
School of Social Work Back to Work - Back to School Survey 2020



SEPTEMBER 2020

W SCHOOL OF SOCIAL WORK
UNIVERSITY *of* WASHINGTON

SSW 2020 Back to Work/Back to School survey

Back on Friday, September 4, 2020 School of Social Work students, staff, and faculty were asked a series of questions as the UW embarks both on a remote Fall start and continued remote working that is now in its 7th month. The survey included questions regarding:

- (1) Access to reliable technology including hardware and connectivity for continued remote work, scholarship, and study;
- (2) Support of our community during this time of need for all kinds of care – professional and personal care;
- (3) Future plans for telework as subsequent phases ensue (for employees).

The survey acknowledged that extended time away from one's work site or school creates new barriers and opportunities for one to think differently about work, educational efforts and future successes. Questions of how we will continue to thrive in a remote work and learning environment have become all too common. Stressors such as caring for children, family members and ourselves add to the challenge of remote work, research, and learning. The survey and its results are the first of many steps our community needs to take to acknowledge both the effects of remote learning and working and how we can support our community to recognize limitations one may have being remote, how SSW can pivot to support our community as best as we can within the resources we have, and how to think differently about the future of learning and working.

Results of this survey will be shared broadly. This includes SSW leadership from its Executive team to deans and directors; specific units that will need to head up possible changes from SSWHR and SSWIT to SSW governing councils and finally the general public. Implementation of recommendations brought forth by the survey will require efforts far and wide by many members of the community.

Demographics

In all 258 participants took the survey including the following:

- 20 faculty
- 73 permanent & temporary staff
- 165 students

Based on total possible populations the School had a 26.2% response rate divided as follows:

Classification	Total/Planned* Census	Total respondents	% participation
Faculty	86	20	23.3%
Classified Staff	46	23	50%
Professional Staff	163	50	30.7%
BASW*	101	21	20.8%
MSW Day*	341	92	27%
MSW EDP*	218	43	19.7%
PhD*	30	9	30%
Combined Totals	985	258	26.2%

*estimated fall enrollment

Within faculty classes, the following is a further breakdown of the 20 respondents:

- 6 Tenure track
- 7 full time lecturer/teaching associate
- 6 part time lecturer
- 1 retired

Technology Needs

Question 1: On a scale from 1 to 5, assess your ability to teach, learn or work remotely with your current configuration of technology and connectivity:


Category	5=perform with ease	4=perform with minimal issues	3=adequate	2=inconsistent at best	1=extremely difficult
Students	13.9%	50.9%	29.1%	6.1%	0%
Faculty	15.0%	60.0%	25.0%	0%	0%
Staff	41.1%	41.1%	17.8%	2.7%	0%

Question 1a: If you answered 1 or 2, since you are having difficulties with your current configurations of technology and/or connectivity, what item(s) would better help you achieve consistent access and efforts to be successful in either remote work or learning environments?

- Staff – peripherals (mouse/keyboard)
- Students – peripherals (mouse/keyboard), access to connectivity

Question 1b: While you may not be having difficulties with your current configurations of technology and/or connectivity, are there any enhancements that would better help you achieve better success in either remote work or learning environments? Check all that apply

Tools	Students	Faculty	Staff
Peripherals (mouse/keyboard)	23.1%	31.3%	21.7%
Webcam	4.1%	6.3%	8.7%
Headphones or speakers	19.7%	18.8%	23.9%
Monitor	10.2%	12.5%	26.1%
Laptop loan	4.8%	0%	4.3%
Printer	27.2%	25%	10.9%
Access to connectivity	10.9%	6.3%	4.3%

 **Observation:** Among all groups of faculty, staff, and students, over 90% of all populations are set to either teach, learn or work remotely. Emphasis on providing peripherals including mice, keyboards, headphones or speakers to support our population should be considered for better user experiences.

Question 2: For one’s educational and administrative efforts, please identify and rate your level of comfort to continue to perform the following technology tasks remotely:

Functions	5=highly proficient	4=very proficient	3=feel comfortable but may need help	2=some knowledge but need training	1=very little knowledge
Students					
a) Work remotely all day	24.3%	36.4%	29.9%	6.3%	3.1%
b) Log into UW NetID protected websites	48.9%	33.8%	15.8%	.8%	.7%
c) Connect to my UW email and send/receive messages	50.4%	33.3%	14.8%	.7%	.8%
d) Log into VPN if set up	16.5%	14.6%	24.1%	17.7%	27.1%
e) Access my stored documents	37.3%	28.0%	22.0%	6.7%	6.0%
f) Access shared documents on UW shared drives/files	22.6%	25.6%	29.9%	9.1%	12.8%
g) Launch UW apps (Workday, MyFD, Canvas, SAGE etc)	30.2%	28.4%	29.0%	8.1%	4.3%
h) Forward my office phone to my home or cell phone	18.8%	16.1%	18.1%	16.8%	30.2%
i) Initiate or Join a zoom or skype session including chats	55.8%	32.5%	11.0%	.7%	0%
Faculty					
a) Work remotely all day	60.0%	35.0%	5.0%	0%	0%
b) Log into UW NetID protected websites	65.2%	17.4%	0%	0%	17.4%
c) Connect to my UW email and send/receive messages	81.3%	18.7%	0%	0%	0%
d) Log into VPN if set up	20.0%	15.0%	30.0%	10.0%	25.0%
e) Access my stored documents	52.4%	14.3%	14.3%	4.8%	14.2%
f) Access shared documents on UW shared drives/files	30.0%	25.0%	10.0%	20.0%	15.0%

g) Launch UW apps (Workday, MyFD, Canvas, SAGE etc)	50.0%	30.0%	15.0%	5.0%	0%
h) Forward my office phone to my home or cell phone	9.1%	4.6%	14.6%	18.2%	53.5%
i) Initiate or Join a zoom or skype session including chats	55.6%	33.2%	5.6%	5.6%	0%
Staff					
a) Work remotely all day	52.8%	36.1%	11.1%	0%	0%
b) Log into UW NetID protected websites	76.7%	20.6%	2.7%	0%	0%
c) Connect to my UW email and send/receive messages	84.9%	12.3%	2.8%	0%	0%
d) Log into VPN if set up	56.2%	21.9%	9.6%	6.8%	5.54%
e) Access my stored documents	61.6%	23.3%	8.2%	4.1%	2.8%
f) Access shared documents on UW shared drives/files	48.6%	26.4%	16.7%	4.2%	4.1%
g) Launch UW apps (Workday, MyFD, Canvas, SAGE etc)	68.5%	17.8%	12.3%	1.4%	0%
h) Forward my office phone to my home or cell phone	33.3%	13.9%	22.2%	13.9%	16.7%
i) Initiate or Join a zoom or skype session including chats	58.9%	23.3%	16.4%	1.4%	0%

Question 2a: If you cannot use any of the aforementioned functions remotely or experience them with a high degree of frustration, in question 2, please describe your technology or training needs required to carry out your SSW related activities:

- VPN training
- Call forwarding support
- Ability to connect with SSWIT on different technology needs that allows access to training but not overwhelming the team



Observation: Within 9 different technology functions faculty, staff, and students felt the most comfortable with logging into UW protected sites; UW emails; launching UW apps; working remotely; and initiating or joining zoom calls. To continue ease of use, the SSW COVID site should

be emphasized as a preferred mechanism to orient folks and ensure that newer faculty, staff, and students can onboard easily. Other items such as VPN access and use; forwarding office phones; and maximizing use of UW shared drives should be the focus of targeted education outreaches. SSW already has a video on phone forwarding. Others may need to be created. All should be offered through fall starts and videos stored on the COVID 19 site. More targeted communications on what the site has to offer may be a good recommendation.

Question 3: Please identify and rate your level of continued comfort from the following tasks as part of one's remote teaching responsibilities (faculty only)

Category	5=highly proficient	4=very proficient	3=feel comfortable but may need help	2=some knowledge but need training	1=very little knowledge
Update Canvas for course site content	27.8%	33.3%	27.8%	11.1%	0%
Distribute assignments to students online through Canvas	31.6%	42.1%	15.8%	10.5%	0%
Give a lecture online through Zoom or Canvas (including using the shared screen/chat functions)	21.1%	52.6%	15.8%	10.5%	0%
Record a lecture	21.1%	31.6%	10.5%	15.8%	5.3%
Use and have access to a webcam and microphone for recorded lectures	31.6%	36.8%	10.5%	15.8%	5.3%
Facilitate discussion with student groups via Zoom or Canvas	31.6%	47.4%	21.0%	0%	0%
Grade coursework and securely publish scores through Canvas	42.1%	31.6%	15.8%	5.3%	5.2%
Submit final grades to the Registrar online	52.6%	36.8%	5.3%	0%	5.3%
Coordinate remotely with co-instructors or TAs	31.6%	57.9%	5.3%	0%	5.3%

Correspond remotely with students through Canvas or email	47.4%	42.1%	5.3%	5.3%	0%
Accept homework and exams submitted through Canvas	50.0%	45.0%	0%	5.0%	0%

Question #3a: If you cannot complete any one of the tasks above in question 3, describe your technology or training needs for each activity (faculty only)

- Issues with grading on a 4.0 scale in Canvas
- Need support on tutorials for Padlet and Panapto to be more independent
- Question on how to integrate zoom sessions with asynchronous learning elegantly



Observation: Faculty have good preparation around major systems needed for teaching & learning. Over 85+% of faculty feel comfortable and proficient with Canvas and Zoom including recording and facilitating lectures, group conversations, and distributing homework assignments. Given the technological needs of the classroom, continued emphasis on both targeted trainings and one on one meetings should be considered throughout the quarter to maximize both the faculty and student experience. About 20% of faculty still feel uncomfortable with recording lectures and using peripherals in recorded lectures; therefore, targeted trainings offered by seasoned faculty and SSWIT staff both live and taped for use should be considered.

Question 4: Any additional comments or concerns not addressed in the technology part of the survey?

- Some faculty stated they would like more check ins about their experiences; websites and recordings are very helpful, but there is almost too much at this point for any one person to review by themselves so a person to person check in may help possible overload of information;
- There are questions on why employees need to pay individually for connectivity when it benefits the UW;
- Connectivity issues are continual and frustrating;
- Having the ability to create some ergonomic solutions at home would be helpful;
- Having more guidance on data security and protection protocols for research would be helpful since we are remote;
- SSWIT have been very helpful in our remote transition; having more check ins and broadcast communications if possible would be helpful;
- QTBIPOC students have a greater chance to fail if they don't have adequate access to technology; this transcends simple technology since one needs access to safe and affordable housing in order to have a remote set up be successful; there should be acknowledgement of this by SSW;
- Excessive screen time affects vision and is especially hard for those who are visually impaired; suggestions on best practices to keep our vision less strained would be great;

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- Overall it would be nice to see best practices while working remotely;
 - Consideration of having instructors utilize the entire time is important as students pay fully for 3 credits but the amount of instruction has decreased due to remote learning so offering activities to supplement less instructional time (ie seminars) may help backfill loss of class time.

Community Needs

Question 1: Understanding that working and learning remotely can be challenging, please identify all social and emotional challenges impacting you as the UW continues to operate in a remote state of work and education: (Check all that apply)

Categories	Students	Faculty	Staff
Childcare/schooling	18.2%	35.0%	28.8%
Care for a person or family member with disability or illness	6.7%	50.0%	12.3%
Personal care for disability or illness	17.6%	10.0%	12.3%
Communication and access to coworkers and/or peers	54.5%	30.0%	38.4%
Social isolation	62.4%	10.0%	39.7%
Lack of adequate space remotely to either work or study	38.2%	25.0%	26.0%
Lack of quiet space to work or study	36.4%	30.0%	19.2%
Anxiety or stress about current events or state of affairs	80.0%	30.0%	63.0%
Racial injustice	44.8%	45.0%	42.5%
Maintaining a work-life balance	72.7%	60.0%	64.4%
No challenges at the moment	3.0%	5.0%	12.3%



Observation: Among all groups of faculty, staff, and students, a majority (between 60%-72%) have noted that maintaining a work/life balance is the greatest concern and struggle. Anxiety or stresses about current events and state of affairs was more acute with 80% of students polled while 63% of polled staff placed this as the second most concern. Social isolation was a concern of 54.5% of polled students and 39.7% of staff. It was not much of a concern for faculty. Racial injustice was consistently ranked across the board as a concern with all groups rating this at approximately 43-45%. Communication also ranked high among all groups with students indicating a 54.5% response as a concern and faculty & staff hover between 30% to 38.4% respectively. Lack of space and quiet space are greater concerns for students (36%-38%); yet, space still affects faculty and staff between 26% to 30%.

Given the wide variety of needs, tackling how to address community concerns should be handled both institutionally and locally within groups. Targeted seminars on work/life balance will benefit all and having the opportunity to talk thru current events of the day and tackling racial injustices with both seminars and open & facilitated sessions may help the community process how to move forward in dealing with these unusual times. SSW has many faculty who may be able to assist within their areas of academic expertise to assist as well as enlisting support across the campus. Finally, intentional communications with the community on best practices for utilizing space would help. All types of communications and outreaches also could benefit one's sense of isolation.

Question #2: Do you currently care for younger children or school aged children for remote learning:

Category	Yes	No	No response/choose not to answer
Students	12.0%	50.0%	38.0%
Faculty	30.0%	40.0%	30.0%
Staff	21.9%	32.9%	45.2%

Question #2a: If you answered yes, please identify the age group of those you care for:

Category	Infant (0-1 yr old)	Toddler (1-3 yrs old)	Preschool (4-5 yrs old)	Elementary (6-11 yrs old)	Middle school (12-14 yrs old)	High school (15-18 yrs old)
Students	10.0%	30.0%	40.0%	50.0%	10.0%	0.0%
Faculty	0.0%	16.7%	16.7%	100%	0.0%	16.7%
Staff	6.3%	12.5%	6.3%	31.3%	56.3%	43.8%

Question #2b: Do you have access to support services for your care giving or school needs:

Category	Yes	No
Students	67.7%	33.3%
Faculty	62.5%	37.5%
Staff	40.0%	60.0%

Question #2c: Since you have answered that you do have access to support services for your care giving or school needs please identify the services you currently have (check all that apply):

Category	Nanny	Family or Friend in household or neighborhood	Public supports (ie rec center)	Private child care	Group care	N/A (no response)
Students	0.0%	40.0%	10.0%	30.0%	0.0%	20.0%
Faculty	0.0%	66.7%	0.0%	0.0%	16.7%	16.7%
Staff	20.0%	60.0%	20.0%	60.0%	0.0%	20.0%

Question #2d: If you do not have access to support services for your care giving or school needs or wish to seek more out what services would you want to learn more about (check all that apply):

Category	Nanny	Family or Friend in household or neighborhood	Public supports (ie rec center)	Private child care	Group care	N/A (no response)
Students	10.0%	40.0%	10.0%	20.0%	10.0%	10.0%
Faculty	16.7%	50.0%	16.7%	0.0%	50.0%	33.3%
Staff	20.0%	0.0%	40.0%	20.0%	20.0%	0.0%



Observation: Childcare needs are concerns of all populations within SSW; however, they affect faculty who responded at 30% whereas 21.9% of staff and 12% of students were impacted. Faculty and students were more likely to have access to child care at approximately 60% whereas only 40% of staff who responded had access to child care or support services for school aged children. A majority of faculty and staff have family or friends for support (60%-66.7%) whereas students rely more broadly on different services. Child care and support for school aged children is highly individualistic; however, it is recommended that SSW partner with UW institutional services to provide information on different avenues to access either neighborhood care or public avenues as best as possible. Additionally it may be helpful to create internal roadways for those with children to reach each other either thru Canvas, Facebook or other social media.

Question #3: Do you care for someone who may be disabled, has an illness, or may have other special needs?

Category	Yes	No	No response/choose not to answer
Students	12.7%	66.1%	21.2%
Faculty	45.0%	45.0%	10.0%
Staff	16.4%	60.3%	23.3%

Question #3a: If yes, please identify the age group/category of those you care for:

Category	Young adults over 18	Partner	Elder	Other family	Personal
Students	4.8%	14.3%	9.5%	19.0%	52.4%
Faculty	22.2%	11.1%	22.2%	55.6%	22.2%
Staff	8.3%	25.0%	58.3%	8.3%	41.7%

Question #3b: Given your particular care circumstance, what are the daily average number of hours you personally spend on direct caregiving?

Category	>1 hr	1-3 hrs	4-6 hrs	7-8 hrs	9+ hrs
Students	9.5%	42.9%	14.3%	0.0%	9.5%
Faculty	0.0%	55.6%	22.2%	0.0%	11.1%
Staff	16.7%	75.0%	0.0%	0.0%	8.3%

Question #3c: Do you have access to support services for your care giving needs:

Category	Yes	No	No response/choose not to answer
Students	47.6%	19.0%	33.4%
Faculty	44.0%	22.0%	34.0%
Staff	66.7%	16.7%	16.6%

Question #3d: Since you have answered that you do have access to support services for your care giving needs please identify the services you currently have (check all that apply):

Category	Home health aide	Family or Friend in household or neighborhood	Public supports (ie rec center)	Choose not to answer	N/A	Other
Students	0.0%	90.0%	10.0%	0.0%	0.0%	40.0%
Faculty	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%
Staff	0.0%	62.5%	12.5%	0.0%	0.0%	25.0%

Question #3e: If you do not have access to support services for your care giving needs or wish to seek more out what services would you want to learn more about (check all that apply):

Category	Home health aide	Family or Friend in household or neighborhood	Public supports (ie rec center)	Choose not to answer	N/A	Other
Students	0.0%	30.0%	60.0%	0.0%	0.0%	10.0%
Faculty	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
Staff	0.0%	12.5%	12.5%	0.0%	0.0%	0.0%



Observation: A majority of students and staff (~60%) do not have care needs for either disabled, ill, or other special needs of friends, family or oneself. Yet, 45% of faculty who responded to the survey do have care needs. The majority of needs for all community members center around either elder, other family or personal care with students rating personal care at 52.4%; faculty rating other family care at 55.6%; and staff rating elder care at 58.3%.

Close to half of all respondents who indicated they have care needs have access to some kind of care. A clear majority (90% for students; 62.5% for staff; and 50% for faculty) who have access to care seek it via family or friends either in ones’ household or neighborhood. Similar to child care and support for school aged children, care for people that are either disabled, ill, or have other special needs are highly individualistic; however, it is recommended that SSW partner with UW institutional services to provide information on different avenues to access either neighborhood care or public avenues as best as possible. In addition, creation of social media channels for the community to engage in may be worthwhile.

Question #4: If SSW can facilitate some services to support those in need whether for child care or schooling or supporting those who care for disabled, ill, or other special needs populations, what efforts would help best if possible?

Category	Private messages of support	Paid leave options	Unpaid leave options	Flexible work schedules	Creation of support groups	N/A
Students	10.3%	3.0%	1.8%	21.2%	18.2%	4.2%
Faculty	30.0%	20.0%	5.0%	40.0%	25.0%	5.0%
Staff	8.2%	26.0%	11.0%	42.5%	19.2%	4.1%



Observation: The service message was answered by the entire population so it was not limited to child care or other personal/family care needs. The most popular responses by faculty, staff, and students (40%, 42.5% and 21.2% respectively) reflect the desire to have flexible work schedules. Faculty (20%) and staff (26%) would like to seek out paid leave options for care. 30% of faculty respondents would appreciate private messages of support by their supervisors. Finally, creation of support groups is an option that close to 20% of all populations including 25% of faculty would like to see.

The choices indicate an opportunity for SSW leadership and supervisors to reach out to their employees. Messages of support to broader communications regarding leave options to possible support groups will require a large lift by many different populations as it will require training from Human Resources to creation of mechanisms by different leadership groups within SSW. Many resources are already online in the UW and SSW websites; however, more targeted advertisements of the sites may help. Other solutions that include flexible work schedules will require both institutional buy-in while localizing the solution so that work efforts can still be achieved reasonably. Further exploration of this should be prioritized within HR and between supervisors and employees.

Question #5: If SSW can create additional social avenues for faculty, staff, and students virtually to meet would that be helpful to you?

Category	Yes	No	No response/choose not to answer
Students	60.6%	13.3%	26.1%
Faculty	45.0%	5.0%	40.0%
Staff	44.6%	18.92%	36.48%

Question #5a: Given that social avenues would be helpful, please identify what social mechanism one would seek out? (check all that apply)

Category	Students	Faculty	Staff
Social zoom sessions for social hours (coffee/tea hour)	76.0%	66.7%	57.6%
Facilitated talks on self-care strategies online	53.0%	44.4%	57.6%
More professional interactions with colleagues around subject matter issues/strategies	62.0%	55.6%	51.5%
Information sessions on local SSW/UW affinity groups or communities of interest	61.0%	55.6%	51.5%
Informal affiliations (ie clubs)	77.0%	22.2%	60.6%
Other	3.0%	0.0%	3.0%



Observation: Based on the entire population polled, students have indicated the most value in creating more social avenues (over 60%) while faculty and staff hover around 45%. For those who would like more avenues, the creation of social zoom sessions for social hours were favored by all with students voting for this option at 76% while faculty preferred this at 66.7% and staff preferred social hours at 57.6%. The creation of informal affiliations were popular with students at 77% and staff at 60.6%. Across the board all populations would like to see more professional interactions and information sessions about SSW/UW affinity groups as well as facilitated talks on self-care.

Much of the work needed to support the community would need to be borne by volunteer groups of faculty/staff/students. If the interest is there and if members of the community have some bandwidth to support the aforementioned activities, it is recommended to take up suggestions with each governance group to forge a path ahead on social activities and to work with SSW leadership on utilizing expertise in house or across campus on hosting self-care sessions.

Question #6: The advent of telework creates its own unique stresses on work-life balance. Do you feel continued stress working remotely?

Category	Yes	No	No response/choose not to answer
Students	62.4%	24.3%	13.3%
Faculty	65.0%	30.0%	5.0%
Staff	43.2%	48.7%	8.1%

Question #6a: If you are experiencing continued stress what interventions can SSW take to alleviate that stress to provide a work-life balance? (check all that apply)

Category	Students	Faculty	Staff
More communications with peers and/or supervisors	62.1%	30.8%	37.5%
Flexible work schedules	68.0%	15.4%	75.0%
Ability to work outside the home if possible	48.5%	38.5%	31.3%

Question 6b: If there are other interventions that can help alleviate stress to provide a work-life balance, please list?

- Recognition by SSW leadership that working and learning remotely is difficult and not normal so providing some grace, understanding, and moral support is needed.
- Please create norms and boundaries around work schedules and emails; there are too many emails happening past standard business hours so it is difficult to gauge when it is best to respond.
- Streamlining communications and demands of the community as to not create more stresses



Observation: Telework and remote learning have proven the most stressful on students and faculty with between 62%-65% feeling stress. Staff do feel stress but at a lower rate at only 43.2%. To combat this stress each group of faculty, staff, and students chose different avenues for interventions. Students prefer more communications and more flexibility in their schedules while faculty almost equally ask for more communication and the ability to work outside of their home. Finally, staff clearly indicate having the ability to flex their schedules would work best at 75%. Much of the changes required may be implemented between supervisors and employees, especially around flexible work. Based on “other” suggestions, much communication should center on recognition of our circumstances and to create norms for everyone to follow from work hours to email/phone interactions. However, questions of how to reconcile norms vs. flexibility of work hours would need to be discussed. Much of these interventions could be discussed at a central leadership level and among governance councils with dissemination locally among students, faculty, and staff depending on each circumstance.

Question #7: Currently SSW does have a home equipment usage policy on its COVID 19 site. The policy allows employees to take home certain equipment with supervisory approval via online system. Knowing that you may have the ability to check out certain technology and office items, will you plan to explore that policy?

Category	Yes	No	No response
Students	7.9%	91.5%	.6%
Faculty	60.0%	35.0%	5.0%
Staff	65.8%	32.9%	1.3%

Question #7a: Given your interest in possibly checking out equipment and office items what kinds of technology and/or office items would you need in order to support your position best? (check all that apply):

Tools	Students	Faculty	Staff
Peripherals (mouse/keyboard)	15.4%	50.0%	25.0%
Webcam	15.4%	25.0%	20.8%
Headphones or speakers	23.1%	33.3%	25.0%
Monitor	46.2%	50.0%	54.2%
Laptop loan	30.8%	41.7%	8.3%
Printer	46.2%	50.0%	29.2%



Observation: Over 60%+ of faculty and staff intend to check out some kind of equipment during our remote work. Many employees use UW purchased laptops already, but SSW recognizes that most equipment and office supplies are owned personally. The use of peripherals and monitors are popular choices and are available at SSW for extended use. SSW faculty and staff can either come to campus to pick up supplies or can request delivery of them if needed. Otherwise, SSW can reimburse supply needs if neither option is viable. How that cost is covered would be conversation between employees and supervisors as SSW does not cover all supply costs centrally. Use of laptops is evolving as SSW institutionally is moving towards the direction where all employees receive laptops for work; however, cost is a factor so depending on current supply and demand support of laptops for faculty and staff should be explored. Students do have access to laptops via Student Tech loans at the UW. In addition to the aforementioned equipment many staff asked for loans of ergonomic equipment from chairs to desks. The school considers each furniture request separately given the size of the equipment and flexibility to pivot from work vs. home as the time comes to enter future phases.


Question 8: Any additional comments or questions about the prolonged state of remote working and learning challenges and the effects on the health & wellbeing of our SSW community?

- We ask for flexibility in how and when we finish our work and studies as remote learning and working can create technological challenges that slow everyone down;
- Please recognize needs of QTBIPOC students as many do not have access to adequate technology nor connectivity; lack of resources to support this group financially may be detrimental to their professional futures;
- We continue to ask for SSW leadership to acknowledge that we simply cannot carry on “business as usual”; we are all experiencing challenges and it is important to create expectations of each other should reflect this that acknowledge this;
- Being remote does not enhance the experience of our education though we understand why. If there are opportunities to bring people together in small groups on site that would be appreciated;
- We ask for administration to not add more projects to our already full plates as we need to concentrate on our day to day lives currently;
- Consideration of ergonomic requests as the prolonged state of working remotely has negative health impacts.

Future State Needs


Question 1: How well do you feel you have adjusted to working in a remote environment?

Category	5=expertly	4=very well	3=adequately	2=some but smaller challenges	1=some but significant challenges
Students	0.0%	16.0%	48.0%	20.0%	16.0%
Faculty	11.1%	44.4%	22.2%	16.7%	5.6%
Staff	19.4%	38.9%	31.9%	8.3%	1.5%

 **Observation:** Both faculty and staff have adjusted relatively well with remote working. Staff have adjusted more successfully as over 90% feel they have adjusted either adequately or expertly to remote work while over 77% of faculty feel the same way. 64% of students have adjusted; yet, higher percentages of challenges for students indicate more struggles. Based on prior questions in the survey, exploration on how to engage students more fully for remote learning (albeit temporary) would be worthwhile. Utilizing teaching resources for successful remote learning by faculty experts may help.

Question 2: How well would you rate your satisfaction of working remotely?

Category	5=love it	4=like it	3=tolerable	2= have reservations	1= do not like it
Students	0.0%	25.0%	45.8%	8.4%	20.8%
Faculty	11.1%	38.9%	22.2%	16.7%	11.1%
Staff	23.3%	42.5%	19.2%	12.3%	2.7%

 **Observation:** Both faculty and staff have adjusted relatively well with remote working. Staff have adjusted more successfully as over 85% feel they at least tolerate it to loving remote work while over 72% of faculty feel the same way. 70% of students tolerate it; yet, close to 30% of student do not like remote work. Based on prior questions in the survey, exploration on how to engage students more fully for remote learning (albeit temporary) would be worthwhile.

Question #3: What are the primary reasons you like working remotely? (check all that apply):

Reason	Students	Faculty	Staff
Flexible work hours	62.5%	22.2%	49.3%
Lack of commute	87.5%	77.8%	89.0%
Save money	50.0%	38.9%	61.6%
Feel comfortable at home	50.0%	38.9%	54.8%
More productive	12.5%	38.9%	41.1%



Observation: Faculty, staff, and students uniformly agree that the lack of commute is the primary benefit of working remotely (between 78% to 89%). Over 50+% of our community uses public transportation or lives outside the University district so not having the burden of travel is rewarding. Also, students and staff commented on that working remotely both saves money and the community feels more comfortable working from home. Finally, while working remotely may provide the benefit of flexible work hours for students (62.5%), half of staff (49.3%) and only 22.2% of faculty feel that flexible work hours are beneficial remotely.

Question #4: What are the primary reasons you do not like working remotely? (check all that apply):

Reason	Students	Faculty	Staff
Lack of separation between home and work	54.2%	66.7%	58.9%
Loss of community interaction	83.3%	83.3%	74.0%
Less productive	41.7%	22.2%	17.8%
Loss of role identity professionally	25.0%	16.7%	17.8%
Loss of money	8.3%	5.6%	1.4%



Observation: Faculty, staff, and students overwhelmingly agree that the loss of community interaction is a major reason why they do not like remote work (between 74% for staff to 83.3% for students and faculty). Over 50+% of our community indicated that the lack of separation between home and work contributed to a negative experience while working remotely. Students noted they were less productive remotely with 41.7% as well. One can conclude that the loss of community interaction directly correlates to earlier observations where a majority of the community wanted more social avenues including social hours via zoom and other facilitated talks on self-care and other avenues for involvement both with affinity groups and social clubs.

Question #5: Assuming that King Co. is in Phase 3 which assumes that non-essential employees can return as long as UW/SSW safety measures are in place to provide a healthy environment to work in (masks, hand sanitization stations, cleanings, social distancing measures, reporting possible COVID infections) would you feel safe to come back to work if given the opportunity?

Category	Yes	No	No response/choose not to answer
Students	41.7%	25.0%	33.3%
Faculty	38.9%	55.6%	5.5%
Staff	26.0%	61.6%	12.4%

Question #5a: Since you may be interested in returning to the office in Phase 3, how often would you anticipate coming in for work related duties/functions?

Category	Daily	Weekly	Bi-weekly	Semi-Monthly	1 month	Infrequently	Not at all
Students	0.0%	60.0%	10.0%	10.0%	0.0%	20.0%	0.0%
Faculty	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	0.0%	42.1%	21.2%	10.5%	0.0%	15.8%	0.0%

Question #5b: If you do not feel safe coming back to work in Phase 3, what additional measures would you like to see implemented to ensure your safety?

Reason	Students	Faculty	Staff
Availability of a vaccine	50.0%	80.0%	86.7%
Limiting outside visitors to the office	33.3%	40.0%	64.4%
Temperature checks prior to entering the building	50.0%	20.0%	42.2%
Staggering work schedules to ensure maximum distancing	66.7%	50.0%	62.2%
Closing communal spaces as appropriate	66.7%	40.0%	51.1%
Nothing would make me feel comfortable	33.3%	10.0%	15.6%



Observation: A majority of faculty and staff at 55.6% and 61.6% respectively have indicated that they do not want to come back in Phase 3. For those who indicated they would come back, by far faculty want to return weekly with 100% choosing this option while 60% of students and 42.1% of staff want to come in once a week. Otherwise, staff have varying cycles for returning. This seems consistent with earlier indications that a majority of staff prefer aspects of remote working.

For faculty, staff, and students who do not feel safe returning in Phase 3 it is clear that the availability of a vaccine will be a driving factor as both over 80% of faculty and 86.7% staff have indicated that they do not want to return without a vaccine available. Other measures such as

staggering work schedules and closing communal spaces would also provide some assurance of safety. Under all circumstances the School has prepared for all measures from masks and ample cleaning supplies to creating physical density maps for staggering work schedules to hanging signage that helps employees navigate access points.

Question #6: If you had the opportunity to work remotely once the UW is in Phase 4 which assumes normal activity would you?

Category	Yes	No	No response/choose not to answer
Students	45.8%	29.2%	25.0%
Faculty	60.0%	20.0%	20.0%
Staff	82.2%	15.1%	2.7%

Question #6a: Since you would return to the office in Phase 4, how often would you anticipate coming in for work related duties/functions?

Category	Daily	Weekly	Bi-weekly	Semi-Monthly	1 month	Infrequently	Not at all
Students	0.0%	54.5%	18.2%	27.3%	0.0%	0.0%	0.0%
Faculty	8.3%	58.5%	8.3%	8.3%	0.0%	8.3%	8.3%
Staff	10.0%	37.1%	16.7%	11.7%	8.3%	18.3%	3.3%

Question #6b: If you did not want to work in the office even in Phase 4 as activity is normal, please describe why not.

- The assurance and efficacy that the vaccine is guaranteed to work will be the only way I would want to come back into the office as I ride public transportation daily so do not want to be exposed to any potential harm'
- While no one knows when the return to Phase 4 may be, I am concerned we will be pushed too quickly to adopt it and society may not really be ready yet for full activity;
- Working from home has greatly increased my efficiency for productive work so continuing remote work would be my preference.



Observation: While a large majority of staff wish to return in Phase 4 at 82.2% both faculty and students wish to return to a lesser degree at 60% and 45.8% respectively. For those who will return the vast majority will want to return weekly with over half of students and faculty choosing as such while staff are fairly split between many different options. The intensive experience coronavirus has brought to our population will forever change how we as employees and students want to engage physically with each other. To provide assurances of a safe environment more emphasis on touchpoint cleaning and masks will need to be prioritized both within SSW and UW broadly.

Question #7: If you wanted to work from home but felt you could not, please check why (check all that apply):

Reason	Students	Faculty	Staff
My position requires for me to be on site daily	20.8%	0.0%	5.5%
My remote environment is not conducive for productive work efforts	4.2%	5.0%	9.6%
I am concerned my supervisor will not allow me to work remotely	8.3%	0.0%	15.1%
No response/I choose not to answer	67.7%	95.0%	69.8%



Observation: This question did not get a high response rate; however, for staff who responded 15.1% felt their supervisors would not allow them to work remotely. 9.6% of staff felt their home environment was not conducive for productive work efforts. For students, over 20.8% of them stated that their positions precluded them from working remotely. In all, this question cannot be solved outside the context of how work environments may change over time. Office assignments and access to the building may and will most likely need to change either as SSW expands or contracts in different areas; therefore, communal use which may drive feelings of nervousness may require a different philosophy of work reporting. This answer will require more research and exploration as space planning, technology, and HR relations come together for 21st century workplace development.

Question #8: Do you have any additional comments, questions or concerns for school leadership to take under consideration while preparing for our back to work and back to school planning that are localized within SSW?

- It is important to prioritize intentional gatherings that focus on teaching and learning for the student experience as one can do so safely;
- The SSW building does not have good HVAC; what plans are being considered for upgrading HVAC and air flow to ensure a safe environment?
- Please continue the practice of remote work; it is a part of the job that I've come to enjoy but happy to have the option to return when needed; remote work saves money and provides a comfortable and productive environment to work in;
- Please let employees decide whether they want to come back to the office or continue to work remotely;
- As remote work and learning will last for some time, it's important to create social opportunities for everyone to connect professionally and personally as in person connections are lost currentl;
- When crafting solutions, please keep DRS issues front and center;
- Exploration of a hybrid model for teaching that allows flexibility for faculty and students; this will require zoom installation in all learning spaces in SSW but well worth it;
- How will SSW accommodate social distancing when we are all back? Can it be done?

Conclusion

With over 26% of the School of Social Work population including 50% classified staff, 30% professional staff, 24% of all students and 23% of faculty, the SSW community has provided great insight for near and long term planning of back to work and back to school activities. The survey shows that the community of people who responded to the survey are prepared adequately for remote learning, teaching, and work. In many ways, suggested trainings are more refinements than requirements for enhancing our teaching and learning experiences. Staff have adjusted to remote work well and by in large appreciate the flexibility and comfort it provides. Care concerns for children, families, elders, and friends create near term obstacles; however, providing information on access to services while acknowledging the real struggle many have with hours of care should be a priority for SSW leadership and one that should continue to be prioritized.

The community was very adamant that COVID 19 has altered the structure of our relationships. Connections that were once taken for granted must be planned now. Everyone is busy prioritizing what needs to be done to get through one's day; however, efforts must be made to create intentional opportunities for interaction. Many can be leveraged with professional trainings that support growth of our faculty, students, and staff. Others may draw on the expertise on hand thru the creation of seminars or brown bags. All will need support though. Within a resource restricted environment the support to carryout activities will need to fall on volunteers. The question as to whether people have the bandwidth to take on endeavors working side by side with paid employees is a question that will need to be tackled.

In closing, the future of the workplace will be forever changed. SSW and UW broadly will need to re-evaluate work place policies and practices to promote work-life balance, remote work preferences, adherence to more boundaries of working hours and norms as to protect personal time while allowing flexibility in schedules and to remember the deep appreciation we all have for each other now and always to promote healthy and rewarding relationships.

