



COVID-19 Pandemic Impact Report

UNIVERSITY OF NEW MEXICO

EXECUTIVE SUMMARY

This report outlines four overarching issues that the COVID-19 pandemic raised or amplified for faculty, based on a survey of full-time faculty on the main campus of the University of New Mexico in Spring 2022. Some of the issues identified existed before the pandemic, which further exacerbated challenges and inequities. The recommendations included herein will both assist individual faculty and improve the campus climate and culture.

LINGERING BARRIERS TO SCHOLARSHIP

The majority of faculty reported that the COVID-19 pandemic negatively affected their scholarship in some respect, an effect that endured in Spring 2022 for many.

Percentage of faculty who agreed that the pandemic *negatively* affected them in Spring 2022 with respect to:

96%	Networking opportunities	79%	Performance / Productivity
90%	Fostering new research collaborations	77%	Manuscript preparation
85%	Time for outlets to review submissions	72%	Grant preparation or submission
80%	Number of manuscripts submitted for review	71%	Securing research funding
51%	Spent less time on scholarship (vs. pre-pandemic)		
66%	Spent less time at conferences/trainings (vs. pre-pandemic)		
74%	Notably disrupted lab set-up (new faculty)	74%	Impeded progress toward tenure & promotion to Associate Professor
75%			75% Impeded progress toward promotion to Professor

↑ URM faculty reported greater impeded progress than non-URM faculty.

Faculty conducting human subjects and field research reported the greatest impediments to their productivity during Spring 2022.

Assistant and Associate Professors reported greater barriers to their productivity and scholarship, compared to Full/Distinguished Professors.

Despite these obstacles, almost 50% of faculty reported that the pandemic had no or little impact on their commitment to their scholarship. Likewise, the majority of faculty indicated that they were satisfied with the type of work that they do.

TIME-CONSUMING AND TAXING CAREGIVING

The COVID-19 pandemic demanded faculty caregiving in countless arenas. Personal caregiving included but was not limited to overseeing a year of school work for school-aged children; caring for young children whose daycare centers repeatedly closed; having adult children move back home due to significant need (e.g., medical, financial) or remote operations at their universities and organizations; caring for family and friends who became ill due to COVID-19 or other medical conditions (for which it became substantially more difficult to receive medical attention and procedures); and providing necessities (e.g., food, clothing) to loved ones who felt unsafe visiting public spaces.

Among faculty with children under the age of 18:

- 78%** Spent more time on parenting responsibilities overall
- 76%** Adopted more parenting responsibilities overall

Men indicated their female partners adopted more caregiving responsibilities than vice versa.

Among all faculty:

- 66%** Spent more time caregiving for family/friends overall → Particularly URM faculty
- 67%** Adopted more caregiving responsibilities for family/friends overall

Pandemic-related caregiving demands continued to tax faculty in Spring 2022. For example, unpredictable school and daycare closings due to COVID-19 disrupted parents' work productivity, both directly (e.g., caring for children during the work week, taking children to PCR test appointments) and indirectly (e.g., worrying about child welfare, seeking alternative childcare). Caring for adult children and older relatives and friends also continued to disrupt work productivity.

Percentage of faculty who *continued* spending more time in these arenas in Spring 2022, compared to pre-pandemic:

- 54%** Adult caregiving (including adult children)
- 52%** Childcare (under age 18)
- 79%** Childcare for child(ren) of daycare age

Faculty with caregiving responsibilities faced some of the fiercest pandemic-related scholarship hurdles, often as a result of restrictions on their time, ability to focus, and ability to network and fully engage in their fields, compared to pre-pandemic. These differences in experience by caregiving are documented in the full report.

"Logistics of children in and out of school due to COVID-19 quarantine and close contact policies. It was extremely difficult to maintain in person classes and consistency with children out of school every week or so this Spring 2022 semester."

"The extra mental load of managing the pandemic and childcare just makes it harder to think."

DETRIMENTS TO PSYCHOLOGICAL, PHYSICAL, AND WORK WELL-BEING

Percentage of faculty who indicated that the pandemic *negatively* affected their work in Spring 2022 with respect to:

- | | | | |
|------------|--|------------|---|
| 84% | Satisfaction with work | 47% | Consider leaving UNM |
| 83% | Motivation at work | 69% | Burnout at work (to at least some degree) |
| 73% | Commitment to one's scholarship/creative work | | |
| 49% | Unable to think deeply about one's scholarship | | |
| 35% | Lack of engagement at work (to at least some degree) | | |

Faculty described masking their struggles and feeling uncertain about the future:

"... to everyone around me, I look like I am successful and managing to balance work and life. I feel, on the other hand, like crying most days and I think about leaving this university more and more often lately."

"I 'cover' well. I did not let anyone down and completed all the duties of my position plus providing emotional and other support to students, staff, and faculty at the expense of my own work and well-being. But it comes at a cost and my own emotional well is just about dry..."

The pandemic psychologically affected faculty during AY 21-22 (% who indicated at least some of the time):

83% Restless sleep
86% Felt distracted
77% Felt depressed
73% Worn out

72% Could not "get going"
67% Fearful
65% Emotionally drained

"I am really struggling with my mental health.... Yet my chair and others keep piling on service and other work...I usually still enjoy working on my research but have so little time for it. I'm so tired at night that I can't catch up on work. I feel like I'm failing as a parent and can't seem to keep my head above water with home stuff either."

"... I am working more hours than ever (50-55 hours per week including work at home on weekends and service work on weekends). My family and my well-being are suffering, and I do not see an end to this..."

Importantly, the pandemic affected faculty physical health in a multitude of ways:

82% Faculty for whom the pandemic affected their physical health at least somewhat

URM faculty reported worse detriments to their physical, mental, and work-related well-being than non-URM faculty.

Assistant and Associate Professors, compared to Full/Distinguished Professors, reported worse work-related well-being.

Although faculty reported numerous impacts on their well-being, a majority (75.1%) reported that their work was a positive challenge.

TEACHING AND SERVICE DEMANDS PERSIST

Faculty reported heightened responsibilities to students – via mentoring and teaching – as well as greater service obligations. Relative to pre-pandemic, faculty reported *increased time* in the following domains in Spring 2022:

41%	Teaching	49%	Mentoring
52%	Service	50%	Meetings

URM faculty and women reported increased time mentoring students, compared to non-URM faculty and men, respectively.

Women reported greater increases in service work than men.

URM faculty and women reported a greater number of and more severe impediments to their scholarship, compared to non-URM faculty and men, respectively.

The pandemic *negatively* affected many faculty (at least somewhat) in the following domains during Spring 2022:

76%	Recruiting graduate students	79%	Mentoring graduate students
55%	Commitment to teaching	82%	Relationships with students

Faculty often described mental health concerns regarding students:

"Covid affected the mental health of my graduate student, greatly affecting our productivity."

"There is so much stress about coming back to work from students. I had to be delicate in meeting their needs and fears. Many were in severe depression and a number had lost a lot of family members or were in trauma. Working to help students feel safe while teaching them using critical care took much more in terms of communication skills than ever before. I found that a lot of my time was used in ways that took away from my research and writing, but helped me build stronger relationships with my students."

The survey responses, including open-ended responses, demonstrated that faculty enjoyed teaching, and they cared deeply about the academic progress and well-being of UNM students.

SNAPSHOT OF RECOMMENDATIONS

This report contains multiple recommendations for each of the four core issues. Recommendations are often applicable to multiple issues, so we provide an appendix that cross-lists recommendations between the key issues. This list of recommendations is a snapshot that briefly summarizes the recommendations. More information can be found in the specific sections below.

Recommendations are based on scholarly publications related to the pandemic, successful initiatives at other institutions, the ADVANCE leadership team expertise, and importantly, feedback from faculty who completed the survey. Faculty provided thoughtful ideas for support and recovery, and their voices are reflected throughout the report. Given the

disparate experiences of faculty during the pandemic, the recommendations in this report reflect a range of responses to support different faculty needs.

Some suggestions require collaboration between Academic Affairs, Faculty Senate, and UA-UNM. Successful implementation will require efforts across leadership roles. It is important to acknowledge that leaders, staff, and students also experienced many of the issues in this report, so they too can benefit from these recommendations.

1. UNM leaders should continue designing resources to support productivity in scholarship and creative works for faculty slowed by the pandemic. Faculty with heightened caretaking and health concerns related to COVID-19 between Spring 2020 – Spring 2022 reported significant delays in progress towards tenure and/or promotion.
2. Enhance training for mentors on best practices for mentoring students and colleagues, and reward the work of conscientious mentors. Supporting faculty, at all career stages, in developing “constellations” of formal and informal mentors, including colleagues from other institutions, will contribute to retention and success.
3. UNM leaders should continue communicating and adapting faculty performance expectations and evaluation processes to account for the cumulative impact of COVID-19 on faculty performance. This requires awareness of COVID-19 impacts and flexibility on the part of milestone evaluation committees at all levels.
4. UNM leaders should provide options for Assistant Professors to adjust their tenure clocks for promotion, including communicating options for individuals to request tenure clock adjustments and providing an opt-in tenure extension for faculty who started after August 2020.
5. UNM leaders should continue improving the implementation and enforcement of COVID-19 policies and practices throughout each college/school (for example: individuals should stay home when they are ill; the external letter template acknowledging the pandemic should be used for promotion and tenure cases; Student Evaluations of Teaching are not required for Spring 2020, Fall 2020, Spring 2021).
6. UNM leaders should track changes in state and federal policies that might impact childcare costs and explore additional childcare options and partnerships for faculty, staff, and students.
7. UNM stakeholders should promote work-work balance, meaning that time for scholarship and creative work is prioritized during the work week. UNM leaders should support and provide training about time management (such as: teach best practices for productive meetings, accommodate barriers to meeting attendance, prioritize time for brainstorming and writing).
8. Strategically design opportunities for informal interaction that can promote faculty interactions in different settings (departments, colleges/schools, centers, by research interest, etc.) to foster productivity, improve organizational culture, and increase job satisfaction among faculty.
9. UNM leaders should make visible and evaluate programs and practices that promote faculty well-being and work-life balance. Consider creating additional programs based on assessment of current resources.
10. UNM leaders should strategically provide additional teaching support (for example: graders, GAs, peer learning facilitators) based on needs and disparities between faculty.

11. UNM leaders should continue heightening faculty and staff awareness of the increasing resources available to assist with student academic needs and student well-being. Independent of Title IX issues, resources to support students include (and are not limited to) Student Health and Counseling (SHAC), Accessibility Resource Center (ARC), Dean of Students, Lobo Respect, Women's Resource Center, Graduate Resource Center, ethnic studies centers and advising centers. Creating a website that guides faculty in how to best direct students based on their academic and personal needs will assist faculty who are unsure how to best support their students.
12. The UNM community should be given information to develop an understanding of long COVID symptoms, following the medical information as it becomes available. Resources and support pertinent to long-COVID symptoms should be communicated to, and shared by, the campus community.
13. UNM leaders should work with the ADA Coordinator to identify ways to help faculty and staff navigate the application process for ADA accommodations (see the Additional Issue: Addressing Long COVID Symptoms at the end of the body of the report).

"Please continue to listen and support. Each person's journey is unique."

"Strongly suggest to department chairs and deans to allow for flexibility and recognition of the continuing disproportionate impacts this has had on people of color. Focus on campus wellness, allow for Zoom free days, meeting free days and set up better communication channels like using email vs meeting. Strongly encourage retention efforts so faculty who are here because we want to be here are valued, and it's not just assumed we can't get jobs elsewhere so that's why we stay."

"Without administrators' thoughtful flexibility and options for individualized coping, faculty cannot excel in their scholarship or teaching during a pandemic or its aftermath."

"Even faculty who have advanced and been 'successful' by the metrics we use need support, time to recover and recalibrate. What is the mechanism for supporting them so they don't burn out, "unexpectedly," in the future as a long-term result of COVID-19?"

"I am deeply concerned for all of my colleagues, especially women, BIPOC, moms, etc., who started during the pandemic, yet still are only being offered the one-year clock extension. It should be the university's policy to forget the extensions and focus more on reducing P&T expectations for this cohort of tenure track faculty who are now spending 2+ years in pandemic modes. Nothing is like it used to be and we must reduce our expectations (not necessarily extend their clocks) to avoid issues of delayed earnings, career advancements, and leaky pipelines, etc. This is going to be true for a number of years and those serving on P&T and search committees must be reminded of this for years to come."

UNM Main Campus COVID-19 Pandemic Impact Report

This report provides information about the impact of the COVID-19 pandemic on full-time faculty at the University of New Mexico's Main Campus based on an online survey during Spring 2022.

ABOUT THE SURVEY

The ADVANCE at UNM Social Science Research Team administered an online survey about the impact of COVID-19 to full-time faculty on UNM's Main Campus. The survey contained validated measures, wherever possible, as well as open-ended questions that allowed faculty to describe their experiences and ideas for improvement in more detail. The survey opened on April 30, 2022 and was available through May 18, 2022.

N = 343 faculty responded. Approximately 56% of respondents identified as women; 22% identified as underrepresented minority (URM) faculty; 42% held faculty positions in STEM fields (including the social sciences); 23% were Assistant Professors, 28.4% were Associate Professors, 30.7% were Professors (including Distinguished Professors), 12% held a Lecturer title, and 5.9% held other full-time positions.

Slightly over 46% of respondents had children under age 18, and 8.2% had adult children. Items pertaining to work-life balance contained an inclusive definition, stating that "Family can be defined in many ways, including your close friends and chosen family."

Following multiple assessments of the quantitative and open-ended survey data, the ADVANCE at UNM Social Science Research Team identified four key issues that faculty experienced due to the COVID-19 pandemic. Each of the four issues, as well as a supplemental section on long-COVID symptoms, is described below.

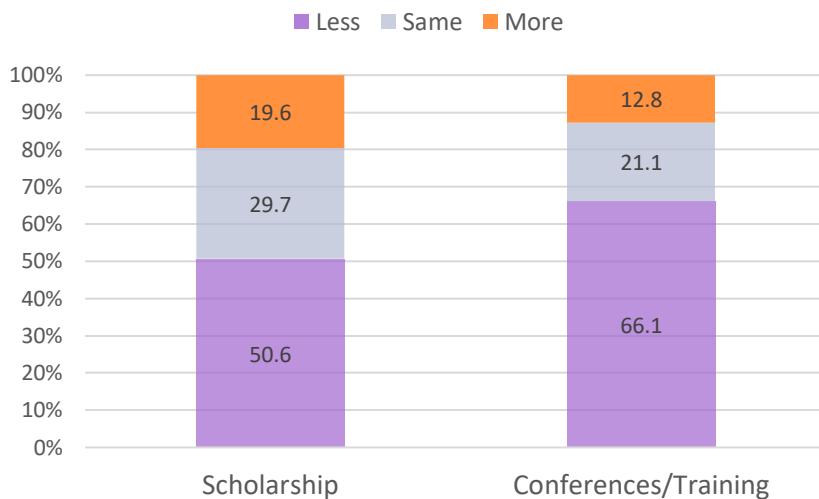
The ADVANCE at UNM Social Science Research Team (Lisa Marchiondo, Shannon Sanchez-Youngman, Teagan Mullins, and Naila Decruz-Dixon) prepared the survey and this report, with contributions from Melanie Moses and Julia Fulghum. This report is for internal purposes only.

ISSUE 1: LINGERING BARRIERS TO SCHOLARSHIP

The COVID-19 pandemic reduced the amount of time faculty could devote to their scholarship and creative work, as well as to attending conferences and training. The pandemic continued posing detrimental effects to most faculty's opportunities to produce high quality scholarship. This disruption in time available and opportunities for scholarly reflection have far-reaching effects on faculty research potential for years to come.

Figure 1: Time Spent on Scholarship

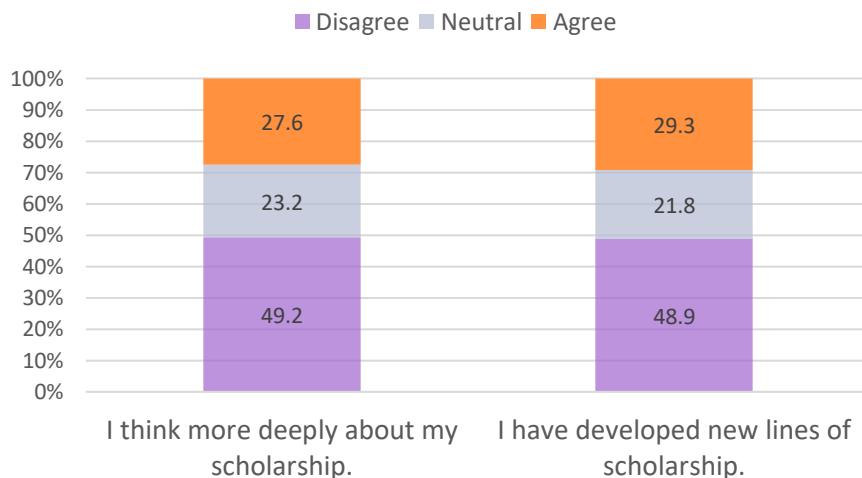
Compared to semesters prior to the COVID-19 pandemic, how much time did you spend in the following domains in Spring 2022?



URM faculty and women tended to report the greatest negative pandemic impact on their scholarship across assessments, compared to non-URM faculty and men, respectively.

Figure 2: Opportunities for Scholarship Advancement

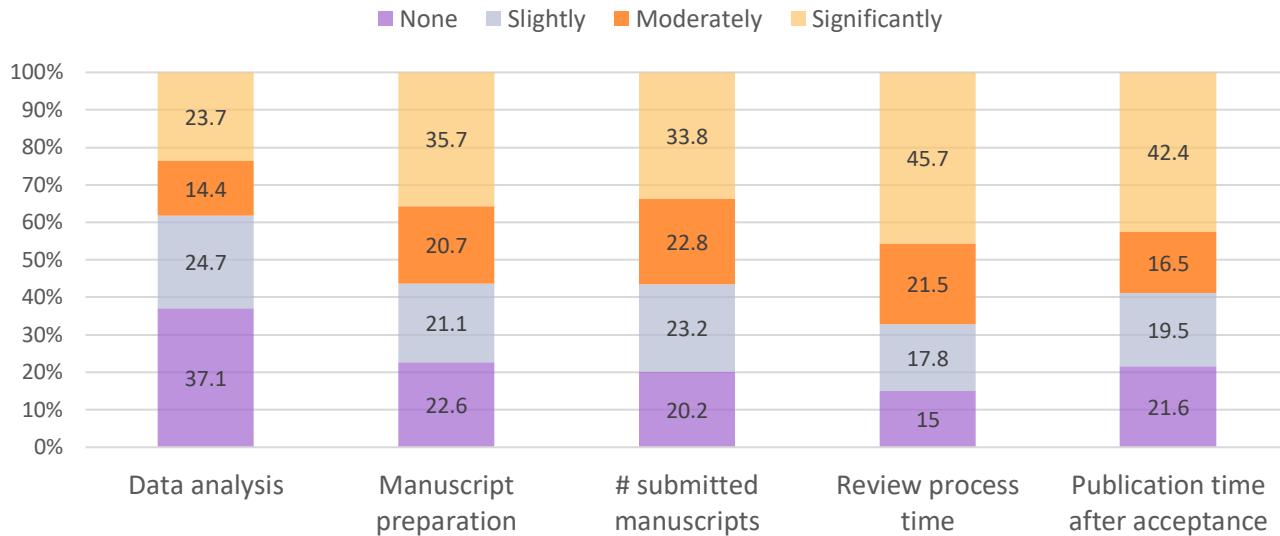
Compared to semesters prior to the COVID-19 pandemic, rate the extent to which you (dis)agree with each statement for this semester (Spring 2022).



Specifically, 24% to 46% of faculty reported significant pandemic effects on various stages of their research, from data analysis through to publication (Figure 3). The pandemic particularly extended the peer-review process time and publication time after acceptance.

Figure 3: Domains of Scholarship

To what extent did the COVID- 19 pandemic negatively affect the following domains for you during Spring 2022?



Qualitative analyses echo these findings. Faculty frequently discussed that their inability to publish in a timely manner stemmed from longer review times and ongoing publication delays, which prolonged their timelines for promotion.

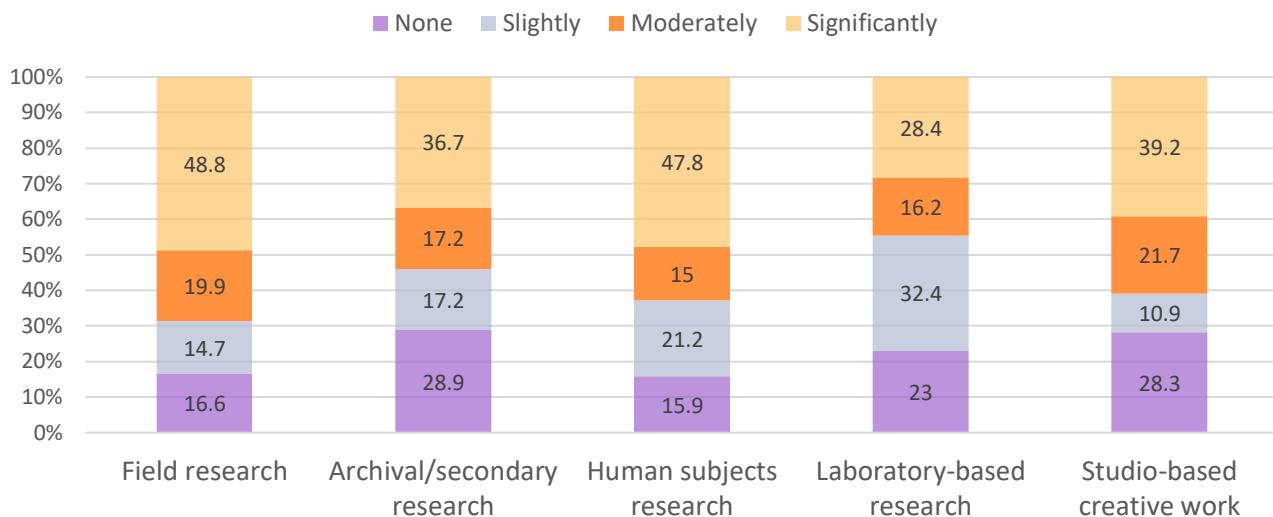
"An article I submitted in 2020 was accepted in 2022 and will not be published until late 2023. I have work that has been under contract for years, and there is no publication date in sight yet. This makes it impossible for me to put together a good dossier for promotion."

These findings suggest that despite efforts to produce research, significant structural delays impeded progress in Spring 2022. Bottlenecks are likely to persist as peer-reviewed journals continue struggling to provide timely reviews.

The pandemic most significantly affected the research of faculty conducting field research (49%) and human subjects research (48%), compared to 37% of those conducting archival/secondary research, 28% of those conducting laboratory research, and 39% of those conducting studio based creative work (Figure 4). Qualitatively, faculty described challenges recruiting participants both on campus and in the broader community, whereas others described supply chain issues that created delays procuring necessary lab resources.

Figure 4: Pandemic Impact Per Research Domain

To what extent did the COVID- 19 pandemic negatively affect the following domains for you during Spring 2022? (Faculty skipped irrelevant items.)



Grant funding, as well as lab set-up for new faculty, were notable concerns.

Figure 5: Pandemic Impact – Funding and Set-up

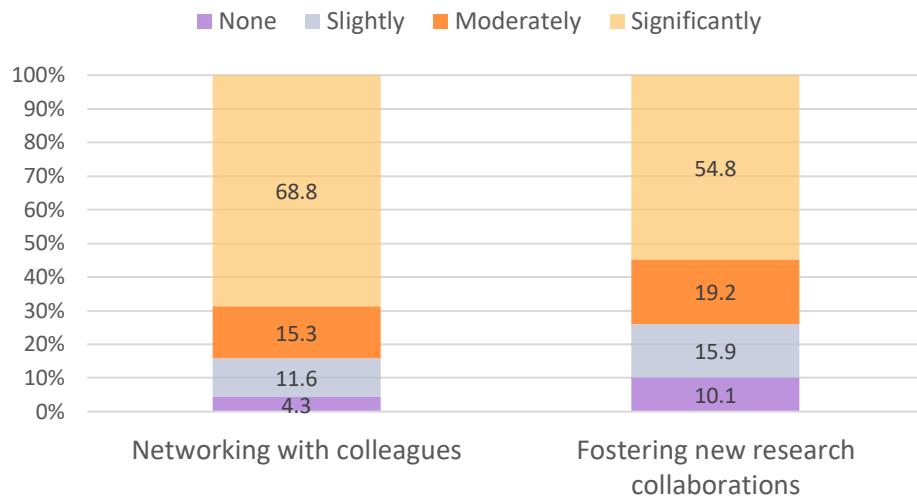
To what extent did the COVID- 19 pandemic negatively affect the following domains for you during Spring 2022?



Networking and collaborations were heavily affected. Faculty explained that funding issues were compounded by the post-pandemic inflation, noting that costs of travel and materials had significantly increased relative to budgets. Some respondents highlighted the importance of attending conferences in terms of networking and professional development, particularly for tenure-track faculty trying to establish themselves in their fields. Yet, most conferences were cancelled or re-designed as remote sessions in 2020-21, thereby preventing (or heavily curtailing) professional networking.

Figure 6: Pandemic Impact – Career Networking

To what extent did the COVID- 19 pandemic negatively affect the following domains for you during Spring 2022?



Faculty reported a negative impact of the pandemic on their work satisfaction, motivation, progress toward tenure and promotion, and promotion to professor. These findings parallel national studies showing that employees are leaving academia—and many other jobs—because of burnout, job dissatisfaction, and difficulties juggling work-life balance.

Figure 7: Pandemic Impact – Work Attitudes

Overall, to what extent has the COVID-19 pandemic *negatively* affected your Spring 2022 semester with regard to:

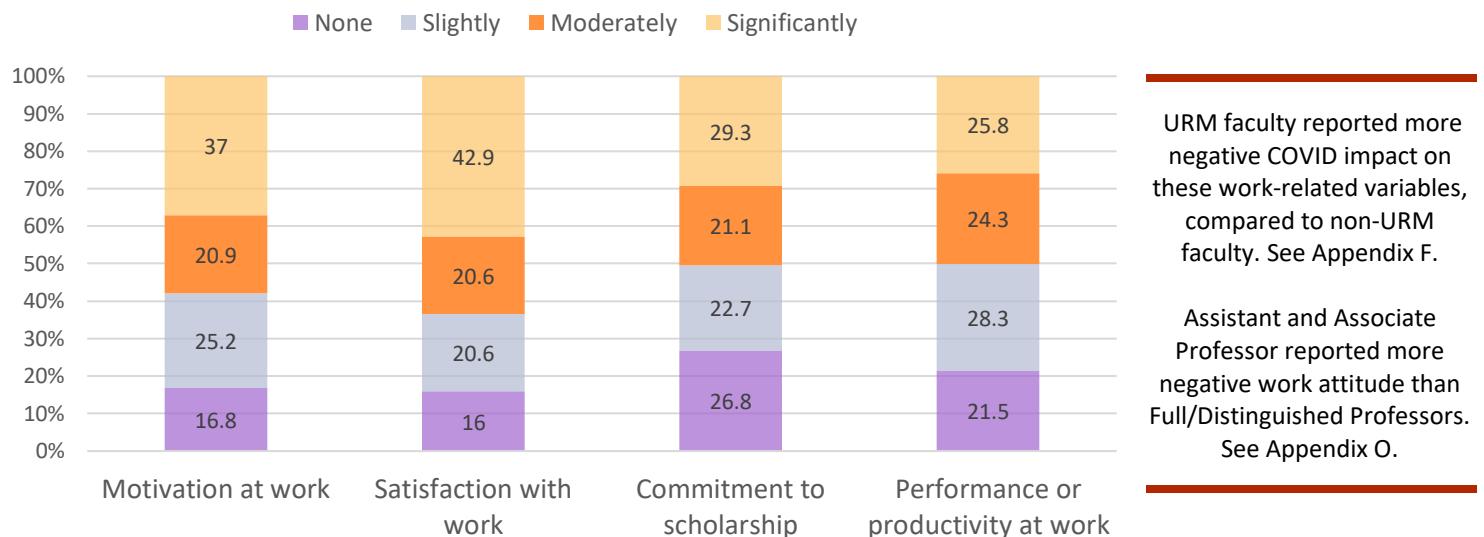
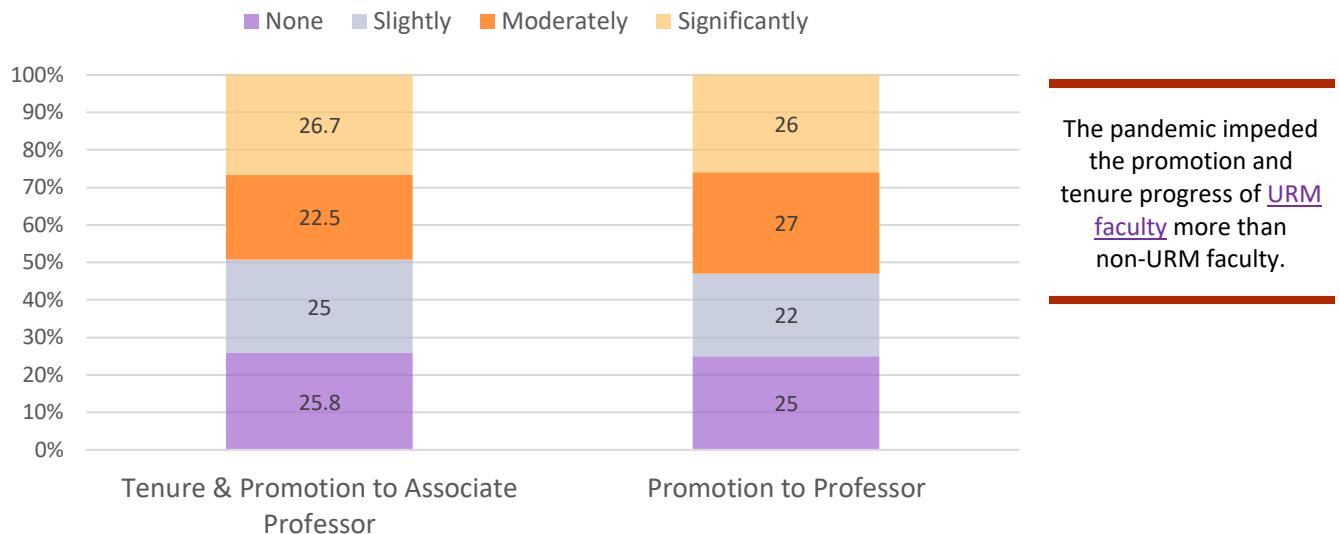


Figure 8: Pandemic Impact – Promotions

To what extent has the COVID-19 pandemic impeded your progress toward... (Respondents only answered items that applied to them.)



Taken together, these results demonstrate that faculty experienced a prolonged impact of the pandemic on their research production, quality of scholarship, and funding, with important differences based on race/ethnicity, title/rank, and research domain.

The implications of these findings are straightforward: Research productivity determines promotion and tenure dossiers, so the impact of COVID-19 on this pipeline should be universally considered for faculty. Moreover, solutions should target faculty most affected by the pandemic to reduce potential inequities, including for new faculty hires.

RECOMMENDATIONS

Recommendation 1: UNM leaders should continue designing resources to support productivity in scholarship and creative works for faculty slowed by the pandemic. Faculty with heightened caretaking and health concerns related to COVID-19 between Spring 2020 – Spring 2022 reported significant delays in progress towards tenure and/or promotion.

1. Collaborate with deans and department chairs to provide teaching releases for faculty (including Associate Professors) who experienced notable barriers to productivity between Spring 2020 and Spring 2022. Potential targets of this intervention include faculty demonstrating substantial health conditions and caretaking responsibilities during this time and other groups with systematic barriers to their productivity (e.g., inability to conduct field-based or human subjects research).
 - a. The Office of the Vice President for Research (OVPR) WeR1 Faculty Scholarship Time (FaST) program could be continued indefinitely, perhaps with funding support from both the OVPR and Academic Affairs.

- b. Develop similar and transparent accommodation policies (e.g., teaching releases, associated funding mechanisms to hire replacement instructors) across colleges/schools, regardless of their differential financial statuses, to ensure equity in faculty access to relief resources.
 - c. Establish parity for the cost of teaching releases between colleges/schools on main campus to ensure equal access to this benefit among faculty.
 - d. Ensure deans and department chairs are not actively or implicitly discouraging faculty from applying for relief resources.
2. Increase awareness via direct outreach and regular notices that Assistant Professors are entitled to a semester of research leave for scholarship.
- a. The UA-UNM Collective Bargaining Agreement (CBA) for Unit 1 includes Research Leave for tenure-track faculty, which entails teaching easement (a minimum of two courses) prior to tenure review to strengthen faculty members' research/scholarly/creative works portfolio ([Article 10](#)).
 - b. Provide central resources for coverage of research leave for Assistant Professors (e.g., central support for teaching replacement costs for this purpose) to alleviate real or perceived burden on departments.
3. Provide one semester of research leave (a minimum of two course teaching releases) for Associate Professors to support progress on a promotion path to Professor.
4. Continue or increase support for the [Provost's Professional Conference Support Program](#). Prioritize funding for faculty most impacted by COVID-19 to support their regeneration of scholarly networks and collaborations.

Recommendation 2: Enhance training for mentors on best practices for mentoring students and colleagues, and reward the work of conscientious mentors. Supporting faculty, at all career stages, in developing “constellations” of formal and informal mentors, including colleagues from other institutions, will contribute to retention and success.

- 1. Train faculty in best practices for supporting more junior faculty and student mentees.
- 2. Provide resources to assist faculty with mentoring their own trainees, which will also assist faculty in managing student issues and supporting struggling students.
- 3. Create peer mentoring programs to support faculty who have experienced notable barriers to their productivity. These programs can include peer mentoring circles led by a trained faculty member, mentors from outside the home department, and programs like the [OVPR's FRESSH](#).
- 4. Increase opportunities for informal interactions among faculty or between faculty and students. These interactions will increase opportunities for informal mentoring, contribute to improved on-campus work environments, and assist new faculty and students in developing a sense of belonging.
- 5. Assist faculty with identifying potential mentors at other institutions, including supporting travel to professional meetings.

Recommendation 3: UNM leaders should continue communicating and adapting faculty performance expectations and evaluation processes to account for the cumulative impact of COVID-19 on faculty performance. This requires awareness of COVID-19 impacts and flexibility on the part of milestone evaluation committees at all levels.

1. UNM leadership should instruct deans, department chairs, and review committees not to heighten research and teaching expectations for annual reviews, mid-probationary, tenure, or promotion cases during the pandemic or in the near future. Meeting existing performance expectations became significantly more difficult during the pandemic. Heightening those performance expectations during the pandemic and the gradual recovery period is antithetical to psychologically supporting faculty and ensuring their total well-being (e.g., work-life balance, physical health, mental health, and occupational well-being, such as engagement and turnover intentions).
2. The Provost and members of the Provost's leadership team should issue a written statement supporting modification to the milestone evaluation process in acknowledgement of the pandemic impact. This step should be followed by meeting with the faculty and leadership of each school/college to discuss this expectation.
 - a. UNM leadership should recommend that deans and department chairs continue supporting faculty who choose to document COVID-related barriers to their scholarship (e.g., freezes on human subjects research or travel-related research, delays in manuscript reviews) during evaluative processes. Doing so allows faculty to formally document differential hindrances to their productivity that have been beyond their control, thereby accounting for highly individualized COVID-related experiences.
 - b. UNM leadership should support modified evaluations of scholarly and creative productivity. Modified evaluation processes could include detailed timelines that document how and when deliverables will be completed. Using these criteria, department chairs, deans, and review committees can evaluate likely contributions to the field and likelihood of successfully completing the work during the proposed timeline. In this way, scholarship can be assessed while it is in progress, rather than only once it is complete.
 - c. UNM leadership should provide a summary of COVID-related policies and practices to both faculty preparing milestone dossiers and faculty evaluating milestone dossiers, in advance of dossier preparation or evaluation, to increase the consistency and implementation of these policies and practices.
 - d. UNM leadership should regularly remind deans, chairs, and faculty that teaching evaluations completed during Spring 2020, Fall 2020, and Spring 2021 are not required in evaluative materials but may be included in review dossiers at the candidate's discretion.
 - e. UNM leadership should provide ongoing reminders that COVID impact needs to be meaningfully considered in annual reviews and reappointment, tenure, and promotion cases.
3. UNM leadership should collaborate with department chairs to remove or provide highly modified expectations for service-related duties for faculty most impacted by the pandemic, including modifying department workload policies, if necessary.

Recommendation 4: UNM leaders should provide options for Assistant Professors to adjust their tenure clocks for promotion, including communicating options for individuals to request tenure clock adjustments and providing an opt-in tenure extension for faculty who started after August 2020.

1. Instead of providing a "one size fits all" solution to address COVID-related challenges to faculty research productivity, UNM leadership should instruct deans and department chairs to offer a menu of options from which Assistant Professors can choose. Potential options include:
 - a. Provide the option of one-year extensions to faculty who started after August 2020. This survey shows that many barriers to productivity remained during Spring 2022.
 - b. Allow faculty to proceed on their original tenure plan.
 - c. Allow faculty to propose a tenure clock plan specific to their individual experience, which their department chair, dean, and Office of the Provost would review and consider for approval.

2. Survey responses indicate that some faculty were not aware that the tenure extension is opt-out rather than opt-in. The UNM leadership should continue reminding deans and chairs of this policy, instructing them to annually communicate the policy to faculty in their units.

Recommendation 5: UNM leaders should continue improving the implementation and enforcement of COVID-19 policies and practices throughout each college/school (for example: individuals should stay home when they are ill; the external letter template acknowledging the pandemic should be used for promotion & tenure and promotion cases; Student Evaluations of Teaching are not required for Spring 2020, Fall 2020, Spring 2021)

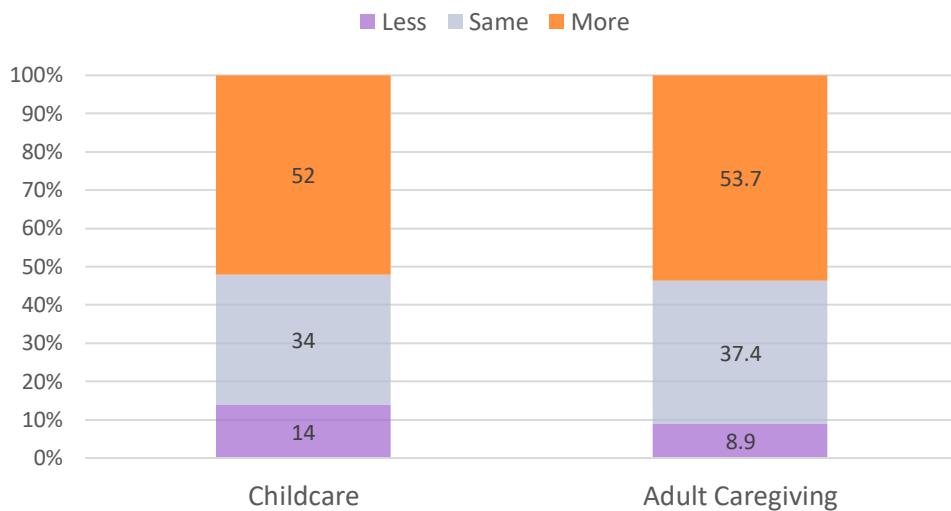
1. Performance reviews of deans and department chairs/directors should include evaluations of how well they supported their unit members during the pandemic (for example: an impact statement detailing one's leadership practices to support faculty, students, and staff in relation to the pandemic; including pandemic-related questions in the annual survey from the University Secretary used to evaluate deans). Doing so incentivizes and rewards administrators for their pandemic-related innovations and leadership success.
 - a. Performance reviews should include the degree to which administrators communicated and implemented the Provost's guidelines.
 - b. Performance reviews should document unit-specific solutions that administrators customized to support their faculty.
 - c. Administrators should be evaluated on the extent to which they discuss the pandemic impact – and related resources – during school/college and department/program meetings. Doing so conveys leaders' understanding and support for faculty during this unprecedented time – steps that ultimately affect employee job attitudes and well-being at work.
2. Include recurring discussions of the detrimental and long-lasting impact of the pandemic, as well as modified expectations and resources, in the Deans' Council and Chairs' Colloquium. Continue to solicit ideas for creative solutions through these venues to ensure that best practices are shared across units.

ISSUE 2: TIME-CONSUMING & TAXING CAREGIVING

The pandemic broadened the scope and nature of most faculty members' caretaking obligations, placing substantial demands on their time and energy. Caretaking demands persisted in Spring 2022 and were one of the most common issues about which faculty wrote.

Figure 9: Time Spent Caregiving

Compared to semesters prior to the COVID-19 pandemic, how much time did you spend in the following domains in Spring 2022? ("Not applicable" was provided as an option.)



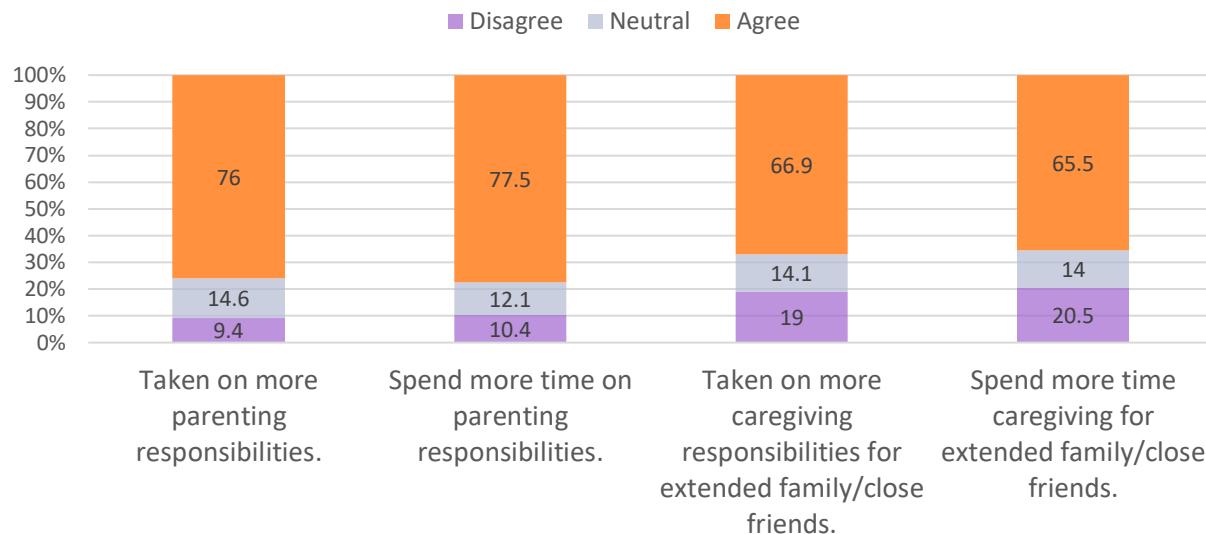
Assistant and Associate Professors had greater increases in childcare duties than Full/Distinguished Professors. See Appendix K.

On average, men reported that their female partners took on more childcare responsibilities than they did.

URM faculty experienced greater increases to adult caregiving (e.g., adult children, extended family, close friends/neighbors) than non-URM faculty. See Appendix B.

Figure 10: Change in Caregiving Since the Pandemic Start

To what extent has your caregiving changed since the onset of the COVID-19 pandemic?

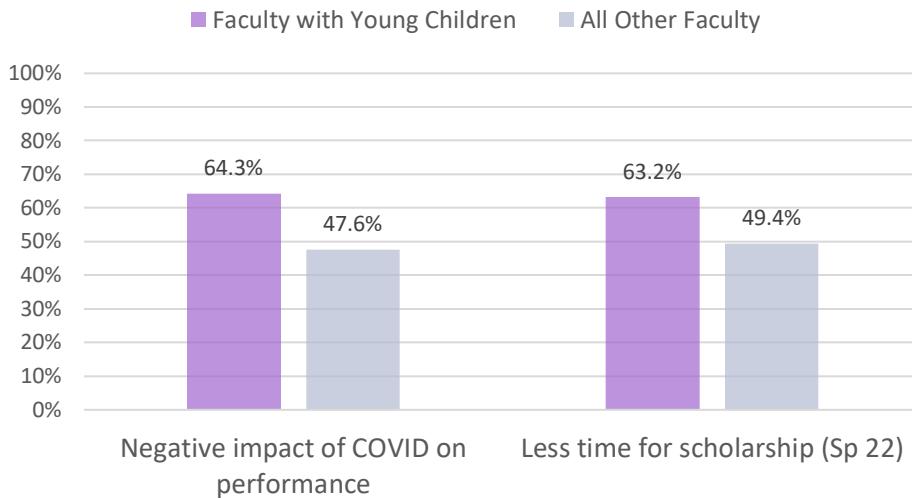


Faculty commonly described encountering childcare and parenting responsibilities arising from school and daycare closures (e.g., overseeing their child's online school, providing meal structure, designing fun activities). Many faculty noted the difficulty of managing these additional responsibilities while navigating the transition to remote work during the first year of the pandemic. Other faculty described assuming caregiving responsibilities during the pandemic due to their children's disabilities or underlying health issues or declines in their partners' mental health.

"My partner's [mental health diagnoses] got extremely severe so I was taking care of our child and trying to manage a house that would keep my partner mentally healthy -- a full-time job in addition to my career. It postponed my promotion by at least a year."

Marked differences existed between faculty with and those without pre-school children (typically under age 5). For example, 79% of faculty with young children continued spending more time on childcare during Spring 2022, compared to pre-pandemic, demonstrating that childcare demands persisted in 2022.

Figure 11: Impact of COVID-19 on Faculty with Young Children



Women of color were most likely to hold tenure-track (vs. tenured) positions and to have young children, relative to faculty with other interactions of gender & URM status.

"People without caregiving responsibilities during the peak of COVID closures have already forgotten about how hard a time it was for caregivers (particularly families with young kids). I think there need to be more frequent reminders to those in leadership roles (and to external letter writers, etc.) that not everyone was having more free time (and say, learning how to bake sourdough bread) during COVID. A lot of us were juggling home schooling, childcare, a sudden transition to online teaching... The effects of the productivity loss will be longer lasting than some people may realize. I was completely in firefighting mode, only attending to the most urgent tasks. My research pipeline suffered as a result of that. I know that this is true for a lot of faculty, particularly women with young kids."

Faculty with young children expressed frustration with requirements to return to in-person operations, noting that the lack of flexible teaching and work modalities created additional childcare challenges. Daycares often closed with short-notice and remained closed for up to 10-day periods due to COVID-19 cases. Many daycares would alert faculty that they had 30 minutes to pick up their children, if their own children or even other children in a class experienced certain symptoms. Travel became exponentially challenging for faculty with young children, as many daycares required two to three proctored COVID tests for each family member before children could return to daycare.

81% of faculty with young children were concerned about returning to in-person operations during AY 2021-22 due to the risk of transmitting COVID-19 to their children under five years who could not receive the COVID-19 vaccine at the time. This dilemma heightened stress for this group of faculty. It is worth noting that infants six months and younger still cannot receive the COVID-19 vaccine as of the publication of this report, continuing this dilemma for faculty with infants.

Faculty with school-age children described difficulties maintaining in-person classes with the logistics of last-minute childcare changes due to COVID-19 disruptions at schools. Most schools in Albuquerque were solely online during AY 2020-21, requiring a parent to oversee student learning all day. Even once in-person operations returned at many schools during AY 2021-22, parents were often notified that their children had to remain home for numerous days following close encounters with children who tested positive for COVID-19. Faculty expressed dismay at the lack of remote teaching and work options, which they interpreted as lack of support for families, particularly mothers. Faculty whose children had particular illnesses (e.g., immunodeficiencies) and disabilities strongly echoed this sentiment.

Adult caregiving was another common demand on faculty time and energy. In particular, eldercare – including extended family and community members – was a primary source of care that taxed faculty during the pandemic. Many faculty also cared for their adult children who returned home during the pandemic. Providing adult caregiving during the pandemic is admirable, and its effects on these faculty need to be recognized. Figure 9 demonstrates that adult caregiving demands during Spring 2022 matched and even slightly exceeded childcare demands.

"COVID conditions absolutely made familiar responsibilities—child and eldercare—extremely challenging. It is elder care that was completely overlooked and the responsibilities associated with this type of care. This tends to be hidden from view, as opposed to childcare, and this type of care fell disproportionately on women, given the societal and generational expectations. Also, faculty were poor at recognizing these burdens on our staff, who tend to have more family in town."

RECOMMENDATIONS

Recommendation 6: UNM leaders should track changes in state and federal policies that might impact childcare costs and explore additional childcare options and partnerships for faculty, staff, and students.

1. As of May 2022, New Mexico families earning up to 400% of the federal poverty level became [eligible to receive free childcare](#) through the state's Childcare Assistance Program (with the policy in effect through June 2023). The UNM flexible spending account (FSA) maximum for dependent care is dependent on federally-regulated equitable enrollment in the FSA between lower- and higher-income employees though, and the amount of dependent care expenses eligible for tax deductions declines when proportionally fewer lower-income employees enroll. Faculty requested that HR and Academic Affairs monitor the effect of the new state policy on UNM's dependent care FSA deduction.
2. Childcare options have decreased as a result of the pandemic. UNM should consider partnering with local childcare, residential care, and assisted living facilities to provide faculty with discounts and faster access. New faculty often face challenges enrolling their children in daycare due to long waitlists, which makes it difficult for them to successfully begin their careers at UNM and negatively impacts their scholarship time.

Recommendation 7: UNM stakeholders should promote work-work balance, meaning that time for scholarship and creative work is prioritized during the work week. UNM leaders should support and provide training about time management (such as: teach best practices for productive meetings, accommodate barriers to meeting attendance, prioritize time for brainstorming and writing). Develop a culture in which time is viewed as a valuable resource. (This recommendation is continued in the next section.)

1. UNM leadership should continue encouraging in-person meeting and event attendance while supporting flexible practices that allow for remote attendance when necessary. It is important to acknowledge unpredictable life events, including when faculty are unable to be on campus due to COVID-19 (e.g., daycare/school closures, possible COVID-19 exposure for faculty or their family members, adult caregiving demands) and other health concerns (e.g., immunocompromised faculty or family, children too young to be vaccinated, other illnesses).
 - a. Sample language for meeting invitations could include: "We look forward to seeing all faculty in-person at this meeting and have reserved room XX. If you find yourself indisposed due to illness, possible COVID-

19 exposure, or COVID-19-related caregiving demands, please contact [meeting organizer] to make arrangements for remote attendance if possible. We send you well wishes and hope to see you at our next event. Please reach out to [contact] for resources related to the pandemic."

2. Faculty, including academic leaders, should be taught best practices for conducting meetings that are goal-oriented, efficient, and necessary. *The Surprising Science of Meetings* by Steven G. Rogelberg is one recommended resource. How workers feel about the effectiveness of meetings correlates with their job satisfaction, even after controlling for a host of personality traits and organizational factors such as pay.
 - a. Evidence indicates that shorter meetings with clear agendas and action items not only increase productivity but reduce burnout by providing clear expectations and boundaries for employees balancing personal stress and demanding job expectations.
 - b. Workshops can be provided that heighten skills in effective meeting practices, including carefully considering the limited time of Assistant Professors and faculty with caregiving responsibilities.
3. Supportive leadership, including deans and department chairs, is essential for positive faculty experiences while balancing work and caregiving. ADVANCE at UNM produced a report documenting the importance of leadership support with regard to parental leave ([see the report here](#)). These leadership behaviors extend to other forms of caregiving.
 - a. The Office of the Provost can evaluate effective leadership in this domain during administrators' performance reviews to incentivize leadership behaviors that best support faculty recovery.

ISSUE 3: DETERIMENTS TO PSYCHOLOGICAL, PHYSICAL, AND WORK WELL-BEING

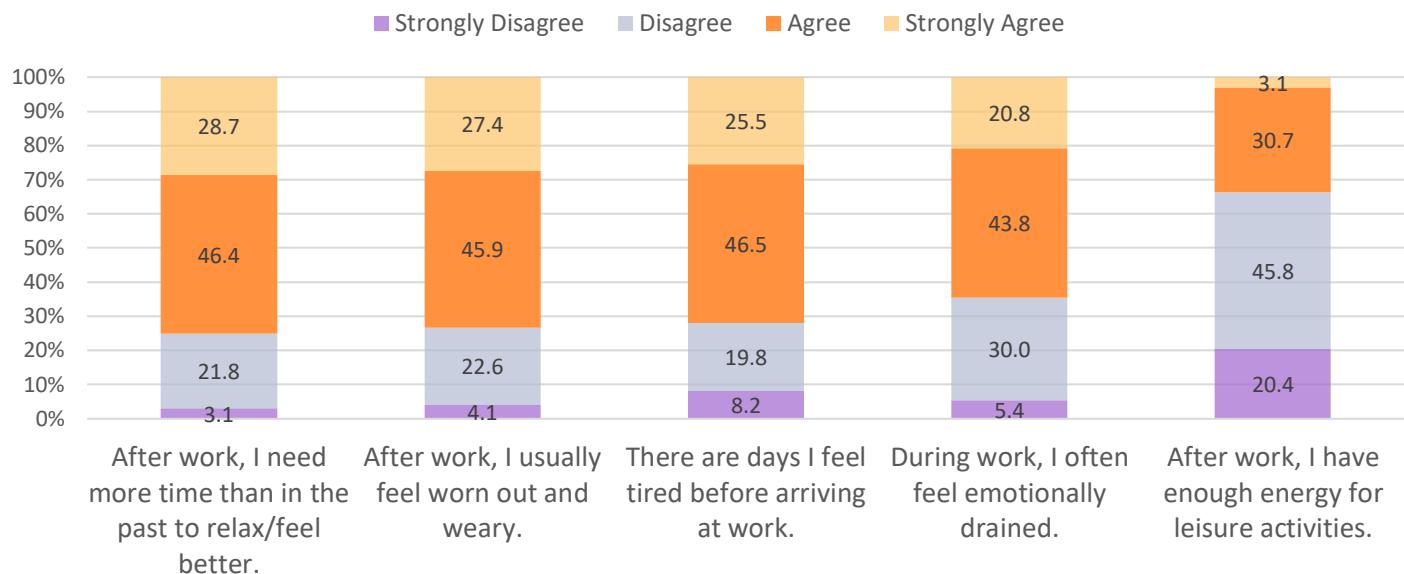
A majority of faculty were suffering in terms of mental health, physical health, and/or work well-being due to the pandemic.

"I constantly question the amount of time that I need to spend to get tenure at the expense of my physical, mental, and emotional well-being. I used to have many passions/hobbies outside of academia, now I have none."

Burnout is chronic workplace stress that includes symptoms such as feelings of exhaustion and being overwhelmed, increased distance from work (low engagement), and feelings of cynicism related to one's job.

Figure 12: Symptoms of Work-related Burnout

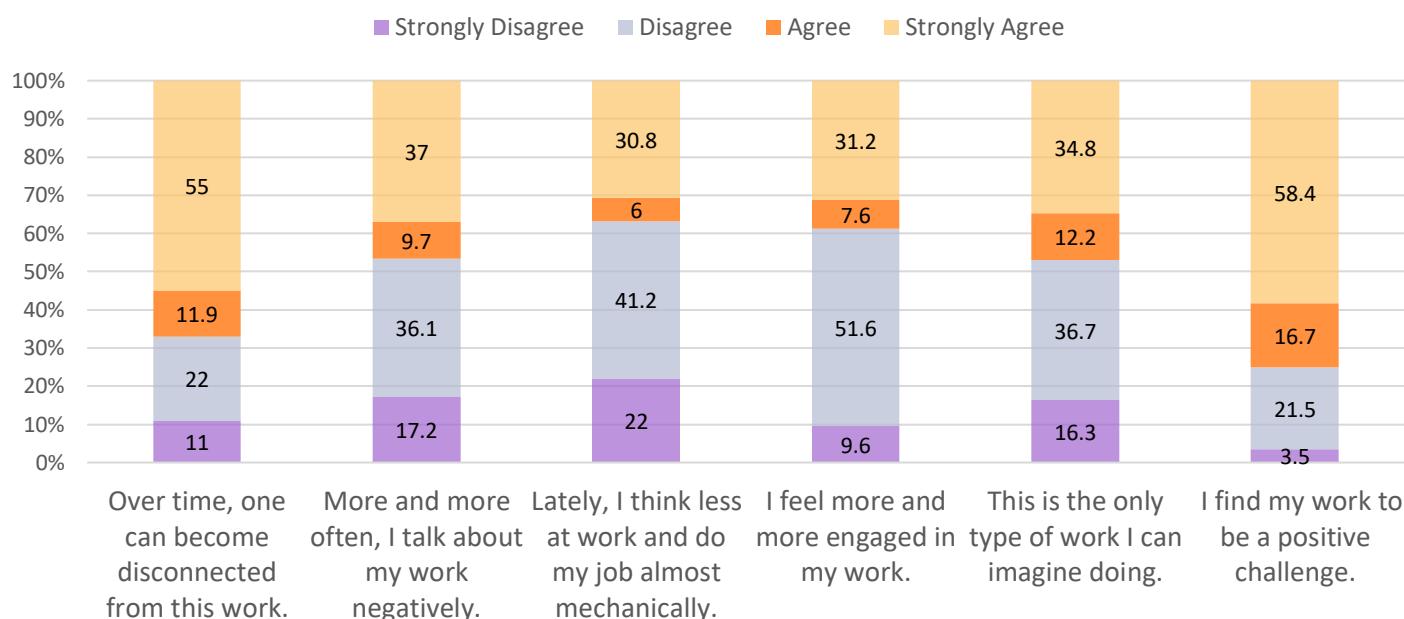
Please rate the extent to which you (dis)agree with each statement.



It is important to track faculty burnout, because it predicts lower mental health, productivity, and job commitment. Similarly, work-related engagement positively relates to these outcomes.

Figure 13: Indicators of Work-related Engagement

Please rate the extent to which you (dis)agree with each statement.



Faculty who reported work-related burnout and lack of engagement often felt “derailed and demoralized,” describing how their additional workload had negatively affected their work-life balance and emotional well-being.

Nevertheless, a majority of faculty (75.1%) reported that their work tasks continued to be a positive challenge, suggesting that support for faculty scholarship and teaching can positively contribute to faculty morale and well-being. If most faculty enjoy the type of work they do, leaders can focus on crafting positive organizational cultures in which this work is performed in order to support faculty well-being overall.

Burnout and disengagement were worse for URM versus non-URM faculty, as well as for Assistant and Associate Professors versus Full/Distinguished Professors. See Appendices J and P.

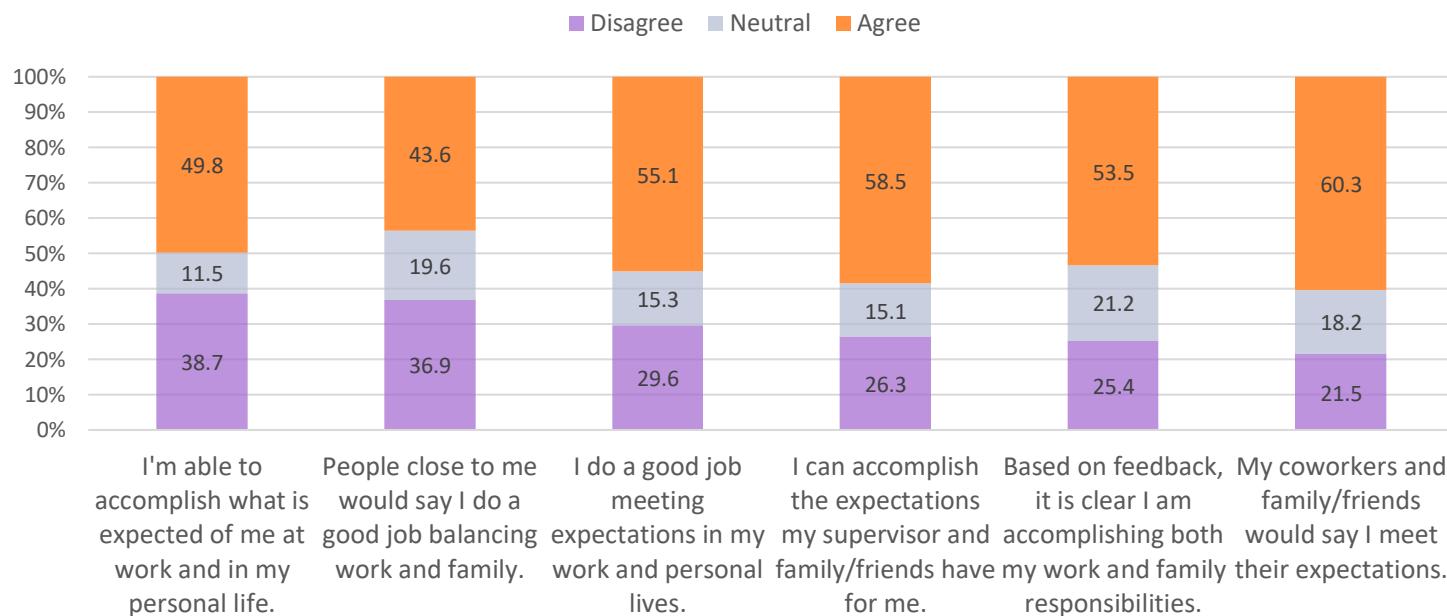
Women experienced more restless sleep (a symptom of burnout) than men.

URM faculty reported more depressive symptoms, fear, loneliness, and sadness than non-URM faculty.
See Appendix I.

All of these outcomes were amplified for women of color relative to other intersectional groups.

Figure 14: Indicators of Work-Personal Life Balance

Please rate the extent to which you currently (dis)agree with each statement.

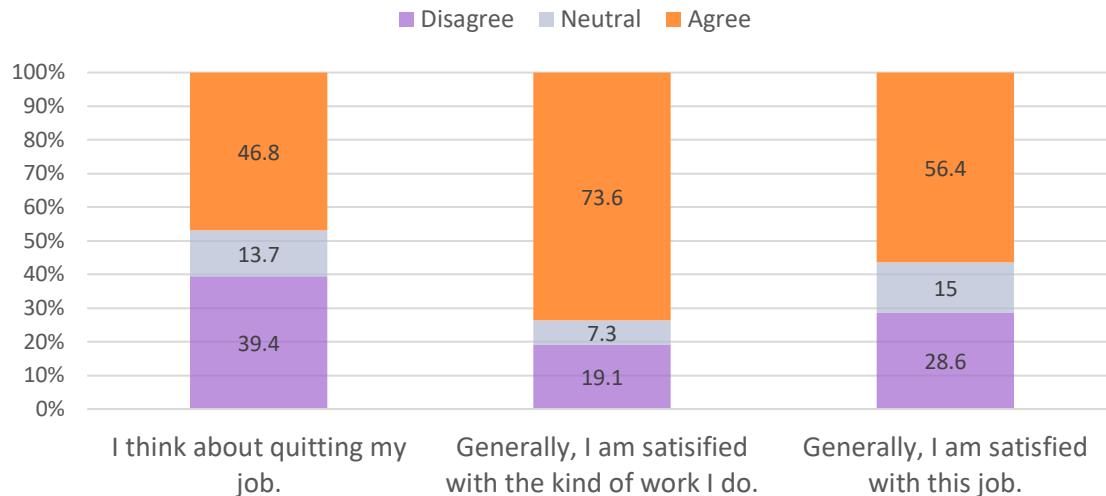


25% of respondents were concerned about returning to campus in-person during Spring 2022 due to stressful factors pertaining to commuting to campus (e.g., time spent commuting, parking stress and expense, gas expense). These concerns about commuting to campus speak to faculty concerns related to work-life balance.

A notable group of faculty, particularly women, wrote that the pandemic's negative impact had prompted them to reevaluate their careers at UNM.

Figure 15: Indicators of Job Satisfaction and Turnover Intentions

Please rate the extent to which you (dis)agree with each statement.



Interestingly, Figures 13 and 15 demonstrate that faculty tended to enjoy the type of work they do (e.g., their scholarship pursuits, teaching) but were more likely to express dissatisfaction with their positions at UNM.

Many faculty described incongruence between their professional performance (e.g., outward “success”) and their emotional experience of burnout during the pandemic. Faculty discussed this mismatch in terms of “covering well,” noting that their ability to fulfill their professional duties while providing emotional support to others exacerbated their burnout and hampered their emotional well-being.

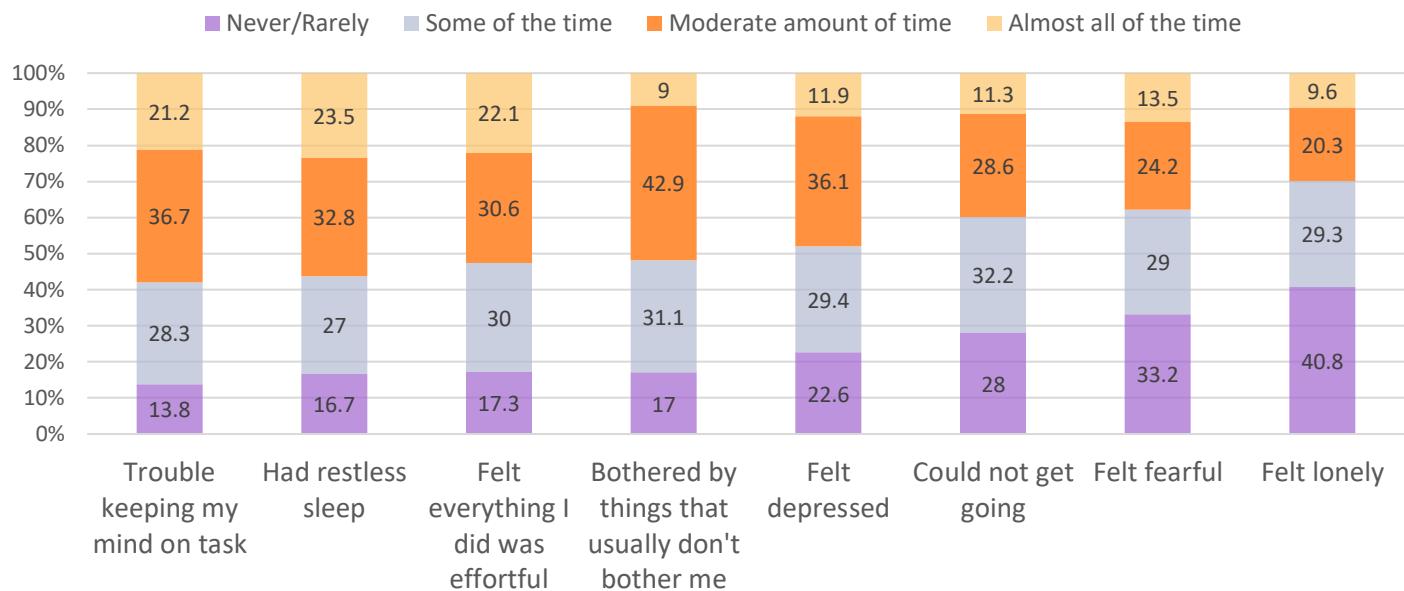
“I have had a number of items published during this time, and I have taken on a major departmental service position. I look to everyone around me, like I am successful and managing to balance work and life. I feel, on the other hand, like crying most days and I think about leaving this university more and more often lately.”

Relatedly, 38% of faculty were concerned about returning to campus in-person during Spring 2022 due to difficult colleagues and difficult situations in their units.

Our research demonstrates that many faculty were experiencing mental health challenges: trouble concentrating, trouble sleeping, depression, loneliness, and difficulty “getting going.” Collectively, these results reflect a considerable mental health impact among faculty, which undoubtedly affected job satisfaction and performance.

Figure 16: Indicators of Psychological Well-being

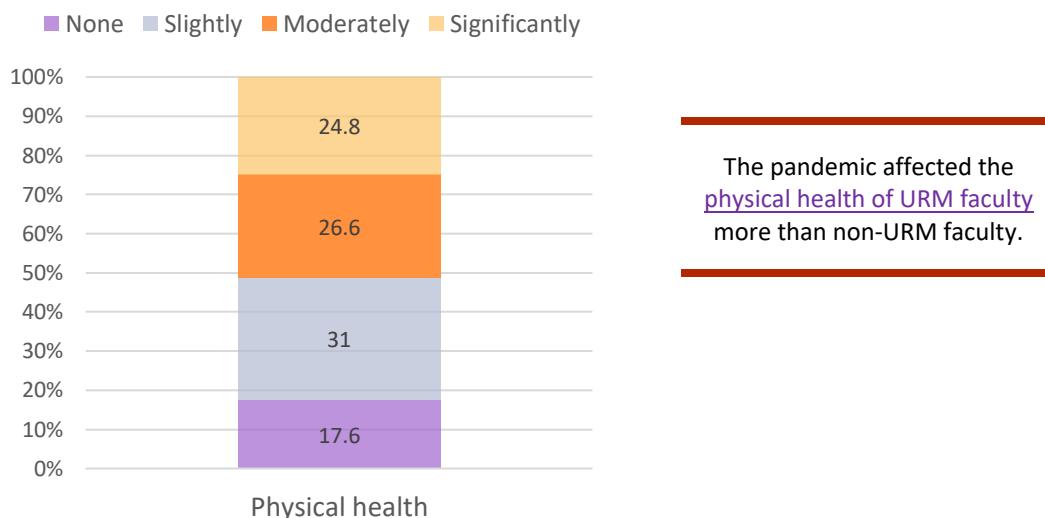
How often have you felt this way during the past year?



Over half of faculty reported a moderate to significant impact of COVID-19 on their physical health. Many (68%) were concerned about catching or transmitting COVID-19 once in-person operations resumed. Some faculty preferred that the mask mandate remain in place as in-person teaching and meetings resumed.

Figure 17: Impact of COVID-19 on Perceived Physical Health among Faculty

Overall, to what extent has the COVID-19 pandemic *negatively* affected your Spring 2022:



Some faculty noted that the requirement to teach in-person without enforcing a mask mandate failed to recognize URM faculty members' and students' lived experiences in the context of their broader communities:

"I have been affected by the way leadership has not recognized or acknowledged the disparities in how the pandemic affected people of color. I feel like the campus was focused on individual risk (which was likely low as we are all vaccinated) but ignored the community risk and concern for community which is what my main concern is."

RECOMMENDATIONS

Recommendation 7 (cont'd): UNM stakeholders should promote work-work balance, meaning that time for scholarship and creative work is prioritized during the work week. UNM leaders should support and provide training about time management (such as: teach best practices for productive meetings, accommodate barriers to meeting attendance, prioritize time for brainstorming and writing). Develop a culture that treats time as a valuable resource.

1. Support faculty in developing schedules that address department and student needs while supporting their scholarly work (e.g., time to brainstorm and write).
 - a. UNM leadership should encourage school-/college-specific cultures of "Zoom free" and "meeting free" days or multi-hour blocks of time to allow for planned uninterrupted time for scholarship.
 - b. Faculty should be provided resources to help them leverage time for scholarship more effectively. Resources could include workshops via ADVANCE at UNM and the OVPR. These practices will be particularly impactful for faculty with caregiving demands and health concerns.
2. Units should formally evaluate their curricula, course offerings, and delivery formats to potentially alleviate teaching loads and facilitate faculty collaborations and creativity. For example, graduate courses could be modularized, similar courses in multiple departments could be combined and co-taught (e.g., research methods courses), and certain courses (e.g., those with low enrollment) could be staged at different intervals (e.g., from every semester to once per year). Innovation not only ensures the curriculum remains relevant during the pandemic but importantly, can benefit faculty workload.

Recommendation 8: Strategically design opportunities for informal interaction that can promote faculty interactions in different settings (departments, colleges/schools, centers, by research interest, etc.) to foster productivity, improve organizational culture, and increase job satisfaction among faculty.

A few examples of opportunities for informal interactions:

1. Departmental, program, and center brown bag lunches
2. Social time following faculty meetings
3. Departments co-hosting seminar speakers and holding informal receptions afterward
4. "Coffee hours" via Zoom—with predetermined topics for informal discussion—to flexibly promote team building
5. College/School lunches, coffees, or informal discussions for assistant professors to get to know their peers

Recommendation 9: UNM leaders should make visible and evaluate programs and practices that promote faculty well-being and work-life balance. Consider creating additional programs based on assessment of current resources.

1. Work-related burnout is amplified when employees perceive lack of transparency and clear expectations from employers.
 - a. UNM leadership should collaborate with deans and department chairs to explain how and why decisions are made to reduce burnout and to promote procedural and informational justice among faculty.
 - b. Deans and chairs should be instructed to follow suit, explaining to faculty in their units how and why their decisions are made.
 - c. Successful leadership entails advocacy *and inquiry*, so faculty voice should be actively solicited during decision-making processes to heighten faculty partnership, support for decisions, and sense of equity.
 - d. Boost resources in the [UNM Faculty Ombuds](#) and [Staff Ombuds](#) programs for mediation and conflict resolution. Increase staffing or refer participants to specific external mediation services that are free or reduced cost.
2. Encourage faculty to turn off work communications during non-traditional work hours and to schedule scholarship time during which their access to email is limited.
 - a. One promising practice is to encourage faculty and administrators to include statements in emails such as, "Please be reassured that if I am sending this email outside of normal office hours, I have no expectation for you to respond outside of regular hours and until your workload permits." This promotes a culture that prioritizes work-life balance and respect for individual schedules.
 - b. Educate faculty, staff, and students about and encourage the use of the "send later" function for emails in Outlook so that messages can be scheduled for delivery during standard work hours.
3. UNM leaders should communicate an expectation that deans and department chairs model cultural behaviors that support appropriate balance between scholarship, teaching, service, responding to emails, and personal time.
 - a. When possible, events should not be scheduled outside regular workdays and hours to respect work-life balance.
 - b. Care should be taken to avoid burdening faculty without childcare responsibilities for events/tasks that cannot be scheduled during regular work hours (e.g., hosting a visitor dinner), as these individuals also need appropriate work-life balance.
4. Strongly encourage – and culturally normalize – UNM members to stay home if experiencing illness symptoms. Faculty, staff, and students will not stay away from campus if the pressure to be on campus is too strong, so:
 - a. Continue providing a remote attendance option at meetings.
 - b. Leaders must role model this well-being behavior, working remotely when they have symptoms of illness.
 - c. Normalize that people who stay home due to illness may be unable to work.
5. Advertise and remind faculty that the UA-UNM Collective Bargaining Agreement for Unit 1 (Article 9.C) allows faculty to take extended [sick leave](#) when they experience illness or injury requiring extended absence (e.g., more than 10 working days). Faculty may apply for extended sick leave with pay up to six months for full-time bargaining unit members with six or more years of continuous service at UNM (modified for less service).
6. ADVANCE at UNM will continue assessing faculty wellbeing, including work-related burnout, engagement, and turnover intentions via climate surveys and interviews. Psychological, physical, and work-related well-being assessments will document the trajectory of the COVID-19 impact, as well as help academic leaders address key areas of concern.

ISSUE 4: TEACHING AND SERVICE DEMANDS PERSIST

Many faculty reported heightened service and teaching workloads during the pandemic, noting that these additional duties greatly diminished their time and energy available for scholarship. Some of these faculty attributed increases in their workload to poor staff retention and hiring freezes, emphasizing the need for human resource support.

"Between teaching and service, I hit 40 hours every week. If I want to do my own creative work, that gets shifted to summer or late nights, or doesn't get done."

"The hiring freeze has had a big impact because I was not able to hire replacement for lab staff that left early in the pandemic for other positions. I had to take on additional responsibilities of these lab staff in addition to the extra burden of teaching online."

Faculty consistently reported greater time in meetings, often switching from back-to-back Zoom to in-person meetings, leaving them with “less time to think strategically and deeply” about their research, as well as feeling exhausted at the end of the day. These reports are reinforced by national surveys in which 65% of senior managers state that ineffective meetings keep employees from completing their work; 71% state that meetings are inefficient; 64% say that meetings come at the expense of deep thinking; 62% say that meetings miss opportunities to bring the team closer together.

Figure 18: Time Devoted to Service and Meetings

Compared to semesters prior to the COVID-19 pandemic, how much time did you spend in the following domains in Spring 2022?



The pandemic profoundly affected students' well-being and academic engagement, thereby placing greater demands on faculty to support the success of students.

Figure 19: Time Teaching and Mentoring

Compared to semesters prior to the COVID-19 pandemic, how much time did you spend in the following domains in Spring 2022?



Some faculty described shifts in students' academic engagement, particularly upon return to in-person classes. Faculty commonly reported greater student absences and requests for extended deadlines and make-up exams. Of these faculty, many expressed frustration with lack of administrative guidance and support in managing student absences. Mentoring students with regard to these issues placed notable burdens on their teaching workload.

Faculty also wrote that declines in students' mental health coincided with increased demands on their teaching. Many faculty characterized student mental health in terms of "depressed moods," "low motivation," and "increased anxiety." Other faculty provided concrete examples related to students' stress and fear about coming to campus or student grief related to the loss of family members.

"The students are not okay. The amount of care work required of faculty, especially those of us willing to take on the responsibilities of compassionate pedagogy, is exhausting and leaves less, if little, creative, critical, and physical energy for scholarship. It also greatly diminishes the amount of time available to dedicate to non-teaching-related productivity."

Figure 20: Work with Graduate Students

Overall, to what extent has the COVID-19 pandemic *negatively* affected your current (Spring 2022):

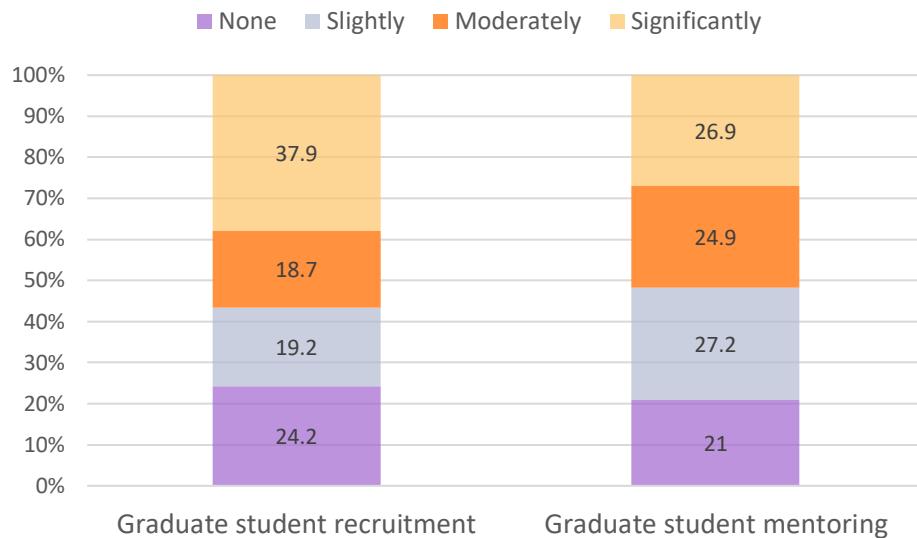
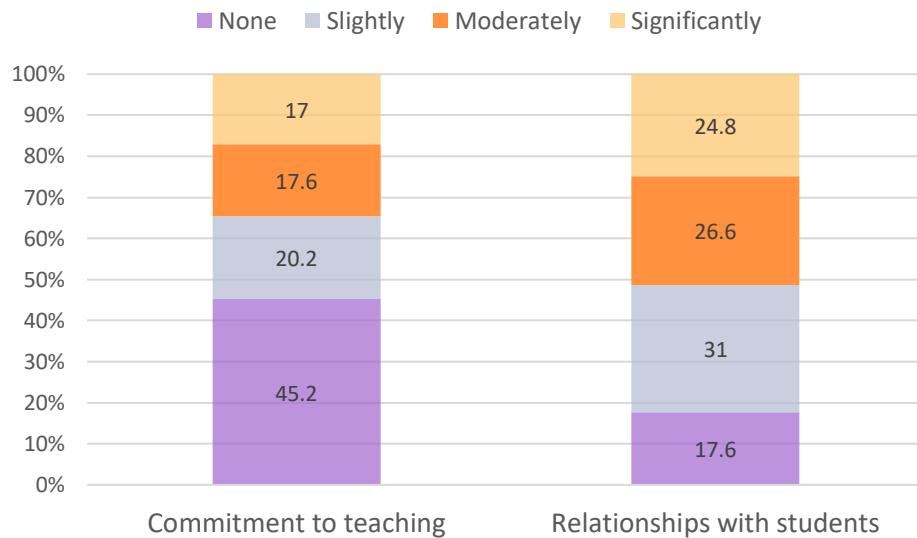


Figure 21: Pandemic Impact on Relationships with Students

Overall, to what extent has the COVID-19 pandemic *negatively* affected your current (Spring 2022):



In spite of these challenges, faculty responses, including open-ended comments, demonstrated that faculty were passionate about teaching, mentoring, and supporting students.

RECOMMENDATIONS

Recommendation 10: UNM leaders should strategically provide additional teaching support (for example: graders, GAs, peer learning facilitators) based on need and disparities between faculty.

1. Faculty most negatively affected by COVID-19 should receive priority in receiving additional aid from teaching and graduate assistants.
2. Graduate student support to assist faculty should be predictable in order to benefit unit-level planning and ease faculty teaching demands. Units should have processes indicating how GAs and TAs are assigned.

Recommendation 11: UNM leaders should continue heightening faculty and staff awareness of the increasing resources available to assist with student academic needs and student well-being. Independent of Title IX issues, resources to support students include (and are not limited to) Student Health and Counseling (SHAC), Accessibility Resource Center (ARC), Dean of Students, Lobo Respect, Women's Resource Center, Graduate Resource Center, ethnic studies centers and advising centers. Creating a website that guides faculty in how to best direct students based on their academic and personal needs will assist faculty who are unsure how to best support their students.

1. Through repeated messaging, heighten faculty awareness of student-related policies such as:
 - a. Reporting COVID-19 class absences,
 - b. University expectations for missing class,
 - c. University guidance on when to institute incompletes for chronic absence due to COVID-19,
 - d. The process and timeline for making up course assignments, and
 - e. Resources for students for whom COVID-19 is hindering their course work and degree completion.
 - f. Streamlining these processes will promote consistency across campus, will ease the burden for students taking courses in multiple departments, and will reinforce leadership support for faculty who are trying to balance course quality and responsiveness to student well-being.
2. UNM leadership should communicate course guidance/requirements to students and faculty across campus. Clear guidance will create university-wide solidarity and promote a culture of transparency and clarity to students and faculty. Notably, posting key information on an easy-to-find webpage, in addition to sending information multiple times during each semester on the ALLFAC listserv, would be beneficial.
3. One strategy for supporting faculty with student make-up assignments and support resources is to hire and train a graduate assistant per school/college (and multiple assistants for larger schools/colleges) who serves as a "COVID liaison" for faculty. Faculty can connect students who are falling behind or struggling with their well-being to the COVID liaison, who will work with faculty, advisors, and the student to help them access university resources.
4. Better advertise the CARE system that faculty can use to flag concerns so students can receive or stay connected to the academic support and student wellness services they need.
5. Regularly inform deans, department chairs, and faculty about improved resources and support that [Student Health and Counseling \(SHAC\)](#) is developing, including training for faculty regarding how to support students. In

particular, there are efforts aimed at connecting students with the right experts/resources on campus, so that this role does not fall on faculty members. Faculty, especially women, reported substantial “care work,” so this effort will benefit them, in particular.

6. Consider inviting representatives from the various student resource centers and student affairs to college/school and departmental meetings (and perhaps classes) to ensure faculty, staff, and students are not only familiar with the available resources, but also have the names and faces of individuals who can help connect students with appropriate resources.
-

ADDITIONAL ISSUE: ADDRESSING LONG COVID SYMPTOMS

Our Spring 2022 survey did not directly address long COVID symptoms, but ADVANCE at UNM has received notable feedback from faculty who are concerned about members of the UNM community struggling with long COVID symptoms. Long COVID symptoms are wide-ranging and include fatigue (particularly after exertion), fever, difficulty breathing, heart palpitations, difficulty thinking or concentrating, headaches, dizziness, depression or anxiety, joint or muscle pain, and other symptoms that begin after a COVID infection and that persist for at least 3 months, according to the Centers for Disease Control and Prevention (CDC). It is difficult to predict how many in the UNM community have had, currently have, or will have long COVID. A large-scale survey through the National Center for Health Statistics found that 7.5% of Americans were experiencing long COVID in July and August 2022, with higher prevalence among women in their 40's and 50's and among Hispanic populations but lower prevalence among those with a college degree. A meta-analysis by Gau and colleagues demonstrated that vaccination reduced the likelihood of long COVID by 19%. A recent set of studies in the US and UK estimate that 1 in 3 people with long COVID had to reduce work hours, including 1 in 5 employees who left the workforce altogether (see Bach, 2022 in references).

Although we are unable to provide a precise estimate, we expect that at least 5% of the fully vaccinated UNM community has had, has, or will have long COVID symptoms that affect their work. Confidentially consulting with long COVID sufferers is important in developing university support and resources. Some faculty fear admitting that they have long COVID symptoms (e.g., “brain fog”), expressing concern that colleagues and academic leaders will be primed to evaluate them more negatively long-term. Initial recommendations include:

Recommendation 12: The UNM community should be given information to develop an understanding of long COVID symptoms, following the medical information as it becomes available. Resources and support pertinent to long-COVID symptoms should be communicated to, and shared by, the campus community.

1. Acknowledge the presence and toll of long COVID symptoms in the UNM community (e.g., on the Bringing Back the Pack website).
2. Consider a short, anonymous survey to faculty, staff, and students to identify concerns about and support resources needed for long COVID symptoms.
3. Learn from other universities' responses to long COVID symptoms. For example, [ASU provides transportation](#) between buildings for campus members with temporary or permanent disabilities. Walking between buildings can be exhausting or debilitating for those suffering from long COVID symptoms.

4. UNM leaders should consider the impact of long COVID symptoms on faculty progress towards milestone evaluations.

Recommendation 13: UNM leaders should work with the ADA Coordinator to identify ways to help faculty and staff navigate the application process for ADA accommodations.

Support campus members in navigating the process to apply for ADA accommodations. The long COVID symptoms of fatigue and brain fog (see Yong, 2022) can make applying for ADA accommodations a daunting task. However, increasing support in navigating the ADA process will be useful to any faculty or staff needing to apply for accommodations, independent of the type of disability.

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 - a. See also the "Author pulse survey coronavirus crisis" at <https://blog.degruyter.com/wp-content/uploads/2020/06/De-Gruyter-Author-pulse-survey-results.pdf>
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APPENDICES

Appendix A: Summary of COVID-Related Recommendations

This table provides a summary of the recommendations in the pandemic impact report. The recommendations are organized by short-term actions pertaining to communicating resources and information that already exist, short-term actions that can be implemented fairly quickly (e.g., within the academic year), and longer-term actions that might take some time to develop but that can boost the well-being of the UNM community for years ahead, particularly as the long-term consequences of the pandemic are increasingly realized.

Within the report, recommendations were mapped onto one of the four core issues to avoid redundancy. However, these recommendations are often applicable to multiple issues, so this table also cross-lists recommendations between the four key issues to better highlight the breadth of their impact.

	Scholarship	Caregiving	Wellbeing	Teaching/ Service
Short-term: Communication and Information				
Promote Assistant Professor research leave in the Collective Bargaining Agreement (CBA)	X			
Provide written statement from the Provost emphasizing consideration of pandemic impact during milestone evaluations	X		X	
Distribute existing COVID policy and practice for milestone evaluations	X		X	
Remind deans, chairs, and review committees of pandemic teaching evaluation MOUs	X			X
Remind deans, chairs, and review committees to consider pandemic impact in all reviews	X	X	X	X
Remind deans, chairs, and faculty about opt-out tenure extension	X			
Support faculty who choose to formally document COVID-related barriers to scholarship during evaluative processes	X		X	
Provide updates and discussion time at Deans' Council and Chairs' Colloquium about the on-going pandemic impact	X	X	X	X
Promote Faculty Ombuds and other resources for mediation and conflict resolution	X		X	
Support remote meeting attendance due to illness, COVID exposure, daycare and school closures, etc.		X	X	
Normalize staying home when ill		X	X	
Remind faculty and chairs of sick leave options				X
Support faculty in providing flexibility to students				X
Incorporate faculty opinions into decision-making; explain decisions and decision-making processes, when possible	X		X	

	Scholarship	Caregiving	Wellbeing	Teaching/ Service
Heighten faculty awareness of COVID policies for students			X	X
Increase faculty and chairs' awareness of the CARE reporting system			X	X
Provide regular updates on increased student mental health support services in SHAC			X	X
Invite representatives from student resource centers/student affairs to classes and college/school/department meetings				X
Short-term: Actions				
Develop a mechanism to continue WeR1 FaST teaching support	X	X		
Modify scholarly activity evaluations to include trajectory	X	X	X	
Academic Affairs leadership should meet with faculty in each school/college to discuss milestone evaluations and COVID-related adjustments in other domains	X		X	
Expand flexible options for time-to-tenure	X		X	
Extend opt-out tenure extension to faculty who started in Jan or Aug 2021	X		X	
Limit emails, events, and meetings outside traditional work hours (i.e., evenings, weekends)		X	X	
Provide incentives and informal social opportunities to help faculty transition to more in-person work on campus	X		X	
Longer-term: Communication, Information, & Actions				
Equalize COVID-related policies in support of faculty across colleges/schools	X		X	X
Establish parity in cost of teaching releases across colleges/schools	X		X	
Ensure deans and chairs do not discourage faculty from applying for or using COVID-related relief resources	X		X	
Provide 1-semester (2 course) teaching releases for Associate Professors to support promotion progress	X		X	
Increase funding for the Provost's Professional Conference Support Program, and prioritize faculty most impacted by the pandemic	X			
Expand multiple mentor opportunities, and develop mentor training	X		X	X
Modify departmental workload policies to allow for decreased service for faculty most impacted	X	X	X	
Evaluate chairs and deans during their annual evaluations (e.g., via evaluation surveys, leader impact statements) on their handling of the pandemic and their support of unit members	X		X	
Increase Faculty and Staff Ombuds support beyond current staffing			X	
Create a webpage with the most current student and faculty guidance regarding classes and COVID			X	X

	Scholarship	Caregiving	Wellbeing	Teaching/ Service
Provide additional GA and TA support for faculty most impacted	X	X	X	X
Be supportive of faculty who are on leave (see ADVANCE report on parental leave for specific recommendations)		X	X	
Provide training on running goal-oriented, efficient, and necessary meetings	X	X	X	
Create meeting-free and Zoom-free days or multi-hour blocks of time	X	X	X	
Provide resources (including workshops) to help faculty make effective use of time for scholarship	X	X	X	
Track dependent care-related benefits in light of changes to free state childcare policies			X	
Expand access to childcare			X	
Support faculty in developing schedules that meet multiple needs; create supportive on-campus work environments	X	X	X	
ADVANCE should continue assessing faculty well-being				X
Evaluate departmental curricula/course offerings to foster collaboration, creativity, co-teaching opportunities, and to alleviate teaching loads	X	X	X	X
Hire trained GAs to be COVID liaisons to assist students with accessing resources to support their academic progress and well-being			X	X
Develop one-stop website of student resources that faculty can use for quick guidance			X	X

Appendices B through J provide arithmetic means that statistically differ between underrepresented minority (URM) and non-URM faculty.

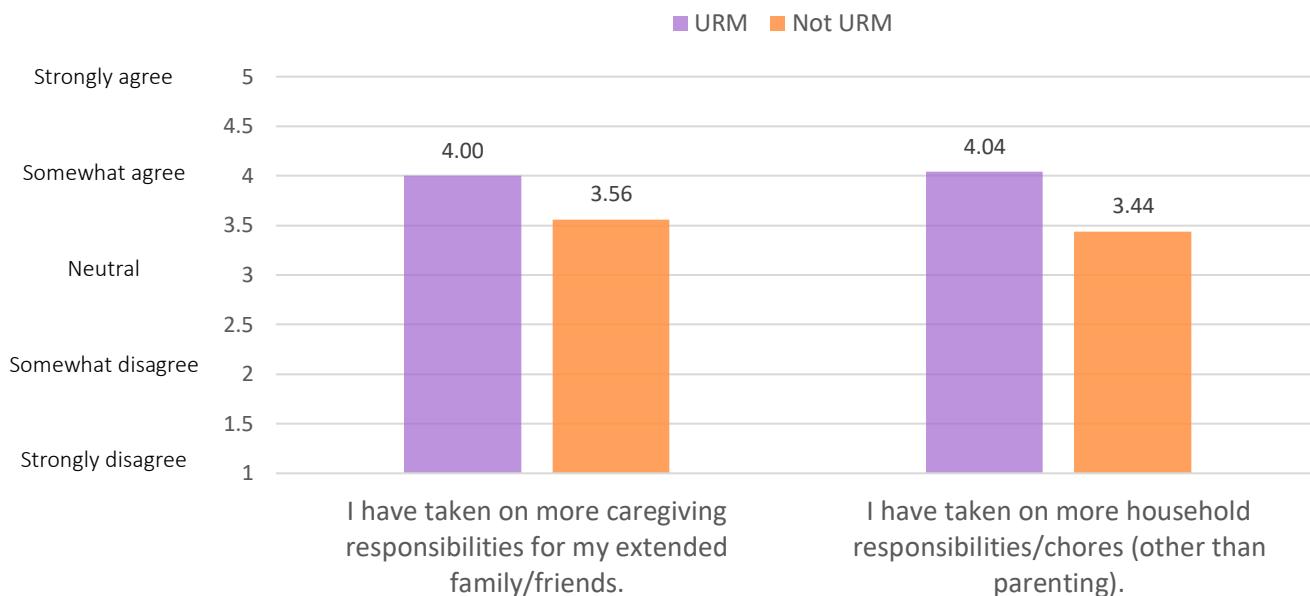
Appendices K through R provide means that statistically differ between Assistant, Associate, and Full/Distinguished Professors.

Differences were tested using one-way ANOVAs with Games-Powell post-hoc comparisons. The presented results are statistically significant at $p < .05$, except where noted with $\dagger = .05 > p < .10$. For Appendices K – R, the job titles that significantly differ from one another are indicated with (a) and (b) scripts; if a job title did not significantly differ from the others, it does not contain a letter script.

Appendix B: Caregiving and Household Responsibilities for URM and non-URM Faculty

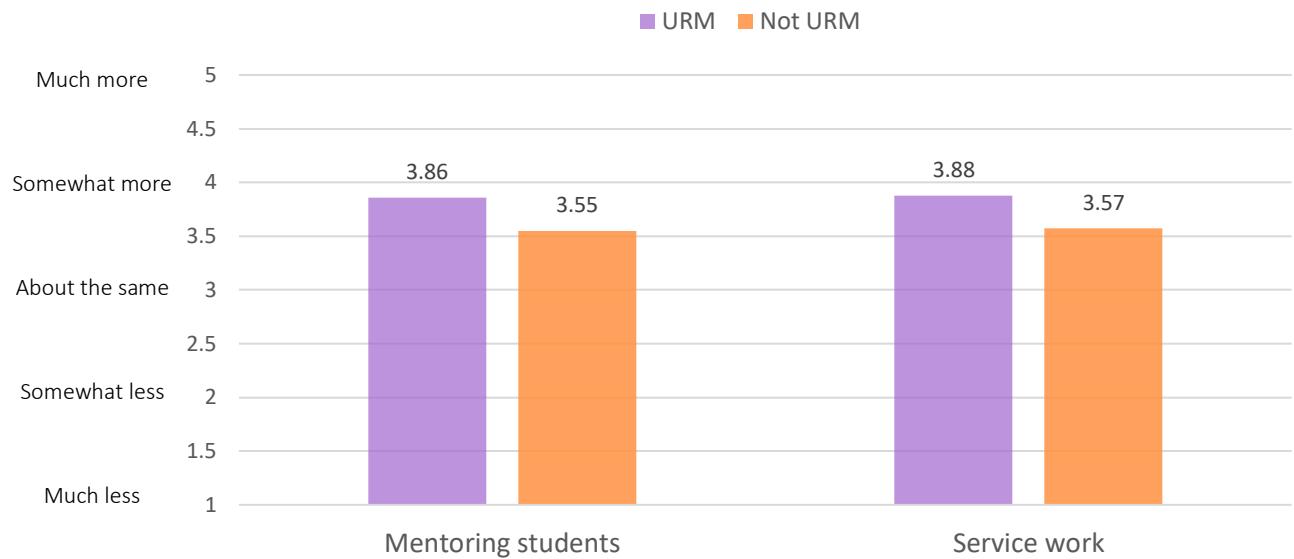
To what extent, if any, have the following areas changed since the onset of the COVID-19 pandemic?

Rate the extent to which you (dis)agree with each item.



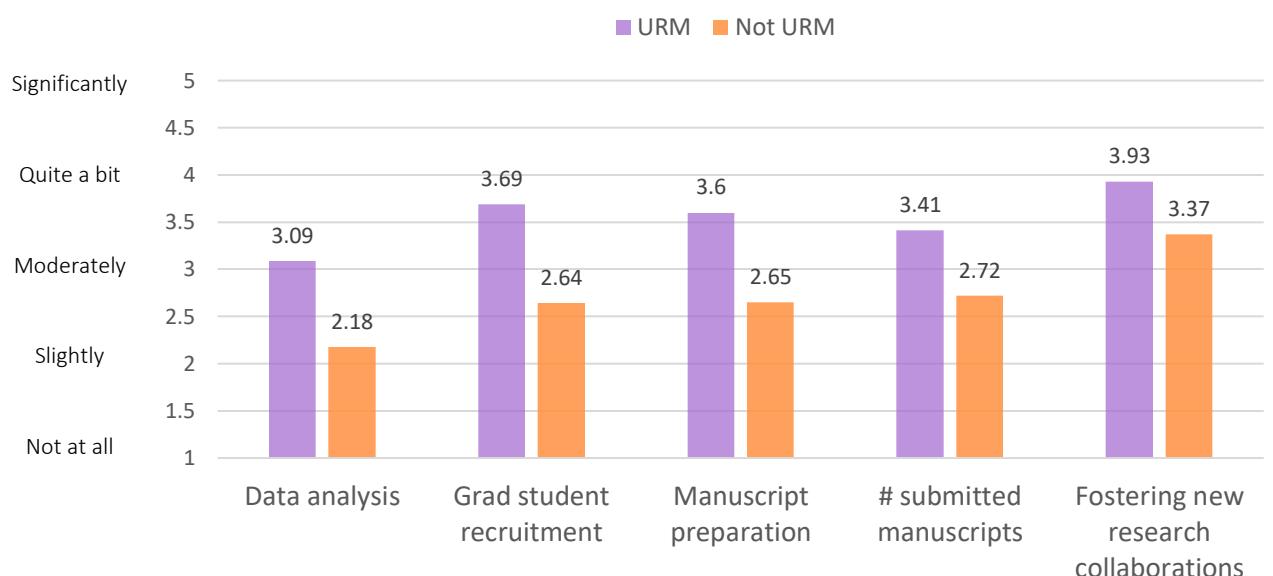
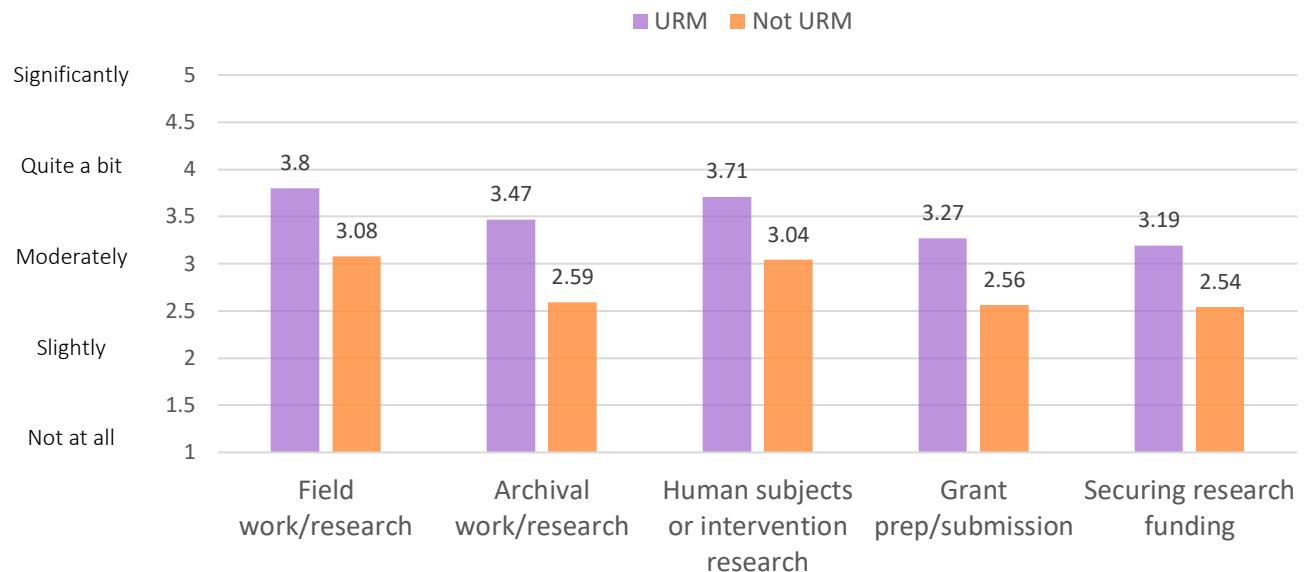
Appendix C: Mentoring and Service Work for URM and non-URM Faculty

Compared to semesters prior to the COVID-19 pandemic, how much time did you spend in the following domains during Spring 2022?



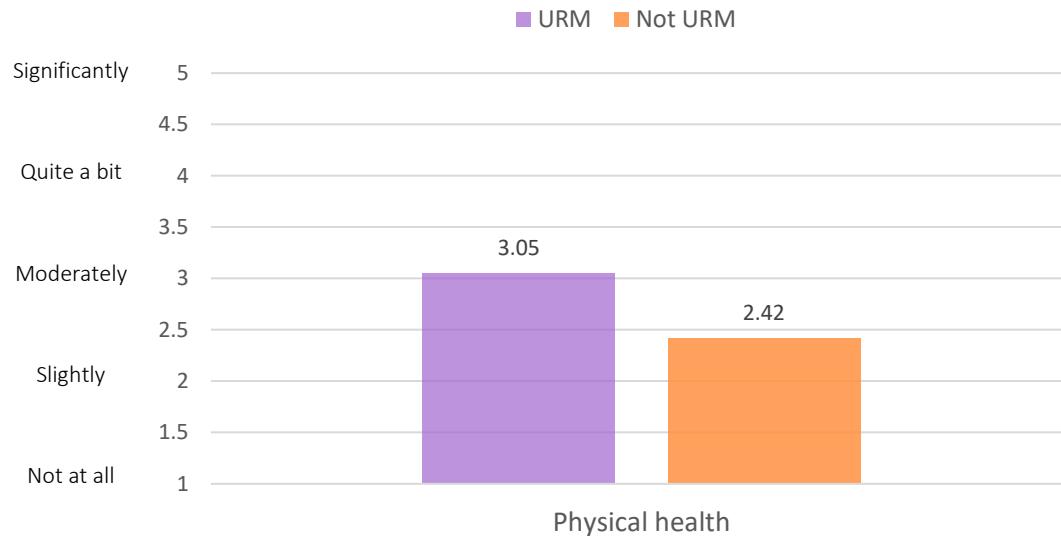
Appendix D: Aspects of Scholarly Work for URM and non-URM Faculty

To what extent did the COVID- 19 pandemic impact the following aspects of your scholarly/creative productivity this semester (Spring 2022)?



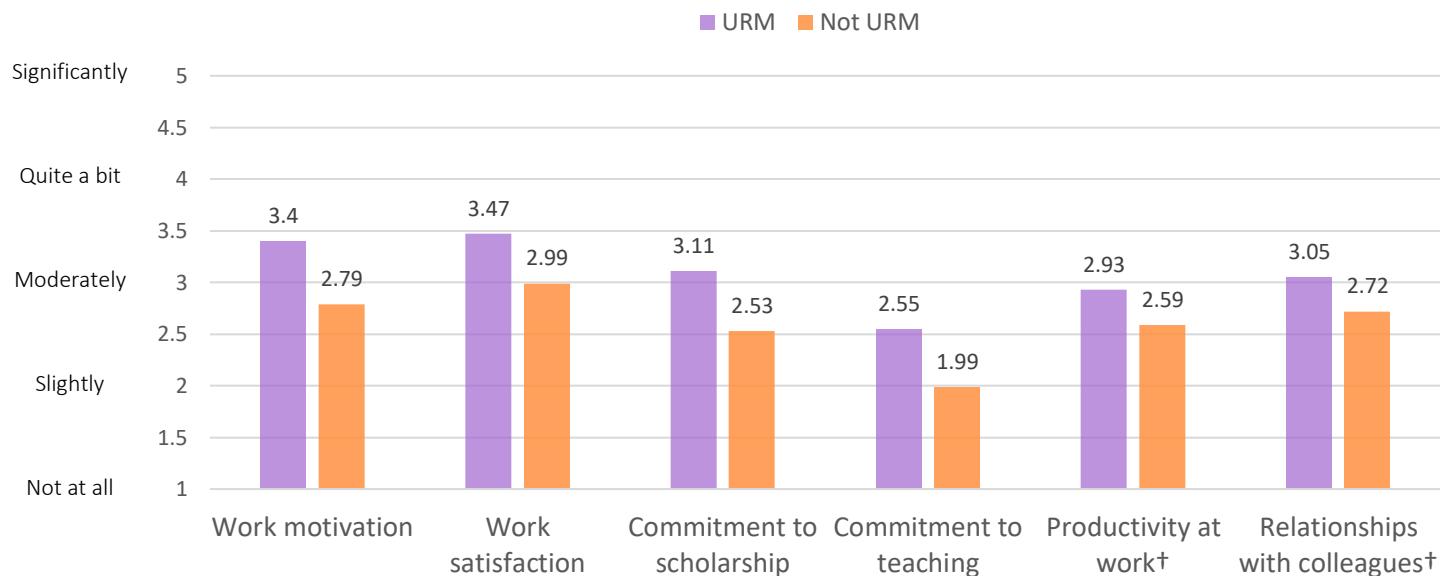
Appendix E: Physical Well-being for URM and non-URM Faculty

Overall, to what extent has the COVID-19 pandemic negatively affected your CURRENT:

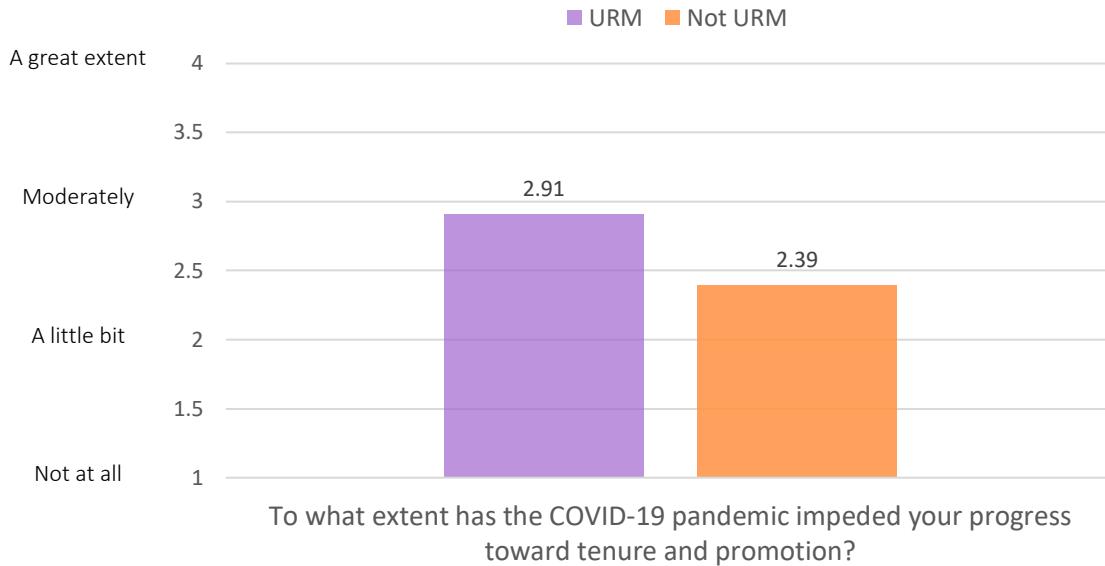


Appendix F: Work-related Well-being for URM and non-URM Faculty

Overall, to what extent has the COVID-19 pandemic negatively affected your CURRENT:

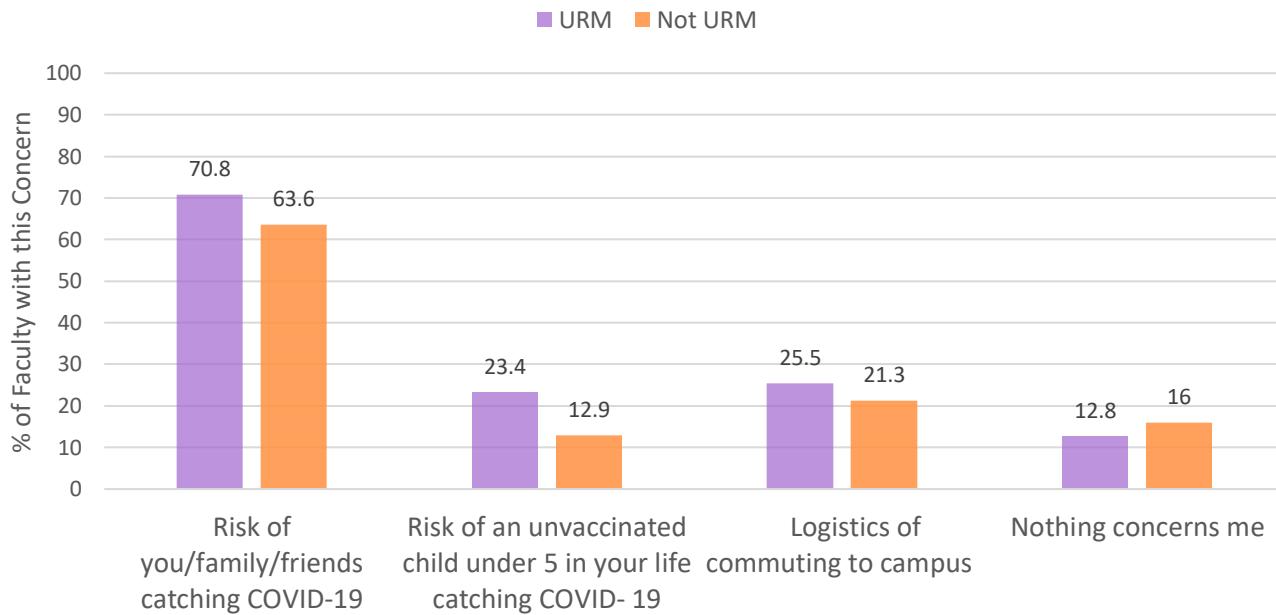


Appendix G: Tenure and Promotion Progress for URM and non-URM Faculty



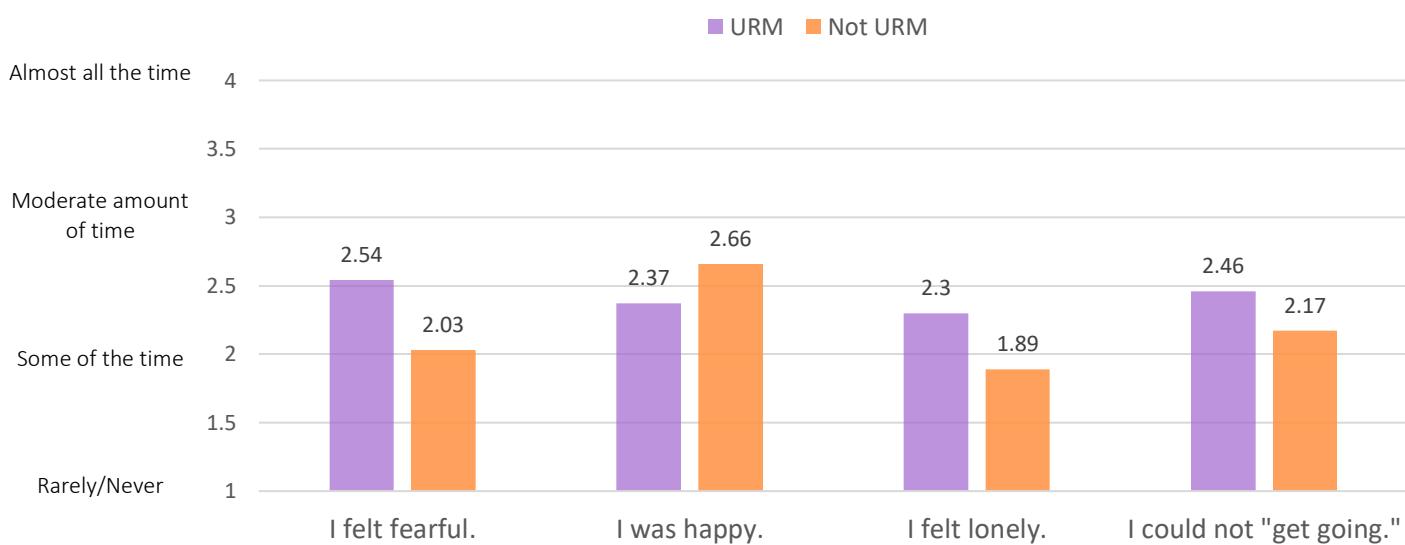
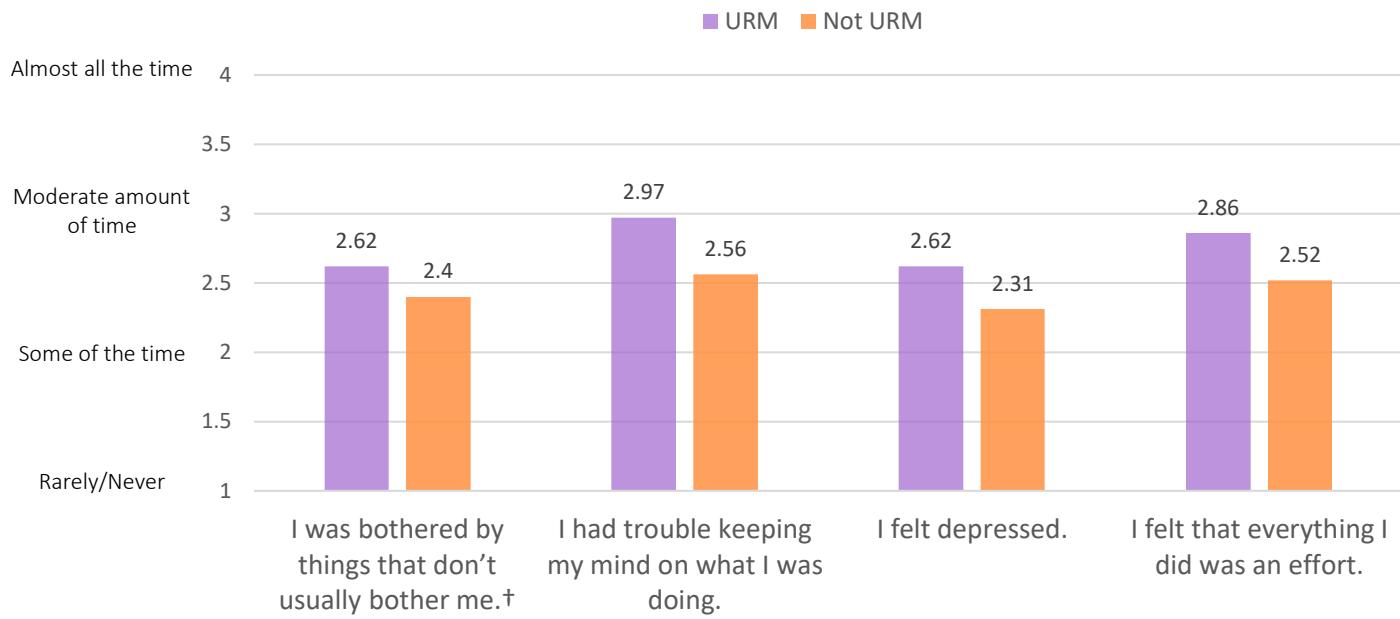
Appendix H: Concerns about Returning to Campus for URM and non-URM Faculty

As we transition from remote work to returning to campus, do any of the following concern you?



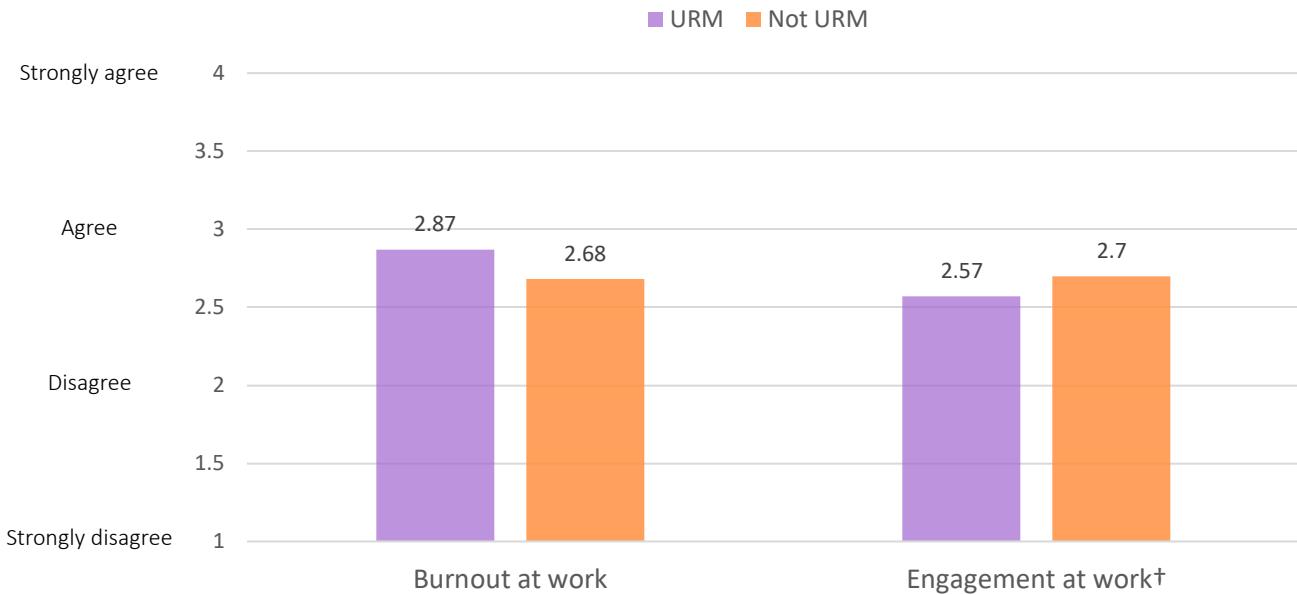
Appendix I: Mental Health Indicators for URM and non-URM Faculty

Below is a list of some of the ways you may have felt or behaved during the COVID-19 pandemic. Please indicate how often you have felt this way during the PAST YEAR:



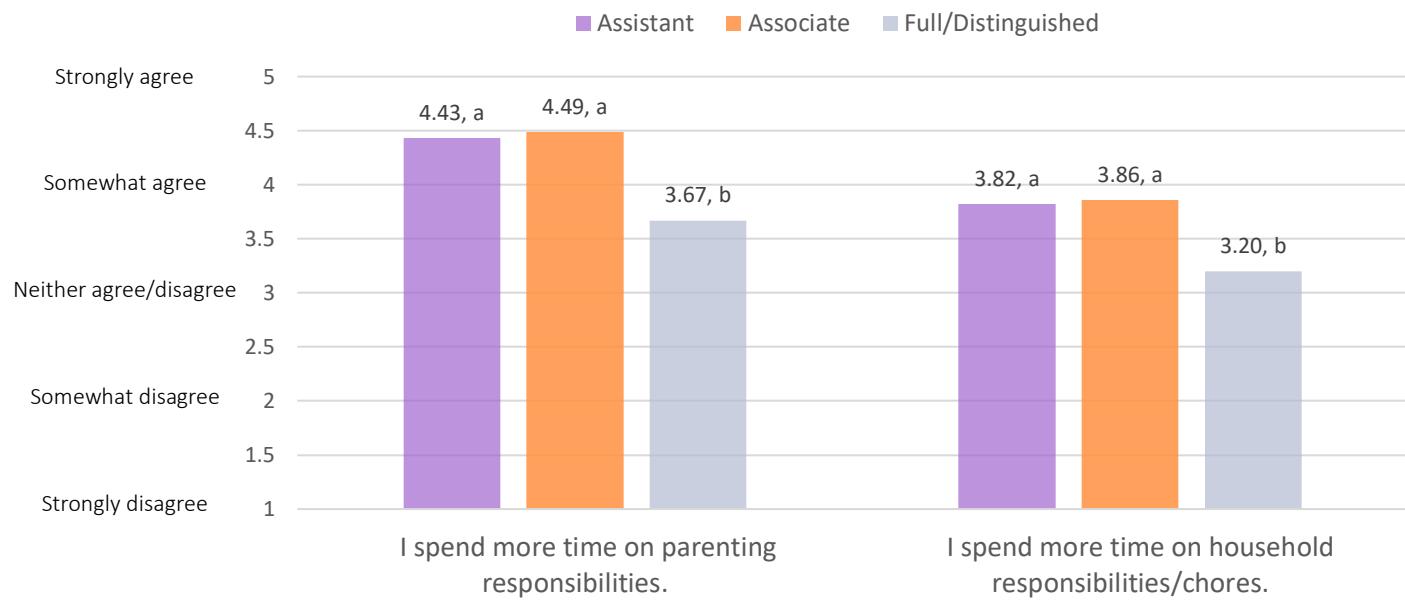
Appendix J: Work-related Burnout and Engagement for URM and non-URM Faculty

Assessments of work-related burnout and engagement contained multiple items, which were averaged.



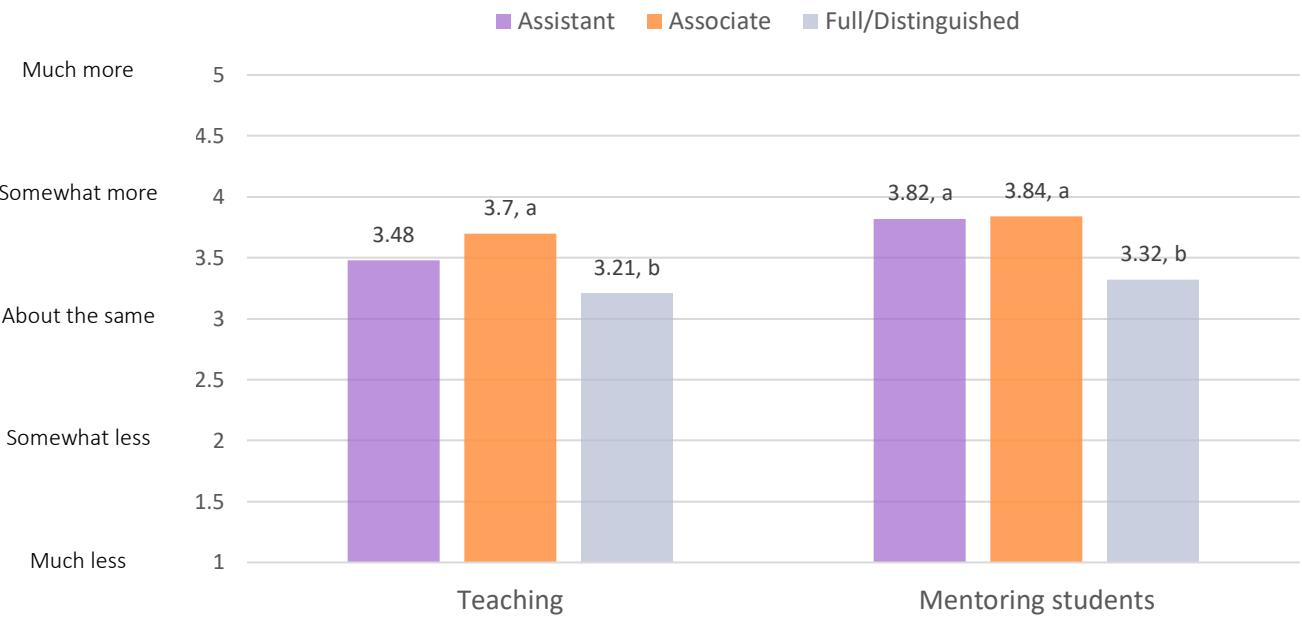
Appendix K: Caregiving and Household Responsibilities for Tenure-Track/Tenured Faculty

To what extent, if any, have the following changed for you since the onset of the COVID-19 pandemic?



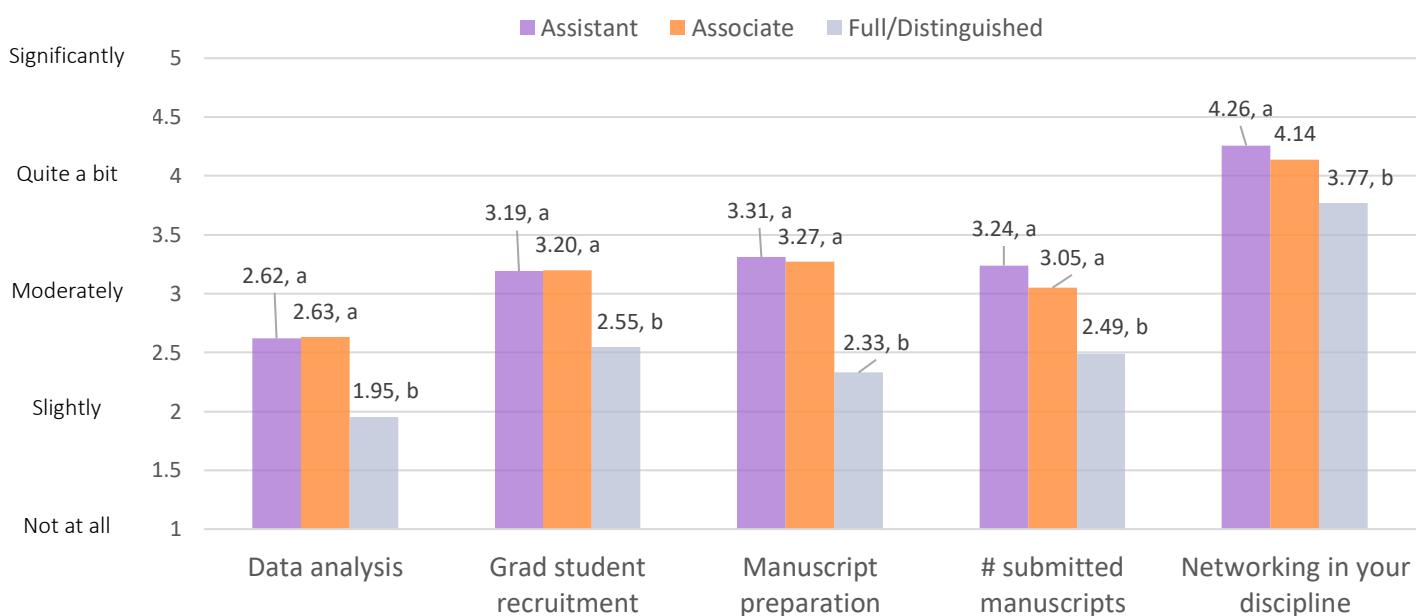
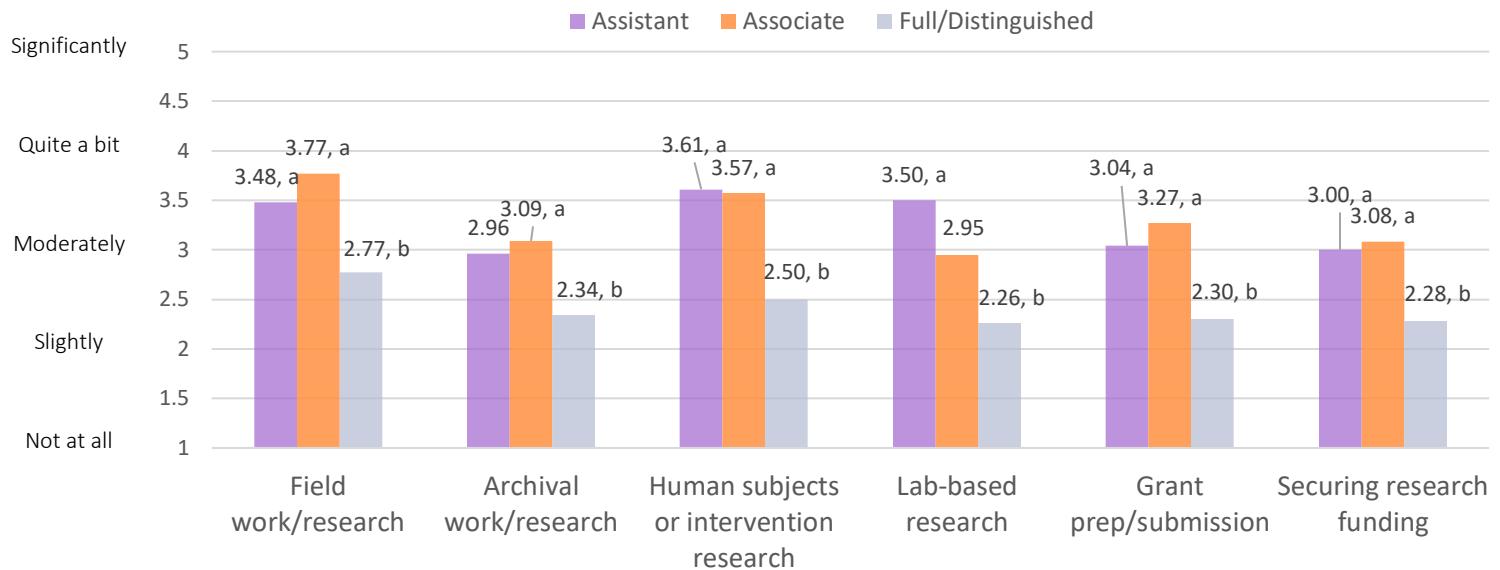
Appendix L: Teaching and Mentoring Time for Tenure-Track/Tenured Faculty

Compared to semesters prior to the COVID-19 pandemic, how much time did you spend in the following domains this semester (Spring 2022)?



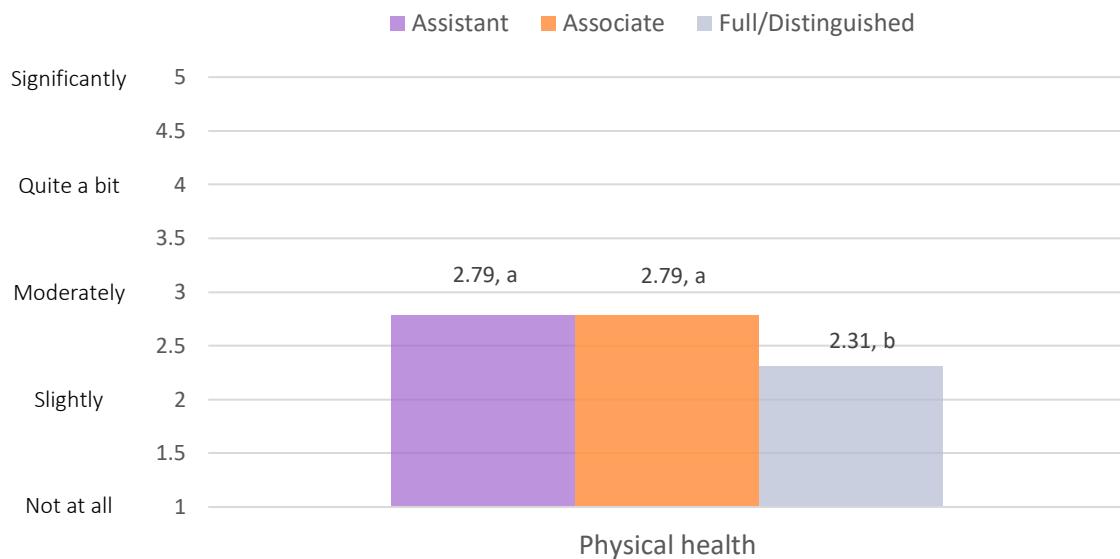
Appendix M: Aspects of Scholarly Work for Tenure-Track/Tenured Faculty

To what extent did the COVID- 19 pandemic impact the following aspects of your scholarly/creative productivity this semester (Spring 2022)?



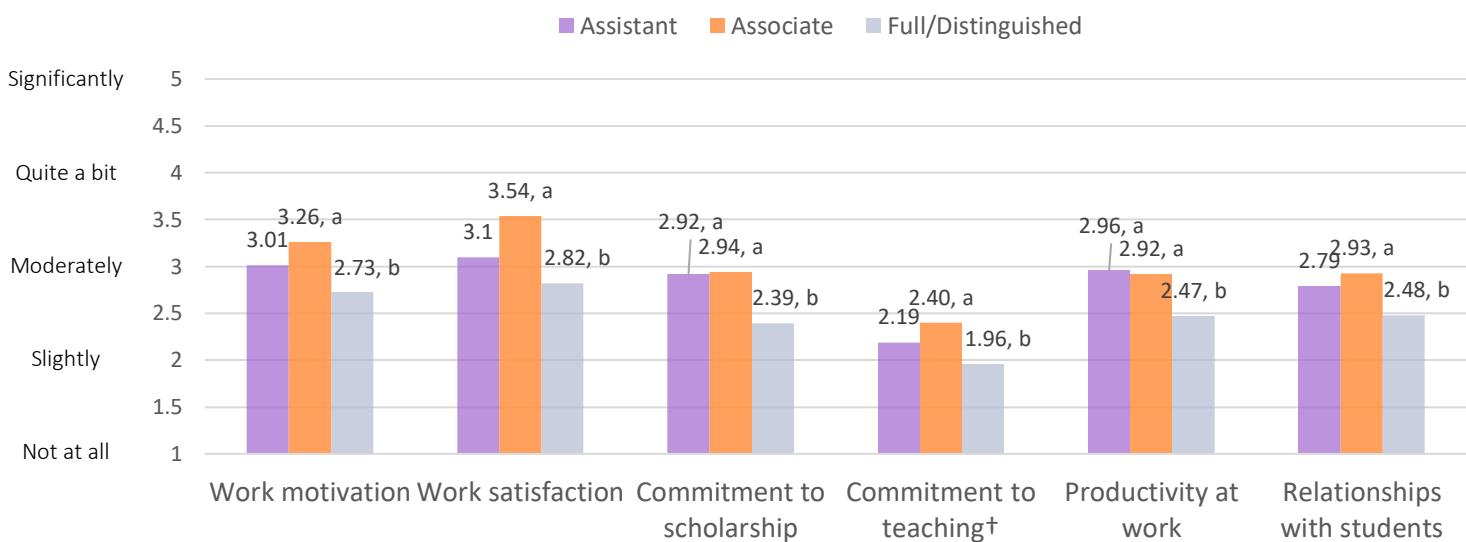
Appendix N: Physical Well-being for Tenure-Track/Tenured Faculty

Overall, to what extent has the COVID-19 pandemic negatively affected your CURRENT:



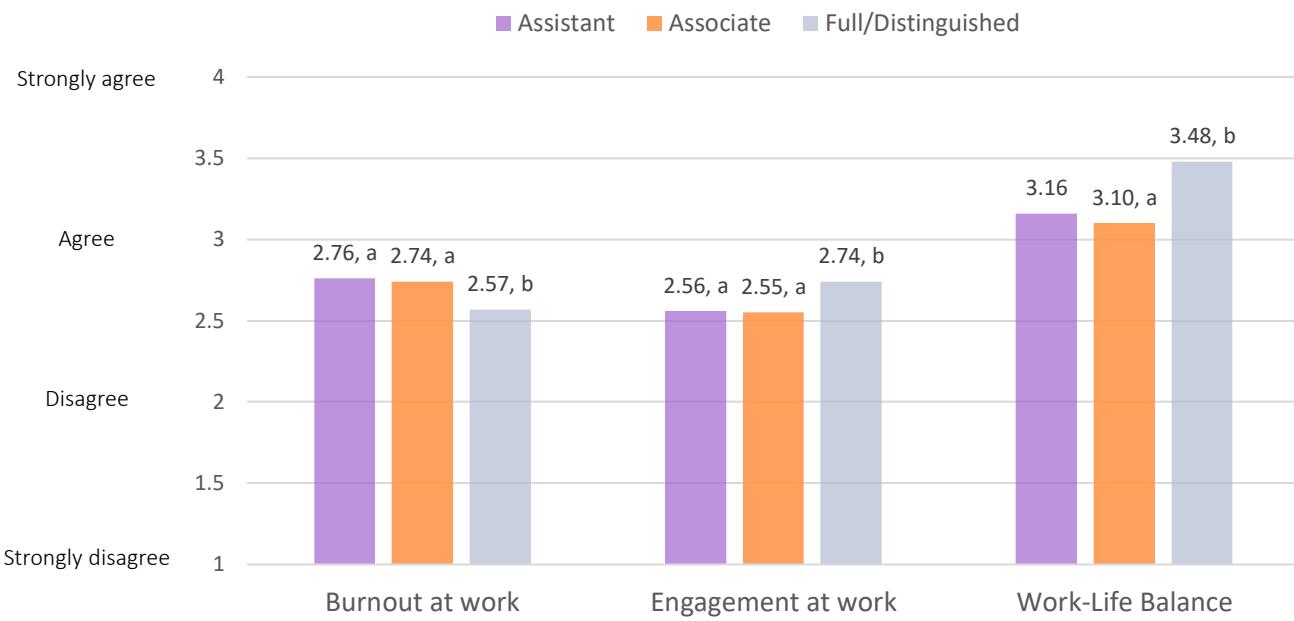
Appendix O: Work-related Well-being for Tenure-Track/Tenured Faculty

Overall, to what extent has the COVID-19 pandemic negatively affected your CURRENT:



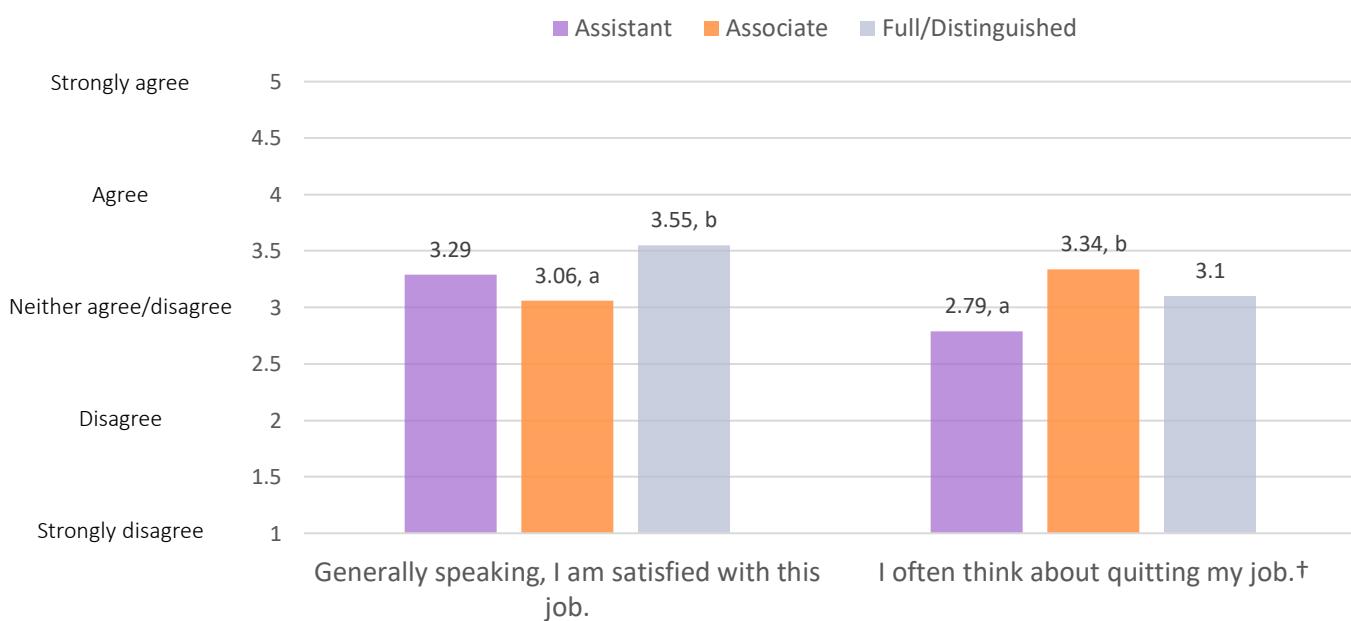
Appendix P: Work-related Burnout and Engagement and Work-Life Balance for Tenure-Track/Tenured Faculty

Assessments of burnout, engagement, and work-life balance contained multiple items, which were averaged.



Appendix Q: Job Satisfaction and Turnover Intentions for Tenure-Track/Tenured Faculty

Please rate the extent to which you currently (dis)agree with each statement.



Appendix R: Mental Health Indicators for Tenure-Track/Tenured Faculty

Below is a list of some of the ways you may have felt or behaved during the COVID-19 pandemic. Please indicate how often you have felt this way during the PAST YEAR by checking the appropriate response for each question.

