

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.

Faculty Environment and Employment Committee members, 2020-2021

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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.

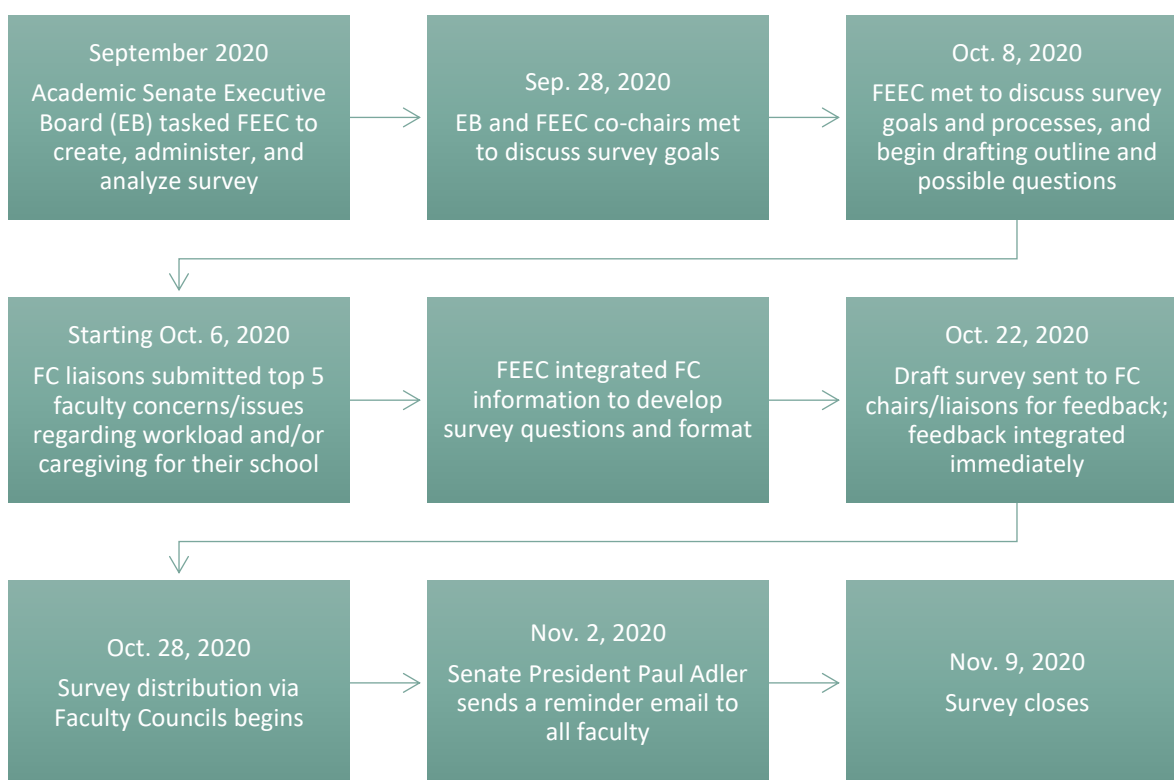
SURVEY OBJECTIVES

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 difference 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.

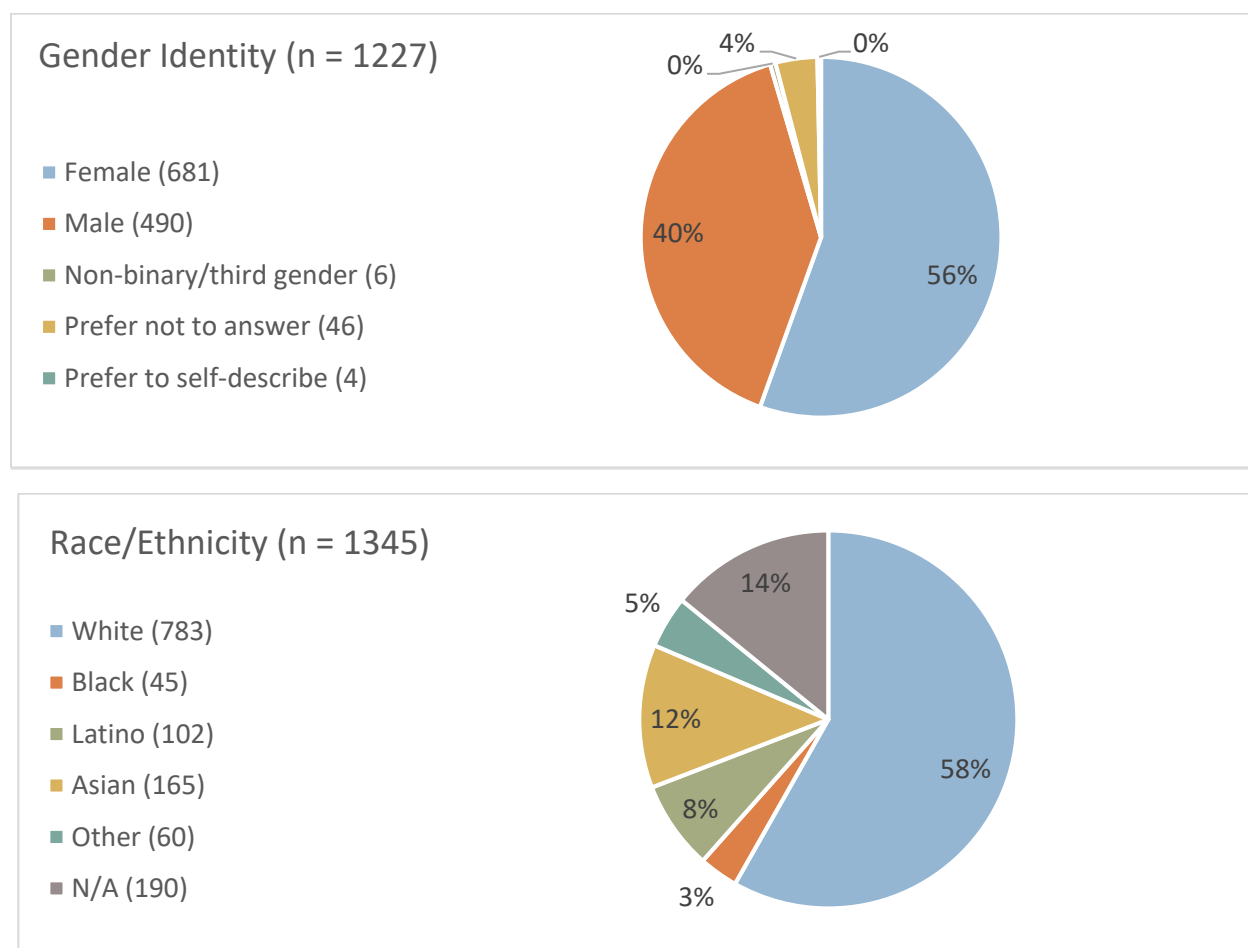
HIGHLIGHTED RESULTS

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.

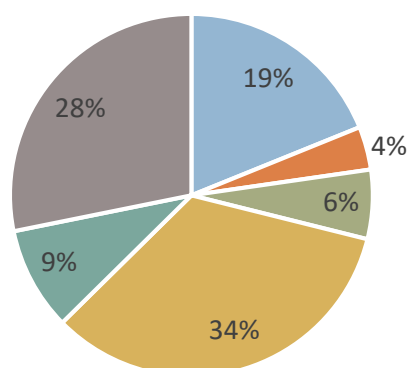
Sample Descriptives

Total responses recorded: 1,345



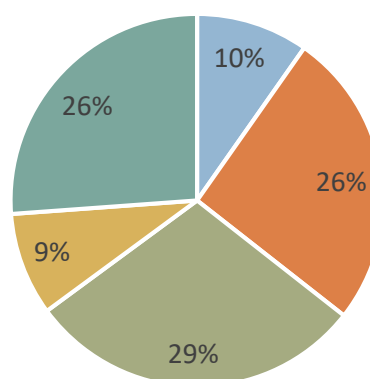
Faculty Track (n = 1118)

- Clinical RTPC (211)
- Practice RTPC (43)
- Research RTPC (69)
- Teaching RTPC (377)
- Tenure-Track (TT; 103)
- Tenure (315)



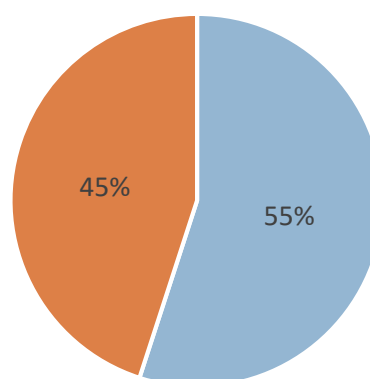
Rank (n = 1231)

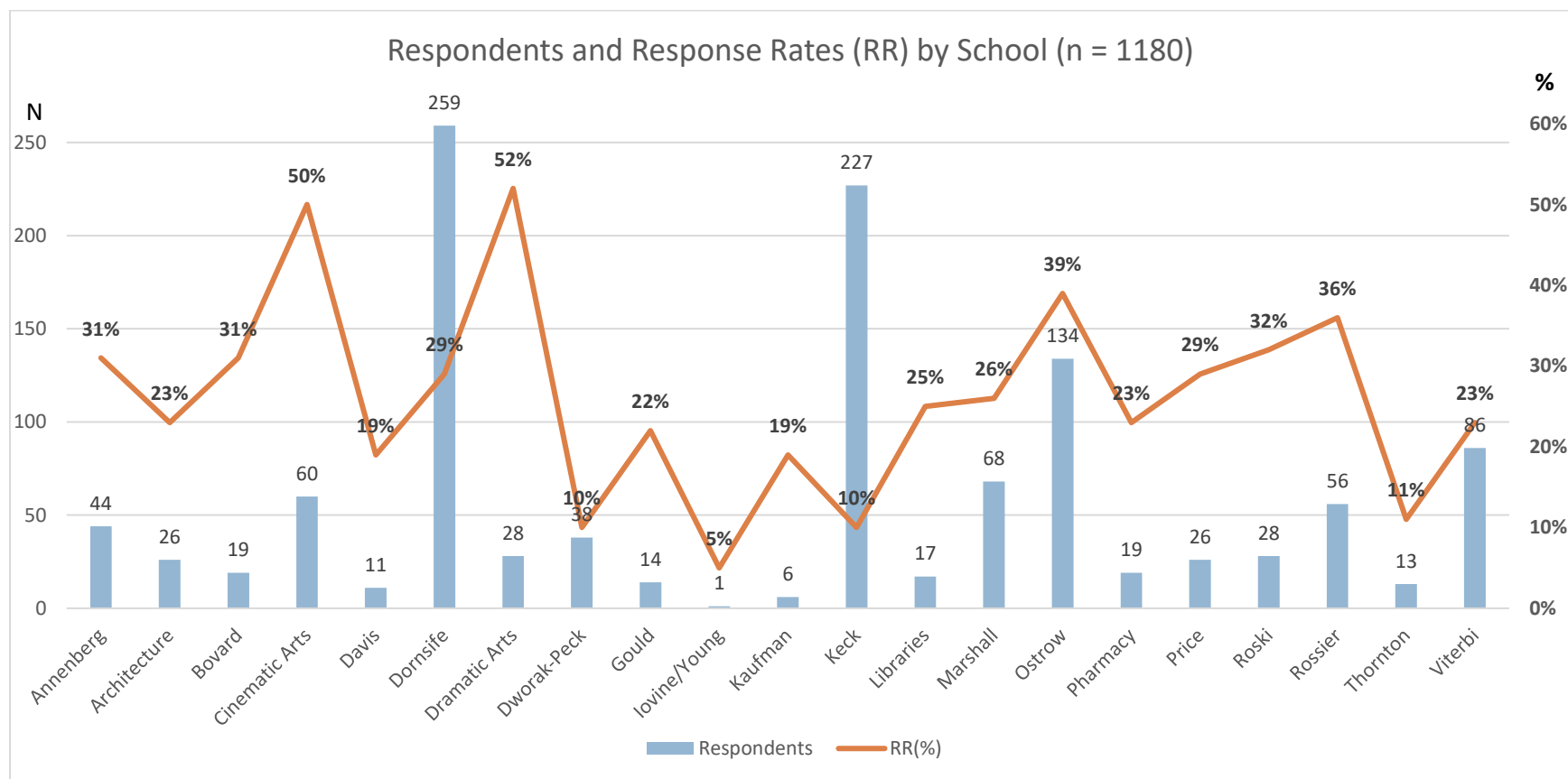
- Adjunct Professor (120)
- Assistant Professor (318)
- Associate Professor (361)
- Instructor (110)
- Professor (322)



Caregivers (n = 1284)

- Providing care for another person (706)
- Not a caregiver (578)





RRs do not include adjunct faculty in denominator (except Bovard, which has only adjunct faculty).

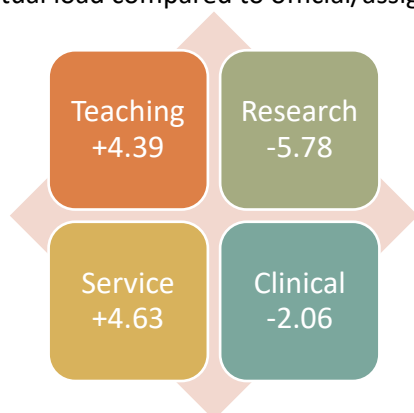
Theme 1: Workload & Performance

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

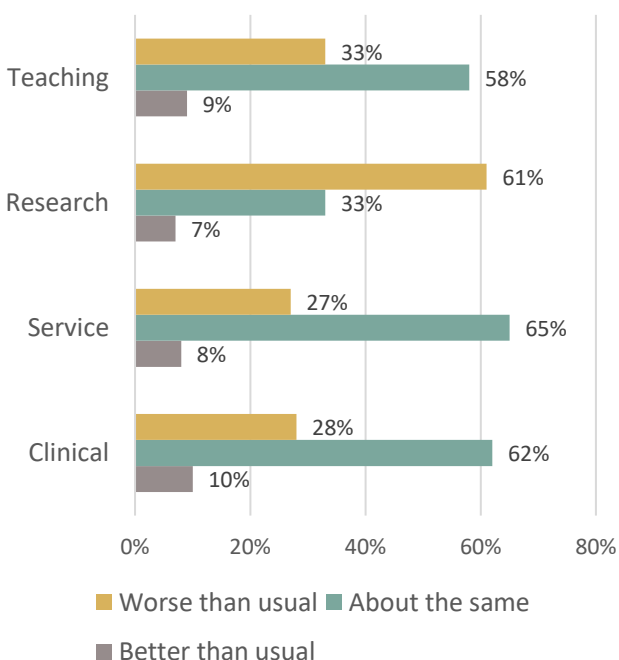


Significant Disaggregated Differences

- **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 = 1191): 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



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)

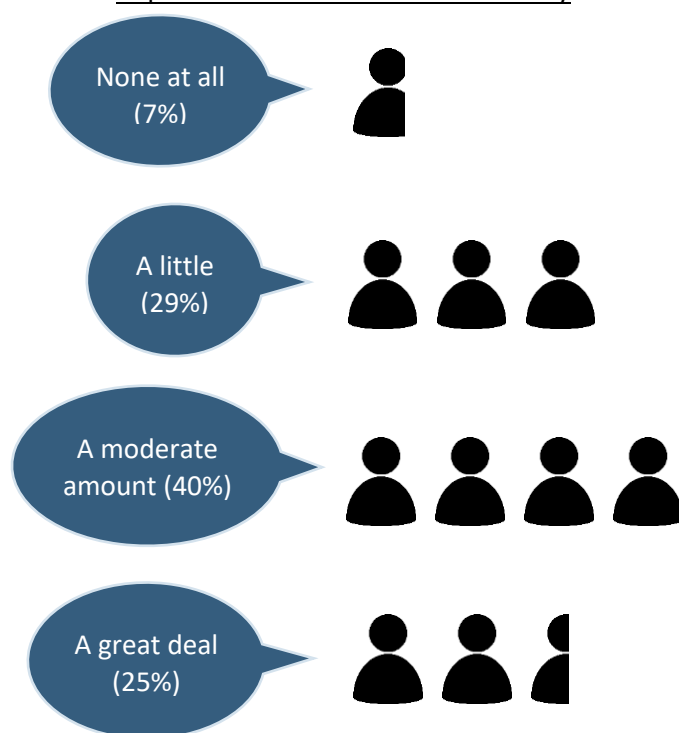
- BIPOC faculty, RTPC faculty were more likely to report having fewer patients or lower clinical productivity.

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



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%) * **1 2**
- Deep thinking (64%) * **◇ TT 2 3**
- Research activities outside home (64%) **T TT**
- Mentoring or advising (63%) * **+ ◇ TT**
- Seeing clients in-person (61%)
- Asynchronous teaching (52%) **TT**
- Publishing (51%) * **◇ TT 2 3**
- Research activities at home (51%) * **◇ TT 2 3**
- Other patient responsibilities (48%)
- Admin responsibilities (44%) * **◇ 1 2**
- Work correspondence (44%) * **+**
- Service responsibilities (40%) * **◇ 1 2**

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

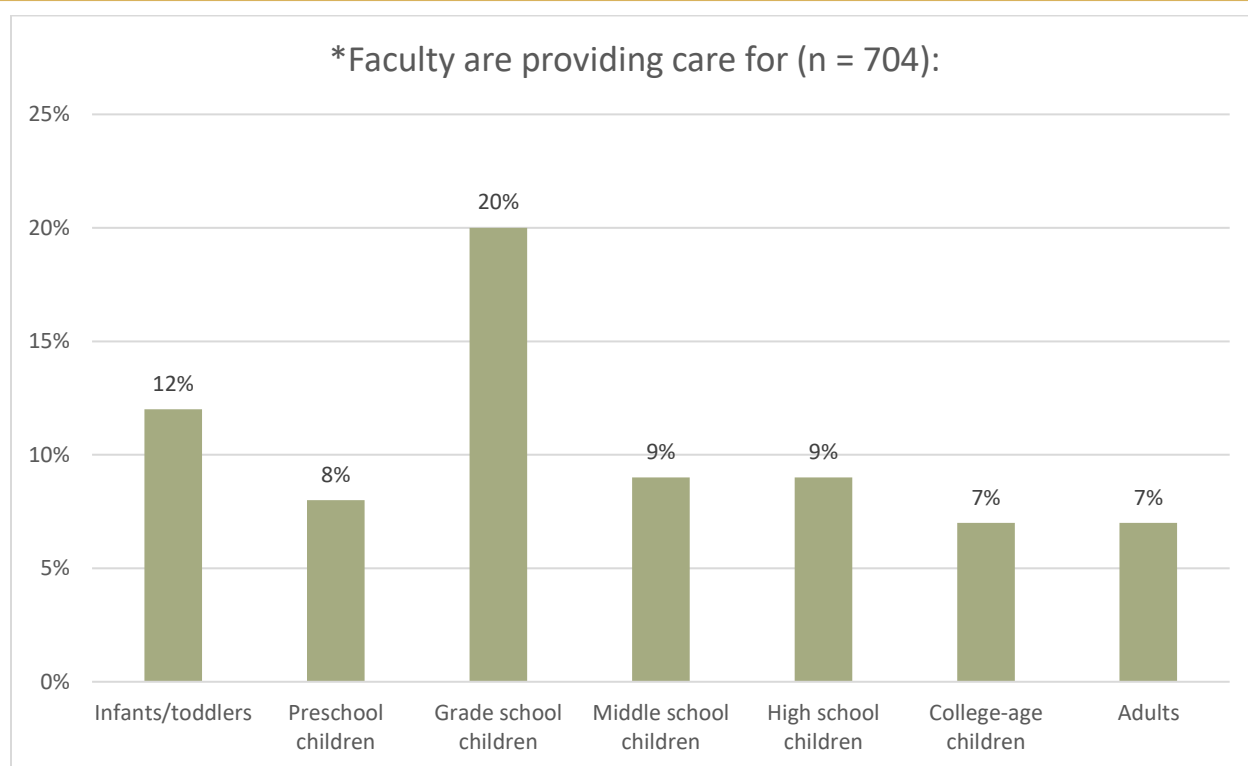


55% of respondents are providing care for at least one other person during the pandemic.

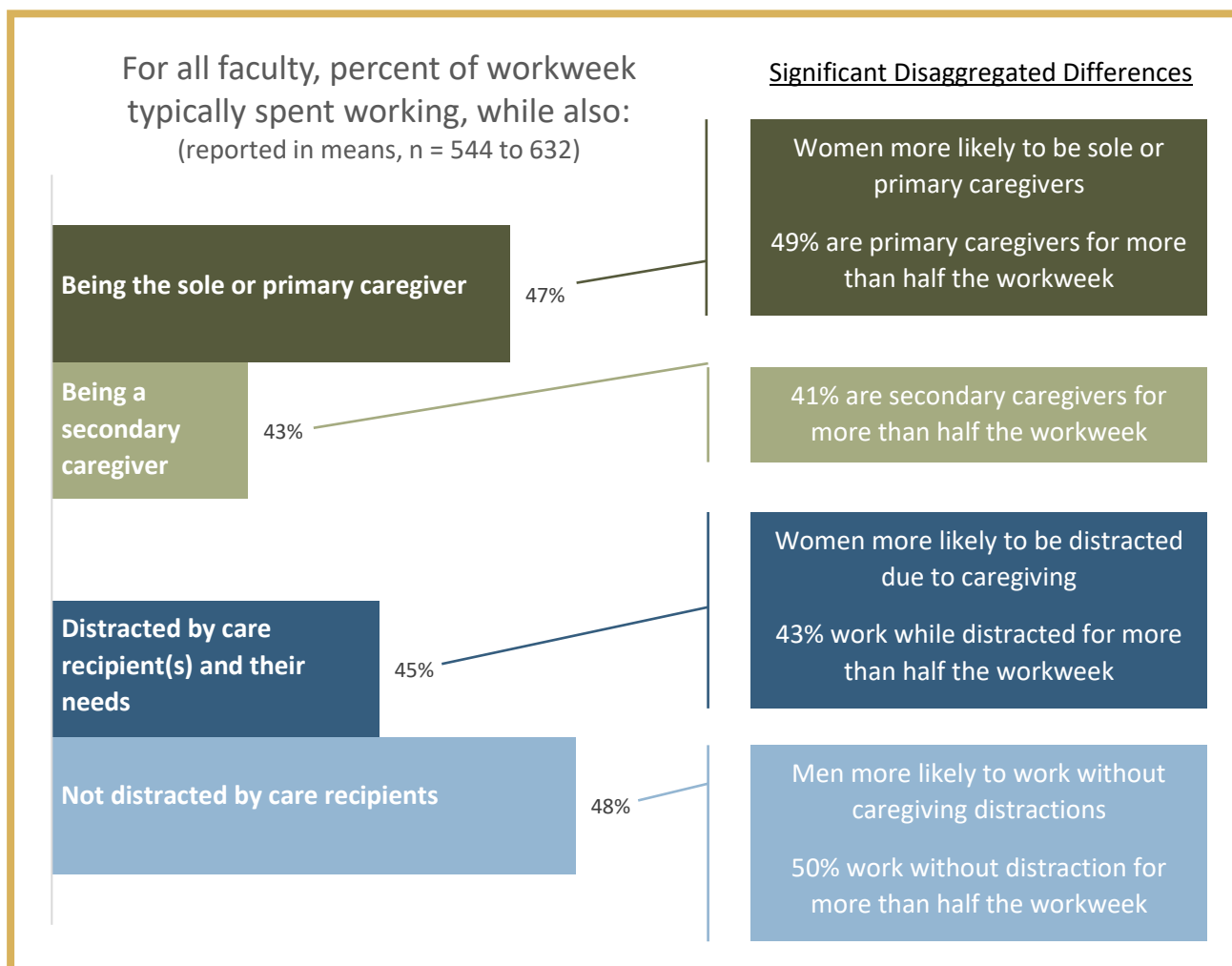
45% are not caregivers.

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



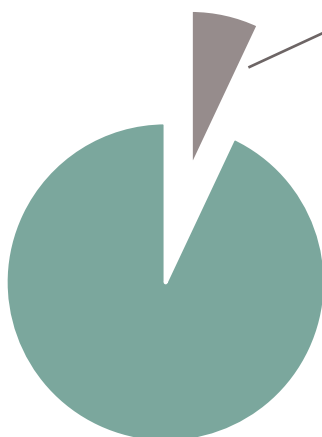
* Respondents could enter information in more than one category, and add more than one care recipient in each category



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.”

Use of Bright Horizons (n = 681)



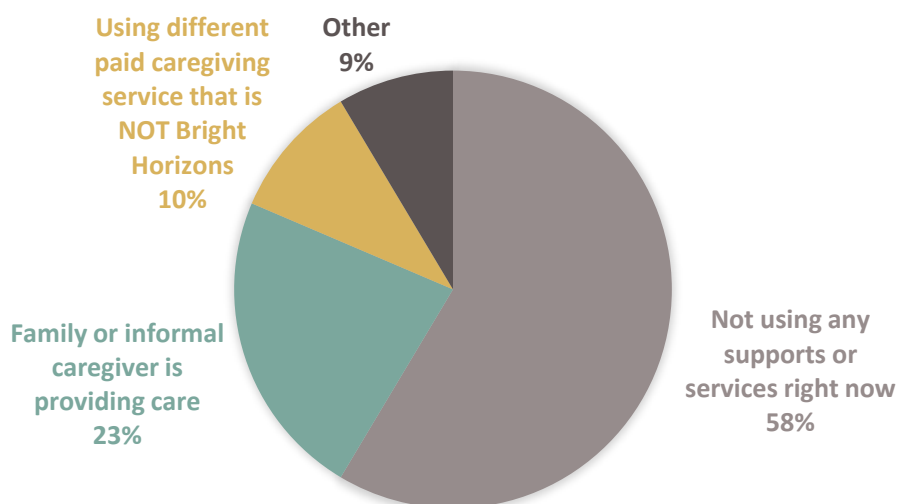
7% of caregivers have used Bright Horizons (current or past). General feedback:

- 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

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



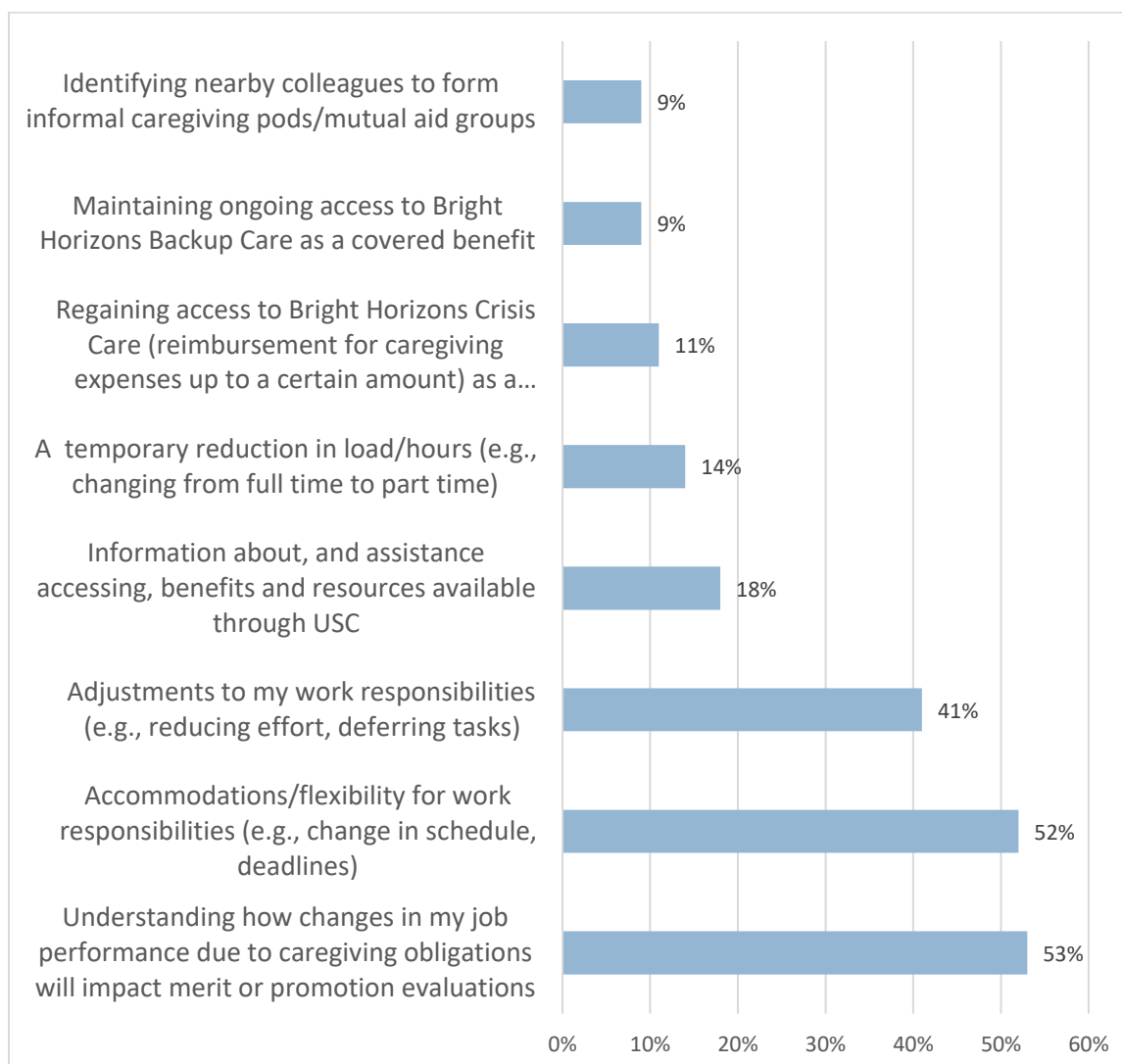
35%
of caregivers
reported incurring an
estimated median of

\$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)?



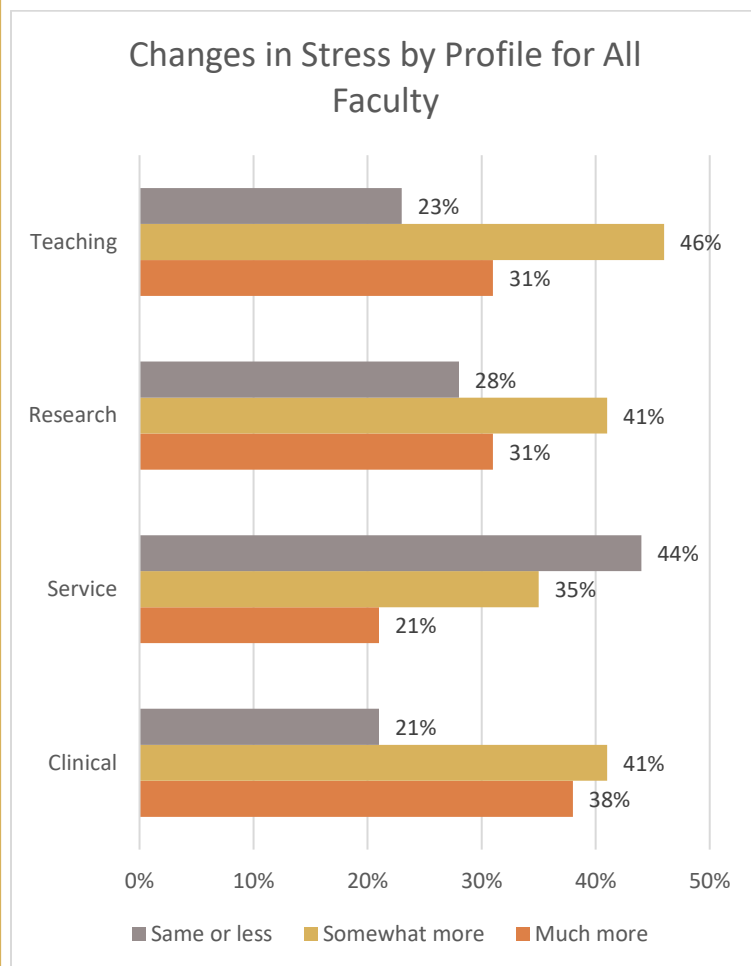
Qualitative Feedback about Bright Horizons Backup Care and Crisis Care Options

- “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)

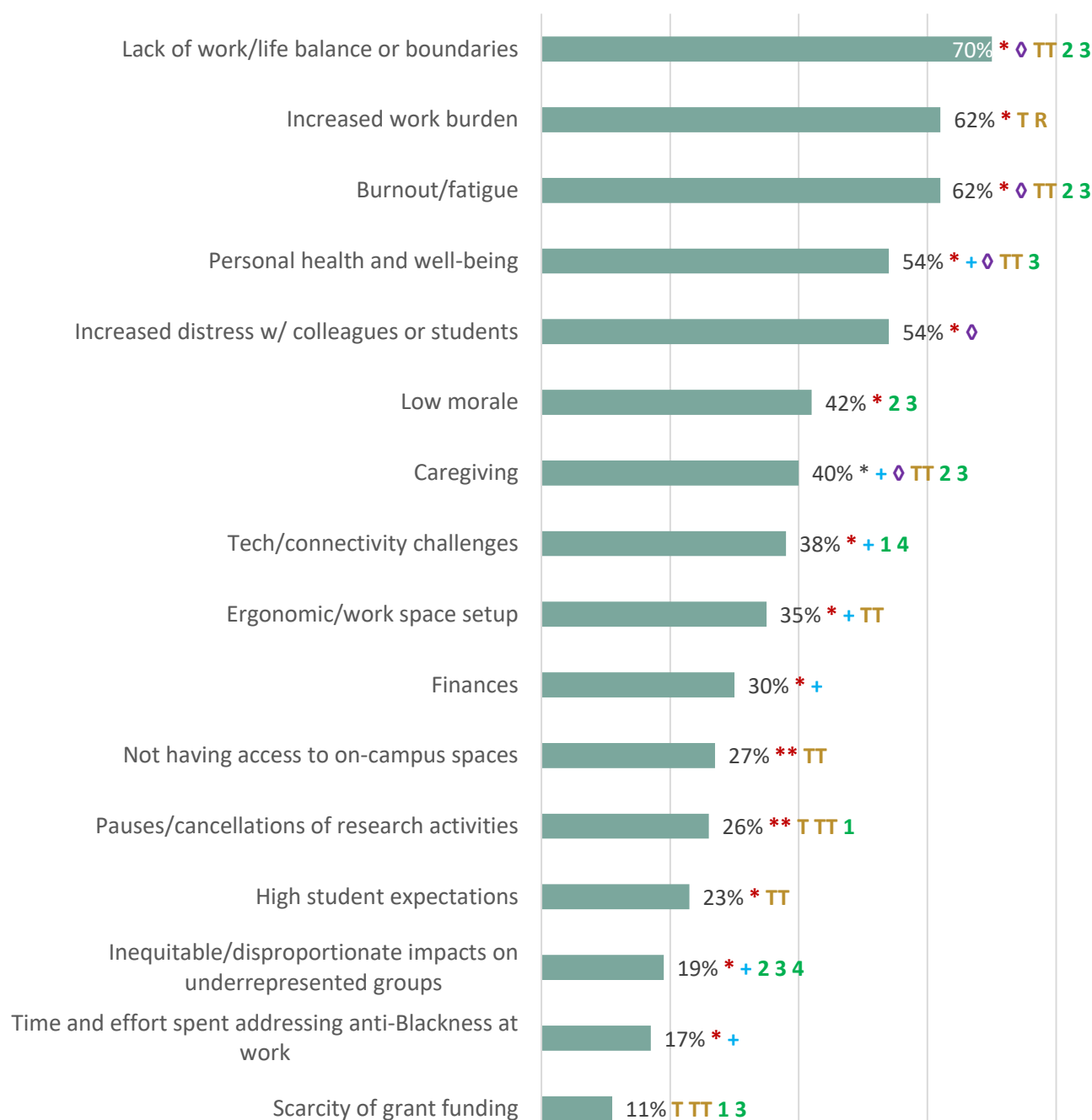


Significant Disaggregated Differences

- 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



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

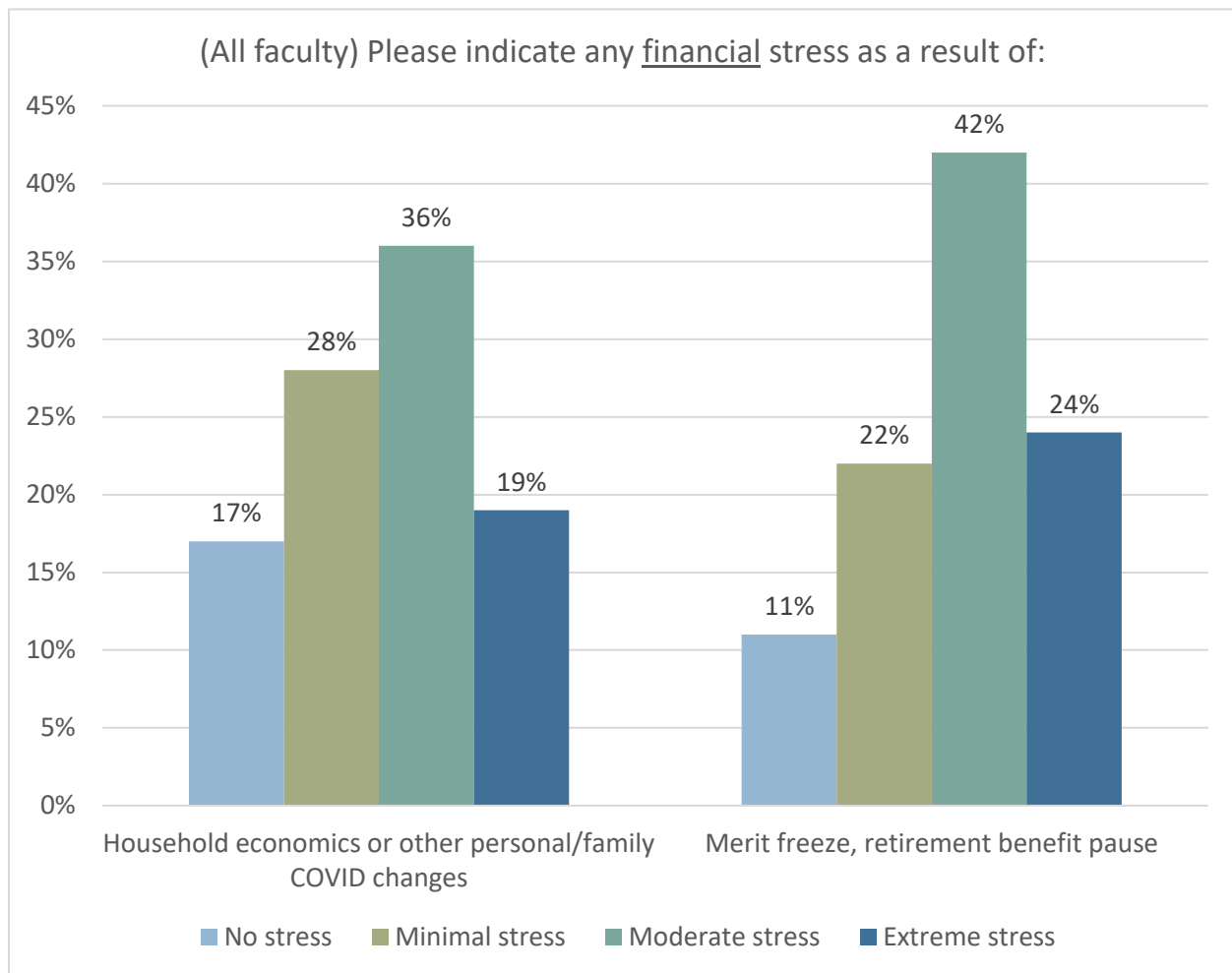
T (Tenured) / TT (Tenure-track) / R (RTPC)

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.



“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

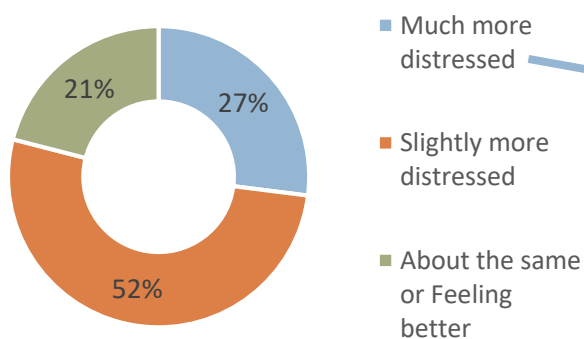
The 8-item Patient Health Questionnaire (PHQ-8) is a measure of current depression, often used as a screening questionnaire in non-depression research studies. (www.phqscreeners.com)

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.

PHQ-8 Items (range 0-3)	All-Faculty Mean	Significant Disaggregated Differences Legend (n = 1,129)
Little interest	.69 *	
Feeling down	.77 *	* Women more likely to indicate higher severity compared to men.
Trouble sleeping	1.04 * ♦	+ BIPOC faculty more likely to indicate higher severity compared to white faculty.
Tired, no energy	1.19 * ♦ TT R 2 3	♦ Caregivers more likely to indicate higher severity compared to those not caregiving.
Poor appetite overeating	.63 * ♦ TT 4	T (Tenured) / TT (Tenure-track) / R (RTPC) More likely to indicate higher severity
Feeling like failure	.63 * ♦ 3	1 (Full) / 2 (Associate) / 3 (Assistant) / 4 (Adjunct/Instructor) More likely to indicate higher severity
Trouble concentrating	.75 *	
Restless or fidgety	.18	
PHQ-8 Total severity score (range 0-24)	5.79 (mild depression) * ♦ TT 3	

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).

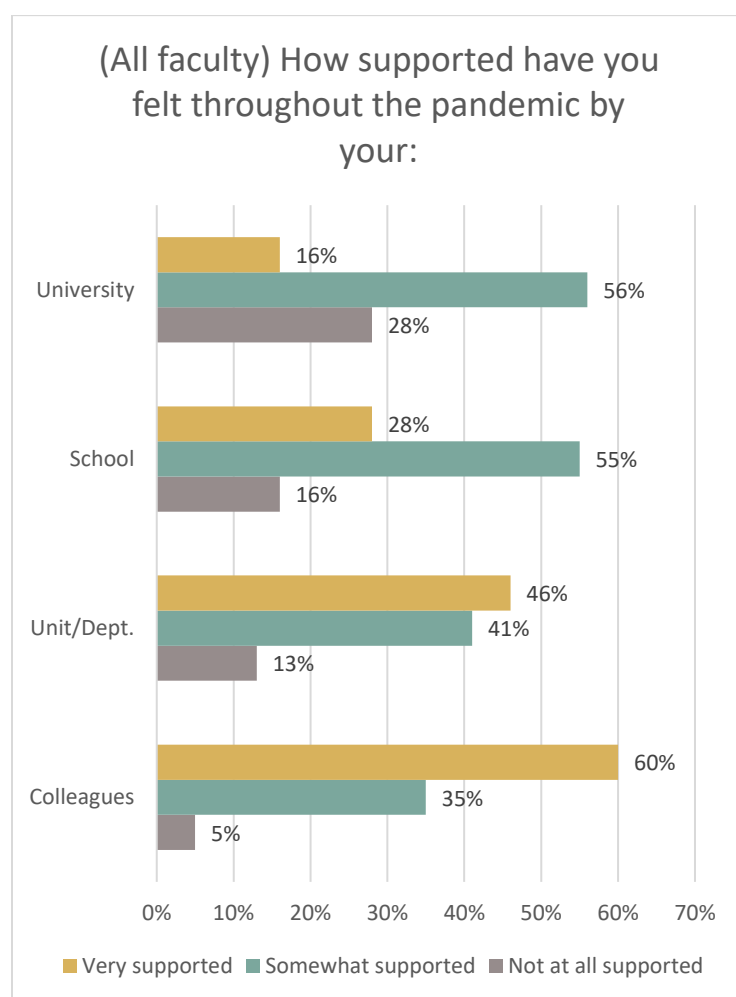
Compared to your mental health before the pandemic, do you believe that you are now:



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



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.

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 b[r]eaks 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.”

Theme V: Positive Changes to Continue

Qualitative Feedback

“The flexibility of attending meetings virtually should continue.”

“[o]nline 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 disproportionally 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”

SCHOOL PROFILES

	n	RR	Mean Changes in Workload				Feels supported by school	Mean PHQ-8 Score	Much more distressed
			Teaching	Research	Service	Clinical			
Annenberg	44	31%	3.58	-9.87	3.85	15.00	52%	5.08	12%
Architecture	26	23%	4.38	-5.00	5.83	N/A	13%	8.32	29%
Bovard	19	31%	-0.26	4.00	0.00	N/A	76%	2.84	11%
Cinematic Arts	60	50%	8.54	-13.07	4.64	-5.00	43%	7.08	25%
Davis	11	19%	1.25	-1.44	-0.20	5.00	73%	4.33	25%
Dornsife	259	29%	8.63	-7.72	3.54	-1.67	21%	6.73	33%
Dramatic Arts	28	52%	-1.39	11.50	9.00	-20.00	44%	5.81	21%
Dworak-Peck	38	10%	4.41	-3.12	4.15	3.33	13%	4.94	29%
Gould	14	22%	-4.17	8.33	1.50	25.00	57%	4.00	31%
Iovine & Young	1	5%	10.00	N/A	-10.00	N/A	*	*	*
Kaufman	6	19%	8.00	-7.67	31.67	N/A	*	*	*
Keck	227	10%	1.88	-4.49	6.03	-0.51	18%	4.94	25%
Libraries	17	25%	1.00	-6.00	3.00	N/A	29%	5.67	31%
Marshall	68	26%	13.08	-11.98	3.90	-18.58	31%	5.84	23%
Ostrow	48	28%	2.61	-0.79	2.76	-5.00	43%	5.11	14%
(OT) ^a	38	45%	0.03	-2.11	2.44	0.63	46%	5.83	5%
(PT) ^a	48	51%	3.88	-4.29	7.86	-5.18	47%	6.40	33%
Pharmacy	19	23%	7.63	-6.58	2.11	-4.38	56%	3.37	25%
Price	26	29%	12.22	-17.21	2.43	N/A	54%	6.70	17%
Roski	28	32%	5.96	-4.38	7.65	5.00	25%	6.83	38%
Rossier	56	36%	-7.65	-0.79	9.66	25.00	35%	4.82	22%
Thornton	13	11%	-0.77	-10.71	8.00	15.00	17%	8.25	36%
Viterbi	86	23%	2.81	-2.31	4.01	-20.00	29%	4.58	27%
All Faculty	1180	27%	4.57	-5.89	4.74	-1.86	30%	5.74	25%

* 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.

APPENDIX

A. QUANTITATIVE RESULTS: Full Sample

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

	n	Percent		n	Percent
<i>Gender identity</i>	1,227		<i>School</i>	1,180	
Female	681	56%	Annenberg	44	4%
Male	490	40%	Architecture	26	2%
Non-binary/third gender	6	0.5%	Bovard	19	2%
Prefer not to answer	46	4%	Cinematic Arts	60	5%
Prefer to self-describe	4	0.3%	Davis	11	1%
<i>Race/Ethnicity</i>	1,155		Dornsife	259	22%
White	783	68%	Dramatic Arts	28	2%
Black	45	4%	Dworak-Peck	38	3%
Latino	102	9%	Gould	14	1%
Asian	165	14%	Iovine/Young	1	0%
Other	60	5%	Kaufman	6	1%
<i>Providing caregiving</i>	1,284	55%	Keck	227	19%
<i>RTPC or TT</i>	1,118		Libraries	17	1%
RTPC - Clinical	211	19%	Marshall	68	6%
RTPC - Practice	43	4%	Ostrow	134	11%
RTPC - Research	69	6%	Pharmacy	19	2%
RTPC - Teaching	377	34%	Price	26	2%
Tenure-Track	103	9%	Roski	28	2%
Tenured	315	28%	Rossier	56	5%
<i>Rank</i>	1,231		Thornton	13	1%
Adjunct Professor	120	10%	Viterbi	86	7%
Assistant Professor	318	26%			
Associate Professor	361	29%			
Instructor	110	9%			
Professor	322	26%			

Table A2: Faculty Workload and Productivity

	n	Mean or %
Faculty Profile Change		
<i>Change in percentage point^a in ...</i>		
Teaching	1,169	4.39
Research	823	-5.78
Service	1,030	4.63
Clinical duties	295	-2.06
<i>Profile change: Teaching</i>	1,169	
Decreased		19%
Same amount of time		42%
Increased		39%
<i>Profile change: Research</i>	823	
Decreased		49%
Same amount of time		28%
Increased		23%
<i>Any Profile change: Service</i>	1,030	
Decreased		21%
Same amount of time		37%
Increased		41%
<i>Any Profile change: Clinical</i>	295	
Decreased		27%
Same amount of time		46%
Increased		27%
Self-rated Performance		
<i>Teaching</i>	1,149	
About the same		58%
Better than usual		9%
Worse than usual		33%
<i>Research</i>	803	
About the same	262	33%
Better than usual	53	7%
Worse than usual	488	61%
<i>Service</i>	1,191	
About the same	775	65%
Better than usual	97	8%
Worse than usual	319	27%
<i>Clinical duties</i>	286	
About the same	176	62%
Better than usual	29	10%
Worse than usual	81	28%
Factors affecting workload/productivity	1,299	
Increased work burden/expectations		63%
Increased strain to complete tasks		51%
More time required for usual tasks		61%
More time spent addressing student well-being		56%
More time spent addressing tech/connectivity issues		51%
Cancelled classes		2%
Fewer patients/clinical productivity		9%
Pauses, interruptions, or cancellations in research		28%
Expected pandemic impact on future professional success	1,325	
A great deal		25%
A little		29%
A moderate amount		40%
None at all		7%

^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.

Table A3: Change in Tasks

	n	Percent
<i>Attending meetings</i>	1,273	
Harder		27%
No change		23%
Easier		49%
N/A		1%
<i>Admin responsibility</i>	1,260	
Harder		44%
No change		34%
Easier		5%
N/A		16%
<i>Work correspondence</i>	1,265	
Harder		44%
No change		50%
Easier		6%
N/A		0%
<i>Deep thinking</i>	1,264	
Harder		64%
No change		30%
Easier		4%
N/A		1%
<i>Publishing</i>	1,258	
Harder		51%
No change		26%
Easier		3%
N/A		20%
<i>Service responsibilities</i>	1,206	
Harder		40%
No change		43%
Easier		8%
N/A		9%
<i>Synchronous teaching</i>	1,112	
Harder		68%
No change		24%
Easier		4%
N/A		4%
<i>Asynchronous teaching</i>	1,097	
Harder		52%
No change		33%
Easier		5%
N/A		10%

Table A3: Change in Tasks (continued)

	n	Percent
<i>Mentoring or advising</i>	1,266	
Harder		63%
No change		28%
Easier		5%
N/A		5%
<i>Seeing clients in-person</i>	276	
Harder		61%
No change		22%
Easier		4%
N/A		12%
<i>Other patient responsibilities</i>	276	
Harder		48%
No change		40%
Easier		2%
N/A		10%
<i>Research activities(at home)</i>	777	
Harder		51%
No change		35%
Easier		8%
N/A		6%
<i>Research activities (outside home)</i>	769	
Harder		64%
No change		17%
Easier		1%
N/A		17%

N/A = not applicable

Table A4: Caregiving

	n	Mean or %
<i>No. infants toddlers</i>	704	
0		79%
1		19%
2		2%
<i>No. preschool children</i>	704	
0		85%
1		13%
2		1%
<i>No. grade school children</i>	704	
0		63%
1		24%
2		12%
3		1%
<i>No. middle school children</i>	704	
0		84%
1		14%
2		2%
3		0%
<i>No. high school children</i>	704	
0		84%
1		13%
2		3%
3		0.4%
<i>No. college-age children</i>	704	
0		87%
1		8%
2		5%
3		1%
<i>No. adults</i>	704	
0		63%
1		26%
2		9%
3		2%
<i>Any children with special needs</i>	563	18%

Table A4: Caregiving (continued)

	n	Mean/%
<i>Working while caregiving</i>		
<i>As a percent of workweek^a</i>		
Providing primary care	578	46.87
Providing secondary care	544	43.41
Working while distracted	632	44.88
Working but not distracted	569	47.91
<i>More than half of workweek spent</i>		
Providing primary care	578	49%
Providing secondary care	544	41%
Working while distracted	632	43%
Working but not distracted	569	50%
<i>Used Bright Horizons</i>	681	7%
<i>Caregiving supports</i>		
<i>What supports currently using</i>		
Not using any supports	609	51%
Using informal care	609	33%
Using formal care (not Bright Horizons)	609	21%
<i>Supports that would be helpful</i>	580	
How changes will impact merit or promotion evaluations		53%
Adjustments to work responsibilities		41%
Accommodations/flexibility for work responsibilities		52%
A temporary reduction in load/hours		14%
More info/accessibility about USC benefits and resources		18%
Maintaining Bright Horizons as covered benefit		9%
Regaining access to Bright Horizons crisis care		11%
Help forming caregiving pods		9%
<i>Incurred additional caregiving costs</i>	671	35%
Monthly costs (median)	201	\$800

^a Average percent of workweek spent in different caregiver scenarios

Table A5: Level of Perceived Support

	n	Percent
<i>University</i>	1,234	
Not at all supported		28%
Somewhat supported		56%
Very supported		16%
<i>School</i>	1,213	
Not at all supported		16%
Somewhat supported		55%
Very supported		28%
<i>Unit/Dept</i>	1,223	
Not at all supported		13%
Somewhat supported		41%
Very supported		46%
<i>Colleagues</i>	1,228	
Not at all supported		5%
Somewhat supported		35%
Very supported		60%

Table A6: Stress

	n	Percent
<i>Change in stress: Teaching</i>	1,138	
Same or less		23%
Somewhat more		46%
Much more		31%
<i>Change in stress: Research</i>	784	
Same or less		28%
Somewhat more		41%
Much more		31%
<i>Change in stress: Service</i>	1,197	
Same or less		44%
Somewhat more		35%
Much more		21%
<i>Change in stress: Clinical</i>	284	
Same or less		21%
Somewhat more		41%
Much more		38%
<i>Primary sources of stress</i>	1,290	
Increased work burden		62%
Personal health & well-being		54%
Finances		30%
Caregiving		40%
Increased distress or mental health challenges among colleagues or students		54%
Burnout/fatigue		62%
Lack of work/life balance or boundaries		70%
Not having access to necessary on-campus spaces		27%
Pauses/cancellations of research activities		26%
Scarcity of grant funding		11%
Ergonomic/work space setup challenges		35%
Tech/connectivity challenges		38%
Inequitable/disproportionate impacts on underrepresented groups		19%
Low morale		42%
High student expectations		23%
Time and effort spent addressing anti-Blackness at work		17%
<i>Financial stress from merit freeze and/or retirement</i>	1,276	
Extreme		24%
Moderate		42%
Minimal		22%
None		11%
<i>Financial stress from personal/ household situation</i>	1,264	
Extreme		19%
Moderate		36%
Minimal		28%
None		17%

Table A7: Mental Health

	n	Mean or %
<i>PHQ-8 Depression Scale, Total Score</i> ^a	1,129	5.79
<i>PHQ-8 Individual Item Score</i> ^b		
Little interest	1,105	.69
Feeling down	1,108	.77
Trouble sleeping	1,113	1.04
Tired, no energy	1,118	1.19
Poor appetite or overeating	1,106	.63
Feeling like failure	1,106	.63
Trouble concentrating	1,110	.75
Restless or fidgety	1,104	.18
<i>Reported distress since before pandemic</i>	1,174	
Same or better		21%
Slightly more distressed		52%
Much more distressed		27%

^a 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).

Kroenke K, Strine TW, Spitzer RL, Williams JB, Berry JT, Mokdad AH. The PHQ-8 as a measure of current depression in the general population. *J Affect Disord.* 2009 Apr;114(1-3):163-73.

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

B. QUANTITATIVE RESULTS: Disaggregated by Gender

Table B2: Faculty Workload and Productivity by Gender

	Men		Women		Other		
	n	Mean or %	n	Mean or %	n	Mean or %	Diff ^b
Faculty Profile Change							
<i>Change in percentage point^a in ...</i>							
Teaching	434	3.78	590	4.56	48	10.98	.465
Research	307	-5.03	410	-6.12	37	-9.32	.472
Service	369	3.98	532	5.10	44	3.86	.294
Clinical duties	89	.85	170	-3.52	11	-3.18	.061
<i>Profile change: Teaching</i>	434		590		48		.010
Decreased		18%		19%		15%	
Same amount of time		49%		39%		21%	
Increased		34%		42%		65%	
<i>Profile change: Research</i>	307		410		37		.000
Decreased		44%		53%		51%	
Same amount of time		37%		22%		27%	
Increased		19%		25%		22%	
<i>Any Profile change: Service</i>	369		532		44		.293
Decreased		22%		20%		20%	
Same amount of time		40%		37%		32%	
Increased		38%		43%		48%	
<i>Any Profile change: Clinical</i>	89		170		11		.274
Decreased		21%		31%		45%	
Same amount of time		52%		44%		18%	
Increased		27%		25%		36%	
Self-rated Performance							
<i>Teaching</i>	428		582		46		.497
About the same		61%		57%		43%	
Better than usual		9%		10%		7%	
Worse than usual		30%		33%		50%	
<i>Research</i>	299		400		37		.006
About the same		36%		31%		24%	
Better than usual		9%		4%		5%	
Worse than usual		55%		65%		70%	
<i>Service</i>	428		615		48		.378
About the same		68%		65%		58%	
Better than usual		7%		7%		4%	
Worse than usual		24%		28%		38%	
<i>Clinical duties</i>	88		164		11		.710
About the same		60%		65%		45%	
Better than usual		9%		10%			
Worse than usual		31%		26%		55%	
Factors affecting workload/productivity							
Increased work							
burden/expectations	459	56%	674	68%	54	74%	.000
Increased strain to complete tasks	459	48%	674	53%	54	50%	.063
More time required for usual tasks	459	56%	674	64%	54	57%	.006
More time spent addressing student well-being	459	51%	674	59%	54	56%	.007
More time spent addressing tech/connectivity issues	459	50%	674	51%	54	61%	.586
Cancelled classes	459	2%	674	2%	54	2%	1.000
Fewer patients/clinical productivity	459	8%	674	7%	54	11%	.651
Pauses, interruptions, or cancellations in research	459	31%	674	26%	54	24%	.036
Expected pandemic impact on future professional success							
	489		675		56		.000
A great deal		20%		27%		34%	
A little		34%		26%		29%	
A moderate amount		37%		43%		36%	
None at all		9%		4%		2%	

^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

	Men		Women		Other		Diff ^a
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Attending meetings</i>	486		674		55		.657
Harder		26%		27%		33%	
No change		22%		24%		24%	
Easier		50%		48%		44%	
N/A		2%		1%			
<i>Admin responsibility</i>	480		669		55		.066
Harder		42%		45%		53%	
No change		40%		32%		20%	
Easier		6%		5%		7%	
N/A		13%		19%		20%	
<i>Work correspondence</i>	483		671		54		.001
Harder		36%		47%		59%	
No change		57%		47%		35%	
Easier		6%		6%		6%	
N/A		0%					
<i>Deep thinking</i>	481		673		54		.000
Harder		53%		71%		76%	
No change		39%		25%		17%	
Easier		6%		3%		6%	
N/A		2%		1%		2%	
<i>Publishing</i>	480		669		53		.000
Harder		43%		56%		58%	
No change		33%		21%		25%	
Easier		4%		2%		6%	
N/A		20%		21%		11%	
<i>Service responsibilities</i>	480		672		53		.078
Harder		36%		43%		51%	
No change		46%		41%		34%	
Easier		8%		9%		9%	
N/A		11%		8%		6%	
<i>Synchronous teaching</i>	429		586		46		.051
Harder		65%		70%		83%	
No change		28%		22%		13%	
Easier		5%		3%		2%	
N/A		2%		5%		2%	
<i>Asynchronous teaching</i>	421		582		46		.225
Harder		49%		53%		59%	
No change		37%		31%		26%	
Easier		5%		5%		4%	
N/A		9%		11%		11%	
<i>Mentoring or advising</i>	483		671		55		.018
Harder		57%		64%		80%	
No change		33%		25%		15%	
Easier		6%		5%		4%	
N/A		4%		6%		2%	
<i>Seeing clients in-person</i>	88		168		11		.159
Harder		64%		60%		82%	
No change		23%		22%			
Easier		1%		7%			
N/A		13%		12%		18%	
<i>Other patient responsibilities</i>	88		168		11		.201
Harder		41%		51%		55%	
No change		48%		37%		27%	
Easier		1%		2%			
N/A		10%		10%		18%	
<i>Research activities(at home)</i>	302		399		37		.001
Harder		43%		55%		70%	
No change		43%		30%		19%	
Easier		10%		6%		5%	
N/A		4%		9%		5%	
<i>Research activities (outside hom</i>	298		398		37		.377
Harder		65%		64%		65%	
No change		20%		15%		19%	
Easier		1%		1%			
N/A		13%		20%		16%	

^a 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

	<u>Men</u>		<u>Women</u>		<u>Other</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>No. infants toddlers (0-3)</i>	243		394		29		0.982
0		78%		78%		83%	
1		20%		20%		17%	
2		2%		2%			
<i>No. preschool children</i>	243		394		29		0.939
0		86%		85%		79%	
1		13%		14%		21%	
2		1%		1%			
<i>No. grade school children</i>	243		394		29		0.459
0		61%		64%		69%	
1		24%		24%		24%	
2		12%		11%		7%	
3		2%		1%			
<i>No. middle school children</i>	243		394		29		0.755
0		83%		85%		76%	
1		16%		13%		24%	
2		2%		2%			
3				0%			
<i>No. high school children</i>	243		394		29		0.108
0		81%		85%		83%	
1		16%		12%		10%	
2		2%		3%		3%	
3		1%				3%	
<i>No. college-age children</i>	243		394		29		0.081
0		84%		87%		93%	
1		9%		8%		7%	
2		7%		4%			
3				1%			
<i>No. adults</i>	243		394		29		0.429
0		65%		62%		52%	
1		25%		26%		28%	
2		7%		10%		17%	
3		3%		2%		3%	
<i>Children with special needs</i>	206	13%	316	21%	18	28%	0.012

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)

	<u>Men</u>		<u>Women</u>		<u>Other</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Working while caregiving</i>							
<i>As a percent of workweek^b</i>							
Providing primary care	195	39.57	334	51.10	24	50.33	0.000
Providing secondary care	209	43.02	289	43.87	22	41.59	0.756
Working while distracted	214	40.21	364	46.59	28	57.86	0.011
Working but not distracted	200	50.94	323	46.53	22	39.50	0.095
<i>More than half of workweek spent</i>							
Providing primary care	195	39%	334	54%	24	58%	0.000
Providing secondary care	209	42%	289	41%	22	36%	0.454
Working while distracted	214	34%	364	46%	28	68%	0.004
Working but not distracted	200	56%	323	47%	22	36%	0.032
<i>Used Bright Horizons</i>	238	5%	386	8%	29	10%	0.121
<i>Caregiving supports</i>							
<i>What supports currently using</i>	219		342		25		
Not using any supports		56%		47%		52%	0.033
Using informal care		33%		32%		40%	0.437
Using formal care (not Bright Horizons)		17%		25%		8%	0.011
<i>Supports that would be helpful</i>	195		339		26		
How changes will impact merit or promotion evaluations		55%		51%		46%	0.208
Adjustments to work responsibilities		35%		44%		42%	0.028
Accommodations/flexibility for work responsibilities		47%		54%		50%	0.068
A temporary reduction in load/hours		14%		13%		19%	0.475
More info/accessibility about USC benefits and resources		17%		19%		19%	0.418
Maintaining Bright Horizons as covered benefit		8%		10%		12%	0.297
Regaining access to Bright Horizons crisis care		8%		12%		23%	0.086
Help forming caregiving pods		8%		10%		4%	0.264
<i>Incurred additional caregiving costs</i>	236	33%	382	35%	29	45%	0.335
Monthly costs (median)	66	\$600	117	\$1,000	11	\$1,000	0.002

^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.

^b Average percent of workweek spent in different caregiver scenarios

Table B5: Level of Perceived Support by Gender

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

^a 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

	<u>Men</u>		<u>Women</u>		<u>Other</u>		<i>Diff</i> ^a
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Change in stress: Teaching</i>	433		585		47		<i>0.000</i>
Same or less		30%		19%		11%	
Somewhat more		48%		46%		38%	
Much more		22%		35%		51%	
<i>Change in stress: Research</i>	302		394		37		<i>0.000</i>
Same or less		35%		22%		24%	
Somewhat more		42%		40%		51%	
Much more		23%		38%		24%	
<i>Change in stress: Service</i>	446		625		51		<i>0.000</i>
Same or less		52%		38%		45%	
Somewhat more		32%		39%		24%	
Much more		17%		23%		31%	
<i>Change in stress: Clinical</i>	89		168		11		<i>0.130</i>
Same or less		27%		18%			
Somewhat more		42%		39%		55%	
Much more		31%		43%		45%	
Primary sources of stress							
Increased work burden	473	55%	677	67%	56	68%	<i>0.000</i>
Personal health & well-being	473	48%	677	57%	56	59%	<i>0.001</i>
Finances	473	27%	677	31%	56	39%	<i>0.079</i>
Caregiving	473	31%	677	45%	56	46%	<i>0.000</i>
Increased distress or mental health challenges among colleagues or students	473	44%	677	60%	56	59%	<i>0.000</i>
Burnout/fatigue	473	55%	677	67%	56	64%	<i>0.000</i>
Lack of work/life balance or boundaries	473	62%	677	77%	56	75%	<i>0.000</i>
Not having access to necessary on-campus spaces	473	30%	677	24%	56	34%	<i>0.012</i>
Pauses/cancellations of research activities	473	29%	677	24%	56	29%	<i>0.041</i>
Scarcity of grant funding	473	11%	677	10%	56	14%	<i>0.631</i>
Ergonomic/work space setup challenges	473	27%	677	41%	56	41%	<i>0.000</i>
Tech/connectivity challenges	473	34%	677	40%	56	52%	<i>0.026</i>
Inequitable/disproportionate impacts on underrepresented groups	473	14%	677	22%	56	23%	<i>0.000</i>
Low morale	473	36%	677	45%	56	55%	<i>0.003</i>
High student expectations	473	16%	677	28%	56	21%	<i>0.000</i>
Time and effort spent addressing anti-Blackness at work	473	13%	677	19%	56	23%	<i>0.005</i>
<i>Financial stress from merit freeze and/or retirement</i>	473		668		56		<i>0.000</i>
Extreme		19%		27%		38%	
Moderate		40%		43%		50%	
Minimal		25%		21%		7%	
None		16%		9%		5%	
<i>Financial stress from personal/hh situation</i>	474		657		55		<i>0.011</i>
Extreme		15%		21%		25%	
Moderate		35%		34%		47%	
Minimal		29%		28%		24%	
None		21%		16%		4%	

^a 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

	<u>Male</u>		<u>Female</u>		<u>Other</u>		<i>Diff^c</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>PHQ-8 Depression Scale, Total Score</i> ^a	433	4.80	585	6.35	47	7.93	<i>0.000</i>
<i>PHQ-8 Individual Item Score</i> ^b							
Little interest	446	.59	600	.74	43	1.12	<i>0.017</i>
Feeling down	447	.66	603	.83	42	1.00	<i>0.007</i>
Trouble sleeping	452	.87	602	1.14	43	1.21	<i>0.000</i>
Tired, no energy	449	.94	607	1.34	45	1.64	<i>0.000</i>
Poor appetite or overeating	446	.51	601	.70	44	1.00	<i>0.001</i>
Feeling like failure	444	.50	603	.71	43	.91	<i>0.001</i>
Trouble concentrating	445	.63	607	.82	43	.95	<i>0.006</i>
Restless or fidgety	444	.14	602	.19	43	.40	<i>0.398</i>
<i>Reported distress since before pandemic</i>	469		641		46		<i>0.000</i>
Same or better		29%		15%		20%	
Slightly more distressed		52%		53%		48%	
Much more distressed		20%		31%		33%	

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

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

^c 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

	White		Black		Latino/e/x		Asian		Other		Diff ^b
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
Faculty Profile Change											
<i>Change in percentage point^a in...</i>											
Teaching	682	4.37	40	-1.48	91	7.54 ^c	145	3.22	53	6.49	0.999
Research	477	-6.37	25	-8.00	59	-5.51	108	-4.56	34	-5.38	0.510
Service	609	4.38	29	7.90	78	4.62	124	4.46	48	5.13	0.594
Clinical duties	142	-1.24	12	-.33	28	-8.54	60	-.80	17	-5.88	0.350
<i>Profile change: Teaching</i>											
Decreased		18%		33%		11%		24%		11%	
Same amount of time		43%		28%		49%		42%		42%	
Increased		39%		40%		40%		34%		47%	
<i>Profile change: Research</i>											
Decreased	477		25		59		108		34		0.262
Same amount of time		27%		32%		27%		32%		41%	
Increased		22%		16%		22%		25%		18%	
<i>Any Profile change: Service</i>											
Decreased	609		29		78		124		48		0.816
Same amount of time		37%		21%		41%		37%		50%	
Increased		42%		59%		41%		42%		33%	
<i>Any Profile change: Clinical</i>											
Decreased	142		12		28		60		17		0.619
Same amount of time		44%		25%		50%		47%		47%	
Increased		29%		42%		21%		27%		6%	
Self-rated Performance											
<i>Teaching</i>											
About the same	674		40		90		142		50		0.143
Better than usual		57%		63%		59%		58%		74%	
Worse than usual		9%		10%		13%		11%		4%	
		34%		28%		28%		31%		22%	
<i>Research</i>											
About the same	467		25		58		106		32		0.588
Better than usual		31%		28%		29%		39%		34%	
Worse than usual		7%		8%		5%		6%		3%	
		61%		64%		66%		56%		63%	
<i>Service</i>											
About the same	694		37		92		154		52		0.162
Better than usual		68%		78%		53%		62%		65%	
Worse than usual		7%		3%		9%		11%		8%	
		26%		19%		38%		27%		27%	
<i>Clinical duties</i>											
About the same	140		12		25		59		17		0.536
Better than usual		65%		58%		56%		59%		65%	
Worse than usual		8%				20%		14%			
		27%		42%		24%		27%		35%	
Factors affecting workload/productivity											
Increased work burden/expectations	756	61%	44	66%	100	67%	160	64%	57	68%	0.079
Increased strain to complete tasks	756	48%	44	64%	100	57%	160	53%	57	56%	0.015
More time required for usual tasks	756	60%	44	57%	100	59%	160	59%	57	72%	0.845
More time spent addressing student well-being	756	58%	44	57%	100	50%	160	49%	57	54%	0.040
More time spent addressing tech/connectivity issues	756	51%	44	50%	100	48%	160	51%	57	60%	0.898
Cancelled classes	756	2%	44	5%	100	2%	160	3%	57	4%	0.086
Fewer patients/clinical productivity	756	7%	44	5%	100	9%	160	16%	57	11%	0.005
Pauses, interruptions, or cancellations in research	756	27%	44	23%	100	25%	160	34%	57	30%	0.433
Expected pandemic impact on future professional success											
A great deal	781		45		99		165		58		0.057
A little		23%		33%		25%		24%		28%	
A moderate amount		31%		36%		25%		27%		16%	
None at all		39%		27%		44%		47%		47%	
		7%		4%		5%		2%		10%	

^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/x/e, 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

	White		Black		Latino/e/x		Asian		Other		Diff ^a
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Attending meetings</i>	777		45		102		164		58		0.217
Harder		25%		27%		36%		25%		24%	
No change		25%		22%		16%		20%		28%	
Easier		49%		49%		47%		54%		47%	
N/A		1%		2%		1%		1%		2%	
<i>Admin responsibility</i>	775		45		99		162		57		0.506
Harder		45%		44%		46%		41%		37%	
No change		36%		33%		31%		32%		33%	
Easier		5%		2%		5%		7%		7%	
N/A		14%		20%		17%		20%		23%	
<i>Work correspondence</i>	773		45		100		163		59		0.042
Harder		42%		62%		42%		43%		49%	
No change		53%		33%		46%		50%		47%	
Easier		5%		4%		12%		7%		3%	
N/A		0%									
<i>Deep thinking</i>	774		45		99		164		58		0.717
Harder		64%		69%		70%		62%		60%	
No change		31%		27%		26%		31%		33%	
Easier		4%		2%		4%		5%		5%	
N/A		1%		2%				2%		2%	
<i>Publishing</i>	771		45		100		162		58		0.923
Harder		50%		60%		54%		50%		52%	
No change		25%		13%		21%		34%		26%	
Easier		3%		4%		2%		1%		3%	
N/A		21%		22%		23%		15%		19%	
<i>Service responsibilities</i>	769		45		101		164		59		0.361
Harder		39%		47%		45%		39%		42%	
No change		44%		33%		37%		44%		47%	
Easier		9%		7%		9%		6%		3%	
N/A		9%		13%		10%		11%		7%	
<i>Synchronous teaching</i>	676		40		91		144		53		0.535
Harder		68%		53%		71%		67%		72%	
No change		23%		38%		24%		26%		23%	
Easier		4%		3%		3%		3%		2%	
N/A		4%		8%		1%		4%		4%	
<i>Asynchronous teaching</i>	667		39		90		144		52		0.605
Harder		51%		41%		59%		53%		62%	
No change		34%		38%		28%		35%		25%	
Easier		5%		8%		3%		6%		4%	
N/A		11%		13%		10%		7%		10%	
<i>Mentoring or advising</i>	773		45		100		164		59		0.079
Harder		61%		60%		67%		62%		68%	
No change		29%		36%		20%		30%		24%	
Easier		6%		2%		6%		2%		3%	
N/A		4%		2%		7%		7%		5%	
<i>Seeing clients in-person</i>	140		12		27		60		17		0.550
Harder		64%		42%		44%		68%		65%	
No change		20%		8%		33%		23%		18%	
Easier		5%		17%		7%					
N/A		11%		33%		15%		8%		18%	
<i>Other patient responsibilities</i>	140		12		27		60		17		0.595
Harder		51%		33%		41%		45%		47%	
No change		38%		33%		44%		48%		35%	
Easier		2%				4%		2%			
N/A		9%		33%		11%		5%		18%	
<i>Research activities(at home)</i>	469		25		59		107		33		0.266
Harder		49%		68%		63%		50%		58%	
No change		37%		16%		24%		36%		33%	
Easier		8%		8%		7%		7%		6%	
N/A		7%		8%		7%		7%		3%	
<i>Research activities (outside hon</i>	467		25		57		107		33		0.169
Harder		64%		52%		68%		66%		67%	
No change		15%		20%		11%		23%		27%	
Easier		1%		4%		2%		1%			
N/A		20%		24%		19%		9%		6%	

^a 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 C4: Caregiving by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Latino/e/x</u>		<u>Asian</u>		<u>Other</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>No. infants toddlers (0-3)</i>	97		29		61		97		33		<i>0.044</i>
0		81%		79%		67%		73%		76%	
1		17%		17%		28%		23%		24%	
2		2%		3%		5%		4%			
<i>No. middle school children</i>	243		394		29		97		33		<i>0.124</i>
0		87%		90%		87%		81%		73%	
1		12%		10%		11%		19%		27%	
2		1%				2%					
<i>No. grade school children</i>	406		29		61		97		33		<i>0.725</i>
0		64%		48%		67%		64%		61%	
1		23%		38%		21%		23%		27%	
2		11%		7%		10%		11%		12%	
3		1%		7%		2%		2%			
<i>No. middle school children</i>	406		29		61		97		33		<i>0.673</i>
0		85%		83%		79%		82%		88%	
1		13%		10%		18%		18%		12%	
2		2%		7%		3%					
3											
<i>No. high school children</i>	406		29		61		97		33		<i>0.918</i>
0		83%		86%		82%		84%		91%	
1		14%		10%		15%		14%		3%	
2		3%		3%		2%		2%		6%	
3		0%				2%					
<i>No. college-age children</i>	406		29		61		97		33		<i>0.592</i>
0		85%		90%		87%		86%		91%	
1		9%		10%		7%		10%		6%	
2		6%				7%		4%			
3		1%								3%	
<i>No. adults</i>	406		29		61		97		33		<i>0.395</i>
0		64%		62%		64%		60%		64%	
1		27%		28%		25%		27%		21%	
2		7%		10%		8%		12%		15%	
3		2%				3%		1%			
<i>Children with special needs</i>	332	19%	20	20%	52	15%	81	16%	25	24%	<i>0.725</i>

^a 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 C4: Caregiving by Race/Ethnicity (continued)

	White		Black		Latino/e/x		Asian		Other		Diff ^a
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
Working while caregiving											
<i>As a percent of workweek^b</i>											
Providing primary care	333	47.28	24	52.00	51	46.08	81	42.88	33	50.42	0.721
Providing secondary care	309	41.99	22	44.27	51	50.43	80	41.04	25	46.32	0.304
Working while distracted	365	43.20	29	45.69	57	46.37	84	45.00	33	50.36	0.217
Working but not distracted	339	50.01	21	58.86	50	48.88	78	42.47	24	36.75	0.102
<i>More than half of workweek spent</i>											
Providing primary care	333	49%	24	58%	51	47%	81	42%	33	58%	0.809
Providing secondary care	309	40%	22	41%	51	53%	80	34%	25	48%	0.717
Working while distracted	365	40%	29	38%	57	47%	84	40%	33	61%	0.196
Working but not distracted	339	52%	21	71%	50	48%	78	42%	24	38%	0.248
Used Bright Horizons	397	9%	29	7%	61	8%	94	3%	33	6%	0.163
Caregiving supports											
<i>What supports currently using</i>											
Not using any supports	356	54%	27	59%	52	42%	90	47%	29	34%	0.048
Using informal care	356	26%	27	33%	52	44%	90	43%	29	52%	0.000
Using formal care (not Bright Horizons)	356	23%	27	7%	52	17%	90	21%	29	21%	0.177
<i>Supports that would be helpful</i>											
How changes will impact merit or promotion evaluations	332		27		52		88		29		
Adjustments to work responsibilities		52%		44%		58%		51%		62%	0.745
Accommodations/flexibility for work responsibilities		41%		33%		46%		41%		34%	0.829
A temporary reduction in load/hours		51%		67%		42%		56%		45%	0.749
More info/accessibility about USC benefits and resources		12%		22%		13%		17%		17%	0.103
Maintaining Bright Horizons as covered benefit		16%		30%		23%		22%		14%	0.107
Regaining access to Bright Horizons crisis care		10%		15%		10%		7%		3%	0.426
Help forming caregiving pods		9%		19%		8%		10%		3%	0.351
Incurred additional caregiving costs	395	33%	29	24%	60	43%	95	42%	33	42%	0.802
Monthly costs (median)	113	\$800	4	\$950	23	\$660	32	\$950	12	\$1,400	0.067
											0.104

a 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.

^b Average percent of workweek spent in different caregiver scenarios

Table C5: Level of Perceived Support by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Latino/e/x</u>		<u>Asian</u>		<u>Other</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Feels supported: University</i>	754		43		98		156		55		<i>0.781</i>
Not at all supported		27%		33%		23%		27%		35%	
Somewhat supported		56%		49%		58%		57%		56%	
Very supported		18%		19%		18%		16%		9%	
<i>Feels supported: School</i>	745		42		95		149		56		<i>0.027</i>
Not at all supported		15%		24%		13%		17%		21%	
Somewhat supported		53%		48%		57%		62%		59%	
Very supported		32%		29%		31%		21%		20%	
<i>Feels supported: Unit/Dept</i>	742		43		98		157		56		<i>0.103</i>
Not at all supported		12%		19%		12%		14%		13%	
Somewhat supported		39%		47%		41%		44%		43%	
Very supported		50%		35%		47%		42%		45%	
<i>Feels supported: Colleagues</i>	749		44		99		159		54		<i>0.036</i>
Not at all supported		5%		9%		3%		7%		7%	
Somewhat supported		31%		30%		38%		41%		33%	
Very supported		64%		61%		59%		52%		59%	

^a 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 C6: Distress by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Latino/e/x</u>		<u>Asian</u>		<u>Other</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Change in stress: Teaching</i>	681		40		91		143		50		0.394
Same or less		22%		20%		19%		30%		26%	
Somewhat more		48%		48%		56%		38%		36%	
Much more		29%		33%		25%		32%		38%	
<i>Change in stress: Research</i>	467		25		58		106		31		0.716
Same or less		28%		20%		26%		30%		29%	
Somewhat more		42%		36%		43%		36%		45%	
Much more		30%		44%		31%		34%		26%	
<i>Change in stress: Service</i>	714		41		95		155		51		0.282
Same or less		44%		34%		45%		46%		39%	
Somewhat more		36%		27%		34%		33%		37%	
Much more		20%		39%		21%		21%		24%	
<i>Change in stress: Clinical</i>	142		12		27		59		17		0.534
Same or less		23%		8%		15%		22%		18%	
Somewhat more		38%		67%		41%		41%		47%	
Much more		39%		25%		44%		37%		35%	
Primary sources of stress											
Increased work burden	763	61%	45	69%	101	59%	165	62%	60	70%	0.319
Personal health & well-being	763	52%	45	60%	101	56%	165	60%	60	57%	0.027
Finances	763	28%	45	38%	101	29%	165	33%	60	48%	0.013
Caregiving	763	37%	45	51%	101	45%	165	43%	60	48%	0.008
Increased distress or mental health challenges among colleagues or students	763	53%	45	60%	101	56%	165	55%	60	52%	0.440
Burnout/fatigue	763	62%	45	71%	101	66%	165	64%	60	58%	0.377
Lack of work/life balance or boundaries	763	71%	45	71%	101	70%	165	74%	60	67%	0.784
Not having access to necessary on-campus spaces	763	25%	45	29%	101	27%	165	31%	60	28%	0.160
Pauses/cancellations of research activities	763	26%	45	16%	101	21%	165	26%	60	27%	0.291
Scarcity of grant funding	763	10%	45	16%	101	8%	165	16%	60	3%	0.489
Ergonomic/work space setup challenges	763	33%	45	44%	101	47%	165	39%	60	43%	0.001
Tech/connectivity challenges	763	36%	45	47%	101	42%	165	42%	60	48%	0.019
Inequitable/disproportionate impacts on underrepresented groups	763	16%	45	62%	101	30%	165	16%	60	17%	0.000
Low morale	763	42%	45	38%	101	41%	165	43%	60	40%	0.790
High student expectations	763	21%	45	24%	101	22%	165	25%	60	28%	0.196
Time and effort spent addressing anti-Blackness at work	763	15%	45	51%	101	22%	165	16%	60	15%	0.004
<i>Financial stress from merit freeze and/or retirement</i>	762		44		101		160		58		0.918
Extreme		23%		36%		22%		18%		34%	
Moderate		42%		30%		47%		42%		47%	
Minimal		22%		20%		21%		29%		9%	
None		12%		14%		11%		11%		10%	
<i>Financial stress from personal/hh situation</i>	752		45		101		161		56		0.026
Extreme		18%		31%		21%		16%		32%	
Moderate		34%		38%		39%		37%		45%	
Minimal		29%		24%		23%		33%		13%	
None		20%		7%		18%		14%		11%	

^a 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

	<u>White</u>		<u>Black</u>		<u>Latino/e/x</u>		<u>Asian</u>		<u>Other</u>		<i>Diff^c</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>PHQ-8 Depression Scale, Total Score^a</i>	716	5.67	41	5.37	92	5.97	155	5.88	51	6.82	<i>0.356</i>
<i>PHQ-8 Individual Item Score^b</i>											
Little interest	702	.68	41	.49	89	.63	153	.78	50	.84	<i>0.515</i>
Feeling down	705	.78	41	.66	91	.78	153	.69	50	.86	<i>0.838</i>
Trouble sleeping	706	1.02	40	.98	91	1.08	155	1.02	51	1.10	<i>0.878</i>
Tired, no energy	711	1.14	40	1.28	90	1.33	153	1.23	51	1.29	<i>0.176</i>
Poor appetite overeating	706	.61	40	.60	89	.60	154	.68	50	.76	<i>0.446</i>
Feeling like failure	704	.61	39	.59	88	.64	155	.64	50	.86	<i>0.510</i>
Trouble concentrating	705	.75	40	.73	90	.88	155	.70	50	.84	<i>0.776</i>
Restless or fidgety	704	.16	40	.18	88	.18	153	.19	50	.36	<i>0.289</i>
<i>Reported distress since before pandemic</i>	746		43		98		155		53		<i>0.695</i>
Same or better		21%		19%		13%		23%		23%	
Slightly more distressed		53%		58%		54%		53%		42%	
Much more distressed		26%		23%		33%		24%		36%	

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

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

^c 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

	Providing care to someone				50% or more more of workweek spent				Diff ^b
	No		Yes		Primary		Distracted by		
	n	Mean	n	Mean	n	Mean	n	Mean	
		or %		or %		caregiving		caregiving	
Faculty Profile Change									
<i>Change in percentage point^a in...</i>									
Teaching	507	4.45	614	4.61	250	5.72	237	5.99	.880
Research	352	-3.80	441	-7.46	176	-8.94	178	-9.79	.011
Service	442	3.42	547	5.74	216	6.34	217	7.35	.021
Clinical duties	122	-2.95	158	-0.99	56	-1.38	48	-5.67	.355
<u>Any Profile change: Teaching</u>	507		614		250		237		.343
Negative		.17		.20		.18		20%	
None		.44		.40		.42		36%	
Positive		.39		.39		.40		44%	
<u>Any Profile change: Research</u>	352		441		176		178		.136
Negative		.46		.52		.53		54%	
None		.32		.26		.26		25%	
Positive		.22		.22		.21		21%	
<u>Any Profile change: Service</u>	442		547		216		217		.001
Negative		.20		.22		.18		19%	
None		.44		.33		.35		30%	
Positive		.37		.46		.48		51%	
<u>Any Profile change: Clinical</u>	122		158		56		48		.275
Negative		.30		.26		.27		35%	
None		.49		.44		.45		42%	
Positive		.21		.30		.29		23%	
Self-rated Performance									
<i>Teaching</i>	501		604		244		234		.008
About the same		.63		.54		.53		49%	
Better than usual		.08		.10		.09		6%	
Worse than usual		.29		.36		.38		45%	
<i>Research</i>	345		429		171		176		.000
About the same		.42		.25		.27		23%	
Better than usual		.08		.04		.04		3%	
Worse than usual		.50		.70		.68		74%	
<i>Service</i>	511		632		250		244		.000
About the same		.72		.60		.51		51%	
Better than usual		.08		.07		.09		6%	
Worse than usual		.20		.33		.40		43%	
<i>Clinical duties</i>	119		154		55		48		.024
About the same		.70		.56		.44		42%	
Better than usual		.10		.08		.11		8%	
Worse than usual		.20		.35		.45		50%	
Factors affecting workload/productivity									
Increased work burden/expectations	553	.59	691	.66	278	.69	267	66%	.024
Increased strain to complete tasks	553	.47	691	.55	278	.54	267	57%	.006
More time required for usual tasks	553	.60	691	.61	278	.65	267	63%	.720
More time spent addressing student well-being	553	.54	691	.58	278	.56	267	57%	.203
More time spent addressing tech/connectivity issues	553	.52	691	.51	278	.52	267	50%	.708
Cancelled classes	553	.02	691	.02	278	.04	267	2%	.302
Fewer patients/clinical productivity	553	.08	691	.08	278	.07	267	8%	.947
Pauses, interruptions, or cancellations in research	553	.24	691	.32	278	.31	267	36%	.001
Expected pandemic impact on future professional success	578		700		282		267		.000
A great deal		.20		.29		.40		42%	
A little		.34		.25		.16		16%	
A moderate amount		.38		.42		.40		39%	
None at all		.08		.04		.04		3%	

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

^b 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 D3: Change in Tasks by Caregiving Status and Intensity

	Providing care to someone				50% or more more of workweek spent				Diff ^a
	No		Yes		Primary		Distracted by		
	n	Mean or %	n	Mean or %	caregiving		caregiving		
					n	or %	n	or %	
Attending meetings									.323
Harder		25%		28%		30%		35%	
No change		25%		22%		23%		20%	
Easier		48%		50%		47%		44%	
N/A		2%		1%		1%		1%	
Admin responsibility	569		688		279		265		.010
Harder		39%		48%		49%		53%	
No change		38%		32%		29%		29%	
Easier		5%		6%		6%		5%	
N/A		18%		15%		16%		14%	
Work correspondence	572		690		279		265		.114
Harder		42%		46%		50%		53%	
No change		53%		47%		44%		42%	
Easier		5%		6%		6%		5%	
N/A		0%		0%		0%			
Deep thinking	571		691		279		265		.000
Harder		54%		73%		77%		85%	
No change		38%		23%		19%		13%	
Easier		6%		3%		1%		1%	
N/A		2%		1%		2%		2%	
Publishing	569		687		278		264		.001
Harder		44%		56%		59%		67%	
No change		30%		23%		21%		15%	
Easier		4%		3%		1%		2%	
N/A		22%		18%		19%		17%	
Service responsibilities	571		687		278		263		.000
Harder		35%		44%		47%		50%	
No change		49%		38%		36%		35%	
Easier		7%		9%		9%		8%	
N/A		9%		9%		8%		7%	
Synchronous teaching	500		609		248		235		.466
Harder		66%		70%		74%		75%	
No change		26%		23%		20%		19%	
Easier		4%		4%		4%		3%	
N/A		5%		3%		2%		2%	
Asynchronous teaching	494		600		245		232		.281
Harder		51%		53%		60%		60%	
No change		33%		33%		27%		29%	
Easier		4%		6%		4%		3%	
N/A		13%		8%		10%		8%	
Mentoring or advising	570		693		280		266		.085
Harder		58%		66%		62%		69%	
No change		30%		26%		29%		23%	
Easier		5%		5%		6%		5%	
N/A		7%		3%		3%		3%	
Seeing clients in-person	121		155		54		47		.149
Harder		55%		66%		67%		74%	
No change		27%		18%		13%		9%	
Easier		4%		5%		4%		2%	
N/A		13%		12%		17%		15%	
Other patient responsibilities	121		155		54		47		.730
Harder		46%		49%		52%		51%	
No change		40%		40%		35%		32%	
Easier		2%		1%		2%		4%	
N/A		11%		10%		11%		13%	
Research activities(at home)	343		432		173		177		.000
Harder		41%		59%		64%		73%	
No change		43%		28%		22%		16%	
Easier		8%		7%		7%		5%	
N/A		8%		5%		8%		6%	
Research activities (outside hom	341		426		171		176		.231
Harder		62%		66%		68%		73%	
No change		20%		15%		11%		9%	
Easier		1%		1%		1%			
N/A		17%		18%		20%		18%	

^a 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 D4: Caregiving by Caregiving Intensity (among n=704 caregivers)

	<u>All</u>		<u>Primary Caregiver</u>		<u>Distracted by</u>	
	n	Mean or %	n	Mean or %	n	Mean or %
<i>No. infants toddlers (0-3)</i>	704		282		268	
0		79%		83%		78%
1		19%		14%		20%
2		2%		2%		3%
<i>No. preschool children</i>	704		282		268	
0		85%		86%		83%
1		13%		13%		16%
2		1%		1%		1%
<i>No. grade school children</i>	704		282		268	
0		63%		55%		49%
1		24%		28%		31%
2		12%		15%		17%
3		1%		1%		2%
<i>No. middle school children</i>	704		282		268	
0		84%		79%		76%
1		14%		18%		22%
2		2%		2%		2%
3		0%		0%		0%
<i>No. high school children</i>	704		282		268	
0		84%		84%		87%
1		13%		12%		10%
2		3%		3%		3%
3		0%		0%		0%
<i>No. college-age children</i>	704		282		268	
0		87%		87%		92%
1		8%		9%		6%
2		5%		3%		2%
3		1%		1%		0%
<i>No. adults</i>	704		282		268	
0		63%		65%		68%
1		26%		22%		21%
2		9%		10%		9%
3		2%		2%		1%
<i>Children with special needs</i>	563	18%	236	23%	235	20%

Table D4: Caregiving by Caregiving Intensity (continued)

	<u>All</u>		<u>Primary</u> <u>Caregiver</u>		<u>Distracted by</u> <u>Caregiving</u>	
	n	Mean or %	n	Mean or %	n	Mean or %
<i>Working while caregiving</i>						
<i>As a percent of workweek^b</i>						
Providing primary care	578	46.87	282	75.43	249	64.40
Providing secondary care	544	43.41	204	43.02	214	49.22
Working while distracted	630	44.88	275	61.57	269	74.83
Working but not distracted	569	47.91	226	36.65	211	26.34
<i>More than half of workweek spent</i>						
Providing primary care	578	49%	282	100%	249	76%
Providing secondary care	544	41%	204	45%	214	51%
Working while distracted	630	43%	275	68%	269	100%
Working but not distracted	569	50%	226	31%	211	15%
<i>Used Bright Horizons</i>	681	7%	282	8%	267	9%
<i>Caregiving supports</i>						
<i>What supports currently using</i>						
Not using any supports	609	51%	254	63%	235	58%
Using informal care	609	33%	254	22%	235	29%
Using formal care (not Bright Horizons)	609	21%	254	18%	235	20%
<i>Supports that would be helpful</i>						
How changes will impact merit or promotion evaluations						
Adjustments to work responsibilities	580	41%	253	49%	249	50%
Accommodations/flexibility for work responsibilities	580	52%	253	51%	249	53%
A temporary reduction in load/hours	580	14%	253	17%	249	18%
More info/accessibility about USC benefits and resources						
Maintaining Bright Horizons as covered benefit	580	9%	253	8%	249	9%
Regaining access to Bright Horizons crisis care	580	11%	253	14%	249	15%
Help forming caregiving pods	580	9%	253	6%	249	8%
<i>Incurred additional caregiving costs</i>	671	35%	279	43%	264	45%
Monthly costs (median)	201	\$800	103	\$1,000	100	\$1,050

^b Average percent of workweek spent in different caregiver scenarios

Table D5: Level of Perceived Support by Caregiving Status and Intensity

	Providing care to someone				50% or more more of workweek spent				Diff ^a
	No		Yes		Primary caregiving		Distracted by caregiving		
	Mean		Mean		Mean		Mean		
	n	or %	n	or %	n	or %	n	or %	
<i>Feels supported: University</i>	462		658		55		55		0.002
Not at all supported		25%		31%		38%		41%	
Somewhat supported		55%		56%		51%		48%	
Very supported		20%		13%		10%		10%	
<i>Feels supported: School</i>	543		665		268		258		0.000
Not at all supported		14%		18%		22%		23%	
Somewhat supported		50%		59%		56%		58%	
Very supported		35%		23%		22%		19%	
<i>Feels supported: Unit/Dept</i>	545		673		268		260		0.004
Not at all supported		12%		14%		19%		18%	
Somewhat supported		37%		45%		41%		45%	
Very supported		51%		41%		40%		36%	
<i>Feels supported: Colleagues</i>	548		676		273		260		0.086
Not at all supported		5%		5%		7%		7%	
Somewhat supported		32%		37%		36%		37%	
Very supported		64%		57%		57%		56%	

^a 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 D6: Distress by Caregiving Status and Intensity

	Providing care to someone				50% or more more of workweek spent				Diff ^a
	No		Yes		Primary caregiving		Distracted by caregiving		
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Change in stress: Teaching</i>	504		611		247		234		0.077
Same or less		25%		21%		19%		18%	
Somewhat more		47%		46%		44%		44%	
Much more		28%		33%		37%		38%	
<i>Change in stress: Research</i>	343		428		172		176		0.000
Same or less		34%		23%		23%		16%	
Somewhat more		43%		39%		31%		32%	
Much more		23%		38%		47%		52%	
<i>Change in stress: Service</i>	535		639		253		248		0.083
Same or less		46%		41%		36%		34%	
Somewhat more		36%		36%		37%		40%	
Much more		18%		23%		26%		27%	
<i>Change in stress: Clinical</i>	121		157		55		48		0.061
Same or less		27%		16%		18%		19%	
Somewhat more		40%		43%		42%		35%	
Much more		33%		41%		40%		46%	
Primary sources of stress									
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
<i>Financial stress from merit freeze and/or retirement</i>	559		692		277		265		0.001
Extreme		22%		26%		34%		32%	
Moderate		39%		45%		44%		43%	
Minimal		24%		21%		15%		19%	
None		15%		9%		7%		6%	
<i>Financial stress from personal/hh situation</i>	552		688		276		264		0.000
Extreme		10%		26%		38%		39%	
Moderate		32%		38%		34%		36%	
Minimal		32%		25%		21%		17%	
None		25%		11%		8%		7%	

^a 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

	Providing care to someone				50% or more more of workweek spent				Diff ^a
	<u>No</u>		<u>Yes</u>		<u>Primary</u>		<u>Distracted by</u>		
					<u>caregiving</u>		<u>caregiving</u>		
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
PHQ-8 Depression Scale, Total Score ^a	514	5.27	613	6.22	254	7.59	242	8.33	0.002
PHQ-8 Individual Item Score ^b									
Little interest	506	.65	597	.73	251	.87	237	1.03	0.268
Feeling down	509	.71	598	.82	248	.98	235	1.11	0.142
Trouble sleeping	508	.97	604	1.10	251	1.26	236	1.36	0.043
Tired, no energy	511	1.08	605	1.28	253	1.45	239	1.59	0.002
Poor appetite or overeating	507	.53	598	.72	251	.92	237	.98	0.002
Feeling like failure	505	.50	600	.75	250	.95	236	1.09	0.000
Trouble concentrating	510	.71	599	.79	248	1.03	236	1.12	0.430
Restless or fidgety	507	.18	596	.18	249	.24	235	.24	0.795
Reported distress since before pandemic	533		639		259		248		0.000
Same or better		26%		17%		13%		10%	
Slightly more distressed		54%		51%		45%		39%	
Much more distressed		20%		33%		42%		50%	

^a 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).

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

^c 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

	RTPC		TT		Tenured		
	n	Mean or %	n	Mean or %	n	Mean or %	Diff ^b
Faculty Profile Change							
<i>Change in percentage point ^a in...</i>							
Teaching	699	1.81	103	10.59	314	8.14	0.000
Research	697	-.46	103	-11.63	315	-10.18	0.000
Service	695	3.27	103	.92	313	5.01	0.064
Clinical duties	694	-.84	103	.21	315	.05	0.383
<i>Profile change: Teaching</i>	699		103		314		0.000
Decreased		18%		14%		13%	
Same amount of time		52%		39%		39%	
Increased		30%		48%		48%	
<i>Profile change: Research</i>	697		103		315		0.000
Decreased		21%		53%		54%	
Same amount of time		66%		27%		31%	
Increased		14%		19%		15%	
<i>Any Profile change: Service</i>	695		103		313		0.227
Decreased		16%		24%		19%	
Same amount of time		53%		46%		39%	
Increased		31%		30%		42%	
<i>Any Profile change: Clinical</i>	694		103		315		0.051
Decreased		9%				2%	
Same amount of time		83%		97%		97%	
Increased		7%		3%		2%	
Self-rated Performance							
<i>Teaching</i>	612		84		271		0.863
About the same		58%		56%		56%	
Better than usual		9%		11%		8%	
Worse than usual		33%		33%		36%	
<i>Research</i>	345		94		287		0.013
About the same		38%		23%		28%	
Better than usual		6%		4%		7%	
Worse than usual		56%		72%		66%	
<i>Service</i>	628		96		302		0.396
About the same		64%		71%		67%	
Better than usual		7%		4%		8%	
Worse than usual		29%		25%		25%	
<i>Clinical duties</i>	208		3		14		0.308
About the same		60%		67%		79%	
Better than usual		12%					
Worse than usual		29%		33%		21%	
Factors affecting workload/productivity							
Increased work							
burden/expectations	678	66%	101	57%	307	61%	0.115
Increased strain to complete tasks	678	51%	101	59%	307	50%	0.239
More time required for usual	678	62%	101	65%	307	62%	0.750
More time spent addressing							
student well-being	678	56%	101	63%	307	55%	0.348
More time spent addressing							
tech/connectivity issues	678	51%	101	44%	307	52%	0.307
Cancelled classes	678	2%	101	0%	307	2%	0.105
Fewer patients/clinical	678	12%	101	1%	307	2%	0.000
Pauses, interruptions, or							
cancellations in research	678	20%	101	50%	307	49%	0.000
Expected pandemic impact on							
future professional success	699		103		311		0.000
A great deal		21%		34%		30%	
A little		33%		15%		23%	
A moderate amount		39%		49%		42%	
None at all		6%		3%		5%	

^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

^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.

Table E3: Change in Tasks by Faculty Track

	RTPC		TT		Tenured		Diff ^a
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Attending meetings</i>	694		103		315		<i>0.437</i>
Harder		26%		30%		30%	
No change		23%		27%		21%	
Easier		49%		43%		49%	
N/A		1%					
<i>Admin responsibility</i>	689		102		304		<i>0.344</i>
Harder		43%		45%		53%	
No change		35%		38%		33%	
Easier		5%		3%		5%	
N/A		17%		14%		9%	
<i>Work correspondence</i>	691		103		305		<i>0.949</i>
Harder		45%		47%		43%	
No change		49%		49%		51%	
Easier		6%		5%		6%	
N/A						0%	
<i>Deep thinking</i>	690		103		305		<i>0.000</i>
Harder		63%		84%		71%	
No change		32%		14%		22%	
Easier		4%		2%		6%	
N/A		1%				1%	
<i>Publishing</i>	687		103		306		<i>0.006</i>
Harder		45%		75%		67%	
No change		26%		18%		26%	
Easier		3%		3%		4%	
N/A		25%		4%		3%	
<i>Service responsibilities</i>	690		103		304		<i>0.657</i>
Harder		42%		39%		44%	
No change		41%		50%		48%	
Easier		9%		8%		8%	
N/A		9%		3%			
<i>Synchronous teaching</i>	616		85		271		<i>0.458</i>
Harder		68%		74%		74%	
No change		24%		20%		21%	
Easier		4%		4%		2%	
N/A		4%		2%		3%	
<i>Asynchronous teaching</i>	609		84		266		<i>0.025</i>
Harder		50%		63%		58%	
No change		34%		26%		29%	
Easier		6%		2%		3%	
N/A		10%		8%		10%	
<i>Mentoring or advising</i>	692		103		306		<i>0.026</i>
Harder		60%		78%		67%	
No change		29%		17%		26%	
Easier		6%		4%		4%	
N/A		5%		1%		3%	
<i>Seeing clients in-person</i>	208		3		16		<i>0.515</i>
Harder		61%		67%		56%	
No change		23%				13%	
Easier		5%					
N/A		11%		33%		31%	
<i>Other patient responsibilities</i>	208		3		16		<i>0.953</i>
Harder		47%		33%		38%	
No change		41%		33%		31%	
Easier		2%					
N/A		9%		33%		31%	
<i>Research activities(at home)</i>	346		95		284		<i>0.013</i>
Harder		45%		69%		54%	
No change		36%		22%		36%	
Easier		8%		6%		8%	
N/A		11%		2%		2%	
<i>Research activities (outside home)</i>	343		93		282		<i>0.003</i>
Harder		56%		72%		74%	
No change		21%		12%		13%	
Easier		1%		1%		0%	
N/A		22%		15%		12%	

^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 E4: Caregiving by Faculty Track

	<u>RTPC</u>		<u>TT</u>		<u>Tenured</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>No. infants toddlers (0-3)</i>	403		55		169		0.000
0		79%		51%		83%	
1		18%		45%		15%	
2		2%		4%		2%	
<i>No. preschool children</i>	403		55		169		0.035
0		85%		76%		89%	
1		14%		24%		9%	
2		0%				2%	
<i>No. grade school children</i>	403		55		169		0.938
0		63%		60%		62%	
1		25%		24%		23%	
2		10%		15%		14%	
3		1%		2%		2%	
<i>No. middle school children</i>	403		55		169		0.094
0		85%		89%		78%	
1		12%		11%		21%	
2		2%				1%	
3		0%					
<i>No. high school children</i>	403		55		169		0.037
0		83%		95%		81%	
1		14%		5%		15%	
2		3%				3%	
3						1%	
<i>No. college-age children</i>	403		55		169		0.058
0		86%		98%		84%	
1		9%		2%		9%	
2		5%				7%	
3		1%				1%	
<i>No. adults</i>	403		55		169		0.028
0		61%		82%		64%	
1		27%		15%		25%	
2		9%		4%		9%	
3		3%				1%	
<i>Children with special needs</i>	206	13%	316	21%	18	28%	0.012

Table E4: Caregiving by Faculty Type

	<u>RTPC</u>		<u>TT</u>		<u>Tenured</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Working while caregiving</i>	55		169		169		
<i>As a percent of workweek^b</i>							
Providing primary care	336	45.72	44	46.16	136	49.85	0.443
Providing secondary care	315	45.31	49	38.98	131	41.81	0.257
Working while distracted	371	42.91	50	48.10	153	49.52	0.048
Working but not distracted	332	49.70	49	44.31	138	45.29	0.216
<i>More than half of workweek spent</i>							
Providing primary care	336	48%	44	43%	136	54%	0.310
Providing secondary care	315	42%	49	39%	131	43%	0.884
Working while distracted	371	40%	50	48%	153	50%	0.094
Working but not distracted	332	52%	49	47%	138	46%	0.403
<i>Used Bright Horizons</i>	393	6%	53	21%	167	8%	0.004
<i>Caregiving supports</i>							
<i>What supports currently using</i>							
Not using any supports	362	48%	38	29%	145	63%	0.000
Using informal care	362	37%	38	34%	145	17%	0.000
Using formal care (not Bright Horizons)	362	20%	38	37%	145	19%	0.071
<i>Supports that would be helpful</i>	338		51		141		
How changes will impact merit or promotion evaluations		55%		69%		44%	0.006
Adjustments to work responsibilities		41%		43%		42%	0.921
Accommodations/flexibility for work responsibilities		58%		37%		43%	0.001
A temporary reduction in load/hours		16%		4%		13%	0.030
More info/accessibility about USC benefits and resources		20%		10%		13%	0.035
Maintaining Bright Horizons as covered benefit		9%		14%		9%	0.577
Regaining access to Bright Horizons crisis care		11%		20%		7%	0.057
Help forming caregiving pods		9%		8%		7%	0.802
<i>Incurred additional caregiving costs</i>	390	35%	54	48%	162	35%	0.175
Monthly costs (median)	116	\$800	22	\$925	50	\$1000	0.951

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 E5: Level of Perceived Support by Faculty Track

	<u>RTPC</u>		<u>TT</u>		<u>Tenured</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Feels supported: University</i>	462		658		55		<i>0.010</i>
Not at all supported		27%		33%		32%	
Somewhat supported		56%		55%		59%	
Very supported		17%		12%		9%	
<i>Feels supported: School</i>	656		99		301		<i>0.921</i>
Not at all supported		17%		19%		16%	
Somewhat supported		55%		56%		56%	
Very supported		28%		25%		29%	
<i>Feels supported: Unit/Dept</i>	668		98		299		<i>0.861</i>
Not at all supported		15%		15%		13%	
Somewhat supported		41%		38%		40%	
Very supported		44%		47%		47%	
<i>Feels supported: Colleagues</i>	674		101		295		<i>0.112</i>
Not at all supported		5%		3%		8%	
Somewhat supported		33%		42%		36%	
Very supported		62%		55%		56%	

^a Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.

Table E6: Distress by Faculty Track

	<u>RTPC</u>		<u>TT</u>		<u>Tenured</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Change in stress: Teaching</i>	615		85		274		<i>0.402</i>
Same or less		21%		19%		21%	
Somewhat more		48%		41%		45%	
Much more		30%		40%		35%	
<i>Change in stress: Research</i>	473	36%	677	45%	56	55%	<i>0.000</i>
Same or less		30%		15%		28%	
Somewhat more		45%		33%		37%	
Much more		24%		53%		35%	
<i>Change in stress: Service</i>	641		102		306		<i>0.000</i>
Same or less		43%		58%		38%	
Somewhat more		37%		34%		35%	
Much more		21%		8%		27%	
<i>Change in stress: Clinical</i>	209		3		15		<i>0.242</i>
Same or less		21%		33%		27%	
Somewhat more		39%				53%	
Much more		41%		67%		20%	
<i>Primary sources of stress</i>							
Increased work burden	691	65%	102	54%	310	62%	<i>0.088</i>
Personal health & well-being	691	54%	102	62%	310	48%	<i>0.043</i>
Finances	691	31%	102	29%	310	26%	<i>0.315</i>
Caregiving	691	41%	102	54%	310	37%	<i>0.014</i>
Increased distress or mental health challenges among colleagues or students	691	54%	102	57%	310	53%	<i>0.808</i>
Burnout/fatigue	691	63%	102	74%	310	59%	<i>0.023</i>
Lack of work/life balance or boundaries	691	72%	102	81%	310	70%	<i>0.069</i>
Not having access to necessary on-campus spaces	691	23%	102	42%	310	28%	<i>0.000</i>
Pauses/cancellations of research activities	691	16%	102	47%	310	51%	<i>0.000</i>
Scarcity of grant funding	691	7%	102	23%	310	20%	<i>0.000</i>
Ergonomic/work space setup challenges	691	37%	102	40%	310	29%	<i>0.022</i>
Tech/connectivity challenges	691	39%	102	30%	310	38%	
Inequitable/disproportionate impacts on underrepresented groups	691	21%	102	25%	310	16%	<i>0.088</i>
Low morale	691	43%	102	50%	310	39%	
High student expectations	691	24%	102	34%	310	20%	<i>0.016</i>
Time and effort spent addressing anti-Blackness at work	691	16%	102	25%	310	16%	<i>0.131</i>
<i>Financial stress from merit freeze and/or retirement</i>	685		102		308		<i>0.129</i>
Extreme		25%		22%		29%	
Moderate		42%		46%		42%	
Minimal		21%		26%		22%	
None		12%		6%		7%	
<i>Financial stress from personal/hh situation</i>	677		102		300		<i>0.375</i>
Extreme		19%		18%		21%	
Moderate		35%		37%		32%	
Minimal		30%		30%		26%	
None		16%		15%		21%	

a 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

	<u>RTPC</u>		<u>TT</u>		<u>Tenured</u>		<i>Diff^c</i>
	n	Mean or %	n	Mean or %	n	Mean or %	
<i>PHQ-8 Depression Scale, Total Score^a</i>	635	5.94	92	7.29	272	5.39	<i>0.011</i>
<i>PHQ-8 Individual Item Score^b</i>							
Little interest	627	.70	88	.91	263	.67	<i>0.392</i>
Feeling down	628	.78	91	.93	263	.76	<i>0.670</i>
Trouble sleeping	628	1.04	89	1.20	267	1.03	<i>0.260</i>
Tired, no energy	631	1.23	90	1.54	270	1.08	<i>0.002</i>
Poor appetite or overeating	626	.66	90	.79	263	.53	<i>0.002</i>
Feeling like failure	632	.66	88	.88	261	.57	<i>0.199</i>
Trouble concentrating	631	.74	89	1.03	264	.74	<i>0.169</i>
Restless or fidgety	628	.18	88	.23	262	.15	<i>0.662</i>
<i>Reported distress since before pandemic</i>	659		95		288		<i>0.045</i>
Same or better		21%		14%		21%	
Slightly more distressed		52%		45%		54%	
Much more distressed		27%		41%		25%	

^a The PHQ-8 is a measure of depression in the general population with scores ranging from 0-24 (scores of 5-9 indicate mild

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

^c 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 F2: Faculty Workload and Productivity by Faculty Rank

	Adjunct/ instructor		Assistant		Associate		Full		Diff ^b
	Mean		Mean		Mean		Mean		
	n	or %	n	or %	n	or %	n	or %	
Faculty Profile Change									
Change in percentage point ^a in...									
Teaching	207	2.82	261	4.38	324	5.57	284	5.32	0.308
Research	49	10.94	216	-6.23	238	-6.87	259	-7.54	0.000
Service	102	6.10	241	3.45	314	5.08	294	4.43	0.461
Clinical duties	35	-4.43	104	-1.51	85	-2.22	42	1.05	0.545
Profile change: Teaching	207		261		324		284		0.000
Decreased		15%		23%		18%		17%	
Same amount of time		58%		37%		37%		40%	
Increased		26%		41%		45%		43%	
Profile change: Research	49		216		238		259		0.000
Decreased		22%		50%		54%		49%	
Same amount of time		22%		29%		24%		32%	
Increased		55%		21%		22%		19%	
Any Profile change: Service	102		241		314		294		0.264
Decreased		26%		22%		19%		20%	
Same amount of time		30%		37%		36%		43%	
Increased		43%		41%		45%		38%	
Any Profile change: Clinical	35		104		85		42		0.638
Decreased		31%		30%		26%		26%	
Same amount of time		43%		38%		52%		50%	
Increased		26%		32%		22%		24%	
Self-rated Performance									
Teaching	204		259		320		277		0.602
About the same		61%		57%		57%		57%	
Better than usual		11%		10%		8%		8%	
Worse than usual		28%		32%		34%		36%	
Research	43		213		233		255		0.107
About the same		47%		31%		30%		34%	
Better than usual		12%		7%		4%		7%	
Worse than usual		42%		63%		66%		59%	
Service	161		289		339		305		0.145
About the same		65%		66%		61%		70%	
Better than usual		8%		6%		8%		8%	
Worse than usual		27%		28%		32%		22%	
Clinical duties	33		102		86		40		0.018
About the same		61%		64%		56%		73%	
Better than usual		3%		11%		13%		3%	
Worse than usual		36%		25%		31%		25%	
Factors affecting workload/productivity									
Increased work									
burden/expectations	215	57%	310	63%	350	69%	316	61%	0.037
Increased strain to complete tasks	215	45%	310	54%	350	52%	316	50%	0.167
More time required for usual	215	57%	310	61%	350	64%	316	58%	0.252
More time spent addressing									
student well-being	215	63%	310	52%	350	60%	316	53%	0.026
More time spent addressing									
tech/connectivity issues	215	53%	310	45%	350	51%	316	55%	0.088
Cancelled classes	215	4%	310	1%	350	2%	316	2%	0.194
Fewer patients/clinical									
productivity	215	7%	310	11%	350	9%	316	6%	0.081
Pauses, interruptions, or									
cancellations in research	215	10%	310	30%	350	32%	316	36%	0.000
Pandemic impact on future professional success									
	230		317		359		319		0.018
A great deal		27%		28%		24%		20%	
A little		28%		29%		30%		29%	
A moderate amount		35%		39%		42%		43%	
None at all		11%		3%		5%		8%	

^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.

Table F3: Change in Tasks by Faculty Rank

	Adjunct/ instructor		Assistant		Associate		Full		Diff ^a
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Attending meetings</i>	207		261		324		284		0.003
Harder		18%		30%		23%		33%	
No change		29%		22%		24%		20%	
Easier		48%		47%		53%		47%	
N/A		5%		1%					
<i>Admin responsibility</i>	227		311		355		312		0.000
Harder		20%		44%		49%		55%	
No change		37%		34%		35%		31%	
Easier		5%		6%		5%		5%	
N/A		37%		15%		11%		8%	
<i>Work correspondence</i>	228		315		353		314		0.106
Harder		38%		43%		48%		43%	
No change		57%		49%		47%		52%	
Easier		4%		8%		6%		4%	
N/A		1%						0%	
<i>Deep thinking</i>	227		315		355		313		0.000
Harder		49%		69%		70%		65%	
No change		45%		26%		25%		27%	
Easier		2%		3%		3%		7%	
N/A		4%		1%		1%		1%	
<i>Publishing</i>	224		314		352		313		0.004
Harder		27%		58%		57%		54%	
No change		25%		23%		25%		31%	
Easier		2%		2%		3%		5%	
N/A		46%		18%		14%		10%	
<i>Service responsibilities</i>	227		316		351		313		0.078
Harder		22%		40%		47%		46%	
No change		37%		45%		42%		46%	
Easier		7%		9%		9%		8%	
N/A		34%		7%		2%			
<i>Synchronous teaching</i>	205		260		320		279		0.053
Harder		62%		65%		73%		72%	
No change		25%		27%		22%		23%	
Easier		5%		5%		3%		1%	
N/A		7%		3%		2%		4%	
<i>Asynchronous teaching</i>	202		257		317		275		0.393
Harder		50%		53%		53%		54%	
No change		36%		32%		33%		31%	
Easier		5%		6%		6%		3%	
N/A		8%		10%		8%		13%	
<i>Mentoring or advising</i>	228		316		353		314		0.177
Harder		55%		62%		66%		67%	
No change		34%		27%		24%		27%	
Easier		6%		5%		5%		4%	
N/A		5%		6%		5%		3%	
<i>Seeing clients in-person</i>	33		104		85		42		0.885
Harder		61%		63%		62%		62%	
No change		15%		26%		18%		19%	
Easier		3%		6%		5%		2%	
N/A		21%		6%		15%		17%	
<i>Other patient responsibilities</i>	33		104		85		42		0.712
Harder		45%		47%		47%		50%	
No change		30%		46%		40%		33%	
Easier		3%		3%		1%			
N/A		21%		4%		12%		17%	
<i>Research activities(at home)</i>	44		216		233		252		0.018
Harder		48%		57%		55%		45%	
No change		39%		28%		30%		43%	
Easier		5%		6%		9%		8%	
N/A		9%		8%		6%		4%	
<i>Research activities (outside hom</i>	43		211		232		251		0.773
Harder		58%		61%		66%		69%	
No change		16%		19%		16%		16%	
Easier				1%		1%		1%	
N/A		26%		18%		18%		14%	

^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 F4: Caregiving by Faculty Rank

	<u>Adjunct/ instructor</u>		<u>Assistant</u>		<u>Associate</u>		<u>Full</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>No. infants toddlers (0-3)</i>	207		261		324		284		0.000
0		85%		60%		83%		89%	
1		14%		35%		16%		11%	
2		1%		5%		2%		1%	
<i>No. preschool children</i>	95		184		249		140		0.000
0		91%		75%		87%		92%	
1		7%		24%		12%		6%	
2		2%		1%		1%		1%	
<i>No. grade school children</i>	95		184		249		140		0.070
0		75%		61%		58%		69%	
1		12%		27%		28%		19%	
2		12%		11%		13%		11%	
3		2%		2%		1%		1%	
<i>No. middle school children</i>	95		184		249		140		0.335
0		86%		88%		81%		82%	
1		12%		10%		17%		17%	
2		2%		1%		2%		1%	
3				1%					
<i>No. high school children</i>	95		184		249		140		0.008
0		87%		90%		82%		74%	
1		13%		9%		13%		20%	
2				1%		4%		5%	
3						0%		1%	
<i>No. college-age children</i>	95		184		249		140		0.001
0		82%		92%		88%		78%	
1		7%		5%		9%		11%	
2		7%		2%		3%		10%	
3		3%		1%				1%	
<i>No. adults</i>	95		184		249		140		0.036
0		56%		74%		62%		56%	
1		28%		18%		27%		31%	
2		12%		7%		8%		11%	
3		4%		1%		3%		1%	
<i>Children with special needs</i>	70	17%	160	16%	203	20%	111	21%	0.673

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 F4: Caregiving by Faculty Type (continued)

	<u>Adjunct/ instructor</u>		<u>Assistant</u>		<u>Associate</u>		<u>Full</u>		
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	Diff ^a
<i>Working while caregiving</i>									
<i>As a percent of workweek^b</i>									
Providing primary care	82	51.72	155	44.69	205	49.12	110	43.35	0.183
Providing secondary care	68	48.62	152	42.67	187	42.31	115	41.70	0.427
Working while distracted	84	44.71	167	44.71	227	47.56	127	41.69	0.342
Working but not distracted	74	50.95	153	46.31	202	48.33	117	46.16	0.649
<i>More than half of workweek spent</i>									
Providing primary care	82	54%	155	45%	205	55%	110	43%	0.098
Providing secondary care	68	47%	152	40%	187	41%	115	38%	0.699
Working while distracted	84	42%	167	41%	227	48%	127	37%	0.255
Working but not distracted	74	55%	153	47%	202	50%	117	48%	0.672
<i>Used Bright Horizons</i>	93	2%	179	12%	245	9%	136	3%	0.002
<i>Caregiving supports</i>									
<i>What supports currently using</i>									
Not using any supports	90	54%	152	35%	216	54%	126	62%	0.000
Using informal care	90	39%	152	39%	216	32%	126	21%	0.008
Using formal care (not Bright Horizons)	90	14%	152	31%	216	19%	126	19%	0.008
<i>Supports that would be helpful</i>	70		164		216		109		
How changes will impact merit or promotion evaluations		51%		61%		52%		41%	0.016
Adjustments to work responsibilities		37%		43%		43%		36%	0.525
Accommodations/flexibility for work responsibilities		47%		52%		53%		50%	0.855
A temporary reduction in load/hours		13%		12%		17%		13%	0.522
More info/accessibility about USC benefits and resources		33%		16%		17%		17%	0.020
Maintaining Bright Horizons as covered benefit		10%		11%		10%		6%	0.431
Regaining access to Bright Horizons crisis care		10%		15%		11%		6%	0.106
Help forming caregiving pods		16%		8%		8%		7%	0.245
<i>Incurred additional caregiving costs</i>	93	28%	177	40%	240	37%	134	32%	0.216
Monthly costs (median)	24	\$500	58	\$1,000	77	\$1,000	35	\$800	0.104

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 F5: Level of Perceived Support by Faculty Rank

	<u>Adjunct/</u>		<u>Assistant</u>		<u>Associate</u>		<u>Full</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Feels supported: University</i>	462		658		55		55		<i>0.000</i>
Not at all supported		20%		27%		34%		29%	
Somewhat supported		47%		58%		57%		57%	
Very supported		33%		14%		8%		14%	
<i>Feels supported: School</i>	211		293		348		308		<i>0.000</i>
Not at all supported		11%		17%		20%		15%	
Somewhat supported		48%		59%		59%		50%	
Very supported		41%		24%		22%		35%	
<i>Feels supported: Unit/Dept</i>	211		306		346		307		<i>0.014</i>
Not at all supported		8%		15%		14%		14%	
Somewhat supported		37%		44%		43%		37%	
Very supported		55%		41%		42%		49%	
<i>Feels supported: Colleagues</i>	212		312		344		306		<i>0.203</i>
Not at all supported		5%		4%		6%		6%	
Somewhat supported		28%		37%		34%		38%	
Very supported		67%		60%		60%		56%	

^a Differences assessed using chi square tests (or Fisher's exact test for small cell sizes) for categorical variables.

Table F6: Distress by Faculty Rank

	<u>Adjunct/ instructor</u>		<u>Assistant</u>		<u>Associate</u>		<u>Full</u>		<i>Diff^a</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>Change in stress: Teaching</i>	207		260		323		280		0.402
Same or less		26%		26%		20%		20%	
Somewhat more		49%		42%		47%		48%	
Much more		25%		32%		32%		33%	
<i>Change in stress: Research</i>	43		212		232		253		0.000
Same or less		33%		24%		26%		32%	
Somewhat more		53%		37%		41%		41%	
Much more		14%		40%		33%		27%	
<i>Change in stress: Service</i>	172		296		342		314		0.000
Same or less		53%		54%		35%		40%	
Somewhat more		30%		31%		39%		38%	
Much more		16%		15%		26%		23%	
<i>Change in stress: Clinical</i>	33		104		86		41		0.242
Same or less		12%		22%		19%		24%	
Somewhat more		33%		35%		49%		44%	
Much more		55%		43%		33%		32%	
Primary sources of stress									
Increased work burden	223	60%	314	62%	355	65%	317	61%	0.088
Personal health & well-being	223	50%	314	62%	355	54%	317	45%	0.043
Finances	223	37%	314	30%	355	31%	317	23%	0.315
Caregiving	223	28%	314	48%	355	50%	317	27%	0.014
Increased distress or mental health challenges among colleagues or students	223	54%	314	52%	355	60%	317	50%	0.808
Burnout/fatigue	223	57%	314	70%	355	65%	317	55%	0.023
Lack of work/life balance or boundaries	223	63%	314	74%	355	77%	317	66%	0.069
Not having access to necessary on-campus spaces	223	27%	314	29%	355	24%	317	27%	0.000
Pauses/cancellations of research activities	223	5%	314	26%	355	29%	317	39%	0.000
Scarcity of grant funding	223	5%	314	15%	355	11%	317	14%	0.000
Ergonomic/work space setup challenges	615		85		274		274		0.022
Tech/connectivity challenges	223	41%	314	33%	355	39%	317	42%	
Inequitable/disproportionate impacts on underrepresented groups	223	20%	314	22%	355	21%	317	14%	0.088
Low morale	223	36%	314	45%	355	48%	317	38%	
High student expectations	223	22%	314	24%	355	24%	317	23%	0.016
Time and effort spent addressing anti-Blackness at work	223	16%	314	17%	355	21%	317	14%	0.131
<i>Financial stress from merit freeze and/or retirement</i>	216		312		355		316		0.129
Extreme		16%		24%		28%		27%	
Moderate		35%		46%		46%		38%	
Minimal		21%		22%		21%		25%	
None		28%		8%		5%		10%	
<i>Financial stress from personal/hh situation</i>	220		311		351		305		0.375
Extreme		20%		18%		21%		16%	
Moderate		41%		38%		34%		30%	
Minimal		21%		27%		31%		33%	
None		18%		17%		14%		21%	

a 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

	<u>Adjunct/instructor</u>		<u>Assistant</u>		<u>Associate</u>		<u>Full</u>		<i>Diff^c</i>
	n	Mean or %	n	Mean or %	n	Mean or %	n	Mean or %	
<i>PHQ-8 Depression Scale, Total Score^a</i>	209	5.95	288	6.47	324	5.66	287	5.08	0.014
<i>PHQ-8 Individual Item Score^b</i>									
Little interest	205	.68	283	.82	317	.65	280	.60	0.392
Feeling down	207	.76	287	.83	313	.77	282	.70	0.670
Trouble sleeping	208	1.04	281	1.05	317	1.06	287	.98	0.260
Tired, no energy	208	1.16	284	1.37	323	1.20	284	1.02	0.002
Poor appetite or overeating	208	.69	283	.67	315	.61	281	.57	0.002
Feeling like failure	205	.72	285	.75	318	.60	279	.48	0.199
Trouble concentrating	206	.74	285	.86	319	.72	281	.68	0.169
Restless or fidgety	205	.22	283	.22	318	.15	279	.14	0.662
<i>Reported distress since before pandemic</i>	214		298		342		296		0.023
Same or better		24%		17%		19%		25%	
Slightly more distressed		53%		50%		54%		53%	
Much more distressed		23%		33%		27%		22%	

^a 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).

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

^c 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.)

Teaching	<input type="text" value="0"/> %
Research/Scholarship	<input type="text" value="0"/> %
Service	<input type="text" value="0"/> %
Clinical Service	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

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.)

Teaching	<input type="text" value="0"/> %
Research/Scholarship	<input type="text" value="0"/> %
Service	<input type="text" value="0"/> %
Clinical Service	<input type="text" value="0"/> %

Total

0 %

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

	Worse than usual	About the same	Better than usual
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- | | |
|--|--|
| <input type="checkbox"/> Increased work burden/expectations | <input type="checkbox"/> Cancelled classes |
| <input type="checkbox"/> Increased strain to complete tasks | <input type="checkbox"/> Fewer patients/clinical productivity |
| <input type="checkbox"/> More time required for usual tasks | <input type="checkbox"/> Pauses, interruptions, or cancellations in research |
| <input type="checkbox"/> More time spent addressing student well-being | <input type="checkbox"/> Other (please specify) <input type="text"/> |
| <input type="checkbox"/> More time spent addressing tech/connectivity issues | |

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?

	Much less stressful	Somewhat less stressful	The same as before	Somewhat more stressful	Much more stressful
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

Please indicate any financial stress as a result of:

	No stress	Minimal stress	Moderate stress	Extreme stress
Merit raise freezes, and/or retirement benefit pause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household economics or other personal/family changes due to COVID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How supported have you felt throughout the pandemic by your:

	Not at all supported	Somewhat supported	Very supported	N/A
University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit/Dept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all supported	Somewhat supported	Very supported	N/A
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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).

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

aregiving

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)?

Infant(s)/Toddler(s) (0-3 yrs)	<input type="text"/>
Preschool child(ren)	<input type="text"/>
Grade school child(ren)	<input type="text"/>
Middle school child(ren)	<input type="text"/>

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%)

	0	20	40	60	80	100
Working, while also being the sole or primary caregiver?						
Working, while also acting as a secondary caregiver?						

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

	0	20	40	60	80	100
Working, but distracted by care recipient(s) and their needs?						
Working without distractions from care recipient(s)?						

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

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
- ☐ PT
- ☐ OT

We believe it is important to highlight the experience 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

- ☐ 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?

	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed, or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble falling or staying asleep, or sleeping too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or having little energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor appetite or overeating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling bad about yourself — or that you are a failure or have let yourself or your family down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble concentrating on things, such as reading the newspaper or watching television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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!
