

***Impact of the Health and Wellness of
Faculty and Students During the
COVID-19 Pandemic***

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Introduction

- The transition to remote teaching and learning was a quick decision in response to the COVID-19 pandemic mid Spring 2020 semester.
- Remote teaching and learning quickly became a requirement for all teachers and students and a disruptive innovation in the learning environment.

What was the impact related to health and wellness of faculty and students?

Purpose

- This presentation will discuss the impact on health and wellness of faculty and students transitioning to remote learning in mid-Spring 2020 during the COVID-19 pandemic.
- Recommendations to support wellness in remote learning will be provided.

Methodology

- Electronic questionnaire with 46 closed and open-ended questions (including 7 demographic questions) sent to all full/part-time faculty and students at a mid-size private institution
- 242 Faculty and 711 students consented during Spring 2020 semester

Methodology

Survey instrument included inquiries about:

- Transition to remote teaching
- Health and wellness
- Technology use
- Learning technologies
- Synchronous vs. asynchronous learning
- Ways that faculty promoted connectedness and presence in the virtual classroom
- Role of video conferencing tools and learning management systems in virtual classrooms
- Overall experience

Demographic Information - Faculty

Gender	Ethnicity	College	Classification	Prior Online /Hybrid Experience
55% Female	73% White, non-Hispanic	32% Arts & Letters	27% Tenure	51% None/Less than One Year
39% Male	5% Hispanic/Latino	30% Natural & Health Sciences	27% Part-time	32% 1-5 Years
2% Transgender female/ Non-binary	4% Asian-non-Hispanic	20% Social Sciences, Mathematics, and Education	22% Tenure Track	16% 6-9 Years
4% Prefer not to answer	3% Black or African American- non-Hispanic	17% Business	20% Fulltime, Non-tenure-track	8% 10+ Years

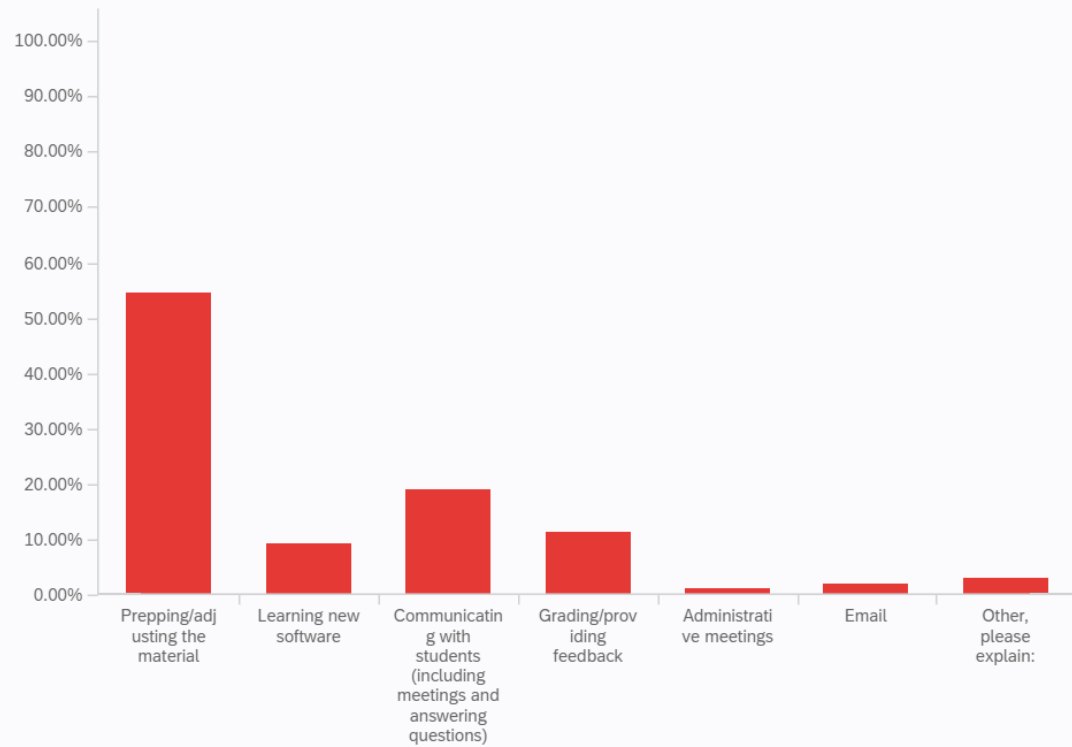
Demographic Information - Students

Gender	Ethnicity	College	Classification	Online Experience
69% Female	68% White, non-Hispanic	16% Arts & Letters	23% Freshmen	74% None/Less than One Year
23% Male	11% Hispanic/Latino	30% Natural & Health Sciences	16% Sophomore	12% 1-3 Years
1% Transgender female/ Non-binary	4% Asian-non-Hispanic	16% Social Sciences, Mathematics, and Education	22% Junior	2% 4-5 Years
1% Prefer not to answer	7% Black or African American- non-Hispanic	30% Business	19% Senior	0.1% 6-7 Years

Results – Health and Wellness Faculty

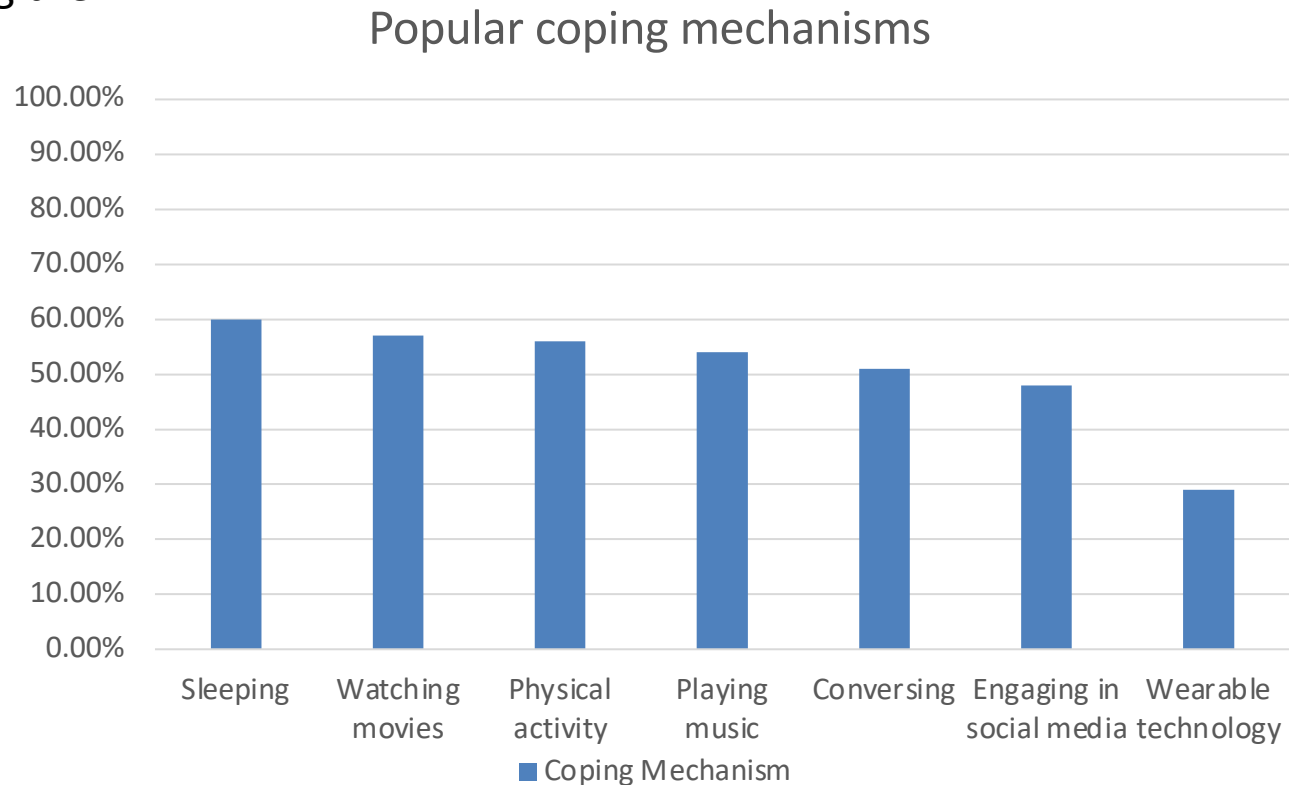
- The majority of faculty spent more than 11 hours adapting the course material to remote learning in less than 4 days.
- Faculty spent more time daily/weekly (prepping, grading, emails, etc) or remote teaching than traditional classes. Scholarship was less time.
- The transition to remote teaching was particularly difficult for academic parents and part-time faculty.

Largest commitment during remote teaching



Results – Health and Wellness Students

- Students used different methods to manage and cope with stress during the transition to remote learning.



Results – Health and Wellness Faculty and Students

- About 30% of students and faculty reported using Apps to aid with physical activity and mindfulness
- Examples of Apps utilized include:
 - My Fitness Pal
 - Apple Health
 - Breathe
 - Calm
 - Fitbit App
 - Google Fit
 - Nike Training App
 - Peloton
 - Other general fitness apps

Results – Health and Wellness Faculty and Students

- Mental health needs careful consideration for faculty and students
 - 34% of faculty and 46% of students categorized themselves as worried, struggling, or in a really dark place even after the remote teaching semester ended
 - 34% of students indicated they were ‘OK’ and only 9% responded as ‘great’
 - Faculty members, *“There are not enough hours in the day to engage in coping strategies.”* Another noted, *“I have less than zero time for any...activities!”*
- Instructors are a key source of support for students in the transition to remote learning.
 - 56% of students indicated their instructor as a source of support
- Connections matter for faculty to faculty and faculty to students

Recommendations

- Compile a list of resources for faculty, staff, and students:
 - What are campus resources? Mental health? Health and wellness?
 - Where can these resources be found?
 - Are there support groups for faculty and staff?
- Distribute this support information widely
- Stress importance of connectedness
- Provide faculty learning/training opportunities:
 - Increase social presence in class
 - See the classroom from the learners' point of view
 - Connect with students

Questions???



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