

UNLV

2021 Faculty & Staff COVID-19 Impacts  
Survey Report

# Table of Contents

<b>Results Summary</b>	3
<b>Respondent Characteristics</b>	4
<b>Impact on Work Performance and Development</b>	9
Impact on Work Performance and Development: Overall Results	9
Impact on Work Performance and Development: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit	11
<b>Impact on Well-Being</b>	15
Impact on Well-Being: Overall Results	15
Impact on Well-Being: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit	18
<b>Pandemic Response</b>	27
Pandemic Response: Overall Results	27
Pandemic Response: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit	28
<b>Future Impacts</b>	30
Future Impacts: Overall Results	30
Future Impacts: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit	31
<b>Open Comment Themes</b>	34
<b>Appendices</b>	41

## Results Summary

The Faculty & Staff COVID-19 Impacts Survey launched January 19, 2021, and collected responses through February 19, 2021. An email with a link to the survey was sent to all academic faculty, administrative faculty, and classified staff email listservs. To help protect the anonymity of respondents, demographic results with ten or fewer respondents were not reported.

Overall, survey results suggested that the COVID-19 pandemic impacted employee work conditions and work productivity, with most employees reporting that their jobs were more difficult during the pandemic. When employees were asked what was most challenging, transitions to remote work and teaching, work/life balance, lack of socialization, changes to their scope of work, and decreased mental and physical health were the top challenges. For many academic faculty, their abilities to teach effectively, conduct research, and conduct service were reported as being negatively impacted. For most parents/caregivers, their increased caregiving responsibilities made their ability to do their job more difficult.

The top stressors across all employee groups were avoiding the virus and general uncertainty of the future. Differences in top stressors were found among racial/ethnic and parental/caregiver status. Black and Hispanic respondents were more likely to rank their top stressor as avoiding the virus, while academic faculty in racial/ethnic groups reported online course transition as their top stressor. Parental/caregiver status differences suggested parents with children ranked balancing the demands of family and work above other stressors, whereas caregivers of parents/adults ranked avoiding the virus as the top stressor.

Overall, employees who were parents and/or caregivers reported additional difficulties adjusting to work-life during the pandemic. For some parents/caregivers with school-aged children who conducted school through distance learning or provided eldercare for parents or other adults reported not having external assistance to help with these obligations.

Overall, employees who physically worked on campus reported that their units adhered to COVID-19 safety protocols and perceived that they were treated equally to those who worked remotely. They also reported that they could not have performed their work remotely.

Overall, the initiatives taken by UNLV in response to the pandemic were reported as helpful. Most helpful to all employees were the telecommuting policy and flexible workload agreements. Most helpful to administrative faculty and classified staff were the campus town halls and coronavirus webpage. Most helpful to academic faculty were the 1-year tenure-clock extensions and supports for transitioning courses online. When asked what other resources employees found helpful during the pandemic, flexibility, the ability to work remotely to manage the challenges that resulted from the pandemic, and support from supervisors and the offices of Information Technology and Online Education, were reported as most helpful.

When employees were asked what pandemic-related responses they would like to see continue, meeting remotely and remote work were ranked highest.

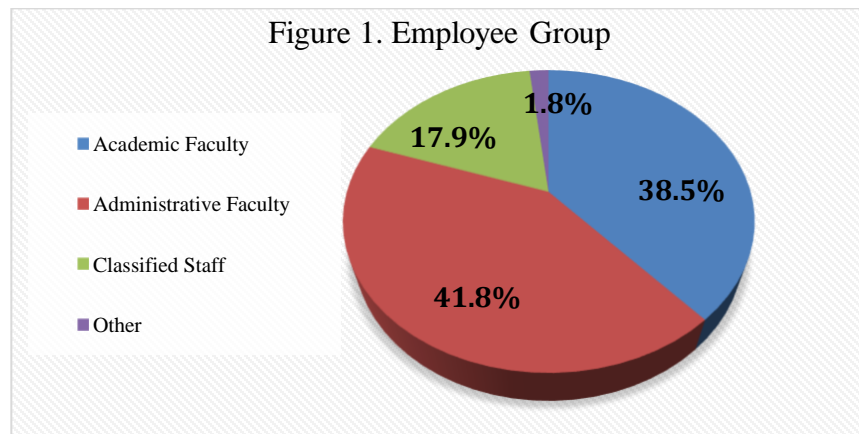
When asked how UNLV could address issues caused by the pandemic, more flexible work schedules and greater access to vaccines were the most common suggestions.

Respondent characteristics as well as results across the four major themes of the survey: Impact on Work Performance and Development, Impact on Well-Being, Pandemic Response, and Future Actions, are discussed below:

## Respondent Characteristics

There were 1,534 respondents to the survey. Summarized below are respondent characteristics, including employee group, race/ethnicity, gender, age, worker type status (on-campus worker, remote worker), and parent/caregiver status.

### Employee Group



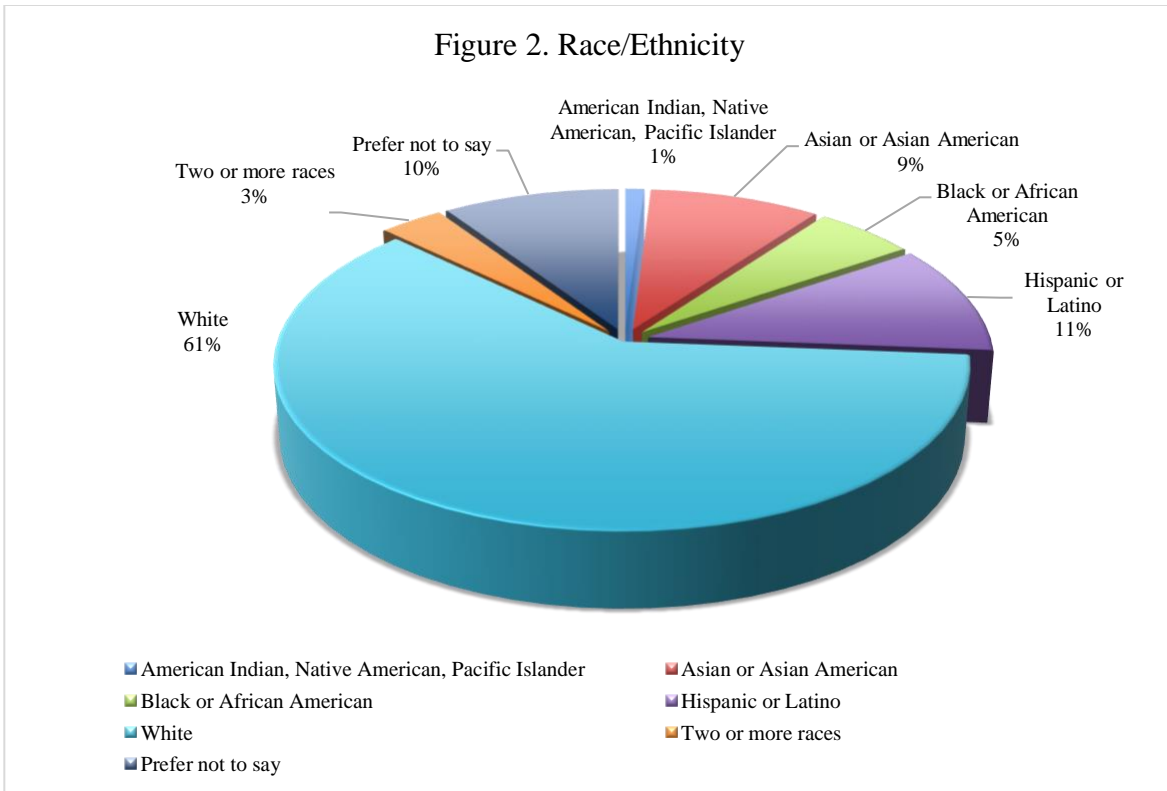
97.1% of respondents reported being employed full-time. As summarized in *Figure 1: Employee Group*, 41.8% of respondents were administrative faculty, 38.5% were academic faculty, 17.9% were classified staff, while 1.8% of respondents chose “other”.

Of academic faculty, 32.6% were non-tenure track, 19.6% were pre-tenured, 24.5% were tenured associate professors, and 23.5% were tenured full professors.

Unit affiliation varied across respondents. For a full list of participant colleges/schools and units, see Appendix A.

### Race/Ethnicity

60.8% of respondents identified as White or Caucasian, 10.7% identified as Hispanic or Latino, 9.4% preferred not to say, 9.1% identified as Asian or Asian American, 5.4% identified as Black or African American, 3.4% identified as two or more races, and less than 2.0% identified as Native American, Alaskan Native, Hawaiian, or other Pacific Islander.



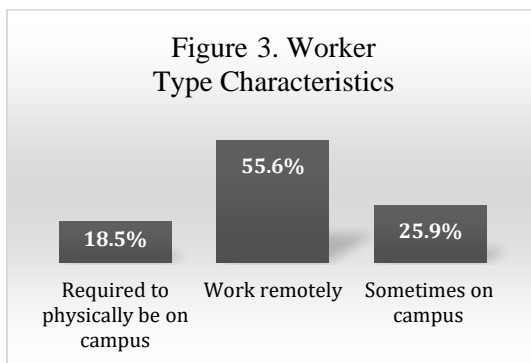
### Gender

58.6% of respondents identified as women, 34.3% identified as men, 6.0% preferred not to say, and less than 1.1% identified as non-binary or transgender.

### Age

27.5% of respondents fell in the 40-49 year age bracket, 23.7% fell in the 30-39 year age bracket, 19.4% fell in the 50-59 year age bracket, 16.5% were 60 years or older, 6.6% preferred not to say, and 6.2% were less than 29 years of age.

### Worker Type Characteristics



Most respondents were not required to physically be on campus to do their job (55.6%), while 25.9% reported they were sometimes required to be on campus, while 18.5% occupied positions that required them to be on campus to perform their work.

<b>Are you a worker that is required to physically be on campus to do your job?</b>	
	%(n)
Yes	18.5% (262)
No	55.6% (787)
Sometimes	25.9% (367)

### On-Campus Workers

Of those who answered that they perform their jobs physically on campus, 29.5% reported being on campus regularly (3 or more days a week). These workers (79.5%) agreed that their unit provided appropriate personal protective equipment (PPE), 80.1% agreed there were appropriate barriers when working with the public, and 88.1% agreed that their unit adhered to COVID-19 restrictions (mask-wearing, social distancing, capacity limits). 42.9% of these workers agreed that the act of coming to campus heightened their anxiety. These workers did not report feeling undervalued compared to remote workers (53.9%) and believed they had been given the same accommodations as others (67.3%). Finally, when asked whether they could do their job as effectively in a remote environment, 48.1% disagreed while 29.9% agreed with that statement.

<b>Generally speaking, how often are you physically on campus?</b>	
<i>(Asked of those that answered yes or sometimes to previous question)</i>	
	%(n)
Regularly (3 or more days a week)	29.5% (417)
Often (1-2 days a week)	16.0% (226)
Rarely (1-2 day per month)	28.0% (396)
Not at all	26.6% (376)

<b>Please indicate your level of agreement/disagreement with the following statements:*</b>		
<i>(Asked of those that answered yes/sometimes to physically being on campus to do their job)</i>		
	% Agree %(n)	% Disagree %(n)
My unit supplies the appropriate personal protective equipment (PPE) to do my job.	79.5% (456)	10.1% (55)
My unit provides the appropriate barriers/restrictions when working with the public.	80.1% (419)	10.4% (55)

My unit adheres to COVID-19 restrictions (mask-wearing, social distancing, room capacity limitations)	88.1% (252)	6.1% (36)
The act of coming to campus itself heightens my anxiety.	42.9% (252)	38.8% (228)
I feel like I am not valued in the same way as other employees that aren't on campus regularly.	25.3% (142)	53.9% (302)
I believe I have been given the same accommodations as others.	67.3% (389)	16.4% (95)
I am required to be on campus to do my job but I believe I can do my job as effectively in a remote environment.	29.9% (156)	48.1% (251)

\*Strongly Agree and Agree responses were combined and reported as % Agree. Strongly Disagree and Disagree responses were combined and reported as % Disagree.

### Remote Workers

Of those who reported they were not required to be on campus to perform their job (working remotely), standard work hours (8 am-5pm, Monday-Friday) were reported as their dedicated times to work.

<b>If you work remotely, what hours of the day are you dedicated to work?</b> <i>(Asked of those who answered No to: Are you a worker that is required to physically be on campus to do your job?)</i>					
	8am-12pm	12pm-5pm	5pm-9pm	9pm-12am	4am-8am
	%(n)	%(n)	%(n)	%(n)	%(n)
Sunday	23.2% (82)	35.1% (124)	22.4% (79)	15.0% (53)	4.3% (15)
Monday	41.5% (673)	42.3% (687)	9.8% (159)	4.3% (70)	2.1% (34)
Tuesday	41.5% (680)	42.4% (695)	10.0% (164)	4.2% (69)	1.9% (31)
Wednesday	41.5% (681)	42.2% (692)	10.2% (167)	4.3% (70)	1.9% (31)
Thursday	41.4% (673)	42.8% (695)	9.9% (160)	4.1% (67)	1.8% (29)
Friday	43.5% (666)	43.2% (661)	7.8% (119)	3.5% (54)	2.0% (30)
Saturday	31.1% (103)	37.5% (124)	16.6% (55)	10.6% (35)	4.2% (14)

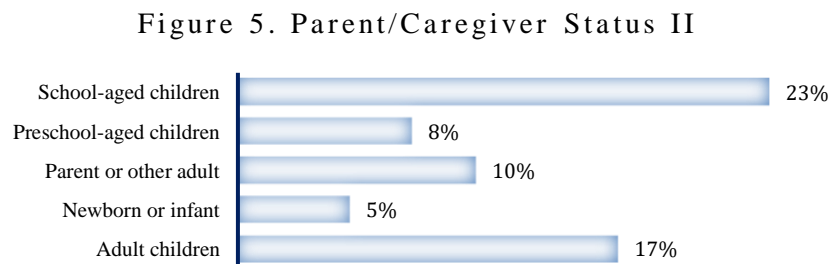
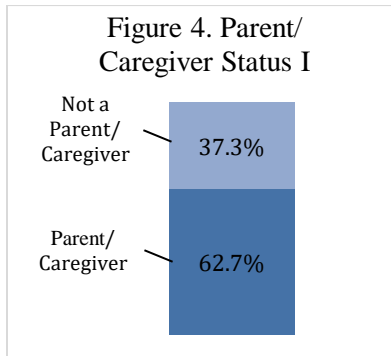
### All Workers

Among all workers, 38.9% reported being somewhat concerned that they would be exposed to the virus if they came to campus, followed by 24.0% that were extremely concerned, 22.7% that were very concerned, and 14.0% that were not at all concerned.

<b>How concerned are you that you will be exposed to the virus if you come to campus?</b>	
	%(n)
Extremely concerned	24.0% (304)
Very concerned	22.7% (288)
Somewhat concerned	38.9% (493)
Not at all concerned	14.0% (177)
Not Applicable	0.5% (6)

## Parent/Caregiver Status

The survey question, “What best describes your parenting/caregiving status?” had seven possible responses: I am not a parent or caregiver; I am a parent/caregiver of newborn or infant child(ren); I am a parent/caregiver of preschool-aged child(ren); I am a parent/caregiver of school-aged child(ren); I am a parent/caregiver of adult child(ren) who require significant support; I am a parent/caregiver of adult child(ren) who do not require significant support; I am a caregiver for a parent or other adult. Respondents could choose all options that applied.



As shown in *Figure 4. Parent/Caregiver Status I*, 37.3% of respondents reported they were not a parent or caregiver, while 62.7% reported that they were a parent or caregiver. 23.2% reported being parents of a school-aged child or children, 10.4% reported being a caregiver for a parent or other adult, 9.0% reported being a parent/caregiver of adult child(ren) who required significant financial support, 7.6% were a parent/caregiver of preschool-aged child(ren), 7.6% were a parent/caregiver of adult children who did not require significant support, and 5.0% were a parent/caregiver of a newborn or infant (see *Figure 5. Parent/Caregiver Status II*).

- Of parents/caregivers who had school-aged children, the majority (70.6%) had children attending school fully online through distance learning. Of those, 54.5% did not have external assistance to help with their child’s learning.
- Of caregivers who cared for a parent or other adult, most provided in-home care without external support (44.5%), while 37.2% provided care at the residence of the parent or other adult.

<b>What best describes your parenting/caregiving status?</b> (Check all that apply)	%(n)
I am not a parent or caregiver	37.3% (630)
I am a parent/caregiver of newborn or infant child(ren)	4.9% (83)
I am a parent/caregiver of preschool-aged child(ren)	7.6% (128)
I am a parent/caregiver of school-aged child(ren)	23.2% (391)
I am a parent/caregiver of adult child(ren) who require significant support	9.0% (151)
I am a parent/caregiver of adult child(ren) who do not require significant support	7.6% (128)
I am a caregiver for a parent or other adult	10.4% (176)



<b>You indicated you are a parent/caregiver of school-aged children, is your child or children</b> <i>(Asked only if parent/caregiver of school-aged children)</i>	
	%(n)
Attending school fully in-person	7.3% (33)
Attending school fully online through a distance-learning format.	70.6% (319)
Not currently enrolled in school	6.0% (27)
Attending school in a hybrid format (mix of in-person and online)	10.4% (47)
Other	5.8% (26)

<b>When your child or children conduct their school online through a distance-learning format, do you have external help to assist them?</b> <i>(Asked only if answered attending school fully online or attending hybrid)</i>	
	%(n)
Yes	13.1% (46)
No	54.5% (192)
Sometimes	20.5% (72)
My child(ren) are able to conduct their online school responsibilities independently	11.9% (42)

<b>You indicated you are a caregiver of a parent or other adult, do you:</b> <i>(asked only if answered parent/caregiver for parent or other adult)</i>	
	%(n)
Provide in-home care with external support	6.1% (10)
Provide in-home care without external support	44.5% (73)
Provide care at the residence of the parent or adult	37.2% (61)
Coordinate care with a residential facility	4.3% (7)
Other	7.9% (13)

## Impact on Work Performance and Development

### Impact on Work Performance and Development: Overall Results

A large majority of employees reported their job was more difficult during the pandemic (65.7%), followed by 24.1% who reported their job was not impacted by the pandemic, and 10.2% who reported their job was less difficult during the pandemic. Many workers also reported that their scope of work changed during the pandemic (43.5%). 28.0% of workers reported they either experienced no change to their scope of work or their scope of work changed at times.

<b>Overall, during this pandemic the ability to do my job has:</b>	
	%(n)
Been more difficult	65.7% (830)
Been less difficult	10.2% (129)
Not been impacted	24.1% (304)

<b>Did the scope of your work change during the COVID-19 pandemic?</b>	
	%(n)
Yes	43.5% (551)
No	28.2% (358)
At times	28.3% (359)

### Academic Faculty

Academic faculty reported that their ability to conduct their work was negatively impacted. Teaching effectively (85.7%), conducting research and engaging in scholarly or creative scholarship (81.9%), and conducting service (66.4%) were reported as more difficult during the pandemic.

<b>Overall, during this pandemic the ability to:</b> <i>(Asked of academic faculty)</i>			
	Has been more difficult	Has been less difficult	Has not been impacted
	%(n)	%(n)	%(n)
Teach effectively	85.7% (390)	2.0% (9)	12.3% (56)
Conduct my research and engage in scholarly or creative scholarship	81.9% (352)	4.7% (20)	13.5% (58)
Conduct service	66.4% (310)	7.1% (33)	26.6% (124)

### All Workers

Respondents were asked about their level of concern with the impacts of the pandemic on their career advancement, professional development, and job security. Most respondents answered they were either somewhat concerned or not at all concerned with these impacts. Negative impacts on career advancement were somewhat concerning (31.4%) or not at all concerning (32.8%). Negative impacts on professional development were somewhat concerning (34.8%) or not at all concerning (28.6%) and the impacts on job security were somewhat concerning (37.1%) or not at all concerning (27.5%).

<b>How concerned are you that the disruptions caused by the pandemic are negatively impacting:</b>					
	Extremely Concerned	Very Concerned	Somewhat Concerned	Not at all Concerned	Not Applicable
	%(n)	%(n)	%(n)	%(n)	%(n)
The ability to advance your career.	17.5% (222)	14.4% (182)	31.4% (398)	32.8% (416)	3.9% (49)

The ability to advance your professional development	16.0% (202)	18.0% (227)	34.8% (440)	28.6% (362)	2.6% (33)
Your job security	17.6% (223)	15.4% (195)	37.1% (469)	27.5% (348)	2.4% (30)

**Impact on Work Performance and Development: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit**

Academic faculty (87.6%) reported that the ability to do their job was more difficult. 54.0% of administrative faculty reported their job was more difficult, followed by 31.4% who stated their jobs were not impacted. 45.0% of classified staff reported their job was more difficult, while 38.3% reported their job was not impacted by the pandemic. Among academic faculty, 55.3% stated their scope of work changed, while administrative faculty and classified staff responses varied. Academic faculty were asked how their teaching, research, and service were impacted of which the majority stated all three were more difficult.

Among administrative faculty (39.6%) and classified staff (39.0%), there were no concerns with the ability to advance their careers, while 31.2% of academic faculty were somewhat concerned. There was some concern with the ability to access professional development among academic faculty (33.3%) and administrative faculty (38.9%), while 37.4% of classified staff were not concerned. Across all employee groups, there was also concern with job security.

For on-campus workers, employees reported their jobs were more difficult during the pandemic and their scope of work changed. For academic faculty working on campus, faculty reported their ability to teach effectively, conduct research/scholarship, and conduct service was negatively impacted.

Of those who were required to work on campus, no concern was reported with advancing their career (33.5%) or job security (34.5%) while some concern (29.0%) or no concern (28.5%) was reported for professional development (29.0%). Of those who reported not having to physically be on campus to work, 32.5% were either somewhat concerned or not at all concerned in the ability to advance their careers. 35.7% of these respondents reported some concern for advancing their professional development and job security (38.0%). Of those who were sometimes required to be on campus, 32.0% reported some concern or no concern. 36.9% reported some concern for advancing professional development and job security (36.6%).

For parents/caregivers, the ability to do their job was reported as more difficult during the pandemic. All groups also reported their scope of work changed during the pandemic.

Among academic faculty, all parents/caregivers reported the ability to teach effectively, conduct research and scholarly activity, and conduct service was more difficult. While 45.0% of caregivers of adults reported conducting service as more difficult, 42.5% reported there was no impact.

Parents/caregivers of newborns or infants, preschool aged and school-aged children reported being somewhat concerned with the ability to advance their careers, professional development, and job security. Non parents/caregivers (33.6%), parents who did not support their adult children (45.9%), and caregivers of parents/other adults (33.6%) reported not being concerned about their ability to advance their careers. Parents who did not support their children reported no concern for their job security, 39.4%.

Across all racial/ethnic groups, the ability to conduct their work was reported as more difficult during the pandemic and it was reported that their scope of work changed. Among academic faculty, all racial groups also reported the ability to conduct their teaching and research was more difficult. Asian (44.7%), Black (60%), Hispanic (80.5%), and white (69.8%) respondents reported the ability to conduct service was more difficult, while those of two or more races reported this was not impacted (47.1%), compared to 41.2% of this group that reported it was more difficult.

Among Asian respondents, most were not concerned with the ability to advance their careers (30%), compared to 25.8% who were extremely concerned. Asian respondents also reported some concern with advancing their professional development (33.3%). Regarding job security, Asian respondents equally reported some or no concern (27.5%).

Among Black respondents, 33.8% were somewhat concerned with the ability to advance their careers, compared to 30.9% who were not concerned. This group reported no concern for the ability to advance their professional development (36.8%). Regarding job security, 29.9% of this group were extremely concerned, followed by 28.4% who were somewhat concerned, and 25.4% who were not concerned.

Among Hispanic respondents, the ability to advance their careers (37.4%), participate in professional development (36.2%), and job security (37.0%) were reported as somewhat concerning.

Among white respondents, 35.5% were somewhat concerned with the ability to advance their careers (35.5%), followed by 31.5%. Participating in professional development (35.5%) and job security (38.5%) were reported as somewhat concerning.

Among those of two or more races, advancing careers (37.0%), participating in professional development (43.5%), and job security (47.8%) were reported as somewhat concerning.

Both men (75.4%) and women (60.0%) reported the ability to do their job was more difficult because of the pandemic. They also reported their scope of work changed during the pandemic.

Among academic faculty, men and women both reported their abilities to teach effectively, conduct research/engage in scholarly or creative activity, and conduct service were more difficult.

Men reported no concern (33.6%) or some concern (30.6%) with the ability to advance their careers (33.6%). They also reported some concern with their professional development (36.2%) and job security (34.7%). Women reported some concern and no concern with advancing their

careers almost equally (32.6% and 32.5%, respectively). Like men, women reported some concern with their professional development (35.1%) and job security (37.1%).

Overall, workers across units reported their jobs were more difficult during the pandemic and most stated their scope of work had changed. Among academic faculty, workers across units reported their abilities to teach effectively, conduct research, and conduct service were more difficult.

Across units overall, workers reported either being somewhat concerned or not concerned with the ability to advance their careers and reported being somewhat concerned with their professional development and job security. For results by college/unit, see Appendix B and Appendix C.

<b>Overall, the ability to do my job has:</b>				
	Total	Been more difficult	Been less difficult	Not been impacted
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	492	87.6%(431)	3.0%(15)	9.3%(46)
Administrative Faculty	528	54.0%(285)	14.6%(77)	31.4%(166)
Classified Staff	22	45.0%(100)	16.7%(37)	38.3%(85)
Other	19	68.4%(13)	0.0%(0)	31.6%(6)
<i>On-Campus/Remote Work</i>				
Yes	221	77.8%(172)	5.4%(12)	16.7%(37)
No	718	60.9%(437)	12.1%(87)	9.3%(30)
Sometimes	323	68.4%(221)	9.3%(30)	22.3%(72)
<i>Parent/Caregiver (P/C) Status</i>				
Not a P/C	549	64.7%(355)	12.0%(66)	23.3%(128)
P/C: newborn or infant child(ren)	67	79.1%(53)	6.0%(4)	14.9%(10)
P/C: preschool child(ren)	107	79.4%(85)	6.5%(7)	14.0%(15)
P/C: school-aged child(ren)	340	69.7%(237)	6.8%(23)	23.5%(80)
P/C: adult child(ren) requiring support	131	76.3%(100)	6.1%(8)	17.6%(23)
P/C: adult child(ren) not requiring support	109	59.6%(65)	9.2%(10)	31.2%(34)

Caregiver of parent/other adult	151	52.3%(79)	11.9%(18)	35.8%(54)
<i>Race/Ethnicity</i>				
Asian or Asian American	120	70.0%(84)	12.5%(15)	17.5%(21)
Black or African American	68	54.4%(37)	19.1%(13)	26.5%(18)
Hispanic or Latino	138	64.5%(89)	7.2%(10)	28.3%(39)
White	830	67.1%(557)	10.2%(85)	22.7%(188)
Two or More Races	46	60.9%(28)	21.7%(10)	17.4%(8)
<i>Gender</i>				
Man	443	75.4%(334)	7.0%(31)	17.6%(78)
Woman	730	60.0%(438)	12.3%(90)	27.7%(202)

<b>How concerned are you that the disruptions caused by the pandemic are negatively impacting:</b> (Majority result reported)			
	Advance Career	Advance Professional Development	Job Security
<i>Employee Group</i>			
Academic Faculty	Somewhat concerned	Somewhat concerned	Somewhat concerned
Administrative Faculty	Not concerned	Somewhat concerned	Somewhat concerned
Classified Staff	Not concerned	Not concerned	Somewhat concerned
Other			
<i>On-Campus/Remote Work</i>			
Yes	Not concerned	Somewhat concerned	Somewhat concerned
No	Somewhat/Not concerned	Somewhat concerned	Somewhat concerned
Sometimes	Not concerned	Somewhat concerned	Somewhat concerned
<i>Parent/Caregiver (P/C) Status</i>			

Not a P/C	Not concerned	Somewhat concerned	Somewhat concerned
P/C: newborn or infant child(ren)	Somewhat concerned	Somewhat concerned	Somewhat concerned
P/C: preschool child(ren)	Somewhat concerned	Somewhat concerned	Somewhat concerned
P/C: school-aged child(ren)	Somewhat concerned	Somewhat concerned	Somewhat concerned
P/C: adult child(ren) requiring support	Somewhat concerned	Not concerned	Somewhat concerned
P/C: adult child(ren) not requiring support	Not concerned	Not concerned	Not concerned
Caregiver of parent/other adult	Not concerned	Somewhat concerned	Somewhat concerned
<i>Race/Ethnicity</i>			
Asian or Asian American	Not concerned	Somewhat concerned	Somewhat/Not concerned
Black or African American	Somewhat concerned	Not concerned	Extremely concerned
Hispanic or Latino	Somewhat concerned	Somewhat concerned	Somewhat concerned
White	Not concerned	Somewhat concerned	Somewhat concerned
Two or More Races	Not concerned	Somewhat concerned	Somewhat concerned
<i>Gender</i>			
Man	Not concerned	Somewhat concerned	Somewhat concerned
Woman	Somewhat concerned/Not concerned	Somewhat concerned	Somewhat concerned

## Impact on Well-Being

### Impact on Well-Being: Overall Results

Employees were asked several questions related to their well-being during the pandemic. When asked whether their sense of community was impacted, the majority of respondents reported it became worse or did not change. A sense of community with colleagues was reported as not changed (42.5%) or worse. A sense of community with students was reported as worse (47.5%)

or not changed (39.6%). A sense of community with the overall UNLV community received similar responses, either worse (46.2%) or not changed (45.1%).

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups:</b>			
	Become Better %(n)	Become Worse %(n)	Not Changed %(n)
Your colleagues	12.8% (226)	39.3% (489)	42.5% (528)
Your students	12.8% (122)	47.5% (452)	39.6% (377)
The overall UNLV community	8.7% (105)	46.2% (557)	45.1% (544)

When asked to rate their overall work-related stress during the pandemic, responses were moderately stressed (38.3%), followed by somewhat stressed (27.5%), and extremely stressed (26.2%).

<b>In general, how would you rate your work-related stress level due to the pandemic?</b>	
	%(n)
Extremely stressed	26.2% (392)
Moderately stressed	38.3% (482)
Somewhat stressed	27.5% (346)
Not stressed at all	8.0% (101)

As a follow-up to the question of stress-level, employees were asked to rank their top stressors. These items were slightly different for academic faculty and administrative faculty and staff.

#### Academic Faculty

Academic faculty ranked their top contributors of stress as: (1) transitioning to online teaching, (2) avoiding the virus, and (3) general uncertainty of the future.

#### Administrative Faculty & Classified Staff

Administrative faculty and classified staff ranked their top contributors of stress as: (1) avoiding the virus, and (2) uncertainty of the future.

The options employees selected to answer this question are listed and organized in ranked order by job category and frequency of rating per item (e.g., the number of times an item was ranked first, second, third, etc.) in the below table.

<b>What are the top contributors of your increased stress?</b>
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Respondents were asked to rank the items from most to least contributors of stress. Results are reported as percentage of responses for each item and presented in ranked order			
<i>Academic Faculty</i>		<i>Non-Academic Faculty</i>	
<u>Items asked to rank:</u> Transitioning to online teaching Job Security Balancing the demands of family and work Childcare Finances Social/Racial/Political Tensions General Uncertainty of the Future Avoiding the Virus Coping with Emotional Stress Adult Care Other		<u>Items asked to rank:</u> Transitioning to Remote Work Job Security Balancing the demands of family and work Childcare Finances Social/Racial/Political Tensions General Uncertainty of the Future Avoiding the Virus Coping with Emotional Stress Adult Care Other	
<b>RESULTS % (n)</b>		<b>RESULTS % (n)</b>	
1-Transitioning to online teaching	30.40% (146)	1-Avoiding the virus	28.0% (212)
2-Avoiding the virus	15.40% (74)	2-Avoiding the virus	15.50% (117)
3-General uncertainty of the future	17.10% (82)	3-General uncertainty of the future	12.40% (94)
4-General uncertainty of the future	15.20% (73)	4-Coping with emotional stress	15.70% (119)
5-General uncertainty of the future	14.60% (70)	5-Finances	15.10% (114)
6-Coping with emotional stress.	15.20% (73)	6-Social/racial/political tensions	14.50% (110)
7-Finances	18.50% (89)	7-Social/racial/political tensions	16.10% (122)
8-Finances	20.40% (98)	8-Transitioning to remote work	13.90% (105)
9-Adult Care	25.00% (120)	9-Adult Care	29.10% (220)
10-Adult Care	48.30% (232)	10-Adult Care	42.70% (323)
11-Other	82.10% (394)	11-Other	84.10% (637)

All employees were asked to rate their overall well-being during the pandemic of which the majority of respondents reported they were doing okay (62.1%), followed by doing well (24.3%) and those who sought some help comprised 13.6% of the respondents.

<b>In general, how would you rate your overall well-being during this pandemic?</b>	
	<b>% (n)</b>
I'm doing well	24.3% (307)
I'm okay	62.1% (783)

### Impact on Well-Being: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit

When asked how their sense of community was impacted, academic faculty reported poorer relationships with their colleagues (54.2%), their students (62.0%), and the overall UNLV community (59.1%). Administrative and classified staff reported their sense of community was unchanged with these groups. Across all employee groups, an overall moderate level of stress was reported due to the pandemic. Across all levels of on-campus work, employees reported no change or a worsening of their sense of community with their colleagues, students, and the overall UNLV community.

When asked about their sense of community, parents/caregivers reported poorer relationships with their students, except for caregivers of parents/adults who reported this unchanged, 47.2%. Caregivers of parents/adults also reported no change with their sense of community with their colleagues (46.9%) and the overall UNLV community (49.7%). A worsening sense of community with colleagues was reported by parents/caregivers of adult children (45.4%). A worsening sense of community with the overall UNLV community was reported by parents/caregivers of newborns (53.2%), preschool-aged children (54.9%), and parents/caregivers of school-aged children (46.6%).

Across racial demographics, 39.5% of Asian respondents reported no change in their relationships with colleagues, while 36.1% reported a worsening. This group reported poorer relationships with students (57.6%) and either no change (42.0%) or worsening relationships (42.9%) with the overall UNLV community. Among Black respondents, most reported no change with their sense of community with colleagues (48.5%), students (47.2%), and the overall UNLV community (50.8%). Among Hispanic respondents, no change was reported with colleagues (44.8%), but reported a poor relationship with students (44.1%) and the overall UNLV community (47.7%). Among white respondents, no change was reported with colleagues (42.3%), but a poor relationship was reported with students (44.1%) and the overall UNLV community (47.4%). Those of two or more races reported no change with the overall UNLV community (45.5%). This group reported poor relationships with colleagues (38.6%) or no change (36.4%). This group equally reported poorer relationships or no change with the overall UNLV community (41.2%).

When asked to report on a sense of community, men were more likely to report poorer relationships among colleagues (45.0%), students (52.9%), and the overall UNLV community (54.5%). While women also reported poor relationships with students (44.7%), they were more likely to state their sense of community with their colleagues (43.7%) the overall UNLV community (49.6%) was unchanged.

Overall, workers across units reported their sense of community with their colleagues was unchanged (42.5%) or became worse (39.3%). Those who reported poorer relationships among colleagues included: College of Education, College of Fine Arts, College of Sciences, Business

School, University Libraries, College of Hospitality, and the Division of Educational Outreach. Two units reported an improved sense of community with colleagues, the Division of Philanthropy and Alumni Engagement and the Division of Integrated Marketing and Branding.

Overall, workers across units reported their sense of community with students became worse or was unchanged. Units that reported poorer relationships with students included: College of Education, College of Fine Arts, College of Liberal Arts, College of Sciences, College of Urban Affairs, College of Engineering, Business School, Office of the Executive Vice President and Provost, School of Integrated Health Sciences, School of Public Health, School of Medicine, College of Hospitality, and the School of Law. No units reported an increase in sense of community with students. For results by college/unit, see Appendices D-F.

Overall, workers across units reported their sense of community with the overall UNLV community either became worse or was unchanged. Those who reported poorer relationships with the UNLV community included: College of Education, College of Fine Arts, College of Liberal Arts, College of Sciences, College of Engineering, Intercollegiate Athletics, Business School, School of Integrated Health Sciences, School of Public Health, University Libraries, and the College of Hospitality. For results by college/unit, see Appendices D-F.

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups: Your Colleagues</b>				
	Total	Became Worse	Not Changed	Became Better
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	454	54.2%(263)	36.7%(178)	9.1%(44)
Administrative Faculty	312	29.3%(153)	45.5%(238)	25.2%(132)
Classified Staff	142	30.2%(65)	49.3%(106)	20.5%(44)
Other	14	42.1%(8)	31.6%(6)	26.3%(5)
<i>On-Campus/Remote Work</i>				
Yes	177	43.0%(92)	44.4%(95)	12.6%(27)
No	514	39.2%(278)	42.7%(303)	18.1%(128)
Sometimes	232	37.2%(119)	40.6%(130)	22.2%(71)
<i>Parent/Caregiver (P/C) Status</i>				
Not a P/C	399	40.2%(216)	42.5%(228)	17.3%(93)
P/C: newborn or infant child(ren)	56	41.8%(28)	44.8%(30)	13.4%(9)

P/C: preschool child(ren)	84	41.1%(44)	40.2%(43)	18.7%(20)
P/C: school-aged child(ren)	244	38.4%(129)	41.7%(140)	19.9%(67)
P/C: adult child(ren) requiring support	101	45.4%(59)	36.2%(47)	18.5%(24)
P/C: adult child(ren) not requiring support	80	39.4%(43)	50.5%(55)	10.1%(11)
Caregiver of parent/other adult	102	25.9%(38)	46.9%(69)	27.2%(40)
<i>Race/Ethnicity</i>				
Asian or Asian American	89	36.1%(43)	39.5%(47)	24.4%(29)
Black or African American	49	39.7%(27)	48.5%(33)	11.8%(8)
Hispanic or Latino	101	35.1%(47)	44.8%(60)	20.1%(27)
White	608	40.9%(336)	42.3%(347)	16.8%(138)
Two or More Races	32	38.6%(17)	36.4(16)%	25.0%(11)
<i>Gender</i>				
Man	342	45.0%(196)	41.3%(180)	13.8%(60)
Woman	510	35.5%(255)	43.7%(314)	20.9%(150)

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups: Your Students</b>				
	Total	Became Worse	Not Changed	Became Better
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	454	62.0%(289)	25.1%(117)	12.9%(44)
Administrative Faculty	312	35.6%(114)	52.5%(168)	25.2%(38)
Classified Staff	142	30.0%(45)	56.0%(84)	14.0%(21)
Other	14	28.6%(4)	50.0%(7)	21.4%(3)
<i>On-Campus/Remote Work</i>				
Yes	177	37.3%(69)	45.4%(84)	17.3%(32)

No	514	51.8%(274)	34.6%(183)	13.6%(72)
Sometimes	232	46.0%(109)	46.4%(110)	7.6%(18)
<i>Parent/Caregiver (P/C) Status</i>				
Not a P/C	399	47.1%(194)	39.8%(164)	13.1%(54)
P/C: newborn or infant child(ren)	56	63.3%(38)	28.3%(17)	8.3%(5)
P/C: preschool child(ren)	84	48.9%(43)	42.0%(37)	9.1%(8)
P/C: school-aged child(ren)	244	49.0%(123)	39.4%(99)	11.6%(29)
P/C: adult child(ren) requiring support	101	51.0%(52)	41.2%(42)	7.8%(8)
P/C: adult child(ren) not requiring support	80	54.9%(45)	35.4%(29)	9.8%(8)
Caregiver of parent/other adult	102	28.3%(30)	47.2%(50)	24.5%(26)
<i>Race/Ethnicity</i>				
Asian or Asian American	89	57.6%(53)	27.2%(25)	15.2%(14)
Black or African American	49	39.6%(21)	47.2%(25)	13.2%(7)
Hispanic or Latino	101	44.1%(45)	40.2%(41)	15.7%(16)
White	608	49.7%(309)	39.2%(244)	11.1%(69)
Two or More Races	32	41.2%(14)	41.2%(14)	17.6%(6)
<i>Gender</i>				
Man	342	52.9%(185)	37.1%(130)	10.0%(35)
Woman	510	44.7%(236)	41.3%(218)	14.0%(74)

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups: Overall UNLV Community</b>				
	Total	Became Worse	Not Changed	Became Better
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	454	59.1%(279)	36.7%(173)	4.2%(20)

Administrative Faculty	312	39.8%(202)	48.7%(247)	11.4%(58)
Classified Staff	142	32.7%(68)	55.8%(116)	11.5%(24)
Other	14	44.4%(8)	44.4%(8)	11.1%(2)
<i>On-Campus/Remote Work</i>				
Yes	177	52.2%(109)	39.7%(83)	8.1%(17)
No	514	45.1%(310)	46.4%(319)	8.6%(72)
Sometimes	232	44.7%(138)	46%(142)	9.4%(29)
<i>Parent/Caregiver (P/C) Status</i>				
Not a P/C	399	46.6%(241)	45.1%(233)	8.3%(43)
P/C: newborn or infant child(ren)	56	53.2%(33)	40.3%(25)	6.5%(4)
P/C: preschool child(ren)	84	54.9%(56)	36.3%(37)	8.8%(8)
P/C: school-aged child(ren)	244	46.6%(152)	44.2%(144)	9.2%(30)
P/C: adult child(ren) requiring support	101	46.5%(59)	45.7%(58)	7.9%(10)
P/C: adult child(ren) not requiring support	80	44.9%(48)	49.5%(53)	5.6%(6)
Caregiver of parent/other adult	102	36.7%(54)	49.7%(73)	13.6%(20)
<i>Race/Ethnicity</i>				
Asian or Asian American	89	42.9%(48)	42.0%(47)	15.2%(17)
Black or African American	49	38.1%(24)	50.8%(32)	11.1%(7)
Hispanic or Latino	101	47.7%(61)	39.8%(51)	12.5%(16)
White	608	47.4%(383)	45.5%(368)	7.1%(69)
Two or More Races	32	40.9%(18)	45.5%(20)	13.6%(6)
<i>Gender</i>				
Man	342	54.5%(234)	38.5%(165)	7.0%(30)
Woman	510	40.6%(282)	49.6%(344)	9.8%(68)

Across all employee groups, on-campus/remote workers, race/ethnicity, genders, and colleges/units, an overall moderate level of stress was reported due to the pandemic. When asked to rate their overall work-related stress during the pandemic, parents/caregivers reported being

moderately stressed except for parent/caregivers of adult children not requiring support. This group reported being only somewhat stressed (38.0%).

<b>In general, how would you rate your work-related stress level due to the pandemic?</b>					
	Total	Extreme	Moderate	Somewhat	Not
	n	%(n)	%(n)	%(n)	%(n)
<i>Employee Group</i>					
Academic Faculty	489	33.9%(166)	40.1%(196)	19.8%(97)	6.1%(30)
Administrative Faculty	527	20.3%(107)	39.7%(209)	31.1%(164)	8.9%(47)
Classified Staff	221	22.2%(49)	31.2%(69)	35.7%(79)	10.9%(24)
Other	19	36.8%(7)	42.1%(8)	21.1%(4)	0.0%(0)
<i>On-Campus/Remote Work</i>					
Yes	219	29.7%(65)	35.6%(78)	25.1%(55)	9.6%(21)
No	717	26.1%(187)	37.4%(268)	28.3%(203)	8.2%(59)
Sometimes	321	24.0%(77)	42.4%(136)	27.1%(87)	6.5%(21)
<i>Parent/Caregiver (P/C) Status</i>					
Not a P/C	546	24.0%(131)	39.9%(218)	26.9%(147)	9.2%(50)
P/C: newborn or infant child(ren)	65	33.8%(22)	40.0%(26)	21.5%(14)	4.6%(3)
P/C: preschool child(ren)	106	37.7%(40)	39.6%(42)	20.8%(22)	1.9%(2)
P/C: school-aged child(ren)	338	31.7%(107)	40.2%(136)	23.1%(78)	5.0%(17)
P/C: adult child(ren) requiring support	131	27.5%(36)	38.2%(50)	24.4%(32)	9.9%(13)
P/C: adult child(ren) not requiring support	108	18.5%(20)	27.8%(30)	38.0%(41)	15.7%(17)
Caregiver of parent/other adult	149	28.9%(43)	32.9%(49)	30.9%(46)	7.4%(11)
<i>Race/Ethnicity</i>					
Asian or Asian American	120	24.2%(29)	40.0%(48)	27.5%(33)	8.3%(10)

Black or African American	67	28.4%(19)	29.9%(20)	26.9%(18)	14.9%(10)
Hispanic or Latino	137	33.6%(46)	35.0%(48)	27.0%(37)	4.4%(6)
White	828	25.8%(214)	38.9%(322)	27.2%(225)	8.1%(67)
Two or More Races	46	28.3%(13)	32.6%(15)	28.3%(13)	10.9%(5)
<i>Gender</i>					
Man	440	22.0%(97)	40.7%(179)	27.3%(120)	10.0%(44)
Woman	729	28.1%(205)	37.2%(271)	27.7%(202)	7.0%(51)

When remote workers were asked to rank their top stressors during the pandemic, academic faculty ranked transitioning to online teaching as first, followed by avoiding the virus. Among administrative and classified staff, avoiding the virus was ranked as the top stressor. When on-campus workers were asked to rank their top stressors during the pandemic, all workers ranked avoiding the virus as their top stressor.

Among academic faculty, transitioning to online teaching was reported as the top stressor for non-parents/caregivers and parent/caregivers of adult children (whether supporting or not). 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.

Among administrative faculty and classified staff, avoiding the virus was reported as the top stressor for non-parents/caregivers, parents/caregivers of newborns, parent/caregivers of adult children (regardless of support), and caregivers of parents/adults. For parents of preschool-aged and school-aged children, balancing the demands of family and work was reported as the top stressor.

Among academic faculty, Asian and white respondents reported transitioning to online teaching as the top stressor, while Hispanic and those of two or more races ranked avoiding the virus and balancing the demands of family and work as top stressors. Among administrative faculty and classified staff, all racial/ethnic groups reported avoiding the virus as their top stressor.

When academic faculty were asked to rank their top stressors during the pandemic, men and women both ranked transitioning to online teaching as their top stressor, followed by avoiding the virus. Among administrative faculty and classified staff, both men and women ranked avoiding the virus as their top stressor.

<b>Top Stressors</b>
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	<b>Academic Faculty</b>	<b>Non-Academic Faculty</b>
<i>Overall</i>	Transitioning to online teaching	Avoiding the virus
<i>On-Campus/Remote Work</i>		
Yes	Avoiding the virus	Avoiding the virus
No	Transitioning to online teaching	Avoiding the virus
Sometimes	Transitioning to online teaching	Avoiding the virus
<i>Parent/Caregiver (P/C) Status</i>		
Not a P/C	Transitioning to online teaching	Avoiding the virus
P/C: newborn or infant child(ren)	Balancing the demands of family and work	Avoiding the virus
P/C: preschool child(ren)	Balancing the demands of family and work	Balancing the demands of family and work
P/C: school-aged child(ren)	Balancing the demands of family and work	Balancing the demands of family and work
P/C: adult child(ren) requiring support	Transitioning to online teaching	Avoiding the virus
P/C: adult child(ren) not requiring support	Transitioning to online teaching	Avoiding the virus
Caregiver of parent/other adult	Avoiding the virus	Avoiding the virus
<i>Race/Ethnicity</i>		
Asian or Asian American	Transitioning to online teaching	Avoiding the virus
Black or African American	n<10	Avoiding the virus
Hispanic or Latino	Avoiding the virus Balancing the demands of family and work	Avoiding the virus
White	Transitioning to online teaching	Avoiding the virus
Two or more races	Avoiding the virus Balancing the demands of family and work	Avoiding the virus
<i>Gender</i>		
Man	Transitioning to online teaching	Avoiding the virus
Woman	Transitioning to online teaching	Avoiding the virus
<i>College/School/Unit</i>		

Business Affairs	n<10	Avoiding the virus
College of Education	Transitioning to online teaching	n<10
College of Fine Arts	Transitioning to online teaching	Avoiding the virus
College of Liberal Arts	Transitioning to online teaching	n<10
College of Sciences	Transitioning to online teaching	n<10
Division of Student Affairs	n<10	Avoiding the virus
College of Urban Affairs	Transitioning to online teaching	n<10
College of Engineering	Transitioning to online teaching	n<10
Business School	Transitioning to online teaching	n<10
Office of the Executive Vice President and Provost	N/A	Avoiding the virus
School of Dental Medicine	Avoiding the virus	n<10
School of Integrated Health Sciences	Transitioning to online teaching	n<10
School of Nursing	Transitioning to online teaching	n<10
School of Public Health	Transitioning to online teaching	n<10
University Libraries	Avoiding the virus	n<10
UNLV School of Medicine	Other	Avoiding the virus
College of Hospitality	Transitioning to online teaching	n<10
School of Law	Transitioning to online teaching	n<10

Across employee groups, on-campus/remote workers, parents/caregivers, racial/ethnic groups, genders, and across all colleges/units, workers reported “doing okay” when asked to report their overall well-being during the pandemic.

## Pandemic Response

### Pandemic Response: Overall Results

When asked about UNLV’s response to the pandemic, employees reported the telecommuting policy (52.6%) and flexible workload agreements (51.7%) as most helpful. The 1-year tenure clock extension for academic faculty was reported as extremely helpful for 35.9% of respondents, but not helpful for 21.6% of respondents. 35.8% of respondents reported online course transitions and the UNLV coronavirus webpage as extremely helpful. Responses were mixed across extremely, moderately, and somewhat helpful regarding the COVID-19 impact statement and town halls related to COVID-19. Omitting Spring 2020 student evaluations of teaching from annual performance reviews were reported as extremely helpful for 18.1% of the respondents, while 36.4% reported that it was not helpful.

<b>In response to the pandemic, UNLV took several actions to support faculty and staff. Listed below are items that were encouraged or implemented. Please use the scale below to indicate whether these actions were helpful to you:</b>					
	Extremely Helpful %(n)	Moderately Helpful %(n)	Somewhat Helpful %(n)	Slightly Helpful %(n)	Not Helpful %(n)
Telecommuting policy agreements	52.6% (515)	18.3% (179)	15.0% (147)	6.2% (61)	8.0% (78)
Flexible workload agreements	51.7% (427)	19.1% (158)	12.7% (105)	4.7% (97)	11.7% (39)
1-year tenure clock extension	35.9% (60)	15.0% (25)	16.8% (28)	10.8% (18)	21.6% (36)
Online course transition	32.8% (167)	21.4% (109)	20.0% (102)	13.3% (68)	12.5% (64)
Omitting Spring 2020 teaching evals from annual performance review	18.1% (76)	17.4% (73)	15.7% (66)	12.4% (52)	36.4% (153)
COVID-19 impact statement	23.2% (232)	21.4% (214)	25.2% (251)	15.2% (152)	14.9% (149)
UNLV coronavirus webpage	31.8% (389)	24.8% (304)	22.5% (226)	13.6% (89)	7.3% (166)
Town Halls	25.5% (290)	22.2% (253)	22.5% (256)	15.9% (158)	13.9% (181)

## Pandemic Response: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit

All employee groups found the telecommuting policy and flexible workload agreements as extremely helpful responses to the pandemic. The 1-year tenure clock extension for academic faculty was also reported as extremely helpful as well as transitioning to online courses. The inclusion of a COVID-19 impact statement was reported as somewhat helpful among academic faculty (23.3%) and administrative faculty (28.8%) and extremely helpful among classified staff (28.9%). The coronavirus webpage was extremely helpful to administrative faculty (36.7%) and classified staff (38.5%), while only somewhat helpful to academic faculty (24.1%).

Among academic faculty (36.4%), omitting the Spring 2020 student evaluations of teaching was reported as not helpful. Town halls relating to COVID-19 were also reported as not helpful (22.3%), or somewhat or slightly helpful (21.0%) to academic faculty, while administrative faculty and classified staff reported this as extremely helpful.

Among on-campus workers, telecommuting policy agreements (28.6%) and the coronavirus webpage were reported as extremely helpful. The town halls were reported as somewhat helpful (27.5%), while the 1-year tenure clock extension (42.1%), online course transition (28.3%), omitting Spring 2020 student evaluations of teaching (41.3%), and the inclusion of the COVID-19 statement were reported as not helpful.

Among remote workers, telecommuting policy agreements (61.8%), flexible workload agreements (60.0%), 1-year tenure clock extension (37.9%), online course transition (39.4%), inclusion of the COVID-19 statement (26.3%), the coronavirus webpage (32.6%), and town halls (28.5%) were reported as extremely helpful. 38.1% reported omitting the Spring 2020 students evaluations of teaching as not helpful.

Among those who sometimes work on campus, telecommuting policy agreements (47.3%), flexible workload agreements (50.7%), 1-year tenure clock extension (38.2%), online course transition (27.0%), the coronavirus webpage (34.2%), and town halls (26.2%) were reported as extremely helpful. 28% reported the inclusion of the COVID-19 statement was somewhat helpful and 26.0% reported omitting the Spring 2020 student evaluations of teaching as not helpful.

Of initiatives taken by UNLV in response to the pandemic, non-parents/caregivers, parents/caregivers of preschool-aged and school-aged children found telecommuting policy and flexible workload agreements extremely helpful. Non-parents/caregivers (42.9%) found the 1-year tenure clock extension extremely helpful, while parents/caregivers of preschool-aged children found it moderately helpful. Parents/caregivers of school-aged children found this equally extremely helpful and not helpful (25.0%). Online course transitions were extremely helpful for non-parents/caregivers (34.4%) and parents/caregivers of school-aged children (32.4%), while parents of preschool-aged children found it moderately helpful (24.5%). The UNLV coronavirus webpage was extremely helpful for non-parents/caregivers (34.5%) and parents/caregivers of school-aged children (28.7%), while parents of preschool-aged children found it moderately helpful (28.8%). Non-parents/caregivers found the town halls extremely helpful (28.4%), while parents of preschool-aged children found them somewhat helpful

(24.5%). Parents of school-aged children found the town halls to be equally moderately and somewhat helpful (23.5%). Non-parents/caregivers (32.4%), parents of preschool-aged children (40.4%), and parents of school-aged children (39.1%) found omitting the Spring 2020 student evaluations of teaching not helpful.

When asked to rate the helpfulness of UNLV's pandemic response, all racial/ethnic categories rated the telecommuting policy, flexible workload agreements, the coronavirus webpage, and town halls as extremely helpful.

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 (42.9%). Online course transition was rated as extremely helpful among Hispanic, White, and those of two or more races. Asian respondents rated this response as equally extremely helpful and somewhat helpful (25.5%).

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 (26.7%).

By gender, men reported more often than women that telecommuting policy agreements (40.1%), flexible workload agreements (39.4%), online course transitions (25.9%), and 1-year tenure clock extension were extremely helpful. Women also reported these as extremely helpful, but at a higher percentage. 60.9% of women reported telecommuting policy agreements, 60.7% reported flexible workload agreements, 41.5% reported 1-year tenure clock extension, and 37.4% reported online course transitions as extremely helpful. Men (39.6%) and women (32.8%) both agreed that omitting the Spring 2020 student evaluations of teaching were not helpful.

Men found the inclusion of the COVID-19 impact statement (29.6%), the UNLV coronavirus webpage (27.5%), and town halls (25.3%) as somewhat helpful. Women, on the other hand, found these items extremely helpful. Women reported the inclusion of the COVID-19 impact statement (28.3%), the UNLV coronavirus webpage (38.2%), and the town halls 33.4% extremely helpful.

When asked to rate the helpfulness of initiatives UNLV took in response to the pandemic, overall workers across units found telecommuting policy agreements, flexible workload agreements, online course transition, the coronavirus webpage, and town halls as extremely helpful. Overall workers rated the inclusion of a COVID-19 impact statement as somewhat helpful, while omitting Spring 2020 student teaching evaluations was rated as not helpful.

## Future Impacts

### Future Impacts: Overall Results

Respondents were asked to rank what pandemic-related responses they would like to see continue after the pandemic. Although academic and administrative faculty and staff had slightly different items to rank, both groups chose items related to remote work as their top choices.

#### Academic Faculty

Among academic faculty, meeting remotely and remote work were ranked as the top items they would like to see continue.

#### Administrative Faculty & Classified Staff

Among administrative faculty and classified staff, working remotely and meeting remotely were ranked as the top items they would like to see continue.

<b>Some of us have experienced significant changes to our work lives because of COVID-19. When we are back to “normal”, are there any pandemic-related changes you would like to see continue? If so, what would you like to see continue?</b>			
Respondents were asked to rank the items from most to least desirable. Results are reported as percentage of responses for each item and presented in ranked order			
<i>Academic Faculty</i>		<i>Non-Academic Faculty</i>	
Items asked to rank: Increased online course options Reduced class sizes Hybrid instruction Meeting remotely Flexible Work Schedules Remote Work Town Halls Other I would like things exactly as they were pre-pandemic		Items asked to rank: Meeting remotely Flexible Work Schedules Remote Work Town Halls Other I would like things exactly as they were pre-pandemic	
<b>RESULTS % (n)</b>		<b>RESULTS % (n)</b>	
1-Meeting Remotely	20.8% (95)	1-Remote Work	51.8% (365)
2-Remote Work	17.7% (81)	2-Meeting Remotely	35.7% (252)
3-Meeting Remotely	22.3% (102)	3-Meeting Remotely	43.8% (309)
4-Increased online course options	18.2% (83)	4-Town Halls	69.8% (492)
5-Hybrid instruction	19.7% (90)	5-Other	59.3% (418)
6-Flexible work schedules	22.1% (101)	6-I would like things exactly as they were pre-pandemic.	66.5% (469)
7-Town Halls	49.9% (228)		
8-Other	61.1% (279)		

9-I would like things exactly as they were pre-pandemic	65.6% (300)		
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### Future Impacts: Employee Group, On-Campus/Remote Work, Parent/Caregiver Status, Race, Gender, College/Unit

When asked to rank what pandemic-related changes they would like to see continue, academic faculty ranked meeting remotely as their top choice. Among those who physically work on campus and those who work remotely, meeting remotely was ranked as the top request. For those who work on campus sometimes, reduced class size was ranked first. Among academic faculty, meeting remotely was ranked the top choice of what to continue post-pandemic for parents/caregivers of preschool-aged children and adults (regardless of support). Caregivers of parents/other adults ranked increased online course options, meeting remotely, and remote work as their top choices of what to continue post-pandemic. Remote work was ranked as the top choice for parents with newborns. Parents of school-aged children ranked reduced class size as their top choice. Non-parents/caregivers ranked remote meetings and reduced class sizes as their top choices. Among academic faculty, Asian, Hispanic, and white respondents ranked meeting remotely as their top choice to continue post-pandemic. Black respondents ranked both meeting remotely and flexible work schedules as their top choice, while those of two or more races ranked remote work as their top choice. For men, increased online course options and reduced class size were ranked as their first and second recommendations. Women, on the other hand, ranked meeting remotely and remote work as more desirable.

Among administrative faculty and classified staff, remote work was ranked first. For administrative faculty, meeting remotely was ranked second, while second choice for classified staff was flexible work schedules. Of those who physically work on campus full-time and sometimes, flexible work schedules was ranked as the top request. Of those who are not required to work on campus, remote work was ranked first. Parents/caregivers ranked remote work as their top choice to continue post-pandemic. Among administrative faculty and classified staff, men and women had similar recommendations. Both ranked remote work and meeting remotely as their first and second choices. Among workers across all units, remote work was their top choice, followed by meeting remotely as their top choice to continue post-pandemic.

Top Choices to Continue Post-Pandemic		
	<i>Academic Faculty</i>	<i>Non-Academic Faculty</i>
<i>Overall</i>	Meeting remotely	Remote work
<i>On-Campus/Remote Work</i>		
Yes	Meeting remotely	Flexible work schedules
No	Meeting remotely	Remote work
Sometimes	Reduced class sizes	Flexible work schedules
<i>Parent/Caregiver (P/C) Status</i>		

Not a P/C	Increased online course options	Remote work
P/C: newborn or infant child(ren)	Remote work	Remote work
P/C: preschool child(ren)	Meeting remotely	Remote work
P/C: school-aged child(ren)	Reduced class sizes	Remote work
P/C: adult child(ren) requiring support	meeting remotely	Remote work
P/C: adult child(ren) not requiring support	meeting remotely	Remote work
Caregiver of parent/other adult	Increased online course options Meeting remotely	Remote work
<i>Race/Ethnicity</i>		
Asian or Asian American	Meeting remotely	Remote work
Black or African American	Meeting remotely Flexible work schedules	Remote work
Hispanic or Latino	Meeting remotely	Remote work
White	Meeting remotely	Remote work
Two or more races	Remote work	Remote work
<i>Gender</i>		
Man	Increased online course options	Remote work
Woman	Remote work Meeting remotely	Remote work
<i>College/School/Unit</i>		
Business Affairs	n<10	Remote work
College of Education	Meeting remotely	n<10
College of Fine Arts	Meeting remotely	Remote work
College of Liberal Arts	Reduced class sizes	Remote work
College of Sciences	Increased online course options Reduced class sizes Meeting remotely	Remote work
Division of Educational Outreach	N/A	Remote work
Division of Integrated Marketing & Branding	n<10	Remote work
Division of Philanthropy and Alumni Engagement	n<10	Remote work
Division of Research and Economic Development	N/A	Remote work
Division of Student Affairs	n<10	Remote work



College of Urban Affairs	Increased online course options Reduced class sizes Flexible work schedules	Remote work
College of Engineering	Increased online course options	Remote work
Intercollegiate Athletics	N/A	Remote work
Business School	Increased online course options Reduced class sizes	Remote work
Office of the Executive Vice President and Provost	N/A	Remote work
Office of Information Technology	N/A	Remote work
School of Dental Medicine	Hybrid instruction Flexible work schedules	n<10
School of Integrated Health Sciences	Meeting remotely	n<10
School of Nursing	Meeting remotely	Remote work
School of Public Health	Flexible work schedules	n<10
University Libraries	Flexible work schedules	Remote work
UNLV School of Medicine	Meeting remotely	Remote work
College of Hospitality	Increased online course options	n<10
School of Law	Meeting remotely	Remote work

## Open Comment Themes

Included in the Faculty & Staff COVID-19 Impacts Survey was the opportunity for respondents to provide qualitative responses to four main questions:

- During the pandemic, how have your parenting/caregiving responsibilities changed and/or impacted your work? (*only asked of parents/caregivers*)
- Please tell us what you think has gone well for you during this pandemic (for example, technology support, flexible schedules, supply of personal protective equipment, supportive supervisor).
- Please tell us what has been most challenging for you during this pandemic (for example, unexpected personal/family circumstances, changing work expectations, remote work).
- If UNLV could solve one problem for you, what would it be and what support would you have?

Responses to these questions were examined. Common themes emerged and were organized into categories for each question. Below, the themes are listed in ascending order, with the most frequently reported item listed first.

[During the pandemic, how have your parenting/caregiving responsibilities changed and/or impacted your work?](#)

Results suggested that parents/caregivers had difficulty balancing work and caregiving responsibilities. The most reported impacts to caregiving responsibilities were: (1) Increased caregiving responsibilities, (2) non-traditional work schedules, and (3) increased interruptions during the workday.

### ***1. Increased Caregiving Responsibilities***

The reported responsibilities of parents/caregivers of children and/or adults spanned the following:

- a. Transportation to medical appointments, grocery stores, and caregiving facilities
- b. Running general errands
- c. Providing emotional support to alleviate anxiety and stress
- d. Assisting with virtual learning for school-aged children
- e. Providing financial assistance
- f. Investigating and identifying caregiving facilities and caregivers (daycare, senior care, babysitter), and
- g. Overall, a general increase in day-to-day caregiving responsibilities

## **2. *Non-traditional Work Schedules***

Parents/caregivers reported working around the schedule of their child(ren) or the adult they were caring for during the pandemic. Parents/caregivers reported adapting to a new work schedule that included evenings, early mornings, and/or weekends.

## **3. *Increased Interruptions in the Workday***

Caregivers experienced numerous interruptions during the workday. Due to the interruptions, employees

- a. Were not able to attend meetings
- b. Took longer to complete tasks
- c. Had difficulty focusing on the task at hand
- d. Had less time to work
- e. Had difficulty performing research
- f. Were not able to write (or were writing less)

Please tell us what you think has gone well for you during this pandemic (for example, technology support, flexible schedules, supply of personal protective equipment, supportive supervisor).

The top items that employees felt were going well were: (1) Flexible work schedules and remote work, (2) support and communication from supervisors, administration, and colleagues, (3) technology support, Online Education support, and online workshops, and (4) COVID-19 safety initiatives.

## **1. *Flexible Work Schedules and Remote Work***

Responses about what worked during the COVID-19 transition related to the shift to working from home and the flexibility it afforded for work/life balance.

The most significant theme was the *perception that remote work was more efficient and resulted in more productivity*, and was an unexpected benefit from the challenges of adjusting to the pandemic, including:

- a. Minimal distractions
- b. More efficient meetings through web conferencing
- c. Less time spent commuting

Additionally, respondents expressed an appreciation for the flexibility afforded to them to complete their work. This flexibility allowed faculty and staff to:

- a. Better manage the challenges COVID-19 placed on both their work and family responsibilities
- b. Helped mitigate the stress and workload of the situation

Many wrote that they hoped UNLV would incorporate and continue some of these policies as we look towards a post-pandemic future.

## ***2. Support and Communication from Supervisors, Administration, and Colleagues***

Respondents were very appreciative of the steps their direct supervisors and senior administrators took to address the COVID-19 situation.

- a. Many respondents felt that leadership at UNLV (across all levels) took a proactive and practical approach to addressing the many work- and health- related challenges of the pandemic crisis.
- b. UNLV leadership was also praised for direct and frequent communication about the evolving situation and the understanding and emotional support supervisors provided during these stressful times.
- c. Respondents also reported a genuine appreciation for the support and community spirit from fellow colleagues at UNLV.

## ***3. Technology Support, Online Education Support, and Online Workshops***

Overall, respondents frequently praised the support they received to manage the technical and organizational challenges of quickly shifting to remote work and remote teaching.

- a. Assistance from the Office of Information Technology and technology managers at the college- and department- level made the fast transition to working and teaching remotely easier than expected.
- b. Support from the Office of Online Education through services provided to rapidly transition to online classes and the different online workshops made available were reported as extremely helpful.

## ***4. COVID-19 Safety Initiatives***

Respondents appreciated the steps UNLV took to protect the community from COVID-19. These included the rapid implementation of health and safety protocols (e.g., social distancing, remote work/teaching, supply and availability of personal protection equipment).

Please tell us what has been most challenging for you during this pandemic (for example, unexpected personal/family circumstances, changing work expectations, remote work).

The top challenges faculty and staff felt during the pandemic were: (1) Balancing work and life, (2) lack of socialization, (3) teaching remotely, (4) work creep, changing roles, and changing expectations, (5) working remotely, and (6) lack of access to technology, technology support, or equipment.

### ***1. Balancing Work and Life***

Results suggested that some employees encountered challenges with balancing work and life during the pandemic. The challenges included:

- a. Unexpected family circumstances
- b. Poor mental and/or physical health
- c. Increased workload
- d. Inability to perform research
  - Individuals reported challenges with conducting research, particularly clinical, field, or laboratory research.
  - Individuals also shared that their writing and publishing was significantly reduced.
- e. Increased caregiving responsibilities
- f. Increased financial hardships
  - Budget cuts, furloughs, and layoffs, negatively impacted finances.
  - Some individuals reported that their financial hardships were due to caring for family members who were laid off by their employers. (Employees either welcomed family members to move into their home or covered the expenses of family members living at separate residences.)

### ***2. Lack of Socialization***

Some employees reported feeling disconnected from campus, co-workers, and students, and missed attending and socializing at campus events.

### ***3. Teaching Remotely***

- a. Challenges with teaching remotely included
  - Transitioning courses online
  - Offering a quality experience
  - Keeping students engaged
  - Learning new technologies, and

- Not having 2020 evaluations of teaching count
- b. Challenges with supporting students in a virtual environment included
  - An increased demand in calls/emails
  - Assisting with lack of access to technology
  - Assisting with the lack of knowledge about technology
  - Keeping students engaged in course content
  - Providing mental and emotional support

#### **4. *Work Creep, Changing Roles, and Changing Expectations***

Some employees reported challenges with work creep and difficulty setting work boundaries. Additionally, an ease of checking email by phone, iPad, or computer were commonly reported, and for some employees, they were not cognizant of the time of day or how much time was being devoted to work.

Several employees also reported changes in job duties, or the addition of new duties, given conditions caused by the pandemic that resulted in an increased workload.

#### **5. *Mental and/or Physical Health***

The most reported health concerns related to the pandemic were fear, anxiety, stress, depression, and physical ailments (e.g., contracting COVID, body aches and pains from working in an ill-equipped space or on non-office furniture).

The top concern across all respondents was fear of contracting the virus.

- a. For remote workers, the most reported concerns were returning to campus and being exposed to the virus (e.g., interacting with unvaccinated individuals or individuals not observing safety guidelines).
- b. For on-campus workers, the most reported concerns were fear of contracting the virus and fear of interacting with people not wearing masks or improperly wearing masks.

Additionally, survey results revealed the most common stressors for employees, including unexpected family circumstances, financial hardships, difficulty adjusting to remote work, learning new technologies, political/racial unrest, and caregiving responsibilities.

#### **6. *Working Remotely***

Some employees reported challenges adjusting to remote work, including

- a. Learning new tasks

- b. Learning new technologies
- c. Setting up technical equipment
- d. Identifying and setting up a workspace
- e. Dealing with poor internet access, bandwidth, or equipment
- f. Communicating in a virtual environment (Google hangouts/chat, phone, virtual meeting)
- g. Setting boundaries to prevent work creep (not recognizing the continuity of work beyond the 8-hour workday)
- h. Burnout with the conditions caused by the pandemic, including being home-bound, participating in virtual meetings, teaching remotely, and lack of socialization.

## **7. *Lack of Access to Technology, Technology Support, or Equipment***

Results showed that some employees had difficulty adjusting to remote work due to

- a. Limited or no Wi-Fi access
- b. Lack of knowledge to set up equipment and/or utilize software
- c. Lack of access to technology support professionals
- d. Sharing technology equipment with family or roommates
- e. Poor performing equipment or internet services

If UNLV could solve one problem for you, what would it be and what support would you have?

The top two reported items were: (1) more flexible work schedules and (2) greater access to vaccines. Topics of economic and healthcare security were also ranked extremely high.

### **1. *Flexible Work Schedules***

Flexible work schedules were the number one suggestion. Among the recommendations included:

- a. 4-day work week (4/10 for Admin) and ‘No School Fridays’
- b. Allow for flexibility in scheduling (one week on site-one week remote)
- c. Allow hybrid course delivery across the board
- d. Allow for the option of 32-hour work week
- e. Option for 3 days on, 2 days off or vice versa.
- f. No Friday meetings
- g. Allow for more online courses and lower enrollment caps

### **2. *Access to COVID-19 Vaccine***

Make the vaccine more accessible and do so equitably for all employees.

### **3. *Economic Security***

Results showed that some employees felt frustrated and/or disappointed with the furloughs, perceived the current compensation level was too low, and were discontented by poor healthcare coverage. The core suggestion was higher base salaries, better medical and pharmaceutical plans, and measures that would prevent personal financial loss resulting from state-imposed requirements in the form of furloughs. Among the suggestions offered:

- a. A provision in bylaws preventing furloughs or salary reductions from taking place
- b. Better healthcare coverage and benefits
- c. Guaranteed job and pay security
- d. Financial support via a cell phone plan or stipend, along with a work from home financial incentive as a stipend
- e. Salary equity based on value not statistics
- f. Deal made with internet providers to offer lower internet costs

### **4. *More Transparency and Accountability of Senior Leadership***

- a. Hold deans more accountable for fiscal mismanagement, management of personnel, and loss of faculty
- b. Hold deans responsible for fundraising
- c. More autonomy and less micromanagement
- d. Unfreeze all positions and make the hiring process easier

### **5. *Child Care***

- a. Provide a childcare allowance
- b. Expand on-campus child care

### **6. *Tenure and promotion***

- a. Do not include year 2020 performance evaluations for tenure or promotion
- b. Do not include student evaluations of teaching for fall 2020 and Spring 2021 in promotion and tenure
- c. Provide additional financial support to reactivate research agenda

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## Appendices

Appendix A: Respondent Characteristics

Appendix B: Ability to do Job (by College/Unit)

Appendix C: Disruptions to Career Advancement (by College/Unit)

Appendix D: Sense of Belonging: Colleagues (by College/Unit)

Appendix E: Sense of Belonging: Students (by College/Unit)

Appendix F: Sense of Belonging: UNLV (by College/Unit)

Appendix G: Pandemic Response

## Appendix A

### Respondent Characteristics

<b>Employee Group</b>	%(n)
Academic Faculty	38.5% (591)
Administrative Faculty	41.8% (641)
Classified Staff	17.9% (275)
Other	1.8% (27)
<b>Work Status</b>	
Full Time	97.1% (1490)
Part Time	2.9% (44)
<b>Tenure Status</b>	
<i>Only asked of academic faculty</i>	
Non-tenure track	32.6% (186)
Pre-tenured	19.4% (111)
Tenured associate professor	24.5% (140)
Tenured full professor	23.5% (134)
<b>Racial/Ethnic Identity</b>	
American Indian or Alaska Native	n<10
Asian or Asian American	9.1% (142)
Black or African American	5.4% (84)
Hispanic or Latino	10.7% (168)
Native Hawaiian or other Pacific Islander	n<10
White	60.8% (954)
Two or more races	3.4% (54)
Prefer not to say	9.4% (147)
<b>Gender Identity</b>	
Man	34.3% (507)
Woman	58.6% (866)
Transgender	n<10
Non-binary	0.7% (11)
Prefer not to say	6.0% (89)
<b>Age</b>	
<25	0.8% (12)
25-29	5.4% (80)
30-34	9.9% (147)
35-39	13.8% (204)
40-44	14.8% (219)
45-49	12.7% (187)
50-54	10.7% (158)

55-59	8.7% (129)
60-64	9.3% (138)
65+	7.2% (106)
Prefer not to answer	6.6%(98)

**College/School Unit**

Academic Success Center	n<10
Business Affairs	9.3% (138)
College of Education	4.1% (61)
College of Fine Arts	5.3% (78)
College of Liberal Arts	10.2% (151)
College of Sciences	5.0% (74)
Division of Educational Outreach	0.8% (12)
Division of Integrated Marketing & Branding	0.9% (13)
Division of Philanthropy and Alumni Engagement	1.8% (27)
Division of Research and Economic Development	2.2% (32)
Division of Student Affairs	6.8% (101)
Graduate College	n<10
College of Urban Affairs	3.1% (11)
Honors College	0.7% (30)
College of Engineering	2.0% (30)
Intercollegiate Athletics	1.3% (18)
Business School	4.1% (65)
Office of the Executive Vice President and Provost	4.4% (65)
Office of the President	n<10
Office of Information Technology	1.1% (16)
Police Services	n<10
School of Dental Medicine	2.4% (35)
School of Integrated Health Sciences	2.3% (34)
School of Nursing	1.9% (28)
School of Public Health	1.8% (27)
University Libraries	4.6% (68)
UNLV School of Medicine	4.4% (65)
College of Hospitality	2.8% (41)
School of Law	2.6% (38)
Decline to Answer	7.9% (117)
Other	4.3% (63)

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N=1,534

## Appendix B

### Ability to Do Job (by College/Unit)

<b>Overall, the ability to do my job has:</b>				
	Total	Been more difficult	Been less difficult	Not been impacted
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	492	87.6%(431)	3.0%(15)	9.3%(46)
Administrative Faculty	528	54.0%(285)	14.6%(77)	31.4%(166)
Classified Staff	22	45.0%(100)	16.7%(37)	38.3%(85)
Other	19	68.4%(13)	0.0%(0)	31.6%(6)
<i>College/Unit</i>				
Business Affairs	118	45.8%(54)	19.5%(23)	34.7%(41)
College of Education	50	78.0%(39)	6.0%(3)	16.0%(8)
College of Fine Arts	67	85.1%(57)	6.0%(4)	9.0%(6)
College of Liberal Arts	132	94.7%(125)	0.8%(1)	4.5%(6)
College of Sciences	63	84.1%(53)	6.3%(4)	9.5%(6)
Division of Educational Outreach	12	75.0%(9)	0.0%(0)	25%(3)
Division of Integrated Marketing & Branding	12	41.7%(5)	16.7%(2)	41.7%(5)
Division of Philanthropy and Alumni Engagement	24	58.3%(14)	20.8%(5)	20.8%(5)
Division of Research and Economic Development	31	48.4%(15)	12.9%(4)	38.7%(12)
Division of Student Affairs	89	62.9%(56)	13.5%(12)	23.6%(21)

College of Urban Affairs	39	71.8%(28)	2.6%(1)	25.6%(10)
College of Engineering	27	70.4%(19)	11.1%(3)	18.5%(5)
Intercollegiate Athletics	17	70.6%(12)	5.9%(1)	23.5%(4)
Business School	53	71.7%(38)	5.7%(3)	22.6%(12)
Office of the Executive Vice President and Provost	61	39.3%(24)	21.3%(13)	39.3%(24)
Office of Information Technology	16	31.3%(5)	37.5%(6)	31.3%(5)
School of Dental Medicine	31	74.2%(23)	3.2%(1)	22.6%(7)
School of Integrated Health Sciences	29	86.2%(25)	3.4%(1)	10.3%(3)
School of Nursing	26	53.8%(14)	11.5%(3)	34.6%(9)
School of Public Health	23	47.8%(11)	8.7%(2)	43.5%(10)
University Libraries	56	71.4%(40)	5.4%(3)	23.2%(13)
UNLV School of Medicine	52	63.5%(33)	13.5%(7)	23.1%(12)
College of Hospitality	28	75.0%(21)	7.1%(2)	17.9%(5)
School of Law	34	58.8%(20)	11.8%(4)	29.4%(10)
Other	47	48.9%(23)	14.9%(7)	36.2%(17)

## Appendix C

### Disruptions to Career Advancement (by College/Unit)

<b>How Concerned are you that the disruptions caused by the pandemic are negatively impacting:</b> <i>(Majority result reported)</i>				
	Advance Career	Advance Professional Development	Job Security	
<i>Employee Group</i>				
Academic Faculty	Somewhat concerned	Somewhat concerned	Somewhat concerned	
Administrative Faculty	Not concerned	Somewhat concerned	Somewhat concerned	
Classified Staff	Not concerned	Not concerned	Somewhat concerned	
Other				
<i>College/Unit</i>				
Business Affairs	Not concerned	Somewhat concerned	Somewhat concerned	
College of Education	Somewhat concerned	Somewhat concerned	Somewhat concerned	
College of Fine Arts	Extremely concerned	Somewhat concerned	Extremely concerned	
College of Liberal Arts	Somewhat concerned	Somewhat concerned	Somewhat concerned	
College of Sciences	Extremely concerned	Somewhat concerned	Somewhat concerned	
Division of Educational Outreach	Extremely/Very/Somewhat concerned	Very/Somewhat concerned	Somewhat concerned	
Division of Integrated Marketing & Branding	Not concerned	Not concerned	Somewhat concerned	
Division of Philanthropy and Alumni Engagement	Somewhat concerned	Not concerned	Somewhat concerned	

Division of Research and Economic Development	Not concerned	Not concerned	Somewhat concerned
Division of Student Affairs	Somewhat concerned	Somewhat concerned	Somewhat concerned
College of Urban Affairs	Not concerned	Somewhat concerned	Somewhat concerned
College of Engineering	Not concerned	Not concerned	Somewhat concerned
Intercollegiate Athletics	Somewhat/Not concerned	Somewhat/Not concerned	Somewhat concerned
Business School	Somewhat/Not concerned	Somewhat concerned	Somewhat concerned
Office of the Executive Vice President and Provost	Not concerned	Somewhat concerned	Somewhat concerned
Office of Information Technology	Not concerned	Not concerned	Not concerned
School of Dental Medicine	Somewhat concerned	Not concerned	Somewhat concerned
School of Integrated Health Sciences	Not concerned	Somewhat/Not concerned	Somewhat concerned
School of Nursing	Not concerned	Not concerned	Somewhat concerned
School of Public Health	Somewhat/Not concerned	Not concerned	Not concerned
University Libraries	Not concerned	Somewhat concerned	Not concerned
UNLV School of Medicine	Somewhat/Not concerned	Somewhat concerned	Somewhat concerned
College of Hospitality	Not concerned	Not concerned	Somewhat/Not concerned
School of Law	Somewhat concerned	Not concerned	Somewhat/Not concerned

Other	Not concerned	Not concerned	Somewhat concerned
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## Appendix D

### Sense of Belonging: Colleagues

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups: Your Colleagues</b>				
	Total	Became Worse	Not Changed	Became Better
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	454	54.2%(263)	36.7%(178)	9.1%(44)
Administrative Faculty	312	29.3%(153)	45.5%(238)	25.2%(132)
Classified Staff	142	30.2%(65)	49.3%(106)	20.5%(44)
Other	14	42.1%(8)	31.6%(6)	26.3%(5)
<i>College/Unit</i>				
Business Affairs	113	28.3%(32)	48.7%(55)	23.0%(26)
College of Education	49	46.9%(23)	42.9%(21)	10.2%(5)
College of Fine Arts	66	51.5%(23)	34.8%(23)	13.6%(9)
College of Liberal Arts	132	56.8%(75)	35.6%(47)	7.6%(10)
College of Sciences	63	49.2%(31)	35.6%(47)	7.9%(5)
Division of Educational Outreach	12	58.3%(7)	16.7%(2)	25.0%(3)
Division of Integrated Marketing & Branding	12	46.7%(2)	16.7%(2)	66.7%(8)
Division of Philanthropy and Alumni Engagement	23	30.4%(7)	13.0%(3)	56.5%(13)
Division of Research and Economic Development	31	6.5%(2)	64.5%(20)	29.0%(9)
Division of Student Affairs	90	33.3%(30)	43.3%(39)	23.3%(21)

College of Urban Affairs	39	35.9%(14)	46.2%(18)	17.9%(7)
College of Engineering	25	40.0%(10)	48.0%(12)	20.0%(2)
Intercollegiate Athletics	16	43.8%(7)	50.0%(8)	6.3%(1)
Business School	51	49.0%(25)	37.3%(19)	13.7%(7)
Office of the Executive Vice President and Provost	61	34.4%(21)	44.3%(27)	21.3%(13)
Office of Information Technology	16	31.3%(5)	62.5%(10)	6.3%(1)
School of Dental Medicine	30	26.7%(8)	36.7%(11)	36.7%(11)
School of Integrated Health Sciences	29	34.5%(10)	48.3%(14)	17.2%(5)
School of Nursing	26	23.1%(6)	57.7%(15)	19.2%(5)
School of Public Health	22	36.4%(8)	36.4%(8)	27.3%(6)
University Libraries	56	46.4%(26)	41.1%(23)	12.5%(7)
UNLV School of Medicine	52	32.7%(17)	42.3%(22)	25.0%(13)
College of Hospitality	28	53.6%(15)	35.7%(10)	10.7%(3)
School of Law	34	38.2%(13)	38.2%(13)	23.5%(8)
Other	45	37.8%(17)	46.7%(21)	15.6%(7)

## Appendix E

### Sense of Belonging: Students

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups: Your Students</b>				
	Total	Became Worse	Not Changed	Became Better
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	454	62.0%(289)	25.1%(117)	12.9%(44)
Administrative Faculty	312	35.6%(114)	52.5%(168)	25.2%(38)
Classified Staff	142	30.0%(45)	56.0%(84)	14.0%(21)
Other	14	28.6%(4)	50.0%(7)	21.4%(3)
<i>College/Unit</i>				
Business Affairs	53	18.9%(10)	67.9%(36)	13.2%(7)
College of Education	46	45.7%(21)	41.35(19)	13.0%(6)
College of Fine Arts	60	56.7%(34)	28.3%(17)	15.0%(9)
College of Liberal Arts	128	71.1%(91)	21.9%(28)	7.0%(9)
College of Sciences	61	57.4%(35)	34.4%(21)	8.2%(5)
Division of Educational Outreach	n<10	n<10	n<10	n<10
Division of Integrated Marketing & Branding	n<10	n<10	n<10	n<10
Division of Philanthropy and Alumni Engagement	n<10	n<10	n<10	n<10
Division of Research and Economic Development	17	17.6%(3)	70.6%(12)	11.8%(2)
Division of Student Affairs	75	45.3%(34)	49.3%(37)	5.3%(4)

College of Urban Affairs	36	47.2%(17)	38.9%(14)	13.9%(5)
College of Engineering	24	58.3%(14)	33.3%(8)	8.3%(2)
Intercollegiate Athletics	n<10	n<10	n<10	n<10
Business School	50	60.0%(30)	30.0%(15)	10.0%(5)
Office of the Executive Vice President and Provost	23	47.8%(11)	43.5%(10)	8.7%(2)
Office of Information Technology	n<10	n<10	n<10	n<10
School of Dental Medicine	26	23.1%(6)	46.2%(12)	30.8%(8)
School of Integrated Health Sciences	29	65.5%(19)	24.1%(7)	10.3%(3)
School of Nursing	21	23.8%(5)	57.1%(12)	19.0%(4)
School of Public Health	18	50.0%(9)	27.8%(5)	22.2%(4)
University Libraries	38	42.1%(16)	50.0%(19)	7.9%(3)
UNLV School of Medicine	3	42.4%(14)	42.4%(14)	15.2%(5)
College of Hospitality	27	55.6%(15)	25.9%(7)	18.5%(5)
School of Law	30	46.7%(14)	33.3%(10)	20.0%(6)
Other	32	21.9%(7)	53.1%(17)	25.0%(8)

## Appendix F

### Sense of Belonging: UNLV

<b>Thinking about the university as a community and your sense of belonging within it, would you say your sense of community has become better, become worse, or not changed with the following groups: Overall UNLV Community</b>				
	Total	Became Worse	Not Changed	Became Better
	n	%(n)	%(n)	%(n)
<i>Employee Group</i>				
Academic Faculty	454	59.1%(279)	36.7%(173)	4.2%(20)
Administrative Faculty	312	39.8%(202)	48.7%(247)	11.4%(58)
Classified Staff	142	32.7%(68)	55.8%(116)	11.5%(24)
Other	14	44.4%(8)	44.4%(8)	11.1%(2)
<i>College/Unit</i>				
Business Affairs	111	36.0%(40)	51.4%(57)	12.6%(14)
College of Education	48	50.0%(24)	43.8%(21)	6.3%(3)
College of Fine Arts	65	53.8%(35)	41.5%(27)	4.6%(3)
College of Liberal Arts	127	66.9%(85)	29.9%(38)	3.1%(4)
College of Sciences	61	60.7%(37)	36.1%(22)	3.3%(2)
Division of Educational Outreach	11	54.5%(6)	45.5%(5)	0.0%(0)
Division of Integrated Marketing & Branding	12	8.3%(1)	58.3%(7)	33.3%(4)
Division of Philanthropy and Alumni Engagement	21	28.6%(6)	38.1%(8)	33.3%(7)
Division of Research and Economic Development	31	12.9%(4)	67.7%(21)	19.4%(6)

Division of Student Affairs	87	44.8%(39)	46.0%(40)	9.2%(8)
College of Urban Affairs	37	43.2%(16)	48.6%(18)	8.1%(3)
College of Engineering	24	62.5%(15)	37.5%(9)	0.0%(0)
Intercollegiate Athletics	15	53.3%(8)	40.0%(6)	6.7%(1)
Business School	50	56.0%(28)	40.0%(20)	4.0%(2)
Office of the Executive Vice President and Provost	60	41.7%(25)	45.0%(27)	13.3%(8)
Office of Information Technology	15	33.3%(5)	60.0%(9)	6.7%(1)
School of Dental Medicine	30	30.0%(9)	53.3%(16)	16.7%(5)
School of Integrated Health Sciences	28	46.4%(13)	42.9%(12)	10.7%(3)
School of Nursing	26	30.8%(8)	61.5%(16)	7.7%(2)
School of Public Health	21	57.1%(12)	28.6%(6)	14.3%(3)
University Libraries	55	47.3%(26)	45.5%(25)	7.3%(4)
UNLV School of Medicine	50	51.9%(14)	48.1%(13)	0.0%(0)
College of Hospitality	27	51.9%(14)	48.1%(13)	0.0%(0)
School of Law	33	39.4%(13)	51.5%(17)	9.1%(3)
Other	44	40.9%(20)	52.3%(23)	6.8%(3)

## Appendix G

### Pandemic Response

<b>In response to the pandemic, UNLV took several actions to support faculty and staff. Listed below are items that were encouraged or implemented. Please use the scale below to indicate whether these actions were helpful to you:</b> <i>(Majority responses reported)</i>								
	Telecommuting Policy Agreements	Flexible Workload Agreements	1-Year Tenure Clock Extension	Online Course Transition	Omitting Spring 2020 teaching evaluations	COVID-19 Impact Statement	UNLV COVID-19 Webpage	Town Halls
<i>Employee Group</i>								
Academic Faculty	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	Somewhat Helpful	Not Helpful
Administrative Faculty	Extremely Helpful	Extremely Helpful	N/A	N/A	N/A	Somewhat Helpful	Extremely Helpful	Extremely Helpful
Classified Staff	Extremely Helpful	Extremely Helpful	N/A	N/A	N/A	Extremely Helpful	Extremely Helpful	Extremely Helpful
Other	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
<i>On-Campus/Remote Work</i>								
Yes	Extremely Helpful	Extremely Helpful	Not Helpful	Not Helpful	Not Helpful	Not Helpful	Extremely Helpful	Somewhat Helpful
No	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful
Sometimes	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	Extremely Helpful	Extremely Helpful
<i>Parent/Caregiver (P/C) Status</i>								

Not a P/C	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	Extremely Helpful	Extremely Helpful
P/C: newborn or infant child(ren)	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
P/C: preschool child(ren)	Extremely Helpful	Extremely Helpful	Moderately Helpful	Moderately Helpful	Not Helpful	Extremely Helpful	Moderately Helpful	Somewhat Helpful
P/C: school-aged child(ren)	Extremely Helpful	Extremely Helpful	Extremely/Not Helpful	Extremely Helpful	Not Helpful	Moderately Helpful	Extremely Helpful	Moderately/Somewhat Helpful
P/C: adult child(ren) requiring support	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
P/C: adult child(ren) not requiring support	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Caregiver of parent/other adult	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
<i>Race/Ethnicity</i>								
Asian or Asian American	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely/Somewhat Helpful	Not Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful
Black or African American	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Hispanic or Latino	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely/Moderately Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful
White	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	Extremely Helpful	Extremely Helpful
Two or More Races	Extremely Helpful	Extremely Helpful	Moderately Helpful	Extremely Helpful	Not Helpful	Moderately Helpful	Extremely Helpful	Extremely Helpful
<i>Gender</i>								



Man	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	Somewhat Helpful	Somewhat Helpful
Woman	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Not Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful
<i>College/Unit</i>								
Business Affairs	Extremely Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	n<10	Somewhat Helpful	Extremely Helpful	Extremely Helpful
College of Education	Extremely Helpful	Extremely Helpful	Extremely Helpful	Moderately Helpful	Not Helpful	Moderately Helpful	Extremely Helpful	Slightly Helpful
College of Fine Arts	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful	Extremely Helpful
College of Liberal Arts	Extremely Helpful	Extremely Helpful	Extremely/Moderately Helpful	Extremely Helpful	Not Helpful	Somewhat Helpful	Extremely Helpful	Somewhat Helpful
College of Sciences	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Not Helpful	Somewhat Helpful	Somewhat Helpful	Somewhat Helpful
Division of Educational Outreach	n<10	n<10	n<10	n<10	n<10	Somewhat Helpful	Extremely Helpful	Somewhat Helpful
Division of Integrated Marketing & Branding	Extremely Helpful	n<10	n<10	n<10	n<10	n<10	Extremely Helpful	Extremely Helpful
Division of Philanthropy and Alumni Engagement	Extremely Helpful	Extremely/Moderately Helpful	n<10	n<10	n<10	Moderately Helpful	Extremely/Moderately Helpful	Extremely Helpful

Division of Research and Economic Development	Extremely Helpful	Extremely/Moderately Helpful	n<10	n<10	n<10	Extremely Helpful	Extremely Helpful	Extremely Helpful
Division of Student Affairs	Extremely Helpful	Extremely Helpful	n<10	n<10	n<10	Somewhat Helpful	Extremely Helpful	Moderately Helpful
College of Urban Affairs	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Not Helpful	Moderately Helpful	Extremely/Somewhat Helpful	Moderately Helpful
College of Engineering	Extremely Helpful	Extremely Helpful	n<10	Extremely/Moderately/Somewhat Helpful	n<10	Somewhat Helpful	Somewhat Helpful	Somewhat Helpful
Intercollegiate Athletics	Somewhat Helpful	Somewhat Helpful	n<10	n<10	n<10	Not Helpful	Moderately Helpful	Moderately Helpful
Business School	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Not Helpful	Not Helpful	Slightly Helpful	Not Helpful
Office of the Executive Vice President and Provost	Extremely Helpful	Extremely Helpful	n<10	n<10	n<10	Extremely Helpful	Extremely Helpful	Extremely Helpful
Office of Information Technology	Extremely Helpful	Extremely Helpful	n<10	n<10	n<10	n<10	Extremely Helpful	Extremely Helpful
School of Dental Medicine	Somewhat Helpful	Not Helpful	n<10	Slightly Helpful	Moderately/Not Helpful	Somewhat Helpful	Moderately Helpful	Somewhat Helpful
School of Integrated Health Sciences	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Not Helpful	Not Helpful	Extremely Helpful	Extremely Helpful

School of Nursing	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	n<10	Moderately Helpful	Extremely Helpful	Moderately Helpful
School of Public Health	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Not Helpful	Moderately/Somewhat Helpful	Moderately Helpful	Moderately Helpful
University Libraries	Extremely Helpful	Extremely Helpful	Extremely Helpful	n<10	n<10	Moderately Helpful	Extremely Helpful	Extremely Helpful
UNLV School of Medicine	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Extremely Helpful	Extremely/Somewhat Helpful	Extremely Helpful	Somewhat Helpful
College of Hospitality	Extremely Helpful	Extremely Helpful	n<10	Extremely Helpful	Moderately/Not Helpful	Moderately Helpful	Extremely Helpful	Moderately Helpful
School of Law	Extremely Helpful	Extremely Helpful	n<10	Somewhat Helpful	n<10	Somewhat Helpful	Extremely Helpful	Extremely Helpful
Other	Extremely Helpful	Extremely Helpful	n<10	n<10	n<10	Extremely Helpful	Somewhat Helpful	Somewhat Helpful

