

Introduction

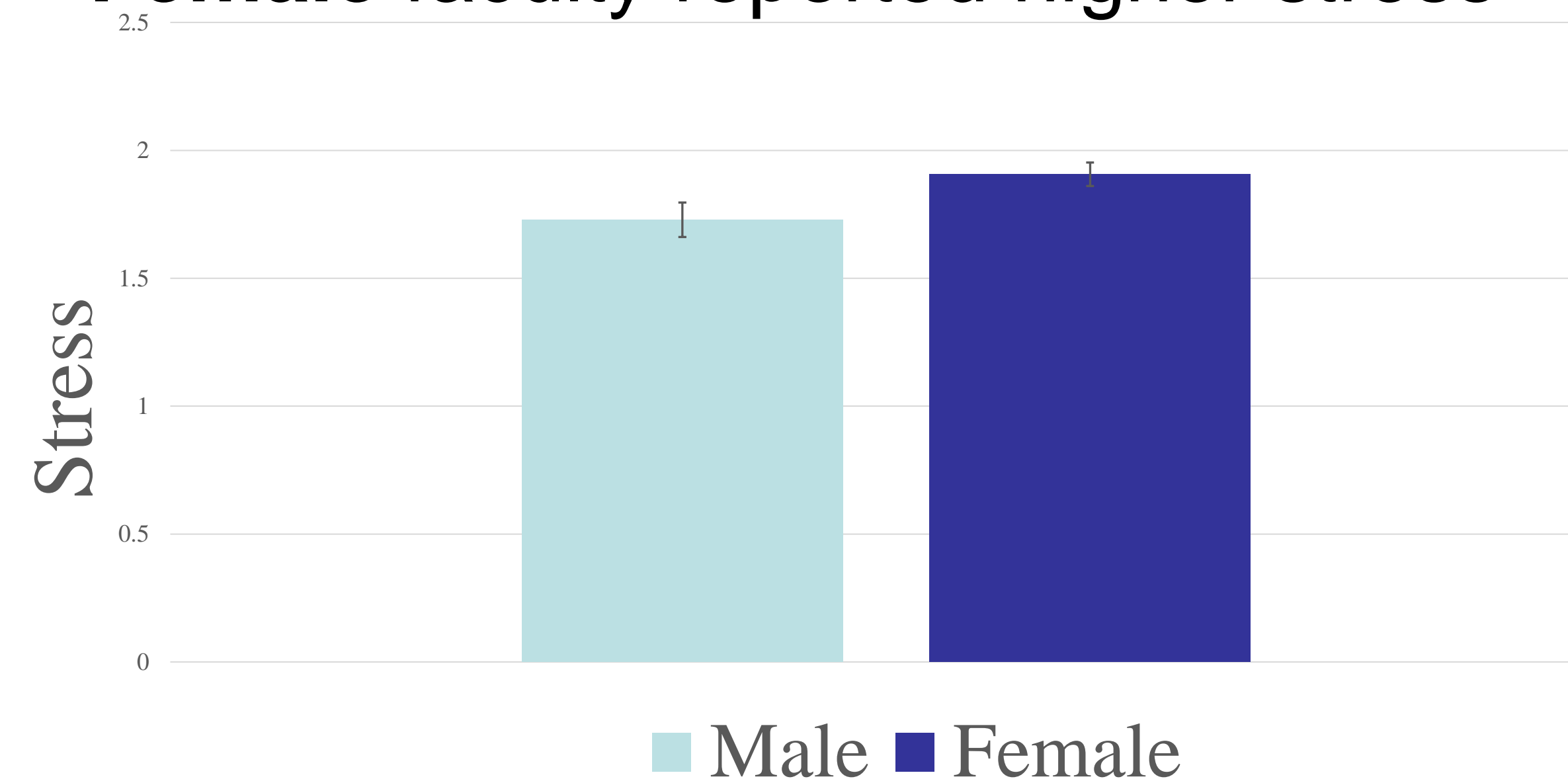
- COVID-19 has posed considerable threats to many aspects of life for faculty
- However, few empirical studies have focused on this population
- Purpose of this study
 - ☐ To examine risk and protective factors of faculty mental health

Methods

- 138 faculty from 19 states
- Convenient sampling
- Data collection: April-July 2022
- Online self-reported surveys
 - ☐ Demographic info, family and teaching responsibilities
 - ☐ Coping, social support
 - ☐ Stress, anxiety, depression

Results

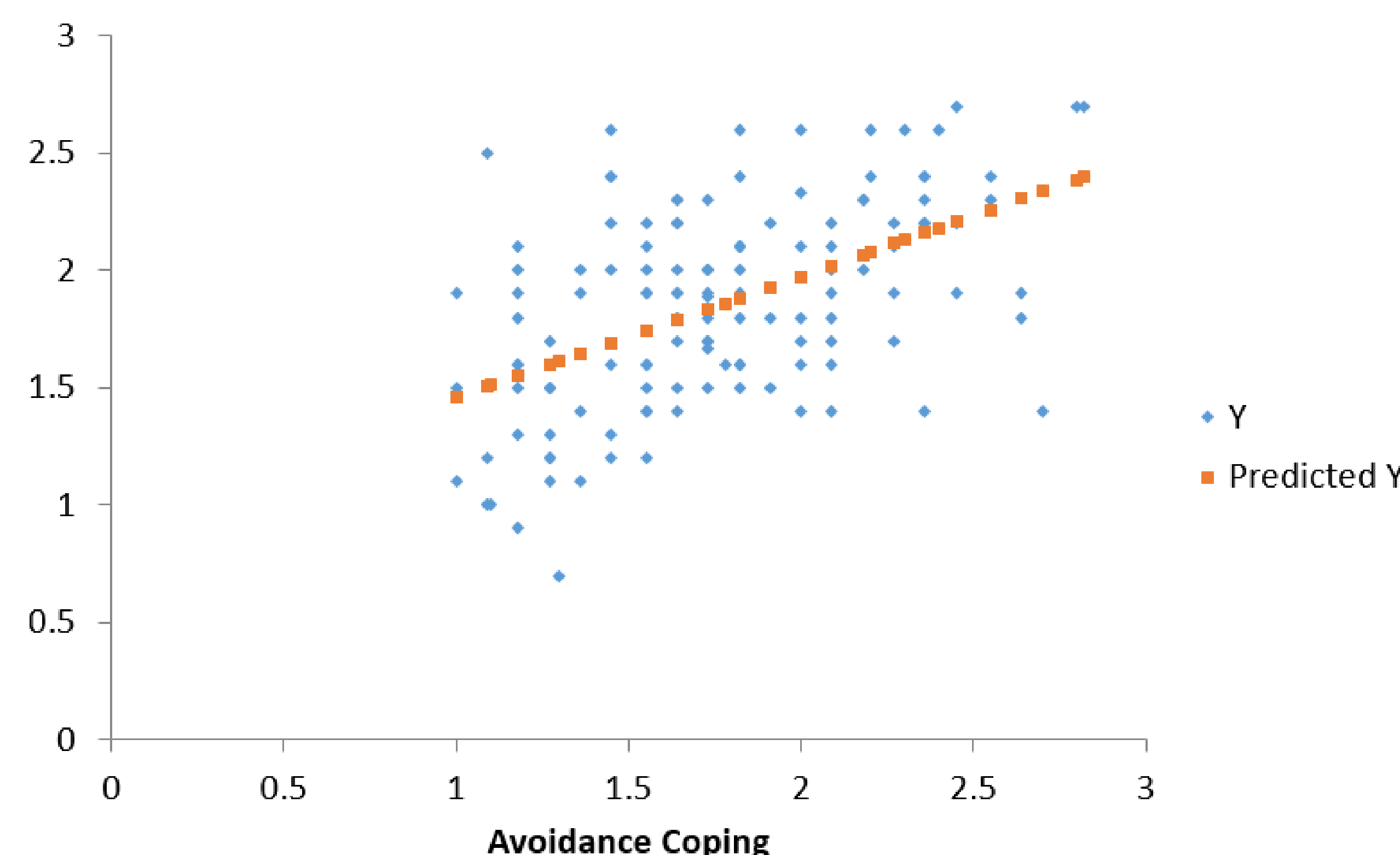
- **Female** faculty reported higher stress



- Effects of **avoidance** on mental health

- ☐ Stress, $\beta = 0.52, p < 0.001$
- ☐ Anxiety, $\beta = 0.53, p < 0.001$
- ☐ Depression, $\beta = 0.55, p < 0.001$

Perceived Stress Predicted by Avoidance Coping



- **Age** group (66-75) reported less stress, anxiety, and depression
- Hours of **child-care responsibilities** were positively associated with stress ($r = 0.24, p < 0.05$)
- Hours of **work responsibilities** were positively correlated with stress ($r = 0.22, p < 0.05$) and anxiety ($r = 0.21, p < 0.05$)

Discussion

- Included both full-time and contingent faculty from many states and disciplines
- Revealed the risk and protective factors contributing to faculty mental health
- Highlighted the need to support higher education faculty
- Future research: Longitudinal studies and experimental interventional studies

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