

# COVID-19: Exploring Self-Centered and Community-Based Activities Faculty Engaged in while Teaching Remotely During a Crisis

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## Background

- In the advent of the COVID-19 global pandemic, many changes were made to the ways of teaching
- Faculty were forced to adapt quickly and were faced with constantly changing circumstances
- Similar to a career-change<sup>1</sup>, the transition to remote instruction required sufficient resources to allow faculty to successfully adapt
- Adaptability is not as much about the change, but about regulation of behavior<sup>2</sup> in response to uncertain situations
- Data was collected on the resources used by tracking the activities engaged in by faculty members and whether they considered the behavior typical or atypical
- It is important to track the resources used and normality of the behavior to know how faculty adapted and what additional support may be necessary

### Research Question:

What change was seen in the resources used by faculty while transitioning to remote instruction?

## Methods

- Weekly surveys were sent out to engineering faculty during the last seven weeks of the semester (April-May)
- Survey consisted of multiple choice and open-ended questions
- Survey Questions Analyzed:

Select all the activities that you have engaged in during the past week in regards to teaching or technologies for teaching.

- Activities were separated into self-centered and community-based
- There were 5 choices for each category.

To what degree do you agree with this statement:

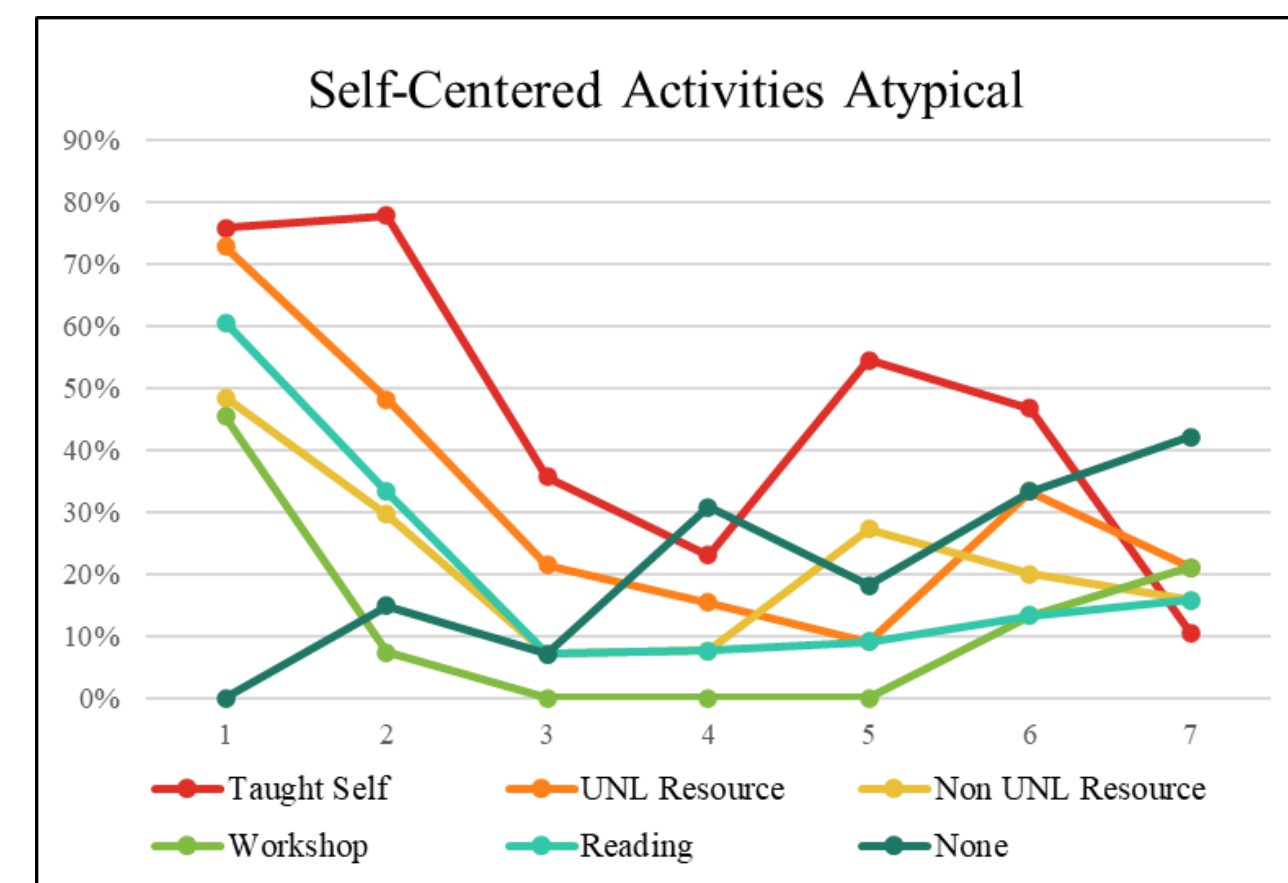
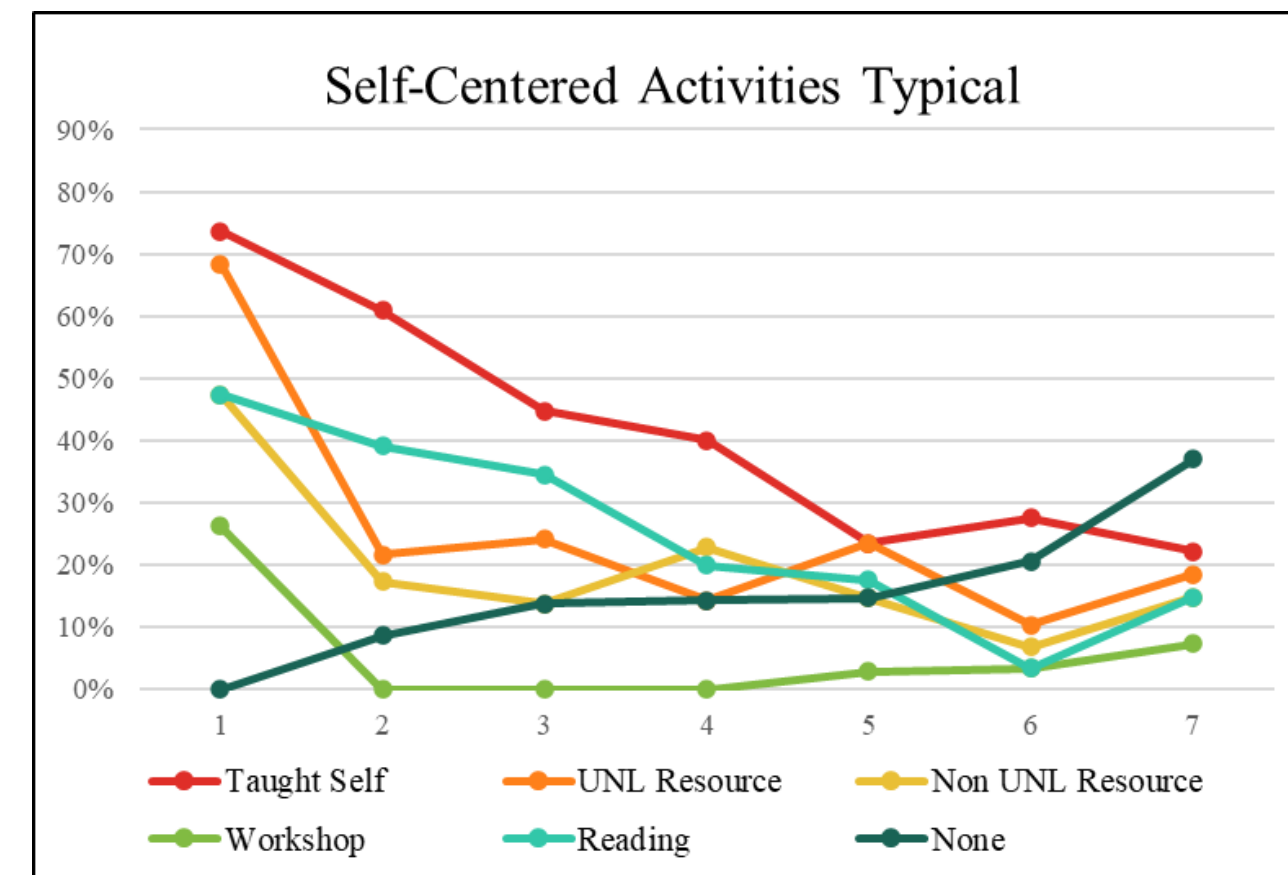
The activities I indicated above are similar to those in which I have engaged in a typical week prior to the COVID-19 mandate for remote instruction.

- Faculty responded using a four-point scale that ranged from strongly agree (typical behavior) to strongly disagree (atypical behavior)

### Number of participants and percentage of agreement to normality (typical/atypical) by week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Participants	52	50	43	48	45	44	46
Typical	37%	46%	67%	73%	76%	66%	59%
Atypical	63%	54%	33%	27%	24%	34%	41%

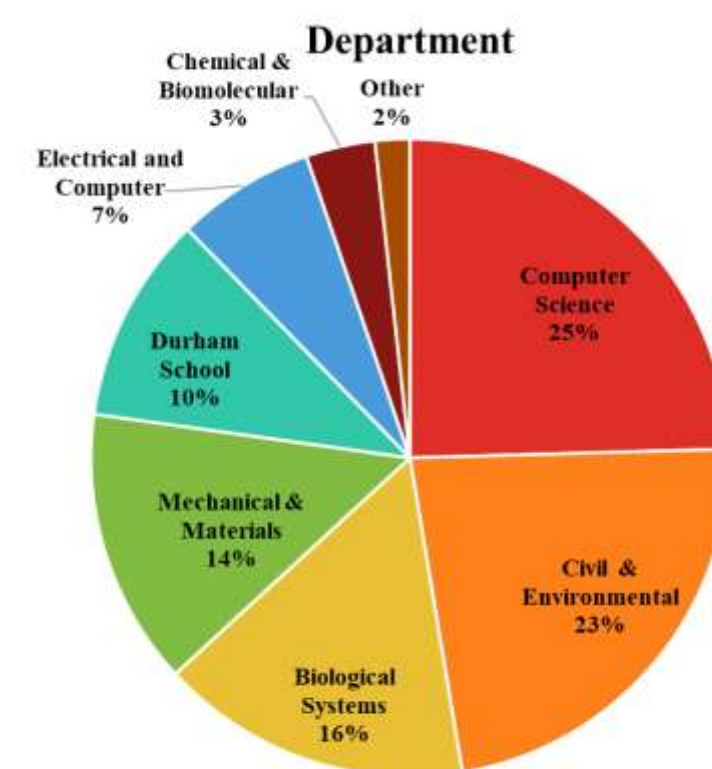
## Self-Centered Activities



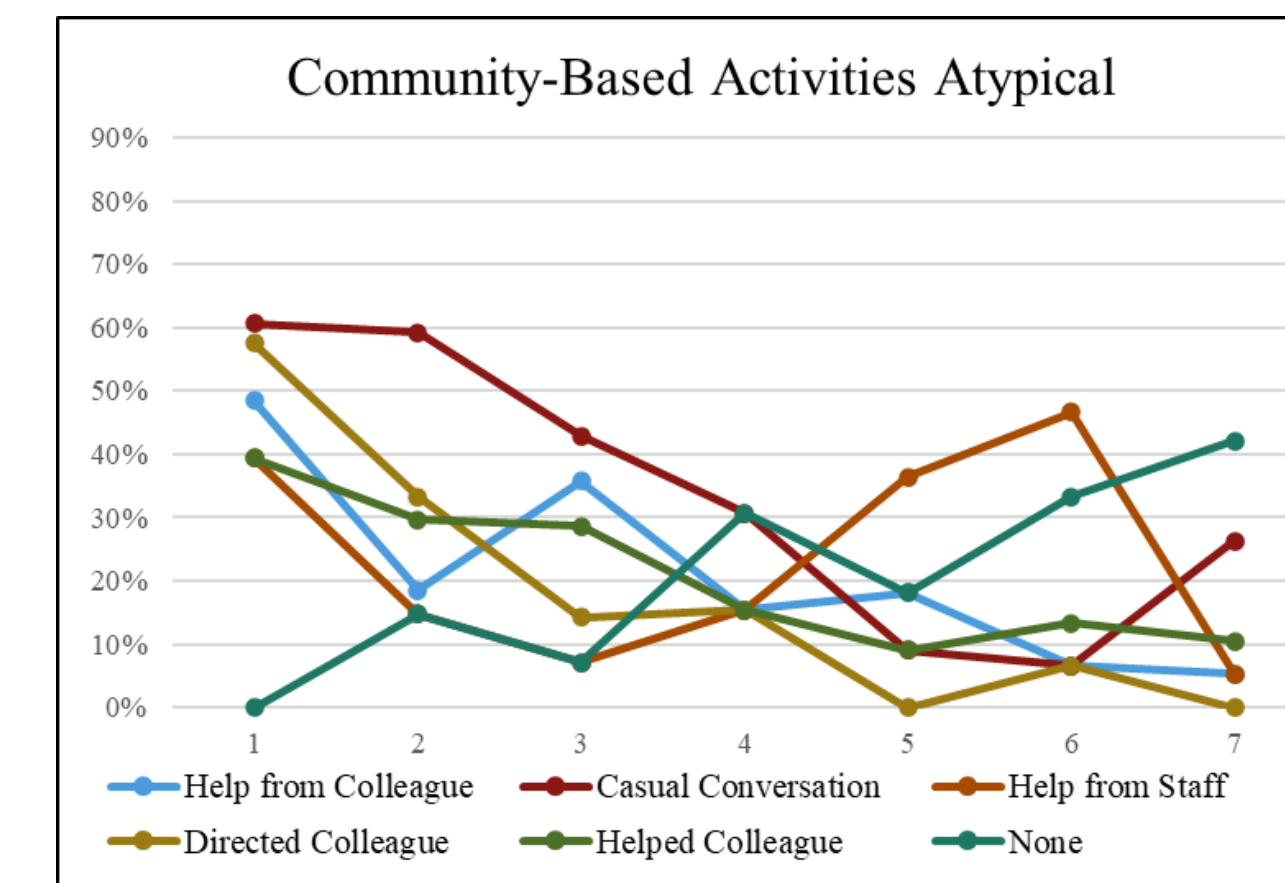
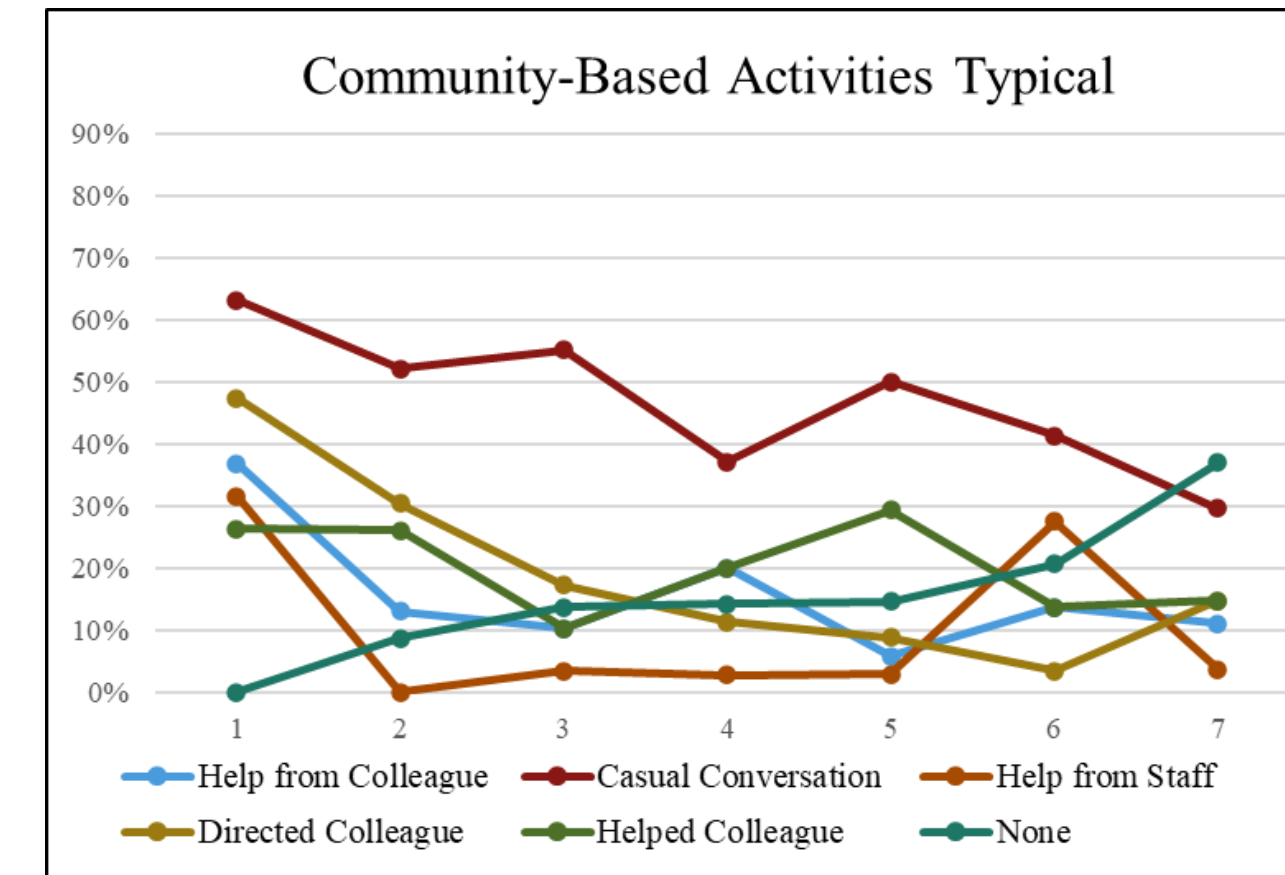
## Demographics

- 52 R1 University faculty members
- 19.3% female
- 80.7% male

Position	%
Tenure Track Assistant Professor	31.58%
Tenure Track Associate Professor	14.04%
Tenure Track Professor	14.04%
Assistant Professor of Practice	15.79%
Associate Professor of Practice	1.75%
Professor of Practice	3.51%
Research Personnel	5.26%
Lecturer	10.53%
Other	3.51%



## Community-Based Activities



## Key Findings

- Activity level trends downward for self-centered and community-based activities for both typical and atypical behavior
- Spike in “Taught Self” in week 5 for atypical behavior
- More casual conversations reported than any other community-based activity across all surveys for participants who reported typical activity
- Increase in “Help from Staff” in week 6 for both typical and atypical response groups
- “Workshop” was not selected in the middle of the semester for typical and atypical response groups.

## Conclusion

- Activity level decreased for both self-centered and community-based activities as the semester progressed and as faculty members became more accustomed to teaching online
- Faculty tended to report that the things they did more closely represented typical behavior later in the semester
- Faculty did a lot in the first few weeks, most likely to prepare for the weeks ahead

## Future Work

- Future analysis will incorporate the reported emotion of faculty in the analysis of the activities performed
  - The survey included 48 emotion choices each week as well as a question asking if the emotions reported were typical prior to COVID-19
- The qualitative components of the data set (interviews and open-ended questions) will be analyzed to provide another layer of understanding

## Acknowledgements

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- Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. A. D. (2012). Adaptability: Conceptual and empirical perspectives on responses to change, novelty and uncertainty. Australian Journal of Guidance and Counselling, 22(1), 58-81. <http://dx.doi.org/10.1017/jgc.2012.8>