

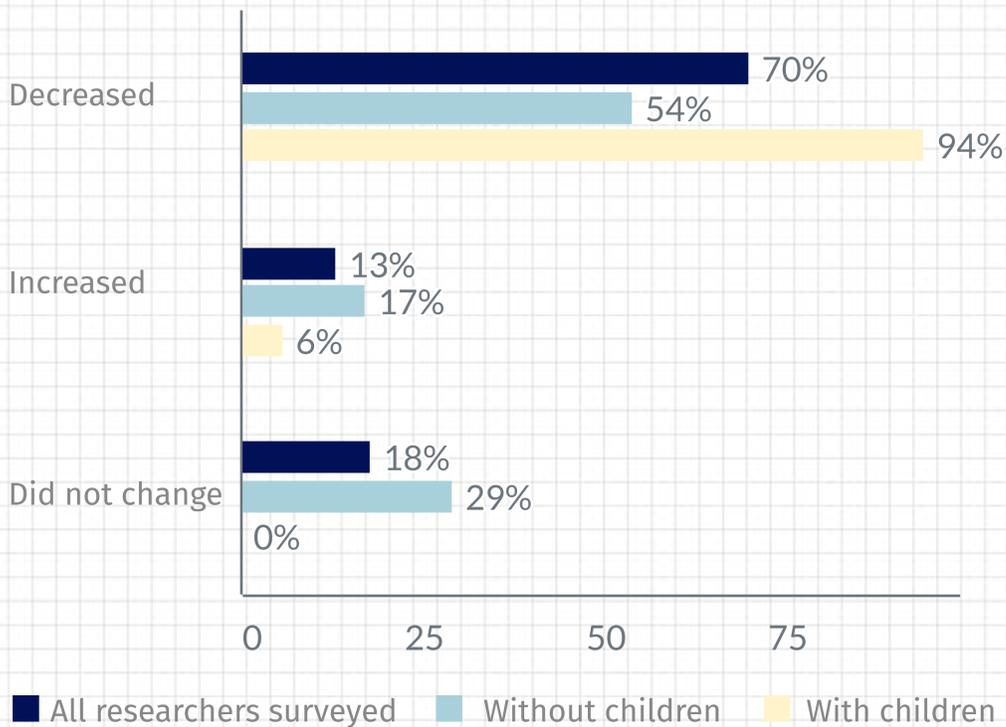
# Impact of COVID-19

Survey Outcomes for Early Career Researchers\*

## Faculty of Social and Behavioural Sciences

### Productive working hours

My productive working hours...



Average decrease among respondents who reported a decrease

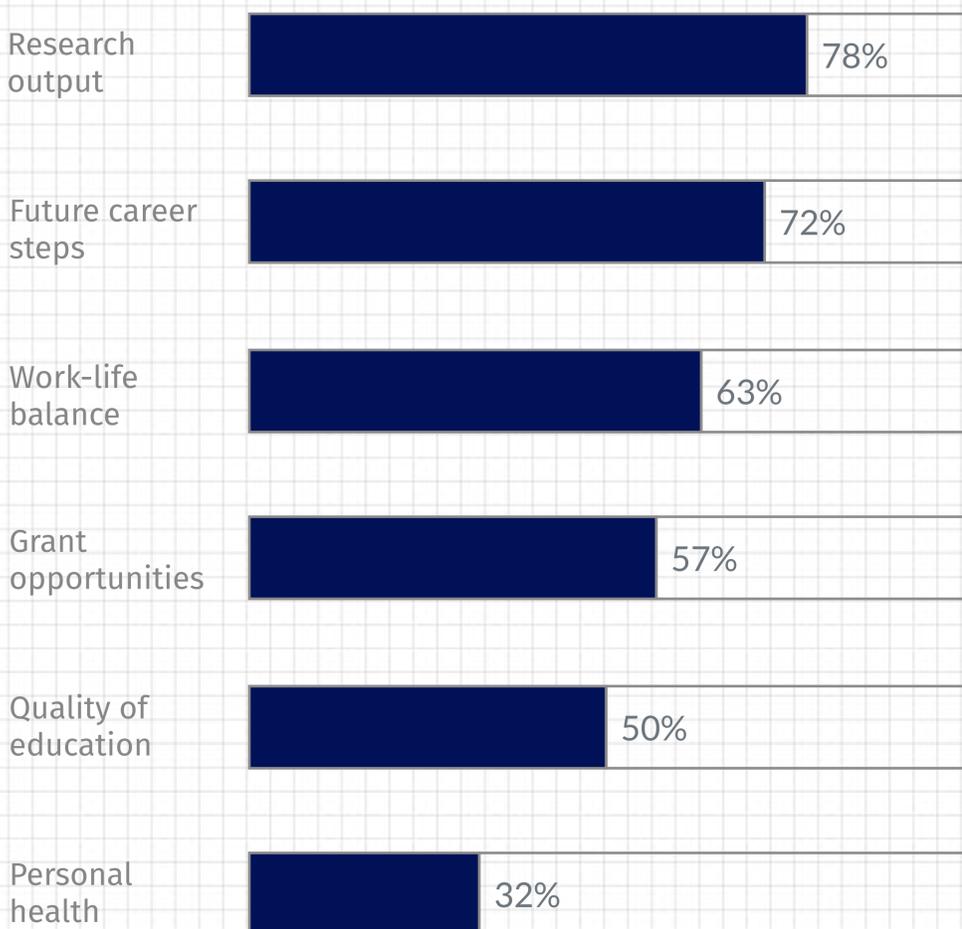
♥ 42%

Childcare is very time consuming. General stress and concentration problems, online teaching, and lack of a suitable home office (no quiet space, no printing facilities) are often cited too. Those who report an increase ascribe it to fewer distractions at home, and cancelled appointments.

“Teaching online takes a lot of time, which decreases time for research. Stress about the world and family takes more time than normally, too.”  
 “Young children at home, so part-time childcare duties and only part-time work.”  
 “Significant decrease in concentration, motivation and lack of specific working space.”

### Current concerns

% of respondents that are highly concerned



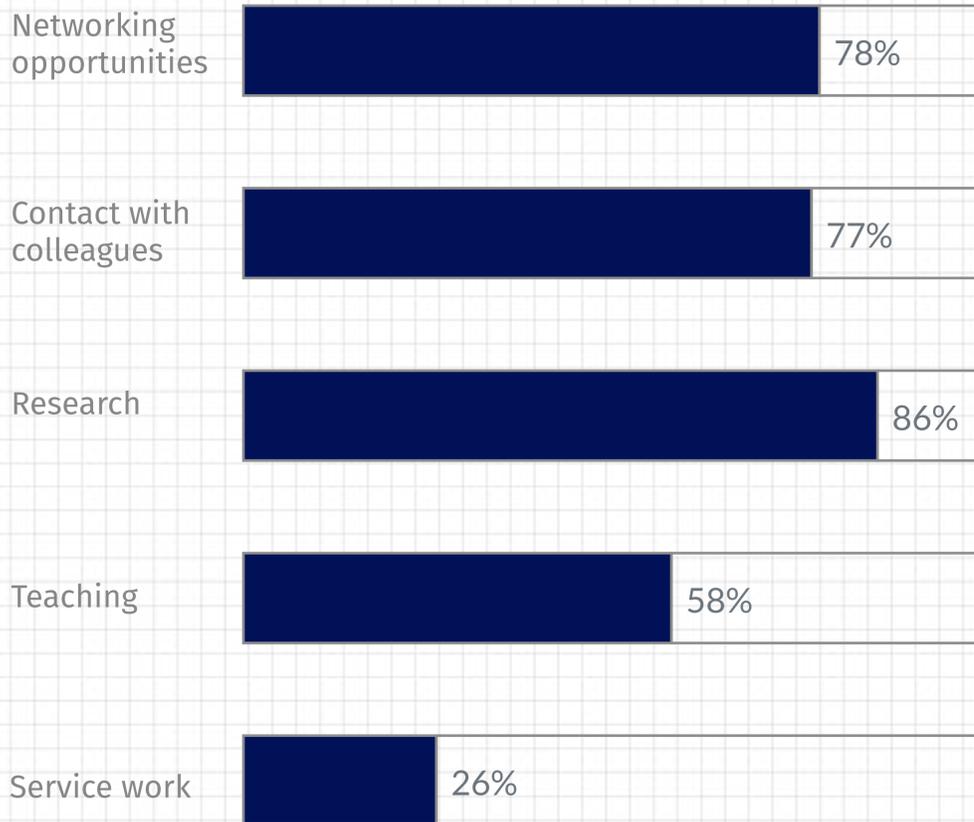
Research projects are severely delayed, in many cases due to the inability to collect data, often worsened by caring duties. There are concerns about the quality of teaching, especially options to increase student engagement would be welcome. A major concern is the difficulty to separate work and private life, with many reporting that they work more hours, sometimes to the point of exhaustion. The home office chairs lead to back and neck complaints. Grant proposal plans are put on the back burner for now, and there are worries that researchers will be less competitive applicants later because their research output is reduced now. Concerns about future career steps are through the roof: will the already elusive permanent position become even more elusive if universities have less funding, and when research productivity is affected?

“Colleagues without children will have more impressive CVs in several years after the crisis has been forgotten.”  
 “Back/neck aches, loneliness, potential burn-outs.”  
 “I am on a temporary teaching contract, so expect that if student numbers drop due to corona, my job might be affected.”

\*All results and quotes in this infographic are from researchers working at the Faculty of Social and Behavioural Sciences

# Impact on areas of work

% of respondents that reported a 'high impact'



Data collection is seriously impaired and plainly impossible in most cases, because study participants can no longer be recruited. A lack of time all but halts many research projects. Online teaching takes more time and energy. Many conferences and thus valuable networking opportunities were cancelled. Informal conversations with colleagues are missed, and online versions feel different, or are not attended because there's not enough time to do so.

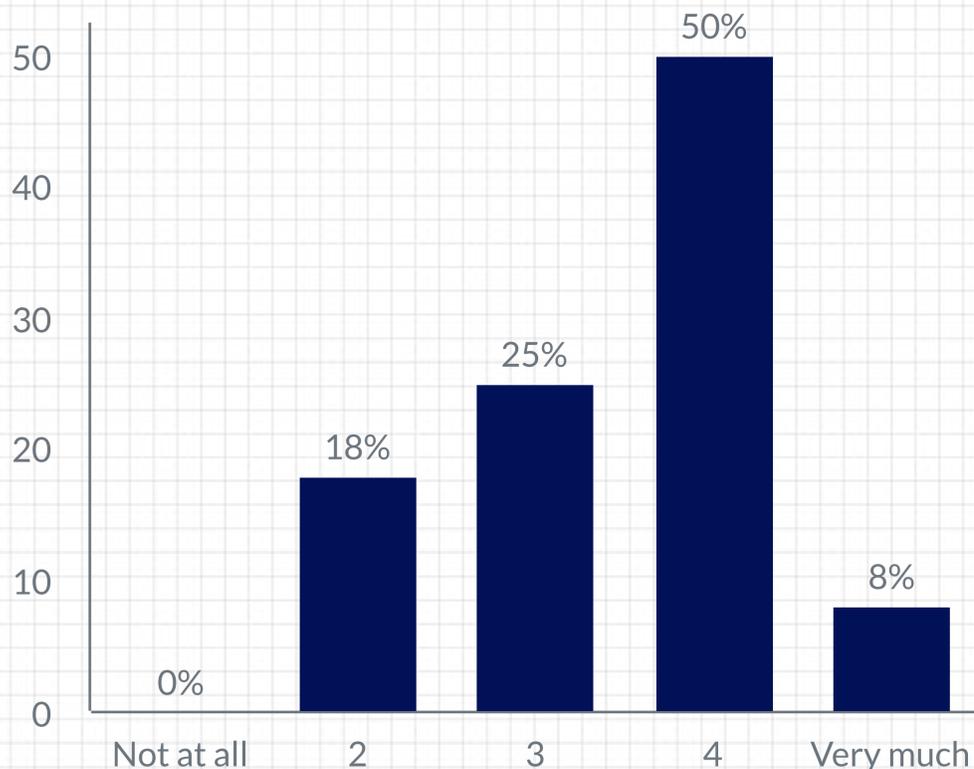
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- “Lack of opportunities for informal networking and talking through social interaction at workplace or through seminars, conferences, events.”
- “Meeting online is nice, but it just isn't the same as offline.”
- “No longer able to do lab-studies, have to either postpone or learn how to switch to online testing (yet don't really have the time to learn this due to teaching).”
- “Online teaching, which costs more work and energy than face-to-face teaching.”

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# University's support

Do you feel supported by Leiden University?



What can Leiden University do to support you better?

- Offering more IT support for online data collection;
- Provide support with online teaching;
- More flexibility in online teaching;
- Reassurance about extensions of contracts;
- A plan to compensate the current extra work load next year;
- More clarity about expectations and assessments of research output.

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- “A written statement on how the reasons for the lack of progress in terms of research and publications for some colleagues will be taken into account in future annual P&D conversations with the supervisor, and for promotions.”

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# Positive experiences

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- “I feel very much supported by my institute. The communication is very good. They keep up posted, sent us flowers, and hired extra support to help us with the online teaching.”

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- “Generally, the attitude and communication of the faculty and institute are very supportive and understanding”
- “My department is extremely accommodating and I feel no pressure at all to perform. Should I not be able to perform certain tasks, this would be totally fine and a solution would be found quickly.”
- “My institute's leadership has been incredibly supportive.”

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# Demographics

Number of respondents

 40

Gender

 65%

Children at home

 40%

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Assistant professor or Postdoc

 78%

Temporary contract

 57%



**YAL**