



Tiny Earth PIVOT: IMPACTS OF COVID-19 ON FACULTY MENTORING AND TEACHING

Tiny Earth faculty applied to participate in a week-long workshop to learn how to teach Tiny Earth content in an online format. In August 2020, we administered an online survey to understand the impact of COVID-19 on their mentoring and teaching.

PARTICIPANTS

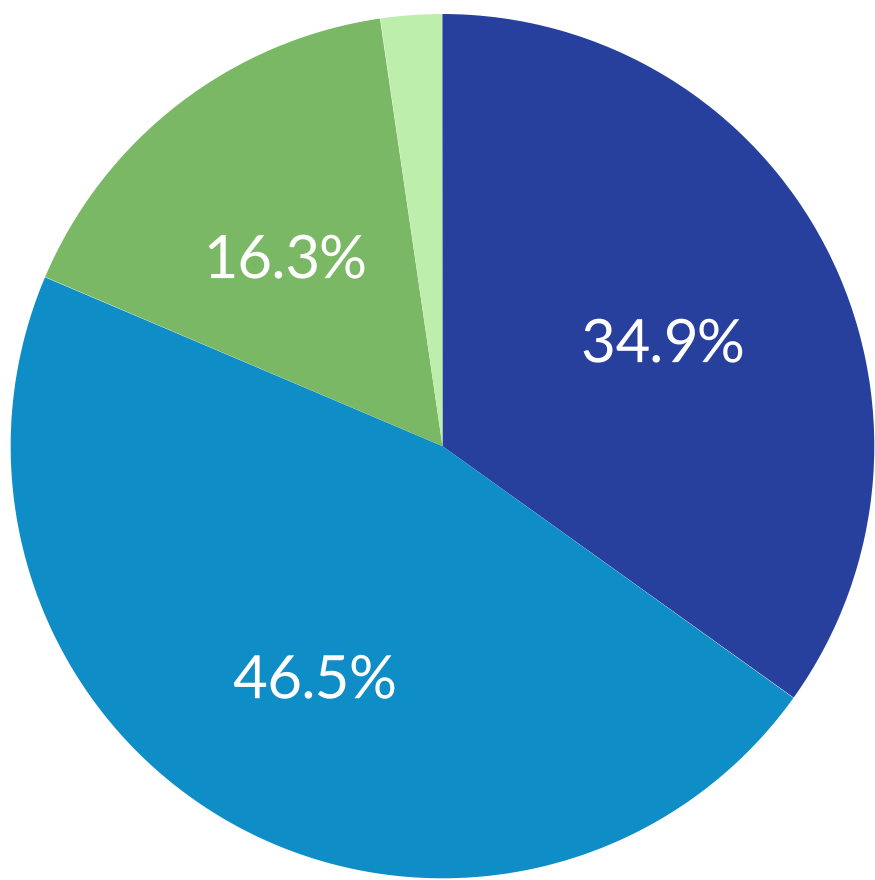
- 48 participants
- Gender
 - Female: 64.6%
 - Male: 16.7%
 - Other: 18.7%
- Race or Ethnicity
 - White: 62.5%
 - Hispanic: 8.3%
 - Asian 8.3%
 - African American: 2.1%
 - Native American: 2.1%
- Academic calendar
 - Semester (78%)
 - Quarterly (4.9%)
 - Other (17.1%)
- Teaching format
 - Hybrid (55.0%)
 - Online (31.0%)
 - In-person (6%)
 - Other (8%)



WHAT DID FACULTY TELL US?

Most faculty reported that COVID-19 has impacted their ability to work and to conduct research.

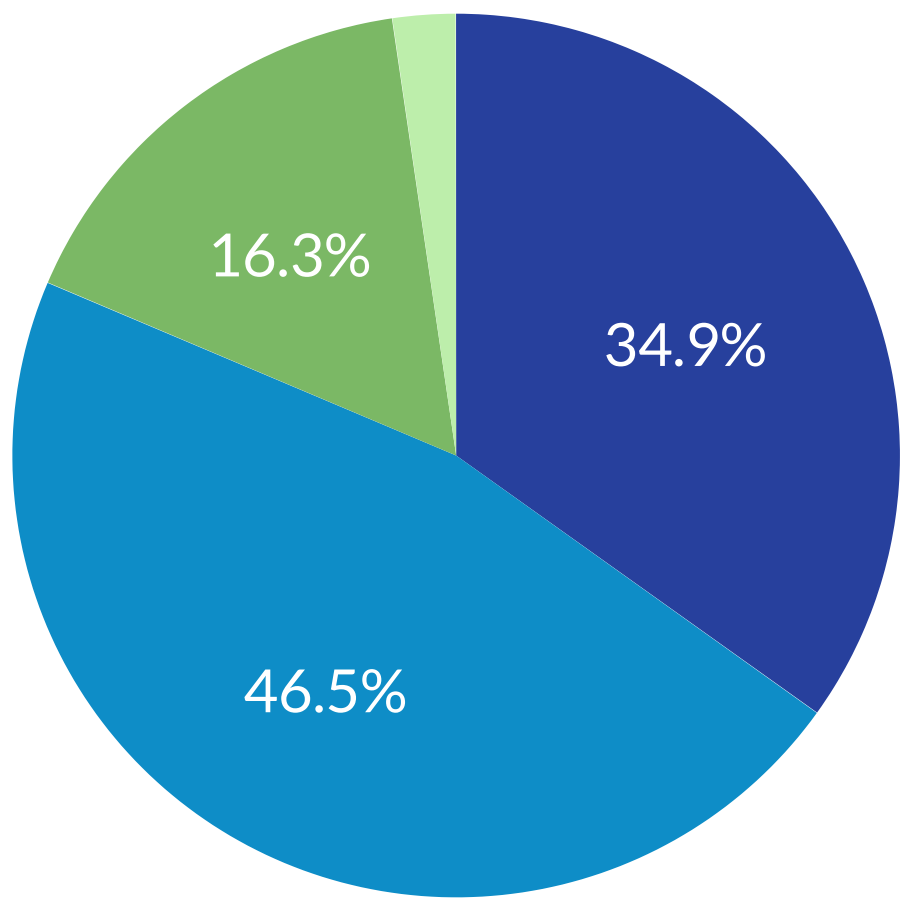
Q: Changes to my home life due to the COVID-19 pandemic have greatly impacted my ability to work.



Strongly agree (34.9%) Agree (46.5%)
Neutral (16.3%) Strongly disagree (2.3%)



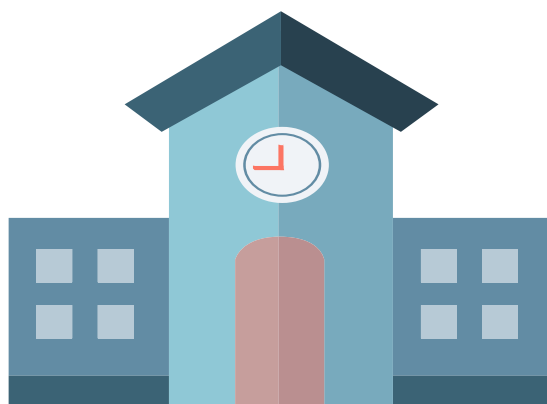
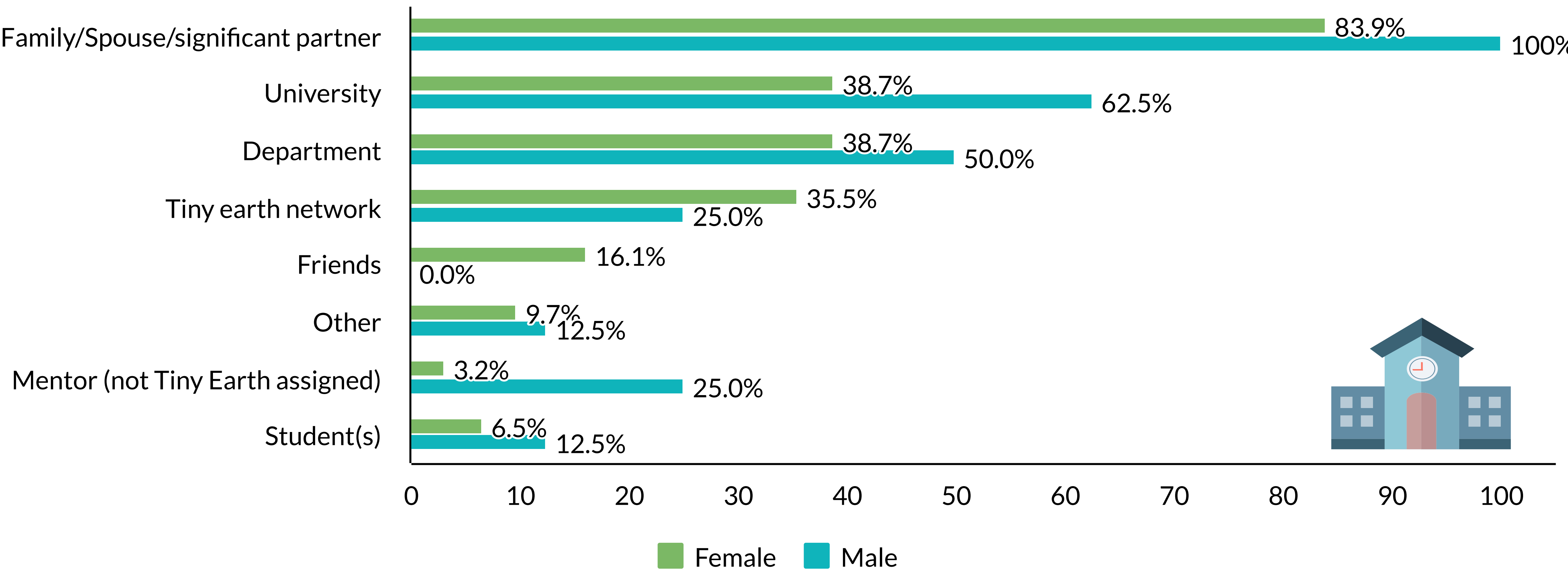
Q: The COVID-19 pandemic has impacted my ability to conduct research.



Strongly agree (34.9%) Agree (46.5%)
Neutral (16.3%) Strongly disagree (2.3%)

WHO IS HELPING FACULTY ADJUST DURING COVID-19?

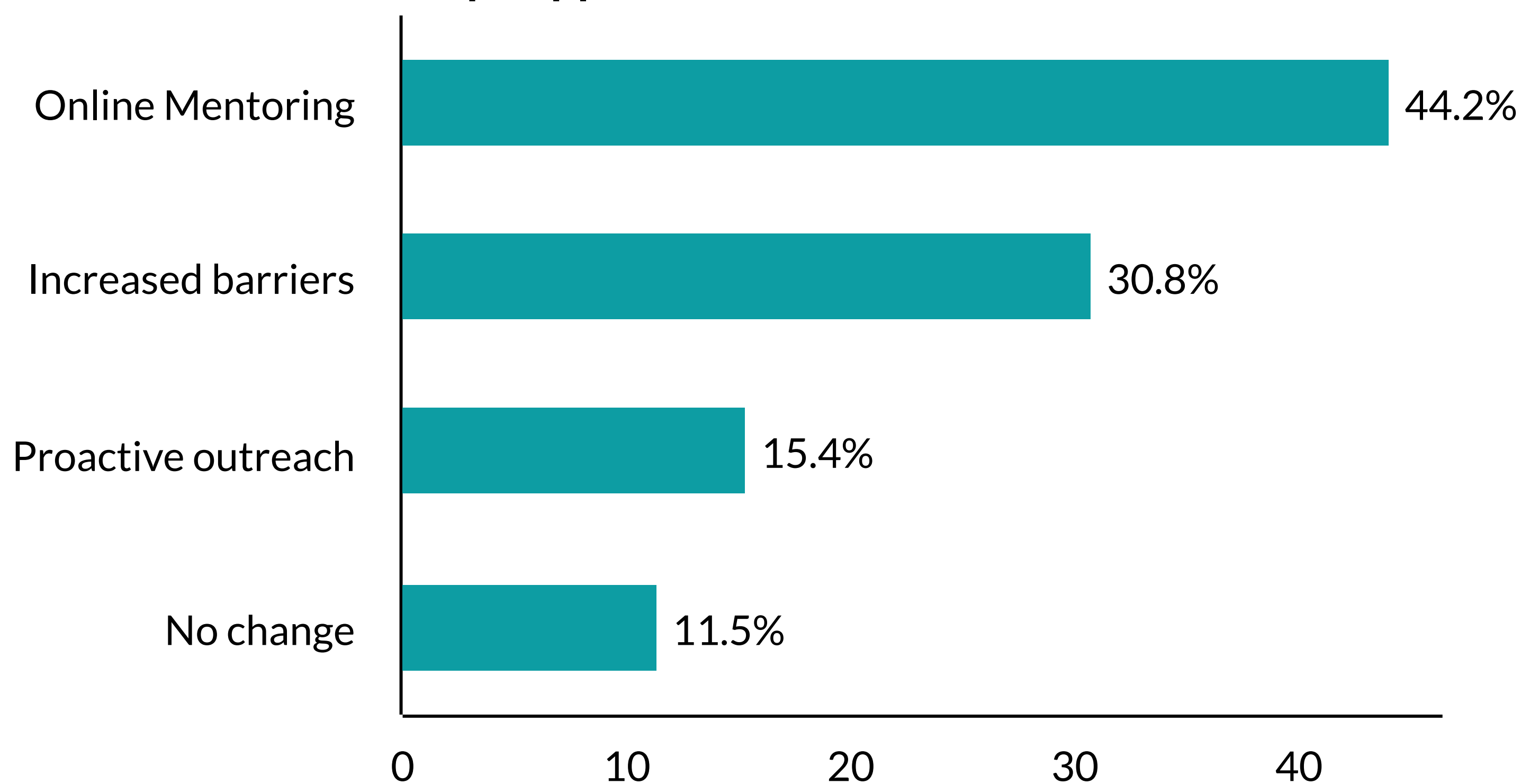
Men and women benefited from different resources. Overall, most faculty said their family, university, and department were valuable sources of support.



HAS COVID-19 IMPACTED MENTORING?

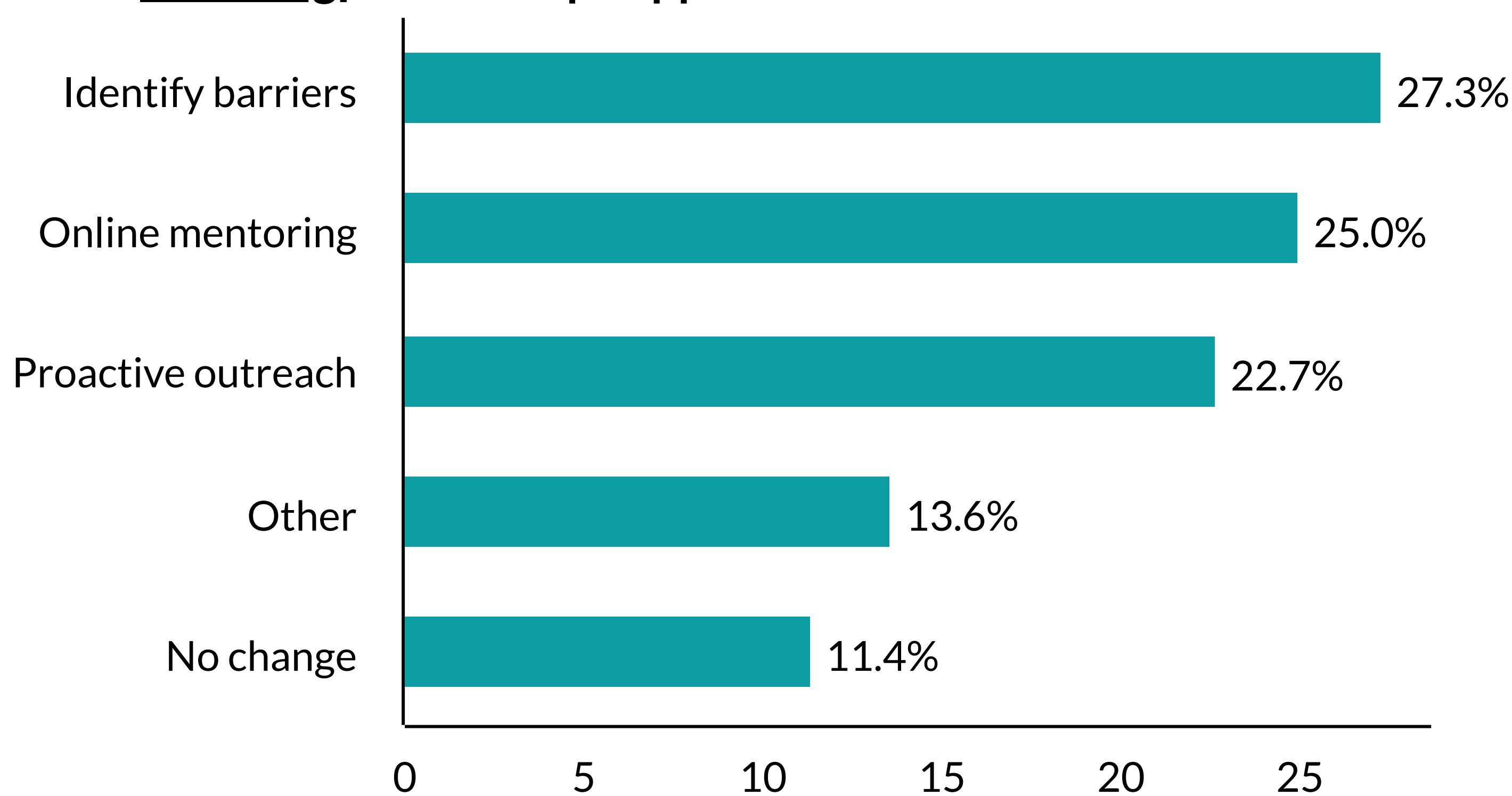
Faculty reported that COVID-19 has impacted both the ways of **providing and receiving mentoring**. They reported **more barriers** than opportunities.

Q: In what ways have you changed your approach to **providing** mentorship support as a result of COVID-19?



- The majority (44%) now provide mentorship online
- Some faculty now face increased barriers, such as
"It's difficult to reach those that might need guidance, but don't respond to emails"
- Some faculty (15%) are now more proactive in reaching out to their mentees
"Much more focus on one-on-one and personal connections with students"
- Other faculty (11%) have not changed their approach to mentoring

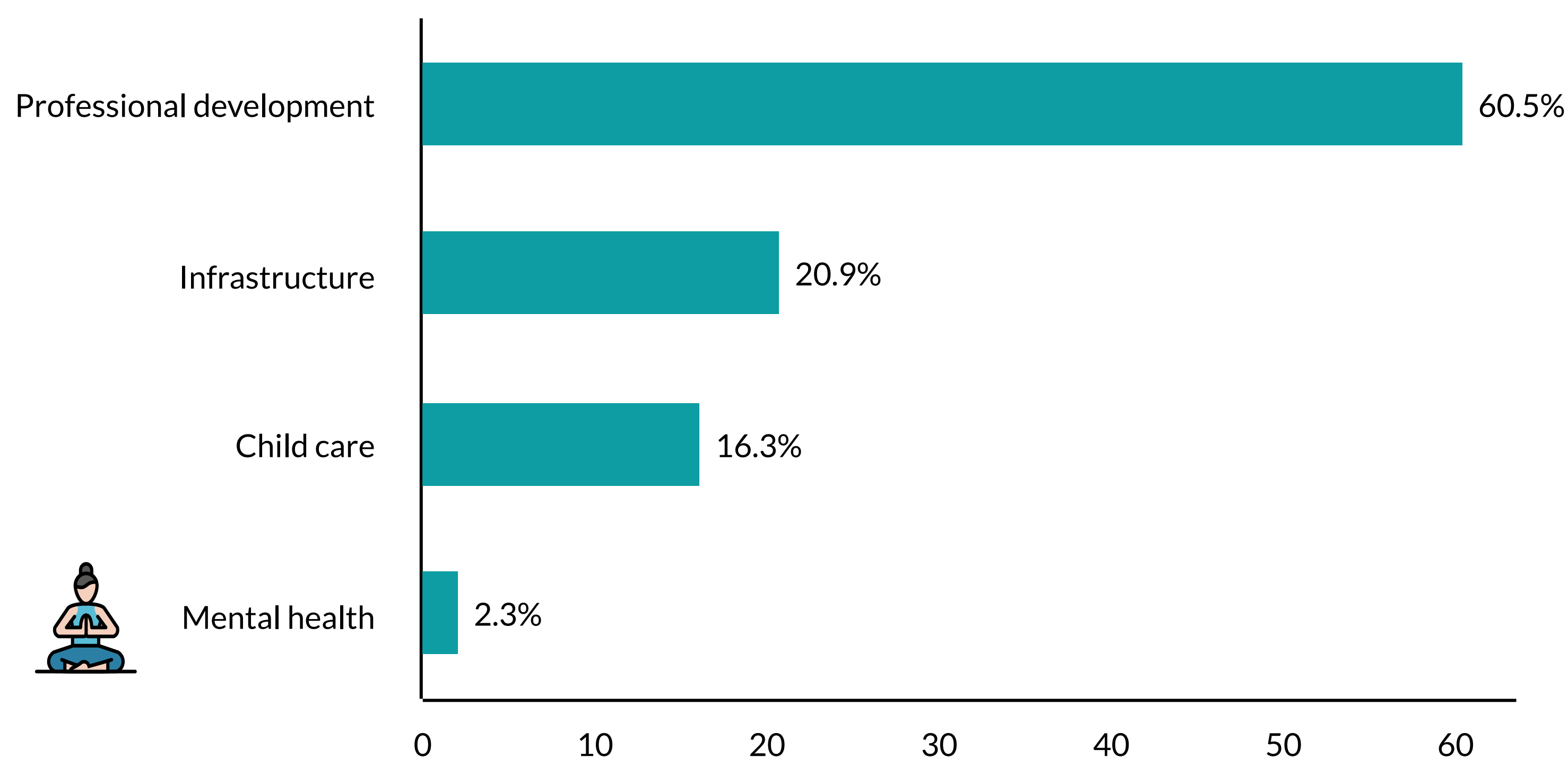
Q: In what ways have you changed your approach to seeking or **receiving** mentorship support as a result of COVID-19?



- The majority (27%) have experienced increased barriers as they search for or receive mentorship
"Interactions with my mentors have been interrupted due to their commitments "
- Some faculty (25%) now seek mentorship online
- Some faculty (23%) are now more proactive in seeking mentorship
"I just reach out to more people"

WHAT RESOURCES DO FACULTY NEED MOST TO ADJUST?

Most faculty reported that **professional development**, to help them adjust their class format and teaching, is what they need most.



- The majority (61%) would like professional development to help adapt to COVID-19 restrictions
"Online resources to flip my courses has been the biggest thing "
- Other faculty (21%) would like infrastructure
"New online teaching tools"
- Some faculty (16%) would appreciate child care support
"Consistent childcare"

Acknowledgment

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For further information, email mica.estrada@ucsf.edu or go to tinyearth.wisc.edu/tiny-earth-enrichment-study/

