

# A Report of Faculty Well-Being and Ill-Being during COVID-19

## University of Guelph

Fall 2020

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# Objectives

- This report provides an overview of the challenges and assets experienced by faculty at the University of Guelph under COVID-19.
- As a result of COVID-19, many faculty have faced new life and job demands in the form of reduced boundaries between work and home, and increased childcare responsibilities (e.g., home schooling), as well as increased and/or new work responsibilities.
- We sought to explore faculty's experiences of their work, well-being and ill-being, work-life conflict, and productivity during the summer of 2020.

# Study Details

- Data collection began July 16, 2020 and ended August 31, 2020.
- We had a total of 202 respondents for a participation rate of 23.6%. Likely, those faculty experiencing the least and the greatest amount of difficulty working during Summer 2020 would be less inclined to participate.
- Faculty were made aware that a summary report of the main findings would be shared with their Dean.
- Faculty knew that only Rebecca Lee would have access to identifiable data.
- Only comparisons between men and women are reported due to small numbers of other genders.
- For a copy of the survey measures, please see Appendix A.

# Overview of Faculty's Work Experience



The majority (86.7%) of faculty believe that their job demands (e.g., workload) are too high.

More women experience work interfering with their personal life (46.5%) and their personal life interfering with work (47.1%) than do men (27.7%, 30.4%).

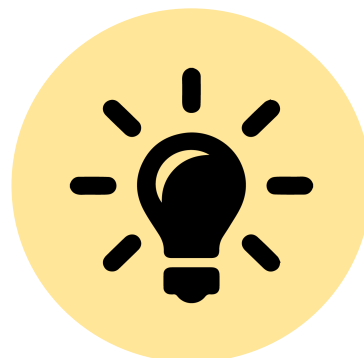
Chronic strain is experienced by 35.5% of faculty.

More women (54.4%) than men (43.2%) report that their productivity is lower than usual.

Despite these challenges, faculty also reported experiencing several assets.



Many faculty believe that their coworkers are helpful (76.2%) and that their leaders (e.g., Chairs, Deans) are supportive (71.6%).

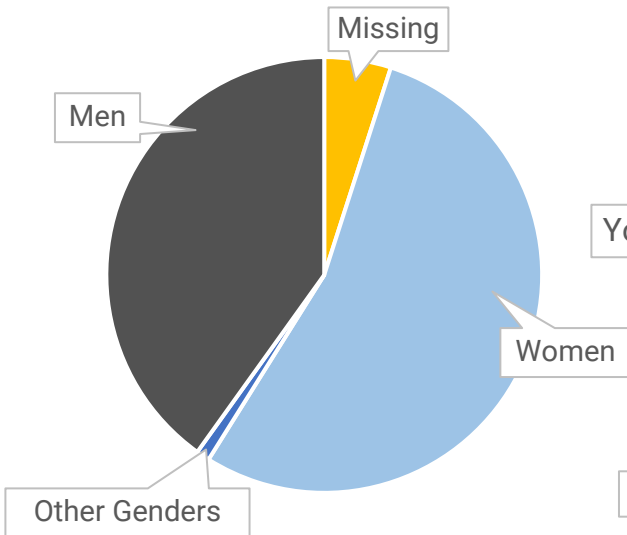


Nearly all faculty (86.9%) find their work or job to be stimulating (i.e., requires complex skills, contributes to others' well-being).

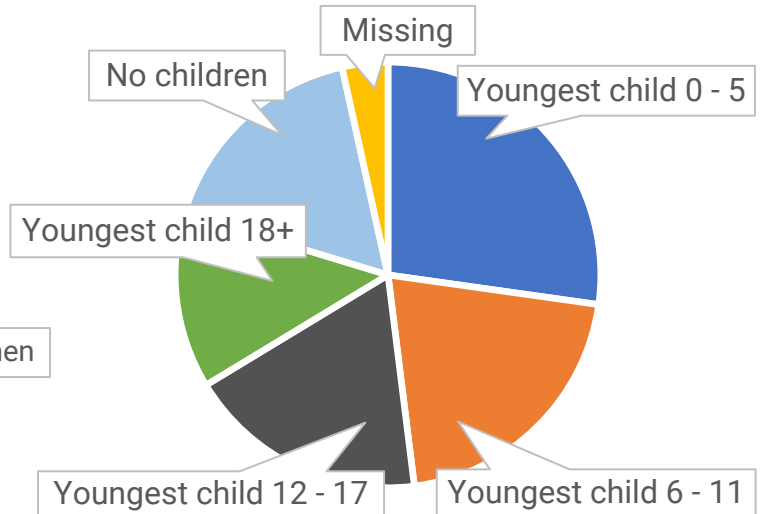
# Demographics

Total sample size,  $N = 202$ , Participation rate = 23.6%

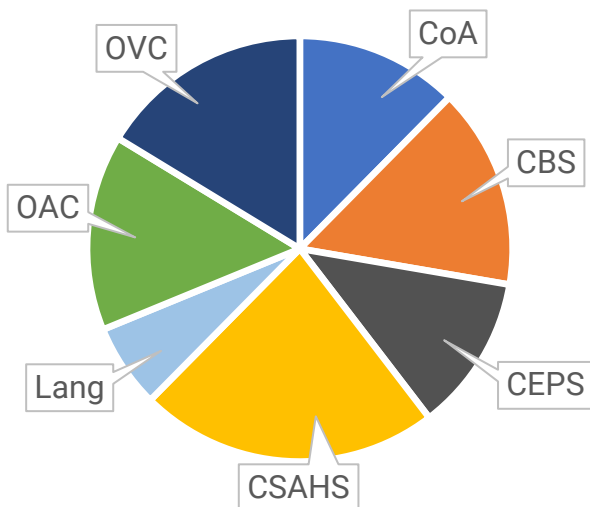
## Gender



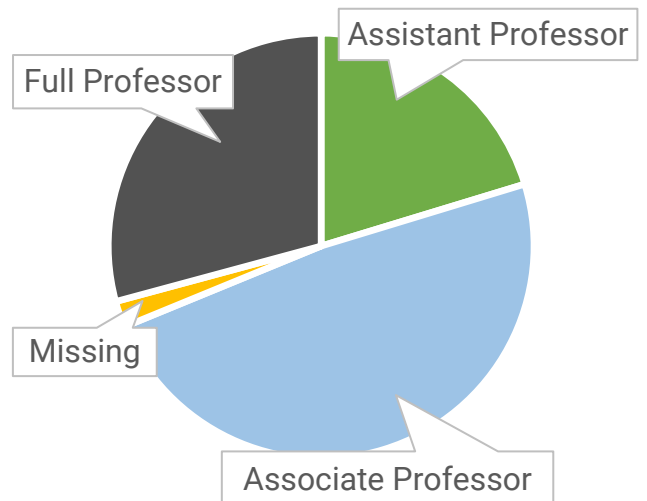
## Parental Status



## College



## Professor Rank



# Well-Being, Ill-Being, and Experiences of Work

## Questions

- Overall, what are faculty's experiences of ill-being (strain, burnout) and well-being (work engagement, job satisfaction)?
- Are there gender differences with respect to faculty's experiences of work, ill-being, and well-being?
- Are there differences between colleges with respect to any aspects of faculty's work?

## *Definitions*

**Job Involvement:** Identification with work, including the extent to which work satisfies one's needs and expectations.<sup>1</sup>

**Job Satisfaction:** Feelings of satisfaction towards one's overall job.<sup>2</sup>

**Burnout:** A negative work-related state that occurs as a result of prolonged stress, characterized by: depersonalization, reduced self-efficacy, and exhaustion.<sup>3</sup>

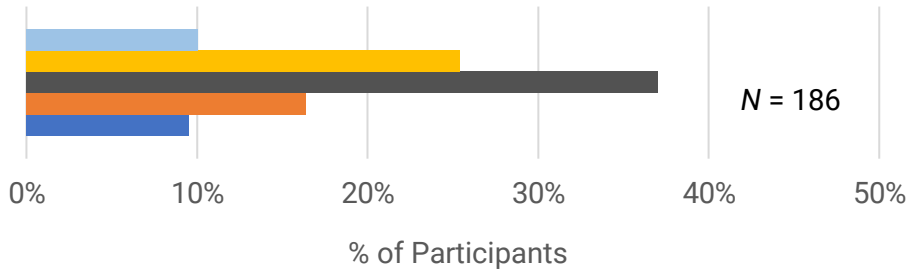
**Strain:** Impaired psychological and physical functioning as an outcome of prolonged internal stress.<sup>4</sup>

**Work Engagement:** A positive work-related state, characterized by: vigor, dedication, and absorption in work.<sup>3,5</sup>

# Ill-Being and Well-Being

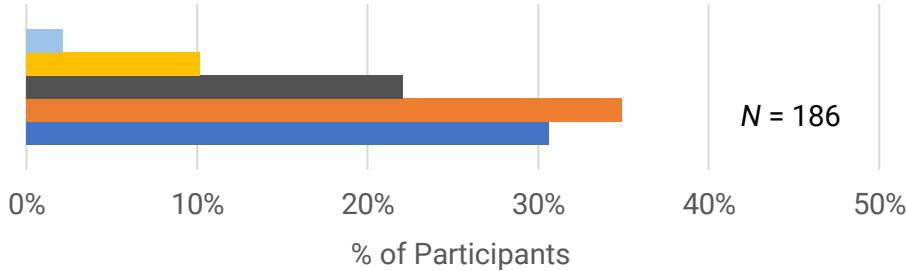
Always   Often   Sometimes   Rarely   Never

## Frequency of Feelings Strain



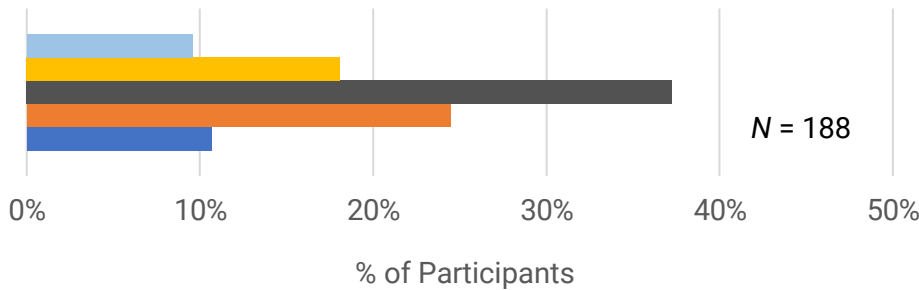
35.5% of faculty experienced strain (e.g., unable to handle things) either often or always.

## Frequency of Burnout Symptoms



34.4% of faculty were experiencing burnout (exhausted, cynical, and ineffective) sometimes, often, or always.

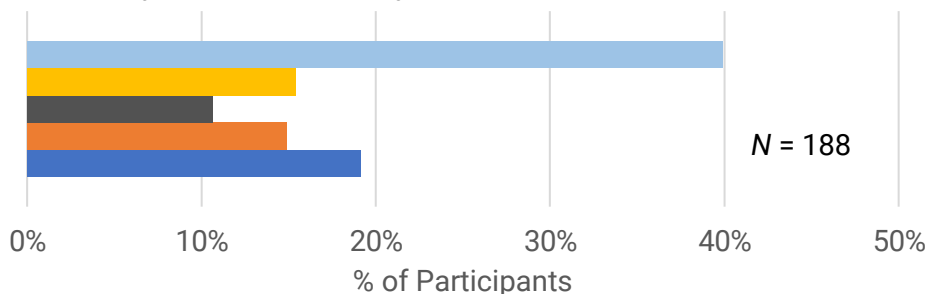
## Frequency of Experiences of Work Engagement



27.5% of faculty experienced work engagement (i.e., feeling vigorous, dedicated, and absorbed in work) often or always.

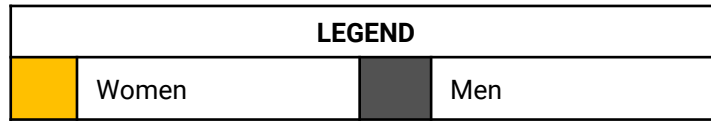
## Job Satisfaction Levels

Very Satisfied   Slightly Satisfied   Neither   Slightly Dissatisfied   Very Dissatisfied

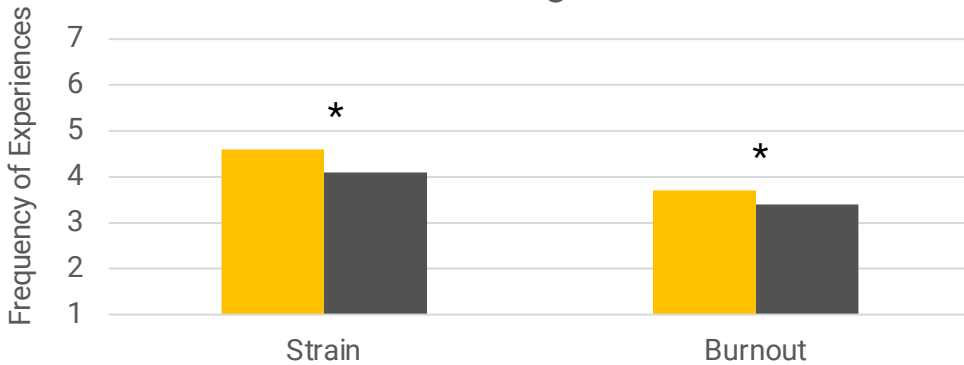


While many faculty (39.9%) reported being very satisfied with their job, 19.2% were very dissatisfied.

# Gender Differences

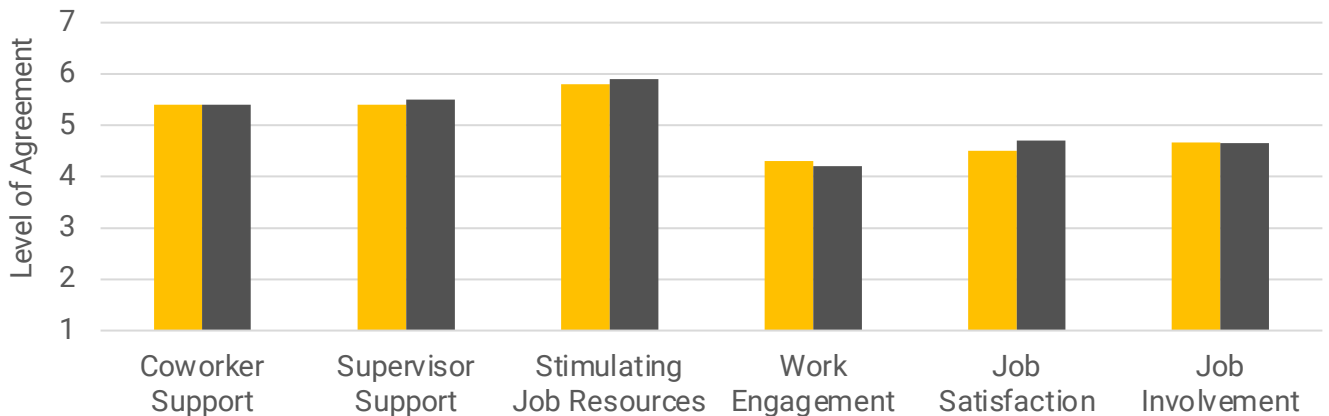


## Ill-Being



Women reported experiencing significantly greater strain and burnout than did men.

## Experiences of Work and Well-Being



Women and men had equivalent experiences of their work.

Faculty experienced high levels of coworker and supervisor support and found their job to be stimulating.

Levels of work engagement and job satisfaction appears to be lower now than in the 2018 Wellness@Work Survey wherein 69.0% of faculty reported high engagement and job satisfaction.

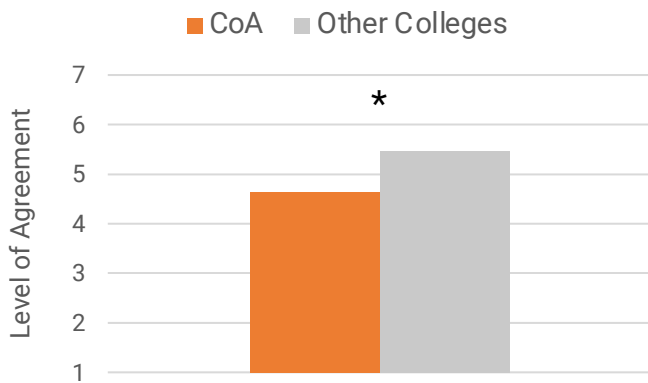


# Differences Across Colleges

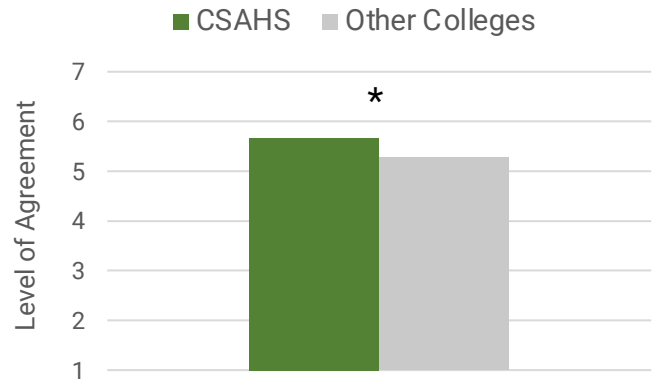
Few differences emerged based on faculty's College, with the exceptions depicted below.

Otherwise, faculty report equivalent experiences of work, ill-being, and well-being across colleges.

## Coworker Support

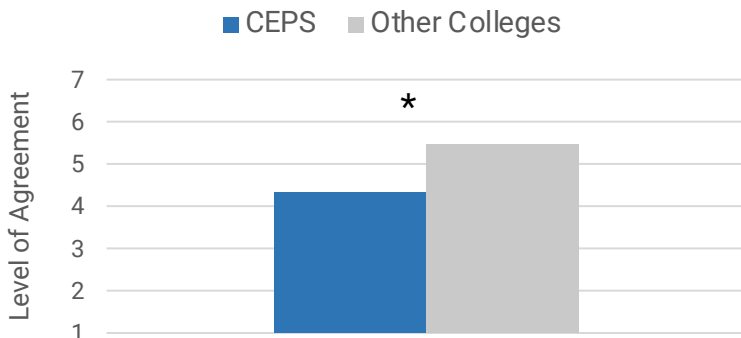


CoA faculty reported significantly lower coworker support than their counterparts in the other six colleges.



CSAHS faculty reported significantly higher coworker support than their counterparts in the other six colleges.

## Leader Support



CEPS faculty experienced significantly lower levels of leader (e.g., Chair, Dean) support than faculty in the other six colleges.

\* Indicates statistical significance at  $p < .05$

# In Their Words



Faculty expressed positive experiences regarding their work, including high job satisfaction, work engagement, helpful coworker support, and stimulating work.

“If I can manage to get focussed, then everything flows beautifully. It's getting to that point with two small kids and a lack of proper workspace that's the disheartening challenge.”

“I have a deep sense of purpose associated with my job. I believe that I have a contribution to make through this work. The issues I'm facing now feel temporary - like clouds covering the sun.”

“I am very happy with, and grateful for, the work I do. There is just too much of it right now.”

However, their experiences also reflect great difficulty. Faculty shared that they are suffering from high strain, burnout, and lower job satisfaction.

“The job is killing me slowly (literally)... I want to enjoy my work, and I want to thrive in my job, but I am so burdened down with just fighting to survive the demands that I can't be present in my job or feel excited about my job or be eager to keep doing this work. I need a few months off to recover. After that, my satisfaction will shoot up.”

“While I have felt busy and stressed in the past, I always approached my work with energy and enthusiasm - I am finding it very difficult to find energy and attention for my work these days, even when I have quiet, uninterrupted time.”

“I have never been as dissatisfied with my job as I have been since COVID-19. Having to work within my home space while simultaneously having to care for and educate my children has made i[t] very difficult to find flow, enjoyment or feel productive at my job.”

# Work-Life Interface

## Questions

- How do faculty experience work-life conflict (i.e., work interfering with personal life, personal life interfering with work) and work-life guilt?
- Do women and/or those with younger children experience more work-life conflict and work-life guilt than other faculty?

## *Definitions*

**Work-Life Interface:** When work and personal life intersect. Includes concepts such as work-life conflict and work-life balance.<sup>6</sup>

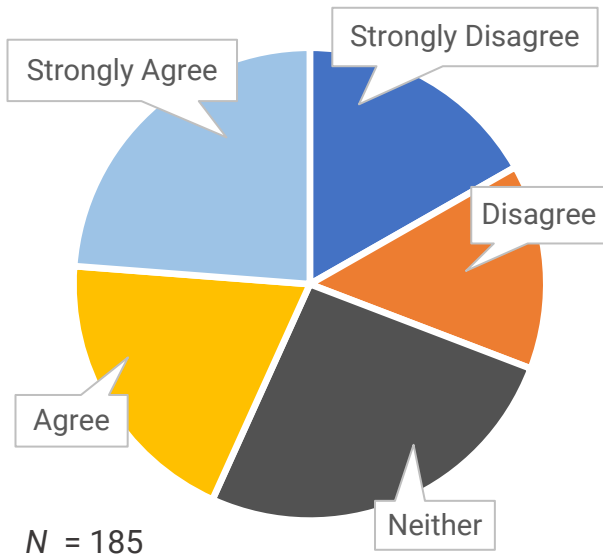
**Work Interfering with Personal Life Conflict:** Inter-role conflict that occurs when demands from one's work role obstruct one's personal life (e.g., childcare, other dependents).<sup>7</sup>

**Personal Life Interfering with Work Conflict:** Inter-role conflict that occurs when demands from one's personal life (e.g., childcare, other dependents) obstruct one's work role.<sup>7</sup>

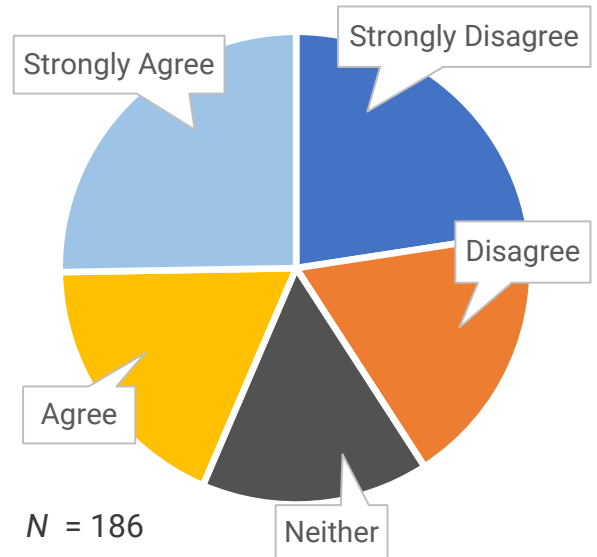
**Work-Life Guilt:** A guilty feeling stemming from participating less in one's personal and family life than one wishes because of one's work role.<sup>8</sup>

# Work-Life Interface

Work Interferes with Personal Life Too Much (%)

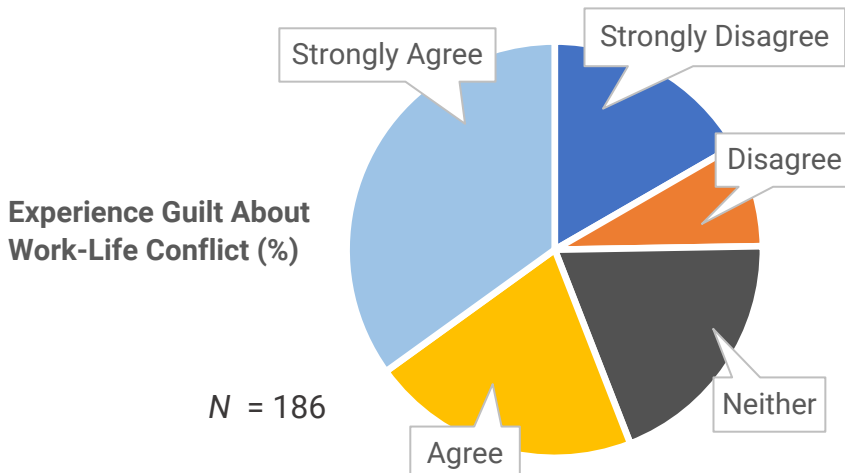


Personal Life Interferes with their Work Too Much (%)



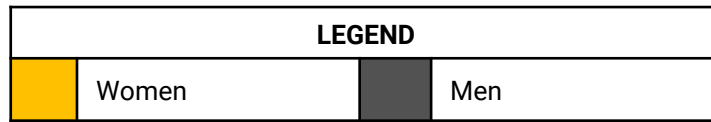
We found that 42.5% of faculty experienced their work interfering with their personal life.

As well, 41.7% of faculty struggled with their personal life interfering with their work.

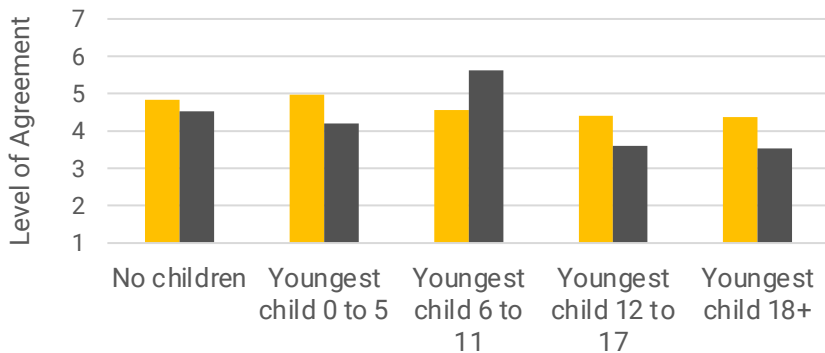


Over half of faculty (54.7%) reported experiencing work-life guilt (feel guilt or regret about time spent away from family, etc.).

# The Work-Life Interface, Gender, and Parental Status

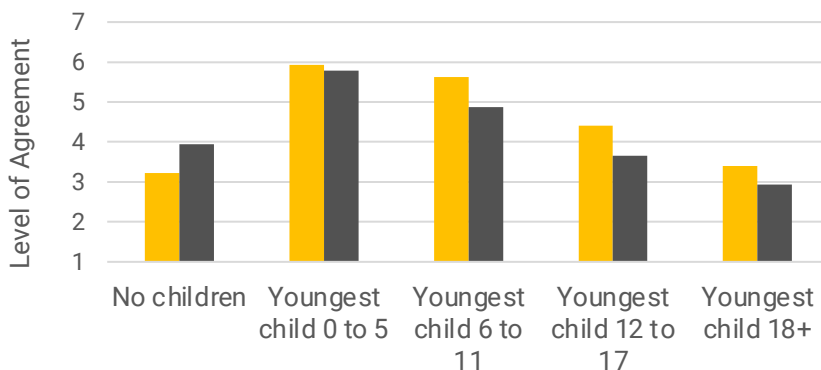


## Work Interfering with Personal Life



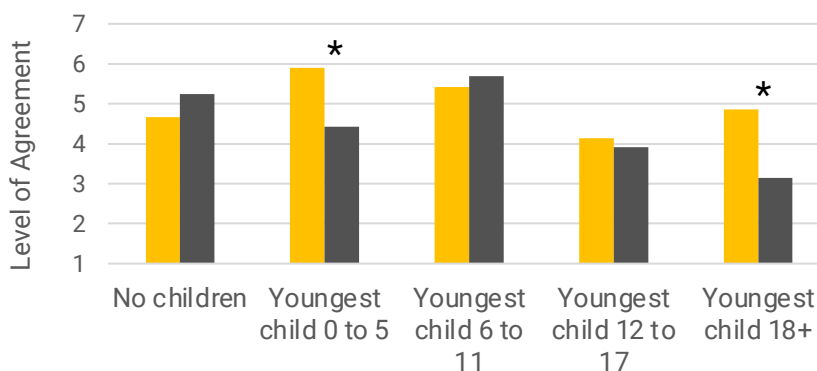
Women experienced their work interfering with their personal life (non-work, family life) significantly more than did men ( $p = .01$ ).

## Personal Life Interfering with Work



Faculty with younger children (0-11) experienced their personal life interfering with work significantly more than those with no children ( $p < .001$ ) or older children ( $p < .001$ ).

## Work-Life Guilt



Among those with very young children and older children (i.e., with grandchildren & eldercare duties), women have significantly greater guilt about lack of family time than did men.

\* Indicates statistical significance at  $p < .05$

# Effects of Faculty Work-Life Conflict on Productivity

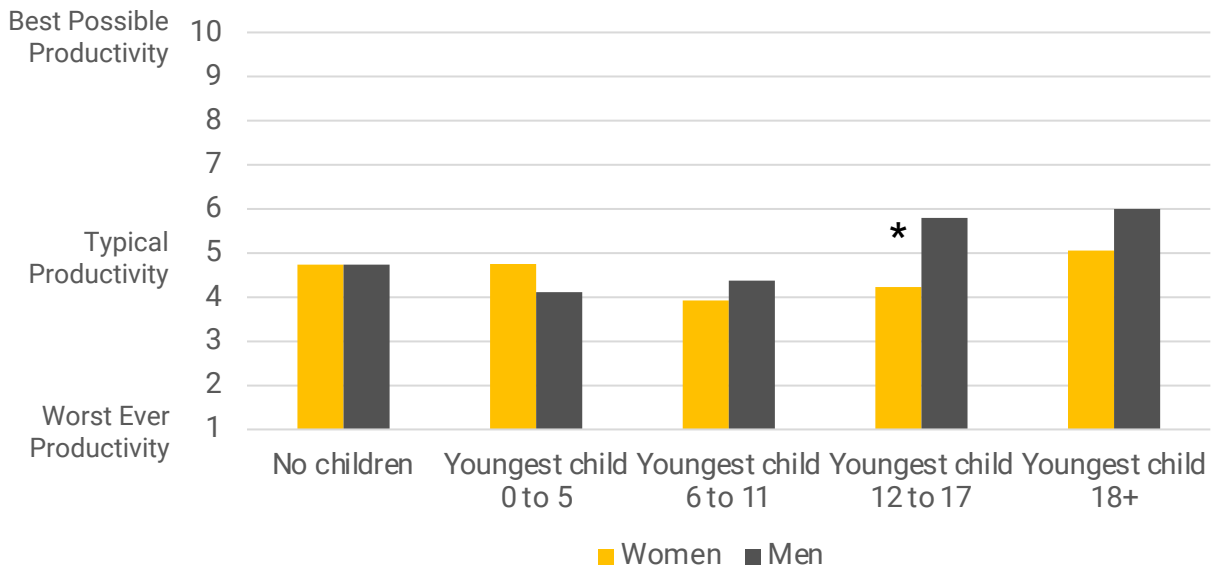
## Questions

- How are faculty experiencing their productivity under COVID-19, and are there differences based on gender and/or parental status?
- What are the effects of work-life conflict on faculty's productivity?
- Are faculty more or less productive than normal?
- Is reduced productivity due to people working fewer hours?

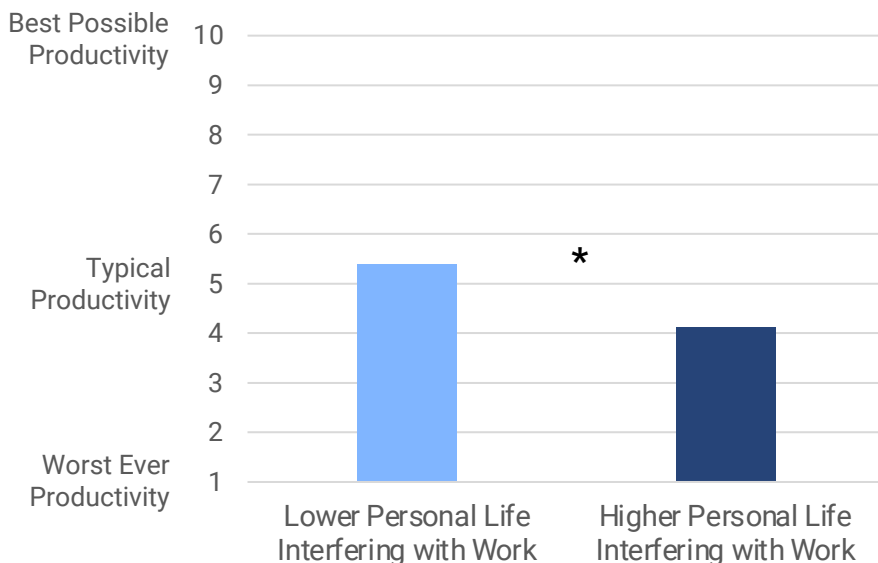
## *Definitions*

**Productivity:** How efficacious one feels at work, compared to worst ever and best possible efficiency.<sup>9</sup>

# Productivity



Faculty with child(ren) below 18 years tended to report that, since COVID-19, their levels of productivity have dropped below average. Women and men with younger children also tended to report that, since COVID-19, their productivity has dropped. However, men with older children reported that they are now *more* productive than usual.



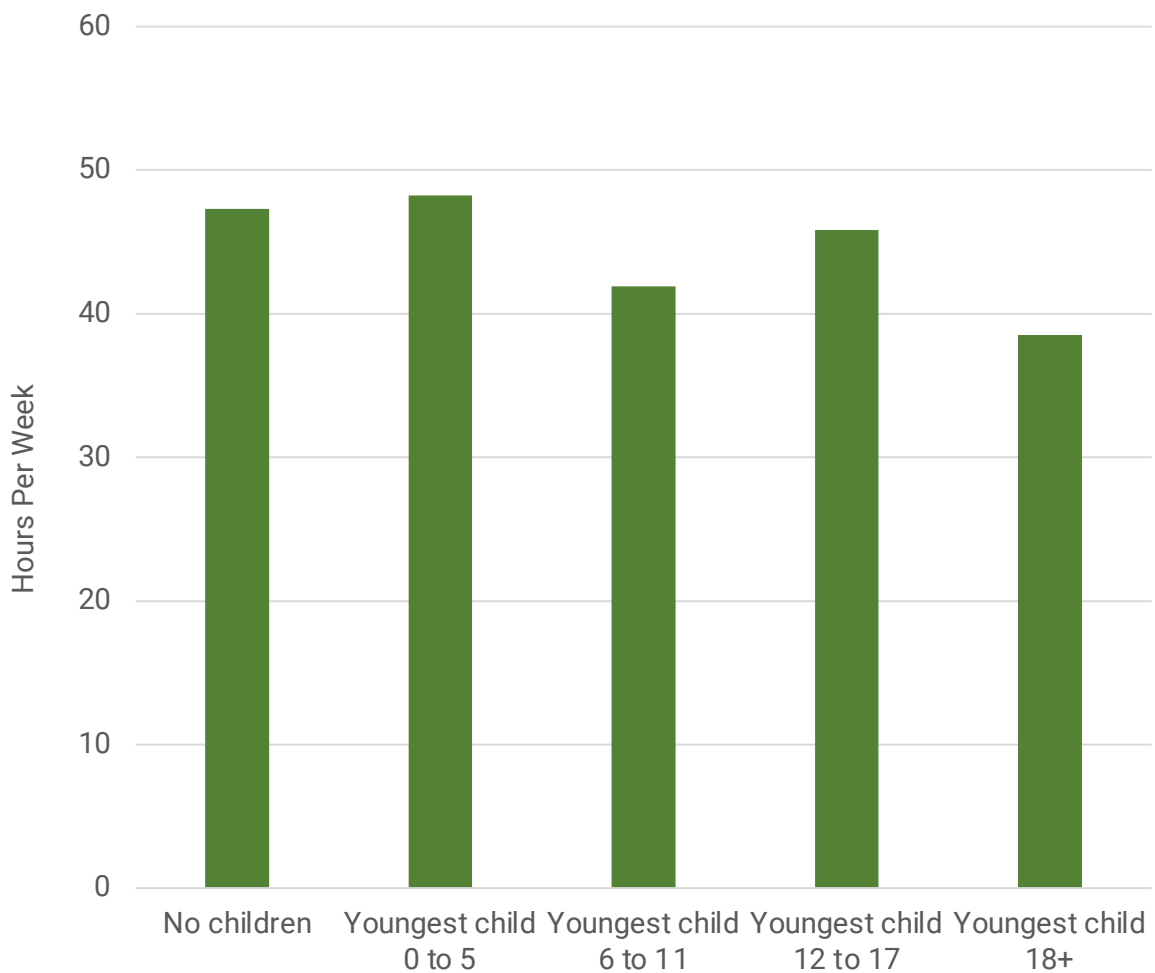
Those whose personal life interferes with their work more (vs. less) are experiencing significantly lower productivity.

\* Indicates statistical significance at  $p < .05$

# Work Hours

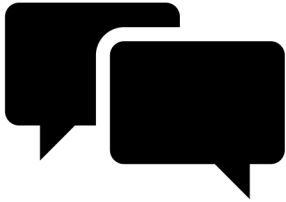
Faculty reported working 45.8 hours per week with no statistically significant differences based on parental status.

Thus, although faculty with young children report greater difficulties with personal life interfering with work, they are working as many hours as others.





# In Their Words



A minority of faculty reported benefits to working from home and adjustments to the COVID-19 pandemic.

"I am an introverted person, so I prefer to work from home. I do not feel any loss from being physically disconnected from other people. I have a home office that allows me to work without interruption all day."

Overwhelmingly, many faculty shared problems with their current working situation.

"I am working quite efficiently, but simply do not have enough time due to the demands of being in a 2-career household and having had no childcare. I am working early and late, and every moment I'm not working, I am either doing childcare or basic home tasks (preparing food, home maintenance). None of the first-author or senior-author work I had hoped to do this summer will be submitted for publication by the time the fall semester starts, and I see little chance of having more time in the fall semester than I do now."

"The childcare issue results in my being unable to research, reflect, innovate, create, etc. - I am slowly finishing some things in progress but it has been impossible to propose, develop or complete new work."

"I either feel guilty about not spending time with my children, or I feel guilty about not working when I could be."

"There was a day the other week I broke down ...My career is going to suffer so much because of this pandemic, and I am angry that there will be others who are thriving professionally during this time. How will the disparities continue to grow after this and who is left behind? The queers. The people with disabilities. The people of colour. The femme folk. The people of lower socioeconomic positions. There is going to be a generation of faculty that will not be possible or not advance because of this lost time."

# Job Demands and Job Resources

## Questions

- How do faculty experience their levels of job demands and job resources; do differences arise based on gender or rank?
- How do job demands and job resources affect faculty's job satisfaction and strain?
- How have faculty's experiences of job demands and resources been affected by the COVID-19 pandemic?
- What are the key job demands and resources affecting faculty?

## *Definitions*

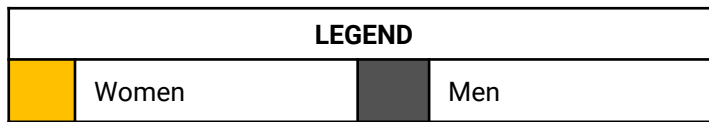
**Job Demands:** Aspects of the work role that require sustained mental and/or physical effort.<sup>10</sup>

**Job Resources:** Aspects of the work role that help to manage demands, achieve goals, and/or stimulate personal growth.<sup>10</sup>

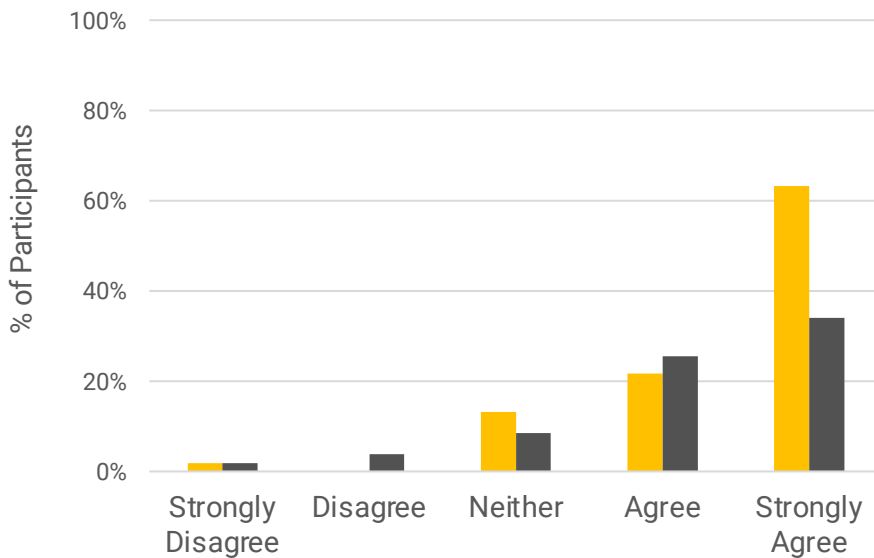
**Life Demands:** Aspects of the personal or home role that require sustained mental and/or physical effort.<sup>10</sup>

**Life Resources:** Aspects of the personal or home role that help to manage demands, achieve goals, and/or stimulate personal growth.<sup>10</sup>

# Gender Differences for Job Demands and Resources

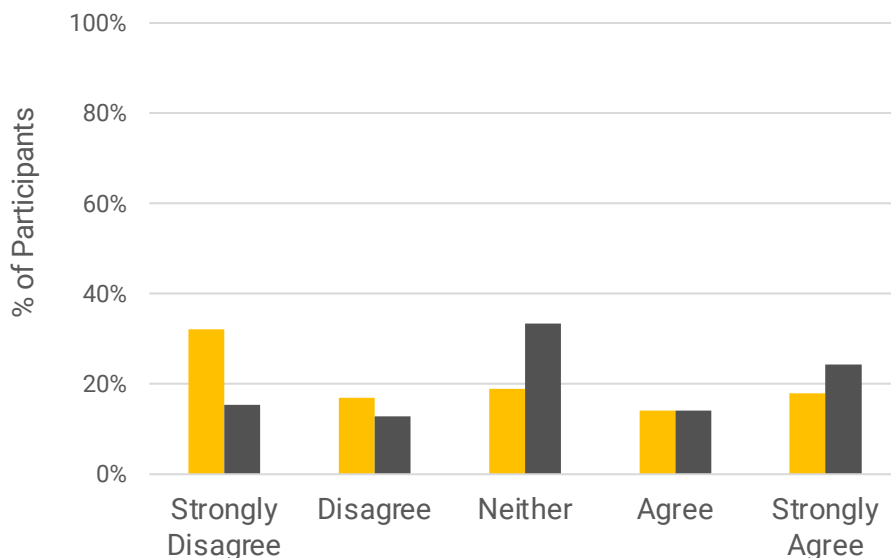


## Job Demands are Too High



More women tended to strongly agree that their job demands are too high than men.

## Job Resources are Sufficient



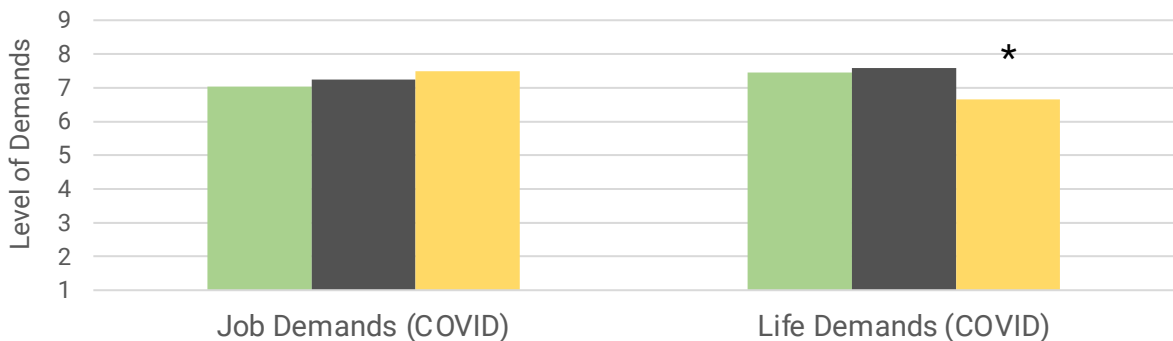
Women tended to feel under resourced for their jobs, compared with men.

# Professorial Rank Differences for Demands, Productivity, and Burnout

LEGEND		
	Assistant Professor	
	Associate Professor	
	Full Professor	

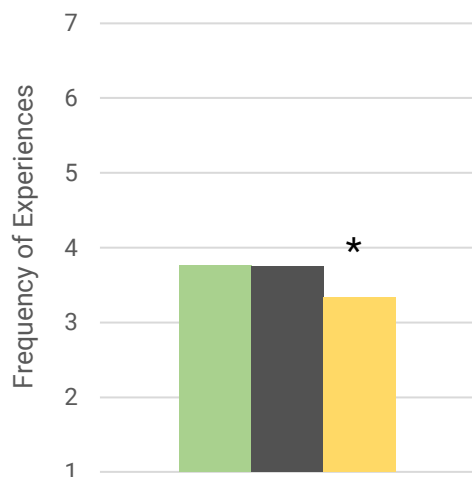
Assistant and Associate Professors experienced significantly greater life demands, but similar job demands under COVID-19, compared with Full Professors.

**Job and Life Demands During COVID**

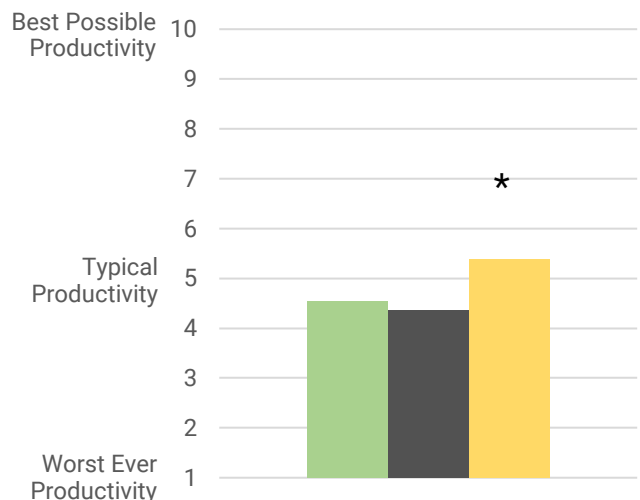


Associate Professors experienced significantly more burnout and less productivity than did Full Professors.

**Burnout**



**Productivity**



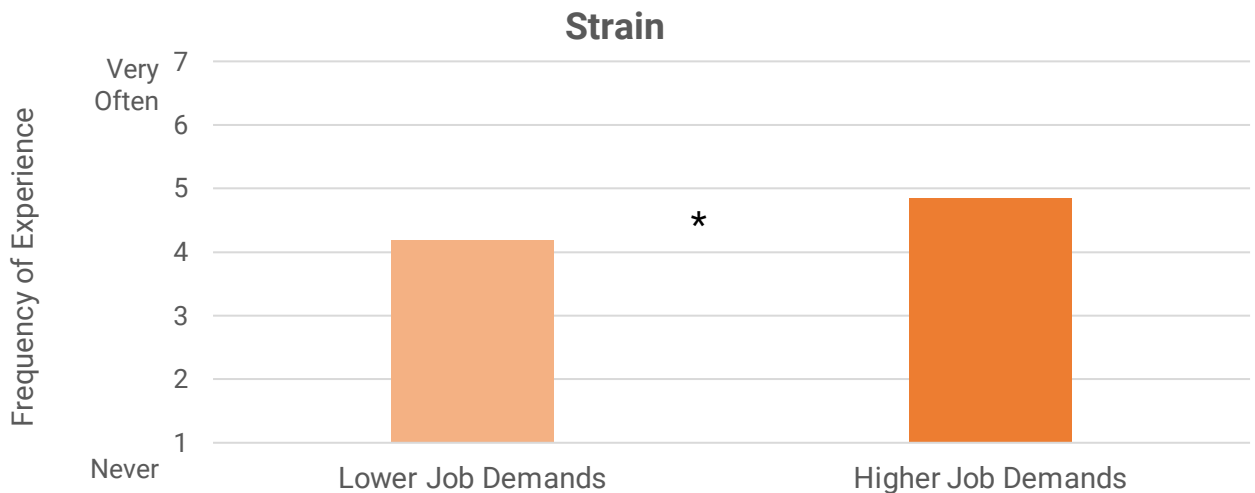
\* Indicates statistical significance at  $p < .05$

# Effect of Job Demands

Higher job demands are associated with negative outcomes for faculty.










Faculty with higher (vs. lower) job demands experienced significantly lower job satisfaction and greater strain.



See Appendix D for details about the effect of job demands on the work-life interface

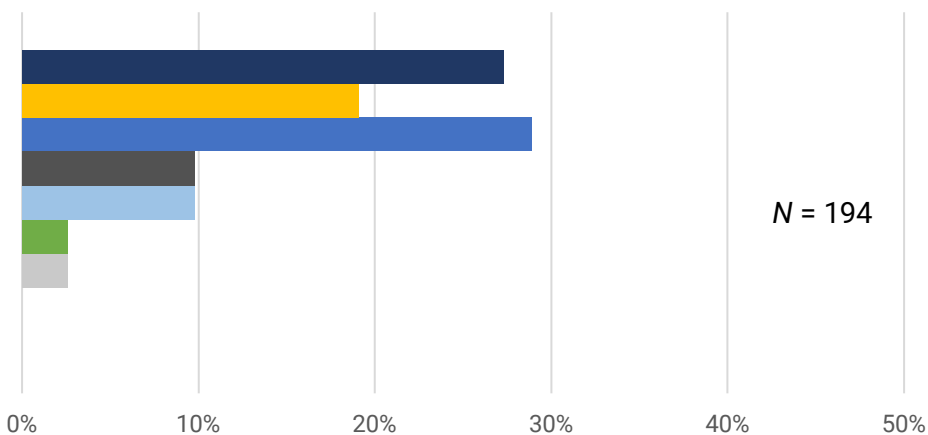
\* Indicates statistical significance at  $p < .05$

# Job Demands and Resources COVID-19

LEGEND			
	Much higher than usual		Slightly lower than usual
	Higher than usual		Somewhat lower than usual
	Somewhat higher than usual		Lower than usual
	Slightly higher than usual		Much lower than usual
	The same as usual		

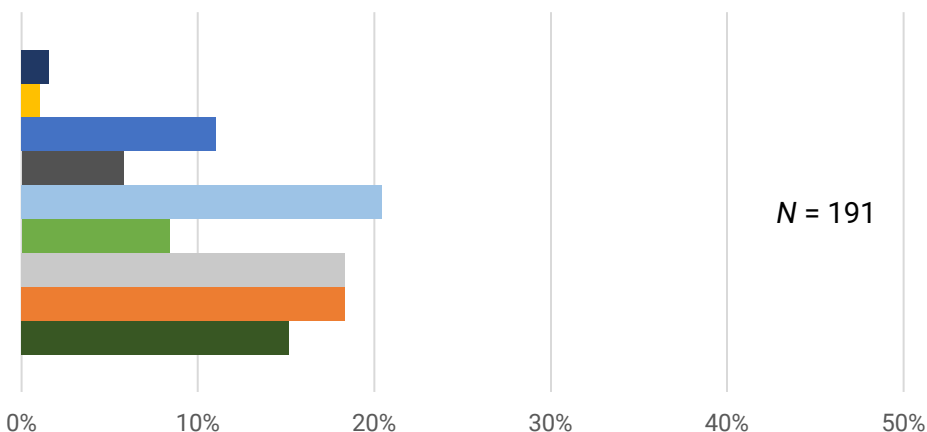
When asked, “Compared with before the COVID19 pandemic...”

...the amount of job demands I face now is:












Nearly half of faculty (46.4%) reported job demands to be higher or much higher than usual.

...the amount of job resources I have now is:



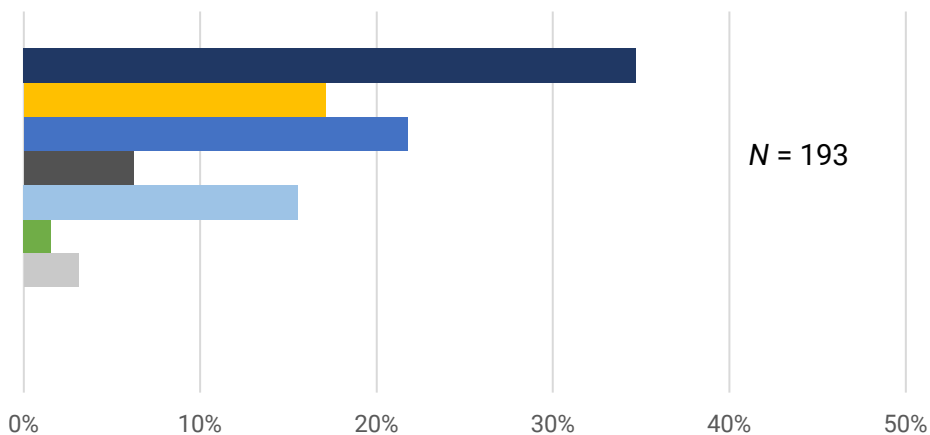
A third of faculty (33.5%) reported that their job resources are lower or much lower than usual.

# Life Demands and Resources COVID-19

LEGEND			
	Much higher than usual		Slightly lower than usual
	Higher than usual		Somewhat lower than usual
	Somewhat higher than usual		Lower than usual
	Slightly higher than usual		Much lower than usual
	The same as usual		

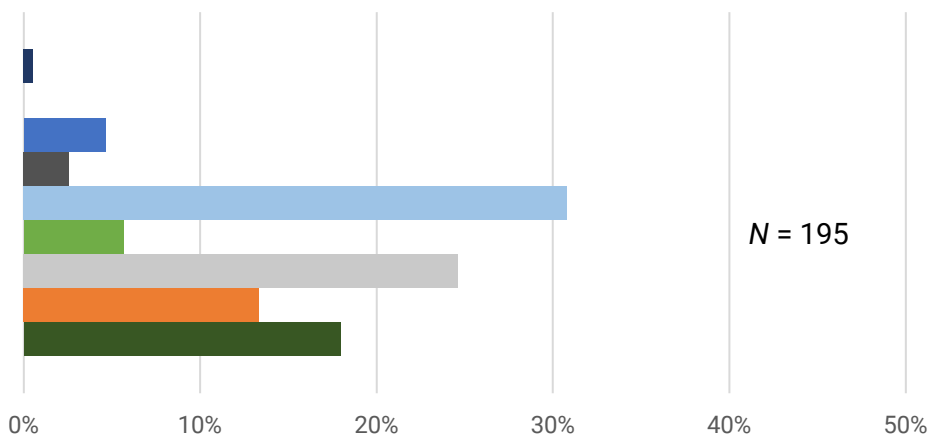
When asked, “Compared with before the COVID19 pandemic...”

...the amount of life demands I face now is:



Half of faculty (51.8%) reported that their life demands are higher or much higher than usual.

...the amount of life resources I have now is:



A third of faculty (31.3%) reported that their life resources are lower or much lower than usual.

# Types of Job Demands and Resources Experienced S20

Faculty listed the following job demands most frequently as those that require ongoing emotional, mental, and physical effort, and the following job resources as those that help them in their work:

## Job Demands

- (1) Graduate student supervision/mentorship
- (2) Pressure to be productive or time pressure
- (3) Research (e.g., maintaining ongoing projects)
- (4) Meetings (frequency)
- (5) Service responsibilities (e.g., student committees)

## Job Resources

- (1) Time
- (2) Equipment, software, etc.
- (3) Communication or information
- (4) Funding, sufficient budgets
- (5) Quality administrative support

Faculty listed the following job demands most frequently as those that are particularly hindering/draining during the **COVID-19 pandemic**, and the following job resources as those that are particularly helpful **during the pandemic**.

## Job Demands, COVID

- (1) Issues re: working from home
- (2) Frequency of virtual meetings
- (3) Course preparation (switching to online format)
- (4) Too much time spent virtually, lack of face-to-face interactions
- (5) Support for graduate students

## Job Resources, COVID

- (1) Stable or reliable internet
- (2) Flexibility and autonomy (e.g., for scheduling, decision-making)
- (3) Supervisor support
- (4) Coworker support
- (5) Teaching support (e.g., workshops, training)



# Types of Life Demands and Resources Experienced S20

Faculty listed the following life demands most frequently as those that require ongoing emotional, mental, and physical effort, and the following life resources as those that help them in their personal life:

## Life Demands

- (1) Childcare
- (2) Other care responsibilities (e.g., eldercare)
- (3) Spouse care
- (4) Household work (e.g., cooking, cleaning, groceries, home renovations, etc.)
- (5) Providing emotional labour

## Life Resources

- (1) Family (e.g., contact with extended family)
- (2) Supportive friends
- (3) Stable income
- (4) Supportive spouse or partner(s)
- (5) Childcare

Faculty listed the following life demands most frequently as those that are particularly hindering/draining during the **COVID-19 pandemic**, and the following life resources as those that are particularly helpful **during the pandemic**.



## Life Demands, COVID

- (1) Fear of getting sick
- (2) Isolation (not being able to see others, only being able to see others virtually, etc.)
- (3) Mental health issues (anxiety, stress, etc.)
- (4) Tending to existing health issues (own or others')
- (5) Increased conflicts (e.g., with family or partner)

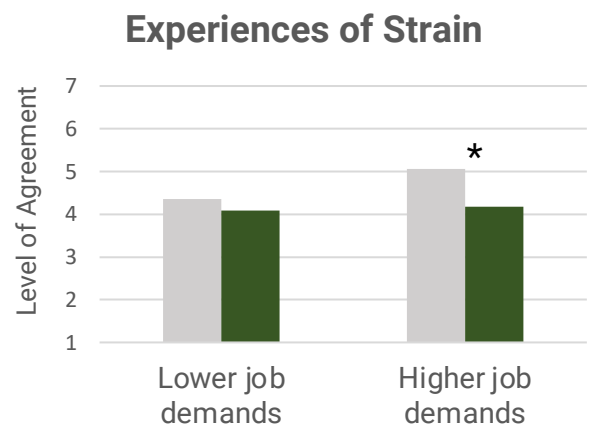
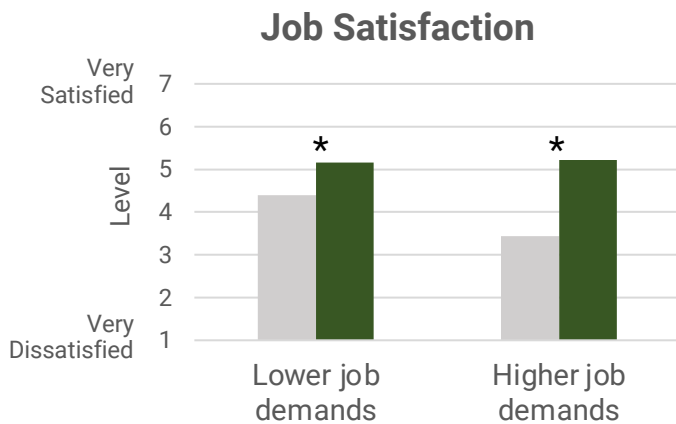
## Life Resources, COVID

- (1) Access to nature
- (2) Stable or reliable internet
- (3) Community, interactions with friends/neighbours
- (4) Safe, comfortable, spacious home
- (5) Physical activities, exercise, gyms, etc.

# Effect of Job Demands and Resources on Outcomes

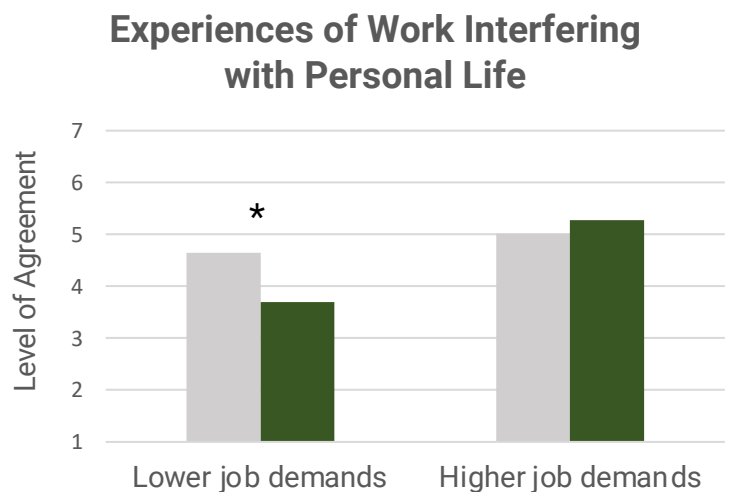
LEGEND	
	Lower job resources
	Higher job resources

Having more job resources significantly predicts outcomes for faculty, such as higher job satisfaction ( $p < .001$ ) and lower levels of strain ( $p = .001$ ).



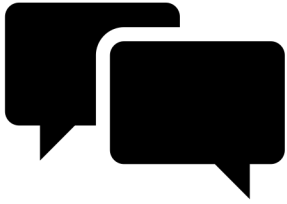
**However, job resources can only do so much to protect faculty's wellness.**

Regardless of level of job resources, faculty who have higher job demands experience higher levels of work interfering with their personal life.



**The combination of having high job demands and low job resources may be a dangerous combination for faculty.**

# In Their Words



Faculty acknowledge the helpfulness of their job resources, but also understand their limitations.

"I don't think the university could be doing any more to support faculty...We have to do our jobs, we are getting paid for them! I have appreciated the extra support and flexibility from the university. It's just an untenable situation."

"I work with amazing people, who have the intention to support their staff. Unfortunately, they do not have the resources. This is not a reflection of their leadership."

Overall, faculty report that their job demands are just too high, especially given new issues stemming from the pandemic.

"I am acting as a single parent for most of the time to [young children] while teaching a summer class, prepping two fall classes and trying to maintain research collaborations. Despite some support from university (e.g., URAs) it is almost impossible to have enough time available to even think of how to use that support or to demand different forms of support because of general burn out, inability to think long-term etc. I feel very grateful to have tenure and not be too worried about my job security because my job-related productivity is very, very low."

"My work efficiency is hampered by the fact that conditions are constantly changing. Once I complete a task the parameters are changed, often in response to the pandemic, and I must begin again or adapt and modify what I have already done. My concentration is disrupted by endless emails and by online tutorials on how to teach effectively using remote technologies. I do not find these sessions helpful, and in fact they are at times demoralizing. In addition, almost all of my attention is taken up with remote teaching, which has significantly impacted my ability to conduct research."

# Faculty's Suggestions for How to Improve Well-Being



## 1. **Reduce demands/expectations**

Given pandemic, reduce expectations for service, teaching, & research for P&T, reduce paperwork & forms



## 2. **Provide more recognition and acknowledgment**

Acknowledge pandemic burdens for: working parents & isolated faculty, thank faculty for their hard work and acknowledge that they are trying their best despite stress



## 3. **Improve communication and clarify expectations**

Provide clear messaging regarding expectations for productivity and clear plans to support faculty, provide greater clarity on plans to return to campus



## 4. **Hire more staff (administrative assistants, faculty)**

Provide more personnel support such as teaching assistants or undergrads who can help with administrative duties, hire more faculty (esp. to manage the workload of a growing student body)



## 5. **Provide more administrative support**

Offer more effective administrative support, alleviate faculty of some administrative duties (e.g., paperwork) so that they can focus on research, teaching, service



## 6. **Allow people back to campus**

Allow faculty to sometimes come back to campus with safety measures in place, allow faculty to work individually in their offices

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# APPENDICES

- A. Survey Measures
- B. Professorial Rank Differences for Work-Life Interface
- C. Gender Differences for Life Demands and Resources
- D. Job Demands and the Work-Life Interface

# Appendix A: Survey Measures

## JOB DEMANDS

**Job demands** are aspects of the work context that require ongoing mental, emotional, or physical effort.

Some typical job demands might include: physical labour, interpersonal conflicts, poor supervision, time pressure, and pressure to complete work tasks quickly.

Please indicate the degree to which you agree or disagree with each statement using this scale:

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

- 1. Nowadays, I face many job demands.
- 2. Nowadays, my level of job demands is too high.

When responding to the questions above, what **job demands** were you primarily thinking of? Please list in order of importance.

(1)	(2)	(3)
(4)	(5)	(6)

# Appendix A: Survey Measures

## JOB DEMANDS - COVID

Compared with before the COVID-19 pandemic, the amount of **job demands** I face now is:

Much lower than usual		Somewhat lower than usual		The same as usual		Somewhat higher than usual		Much higher than usual
1	2	3	4	5	6	7	8	9

Since the beginning of the COVID-19 pandemic, there may be specific job demands that you are finding to be particularly difficult or hindering, given pandemic-related disruptions (e.g., frequent interruptions, poor working space, teleworking).

What **job demands** are you finding to be most draining nowadays? Please list in order of importance.

(1)	(2)	(3)
(4)	(5)	(6)



# Appendix A: Survey Measures

## LIFE DEMANDS

**Life demands** are aspects of your life—outside of work—that require ongoing mental, emotional, or physical effort.

Some typical life demands you face may include: elder care responsibilities, childcare responsibilities, health problems, or marital conflict.

Please indicate the degree to which you agree or disagree with each statement using this scale:

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

- 1. Nowadays, I face many demands in my **non-work life**.
- 2. Nowadays, my level of **life demands** is too high.

When responding to the questions above, what **life demands** were you primarily thinking of? Please list in order of importance.

(1)	(2)	(3)
(4)	(5)	(6)

# Appendix A: Survey Measures

## LIFE DEMANDS - COVID

Compared with before the COVID-19 pandemic, the amount of **life demands** I now face is:

Much lower than usual		Somewhat lower than usual		The same as usual		Somewhat higher than usual		Much higher than usual
1	2	3	4	5	6	7	8	9

Since the beginning of the COVID-19 pandemic, there may be specific life demands that you are finding to be particularly difficult or hindering, given pandemic-related disruptions (e.g., childcare, marital conflict, fear of getting sick, loss of income).

What **life demands** are you finding to be most draining nowadays? Please list in order of importance:

(1)	(2)	(3)
(4)	(5)	(6)

# Appendix A: Survey Measures

## JOB RESOURCES

**Job resources** are aspects of the work context that help people meet their personal and work-related needs.

Some typical job resources you have may include: time, decision-making power, equipment, quality supervision, coworker support, information, or having a sufficient budget.

Please indicate the degree to which you agree or disagree with each statement using this scale:

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. Nowadays, I have many resources that help me in my **work**.
2. Nowadays, to help me in my **work**, my level of resources is too low\*.

When responding to the questions above, what **job resources** were you primarily thinking of? Please list in order of importance.

(1)	(2)	(3)
(4)	(5)	(6)

\* This item is reverse-scored.

# Appendix A: Survey Measures

## JOB RESOURCES - COVID

Compared with before the COVID-19 pandemic, the amount of **job resources** I have now is:

Much lower than usual		Somewhat lower than usual		The same as usual		Somewhat higher than usual		Much higher than usual
1	2	3	4	5	6	7	8	9

Since the beginning of the COVID-19 pandemic, there may be specific job resources that you are finding to be particularly helpful, given pandemic-related disruptions (e.g., supportive supervisor, schedule flexibility, ability to work from home).

What **job resources** are most helpful nowadays? Please list in order of importance:

(1)	(2)	(3)
(4)	(5)	(6)

# Appendix A: Survey Measures

## LIFE RESOURCES

**Life resources** are aspects of your life—outside of work—that help you to meet your personal and home-related needs.

Some typical life resources you have may include: supportive friends, a supportive partner and/or family, religious community, and stable income.

Please indicate the degree to which you agree or disagree with each statement using this scale:

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. Nowadays, I have many resources that help me in my **non-work life**.
2. Nowadays, to help me in my **non-work life**, my level of resources is too low\*.

When responding to the questions above, what **life resources** were you primarily thinking of? Please list in order of importance.

(1)	(2)	(3)
(4)	(5)	(6)

\* This item is reverse-scored.

# Appendix A: Survey Measures

## LIFE RESOURCES - COVID

Compared with before the COVID-19 pandemic, the amount of resources I have for my **non-work life** now is:

Much lower than usual		Somewhat lower than usual		The same as usual		Somewhat higher than usual		Much higher than usual
1	2	3	4	5	6	7	8	9

Since the beginning of the COVID-19 pandemic, there may be specific life resources that you are finding to be particularly helpful, given pandemic-related disruptions (e.g., reliable internet connection, strong community, access to nature, safe transportation, stable income).

What **life resources** are most helpful nowadays? Please list in order of importance:

(1)	(2)	(3)
(4)	(5)	(6)

# Appendix A: Survey Measures

## WORK HOURS

1. Nowadays, how many hours a week do you work **at your workplace?** \_\_\_\_\_
2. Nowadays, how many hours a week do you work on your job **at home?** \_\_\_\_\_
3. Nowadays, in an average work week, what percentage of your time do you spend on:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

- a) Teaching (course-related only)
- b) Supervision (undergraduate and graduate students)
- c) Research (other than supervision activities)
- d) Service

## WORKLOAD

Please think about your experience of these issues **since the beginning of COVID-19 related disruptions.**

How often...

Never	Rarely	Occasionally	Sometimes	Frequently	Usually	Always
1	2	3	4	5	6	7

1. Do you find that you are behind in your work activities?
2. Do you have problems with the pace of work?
3. Do you have problems with work pressure?

# Appendix A: Survey Measures

## SUPERVISOR SUPPORT

For the following questions, please think about your experience of these issues since the **beginning of COVID-19 related disruptions**.

Think about your supervisor or the leader (e.g., Chair, Dean, Director) in your workplace that affects your work life the most, and respond to the following questions about them.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. My supervisor or leader is concerned about the welfare of those under them.
2. My supervisor or leader pays attention to what you are saying.
3. My supervisor or leader is helpful in getting the job done.
4. My supervisor or leader is successful in getting people to work together.

## COWORKER SUPPORT

For the following questions, please think about your experience of these issues **nowadays**.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. People I work with are competent in doing their jobs.
2. People I work with are helpful in getting the job done.
3. People I work with take a personal interest in me.



# Appendix A: Survey Measures

## JOB INVOLVEMENT

For the following questions, please think about how you feel about these issues **nowadays**.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. The most important things that happen to me involve my present job.
2. To me, my job is only a small part of who I am. \*
3. I am very much involved personally in my job.
4. I live, eat, and breathe my job.
5. Most of my interests are centered around my job.
6. I have very strong ties with my present job which would be very difficult to break.
7. Usually, I feel detached from my job. \*
8. Most of my personal life goals are job-oriented.
9. I consider my job to be very central to my existence.
10. I like to be absorbed in my job most of the time.

## WORK ENGAGEMENT

For the following questions, please think about how you feel about these issues **nowadays**.

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
1	2	3	4	5	6	7

1. When working, I feel bursting with energy.
2. When working, I feel strong and vigorous.
3. I am enthusiastic about my job.
4. My job inspires me.
5. I am immersed in my work.
6. I get carried away when I am working.

\* This item is reverse-scored.

# Appendix A: Survey Measures

## STIMULATING JOB RESOURCES

Nowadays, to what extent do you agree that...

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. Your work requires you to use a number of complex or high-level skills?
2. Your job requires you to utilize a variety of different skills in order to complete the work?
3. Your job requires unique ideas or solutions to problems?
4. You are able to grow and learn from your job?
5. Your interactions with those you serve (e.g., students, clients, families, customers, etc.) are meaningful?
6. You truly help your students?
7. You truly help your colleagues?
8. You spend a lot of time on things that are truly important in your job?
9. Your work is significant or important?
10. The results of your work are likely to significantly affect the lives of other people?
11. You contribute to knowledge, products, or services that enhance human well-being and/or the environment?

# Appendix A: Survey Measures

## WORK INTERFERING WITH PERSONAL LIFE CONFLICT

Please think about your experience of these issues **since the beginning of COVID-19 related disruptions**.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. My work keeps me from my home/family activities more than I would like.
2. The time I must devote to my job keeps me from participating equally in household responsibilities and activities.
3. I have to miss home/family activities due to the amount of time I must spend on work responsibilities.

## WORK INTERFERING WITH PERSONAL LIFE CONFLICT - COVID

Compared with before the COVID-19 pandemic, nowadays, the amount that work interferes with my family and the rest of my life is:

Much lower than usual		Somewhat lower than usual		The same as usual		Somewhat higher than usual		Much higher than usual
1	2	3	4	5	6	7	8	9

# Appendix A: Survey Measures

## PERSONAL LIFE INTERFERING WITH WORK CONFLICT

Please think about your experience of these issues **since the beginning of COVID-19 related disruptions**.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. The time I spend on family responsibilities often interfere with my work responsibilities.
2. The time I spend with my family often causes me not to spend time on work activities that could be helpful to my career.
3. I have to miss work activities due to the amount of time I must spend on family responsibilities.

## PERSONAL LIFE INTERFERING WITH WORK CONFLICT - COVID

Compared with before the COVID-19 pandemic, nowadays, the amount that **my family and other aspects of my life interferes with my work** is:

Much lower than usual		Somewhat lower than usual		The same as usual		Somewhat higher than usual		Much higher than usual
1	2	3	4	5	6	7	8	9

# Appendix A: Survey Measures

## STRAIN

Since the beginning of COVID-19 related disruptions, how often have you...

Never	Almost Never	Somewhat Disagree	Sometimes	Somewhat Agree	Fairly Often	Very Often
1	2	3	4	5	6	7

1. Felt that you were unable to control the important things in your life?
2. Felt nervous and “stressed?”
3. Felt confident about your ability to handle your personal problems? \*
4. Felt things were going your way? \*
5. Felt difficulties were piling up so high that you could not overcome them?

## WORK-LIFE GUILT

Please think about your experience of these issues **since the beginning of COVID-19 related disruptions**.

Not Applicable	Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
N/A	1	2	3	4	5	6	7

1. I regret not being around for my family as much as I would like to.
2. I feel bad because I frequently have to take time away from my family to deal with issues happening at work.
3. I feel guilty for not showing as much interest to my spouse/partner as I wish.
4. I feel guilty for not being able to take care of my child/children as well as I would like to.

\* This item is reverse-scored.

# Appendix A: Survey Measures

## BURNOUT

For the following questions, please think about how often you feel this way about your work **nowadays**.

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
1	2	3	4	5	6	7

1. I find it hard to relax after a day's work.
2. I feel drained when I finish work.
3. When I finish work, I feel so tired I can't do anything else.
4. It's getting increasingly difficult for me to get up for work in the morning.
5. I have become less interested and enthusiastic about my job.
6. I feel increasingly less involved in the work I do.
7. I doubt the significance of my work.
8. I can't really see the value and importance of my work.
9. At work, I think I'm inefficient when it comes to solving problems.
10. In my opinion, I'm inefficient in my job.
11. Other people say I'm inefficient in my work.
12. I don't feel confident about accomplishing my work efficiently.

## JOB SATISFACTION

**Nowadays**, how do you feel about your job as a whole?

Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Neither Dissatisfied nor Satisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied
1	2	3	4	5	6	7

# Appendix A: Survey Measures

## PRODUCTIVITY

Think about your worst level of efficiency ever and your best possible efficiency at work.

Since the beginning of COVID-19 related disruptions, please rate how efficient you feel you are, compared with your worst ever and best possible efficiency:

Worst Ever									Best Possible
1	2	3	4	5	6	7	8	9	10

## JOURNAL SUBMISSIONS

Since the beginning of COVID-19 related disruptions, have you submitted any peer-reviewed journal articles?

- 1. Yes, as a main author
- 2. Yes, as a co-author
- 3. No

# Appendix B: Professorial Rank Differences for Work-Life Interface

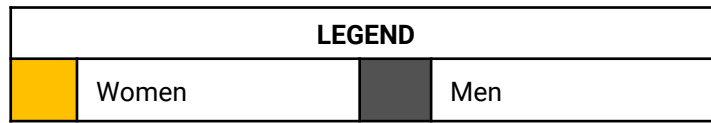
Faculty across different professorial ranks did not differ significantly in their experiences of their work interfering with their personal life, their personal life interfering with their work, or their work-life guilt.

	<b>Work Interfering with Personal Life</b>	<b>Personal Life Interfering with Work</b>	<b>Work-Life Guilt</b>
<b>Assistant Professor</b>	4.95	4.45	5.07
<b>Associate Professor</b>	4.44	4.48	4.88
<b>Full Professor</b>	4.24	4.04	4.44

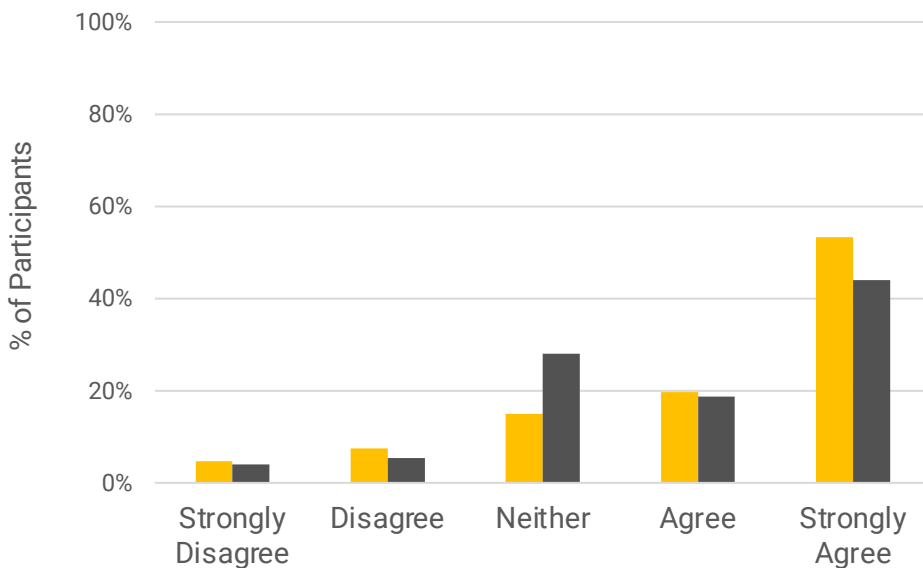
Average ratings on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree)  
N = 198.



# Appendix C: Gender Differences for Life Demands and Resources

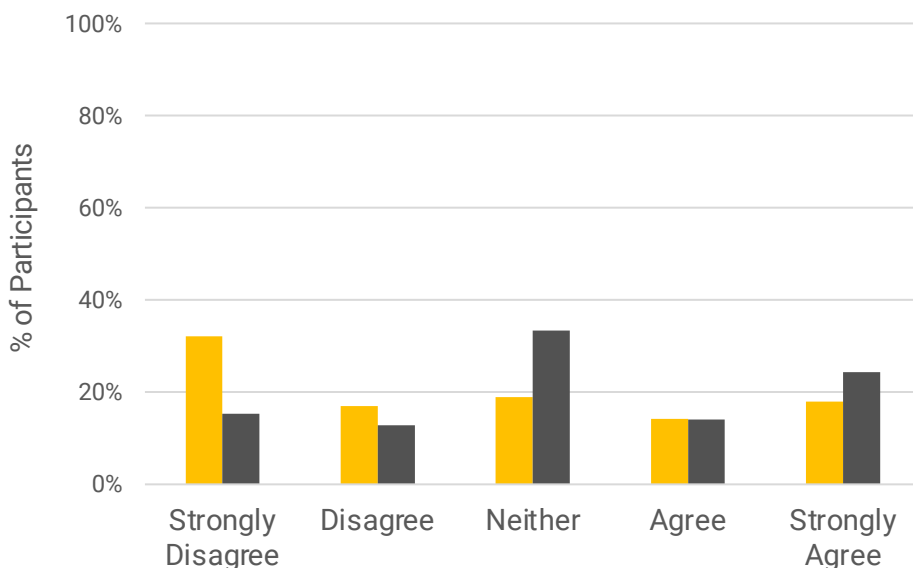


## Life Demands are Too High



Both men and women strongly agree that their life demands are too high. However, more women (vs. men) tend to experience this problem.

## Life Resources are Sufficient



More women (32.1%) tend to strongly disagreed that they have many life resources versus men (15.4%), who tend to feel more neutral.

# Appendix D: Job Demands and the Work-Life Interface



Having more (vs. less) job demands significantly predicts negative work-life outcomes, such as more experiences of work interfering with personal life and work-life guilt.

