



Out of Balance: Faculty Work-Life Pre-Pandemic and During COVID-19

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Work-life balance has been a longstanding challenge for faculty, particularly along the lines of gender and race. The COVID-19 pandemic has amplified and added to these challenges in unique ways. Learning about these obstacles can provide academic leaders with tools to try to alleviate them. In this report, we present quantitative and qualitative data from UNM full-time, main campus faculty, gathered through numerous sources. The data was collected both before and after the pandemic, allowing us to summarize work-life issues over time.

After providing an executive summary of our findings and recommendations, we then detail pre- and during-COVID-19 faculty experiences in the following categories: (a) Faculty caregiving, which includes work-life policies; childcare; schooling/education, and (b) Faculty work, which includes teaching and service, research and scholarship, promotion and tenure, and overall time and energy management. Based on faculty concerns in these domains, we provide recommendations to academic leaders and faculty peers. We view the recommendations as a work in progress, to be continuously modified and added to as we continue this difficult journey.

Executive Summary

In this uncertain time, faculty routinely acknowledge that they are grateful to have jobs, health care, safe places to live, and some flexibility in developing fall schedules.

“I am deeply appreciative that UNM has not yet embraced any of the brute-force tactics that are being employed at other schools. I am incredibly grateful that I can teach my class in the fall remotely — this means I can still see my 80 yr old parents, and not worry about infecting people close to me.”

Within this context, they are exhausted, stressed, and worried. Faculty would appreciate compassion and flexibility. As one faculty member writes:

“...my primary request of the administration would be the same things that faculty are asked to provide students: flexibility, generosity, empathy, and understanding. Faculty and their families are facing diverse and challenging circumstances too, including job loss, financial insecurity, childcare, and health concerns. Providing the same socio-emotional support and reassurance that we provide our students, while minimizing bureaucratic headaches wherever possible, would go a long way. Please have generous assumptions that we're doing the best we can while our time and mental resources are spread very thin.”

- Faculty parents, regardless of the age of their kids, are worried about their kids.
- Many faculty are prioritizing preparing for fall classes, resulting in a further decrease in time for research¹ and writing.

¹ “Research” is used to broadly encompass “research, scholarship, and creative works”

- Faculty, particularly those in the CDC-defined vulnerable categories, are worried about their own health, in addition to their families and friends. Faculty caring for parents and other relatives are struggling with the constraints limiting their effectiveness as caregivers.
- Parents may be unable to re-open labs, studios and other on-campus research spaces effectively if they can't safely have childcare and most K-12 instruction is remote.
- Faculty doing lab work, field work, collections work, human subjects research, etc. have significant and on-going delays.
- Although all faculty are impacted, there are gender discrepancies that increase existing inequities.
 - Women provide more childcare and psychological support in addition to general household management.
 - Women are submitting fewer manuscripts, posting fewer preprints, and starting fewer new projects.
 - White women and URM men and women frequently do more service and mentoring in their departments, College or School, and communities.

Summary Recommendations

Now

- Maintain flexibility in allowing faculty to determine course delivery modes that allow for balancing of teaching, student, and family needs.
- Clearly post and explain currently available leave options.
- Information tracking is difficult. Provide critical information through multiple mechanisms and/or multiple times; find ways to highlight the most important information in emails and meetings.
- Help faculty (and staff) parents communicate with each other to explore shared childcare and remote instruction supervision and assistance.
- Transparency, on the department level, in teaching and service assignments.
- Minimize service and committee work at all levels.
 - Critically evaluate committee and service assignments; delay work that can wait.
 - Minimize meetings and meeting time to the extent possible.
- Deans, Chairs and faculty should be supportive and understanding of childcare constraints if faculty or staff can't attend meetings (or have to leave them suddenly).
- Include COVID-19 impact in annual and milestone reviews, separately in research, teaching, and service statements; option of personal impact statement ([Asking the Right Questions: A primer for merit, tenure and promotion evaluation committees.](#)).
- Faculty who have fewer family stresses might volunteer for service, to be highlighted as "COVID-19 service" (or teaching) in annual reviews.
- Encourage senior faculty to be creative and generous in finding ways to support assistant professors in developing their research, scholarship and creative works (including in ways that may not directly benefit the senior faculty).
 - Access to equipment, labs, or data.

- Collaborative work, including co-mentoring or students, that may lead to data or publications with assistant professor as leading author or ability to use data in proposals.
- Assistance with editing (articles, book chapters, proposals), revise and resubmits, etc.

Medium-term

- Develop database of students willing to provide virtual tutoring, education, and entertainment in exchange for hourly pay, educational credit, or “service credits”.
- Value, encourage, and support collaborative and interdisciplinary research and teaching.
 - Sharing courses across departments can help with back-up support if a faculty member becomes ill, and may decrease teaching loads while maintaining options for students.
- Develop templates of letters to external referees that address tenure clock extensions and COVID-19 context.

Longer-term

- Childcare and tutoring benefits.
- Make childcare an allowable expense (on F&A, startup, etc.).
- Expand the capacity of the Children’s Campus.
- Evaluate tenure and promotion expectations within the context in which faculty are working.

Report: Faculty Experiences Pre-Pandemic and During COVID-19

Information used in this report includes a series of junior faculty interviews and the 2018 ADVANCE Main Campus Faculty Climate Survey, information from meetings and emails, and comments provided in response to an email request to a cross-section of faculty parents. All quotations are from current UNM main campus full-time faculty but the report draws on all of these sources. Additional information is provided in [Appendix \(A\)](#).

Faculty Caregiving

Work-life policies

Pre-Pandemic: The ADVANCE 2018 Main Campus Faculty Climate Survey had four items that assessed equity and support in work-family balance. Results show that women faculty were already more concerned than men about the career impact of formal and informal family accommodations. (Details in [Appendix \(B\)](#)) The 2018 Main Campus Faculty Climate Survey indicates that:

- Men are more comfortable taking any form of leave to which they are entitled than women.
- Women faculty and STEM faculty perceive a greater disadvantage in using family accommodation policies than men, non-STEM faculty, and faculty in leadership positions.
- Women perceive greater inequity in using work-family policies than men.
- Men more strongly agree that their “department/unit creates a climate that is responsive and supportive of family needs, including usage of work-family policies” than women and underrepresented minority (URM) faculty.

COVID-19 Impact: The [ADVANCE Parental Leave report](#) (Policy C215) identifies issues associated with tenure-clock extensions that can inform discussions of the impact of COVID-19 tenure clock extensions. Relevant recommendations from this report include:

- Leaders should be knowledgeable about the policy and be aware of the importance of supportive implementation of policies that extend the tenure clock.
- Chairs should exercise caution in how or if they refer to tenure clock extensions in annual reviews and P&T letters. Chairs should seek advice from their Dean or the Senior Vice Provost if they are unsure about whether or not to refer to leave in written reviews.
- Faculty who meet departmental expectations for P&T without the additional year should be encouraged and supported in applying.
- Faculty who need the additional time should be evaluated based on the same expectations as faculty who did not have tenure clock extensions. They should not be held to higher standards based on a false notion of “extra time”. Tenure clock extensions are designed to provide necessary compensation for time lost to scholarship during the relevant period. Voting Faculty may need to be reminded of this by Department Chairs in advance of milestone evaluations.

Childcare

Pre-pandemic: Accessibility to childcare was a stressor to faculty parents before the pandemic. Childcare was spontaneously mentioned in many junior faculty interviews as an issue, and a major barrier to productivity, job satisfaction, recruitment, and retention. Multiple people mentioned long delays in being able to access the UNM childcare center when they started, and several had never been able to access it. Lack of access to the UNM childcare center led to other issues including: need to re-arrange schedules to accommodate operating hours and long commutes to other daycare centers, feelings of worry distracting while at work, and high costs of childcare negatively impacting quality of life. Several felt that the lack of childcare options negatively affected their productivity and were worried about impacts on tenure. Department Chairs and faculty view access to childcare as a recruitment and retention issue. Departmental events scheduled on evenings and weekends were additional sources of stress.

COVID-19 impact: Parents with young kids are struggling to manage childcare and teaching/service expectations; many have not been able to make progress on the research and writing that can potentially be done while working from home.

“Pre-COVID I used to be able to log several 25 minute Pomodoro sessions a day to advance my writing and research projects. Now, I have pomodoro sauce on my computer because I was trying to reply to emails while making lunch for the kids.”²

*“Since the schools closed, I immediately purged my research agenda of everything not immediate and crucial. I have said “no” to every review request received since March. I have declined every service request made of me as well. I pivoted my extremely limited time to only the things that are a) on fire, or b) for my students. I basically get to work for 3 hours a day now *if* my 3 y/o naps; If not, it all goes to pot.”*

“My husband's job is considered 'essential' so that means that I am doing the vast majority of childcare and other household labor. This means that I am able to do teaching-related work, some collaborative writing, administrative/service work, and that's about it.”

“I am fine, just swamped with the two little ones and online teaching with very little time to do any writing/research from home. I think most of us with little ones are struggling, not the same as having time to write from home. I think it is also very tough for new hires.”

“This fall, my husband and I will both be working from home full time and switching off childcare duties. This plan will require us to work many evening and night hours as one of us will need to be watching our daughter at all times while she is awake. Although I would happily reduce my hours and pay to part time, I would not necessarily feel comfortable requesting this change as it would not reflect well on me professionally and would place undue burden on my department who would need to find another instructor to cover my courses at the last minute.”

² [Pomodoro method](#) vs [Pomodoro sauce](#)

K-12 Education

Pre-pandemic: Faculty have concerns about the quality of the public education system. The different schedules for APS and UNM Spring Breaks have been viewed as a significant problem, as an ADVANCE report documented in 2017.³

COVID-19 Impact: Parents' worries about the quality of education their children's education are dramatically increased by the current situation. Remote schooling also takes the stress that faculty (and staff) reported experiencing as a result of unaligned Spring Breaks and repeats it weekly. Single parents and faculty whose partners are essential workers are even more challenged.

Parents of older kids may have a slightly easier time with schedule management than parents of young kids (quoted above). However, parents with pre-teens and teens still have significant family time commitments and more worries about their kids' emotional and psychological health. Providing computer and internet access is a challenge for many families, particularly if both parents also need extensive internet access.

"Having teenagers is easier in some respects, but the truth is, these crazy times are bringing them down, so I need to keep them busy and off their devices."

"My COVID life: My office is now my cluttered basement, my spouse's is crammed into our bedroom. When our children don't need our direct attention, we stress about their zombification by the TV and computer and the mental health impacts of the pandemic on them. It's too hot to go outside for long, kids can't see friends or go to indoor activities anywhere, and damn, my Dad just called again because of his health problems and the stress of being confined to his room in a nursing home. What are these digestive problems I am having and why can't I think clearly. Is dinner burning? I need some sleep. Wake up and repeat."

"I'm more worried about them languishing in the coming year, since the schools are going to be at best massively disrupted (XXX, where two of ours will start) or at worst massively unprepared (XXX, for our Xth grader). Since two of our kids will be starting high school and middle school, I worry about them not having access to the usual social supports needed to navigate that kind of transition..."

...We had to buy more computers and upgrade our house wireless system to provide everyone with the equipment needed for constant videoconferencing. We weren't financially prepared to do that on short notice, so for the first 3-4 weeks of the school closure, I was sharing my work computer with one of the kids. To get in all the work/writing hours I needed, I was working from like 3:30am-8:30am daily – killing myself and still putting in barely half a day before I had to hand over my computer for school/homework for the remainder of the day."

³ [ADVANCE Spring Break Alignment Report](#)

Faculty Caregiving Recommendations:

Now

- Maintain current level of flexibility in allowing faculty to determine the best mode for course delivery.
- Deans, Chairs, and faculty should be supportive and understanding if childcare constraints mean faculty (and staff) can't attend meetings, have to reschedule quickly, or have to listen with video and audio off due to childcare.
 - Enjoy interruptions from children and pets.
 - Create an environment in which people don't feel the need to apologize profusely (or at all) if they join meetings late, leave early, can listen but not participate, or need to reschedule 1:1 meetings.
 - Provide email summaries of department meetings for faculty and staff who can't attend.
- Clearly post and share information on leave options currently available.
- Establish a listserv for faculty and staff parents to facilitate information exchange and potential development of small groups or pods to share childcare and on-line instruction.⁴

Medium-term

- Work with student groups (AISS, African American Student Services, El Centro, ASUNM, GPSA, PNMGC) to develop a database of students interested in being paid to provide virtual tutoring and childcare. Are there ways for students to receive educational credit? Can we start a "COVID-19 Service" program?

Longer-term

- Make childcare an allowable expense on F&A, startup, etc. It is not ideal for faculty, who are already struggling to make progress, to spend research resources on childcare, but it could be a helpful option for some.
- Expand the capacity of the Children's Campus.

Faculty work

Pre-pandemic: Nationally, women and URM faculty face well-documented inequities in a range of academic areas including student evaluation of teaching, proposal and manuscript review, invitations as invited speakers, and award nominations. Women and URM frequently have

⁴ <https://www.nytimes.com/2020/06/09/parenting/coronavirus-pod-family.html> and

<https://www.npr.org/sections/health-shots/2020/07/08/886541838/starting-a-covid-19-social-bubble-how-safe-sex-communication-skills-can-help>

higher formal service assignments, as well as informal and implicit mentoring expectations. The ADVANCE 2018 Main Campus Faculty Climate Survey indicates that women and URM faculty already feel that they have to work harder than their colleagues to receive the same recognition, and URM faculty report a higher mentoring load. Over half of all survey respondents report feeling burdened by service ([Appendix C](#)).

COVID-19 impacts are discussed below.

Teaching and Service

During the second half of the spring semester, faculty decreased time on research and writing to move over 4000 classes to remote and on-line formats, while home-schooling kids and caring for parents, relatives, and friends. Many faculty dramatically increased the support they provided to students and their contributions to various communities or quickly pivoted their research.⁵ Over 600 faculty are taking some form of training this summer in order to increase their effectiveness in remote and on-line teaching. Additional faculty are participating in the Student Experience Project and the Expanding Course-based Undergraduate Research Experience program.

“At the same time, I felt that there was little to no acknowledgement of the increase in workload that this flexibility required from faculty, many of whom were also dealing with a sudden change in their dependent care. For example, something as simple as holding office hours during the same times each week is nearly impossible while caring for a baby who requires constant supervision. Providing alternate assessments for students with internet access issues is extremely time-consuming (it can take significantly longer to design an assignment than for a student to complete it), and accepting weeks’ worth of late assignments from a student experiencing extenuating circumstances is an organizational headache.”

“The past several months have been difficult for all of us in so many ways. For full-time UNM faculty who are also parents of young children, we have the unique challenge of having to manage our own careers as well as our children’s lives and schooling. This is a time when we are being asked to do MORE at UNM (more time redesigning/designing courses to adapt to online teaching, more time helping students manage the new circumstances and online environment, more time on service to the department, School, and University), while also transitioning to and managing totally new circumstances for our children and our home lives. Please be compassionate and reasonable with UNM faculty just as you are with our students. Please realize that faculty who are parents of young children cannot take on more and more service, teaching, and other obligations right now because we are also managing an incredibly stressful situation at home. It is not viable long-term for these faculty to be working around the clock to try to keep meeting the increasing onslaught of UNM obligations while also managing our home lives and children. Not doing homeschooling and/or using the TV as a regular babysitter are not options for the long term. There is discussion on campus about modifying

⁵ For example: [UNM Women in STEM Combat COVID-19](#), [UNM Faculty featured “InStyle” magazine for efforts during pandemic](#), and [UNM researchers address disproportionate COVID-19 infections among people of color](#)

expectations for students this coming Fall, and I think you should consider modifying your expectations of faculty with young children at home as well.”

“All of us who have active research agendas are likely to lose at least a year of productivity from this health crisis. This affects most significantly all junior faculty-- not just those who are going up for milestone reviews in the next year-- and I would like to advocate for the idea of a division-wide recommendation to our departments and programs regarding the evaluation of scholarly productivity during this time. ..We're all being asked for excellent reasons to go above and beyond the typical in terms of our teaching duties right now-- many of us are spending our entire summers completely re-vamping our courses rather than writing articles and books as might have otherwise done. This is what we as faculty must do for our students.”

Research and Scholarship

Many faculty are unable to make progress on their research since they need to set up labs (new faculty) or can't access labs and studios, have postponed field work, human subjects work, and collections work, and have been unable to hire and/or train graduate students. As the previous quotations indicate, faculty who can make progress while working from home have generally decreased the time spent on research and writing, to prioritize spending their faculty work time on class preparation, teaching, students, and service commitments.

Faculty with grants and contracts have deadlines that may not be extended. Faculty have been using grants, contracts, and start-up to pay students and post-docs, even if they can't work efficiently or effectively. Assistant professors are particularly concerned that they won't have the funds to support students when they can return to “normal” research work.

An increasing body of work shows that women are disproportionately impacted by COVID-19, as they are frequently primary caregivers. Early results indicate that women are submitting fewer manuscripts to journals, posting fewer preprints, and are starting fewer new research projects than men.⁶

“Schedules, work-life-balance, and productivity prior to the pandemic were, for a majority of families, based on an assumption that quality, safe, institutionalized child care is available. The careers of single parent and dual career households, women in particular, were already disadvantaged when compared to their dependent-less peers by the limited availability and accessibility of high quality child care. Now every parent is a stay-at-home parent, a career professional, and a teacher of all aged children, all with the same number of hours in the day and much smaller, already stressed network to rely on. I worry for parents, and their children, that their choice is between their physical and mental health or their career and financial wellbeing.”

⁶ [“No Room of One’s Own”](#), Inside Higher Ed, April 21, 2020; [“The Decline of Women’s Research Production during the Corona Pandemic”](#), Nature, May 19, 2020; [“Are Women Publishing Less than Their Male Peers? Here’s What the Data Say”](#), Nature, May 20, 2020

Parents, in particular, have limited time for sustained thought and creative thinking. A recent Washington Post article by two faculty parents documented the interruptions experienced by the parent who was on parenting duty.⁷ The authors report “The on-duty parent was interrupted 45 times, an average of 15 times per hour. The average length of an uninterrupted stretch of work time was three minutes, 24 seconds. The longest uninterrupted period was 19 minutes, 35 seconds. The shortest was mere seconds.” It takes about 20 minutes to regain focus once interrupted.

UNM faculty share qualitatively similar experiences.

“What time I have is highly fragmented, because I am tied to my preschooler the vast majority of the day. This means that strategic thinking, deep problem solving, and anything that involves sustained focus is a once-a-week treat, but only if I plan carefully...Without risk-inducing childcare, best case scenario is that I work about 30 highly fragmented hours per week, and that’s only if I hustle and use every moment of my free time to do work. These are not reasonable circumstances to be a successful professor.”

“When we thought the pandemic spike and shut-down would only last a few weeks, this challenging new routine was manageable. Once it became clear that it was here to stay for the remainder of the school year, I became significantly more stressed. My research program had been on hold during this time (again, I had limited time for work in the evenings and could only address the most pressing issues, usually related to teaching). Stress about my research being involuntarily on the back burner coursed through my mind every day as I taught and played with my children. The anxiety accumulated every week, making me somewhat irritable and a less-than-stellar stay-at-home parent by May. I wanted the absolute best for my children but wondered if I should use a TV babysitter so I could work during the day. Regardless of the path I chose, I had to sacrifice a priority in my life, which only amplified the stress.

Another kicker is that I truly enjoy my research. I deeply value the critical thinking, challenges, and rewards that it has brought for over a decade. I consider it a core part of my identity and am passionate about the socially important topics I study. Being unable to engage that integral part of my identity felt like somewhat of a loss.”

Tenure and Promotion

Assistant professors have the additional stress of worrying about tenure. ADVANCE has, through our New Associate Professor Orientation and Promotion Planning workshops and mentoring, been emphasizing that associate professors should be actively planning on applying for promotion to professor. Associate professors are thus more concerned about delays in progress towards promotion than they may have been previously.

“We ask you to help support Assistant and Associate Professors in being able to continue their research during this challenging time. Please help to ensure that faculty service and teaching loads are reasonable to ensure that there is also time for research.”

⁷ [“Yes, balancing work and parenting is impossible. Here’s the data.”](#), July 10, 2020

“I am very cognizant, too, that several Associate Professors in my department have young children ... and are exhausted already, before the semester has begun. They do not have the timeline that junior faculty do, but their scholarship and emotional health will also be significantly impacted.”

“The stress level is high as I have so much to do and so little time and focus while I am at home with the family.”

“I think it’s important to remember that the crop of faculty who are assistant profs during this period are operating under incredibly difficult circumstances, and that ALL faculty (including those who mistakenly think we all have a lot of time on our hands) in a position to affect their P&T process should exercise empathy and careful deliberation in evaluating their portfolios. This message needs to not only be exceptionally clear for Chairs and Deans, but also for all Associates and Full profs. I can easily imagine discussions in my department going south quickly, mired in self-righteousness, without clear guidance ...for anyone going up in the next 6 years. Faculty should evaluate P&T cases with rigor, but with expectations appropriate to the reduced time and resources that current Asst Profs are going to experience, compared to peers who did this pre-covid.”

“Everything is not doom and gloom. There are opportunities to re-work our approaches fundamentally and make great steps forward on long-standing challenges while improving our current circumstances. My concern is that without a release valve on our demands, we can't give ourselves the mental space (mental distancing?) needed to explore our new ideas. Maybe moving the tenure clock is the wrong approach and instead we should change the bar. Lowering the bar or delaying both feel like failures. Changing it could be positive. Have an official part of the review be a pandemic response report. Faculty can certainly write some of their challenges, but have most be about what they worked on changing and improving during the pandemic. Explicitly state that the normal expectations for last spring and next year will be waived, instead evaluate efforts to adjust and reimagine scholarship and teaching. Of course, such an announcement would be needed by the Provost ASAP to relieve current stress and give time for the new goals.”

“The disconnect from colleagues and friends has been really difficult for me, even though I’m well established and not worrying about the specific timelines of publications and other projects. But I worry about the impact on junior faculty who are overworked, unsupported, and extremely reliant on the personal relationships (and the carpooling and kidsharing and the occasional getaways) that help them stay whole and energized through the tough times. I have tried to reach out to some folks, but zoom is a terribly unsatisfying replacement for taking someone out for a coffee or a beer, and most times I can’t make myself use it. We have ...new female faculty coming into our department this coming fall – ... as assistant professors – and I would typically see it as part of my responsibility to be checking on these people weekly to see how they’re doing and what they need. For fall 2020, I have no idea how to do that. So I’m really worried about junior profs’ mental health.”

“I fear that similar stresses for Assistant Professors could easily be unbearable, and that imposter syndrome-like worries may be going through the roof.”

To support women assistant and associate STEM professors in advancing their research and writing, ADVANCE created a [Faculty Summer Pilot Project](#) that lets women STEM faculty (broadly defined) request 10 hours of graduate student support for projects that allow them to make progress on research and writing. At this point, 17 faculty have requested support, including 11 assistant professors and 6 associate professors. Faculty who requested support are from the College of Arts and Sciences (12), School of Engineering (1), College of Education (1), Anderson School of Management (1), College of Fine Arts (1), and School of Architecture and Planning (1). Nine of the 17 faculty requested help more than once (as of 7/27/20) for a total of 36 projects (360 hours). We have also provided 3 hours of Creative Movement instruction per week for 3-6 year-olds and 2 hours of Dance Fusion for 7-12 year-olds. Between 10 and 12 faculty have taken advantage of these opportunities to occupy their kids each week (all ranks). Additionally, we are preparing to support two graduate students who will help faculty with the administrative task of converting NSF biosketches to the new, very different, required format.⁸

ADVANCE provides mentoring to women STEM faculty applying for a milestone review each summer. This summer's experience indicates that faculty preparing dossiers for milestone reviews are receiving less information and support from their departments than in the past. We are currently helping 15 women STEM faculty with dossier preparation for mid-probationary, P&T, or promotion to professor dossiers.⁹

"...and sneak in an extra 40 minutes of work, standing in the kitchen, while my son's Zoom Creative Movement class (thank you, ADVANCE, for that extra 40 minutes!) is blaring in the background."

"The creative movement courses that you all offered through ADVANCE this summer were perfect. My child loved them--and felt challenged by them!--and he loved the teacher. This was 45 minutes of free time for adults, which has no price."

"...since time is what is in shortest supply at the moment (and for the foreseeable future), the help that ADVANCE has been providing with summer project assistance has been very helpful. Since my work time has been trimmed to a minimum, I have been able to ask graduate students to do tasks that I am capable of doing but have no time to do. This has allowed me to dedicate the little time I have to tasks that only I can do. And, even if I am not getting to all of the tasks that I need to do, I have some mental reassurance and reduced anxiety in knowing that, when I get to those tasks, they have already been moved forward somewhat..."

Time is Finite; Zoom Fatigue is Real

"One thing I keep thinking about is how come I am getting so little work done??? All this zooming seems to be the ruin of me. I have several zooms per day, with little time in between to

⁸ ADVANCE will be negotiating with NSF for permission to rebudget so we can continue these initiatives.

⁹ All but 2 of the women STEM faculty in A&S and SOE who are preparing dossiers are working with ADVANCE, in addition to several women in STEM (or STEM-adjacent) fields from other Colleges & Schools.

think straight. ... And for some reason, zoom meetings seem to emotionally zap me, whereas at least on campus, the F2F meetings seemed to invigorate me.”

“Even service is dramatically impacted because of the extra demands of research and teaching, but also because of Zoom fatigue and technical challenges.”

Faculty Work Recommendations

Now

- Transparency in teaching loads and service assignments.
 - Department faculty and staff should be aware of committee and service assignments and teaching responsibilities.
 - Transparency in service assignments helps new faculty know what is standard in the department, contributes to effective communication, and makes it apparent when loads are not equitable.
- Maintain a high level of support from CTL, CDL and Academic IT for remote and on-line teaching.
- On the Provost’s level: are there time intensive processes that can be postponed? For example, should we be doing Academic Program Reviews during this coming year? These are time-consuming for departmental faculty and staff, as well as for internal and external reviewers.
- Deans, Department Chairs and units should evaluate committees, committee work, and service assignments. What are the most critical efforts? Are there committees that can stop meeting or reduce the number of meetings? Is there departmental labor that can be postponed?
- Extend the timeline for spending any internally-allocated research and startup funds if the work is delayed by COVID-19 impacts.
- Encourage faculty with schedule flexibility to take on service or teaching in service to more junior colleagues, who may otherwise be unable to make research progress. Can we create an annual review category for “COVID-19 service and teaching” that helped other faculty?
- COVID-19 impact should be included in annual and milestone reviews, separately in research, teaching, and service statements; add an option of a personal impact statement ([Asking the Right Questions: A primer for merit, tenure and promotion evaluation committees.](#))¹⁰
- Faculty are having trouble tracking information: Provide critical information through multiple mechanisms and/or multiple times; find ways to highlight the most important information in emails and meetings.

¹⁰ [Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity](#), PNAS, July 7, 2020, [Tenure and Promotion After the Pandemic](#), Science, June 5, 2020

- Department Chairs and senior faculty should regularly check-in with assistant professors, keeping in mind that new assistant professors may be unaware of existing support for development of research and teaching.
- Zoom has led to back-to-back meeting schedules that were not possible when time to move between meetings was required. When possible, end meetings in time for people to walk around before their next session (try to keep 1 hour meetings to 50 minutes).

Medium-term

- Value, encourage, and support collaborative and interdisciplinary research and teaching.
 - Sharing courses across departments can help with back-up support if a faculty member becomes ill, and may decrease teaching loads while maintaining options for students.
- There will be significantly reduced faculty hiring during the next several years. Can the OVPR partner with Colleges & Schools to provide extra personnel support, particularly RA and undergraduate student support, prioritizing assistant professors who are currently using start-up to fund students?
- Encourage senior faculty to be creative and generous in finding ways to support assistant professors in developing their research, scholarship and creative works (including in ways that may not benefit the senior faculty).
 - Access to equipment, labs, or data.
 - Collaborative work, including co-mentoring of students, that may lead to data or publications with assistant professor as leading author or ability to use data in proposals.
 - Assistance with editing (articles, book chapters, proposals), revise and resubmits, etc. (with only acknowledgement).^{11,12}
- Develop templates of letters to external referees that address tenure clock extensions (parental leave, extended sick leave, COVID-19) and COVID-19 context. Tenure clock extensions are not “extra time” and expectations are not increased for faculty who have extensions.

Longer-term

- Evaluate expectations given the context in which faculty are working. COVID-19 impacts will delay research and scholarship progress for at least a year, and this context needs to be acknowledged.

Conclusion

The pandemic has both exacerbated existing challenges and created new ones for UNM faculty. The continuance of remote operations, particularly the hybrid or remote K-12 model and dramatic decrease in childcare options, places an enormous strain on faculty parents. Faculty are actively engaged in improving their expertise in remote teaching and developing new course materials, at the cost of decreased time for research and writing. Many faculty will be starting the fall semester already feeling stretched to the breaking point.

¹¹ [Conservation researchers have started a Publication Partners program to help faculty constrained by the COVID-19 impact find “partners” who will provide advice or editing on manuscripts](#)

¹² [Research datasets made available to students and researchers](#)

There are a range of no- and low-cost options that are feasible to implement in our budget-constrained environment. During this academic year, ADVANCE is prioritizing working with our many campus partners to implement the ideas proposed within this report, and to identify additional ways to provide support and resources for faculty. Through a range of creative and collaborative efforts between the academic leadership and faculty, we can provide some short-term relief and begin to address some long-standing issues that are now highlighted by the pandemic.

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Appendices

A) Pre-Pandemic Data

Between December 2017 and November 2018, 119 junior faculty were invited to participate in an interview about their experiences and perceptions of campus life and policy. Fifty-seven faculty (assistant professors and newly-promoted associate professors) accepted, a 48% response. Of the faculty who completed an interview, 63% (N=36) were women, 42% (N=24) were URM, and 60% (N=34) were in a STEM department.

The interview protocol included questions on the clarity of expectations in the tenure process, specifically about junior faculty members' experiences conducting research, teaching, and service work at UNM. In addition, the protocol included questions regarding their experiences of being mentored by senior faculty, perceptions of department and campus climate, as well as their satisfaction with leadership at the departmental, college, and higher administration level. Further, participants who identified as women or URM faculty were asked how their gender and/or race might have influenced their experiences. Lastly, the respondents were asked to elaborate on and add any additional information they felt was important to share.

The interviews were transcribed, de-identified, and imported into Atlas.ti (Version 8) for coding. Codes fell into eight general categories which included: Climate, Discrimination/Insensitivity, Faculty Retention, Leadership, Rewards of UNM/New Mexico, Support, Tenure/Promotion, and Work/Family. Within these eight categories, there were 22 narrower codes to identify specific themes within the interviews. The interrater reliability, determined as identifying the same code within the same interview, was above 80% for each code and ranged from 82-100%.

2018 Main Campus Climate Survey

For the main campus climate survey, N = 339 full-time main campus faculty participated, with a demographic distribution that is representative of UNM faculty.

COVID-19 Impact

Approximately 30 faculty parents were asked to provide written information on their experiences and concerns. Other faculty have sent unsolicited emails expressing concerns, as well as scheduling meetings to get advice. The quotations used here come from approximately 20 different faculty, men and women, from 5 Colleges and Schools. Concerns of lecturers, assistant professors, associate professors, professors, and department chairs are included.

B) Faculty Work-Life Perceptions in Fall 2018

The ADVANCE Main Campus Faculty Climate Survey had four items that assessed equity and support in work-family balance, all rated from 1 (strongly disagree) to 4 (strongly agree). The demographic differences noted below are statistically significant at $p < .05$. If a particular demographic variable is not mentioned below, then differences between its groups were not statistically significant.

- 1) For the item “I am comfortable taking leave that I am entitled to without fear that it may affect my job/career,” men ($M = 3.15$) felt more comfortable than women ($M = 2.86$).
- 2) For the item “In my department/unit, faculty members who use family accommodation policies are disadvantaged in promotion or tenure,” women ($M = 1.79$) reported greater disadvantage than men ($M = 1.49$). Non-leaders ($M = 1.75$) were also more likely to perceive greater disadvantage, compared to leaders ($M = 1.48$). Further, STEM faculty (including social sciences; $M = 1.85$) reported greater disadvantage using family policies, compared to non-STEM faculty ($M = 1.55$).
- 3) For the item “I feel that my department/unit creates a climate that is responsive and supportive of family needs, including usage of work-family policies,” men ($M = 3.33$) agreed with the statement more strongly than women ($M = 3.07$). Non-URM faculty ($M = 3.27$) agreed with this statement more strongly than URM faculty ($M = 2.94$). Leaders ($M = 3.40$) also agreed with this statement more strongly than non-leaders ($M = 3.12$).
- 4) For the item “I believe that perceptions about using work-family policies differ for men and women faculty,” women ($M = 3.00$) perceived greater inequity than men ($M = 2.56$).

C) ADVANCE 2018 Main Campus Faculty Climate Survey

ADVANCE 2018 Main Campus Faculty Climate Survey				
Strongly agree + Somewhat agree	Men	Women	Non-URM	URM
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	42.8%	60.4%	49.5%	65%
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).	36.2%	51.6%	38.2%	69.5%
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	55.8%	55.8%	54.8%	57.2%
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	63.4%	60.2%	62.3%	58.2%
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.	63.6%	66.6%	62%	78.2%
The university's goal to achieve greater diversity on this campus is a responsibility shared equally by all faculty members.	66.7%	75.9%	73.6%	66.6%