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.

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

74% Indicated managing household responsibilities as a source of stress

62% Indicated childcare as a source of stress

54% Spent 9+ hours per week on household or childcare duties

50% Have at least one child under 18

55% Were not satisfied with the availability of childcare at their institution

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

45% Frequently incorporated videos or podcasts into their courses

31% Frequently incorporated online homework or virtual labs into their courses

26% Participated in professional development opportunities to better integrate technology into the classroom

**21%** Strongly agreed that there is adequate support for faculty development

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

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

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)
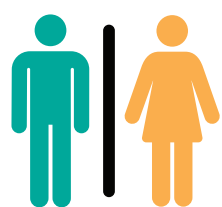
55% Used readings on women or gender issues in their courses

45% Frequently required students to discuss ethical or moral implications of a course of action (in at least one assignment)

…as representation continues to change and matter.

33% Are very satisfied with the representation of women faculty

30% Are very satisfied with the acceptance of difference in sexual orientation

13% Are very satisfied with the representation of racially or ethnically minoritized faculty

Faculty engaged with the community in many ways.

54% Strongly agreed that colleges have a responsibility to work with their surrounding communities to address local issues

46% Collaborated with the local community on research/teaching to address their needs

40% Indicated that providing resources for faculty to engage in community-based teaching or research is a high priority at their institution

27% Used community service as part of coursework