FACULTY PREPAREDNESS

on the verge of COVID-19







While the year 2020 brought heightened political turmoil, social unrest, and a global pandemic, faculty members' capacity to engage with teaching through technology from home, center key social issues, and serve the community continue to shape the role that higher education plays in society.

Hope's results are displayed in bold; national statistics are in parenthesis.

When COVID-19 forced many faculty members to work from home...

82% (74%)

Indicated managing household responsibilities as a source of stress



(62%)38%

Indicated childcare as a source of stress Spent 9+ hours per week on household or childcare duties



60% (50%)

Have at least one child under 18



53% (55%)

Were not satisfied with the availability of childcare at their institution

...it also required them to incorporate more technology into their courses.

43% (45%)

Frequently incorporated videos or podcasts into their courses 44% (31%)

Frequently incorporated online homework or virtual labs into their courses



36% (26%)

Participated in professional development opportunities to better integrate technology into the classroom 18% (21%)

Strongly agreed that there is adequate support for faculty development

Faculty have centered key social issues in the courses they teach...



63% (58%) Used readings on social and ethnic issues in their courses



41% (48%)

Frequently required students to describe how different perspectives would affect the interpretation of a question or issue in their discipline (in at least one assignment)



54% (55%) Used readings on women or gender



47% (45%)

Frequently required students to discuss ethical or moral implications of a course of action (in at least one assignment)



52% (54%)

Faculty engaged with the

community in many ways.

Strongly agreed that colleges have a responsibility to work with their surrounding communities to address local issues



47% (46%)

Collaborated with the local community on research/teaching to address their needs



26% (40%)

Indicated that providing resources for faculty to engage in community-based teaching or research is a high priority at their institution



25% (27%)

Used community service as part of coursework

...as representation continues to change and matter.

37% (33%)

Are very satisfied with the representation of women faculty

18% (30%)

Are very satisfied with the acceptance of difference in sexual orientation



13% (13%)

Are very satisfied with the representation of racially or ethnically minoritized faculty



Insight from the HERI Faculty Survey can help institutions with planning and policy analysis, enhance faculty development programming, and improve the student learning experience. This survey provides a comprehensive, research-based picture of key aspects of the faculty experience.