

# COVID-19 Faculty Survey

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COVID-19 has impacted every member of the University community. As the world navigates a new normal, one thing will not change: The University of Pittsburgh is committed to providing our faculty and students with the tools and resources necessary to fulfill our mission of education, research, and community impact.

We are asking for your help to do more and do better. So that we can understand your perspective and your feelings as a faculty member during this time, we hope you will complete a survey that asks about the impact of COVID-19 on your experience. This survey will provide important information about resources and support, research and scholarly work, and teaching and technology, and communication. Your feedback is essential as we develop plans, policies, and procedures for the time ahead.

The COVID-19 Faculty Survey is an anonymous survey. We will not ask for your name and will not attach your name to your survey answers. Further, any information that could identify you will be removed before the results are shared.

Thank you very much for taking the time to share your impressions, thoughts, and ideas. In doing so, you will make our University even stronger and more resilient.

Hail to Pitt!

Ann E. Cudd  
Provost and Senior Vice Chancellor

Laurie J. Kirsch  
Vice Provost for Faculty Affairs, Development, and Diversity

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## Demographics

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What is your race and/or ethnicity? (Please check all that apply.)

- American Indian or Native Alaskan
  - Asian or Asian American
  - Native Hawaiian or Pacific Islander
  - White or Caucasian
  - Black or African American
  - Hispanic or Latino/a
  - Middle Eastern or North African
  - Other (please specify)
- 

- Decline to answer
-

Which best describes your gender identity?

- Woman
  - Man
  - Transgender woman
  - Transgender man
  - Gender non-conforming
  - Questioning
  - Prefer to self-describe (please specify)
- 

Prefer not to share

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What is your current appointment status?

- Full-time faculty
  - Part-time faculty
  - Emeritus faculty
  - Visiting faculty
  - Other
  - None of the above
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What is your tenure status?

- Tenured
  - Tenure stream
  - Appointment stream
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What is your rank?

- Professor (including titles such as Research Professor, Clinical Professor, etc.)
  - Associate Professor (including titles such as Research Associate Professor, Clinical Associate Professor, etc.)
  - Assistant Professor (including titles such as Research Assistant Professor, Clinical Assistant Professor, etc.)
  - Instructor/Lecturer
  - Librarian
  - Other
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With which school, regional campus, or center you are affiliated?

- College of General Studies
- Graduate School of Public & International Affairs
- Graduate School of Public Health
- Joseph M. Katz Graduate School of Business
- Kenneth P. Dietrich School of Arts and Sciences
- School of Computing and Information
- School of Dental Medicine
- School of Education
- School of Health and Rehabilitation Sciences
- School of Law
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Social Work
- Swanson School of Engineering
- University Center for International Studies
- University Center for Social and Urban Research
- University Library System
- Office of the Chancellor

- Office of the Provost
  - University of Pittsburgh at Bradford
  - University of Pittsburgh at Greensburg
  - University of Pittsburgh at Johnstown
  - University of Pittsburgh at Titusville
  - Other \_\_\_\_\_
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Do you have any of the following responsibilities? (Please check all that apply.)

- Infants, toddlers, or pre-school age children who live with you at least half the year
  - Elementary, middle, or high school age children who live with you at least half the year
  - Children 18 or over who live with you at least half the year
  - Children away at college for whom you are financially responsible
  - Elders for whom you are providing ongoing care for more than 3 hours a week
  - A disabled or ill family member
  - None of the above
  - Decline to answer
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## COVID-19 Communication

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Please rate your level of agreement or disagreement with the following statements:

	Strongly agree (5)	Somewhat agree (4)	Neither agree nor disagree (3)	Somewhat disagree (2)	Strongly disagree (1)
I received timely updates and informative communications from my leadership about COVID-19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received timely updates about the remote environment to encourage and support my teaching efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was aware of where to look for information and updates about COVID-19 and the University's status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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What sources of information did you rely on for the University's COVID-19 updates? (Please check all that apply.)

- University Times
  - Pittwire
  - PittwireLive
  - Public Safety (Office of Emergency Management)
  - Senior leadership messages (emails from the Chancellor or Provost, SVCR COVID-19 webpage)
  - Post-Gazette
  - Tribune Review
  - Other (please specify)
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## Resources and Support

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To what extent is making the results of the student opinion of teaching survey (OMETs) from Spring 2020 available *only to you* helpful in addressing your concerns about the impact of COVID-19 on you?

- To a very large extent
  - To a large extent
  - To some extent
  - To a small extent
  - To a very small extent
  - Not applicable
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Provost Cudd has committed that spring 2020 student opinion of teaching survey results (OMETs) are not to be included in the annual review process or as part of a dossier for promotion or tenure decisions. We are interested in your belief that the leadership of your unit will uphold this commitment.

Please rate your level of agreement or disagreement with the following statements:

	Strongly agree (5)	Somewhat agree (4)	Neither agree nor disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	Not applicable (99)
I trust that my OMETs from spring 2020 will not be used in my annual performance reviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust that my OMETs from spring 2020 will not be used in my future promotion and/or tenure decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust that my OMETs from spring 2020 will not be used in my future contract renewal decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*

*If What is your tenure status? = Tenure stream*

To what extent is the availability of a one-year Type E extension to the tenure clock helpful in addressing the impacts of COVID-19 on you?

- To a very large extent (5)
  - To a large extent (4)
  - To some extent (3)
  - To a small extent (2)
  - To a very small extent (1)
  - Not applicable (99)
  - Unaware of the Type E extension (97)
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*Display This Question:*

*If What is your tenure status? = Tenure stream*

The process for requesting a Type E extension to the tenure clock is easy to navigate and free of 'red-tape'.

- Strongly agree (5)
  - Somewhat agree (4)
  - Neither agree nor disagree (3)
  - Somewhat disagree (2)
  - Strongly disagree (1)
  - Not applicable (99)
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## Research and Scholarly Work

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Is your research and scholarly work still ongoing?

Yes

No

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*Display This Question:*

*If Is your research and scholarly work still ongoing? = Yes*



What percent of your work is still active? (Please type a number from 0 to 100.)

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Please rate your level of agreement or disagreement with the following statements:

	Strongly agree (5)	Somewhat agree (4)	Neither agree nor disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	Not applicable (99)
My scholarly work has been impacted by restrictions on access to libraries, labs, or studio, performance, and rehearsal spaces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For any research activities I ramped down, I was able to do so in an orderly fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had adequate contingency plans in place for my research program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to re-prioritize project plans to keep my trainees engaged productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to re-prioritize project plans to keep my staff engaged productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree (5)	Somewhat agree (4)	Neither agree nor disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	Not applicable (99)
I have been able to ensure continuity of critical minimum research operations (e.g., animal care, equipment maintenance, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research group and I were able to transition to a work-at-home posture with reasonable success (e.g., access existing data).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Although my research program has been impacted, I can see how to ramp it back up and recover from the disruption in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As we begin planning to ramp up research activities, please rate your level of concern with the following statements:

	Not at all concerned (1)	Slightly concerned (2)	Concerned (3)	Very concerned (4)	Extremely concerned (5)	Not applicable (99)
Ability to safely access libraries or studio, performance, and rehearsal spaces again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe return to on-campus laboratory activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe return to clinical studies and other efforts with research participant contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to PPE for laboratory activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Condition of essential research resources (e.g., animal colonies or other living collections, specimens, equipment or facilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all concerned (1)	Slightly concerned (2)	Concerned (3)	Very concerned (4)	Extremely concerned (5)	Not applicable (99)
Ability to resume collaborations, whether domestic or international.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to address funding impacts on current sponsored projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare competitive proposal submissions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Teaching and Technology

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Did you teach at least one class during Spring 2020?

- Yes
- No

*Skip To If we could solve one problem for you: If Did you teach at least one class during Spring 2020? = No*

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Display This Question:

If Did you teach at least one class during Spring 2020? = Yes

How many courses did you teach? (Please type a number.)

Undergraduate: \_\_\_\_\_

Graduate: \_\_\_\_\_

Display This Question:

If Did you teach at least one class during Spring 2020? = Yes



How many students were enrolled in the largest course you taught? (Please type a number.)

\_\_\_\_\_

Since moving to remote teaching and learning, how well have the following technology tools worked for you?

	Worked very well (3)	Worked somewhat well (2)	Did not work well (1)	Not applicable, did not use (99)
Blackboard/CourseWeb LMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canvas LMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panopto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top Hat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype for Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Since moving to remote teaching and learning, how well have the following teaching strategies worked for you?

	Worked very well (3)	Worked somewhat well (2)	Did not work well (1)	Not applicable, did not use (99)
Synchronous class meetings using Web Conferencing tools (e.g., Zoom, Blackboard Collaborate, Canvas BigBlueButton)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synchronous class meetings using audio conferencing (e.g., conference calls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recorded video lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recorded audio lectures or podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voice-over PowerPoint presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments managed in the LMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulation or modeling software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Worked very well (3)	Worked somewhat well (2)	Did not work well (1)	Not applicable, did not use (99)
Other strategies (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other strategies (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other strategies (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How much of a challenge have each of the following technological issues been for you since the transition to remote teaching and learning?

	Large challenge (4)	Moderate challenge (3)	Slight challenge (2)	No challenge (1)	Not applicable (99)
Student discomfort or lack of familiarity with required technologies or applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own discomfort or lack of familiarity with required technologies or applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable communication software/tools (e.g., Zoom, Skype).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable internet/service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to a reliable and robust digital device (e.g., laptop, mobile device).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to specialized software (e.g., Adobe products, statistical software).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Large challenge (4)	Moderate challenge (3)	Slight challenge (2)	No challenge (1)	Not applicable (99)
My access to library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other issue (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other issue (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other issue (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How easy or difficult have each of the following been for you in adapting your course design and/or assignments to remote teaching and learning?

	Very easy (1)	Somewhat easy (2)	Neither easy nor difficult (3)	Somewhat difficult (4)	Very difficult (5)	Not applicable (99)
Getting comfortable with online tools/applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the options for online course delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the time/energy to effectively adapt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcoming my preference for teaching the way I usually teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translating my lessons or activities to the remote environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how to best assess student learning in the remote environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting my students to adequately participate and respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very easy (1)	Somewhat easy (2)	Neither easy nor difficult (3)	Somewhat difficult (4)	Very difficult (5)	Not applicable (99)
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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If we could solve one problem for you, what would it be?

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