

Zooming in on Faculty: Behavioral Adaptability Throughout the COVID-19 Pandemic

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Background

- 3 semesters were affected by COVID-19 pandemic (Spring 2020-Spring 2021)
- Adaptability: behavioral, cognitive, emotional¹—focus on behavioral
- Emergency remote teaching (ERT) is different from online teaching²
- COVID-19 gives unique opportunity to study how faculty adapt

Purpose

- Longitudinal investigation of instructors' activities and level of normality
- Research Question:** *In what ways do instructors' activities change over the course of teaching during COVID?*

References

- Martin et al. *Aus. J. Guidance and Counselling*. 2012, 22, 1.
- Hodges et al. *Educause review*. 2020, 27.

Methods

- Online Survey Questions:**
- Which activities have you engaged in during the past week?
 - In general, the activities I indicated above are similar to those in which I have engaged in a typical week prior to the COVID-19 mandate for remote instruction.

Participants	
n	39-43
Female	16%-32%
Departments	7

Results

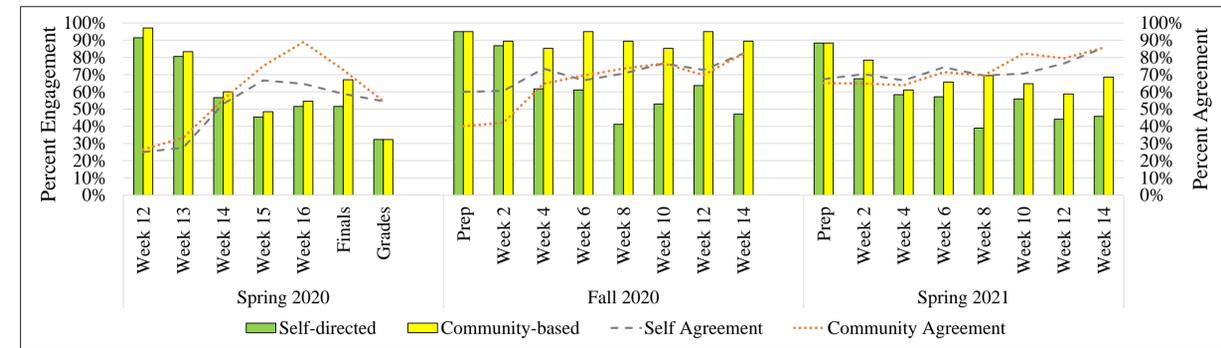


Figure 1. Categorical weekly engagement in activities, referenced with agreement of normality.

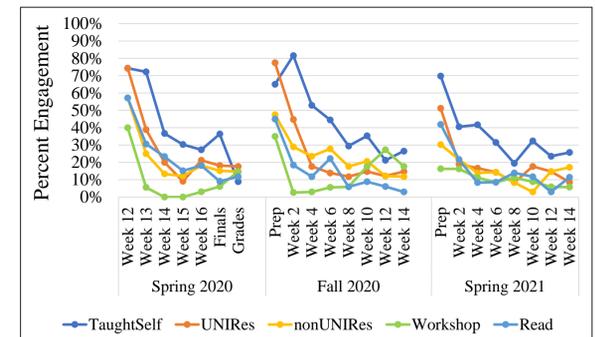


Figure 2. Engagement in self-directed activities.

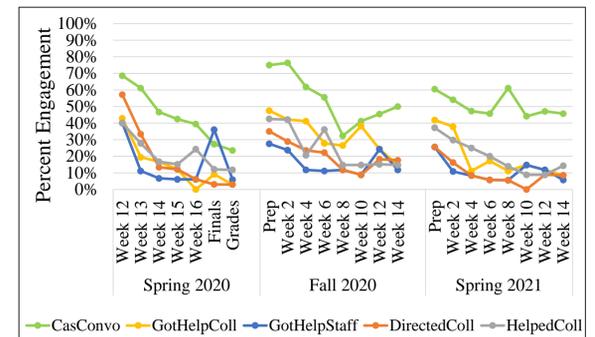


Figure 3. Engagement in community-based activities.

Key Findings

- Instructors consistently engaged in community-based activities more than self-directed activities
- Instructors prefer to teach themselves
- Casual conversations were the most popular activity
- Agreement trends upward across the three semesters (more normal)

Conclusions

- Provide community support and teaching resources in the future
- Encourage similar activities normally
- Next step: analyze emotions & interviews

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