

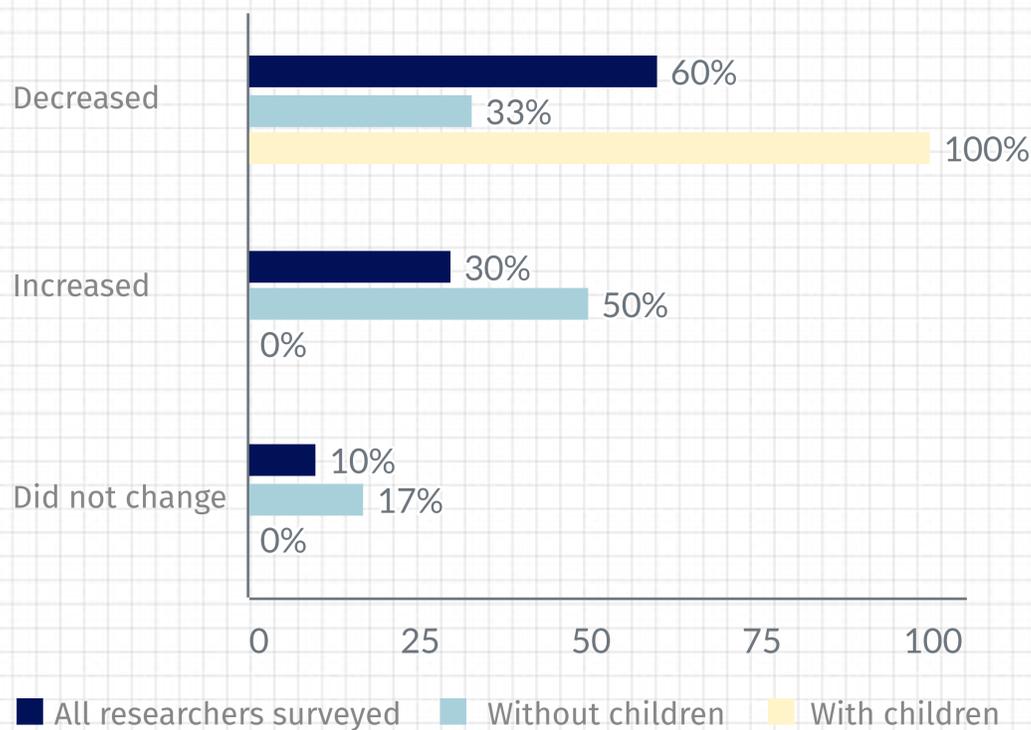
Impact of COVID-19

Survey Outcomes for Early Career Researchers*

Faculty of Archaeology

Productive working hours

My productive working hours...



Average decrease among respondents who reported a decrease

♥ 41%

Childcare duties, online teaching and difficulty focusing at home lead to a reduction in productive hours. Those who experience an increase cite fewer interruptions and less travel time as the reasons, but do mention that some of that work takes place during the weekends.

- "Sharing childcare with my partner results in both of us only having 50% of normal working hours available."
- "Lack of motivation, easily distracted at home, inability to find my "groove"."
- No travel time, less distraction, but also more work in the weekend."

Current concerns

% of respondents that are highly concerned



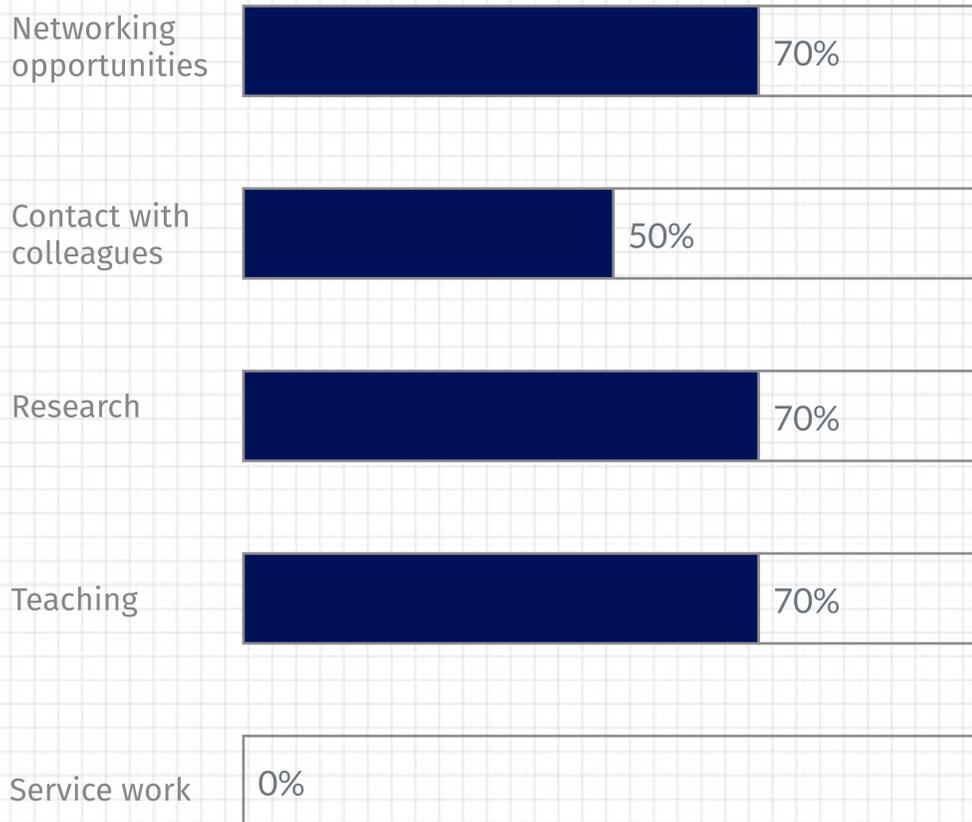
With fieldwork cancelled and difficulties in data collection, concerns about long-term effects on research output are high. Stress and a lack of time, as well as a decrease in research output, lead to concerns about the ability to obtain grants. Some wonder whether there will be any funds for permanent positions or promotions if the economy continues to decline. Working from home leads to a loss of distinction between work and private time. Some lack a suitable ergonomic work space. Those who teach are concerned about their ability to keep up the quality without live interaction and the possibility to do practical work.

- "There will be less of it as fieldwork is cancelled and lab work is on hold. This has long-term effects on output."
- "I work whenever the situation at home allows me to. This means that all days become work days."
- "I cannot find a comfortable spot to work. I do not have a desk and pc like I do at work. I am noticing more and more that my wrists are hurting. In consequence I work less."
- "I will not be able to apply for grants in these conditions of overwork load and psychological stress."
- "My research is substantially delayed which could pose problems for the rest of my career."

*All results and quotes in this infographic are from researchers working at the Faculty of Archaeology

Impact on areas of work

% of respondents that reported a 'high impact'

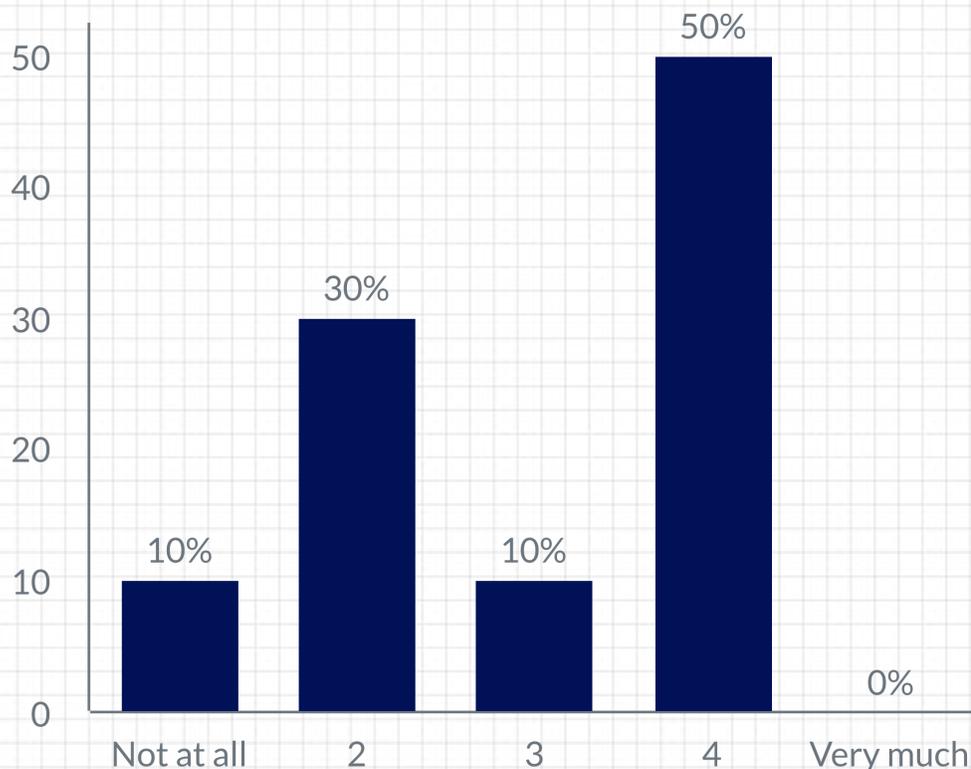


Fieldwork is impossible and libraries and depots are closed, strongly impacting research. Online teaching takes away time from research and grant writing. Networking came to a standstill, mostly because of cancellation of conferences. The informal contact with colleagues is missed by many. Service work is not impacted much, online meetings are not ideal but work well enough.

- "Fieldwork cancelled, lab work on hold, analyses by collaborators on hold."
- "I currently have no time for research and can only focus on teaching and service work."
- "Extra essays to grade, less contact hours mean much more back and forth emailing."
- "Literally no time for networking."
- "No informal meetings/discussions over lunch, I feel more isolated and insecure."

University's support

Do you feel supported by Leiden University?



What can Leiden University do to support you better?

- Sending books to home addresses.
- Providing equipment to properly record lectures.
- Providing 3D scanning equipment.
- Holding back with assigning extra tasks.
- Ensuring a fair division of teaching workload.

- "Division of teaching workload; flexibility of teaching and research demands; psychological support for international staff."
- "Not getting extra tasks."
- "Some equipment to properly record lectures (or ability to record them at the faculty)."

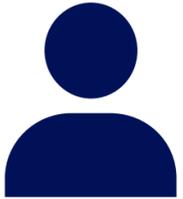
Positive experiences

- "Even though everyone is struggling, I very much like the support and solidarity of colleagues. Everyone is willing to help, and this makes me feel supported and not alone in my struggles."

- "This crisis gave us an opportunity to reflect about what is really essential and important in university work - research and teaching, as opposed to endless bureaucratic tasks aimed at . . . (who knows?). It also allowed us all to individually find out how we can adapt and be better at certain tasks, thereby allowing individual talent to shine."
- "Positive: I can get more general reading done."

Demographics

Number of respondents

 10

Gender

 30%

Children at home

 40%

Assistant professor or Postdoc

 80%

Temporary contract

 60%



YAL