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, emotional—focus on behavioral
- Emergency remote teaching (ERT) is different from online teaching
- 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?

Methods
Online Survey Questions:
1. Which activities have you engaged in during the past week?
2. 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
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<tr>
<th>n</th>
<th>39-43</th>
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<tbody>
<tr>
<td>Female</td>
<td>16%-32%</td>
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<td>Departments</td>
<td>7</td>
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Results

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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References