

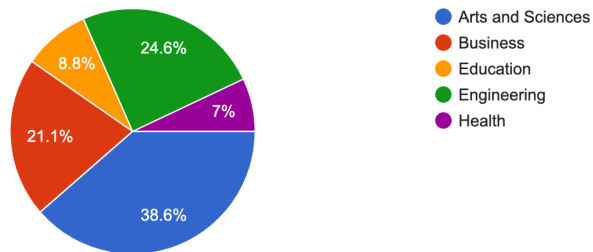
Untenured Faculty Survey - Fall 2022

(57 responses - all anonymous meaning we collected no identifying information)

WHO RESPONDED

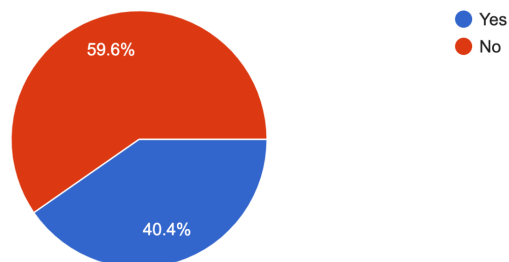
What is the college of your home department?

57 responses



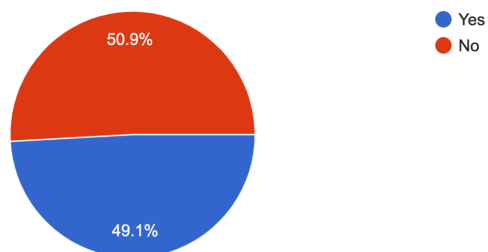
Do you have lab or studio space that you oversee?

57 responses



Do you have PhD students whose work you supervise?

57 responses

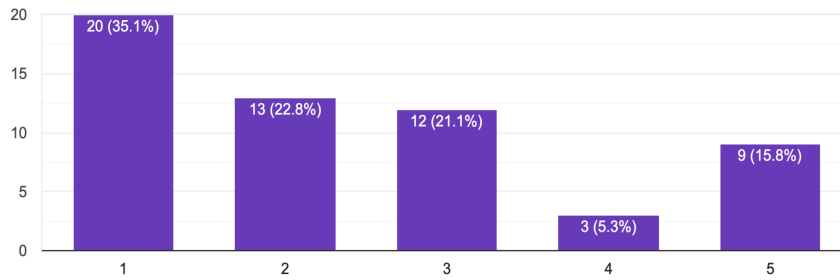


THIS SECTION FOCUSES ON FEELINGS OF SUPPORT

Please indicate how supported you feel by each of the following (1 = very supported, 2 = somewhat supported, 3 = neutral, 4 = somewhat not supported, 5 = not supported at all)

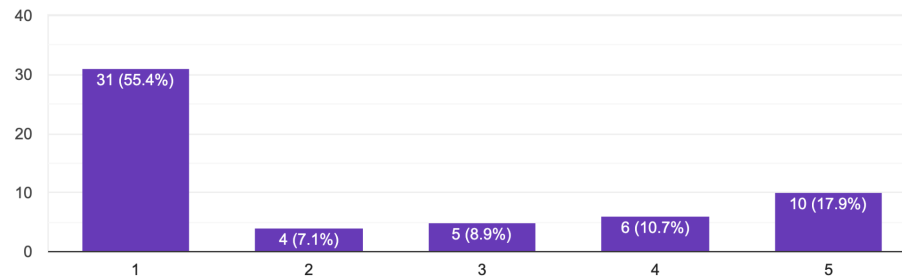
Your colleagues

57 responses



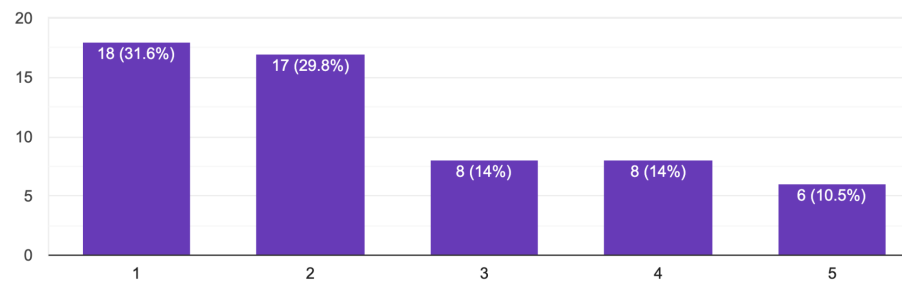
Your department chair

56 responses



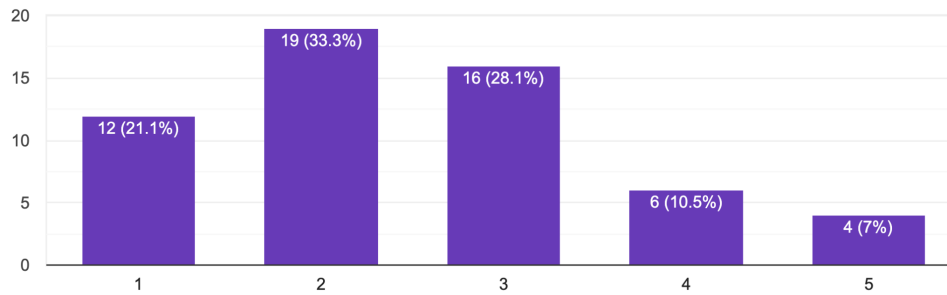
Your college

57 responses



Please indicate how supported you feel by each of the following (1 = very supported, 2 = somewhat supported, 3 = neutral, 4 = somewhat not supported, 5 = not supported at all)

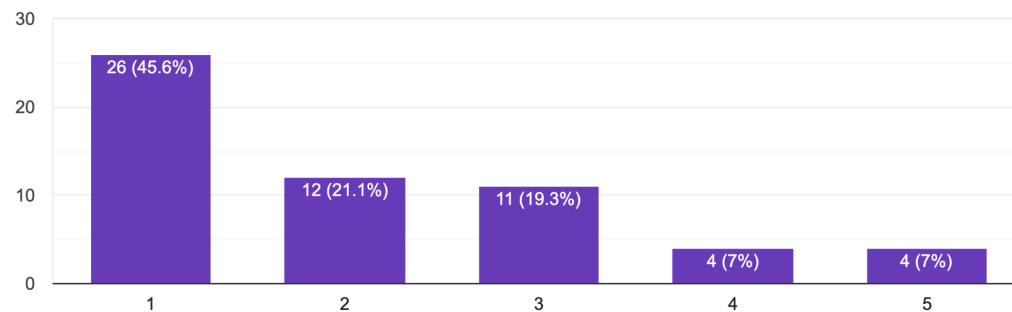
The university/administration
57 responses



THIS SECTION FOCUSES ON FEELINGS OF EFFICACY

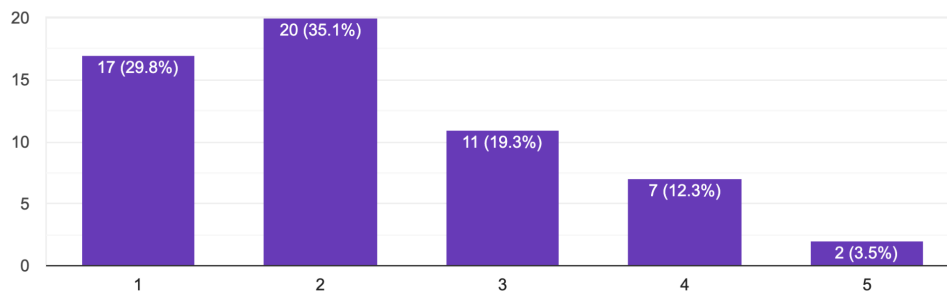
***How well do you feel that you are functioning in the following areas?
(1 = very well, 2 = well, 3 = just okay, 4 = poorly, 5 = very poorly)***

Teaching
57 responses



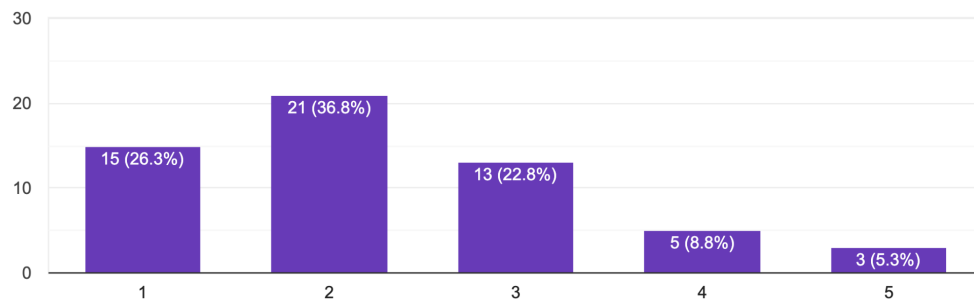
Research/Scholarship/Creative Activity

57 responses



Service/Leadership

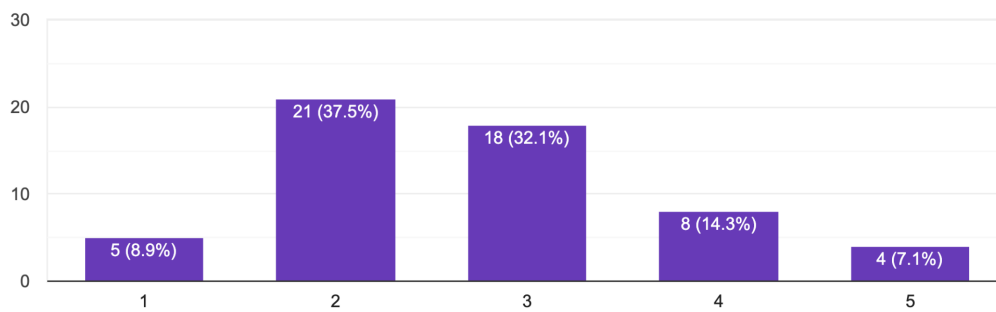
57 responses



For below: 1=much less confident now –5=much more confident now

Compared to your confidence before the COVID-19 pandemic, how confident are you currently that you can meet your most important career goals? (...re confident now, 5 = much more confident now)

56 responses



SUMMARY OF MAIN THEMES IN THE QUALITATIVE COMMENTS THAT FOLLOW

Teaching Challenges

Students: absences, demands, increased support needs
New preps, time spent teaching in general
Teaching not valued in T&P
Teaching load/support for teaching
Class size/equity

Research Challenges

Increased costs, availability of supplies, start up not going as far
Publication/grant review delays
Quality/quantity of grad students - recruitment support needed too
Facilities and overall research infrastructure
Time and balancing time

Service

Too much, too many meetings
How to choose, know what is valued
Not valued
Not equitably distributed

COVID Impacts

Loss of networking
Worry about tenure standards and impact of COVID
Cost/supply chain issues
Grad student recruitment
Burnout/at capacity/mental health

Ideas

Stack teaching
Additional startup \$ needed, research \$ needed
Clearer tenure standards
Support for graduate students' needs
Support for staff/faculty mental health
Better pay for staff to reduce turnover

THE NEXT SECTIONS ARE DE-IDENTIFIED QUALITATIVE COMMENTS

What are your greatest challenges with regard to teaching?

Course Preparation Expectations

- Planning new courses almost once a year
- Preparing the new material
- I need to spend a lot of time on the course design.
- Having to prepare so many new courses.
- I am suffering from fatigue since having covid and it takes me longer than before to prep lectures and grade homework
- Time commitment, creating new courses and adding to line schedule, general agreement that it is completely unvalued in evaluations including tenure and promotion
- All of the new course preps. By the end of this academic year I will have taught nine courses since arriving and only one of those courses has been taught twice. I love teaching, but the course prep is time consuming.
- Juggling developing new courses with switching to and from remote instruction. For example, for one of the courses I teach, I have taught it three times so far, and each time has been completely different (half in person/half online; completely online; completely in person).

Teaching Load/Class size

- The teaching load is very high compared to similar universities. So I have to compete with other labs that have more resources, while having a significantly larger teaching burden.
- Was given a large teaching load during the pandemic. there was no support for how to handle cheating. the constant evaluations provided extra opportunities for students to whine about online learning. I would have been nice to have the university make more statements to students about how choices of what was online were made by the university not the individual faculty
- Especially for larger classes, having dedicated TAs
- Class size is very large for lower level classes.
- Teaching load
- Managing my time so that teaching doesn't occupy more than the intended 40% of my workload

Tenure Expectations

- There seems to be some lack of clarity about exactly what types of teaching I need to do before tenure, and the inclusion of teaching multiple different types of classes means a lot of new class preps, rather than being able to teach the same class(es) multiple times to refine that course, which takes a significant amount of time.

-For people who have taught at previous institutions, it is disappointing to have to reprove that you can teach a class of a certain type because teaching at another University doesn't count.

-Teaching is the important core of the work we do, yet I feel with the push to be an "R1" level research institution, that teaching not valued. I want to enjoy teaching and do my best for my students to give them the education they are paying for. But pressure from my colleagues is in the exact opposite direction. I feel like I am "doing the wrong thing" by putting time into my teaching and actually caring about the undergraduates.

-Based on the reviews I have had so far, I think I am doing okay with regards to the teaching due to my past experience as an assistant professor and overall am happy with what I am teaching.

-There is a major deficiency in the definition of what we mean by "one class" with respect to class size. The same class in fall may have 50+ students, whereas in spring it has 25 students, and instructors in each semester are counted as having taught "one class". (This discrepancy is even worse if you compare class sizes across departments and colleges.) This inherently benefits certain instructors over others and should be critically analyzed as it demands more of the fall instructor's time over the spring instructor, and in particular for junior faculty who are expected to establish a productive research agenda (and will be heavily evaluated on this for tenure).

-Balancing research and teaching time commitments

-We are told that it should be 40% of our time commitment, but in reality it feels like the administration does not care if it goes well or not well, as long as it's not a disaster. By that measure it feels like a token responsibility that ultimately will not be appreciated in our evaluation for tenure and promotion.

Classroom/student/format/zoom

-Significant number of absences due to illness

-Student absences, requests for flexible modality, etc. have made teaching a bit more uncertain/time consuming.

-Additional workload brought on by expectation of more remote sessions/availability via Zoom.

-The hybrid teaching format. It's a challenge to teach both in-person and online at the same time.

-I'm new to this institution, so adjusting to the students here has been my biggest learning curve. I find that they are more black and white focused than my previous institution and my goal is to push them into the grey area.

-It is challenging to handle a mixture class with both undergraduate and graduate students, as they have very different skills, backgrounds and interests.

-Keep students engaged. Find time to create new teaching materials.

The modal shifts the last few years, especially on classes that are newer or are meant to be "current".

- Unfamiliarity with Lehigh's students and processes.
- Time, engaging students in the post-pandemic time, easier access to campus (parking)
- The increasing covid cases on campus that put the professors and students at risk and the need to make classes in person and online which increase the work load of instructors.
- I feel that there has been a step change in student emotional well-being since the pandemic started. Undergraduate student absences have increased (including those not related to illness), and requests for accommodations have never been higher. Graduate students in particular are struggling with isolation and lack of professional connections (e.g., more zoom, poorly attended conferences). As a result, students need more emotional and mental wellness support. As a junior female faculty member (and good citizen), I am perceived as a nurturing, empathetic person that can improve student well being. While this is true, and part of my job, it requires extra time and energy to manage successfully.
- Access to necessary resources for the students such as online streaming video and easy to use online course shells (Moodle is inefficient and ineffective). These are resources that are available at other much less well funded institutions around the country that help when classes must be moved online or to improve student engagement. These new generation students expect online engagement
- My greatest challenge is navigating students talking in class, and the impact graded assignments may have on their willingness to share their ideas so I can gauge where they are. I am teaching a First Year seminar, and students constantly say they are afraid they will say the wrong thing. I am trying to help them move past this fear, as discussing ideas is how we can all gain confidence and learn more. It is coming across as if they are focused on performing well, and not focusing on knowledge for knowledge's sake. So, this is my challenge, but overall the students are great and I look forward to showing up to class.
- The greatest challenge is lack of university support for 1) DSS accommodations and 2) advising. There is finally a DSS testing center this fall. However, I understand it still does not have the capacity to serve all DSS students who need testing accommodations. I have 170 students per semester. I simply cannot accommodate the many students who qualify for extended time on testing. I have no quiet space for them, no one to proctor their exams, and no ability to use my classroom before or after class because other classes are scheduled there. This is the first university I have been a part of that did not have a professional testing center that could accommodate all DSS needs. I am glad Lehigh has finally begun this process but needs to devote many more resources to the new testing center so that it can accommodate all students that DSS serves.

Other

- Need more faculty in my department
- Avoiding time-sucking manual processes
- My greatest challenges were: Teaching a course with another colleague in my first semester. -I am also not teaching in my area of expertise (due to the department needs),

which is okay, but I would like to have the opportunity to teach in my focus area, especially a graduate course.

-In terms of advising: It is also mind-boggling to me that at a prestigious private institution like ours, faculty are expected to do all advising. Lehigh needs a professional advising office to assist faculty with this huge task. This would relieve a big burden on faculty and provide higher-quality advising for students.

-Accommodation for teaching spaces

-Classroom setting (e.g., classroom size, chair and table, etc.)

-Lack of technology in classrooms. Fluctuating student expectations about having a Zoom option/recording class sessions.

-I launched a new lab course within my first year. The state of the teaching lab assigned to me leaves a lot to be desired despite my best efforts.

-Being able to stack courses (2 in one semester) would help with research because having a lighter semester once a year would give time for writing papers/grants.

-Course releases pre-tenure would be helpful for really getting the research program going strong!

What are your greatest challenges with regard to research/scholarship/creative activity?

Time: publication delays/time available

-Lagging behind peers in academia due to the pandemics in the past two years.

-The publication acceptance timelines. The past few years have also not been fruitful mentally.

-Insufficient time. Too much time performing administrative tasks, class accommodations, and caring for relatives (out-of-family care not possible/adequate due to COVID).

-I am drowned with teaching. Part of it is because it is my first semester, but part of it is that it is a huge class with minimal assistance.

-mentoring students in crisis, who I couldn't meet with. meetings with research students are into everything else.

-Finding the time. There is so much going, and it is all pressing and time sensitive, and the research always gets postponed.

-overcommitment with administrative tasks and service

-Having time write and money to go research

-I lost a lot of momentum during the closures of the pandemic and am still trying to recover.

-To set aside enough time for research despite my other teaching and service duties.

-Over load of teaching in my department (3 classes per faculty) which really makes it difficult to find time to write funding proposals.

-Making progress on projects that move slowly, working with collaborators on different timelines

-Delays with research trips due to COVID, finding time for extended stretches of writing, delays with publishing

Increased costs/supply delays/research materials/infrastructure

-Rising costs of everything and supply chain delays. Less research can be accomplished now than before the pandemic with the same funds.

-Waiting for a lab space for two years

-Research funds.

-The slow process for lab and equipment procurement. A streamlined process would help improve research output by reducing the time required for administrative tasks

-Increased cost of materials (in some cases a 400% increase!) unavailability of supplies and equipment, slow response from companies I need maintenance or repairs from

- Increased costs and decreased reliability of travel

-We also lost access to research infrastructure that was redeployed for covid.

-Research facilities (specifically rooms to conduct research long term)

-Gaining access to unique data sets

-Unimaginably long research delays because of supply chain problems, infrastructure at the university not being repaired efficiently, difficulties getting materials.

-Recruitment of external partners on research has been challenging due to COVID

-More support post award (burn reports, help with small things like reimbursements, etc) would be enormously helpful. In addition, while the indirect returns here are small, there doesn't seem to be a ton of support for infrastructure, which is tough.

-Significant cost increases and lead time on items. For items that require interfacing with Lehigh personnel (faculty/staff/admin) leads to unnecessary, extended frustrations in lack of (email) responses, unclear guidance, lack of accountability, and follow-through on promised actions. This distracts from the primary focus of performing research and training/educating students to be successful.

-I'm still trying to learn systems and I really wish there was more concerted/specific systems training. The entire way in which financing/grants/purchasing works at Lehigh is a huge mystery.

-I don't have my assigned lab space, yet as there are still negotiations ongoing between different units and people as to where I will go. Ordering delays are still ongoing and I worry about how much time I'm already losing waiting to know what my space is going to be so I can figure out how to outfit it.

-Several externally funded projects were derailed during the pandemic, ranging from a complete change in scope in one project to rebudgeting tens of thousands of dollars for another. Other projects have not changed, other than the increase in the cost of all materials, relative to budgeted costs that were created pre-pandemic. I've done my best to roll with it, but these big shifts in committed projects have required extra time to manage.

They have also resulted in the need to redefine PhD project proposals for students that had already achieved candidacy, which increases mentoring load.

- Overall, I am very happy with what I am doing and I love my job and the support I get from the school. It took a long time (almost a year) for my lab to be ready, which slowed me down significantly.
- Time, mechanisms to support research (e.g., course release, , having (access to) lab space, research assistance (funding), having access to publication (interlibrary loan works but inefficient), university/college/department-level of recognition and support for collaborative research

- Financial systems for budgeting, forecasting, and spending.

- In-house funding. It could be a lot worse (!), but it could also be a bit better.

Grad students

- Not having PhD students in the first year due to pandemic.

- It is difficult to recruit graduate students

- Struggling to train and retain students. It was basically impossible to adequately train most of my students during the first few years of COVID and now I feel extremely behind with respect to my research.

- It is hard to recruit good students, we do not have a diverse pool of applicants, I want to keep my group diverse

- Student progress and training was slowed. Things feel backlogged and more difficult now ("post-pandemic") than they were pre-pandemic.

- We are tasked with recruiting and hiring our own PhD students with entirely no help from the department, college or university (except for, potentially, an amplification of our advertisements). In stark contrast, many departments at other universities hire a pool of PhD students unattached to any advisor (in addition to faculty performing their own searches). This allows junior faculty a better chance at hiring PhD students earlier in their untenured careers and with less effort.

Other

- Finding collaborators

- Few colleagues who do similar work as me.

- Opportunities to get to know one another across departments so we can potentially collaborate.

- Reluctance to attend meetings or give talks because the first time I traveled to a meeting I immediately got covid and got very sick

- Same as teaching. My learning curve has progressed to the stable part.

Family

- Covid has increased the burden on academic parents a lot because of shifting and unpredictable childcare arrangements combined with changes in how spouses can contribute. Academics usually end up covering residual obligations at home.
- Time/funds! Young children, teaching load, and balancing it all with the increased (at times overwhelming) requirements of top journals.

Tenure expectations

- strong discouragement of collaboration and collaborative papers from department and college while trying to work on very challenging interdisciplinary problems that would benefit from collaboration, very outdated views on collaboration,
- How creative activities or other non measurable things are evaluated for tenure
- Junior faculty are inexperienced with recruiting students, and yet we are evaluated on the success of those students. This should be addressed accordingly.
- I think my own concerns about being a first year TT faculty member and making sure that I am keeping pace with my research in preparation for promotion to tenure down the line. I understand there is a learning curve, so I am trying to be patient with myself. Nonetheless, six years can happen pretty quickly. I have papers I am working on, and preparing for peer-review, but still nervous given the time it is taking journals to turnaround decisions in light of pandemic fatigue.
- Basically, same as above. Lehigh seems to push a lot of work onto faculty members that peer institutions provide at a college or university level. I have R1 level publishing expectations in my department and nowhere near R1 level of support from the university! Something has to give.
- Infrastructure resources. Support staff (except for ORSP) do not seem to be aware or appreciate that research activities often do not fall inside 9-5 work hours - this obviously makes it difficult to accomplish things. Shipping infrastructure slows down deliveries of valuable equipment. Yet we are being told we need to produce scholarship at a level of a R1 level institution - which is not what our research infrastructure supports.

What are your greatest challenges with regard to service/leadership?

Time

- Too many meetings, which are often not constructive nor productive.
- Some of my departmental service feels like it takes a lot of time (I think maybe due to an increase in the number of student-related issues that have come up because of our students' difficulties related to COVID and other matters). I also feel somewhat

disconnected from both the Lehigh community and the research community at large due to COVID shutdowns.

- I'm on too many committees and stretched too thin.

- No specific challenge, thought generally the time impact seems to be growing for items which did not require as much time prior.

- It takes too much time since I'm new to the service

- It is very hard to contribute more times to commit to service/leadership.

- I prefer less meetings.

- Putting junior faculty on search committees and graduate admission committees in their first year or two is inappropriate, especially considering the effort we need to put in to building our research labs and recruiting students on our own.

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Unequal Service

- Senior colleagues didn't step up and take over new service required in the department and so a lot of student service fell to young and female faculty.

- The women in my department do an undue proportion of service. Our students prefer to work with us on theses and independent studies, because they view us as more approachable, more supportive and less intimidating than our male colleagues. We are also asked far more frequently than the men in my department to participate in college-level events and services opportunities, probably for related reasons. Can the Provost's office ask departments to keep track of service commitments so that the weight doesn't fall primarily on women / POC? And can you collect this info from departments and monitor it?

- Tenured faculty have the ability to retreat to minimal service roles without any consequence (at worst a lower merit raise). This leaves untenured faculty to pick up the slack, which takes time away from our teaching/research efforts - and then we are criticized for having less than is expected for T&P (despite our output being on par with faculty who have already passed these levels of promotion).

Tenure and Promotion

- Very overcommitted during admissions season, which is a departmental role that is not weighed heavily or valued at all by college-level tenure and promotion

- Finding the appropriate service given that my colleagues, my chair, dean and potentially also the provost office have different expectations of what is appropriate and expected for assistant professors.

- Recognition in tenure package.

- My department has been protecting me from service jobs and I am appreciative.

- Time, guidance, recognition and support

Other

- Having committees be interested in fresh perspectives/new voices.
- I am disappointed that Lehigh has abandoned covid precautions and testing
- As a relatively junior faculty member, part of the benefit of doing college and university-level service is making connections with other members of the Lehigh community. With a shift to zoom, away from in person meetings, interactions with new acquaintances don't feel 'fully real,' in most cases. I'm not even sure I would recognize these new colleagues in real life! On the other hand, zoom works just fine to facilitate committee work with people that are already familiar to me, such as members of my immediate department.
- Having flexible meeting formats helps immensely (hybrid of in-person and online).
- Becoming an engrained member of the Lehigh community during the last few years has just been difficult. While I've enjoyed my time here and the people a lot (truly!), my total interaction time with others is like someone who was here for a single year in the pre-pandemic era. No fault of anyone, but how many people know of me, my research, or much about me? And visa versa - every faculty event I'm still trying hard to learn about others. Even when I take efforts to be on campus, few others are, and in person interactions were basically stopped for several years even when people were close by.
- Transportation- I live an hour away so it's hard to get to campus 5 days per week.
- COVID had disrupted certain in person events from being possible for a club I oversee.
- I am new at Lehigh, therefore I am still learning about the university and the curriculum.
- The department hasn't assigned me service roles yet.
- Taking the correct service roles given my position

What might help you better accomplish your teaching, research, and service responsibilities at Lehigh?

Time

- Research: reduced teaching load (stacking or buy-outs), salary increase.
- Other than these and the VERY long delay in finding and then constructing a lab space for me, which caused me significant stress and delay in my research, I have been very satisfied with everything at Lehigh. Thank you very much for your continuous support and efforts in making it a great place to work!
- Additional teaching release as a COVID accommodation (some other universities have already done this)
- We need compensation for being on so many dissertation committees (e.g., a course buy out for a specific #), and there should be more attention to how much service we are doing. We are a small college and there's a lot to go around.
- Less service, more grants
- More TA and internal grant supports will be helpful.

- Have a larger research budget.
- My challenges in each of the three areas all relate to balancing my time. There is so much to do that it is challenging to fit it all into a normal work week. Service, in particular, has increased greatly as I move closer to tenure and the amount of time I spend on it (way more than the 20% written in my contract) takes away from my research/scholarship. Further, requests from colleagues to conduct service over the summer (QP/dissertation proposals/defenses) are sometimes hard to say no to because of power imbalances as a pre-tenure faculty member, although I am getting better at setting boundaries and making these boundaries known to others in advance.
- University and college commitment to support work-life balance (in faculty compensation, childcare, spouse hire, course and meeting scheduling, commute and parking, etc.), recognition and support for contributions coming in various forms and ways, better communication between faculty and admin, better support for students to take away such obligations from the faculty
- More time for research.

Financial support/infrastructure

- Startup package to build my lab has lost significant value due to high inflation rates. (simple example, I was planning to purchase 3 PCs for my team, now I can afford 2). All the equipment/services are currently at least 20-30% more expensive than they were when I was hired. It would be greatly helpful if the college could adjust our funds accordingly so we can actually use it to start up our labs.
- Salary
- An increased investment in research infrastructure (updated research buildings; providing larger internal funding mechanisms; funding to be able to hire postdocs and/or lab technicians; increased investment in funded undergraduate summer research and graduate fellowships; reinstating the stockroom)
- Better support at the department and institutional level for junior faculty and for graduate students.
- More support from Lehigh (people, time, dedication, commitment). Some funding to offset unexpected inflation leading to shortages now exists in federal/internal grants. Better mentorship. Having senior colleagues be more research active and productive as to help develop and succeed at larger scale grants. Hire faculty with a stronger focus on developing specific strengths to become competitive nationally. This could happen by requiring search committees to articulate in some depth how this new hire will make significant impacts on advancing specific research areas. Even if it does not pan out this way, hopefully, it will shift the mindset a little bit in search committees.
- Regarding research - most of the biggest problems stem from higher costs (e.g., supply chain issues, rising fuel prices, higher costs of plastics, steel). These can be solved with more money, but federal funding agencies for the most part do not have extra funds. I did

apply for supplements whenever possible, but did not receive any additional pandemic funding support. Instead, I scaled back or changed the project scope.

- Prices have gone way up, both for salaries and for supplies -- Having our start ups adjusted to make up for the price increases would take a lot of stress off!

- Better funding for research and conference travel

- Higher research budget, more teaching assistants

- Better tools, training and resources

- A more competitive research budget for increasingly expensive experimental studies conducted online and/or an initiative across the College of Business to create a formal subject pool from which we could recruit for studies in the behavioral lab. We could pool students from all business majors and agree on a form of compensation (either require lab studies as part of their respective intro classes, or offer standardized extra credit for students across majors). Having at least a part time lab manager to help run the behavioral lab would be hugely helpful as well (based on my experience at other universities).

- When the physical spaces (lab etc) needs repairs, it would be great to get a faster response.

Tenure and Promotion

- It would be better to have a more quantitative and defined idea of what is needed for tenure. How much grant money is expected? How many papers? Does journal count? My department is trying to help, but I am under the impression that several people who made it out of their department with near unanimous support had a significantly different result at the college level, and some ended up not getting tenure. This makes me worry that even if the department is happy with my progress it doesn't mean that I won't have my tenure denied elsewhere, and there is really no guidance from anyone else on what are the right benchmarks to hit.

- I honestly do not know. We are being asked to do a lot, and it still seems to be that research trumps everything else.

- More institutional help and better recognition in tenure package

Technology

- As mentioned above, a much more intuitive and efficient online course platform (such as Canvas, Brightspace, or even Blackboard [though less so]) and access to minimal online resources for students such as streaming video. More efficient and streamlined processes across the board for research related tasks.

- It's extremely difficult for a new faculty to figure out how everything works. The 3-day orientation is great, but certain information that might seem very ordinary and simple to more senior faculty is not covered. For instance, it took me a couple of hours to find out how I can find index number of my grants in Banner. I reached out to the LTS people, they sent me 3 YouTube videos, none had the information I was looking for.

Teaching/Students

- Everything I wrote above. More university investment in our students so faculty can devote more time to teaching, research and service and less time to going through Degree Audit with students and proctoring exams outside of class. More attention to equity in service responsibilities.
- Hiring pools of graduate students, removing department or university-related service assignments *entirely* for the first year (and ideally the second year too), and better defining what we mean by "one section" of teaching such that we fairly distribute assignments to junior faculty.
- Things are slowly getting better. Some upperclassmen undergraduates became accustomed to 'virtual learning,' and for better or worse feel that it is okay to miss class, because notes will be posted, lectures recorded, and they can learn just as well from their home. With time, this will (hopefully) shift again, as the current freshmen and sophomores move through their education at Lehigh. These more junior students were not as impacted by the shift to virtual learning - in college, anyway.
- The emotional toll on students impacts research and teaching. There are already good resources on campus for students that are going through difficult times, but it is hard to know if they seek these resources out, even when I recommend them. I am more 'known' to the students than these resources. -Student attrition in our graduate program is the highest it's ever been and morale seems low. This is difficult for the current students, their advisors, the program director, and for recruitment.
- If possible discard the hybrid teaching format.

Other

- Covid precautions and testing
- An understanding that senior faculty should lead changes in these areas also. "waiting" for the next generation of faculty to take the lead is a disingenuous understanding of power dynamics
- 360 reviews of leadership, training for leadership, in-person faculty meetings, senior colleagues who take on large courses, which are dominated by junior faculty in this department, tenure and promotion procedures that actually follow the percentage breakdown in R&P, which does not weight research at 100%, but is the consensus in the department and college
- More specific trainings, practical introduction to Lehigh systems.
- I need someone who can be both my mentor and collaborator.
- I wish we could be happy with Lehigh's status as a solid R2 university -- a university where we do great research AND care a lot about undergraduate student education and outcomes. I would be much happier here if that balance were more in order (and I saw this reflected in my department and college level). However all signs I have observed, actual action coming from those levels, do not reflect a valuing of this balance. It seems we are pushing and

pushing to be R1 research (with the size and resources that do not match). It has me feeling burnt out from research and like I have NO time or bandwidth for my teaching.

- At this moment there is nothing I can think of. I am participating in the mentoring programs and workshops, which have been super helpful.

- Trying to get back to in-person environment as a faculty with more frequent in-person interactions makes research much more productive. Also... data. Lehigh is competitively resourced but I have to rely on coauthors for data too much and it slows down progress.

- Greater diversity in the faculty and student body.

- Leadership supports favoritism/cronyism, which detracts from the meritocratic system that Lehigh advertises when we were first hired.

- More accommodation for Zoom engagements. This is the 21st century - no need to host all faculty meetings just because the severity of COVID is waning. This was a boon to research time.

What long-term effect(s) of the COVID-19 pandemic on your professional trajectory are you most worried about?

Research

- Less conference attendance. I had to turn down international travels for fear of getting Covid.

- Lagging behind the research plan, and have to catch up with the most cutting-edge study.

- Slowdown on my research. I felt that it left a strain mentally.

- Productivity outputs (number of papers, conference presentations). Might affect promotion and recognition.

- Lab equipment/computers/lab construction are now done at a much slower pace and much higher cost

- Lower productivity due to long term effects on my health, especially if I get infected again

- Stagnation in data that will result in an inability to get funding in a timely manor

- Enough time to realign research projects

- Delays in laboratory renovations that were not acknowledged as an issue at the start of my time at Lehigh, but considered "normal" delays have slowed down my publications and research, and will have a lasting effect having stalled a critical point in the beginning of my career

- I am deeply concerned about my research program. I am nowhere near where I think I could have been without the pandemic, and, frankly, do not know if it will even be possible to bounce back from all of the setbacks I have already encountered in my short time here. I feel like I have been working overcapacity just to get by the past couple years, and now feel extremely burnt out with very little tangible output to show for my efforts. I feel like there

has not really been any sort of meaningful push at the department or institutional level to help me to be successful or to navigate the many challenges that I have already faced.

- Lost time, falling behind other groups and not being the first to publish on topics being pursued.

- Time spent reworking budgets, or helping students in crisis does not = time spent doing deep thinking about research or teaching. It is harder to find the time to focus on scholarly writing (proposals, journal articles) or new innovative teaching directions.

- The lost opportunities to cultivate relationship with potential coauthors.

- Lack of publications, difficulty to recruit students, delays in equipment, delay in research results

- Slowdown of conference output and travel. Conferences make up a significant portion of networking and collaboration and with reduced support for travel, this becomes even more of a problem

- Timing of decisions regarding papers and book projects in light of pandemic fatigue and burnout among scholars regarding this form of service.

- Coauthorships fell apart because all partners were too overwhelmed. I fear some of these will never restart.

- I spent a lot of time during my first year here missing work due to child care. This definitely set back my research a bit. It seems to be picking up again, but this definitely caused a lull in my research, which is evident in my publication record.

- Traveling for conferences overseas has become impossible for me. I have missed important opportunities because of this.

- Not getting in research trips which have now delayed my progress on publications

- Supply chain problems and increasing prices. The budget I prepared while requesting my start-up became a joke within a year. Deliveries are taking forever, making it hard to meet deadlines.

- The time lost during the worst couple of years and the time to be lost after to catch up, not hitting milestones on time, delay in research agenda

- changing nature of funding opportunities.

- Ability to do research with human participants, and collaboration opportunities with other researchers.

- Less opportunity to participate the research activities and insufficient time to focus on research due to the limitation of childcare.

Students

- All my PhD students are international. US embassies were so backed up that it took them a year before they were able to acquire US visa.

- My department doesn't do pooled recruiting, and most of the graduate students are international. I had funding/support for graduate students but was unable to hire anyone, either because they weren't already in the department, or because getting a Visa for a

student during COVID was too challenging. The research output in my lab is at least two years behind what it would be if there were graduate students available when I first started.

- Recruitment of students.

- It may be hard to recruit students

- Change in work culture (i.e. work hours), supply-chain delays for essential research consumables, longer editorial times on peer-reviewed papers, 2 year gap of no in-person conferences (as much as everyone may claim - Zoom is not the same). Teaching-wise, students also have higher expectations for electronic formats and compatibility in the classroom (i.e. recorded videos, live streams, etc).

Tenure and Promotion

- Not finishing my book on time which will affect tenure

- Having to extend the tenure clock.

- It is taking longer and longer to do the things I need to get/go up for tenure, which is pushing everything back for all of us (including the time to eventually become full professor and actually be able to contribute fully on the college/university level). I also feel like I am going to be judged on pre-covid standards with no acknowledgement of what has been happening the past 2 years. That is certainly how proposal reviews and manuscript submissions have been coming back.

- It might delay/affect my tenure review in an unpredictable way.

Other

- Limited professional networking due to virtual conferences

- We are down faculty and we haven't been able to hire the past few years we were already very small to begin with.

- None. The pandemic sucked, but it is what it is, and I'll deal with it.

- Fatigue/exhaustion of myself and students, Time delays for research materials, Funding opportunities

- Ability to travel to a place like China, where my research is centered.

- The continued disruptions from Covid (multiple people getting sick at the same time and having to quarantine) are necessary to keep people safe, but hard to handle because they are unpredictable, and the general feeling seems to be that Covid is over so we should no longer have these. I hope that the continuing impacts are Covid are considered moving forward from this point.

- Slowdown by potential positive tests; less chance to see people "physically" in office / lab; international travel

- The most pressing effect was a sense of isolation as a new faculty member but this is slowly resolving as people come to the office more and we start having more in-person meetings and social events.

- Limited growth of professional network
- The costs of raising a family, in terms of research, are larger.

Do you have any other comments or suggestions whether relating to the pandemic or not?

- My child goes to Bright Horizons at Lehigh. The daycare closes on many holidays when the university has classes. The most recent example is Labor Day. It would be great to have synchronized holidays.
- Inflation should be somehow accounted for in the annual raise.
- Minor point - untenured or tenured, it is up to the faculty to accommodate for hurdles such as COVID.
- In need of leadership changes, and higher administration should take a more critical look at dysfunction at the college and dept levels, leadership influencing committee decisions at department and college levels, and the culture of each college - many conflicts of interest exist in administrative decision making that people are too scared to talk about openly. Consequently, this is not a situation where the mentality "if it gets reported, we will know" will work. During my time pre-tenure, I have already observed so many decisions that have taken away from the student experience and research quality that should be possible at Lehigh. The good things are all here - what we decide to preserve, sustain, and build is often wrong - research and funding could be much stronger with a different strategy.
- Support for students and student mental health has been strong, but support for faculty and staff (who are often supporting students) could be improved. I don't know how to operationalize it, but I'm just tired and reminders from admin to "take care of yourself too" feel a bit empty.
- Yes. it is utterly shameful how little Lehigh pays its staff. I make a big effort to get to know staff members I work with and when I find out how poorly they are paid, it honestly makes me want to leave Lehigh for an institution that better aligns with my values. I know how many Lehigh staff leave to work at Lafayette, which doesn't run all salary decisions through HR and apparently pays staff 30% more than Lehigh does. Lafayette is full of ex-Lehigh staff (I know a few) who tell me how much more valued they feel at Lafayette. What's the problem at Lehigh? Will we constantly be trying to replace people or can we just invest in valuable people so that they stay?
- I appreciate you soliciting feedback from pre-tenure faculty!
- I tried to be honest about the challenges and difficulties we face in prior questions. They are real. But, they may give the wrong impression of my overall feelings about Lehigh. So I want to counterbalance my prior responses with something equally important, that I think about often: I am so very grateful for all the work and effort by my colleagues in the department, the college and university. It's been an exceptionally difficult time, but it makes me so proud to work with the people here. They have handled the course of events as well

as I could have ever imagined. It's a great place to live and work, and I trumpet this during conferences when I speak to friends around the country. Whoever is reading this: Thank you.

-Leadership at many levels appears to second-guess policies and decisions created by committees, which simply disenfranchises faculty from a sense of self-governance when such items are vetoed. This disenfranchisement seems to be the cause for why faculty are demoralized from committing to service, and breeds a lack of trust among the faculty (even among each other) and leadership.

-Raising a child during the pandemic is hard. I wish the university could come up with policies or resources that support faculty absence due to daycare/school shutdowns.

-Did I say funding? Yes, funding!