

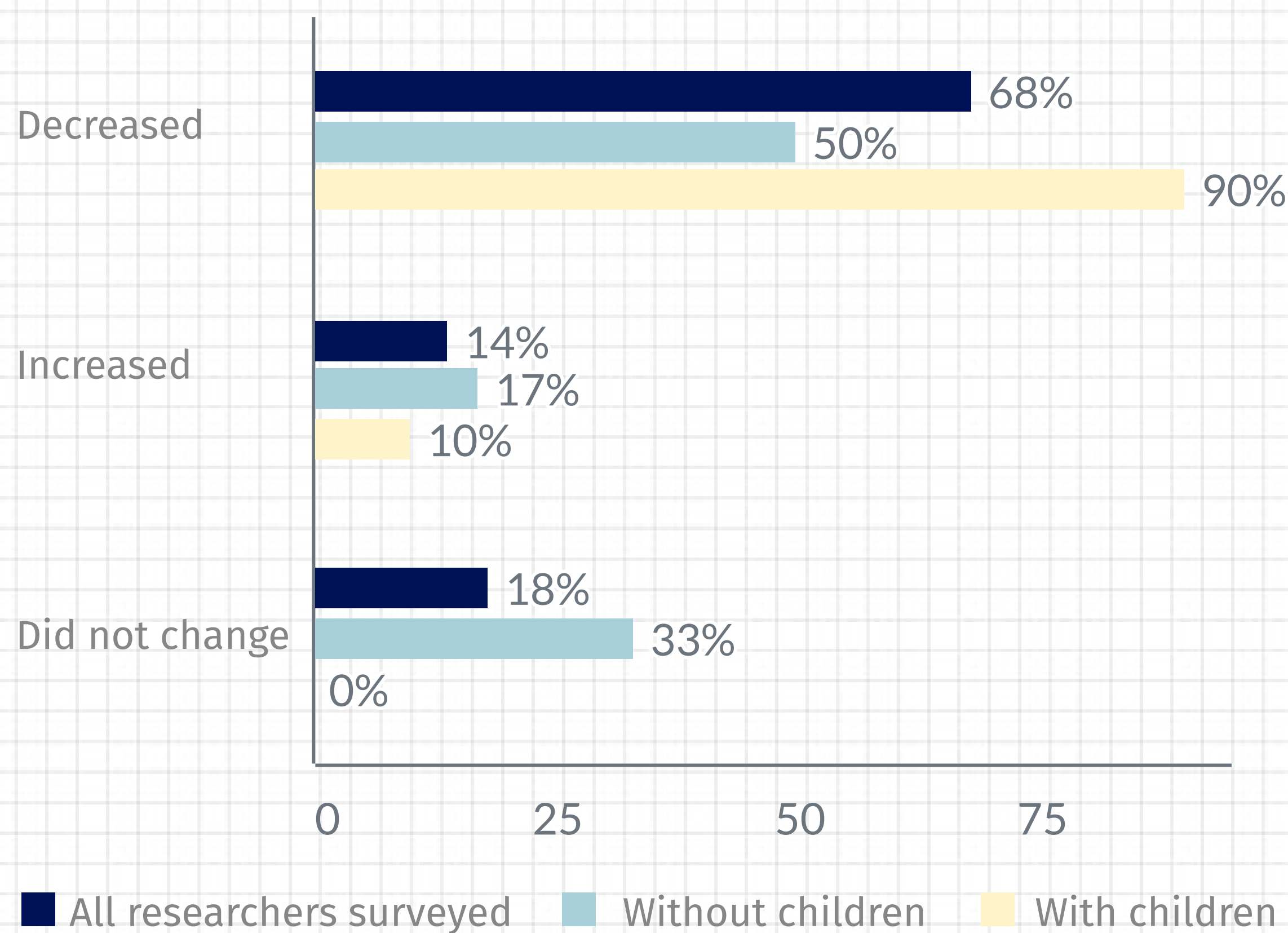
# Impact of COVID-19

Survey Outcomes for Early Career Researchers\*

## Leiden Law School

### Productive working hours

My productive working hours...



Average decrease among respondents who reported a decrease

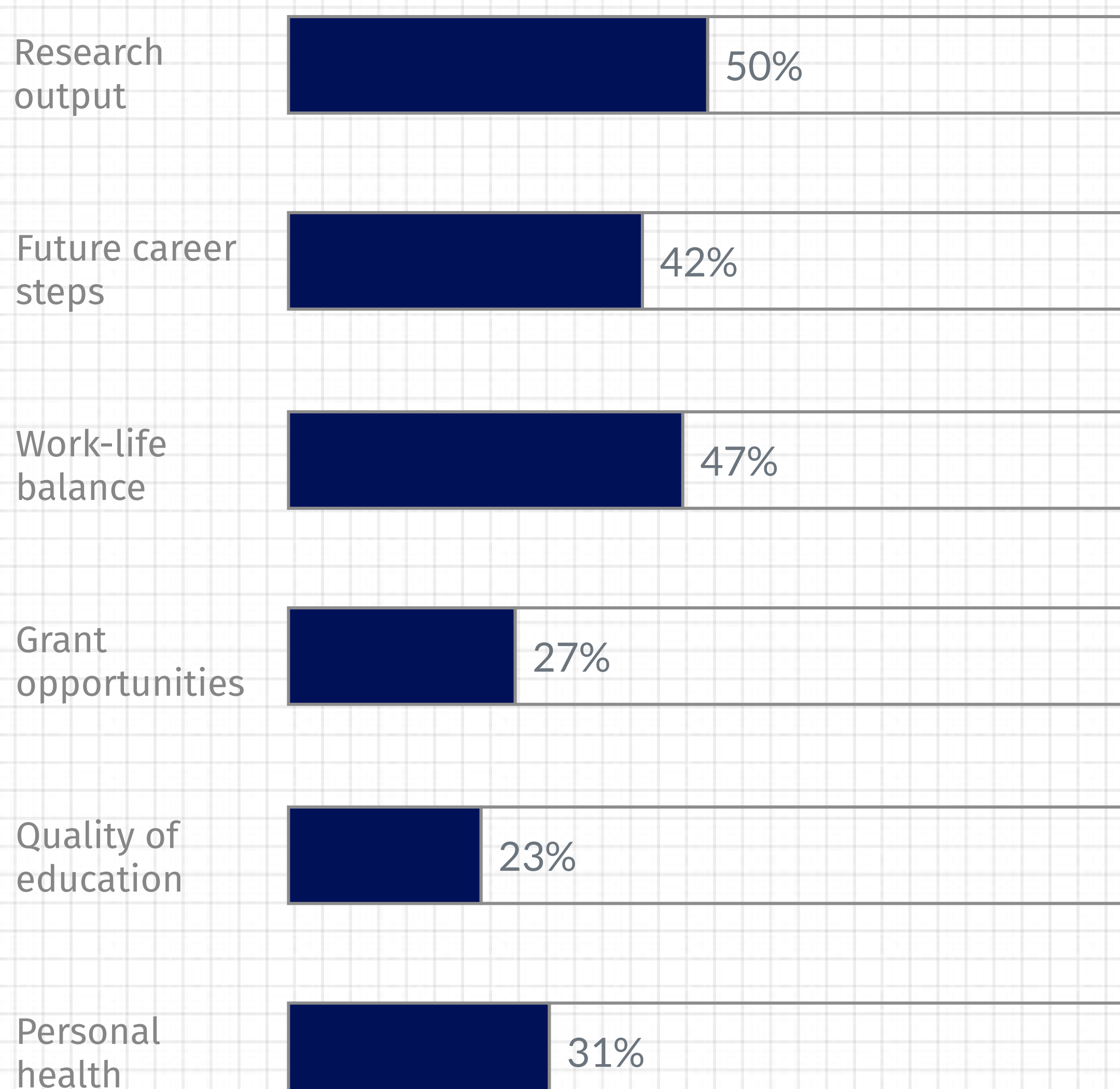
♥ 41%

Childcare duties, time investment in remote teaching and reduced access to facilities like the library and office equipment are the main reasons for the reduction in productive working hours at the Law School.

- “Caring for small children at home during the COVID outbreak.”
- “Basically, there have been more activities related to education/teaching and these were more time consuming. The (video) calls also take more time.”
- “Reduced access to university environment (desktop, library, colleagues, etc.), sometimes it’s hard to concentrate and stay motivated to keep writing.”

### Current concerns

% of respondents that are highly concerned



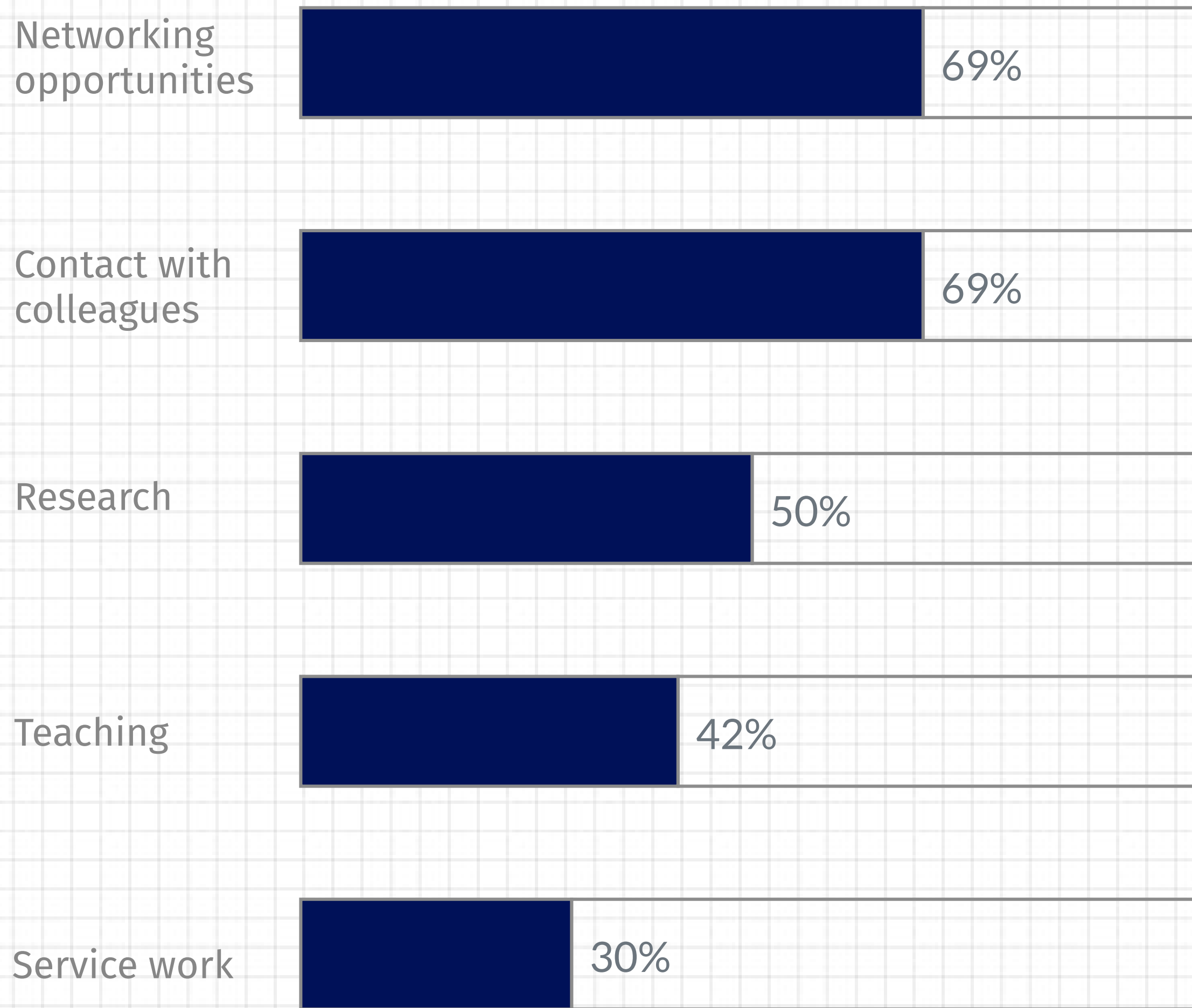
Many early career researchers at the Law School struggle with maintaining work-life balance because of blurred boundaries and the felt need to make up for lost productivity. Many expect that their research output will decrease considerably. There is not enough time to apply for grants and a concern that reduced research output now will translate to fewer grants later. Concerns about career advancement are numerous and mostly related to the financial difficulties of universities. Those who teach worry that less interaction with students leads to a lower than normal quality of education, possibly reflected in course evaluations. There are concerns about mental health due to stress and of getting COVID-19 when people need to travel to Leiden again.

- “Working from home and having less social contact makes it more difficult to clearly see where the working day begins and where it ends.”
- “The present situation is stressful and the current rhythm is not sustainable in the long term.”
- “I barely have the time to write an article, I do not see myself starting a grant proposal from scratch right now.”
- “Educational quality drops and research output drops. These are important determinants of career progress.”
- “I have already given up on the prospect of receiving the promotion that I have more than earned.”

\*All results and quotes in this infographic are from researchers working at the Leiden Law School

# Impact on areas of work

% of respondents that reported a 'high impact'



Research is impacted mostly by a lack of time for it, due to childcare or teaching responsibilities (although some report more time for research now that there are fewer interruptions). The inability to interview people is another roadblock as well as the inability to discuss research with colleagues. Acknowledgement of the major time investments for the transition to online teaching would be much appreciated. Networking opportunities were reduced to almost zero for many, mainly because of the cancellation of academic events. Spontaneous, informal contact with colleagues is sorely missed and hard to replace with online communication methods.

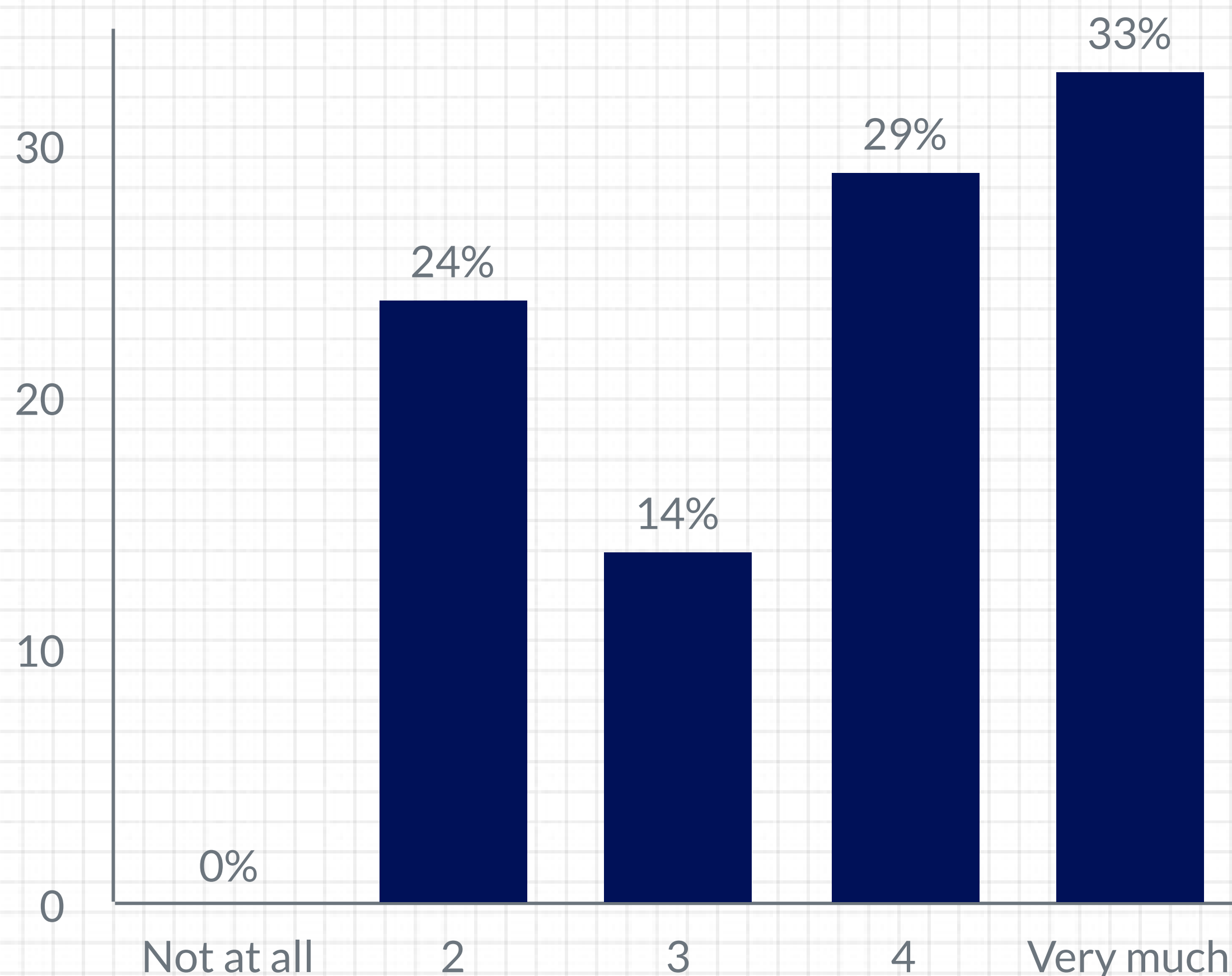
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- “I have much less time for research because of my childcare responsibilities.”
- “My exam writing responsibilities have tripled.”
- “Conferences went cancelled in most of the cases. Although webinars might be offered instead, the extent of networking is far from comparable.”
- “There are many formal structures to meet colleagues, but the casual brainstorming that one does during the day is missing. And that takes away the spontaneous creative ideas.”
- “My research was positively impacted: More productivity, scarce sources of distraction, no commuting time, no ancillary activities to attend.”

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# University's support

Do you feel supported by Leiden University?



What can Leiden University do to support you better?

- Provide more acknowledgment of the reduction in research output experienced by many, combined with a clear plan on how this will be taken into account;
- Help with drafting digital exams;
- Provide more software and hardware for working from home;
- Offer IT support during online lectures;
- Provide access to e-books;
- Supervisors could help with maintaining networks.

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- “Differential treatment is needed for academic staff with childcare responsibilities to avoid unfair comparisons in terms of research output.”
- “I would like to receive much more support with respect to drafting digital exams with a view towards fraud prevention (e.g. instructions on how to use features on ANS to prevent fraud).”
- “We were told that the current circumstances would be taken into account but we do not know how.”

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# Positive experiences

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- “I do not experience any pressure from the university to engage in certain tasks or finish work. Also the quick decision making and communication is appreciated.”

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- “Wonderful to see a great increase in solidarity amongst colleagues.”
- “I found incredibly professional the way in which Leiden University transitioned from traditional teaching to online teaching. This shows an excellent resilience and adaptability to unforeseen challenges.”
- “As we learn better how to work from home while staying connected with colleagues, I hope it will become a more accepted option for those who prefer to work from home occasionally.”

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# Demographics

Number of respondents

 26

Gender

 46%

Children at home

 42%

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Assistant professor or Postdoc

 58%

Temporary contract

 42%



**YAL**