

SUNY Survey of Employee Response to COVID

The SUNY survey on the impact of COVID-19 on employees was administered from July 6, 2020 through August 15, 2020. The response rate was 46.8%. We received 706 responses out of 1,507 survey invitations.

About half of the responses, 49.4%, were from teaching faculty and most responses, 77.9%, were from full-time employees.

Primary Role	Respondents	% of Total
Non-teaching, professional position	222	31.4%
Non-teaching, staff position	135	19.1%
Teaching, faculty member	349	49.4%
Grand Total	706	100.0%

FT/PT	Respondents	% of Total
Full-time	550	77.9%
Part-time	140	19.8%
Question Not Answered	16	2.3%
Grand Total	706	100.0%

Here is a breakdown of the respondents by race/ethnicity.

Race/Ethnicity	Respondents	% of Total
Asian or Asian American	25	3.6%
Black or African American	22	3.2%
Hispanic	48	7.0%
Multi-Race	4	0.6%
White	505	73.6%
Other	9	1.3%
Prefer not to respond	73	10.6%
Grand Total	686	100.0%

Here is a breakdown of the respondents by year teaching, for teaching faculty only. Almost half of the faculty respondents have been teaching 15 or more years.

Years teaching	Respondents	% of Total
0-4	45	12.9%
5-9	55	15.8%
10-14	63	18.1%
15+	160	45.8%
Question Not Answered	26	7.4%
Grand Total	349	100.0%

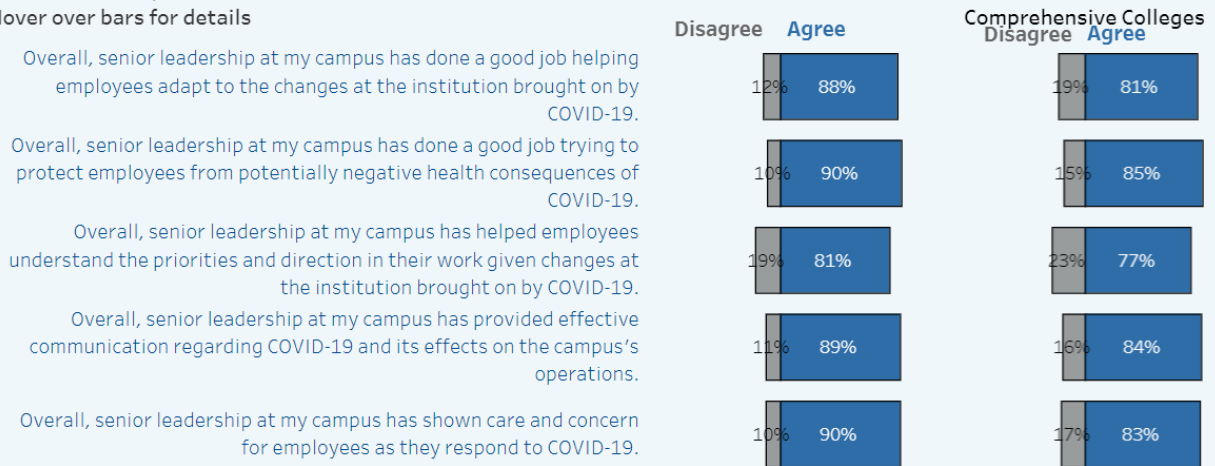
More than half, 53.3%, of the teaching faculty who responded to the survey have never taught an online class prior to spring 2020.

Prior Online Sections	Respondents	% of Total
0	186	53.3%
1	15	4.3%
2	18	5.2%
3	15	4.3%
4	10	2.9%
5+	79	22.6%
Question Not Answered	26	7.4%
Grand Total	349	100.0%

Overall employees rated the senior leadership response to COVID-19 positively. 89% agree that senior leadership has provided effective communication and 90% agree that senior leadership has shown care and concern for employees.

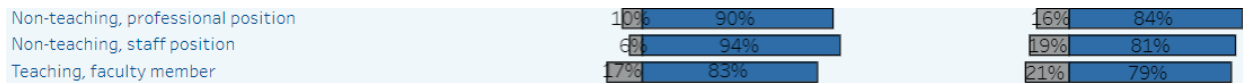
Agreement/disagreement with the following statements:

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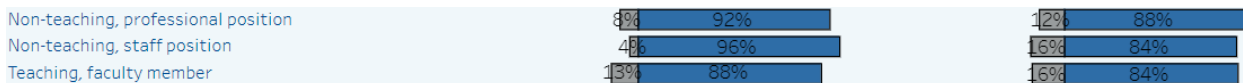


Here are the questions about senior leadership response by role on campus. The charts on the left are for New Paltz employees. The charts on the right are for all SUNY comprehensive colleges. For all questions, non-teaching employees rated the senior leadership more favorably than teaching faculty. In the comprehensive college benchmark figures, the difference between non-teaching and teaching employees was not as large as the New Paltz difference. For all questions and within all categories of employee role on campus, the New Paltz ratings of senior leadership was more favorable than the overall comprehensive college figures.

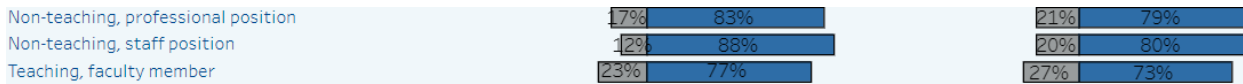
Overall, senior leadership at my campus has done a good job helping employees adapt to the changes at the institution brought on by COVID-19.



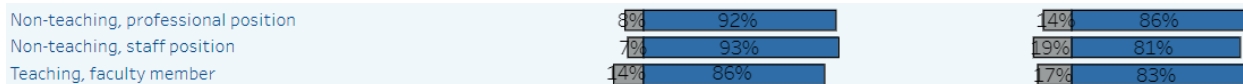
Overall, senior leadership at my campus has done a good job trying to protect employees from potentially negative health consequences of COVID-19.



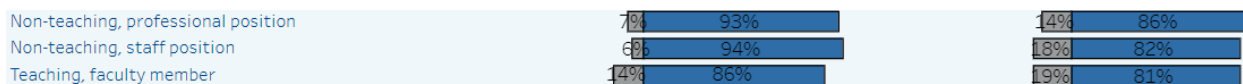
Overall, senior leadership at my campus has helped employees understand the priorities and direction in their work given changes at the institution brought on by COVID-19.



Overall, senior leadership at my campus has provided effective communication regarding COVID-19 and its effects on the campus's operations.

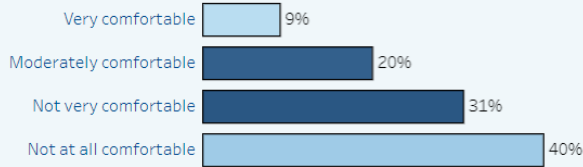


Overall, senior leadership at my campus has shown care and concern for employees as the respond to COVID-19.

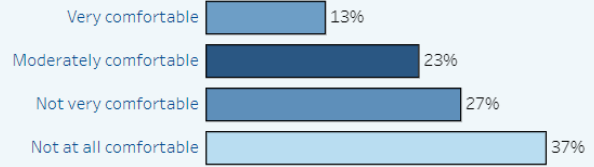


Only 29% of teaching faculty felt moderately or very comfortable with the idea of in-person instruction in fall 2020. This is lower than the 36% for all of the comprehensive sector teaching faculty.

How comfortable do you feel with the idea of returning to in-person instruction in the Fall 2020 semester?

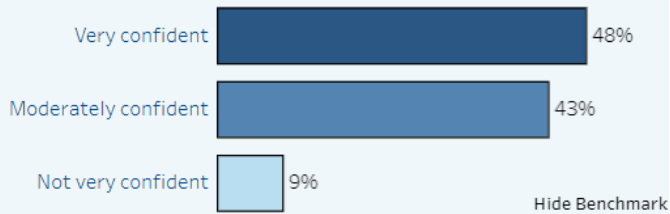


Benchmark: Comprehensive Colleges

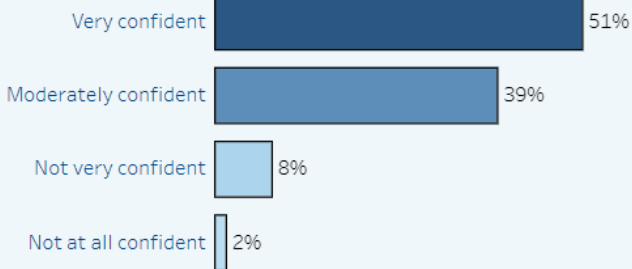


91% of teaching faculty feel moderately to very confident in their ability to teach online courses in fall 2020.

How confident do you feel in your ability to teach your courses if they were to be online/remote in the Fall 2020 semester?

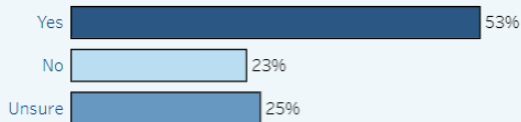


Benchmark: Comprehensive Colleges

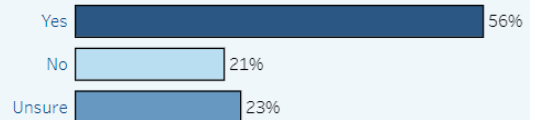


53% of teaching faculty would be interested in teaching a standard, planned online course in the future.

Based on your experience during the Spring 2020 semester, would you be interested in teaching a standard, planned online course in the future?



Benchmark: Comprehensive Colleges



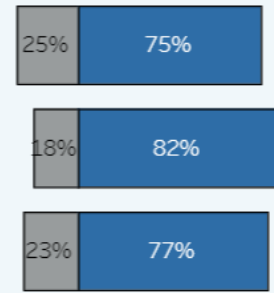
Most teaching faculty agree that they received the training, 81%, and technical support, 86%, to transition to remote instruction.

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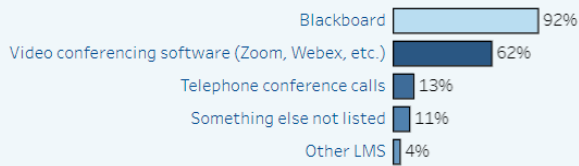
Disagree Agree



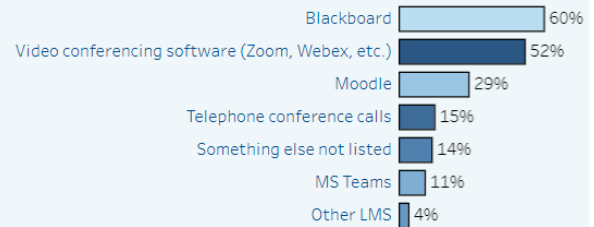
Benchmark: Comprehensive Colleges



What platform(s) did you use to teach your courses? (Select all that apply)



Benchmark: Comprehensive Colleges



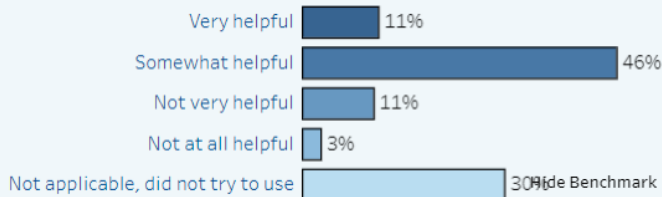
Did you receive information about Open SUNY/SUNY Online COVID-19 "Teaching at a Distance: Instructional Resources for Remote Learning" website and offerings?



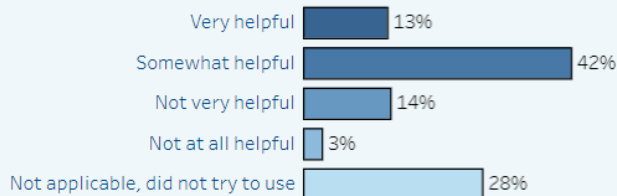
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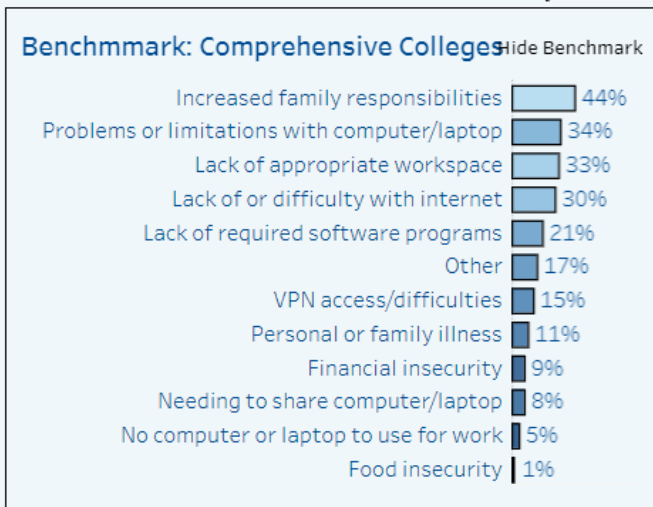
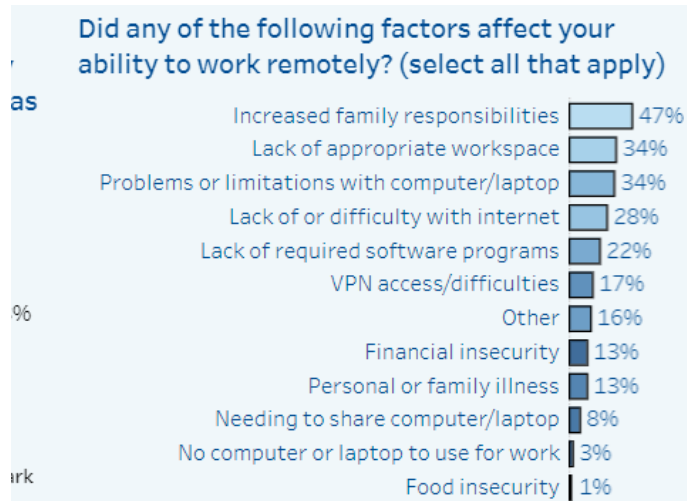
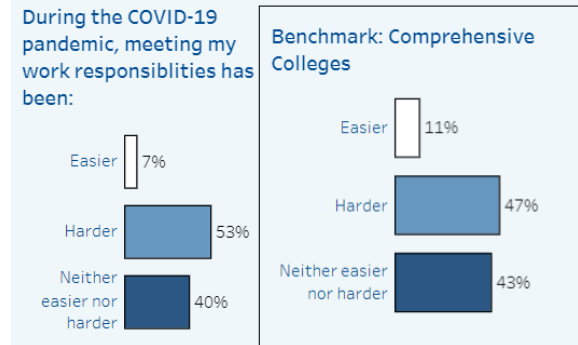
How helpful did you find "Teaching at a Distance: Instructional Resources for Remote Learning" website and offerings?



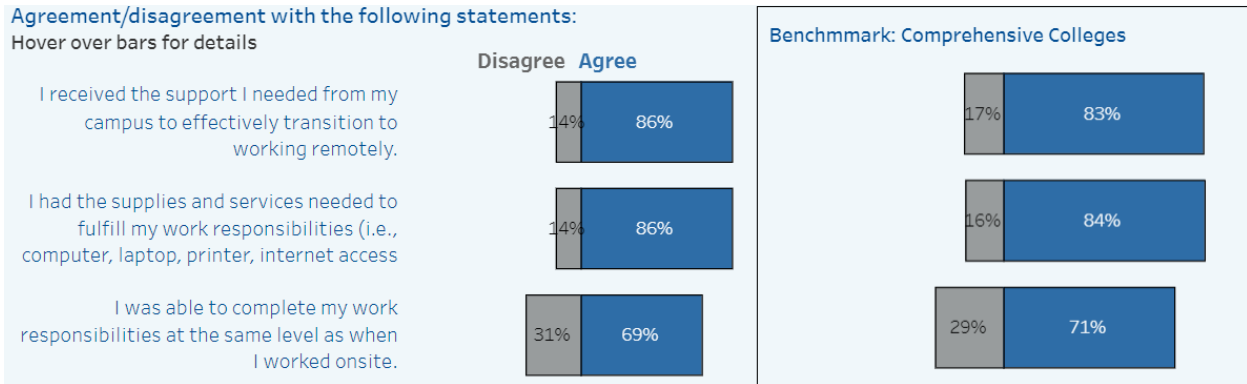
Benchmark: Comprehensive Colleges



53% of employees said it was harder to meet their work responsibilities during the pandemic. This is higher than the comprehensive sector figure of 47%. The top 3 challenges to working remotely were increased family responsibilities, lack of appropriate workspace and problems with a computer. These were the same top 3 challenges for the comprehensive sector overall.



86% of employees said they received the support and supplies and services they needed to work remotely. 77%-80% of non-teaching employees were able to complete their work responsibilities at the same level as when they worked online while only 59% of teaching faculty were able to.

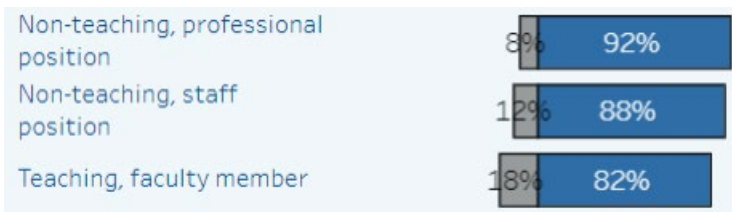


Here are the questions about having support and supplies and effectively completing work by role on campus.

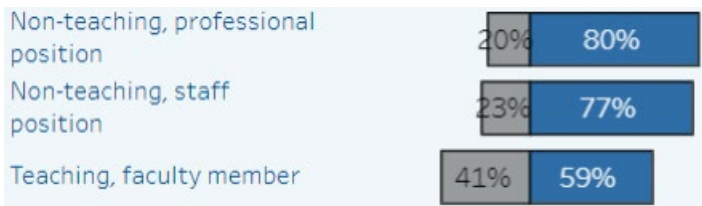
I received the support I needed from my campus to effectively transition to working remotely.



I had the supplies and services needed to fulfill my work responsibilities.

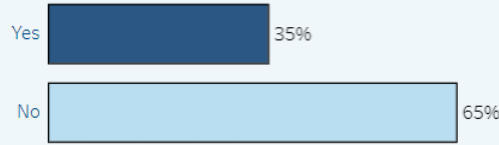


I was able to complete my work responsibilities at the same level as when I worked onsite.

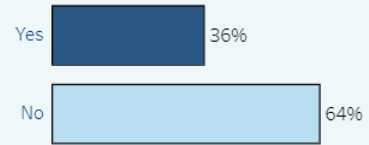


35% of respondents have a dependent residing in their home who required care. Of those with a dependent at home 71% took off significant time to provide care. 72% overall and 79% of teaching faculty said caring for a dependent at home affected their remote work significantly.

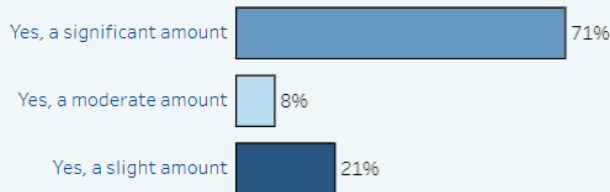
Do you have a dependent (e.g. child, adult relative) residing in your home who needs supervision/care?



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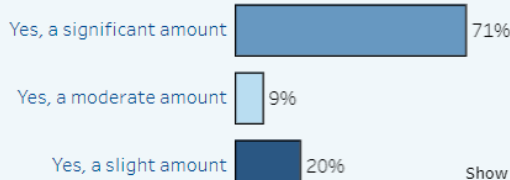


Due to the COVID-19 pandemic, did you need to take time off from work to provide dependent supervision/care? (Limited to those who have a dependent who needs supervision/care)



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Benchmark: Comprehensive Colleges



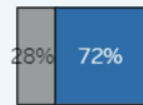
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Agreement/disagreement with the following statements:

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Disagree Agree

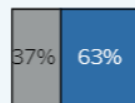
During the COVID-19 pandemic, the need to provide supervision/care to a dependent residing in my home had a significant effect on my working remotely.



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Benchmark: Comprehensive Colleges

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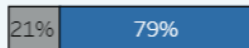
Non-teaching, professional position



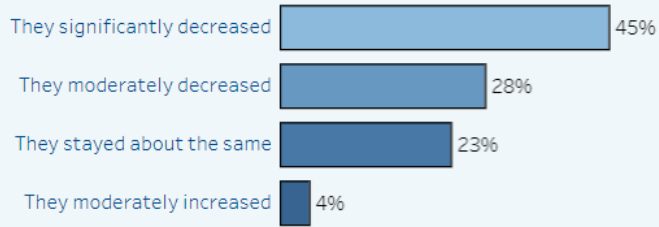
Non-teaching, staff position



Teaching, faculty member



How did the pandemic affect your academic research activities?



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