Appendix A: Initial Survey

Covid-19, Academic Technology, and Disclosure of Invisible Disabilities

**Introduction**:

The purpose of this survey is to determine the impact of the Covid-19 pandemic and the accelerated switch to remote learning on faculty members with invisible disabilities. All responses to this survey are anonymous and will be used to inform a follow-up case study. Respondents will be invited to volunteer for the case study at the conclusion of the survey. The survey should take around 10 minutes to complete.

This study focuses on faculty members at US-based higher education institutions. The researcher recognizes that faculty duties encompass more than just course instruction, however based on the primary purpose of the study, no data is being gathered regarding faculty research or community service in this survey.

The researcher has attempted to create this survey in the most accessible format possible. Should a participant experience any barriers to completing the survey due to a disability, please contact Buddy Ethridge at BUDDY@LSU.EDU and an alternative format or another accommodation will be arranged.

**Terminology**

An **invisible** or **hidden** disability refers to any condition that is not readily apparent to an outside observer, but which can limit a person's movements, senses, activities, or cognitive abilities. For the purposes of this study, the researcher uses the term "Invisible Disabilities" to encapsulate these conditions.

While the world continues to battle the Covid-19 disease, for purposes of this study, the term "Pre-Covid" refers to any date prior to March 19, 2020, the term "During Covid" refers to the date range of March 19, 2020 through April 30, 2022, and the term "Post-Covid" refers to dates May 1, 2022 and onward.

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**A1.1** Do you identify as having an invisible disability and do you currently (or did you "During COVID") have instructional duties at a US-based institution of higher education?

▼ Yes ... No

*Logic*: *Skip To: End of Survey If Do you identify as having an invisible disability? = No*

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**Section 1: Teaching experience and course modality**

This section gathers some demographic data on your teaching experience and course modality preferences.

**Q1.1** Please select the best description of the institution at which you teach (based on the latest Carnegie classification). If you teach at more than one institution, please select all that apply.

▢ Doctoral

▢ Master's

▢ Baccalaureate

▢ Baccalaureate/Associate

▢ Associate

▢ Special Focus

▢ Tribal

**Q1.2** Please select the best description of your status. If you hold differing statuses at multiple institutions, please select the most advanced status.

o Dean, Asst/Assoc Dean, Dept Chair (present or past)

o Tenured Faculty

o Professional/Clinical Faculty

o Pre-tenure Faculty

o Adjunct Faculty

o Instructor

o Graduate Student

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q1.3** Please indicate the duration of your teaching experience in Higher Education.

o 20+ years

o 10-20 years

o 5-10 years

o 2-5 years

o 1-2 years

o Less than a year

**Q1.4** Indicate the best description of your preferred instructional modality during the time periods indicated. If you teach multiple courses with varying modalities, select the option that best describes the majority of your course-load. (Please select only one from each column.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pre-Covid | During Covid | Post-Covid |
| I taught / teach / will teach only face-to-face | o | o | o |
| I taught / teach / will teach face-to-face, with some primarily synchronous online requirements | o | o | o |
| I taught / teach / will teach face-to-face, with some primarily asynchronous online requirements | o | o | o |
| I taught / teach / will teach online (majority-synchronous), with some face-to-face requirements | o | o | o |
| I taught / teach / will teach online (majority-asynchronous), with some face-to-face requirements | o | o | o |
| I taught / teach / will teach only online (majority-synchronous) | o | o | o |
| I taught / teach / will teach only online (majority-asynchronous) | o | o | o |

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**Section 2: Use of Academic Technology**

When describing technology utilized in teaching and learning, the terms **Academic**, **Instructional,** and **Educational** are often considered interchangeable, with varying nuanced interpretations. For the purposes of this survey, the use of "Academic Technology" will act as the catch-all term. Additionally, when considering your answers in this section, please do not include classroom-based technologies (such as smart boards, overhead projectors, etc), with the exception of integrated web-conferencing and lecture capture technologies used to facilitate online or remote learning experiences.

**Q2.1** Please indicate the types of academic technologies you have used or will use in the time periods indicated. Examples of each type are included in parentheses (select all that apply.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pre-Covid | During Covid | Post-Covid |
| Learning Management System (Moodle, Canvas) | ▢ | ▢ | ▢ |
| Web conferencing (Zoom, Skype, WebEx) | ▢ | ▢ | ▢ |
| Lecture capture (Panopto, Kaltura) | ▢ | ▢ | ▢ |
| Student response systems (Clickers, iClicker) | ▢ | ▢ | ▢ |
| Video streaming services (YouTube, Vimeo) | ▢ | ▢ | ▢ |
| Web survey tools (Qualtrics, Survey Monkey) | ▢ | ▢ | ▢ |
| File sharing (Box, Dropbox) | ▢ | ▢ | ▢ |
| Collaborative workspaces (Google Drive, MS O360) | ▢ | ▢ | ▢ |
| Virtual labs (vlab, Phet, NOVA) | ▢ | ▢ | ▢ |
| Other (please type below): | ▢ | ▢ | ▢ |

**Q2.2** In your opinion, how committed was/is your institution to the accessibility of academic technology?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Pre-Covid | o Strongly Committed | o Moderately Committed | o Slightly Committed | o Not Committed |
| During Covid | o Strongly Committed | o Moderately Committed | o Slightly Committed | o Not Committed |
| Post-Covid | o Strongly Committed | o Moderately Committed | o Slightly Committed | o Not Committed |

**Q2.3** What level of consideration is given by you to the accessibility of an academic technology prior to inclusion in your course(s)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Pre-Covid | o Strong Consideration | o Moderate Consideration | o Slight Consideration | o Minimal or No Consideration |
| During Covid | o Strong Consideration | o Moderate Consideration | o Slight Consideration | o Minimal or No Consideration |
| Post-Covid | o Strong Consideration | o Moderate Consideration | o Slight Consideration | o Minimal or No Consideration |

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**Section 3: Institutional Response**

On March 19, 2020, the first Stay-at-Home order in the United States was issued in California. By April 7, 2020, 43 states and the District of Columbia had issued Stay-at-Home orders, with the remaining 7 states issuing some directives regarding non-essential businesses and schools. For the questions in this section, please select the best description regarding how your institution responded to the Covid-19 restrictions.

**Q3.1** Regarding campus access in the time immediately following the Stay-at-Home orders, my institution:

o closed immediately for all non-essential personnel.

o closed within 2 weeks of Stay-at-Home order for all non-essential personnel.

o allowed restricted access for students, faculty, and staff.

o closed for students but allowed restricted access for faculty and staff.

o closed for students but allowed unrestricted access for faculty and staff.

o remained open.

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o N/A (non campus-based institution)

o N/A (no state restrictions)

**Q3.2** Regarding course continuity and modality in the time immediately following the Stay-at-Home orders, my institution:

o directed faculty to immediately shift to an online modality.

o paused courses for up to 2 weeks, allowing faculty time to shift to an online modality.

o allowed faculty to choose a hybrid/blended or fully online modality.

o completed the term without mandated changes to modality.

o ended the term early.

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o N/A (courses were not in session at the time)

o N/A (non campus-based institution)

o N/A (no state restrictions)

**Q3.3** If your institution closed campus-based (including hybrid/blended) courses as a result of the Stay-at-Home orders, when did campus-based courses resume? Please select N/A if this does not apply to your institution.

o Prior to the end of 2020

o Spring 2021

o Summer 2021

o Fall 2021

o Spring 2022

o Summer 2022

o Campus-based courses have not resumed

o N/A

**Q3.4** When campus-based courses resumed, were faculty given the option to change modality of traditional face-to-face courses to a hybrid/blended or online format?

o Yes

o No

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o N/A

**Q3.5** If your institution mandated a change in modality due to the Stay-at-Home orders, was training or technical assistance provided or made available to faculty to facilitate the transition?

o Yes, additional training/assistance was made available beyond previously established support centers.

o Yes, training/assistance was already available through established faculty support centers.

o No, training/assistance was not made available.

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o N/A

**Q3.6** In your opinion, was the accessibility of technology and digital content considered in the decisions made by your institution following the Stay-at-Home orders?

Accessibility was:

o strongly considered throughout the decision-making processes.

o somewhat considered throughout the decision-making processes.

o slightly considered throughout the decision-making processes.

o not a consideration throughout the decision-making processes.

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o N/A

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**Section 4: Invisible Disabilities and Disclosure**

The following section looks at disclosure patterns of persons with differing invisible disabilities and the impacts on the disclosure decision-making process of institutional mandates stemming from Covid-19 restrictions.

**Q4.1** Please indicate the choice that best describes your invisible disability. If you have multiple invisible disabilities, please select all that apply.

▢ Visual

▢ Hearing/Auditory

▢ Physical

▢ Physical (episodic)

▢ Mental Health

▢ Mental Health (episodic)

▢ Learning or Cognitive

▢ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q4.2** If you have disclosed your invisible disability(ies), please indicate the time-frame of your disclosure and to whom you disclosed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre-Covid | During Covid | Post-Covid | Not disclosed |
| My institution (HR, ADA Coord) | o | o | o | o |
| My school/department (Dean, Dept Chair) | o | o | o | o |
| A few colleagues and peers | o | o | o | o |
| My graduate assistant(s) | o | o | o | o |
| One or more of my classes | o | o | o | o |
| A few select students | o | o | o | o |
| Other (please type below): | o | o | o | o |

**Q4.3** Did the mandatory use of academic technology as a result of Covid-19 restrictions require (or encourage) disclosure of your invisible disability(ies)?

o Yes, I had to disclose and seek accommodations so that I could perform my duties.

o No, but I chose to disclose in order get accommodations to help me perform my duties.

o No, I chose not to disclose, but by doing so, I had an increased workload due to my invisible disability(ies).

o No, I was able to continue performing my required duties with little or no impact.

**Q4.4** If you disclosed your invisible disability(ies) as a direct result of Covid-19 restrictions, was the process for disclosure easy to find and well established?

o Yes, my institution/school/department has a readily available and well established plan for handling disclosures and addressing accommodation needs.

o I was able to easily find the information on who to contact regarding disclosure, but the process itself was not well established.

o I had difficulty determining whom to contact regarding disclosure, but once I made contact, the process was well established.

o I had difficulty determining whom to contact regarding disclosure, and the process itself was not well established.

o Other (please type below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o N/A

**Q4.5** Regarding your invisible disability(ies) and any issues that arose due to the Covid-19 pandemic, please indicate how manageable or unmanageable your teaching requirement has been or will be during the specified periods?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pre-Covid | During Covid | Post-Covid |
| Extremely manageable | ▢ | ▢ | ▢ |
| Moderately manageable | ▢ | ▢ | ▢ |
| Slightly manageable | ▢ | ▢ | ▢ |
| Slightly unmanageable | ▢ | ▢ | ▢ |
| Moderately unmanageable | ▢ | ▢ | ▢ |
| Extremely unmanageable | ▢ | ▢ | ▢ |

**Q4.6** If you disclosed your invisible disability(ies) as a direct result of Covid-19 restrictions, please describe any **positive** outcomes of the disclosure.

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**Q4.7** If you disclosed your invisible disability(ies) as a direct result of Covid-19 restrictions, please describe any **negative** outcomes of the disclosure.

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**Section 5: Intersectionality**

Disability status is one of ten federally "**protected classes**". These classes include: race, religion, national origin/ethnicity, age, sex, pregnancy, familial status, veteran/military, and genetic information.

An **under-represented minority** is a group whose representation is disproportionately less than their proportion in the general population.

It is important to recognize that individuals may identify as being members of multiple protected classes or under-represented minorities. The responses to the following questions will help inform the lines of query in the follow-up case study.

**Q5.1** Do you have a visible disability?

o Yes

o No

o I prefer not to respond

**Q5.2** Do you identify as a member of an under-represented protected class or under-represented minority (in addition to your disability)?

o Yes - (Optional) List any that apply \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o No

o I prefer not to respond

**Q5.3** Regarding terminology referencing disabilities, do you prefer:

o Person-first language (ex. a child with autism)

o Identity-first language (ex. an autistic child)

o I have no strong preference

o I prefer not to respond

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**Conclusion**

Thank you for taking the time to respond to this survey. As noted at the beginning, the answers provided here will help to inform a follow-up case study to gain more in-depth knowledge of the first-hand experiences of faculty with invisible disabilities, disclosure, and complications surrounding the implementation of COVID-19 protocols. The follow-up study will be carried out via one-time semi-structured interviews, conducted through the Zoom web-conferencing platform, and lasting 30-60 mins. If you are interested in participating in the follow-up study, please indicate below. In order to maintain the anonymity and validity of this survey instrument, you will be directed to a separate questionnaire with a description of the case study, information regarding confidentiality and consent, and requests for accommodations.

o Yes, I am interested in participating in a case study

o No, I am not interested in participating in a case study

*Logic: Skip To: End of Survey If Thank you for taking the time to respond to this survey. As noted at the beginning, the answers... = No, I am not interested in participating in a case study*

*Logic: Display This Question: If Thank you for taking the time to respond to this survey. As noted at the beginning, the answers... = Yes, I am interested in participating in a case study*

Thank you for your interest in the follow-up study. Please use the link provided to redirect to the study information and sign-up questionnaire. If you have any questions, please contact Buddy Ethridge at BUDDY@LSU.EDU.

**IMPORTANT**: Please open this link in a new tab or window and then click the ">>" to ensure your answers to this survey are recorded.

https://lsu.qualtrics.com/jfe/form/SV\_3IYoqv9MYFeGbr0

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