



WHITE PAPER SERIES

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

**Revision Pending HEDS National
Results Report**

Decision Support and
Institutional Research

About the Author

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Table of Contents

Executive Summary.....	1
Introduction	2
Methodology	4
Results	8
Conclusion	17
Appendix	18

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 staff created by the Higher Education Data Service Consortium. The survey was administered to all APSU staff electronically from April 28rd through May 15th and a total of 287 APSU exempt and non-exempt, non-instructional staff completed the survey. Important findings from the survey include:

- Staff 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.
- Staff were very satisfied with the way that their immediate supervisor communicated how COVID-19 would affect the campus, their area, as well as the employees within. They were also satisfied at the care, support, and understanding shown to them by their immediate supervisor.
- Staff were satisfied at how quickly the administration responded to the COVID-19 crisis by encouraging telecommuting even though some staff were concerned about their technological abilities or how a remote, isolated environment would be effective.
- During the COVID-19 crisis, exempt employees expressed a significantly higher level of stress concerning the amount of work they do and increased deadline pressures.
- In general, female staff indicated a significantly higher level of stress than male staff.
- Staff, in general, tend to be worried about how COVID-19 will impact enrollment, budgets, and their jobs. Many staff demonstrate at least some concern about keeping their jobs.
- For the most part, staff 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, staff were caught off guard as they hurried to assemble make-shift offices in their homes, coordinate the use of technology in a telecommuting environment, and maintain the business functions of a university within a virtual world. On the personal side, staff 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 housing and dining refunds and utilized the offices of Information Technology and Distance Education to help mitigate issues with moving all classes to an online-only environment.

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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successful 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 staff.

The initial HEDS COVID-19 survey for staff consisted of 16 questions ranging from multiple choice to open-ended responses. Additionally, institutions were allowed to create 10 additional questions. APSU decided 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 staff 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 four open-ended questions designed to find out how concerned staff were as well as how well APSU responded to the crisis. 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.

The survey was administered from April 28th through May 15th. HEDS sent APSU an electronic link to the survey which was attached in an institutional email to staff. Data used in the analysis came from a total of 287 APSU exempt and non-exempt, non-instructional staff. Responses were originally collected from 307 participants; however, 15 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 staff population (78%). **Figure 2** shows the breakdown of gender within the respondents. It should be noted that there is a higher percentage of Females in the sample (76%) than there is in the total population of APSU staff (58%). Within classification (**Figure 3**), HEDS created four classifications of non-exempt, not a supervisor; non-exempt, supervisor; exempt, non-super-

Figure 1: Staff Race

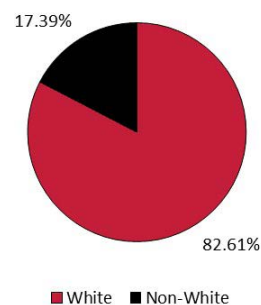
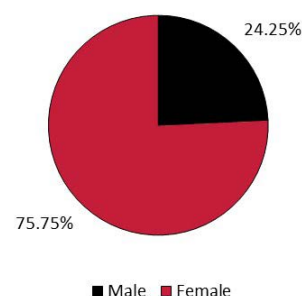


Figure 2: Staff Gender



Report of the HEDS Staff Survey Concerning the Impact of COVID-19 - Spring 2020

visor, and exempt, supervisor. In order to have an adequate number of respondents per group, APSU consolidated classification into exempt and non-exempt employees.

The last graph, **Figure 4**, indicates the work status of staff. There is a higher percentage of full-time staff who participated in the study (96%) than there are in the APSU staff population (74%).

Because the survey was sent to the entire population of APSU staff, this method is referred to as a convenience sample rather than the more scientifically supported random sample. A total of 287 respondents completed the survey for a response rate of 21% of APSU's staff population. For a random sample size among the APSU population to be significant at the .05 level, a sample of at least 297 was needed based on the following formula:

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

Note: s = sample size required; χ^2 = 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)

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 Staff Survey, the sample size is short of the recommended size and 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 staff population.

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 staff reacted 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 looking at each question by gender and classification. This item analysis can be found in the **Appendix**.

Figure 3: Staff Employee Type

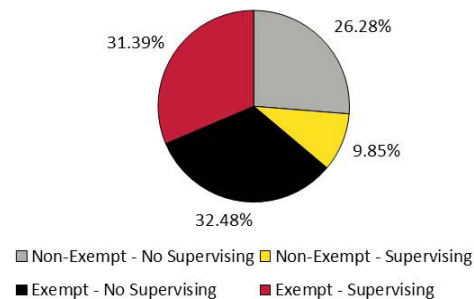
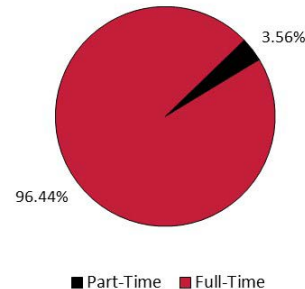


Figure 4: Staff Work Status



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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 test used in this study consisted of the t-test.

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. 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.

In this study, the two sets of groups analyzed are gender (male/female) and classification (exempt/non-exempt). 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:

$$t = \frac{m_A - m_B}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}}}$$

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:

$$S^2 = \frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2}$$

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.

Grouping Categories

Two demographic categories were used to test significant difference. Gender was divided into Male, Female. While classification was originally divided by HEDS into four categories (exempt, supervisor; exempt, non-supervisor; non-exempt, supervisor; non-exempt,

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non-supervisor), classification was consolidated to only exempt and non-exempt.

Open-Ended Responses

Some of the questions within the survey were open-ended, meaning that staff 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 staff experiences and motivations.

For this study, broad categories were defined for coding that were derived from the open-ended survey questions. Staff 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.

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

RESULTS

Senior Leadership

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

Over 93% of the staff indicated that they either strongly agreed or agreed that the administration did a good job in protecting staff 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 classification of employee.

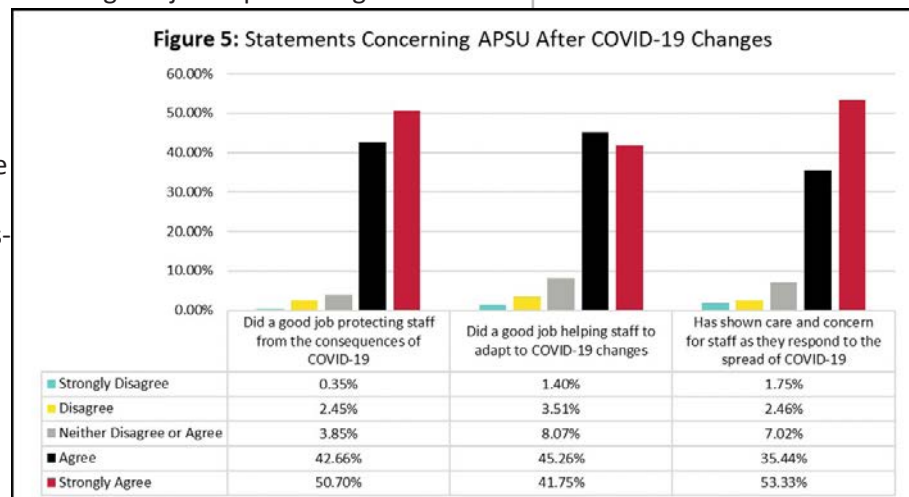
Staff also believed that the administration did a good job in helping staff to adapt to the changes brought on by COVID-19. A total of 87% of staff either strongly agreed or agreed with the statement while under 5% either strongly disagreed or disagreed. On this question, there were no significant differences among either gender or classification of employee.

When asked if the administration has shown care and concern for staff as they respond to COVID-19, 89% either strongly agreed or agreed with the statement while 4% either strongly disagreed or disagreed. On this question, there were no significant differences among either gender or classification of employee.

Supervisors

In addition to asking staff how the senior leadership responded to the COVID-19 crisis, there were questions concerning how the staff's immediate supervisor responded. The results of these questions are displayed in **Figure 6**.

Over 93% of the respondents either strongly agreed or agreed with the statement that their supervisor did a good job of protecting staff from the consequences of COVID-19 while 4% either strongly disagreed or disagreed with the statement. These percentages are very close to the same question asked about APSU's senior leadership. On this question, there were no significant differences among either gender or classification of employee.

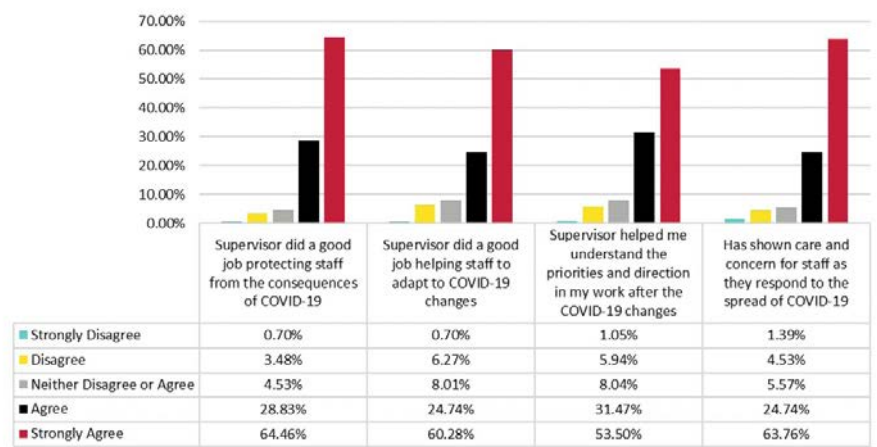


Report of the HEDS Staff Survey Concerning the Impact of COVID-19 - Spring 2020

Likewise, over 85% of respondents either strongly agreed or agreed with the statement that their supervisor did a good job in helping staff to adapt to COVID-19 changes while under 7% either strongly disagreed or disagreed with the statement. On this question, there were no significant differences among either gender or classification of employee.

When asked if their supervisor helped staff understand the priorities and direction in work after the COVID-19 changes, 85% either strongly agreed or agreed to the statement while 7% either strongly disagreed or disagreed with the statement. On this question, there were no significant differences among either gender or classification of employee.

Figure 6: Statements Concerning APSU Supervisors After COVID-19 Changes



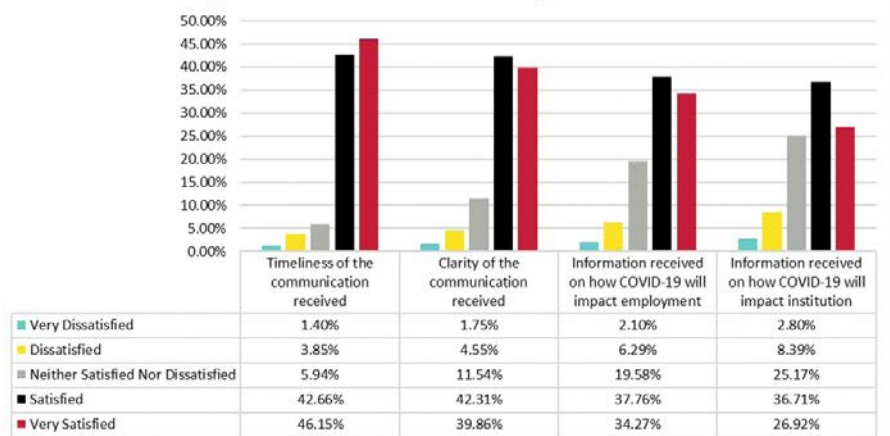
Respondents were then asked if their supervisor had shown care and concern for staff as they respond to the COVID-19 changes. Almost 89% either strongly agreed or agreed to the statement while almost 6% indicated that they either strongly disagreed or disagreed. On this question, there were no significant differences among either gender or classification of employee.

Communications

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 staff informed of the changes as well to keep academic and business operations running smoothly. As part of the survey, staff were asked

how well APSU communicated with them. The results are shown in Figure 7.

Figure 7: Level of Communication By APSU to Staff



When asked about the timeliness of the communications they received, 89% 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 classification of employee.

Concerning the clarity of the communication by APSU to staff, 82% were either very satisfied or satisfied while 6% were either very dissatisfied or dissatisfied. On this question, there were no significant differences among either gender or classification of employee. A total of 72% 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 8% were either very dissatisfied or dissatisfied. On this question, there were no significant differences among either gender or classification of employee.

Concerning the information they received on how COVID-19 will impact the institution, almost 64% were either very satisfied or satisfied with the statement while 11% either strong dissatisfied or dissatisfied with the statement. On this question, there were no significant difference among either gender or classification of employee.

In general, staff 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 8**, over 90% were either very satisfied or satisfied while 4% were either very dissatisfied or dissatisfied. On this question, there were no significant differences.

Respondents also indicated whether or not they knew who to contact concerning how the COVID-19 changes would affect them. According to **Figure 9**, 84% of the respondents either strongly agreed or agreed to the statement that they knew who to contact while over 7% indicated they either strongly disagreed or disagreed with the statement. On this question, there were no significant differences among either gender or classification of employee.

Figure 8: Satisfaction with Support from APSU to Help Adjust to COVID-19 Changes

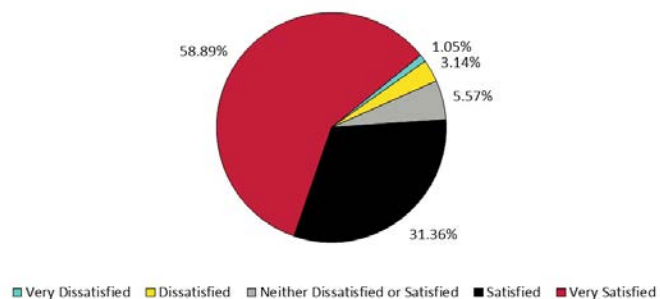
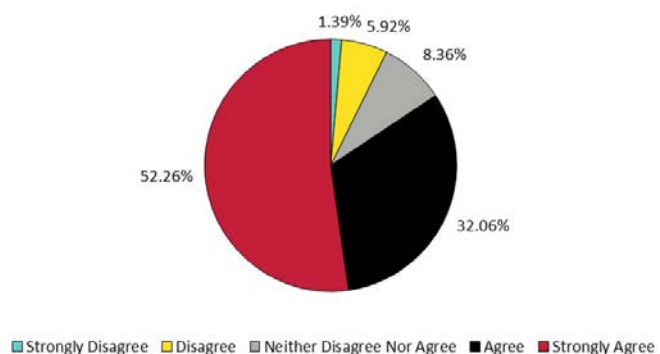


Figure 9: I Know Who to Contact Concerning COVID-19 Changes



Concern and Worry

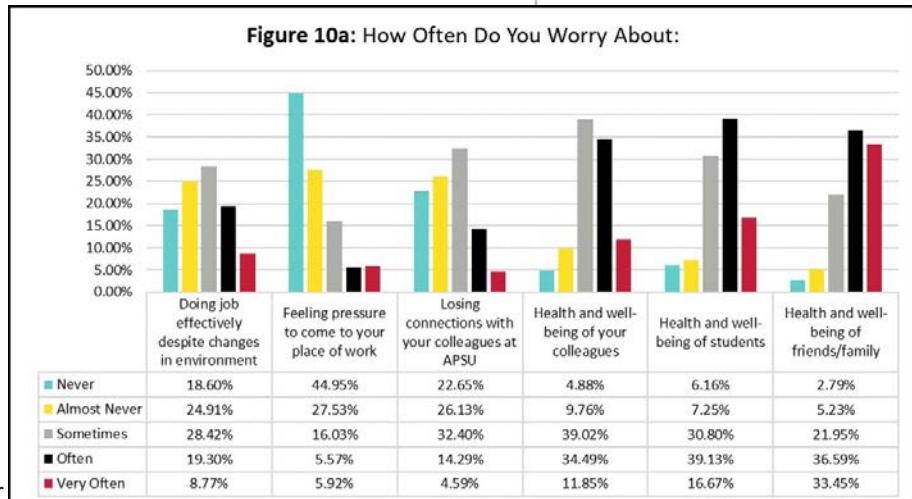
The rapid changes induced by business and educational institutions as brought on by COVID-19 caused anxiety among both workers and students. Individuals were not only concerned with the threats and effects of the virus itself, they also worried about their family's security and their financial futures 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 as shown in **Figure 10a** and **10b** by asking respondents their main areas of worry and concern.

When asked how worried they were about doing their job effectively despite the COVID-19 changes (**Figure 10a**), 28% said that they were sometimes worried while over 43% indicated that they almost never worried or never worried about it. A total of 28% said they worried often or very often. On this question, there were no significant differences among either gender or classification of employee.

Few respondents indicated that they felt pressure to come to their place of work. A total of 73% said that they never or almost never worried about it while 16% sometimes worried. A total of 11% indicated that they often or very often worried about it. On this question, there were no significant differences among either gender or classification of employee.

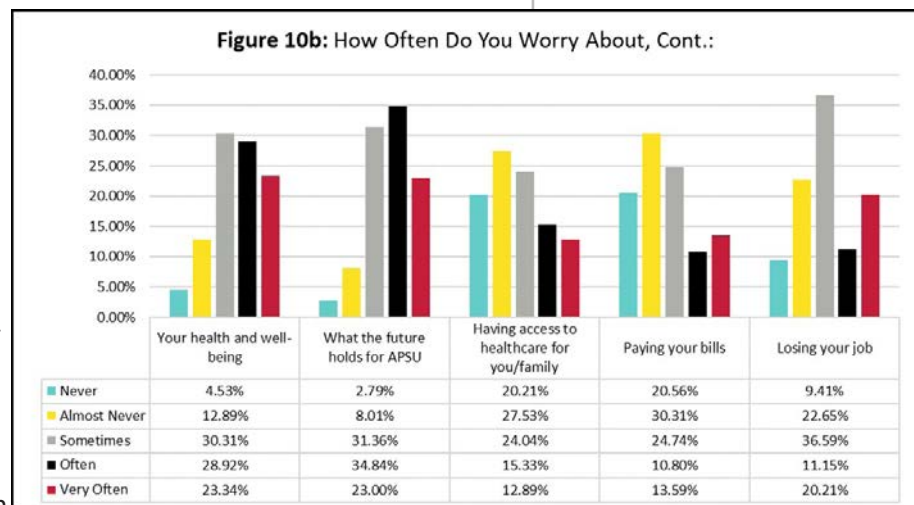
As to the feeling of losing connections with APSU colleagues, almost 49% said they never or almost never worried while 32% indicated that they sometimes worried. Almost 19% said they often or very often worried. On this question, there were no significant differences among either gender or classification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

Concerning the health and well-being of colleagues, 46% said they worried or often worried while 39% indicated they sometimes worried. A total of almost 15% said they often or very often worried. On this question, there were no significant differences among either gender or classification of employee.



When asked if they worried about the health and well-being of students, almost 56% said they often or very often worried while 31% indicated that they sometimes worried. A total of 13% indicated that they never or almost never worried. On this question, there were no significant differences among either gender or classification of employee.

Respondents were then asked how worried they were about the health and well-being of their friends and family. A total of 70% of respondents indicated that they often or very often worried while 22% said they sometimes worried. A total of 8% indicated they never or almost never worried. On this question, there were no significant differences among either gender or classification of employee.



Concerning their own health and well-being, 52% often or very often worried while 30% sometimes worried (**Figure 10b**). Over 17% indicated that they never or almost never worried. On this question, there were no significant differences among either gender or classification of employee.

When asked how much they worried on the future of APSU, almost 58% indicated that they often or very often worried while 31% sometimes worried. Almost 11% indicated that they never or almost never worried. On this question, there were no significant differences among either gender or classification of employee.

As to having access to healthcare for themselves and their families, over 47% indicated that they never or almost never worried while 24% said they sometimes worried. A total of 28% of respondents said they often or very often worried. On this question, there were no significant differences among either gender or classification of employee. When asked about their ability to pay their bills, almost 51% said they never or almost never worried while 25% indicated that they sometimes worried. A total of 24% said they often or very often worried. On this question, there were no significant differences among either gender or classification of employee.

Respondents were then asked about losing their jobs. The responses were evenly split among the choices. A total of 32% said they never or almost never worried while 37% said they sometimes worried. A total

of 31% indicated they often or very often worried. On this question, there were no significant difference among either gender or classification of employee.

While changes in job duties, responsibilities, and environment can bring about stress in 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 11**), 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:

- Female staff indicated a significantly higher level of stress than male staff.
- There was no significant difference among classification.

As to how connected they felt to the campus community during the COVID-19 changes, over 96% indicated they had a strong connection or some connection while less than 4% indicated very little or no connection at all (**Figure 12**). On this question, there were no significant differences among either gender or classification of employee.

Figure 11: Stress About Potential Consequences of COVID-19

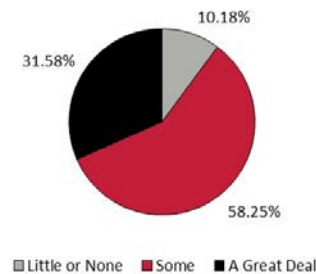
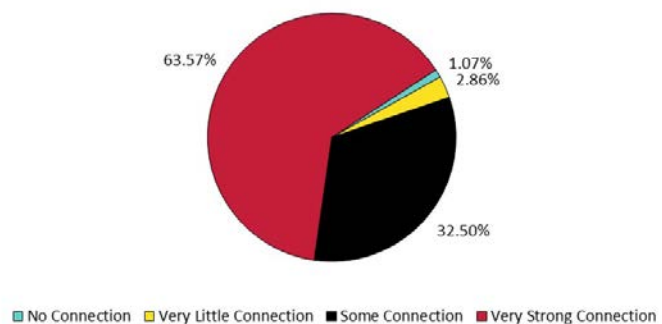


Figure 12: How Connected Do You Feel to APSU?



Work Environment

It is clear that the work environment has changed with the COVID-19 pandemic. Not only are staff working from remote locations, duties and responsibilities have sometimes changed. To address changes in the work environment, the HEDS survey asked respondents about their current level of work. The results are found in **Figure 13**.

When asked if they had too many things to do, 30% indicated that they often or very often do while 41% indicated that they sometimes do. A total of 29% said they never or almost never had too much work to do. As to significant differences between groups:

- There was no significant difference between gender.
- Exempt employees indicated a significantly higher level of having too much work than non-exempt employees.

Respondents were asked if they felt they were in a hurry. A total of 27% indicated they often or very often were in a hurry while 39%

said they were sometimes in a hurry. A total of 34% said they never or almost never felt they were in a hurry. As to significant differences between groups:

- There was no significant difference between gender.
- Exempt employees indicated a significantly higher level of feeling in a hurry than non-exempt employees.

Almost 27% of the respondents indicated they often or very often felt under pressure from deadlines while 33% said they sometimes felt under pressure. A total of 40%

indicated that they never or almost never felt under pressure from deadlines. As to significant differences between groups:

- There was no significant difference between gender.
- Exempt employees indicated a significantly higher level of feeling under deadline pressure than non-exempt employees.

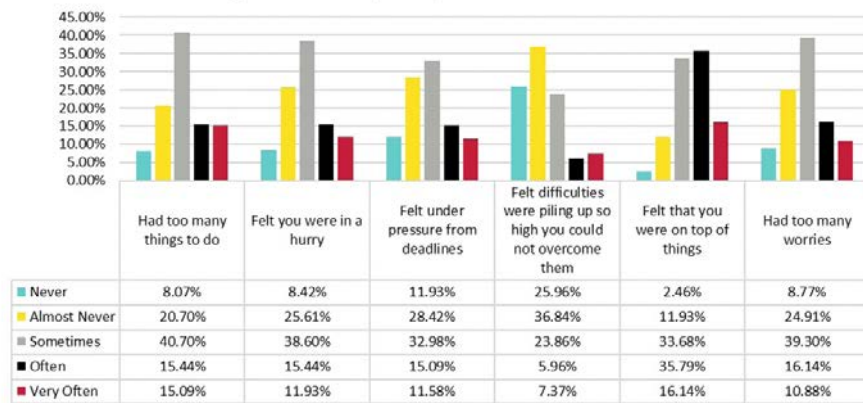
When asked if they were experiencing work that was piled up so much they couldn't overcome it, almost 63% said they never or almost never did while 24% said they sometimes did. Over 13% indicated that they often or very often experienced piled-up work. As to significant differences between groups:

- There was no significant difference between gender.
- Exempt employees indicated a significantly higher level of feeling their work was piling up than non-exempt employees.

A question contrary to the one above asked respondents if they felt they were on top of everything in the workplace. Almost 52% indicated they often or very often were on top of things while 34% said they felt they were sometimes on top of things. Over 14% indicated they never or almost never were on top of things. On this question, there were no significant differences among either gender or classification of employee.

When asked if they had too many worries, 27% said they often or very often did while 39% indicated they sometimes had too many worries. Almost 34% indicated that they never or almost never had too many worries. On this question, there were no significant differences among either gender or classification of employee.

Figure 13: During Work, How Often Have You:



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 staff experiences and motivations.

For this study, broad categories were defined for coding that were derived from the open-ended survey questions. 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.

As shown in **Figure 14**, when respondents were asked openly what they appreciated most about APSU during the COVID-19 changes, the majority of responses focused on 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 communication efforts from the administration to students, faculty, and staff. These open-ended responses clearly support the quantitative assessment within this study.

Figure 14: Appreciated Most About APSU's COVID-19 Response

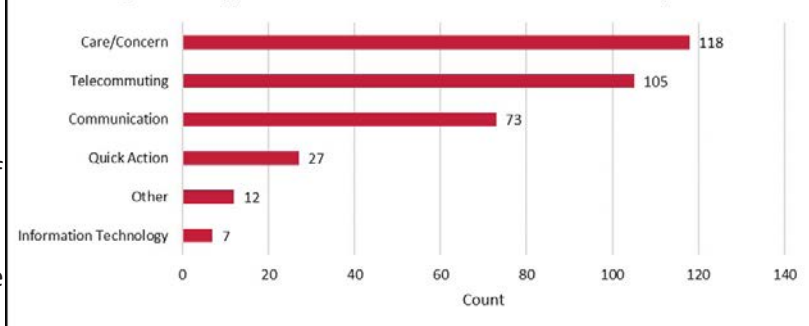


Figure 15: Areas of Stress and Anxiety

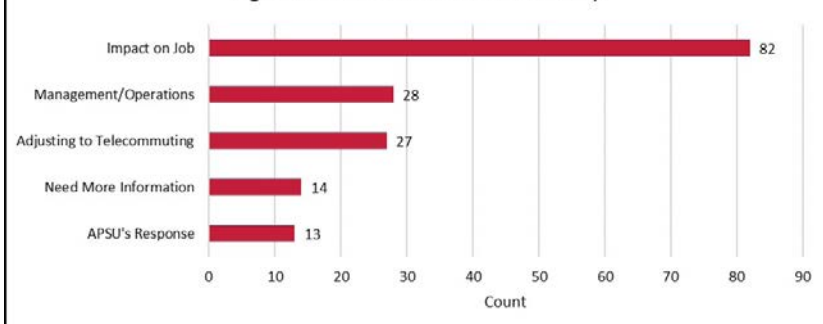
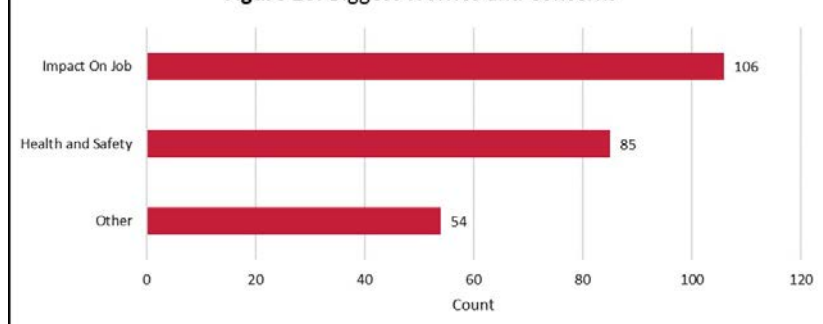


Figure 16: Biggest Worries and Concerns



When asked about what causes the most stress and anxiety (**Figure 15**), overwhelmingly respondents said that they were concerned of

the implications of the COVID-19 crisis and how it would affect enrollment, budgets, and working practices. Moreover, many of the respondents said that they were concerned how the pandemic would impact their jobs and whether or not their jobs would be secure. Others addressed concerns they had with the management and business operations during the COVID-19 changes. Specifically, they commented on confusion, lack of preparedness, and adequate direction of staff. Still others said they were struggling with telecommuting and adjusting to working remotely.

Respondents were then asked about their biggest worries or concerns, as shown in **Figure 16**. Again, most seemed worried about how the pandemic would impact 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.

Obviously, their next concern was the health and safety of themselves, students, faculty, and other staff as well as their family and friends. Some commented that the University should not open too soon and that accommodations should be made for 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 staff 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 staff 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 beefed up 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.

For instance, 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 staff who feel they need additional support during the COVID-19 crisis to be able to request submit a remote request.

Appendix

Item Analysis of Each Question By Gender and Classification

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS DONE A GOOD JOB PROTECTING STAFF 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	
GENDER											
MALE	.	.	1	1.54	4	6.15	29	44.6	31	47.7	65
FEMALE	1	.495	4	1.98	4	1.98	83	41.1	110	54.5	202
All	1	.375	5	1.87	8	3.00	112	41.9	141	52.8	267
CLASS											
EXEMPT	.	.	4	2.31	4	2.31	74	42.8	91	52.6	173
NON-EXEMPT	1	1.06	1	1.06	4	4.26	38	40.4	50	53.2	94
All	1	.375	5	1.87	8	3.00	112	41.9	141	52.8	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS DONE A GOOD JOB HELPING STAFF 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	1	1.56	3	4.69	4	6.25	29	45.3	27	42.2	64
FEMALE	1	.495	5	2.48	16	7.92	90	44.6	90	44.6	202
All	2	.752	8	3.01	20	7.52	119	44.7	117	44.0	266
CLASS											
EXEMPT	1	.578	6	3.47	13	7.51	81	46.8	72	41.6	173
NON-EXEMPT	1	1.08	2	2.15	7	7.53	38	40.9	45	48.4	93
All	2	.752	8	3.01	20	7.52	119	44.7	117	44.0	266

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, SENIOR LEADERSHIP AT APSU HAS SHOWN CARE AND CONCERN FOR STAFF 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	.	.	3	4.69	9	14.1	20	31.3	32	50.0	64
FEMALE	2	.990	4	1.98	7	3.47	73	36.1	116	57.4	202
All	2	.752	7	2.63	16	6.02	93	35.0	148	55.6	266
CLASS											
EXEMPT	1	.578	5	2.89	10	5.78	56	32.4	101	58.4	173
NON-EXEMPT	1	1.08	2	2.15	6	6.45	37	39.8	47	50.5	93
All	2	.752	7	2.63	16	6.02	93	35.0	148	55.6	266

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALLO, MY SUPERVISOR HAS DONE A GOOD JOB PROTECTING ME 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	.	.	2	3.08	4	6.15	22	33.8	37	56.9	65
FEMALE	2	.985	6	2.96	7	3.45	50	24.6	138	68.0	203
All	2	.746	8	2.99	11	4.10	72	26.9	175	65.3	268
CLASS											
EXEMPT	1	.578	6	3.47	7	4.05	49	28.3	110	63.6	173
NON-EXEMPT	1	1.05	2	2.11	4	4.21	23	24.2	65	68.4	95
All	2	.746	8	2.99	11	4.10	72	26.9	175	65.3	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, MY SUPERVISOR HAS DONE A GOOD JOB HELPING ME ADAPTTTO 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	.	.	3	4.62	5	7.69	20	30.8	37	56.9	65
FEMALE	2	.985	12	5.91	17	8.37	46	22.7	126	62.1	203
All	2	.746	15	5.60	22	8.21	66	24.6	163	60.8	268
CLASS											
EXEMPT	1	.578	10	5.78	14	8.09	45	26.0	103	59.5	173
NON-EXEMPT	1	1.05	5	5.26	8	8.42	21	22.1	60	63.2	95
All	2	.746	15	5.60	22	8.21	66	24.6	163	60.8	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, MY SUPERVISOR HAS HELPED ME UNDERSTAND THE PRIORITIES AND DIRECTION IN MY WORK GIVEN THE CHANGES AT MY 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	1	1.54	1	1.54	4	6.15	26	40.0	33	50.8	65
FEMALE	2	.990	15	7.43	17	8.42	56	27.7	112	55.4	202
All	3	1.12	16	5.99	21	7.87	82	30.7	145	54.3	267
CLASS											
EXEMPT	2	1.16	10	5.81	14	8.14	58	33.7	88	51.2	172
NON-EXEMPT	1	1.05	6	6.32	7	7.37	24	25.3	57	60.0	95
All	3	1.12	16	5.99	21	7.87	82	30.7	145	54.3	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, MY SUPERVISOR HAS SHOWN CARE AND CONCERN FOR ME AS APSU RESPONDS 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	.	.	1	1.54	5	7.69	22	33.8	37	56.9	65
FEMALE	4	1.97	9	4.43	9	4.43	46	22.7	135	66.5	203
All	4	1.49	10	3.73	14	5.22	68	25.4	172	64.2	268
CLASS											
EXEMPT	3	1.73	7	4.05	7	4.05	46	26.6	110	63.6	173
NON-EXEMPT	1	1.05	3	3.16	7	7.37	22	23.2	62	65.3	95
All	4	1.49	10	3.73	14	5.22	68	25.4	172	64.2	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	.	.	1	1.54	7	10.8	16	24.6	41	63.1	65
FEMALE	2	.985	5	2.46	7	3.45	65	32.0	124	61.1	203
All	2	.746	6	2.24	14	5.22	81	30.2	165	61.6	268
CLASS											
EXEMPT	2	1.16	4	2.31	11	6.36	54	31.2	102	59.0	173
NON-EXEMPT	.	.	2	2.11	3	3.16	27	28.4	63	66.3	95
All	2	.746	6	2.24	14	5.22	81	30.2	165	61.6	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	1.54	5	7.69	3	4.62	14	21.5	42	64.6	65
FEMALE	2	.985	11	5.42	18	8.87	67	33.0	105	51.7	203
All	3	1.12	16	5.97	21	7.84	81	30.2	147	54.9	268
CLASS											
EXEMPT	2	1.16	12	6.94	10	5.78	52	30.1	97	56.1	173
NON-EXEMPT	1	1.05	4	4.21	11	11.6	29	30.5	50	52.6	95
All	3	1.12	16	5.97	21	7.84	81	30.2	147	54.9	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	
GENDER											
MALE	.	.	4	6.15	5	7.69	25	38.5	31	47.7	65
FEMALE	2	.990	5	2.48	9	4.46	88	43.6	98	48.5	202
All	2	.749	9	3.37	14	5.24	113	42.3	129	48.3	267
CLASS											
EXEMPT	2	1.16	8	4.65	9	5.23	77	44.8	76	44.2	172
NON-EXEMPT	.	.	1	1.05	5	5.26	36	37.9	53	55.8	95
All	2	.749	9	3.37	14	5.24	113	42.3	129	48.3	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	.	.	6	9.23	11	16.9	21	32.3	27	41.5	65
FEMALE	3	1.49	6	2.97	19	9.41	92	45.5	82	40.6	202
All	3	1.12	12	4.49	30	11.2	113	42.3	109	40.8	267
CLASS											
EXEMPT	3	1.74	11	6.40	19	11.0	74	43.0	65	37.8	172
NON-EXEMPT	.	.	1	1.05	11	11.6	39	41.1	44	46.3	95
All	3	1.12	12	4.49	30	11.2	113	42.3	109	40.8	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	1	1.54	5	7.69	16	24.6	20	30.8	23	35.4	65
FEMALE	3	1.49	12	5.94	34	16.8	79	39.1	74	36.6	202
All	4	1.50	17	6.37	50	18.7	99	37.1	97	36.3	267
CLASS											
EXEMPT	4	2.33	13	7.56	30	17.4	67	39.0	58	33.7	172
NON- EXEMPT	.	.	4	4.21	20	21.1	32	33.7	39	41.1	95
All	4	1.50	17	6.37	50	18.7	99	37.1	97	36.3	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	2	3.08	6	9.23	21	32.3	20	30.8	16	24.6	65
FEMALE	3	1.49	16	7.92	46	22.8	78	38.6	59	29.2	202
All	5	1.87	22	8.24	67	25.1	98	36.7	75	28.1	267
CLASS											
EXEMPT	5	2.91	18	10.5	41	23.8	63	36.6	45	26.2	172
NON-EXEMPT	.	.	4	4.21	26	27.4	35	36.8	30	31.6	95
All	5	1.87	22	8.24	67	25.1	98	36.7	75	28.1	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	
GENDER											
MALE	12	18.8	15	23.4	21	32.8	12	18.8	4	6.25	64
FEMALE	40	19.7	52	25.6	58	28.6	36	17.7	17	8.37	203
All	52	19.5	67	25.1	79	29.6	48	18.0	21	7.87	267
CLASS											
EXEMPT	33	19.1	41	23.7	48	27.7	36	20.8	15	8.67	173
NON-EXEMPT	19	20.2	26	27.7	31	33.0	12	12.8	6	6.38	94
All	52	19.5	67	25.1	79	29.6	48	18.0	21	7.87	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	
GENDER											
MALE	12	18.8	15	23.4	21	32.8	12	18.8	4	6.25	64
FEMALE	40	19.7	52	25.6	58	28.6	36	17.7	17	8.37	203
All	52	19.5	67	25.1	79	29.6	48	18.0	21	7.87	267
CLASS											
EXEMPT	33	19.1	41	23.7	48	27.7	36	20.8	15	8.67	173
NON-EXEMPT	19	20.2	26	27.7	31	33.0	12	12.8	6	6.38	94
All	52	19.5	67	25.1	79	29.6	48	18.0	21	7.87	267

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	34	52.3	14	21.5	8	12.3	7	10.8	2	3.08	65
FEMALE	92	45.3	62	30.5	30	14.8	7	3.45	12	5.91	203
All	126	47.0	76	28.4	38	14.2	14	5.22	14	5.22	268
CLASS											
EXEMPT	76	43.9	47	27.2	29	16.8	12	6.94	9	5.20	173
NON-EXEMPT	50	52.6	29	30.5	9	9.47	2	2.11	5	5.26	95
All	126	47.0	76	28.4	38	14.2	14	5.22	14	5.22	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	13	20.0	16	24.6	25	38.5	9	13.8	2	3.08	65
FEMALE	50	24.6	52	25.6	63	31.0	29	14.3	9	4.43	203
All	63	23.5	68	25.4	88	32.8	38	14.2	11	4.10	268
CLASS											
EXEMPT	36	20.8	37	21.4	62	35.8	32	18.5	6	3.47	173
NON-EXEMPT	27	28.4	31	32.6	26	27.4	6	6.32	5	5.26	95
All	63	23.5	68	25.4	88	32.8	38	14.2	11	4.10	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	2	3.08	9	13.8	27	41.5	21	32.3	6	9.23	65
FEMALE	12	5.91	17	8.37	77	37.9	72	35.5	25	12.3	203
All	14	5.22	26	9.70	104	38.8	93	34.7	31	11.6	268
CLASS											
EXEMPT	10	5.78	15	8.67	70	40.5	58	33.5	20	11.6	173
NON-EXEMPT	4	4.21	11	11.6	34	35.8	35	36.8	11	11.6	95
All	14	5.22	26	9.70	104	38.8	93	34.7	31	11.6	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	5	7.69	4	6.15	26	40.0	23	35.4	7	10.8	65
FEMALE	12	6.19	14	7.22	55	28.4	78	40.2	35	18.0	194
All	17	6.56	18	6.95	81	31.3	101	39.0	42	16.2	259
CLASS											
EXEMPT	12	7.02	11	6.43	54	31.6	67	39.2	27	15.8	171
NON-EXEMPT	5	5.68	7	7.95	27	30.7	34	38.6	15	17.0	88
All	17	6.56	18	6.95	81	31.3	101	39.0	42	16.2	259

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	
GENDER											
MALE	1	1.54	3	4.62	21	32.3	20	30.8	20	30.8	65
FEMALE	7	3.45	11	5.42	39	19.2	79	38.9	67	33.0	203
All	8	2.99	14	5.22	60	22.4	99	36.9	87	32.5	268
CLASS											
EXEMPT	4	2.31	11	6.36	38	22.0	62	35.8	58	33.5	173
NON-EXEMPT	4	4.21	3	3.16	22	23.2	37	38.9	29	30.5	95
All	8	2.99	14	5.22	60	22.4	99	36.9	87	32.5	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	
GENDER											
MALE	4	6.15	12	18.5	20	30.8	19	29.2	10	15.4	65
FEMALE	9	4.43	24	11.8	62	30.5	62	30.5	46	22.7	203
All	13	4.85	36	13.4	82	30.6	81	30.2	56	20.9	268
CLASS											
EXEMPT	9	5.20	26	15.0	50	28.9	52	30.1	36	20.8	173
NON-EXEMPT	4	4.21	10	10.5	32	33.7	29	30.5	20	21.1	95
All	13	4.85	36	13.4	82	30.6	81	30.2	56	20.9	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	1	1.54	9	13.8	21	32.3	22	33.8	12	18.5	65
FEMALE	7	3.45	12	5.91	64	31.5	73	36.0	47	23.2	203
All	8	2.99	21	7.84	85	31.7	95	35.4	59	22.0	268
CLASS											
EXEMPT	6	3.47	13	7.51	50	28.9	66	38.2	38	22.0	173
NON-EXEMPT	2	2.11	8	8.42	35	36.8	29	30.5	21	22.1	95
All	8	2.99	21	7.84	85	31.7	95	35.4	59	22.0	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	
GENDER											
MALE	10	15.4	18	27.7	19	29.2	11	16.9	7	10.8	65
FEMALE	44	21.7	57	28.1	45	22.2	31	15.3	26	12.8	203
All	54	20.1	75	28.0	64	23.9	42	15.7	33	12.3	268
CLASS											
EXEMPT	35	20.2	54	31.2	39	22.5	28	16.2	17	9.83	173
NON-EXEMPT	19	20.0	21	22.1	25	26.3	14	14.7	16	16.8	95
All	54	20.1	75	28.0	64	23.9	42	15.7	33	12.3	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	9	13.8	25	38.5	17	26.2	7	10.8	7	10.8	65
FEMALE	50	24.6	53	26.1	51	25.1	22	10.8	27	13.3	203
All	59	22.0	78	29.1	68	25.4	29	10.8	34	12.7	268
CLASS											
EXEMPT	36	20.8	59	34.1	35	20.2	20	11.6	23	13.3	173
NON-EXEMPT	23	24.2	19	20.0	33	34.7	9	9.47	11	11.6	95
All	59	22.0	78	29.1	68	25.4	29	10.8	34	12.7	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	
GENDER											
MALE	5	7.69	19	29.2	20	30.8	11	16.9	10	15.4	65
FEMALE	22	10.8	42	20.7	77	37.9	20	9.85	42	20.7	203
All	27	10.1	61	22.8	97	36.2	31	11.6	52	19.4	268
CLASS											
EXEMPT	14	8.09	43	24.9	64	37.0	20	11.6	32	18.5	173
NON-EXEMPT	13	13.7	18	18.9	33	34.7	11	11.6	20	21.1	95
All	27	10.1	61	22.8	97	36.2	31	11.6	52	19.4	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	10.8	15	23.1	27	41.5	10	15.4	6	9.23	65
FEMALE	16	7.88	43	21.2	82	40.4	32	15.8	30	14.8	203
All	23	8.58	58	21.6	109	40.7	42	15.7	36	13.4	268
CLASS											
EXEMPT	13	7.51	34	19.7	66	38.2	33	19.1	27	15.6	173
NON-EXEMPT	10	10.5	24	25.3	43	45.3	9	9.47	9	9.47	95
All	23	8.58	58	21.6	109	40.7	42	15.7	36	13.4	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	
GENDER											
MALE	8	12.3	16	24.6	27	41.5	8	12.3	6	9.23	65
FEMALE	16	7.88	54	26.6	77	37.9	34	16.7	22	10.8	203
All	24	8.96	70	26.1	104	38.8	42	15.7	28	10.4	268
CLASS											
EXEMPT	12	6.94	40	23.1	67	38.7	31	17.9	23	13.3	173
NON-EXEMPT	12	12.6	30	31.6	37	38.9	11	11.6	5	5.26	95
All	24	8.96	70	26.1	104	38.8	42	15.7	28	10.4	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	
GENDER											
MALE	8	12.3	19	29.2	24	36.9	8	12.3	6	9.23	65
FEMALE	26	12.8	59	29.1	65	32.0	30	14.8	23	11.3	203
All	34	12.7	78	29.1	89	33.2	38	14.2	29	10.8	268
CLASS											
EXEMPT	15	8.67	42	24.3	62	35.8	32	18.5	22	12.7	173
NON-EXEMPT	19	20.0	36	37.9	27	28.4	6	6.32	7	7.37	95
All	34	12.7	78	29.1	89	33.2	38	14.2	29	10.8	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	
GENDER											
MALE	18	27.7	25	38.5	14	21.5	3	4.62	5	7.69	65
FEMALE	54	26.6	75	36.9	49	24.1	12	5.91	13	6.40	203
All	72	26.9	100	37.3	63	23.5	15	5.60	18	6.72	268
CLASS											
EXEMPT	33	19.1	72	41.6	42	24.3	12	6.94	14	8.09	173
NON-EXEMPT	39	41.1	28	29.5	21	22.1	3	3.16	4	4.21	95
All	72	26.9	100	37.3	63	23.5	15	5.60	18	6.72	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	1	1.54	6	9.23	18	27.7	29	44.6	11	16.9	65
FEMALE	6	2.96	25	12.3	70	34.5	67	33.0	35	17.2	203
All	7	2.61	31	11.6	88	32.8	96	35.8	46	17.2	268
CLASS											
EXEMPT	4	2.31	19	11.0	63	36.4	61	35.3	26	15.0	173
NON-EXEMPT	3	3.16	12	12.6	25	26.3	35	36.8	20	21.1	95
All	7	2.61	31	11.6	88	32.8	96	35.8	46	17.2	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	4	6.15	26	40.0	21	32.3	7	10.8	7	10.8	65
FEMALE	21	10.3	43	21.2	85	41.9	34	16.7	20	9.85	203
All	25	9.33	69	25.7	106	39.6	41	15.3	27	10.1	268
CLASS											
EXEMPT	12	6.94	40	23.1	74	42.8	28	16.2	19	11.0	173
NON-EXEMPT	13	13.7	29	30.5	32	33.7	13	13.7	8	8.42	95
All	25	9.33	69	25.7	106	39.6	41	15.3	27	10.1	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF SURVEY RESPONSES**

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	13	20.0	38	58.5	14	21.5	65
FEMALE	16	7.88	123	60.6	64	31.5	203
All	29	10.8	161	60.1	78	29.1	268
CLASS							
EXEMPT	20	11.6	100	57.8	53	30.6	173
NON-EXEMPT	9	9.47	61	64.2	25	26.3	95
All	29	10.8	161	60.1	78	29.1	268

**AUSTIN PEAY STATE UNIVERSITY
HEDS COVID-19 STAFF 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	1	1.54	2	3.08	18	27.7	44	67.7	65
FEMALE	2	.990	5	2.48	66	32.7	129	63.9	202
All	3	1.12	7	2.62	84	31.5	173	64.8	267
CLASS									
EXEMPT	2	1.16	6	3.49	52	30.2	112	65.1	172
NON-EXEMPT	1	1.05	1	1.05	32	33.7	61	64.2	95
All	3	1.12	7	2.62	84	31.5	173	64.8	267