FEEC Faculty Survey Results
Workload, productivity, and caregiving concerns during the COVID-19 pandemic

Faculty Environment and Employment Committee of the Academic Senate
University of Southern California
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EXECUTIVE SUMMARY
Faculty are struggling with a range of issues related to the pandemic and many are concerned about the effects on their teaching, research, and service, and thus on their future performance evaluations (especially promotion and tenure). The Academic Senate’s Faculty Environment and Employment Committee (FEEC) was charged by the Senate Executive Board (EB) to develop, administer, analyze, and report on the results of a survey about faculty working conditions during the COVID-19 pandemic, with a particular emphasis on workload, productivity, and caregiving. The results of this survey are intended to inform the work of the Senate and Faculty Councils as they work with administration and advocate for policy changes at the university and school levels.

The survey was completed by 1,345 faculty representing all schools, ranks, and tracks. Comparison of survey respondent characteristics with unofficial data on faculty composition for FY2020 indicates respondents over represent women faculty and underrepresent men faculty and that white faculty are slightly over-represented while Latinx faculty are slightly underrepresented. RTPC faculty were slightly more likely to respond relative to the total proportion of RTPC faculty at the university. About 55% of respondents were providing care for another person, and about half (49%) of these faculty were primary or sole caregivers during the workweek. We did not have information about the share of faculty caregivers to compare with the characteristics of the survey respondents.

These data showed that most faculty feel they have increased their efforts in teaching, service and clinical duties during a time when many tasks have been getting harder, with little to no institutional support, and at expense to their career development and personal financial and psychological well-being. Furthermore, the survey results show that some groups have been hit harder than others, including women, caregivers, and BIPOC faculty.

Preliminary recommendations based on analysis of quantitative and qualitative data are provided by the FEEC upon EB request and included a focus on four major themes from the survey findings: 1) merit, promotion and workload; 2) caregiving; 3) work-from-home flexibility; 4) mental health. We make an additional recommendation to attend to issues around persistent racial inequities and how the impact of the pandemic may have been exacerbated for our BIPOC faculty.
SURVEY OBJECTIVES
Academic Senate leadership wanted to know how faculty are doing, how their lives have changed, what their needs and worries are, and what supports have been helpful (or not helpful) during the COVID-19 pandemic. These data would be used to inform Senate advocacy in policy formation and change, hopefully at both the University and school levels.

1. Identify faculty load changes and disparities due to the COVID-19 pandemic
2. Identify immediate impacts on working ability
3. Identify short-term and long-term impacts on merit evaluations and promotion trajectories
4. Identify immediate caregiving demands, gaps, and needs as they impact working ability
5. Identify helpful supports

METHODOLOGY AND PROCESS
Survey design process and timeline was as follows:

Participation
The survey was intended for faculty of all tracks (Tenure/Tenure-Track or RTPC), ranks (adjunct, instructor, assistant, associate, or full professor), and appointment types (full-time or part-time). The Academic Senate is the representative body of the faculty at large for university-wide issues, and the FEEC thought it imperative that all faculty were surveyed, with the ability to disaggregate data.
Analysis

Methods for analyzing the data were as follows:

1. Both descriptive and hypothesis driven. The FEEC hypothesized that faculty were generally having negative experiences, with more impact felt by women and/or BIPOC (Black, Indigenous, and People of Color), based on other Universities’ previous faculty surveys and available research on the impact of the pandemic.

2. Mixed methods. Qualitative and quantitative data were analyzed at the same time, with one informing the other.

3. Quantitative data
   a. The FEEC decided to examine “caregiver status” using three different definitions in order to capture the experience not only of those providing care, but those whose experiences have been most impacted by caregiving. Thus, in addition to presenting data by caregiver status, we also present data for those engaged in primary caregiving during at least half of their work week and those who were distracted by caregiving at least half of their work week.
   b. Statistical tests were used to compare groups; however some groups (in particular when disaggregating by race/ethnicity) had sample sizes that were too small to detect statistically significant differences. This does not mean there are no differences between groups, but instead reflects the lack of diversity and representation of certain groups among faculty at the university.
      i. To be able to examine statistically significant differences, the FEEC created groupings for race/ethnicity (all non-white categories were grouped into a “BIPOC” group) and only performed disaggregated analyses by gender for those identifying as male/men and female/women.

4. Qualitative data
   a. Qualitative data were collected from several open-ended questions throughout the survey.
   b. All responses to qualitative questions were read by at least two committee members, who independently identified themes to guide quantitative analysis, as well as quotes to highlight in this report.

The FEEC disaggregated data at the university level by caregiver status, gender, faculty track/type, race/ethnicity, and school. School-level data will be shared with Faculty Councils, if this information does not directly or indirectly identify individual faculty members.
HIGHLIGHTED RESULTS
Below, we present results that showed statistically significant differences and/or that the FEEC determined were of utmost, actionable importance in policy decisions at the university. First, we describe the sample, then present five general themes that emerged from the data. Appendices A – F show quantitative data tables for the full results, including disaggregated data by groups.

Qualitative data excerpts are shown after the set of questions which generated those responses. A characteristic of qualitative data (particularly data generated via open-ended questions) is that respondents often make connections that are not anticipated by the surveyor. These theme-crossing responses demonstrated how these issues are tied together from the perspective of the people whose experiences we are seeking to understand. The one exception was the creation of an additional category, "Additional Feedback on Communication and Transparency," which became a major theme that recurred across virtually all of the qualitative questions, not corresponding to any one set of quantitative questions in particular.

Sample Descriptives

Total responses recorded: 1,345

Gender Identity (n = 1227)
- Female (681) 56%
- Male (490) 40%
- Non-binary/third gender (6) 0%
- Prefer not to answer (46) 4%
- Prefer to self-describe (4) 0%

Race/Ethnicity (n = 1345)
- White (783) 58%
- Black (45) 14%
- Latino (102) 12%
- Asian (165) 8%
- Other (60) 3%
- N/A (190) 5%
Faculty Track (n = 1118)
- Clinical RTPC (211) 28%
- Practice RTPC (43) 6%
- Research RTPC (69) 19%
- Teaching RTPC (377) 34%
- Tenure-Track (TT; 103) 9%
- Tenure (315) 4%

Rank (n = 1231)
- Adjunct Professor (120) 10%
- Assistant Professor (318) 26%
- Associate Professor (361) 26%
- Instructor (110) 9%
- Professor (322) 29%

Caregivers (n = 1284)
- Providing care for another person (706) 45%
- Not a caregiver (578) 55%
RRs do not include adjunct faculty in denominator (except Bovard, which has only adjunct faculty).
Theme 1: Workload & Performance

What is your official/assigned faculty load profile this semester?
How have you actually been spending your time this semester?

Change in Workload for All Faculty
Numbers represent % increase (+) or decrease (-) in actual load compared to official/assigned load

- Teaching: +4.39
- Research: -5.78
- Service: +4.63
- Clinical: -2.06

Significant Disaggregated Differences
- **Teaching** (n = 1,169): women, Latino/e/x, tenured, and TT faculty reported more time teaching. Black faculty reported less time teaching.
- **Research** (n = 823): women, caregivers, all ranks (except adjunct), tenured, and TT faculty reported less time spent on research.
- **Service** (n = 1,191): caregivers, tenured, and RTPC faculty reported more time on service activities.
- **Clinical** (n = 286): women reported spending less time doing clinical work.

How well are you able to perform each of your profile components right now (according to how you are evaluated in merit reviews)?

Performance for All Faculty

- **Teaching**: 9% Worse than usual, 33% About the same, 58% Better than usual
- **Research**: 7% Worse than usual, 33% About the same, 61% Better than usual
- **Service**: 8% Worse than usual, 27% About the same, 65% Better than usual
- **Clinical**: 10% Worse than usual, 28% About the same, 62% Better than usual

Significant Disaggregated Differences
- **Teaching** (n = 1,149): caregivers were more likely to feel their performance was worse than usual.
- **Research** (n = 803): women, caregivers, and TT faculty were more likely to feel their performance was worse than usual.
- **Service** (n = 1,191): caregivers were more likely to feel their performance was worse than usual.
- **Clinical** (n = 286): caregivers and adjunct professors were more likely to feel their performance was worse than usual.
**What has most significantly affected your workload and productivity during the pandemic?**

Percentages in colored bars represent all faculty (n = 1,299). Corresponding significant disaggregated differences represented in bullet points below.

- **63% Increased work burden/ expectations (all faculty)**
  - BIPOC faculty, women, caregivers, and Associate professors were more likely to report increased work burdens/expectations.

- **61% More time required for usual tasks (all faculty)**
  - Women were more likely to report requiring more time for usual tasks

- **56% More time addressing student well-being (all faculty)**
  - BIPOC faculty, women, and Adjunct/Instructors and Associate Professors were more likely to report spending more time addressing student well-being.

- **51% Increased strain to complete tasks (all faculty)**
  - BIPOC faculty, women, and caregivers were more likely to report increased strain required to complete tasks

- **51% More time addressing tech/connectivity issues (all faculty)**
  - No significant differences found

- **28% Pauses, interruptions, or cancellations in research (all faculty)**
  - BIPOC (in particular Black) faculty, men, caregivers, Full Professors, Tenured, and TT faculty were more likely to report pauses, interruptions, or cancellations in research.

- **9% Fewer patients/clinical productivity (all faculty)**
  - BIPOC faculty, RTPC faculty were more likely to report having fewer patients or lower clinical productivity.

**Qualitative Feedback**

- Even though my time is limited because of caregiving, I’m now being asked to do more, for effectively less pay.”

- “Redistribution of workload from research to teaching, in recognition that teaching is taking dramatically more work.”

- “To increase workload and then take away benefits feels like a dismissal of all the time and energy being put into making sure students are getting the best experiences possible.”

- “Reduce (or cancel) non-essential committee and other service work and compensate significant service with teaching credit or other compensation.”

- “We all know for certain that teaching faculty at all ranks and tracks are doing the work day in and day out to keep the recently increased tuition rates feasible. Why is our effective compensation being cut?”

- “I have come to resent every facet of my (tenured) job.”
How much impact do you think the pandemic will have on your professional goals and future success, including and beyond the next academic year?

Impact of the Pandemic for All Faculty

- None at all (7%)
- A little (29%)
- A moderate amount (40%)
- A great deal (25%)

Significant Disaggregated Differences (n = 1,325)

- BIPOC (especially Black) faculty, women, and caregivers were more likely to anticipate the pandemic will have a great deal of impact on their professional goals and future success.
- Differences in proportions by rank were significant, with Assistant and Adjunct/Instructor professors most likely to indicate “A great deal.”
- Differences in proportions by track were significant, with TT faculty more likely to indicate “A great deal.”

Qualitative Feedback

- “The Bigger picture is that some faculty, including faculty with caregiving responsibilities, are experiencing career setbacks.”
- “Essentially, my basic workload has tripled. None of the activities I oversee involve ‘business as usual.’”
- The gender gap is growing with exponential consequences.”
How have each of the following tasks changed since the start of the work-from-home period (March – present)?

Note: certain tasks were only asked to those faculty who indicated this was part of their profile (e.g., only clinical faculty were asked about seeing clients in-person or other patient responsibilities).

Tasks that got harder (all faculty)

- Synchronous teaching (68%) *
- Deep thinking (64%) ◊
- Research activities outside home (64%) T
- Mentoring or advising (63%) * +
- Seeing clients in-person (61%)
- Asynchronous teaching (52%) T
- Publishing (51%) ◊
- Research activities at home (51%) ◊
- Other patient responsibilities (48%)
- Admin responsibilities (44%) *
- Work correspondence (44%) +
- Service responsibilities (40%) *

Tasks that got easier (all faculty)

- Attending meetings (49%) 2

Significant Disaggregated Differences

Legend (n = 1273)

* Women were more likely to report the task became harder
+ BIPOC faculty were more likely to report the task became harder
◊ Caregivers were more likely to report the task became harder

T/TT/RTPC Certain track(s) of faculty were more likely to report the task became harder

1 (Full) / 2 (Associate) / 3 (Assistant) / 4 (Adjunct/Instructor)
Certain ranks of faculty were more likely to report the task became harder (or easier for “Attending meetings” item)
**Theme II: Caregiving**

55% of respondents are providing care for at least one other person during the pandemic. 45% are not caregivers.

Of the faculty who are caregiving (n=704):
- 18% have children with special needs
- 7% have used Bright Horizons caregiving support (current or past)
- 49% are the primary or sole caregiver for more than half the workweek
- 51% are not using any caregiving supports, 33% are relying on informal care, and 21% are using formal care that is not Bright Horizons
- 35% have incurred additional caregiving costs during the pandemic (about $1,000 on average)

*Faculty are providing care for (n = 704):*

- Infants/toddlers: 12%
- Preschool children: 8%
- Grade school children: 20%
- Middle school children: 9%
- High school children: 9%
- College-age children: 7%
- Adults: 7%

* Respondents could enter information in more than one category, and add more than one care recipient in each category
Qualitative Feedback

- “My children are struggling and miserable. Trying to figure it all out is very hard and stressful. I feel like the expectation is we should be operating business as usual and I just can’t.”

- “I feel as though when I am parenting, I am neglecting my [work]. When I am prepping/zooming/teaching, I am neglecting my child. It is affecting me psychologically at this point.”

- “My primary source of work-related stress involves the impossibility of conjugating full-time childcare with full-time work. I am constantly failing at both tasks. At the same time my workload has increased, particularly where teaching and mentoring are concerned.”

- “There really should be an additional extension (in re: junior faculty) given to those who are primary childcare givers.”

- As a parent, I’m tired of trying to do a full time job while also doing a full time job of raising my children…It feels as though no accommodations are being made and we have to keep going as though things are normal. None of this is normal.”

### For all faculty, percent of workweek typically spent working, while also:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being the sole or primary caregiver</td>
<td>47%</td>
</tr>
<tr>
<td>Being a secondary caregiver</td>
<td>43%</td>
</tr>
<tr>
<td>Distracted by care recipient(s) and their needs</td>
<td>45%</td>
</tr>
<tr>
<td>Not distracted by care recipients</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Significant Disaggregated Differences

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49%</td>
<td>Women more likely to be sole or primary caregivers</td>
</tr>
<tr>
<td>41%</td>
<td>Women more likely to be secondary caregivers</td>
</tr>
<tr>
<td>43%</td>
<td>Women more likely to be distracted due to caregiving</td>
</tr>
<tr>
<td>50%</td>
<td>Men more likely to work without caregiving distractions</td>
</tr>
</tbody>
</table>

For all faculty, percent of workweek typically spent working, while also:

- 47% being the sole or primary caregiver
- 43% being a secondary caregiver
- 45% distracted by care recipient(s) and their needs
- 48% not distracted by care recipients

Significant Disaggregated Differences:

- 49% are primary caregivers for more than half the workweek
- 41% are secondary caregivers for more than half the workweek
- 43% work while distracted for more than half the workweek
- 50% work without distraction for more than half the workweek

Women more likely to be sole or primary caregivers

Women more likely to be distracted due to caregiving

Men more likely to work without caregiving distractions

Women more likely to be sole or primary caregivers

49% are primary caregivers for more than half the workweek

41% are secondary caregivers for more than half the workweek

43% work while distracted for more than half the workweek

50% work without distraction for more than half the workweek

Significant Disaggregated Differences
[For those that have not used Bright Horizons] What are you using for caregiving support, if anything?

- Not using any supports or services right now: 58%
- Family or informal caregiver is providing care: 23%
- Using different paid caregiving service that is NOT Bright Horizons: 10%
- Other: 9%

7% of caregivers have used Bright Horizons (current or past). General feedback:
- HSC & UPC center-based services are good
- Back-up care in-home is difficult due to inconsistent providers

93% have not used Bright Horizons because:
- 21% not aware of services
- 22% not comfortable with services
- 20% other reason
- 37% not applicable or eligible

35% of caregivers reported incurring an estimated median of $800 per month in additional caregiving costs compared to before the COVID-19 pandemic.

*23% reported at least $1,000 per month in additional costs.
Which caregiving supports would be MOST helpful to you, especially given the uncertainty of the Spring (and when schools or care facilities will reopen)?

Qualitative Feedback about Bright Horizons Backup Care and Crisis Care Options

- “Bright Horizons would not be able to provide [e.g. deal with] technology issues, or homeschooling related issues, also with home zoom schooling, the needs of my children are different and go beyond Sitter-care.”
- “Not being able to select the same caregiver seems more trouble than it's worth.”
- “Crisis care was great because it was money towards my own provider. Back up care not that useful because you have to use their contracted providers (whomever is available) and I'm not going to have different strangers coming into my home during a pandemic.”
- “[C]ost, BH is very expensive. This is not a benefit if we are also having cuts in pay. Not helpful”
**Theme III: Burnout & Stress**

**Have your stress levels changed at all for each component of your faculty profile, compared to before the pandemic?**

(n = teaching 1138, research 784, service 1197, clinical 284)

<table>
<thead>
<tr>
<th>Profile</th>
<th>Same or less</th>
<th>Somewhat more</th>
<th>Much more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>23%</td>
<td>31%</td>
<td>46%</td>
</tr>
<tr>
<td>Research</td>
<td>28%</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>Service</td>
<td>21%</td>
<td>35%</td>
<td>44%</td>
</tr>
<tr>
<td>Clinical</td>
<td>21%</td>
<td>41%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Significant Disaggregated Differences**

- Women were more likely to report “much more stress” in teaching, research, and service.
- Caregivers were more likely to report “much more stress” across all profile domains (teaching, research, service, and clinical).
- Assistant Professors and TT faculty were more likely to report “much more stress” in research.
- Associate and Full Professors, and RTPC and Tenured faculty, were more likely to report “much more stress” in service.
What have been the primary sources of work-related stress during the pandemic, if any?

Primary Sources of Stress for All Faculty

- Lack of work/life balance or boundaries: 70% *(TT T 2 3)
- Increased work burden: 62% *(TR)
- Burnout/fatigue: 62% *(TT T 2 3)
- Personal health and well-being: 54% *(TT T 3)
- Increased distress w/ colleagues or students: 54% *
- Low morale: 42% *(TT T)
- Caregiving: 40% *(TT T 2 3)
- Tech/connectivity challenges: 38% *(TT T 2 3)
- Ergonomic/work space setup: 35% *(TT T)
- Finances: 30% *(TT T)
- Not having access to on-campus spaces: 27% *(TT T)
- Pauses/cancellations of research activities: 26% *(TT T T)
- High student expectations: 23% *(TT)
- Inequitable/disproportionate impacts on underrepresented groups: 19% *(TT T 2 3 4)
- Time and effort spent addressing anti-Blackness at work: 17% *(TT T)
- Scarcity of grant funding: 11% *(TT T 1 3)

Significant Disaggregated Differences Legend (n = 1,290)

- * Women more likely to report
- ** Men more likely to report
- + BIPOC faculty more likely to report
- ◊ Caregivers more likely to report
- T (Tenured) / TT (Tenure-track) / R (RTPC)
- Certain track(s) of faculty were more likely to report
- 1 (Full) / 2 (Associate) / 3 (Assistant) / 4 (Adjunct/Instructor)
- Certain ranks of faculty were more likely to report
Qualitative Feedback

- “As a faculty member of color I am tired. I am tired of being the voice of diversity in my school, of pushing that work, of being asked to do the committees, read the emails, or advise on incidents that happen in class. I'm tired, particularly because my school and the university seem to be interested in collecting data and downplaying instances of racism than in making substantive and systemic changes. As an advisor, I also have to take on that weight for students of color who come to me and to voice their stresses. As a parent, I'm tired of trying to do a full time job while also doing a full time job of raising my children.”

- “The work life balance has been completely eliminated since COVID. Most days I am working well beyond a 12 hour day with few breaks. Students have high expectations and high stress and faculty morale is low due to recent layoffs and increased annual teaching load without compensation.”

- “In addition to the pandemic-related stress, the social justice movement we are experiencing has meant additional demands from my school. We have professional development and trainings that are being offered, we are encouraged to reflect and think through our practices and change our curriculum and teaching activities -- all things I WANT to do. I firmly believe that we have lots of work to do as faculty to be more equity-focused, to address our biases, and to address racism in our ranks. But I am also so, so tired and weary right now. I am a parent with school-age children at home. I have students in my classes I am trying desperately to support. I attend the trainings and workshops and wholeheartedly agree that we need to do a much better job to address racial equity. And at the same time I am wary that any misstep in class with my students will result in the incident being shared through social media to the whole world. I want to improve the way I think and what I do in the classroom, but at the end of the day I have so few reserves left that I often just want to go to bed.”

- The university has been incredibly forgiving of the students, but there has been no support for faculty. We are not able to bring in any hired help at the moment due to...being high risk.
(All faculty) Please indicate any financial stress as a result of:

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### Household economics or other personal/family COVID changes

- No stress: 17%
- Minimal stress: 36%
- Moderate stress: 19%
- Extreme stress: 28%

### Merit freeze, retirement benefit pause

- No stress: 11%
- Minimal stress: 22%
- Moderate stress: 24%
- Extreme stress: 42%

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**“Household Economics” Significant Disaggregated Differences (n = 1,276)**

- BIPOC faculty more likely to report extreme stress
- Women more likely to report extreme stress
- Caregivers more likely to report extreme stress

**“Merit Freeze, Retirement Benefit Pause” Significant Disaggregated Differences (n = 1,264)**

- Women more likely to report moderate-extreme stress
- Caregivers more likely to report moderate to extreme stress
The 8-item Patient Health Questionnaire (PHQ-8) is a measure of current depression, often used as a screening questionnaire in non-depression research studies. ([www.phqscreeners.com](http://www.phqscreeners.com))

It asks “Over the last 2 weeks, how often have you been bothered by any of the following” for each item, with scores from 0 to 3 for each item: 0 = Not at all, 1 = Several days, 2 = More than half the days, and 3 = Nearly every day.

<table>
<thead>
<tr>
<th>PHQ-8 Items (range 0-3)</th>
<th>All-Faculty Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little interest</td>
<td>.69 *</td>
</tr>
<tr>
<td>Feeling down</td>
<td>.77 *</td>
</tr>
<tr>
<td>Trouble sleeping</td>
<td>1.04 * ◊</td>
</tr>
<tr>
<td>Tired, no energy</td>
<td>1.19 * ◊ TT R 2 3</td>
</tr>
<tr>
<td>Poor appetite overeating</td>
<td>.63 * ◊ TT 4</td>
</tr>
<tr>
<td>Feeling like failure</td>
<td>.63 * ◊ 3</td>
</tr>
<tr>
<td>Trouble concentrating</td>
<td>.75 *</td>
</tr>
<tr>
<td>Restless or fidgety</td>
<td>.18</td>
</tr>
<tr>
<td><strong>PHQ-8 Total severity score (range 0-24)</strong></td>
<td><strong>5.79 (mild depression)</strong></td>
</tr>
</tbody>
</table>

Significant Disaggregated Differences Legend (n = 1,129)

* Women more likely to indicate higher severity compared to men.
+ BIPOC faculty more likely to indicate higher severity compared to white faculty.
◊ Caregivers more likely to indicate higher severity compared to those not caregiving.

T (Tenured) / TT (Tenure-track) / R (RTPC)
More likely to indicate higher severity
1 (Full) / 2 (Associate) / 3 (Assistant) / 4 (Adjunct/Instructor)
More likely to indicate higher severity

Note: A total PHQ-8 score of 5 to 9 represents mild depressive symptoms. The mean score across faculty was 5.79 and most groups had PHQ-8 scores in the 5-9 range, with the exception of men, who had a score of 4.80. The highest PHQ-8 scores were reported by tenure-track faculty (7.29), and faculty who spent more than 50% of their workweek as the primary caregiver (7.59) or distracted by caregiving (8.33).

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**Compared to your mental health before the pandemic, do you believe that you are now:**

- 27% Much more distressed
- 52% Slightly more distressed
- 21% About the same or Feeling better

**Significant Disaggregated Differences** (n = 1150)

- Women were more likely to report much more distress than men
- Caregivers were more likely to report much more distress than those not caregiving
- TT faculty were more likely to report much more distress than Tenured or RTPC faculty
- Assistant professors were more likely to report much more distress than other ranks
Theme IV: Supports

Qualitative Feedback

- “Stay in communication with people. Ask how they are doing and listen. See people as safely as possible for personal exchanges. Exercise.”
- “Trying to manage expectations for myself, my students, and my colleagues.”
- “Taking breaks to get up and walk outside, setting boundaries on working hours etc.”
- “I drink more wine, manage my workload and make sure I exercise and spend time with family.”
- “I've used the strategy of telling myself that my health and life, as well as those of my family and loved ones, are worth more than my productivity--despite the fact that the university doesn't seem to think so.”
- “Nothing is helping the dip in productivity because nothing is going to [buy] me more time and access to closed resources.”

Significant Disaggregated Differences (n = 1,234)

- Women were less likely to feel supported than men at all levels (university, school, unit/dept., and by colleagues).
- BIPOC faculty were less likely to feel supported by school and colleagues than white faculty.
- Caregivers were less likely to feel supported than non-caregivers at all levels (university, school, unit/dept., and by colleagues).
- Associate professors were less likely to feel supported by the university and their school.
- Tenured and TT faculty were less likely to feel supported by the university.
Theme V: Positive Changes to Continue

Qualitative Feedback

“The flexibility of attending meetings virtually should continue.”

“Online instead of in-person meetings”

“I would like remote attendance of meetings to become more normalized, even during regular semesters.”

“USC should seriously revise its attitude toward remote working. It is a better use of time, better for the environment, and overall, more productive.”
Theme VI: Additional Feedback about Communication & Transparency

- “The university’s lack of transparency regarding financial decisions has been infuriating and it feels like lower paid faculty and staff are disproportionately bearing those financial decisions.”
- “Explicit notice that we will be in no way penalized for lack of research done during the pandemic lockdown even if our colleagues are getting research done.”
- “Burnout and low morale comes from administration who is asking more from us and not conveying a lot of compassion.”
- “One of the biggest sources of stress is that the University seems unable to make decisions in a timely manner and stick to them.”
- “Express empathy. Don’t say Fight On. It’s hollow and meaningless”
<table>
<thead>
<tr>
<th>School</th>
<th>n</th>
<th>RR</th>
<th>Mean Changes in Workload</th>
<th>Feels supported by school</th>
<th>Mean PHQ-8 Score</th>
<th>Much more distressed</th>
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<td></td>
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<td>Teaching</td>
<td>Research</td>
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<tr>
<td>Annenberg</td>
<td>44</td>
<td>31%</td>
<td>3.58</td>
<td>-9.87</td>
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<td>15.00</td>
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<td>Architecture</td>
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<td>4.38</td>
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<td>19</td>
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<td>-5.00</td>
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<td>-1.44</td>
<td>-0.20</td>
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<td>8.63</td>
<td>-7.72</td>
<td>3.54</td>
<td>-1.67</td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>28</td>
<td>52%</td>
<td>-1.39</td>
<td>11.50</td>
<td>9.00</td>
<td>-20.00</td>
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<td>Dworak-Peck</td>
<td>38</td>
<td>10%</td>
<td>4.41</td>
<td>-3.12</td>
<td>4.15</td>
<td>3.33</td>
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<td>Gould</td>
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<td>8.33</td>
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<td>25.00</td>
</tr>
<tr>
<td>Iovine &amp; Young</td>
<td>1</td>
<td>5%</td>
<td>10.00</td>
<td>N/A</td>
<td>-10.00</td>
<td>N/A</td>
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<td>Kaufman</td>
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<td>8.00</td>
<td>-7.67</td>
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<td>1.88</td>
<td>-4.49</td>
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<td>-0.51</td>
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<tr>
<td>Libraries</td>
<td>17</td>
<td>25%</td>
<td>1.00</td>
<td>-6.00</td>
<td>3.00</td>
<td>N/A</td>
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<tr>
<td>Marshall</td>
<td>68</td>
<td>26%</td>
<td>13.08</td>
<td>-11.98</td>
<td>3.90</td>
<td>-18.58</td>
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<td>Ostrow</td>
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<td>28%</td>
<td>2.61</td>
<td>-0.79</td>
<td>2.76</td>
<td>-5.00</td>
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<tr>
<td>(OT) a</td>
<td>38</td>
<td>45%</td>
<td>0.03</td>
<td>-2.11</td>
<td>2.44</td>
<td>0.63</td>
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<tr>
<td>(PT) a</td>
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<td>51%</td>
<td>3.88</td>
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<td>-4.38</td>
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<tr>
<td>Price</td>
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<td>12.22</td>
<td>-17.21</td>
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<td>5.00</td>
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<td>Rossier</td>
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<td>25.00</td>
</tr>
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<td>Thornton</td>
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<td>11%</td>
<td>-0.77</td>
<td>-10.71</td>
<td>8.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Viterbi</td>
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<td>23%</td>
<td>2.81</td>
<td>-2.31</td>
<td>4.01</td>
<td>-20.00</td>
</tr>
<tr>
<td><strong>All Faculty</strong></td>
<td>1180</td>
<td>27%</td>
<td>4.57</td>
<td>-5.89</td>
<td>4.74</td>
<td>-1.86</td>
</tr>
</tbody>
</table>

* Schools with n < 10 data not shown to minimize directly or indirectly identifying individual faculty members.

a OT and PT are reported separately from Ostrow. Reports about feeling supported reflect support from the unit/division, rather than the school.
RECOMMENDATIONS

The Senate Executive Board requested the FEEC identify specific recommendations based on the data gathered in this survey. The committee was able to identify the following opportunities for action and policy change, both short- and long-term.

These recommendations are simply suggestions based on the themes found from the survey; they are in no way exhaustive or comprehensive: if change is to be impactful, it must happen at the university, school, and unit levels with input from the Senate, Faculty Councils, and faculty at-large from the start.

The committee identified four primary areas for recommendations, presented here in no particular order:

**Merit, Promotion, and Workload**

**Faculty Workload and Productivity**

Problem: Many faculty are overextended due to additional workload above and beyond that of pre-pandemic times that affected their teaching, clinical, research, and service productivity.

Recommendations:

- Acknowledge that many faculty have been or are overextended and adjust expectations accordingly
- Provide and encourage/enable units to make use of a menu of options for reduced workload/sabbatical
- Decrease the burden of administrative/committee work that are not essential at this time to reduce the mental load and time commitment associated with extra meetings
- Consider readjusting workloads/load profiles (i.e. reassigning a teaching faculty from 80 teaching / 20 service to 90/10 or 100/0)
- Adjust expectations of productivity during this period of time

**Merit Review and Promotion**

Problem: The pandemic has resulted in negative impacts on faculty productivity with implications on the traditional expectations and processes related to annual merit review and promotion.

Recommendations:

- Acknowledge that the playing field has not been level this past year
- Provide option to postpone merit review and stay with the pre-pandemic merit score when merit increases are restored
- Provide option to opt-in to merit review to obtain a better merit score in the interim period (potentially allow option to select the better merit score between pre-pandemic and interim period)
- Postpone or relax the merit review process; likewise reduce burden of merit review process on all faculty
• Provide extension of tenure clock, re-calibrate criteria for tenure for pre-tenure faculty who were unable to conduct their scholarly work (e.g. fieldwork or lab work)

• Allow faculty (especially those seeking promotion) option to provide a COVID impact statement that addresses COVID-created gaps in productivity as part of their merit review or promotion materials

• Cohort selection for evaluating promotion cases should take into account the COVID impact statement and the cohort members should be selected accordingly (e.g., do not compare an assistant professor man without children to an assistant professor who is a primary caregiver parent)

Caregiving

Problem: While the Bright Horizons Back-Up Care program is clearly a valuable resource for its intended emergency purposes, faculty have overwhelmingly expressed discomfort using it during the pandemic due to concerns about the mounting health risks associated with having different caregivers coming in and out of homes on a daily basis. In addition, the current daycare capacity is insufficient to meet the needs of our faculty.

Short Term Recommendations:

• Give faculty with uncovered caregiving responsibilities a stipend to put toward the resources of their choice, including educational supports for school-age children engaged in remote learning. We also propose making funding available for faculty who incurred caregiving costs during the Fall semester to have some of these expenses reimbursed.

• The new COVID stimulus bill has provided increased flexibility with the use of 2020 and 2021 dependent care FSA funds, but individual employers have to opt in. If USC has not already done so, it should allow for the maximum flexibility possible in the use of dependent care funds.

Intermediate and Long-Term Recommendations

• In light of the impact caregiving responsibilities have had on our faculty since March 2020 and continuing into the Spring, we propose that Human Resources work with department chairs and Deans to determine appropriate, generous, and non-punitive future workload offsets and accommodations for faculty who had/continue to have caregiving responsibilities during the pandemic due to school and daycare closures. This also applies to the potential situation in which schools reopen but the vaccine has not yet been extended to use in children. These might include, but are not limited to, course releases, reduced service obligations, short-term paid leaves of absence, more banked sick days, and sabbaticals. Human Resources should act as a kind of “eye in the sky” to ensure that there are not dramatic and unreasonable differences between the kinds of offsets offered across schools and departments.

• The pandemic has made it very clear that USC’s current daycare capacity is insufficient. Far too many people with children eligible to be in our daycare centers remain on waiting lists, and some have not even applied because they think they have no chance of getting placed. We urge the university to commit the resources necessary to expand access to our daycare centers without delay, while also ensuring we do not sacrifice the quality of care or increase the costs borne by faculty, staff, and students.
Work-From-Home Ability

Problem: Faculty identified only two positive changes that have made work easier during the pandemic: having the ability to work remotely and holding meetings online. This allowed people to limit or eliminate lengthy commutes which yielded time for more productive activities, improved people’s abilities to participate in meetings in different locations, better facilitated interdisciplinary and intercampus collaboration both locally and nationally, and led to improved health, well-being, and work/family/life balance for many faculty. To-date the options for virtual interaction and remote work for faculty have been limited.

Recommendations:

- University and school policies should be permanently changed to promote and enable remote work as long as employees are still able to meet their job duties and responsibilities, with appropriate technological support and equipment.

Faculty Mental Health

Problem: The COVID-19 pandemic has created unprecedented levels of stress for faculty and their families. It is critical that the university recognize that stress and support are not purely individualized pursuits; sending out links to mindfulness workshops is well-intentioned, but the scarcity of systemic solutions displays a lack of awareness of the structures and systems that contribute to inequities in the experience of stress. In the absence of this acknowledgement, and combined with cuts to faculty compensation, these kinds of resources can seem insulting or careless rather than helpful. While recognizing the need for the University to move quickly in a dynamic situation there is an equally pressing need for the University to acknowledge and address the mental health impacts of this crisis, impacts that the survey data show are deeply gendered.

Recommendations:

- University and school administrators must make deliberate efforts to avoid policy solutions that shift the burden or responsibility to faculty. Faculty have risen to the challenge of being nimble and flexible in their teaching and service during the pandemic. They deserve high level coordination and communication around academic schedule, modes of instruction, and changes to faculty compensation. The administration should recognize and act in a way that acknowledges that last minute decisions and policy changes negatively impact faculty and that to the extent possible the administration should communicate in a clear and timely fashion. For example, supporting the care and well-being of faculty requires communicating any changes in academic calendar or decisions about class formats at least two weeks in advance. What is more, the University should send clear and consistent messages about expectations regarding work-life distinctions, actively encouraging faculty to create boundaries between work and home life, which is particularly difficult while we are working from our homes. Since each school is unique, the senior administration of each school should work closely with their faculty councils to ensure that school and program appropriate supports are in place that complement those of the University.
- Concretely the University should expand access to mental health services. While Lyra might be fairly accessible to USC PPO and EPO members, the University should ensure that similar services are available to faculty members not enrolled in those health plans. Information about
mental health service availability should be made widely available and accompanied by campaigns that seek to reduce stigma associated with accessing mental health services. A similar effort might ensure that the resources at the Center for Work and Family Life are widely publicized, while acknowledging that many will feel more comfortable seeking those services outside of the University itself. From the survey data, we know that many faculty are suffering; they feel isolated, depressed, and unsure of the future, and welcome significant and substantive investments on the part of the University in faculty well-being. Deans and Senior Administrators must increase their awareness in regards to the mental health needs of faculty and make efforts to support faculty and reduce perceived stigma associated with these services through their own words and actions. This may start with senior administrators receiving training about mental health and how to create environments that support emotional, psychological, and mental well-being.

- Taking a broad perspective, job security, stability, and appropriate compensation are, perhaps, the most valuable forms of stress reduction. This is true for all faculty for whom adjustments to workload and expectations for productivity, financial support for caregiving costs incurred due to the pandemic, appropriate and non-punitive pauses in merit or annual reviews, and policies that recognize negative impact the COVID-19 pandemic will have on some faculty members’ careers would go far in supporting their mental health. For adjunct and teaching-track /contingent faculty, ensuring that appointments are stable and well compensated with competitive benefits including paid family leave and sick leave is essential. In sum, the University must make investments in mental health approaches that hold systems accountable for supporting faculty well-being during the pandemic and in its aftermath. Such approaches would focus on root causes such as pay gaps, gender equity, and precarious employment.

Even after the immediate crisis of the pandemic has passed, its effects will be pervasive — on faculty who have lost friends and family or who have lost a year or more of their lives under extremely stressful circumstances. Recovery from the pandemic will not be immediate and the long-term impacts on some faculty will be profound and protracted. The University must be prepared to support its faculty both immediately and in the long term by genuinely and compassionately acknowledging the harms this crisis has caused and proactively planning to offer robust, sustained, and thoughtful support.

Racial Inequities

These data show clear signs of burnout, fatigue, and stress, particularly from BIPOC faculty, which preceded the Coronavirus pandemic. In addition, the faculty survey results suggest BIPOC faculty have been doubly burdened by both the pandemic and ongoing issues related to racial justice and equity. The committee recommends the Senate and administration think about how the Coronavirus pandemic and systemic racial inequities intersect, and how to collaboratively approach this with equitable solutions.
Faculty Environment and Employment Committee members, 2020-2021

Jennifer Ailshire (co-chair), Davis School of Gerontology
Patricia Burch, Rossier School of Education
Jessica Cantiello, Dornsife College of Letters, Arts, & Sciences
Kerry Doyle, Dworak-Peck School of Social Work
Duke Han, Keck School of Medicine
Grace Kung, CHLA, Keck School of Medicine
Jessica Cantiello, Dornsife College of Letters, Arts, & Sciences
Kerry Doyle, Dworak-Peck School of Social Work
Duke Han, Keck School of Medicine
Grace Kung, CHLA, Keck School of Medicine
Ellis Meng, Viterbi School of Engineering
Dan Pecchenino (EB Liaison), Dornsife College of Letters, Arts, & Sciences
Elizabeth Pyatak, Chan Division of Occupational Science & Occupational Therapy, Ostrow School of Dentistry
Darby Saxbe, Dornsife College of Letters, Arts, & Sciences
Laura Isabel Serna, Dornsife College of Letters, Arts, & Sciences, and School of Cinematic Arts
Ashley Uyeshiro Simon (co-chair), Chan Division of Occupational Science & Occupational Therapy, Ostrow School of Dentistry

The committee would like to thank the Academic Senate, its Executive Board, and the school Faculty Councils for their support and input on this survey.
APPENDIX

A. QUANTITATIVE RESULTS: Full Sample

Table A1: Sample Characteristics (N=1,345)

<table>
<thead>
<tr>
<th>Category</th>
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</thead>
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<td><strong>Gender identity</strong></td>
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<td></td>
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<td>Latino</td>
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<td>Asian</td>
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<td>RTPC - Practice</td>
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<td>RTPC - Research</td>
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<td>RTPC - Teaching</td>
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<tr>
<td>Professor</td>
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<table>
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<tr>
<th><strong>School</strong></th>
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<th>Percent</th>
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<tr>
<td>Annenberg</td>
<td>44</td>
<td>4%</td>
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<tr>
<td>Architecture</td>
<td>26</td>
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<tr>
<td>Bovard</td>
<td>19</td>
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<tr>
<td>Cinematic Arts</td>
<td>60</td>
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<tr>
<td>Davis</td>
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<td>1%</td>
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<td>Dornsife</td>
<td>259</td>
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<td>Dramatic Arts</td>
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<td>Dworak-Peck</td>
<td>38</td>
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<td>Iovine/Young</td>
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<td>0%</td>
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<tr>
<td>Kaufman</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Keck</td>
<td>227</td>
<td>19%</td>
</tr>
<tr>
<td>Libraries</td>
<td>17</td>
<td>1%</td>
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<tr>
<td>Marshall</td>
<td>68</td>
<td>6%</td>
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<td>Ostrow</td>
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<td>11%</td>
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<td>Pharmacy</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>Price</td>
<td>26</td>
<td>2%</td>
</tr>
<tr>
<td>Roski</td>
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<td>2%</td>
</tr>
<tr>
<td>Rossier</td>
<td>56</td>
<td>5%</td>
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<td>Thornton</td>
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<td>1%</td>
</tr>
<tr>
<td>Viterbi</td>
<td>86</td>
<td>7%</td>
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### Table A2: Faculty Workload and Productivity

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<th>Faculty Profile Change</th>
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<th>Mean or %</th>
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<td><strong>Change in percentage point</strong>&lt;sup&gt;a&lt;/sup&gt; in...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>1,169</td>
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<tr>
<td>Research</td>
<td>823</td>
<td>-5.78</td>
</tr>
<tr>
<td>Service</td>
<td>1,030</td>
<td>4.63</td>
</tr>
<tr>
<td>Clinical duties</td>
<td>295</td>
<td>-2.06</td>
</tr>
<tr>
<td><strong>Profile change: Teaching</strong></td>
<td>1,169</td>
<td></td>
</tr>
<tr>
<td>Decreased</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Same amount of time</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Increased</td>
<td>39%</td>
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<td><strong>Profile change: Research</strong></td>
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<tr>
<td>Decreased</td>
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<td>Same amount of time</td>
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<tr>
<td>Increased</td>
<td>23%</td>
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<td><strong>Any Profile change: Service</strong></td>
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</tr>
<tr>
<td>Decreased</td>
<td>21%</td>
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</tr>
<tr>
<td>Same amount of time</td>
<td>37%</td>
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</tr>
<tr>
<td>Increased</td>
<td>41%</td>
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<tr>
<td><strong>Any Profile change: Clinical</strong></td>
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<tr>
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</tr>
<tr>
<td>Same amount of time</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Increased</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td><strong>Self-rated Performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>1,149</td>
<td></td>
</tr>
<tr>
<td>About the same</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Better than usual</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>803</td>
<td></td>
</tr>
<tr>
<td>About the same</td>
<td>262</td>
<td>33%</td>
</tr>
<tr>
<td>Better than usual</td>
<td>53</td>
<td>7%</td>
</tr>
<tr>
<td>Worse than usual</td>
<td>488</td>
<td>61%</td>
</tr>
<tr>
<td>Service</td>
<td>1,191</td>
<td></td>
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<tr>
<td>About the same</td>
<td>775</td>
<td>65%</td>
</tr>
<tr>
<td>Better than usual</td>
<td>97</td>
<td>8%</td>
</tr>
<tr>
<td>Worse than usual</td>
<td>319</td>
<td>27%</td>
</tr>
<tr>
<td>Clinical duties</td>
<td>286</td>
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<tr>
<td>About the same</td>
<td>176</td>
<td>62%</td>
</tr>
<tr>
<td>Better than usual</td>
<td>29</td>
<td>10%</td>
</tr>
<tr>
<td>Worse than usual</td>
<td>81</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Factors affecting workload/productivity</strong></td>
<td>1,299</td>
<td></td>
</tr>
<tr>
<td>Increased work burden/expectations</td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>Increased strain to complete tasks</td>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>More time required for usual tasks</td>
<td></td>
<td>61%</td>
</tr>
<tr>
<td>More time spent addressing student well-being</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>More time spent addressing tech/connectivity issues</td>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>Cancelled classes</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Fewer patients/clinical productivity</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Pauses, interruptions, or cancellations in research</td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td><strong>Expected pandemic impact on future professional success</strong></td>
<td>1,325</td>
<td></td>
</tr>
<tr>
<td>A great deal</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>A little</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>A moderate amount</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>None at all</td>
<td>7%</td>
<td></td>
</tr>
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</table>

<sup>a</sup> Numbers reflect the difference between perceived percent effort during the pandemic and official faculty load percents. Positive numbers indicate effort has increased and negative numbers indicate effort has decreased.
<table>
<thead>
<tr>
<th>Table A3: Change in Tasks</th>
<th>n</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attending meetings</strong></td>
<td>1,273</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>Admin responsibility</strong></td>
<td>1,260</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td><strong>Work correspondence</strong></td>
<td>1,265</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Deep thinking</strong></td>
<td>1,264</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>Publishing</strong></td>
<td>1,258</td>
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</tr>
<tr>
<td>Harder</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Service responsibilities</strong></td>
<td>1,206</td>
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</tr>
<tr>
<td>Harder</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td><strong>Synchronous teaching</strong></td>
<td>1,112</td>
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<tr>
<td>Harder</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Asynchronous teaching</strong></td>
<td>1,097</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>n</td>
<td>Percent</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Mentoring or advising</strong></td>
<td>1,266</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>1,266</td>
<td>63%</td>
</tr>
<tr>
<td>No change</td>
<td>1,266</td>
<td>28%</td>
</tr>
<tr>
<td>Easier</td>
<td>1,266</td>
<td>5%</td>
</tr>
<tr>
<td>N/A</td>
<td>1,266</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Seeing clients in-person</strong></td>
<td>276</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>276</td>
<td>61%</td>
</tr>
<tr>
<td>No change</td>
<td>276</td>
<td>22%</td>
</tr>
<tr>
<td>Easier</td>
<td>276</td>
<td>4%</td>
</tr>
<tr>
<td>N/A</td>
<td>276</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Other patient responsibilities</strong></td>
<td>276</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>276</td>
<td>48%</td>
</tr>
<tr>
<td>No change</td>
<td>276</td>
<td>40%</td>
</tr>
<tr>
<td>Easier</td>
<td>276</td>
<td>2%</td>
</tr>
<tr>
<td>N/A</td>
<td>276</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Research activities (at home)</strong></td>
<td>777</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>777</td>
<td>51%</td>
</tr>
<tr>
<td>No change</td>
<td>777</td>
<td>35%</td>
</tr>
<tr>
<td>Easier</td>
<td>777</td>
<td>8%</td>
</tr>
<tr>
<td>N/A</td>
<td>777</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Research activities (outside home)</strong></td>
<td>769</td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td>769</td>
<td>64%</td>
</tr>
<tr>
<td>No change</td>
<td>769</td>
<td>17%</td>
</tr>
<tr>
<td>Easier</td>
<td>769</td>
<td>1%</td>
</tr>
<tr>
<td>N/A</td>
<td>769</td>
<td>17%</td>
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N/A = not applicable
### Table A4: Caregiving

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<th>Category</th>
<th>n</th>
<th>Mean or %</th>
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<tbody>
<tr>
<td>No. infants toddlers</td>
<td>704</td>
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</tr>
<tr>
<td>0</td>
<td></td>
<td>79%</td>
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<td>1</td>
<td></td>
<td>19%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>No. preschool children</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>No. grade school children</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>No. middle school children</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>84%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>No. high school children</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>84%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>0.4%</td>
</tr>
<tr>
<td>No. college-age children</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>No. adults</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Any children with special needs</td>
<td>563</td>
<td>18%</td>
</tr>
<tr>
<td>Table A4: Caregiving (continued)</td>
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<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Mean/%</td>
</tr>
<tr>
<td><strong>Working while caregiving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>As a percent of workweek</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>578</td>
<td>46.87</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>544</td>
<td>43.41</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>632</td>
<td>44.88</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>569</td>
<td>47.91</td>
</tr>
<tr>
<td><strong>More than half of workweek spent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>578</td>
<td>49%</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>544</td>
<td>41%</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>632</td>
<td>43%</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>569</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Used Bright Horizons</strong></td>
<td>681</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Caregiving supports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What supports currently using</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not using any supports</td>
<td>609</td>
<td>51%</td>
</tr>
<tr>
<td>Using informal care</td>
<td>609</td>
<td>33%</td>
</tr>
<tr>
<td>Using formal care (not Bright Horizons)</td>
<td>609</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Supports that would be helpful</strong></td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>How changes will impact merit or promotion evaluations</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Adjustments to work responsibilities</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Accommodations/flexibility for work responsibilities</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>A temporary reduction in load/hours</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>More info/accessibility about USC benefits and resources</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Maintaining Bright Horizons as covered benefit</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Regaining access to Bright Horizons crisis care</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Help forming caregiving pods</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td><strong>Incurred additional caregiving costs</strong></td>
<td>671</td>
<td>35%</td>
</tr>
<tr>
<td>Monthly costs (median)</td>
<td>201</td>
<td>$800</td>
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</table>

*Average percent of workweek spent in different caregiver scenarios*
<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Not at all supported</th>
<th>Somewhat supported</th>
<th>Very supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>1,234</td>
<td>28%</td>
<td>56%</td>
<td>16%</td>
</tr>
<tr>
<td>School</td>
<td>1,213</td>
<td>16%</td>
<td>55%</td>
<td>28%</td>
</tr>
<tr>
<td>Unit/Dept</td>
<td>1,223</td>
<td>13%</td>
<td>41%</td>
<td>46%</td>
</tr>
<tr>
<td>Colleagues</td>
<td>1,228</td>
<td>5%</td>
<td>35%</td>
<td>60%</td>
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</table>

Table A5: Level of Perceived Support
<table>
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<tr>
<th>Table A6: Stress</th>
<th>n</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td><strong>Change in stress: Teaching</strong></td>
<td>1,138</td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td><strong>Change in stress: Research</strong></td>
<td>784</td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td><strong>Change in stress: Service</strong></td>
<td>1,197</td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td><strong>Change in stress: Clinical</strong></td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td><strong>Primary sources of stress</strong></td>
<td>1,290</td>
<td></td>
</tr>
<tr>
<td>Increased work burden</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Personal health &amp; well-being</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Finances</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Caregiving</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Increased distress or mental health challenges among colleagues or students</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Burnout/fatigue</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Lack of work/life balance or boundaries</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Not having access to necessary on-campus spaces</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Pauses/cancellations of research activities</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Scarcity of grant funding</td>
<td>11%</td>
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<tr>
<td>Ergonomic/work space setup challenges</td>
<td>35%</td>
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<tr>
<td>Tech/connectivity challenges</td>
<td>38%</td>
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<tr>
<td>Inequitable/disproportionate impacts on underrepresented groups</td>
<td>19%</td>
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</tr>
<tr>
<td>Low morale</td>
<td>42%</td>
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<tr>
<td>High student expectations</td>
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<tr>
<td>Time and effort spent addressing anti-Blackness at work</td>
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<tr>
<td><strong>Financial stress from merit freeze and/or retirement</strong></td>
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<tr>
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<tr>
<td>Moderate</td>
<td>42%</td>
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<tr>
<td>Minimal</td>
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<tr>
<td><strong>Financial stress from personal/household situation</strong></td>
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<td>Minimal</td>
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### Table A7: Mental Health

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<td><strong>PHQ-8 Depression Scale, Total Score</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
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<td><strong>PHQ-8 Individual Item Score</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
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<td>Little interest</td>
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<td>Feeling down</td>
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<td>Trouble sleeping</td>
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<td>Poor appetite or overeating</td>
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<td><strong>Reported distress since before pandemic</strong></td>
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<td>Same or better</td>
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<td>Slightly more distressed</td>
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<td>Much more distressed</td>
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<sup>a</sup> The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores of 5-9 indicate mild depression).


<sup>b</sup> Average score on a 0-3 scale that ranges from 0=not at all to 3=every day.
B. QUANTITATIVE RESULTS: Disaggregated by Gender
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<th>Faculty Profile Change</th>
<th>Change in percentage point</th>
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<th>or %</th>
<th>n</th>
<th>Mean</th>
<th>or %</th>
<th>n</th>
<th>Mean</th>
<th>or %</th>
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<td></td>
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<td>Men</td>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<td>590</td>
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<td>10.98</td>
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<td></td>
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<td></td>
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<td>Factors affecting workload/productivity</td>
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<td></td>
</tr>
<tr>
<td>Increased work burden/expectations</td>
<td></td>
<td>459</td>
<td>56%</td>
<td>674</td>
<td>68%</td>
<td>54</td>
<td>74%</td>
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<td>Increased strain to complete tasks</td>
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<td>459</td>
<td>48%</td>
<td>674</td>
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<td>50%</td>
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<td>56%</td>
<td>674</td>
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<td>57%</td>
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<td>More time spent addressing student well-being</td>
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<td>674</td>
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<td>54</td>
<td>56%</td>
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<td>More time spent addressing tech/connectivity issues</td>
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<td>1.000</td>
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<tr>
<td>Fewer patients/clinical productivity</td>
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<td>459</td>
<td>8%</td>
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<td>54</td>
<td>11%</td>
<td>.651</td>
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<td>Pauses, interruptions, or cancellations in research</td>
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</tbody>
</table>

a Numbers reflect the difference between perceived percent effort during the pandemic and official faculty load percents. Positive numbers indicate effort has increased and negative numbers indicate effort has decreased.

b Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
Table B3: Change in Tasks by Gender

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<th>Women</th>
<th>Other</th>
<th>Diff</th>
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<td></td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
</tr>
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<td>Attending meetings</td>
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<td>55</td>
<td>.657</td>
</tr>
<tr>
<td>Harder</td>
<td>26%</td>
<td>27%</td>
<td>33%</td>
<td></td>
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<tr>
<td>No change</td>
<td>22%</td>
<td>24%</td>
<td>24%</td>
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<tr>
<td>Easier</td>
<td>50%</td>
<td>48%</td>
<td>44%</td>
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<td>32%</td>
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</tr>
<tr>
<td>Deep thinking</td>
<td>481</td>
<td>673</td>
<td>54</td>
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</tr>
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<td>71%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
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<td>39%</td>
<td>25%</td>
<td>17%</td>
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</tr>
<tr>
<td>Easier</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
<td></td>
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<tr>
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<td>2%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Publishing</td>
<td>480</td>
<td>669</td>
<td>53</td>
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</tr>
<tr>
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<td>43%</td>
<td>56%</td>
<td>58%</td>
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<td>33%</td>
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<td>25%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>4%</td>
<td>2%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
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<td>21%</td>
<td>11%</td>
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<td>Service responsibilities</td>
<td>480</td>
<td>672</td>
<td>53</td>
<td>.078</td>
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<td>36%</td>
<td>43%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
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<td>46%</td>
<td>41%</td>
<td>34%</td>
<td></td>
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<tr>
<td>Easier</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>11%</td>
<td>8%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Synchronous teaching</td>
<td>429</td>
<td>586</td>
<td>46</td>
<td>.051</td>
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<tr>
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<td>70%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>28%</td>
<td>22%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
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<td>2%</td>
<td>5%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Asynchronous teaching</td>
<td>421</td>
<td>582</td>
<td>46</td>
<td>.225</td>
</tr>
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<td>49%</td>
<td>53%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
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<td>37%</td>
<td>31%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td></td>
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<tr>
<td>N/A</td>
<td>9%</td>
<td>11%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Mentoring or advising</td>
<td>483</td>
<td>671</td>
<td>55</td>
<td>.018</td>
</tr>
<tr>
<td>Harder</td>
<td>57%</td>
<td>64%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
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<td>33%</td>
<td>25%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>4%</td>
<td>6%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Seeing clients in person</td>
<td>88</td>
<td>168</td>
<td>11</td>
<td>.159</td>
</tr>
<tr>
<td>Harder</td>
<td>64%</td>
<td>60%</td>
<td>82%</td>
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</tr>
<tr>
<td>No change</td>
<td>23%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>1%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>13%</td>
<td>12%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Other patient responsibilities</td>
<td>88</td>
<td>168</td>
<td>11</td>
<td>.201</td>
</tr>
<tr>
<td>Harder</td>
<td>41%</td>
<td>51%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>48%</td>
<td>37%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>1%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>10%</td>
<td>10%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Research activities (at home)</td>
<td>302</td>
<td>399</td>
<td>37</td>
<td>.001</td>
</tr>
<tr>
<td>Harder</td>
<td>43%</td>
<td>55%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>43%</td>
<td>30%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>4%</td>
<td>9%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Research activities (outside home)</td>
<td>298</td>
<td>398</td>
<td>37</td>
<td>.377</td>
</tr>
<tr>
<td>Harder</td>
<td>65%</td>
<td>64%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>20%</td>
<td>15%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>1%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>13%</td>
<td>20%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

* Differences assessed using chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
Table B4: Caregiving by Gender

<table>
<thead>
<tr>
<th>No. infants toddlers (0-3)</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>78%</td>
<td>78%</td>
<td>83%</td>
<td>0.982</td>
</tr>
<tr>
<td>1</td>
<td>20%</td>
<td>20%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. preschool children</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>86%</td>
<td>85%</td>
<td>79%</td>
<td>0.939</td>
</tr>
<tr>
<td>1</td>
<td>13%</td>
<td>14%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. grade school children</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>61%</td>
<td>64%</td>
<td>69%</td>
<td>0.459</td>
</tr>
<tr>
<td>1</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12%</td>
<td>11%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. middle school children</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>83%</td>
<td>85%</td>
<td>76%</td>
<td>0.755</td>
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<tr>
<td>1</td>
<td>16%</td>
<td>13%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. high school children</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>81%</td>
<td>85%</td>
<td>83%</td>
<td>0.108</td>
</tr>
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<td>16%</td>
<td>12%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. college-age children</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>84%</td>
<td>87%</td>
<td>93%</td>
<td>0.081</td>
</tr>
<tr>
<td>1</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. adults</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>65%</td>
<td>62%</td>
<td>52%</td>
<td>0.429</td>
</tr>
<tr>
<td>1</td>
<td>25%</td>
<td>26%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7%</td>
<td>10%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children with special needs</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>206</td>
<td>13%</td>
<td>21%</td>
<td>18%</td>
</tr>
</tbody>
</table>

^a Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
Table B4: Caregiving by Gender (continued)

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
</tr>
<tr>
<td>Working while caregiving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a percent of workweek&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>195</td>
<td>39.57</td>
<td>334</td>
<td>51.10</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>209</td>
<td>43.02</td>
<td>289</td>
<td>43.87</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>214</td>
<td>40.21</td>
<td>364</td>
<td>46.59</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>200</td>
<td>50.94</td>
<td>323</td>
<td>46.53</td>
</tr>
<tr>
<td>More than half of workweek spent</td>
<td>195</td>
<td>39%</td>
<td>334</td>
<td>54%</td>
</tr>
<tr>
<td>Providing primary care</td>
<td>209</td>
<td>42%</td>
<td>289</td>
<td>41%</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>214</td>
<td>34%</td>
<td>364</td>
<td>46%</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>200</td>
<td>56%</td>
<td>323</td>
<td>47%</td>
</tr>
<tr>
<td>Used Bright Horizons</td>
<td>238</td>
<td>5%</td>
<td>386</td>
<td>8%</td>
</tr>
<tr>
<td>Caregiving supports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What supports currently using</td>
<td>219</td>
<td></td>
<td>342</td>
<td></td>
</tr>
<tr>
<td>Not using any supports</td>
<td></td>
<td>56%</td>
<td>47%</td>
<td>52%</td>
</tr>
<tr>
<td>Using informal care</td>
<td></td>
<td>33%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>Using formal care (not Bright Horizons)</td>
<td></td>
<td>17%</td>
<td>25%</td>
<td>8%</td>
</tr>
<tr>
<td>Supports that would be helpful</td>
<td>195</td>
<td></td>
<td>339</td>
<td></td>
</tr>
<tr>
<td>How changes will impact merit or promotion evaluations</td>
<td></td>
<td>55%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>Adjustments to work responsibilities</td>
<td></td>
<td>35%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Accommodations/flexibility for work responsibilities</td>
<td></td>
<td>47%</td>
<td>54%</td>
<td>50%</td>
</tr>
<tr>
<td>A temporary reduction in load/hours</td>
<td></td>
<td>14%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>More info/accessibility about USC benefits and resources</td>
<td></td>
<td>17%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Maintaining Bright Horizons as covered benefit</td>
<td></td>
<td>8%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Regaining access to Bright Horizons crisis care</td>
<td></td>
<td>8%</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Help forming caregiving pods</td>
<td></td>
<td>8%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Incurred additional caregiving costs</td>
<td></td>
<td>236</td>
<td>33%</td>
<td>382</td>
</tr>
<tr>
<td>Monthly costs (median)</td>
<td></td>
<td>66 $600</td>
<td>117 $1,000</td>
<td>11</td>
</tr>
</tbody>
</table>

<sup>a</sup> Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.

<sup>b</sup> Average percent of workweek spent in different caregiver scenarios.
Table B5: Level of Perceived Support by Gender

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th></th>
<th>Women</th>
<th></th>
<th>Other</th>
<th></th>
<th>Diff&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td></td>
</tr>
<tr>
<td><strong>Feels supported: University</strong></td>
<td>462</td>
<td>658</td>
<td>55</td>
<td>0.004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all supported</td>
<td>24%</td>
<td>29%</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>55%</td>
<td>57%</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>21%</td>
<td>14%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feels supported: School</strong></td>
<td>460</td>
<td>642</td>
<td>53</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all supported</td>
<td>12%</td>
<td>19%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>50%</td>
<td>57%</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>38%</td>
<td>24%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feels supported: Unit/Dept</strong></td>
<td>454</td>
<td>656</td>
<td>55</td>
<td>0.000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not at all supported</td>
<td>11%</td>
<td>14%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>35%</td>
<td>43%</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>54%</td>
<td>42%</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feels supported: Colleagues</strong></td>
<td>457</td>
<td>665</td>
<td>50</td>
<td>0.092</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all supported</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>30%</td>
<td>36%</td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>65%</td>
<td>58%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
### Table B6: Stress by Gender

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Diff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in stress: Teaching</td>
<td>n 585</td>
<td>Mean or %</td>
<td>n 47</td>
<td>0.000</td>
</tr>
<tr>
<td>Same or less</td>
<td>30%</td>
<td>19%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>48%</td>
<td>46%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>22%</td>
<td>35%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Change in stress: Research</td>
<td>n 394</td>
<td>Mean or %</td>
<td>n 37</td>
<td>0.000</td>
</tr>
<tr>
<td>Same or less</td>
<td>35%</td>
<td>22%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>42%</td>
<td>40%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>23%</td>
<td>38%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Change in stress: Service</td>
<td>n 625</td>
<td>Mean or %</td>
<td>n 51</td>
<td>0.000</td>
</tr>
<tr>
<td>Same or less</td>
<td>52%</td>
<td>38%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>32%</td>
<td>39%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>17%</td>
<td>23%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Change in stress: Clinical</td>
<td>n 168</td>
<td>Mean or %</td>
<td>n 11</td>
<td>0.130</td>
</tr>
<tr>
<td>Same or less</td>
<td>27%</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td>42%</td>
<td>39%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td>31%</td>
<td>43%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Primary sources of stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased work burden</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>Personal health &amp; well-being</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.001</td>
</tr>
<tr>
<td>Finances</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.079</td>
</tr>
<tr>
<td>Caregiving</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>Increased distress or mental health challenges among colleagues or students</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>Burnout/fatigue</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>Lack of work/life balance or boundaries</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>Not having access to necessary on-campus spaces</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.012</td>
</tr>
<tr>
<td>Pauses/cancellations of research activates</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.041</td>
</tr>
<tr>
<td>Scarcity of grant funding</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.631</td>
</tr>
<tr>
<td>Ergonomic/work space setup challenges</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>Tech/connectivity challenges Inequitable/disproportionate impacts on underrepresented groups</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.026</td>
</tr>
<tr>
<td>Low morale</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.000</td>
</tr>
<tr>
<td>High student expectations</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.003</td>
</tr>
<tr>
<td>Time and effort spent addressing anti-Blackness at work</td>
<td>n 473</td>
<td>Mean or %</td>
<td>n 677</td>
<td>0.005</td>
</tr>
<tr>
<td>Financial stress from merit freeze and/or retirement</td>
<td>n 668</td>
<td>Mean or %</td>
<td>n 56</td>
<td>0.000</td>
</tr>
<tr>
<td>Extreme</td>
<td>19%</td>
<td>27%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>40%</td>
<td>43%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td>25%</td>
<td>21%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>16%</td>
<td>9%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Financial stress from personal/hh situation</td>
<td>n 657</td>
<td>Mean or %</td>
<td>n 55</td>
<td>0.011</td>
</tr>
<tr>
<td>Extreme</td>
<td>15%</td>
<td>21%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>35%</td>
<td>34%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td>29%</td>
<td>28%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>21%</td>
<td>16%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

* Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
## Table B7: Mental Health by Gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
<th>Diff^c</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
<td>Mean or %</td>
<td>Mean or %</td>
<td>Mean or %</td>
<td></td>
</tr>
<tr>
<td><strong>PHQ-8 Depression Scale, Total Score</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td>433</td>
<td>4.80</td>
<td>585</td>
<td>6.35</td>
</tr>
<tr>
<td><strong>PHQ-8 Individual Item Score</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little interest</td>
<td>446</td>
<td>.59</td>
<td>600</td>
<td>.74</td>
</tr>
<tr>
<td>Feeling down</td>
<td>447</td>
<td>.66</td>
<td>603</td>
<td>.83</td>
</tr>
<tr>
<td>Trouble sleeping</td>
<td>452</td>
<td>.87</td>
<td>602</td>
<td>1.14</td>
</tr>
<tr>
<td>Tired, no energy</td>
<td>449</td>
<td>.94</td>
<td>607</td>
<td>1.34</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>446</td>
<td>.51</td>
<td>601</td>
<td>.70</td>
</tr>
<tr>
<td>Feeling like failure</td>
<td>444</td>
<td>.50</td>
<td>603</td>
<td>.71</td>
</tr>
<tr>
<td>Trouble concentrating</td>
<td>445</td>
<td>.63</td>
<td>607</td>
<td>.82</td>
</tr>
<tr>
<td>Restless or fidgety</td>
<td>444</td>
<td>.14</td>
<td>602</td>
<td>.19</td>
</tr>
<tr>
<td><strong>Reported distress since before pandemic</strong></td>
<td>469</td>
<td></td>
<td>641</td>
<td></td>
</tr>
<tr>
<td>Same or better</td>
<td>29%</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Slightly more distressed</td>
<td>52%</td>
<td></td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Much more distressed</td>
<td>20%</td>
<td></td>
<td>31%</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores 5-9 indicate mild depression).

<sup>b</sup> Average score on a 0-3 scale that ranges from 0=not at all to 3=every day.

<sup>c</sup> Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
C. QUANTITATIVE RESULTS: Disaggregated by Race/Ethnicity
Table C2: Faculty Workload and Productivity by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Clinical duties</th>
<th>Profile change: Teaching</th>
<th>Profile change: Research</th>
<th>Any Profile change: Service</th>
<th>Any Profile change: Clinical</th>
<th>Self-rated Performance</th>
<th>Factors affecting workload/productivity</th>
<th>Expected pandemic impact on future professional success</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Mean</td>
<td>or %</td>
<td>Mean</td>
<td>or %</td>
<td>n</td>
<td>40</td>
<td>91</td>
<td>145</td>
<td>53</td>
<td>6.49</td>
<td>0.999</td>
</tr>
<tr>
<td>Black</td>
<td>Mean</td>
<td>or %</td>
<td>Mean</td>
<td>or %</td>
<td>n</td>
<td>40</td>
<td>91</td>
<td>145</td>
<td>53</td>
<td>6.49</td>
<td>0.999</td>
</tr>
<tr>
<td>Latino/e/x</td>
<td>Mean</td>
<td>or %</td>
<td>Mean</td>
<td>or %</td>
<td>n</td>
<td>40</td>
<td>91</td>
<td>145</td>
<td>53</td>
<td>6.49</td>
<td>0.999</td>
</tr>
<tr>
<td>Asian</td>
<td>Mean</td>
<td>or %</td>
<td>Mean</td>
<td>or %</td>
<td>n</td>
<td>40</td>
<td>91</td>
<td>145</td>
<td>53</td>
<td>6.49</td>
<td>0.999</td>
</tr>
<tr>
<td>Other</td>
<td>Mean</td>
<td>or %</td>
<td>Mean</td>
<td>or %</td>
<td>n</td>
<td>40</td>
<td>91</td>
<td>145</td>
<td>53</td>
<td>6.49</td>
<td>0.999</td>
</tr>
<tr>
<td>Diff^a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Faculty Profile Change**

Change in percentage point^b in...

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>682</td>
<td>4.37</td>
<td>40 -1.48</td>
<td>91</td>
<td>7.54</td>
<td>0.999</td>
</tr>
<tr>
<td>Research</td>
<td>477</td>
<td>-6.37</td>
<td>25 -8.00</td>
<td>59</td>
<td>-5.51</td>
<td>0.510</td>
</tr>
<tr>
<td>Service</td>
<td>609</td>
<td>4.38</td>
<td>29 7.90</td>
<td>78</td>
<td>4.62</td>
<td>0.594</td>
</tr>
<tr>
<td>Clinical duties</td>
<td>142</td>
<td>-1.24</td>
<td>12 -3.33</td>
<td>28</td>
<td>-8.34</td>
<td>0.350</td>
</tr>
</tbody>
</table>

**Profile change: Teaching**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased</td>
<td>18%</td>
<td>33%</td>
<td>11%</td>
<td>24%</td>
<td>11%</td>
<td>0.835</td>
</tr>
<tr>
<td>Same amount of time</td>
<td>43%</td>
<td>28%</td>
<td>49%</td>
<td>42%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Increased</td>
<td>39%</td>
<td>40%</td>
<td>40%</td>
<td>34%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

**Profile change: Research**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased</td>
<td>51%</td>
<td>52%</td>
<td>51%</td>
<td>43%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Same amount of time</td>
<td>27%</td>
<td>32%</td>
<td>27%</td>
<td>32%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Increased</td>
<td>22%</td>
<td>16%</td>
<td>22%</td>
<td>25%</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

**Any Profile change: Service**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased</td>
<td>21%</td>
<td>21%</td>
<td>18%</td>
<td>21%</td>
<td>17%</td>
<td>0.816</td>
</tr>
<tr>
<td>Same amount of time</td>
<td>37%</td>
<td>21%</td>
<td>41%</td>
<td>37%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Increased</td>
<td>42%</td>
<td>59%</td>
<td>41%</td>
<td>42%</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>

**Any Profile change: Clinical**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased</td>
<td>27%</td>
<td>33%</td>
<td>29%</td>
<td>27%</td>
<td>47%</td>
<td>0.619</td>
</tr>
<tr>
<td>Same amount of time</td>
<td>44%</td>
<td>25%</td>
<td>50%</td>
<td>47%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Increased</td>
<td>29%</td>
<td>42%</td>
<td>21%</td>
<td>27%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

**Self-rated Performance**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>674</td>
<td>40</td>
<td>90</td>
<td>142</td>
<td>50</td>
<td>0.143</td>
</tr>
<tr>
<td>About the same</td>
<td>57%</td>
<td>63%</td>
<td>59%</td>
<td>58%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Better than usual</td>
<td>9%</td>
<td>10%</td>
<td>13%</td>
<td>11%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>34%</td>
<td>28%</td>
<td>28%</td>
<td>31%</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

**Research**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the same</td>
<td>31%</td>
<td>28%</td>
<td>29%</td>
<td>39%</td>
<td>34%</td>
<td>0.588</td>
</tr>
<tr>
<td>Better than usual</td>
<td>7%</td>
<td>8%</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>61%</td>
<td>64%</td>
<td>66%</td>
<td>56%</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>

**Service**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the same</td>
<td>68%</td>
<td>78%</td>
<td>53%</td>
<td>62%</td>
<td>65%</td>
<td>0.162</td>
</tr>
<tr>
<td>Better than usual</td>
<td>7%</td>
<td>3%</td>
<td>9%</td>
<td>11%</td>
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<tr>
<td>Worse than usual</td>
<td>26%</td>
<td>19%</td>
<td>38%</td>
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**Clinical duties**

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<tr>
<th>Aspect</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
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<tbody>
<tr>
<td>About the same</td>
<td>65%</td>
<td>58%</td>
<td>56%</td>
<td>59%</td>
<td>65%</td>
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<td>20%</td>
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<tr>
<td>Worse than usual</td>
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<td>42%</td>
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**Factors affecting workload/productivity**

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<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased work burden/expectations</td>
<td>756</td>
<td>61%</td>
<td>44 66%</td>
<td>100</td>
<td>67%</td>
<td>0.079</td>
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<tr>
<td>Increased strain to complete tasks</td>
<td>756</td>
<td>48%</td>
<td>44 64%</td>
<td>100</td>
<td>57%</td>
<td>0.015</td>
</tr>
<tr>
<td>More time required for usual tasks</td>
<td>756</td>
<td>60%</td>
<td>44 57%</td>
<td>100</td>
<td>59%</td>
<td>0.845</td>
</tr>
<tr>
<td>More time spent addressing student well-being</td>
<td>756</td>
<td>58%</td>
<td>44 57%</td>
<td>100</td>
<td>50%</td>
<td>0.040</td>
</tr>
<tr>
<td>More time spent addressing tech/connectivity issues</td>
<td>756</td>
<td>51%</td>
<td>44 50%</td>
<td>100</td>
<td>48%</td>
<td>0.898</td>
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<tr>
<td>Cancelled classes</td>
<td>756</td>
<td>2%</td>
<td>44 5%</td>
<td>100</td>
<td>2%</td>
<td>0.086</td>
</tr>
<tr>
<td>Fewer patients/clinical productivity</td>
<td>756</td>
<td>7%</td>
<td>44 5%</td>
<td>100</td>
<td>9%</td>
<td>0.005</td>
</tr>
<tr>
<td>Pauses, interruptions, or cancellations in research</td>
<td>756</td>
<td>27%</td>
<td>44 23%</td>
<td>100</td>
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**Expected pandemic impact on future professional success**

<table>
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<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff^a</th>
</tr>
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<tbody>
<tr>
<td>A great deal</td>
<td>23%</td>
<td>33%</td>
<td>25%</td>
<td>24%</td>
<td>28%</td>
<td>0.057</td>
</tr>
<tr>
<td>A little</td>
<td>31%</td>
<td>36%</td>
<td>25%</td>
<td>27%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>A moderate amount</td>
<td>39%</td>
<td>27%</td>
<td>44%</td>
<td>47%</td>
<td>47%</td>
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</tr>
<tr>
<td>None at all</td>
<td>7%</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

^a Numbers reflect the difference between perceived percent effort during the pandemic and official faculty load percents. Positive numbers indicate effort has increased and negative numbers indicate effort has decreased.

^b BIPOC faculty (Black, Latino/e/x, Asian, and other) compared to white faculty. Differences assessed using F tests with multiple comparison adjustment for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.

^c F test adjusted for multiple comparisons shows statistically significant difference between Black and Latino faculty (p=0.046)
## Table C3: Change in Tasks by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Latino/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
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<tr>
<td><strong>Attending meetings</strong></td>
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</tr>
<tr>
<td>Harder</td>
<td>777</td>
<td>45%</td>
<td>102</td>
<td>25%</td>
<td>36%</td>
<td>25%</td>
</tr>
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<tr>
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</tr>
<tr>
<td><strong>Admin responsibility</strong></td>
<td>775</td>
<td>45%</td>
<td>99</td>
<td>25%</td>
<td>46%</td>
<td>41%</td>
</tr>
<tr>
<td>Harder</td>
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</tr>
<tr>
<td><strong>Work correspondence</strong></td>
<td>773</td>
<td>45%</td>
<td>100</td>
<td>25%</td>
<td>42%</td>
<td>43%</td>
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<tr>
<td>Harder</td>
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<td><strong>Deep thinking</strong></td>
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<td>99</td>
<td>42%</td>
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<td>101</td>
<td>44%</td>
<td>37%</td>
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<td><strong>Synchronous teaching</strong></td>
<td>676</td>
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<td>68%</td>
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<td><strong>Asynchronous teaching</strong></td>
<td>667</td>
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</tr>
<tr>
<td><strong>Seeing clients in-person</strong></td>
<td>140</td>
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<td>27</td>
<td>64%</td>
<td>44%</td>
<td>68%</td>
</tr>
<tr>
<td>Harder</td>
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<td><strong>Other patient responsibilities</strong></td>
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<td>27</td>
<td>51%</td>
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<td>45%</td>
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<td>Harder</td>
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<tr>
<td><strong>Research activities(at home)</strong></td>
<td>469</td>
<td>25%</td>
<td>59</td>
<td>49%</td>
<td>63%</td>
<td>50%</td>
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<tr>
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<td><strong>Research activities (outside home)</strong></td>
<td>467</td>
<td>25%</td>
<td>57</td>
<td>64%</td>
<td>68%</td>
<td>66%</td>
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</tbody>
</table>

*BIPOC faculty (Black, Latino/x/e, Asian, and other) compared to white faculty. Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.*
<table>
<thead>
<tr>
<th>Table C4: Caregiving by Race/Ethnicity</th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
</tr>
<tr>
<td>No. infants toddlers (0-3)</td>
<td>97</td>
<td>81%</td>
<td>29</td>
<td>79%</td>
<td>61</td>
<td>67%</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>17%</td>
<td></td>
<td>17%</td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2%</td>
<td></td>
<td>3%</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>No. middle school children</td>
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<td>97</td>
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<td>1</td>
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<td></td>
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<tr>
<td>No. grade school children</td>
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<td>61</td>
<td>97</td>
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<td>1</td>
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<td>38%</td>
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<td>21%</td>
</tr>
<tr>
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<td></td>
<td>11%</td>
<td></td>
<td>7%</td>
<td></td>
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<tr>
<td>3</td>
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<td>7%</td>
<td></td>
<td>2%</td>
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<tr>
<td>No. middle school children</td>
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<td>97</td>
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<td>No. high school children</td>
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<td>Children with special needs</td>
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<td>19%</td>
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<td>20%</td>
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</table>

*BIPOC faculty (Black, Latino/x, Asian, and other) compared to white faculty. Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
<th>Diff*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or %</td>
<td>or %</td>
<td>or %</td>
<td>or %</td>
<td>or %</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Working while caregiving</td>
<td></td>
<td></td>
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<tr>
<td>As a percent of workweek b</td>
<td></td>
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<tr>
<td>Providing primary care</td>
<td>333</td>
<td>24</td>
<td>52.00</td>
<td>51</td>
<td>46.08</td>
<td>81</td>
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<tr>
<td>Providing secondary care</td>
<td>309</td>
<td>22</td>
<td>44.27</td>
<td>51</td>
<td>50.43</td>
<td>80</td>
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<td>Working while distracted</td>
<td>365</td>
<td>29</td>
<td>45.69</td>
<td>57</td>
<td>46.37</td>
<td>84</td>
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<tr>
<td>Working but not distracted</td>
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<td>21</td>
<td>58.86</td>
<td>50</td>
<td>48.88</td>
<td>78</td>
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<tr>
<td>More than half of workweek spent</td>
<td></td>
<td></td>
<td></td>
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<td>Providing primary care</td>
<td>333</td>
<td>24</td>
<td>58%</td>
<td>51</td>
<td>47%</td>
<td>81</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>309</td>
<td>22</td>
<td>41%</td>
<td>51</td>
<td>53%</td>
<td>80</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>365</td>
<td>29</td>
<td>38%</td>
<td>57</td>
<td>47%</td>
<td>84</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>339</td>
<td>21</td>
<td>71%</td>
<td>50</td>
<td>48%</td>
<td>78</td>
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<tr>
<td>Used Bright Horizons</td>
<td>397</td>
<td>29</td>
<td>7%</td>
<td>61</td>
<td>8%</td>
<td>94</td>
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<td></td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
<td>3%</td>
<td>6%</td>
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</tr>
<tr>
<td>Caregiving supports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What supports currently using</td>
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<tr>
<td>Not using any supports</td>
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<td>27</td>
<td>59%</td>
<td>52</td>
<td>42%</td>
<td>90</td>
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<tr>
<td>Using informal care</td>
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<td>27</td>
<td>33%</td>
<td>52</td>
<td>44%</td>
<td>90</td>
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<tr>
<td>Using formal care (not Bright Horizons)</td>
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<td>27</td>
<td>7%</td>
<td>52</td>
<td>17%</td>
<td>90</td>
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<tr>
<td>Supports that would be helpful</td>
<td>332</td>
<td>27</td>
<td>52%</td>
<td>88</td>
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<tr>
<td>How changes will impact merit or promotion</td>
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<td>evaluations</td>
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<td>44%</td>
<td>58%</td>
<td>51%</td>
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<td>62%</td>
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<td>Adjustments to work responsibilities</td>
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<td>46%</td>
<td>41%</td>
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<td>Accommodations/flexibility for work responsibilities</td>
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<td>67%</td>
<td>42%</td>
<td>56%</td>
<td>45%</td>
<td>45%</td>
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<tr>
<td>A temporary reduction in load/hours</td>
<td>12%</td>
<td>22%</td>
<td>13%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
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<tr>
<td>More info/accessibility about USC benefits and resources</td>
<td>16%</td>
<td>30%</td>
<td>23%</td>
<td>22%</td>
<td>14%</td>
<td>14%</td>
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<tr>
<td>Maintaining Bright Horizons as covered benefit</td>
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<td>0.107</td>
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<td>Regaining access to Bright Horizons crisis care</td>
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<td>15%</td>
<td>10%</td>
<td>7%</td>
<td>3%</td>
<td>0.351</td>
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<td>Help forming caregiving pods</td>
<td>9%</td>
<td>19%</td>
<td>8%</td>
<td>10%</td>
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<td>802</td>
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<td>Incurred additional caregiving costs</td>
<td>395</td>
<td>29</td>
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<td>60</td>
<td>43%</td>
<td>95</td>
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<td>42%</td>
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<tr>
<td>Monthly costs (median)</td>
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<td>$800</td>
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<td></td>
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</table>

* BIPOC faculty (Black, Latino/x, Asian, and other) compared to white faculty. Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.

* Average percent of workweek spent in different caregiver scenarios

**Table C4: Caregiving by Race/Ethnicity (continued)**
Table C5: Level of Perceived Support by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White Mean or %</th>
<th>Black Mean or %</th>
<th>Latino/e/s Mean or %</th>
<th>Asian Mean or %</th>
<th>Other Mean or %</th>
<th>Diff*</th>
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<tr>
<td></td>
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<td>n</td>
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<tr>
<td>Feels supported: University</td>
<td>754</td>
<td>43</td>
<td>98</td>
<td>156</td>
<td>55</td>
<td>0.781</td>
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<tr>
<td>Not at all supported</td>
<td>27%</td>
<td>33%</td>
<td>23%</td>
<td>27%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>56%</td>
<td>49%</td>
<td>58%</td>
<td>57%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>18%</td>
<td>19%</td>
<td>18%</td>
<td>16%</td>
<td>9%</td>
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<tr>
<td>Feels supported: School</td>
<td>745</td>
<td>42</td>
<td>95</td>
<td>149</td>
<td>56</td>
<td>0.027</td>
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<td>Not at all supported</td>
<td>15%</td>
<td>24%</td>
<td>13%</td>
<td>17%</td>
<td>21%</td>
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<tr>
<td>Somewhat supported</td>
<td>53%</td>
<td>48%</td>
<td>57%</td>
<td>62%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>32%</td>
<td>29%</td>
<td>31%</td>
<td>21%</td>
<td>20%</td>
<td></td>
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<tr>
<td>Feels supported: Unit/Dept</td>
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<td>43</td>
<td>98</td>
<td>157</td>
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<td>0.103</td>
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<td>14%</td>
<td>13%</td>
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<tr>
<td>Somewhat supported</td>
<td>39%</td>
<td>47%</td>
<td>41%</td>
<td>44%</td>
<td>43%</td>
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<tr>
<td>Very supported</td>
<td>50%</td>
<td>35%</td>
<td>47%</td>
<td>42%</td>
<td>45%</td>
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<tr>
<td>Feels supported: Colleagues</td>
<td>749</td>
<td>44</td>
<td>99</td>
<td>159</td>
<td>54</td>
<td>0.036</td>
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<td>Not at all supported</td>
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<td>9%</td>
<td>3%</td>
<td>7%</td>
<td>7%</td>
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<tr>
<td>Somewhat supported</td>
<td>31%</td>
<td>30%</td>
<td>38%</td>
<td>41%</td>
<td>33%</td>
<td></td>
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<tr>
<td>Very supported</td>
<td>64%</td>
<td>61%</td>
<td>59%</td>
<td>52%</td>
<td>59%</td>
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*BIPOC faculty (Black, Latino/s, Asian, and other) compared to white faculty. Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
<table>
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<th>Table C6: Distress by Race/Ethnicity</th>
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<tr>
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<tr>
<td><strong>White</strong></td>
</tr>
<tr>
<td>n</td>
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<tr>
<td>----</td>
</tr>
<tr>
<td>Change in stress: Teaching</td>
</tr>
<tr>
<td>Same or less</td>
</tr>
<tr>
<td>Somewhat more</td>
</tr>
<tr>
<td>Much more</td>
</tr>
<tr>
<td>Change in stress: Research</td>
</tr>
<tr>
<td>Same or less</td>
</tr>
<tr>
<td>Somewhat more</td>
</tr>
<tr>
<td>Much more</td>
</tr>
<tr>
<td>Change in stress: Service</td>
</tr>
<tr>
<td>Same or less</td>
</tr>
<tr>
<td>Somewhat more</td>
</tr>
<tr>
<td>Much more</td>
</tr>
<tr>
<td>Change in stress: Clinical</td>
</tr>
<tr>
<td>Same or less</td>
</tr>
<tr>
<td>Somewhat more</td>
</tr>
<tr>
<td>Much more</td>
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<tr>
<td><strong>Primary sources of stress</strong></td>
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<td>Increased work burden</td>
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<td>Personal health &amp; well-being</td>
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<td>Finances</td>
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<td>Caregiving</td>
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<tr>
<td>Increased distress or mental</td>
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<tr>
<td>health challenges among colleagues</td>
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<tr>
<td>or students</td>
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<tr>
<td>Burnout/fatigue</td>
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<tr>
<td>Lack of work/life balance or</td>
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<tr>
<td>boundaries</td>
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<tr>
<td>Not having access to necessary</td>
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<td>on-campus spaces</td>
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<td>Pauses/cancellations of research</td>
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<tr>
<td>activities</td>
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<td>Scarcity of grant funding</td>
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<td>Ergonomic/work space setup</td>
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<td>Inequitable/disproportionate impacts</td>
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<td>on underrepresented groups</td>
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<tr>
<td>Low morale</td>
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<tr>
<td>High student expectations</td>
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<td>Time and effort spent</td>
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<tr>
<td>addressing anti-Blackness at work</td>
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<tr>
<td>Financial stress from merit</td>
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<td>freeze and/or retirement</td>
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<td>Extreme</td>
</tr>
<tr>
<td>Moderate</td>
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<tr>
<td>None</td>
</tr>
<tr>
<td>Financial stress from</td>
</tr>
<tr>
<td>personal/hh situation</td>
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<tr>
<td>Extreme</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>None</td>
</tr>
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</table>

*BIPOC faculty (Black, Latino/x/e, Asian, and other) compared to white faculty. Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
### Table C7: Mental Health by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Latino/e/x</th>
<th>Asian</th>
<th>Other</th>
</tr>
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<tr>
<td><strong>PHQ-8 Depression Scale, Total Score</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>716</td>
<td>41</td>
<td>92</td>
<td>155</td>
<td>51</td>
</tr>
<tr>
<td>Mean or %</td>
<td>5.67</td>
<td>5.37</td>
<td>5.97</td>
<td>5.88</td>
<td>6.82</td>
</tr>
<tr>
<td><strong>PHQ-8 Individual Item Score</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little interest</td>
<td>702</td>
<td>41</td>
<td>89</td>
<td>153</td>
<td>50</td>
</tr>
<tr>
<td>Average score</td>
<td>.68</td>
<td>.49</td>
<td>.63</td>
<td>.78</td>
<td>.84</td>
</tr>
<tr>
<td>Feeling down</td>
<td>705</td>
<td>41</td>
<td>91</td>
<td>153</td>
<td>50</td>
</tr>
<tr>
<td>Average score</td>
<td>.78</td>
<td>.66</td>
<td>.78</td>
<td>.69</td>
<td>.86</td>
</tr>
<tr>
<td>Trouble sleeping</td>
<td>706</td>
<td>40</td>
<td>91</td>
<td>155</td>
<td>51</td>
</tr>
<tr>
<td>Average score</td>
<td>1.02</td>
<td>.98</td>
<td>1.08</td>
<td>1.02</td>
<td>1.10</td>
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<tr>
<td>Tired, no energy</td>
<td>711</td>
<td>40</td>
<td>90</td>
<td>153</td>
<td>51</td>
</tr>
<tr>
<td>Average score</td>
<td>1.14</td>
<td>1.28</td>
<td>1.33</td>
<td>1.33</td>
<td>1.29</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>706</td>
<td>40</td>
<td>89</td>
<td>154</td>
<td>50</td>
</tr>
<tr>
<td>Average score</td>
<td>.61</td>
<td>.60</td>
<td>.60</td>
<td>.68</td>
<td>.76</td>
</tr>
<tr>
<td>Feeling like failure</td>
<td>704</td>
<td>39</td>
<td>88</td>
<td>155</td>
<td>50</td>
</tr>
<tr>
<td>Average score</td>
<td>.61</td>
<td>.59</td>
<td>.64</td>
<td>.64</td>
<td>.86</td>
</tr>
<tr>
<td>Trouble concentrating</td>
<td>705</td>
<td>40</td>
<td>90</td>
<td>155</td>
<td>50</td>
</tr>
<tr>
<td>Average score</td>
<td>.75</td>
<td>.73</td>
<td>.88</td>
<td>.70</td>
<td>.84</td>
</tr>
<tr>
<td>Restless or fidgety</td>
<td>704</td>
<td>40</td>
<td>88</td>
<td>153</td>
<td>50</td>
</tr>
<tr>
<td>Average score</td>
<td>.16</td>
<td>.18</td>
<td>.18</td>
<td>.19</td>
<td>.36</td>
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<tr>
<td><strong>Reported distress since before pandemic</strong></td>
<td></td>
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<tr>
<td>Same or better</td>
<td>746</td>
<td>43</td>
<td>98</td>
<td>155</td>
<td>53</td>
</tr>
<tr>
<td>Slightly more distressed</td>
<td>21%</td>
<td>19%</td>
<td>13%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Much more distressed</td>
<td>53%</td>
<td>58%</td>
<td>54%</td>
<td>53%</td>
<td>42%</td>
</tr>
</tbody>
</table>

<sup>a</sup> The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores >5 indicate mild depression).

<sup>b</sup> Average score on a 0-3 scale that ranges from 0=not at all to 3=every day.

<sup>c</sup> Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
D. QUANTITATIVE RESULTS: Disaggregated by Caregiving Status
Table D2: Faculty Workload and Productivity by Caregiving Status and Intensity

<table>
<thead>
<tr>
<th>Providing care to someone</th>
<th>50% or more of workweek spent</th>
<th>Faculty Profile Change</th>
<th>Change in percentage point* in...</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
</tr>
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<td><strong>Faculty Profile Change</strong></td>
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<tr>
<td><em><em>Change in percentage point</em> in...</em>*</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>507</td>
<td>4.45</td>
<td>614</td>
<td>4.61</td>
<td>250</td>
</tr>
<tr>
<td>Research</td>
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<td>441</td>
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<td>547</td>
<td>5.74</td>
<td>216</td>
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<td>122</td>
<td>-2.95</td>
<td>158</td>
<td>-9.99</td>
<td>56</td>
</tr>
<tr>
<td><strong>Any Profile change: Teaching</strong></td>
<td>507</td>
<td></td>
<td>614</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Negative</td>
<td>.17</td>
<td>.20</td>
<td>.18</td>
<td>20%</td>
<td></td>
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<td>.42</td>
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<td>.39</td>
<td>.40</td>
<td>44%</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>441</td>
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<tr>
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<td>.52</td>
<td>.53</td>
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<td>.22</td>
<td>.21</td>
<td>21%</td>
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<td></td>
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<td>216</td>
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<tr>
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<td>.22</td>
<td>.18</td>
<td>19%</td>
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<tr>
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<td>.35</td>
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<tr>
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<td>.46</td>
<td>.48</td>
<td>51%</td>
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<tr>
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<td>158</td>
<td></td>
<td>56</td>
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<tr>
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<td>.27</td>
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<td>.53</td>
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<tr>
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<td>.08</td>
<td>.10</td>
<td>.09</td>
<td>6%</td>
<td></td>
</tr>
<tr>
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<td>.25</td>
<td>.27</td>
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<tr>
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<tr>
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<td>.07</td>
<td>.09</td>
<td>6%</td>
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<tr>
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<td>.20</td>
<td>.33</td>
<td>.40</td>
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<tr>
<td>Clinical duties</td>
<td>119</td>
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<td>154</td>
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<td>55</td>
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<tr>
<td>About the same</td>
<td>.70</td>
<td>.56</td>
<td>.44</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Better than usual</td>
<td>.10</td>
<td>.08</td>
<td>.11</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>.20</td>
<td>.35</td>
<td>.45</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td><strong>Factors affecting workload/productivity</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Increased work burden/expectations</td>
<td>553</td>
<td>.9</td>
<td>691</td>
<td>.66</td>
<td>278</td>
</tr>
<tr>
<td>Increased strain to complete tasks</td>
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<td>.47</td>
<td>691</td>
<td>.55</td>
<td>278</td>
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<tr>
<td>More time required for usual tasks</td>
<td>553</td>
<td>.6</td>
<td>691</td>
<td>.61</td>
<td>278</td>
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<td>More time spent addressing student well-being</td>
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<td>.54</td>
<td>691</td>
<td>.58</td>
<td>278</td>
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<td>More time spent addressing tech/connectivity issues</td>
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<td>.52</td>
<td>691</td>
<td>.51</td>
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<td>691</td>
<td>.02</td>
<td>278</td>
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<td>Fewer patients/clinical productivity</td>
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<td>.08</td>
<td>691</td>
<td>.08</td>
<td>278</td>
</tr>
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<td>.24</td>
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<td>700</td>
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<tr>
<td>A little</td>
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<td>.25</td>
<td>.16</td>
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<tr>
<td>None all</td>
<td>.08</td>
<td>.04</td>
<td>.04</td>
<td>3%</td>
<td></td>
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</tbody>
</table>

* Numbers reflect the difference between perceived percent effort during the pandemic and official faculty load percents. Positive numbers indicate a decrease in perceived effort.

* Caregiver/non-caregiver differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
<table>
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<th>Diff *</th>
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<td><strong>Attending meetings</strong></td>
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<td></td>
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<tr>
<td>Harder</td>
<td>323</td>
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<td>25%</td>
<td>22%</td>
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<tr>
<td>Easier</td>
<td>323</td>
<td>48%</td>
<td>50%</td>
<td></td>
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<tr>
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<td>323</td>
<td>2%</td>
<td>1%</td>
<td></td>
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<tr>
<td><strong>Admin responsibility</strong></td>
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<td>569</td>
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<td>48%</td>
<td>0.010</td>
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<td>32%</td>
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</tr>
<tr>
<td>Easier</td>
<td></td>
<td>5%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>18%</td>
<td>15%</td>
<td></td>
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<td>47%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td></td>
<td>5%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
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<td>0%</td>
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<td>23%</td>
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<tr>
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<td></td>
<td>6%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
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<td>56%</td>
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<td></td>
<td>30%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td></td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
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<td>18%</td>
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<td>44%</td>
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<td>38%</td>
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<td>6%</td>
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<td>7%</td>
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* Caregiver/non-caregiver differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
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<td>16%</td>
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<td></td>
<td>2</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>No.</td>
<td>Grade school children</td>
<td>704</td>
<td>282</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>63%</td>
<td>55%</td>
<td>49%</td>
</tr>
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<td></td>
<td>1</td>
<td>24%</td>
<td>28%</td>
<td>31%</td>
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<td>2</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>No.</td>
<td>Middle school children</td>
<td>704</td>
<td>282</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>84%</td>
<td>79%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>14%</td>
<td>18%</td>
<td>22%</td>
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<td>2</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
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<td>3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>No.</td>
<td>High school children</td>
<td>704</td>
<td>282</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>84%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>No.</td>
<td>College-age children</td>
<td>704</td>
<td>282</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>87%</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>8%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>No.</td>
<td>Adults</td>
<td>704</td>
<td>282</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>63%</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>26%</td>
<td>22%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Children with special needs</td>
<td>563</td>
<td>18%</td>
<td>236</td>
<td>23%</td>
</tr>
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</table>
### Table D4: Caregiving by Caregiving Intensity (continued)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Primary Caregiver</th>
<th>Distracted by Caregiving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n  Mean</td>
<td>or %</td>
<td>n  Mean</td>
</tr>
<tr>
<td>Working while caregiving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a percent of workweek b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>578</td>
<td>46.87</td>
<td>282</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>544</td>
<td>43.41</td>
<td>204</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>630</td>
<td>44.88</td>
<td>275</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>569</td>
<td>47.91</td>
<td>226</td>
</tr>
<tr>
<td>More than half of workweek spent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>578</td>
<td>49%</td>
<td>282</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>544</td>
<td>41%</td>
<td>204</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>630</td>
<td>43%</td>
<td>275</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>569</td>
<td>50%</td>
<td>226</td>
</tr>
<tr>
<td>Used Bright Horizons</td>
<td>681</td>
<td>7%</td>
<td>282</td>
</tr>
<tr>
<td>Caregiving supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What supports currently using</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not using any supports</td>
<td>609</td>
<td>51%</td>
<td>254</td>
</tr>
<tr>
<td>Using informal care</td>
<td>609</td>
<td>33%</td>
<td>254</td>
</tr>
<tr>
<td>Using formal care (not Bright Horizons)</td>
<td>609</td>
<td>21%</td>
<td>254</td>
</tr>
<tr>
<td>Supports that would be helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How changes will impact merit or promotion evaluations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjustments to work responsibilities</td>
<td>580</td>
<td>41%</td>
<td>253</td>
</tr>
<tr>
<td>Accommodations/flexibility for work responsibilities</td>
<td>580</td>
<td>52%</td>
<td>253</td>
</tr>
<tr>
<td>A temporary reduction in load/hours</td>
<td>580</td>
<td>14%</td>
<td>253</td>
</tr>
<tr>
<td>More info/accessibility about USC benefits and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining Bright Horizons as covered benefit</td>
<td>580</td>
<td>9%</td>
<td>253</td>
</tr>
<tr>
<td>Regaining access to Bright Horizons crisis care</td>
<td>580</td>
<td>11%</td>
<td>253</td>
</tr>
<tr>
<td>Help forming caregiving pods</td>
<td>580</td>
<td>9%</td>
<td>253</td>
</tr>
<tr>
<td>Incurred additional caregiving costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly costs (median)</td>
<td>671</td>
<td>35%</td>
<td>279</td>
</tr>
</tbody>
</table>

b Average percent of workweek spent in different caregiver scenarios
### Table D5: Level of Perceived Support by Caregiving Status and Intensity

<table>
<thead>
<tr>
<th>Providing care to someone</th>
<th>50% or more more of workweek spent</th>
<th>Distracted by caregiving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Mean or %</td>
<td>Yes Mean or %</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Mean or %</td>
</tr>
<tr>
<td>Feels supported: University</td>
<td>462</td>
<td>658</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>25%</td>
<td>31%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>Very supported</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>Feels supported: School</td>
<td>543</td>
<td>665</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>50%</td>
<td>59%</td>
</tr>
<tr>
<td>Very supported</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Feels supported: Unit/Dept</td>
<td>545</td>
<td>673</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>Very supported</td>
<td>51%</td>
<td>41%</td>
</tr>
<tr>
<td>Feels supported: Colleagues</td>
<td>548</td>
<td>676</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>Very supported</td>
<td>64%</td>
<td>57%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Caregiver/non-caregiver differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
<table>
<thead>
<tr>
<th>Table D6: Distress by Caregiving Status and Intensity</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Providing care to someone</th>
<th>50% or more more of workweek spent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Change in stress: Teaching</td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>504</td>
</tr>
<tr>
<td>Somewhat more</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td></td>
</tr>
<tr>
<td>Change in stress: Research</td>
<td>343</td>
</tr>
<tr>
<td>Same or less</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td></td>
</tr>
<tr>
<td>Change in stress: Service</td>
<td>535</td>
</tr>
<tr>
<td>Same or less</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td></td>
</tr>
<tr>
<td>Change in stress: Clinical</td>
<td>121</td>
</tr>
<tr>
<td>Same or less</td>
<td></td>
</tr>
<tr>
<td>Somewhat more</td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary sources of stress</th>
</tr>
</thead>
</table>

| Increased work burden | 564 | 62% | 698 | 63% | 279 | 67% | 267 | 62% | 0.742 |
| Personal health & well-being | 564 | 49% | 698 | 57% | 279 | 63% | 267 | 64% | 0.003 |
| Finances | 564 | 25% | 698 | 34% | 279 | 38% | 267 | 38% | 0.000 |
| Caregiving | 564 | 5%  | 698 | 68% | 279 | 82% | 267 | 87% | 0.000 |

| Increased distress or mental health challenges among colleagues or students | 564 | 51% | 698 | 57% | 279 | 49% | 267 | 56% | 0.050 |
| Burnout/fatigue | 564 | 60% | 698 | 64% | 279 | 68% | 267 | 71% | 0.124 |
| Lack of work/life balance or boundaries | 564 | 63% | 698 | 77% | 279 | 81% | 267 | 86% | 0.000 |
| Not having access to necessary on-campus spaces | 564 | 29% | 698 | 24% | 279 | 26% | 267 | 24% | 0.067 |
| Pauses/cancellations of research activities | 564 | 25% | 698 | 27% | 279 | 27% | 267 | 30% | 0.372 |
| Scarcity of grant funding | 564 | 10% | 698 | 12% | 279 | 16% | 267 | 16% | 0.206 |
| Ergonomic/work space setup challenges | 564 | 33% | 698 | 36% | 279 | 39% | 267 | 41% | 0.257 |
| Tech/connectivity challenges | 564 | 39% | 698 | 37% | 279 | 37% | 267 | 38% | 0.361 |

| Inequitable/disproportionate impacts on underrepresented groups | 545 | 673 | 268 | 260 | 0.303 |
| Low morale | 564 | 41% | 698 | 43% | 279 | 41% | 267 | 46% | 0.534 |
| High student expectations | 564 | 22% | 698 | 24% | 279 | 26% | 267 | 26% | 0.230 |
| Time and effort spent addressing anti-Blackness at work | 564 | 16% | 698 | 18% | 279 | 17% | 267 | 18% | 0.394 |

<table>
<thead>
<tr>
<th>Financial stress from merit freeze and/or retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Minimal</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial stress from personal/hh situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Minimal</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

*Caregiver/non-caregiver differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
Table D7: Mental Health by Caregiving Status and Intensity

<table>
<thead>
<tr>
<th>Providing care to someone</th>
<th>50% or more of workweek spent</th>
<th>Primary caregiving</th>
<th>Distracted by caregiving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Mean or %</td>
<td>Yes Mean or %</td>
<td>n Mean or %</td>
</tr>
<tr>
<td><strong>PHQ-8 Depression Scale, Total Score</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td>514 5.27</td>
<td>613 6.22</td>
<td>254 7.59</td>
</tr>
<tr>
<td><strong>PHQ-8 Individual Item Score</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little interest</td>
<td>506 .65</td>
<td>597 .73</td>
<td>251 .87</td>
</tr>
<tr>
<td>Feeling down</td>
<td>509 .71</td>
<td>598 .82</td>
<td>248 .98</td>
</tr>
<tr>
<td>Trouble sleeping</td>
<td>508 .97</td>
<td>604 1.10</td>
<td>251 1.26</td>
</tr>
<tr>
<td>Tired, no energy</td>
<td>511 1.08</td>
<td>605 1.28</td>
<td>253 1.45</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>507 .53</td>
<td>598 .72</td>
<td>251 .92</td>
</tr>
<tr>
<td>Feeling like failure</td>
<td>505 .50</td>
<td>600 .75</td>
<td>250 .95</td>
</tr>
<tr>
<td>Trouble concentrating</td>
<td>510 .71</td>
<td>599 .79</td>
<td>248 1.03</td>
</tr>
<tr>
<td>Restless or fidgety</td>
<td>507 .18</td>
<td>596 .18</td>
<td>249 .24</td>
</tr>
<tr>
<td><strong>Reported distress since before pandemic</strong></td>
<td>533</td>
<td>639</td>
<td>259</td>
</tr>
<tr>
<td>Same or better</td>
<td></td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>Slightly more distressed</td>
<td></td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>Much more distressed</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

<sup>a</sup> The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores of 5-9 indicate mild depression).

<sup>b</sup> Average score on a 0-3 scale that ranges from 0=not at all to 3=every day.

<sup>c</sup> Caregiver/non-caregiver differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
E. QUANTITATIVE RESULTS: Disaggregated by Faculty Track
Table E2: Faculty Workload and Productivity by Faculty Track

<table>
<thead>
<tr>
<th>Faculty Profile Change</th>
<th>RTPC</th>
<th>TT</th>
<th>Tenured</th>
<th>Diff b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in percentage point a in...</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
</tr>
<tr>
<td>Teaching</td>
<td>699</td>
<td>1.81</td>
<td>103</td>
<td>10.59</td>
</tr>
<tr>
<td>Research</td>
<td>697</td>
<td>-.46</td>
<td>103</td>
<td>-11.63</td>
</tr>
<tr>
<td>Service</td>
<td>695</td>
<td>3.27</td>
<td>103</td>
<td>.92</td>
</tr>
<tr>
<td>Clinical duties</td>
<td>694</td>
<td>-.84</td>
<td>103</td>
<td>.21</td>
</tr>
<tr>
<td>Profile change: Teaching</td>
<td>699</td>
<td>18%</td>
<td>103</td>
<td>14%</td>
</tr>
<tr>
<td>Decreased</td>
<td>699</td>
<td>52%</td>
<td>103</td>
<td>39%</td>
</tr>
<tr>
<td>Same amount of time</td>
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<td>30%</td>
<td>103</td>
<td>48%</td>
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<td>Increased</td>
<td>699</td>
<td>18%</td>
<td>103</td>
<td>14%</td>
</tr>
<tr>
<td>Profile change: Research</td>
<td>697</td>
<td>21%</td>
<td>103</td>
<td>53%</td>
</tr>
<tr>
<td>Decreased</td>
<td>697</td>
<td>66%</td>
<td>103</td>
<td>27%</td>
</tr>
<tr>
<td>Same amount of time</td>
<td>697</td>
<td>14%</td>
<td>103</td>
<td>19%</td>
</tr>
<tr>
<td>Increased</td>
<td>697</td>
<td>16%</td>
<td>103</td>
<td>24%</td>
</tr>
<tr>
<td>Any Profile change: Service</td>
<td>695</td>
<td>53%</td>
<td>103</td>
<td>46%</td>
</tr>
<tr>
<td>Decreased</td>
<td>695</td>
<td>83%</td>
<td>103</td>
<td>97%</td>
</tr>
<tr>
<td>Same amount of time</td>
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<td>103</td>
<td>4%</td>
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<tr>
<td>Increased</td>
<td>695</td>
<td>31%</td>
<td>103</td>
<td>30%</td>
</tr>
<tr>
<td>Any Profile change: Clinical</td>
<td>694</td>
<td>9%</td>
<td>103</td>
<td>2%</td>
</tr>
<tr>
<td>Decreased</td>
<td>694</td>
<td>83%</td>
<td>103</td>
<td>97%</td>
</tr>
<tr>
<td>Same amount of time</td>
<td>694</td>
<td>7%</td>
<td>103</td>
<td>3%</td>
</tr>
<tr>
<td>Increased</td>
<td>694</td>
<td>16%</td>
<td>103</td>
<td>24%</td>
</tr>
<tr>
<td>Self-rated Performance</td>
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<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>612</td>
<td>58%</td>
<td>84</td>
<td>56%</td>
</tr>
<tr>
<td>About the same</td>
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<td>9%</td>
<td>84</td>
<td>11%</td>
</tr>
<tr>
<td>Better than usual</td>
<td>612</td>
<td>33%</td>
<td>84</td>
<td>33%</td>
</tr>
<tr>
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a Numbers reflect the difference between perceived percent effort during the pandemic and official faculty load percents. Positive numbers indicate effort has increased and negative numbers indicate effort has decreased.

b Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
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* Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
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<td>42%</td>
<td>49</td>
<td>39%</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>371</td>
<td>40%</td>
<td>50</td>
<td>48%</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>332</td>
<td>52%</td>
<td>49</td>
<td>47%</td>
</tr>
<tr>
<td>Used Bright Horizons</td>
<td>393</td>
<td>6%</td>
<td>53</td>
<td>21%</td>
</tr>
<tr>
<td>Caregiving supports</td>
<td></td>
<td></td>
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<td>What supports currently using</td>
<td></td>
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<tr>
<td>Not using any supports</td>
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<tr>
<td>Using informal care</td>
<td>362</td>
<td>37%</td>
<td>38</td>
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<tr>
<td>Using formal care (not Bright Horizons)</td>
<td>362</td>
<td>20%</td>
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<tr>
<td>Supports that would be helpful</td>
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<td>51</td>
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<td>How changes will impact merit or promotion evaluations</td>
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<td>69%</td>
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<td>Adjustments to work responsibilities</td>
<td>41%</td>
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<td>42%</td>
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<td>Accommodations/flexibility for work responsibilities</td>
<td>58%</td>
<td>37%</td>
<td>43%</td>
<td>0.001</td>
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<tr>
<td>A temporary reduction in load/hours</td>
<td>16%</td>
<td>4%</td>
<td>13%</td>
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</tr>
<tr>
<td>More info/accessibility about USC benefits and resources</td>
<td>20%</td>
<td>10%</td>
<td>13%</td>
<td>0.035</td>
</tr>
<tr>
<td>Maintaining Bright Horizons as covered benefit</td>
<td>9%</td>
<td>14%</td>
<td>9%</td>
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<tr>
<td>Regaining access to Bright Horizons crisis care</td>
<td>11%</td>
<td>20%</td>
<td>7%</td>
<td>0.057</td>
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<tr>
<td>Help forming caregiving pods</td>
<td>9%</td>
<td>8%</td>
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<tr>
<td>Incurred additional caregiving costs</td>
<td>390</td>
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<td>54</td>
<td>48%</td>
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<tr>
<td>Monthly costs (median)</td>
<td>116</td>
<td>$800</td>
<td>22</td>
<td>$925</td>
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</table>

$^a$ Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.

$^b$ Average percent of workweek spent in different caregiver scenarios.
<table>
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<tr>
<th></th>
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<th>Mean or %</th>
<th>TT</th>
<th>Mean or %</th>
<th>Tenured</th>
<th>Mean or %</th>
<th>Diff&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
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<tbody>
<tr>
<td><strong>Feels supported: University</strong></td>
<td>462</td>
<td>658</td>
<td>55</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Not at all supported</td>
<td>27%</td>
<td>33%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>56%</td>
<td>55%</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>17%</td>
<td>12%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feels supported: School</strong></td>
<td>656</td>
<td>99</td>
<td>301</td>
<td></td>
<td></td>
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<td>0.921</td>
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<tr>
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<td>19%</td>
<td>16%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>55%</td>
<td>56%</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>28%</td>
<td>25%</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Feels supported: Unit/Dept</strong></td>
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<td>98</td>
<td>299</td>
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<tr>
<td>Somewhat supported</td>
<td>41%</td>
<td>38%</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very supported</td>
<td>44%</td>
<td>47%</td>
<td>47%</td>
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<tr>
<td><strong>Feels supported: Colleagues</strong></td>
<td>674</td>
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<td>295</td>
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<td>0.112</td>
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<td>5%</td>
<td>3%</td>
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<tr>
<td>Somewhat supported</td>
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<td>42%</td>
<td>36%</td>
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<td></td>
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<tr>
<td>Very supported</td>
<td>62%</td>
<td>55%</td>
<td>56%</td>
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</table>

<sup>a</sup> Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
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<th></th>
<th>Diff&lt;sup&gt;a&lt;/sup&gt;</th>
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<tr>
<td>Same or less</td>
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<td>41%</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>30%</td>
<td></td>
<td>40%</td>
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<td></td>
</tr>
<tr>
<td><strong>Change in stress: Research</strong></td>
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<td>Same or less</td>
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<td>677</td>
<td>45%</td>
<td>56</td>
<td>55%</td>
<td>0.000</td>
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<td>30%</td>
<td></td>
<td>15%</td>
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<td></td>
</tr>
<tr>
<td>Much more</td>
<td></td>
<td>45%</td>
<td></td>
<td>33%</td>
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<td><strong>Change in stress: Service</strong></td>
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<td></td>
<td>37%</td>
<td></td>
<td>34%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Much more</td>
<td></td>
<td>21%</td>
<td></td>
<td>8%</td>
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<td><strong>Change in stress: Clinical</strong></td>
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<tr>
<td>Much more</td>
<td></td>
<td>41%</td>
<td></td>
<td>67%</td>
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<td>Increased work burden</td>
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<td>102</td>
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<td>310</td>
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<tr>
<td>Personal health &amp; well-being</td>
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<td>Increased distress or mental health challenges among colleagues or students</td>
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<td>102</td>
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<td>310</td>
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<td>Burnout/fatigue</td>
<td>691</td>
<td>63%</td>
<td>102</td>
<td>74%</td>
<td>310</td>
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<td>Lack of work/life balance or boundaries</td>
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<td>102</td>
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<td>310</td>
<td>70%</td>
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<td>Not having access to necessary on-campus spaces</td>
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<td>102</td>
<td>42%</td>
<td>310</td>
<td>28%</td>
<td>0.000</td>
</tr>
<tr>
<td>Pauses/cancellations of research activities</td>
<td>691</td>
<td>16%</td>
<td>102</td>
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<td>310</td>
<td>51%</td>
<td>0.000</td>
</tr>
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<td>Scarcity of grant funding</td>
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<td>7%</td>
<td>102</td>
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<td>310</td>
<td>20%</td>
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<tr>
<td>Ergonomic/work space setup challenges</td>
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<td>37%</td>
<td>102</td>
<td>40%</td>
<td>310</td>
<td>29%</td>
<td>0.022</td>
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<td>Tech/connectivity challenges</td>
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<td>39%</td>
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<td>38%</td>
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<tr>
<td>Inequitable/disproportionate impacts on underrepresented groups</td>
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<td>102</td>
<td>25%</td>
<td>310</td>
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<td>Low morale</td>
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<td>50%</td>
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<td>High student expectations</td>
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<td><strong>Financial stress from merit freeze and/or retirement</strong></td>
<td>685</td>
<td>25%</td>
<td>102</td>
<td>22%</td>
<td>308</td>
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<tr>
<td>Moderate</td>
<td></td>
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<td>46%</td>
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<tr>
<td>Minimal</td>
<td></td>
<td>21%</td>
<td></td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
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<td>12%</td>
<td></td>
<td>6%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Financial stress from personal/hh situation</strong></td>
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<td>102</td>
<td>18%</td>
<td>300</td>
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<td>18%</td>
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<tr>
<td>Moderate</td>
<td></td>
<td>35%</td>
<td></td>
<td>37%</td>
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<td></td>
</tr>
<tr>
<td>Minimal</td>
<td></td>
<td>30%</td>
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<td>30%</td>
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<tr>
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<td>16%</td>
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<td>15%</td>
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</table>

<sup>a</sup> Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
### Table E7: Mental Health by Faculty Track

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<th>RTPC n</th>
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<th>TT n</th>
<th>Mean or %</th>
<th>Tenured n</th>
<th>Mean or %</th>
<th>Diff</th>
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</thead>
<tbody>
<tr>
<td><strong>PHQ-8 Depression Scale, Total Score</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td>635</td>
<td>5.94</td>
<td>92</td>
<td>7.29</td>
<td>272</td>
<td>5.39</td>
<td>0.011</td>
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<tr>
<td><strong>PHQ-8 Individual Item Score</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
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</tr>
<tr>
<td>Little interest</td>
<td>627</td>
<td>.70</td>
<td>88</td>
<td>.91</td>
<td>263</td>
<td>.67</td>
<td>0.392</td>
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<td>Feeling down</td>
<td>628</td>
<td>.78</td>
<td>91</td>
<td>.93</td>
<td>263</td>
<td>.76</td>
<td>0.670</td>
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<td>Trouble sleeping</td>
<td>628</td>
<td>1.04</td>
<td>89</td>
<td>1.20</td>
<td>267</td>
<td>1.03</td>
<td>0.260</td>
</tr>
<tr>
<td>Tired, no energy</td>
<td>631</td>
<td>1.23</td>
<td>90</td>
<td>1.54</td>
<td>270</td>
<td>1.08</td>
<td>0.002</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>626</td>
<td>.66</td>
<td>90</td>
<td>.79</td>
<td>263</td>
<td>.53</td>
<td>0.002</td>
</tr>
<tr>
<td>Feeling like failure</td>
<td>632</td>
<td>.66</td>
<td>88</td>
<td>.88</td>
<td>261</td>
<td>.57</td>
<td>0.199</td>
</tr>
<tr>
<td>Trouble concentrating</td>
<td>631</td>
<td>.74</td>
<td>89</td>
<td>1.03</td>
<td>264</td>
<td>.74</td>
<td>0.169</td>
</tr>
<tr>
<td>Restless or fidgety</td>
<td>628</td>
<td>.18</td>
<td>88</td>
<td>.23</td>
<td>262</td>
<td>.15</td>
<td>0.662</td>
</tr>
<tr>
<td><strong>Reported distress since before pandemic</strong>&lt;sup&gt;c&lt;/sup&gt;</td>
<td>659</td>
<td></td>
<td>95</td>
<td></td>
<td>288</td>
<td></td>
<td>0.045</td>
</tr>
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<td>Same or better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly more distressed</td>
<td></td>
<td>21%</td>
<td></td>
<td>14%</td>
<td></td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Much more distressed</td>
<td></td>
<td>52%</td>
<td></td>
<td>45%</td>
<td></td>
<td>54%</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores of 5-9 indicate mild depression).

<sup>b</sup> Average score on a 0-3 scale that ranges from 0=not at all to 3=every day.

<sup>c</sup> Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
F. QUANTITATIVE RESULTS: Disaggregated by Faculty Rank
<table>
<thead>
<tr>
<th></th>
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<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
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<tr>
<td></td>
<td>Mean or %</td>
<td>Mean or %</td>
<td>Mean or %</td>
<td>Mean or %</td>
</tr>
<tr>
<td>Faculty Profile Change</td>
<td></td>
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<td>Change in percentage point in...</td>
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<td>261 4.38</td>
<td>324 5.57</td>
<td>284 5.32</td>
</tr>
<tr>
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<td>238 -6.87</td>
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<td>42 1.05</td>
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<td>284 5.32</td>
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<td>15% 21%</td>
<td>18% 22%</td>
<td>17% 19%</td>
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<tr>
<td>Same amount of time</td>
<td>58% 37%</td>
<td>37% 40%</td>
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<tr>
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<td>216 4.38</td>
<td>238 5.57</td>
<td>259 5.32</td>
</tr>
<tr>
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<td>22% 29%</td>
<td>24% 32%</td>
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<tr>
<td>Same amount of time</td>
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<td>22% 32%</td>
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<tr>
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<td>19% 38%</td>
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<tr>
<td>Any Profile change: Service</td>
<td>102 2.82</td>
<td>216 4.38</td>
<td>238 5.57</td>
<td>259 5.32</td>
</tr>
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<td>26% 22%</td>
<td>19% 20%</td>
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<tr>
<td>Same amount of time</td>
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<td>36% 43%</td>
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<tr>
<td>Increased</td>
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<tr>
<td>Same amount of time</td>
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<td>52% 50%</td>
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<tr>
<td>Increased</td>
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<td>22% 24%</td>
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<td>Self-rated Performance</td>
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<td>320 5.57</td>
<td>277 5.32</td>
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<td>57% 57%</td>
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</tr>
<tr>
<td>Better than usual</td>
<td>11% 10%</td>
<td>8% 8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>28% 32%</td>
<td>34% 36%</td>
<td></td>
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</tr>
<tr>
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<td>213 4.38</td>
<td>233 5.57</td>
<td>255 5.32</td>
</tr>
<tr>
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<td>47% 31%</td>
<td>30% 34%</td>
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</tr>
<tr>
<td>Better than usual</td>
<td>12% 7%</td>
<td>4% 7%</td>
<td></td>
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</tr>
<tr>
<td>Worse than usual</td>
<td>42% 63%</td>
<td>66% 59%</td>
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<tr>
<td>Service</td>
<td>161 2.82</td>
<td>289 4.38</td>
<td>339 5.57</td>
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<tr>
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<td>61% 70%</td>
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<tr>
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<td>8% 6%</td>
<td>8% 8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>27% 28%</td>
<td>32% 22%</td>
<td></td>
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</tr>
<tr>
<td>Clinical duties</td>
<td>33 2.82</td>
<td>102 4.38</td>
<td>86 5.57</td>
<td>40 5.32</td>
</tr>
<tr>
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<td>61% 64%</td>
<td>56% 73%</td>
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</tr>
<tr>
<td>Better than usual</td>
<td>3% 11%</td>
<td>13% 3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worse than usual</td>
<td>36% 25%</td>
<td>31% 25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factors affecting workload/productivity</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased work</td>
<td>215 57%</td>
<td>310 63%</td>
<td>350 69%</td>
<td>316 61%</td>
</tr>
<tr>
<td>Increased strain to complete tasks</td>
<td>215 45%</td>
<td>310 54%</td>
<td>350 52%</td>
<td>316 50%</td>
</tr>
<tr>
<td>More time required for usual</td>
<td>215 57%</td>
<td>310 61%</td>
<td>350 64%</td>
<td>316 58%</td>
</tr>
<tr>
<td>More time spent addressing student well-being</td>
<td>215 63%</td>
<td>310 52%</td>
<td>350 60%</td>
<td>316 53%</td>
</tr>
<tr>
<td>More time spent addressing tech/connectivity issues</td>
<td>215 53%</td>
<td>310 45%</td>
<td>350 51%</td>
<td>316 55%</td>
</tr>
<tr>
<td>Cancelled classes</td>
<td>215 4%</td>
<td>310 1%</td>
<td>350 2%</td>
<td>316 2%</td>
</tr>
<tr>
<td>Fewer patients/clinical productivity</td>
<td>215 7%</td>
<td>310 11%</td>
<td>350 9%</td>
<td>316 6%</td>
</tr>
<tr>
<td>Pauses, interruptions, or cancellations in research</td>
<td>215 10%</td>
<td>310 30%</td>
<td>350 32%</td>
<td>316 36%</td>
</tr>
<tr>
<td>Pandemic impact on future professional success</td>
<td>230 2.82</td>
<td>317 4.38</td>
<td>359 5.57</td>
<td>319 5.32</td>
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<tr>
<td>A great deal</td>
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<td>24% 20%</td>
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<tr>
<td>A little</td>
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<td>30% 29%</td>
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</tr>
<tr>
<td>A moderate amount</td>
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<td>42% 43%</td>
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</tr>
<tr>
<td>None at all</td>
<td>11% 3%</td>
<td>5% 8%</td>
<td></td>
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</tr>
</tbody>
</table>

* Numbers reflect the difference between perceived percent effort during the pandemic and official faculty load percents. Positive numbers indicate effort has increased and negative numbers indicate effort has decreased.

* Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
Table F3: Change in Tasks by Faculty Rank

<table>
<thead>
<tr>
<th></th>
<th>Adjunct/ Instructor</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
<th>Diff*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n MEAN or %</td>
<td>n MEAN or %</td>
<td>n MEAN or %</td>
<td>n MEAN or %</td>
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<tr>
<td>Attending meetings</td>
<td>207 18%</td>
<td>261 30%</td>
<td>324 23%</td>
<td>284 33%</td>
<td>0.003</td>
</tr>
<tr>
<td>Harder</td>
<td>29% 22%</td>
<td>47% 24%</td>
<td>53% 20%</td>
<td>47% 19%</td>
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</tr>
<tr>
<td>No change</td>
<td>5% 1%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>37% 34%</td>
<td>35% 35%</td>
<td>31% 31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin responsibility</td>
<td>227 20%</td>
<td>311 44%</td>
<td>355 49%</td>
<td>315 55%</td>
<td>0.000</td>
</tr>
<tr>
<td>Harder</td>
<td>37% 34%</td>
<td>6% 5%</td>
<td>5% 5%</td>
<td>5% 5%</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>37% 15%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Easier</td>
<td>38% 43%</td>
<td>48% 48%</td>
<td>47% 47%</td>
<td>48% 48%</td>
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</tr>
<tr>
<td>Work correspondence</td>
<td>228 38%</td>
<td>315 43%</td>
<td>353 25%</td>
<td>314 27%</td>
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<tr>
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<td>57% 49%</td>
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<td>4% 6%</td>
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<tr>
<td>No change</td>
<td>49% 49%</td>
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<tr>
<td>Easier</td>
<td>4% 8%</td>
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<td></td>
<td></td>
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</tr>
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<td></td>
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</tr>
<tr>
<td>Deep thinking</td>
<td>227 49%</td>
<td>315 69%</td>
<td>355 70%</td>
<td>313 65%</td>
<td>0.000</td>
</tr>
<tr>
<td>Harder</td>
<td>27% 58%</td>
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<td>2% 3%</td>
<td>2% 3%</td>
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<tr>
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<td>45% 26%</td>
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<td>4% 1%</td>
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<td></td>
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<tr>
<td>Publishing</td>
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<td>352 57%</td>
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<tr>
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<tr>
<td>Service responsibilities</td>
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<td>313 46%</td>
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<tr>
<td>Easier</td>
<td>46% 18%</td>
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<td>3% 5%</td>
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<tr>
<td>Synchronous teaching</td>
<td>205 27%</td>
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<td>320 57%</td>
<td>279 54%</td>
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</tr>
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<tr>
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<td>Mentoring or advising</td>
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<td>Seeing clients in-person</td>
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<td>85 62%</td>
<td>42 62%</td>
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<tr>
<td>Research activities (at home)</td>
<td>44 48%</td>
<td>216 57%</td>
<td>233 55%</td>
<td>252 45%</td>
<td>0.018</td>
</tr>
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<tr>
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<td>5% 6%</td>
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<td>21% 4%</td>
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<tr>
<td>Research activities (outside home)</td>
<td>43 58%</td>
<td>211 61%</td>
<td>232 66%</td>
<td>251 69%</td>
<td>0.775</td>
</tr>
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<tr>
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</tr>
<tr>
<td>Easier</td>
<td>26% 18%</td>
<td></td>
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</tbody>
</table>

* Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.
<table>
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<tr>
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<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
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</thead>
<tbody>
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<td></td>
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<td>n or %</td>
<td>n or %</td>
<td>n or %</td>
</tr>
<tr>
<td>No. infants toddlers (0-3)</td>
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<td>261</td>
<td>324</td>
<td>284</td>
</tr>
<tr>
<td>0</td>
<td>85%</td>
<td>60%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>1</td>
<td>14%</td>
<td>35%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
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<td>1%</td>
</tr>
<tr>
<td>No. preschool children</td>
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<td>75%</td>
<td>87%</td>
<td>92%</td>
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<td>1</td>
<td>7%</td>
<td>24%</td>
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<td>2</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>No. grade school children</td>
<td>95</td>
<td>184</td>
<td>249</td>
<td>140</td>
</tr>
<tr>
<td>0</td>
<td>75%</td>
<td>61%</td>
<td>58%</td>
<td>69%</td>
</tr>
<tr>
<td>1</td>
<td>12%</td>
<td>27%</td>
<td>28%</td>
<td>19%</td>
</tr>
<tr>
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<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>No. middle school children</td>
<td>95</td>
<td>184</td>
<td>249</td>
<td>140</td>
</tr>
<tr>
<td>0</td>
<td>86%</td>
<td>88%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>1</td>
<td>12%</td>
<td>10%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
<td>1%</td>
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<td>1%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>No. high school children</td>
<td>95</td>
<td>184</td>
<td>249</td>
<td>140</td>
</tr>
<tr>
<td>▼ 0</td>
<td>87%</td>
<td>90%</td>
<td>82%</td>
<td>74%</td>
</tr>
<tr>
<td>▼ 1</td>
<td>13%</td>
<td>9%</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>▼ 2</td>
<td></td>
<td>1%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>▼ 3</td>
<td></td>
<td></td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>No. college-age children</td>
<td>95</td>
<td>184</td>
<td>249</td>
<td>140</td>
</tr>
<tr>
<td>▼ 0</td>
<td>82%</td>
<td>92%</td>
<td>88%</td>
<td>78%</td>
</tr>
<tr>
<td>▼ 1</td>
<td>7%</td>
<td>5%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>▼ 2</td>
<td>7%</td>
<td>2%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>▼ 3</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>No. adults</td>
<td>95</td>
<td>184</td>
<td>249</td>
<td>140</td>
</tr>
<tr>
<td>▼ 0</td>
<td>56%</td>
<td>74%</td>
<td>62%</td>
<td>56%</td>
</tr>
<tr>
<td>▼ 1</td>
<td>28%</td>
<td>18%</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>▼ 2</td>
<td>12%</td>
<td>7%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>▼ 3</td>
<td>4%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Children with special needs</td>
<td>70</td>
<td>17%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>16%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>20%</td>
<td>11%</td>
<td>21%</td>
</tr>
</tbody>
</table>

a Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
<table>
<thead>
<tr>
<th>Working while caregiving</th>
<th>Adjunct/ instructor</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
<th>Diff&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a percent of workweek&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>82 51.72</td>
<td>155 44.69</td>
<td>205 49.12</td>
<td>110 43.35</td>
<td>0.183</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>68 48.62</td>
<td>152 42.67</td>
<td>187 42.31</td>
<td>115 41.70</td>
<td>0.427</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>84 44.71</td>
<td>167 44.71</td>
<td>227 47.56</td>
<td>127 41.69</td>
<td>0.342</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>74 50.95</td>
<td>153 46.31</td>
<td>202 48.33</td>
<td>117 46.16</td>
<td>0.649</td>
</tr>
<tr>
<td>More than half of workweek spent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing primary care</td>
<td>82 54%</td>
<td>155 45%</td>
<td>205 55%</td>
<td>110 43%</td>
<td>0.098</td>
</tr>
<tr>
<td>Providing secondary care</td>
<td>68 47%</td>
<td>152 40%</td>
<td>187 41%</td>
<td>115 38%</td>
<td>0.699</td>
</tr>
<tr>
<td>Working while distracted</td>
<td>84 42%</td>
<td>167 41%</td>
<td>227 48%</td>
<td>127 37%</td>
<td>0.255</td>
</tr>
<tr>
<td>Working but not distracted</td>
<td>74 55%</td>
<td>153 47%</td>
<td>202 50%</td>
<td>117 48%</td>
<td>0.672</td>
</tr>
<tr>
<td>Used Bright Horizons</td>
<td>93 2%</td>
<td>179 12%</td>
<td>245 9%</td>
<td>136 3%</td>
<td>0.002</td>
</tr>
<tr>
<td>Caregiving supports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What supports currently using</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not using any supports</td>
<td>90 54%</td>
<td>152 35%</td>
<td>216 54%</td>
<td>126 62%</td>
<td>0.000</td>
</tr>
<tr>
<td>Using informal care</td>
<td>90 39%</td>
<td>152 39%</td>
<td>216 32%</td>
<td>126 21%</td>
<td>0.008</td>
</tr>
<tr>
<td>Using formal care (not Bright Horizons)</td>
<td>90 14%</td>
<td>152 31%</td>
<td>216 19%</td>
<td>126 19%</td>
<td>0.008</td>
</tr>
<tr>
<td>How changes will impact merit or promotion evaluations</td>
<td>51%</td>
<td>61%</td>
<td>52%</td>
<td>41%</td>
<td>0.016</td>
</tr>
<tr>
<td>Adjustments to work responsibilities</td>
<td>37%</td>
<td>43%</td>
<td>43%</td>
<td>36%</td>
<td>0.525</td>
</tr>
<tr>
<td>Accommodations/flexibility for work responsibilities</td>
<td>47%</td>
<td>52%</td>
<td>53%</td>
<td>50%</td>
<td>0.855</td>
</tr>
<tr>
<td>A temporary reduction in load/hours</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
<td>13%</td>
<td>0.522</td>
</tr>
<tr>
<td>More info/accessibility about USC benefits and resources</td>
<td>33%</td>
<td>16%</td>
<td>17%</td>
<td>17%</td>
<td>0.020</td>
</tr>
<tr>
<td>Maintaining Bright Horizons as covered benefit</td>
<td>10%</td>
<td>11%</td>
<td>10%</td>
<td>6%</td>
<td>0.431</td>
</tr>
<tr>
<td>Regaining access to Bright Horizons crisis care</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
<td>6%</td>
<td>0.106</td>
</tr>
<tr>
<td>Help forming caregiving pods</td>
<td>16%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>0.245</td>
</tr>
<tr>
<td>Incurred additional caregiving costs</td>
<td>93 28%</td>
<td>177 40%</td>
<td>240 37%</td>
<td>134 32%</td>
<td>0.216</td>
</tr>
<tr>
<td>Monthly costs (median)</td>
<td>24 $500</td>
<td>58 $1,000</td>
<td>77 $1,000</td>
<td>35 $800</td>
<td>0.104</td>
</tr>
</tbody>
</table>

<sup>a</sup> Differences assessed using t-tests for continuous variables and chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.

<sup>b</sup> Average percent of workweek spent in different caregiver scenarios.
Table F5: Level of Perceived Support by Faculty Rank

<table>
<thead>
<tr>
<th>Adjunct/</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
</tr>
<tr>
<td>Feels supported: University</td>
<td>462</td>
<td>658</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>20%</td>
<td>27%</td>
<td>34%</td>
<td>29%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>47%</td>
<td>58%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>Very supported</td>
<td>33%</td>
<td>14%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Feels supported: School</td>
<td>211</td>
<td>293</td>
<td>348</td>
<td>308</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>11%</td>
<td>17%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>48%</td>
<td>59%</td>
<td>59%</td>
<td>50%</td>
</tr>
<tr>
<td>Very supported</td>
<td>41%</td>
<td>24%</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>Feels supported: Unit/Dept</td>
<td>211</td>
<td>306</td>
<td>346</td>
<td>307</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>8%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>37%</td>
<td>44%</td>
<td>43%</td>
<td>37%</td>
</tr>
<tr>
<td>Very supported</td>
<td>55%</td>
<td>41%</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>Feels supported: Colleagues</td>
<td>212</td>
<td>312</td>
<td>344</td>
<td>306</td>
</tr>
<tr>
<td>Not at all supported</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Somewhat supported</td>
<td>28%</td>
<td>37%</td>
<td>34%</td>
<td>38%</td>
</tr>
<tr>
<td>Very supported</td>
<td>67%</td>
<td>60%</td>
<td>60%</td>
<td>56%</td>
</tr>
</tbody>
</table>

* Differences assessed using chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
<table>
<thead>
<tr>
<th>Adjunct/ instructor</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
<th>Diff&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
</tr>
<tr>
<td>Change in stress: Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>26%</td>
<td>260</td>
<td>32%</td>
<td>323</td>
</tr>
<tr>
<td>Somewhat more</td>
<td>49%</td>
<td>42%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Much more</td>
<td>25%</td>
<td>32%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Change in stress: Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>33%</td>
<td>212</td>
<td>24%</td>
<td>232</td>
</tr>
<tr>
<td>Somewhat more</td>
<td>53%</td>
<td>37%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>Much more</td>
<td>14%</td>
<td>40%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>Change in stress: Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>53%</td>
<td>296</td>
<td>54%</td>
<td>342</td>
</tr>
<tr>
<td>Somewhat more</td>
<td>30%</td>
<td>31%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Much more</td>
<td>16%</td>
<td>15%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Change in stress: Clinical</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Same or less</td>
<td>12%</td>
<td>104</td>
<td>19%</td>
<td>86</td>
</tr>
<tr>
<td>Somewhat more</td>
<td>33%</td>
<td>35%</td>
<td>49%</td>
<td>44%</td>
</tr>
<tr>
<td>Much more</td>
<td>55%</td>
<td>43%</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>Primary sources of stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased work burden</td>
<td>60%</td>
<td>223</td>
<td>62%</td>
<td>314</td>
</tr>
<tr>
<td>Personal health &amp; well-being</td>
<td>50%</td>
<td>223</td>
<td>62%</td>
<td>314</td>
</tr>
<tr>
<td>Finances</td>
<td>37%</td>
<td>223</td>
<td>30%</td>
<td>314</td>
</tr>
<tr>
<td>Caregiving</td>
<td>28%</td>
<td>223</td>
<td>48%</td>
<td>314</td>
</tr>
<tr>
<td>Increased distress or mental health challenges among colleagues or students</td>
<td>54%</td>
<td>223</td>
<td>52%</td>
<td>314</td>
</tr>
<tr>
<td>Burnout/fatigue</td>
<td>57%</td>
<td>223</td>
<td>70%</td>
<td>314</td>
</tr>
<tr>
<td>Lack of work/life balance or boundaries</td>
<td>63%</td>
<td>223</td>
<td>74%</td>
<td>314</td>
</tr>
<tr>
<td>Not having access to necessary on-campus spaces</td>
<td>27%</td>
<td>223</td>
<td>29%</td>
<td>314</td>
</tr>
<tr>
<td>Pauses/cancellations of research activities</td>
<td>5%</td>
<td>223</td>
<td>26%</td>
<td>314</td>
</tr>
<tr>
<td>Scarcity of grant funding</td>
<td>5%</td>
<td>223</td>
<td>15%</td>
<td>314</td>
</tr>
<tr>
<td>Ergonomic/work space setup challenges</td>
<td>85</td>
<td>615</td>
<td>274</td>
<td>274</td>
</tr>
<tr>
<td>Tech/connectivity challenges</td>
<td>41%</td>
<td>223</td>
<td>33%</td>
<td>314</td>
</tr>
<tr>
<td>Inequitable/disproportionate impacts on underrepresented groups</td>
<td>20%</td>
<td>223</td>
<td>22%</td>
<td>314</td>
</tr>
<tr>
<td>Low morale</td>
<td>36%</td>
<td>223</td>
<td>45%</td>
<td>314</td>
</tr>
<tr>
<td>High student expectations</td>
<td>22%</td>
<td>223</td>
<td>24%</td>
<td>314</td>
</tr>
<tr>
<td>Time and effort spent addressing anti-Blackness at work</td>
<td>16%</td>
<td>223</td>
<td>17%</td>
<td>314</td>
</tr>
<tr>
<td>Financial stress from merit freeze and/or retirement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme</td>
<td>16%</td>
<td>216</td>
<td>24%</td>
<td>312</td>
</tr>
<tr>
<td>Moderate</td>
<td>35%</td>
<td>223</td>
<td>46%</td>
<td>314</td>
</tr>
<tr>
<td>Minimal</td>
<td>21%</td>
<td>223</td>
<td>22%</td>
<td>314</td>
</tr>
<tr>
<td>None</td>
<td>28%</td>
<td>223</td>
<td>8%</td>
<td>314</td>
</tr>
<tr>
<td>Financial stress from personal/hh situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme</td>
<td>20%</td>
<td>220</td>
<td>18%</td>
<td>311</td>
</tr>
<tr>
<td>Moderate</td>
<td>41%</td>
<td>223</td>
<td>38%</td>
<td>314</td>
</tr>
<tr>
<td>Minimal</td>
<td>21%</td>
<td>223</td>
<td>27%</td>
<td>314</td>
</tr>
<tr>
<td>None</td>
<td>18%</td>
<td>223</td>
<td>17%</td>
<td>314</td>
</tr>
</tbody>
</table>

<sup>a</sup> Differences assessed using chi square tests (or Fisher’s exact test for small cell sizes) for categorical variables.
Table F7: Mental Health by Faculty Rank

<table>
<thead>
<tr>
<th></th>
<th>Adjunct/instructor</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHQ-8 Depression Scale, Total Score</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td>n</td>
<td>Mean or %</td>
<td>n</td>
<td>Mean or %</td>
</tr>
<tr>
<td>209</td>
<td>5.95</td>
<td>288</td>
<td>6.47</td>
<td>324</td>
</tr>
<tr>
<td><strong>PHQ-8 Individual Item Score</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little interest</td>
<td>205</td>
<td>.68</td>
<td>283</td>
<td>.82</td>
</tr>
<tr>
<td>Feeling down</td>
<td>207</td>
<td>.76</td>
<td>287</td>
<td>.83</td>
</tr>
<tr>
<td>Trouble sleeping</td>
<td>208</td>
<td>1.04</td>
<td>281</td>
<td>1.05</td>
</tr>
<tr>
<td>Tired, no energy</td>
<td>208</td>
<td>1.16</td>
<td>284</td>
<td>1.37</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>208</td>
<td>.69</td>
<td>283</td>
<td>.67</td>
</tr>
<tr>
<td>Feeling like failure</td>
<td>205</td>
<td>.72</td>
<td>285</td>
<td>.75</td>
</tr>
<tr>
<td>Trouble concentrating</td>
<td>206</td>
<td>.74</td>
<td>285</td>
<td>.86</td>
</tr>
<tr>
<td>Restless or fidgety</td>
<td>205</td>
<td>.22</td>
<td>283</td>
<td>.22</td>
</tr>
<tr>
<td><strong>Reported distress since before pandemic</strong></td>
<td>214</td>
<td>24%</td>
<td>298</td>
<td>17%</td>
</tr>
<tr>
<td>Same or better</td>
<td>53%</td>
<td>33%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>Slightly more distressed</td>
<td>25%</td>
<td>19%</td>
<td>54%</td>
<td>25%</td>
</tr>
<tr>
<td>Much more distressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores from 5-9 indicate mild depression).

<sup>b</sup> Average score on a 0-3 scale that ranges from 0=not at all to 3=every day.

<sup>c</sup> Differences assessed using t-tests for continuous variables and chi square tests (or Fisher's exact test for small cell sizes) for categorical variables. Other category excluded from tests of difference.
G. SURVEY INSTRUMENT

Preamble & Consent

Faculty are struggling with a range of issues related to the pandemic and many are concerned about the effects on their teaching, research, and service, and thus on their future performance evaluations (especially promotion and tenure).

The Faculty Environment and Employment Committee (FEEC) has been tasked by the Senate Executive Board to survey faculty to better understand our community’s specific needs and concerns related to caregiving, workload, and productivity. The survey results will help the Senate better respond to proposals put forward by the administration and develop our own policy agenda.

This survey, which takes between 5 and 15 minutes to complete, is voluntary and you are free to skip any questions you do not wish to respond to. Your responses will only be viewed by members of the FEEC and Senate Executive Board. The information learned from this survey will be summarized at the University level, with some de-identified school-level data shared with Faculty Councils only (i.e., no gender or race/ethnicity characteristics will be shared).

I understand and agree to continue to the survey.

☐ Yes
☐ No

Productivity & Stress

What is your official/assigned faculty load profile this semester?
(Total should match your faculty contract; if unsure, please enter your best guess.)

<table>
<thead>
<tr>
<th>Teaching</th>
<th>0 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Scholarship</td>
<td>0 %</td>
</tr>
<tr>
<td>Service</td>
<td>0 %</td>
</tr>
<tr>
<td>Clinical Service</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>0 %</td>
</tr>
</tbody>
</table>

How have you actually been spending your time this semester?
(Please enter your best guess, and categorize activities in the same way you did above. For example, if mentoring PhD students is usually part of your Research load, but you are doing more right now, please continue to reflect this in the Research category.)

<table>
<thead>
<tr>
<th>Teaching</th>
<th>0 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Scholarship</td>
<td>0 %</td>
</tr>
<tr>
<td>Service</td>
<td>0 %</td>
</tr>
<tr>
<td>Clinical Service</td>
<td>0 %</td>
</tr>
</tbody>
</table>
How well are you able to perform each of your profile components right now (according to how you are evaluated in merit reviews)?

<table>
<thead>
<tr>
<th></th>
<th>Worse than usual</th>
<th>About the same</th>
<th>Better than usual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Research/Scholarship</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Service</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Clinical Service</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

What has most significantly affected your workload and productivity during the pandemic?

☐ Increased work burden/expectations
☐ Increased strain to complete tasks
☐ More time required for usual tasks
☐ More time spent addressing student well-being
☐ More time spent addressing tech/connectivity issues
☐ Cancelled classes
☐ Fewer patients/clinical productivity
☐ Pauses, interruptions, or cancellations in research
☐ Other (please specify) [ ]

If desired, please further explain your answers above (changes in, or discrepancies between, assigned load profile, actual time spent, your ability to complete tasks, workload, productivity, etc.).


How much impact do you think the pandemic will have on your professional goals and future success, including and beyond the next academic year?

☐ None at all
☐ A little
☐ A moderate amount
☐ A great deal

If desired, please explain the impact you think the pandemic will have on your professional goals and future success.


Have your stress levels changed at all for each component of your faculty profile, compared to before the pandemic?

<table>
<thead>
<tr>
<th></th>
<th>Much less stressful</th>
<th>Somewhat less stressful</th>
<th>The same as before</th>
<th>Somewhat more stressful</th>
<th>Much more stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Research/Scholarship</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Service</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Clinical Service</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What have been the primary sources of work-related stress during the pandemic, if any?

- [ ] Increased work burden
- [ ] Personal health & well-being
- [ ] Finances
- [ ] Caregiving
- [ ] Increased distress or mental health challenges among colleagues or students
- [ ] Burnout/fatigue
- [ ] Lack of work/life balance or boundaries
- [ ] Not having access to necessary on-campus spaces
- [ ] Pauses/cancellations of research activities
- [ ] Scarcity of grant funding
- [ ] Ergonomic/work space setup challenges
- [ ] Tech/connectivity challenges
- [ ] Inequitable/disproportionate impacts on underrepresented groups
- [ ] Low morale
- [ ] High student expectations
- [ ] Time and effort spent addressing anti-Blackness at work
- [ ] Other ___________

If desired, please explain the sources of work-related stress.


Please indicate any financial stress as a result of:

<table>
<thead>
<tr>
<th></th>
<th>No stress</th>
<th>Minimal stress</th>
<th>Moderate stress</th>
<th>Extreme stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit raise freezes, and/or retirement benefit pause</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Household economics or other personal/family changes due to COVID</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

How supported have you felt throughout the pandemic by your:

<table>
<thead>
<tr>
<th></th>
<th>Not at all supported</th>
<th>Somewhat supported</th>
<th>Very supported</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>School</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Unit/Dept</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Please list the supports (if any) that have been most helpful to you.

How have each of the following tasks changed since the start of the work-from-home period (March - present)?

<table>
<thead>
<tr>
<th>Task</th>
<th>Easier</th>
<th>No change</th>
<th>Harder</th>
<th>N/A, not part of my job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending meetings</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Admin/managerial responsibilities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Work correspondence (emails, calls)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Activities requiring &quot;deep thinking&quot;</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Publication activities (e.g., writing, presentations)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Service responsibilities (e.g., committee work)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teaching: Synchronous (real-time) activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teaching: Asynchronous activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Mentoring or advising students</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Patient care: Seeing clients (in-person or telehealth)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Patient care: Other clinical responsibilities (e.g., documentation)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Research: Activities done at home</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Research: Activities outside the home</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Are you involved in providing care for anyone right now (e.g., children, parents)?

○ Yes
○ No

Who are you providing care for right now (select how many of each)?

- Infants/Toddler(s) (0-3 yrs)
- Preschool child(ren)
- Grade school child(ren)
- Middle school child(ren)
High school child(ren)

College-age child(ren)

Adult(s) with caregiving needs (e.g., parents, significant others, adult children)

Do any of these children have special needs?

- Yes
- No

What percent of your work week do you typically spend:
(answers do not have to add up to 100%)

<table>
<thead>
<tr>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working, while also being the sole or primary caregiver?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working, while also acting as a secondary caregiver?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What percent of your work week do you typically spend:
(answers do not have to add up to 100%)

<table>
<thead>
<tr>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working, but distracted by care recipient(s) and their needs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working without distractions from care recipient(s)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you used the caregiving support services offered through Bright Horizons (Backup Care/having Bright Horizons caregivers come into my home, center-based care, or Sitter City)?

- Yes
- No

What was/is your experience with the Bright Horizons caregiving support service?
Why haven't you used the Bright Horizons caregiving support services?

☐ Not aware of these services
☐ Not comfortable with any of the services offered (please explain)
☐ Not applicable or eligible
☐ Other

What are you using for caregiving support, if anything?

☐ Not using any supports or services right now
☐ Family or informal caregiver is providing care
☐ Using different paid caregiving service that is NOT Bright Horizons
☐ Other

Have you incurred additional caregiving costs, beyond what you normally pay for caregiving, due to the pandemic?

☐ Yes
☐ No

Please estimate the additional monthly cost you have incurred to provide caregiving during work hours due to the pandemic (please enter a whole number).

Which caregiving supports would be MOST helpful to you, especially given the uncertainty of the Spring (and when schools or care facilities will reopen)? Select up to 3 choices.

☐ Understanding how changes in my job performance due to caregiving obligations will impact merit or promotion evaluations
☐ Adjustments to my work responsibilities (e.g., reducing effort, deferring tasks)
☐ Accommodations/flexibility for work responsibilities (e.g., change in schedule, deadlines)
☐ A temporary reduction in load/hours (e.g., changing from full time to part time)
☐ Information about, and assistance accessing, benefits and resources available through USC
☐ Maintaining ongoing access to Bright Horizons Backup Care as a covered benefit
☐ Regaining access to Bright Horizons Crisis Care (reimbursement for caregiving expenses up to a certain amount) as a covered benefit
☐ Identifying nearby colleagues to form informal caregiving pods/mutual aid groups
☐ Other
Final thoughts

What strategies or resources have you or others used to help mitigate any negative effects of the pandemic on your productivity and well-being?

What policies, programs, or other supports could the University, your School, or Unit/Department put in place to help faculty manage the negative impact of the pandemic on their work?

Are there changes related to your work that have already been implemented due to the pandemic that you would like to see continue post-pandemic?

Is there anything else you’d like to tell us about your experience?

Demographics

Are you RTPC or Tenured/Tenure-Track?
- RTPC - Research
- RTPC - Teaching
- RTPC - Practice
- RTPC - Clinical
- Tenured
- Tenure-Track

What is your rank?
- Adjunct Professor
- Instructor
- Assistant Professor
Associate Professor
Professor

How many months out of the calendar year are you contracted to work?

- 12 months
- 9 months
- Other [blank]

Is your appointment full-time or part-time?

- Full-time
- Part-time

Please indicate your % load for this semester

In which school do you hold your primary appointment?

Select your department/division

- Dentistry faculty
- FT
- OT

We believe it is important to highlight the experiences of marginalized and underrepresented groups, especially as the pandemic has exacerbated pre-existing disparities. However, describing oneself as a member of these groups can sometimes make an individual more identifiable.

The information in this survey will be summarized at the University-level, with some de-identified school-level data shared with Faculty Councils only. To maintain your confidentiality, information broken down by gender and race/ethnicity will only be provided at the University level. Should you choose not to answer the following questions, we completely understand.

How do you describe yourself?

- Female
- Male
- Non-binary/third gender
- Prefer to self-describe [blank]
- Prefer not to answer
Please indicate your race (check all that apply).

- American Indian and Alaska Native
- Asian
- Black or African American
- Latinx or Hispanic
- Native Hawaiian and Other Pacific Islander
- White
- Other

PHQ 9

We'd like to understand more about your current mental health. The following block of questions is optional; please skip if you'd prefer not to respond.

How often you have been bothered by the following over the past two weeks?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Several days</th>
<th>More than half the days</th>
<th>Nearly every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little interest or pleasure in doing things</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feeling down, depressed, or hopeless</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Trouble falling or staying asleep, or sleeping too much</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feeling tired or having little energy</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feeling bad about yourself — or that you are a failure or have let yourself or your family down</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Trouble concentrating on things, such as reading the newspaper or watching television</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Moving or speaking so slowly that other people could have noticed? Or so fidgety or restless that you have been moving a lot more than usual</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Compared to your mental health before the pandemic, do you believe that you are now

- Feeling better
- About the same
- Slightly more distressed
- Much more distressed
We understand that these are challenging times for many of us. If you are needing additional support, please click here for referrals; please note that we do not endorse these referrals and include them only for informational purposes.

THANK YOU for taking the time to respond to this survey!