Appendix A1. Question Wording and Summary Statistics

Variable	Question Wording	Descriptive Statistics
Attitude Change (open-ended)	If you would like, please tell us more about how your attitude to online teaching has changed since the COVID-19 pandemic began (around March 15, 2020).	Intercoder Reliability Statistics: Agreement: 92% Cohen's Kappa: 0.88. N=121
Long-Term Change (open-ended)	Please tell us about what you think is the most important way that the COVID-19 pandemic has changed your teaching for the long term (that is, beyond the structural change to online learning in the short term, how will the pandemic affect your teaching going forward).	Intercoder Reliability Statistics: Agreement: 95% Cohen's Kappa: 0.88. N=123
Change Since Pandemic	Since the COVID-19 pandemic began (around March 15, 2020), how has your attitude towards online teaching changed? • It has gotten much more positive (5) • It has gotten somewhat more positive (4) • It has stayed about the same (3) • It has gotten somewhat more negative (2) • It has gotten much more negative (1)	Range: 1 to 5 Mean: 3.28 S.D.: 1.04
Negative View of Online Teaching	Summary Measure of 7 Questions, all with response options of strongly agree (5) to strongly disagree (1) • I don't think it's possible to replicate the classroom community feeling in an online environment. • Students are more likely to cheat in online classes. • It is more difficult to do experiential learning in online classes. • Taking online classes requires more work from the students than taking face-to-face classes. • Teaching online classes requires more work from the instructor than teaching face-to-face classes. • I enjoy talking with my students in online discussion boards (reversed) • Online classes are helpful for increasing access to higher education (reversed)	Alpha Scale Reliability Coefficient: 0.54 Range: 12 to 35 Mean: 24.37 S.D.: 3.75
Talk with students about personal problems before COVID	**Before** the COVID-19 pandemic started (around March 15, 2020 until the present time) how often do you talk with students one-on-one about personal problems?	Range: 1 to 4 Mean: 2.73 S.D.: 0.76

	• Never (1) • Rarely (2) • Sometimes (3) • Often (4)	
Talk with students about personal problems during COVID	**During** the COVID-19 pandemic (from about March 15, 2020 until the present time) how often do you talk with students one-on-one about personal problems? • Never (1) • Rarely (2) • Sometimes (3) • Often (4)	Range: 1 to 4 Mean: 3.00 S.D.: 0.77
Current events before COVID	**Before** the COVID-19 pandemic (from about March 15, 2020 until the present time) how often would you bring up current events in class lectures and discussions? • Never (1) • Rarely (2) • Sometimes (3) • Often (4)	Range: 1 to 4 Mean: 3.692 S.D.: 0.55
Current events during COVID	**During** the COVID-19 pandemic (from about March 15, 2020 until the present time) how often do you bring up current events in class lectures and discussions? • Never (1) • Rarely (2) • Sometimes (3) • Often (4)	Range: 1 to 4 Mean: 3.696 S.D.: 0.56
Taught During Pandemic	Since the start of the COVID-19 pandemic (around March 15, 2020), have you taught, or are you currently teaching, any classes? Yes (1) No (0)	Range: 0 to 1 Mean: 0.76 S.D.: 0.42
Pandemic was First Experience with Online Teaching	To the question "Personally teaching fully online classes" the respondent checked the box for "During the pandemic" but not for "Before the pandemic"	Range: 0 to 1 Mean: 0.67 S.D.: 0.47
Support	A combined measure of three questions about how supported respondents felt, with response options: Very well supported (5), Moderately supported (4), Neither supported or not supported (3), Not very well supported (2), Not at all supported (1). • How well-supported **by your department** do you feel during the pandemic?	Alpha Scale Reliability Coefficient: 0.65 Range: 3 to 15 Mean: 7.38 S.D.: 2.35

	• How well-supported **by your university** do you feel during the pandemic? • How well-supported **by APSA** do you feel during the pandemic?	

Tenure Status	What is your current tenure status?
	     Tenure-track (2)
	     Tenured (3)
	     Not on the tenure-track (1)
		Range: 1 to 3
		 Mean: 2.58
		 S.D.: 0.63

PhD Institution	Coded (1) for respondents for selected "PhD-granting Institution" in response to the question "At what type of academic institution are you currently employed or studying?" and (0) for all others.	Range: 0 to 1 Mean: 0.66 S.D.: 0.47
Female	Coded (1) for respondents who selected "Woman" in response to the question "How would you describe your current gender identity?" and (0) for all others.	Range: 0 to 1 Mean: 0.38 S.D.: 0.48
Age	Respondents selected the year they were born from a drop down menu and then that number was subtracted from 2020, the year the survey was conducted, to obtain a variable for age.	Range: 21 to 90 Mean: 45.89 S.D.: 14.71
Ethnic/Racial Minority	Coded (0) for respondents who selected only "Non-Hispanic White or Euro-American" in response to the question "What racial or ethnic group best describes you? Select all that apply" and (1) for all others.	Range: 0 to 1 Mean: 0.29 S.D.: 0.45
First Gen College	Coded (1) for respondents who checked that the following statement applied to them "First in your immediate family (including parent/legal guardian) to graduate from a 4-year college/university."	Range: 0 to 1 Mean: 0.25 S.D.: 0.43
LGBTQ Identifying	Coded (1) for respondents who selected "Bisexual" or "Lesbian/Gay" or "Other, something else" in response to the question "How would you describe your sexual orientation?" Coded (0) for those who responded "Straight"	Range: 0 to 1 Mean: 0.11 S.D.: 0.31

Appendix A2. Sample Population Description

Variable	Descriptive Statistics
Gender Identity	Man: 56.82% (n=175) Woman: 38.64% (n=119) Genderqueer: 1.62% (n=5) NA: 2.60% (n=8) Other: 0.32% (n=1)
Racial/Ethnic Identity	Non-Hispanic White or Euro-American: 66.55% (n=205) East Asian or Asian American: 9.09% (n=28) Latino/a or Hispanic American: 6.81% (n=21) Black, Afro-Caribbean, or African American: 6.48% (n=20) South Asian or Indian American: 1.95% (n=6) Middle Eastern or Arab American: 0.65% (n=2) Native Hawaiian or Other Pacific Island: 0.65% (n=2) Prefer not to answer: 4.55% (n=14) Other: 2.60% (n=8) NA: 0.65% (n=2)
Institution Type	2-year institution or community college: 1.3% (n=4) 4-year (BA-granting) institution: 9.09% (n=28) MA-granting institution: 7.79% (n=24) PhD-granting institution: 66.65% (n=205) NA: 14.94% (n=46) Other: 0.32% (n=1)
Faculty Rank	Lecturer: 1.30% (n=4) Assistant Professor: 13.31% (n=41) Associate Professor: 16.56% (n=51) Full Professor: 23.70% (n=73) NA: 44.81% (n=138) Other: 0.32% (n=1)
Tenure Status	Not on the tenure-track: 4.22% (n=13) Tenure-track: 14.61% (n=45) Tenured: 36.36% (n=112) NA: 44.81% (n=138)
Minority Serving Institution	Yes: 9.74% (n=30) No: 58.44% (n=180) NA: 31.82% (n=98)

A note on the sample population: the sample is from a survey of the membership of the American Political Science Association. As the descriptive statistics in Appendix A4 indicate, this population is unlikely to be representative of all political science professors. For instance, only 4% are not on the tenure track, whereas recent data show that across all institutional types, around 66% of faculty are not on the tenure track (The Chronicle of Higher Education 2021). This skew in the sample population is likely due to the expense of APSA membership, which is out of reach for many contingent faculty members.

Appendix A3. Codebook for Open-ended Questions

This codebook is for use in coding two open-ended questions about teaching during the COVID-19 pandemic, which were asked on the APSA member survey in 2021.

Question 1: Attitude Change

If you would like, please tell us more about how your attitude to online teaching has changed since the COVID-19 pandemic began (around March 15, 2020):

Note: in coding attitude change, when there is both a positive and a negative item mentioned, code the one that is given more emphasis. If they are given equal weight, code 2.

- Improved: Code: 3
    - I'm now more familiar with online
    - Good for students, students need flexibility
    - Improved my teaching
    - Not the same as in person, but some good things
    - Learned something new

- No change: Code: 2
    - Was good before, is still good
    - Was neutral before, is still neutral
    - Was bad before, is still bad
    - A balanced answer with equally weighted positives and negatives
    - If the comment includes a positive and a negative item of equal weight, code it 2.

- Gotten Worse: Code: 1
    - Learning more about online/teaching online makes me dislike it
    - Bad for students, students are less engaged
    - Teaching is harder, I'm a worse teacher online

Question 2: Long-Term Change

Note: Every long-term change code receives both a substantive code and an affect code.

Please tell us about what you think is the most important way that the COVID-19 pandemic has changed your teaching for the long term (that is, beyond the structural change to online learning in the short term, how will the pandemic affect your teaching going forward)?

Affect Code:
- Negative, Code: 1
- Neutral, Code: 2
- Positive, Code: 3

Substantive Codes:
- LOGISTICS
    - Teaching logistics (more flexible deadlines, shorter lectures)

- o Code: 1 (present), 0 (absent)
- CONTENT
  - o Teaching content (more current events, more about democracy, more about disease)
  - o Code: 1 (present), 0 (absent)
- TECHNICAL SKILL
  - o Learned new things (actual tangible skills you can point to)
  - o General experience teaching online
  - o Exposed to specific software/tools (e.g., Zoom)
  - o Now more willing to use online or hybrid technologies
  - o Code: 1 (present), 0 (absent)
- ENGAGEMENT
  - o Learned to be a better teacher (more amorphous improvements)
  - o Engaged students more
  - o Code: 1 (present) 0 (absent)
- EMPATHY
  - o More understanding of student struggles – and changes in types of assignments or deadlines as a result; Less connection to students or dismissive of experiences.
  - o Code: 1 (present), 0 (absent)
- COMMUNICATION
  - o Anything to do with communicating with students – either shifting to more explicit communication, or struggling to be clear….or betting communication with students via Zoom office hours, etc.
  - o Code: 1 (present), 0 (absent)
- TIME
  - o Slowing down to reflect or spend more time on fewer topics
  - o Difficulty completing tasks because tasks took longer
  - o Wasted time
  - o Expected to be constantly available and present, blurring work/life
  - o Code: 1 (present), 0 (absent)
- OTHER
  - o Something other than teaching (research, job prospects, personal life)
    - ▪ Research
      - Positive: gave research ideas
      - Negative: Harmed research, prevented fieldwork
      - Code: 1
    - ▪ Job
      - Positive: provided material to answer job interview questions
      - Negative: Harmed job prospects
      - Code: 2
    - ▪ Personal Life
      - Positive: closer relationships
      - Negative: ended relationships
      - Code: 3
- QUOTE
  - o Quotable comment that we might want to share. Judgement call on these.

- Quotable, Code: 1
- Nondescript, Code: 2
- MISC (Miscellaneous)
  - Doesn't fit any other category, Code: 1
  - Fell into an existing category, Code 0

Appendix A4. Focus Group Protocol

<p style="text-align:center">Online Teaching in Political Science in the Wake of COVID-19
Focus Group Protocol</p>

Part 1: Welcome
- Thank everyone for making time to attend.
- Informally introduce myself as people arrive
- Introduce participants to each other as they arrive
- Remind everyone that what they say during the focus group will be kept confidential by the researcher and the focus group participants should also keep content and identities confidential

Part 2: What was teaching during COVID-19 like for you?
- The purpose of this research is to understand what the long-term effects of the COVID-19 pandemic might be on political science teaching. To begin with, could each of you just say a few words about what your teaching was like during the pandemic? Did you go fully online? Teach hybrid? Was this your first experience teaching online?
- Beyond the obvious shift to the online format for many of us, what was the biggest impact on your teaching during COVID-19? How did it change the way you taught your classes?

Part 3: What changes will last for the long-term?
- Many of us are transitioning back to more in-person classes now. It may even feel like things are starting to get "back to normal." Are there changes you made to your teaching during COVID-19 that you think you will keep for the long-term?
- What are the biggest lessons you learned about teaching during this challenging time?

Part 4: Conclusion
- Thank you so much for taking the time to share your thoughts and experiences! Is there anything else that anyone wants to add before we wrap up?
- Just a reminder to everyone to keep identities and comments here confidential. I will as well. I will be using your comments without identifying information in research reports and academic articles, but any direct quotes will exclude any information that could link them to you.
- I will email each of you when the final grant report is ready and will also be sharing it through APSA and on Twitter. Please feel free to email me if you have any questions at all.

Appendix A5. Data Details

This research was approved by the Institutional Research Board of the University of Arkansas at Little Rock (Protocol #21-085). Informed consent for survey participants was obtained before the start of the survey by indicating consent to proceed. Informed consent for focus group participants was obtained before the start of the focus group through electronically signed informed consent forms, and confidentiality and consent were verbally reconfirmed at the start of the focus group.

All questions, protocols, and coding are made available in the online appendix. Not all qualitative and quantitative data can be made available because the nature of such data could make respondents identifiable.

References

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