

The impact of Covid-19 on staff in the Faculty of Arts, Humanities and Cultures

Survey data and recommendations

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UNIVERSITY OF LEEDS

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Executive summary

As UK universities responded to increasing cases of Covid-19 early in 2020, the University of Leeds' secretary announced on March 21st that only essential services and activities would be delivered on campus. In the months following, colleagues adapted their working lives to radically new and challenging conditions. Although the effects of these changes will continue to emerge over the coming years, it is crucial that the University acknowledges and responds to the impacts on staff without delay.

This report presents survey data collected in July 2021 from over 300 staff from the Faculty of Arts, Humanities and Cultures (AHC). It shares the findings transparently and will be disseminated to all stakeholders within the Faculty. The aims of the survey were:

1. To understand the lived experiences of working for the University through Covid-19, and the impact of the pandemic on our work.
2. To identify gender-based professional inequalities exacerbated by Covid-19.
3. To gather suggestions about effective forms of support during and post-pandemic.
4. To inform the University's approach to mitigating the impacts of Covid-19.

Our results reveal a number of interconnected and concerning themes, including:

- a. An exceptional and widespread increase in workload (reported by 72% of respondents, rising to 91% in respondents who preferred not to disclose their gender).
- b. A significant and widespread increase in work-related stress (reported by 70% of respondents) and other mental health concerns.
- c. A decrease in productivity (reported by 43% of respondents).
- d. A decrease in job satisfaction (reported by 58% of respondents, rising to 79% in those who preferred not to disclose their gender).
- e. The need for flexibility in working processes.
- f. Concerns about long-term impacts on career development.
- g. Loss of research time as time required for student-facing tasks and activities has increased.
- h. The power of supportive managers and colleagues.
- i. Poor institutional communications.

Survey data revealed mixed views towards the institutional response to the pandemic. The University's decision to move its processes online was received positively. Its facilitation of flexible working was widely appreciated. The role of individual and interpersonal support came through prominently in our data; managers, peers, and mentors were crucial in how colleagues managed their increased workloads.

However, 12% of respondents said that no measures that the University implemented were helpful. More than half of respondents found the University's expectations of business as usual unhelpful. Frequent changes to working practices and expectations, assumptions of familiarity with online platforms, alongside poor or slow communication were widely held to be unhelpful. Restricted recruitment and promotions processes were unpopular, as was the advice to use

certain types of leave, since this was not seen to address the central problem of unmanageable workloads.

An institutional [staff survey](#) in November 2020, to which nearly 2000 colleagues responded, revealed common themes, e.g. worries about workload and prioritisation, rising mental health concerns, the importance of connection with colleagues, and an appreciation of flexible working. The then director of HR stated that they would use the main issues emerging from the survey to shape planning to make working arrangements easier. Since these themes endured to at least July 2021, we urge University leaders to consider the data and recommendations contained in the current report to fully understand the impacts the pandemic is having on its employees – most pressingly the link between workload and wellbeing – and to act to mitigate its ongoing effects.

Dr Cat Davies, member of the Faculty Athena Swan Self-Assessment Team

Note from the AHC Executive Dean and Deputy Dean

We would like to thank the Athena Swan Self-Assessment Team (SAT), and in particular Dr Cat Davies and Susan Preston, for their investigation of the impacts of Covid-19 on our Faculty community. This report sets out very clearly how significant the impacts of the pandemic have been on colleagues' wellbeing, sense of productivity, and career development. It highlights the extent of the impacts of Covid and emphasises the actions that we must take in order to ensure that members of our community are supported to recover and thrive. We are committed to working with the Athena Swan SAT members, the Faculty Executive Committee and colleagues to deliver on these actions, and will review progress in spring 2022.

Professor Andrew Thorpe, Executive Dean

Professor Kate Nash, Deputy Dean and Athena Swan Lead

Acknowledgments

We are grateful to the 337 colleagues in the Faculty of Arts, Humanities and Cultures who took the time to respond so openly to the survey during the summer of 2021. We would like to thank members of the AHC Athena Swan Self-Assessment Team for feedback and consultation on survey design, analysis, and interpretation. Thanks to Richard Cartey for his invaluable guidance on accessibility, and to Emma Codd, Global Inclusion Leader at Deloitte LLP for sharing details of the methodology of their 2020 report [Understanding the pandemic's impact on working women](#).

Author note

Cat Davies is Dean for Research Culture at the University of Leeds, and an Associate Professor in the Faculty of AHC. Susan Preston is Project Officer for Athena Swan in the Faculty of AHC. Both are members of the Faculty Athena Swan Self-Assessment Team.

Accessibility note

This report has been written with accessibility in mind and it has been tested using a screen reader. The raw data summarised in all figures is available on request.

Chapter 1. Introduction and Research Methods

Introduction and aims

In February and March 2020, universities were starting to respond to increasing cases of the novel coronavirus in the UK. At the University of Leeds – as elsewhere – staff were asked to cease travel, distance themselves from campus, and consider options for flexible working as their home and working lives started to transform. Teaching, research, finance, and many other forms of practice and policy were revised in line with local, national and global developments. On Friday 20th March, the University Secretary announced that only essential services and activities would be delivered on campus, with as many staff and postgraduate researchers as possible enabled to work from home, and with taught students receiving their learning online. This unprecedented change to our working lives was followed by an extended period of lockdowns and social distancing measures, which meant that for the following 18 months, most colleagues in the Faculty of Arts, Humanities and Cultures (AHC) moved their professional activities to their homes.

This report presents data collected via a survey completed in July 2021 by over 300 employees of the University of Leeds. It presents a snapshot of the lives of staff working through the Covid-19 pandemic in a large Arts and Humanities faculty in a major research-intensive UK university.

The aims of the survey were:

1. To understand the lived experiences of working for the University through Covid-19, and the impact of the pandemic on our work.
2. To identify gender-based professional inequalities exacerbated by Covid-19.
3. To gather suggestions about effective forms of support during and post-pandemic.
4. To inform the University's approach to mitigating the impacts of Covid-19.

Research methods

A survey was used to elicit the experiences of staff working through the first 16 months of the Covid-19 pandemic in the Faculty of AHC. To understand the relationship between gender and Covid-19 impacts, survey questions were developed in collaboration with the Athena Swan Self-Assessment Team (SAT), particularly the Organisation and Culture Working Group. The survey data and this report will form part of the AHC Athena Swan bronze submission in 2022.

The survey questions were devised by the Athena Swan steering group in consultation with the full SAT. Selected responses were modelled on Kovarovic, Dixon, Hall, and Westmarland (2021). Ten members of the SAT beta-tested the survey before it was distributed. To enable quantitative and qualitative analyses, most of the questions provided a list of anticipated responses, plus an open field for respondents to add novel responses. Jisc online surveys (formerly Bristol Online Surveys) was used to design and run the survey.

The Covid-19 Impacts Survey was open from 5th - 30th July 2021. It was distributed initially via an email from the Executive Dean of AHC inviting all colleagues on the School and Faculty staff lists

to participate in two Faculty surveys running in parallel (the Covid-19 Impacts and the Athena Swan Culture survey). As an incentive, the Faculty provided eight £50 shopping vouchers. Midway through the period, the distribution of respondents was monitored to assess under-representation of certain groups. These were identified as colleagues from LCS and PRHS, male colleagues, and Technicians. Targeted emails were sent to these groups to encourage uptake, in addition to reminder emails sent to all staff in the Faculty before the survey closed.

In total, 337 responses were submitted over the survey period. This represents 31% of the Faculty population of 1089. As Table 1 shows, respondents self-identifying as female were slightly over-represented in the response rate and respondents self-identifying as male were under-represented. 10% of respondents preferred not to state their gender. This category includes a variety of genders and is likely to be chosen by respondents for a range of reasons, including to avoid identifiability.

Professional and Managerial (P&M) colleagues were over-represented, and academic colleagues (including those on teaching-only and research-only contracts) were under-represented. The high response rate of P&M colleagues may have driven up the overall female response rate, since women account for 72% of P&M colleagues, and of P&M survey respondents 79% were female. Table 1 also shows variability in response rates between Schools.

	Response rate (%)	Proportion of survey respondents (%)	Proportion of the Faculty (%)	Difference between proportion of survey respondents and Faculty (%): indicates over-/ under-representation
Female	31	61	59	2
Male	22	29	41	-12
Prefer to self-describe	NA	0.6	Not known	NA
Prefer not to state	NA	10	Not known	NA
Academic (including teaching and research)	25	57	71	-14
Professional and Managerial (P&M)	74	14	6	8
Clerical	30	20	20	0
Technical	22	2	3	-1
Design	24	8	10	-2
English	25	5	7	-2
Fine Art, History of Art and Cultural Studies (FAHACS)	55	7	4	3
History	54	11	7	4

	Response rate (%)	Proportion of survey respondents (%)	Proportion of the Faculty (%)	Difference between proportion of survey respondents and Faculty (%): indicates over-/ under-representation
Languages, Cultures & Societies (LCS)	23	26	34	-8
Media and Communication	35	7	6	1
Music	32	4	3	1
Performance and Cultural Industries (PCI)	27	5	6	-1
Philosophy, Religion and History of Science (PRHS)	22	6	9	-3
Faculty and Professional Services (e.g. SES, Finance, MASS, HR, Marketing)	23	11	15	-4

Table 1: Response rates split by gender, staff type, and School.

A breakdown of the respondent sample by the full range of characteristics appears in Appendix 1.

The survey data was analysed by the authors of this report, in consultation with the Athena Swan steering group in Sept-Oct 2021. Responses are thematically presented. To protect respondents' anonymity, open-field qualitative comments have been coded into broad categories, paraphrased, and are not linked to respondent characteristics. Some richer open-field responses were coded to multiple categories.

Chapters 2-4 summarise the major trends in the data. Bar charts show the breakdown for each type of response by gender. Data labels at the top of each bar indicate raw numbers of responses. Due to the small proportion of respondents preferring to self-describe (0.6%), we represent but do not comment on gender-related trends for this category.

Chapter 2. The impact of Covid-19: causes and consequences of change

The first part of the survey focused on Covid-related changes to colleagues' work patterns. It aimed to identify the **areas of change** in both the professional and personal sphere (e.g. workload, productivity, availability, stress), the **causes** (e.g. working from home, caring responsibilities), and **consequences** of change (e.g. job satisfaction, promotion plans). It comprised four substantive questions:¹

- Which of the following aspects of your work changed during the Covid-19 pandemic? (6 predetermined options)
- Which of the following work factors contributed to the changes as stated in Q1? (12 options)
- Which of the following non-work factors contributed to the changes as stated in Q1? (12 options)
- What are the main effects of the changes as stated in Q1? (9 options)

2.1 What changed?

On **workload**, 72% of responses reported an increase, with no difference between respondents self-identifying as male or female. Notably, 91% of respondents who preferred not to state their gender reported an increased workload compared to around 70% of respondents self-identifying as male or female (see Fig. 1).

On **productivity / quality of work**, most respondents indicated that this decreased (43%) or stayed the same (30%). 19% of respondents indicated an increase. There were minimal differences between respondents self-identifying as male or female. However, 53% of those who preferred not to state their gender reported a decrease in productivity/quality, compared to 40% of females and 45% of males (see Fig. 2).

On **availability to colleagues and students**, 41% of respondents reported no difference, 34% reported an increase, and 22% a decrease. 50% of respondents who preferred not to state their gender reported increased availability compared to around 28% of self-identifying males and 34% of self-identifying females. Relatedly, **flexibility** was reported to increase in 65% of respondents, with roughly equal proportions reporting that it stayed the same (16%) or decreased (15%). No substantial differences were observed between stated genders (see Figs. 3 and 4).

Work-related stress was reported to increase in 70% of respondents, stay the same in 18%, and decrease in 10%. Again, we saw minimal gender effects between respondents self-identifying as male or female. However, 85% of respondents who didn't disclose their gender said work-

¹ A [copy of the full COVID-19 Impacts Survey](#) with all response options in its original format can be viewed via SharePoint. See Appendix 2 for a summary.

related stress had increased, compared to 67% of self-identifying females and 72% of self-identifying males (see Fig. 5).

87 respondents provided further open-field responses, indicating other aspects of work that had changed during the pandemic. These included a **decline in wellbeing/ work-life balance** (26 respondents) particularly linked to **home-schooling and caring responsibilities**; a **decline in research productivity/time** (9); **physical health issues linked to working from home** (7); **reduced access to resources** (4); **poor institutional support and communication** (4), a **reduction in enjoyment and motivation** (4), and **reduced face-to-face socialising** (3). On the increase was **workload** (16) and **working hours** (6), **uncertainty** (4), **adaptability** and **the need to find creative solutions** (1), and **participation in online training and events** (1).

A strong theme coming from academic staff engaged in teaching and research was the trade-off between providing high quality online teaching / being available to students, and decreased quality / time for research. Many were concerned about the impact this would have on research funding and grants in the future.

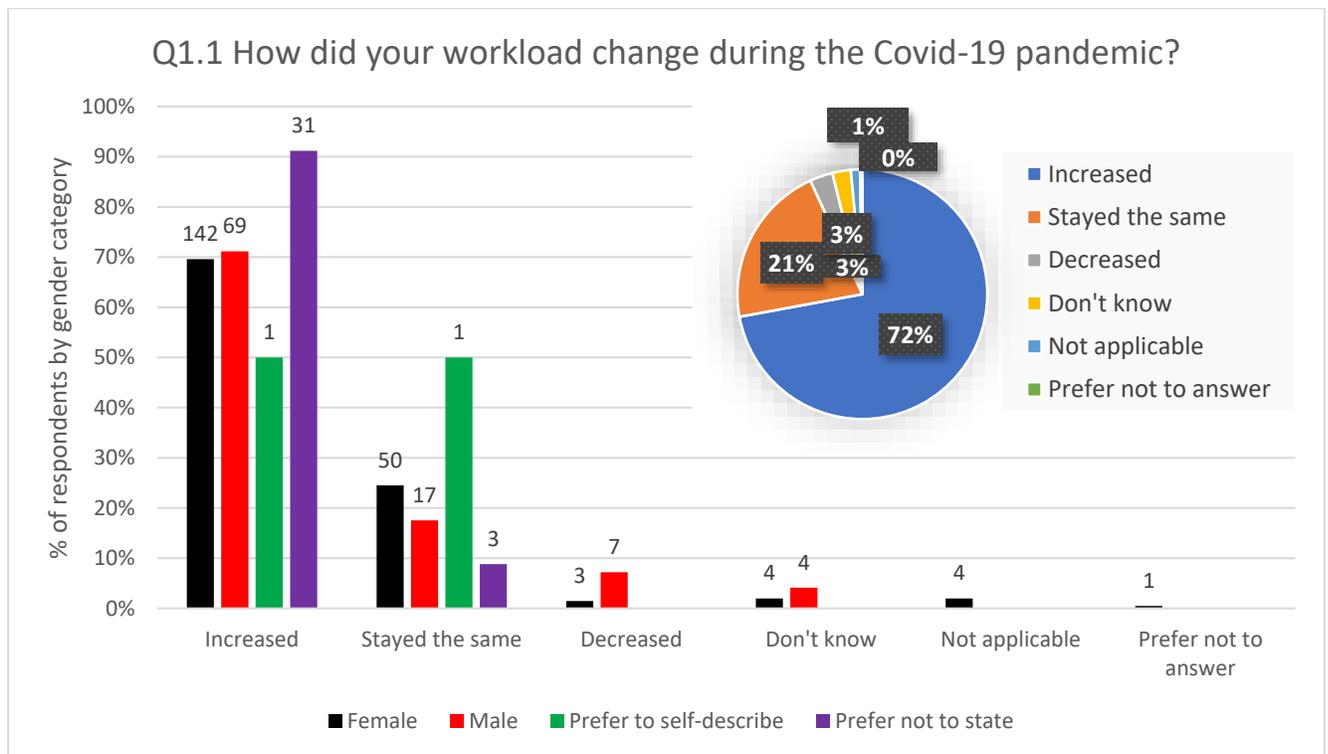


Figure 1. Change in workload during the Covid-19 pandemic, by gender.

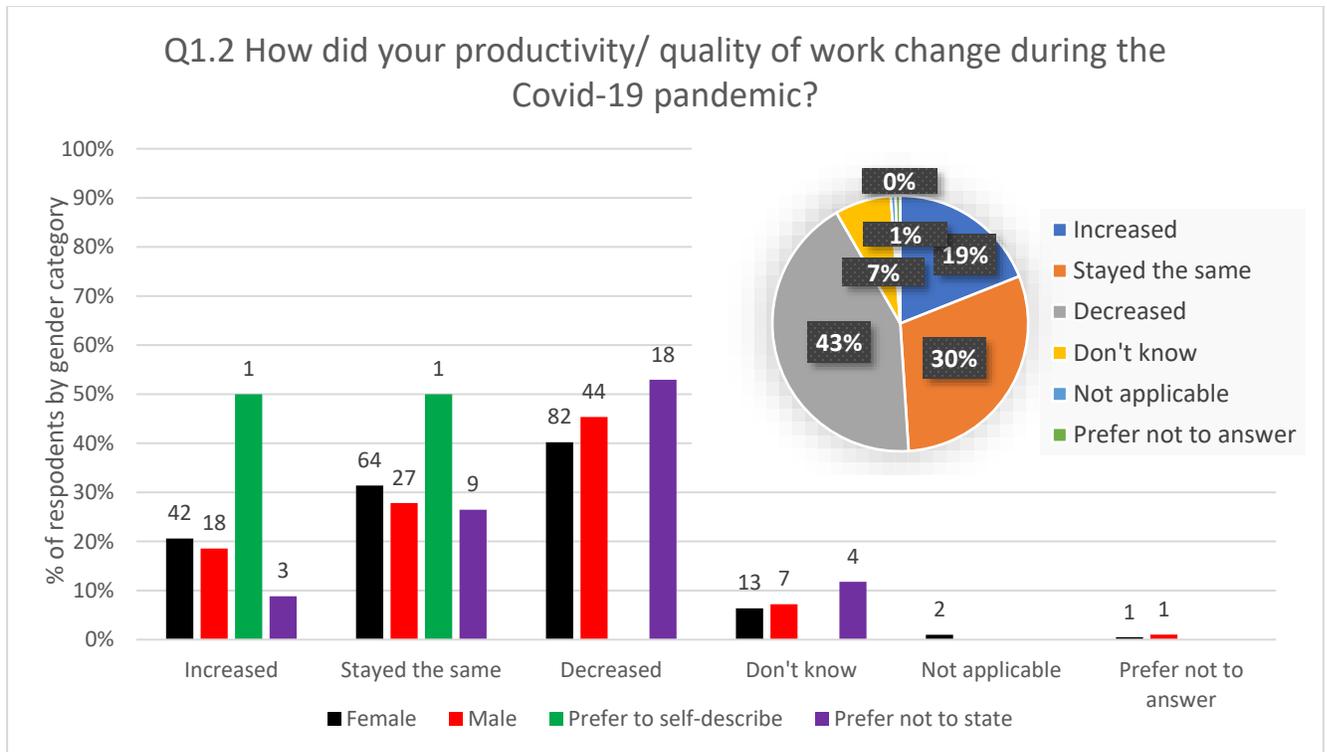


Figure 2. Change in productivity/ quality of work during the Covid-19 pandemic, by gender.

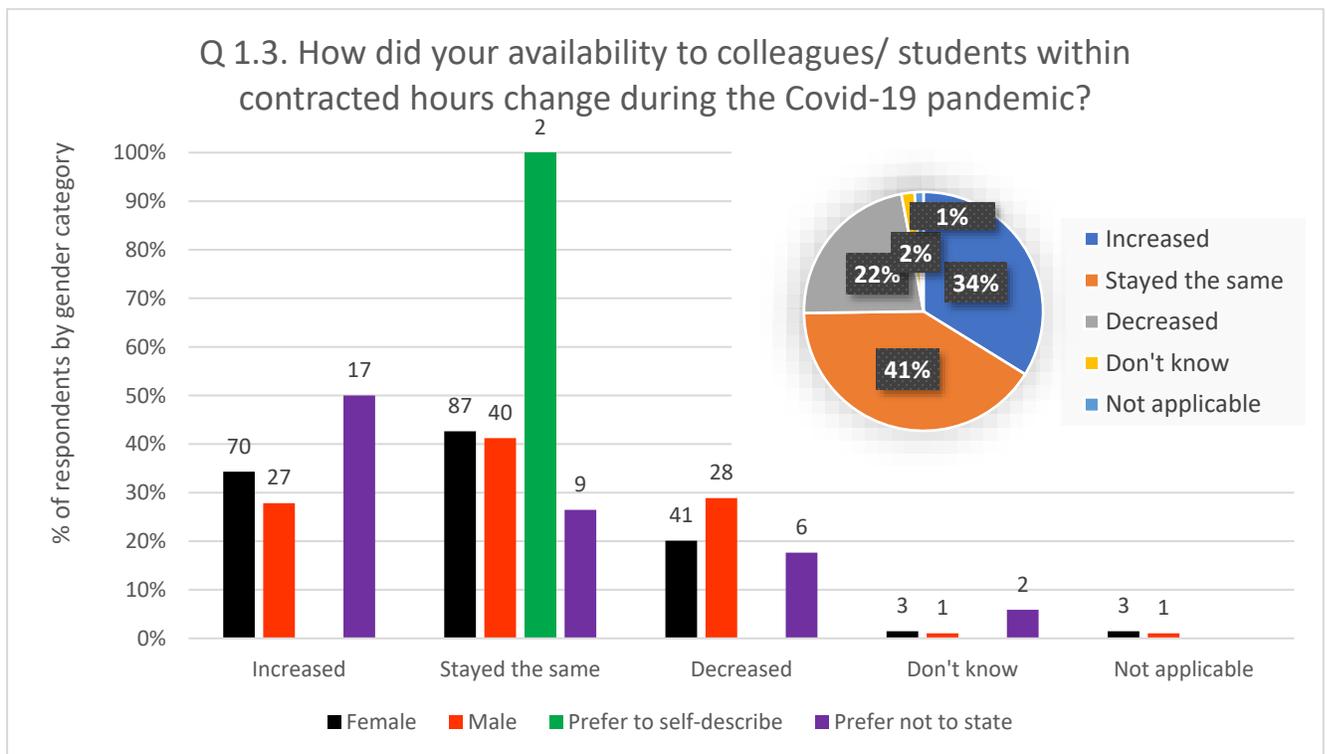


Figure 3. Change in availability to colleagues/ students within contracted hours during the Covid-19 pandemic, by gender.

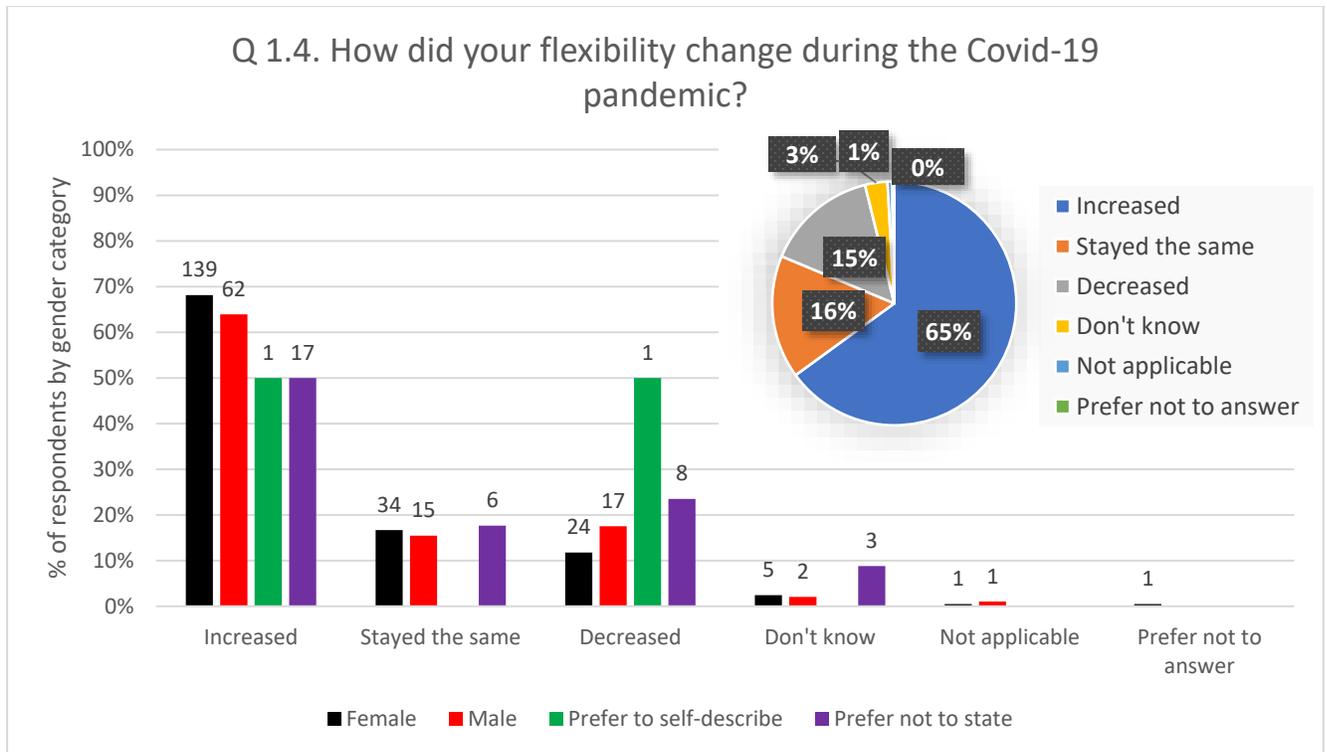


Figure 4. Change in flexibility during the Covid-19 pandemic, by gender.

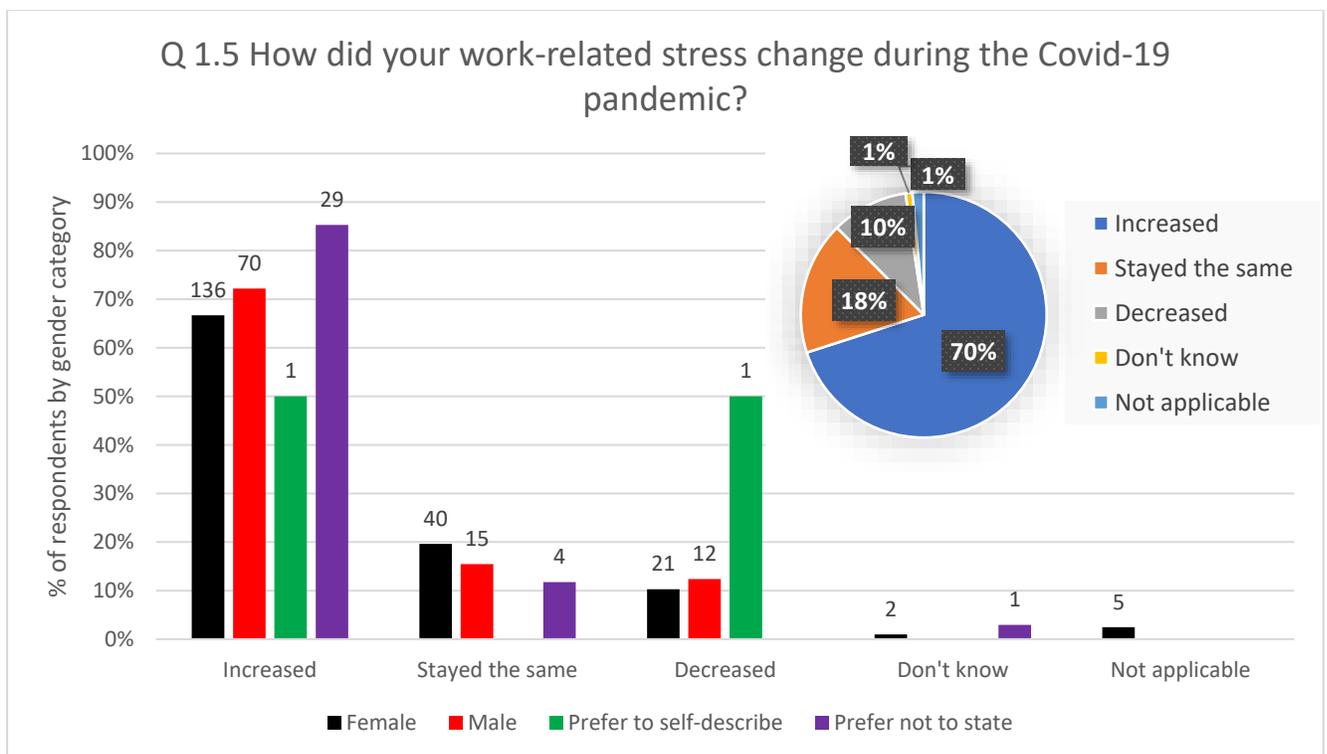


Figure 5. Change in work-related stress during the Covid-19 pandemic, by gender.

2.2 What were the major work-related causes of change?

Work-related factors contributing to the changes reported section 2.1 are shown in Table 2 and Figs. 6a and 6b. More than half of respondents cited factors relating to **working from home and online**, including technological barriers. From the pre-populated responses, we saw few gender effects. Exceptions to this were that more self-identifying males (69%) than self-identifying females (50%) cited the **move to online teaching** as a contributing factor, and more self-identifying males than self-identifying females cited **travel restrictions** (34% vs. 19%) and **availability of research funding** (21% vs. 8%). Conversely, more self-identifying females than self-identifying males cited **the impact of Covid-19 on colleagues** (44% vs. 34%), and the **positive impact of changes in the use of technology** (38% vs. 28%).

Those who preferred not to state their gender were more likely than the survey average to state **uncertainty or frequent changes to ways to working** (85% vs 56%), the **move to online teaching** (77% vs 58%), **problems with technology/Wi-Fi** (71% vs 52%) and **travel restrictions** (47% vs 26%) as causes of the changes reported in 2.1.

Q3 Work Factors	Overall % of respondents
Working from home	88
Changes to ways of interacting with colleagues	77
Moving to online teaching	58
Uncertainty or frequent changes to ways of working	56
Problems with technology/Wi-Fi	52
Impact of Covid on students	50
Impact of Covid on colleagues	41
Positive impact of changes in the use of technology/ Wi-Fi	33
Travel restrictions	26
Other	17
Decreased availability of research funding	14
Working on campus	5
Increased availability of research funding	2

Table 2: Work-related factors contributing to Covid-19-related changes.

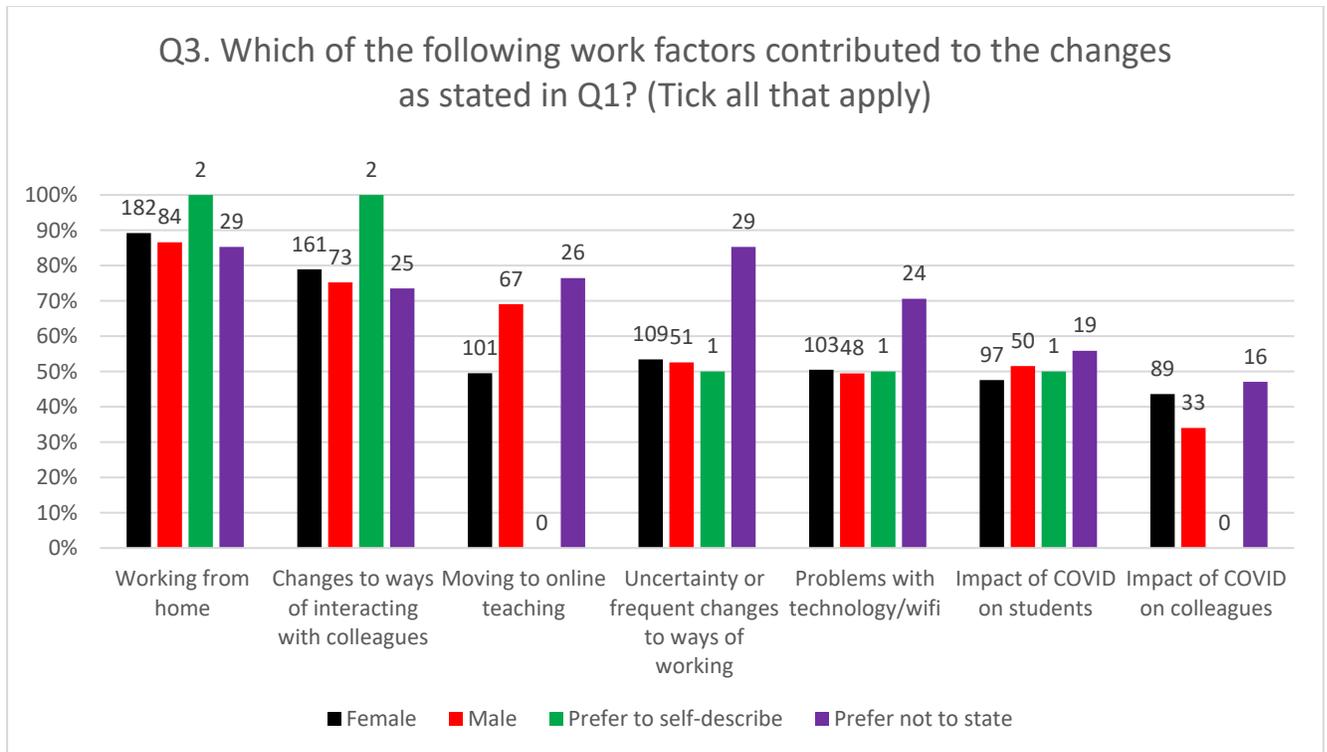


Figure 6a. Work-related factors contributing to change during Covid-19, by gender.

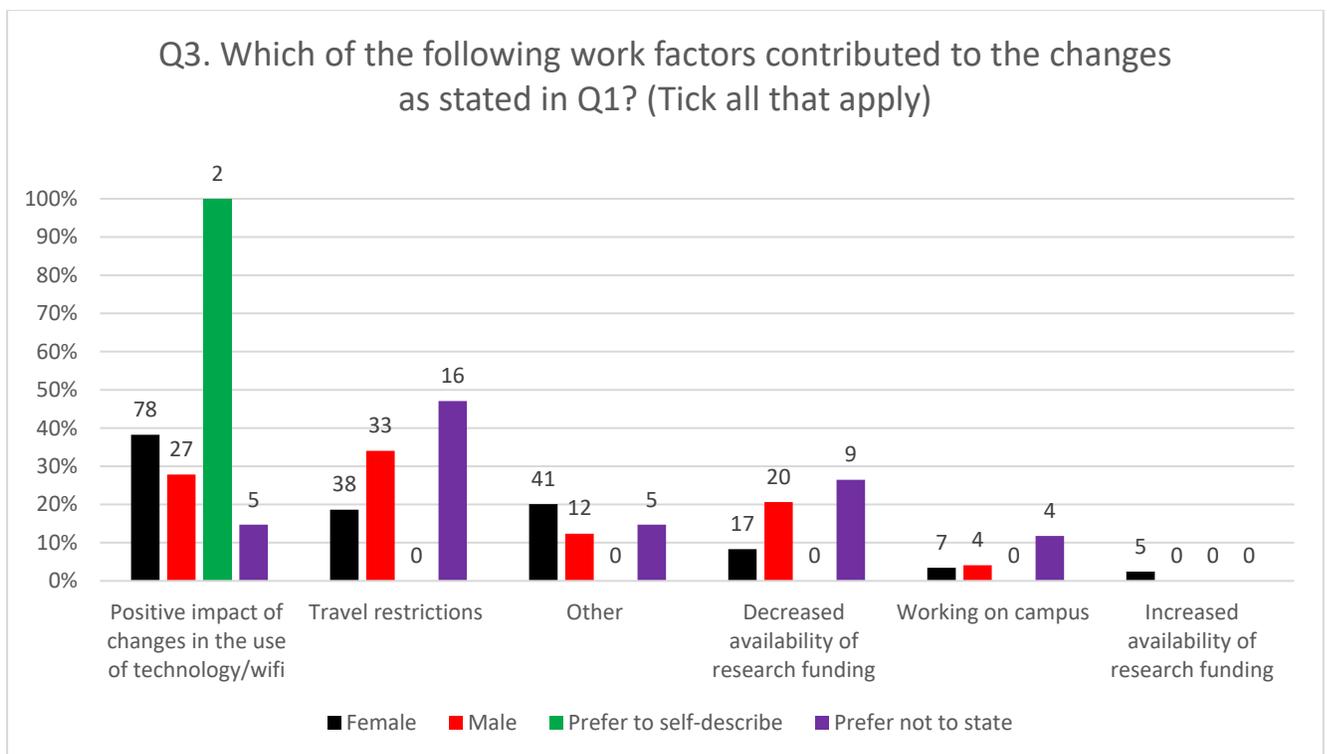


Figure 6b. Work-related factors contributing to change during Covid-19, by gender (continued).

59 respondents provided open-field responses indicating further work factors that contributed to the changes they experienced. These included the **burden of admin and online teaching** (14 respondents), **access to office/teaching space and resources for research/work** (11), **home-schooling which impacted working hours** (5), **having two cohorts of students** (4), **problems with internal communications** (3), **increased student expectations** (2), **recruitment freeze** (2), **job security concerns** (1) and **difficulties for new starters with induction** (1). Specific comments alluded to a lack of direction from the institution, and unrealistic strategies for teaching, which were felt to lead to raised expectations among students that were difficult to fulfil. It was felt that teaching and teaching-related admin left little room for anything else.

However, respondents identified some positive work factors such as **feeling trusted and not micromanaged** (1), which was reported to boost productivity. They also reported **more flexibility** (2), **better sustainability and efficiency** (regarding papers for meetings and arranging meetings online) (2), **increased opportunities from external funders such as UKRI** (1), and a **better understanding that support staff can work flexibly from home** (1).

2.3 What were the major non-work-related causes of change?

On **responsibility for household chores**, most respondents indicated that this stayed the same (65%) or increased (27%). More self-identifying males (34%) than self-identifying females (22%) reported an increase (see Fig. 7).

On **caring responsibilities**, 43% of the total sample reported an increase in this cause of change, with no difference between genders (see Fig. 8).

Home-schooling was applicable for around a third of respondents. 27% of the total sample reported an increase in this cause of change, with minimal difference between genders (see Fig. 9).

On **working early mornings and/or evenings and/or weekends**, 58% of respondents cited an increase, with minimal difference between stated genders. A quarter said that this working pattern had stayed the same. 82% of respondents who preferred not to state their gender reported an increase in out-of-hours working, compared to 56% of self-identifying females and 55% of self-identifying males (see Fig. 10).

Almost half of respondents said the **time available for own health and wellbeing** had decreased (49%). Here, there was a gendered effect, with more self-identifying males (58%) than self-identifying females (42%) reporting a decrease. Notably, 68% of those who preferred not to state their gender reported a decrease. 30% of the total sample reported an increase in time available for health and wellbeing (see Fig. 11).

More than half of respondents said **financial pressures** had stayed the same (53%). 19% reported a decrease in financial pressure whilst 14% reported an increase (see Fig. 12).

Increased **mental / physical illness in self or loved ones** was reported as a cause of change by 62% of respondents. This was higher for respondents who preferred not to disclose their gender (71%). Increases in **mental / physical health concerns about self or loved ones** were reported by 74% of respondents. 15% of respondents said this had stayed the same and 5% reported a decrease (see Figs. 13 and 14).

Although the **quality of family relationships** stayed the same for 44% of the sample, 24% reported that this had decreased, with slightly more self-identifying females (26%) than self-identifying males (22%) in this category. The same proportion (24%) said that the quality of family relationships had increased; conversely with slightly more self-identifying males (26%) than self-identifying females (23%) in this category (see Fig. 15).

Commuting time decreased for the majority of respondents (86%). There was a slight gender effect; 89% of self-identifying females reported that commuting time had decreased, compared to 84% of self-identifying males (see Fig. 16).

On **travel restrictions**, most respondents (41%) indicated that this had increased, or was not applicable (32%). More self-identifying males (45%) than self-identifying females (39%) reported an increase (see Fig. 17).

Over three quarters (78%) of respondents cited an increase in **separation from friends and family** as a cause of change. More self-identifying females (80%) than self-identifying males (72%) were in this category. Only 7% reported no change in separation from friends and family, and 6% said this was not applicable (see Fig. 18).

33 respondents provided further information on other non-work factors as open-field responses. These included colleagues' **desire to return to their offices** (4 respondents), **government policy** (e.g. U-turns on A-level exams) (1), **bereavement** (1), **longer days** as working time replaced commuting time (1) and the **impact of work on the home environment** (1). Specific comments highlighted the massive **increase in working time required to make research projects work remotely**. Several more reiterated the **sense of isolation** from others during this time.

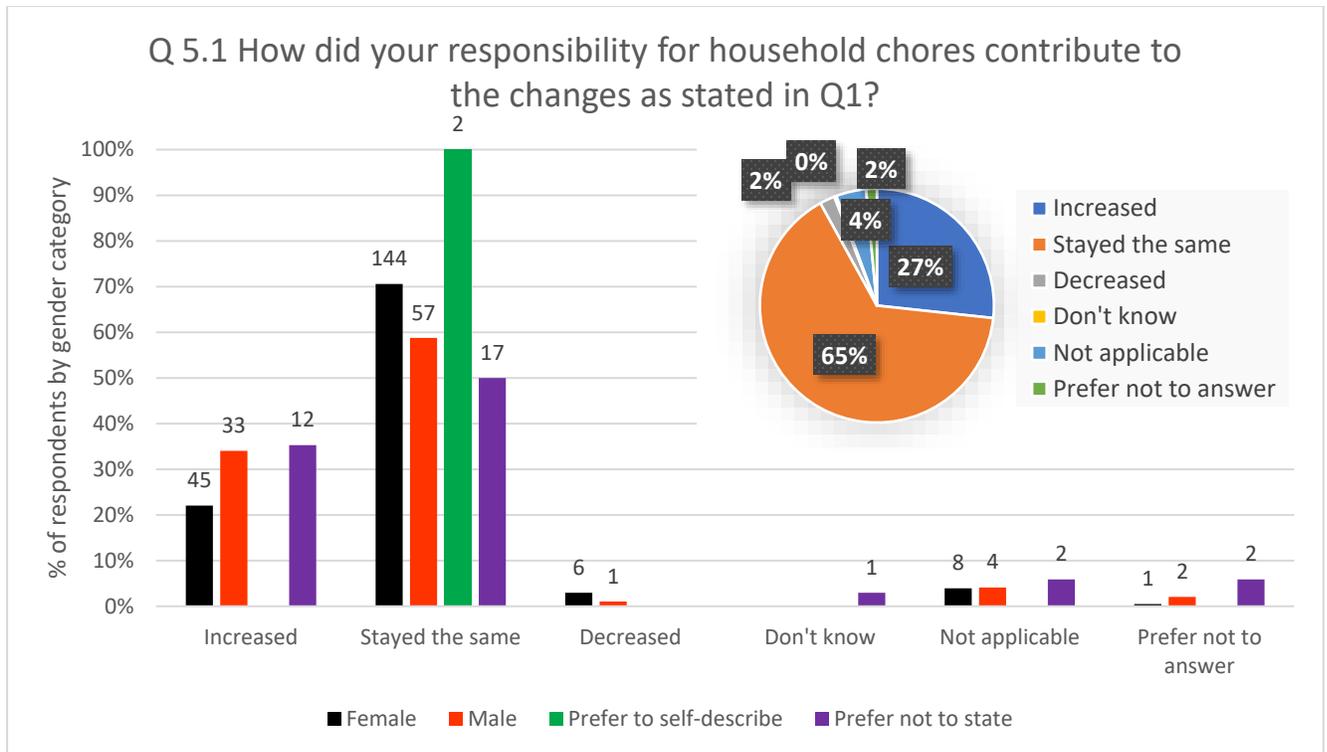


Figure 7. Responsibility for household chores as a cause of work-related changes, by gender.

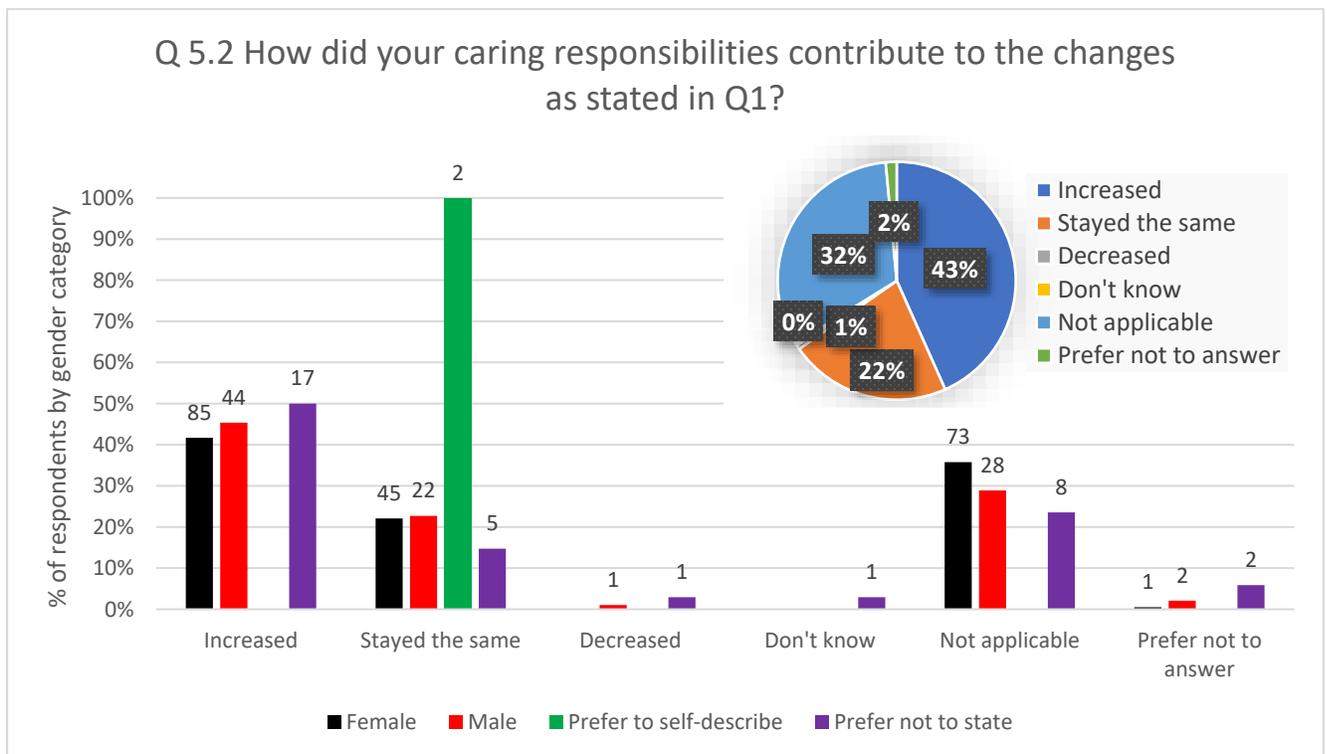


Figure 8. Caring responsibilities as a cause of work-related changes, by gender.

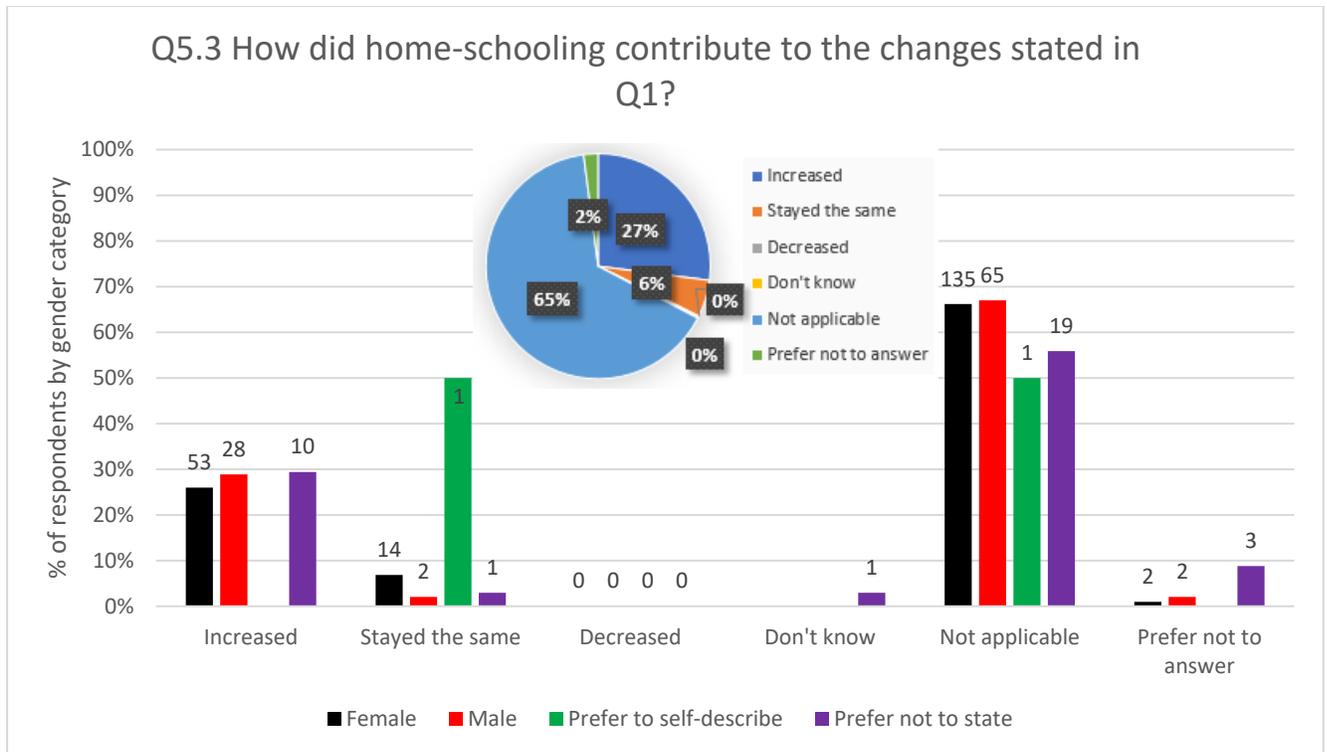


Figure 9. Home-schooling as a cause of work-related changes, by gender.

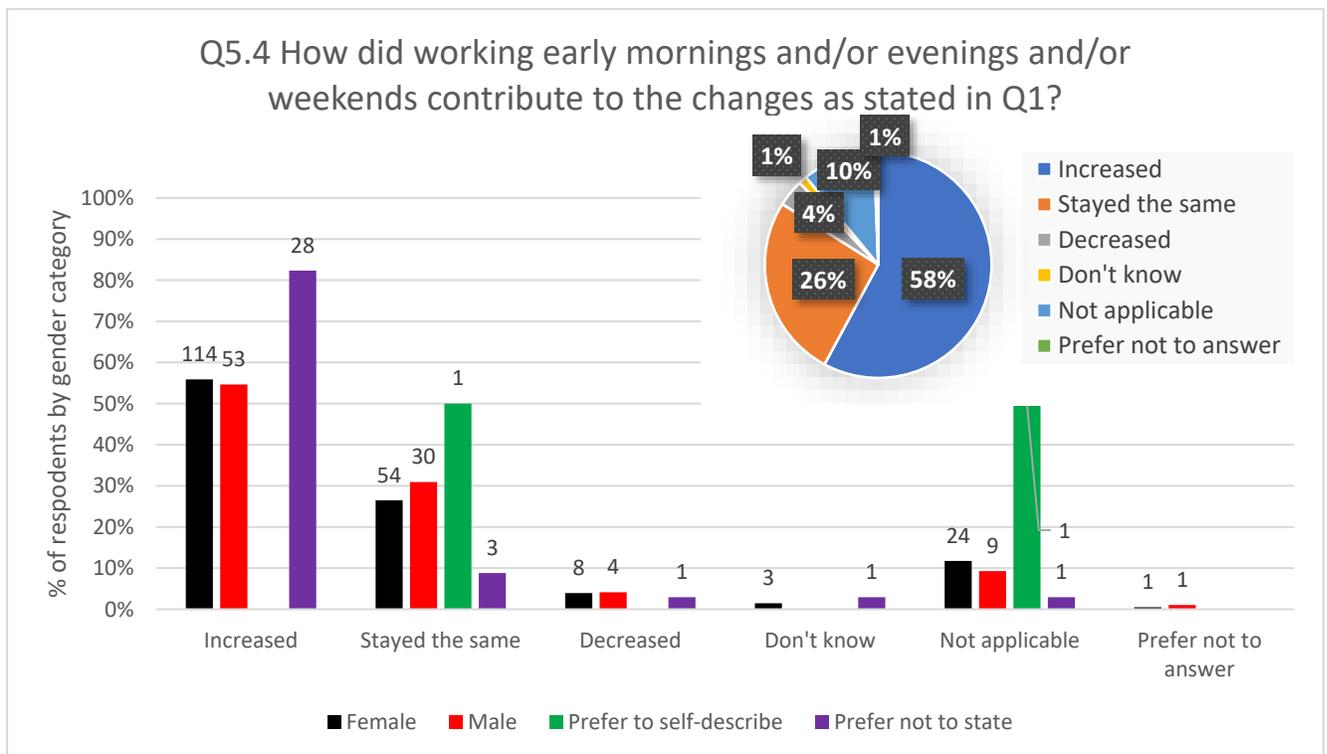


Figure 10. Working non-standard hours as a cause of work-related changes, by gender.

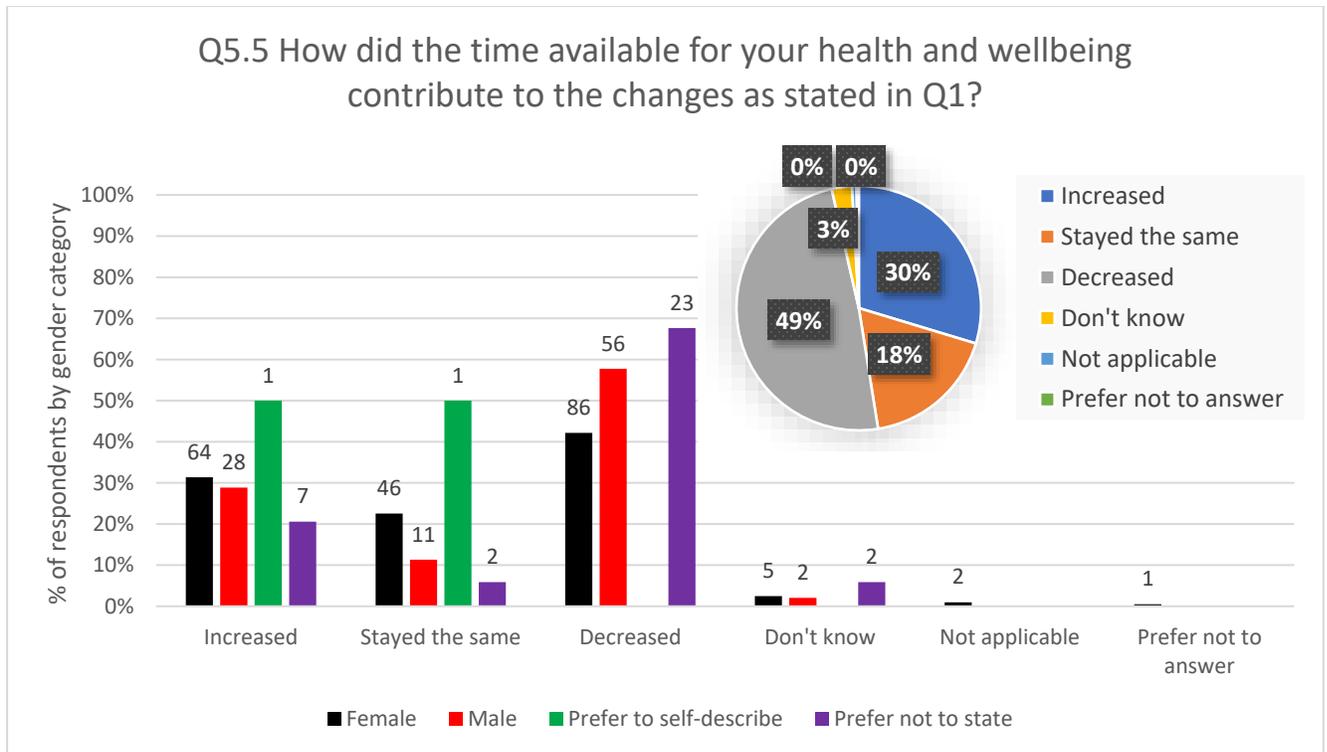


Figure 11. Time available for your health and wellbeing as a cause of work-related changes, by gender.

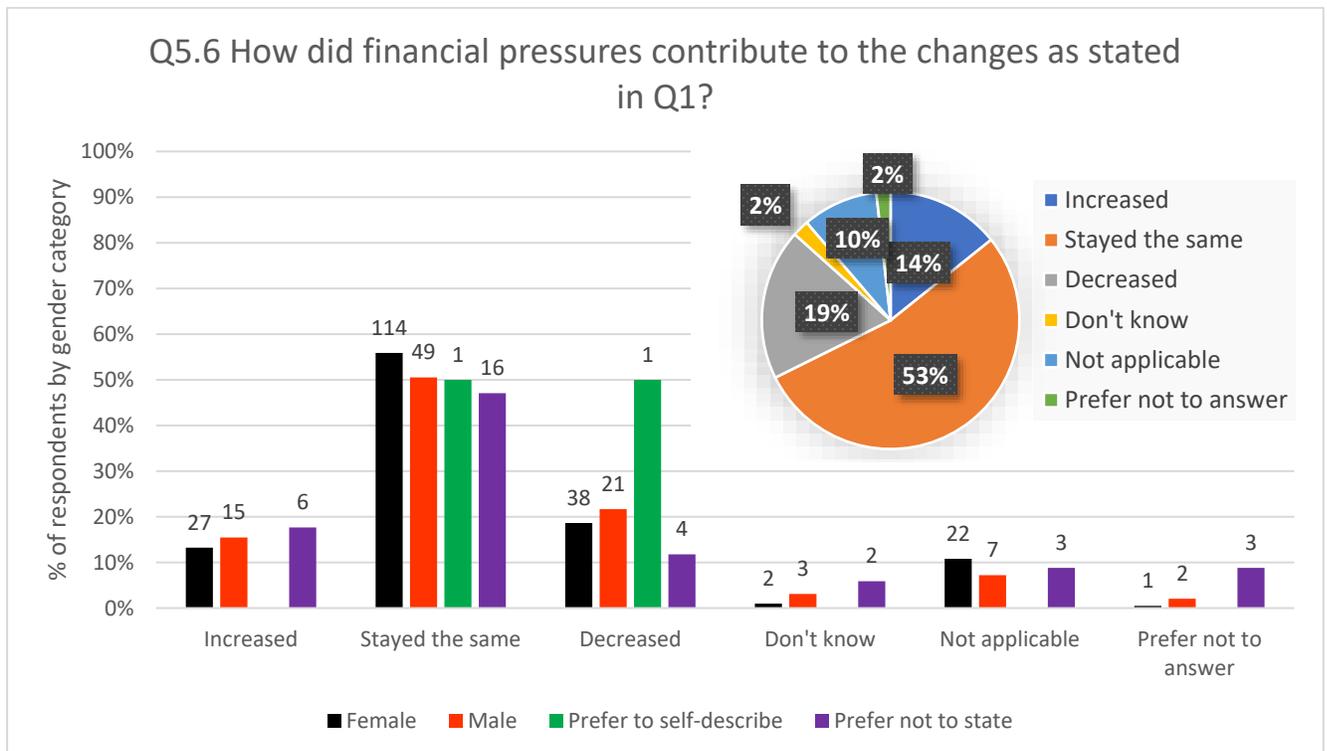


Figure 12. Financial pressures as a cause of work-related changes, by gender.

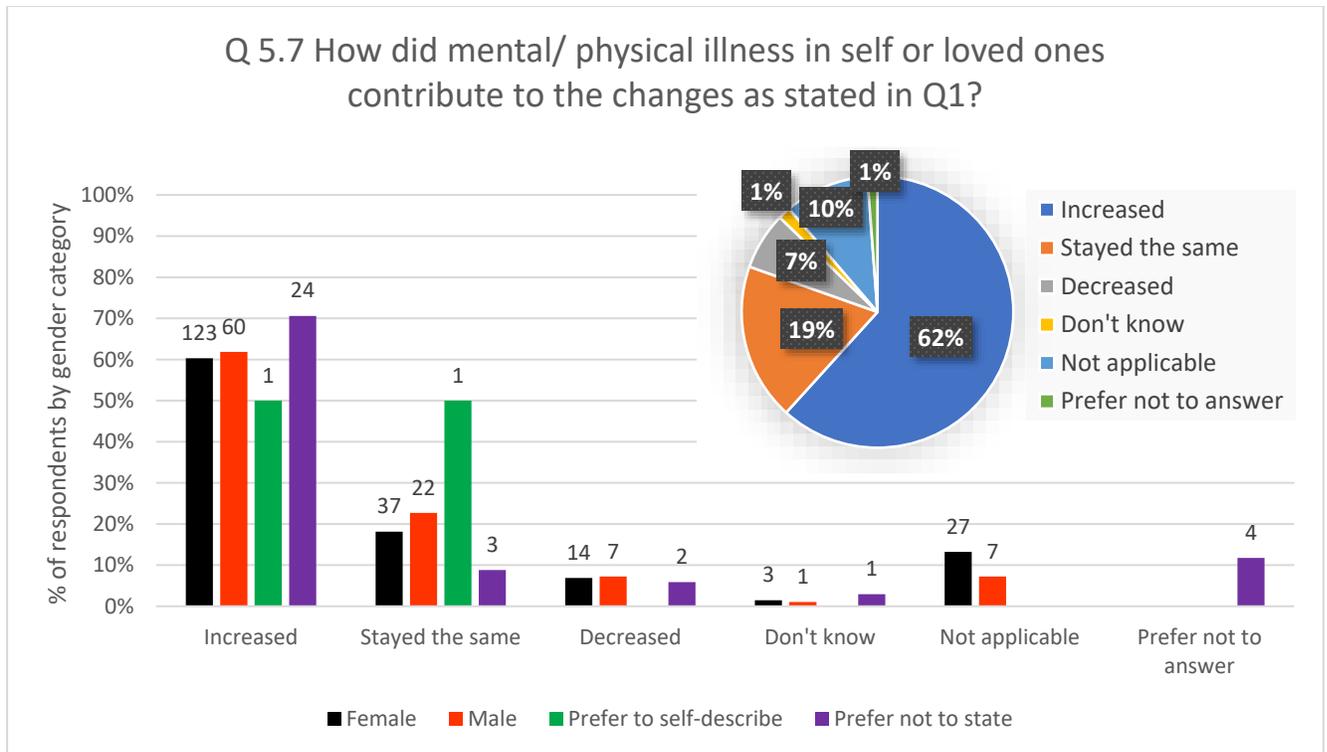


Figure 13. Mental/ physical illness in self or loved ones as a cause of work-related changes, by gender.

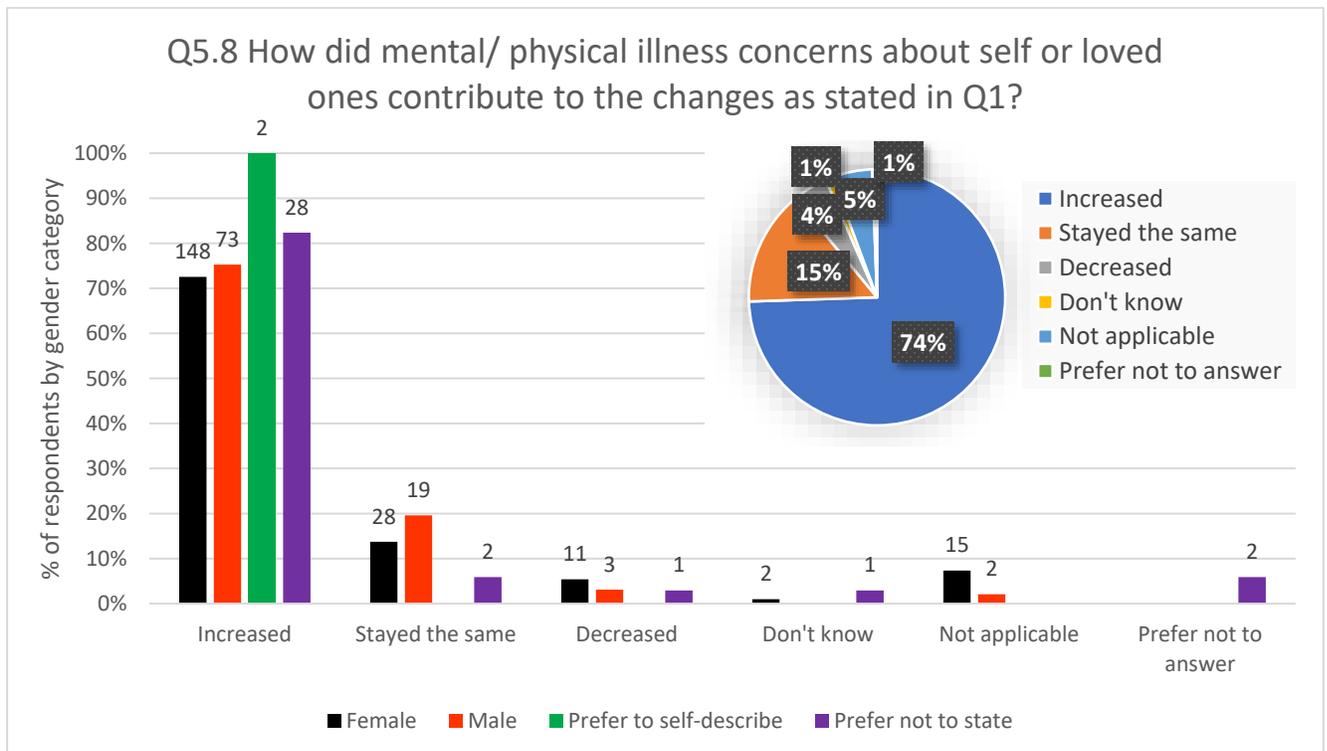


Figure 14. Mental/ physical illness concerns about self or loved ones as a cause of work-related changes, by gender

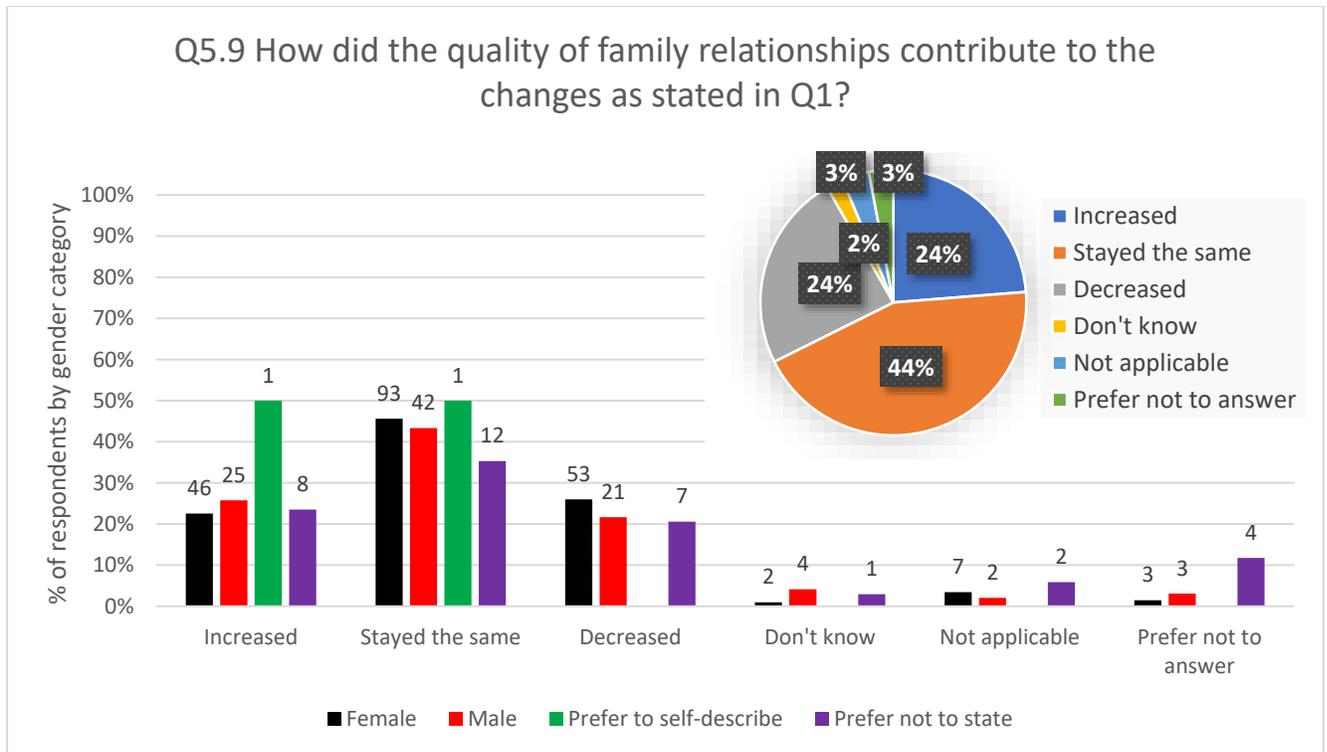


Figure 15. Quality of family relationships as a cause of work-related changes, by gender.

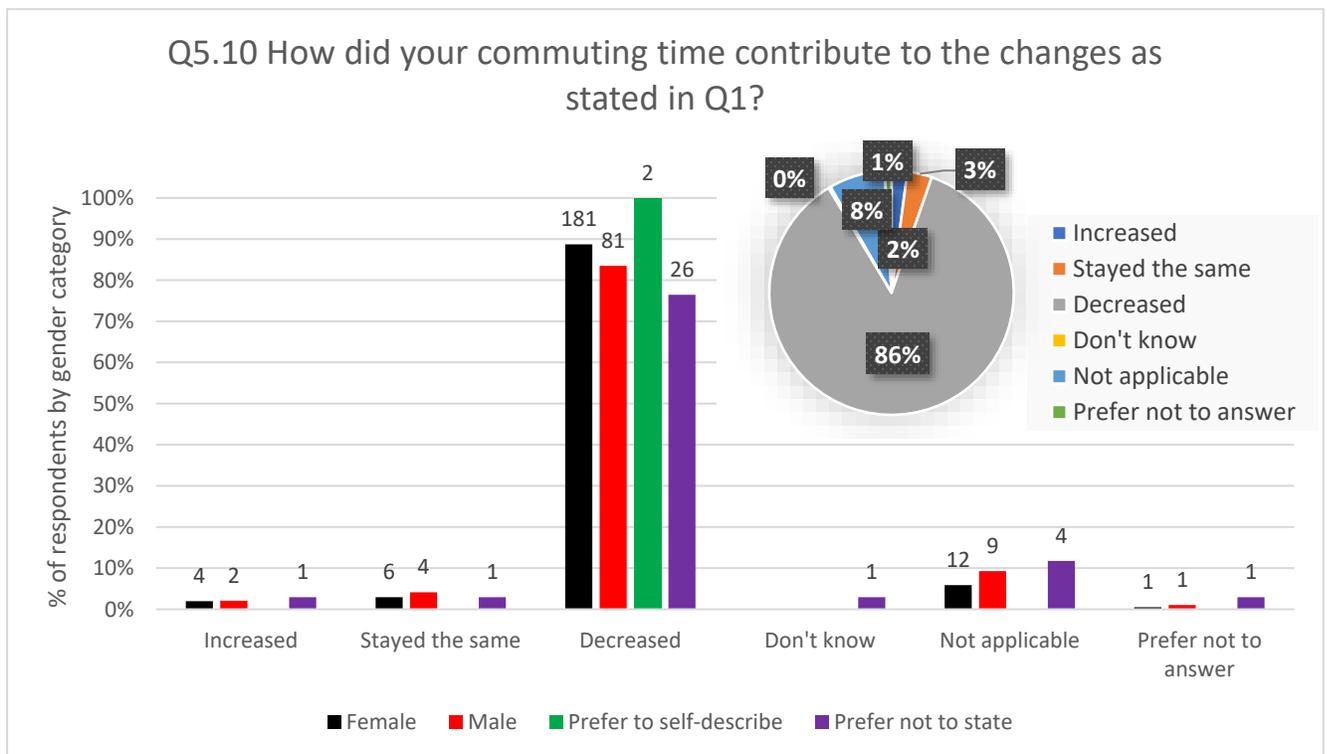


Figure 16. Commuting time as a cause of work-related changes, by gender.

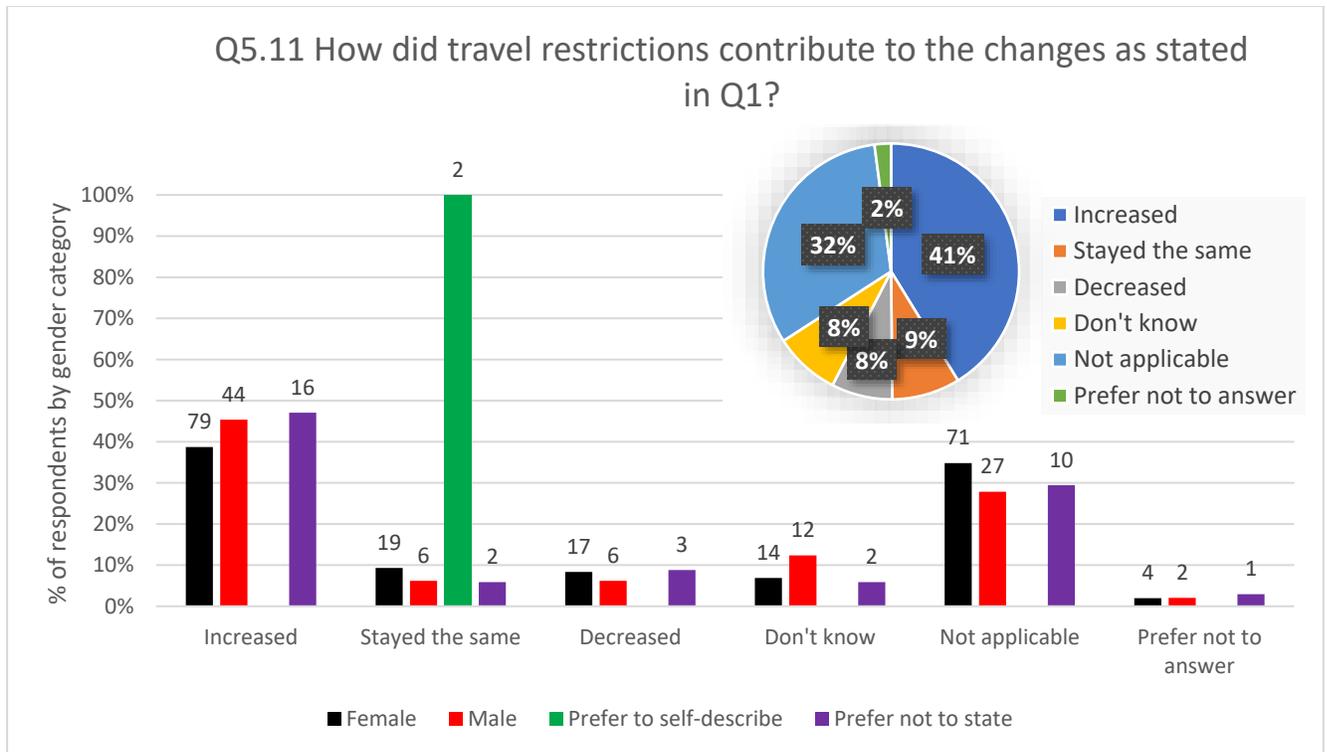


Figure 17. Travel restrictions as a cause of work-related changes, by gender.

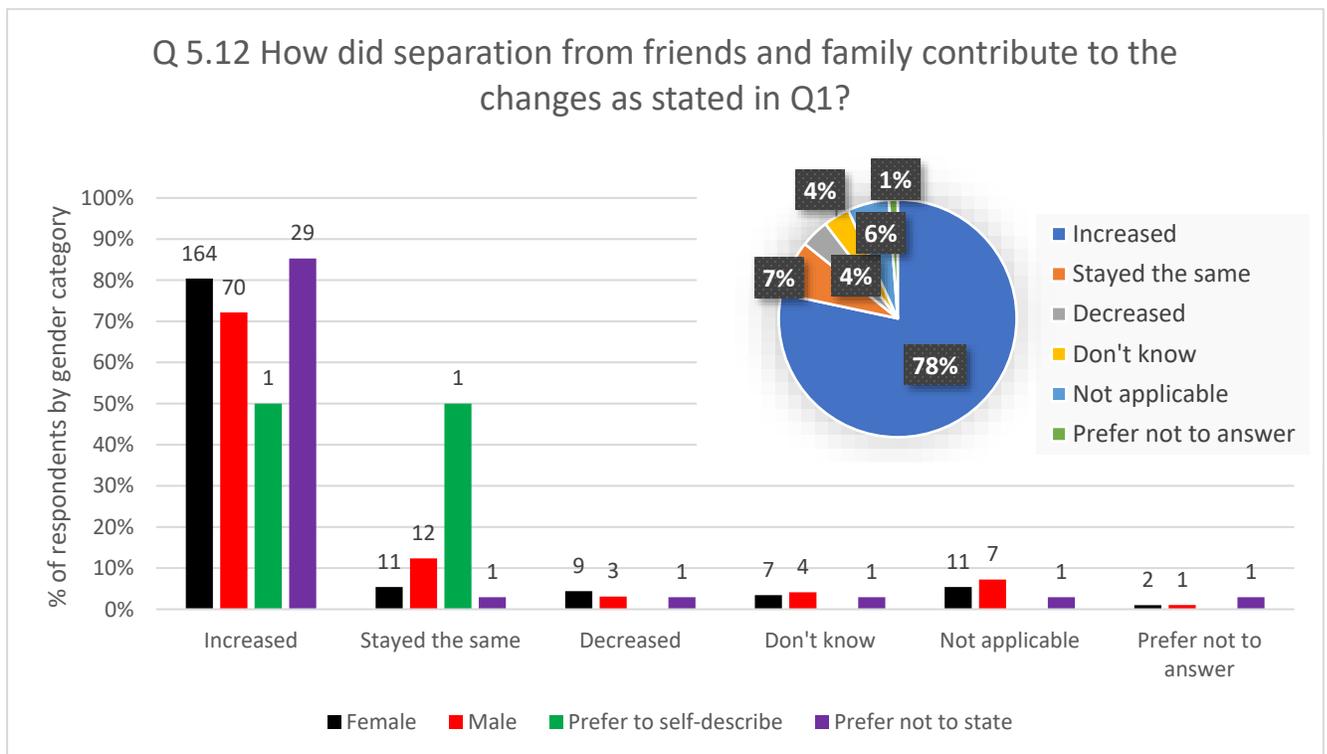


Figure 18. Separation from friends and family as a cause of work-related changes, by gender.

2.4 What were the consequences of change?

Respondents were asked about the knock-on effects of the changes that they had reported at the beginning of the survey.

On **motivation**, half of all respondents reported a decrease. Those who preferred not to state their gender were more likely than the survey average to say their motivation had decreased (71% vs 50%). 36% of the sample reported that their motivation had stayed the same, and 11% reported an increase. There were no differences between respondents self-identifying as male or female on this measure (see Fig. 19).

On **job satisfaction**, 58% reported a decrease. This rose to 79% in those who preferred not to state their gender. 29% reported that their job satisfaction had stayed the same, and 12% reported an increase. Again, there were no differences between respondents self-identifying as male or female on this measure (see Fig. 20).

On **short-term career development/prospects**, 45% self-reported a decrease, 35% reported no change, and 7% reported an increase. There were no substantial differences between respondents self-identifying as male or female. Those who preferred not to disclose their gender were more likely than average (74% vs 45%) to state a decrease in their short-term career development/prospects (see Fig. 21). The picture was similar for **longer-term career development/prospects**: 37% self-reported a decrease, 36% reported no change, and 9% reported an increase. There were no substantial differences between respondents self-identifying as male or female. However, those who preferred not to state their gender were more likely than average (68% vs 37%) to state a decrease in their long-term career development/prospects (see Figs. 21 and 22).

Of most concern, 63% of respondents reported a decrease in their **mental or physical health** as a consequence of the Covid-related changes. 20% reported no change, and 13% reported an increase. While there were no differences between respondents self-identifying as male or female on this measure, 88% of those who chose not to disclose their gender reported a decrease in mental or physical health (see Fig. 23).

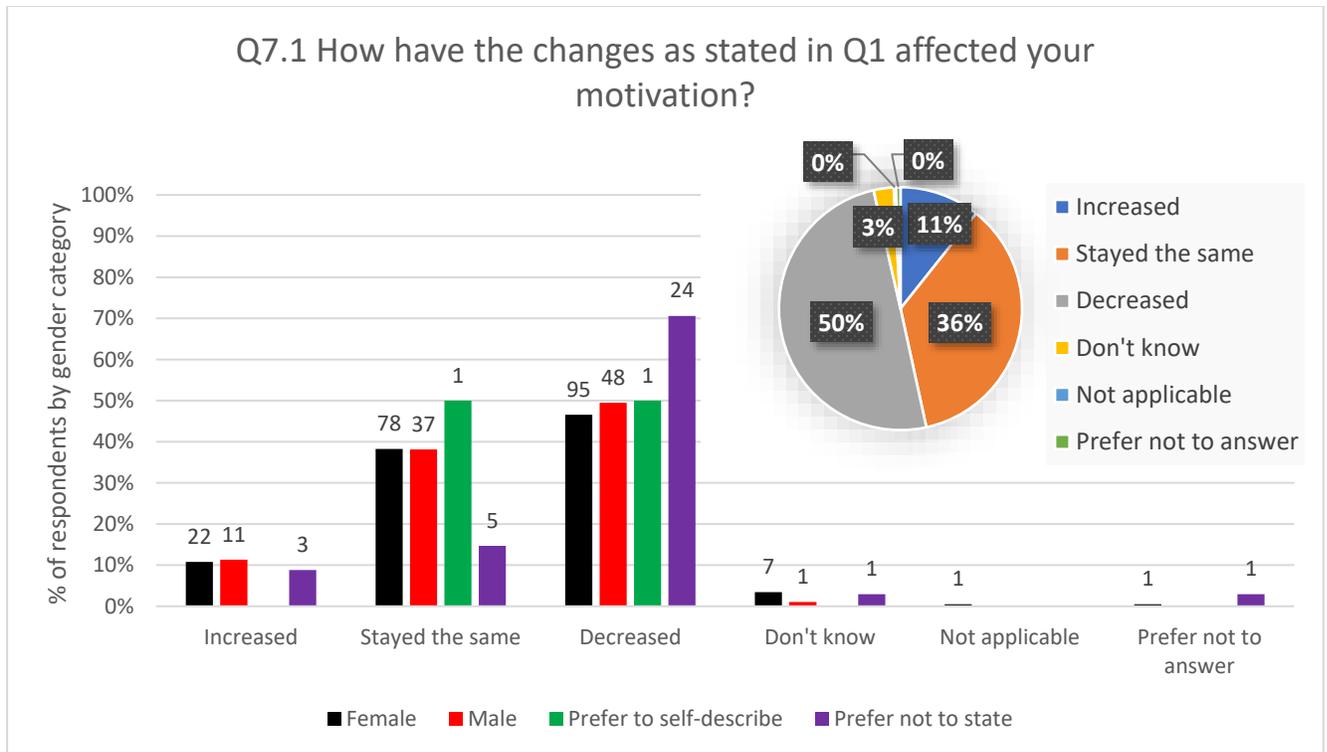


Figure 19. Motivation as a consequence of Covid-related change, by gender.

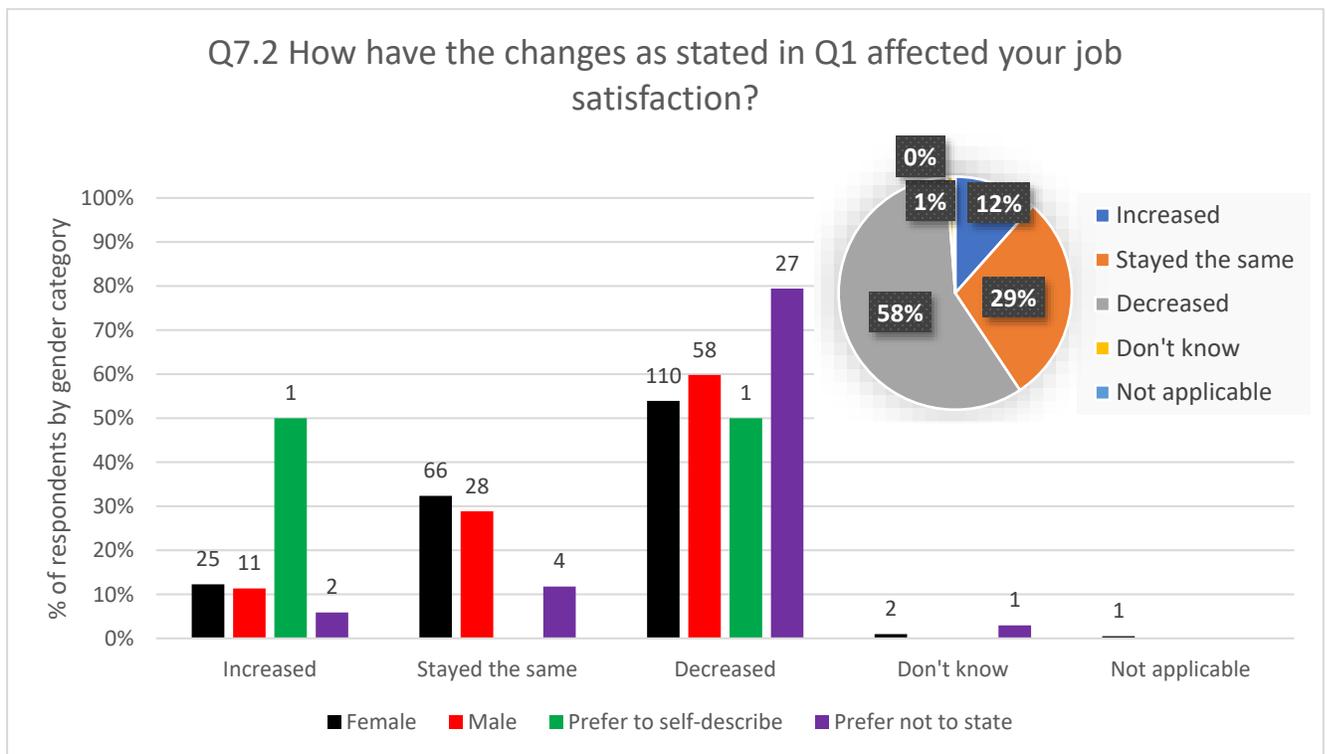


Figure 20. Job satisfaction as a consequence of Covid-related change, by gender.

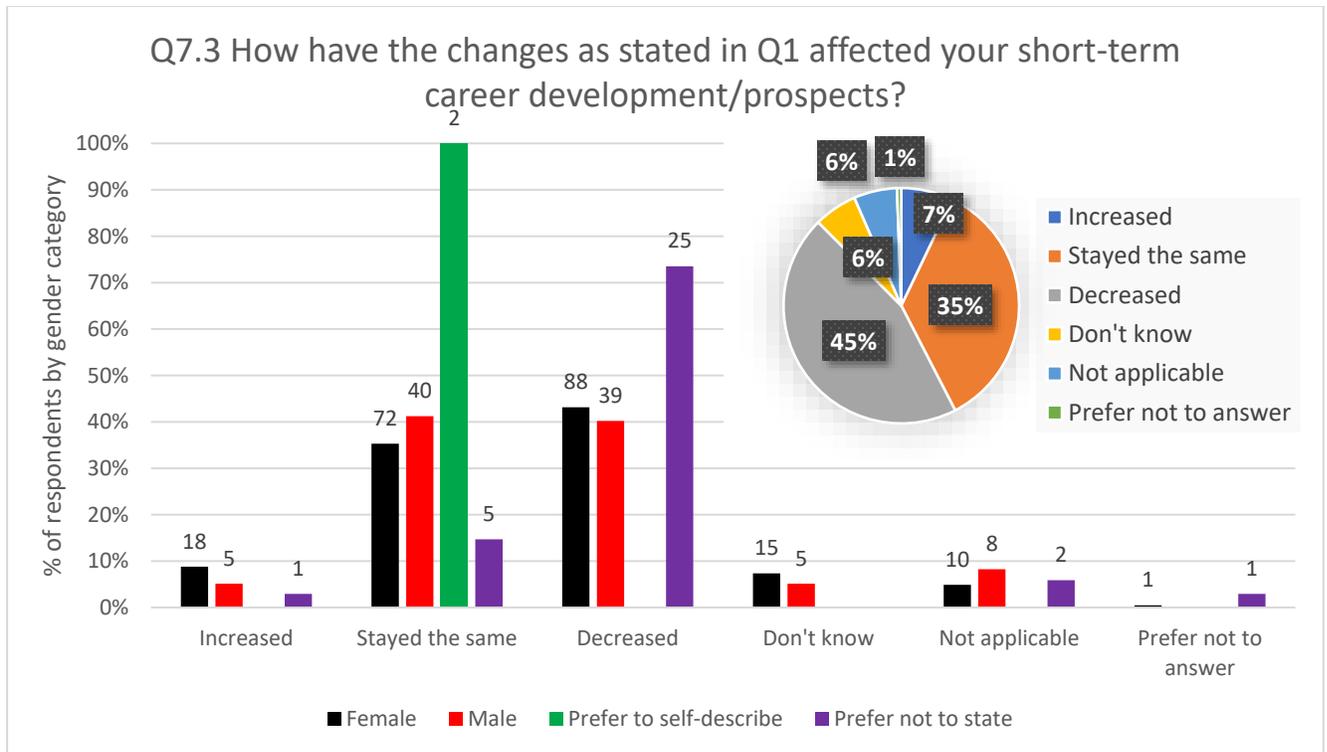


Figure 21. Short-term career development/prospects as a consequence of Covid-related change, by gender.

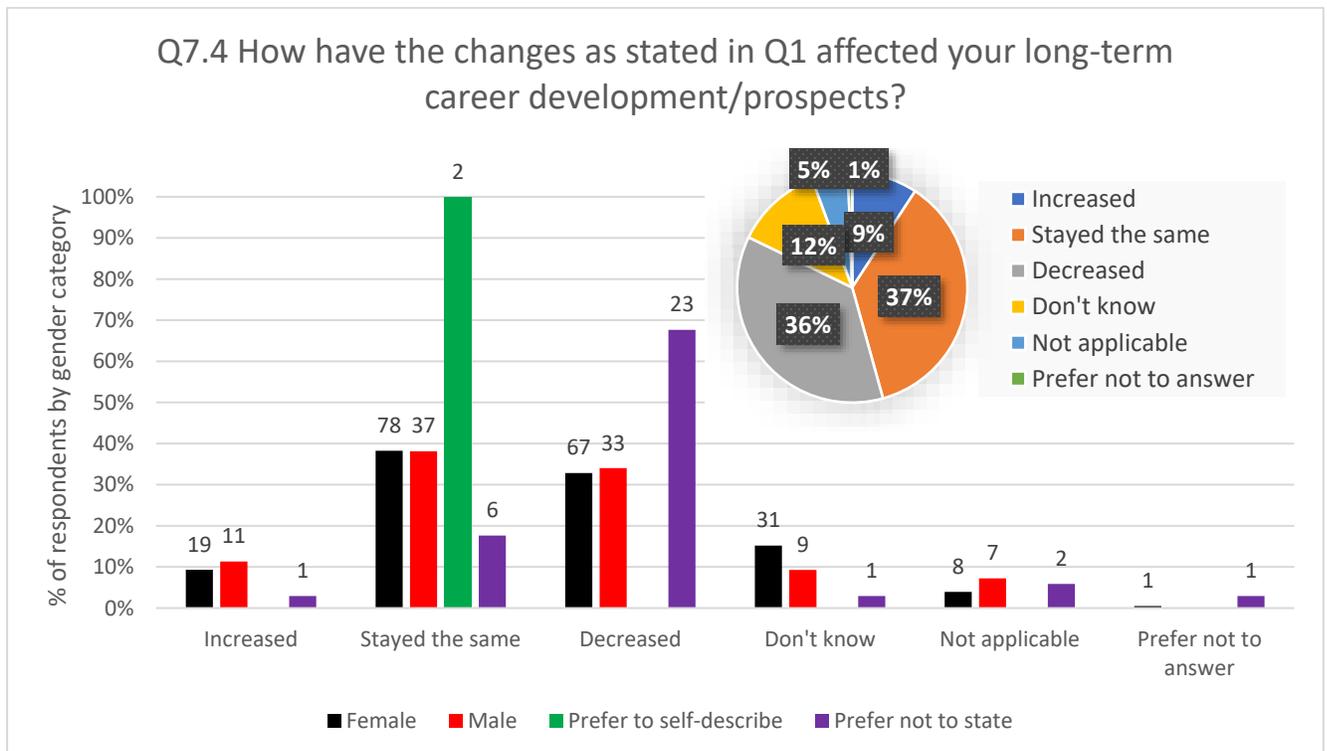


Figure 22. Long-term career development/prospects as a consequence of Covid-related change, by gender.

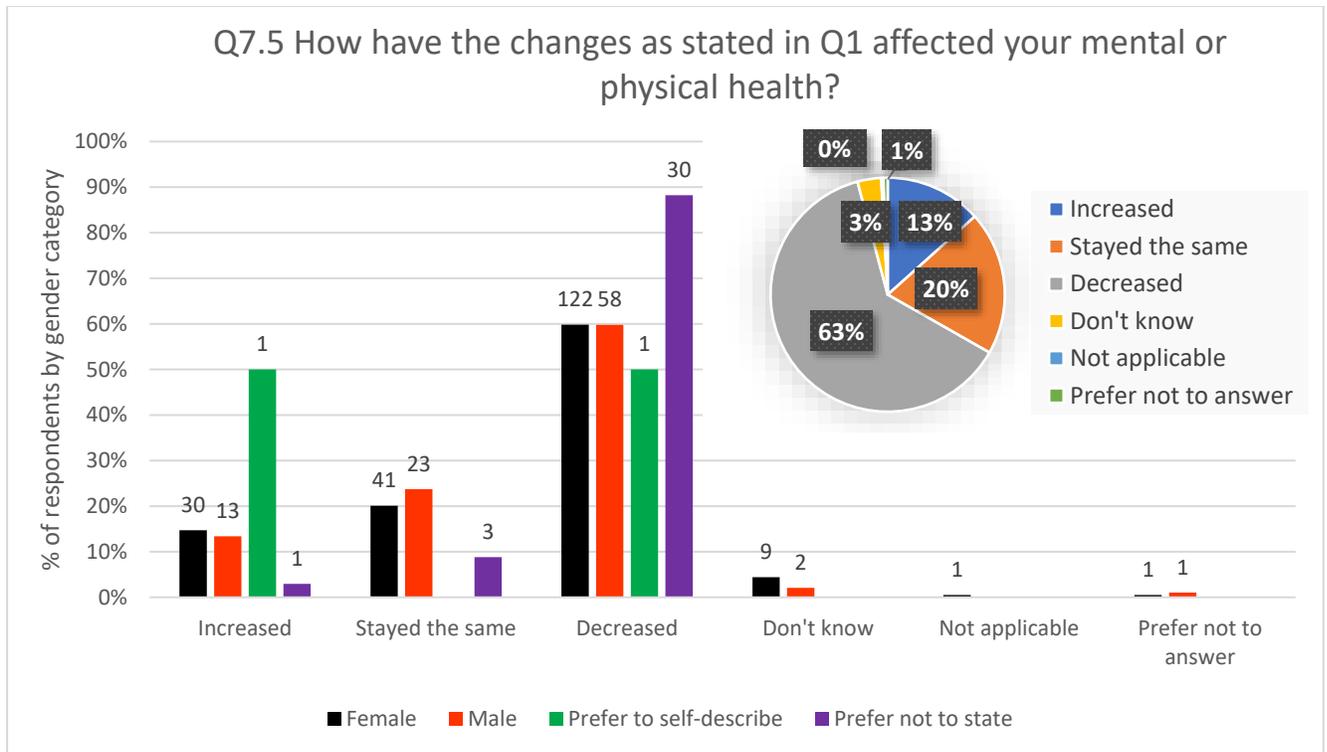


Figure 23. Mental / physical health as a consequence of Covid-related change, by gender.

Respondents were also asked how likely they were to reconsider their working practices and career plans as a result of the Covid-related changes that they reported at the beginning of the survey.

47% of respondents were more likely to **reconsider their career plans**, i.e. by looking at alternative careers or employers. 32% reported no reconsideration. 9% were less likely to reconsider, with more self-identifying females (13%) responding this way than self-identifying males (4%). Those who preferred not to state their gender were more likely than average to reconsider their career plans (62% vs 47%) (see Fig. 24).

24% of respondents were more likely to **reconsider applying for promotion**. This could indicate a greater or lesser inclination to apply, though may reflect a greater inclination after the promotions freeze. 42% reported no reconsideration. 17% were less likely to reconsider (see Fig. 25). One respondent elaborated that the loss of research time had impacted their confidence in applying for promotion.

41% of respondents were more likely to **reconsider their working patterns**, e.g. considering a move to full or part-time, with slightly more self-identifying females (43%) than self-identifying males (37%) responding this way. 40% reported no reconsideration. 6% were less likely to reconsider (see Fig. 26).

53% of respondents were more likely to **reconsider their personal plans**, e.g. family planning, relocation, retirement, with slightly more self-identifying males (59%) than self-identifying

females (50%) responding this way. 33% reported no reconsideration. 6% were less likely to reconsider (see Fig. 27). There were no marked gender differences in the three preceding consequences.

28 respondents provided open-field responses indicating further consequences of the changes stated in Q1. These included **staff wanting to work flexibly** (7 respondents), with one commenting that they may look to other employers if flexible working didn't continue, adding that commuting now felt like a waste of time. Five reported a **loss of confidence in career development and progression**. Some were **looking for jobs elsewhere** (3) or considering **retirement** (2). One respondent had looked at **secondment opportunities** due to opportunities presented by working from home. One felt a **loss of sense of community**, one experienced a **loss of income due to the promotions pause**, and one had **difficulties applying for research funding** due to lack of support and contract type.

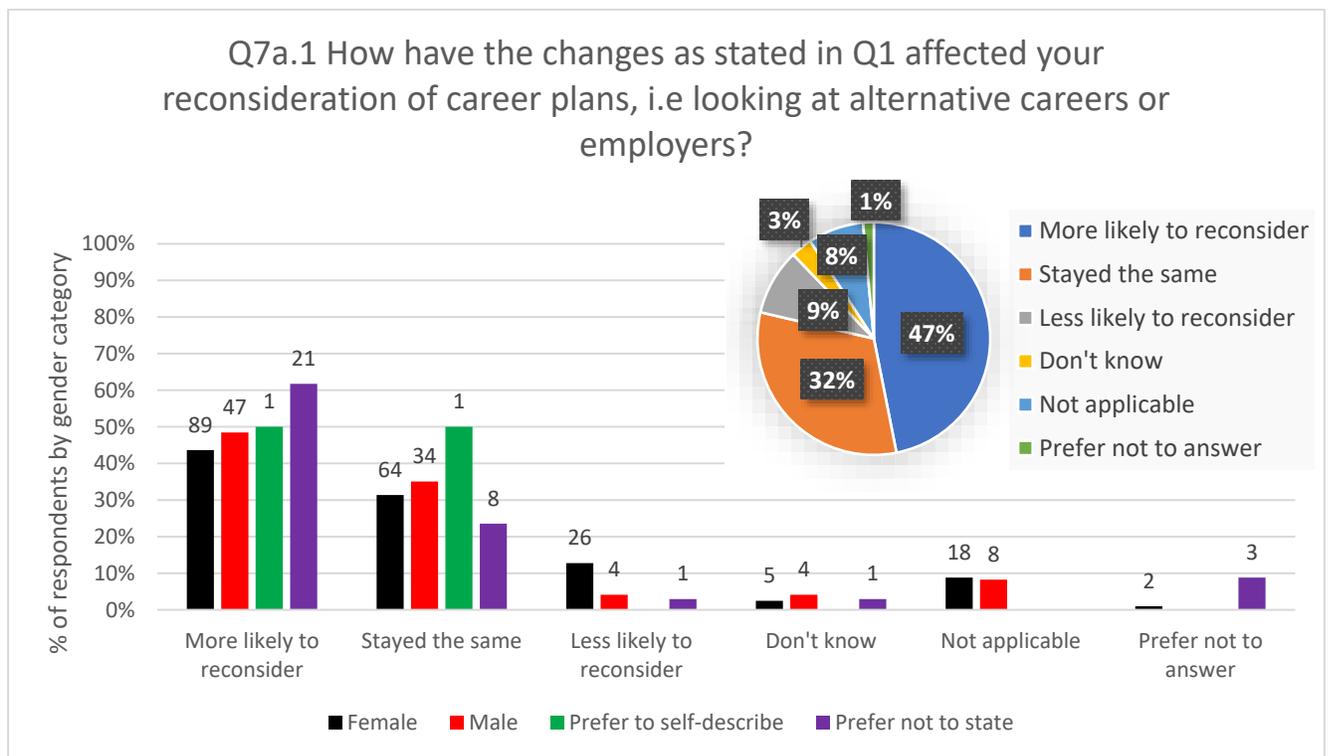


Figure 24. Reconsideration of career plans as a consequence of Covid-related change, by gender.

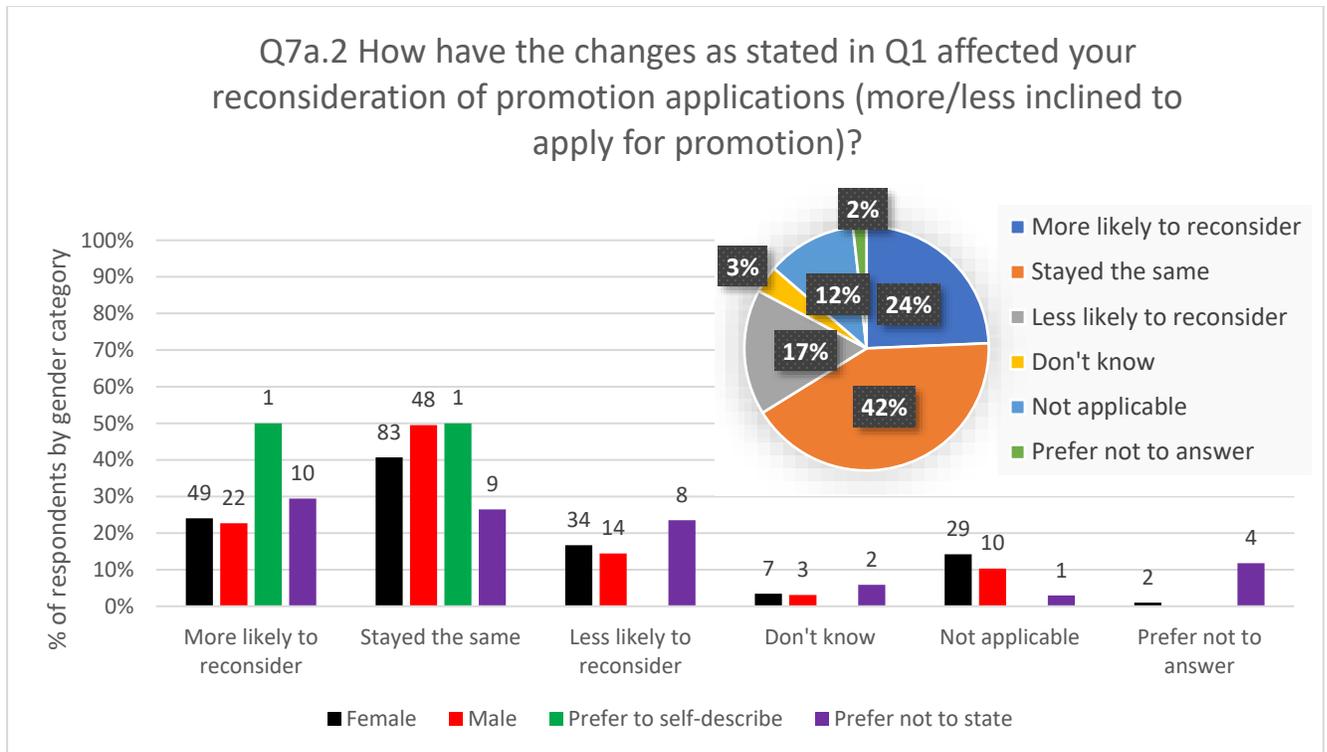


Figure 25. Reconsideration of promotion plans as a consequence of Covid-related change, by gender.

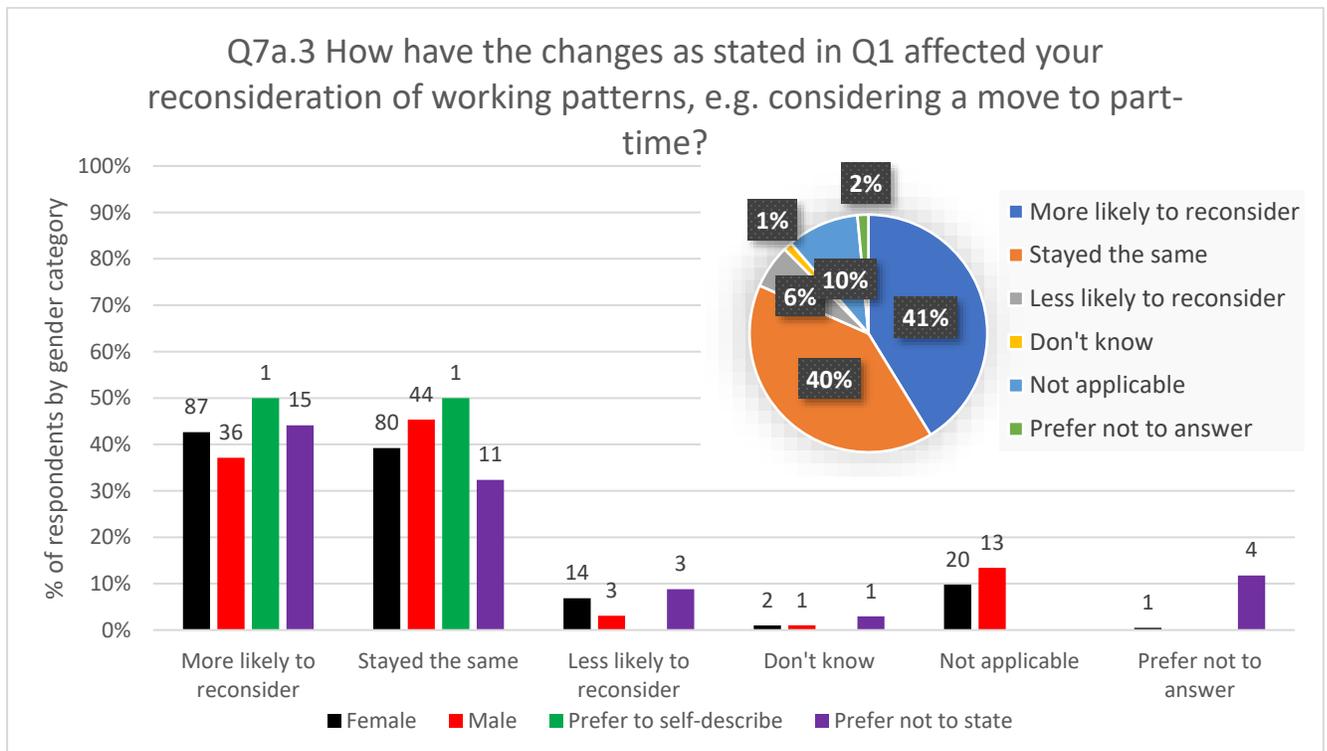


Figure 26. Reconsideration of working patterns as a consequence of Covid-related change, by gender.

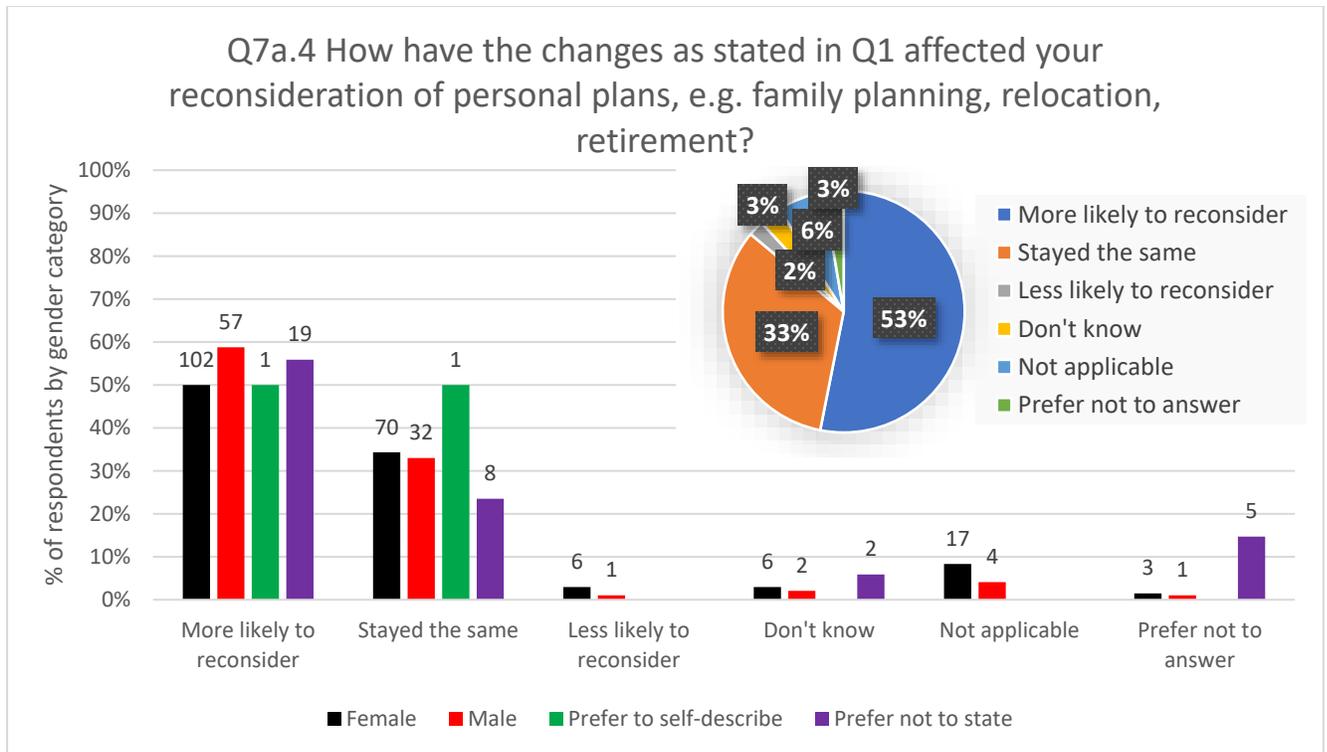


Figure 27. Reconsideration of personal plans as a consequence of Covid-related change, by gender.

Chapter 3. Managing the impact: What helped? What didn't?

The second part of the survey focused on colleagues' assessment of strategies used to manage the impacts of the pandemic. Respondents were invited to comment on measures they had undertaken for themselves, as well as on the University's strategic response to working conditions during the pandemic.

This part of the survey comprised three substantive questions²

- Have you done any of the following to help manage Covid-19 impacts on your work? (15 options)
- What were the most helpful things that the University offered during Covid-19? (12)
- What were the least helpful actions that the University took during Covid-19? (14)

Below, we summarise trends in the data. Tables show the proportions of respondents who selected pre-populated response options. Wordclouds show proportional trends in the open-field response options.

3.1 Self-initiated measures

As Table 3 shows, over two thirds of respondents took **annual leave** to help manage Covid-related impacts on their work, with a further 21% taking **other types of paid leave**. There were no cases of unpaid leave in the sample. Overall, the most common self-directed measures provided colleagues with the **flexibility** they needed to manage new ways of working.

One respondent stated in an open-field response that without cover from colleagues, they would not have been able to continue. Less positively, another respondent stated that no action was taken despite reporting the impossibility of balancing caring/home-schooling with work to their Head of School, compounded by understaffing in the Student Education Service.

Q9 Have you done any of the following to help manage Covid-19 impacts on your work? (Tick all that apply)	Overall % of respondents
Took annual leave (as part of my normal allowance)	69
Took special paid leave (e.g. carer's leave, compassionate leave)	21
Requested additional flexibility over working hours to manage work activity, which was granted	15
Took sick leave	11
Requested to work on campus, which was granted	10
Requested support/ cover for some of my working activities, which was granted	10
Made a flexible working request, which was granted	8
Other (please state)	7

² A [copy of the full COVID-19 Impacts Survey](#) with all response options in its original format can be viewed via SharePoint. See Appendix 2 for a summary. See Appendix 2 for a summary.

Q9 Have you done any of the following to help manage Covid-19 impacts on your work? (Tick all that apply)	Overall % of respondents
Requested to work on campus, which was declined	5
Increased contracted working hours	4
Requested support/ cover for some of my working activities, which was declined	3
Decreased contracted working hours	2
Took furlough if available	2
Made a flexible working request, which was declined	0.9
Took unpaid leave	0
Requested additional flexibility over working hours to manage work activity, which was declined	0

Table 3: Self-initiated measures that colleagues took to help manage Covid-19 impacts

3.2 What were the most helpful things that the University offered during Covid-19?

As Table 4 shows, half of respondents appreciated the University's decision to **move processes online**, as well as its provision of the associated **infrastructure**. A third found the increased options for **flexible working** helpful and 18% said the same regarding **additional forms of leave**. One fifth appreciated the support provided from **line managers**, and 16% citing similar support from peers. Less positively, 12% of respondents said that **no measures** that the University implemented were helpful.

Q11 What were the most helpful things that the university offered during Covid-19?	Overall % of respondents
Moved processes online	50
Provision of equipment or training needed to work from home	46
Increased options for flexible working	31
Other specific, genuine support from line managers (please state)	21
Additional leave options	18
Other specific, genuine support from peers (please state)	16
Making children and home life visible at all levels	13
None	12
Teaching, marking, or other workload relief	7
Other (please state)	5
Other specific, genuine support from senior leaders (please state)	4
Furlough	2
Other time or workload-protective measures, e.g. meeting-free Fridays	2
Financial support	1

Table 4: Colleagues' support for measures provided by the University to help manage Covid-19 impacts.

85 respondents provided open-field responses highlighting helpful strategies at various levels (see also Fig. 28).

At the **local / informal** level, respondents cited:

- Supportive colleagues, e.g. sharing advice and best practice about online learning (33 respondents)
- Research/writing support group with departmental colleagues (1)
- SES Teams reading group (1)

At **School/Service** level, respondents cited:

- Supportive managers, e.g. greater availability, encouraging leave to be taken, moving deadlines, workload reduction, trust in colleagues, willingness to challenge Faculty to get decisions made. NB. These comments concerned line/middle management such as Heads of School/Service rather than senior management (42 respondents)
- More inclusion in meetings/more socially connected with the Faculty team (4)
- Relaxing some bureaucracy around marking (2)
- 'Time for me' concept (1)
- Meetings of 55 minutes for screen breaks (1)
- Flexibility around meetings on research projects, PhD supervision (1)

At **University** level, respondents cited:

- Offering leave (compassionate, carer's) and phased returns (5 respondents)
- Communications that recognised stress, the needs of those with caring responsibilities, and the need for flexibility (4)
- IT support (2)
- Providing equipment (2)
- Free parking (1)
- Mentoring (1)
- Library click and collect; online resources (1)
- Increased speed of approvals for changes to student education provision (1)



Figure 28. What were the most helpful things that the University offered during Covid-19? Open-field elaborations to the option 'Other.' 3.3 What were the least helpful actions that the University took during Covid-19?

As Table 5 shows, more than half of respondents found the University’s **expectations of business as usual** unhelpful. **Frequent changes to working practices and expectations**, coupled with **poor communication** were also commonly cited as unhelpful. **Restrictions on recruitment and promotions processes** were also unpopular.

Q13 What were the least helpful actions that the University took during Covid-19?	Overall % of respondents
Expectations of ‘business as usual’	52
Too many/too frequent changes leading to ‘change fatigue’	45
Poor communication and messaging	42
Reward and recognition/promotion freeze	40
Badly timed, too long, or too frequent meetings (online)	34
Recruitment freeze	30
Lack of suitable equipment for home working	29
Other (please state below)	15
Expectations of in-person teaching and meetings while Covid-19 levels were high	14
Advice to use leave, e.g. carer's leave, compassionate leave	11
None	11
Moved processes online	10
Advice to work flexibly	10
Uneven and unequal application of furlough	3
Badly timed, too long, or too frequent meetings (in-person)	0.9

Table 5: Colleagues’ dislike of measures provided by the University to help manage Covid-19 impacts.

54 respondents provided open-field responses highlighting additional challenges presented by the University’s response (see also Fig. 29). These included **increased workload** and **inadequate communications**. On the latter, one respondent stressed how detrimental the communications strategy was for workload as staff struggled to keep up with the changes, though they did acknowledge that some aspects of this improved from September 2020. **Insufficient IT support** was often mentioned. One respondent conveyed their frustration at the assumption that all staff are tech savvy, have the necessary gadgets, and are comfortable with complex platforms. They reiterated the need to minimise changes to working conditions as much as possible rather than accelerating or multiplying them.

Open-field comments included:

- **Increased workload** due to online teaching, having two cohorts of students (starting in September and January), increased admin and insufficient admin support, hastily-launched initiatives, a complex system of approvals for staffing requests, the long-term impact of business-as-usual on staff burnout, workload increase not reflected accurately in the workload model (19 respondents)

- **Communication:** poor, slow, changeable, and non-transparent; students emailed before staff. This created stress, anxiety, and increased workloads. Lack of consultation/decision-making with staff (16)
- **Online teaching:** not as enjoyable as face-to-face teaching, tools not fit for purpose, lack of training, late decision-making about Zoom/Blackboard (6)
- **Little support for home working,** e.g. tech, broadband, other equipment (5)
- **Poorly managed return to campus:** uncertainty, pressure to teach face-to-face amid high infection rates (5)
- Emphasis on **wellbeing** but no time to do it (4)
- **Research:** allowance frozen, doctoral scholarships frozen, travel ban (3)
- **Pay freeze** and payment date moved (without consultation) (2)
- **IT changes** badly implemented, e.g. Duo (2)
- A 'get on with it' approach, particularly for staff without children (1)
- Restrictions on recruitment (1)
- Insufficient promotion of public health, e.g. testing, vaccines, safe behaviour (1)



Figure 29. What were the least helpful things that the University offered during Covid-19? Open-field elaborations to the option 'Other.'

Chapter 4. The road ahead: ongoing impacts of Covid-19 and suggested mitigations

The final part of the survey focused on the ongoing impact of Covid-19 on colleagues' work. Using open-field boxes, respondents were invited to comment on three questions:

- What concerns do you have about the ongoing impact of Covid-19 on your work?
- What would be the most beneficial action(s) the University could take to mitigate these concerns?
- Is there anything else you would like to share with us regarding the impact of the pandemic on your work life?

83% of the sample (N=280) answered the first question about ongoing impacts, citing **future working arrangements** that are potentially untested and unsustainable, **workload, impact on research and related promotion opportunities, impact on health and wellbeing, and impacts of non-work factors**, e.g. home-schooling (see also Fig. 30). Specific themes included:

- Working arrangements: uncertainty, safety of working on campus/commuting, costs of working from home (WFH), reduced motivation / satisfaction WFH, issues with technology and equipment WFH, concerns about the University's support for WFH in the longer term, no benefit to being on campus if separated from team (99 respondents)
- Workload increasing (62)
- Impact on research, e.g. access to libraries, travel restrictions (62)
- Impacts on health, wellbeing, and work-life balance (46)
- Isolation (particularly for international staff) (26)
- In-person teaching: high case numbers, low vaccine take-up, concerns around ventilation (26)
- Impact of caring responsibilities/ home-schooling (22)
- Online teaching: demotivating and a threat to job security, time consuming, not as effective pedagogically. Not meeting students' expectations (21)
- Impact on career development and promotion (particularly early career researchers and those on fixed term contracts), access to training (20)
- University Executive Group's new policies and initiatives; lack of consultation with staff (15)
- Cost-cutting and no reward/recognition (13)
- Job security on fixed-term contracts (6)
- Theft of intellectual property and re-using pre-recorded lectures after the pandemic is over (3)
- Lost learning for GCSE and A-level cohorts and its impact on staff in the future (2)



Figure 30. What concerns do you have about the ongoing impact of Covid-19 on your work?

80% of the sample (N=268) answered the second question about beneficial actions that the University could take. Suggestions highlighted **reduced workload, better communications and greater consultation, support for IT and flexible working, and a consideration of a range of HR processes** (see also Fig. 31). Specific themes included:

- Communication and expectations on productivity from management (75 respondents)
- Reduce and support workload (50)
- Flexible working (47)
- Allow safe working on campus (space for teams to be together) (43)
- Consultation (31)
- Support and consideration for the impact on research (17)
- Reduce bureaucracy and new initiatives (15)
- Reward and recognition (12)
- Increase wellbeing and occupational health (OH) support (12)
- Clarity on the University's approach to travel (7)
- Extending carer's leave (7)
- Promotions criteria/process review (7)
- Equipment for WFH and on campus teaching (6)
- Reduce fixed-term/ temporary contracts (6)



Figure 31. What would be the most beneficial action(s) the University could take to mitigate these concerns?

50% of the sample (N=169) answered the final question inviting open information about impacts on colleagues' working lives. Responses highlighted the effects of **isolation and disconnection, concerns about online teaching and workload, and the value of flexible working**. Comments noted the increased **importance of human contact** in the workplace and the need to be **part of physical communities**. There was some fear that current ways of working would become 'the new normal'. Some respondents stressed the **disconnect between decision-makers and employees**. Many comments conveyed a sense of **disconnection, demoralisation, and burnout** (see also Fig. 32). Specific themes included:

- The value of flexible working to improve work-life balance (43 respondents)
- Disconnect between decision-makers and staff (39)
- 'Invisible' overworking (26)
- Lack of support and understanding of caring responsibilities (23)
- Being on campus and the value of sense of belonging, community and human connection (19)
- Screen time and health-related concerns (15)
- Lack of recognition of the effects of isolation from family, friends, colleagues (13)
- Concerns about career development (9)
- Enjoyment of not commuting (9)
- Online teaching can be a knock to confidence; reduces enjoyment; the new digital approach is not evidence-based (7)
- Gap between messaging of 'take time for yourself' and the reality (6)
- Option to carry leave over to visit family overseas (5)



Figure 32. Is there anything else you would like to share with us regarding the impact of the pandemic on your work life?

Chapter 5: Summary, conclusions, and next steps

The aims of our survey were to understand colleagues' experiences of working within the Faculty of AHC through Covid-19, to identify gender-based professional inequalities exacerbated by the pandemic, to highlight effective responses from the University community, and to make recommendations to mitigate the effects of the pandemic on our working lives.

Colleagues responded to the survey generously. They clearly wanted to share their experiences and views. Copious data was provided even for optional questions, e.g. 50% of survey participants volunteered their views for the final open-text question. Our findings represent a wide range of people working in UK Higher Education, and may extrapolate to populations working in similar contexts.

The major emerging themes were:

- a. The exceptional and widespread increase in workload.
- b. The significant and widespread decrease in mental wellbeing.
- c. A decrease in productivity.
- d. A decrease in job satisfaction.
- e. The need for flexibility in working processes.
- f. Concerns about long-term impacts on career development.
- g. Loss of research time as time required for student-facing tasks and activities has increased.
- h. The power of supportive managers and colleagues.
- i. Poor institutional communications.
- j. Fewer gendered effects than have been reported externally, though this is caveated by i) a relatively high proportion of non-disclosure, ii) uneven response rates by gender.

Here we summarise our key findings, organised by three of the overarching aims. The fourth is covered under recommendations in Chapter 6.

Aim 1: To understand the lived experiences of working for the University through Covid-19, and the impact of the pandemic on our work.

Covid-related changes:

Our data highlights the common effects of Covid-19 on our working lives. Workload increased across the board, and colleagues' availability and flexibility increased. Many colleagues felt that the quality of their work declined. Stress increased in almost three quarters of respondents, and many reported a decline in wellbeing/work-life balance.

Causes of change:

Triggering the changes reported above, more than half of respondents cited factors relating to working online and from home, including technological and interactional barriers. HR processes were also cited, including restrictions on recruitment, job security concerns, and induction difficulties for new starters. Some positive work factors were mentioned, such as greater flexibility, and colleagues feeling trusted and not micromanaged.

On the home front, lengthier or unsociable working hours, time available for keeping healthy, concerns about mental/physical illness in self and loved ones, and separation from friends and family were common reasons for change. Where people had caring responsibilities they mostly saw an increase, and these were frequently mentioned as a cause of work-related changes.

Consequences of change:

Decreased motivation, job satisfaction, and career prospects were cited by the majority of respondents as a consequence of Covid-19. This was accompanied by a decrease in mental or physical health in two thirds of respondents. Almost half of respondents said that they were more likely to reconsider their career plans and/or and personal plans as a result of Covid-19. In some cases, this was attributed to the difficulty of juggling caring and professional responsibilities. Looking forward, opportunities for flexible working appeared to be a key factor in this line of thinking.

Aim 2. To identify gender-based professional inequalities exacerbated by Covid-19.

Despite multiple reports revealing stark gender-related differences in the impact of Covid on the working lives of academics (Deryugina, Shurchkov & Stearns, 2021; Malisch et al., 2020; Nash & Churchill, 2020; Squazzoni et al., 2021; NB. no published research was found on gender differences in the impact on professional services staff), there were surprisingly few differences between respondents self-identifying as male or female in our quantitative data (though we caveat this with the observation that 60% of survey respondents who stated their gender self-identified as female and only 30% as male). There were some small but significant differences in parts of the data. For example, a greater proportion of respondents who self-identified as male cited travel restrictions and the availability of research funding as causes of change, perhaps reflecting a greater incidence of research-related travel among men. Self-identifying males were also more likely to cite the move to online teaching as a cause of change. More self-identifying females than males cited the impact of Covid-19 on colleagues as a cause of change at work. A small number of qualitative comments conveyed the perception that the impact of Covid-19 on women and minority groups was not adequately considered by the University, particular in regard to planning and promotions. One comment stressed that the narrative that men were benefitting from the pandemic did not reflect his lived experience.

Notably, among respondents who opted not to state their gender, more negative trends were reported. This group were more likely to report increased workload, availability, and work-related stress, and decreased productivity/quality of work. Regarding causes of change, this group were more likely to cite changes to working hours, time available for own health and wellbeing, and increased mental / physical illness in self or loved ones. Regarding consequences of change, they were more likely to cite decreases in motivation, job satisfaction, short and long-term career development/prospects, and mental or physical health. They were also more likely to reconsider their career plans. This worrying pattern suggests that those with concerns about identifiability are also those with more serious challenges, and highlights the need to consider how best to reach and support this group.

Aim 3: To gather suggestions about effective forms of support during and post-pandemic.

Our survey yielded valuable insights into the University's response to the Covid-19 pandemic.

Although moving to the virtual world presented challenges, the University's decision to move its processes online, as well as its provision of the associated infrastructure were received positively. The University's facilitation of flexible working and its range of leave options were widely appreciated. The role of individuals and interpersonal relationships came through prominently in our data. Supportive managers, peers, and mentors were crucial in how colleagues managed their increased workload.

However, 12% of respondents said that no measures that the University implemented were helpful. More than half of respondents found the University's expectations of 'business as usual' unhelpful. Frequent changes to working practices and expectations, assumptions of familiarity with online platforms, alongside poor or slow communication were widely held to be unhelpful. Restricted recruitment and promotions processes were unpopular. Contrary to the support of leave schemes above, the advice to use certain types of leave (carer; compassionate; annual) was seen as unhelpful, since this was not seen to address the problem of unmanageable workloads. There were many concerns about the management of the return to campus.

Themes of isolation and disconnection emerged throughout the survey, suggesting that measures to reduce these effects should be prioritised as we move to the next phase of the pandemic.

5.1 Limitations of the survey

This report contains some of the top-level findings from the survey based on broad trends in the data. Behind these trends are many more nuanced experiences which may not have been captured by the predetermined categories, e.g. single parents, international staff, staff working on two contracts at different grades, and staff with or supporting those with continuing effects, e.g. Long Covid. Because this work is situated within Athena Swan processes, we have prioritised a gender analysis and have not analysed the data by other characteristics, e.g. age. We have not dissected the teaching, research, and administrative aspects of colleagues' work, though there are undoubtedly stark differences between the amounts of time that colleagues felt they could or needed to devote to each. There will also be nuances around the precise locus of stress or lack of productivity.

This is not a longitudinal analysis. The survey represents a snapshot of colleagues' experiences at one point in time during the summer of 2021. Evolving national and transnational guidance over the course of the pandemic, and local changes such as whether staff were working on or off campus affected us in different ways at different times. Circumstances were subject to substantial change over the period.

Although the gender distribution of staff in the Faculty of AHC broadly reflects that of the University as a whole, we are keenly aware that staff working in other areas of the University

will have experienced different circumstances and challenges. We encourage senior leaders across the University to reflect on comparable analyses.

5.2 Next steps

At the time of writing, the University has begun to open up on a wider scale. To track the relationship between working from home and many of the negative effects revealed by the survey, it will be useful to follow up with our respondents after a period of working on campus.

It will be essential to monitor the effect of any changes to processes and policy ensuing from the effects of the pandemic. For example, an orthogonal but relevant policy to support travel and care costs for carers on University business was introduced by AHC in July 2021, which aims to mitigate some of the increased burden of care while working through the pandemic.

It will also be important to follow up on our positive findings to amplify and broaden these effects. For example, how can the feelings of trust and autonomy be maintained as staff return to campus? What were the factors that led to these feelings? What are the ongoing effects?

Chapter 6: Recommendations for Faculty leaders

Our final aim was to inform Faculty and institutional approaches to mitigating the impacts of Covid-19. Based on the findings of this survey, we propose the following recommendations for Faculty leaders to support colleagues as they work through the next phase of the pandemic and beyond.

The most prominent message from the survey data was that Covid caused significant increases to **workload** across the board. We propose the following recommendations for the planning and management of workload:

	Action	Responsibility
A1	Through the Faculty's Workload Model Project, analyse and monitor academic workload in conjunction with Schools.	Deputy Dean School Managers Heads of Schools
A2	Raise issues of workload with the Deputy Vice Chancellor and University Executive Group.	Executive Dean
A3	Maintain and enhance the Faculty's commitment to the effective management of workload and sustainable workload planning, using the Faculty Workload Model Project, and making sure that workforce planning focuses on sustainability and workload.	Executive Dean Deputy Dean Heads of Schools
A4	Introduce measures to regularly monitor and address issues of workload across the services.	Faculty Operations Manager
A5	Ensure that issues of workload are more clearly flagged on the Faculty Risk Register.	Executive Dean

Related to workload were the significant decreases to **mental wellbeing**. The most effective means of addressing these will be via the recommendations on workload above. We propose the following additional recommendations to support colleagues:

	Action	Responsibility
B1	Ensure that all colleagues have access to up-to-date information about University services to support mental health and wellbeing, and that the use of these services is promoted.	Deputy Dean
B2	Consult with Heads of School and Services on how best to support mental health and wellbeing in their area.	Faculty HR Manager Faculty Operations Manager
B3	Gather further data on mental health needs across the Faculty.	Deputy Dean EDI Project Officer
B4	Include mental health as a standing item on the Faculty Health and Safety Committee agenda.	Executive Dean

To enable and reward **effective leadership**:

	Action	Responsibility
C1	Analyse the training needs of the Faculty leadership team to ensure that line managers are receiving effective support.	Executive Dean Deputy Dean
C2	Consider mechanisms to recognise and reward excellent leadership.	Executive Dean Deputy Dean

To mitigate the longer-term effects of the pandemic on **career progression**:

	Action	Responsibility
D1	Ensure that School-level career development discussions with individual colleagues (in SRDS, AAMs, RNAs, mentoring meetings and other appropriate contexts) support all staff to reflect on and record the impacts of Covid on their career development, and focus on enabling colleagues to develop plans for research and scholarship after the pandemic. Clarify how this information will be used, e.g. to inform School/Service and Faculty level training and development priorities, and to identify appropriate individual development opportunities.	Executive Dean Deputy Dean Heads of School Faculty HR Manager SRDS Reviewers
D2	Provide enhanced support for promotion applications for academic colleagues.	Deputy Dean HR
D3	Provide information about how Covid-19 impacts will be considered in various contexts including (but not limited to): promotions, research opportunities, scholarship and research expectations.	Executive Dean Deputy Dean Pro-Deans
D4	Ensure that research and scholarship opportunities (e.g. Faculty Research Leave, Sadler Seminar Series, PRiA funding, School level pump-priming) take into account the need to mitigate the impact of the pandemic on colleagues' research agendas, making appropriate adaptations to eligibility and the nature of activity supported.	LAHRI Director Pro-Deans School Executive Teams
D5	Review the effectiveness of current approaches to flexible working.	Faculty HR Manager
D6	Review current mentoring provision across the Faculty to ensure that colleagues have appropriate access to career development support.	Deputy Dean Faculty EDI Project Officer

To ensure effective **communication**:

	Action	Responsibility
E1	Ensure that colleagues are informed about how the Faculty plans to mitigate the impacts of Covid-19.	Deputy Dean
E2	Ensure that central teams are aware of the need for co-ordinated communications and, in particular, for staff communication to precede and align with student communication.	Executive Dean Deputy Dean Pro-Dean SE
E3	Ensure that staff have access to clear information about policies and schemes designed to provide financial, health and other support.	Deputy Dean School EDI Leads
E4	Ensure guidance relating to the rollout and use of new IT systems is clear and timely.	Faculty IT Lead
E5	Ensure that colleagues are clear on the routes for raising EDI and related issues, both with their manager and anonymously if required.	Deputy Dean Faculty HR Manager School EDI Leads

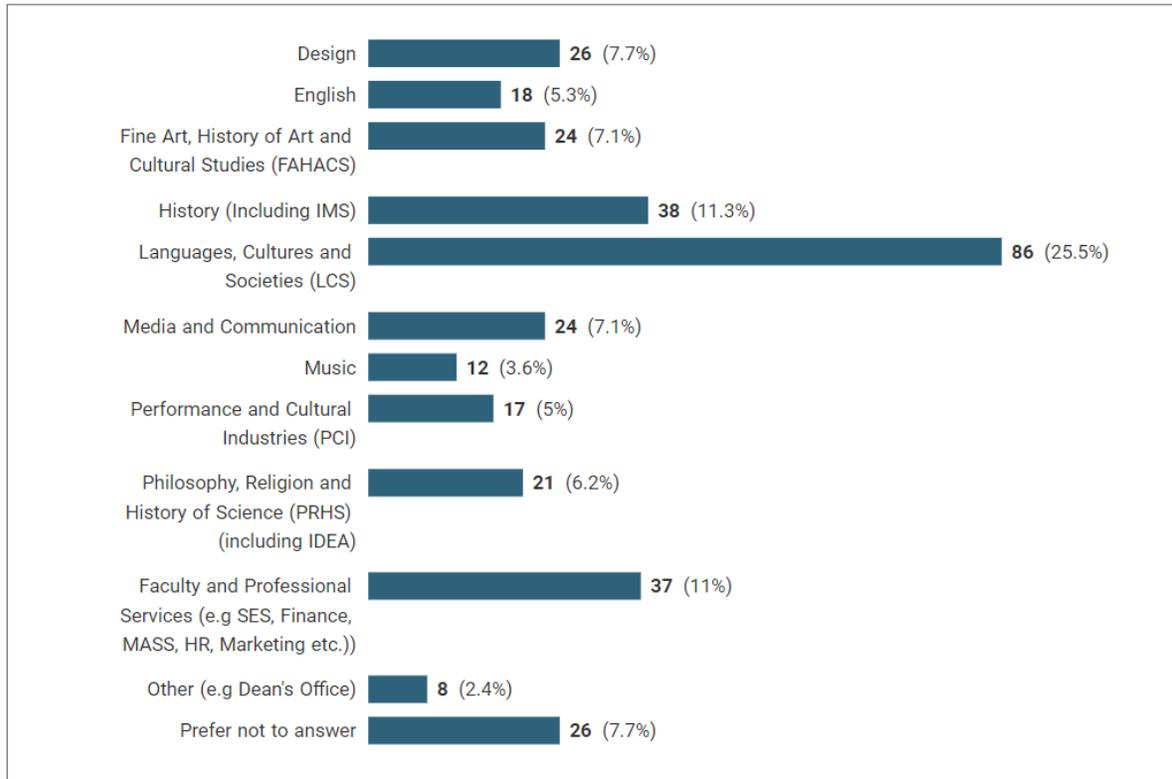
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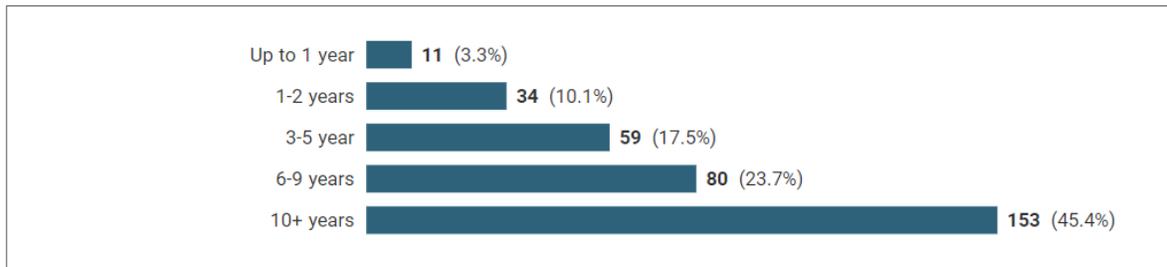
Appendices

Appendix 1: Breakdown of the respondent sample by School/Service, length of employment, gender, gender identity, sexual orientation, partnership status, disability, age, ethnic origin, role, grade, religion, employment contract / working pattern, and caring responsibilities.

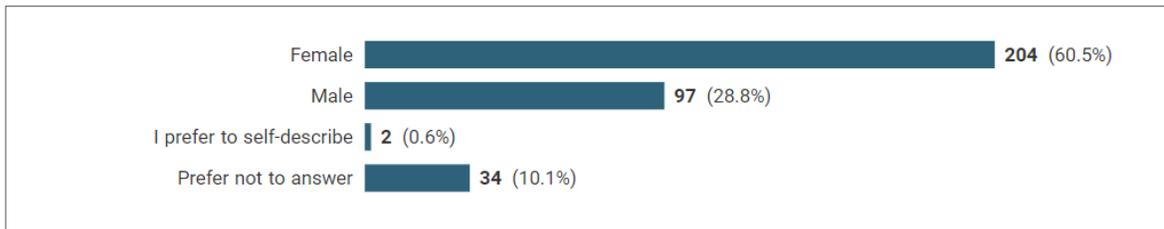
18 Which School or Service do you work in?



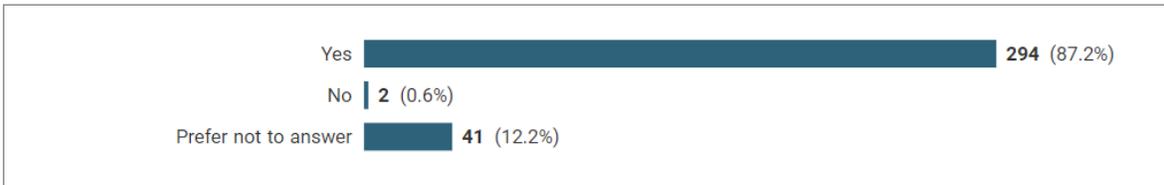
19 How long have you been working at the University of Leeds?



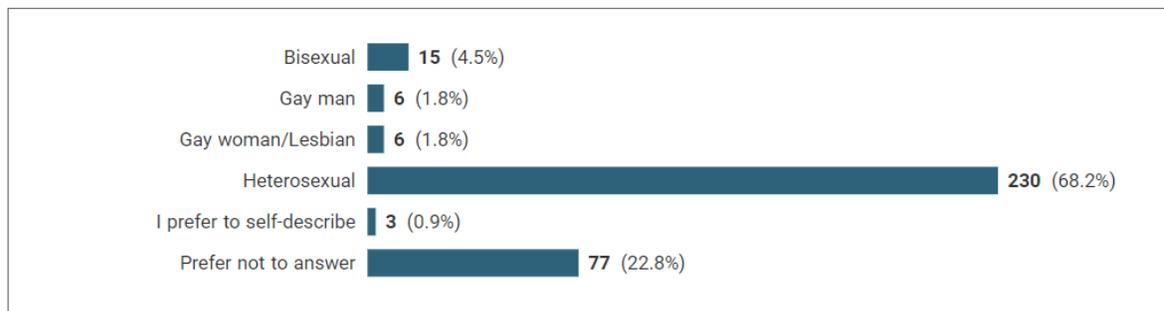
20 What is your gender?



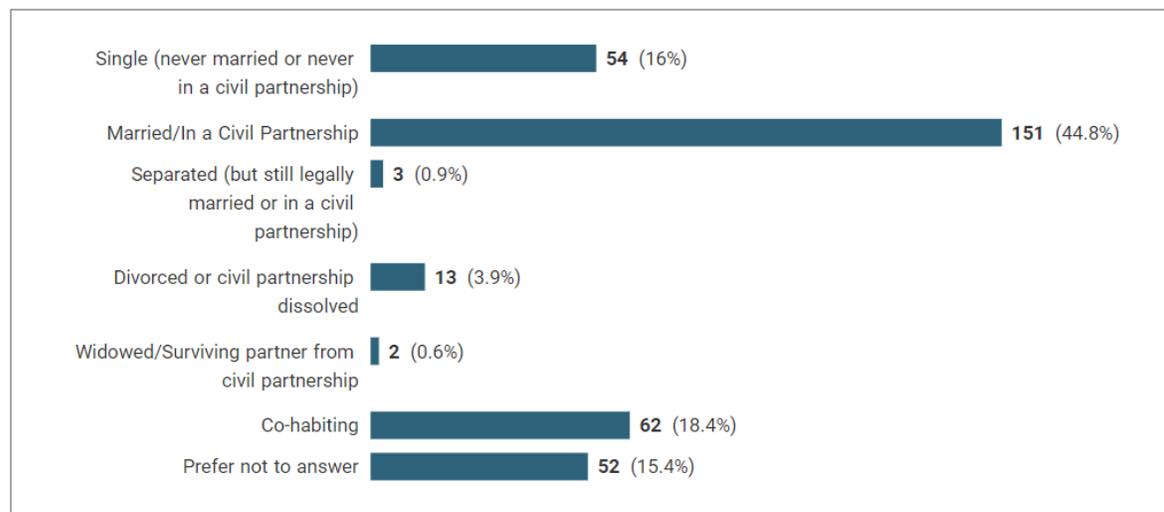
22 Does your gender identity match your sex as registered at birth?



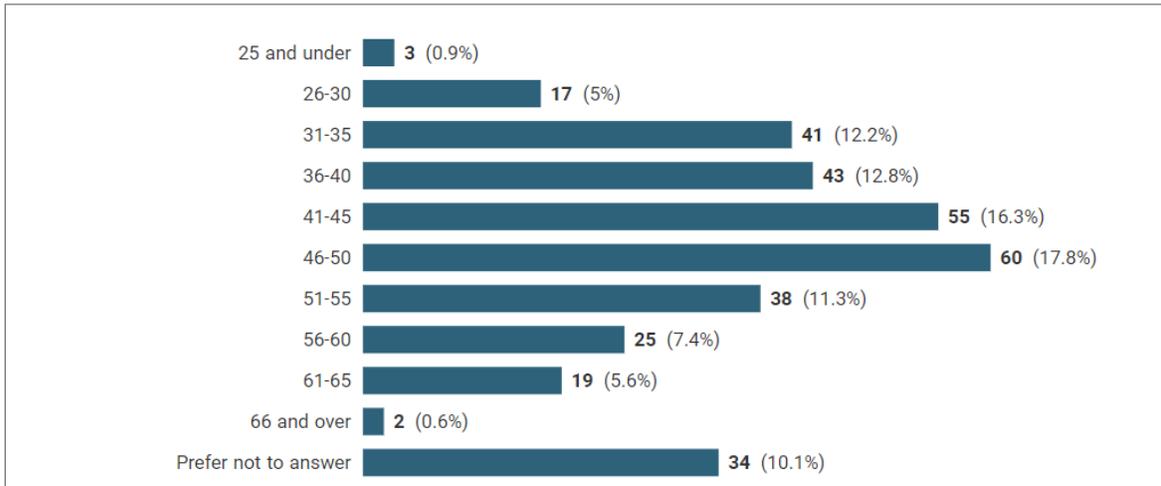
23 What is your sexual orientation?



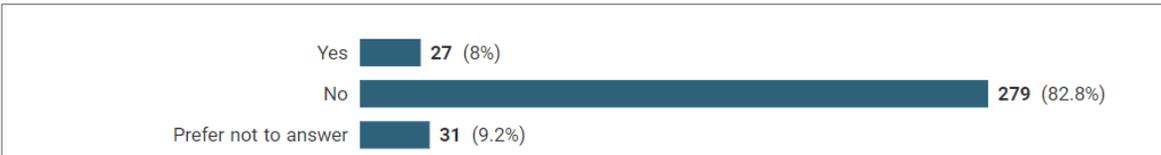
25 Are you currently:



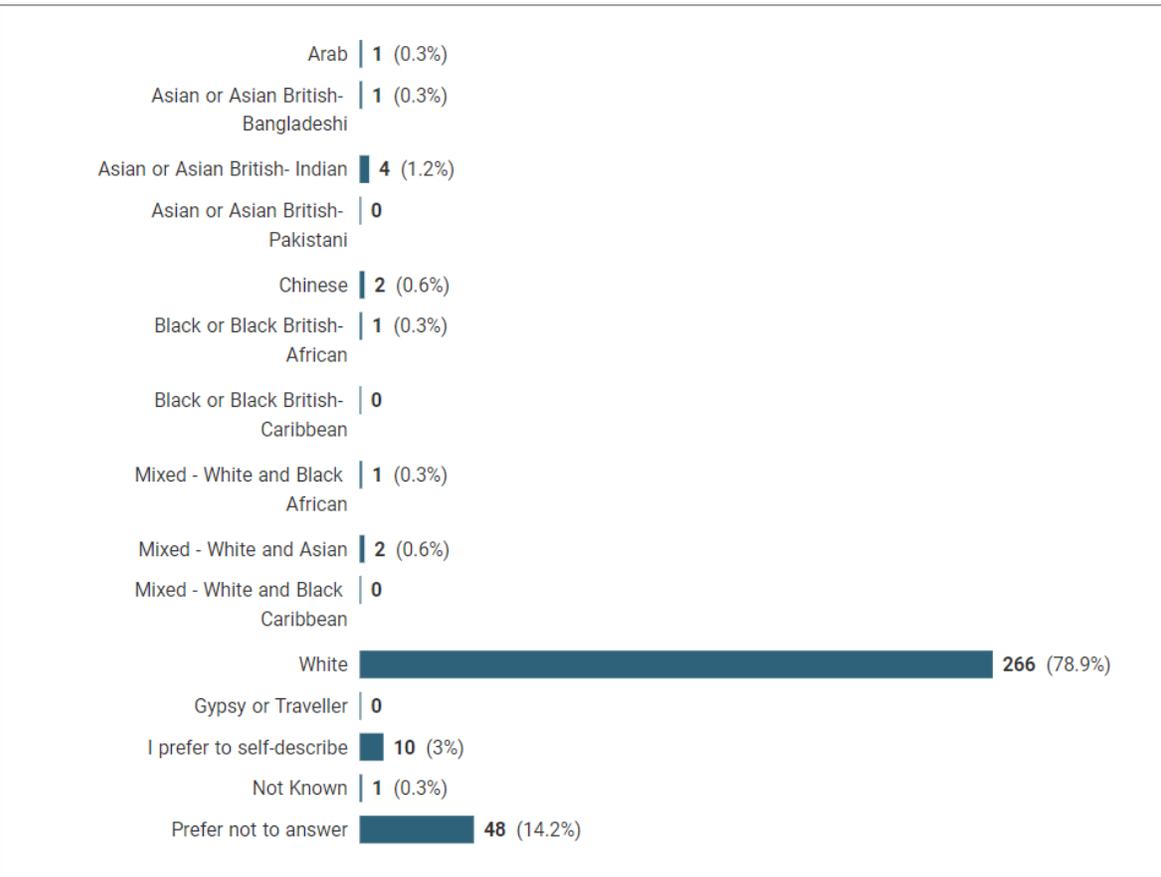
26 What is your age group?



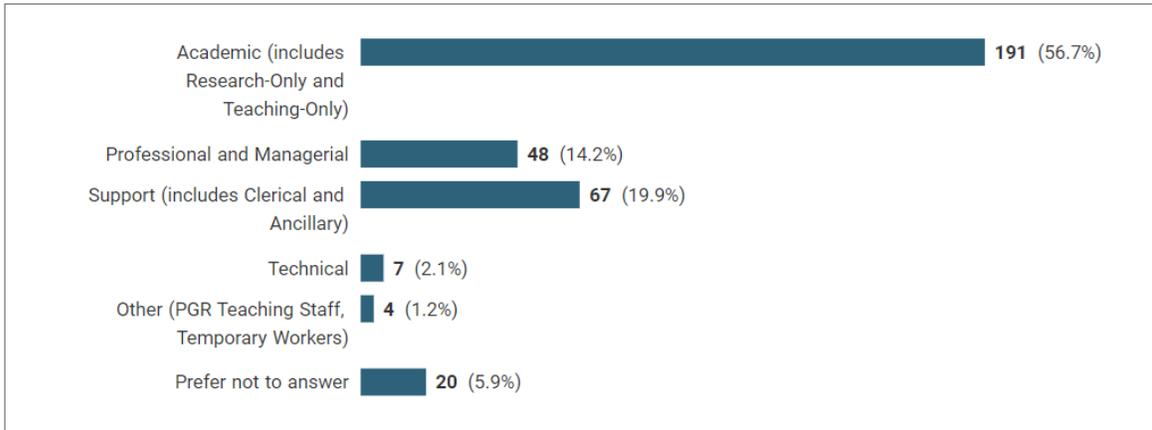
27 Do you consider yourself to have a disability?



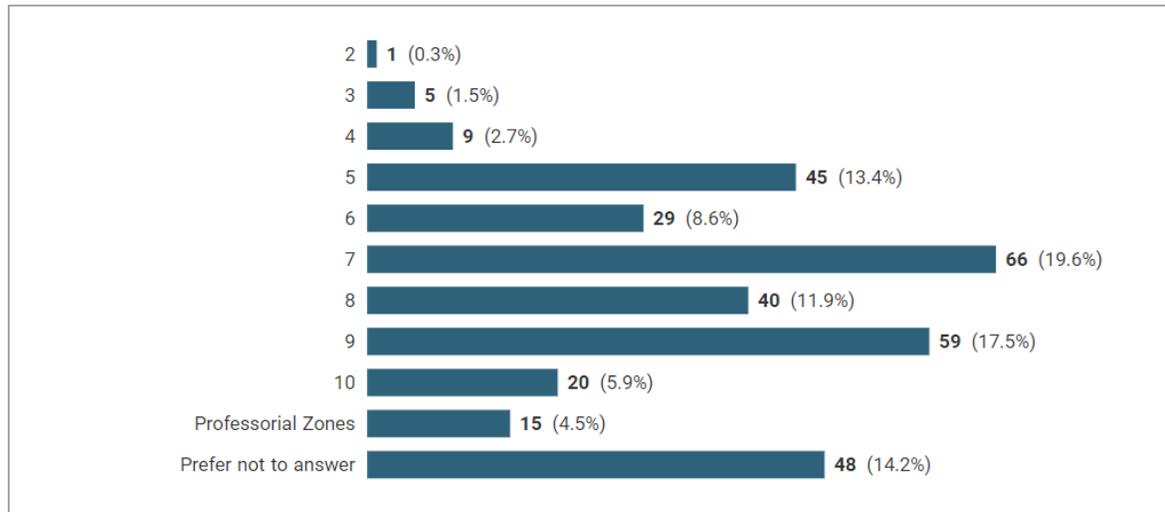
28 Please describe your ethnic origin



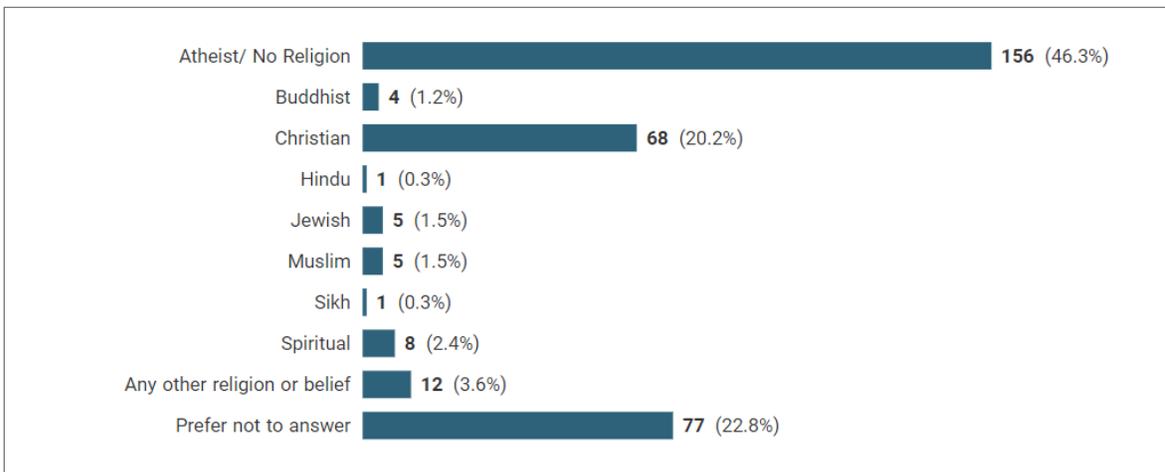
30 How would you describe your role within your School/ Service?



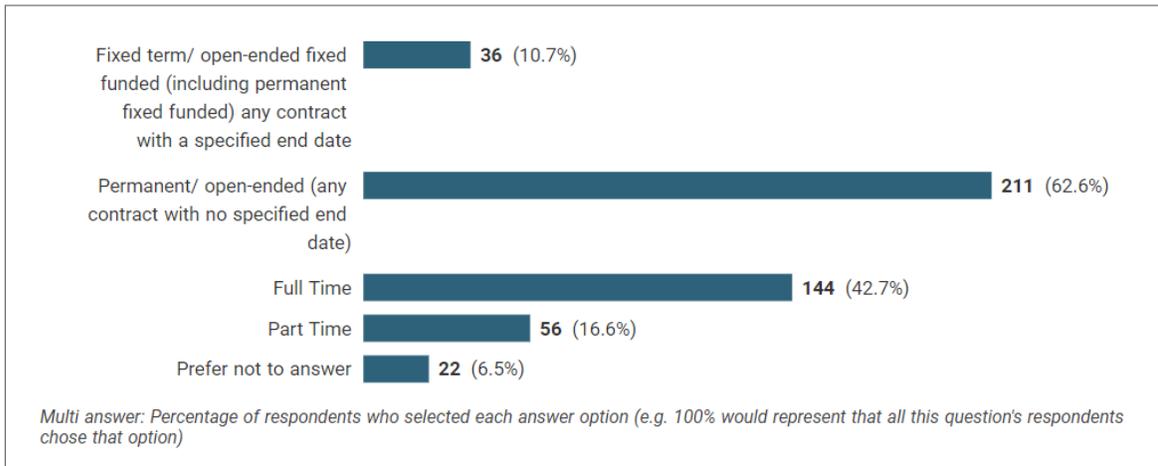
31 What grade are you on?



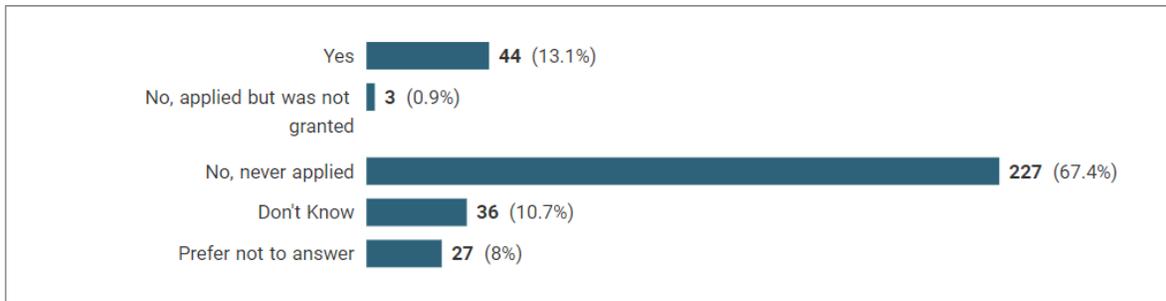
32 What is your religion?



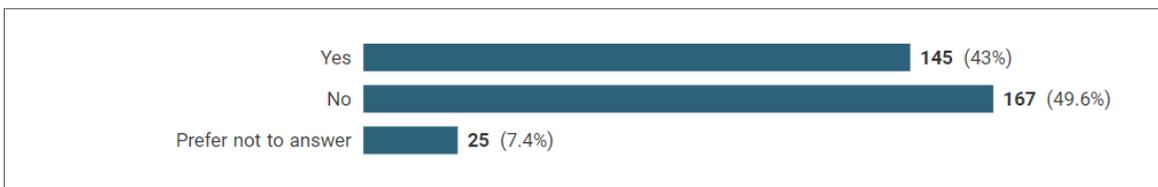
33 What sort of employment contract and working pattern do you have? (Tick all that apply)



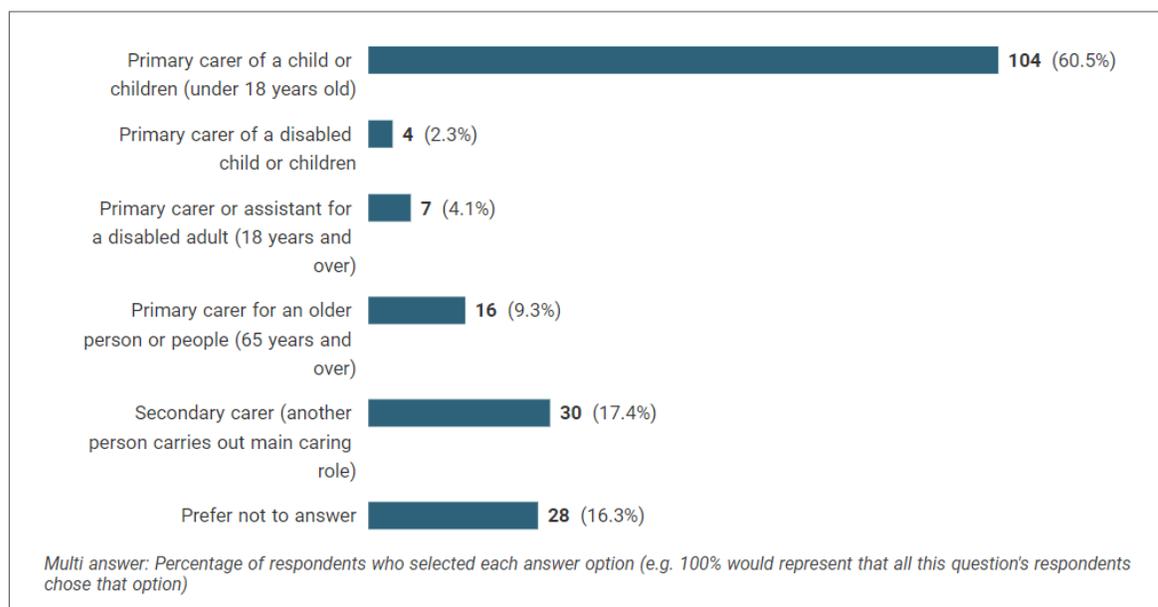
34 I have a formal flexible-working arrangement in place



35 Do you have any caring responsibilities for dependent children and/or adults?



36 If yes, what are your caring responsibilities? (Select all that apply) *please note primary carer includes equally shared caring resp



Appendix 2: The Covid-19 Impacts Survey

A [copy of the full COVID-19 Impacts Survey](#) with all response options in its original format can be viewed via SharePoint.

Changes to your work patterns

1. Which of the following aspects of your work changed during the Covid-19 pandemic (i.e. since March 2020)?
2. If you clicked other, please state this here:
3. Which of the following work factors contributed to the changes as stated in Q1? (tick all that apply)
4. If you clicked other, please state this here:
5. Which of the following non-work factors contributed to the changes as stated in Q1?
6. If you clicked other, please state this here:
7. What are the main effects of the changes as stated in Q1?
8. If you clicked other, please state this here:
9. Have you done any of the following to help manage Covid-19 impacts on your work? (Tick all that apply)
10. If you clicked other, please state this here:

The University's response to working conditions during the pandemic

11. What were the most helpful things that the University offered during Covid-19?
12. If you clicked other, please state this here:

13. What were the least helpful actions that the University took during Covid-19?

14. If you clicked other, please state this here:

The ongoing impact of Covid-19 on your work

15. What concerns do you have about the ongoing impact of Covid-19 on your work?

16. What would be the most beneficial action(s) the University could take to mitigate these concerns?

17. Is there anything else you would like to share with us regarding the impact of the pandemic on your work life?