

Faculty & Staff COVID-19 Impacts Survey  
Executive Summary

April 1, 2021

To gain a better understanding of the effects of the COVID-



## **Pandemic Response**

Respondents found the majority of actions that UNLV put in place to support employees during the pandemic to be helpful. Overall, the two most helpful actions across all job categories were: flexible workload agreements and the telecommuting policy. Differences existed by job category:

1. Most Helpful:

- a. For academic faculty, the 1-year tenure-clock extension was most helpful.
- b. For administrative faculty and classified staff, the town halls and coronavirus webpage were most helpful.
- c. For classified staff, the COVID-19 Impacts Statement was most helpful.

2. Least Helpful:

## **Differential Impacts on Underrepresented Groups**

Regarding well-being, avoiding the virus was reported as the top stressor for caregivers of parents/adults, and balancing the demands of family and work was reported as the top stressor for parents/caregivers of newborns, preschool-aged, and school-aged children.

More than 50% of parents/caregivers felt that the pandemic negatively impacted their relationships with students and colleagues, as well as their sense of community with the university.

### Racial/Ethnic Minorities

Approximately 30% of respondents were of a racial/ethnic minority: 11% of respondents were Hispanic or Latino, 10% were Asian or Asian American, 5% were Black or African American, and less than 5% identified as two or more races, American Indian, Alaskan Native, Hawaiian or other Pacific Islander. For minority faculty and staff, the most reported impacts of the pandemic were in the areas of job performance and employee well-being.

For minority faculty and staff, the ability to do their job was more difficult during the pandemic and their scope of work changed. When asked how concerned employees were that the disruptions caused by the pandemic negatively impacted their career advancement, professional development, and job security, responses varied across minority groups. For Hispanic respondents, the ability to advance their careers (37%) and participate in professional development (36%) were concerning. Asian respondents were not concerned with the ability to advance their careers, but 33% reported concern with participating in professional development. For Black respondents, the majority (59%) were very concerned with job security, while 34% also reported concerned with the ability to advance their careers but no concern for the ability to advance their professional development (37%).

Among academic faculty, all racial groups reported the ability to conduct their teaching and research was more difficult. Asian (45%), Black (60%), Hispanic (81%), and white (70%) respondents reported the ability to conduct service was more difficult, while those of two or more races reported this was not impacted (47%), compared to 41% of this group that reported it was more difficult.

rated the telecommuting policy, flexible workload agreements, the coronavirus webpage, and town halls as extremely helpful.

For academic faculty, the 1-year tenure clock extension was rated as extremely helpful among all racial/ethnic categories except those of two or more races. This group rated this response as moderately helpful (43%). All racial/ethnic categories rated omitting the Spring 2020 student evaluations of teaching as not helpful, except for Hispanic respondents who rated this as equally extremely and moderately helpful (27%).

Regarding well-being, racial/ethnic groups reported a moderate level of stress during the pandemic. For minority faculty and staff, avoiding the virus was the top stressor. Hispanic and

