6	94
ASSOCIATE PROFESSOR	.	.	6	9.52	6	9.52	30	47.6	21	33.3	63
ASSISTANT PROVESSOR	.	.	8	12.5	6	9.38	24	37.5	26	40.6	64
LECTURER/INSTRUCTOR	.	.	4	4.82	10	12.0	25	30.1	44	53.0	83
All	1	.329	23	7.57	32	10.5	117	38.5	131	43.1	304

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE TIMELINESS OF THE COMMUNICATION YOU'VE RECEIVED FROM APSU ITS ONGOIN RESPONSES TO COVID-19										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	1	.763	2	1.53	8	6.11	55	42.0	65	49.6	131
FEMALE	3	1.75	6	3.51	23	13.5	56	32.7	83	48.5	171
All	4	1.32	8	2.65	31	10.3	111	36.8	148	49.0	302
RANK											
PROFESSOR	2	2.15	1	1.08	11	11.8	37	39.8	42	45.2	93
ASSOCIATE PROFESSOR	1	1.59	2	3.17	6	9.52	30	47.6	24	38.1	63
ASSISTANT PROVESSOR	.	.	4	6.25	9	14.1	22	34.4	29	45.3	64
LECTURER/INSTRUCTOR	1	1.22	1	1.22	5	6.10	22	26.8	53	64.6	82
All	4	1.32	8	2.65	31	10.3	111	36.8	148	49.0	302

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE CLARITY OF THE COMMUNICATION YOU'VE RECEIVED FROM APSU ABOUT ITS ONGOING RESPONSES TO COVID-19										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	1	.763	8	6.11	9	6.87	50	38.2	63	48.1	131
FEMALE	5	2.91	15	8.72	25	14.5	59	34.3	68	39.5	172
All	6	1.98	23	7.59	34	11.2	109	36.0	131	43.2	303
RANK											
PROFESSOR	3	3.19	5	5.32	13	13.8	33	35.1	40	42.6	94
ASSOCIATE PROFESSOR	1	1.59	8	12.7	9	14.3	27	42.9	18	28.6	63
ASSISTANT PROVESSOR	1	1.56	6	9.38	7	10.9	24	37.5	26	40.6	64
LECTURER/INSTRUCTOR	1	1.22	4	4.88	5	6.10	25	30.5	47	57.3	82
All	6	1.98	23	7.59	34	11.2	109	36.0	131	43.2	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE SUPPORT YOU'VE RECEIVED FROM APSU TO HELP YOU TO REVISE YOUR CLASSES TO AN ONLINE FORMAT										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	2	1.53	8	6.11	22	16.8	46	35.1	53	40.5	131
FEMALE	3	1.76	10	5.88	35	20.6	68	40.0	54	31.8	170
All	5	1.66	18	5.98	57	18.9	114	37.9	107	35.5	301
RANK											
PROFESSOR	3	3.23	3	3.23	20	21.5	34	36.6	33	35.5	93
ASSOCIATE PROFESSOR	.	.	8	12.7	10	15.9	27	42.9	18	28.6	63
ASSISTANT PROVESSOR	1	1.56	2	3.13	14	21.9	33	51.6	14	21.9	64
LECTURER/INSTRUCTOR	1	1.23	5	6.17	13	16.0	20	24.7	42	51.9	81
All	5	1.66	18	5.98	57	18.9	114	37.9	107	35.5	301

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE INFORMATION YOU'VE RECEIVED ABOUT HOW CHANGES AT APSU IN RESPONSE TO COVID-19 WILL IMPACT YOUR EMPLOYMENT										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	3	2.29	8	6.11	26	19.8	44	33.6	50	38.2	131
FEMALE	2	1.17	22	12.9	42	24.6	59	34.5	46	26.9	171
All	5	1.66	30	9.93	68	22.5	103	34.1	96	31.8	302
RANK											
PROFESSOR	3	3.19	6	6.38	20	21.3	37	39.4	28	29.8	94
ASSOCIATE PROFESSOR	1	1.59	7	11.1	17	27.0	25	39.7	13	20.6	63
ASSISTANT PROVESSOR	1	1.56	10	15.6	16	25.0	23	35.9	14	21.9	64
LECTURER/INSTRUCTOR	.	.	7	8.64	15	18.5	18	22.2	41	50.6	81
All	5	1.66	30	9.93	68	22.5	103	34.1	96	31.8	302

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE INFORMATION YOU'VE RECEIVED ABOUT HOW CHANGES AT APSU IN RESPONSE TO COVID-19 WILL IMPACT THE INSTITUTION'S FUTURE VIABILITY										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	9	6.87	14	10.7	26	19.8	43	32.8	39	29.8	131
FEMALE	8	4.65	27	15.7	53	30.8	50	29.1	34	19.8	172
All	17	5.61	41	13.5	79	26.1	93	30.7	73	24.1	303
RANK											
PROFESSOR	6	6.38	12	12.8	26	27.7	28	29.8	22	23.4	94
ASSOCIATE PROFESSOR	7	11.1	11	17.5	19	30.2	14	22.2	12	19.0	63
ASSISTANT PROVESSOR	3	4.69	13	20.3	15	23.4	24	37.5	9	14.1	64
LECTURER/INSTRUCTOR	1	1.22	5	6.10	19	23.2	27	32.9	30	36.6	82
All	17	5.61	41	13.5	79	26.1	93	30.7	73	24.1	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	DOING YOUR JOB EFFECTIVELY DESPITE THE CHANGES IN YOUR WORK ENVIRONMENT										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	17	13.0	27	20.6	43	32.8	32	24.4	12	9.16	131
FEMALE	17	9.88	30	17.4	43	25.0	54	31.4	28	16.3	172
All	34	11.2	57	18.8	86	28.4	86	28.4	40	13.2	303
RANK											
PROFESSOR	13	13.8	18	19.1	18	19.1	34	36.2	11	11.7	94
ASSOCIATE PROFESSOR	3	4.76	12	19.0	23	36.5	13	20.6	12	19.0	63
ASSISTANT PROVESSOR	5	7.81	13	20.3	17	26.6	20	31.3	9	14.1	64
LECTURER/INSTRUCTOR	13	15.9	14	17.1	28	34.1	19	23.2	8	9.76	82
All	34	11.2	57	18.8	86	28.4	86	28.4	40	13.2	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	DOING YOUR JOB EFFECTIVELY DESPITE THE CHANGES IN YOUR WORK ENVIRONMENT										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	17	13.0	27	20.6	43	32.8	32	24.4	12	9.16	131
FEMALE	17	9.88	30	17.4	43	25.0	54	31.4	28	16.3	172
All	34	11.2	57	18.8	86	28.4	86	28.4	40	13.2	303
RANK											
PROFESSOR	13	13.8	18	19.1	18	19.1	34	36.2	11	11.7	94
ASSOCIATE PROFESSOR	3	4.76	12	19.0	23	36.5	13	20.6	12	19.0	63
ASSISTANT PROVESSOR	5	7.81	13	20.3	17	26.6	20	31.3	9	14.1	64
LECTURER/INSTRUCTOR	13	15.9	14	17.1	28	34.1	19	23.2	8	9.76	82
All	34	11.2	57	18.8	86	28.4	86	28.4	40	13.2	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	FEELING PRESSURE TO COME TO YOUR PLACE OF WORK										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	53	40.5	39	29.8	21	16.0	10	7.63	8	6.11	131
FEMALE	73	42.4	51	29.7	22	12.8	17	9.88	9	5.23	172
All	126	41.6	90	29.7	43	14.2	27	8.91	17	5.61	303
RANK											
PROFESSOR	39	41.5	27	28.7	14	14.9	9	9.57	5	5.32	94
ASSOCIATE PROFESSOR	16	25.4	32	50.8	9	14.3	2	3.17	4	6.35	63
ASSISTANT PROVESSOR	20	31.3	15	23.4	15	23.4	10	15.6	4	6.25	64
LECTURER/INSTRUCTOR	51	62.2	16	19.5	5	6.10	6	7.32	4	4.88	82
All	126	41.6	90	29.7	43	14.2	27	8.91	17	5.61	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	LOSING CONNECTIONS WITH YOUR COLLEAGUES AT APSU										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	18	13.7	22	16.8	55	42.0	24	18.3	12	9.16	131
FEMALE	21	12.2	30	17.4	72	41.9	29	16.9	20	11.6	172
All	39	12.9	52	17.2	127	41.9	53	17.5	32	10.6	303
RANK											
PROFESSOR	13	13.8	15	16.0	41	43.6	14	14.9	11	11.7	94
ASSOCIATE PROFESSOR	4	6.35	13	20.6	28	44.4	11	17.5	7	11.1	63
ASSISTANT PROVESSOR	5	7.81	11	17.2	31	48.4	9	14.1	8	12.5	64
LECTURER/INSTRUCTOR	17	20.7	13	15.9	27	32.9	19	23.2	6	7.32	82
All	39	12.9	52	17.2	127	41.9	53	17.5	32	10.6	303

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE HEALTH AND WELL-BEING OF YOUR COLLEAGUES										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	5	3.82	16	12.2	47	35.9	40	30.5	23	17.6	131
FEMALE	3	1.74	18	10.5	58	33.7	63	36.6	30	17.4	172
All	8	2.64	34	11.2	105	34.7	103	34.0	53	17.5	303
RANK											
PROFESSOR	4	4.26	12	12.8	29	30.9	31	33.0	18	19.1	94
ASSOCIATE PROFESSOR	2	3.17	6	9.52	22	34.9	21	33.3	12	19.0	63
ASSISTANT PROVESSOR	.	.	4	6.25	28	43.8	21	32.8	11	17.2	64
LECTURER/INSTRUCTOR	2	2.44	12	14.6	26	31.7	30	36.6	12	14.6	82
All	8	2.64	34	11.2	105	34.7	103	34.0	53	17.5	303

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE HEALTH AND WELL-BEING OF YOUR STUDENTS										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	4	3.05	8	6.11	31	23.7	53	40.5	35	26.7	131
FEMALE	.	.	4	2.33	29	16.9	76	44.2	63	36.6	172
All	4	1.32	12	3.96	60	19.8	129	42.6	98	32.3	303
RANK											
PROFESSOR	2	2.13	4	4.26	17	18.1	43	45.7	28	29.8	94
ASSOCIATE PROFESSOR	1	1.59	2	3.17	13	20.6	20	31.7	27	42.9	63
ASSISTANT PROVESSOR	.	.	.	.	15	23.4	29	45.3	20	31.3	64
LECTURER/INSTRUCTOR	1	1.22	6	7.32	15	18.3	37	45.1	23	28.0	82
All	4	1.32	12	3.96	60	19.8	129	42.6	98	32.3	303

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE HEALTH AND WELL-BEING OF YOUR FRIENDS AND FAMILY										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	5	3.82	11	8.40	30	22.9	33	25.2	52	39.7	131
FEMALE	1	.581	6	3.49	34	19.8	54	31.4	77	44.8	172
All	6	1.98	17	5.61	64	21.1	87	28.7	129	42.6	303
RANK											
PROFESSOR	2	2.13	7	7.45	16	17.0	27	28.7	42	44.7	94
ASSOCIATE PROFESSOR	1	1.59	3	4.76	17	27.0	17	27.0	25	39.7	63
ASSISTANT PROVESSOR	.	.	2	3.13	13	20.3	21	32.8	28	43.8	64
LECTURER/INSTRUCTOR	3	3.66	5	6.10	18	22.0	22	26.8	34	41.5	82
All	6	1.98	17	5.61	64	21.1	87	28.7	129	42.6	303

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HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	YOUR HEALTH AND WELL-BEING										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	12	9.16	24	18.3	43	32.8	20	15.3	32	24.4	131
FEMALE	3	1.75	12	7.02	64	37.4	39	22.8	53	31.0	171
All	15	4.97	36	11.9	107	35.4	59	19.5	85	28.1	302
RANK											
PROFESSOR	4	4.30	13	14.0	30	32.3	13	14.0	33	35.5	93
ASSOCIATE PROFESSOR	3	4.76	8	12.7	23	36.5	13	20.6	16	25.4	63
ASSISTANT PROVESSOR	1	1.56	8	12.5	22	34.4	14	21.9	19	29.7	64
LECTURER/INSTRUCTOR	7	8.54	7	8.54	32	39.0	19	23.2	17	20.7	82
All	15	4.97	36	11.9	107	35.4	59	19.5	85	28.1	302

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HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	WHAT THE FUTURE HOLDS FOR APSU										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	10	7.75	11	8.53	36	27.9	44	34.1	28	21.7	129
FEMALE	6	3.51	8	4.68	52	30.4	58	33.9	47	27.5	171
All	16	5.33	19	6.33	88	29.3	102	34.0	75	25.0	300
RANK											
PROFESSOR	5	5.43	5	5.43	27	29.3	34	37.0	21	22.8	92
ASSOCIATE PROFESSOR	2	3.23	1	1.61	22	35.5	21	33.9	16	25.8	62
ASSISTANT PROVESSOR	.	.	4	6.25	17	26.6	17	26.6	26	40.6	64
LECTURER/INSTRUCTOR	9	11.0	9	11.0	22	26.8	30	36.6	12	14.6	82
All	16	5.33	19	6.33	88	29.3	102	34.0	75	25.0	300

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HAVING ACCESS TO HEALTH CARE FOR YOUR AND YOUR FAMILY										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	28	21.4	32	24.4	34	26.0	26	19.8	11	8.40	131
FEMALE	35	20.3	41	23.8	49	28.5	17	9.88	30	17.4	172
All	63	20.8	73	24.1	83	27.4	43	14.2	41	13.5	303
RANK											
PROFESSOR	16	17.0	25	26.6	26	27.7	17	18.1	10	10.6	94
ASSOCIATE PROFESSOR	10	15.9	21	33.3	13	20.6	9	14.3	10	15.9	63
ASSISTANT PROVESSOR	13	20.3	12	18.8	23	35.9	7	10.9	9	14.1	64
LECTURER/INSTRUCTOR	24	29.3	15	18.3	21	25.6	10	12.2	12	14.6	82
All	63	20.8	73	24.1	83	27.4	43	14.2	41	13.5	303

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HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	PAYING YOUR BILLS										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	32	24.4	36	27.5	36	27.5	15	11.5	12	9.16	131
FEMALE	47	27.3	35	20.3	47	27.3	17	9.88	26	15.1	172
All	79	26.1	71	23.4	83	27.4	32	10.6	38	12.5	303
RANK											
PROFESSOR	28	29.8	25	26.6	30	31.9	8	8.51	3	3.19	94
ASSOCIATE PROFESSOR	12	19.0	24	38.1	16	25.4	5	7.94	6	9.52	63
ASSISTANT PROVESSOR	10	15.6	11	17.2	21	32.8	8	12.5	14	21.9	64
LECTURER/INSTRUCTOR	29	35.4	11	13.4	16	19.5	11	13.4	15	18.3	82
All	79	26.1	71	23.4	83	27.4	32	10.6	38	12.5	303

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HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	LOSING YOUR JOB										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	29	22.1	32	24.4	43	32.8	9	6.87	18	13.7	131
FEMALE	21	12.4	40	23.5	54	31.8	27	15.9	28	16.5	170
All	50	16.6	72	23.9	97	32.2	36	12.0	46	15.3	301
RANK											
PROFESSOR	30	31.9	21	22.3	28	29.8	10	10.6	5	5.32	94
ASSOCIATE PROFESSOR	4	6.35	23	36.5	23	36.5	5	7.94	8	12.7	63
ASSISTANT PROVESSOR	2	3.17	13	20.6	19	30.2	12	19.0	17	27.0	63
LECTURER/INSTRUCTOR	14	17.3	15	18.5	27	33.3	9	11.1	16	19.8	81
All	50	16.6	72	23.9	97	32.2	36	12.0	46	15.3	301

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HAD TOO MANY THINGS TO DO										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	7	5.34	20	15.3	58	44.3	30	22.9	16	12.2	131
FEMALE	4	2.31	13	7.51	60	34.7	40	23.1	56	32.4	173
All	11	3.62	33	10.9	118	38.8	70	23.0	72	23.7	304
RANK											
PROFESSOR	3	3.19	10	10.6	35	37.2	19	20.2	27	28.7	94
ASSOCIATE PROFESSOR	1	1.59	3	4.76	23	36.5	21	33.3	15	23.8	63
ASSISTANT PROVESSOR	1	1.56	4	6.25	26	40.6	17	26.6	16	25.0	64
LECTURER/INSTRUCTOR	6	7.23	16	19.3	34	41.0	13	15.7	14	16.9	83
All	11	3.62	33	10.9	118	38.8	70	23.0	72	23.7	304

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	FELT YOU WERE IN A HURRY										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	9	6.87	21	16.0	51	38.9	30	22.9	20	15.3	131
FEMALE	4	2.31	20	11.6	63	36.4	40	23.1	46	26.6	173
All	13	4.28	41	13.5	114	37.5	70	23.0	66	21.7	304
RANK											
PROFESSOR	4	4.26	11	11.7	34	36.2	20	21.3	25	26.6	94
ASSOCIATE PROFESSOR	1	1.59	5	7.94	25	39.7	17	27.0	15	23.8	63
ASSISTANT PROVESSOR	1	1.56	5	7.81	26	40.6	17	26.6	15	23.4	64
LECTURER/INSTRUCTOR	7	8.43	20	24.1	29	34.9	16	19.3	11	13.3	83
All	13	4.28	41	13.5	114	37.5	70	23.0	66	21.7	304

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	FELT UNDER PRESSURE FROM DEADLINES										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	11	8.40	34	26.0	48	36.6	22	16.8	16	12.2	131
FEMALE	5	2.89	22	12.7	64	37.0	37	21.4	45	26.0	173
All	16	5.26	56	18.4	112	36.8	59	19.4	61	20.1	304
RANK											
PROFESSOR	6	6.38	16	17.0	32	34.0	16	17.0	24	25.5	94
ASSOCIATE PROFESSOR	1	1.59	9	14.3	28	44.4	14	22.2	11	17.5	63
ASSISTANT PROVESSOR	1	1.56	8	12.5	27	42.2	15	23.4	13	20.3	64
LECTURER/INSTRUCTOR	8	9.64	23	27.7	25	30.1	14	16.9	13	15.7	83
All	16	5.26	56	18.4	112	36.8	59	19.4	61	20.1	304

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	FELT DIFFICULTIES WERE PILING UP SO HIGH THAT YOU COULD NOT OVERCOME THEM										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	28	21.4	48	36.6	33	25.2	9	6.87	13	9.92	131
FEMALE	15	8.67	62	35.8	49	28.3	22	12.7	25	14.5	173
All	43	14.1	110	36.2	82	27.0	31	10.2	38	12.5	304
RANK											
PROFESSOR	14	14.9	34	36.2	22	23.4	11	11.7	13	13.8	94
ASSOCIATE PROFESSOR	6	9.52	23	36.5	22	34.9	5	7.94	7	11.1	63
ASSISTANT PROVESSOR	5	7.81	16	25.0	25	39.1	7	10.9	11	17.2	64
LECTURER/INSTRUCTOR	18	21.7	37	44.6	13	15.7	8	9.64	7	8.43	83
All	43	14.1	110	36.2	82	27.0	31	10.2	38	12.5	304

AUSTIN PEAY STATE UNIVERSITY
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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	FELT THAT YOU WERE ON TOP OF THINGS										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	5	3.82	16	12.2	36	27.5	52	39.7	22	16.8	131
FEMALE	6	3.47	22	12.7	78	45.1	54	31.2	13	7.51	173
All	11	3.62	38	12.5	114	37.5	106	34.9	35	11.5	304
RANK											
PROFESSOR	4	4.26	13	13.8	37	39.4	30	31.9	10	10.6	94
ASSOCIATE PROFESSOR	3	4.76	9	14.3	25	39.7	21	33.3	5	7.94	63
ASSISTANT PROVESSOR	3	4.69	7	10.9	33	51.6	18	28.1	3	4.69	64
LECTURER/INSTRUCTOR	1	1.20	9	10.8	19	22.9	37	44.6	17	20.5	83
All	11	3.62	38	12.5	114	37.5	106	34.9	35	11.5	304

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HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HAD TOO MANY WORRIES										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	17	13.0	38	29.0	46	35.1	19	14.5	11	8.40	131
FEMALE	3	1.73	30	17.3	69	39.9	38	22.0	33	19.1	173
All	20	6.58	68	22.4	115	37.8	57	18.8	44	14.5	304
RANK											
PROFESSOR	9	9.57	18	19.1	36	38.3	16	17.0	15	16.0	94
ASSOCIATE PROFESSOR	3	4.76	11	17.5	27	42.9	14	22.2	8	12.7	63
ASSISTANT PROVESSOR	3	4.69	10	15.6	23	35.9	17	26.6	11	17.2	64
LECTURER/INSTRUCTOR	5	6.02	29	34.9	29	34.9	10	12.0	10	12.0	83
All	20	6.58	68	22.4	115	37.8	57	18.8	44	14.5	304

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FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	STRESS						All
	LITTLE OR NONE		SOME		A GREAT DEAL		
	N	PctN	N	PctN	N	PctN	N
GENDER							
MALE	19	14.5	71	54.2	41	31.3	131
FEMALE	10	5.78	81	46.8	82	47.4	173
All	29	9.54	152	50.0	123	40.5	304
RANK							
PROFESSOR	10	10.6	45	47.9	39	41.5	94
ASSOCIATE PROFESSOR	4	6.35	31	49.2	28	44.4	63
ASSISTANT PROVESSOR	3	4.69	32	50.0	29	45.3	64
LECTURER/INSTRUCTOR	12	14.5	44	53.0	27	32.5	83
All	29	9.54	152	50.0	123	40.5	304

AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 FACULTY SURVEY RESPONSES

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HOW CONNECTED DO YOU FEEL TO APSU?								All
	NO CONNECTION		VERY LITTLE CONNECTION		SOME CONNECTION		VERY STRONG CONNECTION		
	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER									
MALE	.	.	3	2.29	49	37.4	79	60.3	131
FEMALE	1	.578	15	8.67	63	36.4	94	54.3	173
All	1	.329	18	5.92	112	36.8	173	56.9	304
RANK									
PROFESSOR	1	1.06	5	5.32	27	28.7	61	64.9	94
ASSOCIATE PROFESSOR	.	.	2	3.17	24	38.1	37	58.7	63
ASSISTANT PROVESSOR	.	.	4	6.25	29	45.3	31	48.4	64
LECTURER/INSTRUCTOR	.	.	7	8.43	32	38.6	44	53.0	83
All	1	.329	18	5.92	112	36.8	173	56.9	304