Black Lives Matter for Productivity: Heterogeneous Impacts of the 2020 Social Justice Movement on Faculty

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Abstract

Events in the world can affect worker productivity and well-being, and those effects may be greater for workers with certain identities. We study the impact of the social justice-related events of 2020 on faculty in social science and adjacent fields, using a survey we fielded to faculty at over 100 institutions, and we pay particular attention to how effects vary by the race of the respondent and the extent to which stress and time allocation mediate these effects. Self-reported impacts are widespread and both positive and negative: 58% of respondents said their research in summer 2020 was negatively affected while 23% said it was positively affected. Additionally, 35% of respondents said their teaching in summer 2020 was negatively affected and 34% said it was positively affected. Black respondents were much more likely than White respondents to report negative effects on their research and teaching, particularly related to their motivation to work, ability to concentrate, and time spent on these activities. Further, while most impacts on research for White respondents had dissipated by the fall semester, Black respondents reported continued challenges. Some of the racial differences in impacts seem to be caused by increased service, especially that related to diversity, equity, and inclusion, and some seem to be driven by stress and a sense of mental exhaustion or distraction. Our results show that exogenous events in society can have differentiated impacts on workers based on their identities and can result in gaps in productivity.

JEL codes: J15, J16, J44, J71, I2

Keywords: social justice movements, stress, race, racial disparities, Black Lives Matter, productivity shocks, non-promotable tasks, faculty

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1. Introduction

When society experiences social upheaval, workers are likely to be affected in many ways; even the most high-skilled workers may see their ability to work affected by stress and distraction even if the unrest does not directly interfere with their work. This diminished productivity may especially affect those whose identities implicate them personally in these societal events. We investigate this kind of confluence of societal events and worker personal identity: we study how social science faculty members in the U.S., especially those who identify as Black, were affected by the U.S. social justice movement of 2020.

Past studies have shown that broader societal events can affect worker productivity, and some have studied demographic correlates of these impacts. Cook (2014) shows that racist violence suppresses innovation by Black inventors, and Ang (2020) finds that Black and Hispanic children's educational progress is diminished by nearby police violence against Black and Hispanic people. Deryugina et al. (2021) and Myers et al. (2020) show that the COVID-19 pandemic reduced faculty members' time spent on research if those people had children, with much larger drops for women. Social movements, specifically, have also been found to affect people in ways that could alter worker productivity. Ni et al. (2020) show that protests and riots are associated with damage to mental health with particular impacts on women, younger people, and people of lower socioeconomic status, and in the U.S. context both police killings (Bor et al., 2018) (and anti-Black violence more generally; see Curtis et al., 2021) and the protests that follow (Galovski et al., 2016) affect mental health even of those not directly involved, especially for Black Americans.

Several mechanisms can link societal events to productivity. Events may change the time workers have available to commit to their work, alter workers' choice of time allocation across tasks while working, or make workers less productive when working. This latter channel is particularly plausible as many studies have shown that societal events cause stress (e.g., Ni et al., 2020), and others have shown that stress reduces cognitive function (e.g., Heissel et al., 2021). That identity can mediate important impacts is consonant with the findings of identity economics (Akerlof and Kranton, 2000).

Our study focuses on how faculty were affected by the U.S. social justice movement of 2020.[1] This movement exploded with massive street protests after news spread of the killing of George Floyd, who was Black, by police in Minneapolis on May 25, 2020. Protests began in Minneapolis almost immediately and spread to other cities across the U.S. in days, drawing high-profile comments from activists and politicians that added to the tension. The movement gained momentum after news of killings of other Black Americans, such as Breonna Taylor in Kentucky and Ahmuad Arbery in Georgia (who were killed in March and February 2020, respectively, but whose killings did not gain significant attention until the protests after Floyd's murder). Figure 1 details the timeline of some salient events in the movement and shows how they relate to the timeline of our survey deployment.

[1] Some may think of this as part of the Black Lives Matter (BLM) Movement.

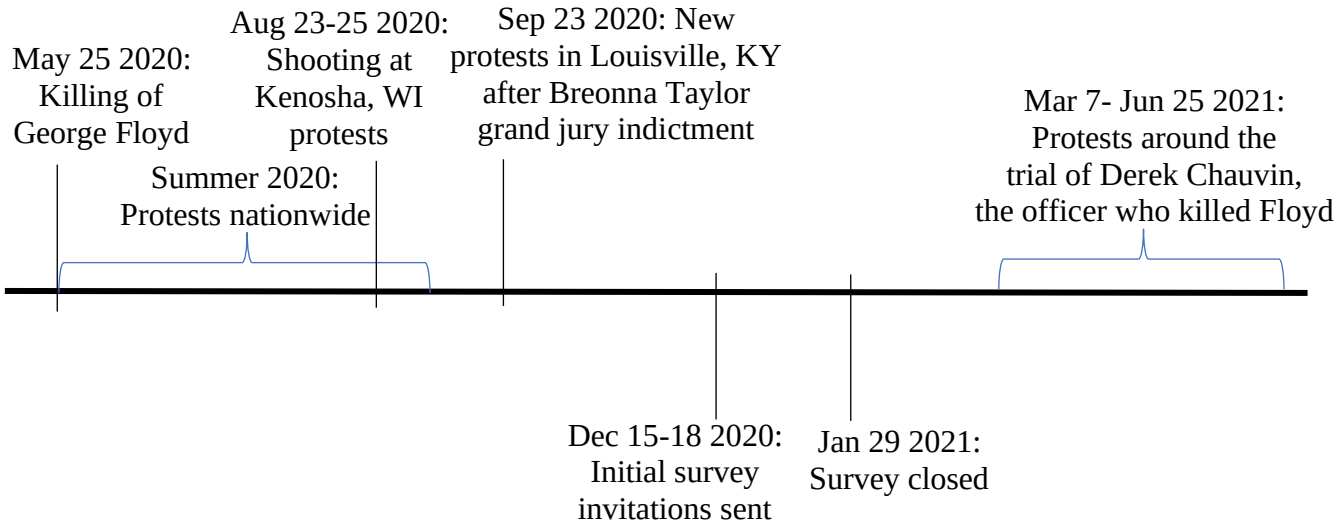


Figure 1: Timeline of Protests and Survey Deployment

Large protests started in the days after Floyd's death and continued even as Derek Chauvin, the police officer who killed him, was charged with third-degree murder and second-degree manslaughter. The movement may have been the largest in US history (Buchanan et al., 2020). Figure 2 shows how web searches for content related to the murder of George Floyd were particularly high in late May and early June and occasionally saw small surges in interest in the time between the killing and the close of our survey.



Figure 2: Google Analytics of Web Searches for Content Related to "Murder of George Floyd" Event from May 2020-January 2021[2]

The 2020 social justice movement had the potential to impact workers in several ways, perhaps especially for the most highly educated workers, who may be most likely to be politically active (Winters, 2009) and to care about and engage with issues of social justice in general and the 2020 movement in particular (Horowitz, 2021). The movement may have also had special significance for Black American workers since the events spurring the movement

[2] Google normalizes this data to a scale from 0 to 100. This graph was produced with this search: https://trends.google.com/trends/explore?cat=16&date=2020-05-25%202021-01-25&geo=US&q=%2Fg%2F11fw7t0sgc

and the protests themselves related to race and racism with regard to Black Americans; unjust police violence has been shown to increase political engagement by Black (and Hispanic) Americans (Ang and Tebes, 2020).

Though this was already a difficult time, coming in the middle of the COVID-19 pandemic, anecdotal evidence supports the idea that workers were affected by the social justice movement and that impacts varied by race. In an NPR story in October 2020, three people who identify as Black women shared that social justice events, and the way they were being discussed (or not discussed) at work, were taking a toll on them. One said, "The day after I learned the news about George Floyd's death, I immediately experienced trauma. And it was – no one was speaking about it at work. It was like business as usual. And here I am dealing with trauma. It was really, really difficult" (NPR, 2020). However, we are not aware of any research that quantifies this impact on workers.

Our study aims to fill that gap, examining the context of higher education, specifically, faculty in the social sciences. In December 2020, we fielded an anonymous survey to social science faculty in top research universities, liberal arts schools, historically Black colleges and universities (HBCUs), and Hispanic-serving institutions (HSIs) to explore the impact of the social justice movement of 2020 on faculty's productivity and the mechanisms through which those impacts may be operating.[3] We chose faculty as our study population because they typically have a great deal of flexibility over what tasks they complete and when. We focused on a set of social science fields in which scholars may engage in relatively comparable types of scholarly work.

We collected faculty contact information from institutional websites and emailed them invitations to complete a single 15-minute survey from December 2020 through January 2021 (see Figure 1). Each respondent had a chance to win compensation for themselves and a charity donation in their honor. The timing allowed us to collect relatively fresh impressions of the movement and how it made faculty feel, but was too soon after the May 2020 start of the movement for objectively measurable outcomes like publications to show meaningful changes. Therefore, the survey concentrated on self-reported answers to largely qualitative scale questions. The survey had a mix of questions asking respondents to reflect retrospectively on how they were affected in summer 2020 and questions asking them about how they currently felt. We hypothesized that some faculty would identify negative impacts, and we hypothesized those would largely operate through time allocation and mental stress. We also hypothesized that some faculty would feel *more* motivated in their work and that some may find their teaching transformed in positive ways.[4] Both these negative and positive effects may be larger for faculty who are more personally implicated in the ramifications of the social justice movement by way of their demographics, notably Black faculty. Note that while other racial minorities may have been significantly impacted by the movement, this study focuses on Black academics due to the fact that Floyd was an African American man and his death likely resonated particularly strongly for Black individuals.

[3] As will be discussed in more detail later, we identified faculty by first identifying top ranking U.S. departments according to ranking sources like *U.S. News and World Report*. We then visited the department websites for each department in our sample and collected faculty email addresses from them.

[4] Faculty may be more motivated in their research if, for example, it overlaps topically with the subject matter of the protests. They may be more motivated in their teaching if, for example, the movement spurred changes in students' mindsets or if they made course material feel more relevant to students. We did not elicit information about research topics or courses taught in the survey, as that could compromise anonymity.

We received 1,292 usable responses to the survey. Respondents reported widespread and significant impacts on their research and teaching in summer 2020 during the height of the protests, with impacts lessened but persisting into the academic year. In general, both positive and negative impacts were more strongly predicted by individual than institutional characteristics. During the summer, the majority of respondents reported some negative impact such as a reduced ability to concentrate on research, but a non-trivial (though much smaller) number of respondents reported positive impacts, such as increased motivation to work on research. Black respondents were more likely to report negative impacts in most facets of both teaching and research. Women and pre-tenure faculty were also more likely to report negative impacts of the social justice movement on research and teaching. In academic year 2020-21, following the summer of 2020, the protests in American streets had almost entirely subsided, though news relating to social and racial justice continued to make headlines (see Figures 1 and 2). We find that in the fall, faculty were still feeling impacts and that race continued to be a significant predictor of negative impacts on research and teaching.

Our survey shows that these impacts are not primarily driven by the time faculty members spent engaging with the social justice movement. Rather, both Black and White respondents saw the movement shift their time away from research and toward professional service, especially that related to diversity, equity, and inclusion (DEI), and toward teaching. However, Black respondents reported significantly more time spent on service and leadership positions related to DEI than did White respondents. Therefore, we conclude that increased service work was one important mechanism for the disparate impacts we see. Further, we show that the feelings elicited by the social justice movement in faculty were complex, with respondents of all races associating both positive and negative emotions with it, and Black respondents reporting more of both positive and negative feelings. When asked if the movement made them feel like their job had meaning, many respondents responded positively. Still, the negative emotions reported, combined with other answers about feelings of distraction and lowered motivation, suggest that stress and emotions could also be directly reducing productivity. While many respondents felt supported by colleagues in their institutions, many, especially Black respondents, also reported that their academic community, especially within their discipline, was unwelcoming towards underrepresented minorities; thus, we infer that if culture can mitigate these stress impacts, there's room for improvement in how welcoming universities and disciplines are towards others.

More broadly, our results show that major events or movements in a society can affect worker productivity even for workers who are not directly involved in these events, and that the biggest impacts occur for those whose identities make them feel personally implicated in the events. Some of these effects occur through time reallocation, but we show that large and disparate impacts can happen through stress and emotion. We also demonstrate that both positive and negative impacts are possible; in our case, as may be true for many other troubling events in society, the negative impacts are larger and more widespread. Overall, our results show that a person's ability to function as a worker, and thus their productivity, is not isolated from the social context in which they live their life.

Our paper proceeds as follows. First, we lay out a conceptual framework for how workers of this type may be affected by events such as this. Next, we describe the survey and the sampling methodology. Next, we present the general results of the survey. We then report how colleagues, institutions, and academic disciplines moderate the impacts of the social justice movement on faculty. Finally, we conclude.

2. Potential Mechanisms

We consider a worker who is a faculty member at an academic institution. Their productivity benefits their employer and also benefits them by affecting their future advancement opportunities, both within their current job and in their ability to change jobs.

Workers start out with different initial or chronic levels of stress and wellbeing based in part on their demographics, and chronic stress can make a person more vulnerable to acute stressors (Lupien et al., 2007; Kudielka and Wüst, 2010). In the U.S., most institutions of higher education are predominantly White (Tuitt et al., 2009; Li and Koedel, 2017), and racial isolation can reduce worker productivity (Ananat et al., 2021). Faculty of color, and perhaps particularly Black faculty, bear multiple burdens or "taxes" in addition to those their White colleagues face, particularly if their scholarship intersects with racial justice (Arnold et al., 2021), and more generally because of increased expectations of service (Stanley, 2006; Wood et al., 2015), especially service related to DEI (Thompson, 2008; Ross and Edwards, 2016; Arnold et al., 2021). Repeated racial microaggressions are a common stressor for people of color, but may be particularly common for faculty of color because they face new groups of students every semester who may be unaccustomed to authority figures of color and thus may act inappropriately (Stanley, 2006; Tuitt et al., 2009). All these added burdens can create long-term stress in a phenomenon called "racial battle fatigue" (Smith, 2004). Further, the disparate burden borne by faculty in minoritized groups may vary with the climate and norms in the discipline; for example, economics has a climate that is experienced by many, including women and under-represented racial minorities, as hostile (Allgood et al., 2019; Bayer et al., 2020).

At times, workers may be subject to exogenous shocks in the form of events in the society around them, which could serve as acute stressors even if the worker is not directly involved with the event. Tsai and Venkataramani (2015) find that Americans suffered worsened mental health for about four weeks after the terrorist attacks of September 11, 2001, and while impacts were worse in New York City, they were felt across the country. Proximity is not required; since identity is important to well-being and decision-making (Akerlof and Kranton, 2000), a connection between the event and one's identity could suffice to create an impact. For example, police killings (Bor et al., 2018; Ang, 2020) and the protests that follow them (Galovski et al., 2016) have been shown to harm the mental health of not only those directly exposed to them but also those indirectly exposed to them, especially Black Americans, including people who were not personally involved. Another example of identity increasing vulnerability is that Black and Hispanic essential workers reported significant increases in mental health issues like anxiety, depression, and loss of sleep as a result of the COVID-19 pandemic in April 2020, which had its biggest impacts on communities of color (Grooms et al., 2021). Thus, political and societal events can be sources of stress to broad populations.

In addition to affecting mental health, societal events can alter people's beliefs and behaviors. For instance, Levy and Mattsson (2022) find that the "#MeToo" movement in reaction to gender-based violence and harassment caused changes in what was perceived as acceptable, and this caused increased reporting of sex crimes. As more people shift their perceptions, they may develop a preference for actively supporting issues related to the societal event. The breadth of the social justice movement of 2020 implies it had the potential for significant cultural impacts: one source claims that up to 26 million people participated in the protests across the United States (DK, 2021). Its impacts permeated not only cultural life but also

business: for example, Balakrishnan et al. (2022) find that pressure increased for firms to appoint Black directors.

We argue that if these events change people's constraints, beliefs, or preferences (or their understanding of their preferences), then workers may change their time allocation between work and nonwork or their allocation of time between work tasks. Their motivation to work may also be influenced. If these events affect people's mental health and stress levels, then their efficiency at work (e.g., ability to concentrate) could be impaired. In our study, we focus on academic workers in the wake of the social justice movement of 2020, and we separately investigate both time use and the impacts of stress and emotions. This population is interesting for this type of study because they have significant autonomy in choosing how to allocate their time and complete cognitively difficult tasks.

The social justice movement of 2020 may have altered people's constraints if the protests physically interfered with their ability to complete work tasks. For example, Cook (2014) shows that racial violence impeded potential inventors' safe access to resources and venues in which their work could be practiced, and Deryugina et al. (2021) and Myers et al. (2020) show that the COVID-19 pandemic reduced faculty's time available to spend on work, largely because of the loss of childcare. Widespread social justice protests may have impeded access to sites relevant to research.

People who were involved in the social justice movement of 2020 may have altered their optimal time allocation between work and nonwork to dedicate more time to social justice-related non-work activities if the movement caused an exogenous change in the utility they expected from justice-related activities, through changes in their preferences, or because experiencing or observing the movement helped them learn their true preferences (Ang and Tebes, 2020; Delaney et al., 2020). Further, with universities responding to the social justice zeitgeist (e.g., Bakeman, 2020; Freeman, 2020), faculty may have chosen, or been asked, to take on more service and mentoring related to DEI. Some faculty who have the flexibility to do so may have used their discretion to reoptimize task allocation toward work more aligned with a social justice mission. Voluntary time allocation shifts may be more likely for faculty with an identity-based affiliation with the social justice movement, that is, with faculty who are Black or other people of color; such shifts that are requested or imposed by institutions or other organizations are also more likely for faculty of color (Stanley, 2006; Arnold et al., 2021). Whether these shifts are voluntary or imposed by leadership, this work may largely consist of non-promotable tasks in the sense that they are less likely to contribute to career advancement compared to other tasks like publishing a paper (Thompson, 2008; Babcock et al., 2017). As a result, while workers with such task reallocations may be no less "productive" in a social welfare sense, this productivity may not provide them extrinsic benefits personally.

Motivation to work after the social justice movement of 2020 may depend on the worker's autonomy to choose what work they do, the demands on their time, and whether their work aligns with social justice issues. In the instance of academia, if a faculty member is unable to change her courses or feels unable to change her research agenda (e.g., because of perceived risks to earning tenure), then she may have a heightened desire to be involved with social justice related activities at work but not be able to change her time allocation. Consequently, she may feel a reduced motivation to work. On the other hand, faculty with more freedom may make optimizing decisions that allocate even more time toward these work tasks or express greater motivation to do these tasks. At the same time, faculty at predominantly White institutions who identify as social justice activists already face risks of burnout because of how the pressures of

academia interact with racial battle fatigue (Gorski, 2019), so people highly engaged with the social justice movement may not be in a position to see these positive impacts on motivation.[5]

Increased stress is another mechanism that could affect workers' productivity. Chronic stress can lead to burnout, and academics in the modern day, especially those who are members of marginalized groups, have high rates of burnout, rates which were dramatically increased in 2020 by the COVID-19 pandemic (Gewin, 2021). In other contexts, burnout has been shown to reduce productivity (Dewa et al., 2014). Environmental stressors can cause lost sleep and a physiological stress response (as Heissel et al., 2018 find in response to neighborhood crime), as can racism experienced even vicariously (Harrell, 2000). Stress can reduce cognitive function, memory, and focus (Lupien et al., 2007) and may weaken cognitive performance, perhaps especially for those most vulnerable (Heissel et al., 2021). Thus, we hypothesize that some faculty will experience stress because of the social justice movement of 2020 and the events that brought it about and, as a result, will have had more difficulty concentrating on work and feel less able to do their best work.

Stress may not be the only feeling that workers experience in the weeks and months after the social justice movement. It may have left some workers, especially workers of color, feeling sad or anxious. Research has shown that negative emotions can cause distraction and reduced productivity (Smallwood et al., 2009).

Impacts on workers through stress or emotions could be mitigated or exacerbated by actions or statements of colleagues and the policies and environment of their workplace. In the context of academia, coworkers and institutions may take specific steps to support faculty members and other members of the academic community to lessen these impacts by loosening other constraints, for example, extending tenure clocks or grant application deadlines, and that may reduce negative productivity impacts directly. They may also take steps to address the societal issues that have fed into these events, and that may make scholars feel less disconnected or unmotivated in their work. On the other hand, the same steps the institutions or disciplines take to address social issues may create added service demands on the faculty member's time, which has an opportunity cost. We also expect less formal elements of climate to similarly mediate these impacts: individual colleagues may explicitly or implicitly send messages that a faculty member interprets as supportive or unsupportive, and organizational units at the aggregate may feel welcoming or unwelcoming (Stanley, 2006). These signals can affect the level of burnout a faculty member feels (Baruch-Feldman et al., 2002; Gorski, 2019).

How long will these impacts persist on workers? While the effects of some events of societal trauma peter out in a matter of weeks (Tsai and Venkataramani, 2015), others affect behavior and productivity for years (Ang, 2020). The persistence of the social justice movement's impacts on workers may also be differentiated by the race of the worker, as research has shown that White Americans' reactions to police violence may return to normal levels within a few months after an event (Reny and Newman, 2021); similarly, the 2020 social justice movement initiated a sustained increase in support for Black Lives Matter by Black Americans but a short-lived increase in such support by White Americans, which quickly turned into a net decrease in support for the movement (Chudy and Jefferson, 2021). Thus, we may expect any impacts, especially negative ones, to linger longer for faculty members who identify as Black as compared to those who identify as White.

[5] While we do not measure respondents' perceived flexibility in their work schedule, we do measure their perceptions of how motivated they are to work on teaching and service.

In summary, our conceptual model of a worker who is exposed to the events of the world helps us predict the following. Some workers, especially workers of color, will see their productivity, motivation, and focus at work reduced, while others may see these increased. They may also shift their time allocation across activities. In an academic setting, this could mean they allocate time toward service and mentoring and away from research. They may also feel increased stress and negative emotions. These impacts may be particularly persistent for workers of color. The actions of colleagues and employers may mitigate or exacerbate these impacts.

3. The Survey

Faculty members from 124 institutions in the United States were invited to complete a single 15-minute survey between December 2020 and January 2021 (see Figure 1 for the timeline). Our sample consisted of a subset of faculty at top research schools, liberal arts schools, historically black colleges and universities (HBCUs), and Hispanic-serving institutions (HSIs); the list of schools is in Appendix B.[6, 7] We targeted HBCUs and HSIs because, given our interest in how experiences vary across racial categories, we wanted to oversample faculty from under-represented racial minorities, who may be more likely to teach at minority-serving institutions. Then we manually collected faculty email addresses from websites of economics, political science, psychology, and sociology departments as well as business and public policy schools, which we included because they often have many social scientists on faculty.[8] Anyone who was a professor (assistant, associate, or full), lecturer, instructor, adjunct, specialized faculty, or research fellow was sent an email invitation with a unique link to the survey. The email invitation can be found in the Appendix.[9] In total, we sent the survey to over 21,000 email addresses and received 1,993 responses.[10] Those who completed the survey were invited enter a

[6] Our goal was to survey the top thirty schools from each school type. We used RePEc to identify the top research schools and the *U.S. News and World Report* to determine the top liberal arts colleges and HBCUs. Niche.com was used to identify top HSIs. If multiple schools had the same ranking, we included all of them. Our list of schools to contact included thirty research universities, thirty-one liberal arts schools, thirty-four HBCUs, and thirty HSIs. We unintentionally sent invitations to Carleton University (in Canada, where recipients were ineligible to take the survey) instead of Carleton College, so thirty American liberal arts colleges were used. We also originally categorized the University of California, Irvine as both a research school and an HSI before deciding to keep it as an HSI and send emails to an additional top tier research university, the University of Virginia, on January 17, 2020.

[7] Hispanic-serving institutions comprise a variety of schools, including some large public institutions; it is not clear that all faculty at HSIs realize that their institution is an HSI.

[8] Occasionally, when a faculty's email address was not listed, we guessed what their email address could be given their name and the format of emails commonly used in the department or institution.

[9] We did tell scholars that the survey was about "how [their] work and life outside of work were affected by the recent social justice movement." Stating the topic of the survey could have introduced selection bias; however, given the trauma connected to Floyd's murder, we did not think it was appropriate to wait until respondents started the survey to tell them what the survey was about. We wanted them to have a general sense of the topic beforehand. To not alienate people who felt they were not affected, we explicitly said that we were interested in their thoughts, too.

[10] While this response rate of approximately 9% may seem low, it is similar to or higher than the response rate of similar studies. For example, Deryugina et al. (2021) had a response rate of 3%. Furthermore, we were told by some recipients that our email went to their spam folder; therefore, some emails may never have been seen. In addition, some email addresses we sent invitations to were guesses based on the faculty member's name and the general format of email addresses for that university. Some of these email address guesses were incorrect, and thus some faculty members on our list never received our messages.

lottery to be one of fifty winners selected to win $25 for themselves and $25 for the charity of their choice.

We collected information about the respondent's demographics[11] and general information about their job discipline, institution, and academic unit, but only in coarse detail to ensure individual respondents were not identifiable. We defined the 2020 social justice movement as "the protests and demonstrations that started in response to the killing of George Floyd in late May 2020 and the issues and events that have spurred these protests and demonstrations" and asked that respondents focus on the effects of the social justice movement even though other factors like the COVID-19 pandemic may have also affected their work. We asked questions about how the respondent felt their research and teaching were affected by the 2020 social justice movement, first looking back at how it had been affected during summer 2020 and then stating how it was being affected during the 2020-21 academic year. Respondents were asked how positively or negatively an array of aspects were affected by the movement thus defined, mostly focusing on qualitative measures like their ability to concentrate, though some were quantitative (e.g., number of projects affected).[12] We asked questions about amount and types of service the person engaged in, and how that had changed. We asked how their time allocation changed because of the movement. We asked more subjective questions about the respondents' experiences and feelings, as well as their perceptions of the climate in their department, institution, and discipline. The survey was programmed in Qualtrics and can be found in Appendix C.

We undertook significant efforts to ensure respondents were anonymous – and were aware of the anonymity they had – because of the potential sensitivity of the topics in the survey. If we kept email addresses linked to survey responses, then respondents may worry that their answers are identifiable and be apprehensive about answering sensitive questions truthfully. For this reason, we told respondents that the data we analyzed would not include the email addresses to which the survey had been sent. We also asked research assistants to review the free text response fields and redact any text that might identify the respondent. In addition, we were careful about what demographics questions we asked. We did not ask for their names or the name of the university they worked at. The finest geographic information we collected was which of nine regions of the country the respondent was in. If we collected finer geographic data or university names, then individual identities might be able to be guessed based on their responses to our questions. For the same reason, we did not ask about specific topics that the respondent focused on in their research or teaching.

It is worth highlighting that we are evaluating the impacts of the social justice movement on faculty based on their self-evaluation about the present moment as well as a retrospective evaluation. In other settings, respondents' evaluations of impacts have not been found to be strongly related to unbiased estimates of impacts (Smith et al., 2020), and retrospection has been found to be flawed (Godlonton et al., 2018). Respondents' task of evaluating impacts on themselves of the social justice movement was complicated by the concurrent challenges of the COVID-19 pandemic and the drama of the runup to the 2020 US election. However, in our

[11] For the question asking respondents about their race, respondents could select as many options as they pleased. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

[12] We also asked respondents how many publications they had in academic year 2019-20 and how many they expected to submit over the 2020-21 academic year, as well as plans to advance for tenure or promotion, but because other factors like the COVID-19 pandemic could have affected these outcomes, we do not focus our analysis on it.

setting, there is no plausible way to apply quasi-experimental methods to estimate impacts without sacrificing participant anonymity, which could have biased participant responses to our survey. Therefore, we consider the results we present in this paper imperfect but the best possible way to answer this research question.

Completion of our survey may be non-random on a number of dimensions; we will now consider some of those dimensions and their potential impact on our results. First, scholars who do not feel strongly engaged with the social justice movement may feel less motivated to complete the survey. Alternatively, scholars who are strongly engaged with the movement may feel that their engagement leaves them fewer emotional resources and less time to complete the survey (or may fear responding would render them professionally vulnerable). As long as this dimension of selection does not vary with race or other covariates of interest, our results about racial differentials will not be affected by this selection.[13] A related concern is that respondents who do complete the survey will feel compelled to give an answer they feel is socially desirable, which for some may be to express significant concern about, and impact from, the social justice movement. As discussed in Section 4.2, we don't find many respondents "pegging" their answers at a maximum impact, which is one way this bias could play out. Even if some respondents were inclined to overstate the negative impact of the movement, this would only bias our main results upward if this social desirability bias is larger for Black than White respondents, which seems unlikely if White respondents are motivated to avoid appearing racist (Godsil and Richardson, 2016). An alternative form of social desirability bias could emerge if respondents felt it was socially desirable to claim that they were able to work unimpeded by these events; if this affected our responses, then our results actually understate true impacts.

[13] Our results do suggest that Black respondents had a stronger emotional response than White respondents. Furthermore, we find evidence that there were heterogeneous effects on time use at work based on race. Therefore, it's plausible that Black scholars were, on average, less likely to respond to our survey than White scholars because of time constraints and/or limited capacity to complete tasks unrelated to their professional or personal lives.

Table 1: Survey Respondent Individual Characteristics

	Full Sample	Black Respondents	White Respondents
Age			
Under 30	0.012	0.030	0.012
30 – 39	0.262	0.376	0.228
40 – 49	0.270	0.228	0.259
50 – 59	0.208	0.198	0.226
60 – 69	0.183	0.139	0.199
Over 69	0.063	0.030	0.076
Rank			
Assistant professor	0.254	0.441	0.211
Associate professor	0.217	0.265	0.214
Full professor	0.375	0.196	0.418
Instructor, lecturer, visitor, adjunct, etc.	0.116	0.078	0.117
Special research faculty	0.008	0.000	0.010
Special teaching faculty	0.030	0.020	0.031
Gender Identity			
Woman	0.480	0.618	0.474
Man	0.515	0.382	0.522
Trans only, non-binary, and other	0.005	0.000	0.004
Race			
Indigenous/Native American	0.001		
Asian only	0.038		
Black	0.082		
Hispanic only	0.033		
South Asian only	0.019		
White and Hispanic	0.023		
White, non-Hispanic	0.759		
Other only	0.012		
Multiracial (excluding groups mentioned above)	0.033		
N	1,292	102	943

Note: The proportion of respondents with each characteristic is reported. Anyone who selected "woman" ("man") is counted as a woman (man), even if the respondent also selected other options like "Trans" or "Non-binary or other." Anyone who selected "Alaskan Native, Native American, Native Hawaiian or other Pacific Islander, or Native Canadian" is counted as "Indigenous and Native American." Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked. "Other Multiracial" includes anyone who selected two or more races/ethnicities, excluding 1) those who selected "Black or African American" and any other race(s) and 2) those who selected "White" and "Hispanic" and nothing else. Respondents had the option to not reveal their age, gender, and/or race/ethnicity. Anyone who said "Prefer Not to Say" or "I don't know" is excluded from the relevant mean calculation.

Table 2: Survey Respondent Institution Characteristics

	Full Sample	Black Respondents	White Respondents
Institution Type			
Research	0.671	0.653	0.678
Liberal Arts	0.280	0.277	0.282
Community College	0.002	0.000	0.002
Other	0.047	0.069	0.038
HBCU/HSI Status			
HBCU	0.061	0.412	0.027
HSI	0.235	0.196	0.224
Department Type			
Applied or Agricultural Economics	0.015	0.010	0.016
Economics	0.152	0.098	0.164
Policy School	0.046	0.029	0.051
Political Science	0.163	0.137	0.166
Psychology	0.166	0.206	0.162
Sociology	0.111	0.127	0.108
Business	0.217	0.216	0.201
Other	0.129	0.176	0.130
N	1,292	102	943

Note: The proportion of respondents with each characteristic is reported. HBCU and HSI are not mutually exclusive. Respondents could say that they did not know what type of school they worked at or if their school was an HBCU or HSI. Anyone who said "Prefer Not to Say" or "I don't know" is excluded from the relevant mean calculation, with the exception of respondents who selected "I don't know" and "HBCU," "HSI," or "Neither an HBCU nor an HSI" for the question about whether their primary institution was an HBCU or HSI. Those cases are counted as HBCU, HSI, and neither HBCU nor HSI, respectively.

Table 1 shows summary statistics of the final sample of respondents as individuals, and Table 2 shows the characteristics of the institutions they work for.[14] Of our 1,292 respondents, 1,242 reported their race. From this group, 943 only chose White and nothing else as their racial/ethnic group while 102 chose Black (and may have chosen other categories as well) in our final sample. We will refer to these groups as White and Black, respectively, for the remainder of the paper. Our Black respondents are less likely to be tenured than our White respondents (p=0.0004), though we have reasonable representation of faculty of different tenure statuses among both Black and White respondents. Black respondents are younger and more likely to identify as women (p=0.0004 and p=0.0058, respectively). As seen in Table 1A in the Appendix, Black respondents and White respondents aren't located in precisely the same places. For instance, White respondents are more likely to live in New England (p=0.0081).[15] As Table 2 shows, the majority of respondents are at schools they classify as research institutions. There are no statistically significant racial differences in institution type; however, Black respondents are far more likely to work at HBCUs (p<0.0001), underscoring the importance of our having surveyed HBCUs to increase our sample of Black respondents. Table 2 shows that survey

[14] Our final sample excludes respondents who did not have a Ph.D., were emeritus, a postdoctoral student, or "other" type of faculty member. It also excludes individuals whose institution is located outside of the U.S.

[15] The other locations with statistically significant racial gaps were East South Central (p=0.0243) and Mountain (p=0.0081).

responses contain a strong representation of different social science fields overall and for both Black and White respondents, though Black respondents are less likely to be in Economics (p=0.0664). None of the other racial differences in department type are statistically significant.

4. Results

We first present the impacts our survey shows faculty experienced in summer 2020 on both research and teaching. Next, we investigate longer-term impacts by focusing on academic year 2020-21. Finally, we study some factors that may be responsible for the heterogeneity we observe. In each case, we focus primarily on results from our multivariate regressions, though Appendix Tables 2A and 5A contain results of bivariate tests comparing each of the outcomes for each period between Black and White respondents.

4.1. Impacts During Summer 2020

Self-reported impacts of the social justice movement on respondents' ability to work during summer 2020 are extensive and widespread, as well as disparate. Appendix Table 2A shows, for example, that Black respondents report half of their projects being negatively affected during the summer of 2020 whereas White respondents report a quarter of their projects being impaired. Positive impacts are smaller and tell a more mixed story; for example, Black respondents report 15% of their projects being positively affected during summer 2020 on average, as compared to 10% for White respondents.

Table 3 presents the results of OLS regressions where the dependent variable is whether or not the respondent indicated a negative impact for each of a variety of outcomes.[16] We controlled for personal characteristics like race, gender, whether they were born in the U.S., and tenure status as well as institutional characteristics like whether the respondent worked for an HBCU or HSI. We cannot control for fine-grained geographic location because, as discussed in Section 3, we intentionally did not collect this data to preserve respondent anonymity.

Table 3 shows that personal characteristics are strong predictors of negative impacts of the social justice movement on faculty in summer 2020, while institutional characteristics are not. Black respondents, controlling for other personal and institutional characteristics, are more likely to report all of the negative outcomes: a higher fraction of projects negatively affected, and a higher likelihood of a negative impact on ability to concentrate on or find motivation for research and teaching, and a higher likelihood of a negative impact on ability to connect with students. These effects are large, ranging from a 13 percentage point increase in the likelihood of a negative impact for ability to concentrate on research to a 28 percentage point increase for motivation to teach. In some cases, this effect is driven by Black women; in Appendix Table 3A, we show that if we include a control for whether the respondent identifies as a Black woman, the coefficients on the variable *Black* for ability to concentrate on research, motivation for research, connection with students, and ability to concentrate on teaching cease to be significant. The *Black Woman* coefficient is never significant on its own, but the summed *Black + Black Woman*

[16] These regressions do not include survey outcomes for which reported impacts were less meaningful: ability to collect data or access data centers and student course evaluations. Bivariate tests showing differences in all outcomes between Black and White respondents are in Appendix Table 2A. Results are similar to the regressions, except where noted. Results are also very similar in Tobit regressions using the full range of responses rather than condensing outcomes to binaries (results not shown).

coefficients (showing the differential effect on Black women as compared to White women) are significant for every outcome, except for connection with students ($p<0.0129$ for the five outcomes). Faculty identifying with other races are more likely than those identifying only as White to report negative impacts on all three teaching dimensions.

Women are more likely to report negative impacts for all research outcomes and for ability to concentrate on teaching,[17] though in each case, the coefficient for women is smaller in magnitude than that for Black respondents. Respondents who identify as trans (and not man or woman), non-binary, or another gender (and did not also select man or woman as part of their gender identity) are more likely to report negative impacts on ability to concentrate on both research and teaching compared to men. However, only six respondents identified in this category; therefore, we hesitate to interpret these coefficients. Respondents born in the U.S. were less likely to report negative impacts on ability to connect with students. Pre-tenure faculty members are more likely to report negative impacts on ability to concentrate on research and motivation for research and teaching compared to tenured faculty. Those with heavier teaching loads report more projects negatively affected and are more likely to report negative impacts on ability to concentrate on teaching. Thus, individual characteristics that point to being a minority, disadvantaged, or lower status render a person more likely to report negative impacts of the social justice movement on their work, though there is heterogeneity in which characteristics are linked with which negative impacts, and being U.S. born (which is not typically associated with disadvantages) may have made faculty feel more personally connected to these societal events and thus more susceptible to negative impacts.

Being at an HBCU is not associated with a different likelihood of having any negative impacts in summer 2020 relative to a predominantly White institution, which shows that on net HBCUs do not provide a significant buffer for these impacts as might be hypothesized (e.g., because of a climate that is more attuned to social justice issues). Faculty at HSIs are more likely to report negative impacts on teaching motivation; we do not have an explanation for this since HSIs are quite heterogeneous. Faculty at liberal arts schools (and at schools that are neither liberal arts nor research) are less likely to report negative impacts on ability to connect with students, which may show that the general closeness between faculty and students at such schools (Umbach and Wawrzynski, 2005) alleviated any such impacts. The type of department the respondent is housed in has some association with outcomes: those in psychology departments are more likely to report negative impacts on all aspects of research and on ability to concentrate on teaching, and those in business schools and economics departments are less likely to report negative impacts on motivation for research, and, for business schools, report a lower fraction of projects negatively affected as compared to the omitted category, political science. (We had no prediction for the relationship between department type and impact.)

Table 4 shows that patterns of relationships for individual and institutions characteristics are less consistent across categories of impact for positive than for negative impacts. This is not surprising, given how much less common positive impacts are than negative. No significant associations appear between being a Black faculty member and positive impacts of the social

[17] This pattern persists even when we control for *Black Woman*.

justice movement.[18, 19] Respondents who chose other race categories report a higher fraction of projects positively affected as compared to White respondents.

Women respondents report more positive impacts on research projects; both women and trans (and not man or woman) / non-binary / other gender respondents were less likely to report positive impacts on ability to concentrate on teaching, with the latter also less likely to report positive impacts on ability to concentrate on research, all as compared to men. U.S.-born respondents report more projects positively affected and were more likely to report positive impacts on research motivation and on ability to connect with students relative to respondents born outside of the U.S., perhaps because the events of summer 2020 were concentrated in the U.S. Pre-tenure faculty report a lower fraction of research projects positively affected and are less likely to report positive impacts on ability to concentrate on research. However, they are more likely to report positive impacts on motivation to teach. We also see an association between faculty not on the tenure track and positive impacts on ability to concentrate on research. Thus, the most systematic relationships between personal characteristics and positive impacts on work are that many categories that can be considered disadvantaged in academia (non-U.S. born, gender minority, and pre-tenure) faculty experience fewer positive impacts on their work, though impacts vary and are much smaller in magnitude than the relationships shown with negative impacts.

Table 4 also shows that institution characteristics are generally not strong or consistent predictors of positive impacts, except for department type. Faculty at schools that they did not identify as either research or liberal arts showed more positive impacts on ability to connect with students. Across most outcomes, people in business schools were less likely to report positive impacts, and a similar pattern exists for economics departments, though these are not always significant. As people in economics departments and business schools were also less likely to report some negative impacts, we infer that on average people in these units are less affected overall by the social justice movement. People in psychology departments are less likely to report positive impacts, significantly so for all of the research outcomes and one of the teaching outcomes. As people in psychology departments proved in Table 3 to be more likely to report negative impacts, we infer that psychology departments house scholars who viewed the social justice movement and the events that spurred it as, on net, stressful or traumatic rather than being inspired or indifferent.

Overall, our results show that negative impacts of the social justice movement on faculty are widespread, and while positive impacts exist, they are much more muted and generally more driven by factors we don't observe. Black faculty reported more negative impacts than White faculty. In general, faculty with disadvantaged or lower-status identities and jobs are more likely to report negative, and to a lesser extent less likely to report positive, impacts.

We acknowledge that demand effects may be a concern with our survey. We hypothesized that a survey respondent who realizes we are measuring the effects of the social justice movement on faculty may be inclined to exaggerate how negatively they were affected in

[18] Appendix Table 2A shows that there are several outcomes for which a Mann-Whitney test shows Black respondents report more positive outcomes than White respondents: a greater fraction of projects positively affected and a higher likelihood of positive impacts on ability to collect data or access data centers, student course evaluations, and ability to connect with students. That these cease to be significant in a multivariate regression with other controls implies that these associations are driven by other factors.

[19] In Appendix Table 4A, we show that when we add *Black Woman*, the association between Black faculty members and positive impacts on ability to concentrate on research becomes statistically significant (though small), while the *Black Woman* coefficient for motivation for research is significantly negative.

order to support the theory that the movement hurt faculty members. We tested this by finding the number of respondents who chose “Very Negatively Affected” for all our outcomes, excluding the “Other” categories like “Effect of SJM on Other Last Summer.” For the summer outcomes, only three Black and two White respondents selected “Very Negatively” for every research outcome. No Black or White respondents selected “Very Negatively” for every summer teaching outcome. Therefore, there is no evidence that respondents were manipulating their answers to maximize the self-reported harm the social justice movement had on their work.

Table 3: Determinants of Negative Impacts of the Social Justice Movement in Summer 2020

	Negative effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.228***	0.133**	0.208***	0.139*	0.191**	0.283***
	(0.051)	(0.056)	(0.061)	(0.083)	(0.086)	(0.079)
Other Race	-0.008	0.033	0.012	0.171***	0.120**	0.119**
	(0.036)	(0.044)	(0.044)	(0.053)	(0.057)	(0.048)
Woman	0.084***	0.128***	0.134***	-0.001	0.109***	0.049
	(0.026)	(0.032)	(0.030)	(0.034)	(0.041)	(0.032)
Trans Only, Non-binary, and Other	0.203	0.301*	0.064	0.383	0.789***	0.356
	(0.170)	(0.164)	(0.221)	(0.356)	(0.048)	(0.374)
Born in U.S.	0.023	0.047	0.032	-0.079*	0.003	0.013
	(0.034)	(0.041)	(0.040)	(0.046)	(0.049)	(0.036)
Pre-tenure	0.038	0.146***	0.119***	0.020	0.075	0.100**
	(0.029)	(0.035)	(0.035)	(0.049)	(0.054)	(0.047)
Not On Tenure Track	0.027	-0.024	0.035	-0.034	0.065	0.020
	(0.046)	(0.053)	(0.052)	(0.044)	(0.054)	(0.039)
Teaching >3 Classes	0.059**	0.001	0.022	0.059	0.082*	0.002
	(0.028)	(0.035)	(0.033)	(0.038)	(0.043)	(0.032)
HBCU	-0.063	-0.100	-0.069	0.020	0.013	0.015
	(0.059)	(0.075)	(0.075)	(0.080)	(0.084)	(0.069)
HSI	0.019	-0.006	0.053	0.061	0.049	0.068*
	(0.032)	(0.039)	(0.038)	(0.044)	(0.048)	(0.038)
Liberal Arts	0.007	-0.033	0.020	-0.120***	-0.031	-0.007
	(0.032)	(0.039)	(0.037)	(0.039)	(0.048)	(0.037)
Non-Liberal Arts Non-Research School	0.039	0.006	0.012	-0.189***	-0.073	0.038
	(0.063)	(0.076)	(0.074)	(0.055)	(0.072)	(0.067)

Business	-0.069*	-0.063	-0.084*	-0.022	-0.050	-0.050
	(0.038)	(0.051)	(0.047)	(0.052)	(0.057)	(0.042)
Economics (Incl. Applied and Agricultural)	0.007	0.006	-0.108**	-0.025	-0.077	-0.035
	(0.042)	(0.053)	(0.048)	(0.057)	(0.061)	(0.042)
Policy School	0.047	0.056	0.025	-0.025	0.004	-0.024
	(0.067)	(0.080)	(0.076)	(0.086)	(0.110)	(0.076)
Psychology	0.111**	0.152***	0.135**	0.037	0.147**	0.070
	(0.045)	(0.052)	(0.053)	(0.059)	(0.073)	(0.059)
Sociology	0.054	0.107*	-0.077	0.089	0.059	0.004
	(0.050)	(0.057)	(0.056)	(0.067)	(0.075)	(0.056)
Other	-0.008	0.095	-0.003	0.002	0.017	0.069
	(0.045)	(0.058)	(0.056)	(0.056)	(0.067)	(0.060)
Constant	0.150***	0.387***	0.210***	0.185***	0.113*	0.015
	(0.046)	(0.058)	(0.054)	(0.061)	(0.065)	(0.048)
Observations	946	1013	1014	531	534	534
R squared	0.0819	0.0764	0.0970	0.0918	0.1178	0.1459

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were negatively affected, while the outcomes in specifications 2-6 are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 4: Determinants of Positive Impacts of the Social Justice Movement in Summer 2020

	Positive effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.035	0.048	-0.047	0.070	0.053	-0.070
	(0.034)	(0.034)	(0.053)	(0.081)	(0.053)	(0.073)
Other Race	0.059**	0.032	0.050	-0.031	-0.028	-0.069
	(0.026)	(0.021)	(0.039)	(0.049)	(0.029)	(0.050)
Woman	0.030*	-0.000	-0.029	0.047	-0.054**	-0.004
	(0.017)	(0.014)	(0.027)	(0.039)	(0.025)	(0.040)
Trans Only, Non-binary, and Other	0.036	-0.045**	0.146	0.180	-0.176***	0.146
	(0.080)	(0.021)	(0.222)	(0.332)	(0.040)	(0.401)
Born in U.S.	0.043**	0.024	0.077**	0.080*	0.009	-0.039
	(0.018)	(0.015)	(0.032)	(0.044)	(0.029)	(0.049)
Pre-tenure	-0.030*	-0.031**	0.021	0.042	0.011	0.099*
	(0.016)	(0.013)	(0.031)	(0.050)	(0.034)	(0.055)
Not On Tenure Track	0.031	0.050*	0.042	0.058	-0.041	0.003
	(0.028)	(0.029)	(0.045)	(0.050)	(0.027)	(0.050)
Teaching >3 Classes	-0.010	-0.002	-0.030	0.019	-0.013	0.063
	(0.019)	(0.017)	(0.030)	(0.042)	(0.028)	(0.042)
HBCU	0.038	0.000	0.092	-0.014	-0.021	0.038
	(0.042)	(0.044)	(0.072)	(0.082)	(0.051)	(0.076)
HSI	0.018	-0.007	0.025	0.014	-0.018	-0.009
	(0.021)	(0.015)	(0.034)	(0.044)	(0.030)	(0.047)
Liberal Arts	0.001	0.013	0.006	0.045	0.044	-0.014
	(0.021)	(0.018)	(0.034)	(0.049)	(0.033)	(0.047)
Non-Liberal Arts Non-Research School	0.020	0.039	-0.027	0.158*	0.090	0.054
	(0.052)	(0.048)	(0.070)	(0.087)	(0.067)	(0.086)

Business	-0.084***	-0.014	-0.138***	-0.153***	-0.094**	-0.214***
	(0.024)	(0.022)	(0.042)	(0.058)	(0.039)	(0.061)
Economics (Incl. Applied and Agricultural)	-0.065**	-0.015	-0.075*	-0.101	-0.062	-0.169**
	(0.026)	(0.022)	(0.045)	(0.068)	(0.049)	(0.070)
Policy School	-0.015	0.027	0.144*	-0.063	-0.056	-0.054
	(0.043)	(0.042)	(0.081)	(0.105)	(0.058)	(0.111)
Psychology	-0.069**	-0.038*	-0.105**	-0.047	-0.041	-0.120*
	(0.029)	(0.021)	(0.045)	(0.073)	(0.047)	(0.072)
Sociology	0.021	0.000	0.026	0.041	0.001	0.057
	(0.037)	(0.026)	(0.054)	(0.080)	(0.054)	(0.082)
Other Department	0.013	0.047	0.052	0.053	0.033	-0.046
	(0.036)	(0.033)	(0.054)	(0.074)	(0.054)	(0.074)
Constant	0.087***	0.024	0.201***	0.153**	0.138**	0.347***
	(0.028)	(0.025)	(0.049)	(0.072)	(0.055)	(0.076)
Observations	946	1013	1014	531	534	534
R squared	0.0554	0.0345	0.0481	0.0802	0.0575	0.0658

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were positively affected, while the outcomes in specifications 2-6 are dummies for whether a positive impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

4.2.Impacts During Academic Year 2020-21

We also asked faculty what impacts they felt in academic year 2020-21. The survey was deployed in December 2020-January 2021, when the academic year was only partly complete, so responses were likely based on a mix of respondents' experiences from the first part of the academic year and their predictions of what would happen during the rest of the year. Respondents answered a set of questions similar to those they answered about summer 2020, but we didn't ask how many projects they had hoped to make progress on were positively or negatively affected because we felt that question would have been particularly difficult for people to answer in the middle of the year.

Overall, as shown in detail in Appendix Table 5A, fewer positive and negative impacts are reported in the academic year as compared to the summer, showing that impacts are decaying as the intensity of the movement receded from the public eye and memory, as Chudy and Jefferson (2021) observed in public opinion polls for White Americans. Additionally, the overall mean impact is closer to 3 (no effect) for each question about research and for ability to concentrate on teaching, and there is only a significantly negative average impact for ability to access data ($p=0.0269$), ability to concentrate on research ($p<0.001$), and ability to concentrate on teaching ($p<0.0001$). There is an average positive impact for ability to connect with students ($p<0.0001$) and motivation for teaching ($p<0.0001$).

We again use regressions to consider predictors of these impacts. Table 5 shows predictors of negative impacts, and Table 6 shows predictors of positive impacts.[21] In academic year 2020-21, as in summer 2020, negative impacts are mostly more strongly predicted by the variables in our regressions than positive impacts, and personal characteristics matter more, and more consistently, than do institutional characteristics. Many of the predictors of negative and positive impacts during the academic year are similar to those for the summer.

The sample of people responding to the academic year research, and even more so teaching, questions is different from and larger than the sample responding to the summer questions, as people only answered questions about a work category for a time period if they worked in that category during that time period.[22] In Appendix Table 7A, we show that when we restrict the sample to faculty who answered these questions for both summer and the academic year, the majority of responses did not change from summer 2020 to academic year 2020-21. Of cases where the responses changed, responses become slightly more positive or less negative, though this shift was only nontrivial for ability to concentrate on, and motivation for, research. Appendix Table 7A also shows that from summer to the academic year, Black faculty were more likely to report positive shifts than White faculty on the research questions, which is not surprising given that they started out more likely to report negative impacts and therefore had

[21] These regressions do not include survey outcomes for which reported impacts were less meaningful: ability to collect data or access data centers and student course evaluations. Bivariate tests showing differences in all outcomes between Black and White respondents are in Appendix Table 5A. Results are similar to the regressions, except where noted. Results are also very similar in Tobit regressions using the full range of responses rather than condensing outcomes to binaries (results not shown).

[22] In Appendix Table 6A, we show that having taught in summer is correlated with several observable characteristics: women and pre-tenure (as compared to tenured) faculty were less likely to teach in summer, as were faculty with lower teaching loads and, to a weaker extent, Black faculty. Faculty that were not tenure track were more likely than tenured faculty to teach in summer, those that taught at HBCUs and HSIs were more likely than those at predominantly White institutions to teach in summer, and faculty at liberal arts schools were less likely than those at research institutions to teach in summer.

more scope for the impact to be diminished; however, Black faculty are more likely to report negative shifts on the teaching questions than White faculty, and these differences are significant in all but one case. More broadly, Table 7A shows that any differences we show between Tables 3 and 4 (impacts in summer 2020) and Tables 5 and 6 (impacts in academic year 2020-21) are not simply due to differences in the sample included.

Table 5 shows that demographics become even more consistent predictors of negative impacts of the social justice movement on respondents' research and teaching in academic year 2020-21 than they were in summer 2020. In each category we report in this table, faculty members who identify as Black or some other race are more likely to report negative impacts as compared to White faculty.

Women are more likely to report negative impacts for all questions except connection with students, and faculty who identify as trans (and not man or woman), non-binary, or other are more likely to report negative impacts on ability to concentrate on teaching. In Table 8A, we show that some, but not all, of the impacts for Black and women faculty are driven by Black women: when we add the regressor *Black Woman*, the coefficient for Black faculty alone ceases to be significant for ability to concentrate on research and ability to connect with students but remained significant for the other outcomes and the only coefficient on being a woman that ceased to be significant was that for teaching motivation. While no coefficients for *Black Woman* are significant on their own, the summed coefficients showing the difference between Black and non-Black women (*Black Woman + Black*) are statistically significant for concentration on research, research motivation, concentration on teaching, and teaching motivation (p=0.0244, p=0.0622, p=0.0063, and p=-0.0008, respectively).

Faculty born in the U.S, pre-tenure faculty, and faculty with high teaching loads are more likely to report negative impacts on ability to concentrate on research and teaching and motivation to do research. Faculty who are pre-tenure are also more likely to report negative impacts on motivation to teach. Those not on the tenure track are less likely to report negative effects on their ability to connect with students and ability to concentrate on teaching.

In general, individual characteristics that are minoritized or disadvantaged in academia are broadly associated with a likelihood of reporting negative impacts of the social justice movement on research and teaching in the academic year, as they were in the summer, though again U.S.-born faculty may be more affected because of a stronger connection to locus of the movement.

Even more so than in the summer, few institutional and departmental characteristics show statistically significant relationships with likelihood of reporting negative impacts. Institution type has no significant impact. In a muted echo of the summer results, we see that faculty in business schools are less likely to report negative impacts on motivation to do research and those in psychology departments are more likely to report negative impacts on ability to concentrate on research and teaching and on motivation to teach. Unlike summer, those in policy schools are more likely to report negative impacts on concentration and motivation related to teaching.

Table 6 shows that, as in summer, race is not a strong predictor of positive impacts of the social justice movement that persist into the academic year, with the only associations we detect being that Black scholars are less likely to report positive impacts on teaching motivation and scholars of other races are less likely to report positive impacts on ability to connect with students as well as teaching motivation.[23]

[23] Appendix Table 5A shows that in bivariate results, not controlling for covariates, Black, as compared to White, respondents are unconditionally more likely to report positive impacts on ability to concentrate on research and on

Women are more likely to report positive impacts on their ability to connect with students and their motivation to teach, while respondents who identify as trans (and not man or woman), non-binary, or other gender are less likely to report positive impacts on ability to concentrate on research or teaching. Faculty born in the United States are more likely to report positive impacts on research motivation and ability to connect with students. In Table 9A, we show that when we add the variable *Black Woman*, we find interesting heterogeneity in impacts on Black respondents by gender: Black men are no less likely to report positive impacts on motivation to teach than White men, while Black women do report this; and Black men are more likely than White men to report positive impacts on ability to concentrate on research and ability to connect with students (the *Black Woman* coefficients for these outcomes are negative and similar in size, though noisier).

In Table 6, job characteristics have little predictive power, except that faculty who are not on tenure track (many of whom likely have more teaching intensive positions) are more likely to report positive impacts on ability to connect with students as compared to tenured faculty.

Institutional characteristics again show such sporadic associations with positive reported impacts that we draw no major inferences from them. The only significant associations we see are that faculty at liberal arts and non-research non-liberal arts institutions report more positive impacts on ability to concentrate on teaching as compared to research universities. Similar to the pattern in the summer, respondents in business schools and economics departments are less likely to report positive impacts, as are those in psychology departments for all outcomes except motivation to conduct research.

Overall, our results from academic year 2020-21 show that many impacts of the social justice movement on scholars' ability to conduct their research and teaching persisted, though both positive and negative impacts diminished in magnitude and in some cases, notably connection and motivation in teaching, average impacts became positive. The most persistent negative impacts were on ability to concentrate. Similar individual characteristics, largely those related to minoritized or lower-status people and jobs, are associated in academic year 2020-21 as in summer 2020 with more likelihood of reporting negative and less likelihood of reporting positive impacts. These persistent impacts of events experienced from a distance contrast with more transitory impacts of shared social traumas like the September 11 2001 attack (Tsai and Venkataramani, 2015). Given that Black and other minoritized scholars already face challenges in academia, the deep and persistent impacts of the events of 2020 on their research and teaching could increase the barriers these scholars face to advancement of their careers.[24]

teaching; Table 5A also shows that unconditionally, Black respondents are more likely than White respondents to report positive impacts on ability to collect data or access data centers and on course evaluations.

[24] Again, we recognize that there may be concerns that respondents overreported the negative impact of the social justice movement because of perceived researcher demand. As discussed in Section 4.1, we think this is unlikely because few respondents appear to be trying to push our results to the extreme. For academic year outcomes, only one Black and four White respondents chose "Very Negatively Affected" for all research outcomes. Zero Black and one White respondent chose "Very Negatively Affected" for all teaching outcomes.

Table 5: Determinants of Negative Impacts of the Social Justice Movement in Academic Year 2020-21

	Negative effect on				
	(1) Ability to Concentrate on Research	(2) Motivation to Research	(3) Connection w/ Students	(4) Ability to Concentrate on Teaching	(5) Motivation to Teach
Black	0.150**	0.144**	0.087*	0.224***	0.210***
	(0.061)	(0.057)	(0.053)	(0.059)	(0.053)
Other Race	0.106**	0.115***	0.103***	0.099**	0.122***
	(0.043)	(0.038)	(0.037)	(0.040)	(0.034)
Woman	0.085***	0.111***	0.030	0.093***	0.036*
	(0.029)	(0.026)	(0.024)	(0.027)	(0.021)
Trans Only, Non-binary, and Other	0.079	0.177	0.223	0.548***	0.077
	(0.218)	(0.230)	(0.216)	(0.192)	(0.191)
Born in U.S.	0.063*	0.085***	-0.009	0.070**	-0.002
	(0.037)	(0.030)	(0.032)	(0.034)	(0.028)
Pre-tenure	0.104***	0.073**	0.008	0.099***	0.090***
	(0.035)	(0.031)	(0.030)	(0.034)	(0.028)
Not On Tenure Track	-0.051	-0.021	-0.109***	-0.069*	-0.022
	(0.043)	(0.038)	(0.030)	(0.036)	(0.026)
Teaching >3 Classes	0.058*	0.097***	0.022	0.083***	0.022
	(0.032)	(0.028)	(0.026)	(0.028)	(0.021)
HBCU	0.020	-0.049	-0.026	-0.059	-0.065
	(0.075)	(0.066)	(0.062)	(0.067)	(0.054)
HSI	-0.028	-0.029	-0.020	0.030	0.024
	(0.036)	(0.032)	(0.028)	(0.033)	(0.025)
Liberal Arts	-0.004	-0.026	-0.003	0.000	-0.004
	(0.035)	(0.030)	(0.028)	(0.032)	(0.024)
Non-Liberal Arts Non-Research School	0.086	-0.027	0.017	-0.057	0.041
	(0.070)	(0.062)	(0.060)	(0.057)	(0.052)

Business	-0.024	-0.076*	0.002	-0.029	0.018
	(0.045)	(0.039)	(0.037)	(0.041)	(0.031)
Economics (Incl. Applied and Agricultural)	-0.017	-0.062	0.042	0.005	0.041
	(0.046)	(0.040)	(0.040)	(0.044)	(0.032)
Policy School	0.096	-0.018	0.010	0.147**	0.103*
	(0.077)	(0.062)	(0.057)	(0.073)	(0.059)
Psychology	0.091*	0.052	0.049	0.148***	0.061*
	(0.051)	(0.047)	(0.041)	(0.048)	(0.036)
Sociology	0.036	-0.026	0.049	0.046	0.019
	(0.055)	(0.048)	(0.044)	(0.051)	(0.035)
Other Department	0.072	0.042	0.070	0.036	0.050
	(0.053)	(0.048)	(0.045)	(0.049)	(0.037)
Constant	0.139***	0.044	0.133***	0.044	0.013
	(0.051)	(0.040)	(0.044)	(0.047)	(0.036)
Observations	1085	1087	1106	1108	1109
R squared	0.0632	0.0807	0.0307	0.0954	0.0734

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcomes are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 6: Determinants of Positive Impacts of the Social Justice Movement in Academic Year 2020-21

	Positive effect on				
	(1) Ability to Concentrate on Research	(2) Motivation to Research	(3) Connection w/ Students	(4) Ability to Concentrate on Teaching	(5) Motivation to Teach
Black	0.042	0.043	0.040	0.049	-0.101*
	(0.033)	(0.055)	(0.059)	(0.040)	(0.053)
Other Race	-0.002	0.009	-0.066*	-0.023	-0.070*
	(0.017)	(0.037)	(0.038)	(0.022)	(0.039)
Woman	-0.016	-0.018	0.108***	0.002	0.071**
	(0.014)	(0.027)	(0.029)	(0.019)	(0.029)
Trans Only, Non-binary, and Other	-0.072***	-0.029	0.014	-0.115***	0.226
	(0.026)	(0.177)	(0.219)	(0.035)	(0.187)
Born in U.S.	0.008	0.063*	0.110***	0.009	0.020
	(0.015)	(0.033)	(0.035)	(0.022)	(0.036)
Pre-tenure	-0.017	-0.030	0.039	-0.025	-0.012
	(0.014)	(0.030)	(0.034)	(0.021)	(0.034)
Not On Tenure Track	0.028	-0.011	0.097**	0.011	-0.022
	(0.024)	(0.040)	(0.041)	(0.028)	(0.040)
Teaching >3 Classes	0.006	-0.048	0.051	-0.021	0.045
	(0.015)	(0.029)	(0.032)	(0.023)	(0.032)
HBCU	0.063	0.043	-0.016	0.061	0.030
	(0.044)	(0.066)	(0.068)	(0.049)	(0.065)
HSI	0.001	0.038	-0.006	0.009	0.013
	(0.017)	(0.034)	(0.035)	(0.023)	(0.036)
Liberal Arts	0.002	-0.000	0.013	0.045*	0.014
	(0.017)	(0.032)	(0.036)	(0.025)	(0.035)
Non-Liberal Arts Non-Research School	-0.014	-0.036	0.064	0.134**	0.077
	(0.034)	(0.061)	(0.069)	(0.058)	(0.070)

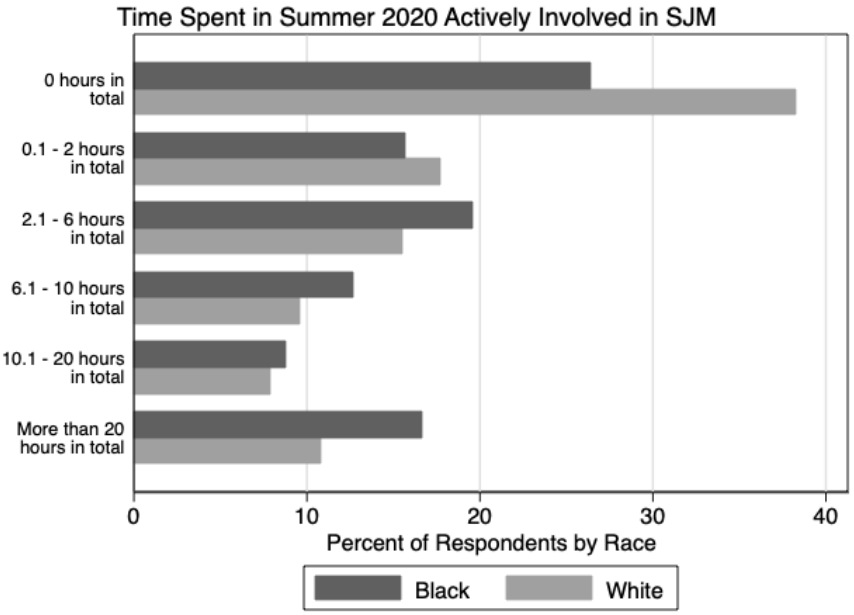
Business	-0.083***	-0.169***	-0.264***	-0.087***	-0.299***
	(0.023)	(0.041)	(0.046)	(0.030)	(0.045)
Economics (Incl. Applied and Agricultural)	-0.079***	-0.098**	-0.244***	-0.075**	-0.221***
	(0.023)	(0.045)	(0.048)	(0.031)	(0.049)
Policy School	-0.032	0.079	-0.063	-0.010	0.009
	(0.040)	(0.078)	(0.081)	(0.054)	(0.079)
Psychology	-0.056**	-0.063	-0.186***	-0.065**	-0.117**
	(0.026)	(0.047)	(0.051)	(0.033)	(0.052)
Sociology	-0.033	-0.009	-0.033	0.032	0.042
	(0.029)	(0.053)	(0.058)	(0.042)	(0.057)
Other Department	0.007	-0.036	-0.105*	0.012	-0.100*
	(0.034)	(0.051)	(0.056)	(0.040)	(0.056)
Constant	0.085***	0.266***	0.312***	0.121***	0.409***
	(0.029)	(0.050)	(0.053)	(0.036)	(0.054)
Observations	1085	1087	1106	1108	1109
R squared	0.0434	0.0377	0.0932	0.0454	0.0873

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcomes are dummies for whether a positive impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

4.3.Mechanism: Time Allocation

Most respondents had little direct involvement with the social justice movement, so the primary channel for impacts is not by and large time spent on the movement. Figure 3 shows a histogram of time spent on the social justice movement. Across the entirety of summer 2020, only 11% of White respondents and 17% of Black respondents reported more than 20 hours spent actively involved with the social justice movement over the entire summer. Appendix Table 2A shows, for example, that 54% of White respondents and 71% of Black respondents said they felt negative impacts of the social justice movement on their ability to concentrate on research during the same time period, so most of those who felt negative impacts did not spend a great deal of time on the movement.

Figure 3: Time Spent on the Social Justice Movement in Summer 2020



We re-run the regressions in Tables 3 and 4 (see Appendix Tables 10A and 11A), adding in a control for time spent on the social justice movement. We find that this control is highly significant in predicting both negative and positive impacts (positively associated with both), but other coefficients mostly do not change as a result of their inclusion. Therefore, we reject direct time reallocation from their academic work to activism in the social justice movement as a primary mechanism of impact overall or the differential impact by race.

We had also hypothesized that scholars may have reallocated time across work tasks in response to the social justice movement in ways that affect their research and teaching productivity. We asked respondents whether and to what extent the social justice movement caused changes in their time allocation at work. Table 7 summarizes these results. Thirty-one percent of respondents broadly felt that the social justice movement made them reduce their time spent on research, and 9% report an increase. A higher percent of Black scholars than White scholars report a decrease in time on research, but a slightly higher percent of Black scholars also report increased time on research (though the number increasing is far smaller than the number

decreasing). As compared to research, fewer report that the movement made them spend less time on teaching, and 29% report that it made them increase the time they spent on teaching, with no significant difference by race. It is notable that more respondents said the movement increased, rather than decreased, their time spent teaching given that many respondents said the movement had negative impacts on aspects of their teaching, including motivation and ability to concentrate.

Many more scholars report that the social justice movement caused them to increase the time they spent on service related to DEI, on advising and mentoring, and other service. Fifty-five percent of Black scholars said that their DEI service increased, and 48% of White scholars said the same. This difference was not statistically different. Interestingly, Black scholars were more likely than White scholars to report a decrease in time spent on diversity-related service; however, as we will show shortly, Black scholars spent more time on such service as compared to White scholars. Black scholars were more likely than White scholars to report increases in time spent on advising and mentoring and other service. One might hope that faculty who are spending more time on DEI service are able to decrease their time spent on other types of service, although both are increasing on average. We find that of the respondents who reported an increase in time spent on DEI service because of the social justice movement, 64% also reported that the movement led to an increase in advising and mentoring and 47% said it led to an increase in their time spent on other types of service. Overall, these results show that time reallocation at work was a significant mechanism through which the social justice movement affected particularly research productivity overall and disparately for Black scholars, particularly by increasing service and mentoring work.

Table 7: Impacts of the Social Justice Movement on Time Allocation at Work

	Decreased				Increased			
	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test
Research	0.308	0.485	0.298	p=0.0002	0.085	0.121	0.072	p=0.0795
	(0.462)	(0.502)	(0.458)		(0.279)	(0.328)	(0.258)	
Teaching	0.069	0.098	0.058	p=0.1258	0.290	0.359	0.289	p=0.1630
	(0.395)	(0.299)	(0.233)		(0.454)	(0.482)	(0.454)	
DEI Service	0.015	0.049	0.009	p=0.0022	0.471	0.549	0.476	p=0.2099
	(0.123)	(0.217)	(0.096)		(0.499)	(0.501)	(0.500)	
Advising and Mentoring	0.020	0.039	0.018	p=0.1362	0.443	0.598	0.440	p=0.0024
	(0.140)	(0.195)	(0.131)		(0.497)	(0.493)	(0.497)	
Other Service	0.045	0.052	0.039	p=0.5416	0.281	0.496	0.259	p<0.0001
	(0.208)	(0.222)	(0.193)		(0.450)	(0.503)	(0.438)	

Note: Values are the proportion of respondents in the given category who said that since May 2020 their time spent on this work category decreased (or increased) as a result of the social justice movement of 2020. Standard deviations are reported in parentheses. Respondents had the option to select "Did Not Change" or "N/A" for each category. Respondents who selected "N/A" are not included in the statistics reported here for that category. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked. DEI stands for diversity, equity, and inclusion.

Table 7 showed that service time increased overall, for both Black and White respondents, as a result of the social justice movement, and that it generally increased more for Black than White respondents. Table 8 investigates changes in service in more detail.

Table 8: Feelings About Service and Service Demands

	All	Black	White	Mann-Whitney Test
Felt Negatively About Amount of Service	0.207 (0.406)	0.324 (0.470)	0.195 (0.397)	p=0.0024
Felt Negatively About Type of Service	0.084 (0.277)	0.127 (0.335)	0.077 (0.267)	p=0.0808
Approximate Hours per Month Spent on DEI Service	2.878 (5.880)	5.039 (8.438)	2.687 (5.732)	p=0.0002
In DEI Leadership Role	0.285 (0.452)	0.431 (0.498)	0.266 (0.442)	p=0.0004
Increased Mentoring of Students of Color	0.466 (0.499)	0.610 (0.490)	0.460 (0.499)	p=0.0046

Note: Standard deviations are reported in parentheses. Respondents could select "N/A" when asked about the change in the number of students of color that they mentored; those who did are not included in the statistics for Increased Mentoring of Students of Color. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked. DEI stands for diversity, equity, and inclusion. For hours per month spent on DEI service, respondents could select from a set of ranges. This variable was recoded so that zero represents "0 hours per month" and "N/A," and the values at the midpoints of each range was used for bins "1 – 5 hours per month, " "6 – 10 hours per month," "11 – 15 hours per month," "16 – 20 hours per month," "21 – 25 hours per month," "26 – 30 hours per month," and "36 – 40 hours per month;" "More than 40 hours per month" was coded as 43. Respondents could not select "31 – 35 hours per month" because of a coding error. All other variables are on a scale of 0 to 1.

Table 8 shows that Black respondents report spending almost twice as much time on service related to DEI as compared to White respondents; together with the result from Table 7 that White faculty increased such service almost as much as, and decreased it less, than Black faculty, this implies that Black faculty were already doing a great deal of this form of service before the social justice movement started, which is consistent with the literature (Thompson, 2008; Ross and Edwards, 2016; Arnold et al., 2021). Table 8 also shows that 43% of Black faculty in our survey report being in some leadership role with regard to DEI, while just over a quarter of White respondents reported same. The vast majority of respondents do not feel negatively about the *type* of service they were doing, though more Black than White respondents felt this; however, a larger proportion have negative feelings about the *amount* of service they do, with one fifth of White and about one third of Black respondents feeling this. Both Black and White respondents report mentoring more students of color as a result of the social justice movement, and again more Black than White respondents reported this.

The results from this subsection show that, while time spent directly on the social justice movement does not account for the overall or racially-differentiated impacts the social justice movement had on faculty's ability to work, other elements of their time allocation were affected. The great majority of our respondents of all races felt the social justice movement caused a shift

in their time from research and toward service and mentoring, and particularly such efforts related to DEI. This was true for both Black and White respondents, but Black respondents reported doing more service and leadership related to DEI (having started from a higher baseline of such work before the events of 2020), and being less happy with the amount, and, to a lesser extent, the type, of service they were doing.

4.4.Mechanism: Emotions and Mental State

We showed in Sections 4.1 and 4.2 that the social justice movement negatively affected motivation and ability to concentrate for many faculty, especially Black faculty. Another question in our survey shows that at the time of the survey (December 2020-January 2021), Black faculty were still thinking more about the social justice movement than White faculty: 81 percent of Black faculty said they thought about it for several hours a week or more, compared to 60 percent for White faculty. Further, how often the respondent reported spending thinking about the social justice movement is negatively correlated with their report of the impact of the social justice movement on their ability to concentrate on research (correlation coefficient: -0.2443) and on teaching (-0.0983). Therefore, mental distraction seems to drive some of the negative impacts we see, which is congruent with literature showing an association between distraction, negative thoughts, and reductions in productivity (Smallwood et al., 2009).

Beyond distraction, Table 9 shows that the social justice movement affected respondents' emotions overall and feelings about their work in particular.

Table 9: Effect of Social Justice Movement on Feelings

	All	Black	White	Mann-Whitney Test
Energized	2.151	2.294	2.171	p=0.3500
	(1.027)	(1.140)	(1.030)	
Exhausted	2.430	3.059	2.327	p<0.0001
	(1.052)	(1.115)	(1.017)	
Relaxed	1.063	1.196	1.042	p<0.0001
	(0.339)	(0.630)	(0.281)	
Stressed Out	2.402	2.853	2.327	p<0.0001
	(0.977)	(1.120)	(0.937)	
Focused	1.659	2.039	1.619	p<0.0001
	(0.895)	(1.033)	(0.878)	
Distracted	2.221	2.627	2.156	p<0.0001
	(0.968)	(1.134)	(0.917)	
Optimistic	1.967	2.157	1.983	p=0.1703
	(0.919)	(1.051)	(0.904)	
Hopeless	1.747	1.725	1.724	p=0.6362
	(0.835)	(0.892)	(0.797)	
Like My Job Has a Lot of Meaning	2.199	2.716	2.153	p<0.0001
	(1.068)	(1.093)	(1.052)	
Like My Job Doesn't Have Much Meaning	1.450	1.5000	1.426	p=0.1840
	(0.787)	(0.780)	(0.769)	

Note: The question was, "To what extent has the recent social justice movement made you feel each of the following?" For each item, respondents chose one of four options: not at all, a little, somewhat, and very much. These responses are coded as one, two, three, and four, respectively. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

Table 9 shows that overall, the feelings people associated most strongly with the social justice movement are exhaustion and stress, though distraction and, surprisingly, energy are not far behind. Black respondents report more polarized outcomes than do White respondents: they simultaneously report that the social justice movement made them feel more energized (though not significantly) and more exhausted, more relaxed and more stressed out, and more focused and more distracted, as compared to White respondents. The only case where two groups did not differ significantly is in how optimistic or hopeless the movement made them feel. These polarized emotional impacts may explain why we found that Black scholars reported not only more negative impacts but, in some ways of looking at the data, more positive impacts of the movement: positive emotions are associated with increases in productivity (Oswald et al., 2015) while negative ones are associated with reductions in it (Smallwood et al., 2009). On all categories other than optimism and hopelessness, both Black and White respondents report more negative than positive shifts as a result of the movement: they report more exhaustion than energizing, much more stress than relaxation, and more distraction than focus ($p<0.0001$ for Black and White respondents for all cases).

In light of those negative feelings caused by the social justice movement, it's notable that faculty feel more strongly that the social justice movement made them feel like their job has a lot of meaning than that it doesn't have much meaning, and indeed, Black respondents are more likely than White respondents to report that the movement increased their sense of meaning. This increased sense of purpose could also explain some of the cases we show above in which Black faculty report more positive impacts than do White faculty.

5. The Role of Institutions, Disciplines, and Departments

Are scholars' work environments mitigating or exacerbating these impacts? Literature (e.g., Baruch-Feldman et al., 2002) shows that social connectedness and a positive social climate can reduce burnout at work and increase productivity.

Table 10 shows that many of the scholars in our survey feel supported and connected in their professional lives, though not all are. The majority of all respondents report receiving supportive messages from colleagues relating to the social justice movement, including 55% of White faculty and 87% of Black. However, 30% of Black and 19% of White respondents report receiving messages from colleagues that were hurtful or insensitive. Again, the experience of Black respondents is polarized, as they receive a great deal more of both hurtful and supportive messages. We see this polarization for Black respondents with regard to a sense of connection in their discipline as well. The majority of respondents felt connected within their discipline, with half of White respondents but significantly more Black respondents feeling this way; however, more Black than White respondents reported feeling isolated within their discipline. We also asked respondents directly how welcoming they felt their academic field and the department and institution they work in were for underrepresented racial minorities; note they are not answering for how welcome they themselves feel. Significantly more White than Black scholars rate each as welcoming to racial minorities and significantly fewer White than Black scholars rate each as

unwelcoming to them (though this difference is not quite significant for departments). Black scholars are more likely to report their department and institution are welcoming to minorities as compared to their academic discipline ($p<0.0001$ and $p=0.0005$, respectively). The same is true for White scholars ($p<0.0001$ in both cases).

Table 10: Climate in Discipline and Academic Unit

	All	Black	White	Mann-Whitney Test
Received Supportive Message	0.582	0.873	0.547	p<0.0001
	(0.493)	(0.335)	(0.498)	
Received Hurtful Message	0.197	0.304	0.185	p=0.0039
	(0.398)	(0.462)	(0.388)	
Felt Connected within Discipline	0.502	0.627	0.505	p=0.0186
	(0.500)	(0.486)	(0.500)	
Felt Isolated within Discipline	0.354	0.461	0.320	p=0.0043
	(0.478)	(0.501)	(0.467)	
Found Climate in Field Welcoming	0.490	0.333	0.508	p=0.0008
	(0.500)	(0.474)	(0.500)	
Found Climate in Field Unwelcoming	0.247	0.382	0.234	p=0.0010
	(0.431)	(0.488)	(0.424)	
Found Climate in Department Welcoming	0.675	0.608	0.691	p=0.0850
	(0.469)	(0.491)	(0.462)	
Found Climate in Department Unwelcoming	0.123	0.167	0.113	p=0.1147
	(0.329)	(0.375)	(0.317)	
Found Climate in Institution Welcoming	0.673	0.559	0.696	p=0.0048
	(0.469)	(0.499)	(0.460)	
Found Climate in Institution Unwelcoming	0.121	0.196	0.105	p=0.0060
	(0.326)	(0.399)	(0.307)	

Note: Standard deviations are reported in parentheses. "Received Supportive (Hurtful) Message" is a dummy for whether the respondent said they received one or more messages that were supportive (hurtful) from colleagues relating to the recent social justice movement. "Felt Connected (Isolated) within Discipline" is from a question asking respondents to state how connected (isolated) they felt on a 4-point scale of 1=Not at all, 2=A little, 3=Somewhat, 4=Very much. Any value above 1 was coded as connected or isolated, respectively. The "Welcoming" questions are on a 5-point scale: Very unwelcoming, Unwelcoming, Neither welcoming nor unwelcoming, Welcoming, Very welcoming. A response of "Very unwelcoming" or "Unwelcoming" is coded as unwelcoming, while "Very welcoming" or "Welcoming" is coded as welcoming. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

Overall, the results from Table 10 show that while academic disciplines, departments, and institutions are providing some support for scholars overall, White scholars may be overestimating how welcoming their work environments are for scholars of color. There is still be room for improvement regarding making Black scholars feel connected and accepted in their fields or disciplines.

Respondents report that their institutions did little to support faculty in response to the social justice movement. Almost half of respondents report that their institution made a commitment to hire or promote more faculty and staff of color, and approximately 30% created funding opportunities for race- or justice-related research. However, fewer than 10% offered to

provide a course release, exempt faculty from additional service, increase salary, guarantee summer salary,[25] or reduce publication expectations for promotion and/or tenure. The top three types of support Black faculty wanted were a course release, an increase in salary, and exemption from further service. White faculty, on the other hand, wanted more funding opportunities for race- or justice-related research, an increase in salary, and a commitment to hire and/or promote more faculty and staff of color. Therefore, institutions may not be providing the type of support that faculty feel they need most or be aware that Black scholars' needs may differ from those of White scholars.

We showed in Sections 4.1 and 4.2 that faculty feel the social justice movement had significant impacts on their ability to work, that those impacts are disparate by race and other factors, and that they persisted into the school year. In sections 4.3 and 4.4, we have shown possible mechanisms, including racially disparate impacts of the social justice movement on time spent in service, mentoring, and teaching, emotions, sense of meaning in their jobs, and the climate they work in. In Appendix Tables 12A and 13A, we add these variables into the regressions studying determinants of impacts of the social justice movement on faculty in summer 2020.[26] We find that for some outcomes, demographic variables including whether the respondent is Black or a woman still predict more negative impacts with these controls in place, but they move toward zero and become insignificant in most other cases. These mechanisms themselves are significant in largely expected directions, with time spent in DEI service, negative emotions, and receipt of hurtful messages positively associated, and a better climate in the institution and some positive emotions negatively associated, with some negative outcomes. There are fewer significant correlations for positive outcomes, but those that exist are also largely in the expected directions. As a whole, we infer that, as hypothesized, time allocation on the job, stress, and emotional responses drive impacts of the social justice movement on faculty, including disparate impacts by race, though some racial disparities are left unexplained.

6. Conclusion

Workers are humans. When a person's world is shaken by major events in society, that affects their experience and productivity at work. A worker's identity may particularly implicate them in specific events, and if those identities are correlated with existing gaps in workplace advancement, shocks from outside the workplace can increase those disparities. We show, using a survey of social science faculty deployed in late 2020 and early 2021, that the social justice movement of 2020 that was ignited by the killing of George Floyd affected not just how faculty felt but how they believed they were able to work. Some felt positive impacts, like increases in sense of purpose and motivation in their research and teaching, but more scholars felt negative impacts than positive, and the impacts persisted months after the protests left the streets.

Negative impacts were larger for many groups already considered by many to be at a disadvantage in academia: notably Black faculty, but also other races, women, and pre-tenure faculty, among others. The timing of our study does not allow us to determine the impacts of the social justice movement on faculty's likelihood of obtaining tenure, promotion, or other tangible outcomes since the impacts will be conflated with those of the COVID-19 pandemic, but as

[25] Note that not all faculty are eligible for summer salary (e.g., those in 12-month positions are not), and this eligibility may vary by race.

[26] We focus here on summer 2020 because this time period reflects how scholars were impacted immediately after George Floyd was killed and at the height of the protests, when impacts were largest.

research (and, for some, teaching) productivity feed into those important professional advancement opportunities, and since these groups already face disparities in tenure (Tuitt et al., 2009; Li and Koedel, 2017), there is every reason to be concerned about the long term impacts these events may have on diverse faculty.

However, the survey provides some reasons for optimism. First, while in many cases Black faculty noted more negative impacts than others, in some cases, Black faculty also noted more positive impacts, though these raw correlations generally disappear when controlling for other factors. Future work investigating the mechanisms for these positive impacts may offer lessons for helping diverse faculty, and elite workers more generally, be resilient in difficult times. Second, Black faculty reported doing more DEI service and more displeasure with their amount of service, which implies that a more equal service burden could further improve faculty equity. This change may not need to be monumental in scale: the majority of faculty overall and of both Black and White faculty are happy with the amount and particularly the type of service they're doing. Finally, the majority of Black faculty felt connected and supported in some parts of their academic worlds, but departments and institutions were perceived as being much more welcoming than academic disciplines. Further, White faculty may overestimate how welcoming a climate is for racial minorities. This shows that academic professional organizations have a great deal of work to do to make everyone feel welcome and supported, but also that departments and institutions do better, whether because they make stronger efforts or because faculty sort into departments that make them feel welcome.

Our study has several limitations. Notably, because of the intricate and personal nature of the impacts we wished to study, and because of the temporal and spatial overlay of the social justice movement and the COVID-19 pandemic and the timing of the survey soon after the events of summer 2020, it was not possible to rely on "hard" quantitative measures like numbers of publications; rather, we use self-reports about the impact of the movement. As important, responses to our survey were likely selective, and that selectivity may relate specifically to sensitivity to the social justice movement. The selectivity may go in either direction: people totally uninterested in the social justice movement might have refused to engage in the survey, while those who were most involved may have not had time to complete the survey. We therefore do not claim that social science faculty overall are affected at the same rates as those in our data. However, our primary interest is in *whether* faculty were affected, and we show that many are, and in the demographic disparities in these impacts, which we show are large; as long as selection does not operate differentially by demographics, our results still tell an important story.

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Appendix A: Supplementary Tables and Figures

Table 1A: Additional Survey Respondent Characteristics

	Full Sample	Black Respondents	White Respondents
Research Expectations			
High Research Expectations	0.625	0.560	0.647
Medium Research Expectations	0.321	0.360	0.303
Low Research Expectations	0.054	0.080	0.049
Region			
East North Central	0.111	0.118	0.124
East South Central	0.028	0.069	0.028
Middle Atlantic	0.161	0.108	0.170
Mountain	0.063	0.000	0.067
New England	0.155	0.069	0.170
Pacific	0.190	0.176	0.173
South Atlantic	0.187	0.392	0.165
West North Central	0.016	0.010	0.019
West South Central	0.087	0.059	0.085
Tenure			
Tenured	0.571	0.431	0.611
On tenure track but untenured	0.243	0.412	0.204
Not on tenure track	0.186	0.157	0.186
Degree			
Accounting	0.034	0.039	0.030
Economics	0.224	0.176	0.233
Finance	0.017	0.010	0.017
Management	0.047	0.049	0.042
Marketing	0.033	0.059	0.029
Other Business	0.030	0.020	0.031
Political Science	0.182	0.147	0.189
Psychology	0.188	0.216	0.179
Sociology	0.134	0.127	0.135
Other	0.111	0.157	0.116
N	1,292	102	943

Note: The proportion of respondents with each characteristic is reported. East North Central includes Indiana, Illinois, Michigan, Ohio, and Wisconsin. East South Central includes Alabama, Kentucky, Mississippi, and Tennessee. Middle Atlantic includes New Jersey, New York, and Pennsylvania. Mountain includes Arizona, Colorado, Idaho, New Mexico, Montana, Utah, Nevada, and Wyoming. New England includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Pacific includes Alaska, California, Hawaii, Oregon, and Washington. South Atlantic includes Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia. West North Central includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. West South Central includes Arkansas, Louisiana, Oklahoma, and Texas. Anyone who selected "Black or African American" was counted as "Black," even if the respondent also selected other races. Respondents were counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

Table 2A: Dimensions of the Impacts of the Social Justice Movement on Productivity During Summer 2020

	Mean				Negative Responses				Positive Responses			
	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test
Panel A: Research												
Fraction of Projects Affected	-	-	-	-	0.288 n=1,040 (0.391)	0.510 n=82 (0.395)	0.264 n=760 (0.385)	p<0.0001	0.109 n=1,040 (0.239)	0.146 n=82 (0.261)	0.101 n=760 (0.229)	p=0.0385
Ability to Collect Data or Access Data Centers	2.924 n=1,024 (0.519)	2.775 n=80 (0.856)	2.944 n=755 (0.430)	p=0.0010	0.099 n= 1,024 (0.298)	0.250 n=80 (0.436)	0.075 n=755 (0.264)	p<0.0001	0.036 n=1,024 (0.187)	0.075 n=80 (0.265)	0.029 n=755 (0.168)	p=0.0304
Ability to Mentally Concentrate on Research	2.399 n=1,116 (0.767)	2.035 n=86 (1.011)	2.435 n=816 (0.713)	p<0.0001	0.559 n=1,116 (0.497)	0.709 n=86 (0.457)	0.542 n=816 (0.499)	p=0.0029	0.048 n=1,116 (0.215)	0.081 n=86 (0.275)	0.043 n=816 (0.203)	p=0.1072
Motivation to Work on Research	2.857 n=1,117 (0.964)	2.465 n=86 (1.155)	2.898 n=817 (0.912)	p=0.0001	0.351 n=1,117 (0.477)	0.570 n=86 (0.498)	0.328 n=817 (0.470)	p<0.0001	0.222 n=1,117 (0.416)	0.198 n=86 (0.401)	0.223 n=817 (0.416)	p=0.5936
Panel B: Teaching												
Student Course Evaluations	3.009 n=562 (0.604)	3.047 n=43 (0.872)	3.035 n=403 (0.531)	p=0.9701	0.114 n=562 (0.318)	0.186 n=43 (0.394)	0.084 n=403 (0.278)	p=0.0302	0.117 n=562 (0.322)	0.209 n=43 (0.412)	0.109 n=403 (0.312)	p=0.0540
Ability to Connect or Engage with Students	3.088 n=581 (0.808)	3.170 n=47 (1.028)	3.145 n=414 (0.752)	p=0.8567	0.176 n=581 (0.381)	0.255 n=47 (0.441)	0.133 n=414 (0.340)	p=0.0241	0.246 n=581 (0.431)	0.362 n=47 (0.486)	0.249 n=414 (0.433)	p=0.0949
Ability to Mentally	2.788 n=584	2.617 n=47	2.853 n=416	p=0.0036	0.286 n=584	0.511 n=47	0.240 n=416	p=0.0001	0.079 n=584	0.128 n=47	0.087 n=416	p=0.3527

Concentrate on Teaching	(0.700)	(0.945)	(0.655)		(0.452)	(0.505)	(0.428)		(0.270)	(0.337)	(0.281)	
Motivation to Work on Teaching	3.144 n=583 (0.810)	2.851 n=47 (1.063)	3.245 n=416 (0.736)	p=0.0003	0.146 n=583 (0.353)	0.447 n=47 (0.503)	0.091 n=416 (0.288)	p<0.0001	0.252 n=583 (0.435)	0.234 n=47 (0.428)	0.272 n=416 (0.445)	p=0.5816

Note: Standard deviations are reported in parentheses. Respondents reported whether they were very negatively affected (1), somewhat negatively affected (2), not affected (3), somewhat positively affected (4), or very positively affected (5). "Negative" and "Positive" response columns report the proportion of respondents who gave a strictly negative (or positive) response to the question. Respondents who gave their rank as emeritus / emerita or "other" are excluded from the sample. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

Table 3A: Determinants of Negative Impacts of the Social Justice Movement in Summer 2020 With Black*Woman

	Negative effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.203**	0.042	0.107	0.136	0.146	0.211*
	(0.082)	(0.090)	(0.090)	(0.116)	(0.119)	(0.109)
Other Race	-0.008	0.033	0.012	0.171***	0.121**	0.121**
	(0.036)	(0.044)	(0.044)	(0.053)	(0.058)	(0.048)
Woman	0.081***	0.116***	0.121***	-0.001	0.103**	0.039
	(0.027)	(0.033)	(0.031)	(0.035)	(0.043)	(0.032)
Trans Only, Non-binary, and Other	0.202	0.297*	0.059	0.383	0.787***	0.353
	(0.170)	(0.164)	(0.221)	(0.356)	(0.048)	(0.374)
Black Woman	0.040	0.157	0.173	0.006	0.080	0.129
	(0.098)	(0.107)	(0.112)	(0.138)	(0.153)	(0.144)
Born in U.S.	0.022	0.046	0.030	-0.079*	0.003	0.013
	(0.034)	(0.041)	(0.040)	(0.046)	(0.049)	(0.036)
Pre-tenure	0.038	0.146***	0.118***	0.020	0.072	0.095**
	(0.029)	(0.035)	(0.035)	(0.049)	(0.055)	(0.048)
Not On Tenure Track	0.027	-0.023	0.035	-0.035	0.064	0.018
	(0.046)	(0.052)	(0.052)	(0.044)	(0.054)	(0.039)
Teaching >3 Classes	0.058**	-0.002	0.018	0.059	0.081*	-0.001
	(0.028)	(0.035)	(0.033)	(0.038)	(0.043)	(0.032)
HBCU	-0.065	-0.108	-0.078	0.019	0.011	0.012
	(0.058)	(0.074)	(0.073)	(0.079)	(0.083)	(0.068)
HSI	0.019	-0.006	0.053	0.061	0.048	0.067*
	(0.032)	(0.039)	(0.038)	(0.044)	(0.048)	(0.038)
Liberal Arts	0.006	-0.034	0.019	-0.120***	-0.032	-0.008
	(0.032)	(0.039)	(0.037)	(0.039)	(0.048)	(0.037)

Non-Liberal Arts Non-Research School	0.037	-0.000	0.005	-0.189***	-0.076	0.032
	(0.063)	(0.076)	(0.074)	(0.055)	(0.072)	(0.067)
Business	-0.069*	-0.060	-0.081*	-0.021	-0.049	-0.048
	(0.038)	(0.051)	(0.048)	(0.053)	(0.058)	(0.043)
Economics (Incl. Applied and Agricultural)	0.006	0.006	-0.107**	-0.025	-0.079	-0.038
	(0.042)	(0.052)	(0.048)	(0.057)	(0.061)	(0.042)
Policy School	0.046	0.052	0.021	-0.025	0.001	-0.030
	(0.067)	(0.080)	(0.076)	(0.087)	(0.110)	(0.077)
Psychology	0.111**	0.152***	0.135**	0.037	0.146**	0.070
	(0.045)	(0.052)	(0.053)	(0.059)	(0.073)	(0.059)
Sociology	0.054	0.108*	-0.077	0.089	0.062	0.008
	(0.050)	(0.057)	(0.056)	(0.067)	(0.075)	(0.056)
Other Department	-0.008	0.097*	-0.000	0.002	0.017	0.069
	(0.045)	(0.058)	(0.056)	(0.056)	(0.067)	(0.060)
Constant	0.153***	0.395***	0.219***	0.186***	0.117*	0.022
	(0.046)	(0.059)	(0.054)	(0.061)	(0.065)	(0.048)
Observations	946	1013	1014	531	534	534
R squared	0.0628	0.0584	0.0733	0.0839	0.0978	0.1327

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were negatively affected, while the outcomes in specifications 2-6 are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 4A: Determinants of Positive Impacts of the Social Justice Movement in Summer 2020 With Black*Woman

	Positive effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.071	0.095*	0.056	0.070	0.070	-0.049
	(0.050)	(0.057)	(0.080)	(0.106)	(0.091)	(0.099)
Other Race	0.059**	0.032	0.049	-0.032	-0.028	-0.070
	(0.026)	(0.021)	(0.039)	(0.049)	(0.029)	(0.051)
Woman	0.034**	0.006	-0.016	0.047	-0.052**	-0.001
	(0.017)	(0.014)	(0.028)	(0.041)	(0.026)	(0.042)
Trans Only, Non-binary, and Other	0.038	-0.043**	0.151	0.180	-0.176***	0.146
	(0.080)	(0.021)	(0.222)	(0.332)	(0.040)	(0.401)
Black Woman	-0.059	-0.081	-0.176*	-0.001	-0.030	-0.038
	(0.065)	(0.068)	(0.099)	(0.145)	(0.109)	(0.134)
Born in U.S.	0.044**	0.025	0.079**	0.080*	0.009	-0.039
	(0.018)	(0.015)	(0.032)	(0.044)	(0.030)	(0.049)
Pre-tenure	-0.030*	-0.031**	0.022	0.043	0.012	0.101*
	(0.016)	(0.013)	(0.031)	(0.051)	(0.034)	(0.055)
Not On Tenure Track	0.031	0.049*	0.041	0.058	-0.040	0.003
	(0.028)	(0.029)	(0.045)	(0.051)	(0.027)	(0.050)
Teaching >3 Classes	-0.009	-0.000	-0.027	0.019	-0.012	0.063
	(0.019)	(0.017)	(0.030)	(0.042)	(0.028)	(0.042)
HBCU	0.041	0.004	0.101	-0.014	-0.020	0.039
	(0.042)	(0.044)	(0.072)	(0.082)	(0.051)	(0.076)
HSI	0.018	-0.006	0.026	0.014	-0.018	-0.008
	(0.021)	(0.015)	(0.034)	(0.044)	(0.030)	(0.047)
Liberal Arts	0.001	0.014	0.007	0.045	0.044	-0.013
	(0.020)	(0.018)	(0.034)	(0.049)	(0.033)	(0.047)

Non-Liberal Arts Non-Research School	0.022	0.042	-0.019	0.158*	0.091	0.056
	(0.052)	(0.048)	(0.070)	(0.087)	(0.067)	(0.086)
Business	-0.085***	-0.015	-0.141***	-0.153***	-0.095**	-0.214***
	(0.025)	(0.022)	(0.042)	(0.058)	(0.040)	(0.061)
Economics (Incl. Applied and Agricultural)	-0.064**	-0.015	-0.075*	-0.101	-0.062	-0.168**
	(0.026)	(0.022)	(0.045)	(0.068)	(0.049)	(0.070)
Policy School	-0.014	0.029	0.147*	-0.063	-0.055	-0.053
	(0.043)	(0.042)	(0.080)	(0.105)	(0.058)	(0.111)
Psychology	-0.070**	-0.038*	-0.105**	-0.047	-0.041	-0.120*
	(0.029)	(0.021)	(0.045)	(0.073)	(0.047)	(0.073)
Sociology	0.021	0.000	0.026	0.041	0.000	0.056
	(0.037)	(0.026)	(0.054)	(0.080)	(0.053)	(0.082)
Other Department	0.012	0.046	0.049	0.053	0.033	-0.046
	(0.036)	(0.033)	(0.054)	(0.074)	(0.054)	(0.074)
Constant	0.083***	0.019	0.192***	0.153**	0.136**	0.345***
	(0.028)	(0.025)	(0.049)	(0.072)	(0.055)	(0.077)
Observations	946	1013	1014	531	534	534
R squared	0.0565	0.0370	0.0512	0.0802	0.0577	0.0660

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were positively affected, while the outcomes in specifications 2-6 are dummies for whether a positive impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 5A: Dimensions of the Impacts of the Social Justice Movement on Productivity During Academic Year 2020 – 2021

	Mean				Negative Responses				Positive Responses			
	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test
Panel A: Research												
Ability to Collect Data or Access Data Centers	2.976 n=1,150 (0.519)	3.032 n=93 (0.800)	2.9769 n=839 (0.447)	p=0.1695	0.091 n=1,150 (0.288)	0.172 n=93 (0.379)	0.072 n=839 (0.258)	p=0.0008	0.059 n=1,150 (0.236)	0.204 n=93 (0.405)	0.043 n=839 (0.203)	p<0.0001
Ability to Mentally Concentrate on Research	2.693 n=1,194 (0.651)	2.495 n=97 (0.855)	2.736 n=870 (0.610)	p=0.0005	0.325 n=1,194 (0.469)	0.505 n=97 (0.503)	0.292 n=870 (0.455)	p<0.0001	0.049 n=1,194 (0.217)	0.103 n=97 (0.306)	0.046 n=870 (0.210)	p=0.0160
Motivation to Work on Research	3.023 n=1,198 (0.839)	2.918 n=97 (1.124)	3.070 n=872 (0.785)	p=0.0883	0.2223 n=1,198 (0.412)	0.361 n=97 (0.483)	0.192 n=872 (0.394)	p=0.0001	0.228 n=1,198 (0.420)	0.278 n=97 (0.451)	0.233 n=872 (0.423)	p=0.3174
Panel B: Teaching												
Student Course Evaluations	3.012 n=1,167 (0.639)	3.054 n=93 (0.925)	3.028 n=844 (0.569)	p=0.7778	0.132 n=1,167 (0.339)	0.215 n=93 (0.413)	0.113 n=844 (0.316)	p=0.0043	0.140 (0.347)	0.247 (0.434)	0.134 (0.341)	p=0.0032
Ability to Connect or Engage with Students	3.205 n=1,188 (0.863)	3.250 n=96 (1.046)	3.253 n=862 (0.820)	p=0.9227	0.184 n=1,188 (0.387)	0.250 n=96 (0.435)	0.157 n=862 (0.364)	p=0.0197	0.354 n=1,188 (0.479)	0.427 n=96 (0.497)	0.370 n=862 (0.483)	p=0.2742
Ability to Mentally Concentrate on Teaching	2.824 n=1,190 (0.700)	2.705 n=95 (1.04)	2.869 n=865 (0.637)	p=0.0010	0.273 n=1,190 (0.446)	0.484 n=95 (0.502)	0.238 n=865 (0.426)	p<0.0001	0.101 n=1,190 (0.301)	0.168 n=95 (0.376)	0.104 n=865 (0.305)	p=0.0575

Motivation to Work on Teaching	3.261 n=1,190 (0.851)	3.042 n=96 (1.035)	3.343 n=864 (0.783)	p=0.0005	0.134 n=1,190 (0.341)	0.313 n=96 (0.466)	0.093 n=864 (0.290)	p<0.0001	0.339 n=1,190 (0.473)	0.281 n=96 (0.452)	0.366 n=864 (0.482)	p=0.1014

Note: Standard deviations are reported in parentheses. Respondents reported whether they were very negatively affected (1), somewhat negatively affected (2), not affected (3), somewhat positively affected (4), or very positively affected (5). "Negative" and "Positive" response columns report the proportion of respondents who gave a strictly negative (or positive) response to the question. Respondents without a Ph.D. or doctoral degree and respondents who self-identified as emeritus / emerita, a postdoc, or "other" are excluded from the sample. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

Table 6A: Predictors of Summer Teaching

	(1)	(2)
	Any Indicator of Summer Teaching	All Indicators of Summer Teaching
Black	-0.071	-0.093*
	(0.053)	(0.054)
Other Race	0.010	-0.003
	(0.042)	(0.043)
Woman	-0.110***	-0.118***
	(0.029)	(0.029)
Trans Only, Non-binary, and Other	-0.051	-0.031
	(0.223)	(0.222)
Born in U.S.	-0.056	-0.057
	(0.038)	(0.038)
Pre-tenure	-0.137***	-0.136***
	(0.033)	(0.033)
Not On Tenure Track	0.094**	0.107**
	(0.042)	(0.043)
Teaching >3 Classes	0.152***	0.142***
	(0.031)	(0.032)
HBCU	0.265***	0.273***
	(0.069)	(0.072)
HSI	0.080**	0.093**
	(0.036)	(0.037)
Liberal Arts	-0.103***	-0.105***
	(0.034)	(0.035)
Non-Liberal Arts Non-	0.067	0.043
Research School	(0.069)	(0.073)
Business	0.046	0.058
	(0.048)	(0.048)
Economics (Incl. Applied and Agricultural)	-0.040	-0.044
	(0.049)	(0.049)
Policy School	-0.034	-0.086
	(0.075)	(0.075)
Psychology	-0.065	-0.068
	(0.048)	(0.049)
Sociology	0.003	-0.013
	(0.054)	(0.055)
Other Department	0.066	0.051
	(0.054)	(0.055)

Constant	0.498***	0.489***
	(0.053)	(0.054)
Observations	1168	1120
R squared	0.1115	0.1185

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. Five survey questions related to teaching in the summer. In the first specification, the dependent variable is a dummy for whether the respondent gave an answer (other than "N/A") for at least one of those; in the second, it is a dummy for whether they gave an answer for all five. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 7A: Change in the Impacts of the Social Justice Movement on Productivity from Summer to Academic Year

	Mean Difference (AY – Summer)				AY < Summer				AY > Summer			
	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test	All	Black	White	Mann-Whitney Test
Panel A: Research												
Ability to Collect Data or Access Data Centers	0.037 n=1,021 (0.502)	0.177 n=79 (0.781)	0.023 n=753 (0.417)	p=0.0043	0.053 n=1,021 (0.224)	0.076 n=79 (0.267)	0.046 n=753 (0.211)	p=0.2499	0.074 n=1,021 (0.263)	0.203 n=79 (0.404)	0.057 n=753 (0.232)	p<0.0001
Ability to Mentally Concentrate on Research	0.293 n=1,107 (0.669)	0.419 n=86 (0.951)	0.299 n=810 (0.646)	p=0.1333	0.045 n=1,107 (0.208)	0.070 n=86 (0.256)	0.040 n=810 (0.195)	p=0.1857	0.306 n=1,107 (0.461)	0.395 n=86 (0.492)	0.305 n=810 (0.461)	p=0.0859
Motivation to Work on Research	0.172 n=1,112 (0.741)	0.442 n=86 (1.058)	0.177 n=813 (0.690)	p=0.0167	0.088 n=1,112 (0.284)	0.081 n=86 (0.275)	0.073 (0.260)	p=0.7655	0.212 n=1,112 (0.409)	0.337 n=86 (0.476)	0.210 n=813 (0.408)	p=0.0072
Panel B: Teaching												
Course Evaluations	0.009 n=557 (0.518)	-0.093 n=43 (0.648)	0.010 n=398 (0.497)	p=0.4067	0.097 n=557 (0.296)	0.163 n=43 (0.374)	0.095 n=398 (0.294)	p=0.1664	0.111 n=557 (0.315)	0.116 n=43 (0.324)	0.106 n=398 (0.308)	p=0.8284
Ability to Connect or Engage with Students	0.087 n=576 (0.615)	-0.021 n=47 (0.897)	0.117 n=411 (0.598)	p=0.4113	0.099 n=576 (0.299)	0.191 n=47 (0.398)	0.090 n=411 (0.287)	p=0.0285	0.172 n=576 (0.378)	0.213 n=47 (0.414)	0.178 n=411 (0.383)	p=0.5539
Ability to Mentally Concentrate on Teaching	0.067 n=579 (0.583)	0.000 n=46 (0.943)	0.073 n=413 (0.552)	p=0.4186	0.086 n=579 (0.281)	0.196 n=46 (0.401)	0.080 n=413 (0.271)	p=0.0099	0.149 n=579 (0.356)	0.196 n=46 (0.401)	0.153 n=413 (0.360)	p=0.4462
Motivation to Work on	0.048 n=578	0.021 n=47	0.077 n=413	p=0.6620	0.112 n=578	0.213 n=47	0.094 n=413	p=0.0128	0.152 n=578	0.234 n=47	0.162 n=413	p=0.2143

Teaching	(0.613)	(0.944)	(0.594)	(0.316)	(0.414)	(0.293)	(0.360)	(0.428)	(0.369)

Note: Standard deviations are reported in parentheses. Only respondents who answered the question for the summer and the academic year are included. Note: Respondents reported whether they were very negatively affected (1), somewhat negatively affected (2), not affected (3), somewhat positively affected (4), or very positively affected (5). "Negative" and "Positive" response columns report the proportion of respondents who gave a strictly negative (or positive) response to the question. Respondents without a Ph.D. or doctoral degree and respondents who self-identified as emeritus / emerita, a postdoc, or "other" are excluded from the sample. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. Respondents are counted as "White, non-Hispanic" if that was the only race/ethnicity that they checked.

Table 8A: Determinants of Negative Impacts of the Social Justice Movement in Academic Year 2020-21 With Black*Woman

	Negative effect on				
	(1) Ability to Concentrate on Research	(2) Motivation to Research	(3) Connection w/ Students	(4) Ability to Concentrate on Teaching	(5) Motivation to Teach
Black	0.116	0.151**	0.067	0.259***	0.184**
	(0.085)	(0.077)	(0.071)	(0.086)	(0.076)
Other Race	0.106**	0.115***	0.103***	0.099**	0.122***
	(0.043)	(0.038)	(0.037)	(0.040)	(0.034)
Woman	0.080***	0.112***	0.027	0.097***	0.033
	(0.030)	(0.026)	(0.025)	(0.028)	(0.021)
Trans Only, Non-binary, and Other	0.077	0.177	0.222	0.549***	0.076
	(0.217)	(0.230)	(0.216)	(0.192)	(0.191)
Black Woman	0.060	-0.011	0.033	-0.057	0.044
	(0.109)	(0.102)	(0.094)	(0.107)	(0.096)
Born in U.S.	0.063*	0.085***	-0.009	0.071**	-0.002
	(0.037)	(0.030)	(0.032)	(0.034)	(0.028)
Pre-tenure	0.103***	0.073**	0.007	0.100***	0.089***
	(0.035)	(0.031)	(0.030)	(0.034)	(0.028)
Not On Tenure Track	-0.051	-0.021	-0.109***	-0.069*	-0.022
	(0.043)	(0.038)	(0.030)	(0.036)	(0.026)
Teaching >3 Classes	0.057*	0.097***	0.021	0.084***	0.021
	(0.032)	(0.028)	(0.026)	(0.029)	(0.021)
HBCU	0.018	-0.049	-0.026	-0.059	-0.066
	(0.075)	(0.066)	(0.062)	(0.067)	(0.053)
HSI	-0.028	-0.029	-0.020	0.030	0.024
	(0.036)	(0.032)	(0.028)	(0.033)	(0.025)
Liberal Arts	-0.004	-0.026	-0.003	-0.000	-0.004
	(0.035)	(0.030)	(0.028)	(0.032)	(0.024)

Non-Liberal Arts Non-Research School	0.083	-0.027	0.016	-0.055	0.039
	(0.070)	(0.063)	(0.061)	(0.057)	(0.052)
Business	-0.023	-0.076*	0.002	-0.029	0.018
	(0.045)	(0.039)	(0.037)	(0.041)	(0.031)
Economics (Incl. Applied and Agricultural)	-0.017	-0.062	0.042	0.006	0.041
	(0.046)	(0.040)	(0.040)	(0.044)	(0.032)
Policy School	0.094	-0.018	0.008	0.150**	0.101*
	(0.077)	(0.062)	(0.057)	(0.074)	(0.059)
Psychology	0.090*	0.052	0.048	0.149***	0.060*
	(0.051)	(0.047)	(0.041)	(0.048)	(0.036)
Sociology	0.036	-0.026	0.049	0.046	0.019
	(0.055)	(0.048)	(0.044)	(0.051)	(0.035)
Other Department	0.072	0.042	0.070	0.036	0.050
	(0.053)	(0.048)	(0.045)	(0.049)	(0.037)
Constant	0.143***	0.044	0.135***	0.040	0.016
	(0.051)	(0.041)	(0.044)	(0.047)	(0.035)
Observations	1085	1087	1106	1108	1109
R squared	0.0635	0.0807	0.0308	0.0957	0.0737

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcomes are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 9A: Determinants of Positive Impacts of the Social Justice Movement in Academic Year 2020-21 With Black*Woman

	Positive effect on				
	(1) Ability to Concentrate on Research	(2) Motivation to Research	(3) Connection w/ Students	(4) Ability to Concentrate on Teaching	(5) Motivation to Teach
Black	0.095*	0.098	0.148*	0.059	0.012
	(0.056)	(0.078)	(0.085)	(0.061)	(0.080)
Other Race	-0.002	0.008	-0.067*	-0.023	-0.070*
	(0.017)	(0.037)	(0.038)	(0.022)	(0.039)
Woman	-0.008	-0.010	0.121***	0.003	0.086***
	(0.014)	(0.028)	(0.030)	(0.019)	(0.030)
Trans Only, Non-binary, and Other	-0.069***	-0.026	0.020	-0.114***	0.232
	(0.026)	(0.177)	(0.220)	(0.035)	(0.187)
Black Woman	-0.093	-0.095	-0.178	-0.017	-0.188*
	(0.068)	(0.099)	(0.108)	(0.081)	(0.099)
Born in U.S.	0.009	0.064**	0.112***	0.009	0.022
	(0.015)	(0.032)	(0.035)	(0.022)	(0.036)
Pre-tenure	-0.016	-0.029	0.042	-0.025	-0.010
	(0.013)	(0.030)	(0.034)	(0.021)	(0.034)
Not On Tenure Track	0.028	-0.011	0.096**	0.011	-0.023
	(0.024)	(0.040)	(0.041)	(0.028)	(0.040)
Teaching >3 Classes	0.008	-0.046	0.054*	-0.021	0.049
	(0.015)	(0.029)	(0.032)	(0.023)	(0.032)
HBCU	0.066	0.046	-0.014	0.061	0.032
	(0.044)	(0.066)	(0.068)	(0.049)	(0.064)
HSI	0.002	0.038	-0.006	0.009	0.013
	(0.017)	(0.034)	(0.035)	(0.023)	(0.036)
Liberal Arts	0.002	-0.000	0.013	0.045*	0.014
	(0.017)	(0.032)	(0.036)	(0.025)	(0.035)

Non-Liberal Arts Non-Research School	-0.010	-0.032	0.070	0.135**	0.084
	(0.034)	(0.062)	(0.070)	(0.058)	(0.070)
Business	-0.084***	-0.171***	-0.265***	-0.087***	-0.300***
	(0.023)	(0.041)	(0.046)	(0.030)	(0.045)
Economics (Incl. Applied and Agricultural)	-0.078***	-0.097**	-0.243***	-0.075**	-0.219***
	(0.023)	(0.045)	(0.048)	(0.031)	(0.049)
Policy School	-0.030	0.082	-0.056	-0.010	0.016
	(0.040)	(0.078)	(0.081)	(0.054)	(0.079)
Psychology	-0.056**	-0.062	-0.184***	-0.065**	-0.115**
	(0.026)	(0.047)	(0.051)	(0.033)	(0.052)
Sociology	-0.033	-0.008	-0.034	0.032	0.042
	(0.029)	(0.053)	(0.058)	(0.042)	(0.057)
Other Department	0.006	-0.037	-0.106*	0.012	-0.100*
	(0.034)	(0.051)	(0.056)	(0.040)	(0.055)
Constant	0.079***	0.261***	0.301***	0.120***	0.398***
	(0.028)	(0.050)	(0.054)	(0.036)	(0.054)
Observations	1085	1087	1106	1108	1109
R squared	0.0468	0.0387	0.0956	0.0454	0.0901

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcomes are dummies for whether a positive impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 10A: Determinants of Negative Impacts of the Social Justice Movement in Summer 2020, Controlling For SJM Involvement

	Negative effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.211***	0.106*	0.190***	0.128	0.155**	0.270***
	(0.051)	(0.056)	(0.061)	(0.083)	(0.078)	(0.078)
Other Race	-0.008	0.039	0.016	0.171***	0.117**	0.118**
	(0.035)	(0.043)	(0.043)	(0.053)	(0.055)	(0.047)
Woman	0.061**	0.094***	0.112***	-0.013	0.069*	0.034
	(0.026)	(0.031)	(0.030)	(0.034)	(0.041)	(0.032)
Trans Only, Non-binary, and Other	0.154	0.230	0.016	0.362	0.720***	0.331
	(0.186)	(0.170)	(0.226)	(0.377)	(0.095)	(0.399)
Born in U.S.	0.023	0.049	0.033	-0.079*	0.007	0.014
	(0.033)	(0.040)	(0.038)	(0.045)	(0.047)	(0.034)
Involvement in SJM	0.051***	0.073***	0.049***	0.022**	0.071***	0.026***
	(0.007)	(0.008)	(0.009)	(0.010)	(0.012)	(0.009)
Pre-tenure	0.040	0.147***	0.119***	0.020	0.074	0.100**
	(0.029)	(0.034)	(0.034)	(0.049)	(0.052)	(0.047)
Not On Tenure Track	0.020	-0.023	0.034	-0.035	0.065	0.020
	(0.045)	(0.052)	(0.052)	(0.044)	(0.052)	(0.039)
Teaching >3 Classes	0.050*	-0.012	0.014	0.059	0.080*	0.001
	(0.028)	(0.034)	(0.033)	(0.038)	(0.042)	(0.032)
HBCU	-0.057	-0.093	-0.065	0.019	0.013	0.015
	(0.061)	(0.077)	(0.076)	(0.079)	(0.079)	(0.070)
HSI	0.028	0.007	0.061	0.059	0.042	0.066*
	(0.031)	(0.037)	(0.038)	(0.043)	(0.046)	(0.038)
Liberal Arts	-0.001	-0.043	0.013	-0.125***	-0.047	-0.012
	(0.031)	(0.038)	(0.037)	(0.039)	(0.047)	(0.037)

Non-Liberal Arts Non-Research School	0.026	-0.008	0.004	-0.187***	-0.067	0.040
	(0.064)	(0.077)	(0.077)	(0.056)	(0.064)	(0.066)
Business	-0.032	-0.009	-0.048	-0.007	-0.003	-0.032
	(0.038)	(0.050)	(0.047)	(0.053)	(0.057)	(0.042)
Economics (Incl. Applied and Agricultural)	0.040	0.053	-0.076	-0.010	-0.029	-0.017
	(0.041)	(0.051)	(0.047)	(0.057)	(0.060)	(0.042)
Policy School	0.042	0.046	0.020	-0.024	0.006	-0.023
	(0.066)	(0.082)	(0.078)	(0.086)	(0.105)	(0.077)
Psychology	0.099**	0.134***	0.123**	0.035	0.141**	0.068
	(0.044)	(0.050)	(0.053)	(0.059)	(0.069)	(0.058)
Sociology	0.031	0.085	-0.093*	0.073	0.007	-0.015
	(0.050)	(0.055)	(0.054)	(0.067)	(0.073)	(0.056)
Other Department	-0.007	0.097*	-0.002	0.002	0.016	0.069
	(0.044)	(0.056)	(0.056)	(0.057)	(0.065)	(0.059)
Constant	0.019	0.195***	0.082	0.133**	-0.057	-0.047
	(0.048)	(0.061)	(0.057)	(0.063)	(0.066)	(0.049)
Observations	946	1013	1014	531	534	534
R squared	0.1295	0.1379	0.1266	0.1003	0.1823	0.1610

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were negatively affected, while the outcomes in specifications 2-6 are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." Involvement in SJM captured how much time the respondent reported being actively involved in the recent social justice movement between May and August 2020, coded as follows: 1 for "0 hours in total," 2 for "0.1 – 2 hours in total," 3 for "2.1 – 6 hours in total," 4 for "6.1 – 10 hours in total," 5 for "10.1 – 20 hours in total," and 6 for "More than 20 hours." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 11A: Determinants of Positive Impacts of the Social Justice Movement in Summer 2020, Controlling For SJM Involvement

	Positive effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.029	0.042	-0.062	0.040	0.044	-0.105
	(0.034)	(0.035)	(0.053)	(0.081)	(0.054)	(0.070)
Other Race	0.059**	0.034	0.053	-0.034	-0.029	-0.072
	(0.026)	(0.021)	(0.039)	(0.047)	(0.030)	(0.050)
Woman	0.021	-0.008	-0.049*	0.014	-0.065**	-0.043
	(0.017)	(0.014)	(0.027)	(0.039)	(0.027)	(0.039)
Trans Only, Non-binary, and Other	0.018	-0.061**	0.105	0.122	-0.194***	0.079
	(0.073)	(0.027)	(0.215)	(0.276)	(0.050)	(0.336)
Born in U.S.	0.043**	0.025	0.078**	0.083*	0.010	-0.036
	(0.017)	(0.015)	(0.033)	(0.044)	(0.030)	(0.050)
Involvement in SJM	0.019***	0.017***	0.043***	0.059***	0.018**	0.069***
	(0.005)	(0.005)	(0.008)	(0.012)	(0.008)	(0.012)
Pre-tenure	-0.029*	-0.031**	0.021	0.043	0.011	0.099*
	(0.016)	(0.013)	(0.030)	(0.049)	(0.034)	(0.053)
Not On Tenure Track	0.028	0.050*	0.040	0.057	-0.041	0.003
	(0.028)	(0.028)	(0.043)	(0.049)	(0.027)	(0.047)
Teaching >3 Classes	-0.014	-0.005	-0.037	0.018	-0.013	0.061
	(0.019)	(0.017)	(0.029)	(0.041)	(0.027)	(0.040)
HBCU	0.041	0.002	0.096	-0.015	-0.021	0.037
	(0.042)	(0.043)	(0.069)	(0.085)	(0.051)	(0.075)
HSI	0.021	-0.004	0.032	0.008	-0.020	-0.015
	(0.021)	(0.015)	(0.033)	(0.043)	(0.029)	(0.045)
Liberal Arts	-0.002	0.011	-0.001	0.033	0.040	-0.029
	(0.020)	(0.018)	(0.033)	(0.047)	(0.032)	(0.044)

Non-Liberal Arts Non-Research School	0.015	0.036	-0.034	0.161*	0.092	0.059
	(0.052)	(0.048)	(0.068)	(0.083)	(0.067)	(0.085)
Business	-0.070***	-0.002	-0.106**	-0.114**	-0.082**	-0.169***
	(0.025)	(0.022)	(0.042)	(0.057)	(0.040)	(0.060)
Economics (Incl. Applied and Agricultural)	-0.052**	-0.004	-0.048	-0.060	-0.050	-0.122*
	(0.026)	(0.022)	(0.045)	(0.067)	(0.050)	(0.068)
Policy School	-0.017	0.025	0.139*	-0.061	-0.056	-0.053
	(0.043)	(0.041)	(0.078)	(0.102)	(0.056)	(0.104)
Psychology	-0.074***	-0.042**	-0.116***	-0.052	-0.043	-0.126*
	(0.028)	(0.021)	(0.045)	(0.071)	(0.046)	(0.071)
Sociology	0.012	-0.005	0.013	-0.003	-0.013	0.006
	(0.037)	(0.026)	(0.053)	(0.078)	(0.052)	(0.079)
Other Department	0.014	0.048	0.052	0.052	0.033	-0.047
	(0.036)	(0.033)	(0.054)	(0.072)	(0.054)	(0.072)
Constant	0.037	-0.020	0.089*	0.011	0.094	0.182**
	(0.031)	(0.027)	(0.053)	(0.076)	(0.060)	(0.080)
Observations	946	1013	1014	531	534	534
R squared	0.0734	0.0521	0.0783	0.1298	0.0691	0.1313

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were positively affected, while the outcomes in specifications 2-6 are dummies for whether a positive impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." Involvement in SJM captured how much time the respondent reported being actively involved in the recent social justice movement between May and August 2020, coded as follows: 1 for "0 hours in total," 2 for "0.1 – 2 hours in total," 3 for "2.1 – 6 hours in total," 4 for "6.1 – 10 hours in total," 5 for "10.1 – 20 hours in total," and 6 for "More than 20 hours." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. People who said they preferred not to say their race or gender are not included in this analysis. The omitted category for department type is political science.

Table 12A: Determinants of Negative Impacts of the Social Justice Movement in Summer 2020, Controlling For Covariates

	Negative effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.103**	-0.053	0.100*	0.075	0.062	0.205***
	(0.049)	(0.046)	(0.054)	(0.082)	(0.078)	(0.073)
Other Race	-0.041	-0.017	-0.022	0.133**	0.051	0.072
	(0.032)	(0.040)	(0.041)	(0.053)	(0.055)	(0.047)
Woman	0.026	0.034	0.055*	-0.022	0.041	0.020
	(0.024)	(0.029)	(0.029)	(0.033)	(0.038)	(0.031)
Trans Only, Non-binary, and Other	0.050	0.081	-0.098	0.132	0.533***	0.182
	(0.169)	(0.195)	(0.218)	(0.464)	(0.120)	(0.434)
Born in U.S.	0.004	0.003	0.011	-0.074*	-0.021	0.008
	(0.031)	(0.036)	(0.038)	(0.044)	(0.045)	(0.033)
Pre-tenure	-0.017	0.067**	0.035	-0.013	-0.018	0.058
	(0.027)	(0.032)	(0.032)	(0.047)	(0.048)	(0.044)
Not On Tenure Track	0.016	-0.033	0.019	-0.007	0.083*	0.037
	(0.041)	(0.045)	(0.045)	(0.043)	(0.049)	(0.039)
Teaching >3 Classes	0.042	-0.011	0.000	0.059	0.074*	-0.000
	(0.026)	(0.031)	(0.030)	(0.036)	(0.039)	(0.030)
HBCU	0.009	0.007	0.053	0.021	0.036	0.050
	(0.059)	(0.068)	(0.074)	(0.081)	(0.072)	(0.066)
HSI	0.009	-0.029	0.045	0.037	0.029	0.060*
	(0.028)	(0.034)	(0.035)	(0.042)	(0.042)	(0.035)
Liberal Arts	0.007	-0.045	0.025	-0.109***	-0.009	0.007
	(0.030)	(0.034)	(0.034)	(0.038)	(0.045)	(0.036)
Non-Liberal Arts Non-Research School	0.023	-0.014	0.016	-0.184***	-0.092	0.023
	(0.063)	(0.076)	(0.075)	(0.060)	(0.060)	(0.061)

Business	-0.037	-0.002	-0.046	-0.030	0.006	-0.051
	(0.037)	(0.046)	(0.043)	(0.053)	(0.054)	(0.041)
Economics (Incl. Applied and Agricultural)	0.023	0.025	-0.111**	-0.014	-0.028	-0.045
	(0.040)	(0.048)	(0.046)	(0.058)	(0.063)	(0.043)
Policy School	0.018	0.001	0.019	-0.096	-0.051	-0.082
	(0.057)	(0.075)	(0.069)	(0.081)	(0.105)	(0.076)
Psychology	0.084**	0.141***	0.118**	-0.027	0.108	0.035
	(0.041)	(0.046)	(0.049)	(0.058)	(0.066)	(0.060)
Sociology	0.047	0.114**	-0.074	0.071	0.054	-0.003
	(0.046)	(0.051)	(0.054)	(0.067)	(0.073)	(0.056)
Other Department	-0.031	0.061	-0.012	-0.041	-0.036	0.038
	(0.042)	(0.050)	(0.053)	(0.054)	(0.063)	(0.060)
Energized	-0.018	0.016	-0.021	-0.037	-0.046	-0.037
	(0.016)	(0.018)	(0.018)	(0.027)	(0.028)	(0.023)
Exhausted	0.037**	0.044**	0.014	0.037*	0.038	0.016
	(0.018)	(0.020)	(0.020)	(0.022)	(0.025)	(0.019)
Relaxed	-0.035	-0.047	-0.055	0.037	-0.077*	0.035
	(0.037)	(0.039)	(0.043)	(0.049)	(0.046)	(0.039)
Stressed Out	0.038**	0.068***	0.066***	0.026	0.078***	0.057***
	(0.018)	(0.022)	(0.021)	(0.023)	(0.028)	(0.020)
Focused	-0.017	-0.037*	-0.036*	-0.007	-0.006	-0.018
	(0.017)	(0.019)	(0.019)	(0.023)	(0.025)	(0.020)
Distracted	0.087***	0.171***	0.105***	0.020	0.074***	0.043*
	(0.018)	(0.019)	(0.020)	(0.025)	(0.027)	(0.023)
Optimistic	0.014	0.008	0.028	-0.020	0.016	-0.017
	(0.016)	(0.020)	(0.020)	(0.024)	(0.027)	(0.020)
Hopeless	0.036**	-0.013	0.072***	-0.000	0.020	-0.031

	(0.018)	(0.020)	(0.020)	(0.026)	(0.029)	(0.023)
No. Supportive Messages	0.026**	0.010	-0.007	0.013	0.075***	0.026*
	(0.011)	(0.013)	(0.013)	(0.016)	(0.018)	(0.015)
No. Hurtful Messages	0.046**	0.010	-0.001	0.132***	0.056	0.070**
	(0.020)	(0.023)	(0.025)	(0.032)	(0.035)	(0.033)
Climate in Field	0.004	-0.021	-0.010	-0.002	-0.013	-0.017
	(0.014)	(0.017)	(0.016)	(0.021)	(0.022)	(0.018)
Climate in Department	-0.018	0.028	0.012	-0.006	0.018	0.008
	(0.017)	(0.021)	(0.020)	(0.024)	(0.028)	(0.022)
Climate in Institution	0.003	-0.045**	-0.057***	0.025	0.010	-0.011
	(0.018)	(0.021)	(0.021)	(0.022)	(0.029)	(0.021)
DEI Time	0.013	0.028**	0.007	0.013	0.018	-0.005
	(0.010)	(0.013)	(0.013)	(0.014)	(0.018)	(0.014)
Constant	-0.230**	-0.003	0.067	-0.158	-0.430***	-0.102
	(0.095)	(0.110)	(0.115)	(0.130)	(0.134)	(0.114)
Observations	946	1013	1014	531	534	534
R squared	0.2662	0.3165	0.2749	0.1946	0.3178	0.2613

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were negatively affected, while the outcomes in specifications 2-6 are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." Involvement in SJM captured how much time the respondent reported being actively involved in the recent social justice movement between May and August 2020, coded as follows: 1 for "0 hours in total," 2 for "0.1 – 2 hours in total," 3 for "2.1 – 6 hours in total," 4 for "6.1 – 10 hours in total," 5 for "10.1 – 20 hours in total," and 6 for "More than 20 hours." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. The omitted category for department type is political science. The values for the emotions variables ranged from one (not at all) to four (very much). The values associated with the number of supportive and hurtful messages ranged from one (zero messages) to four (more than ten messages). The values for the social climate variables ranged from one (very unwelcoming) to five (very welcoming). The values for the DEI time variable ranged from one (zero hours per month or N/A) to nine (more than forty-five hours per month).

Table 13A: Determinants of Positive Impacts of the Social Justice Movement in Summer 2020, Controlling For Covariates

	Positive effect on					
	(1) Frac. Projects Affected	(2) Ability to Concentrate on Research	(3) Motivation to Research	(4) Connection w/ Students	(5) Ability to Concentrate on Teaching	(6) Motivation to Teach
Black	0.008	0.034	-0.100*	0.046	0.055	-0.115
	(0.033)	(0.035)	(0.054)	(0.091)	(0.056)	(0.077)
Other Race	0.052**	0.032	0.044	-0.028	-0.020	-0.072
	(0.026)	(0.021)	(0.038)	(0.048)	(0.029)	(0.047)
Woman	0.019	-0.003	-0.041	0.022	-0.062**	-0.047
	(0.017)	(0.015)	(0.026)	(0.041)	(0.026)	(0.039)
Trans Only, Non-binary, and Other	0.053	-0.020	0.201	0.167	-0.162**	0.048
	(0.072)	(0.033)	(0.236)	(0.289)	(0.071)	(0.322)
Born in U.S.	0.053***	0.030**	0.086***	0.065	0.003	-0.063
	(0.017)	(0.015)	(0.031)	(0.043)	(0.028)	(0.047)
Pre-tenure	-0.007	-0.012	0.058**	0.049	0.024	0.087*
	(0.015)	(0.013)	(0.029)	(0.050)	(0.035)	(0.052)
Not On Tenure Track	0.031	0.052*	0.045	0.048	-0.048*	-0.001
	(0.027)	(0.027)	(0.041)	(0.049)	(0.025)	(0.048)
Teaching >3 Classes	-0.002	0.002	-0.018	0.016	-0.015	0.057
	(0.018)	(0.016)	(0.026)	(0.041)	(0.027)	(0.039)
HBCU	0.002	-0.020	0.044	-0.004	-0.036	0.011
	(0.044)	(0.041)	(0.073)	(0.088)	(0.051)	(0.074)
HSI	0.011	-0.006	0.020	0.018	-0.020	-0.023
	(0.020)	(0.015)	(0.032)	(0.043)	(0.029)	(0.043)
Liberal Arts	-0.019	0.004	-0.019	0.028	0.029	-0.027
	(0.019)	(0.017)	(0.032)	(0.047)	(0.030)	(0.045)
Non-Liberal Arts Non-Research School	0.005	0.030	-0.050	0.144*	0.091	0.050
	(0.052)	(0.049)	(0.072)	(0.084)	(0.064)	(0.077)

Business	-0.039*	0.018	-0.058	-0.101*	-0.063*	-0.130**
	(0.023)	(0.021)	(0.039)	(0.058)	(0.038)	(0.059)
Economics (Incl. Applied and Agricultural)	-0.027	0.012	-0.011	-0.067	-0.014	-0.087
	(0.025)	(0.022)	(0.043)	(0.072)	(0.052)	(0.072)
Policy School	-0.025	0.033	0.129*	-0.046	-0.057	-0.040
	(0.041)	(0.041)	(0.073)	(0.110)	(0.063)	(0.106)
Psychology	-0.043	-0.024	-0.069	-0.013	-0.034	-0.103
	(0.028)	(0.021)	(0.043)	(0.074)	(0.044)	(0.069)
Sociology	0.020	0.003	0.034	0.019	-0.029	0.038
	(0.037)	(0.026)	(0.051)	(0.082)	(0.054)	(0.083)
Other Department	0.010	0.044	0.038	0.037	0.001	-0.087
	(0.033)	(0.030)	(0.049)	(0.072)	(0.051)	(0.067)
Energized	0.029***	0.019**	0.076***	0.088***	0.049***	0.077***
	(0.010)	(0.008)	(0.016)	(0.027)	(0.018)	(0.027)
Exhausted	0.006	-0.011	0.011	-0.014	0.021	0.037
	(0.011)	(0.011)	(0.018)	(0.028)	(0.017)	(0.028)
Relaxed	0.036	-0.007	0.017	-0.030	0.020	-0.080
	(0.025)	(0.032)	(0.046)	(0.053)	(0.041)	(0.051)
Stressed Out	-0.015	-0.015	-0.020	-0.007	-0.004	0.003
	(0.012)	(0.011)	(0.019)	(0.028)	(0.018)	(0.029)
Focused	0.058***	0.047***	0.100***	0.019	0.021	0.043
	(0.012)	(0.011)	(0.019)	(0.026)	(0.017)	(0.027)
Distracted	-0.000	-0.005	-0.011	0.011	-0.009	-0.015
	(0.010)	(0.010)	(0.019)	(0.028)	(0.016)	(0.027)
Optimistic	0.008	0.002	-0.015	-0.004	0.008	0.021
	(0.011)	(0.009)	(0.017)	(0.028)	(0.019)	(0.029)
Hopeless	-0.005	0.014	-0.019	0.003	-0.006	0.043

	(0.011)	(0.009)	(0.018)	(0.029)	(0.018)	(0.030)
No. Supportive Messages	0.002	0.016**	0.017	0.011	0.008	0.027
	(0.007)	(0.007)	(0.012)	(0.018)	(0.012)	(0.018)
No. Hurtful Messages	-0.004	-0.010	-0.013	-0.020	-0.011	-0.023
	(0.013)	(0.012)	(0.021)	(0.033)	(0.023)	(0.034)
Climate in Field	-0.014	-0.002	-0.015	-0.011	0.024	0.007
	(0.011)	(0.009)	(0.015)	(0.023)	(0.017)	(0.024)
Climate in Department	0.016	-0.004	-0.002	-0.014	-0.030*	-0.036
	(0.012)	(0.011)	(0.020)	(0.030)	(0.017)	(0.031)
Climate in Institution	-0.010	0.007	0.011	0.001	0.017	0.055*
	(0.012)	(0.010)	(0.019)	(0.029)	(0.017)	(0.028)
DEI Time	0.018**	0.020**	0.029**	0.032*	-0.001	0.047***
	(0.008)	(0.009)	(0.012)	(0.017)	(0.010)	(0.017)
Constant	-0.116**	-0.121**	-0.123	0.044	-0.069	-0.145
	(0.054)	(0.057)	(0.102)	(0.144)	(0.095)	(0.144)
Observations	946	1013	1014	531	534	534
R squared	0.1838	0.1384	0.1877	0.1500	0.1304	0.1978

Note: OLS regressions are shown. Robust standard errors are in parentheses. *p<0.1, **p<0.05, ***p<0.01. The outcome in specification 1 is the fraction of projects the respondent said were negatively affected, while the outcomes in specifications 2-6 are dummies for whether a negative impact was reported. Anyone who selected "Black or African American" is counted as "Black," even if the respondent also selected other races. "Other Race" is an indicator for any respondent who did not choose "African American/Black" and did not choose only "White" (though they are included if they chose "White" as well as other categories). The omitted category for race/ethnicity is therefore people who only chose "White." The omitted category for gender includes people who chose "Man." Involvement in SJM captured how much time the respondent reported being actively involved in the recent social justice movement between May and August 2020, coded as follows: 1 for "0 hours in total," 2 for "0.1 – 2 hours in total," 3 for "2.1 – 6 hours in total," 4 for "6.1 – 10 hours in total," 5 for "10.1 – 20 hours in total," and 6 for "More than 20 hours." HBCU and HSI are not mutually exclusive; the omitted category includes both schools that are neither and respondents who select "I don't know" and don't select anything else; if anyone selected "I don't know" as well as "HBCU," "HSI," or "Neither an HBCU nor an HSI," this was counted as "HBCU," "HSI," or "Neither an HBCU nor an HSI," respectively. The omitted category for department type is political science. The values for the emotions variables ranged from one (not at all) to four (very much). The values associated with the number of supportive and hurtful messages ranged from one (zero messages) to four (more than ten messages). The values for the social climate variables ranged from one (very unwelcoming) to five (very welcoming). The values for the DEI time variable ranged from one (zero hours per month or N/A) to nine (more than forty-five hours per month).

Appendix B: Schools in Sample

List of Research Schools Included

1. Harvard University
2. Massachusetts Institute of Technology (MIT)
3. University of California, Berkeley
4. University of Chicago
5. Princeton University
6. Stanford University
7. New York University (NYU)
8. Yale University
9. Brown University
10. Columbia University
11. University of Pennsylvania (UPenn)
12. University of California, San Diego
13. Dartmouth University
14. Northwestern University
15. University of California, Los Angeles (UCLA)
16. University of Michigan
17. University of Wisconsin, Madison
18. Boston College
19. University of California, Davis
20. Michigan State University (MSU)
21. University of Southern California
22. Georgetown University
23. Duke University
24. University of Maryland
25. Cornell University
26. Arizona State University
27. Vanderbilt University
28. Pennsylvania State (Penn State)
29. University of Texas, Austin
30. University of Virginia

List of Liberal Arts Schools Included

1. Williams College
2. Amherst College
3. Swarthmore College
4. Wellesley College
5. Pomona College
6. Bowdoin College
7. Carleton College‡
8. Claremont McKenna College
9. Middlebury College
10. Washington and Lee University
11. Colby College
12. Haverford College

13. Smith College
14. Grinnell College
15. Hamilton College
16. Vassar College
17. Colgate College
18. Davidson College
19. United States Naval Academy
20. Wesleyan University
21. Bates College
22. United States Military Academy
23. Harvey Mudd College
24. University of Richmond
25. Barnard College
26. Macalester College
27. Bryn Mawr College
28. College of the Holy Cross
29. Colorado College
30. Kenyon College
31. Soka University of America

List of Historically Black Colleges and Universities Included

1. Spelman College
2. Howard University
3. Xavier University of Louisiana
4. Hampton University
5. Morehouse College
6. North Carolina AT&T State University
7. Florida A&M University
8. Tuskegee University
9. Claflin University
10. Fisk University
11. Dillard University
12. North Carolina Central
13. Clark Atlanta University
14. Delaware State University
15. Morgan State University
16. Tougaloo College
17. Jackson State University
18. Winston-Salem State University
19. Lincoln University
20. University of Maryland – Eastern Shore
21. Prairie View A&M University
22. Virginia State University
23. Alcorn State University
24. Fayetteville State University
25. Bowie State University

26. Norfolk State University
27. Alabama State University
28. Elizabeth City State University
29. Johnson C. Smith University
30. Oakwood University
31. South Carolina State University
32. Southern University and A&M College
33. Tennessee State University
34. University of the District of Columbia

List of Hispanic-serving Institutions Included

1. University of California, Santa Barbara
2. University of California, Irvine*
3. University of Central Florida
4. New Mexico Institute of Mining and Technology
5. Texas Tech University
6. University of Arizona*
7. California State University, Long Beach
8. University of Houston
9. San Diego State University
10. Florida International University
11. Rutgers University, Newark
12. University of California, Santa Cruz
13. Texas State University
14. California State University, Fullerton
15. Arizona State University, Downtown Phoenix Campus
16. University of St. Thomas, Texas
17. St. Mary's University, Texas
18. University of La Verne
19. Keiser University, Fort Lauderdale
20. University of Illinois at Chicago
21. Saint Mary's College of California
22. CUNY John Jay college of Criminal Justice
23. Arizona State University, West Campus
24. California Baptist University
25. CUNY Lehman College
26. University of North Texas
27. Azusa Pacific University
28. California State University, Chico
29. San Jacinto College
30. Northwest Vista college

‡ Carleton University in Canada was contacted instead. Faculty at Carleton University were not eligible for our study.
* indicates that this school was listed both as a top research institution and a top HSI. We ultimately decided to count it as an HSI for our data collection purposes, removed it from our list

of research institutions, and added another research institution to the list of research institutions as necessary.

Appendix C: Survey

Section 1: Questions About You

For some of the questions that follow, we will ask you about your primary institution. By this, we mean the university or college that serves as your primary or home institution. If you are currently a visiting professor or scholar, we ask that you answer these questions in regard to your home institution.

[Taken to end of survey if "No" selected] Do you have a Ph.D. or doctoral degree?

a. Yes
b. No

How many years have you worked at your primary institution?

a. Less than a year
b. 1 year
c. 2 years

…

More than 45 years

Do you have an appointment that is full-time or full-time equivalent (FTE)?

a. Yes
b. No

What is your tenure status?

a. Tenured
b. On tenure track but not tenured
c. Not on tenure track

[Taken to end of survey if "Postdoc" selected] What is your current rank at your primary institution?

a. Assistant professor
b. Associate professor
c. Full professor
d. Emeritus/emerita
e. Instructor, lecturer, visitor, adjunct, etc.
f. Special faculty position focused primarily on research (e.g., research associate)
g. Special faculty position focused primarily on teaching (e.g., clinical)
h. Postdoc
i. Other (Please describe.) _____

What is the academic discipline (e.g., economics, political science, psychology) in which you obtained your highest degree?

a. Economics
b. Political Science

c. Psychology
d. Sociology
e. Marketing
f. Finance
g. Accounting
h. Management
i. Other business
j. Other

[If selected “Other” in the previous question] What is the academic discipline (e.g., economics, political science, psychology) in which you obtained your highest degree? _____

What kind of department or academic unit do you work in? We are asking about the smallest administrative unit your primary affiliation is with, whether it be a department, school, center, program, etc.
If you are in a combined department (e.g., Anthropology and Sociology), please select "Other."

a. Applied or Agricultural Economics
b. Business School
c. Economics
d. Policy School
e. Political Science
f. Psychology
g. Sociology
h. Other

Which region of the U.S. is your primary institution located in?

a. East North Central (i.e., Indiana, Illinois, Michigan, Ohio, Wisconsin)
b. East South Central (i.e., Alabama, Kentucky, Mississippi, Tennessee)
c. Middle Atlantic (i.e., New Jersey, New York, Pennsylvania)
d. Mountain (i.e., Arizona, Colorado, Idaho, New Mexico, Montana, Utah, Nevada, Wyoming)
e. New England (i.e., Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
f. Pacific (i.e., Alaska, California, Hawaii, Oregon, Washington)
g. South Atlantic (i.e., Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia)
h. West North Central (i.e., Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)

i. West South Central (i.e., Arkansas, Louisiana, Oklahoma, Texas)
j. I work outside of the U.S.

What is your race/ethnicity? Select all that apply.

- ☐ Alaskan Native, Native American, Native Hawaiian or other Pacific Islander, or Native Canadian
- ☐ Asian (excluding Middle Eastern and South Asian)
- ☐ Black or African American
- ☐ Hispanic or Latina/o/x
- ☐ Middle Eastern or North African
- ☐ South Asian
- ☐ White
- ☐ Other
- ☐ I prefer not to say.

Were you born in the United States?

a. Yes
b. No
c. I prefer not to say.

What is your gender? Select all that apply.

- ☐ Woman
- ☐ Man
- ☐ Trans
- ☐ Non-binary or other
- ☐ I prefer not to say.

What is your age?

a. Under 30
b. 30 - 39
c. 40 - 49
d. 50 - 59
e. 60 - 69
f. 70 or older
g. I prefer not to say.

Section 2: Questions About Your Institution

Is your primary institution private or public?

a. Private
b. Public

Which of the following best describes your primary institution?

a. Research
b. Liberal arts
c. Community college
d. Other
e. I don't know.

What are the research expectations for tenure-track professors who work at your primary institution?

a. High research expectations
b. Medium research expectations
c. Low research expectations
d. No research expectations
e. I don't know.

Which of the following applies to your primary institution? Select all that apply.

- ☐ A historically Black college or university (HBCU)
- ☐ A Hispanic-serving institution (HSI)
- ☐ Neither an HBCU nor an HSI
- ☐ I don't know.

Explanation of Social Justice Movement

For some of the questions that follow, we will ask you about how you have been affected by the recent social justice movement. We are using "recent social justice movement" as shorthand for the protests and demonstrations that started in response to the killing of George Floyd in late May 2020 and the issues and events that have spurred these protests and demonstrations. We understand that the COVID-19 pandemic and the economic downturn may also have affected your life. **To the best of your ability, please focus only on the effects of the recent social justice movement.**

Section 3: Questions About Your Research

[Skip to next section if respond with "Disagree"] Between August 2019 and August 2021, I expected to work, did work, or expect to work on research or other scholarly pursuits.

a. Agree
b. Disagree

[Skip next two questions if respond with "No"] Did you work or plan to work on research last SUMMER (May - August 2020)?

- Yes
- No

During last SUMMER (May – August 2020), how do you believe that your research was affected *by the recent social justice movement*?

	Very Negatively Affected	Somewhat Negatively Affected	Not Affected	Somewhat Positively Affected	Very Positively Affected	Not Applicable
Ability to collect data or access data centers						
Ability to mentally concentrate on research						
Motivation to work on research						
Time available to spend on research						
Other (Please describe.) _____						

Of the research projects that you were expecting to make progress on last SUMMER (May – August 2020), how many were affected *by the recent social justice movement*? Progress can include collecting data, analyzing data, working on drafts of papers, making revisions, etc.

a. Number of research projects that were not affected: _____
c. Number of research projects that were negatively affected: _____
d. Number of research projects that were positively affected: _____

During the LAST ACADEMIC YEAR (e.g., between August 2019 and May 2020), how many of the following did you submit or have under review? (If you submitted a given paper or other research product multiple times, please count it only once.)

a. Peer-reviewed journal articles
b. Book chapters
c. Books
d. Conference papers or proceedings
e. Other research products

During the CURRENT ACADEMIC YEAR (e.g., between August 2020 and May 2021), how many of the following do you expect to submit or have under review? (If you expect multiple submissions/resubmissions for a given paper or research product, please count it only once.)

a. Peer-reviewed journal articles _____
b. Book chapters _____
c. Books _____
d. Conference papers or proceedings _____
e. Other research products _____

During the CURRENT ACADEMIC YEAR (e.g., between August 2020 and May 2021), how do you believe that your research will be affected *by the recent social justice movement*?

	Very Negatively Affected	Somewhat Negatively Affected	Not Affected	Somewhat Positively Affected	Very Positively Affected	Not Applicable
Ability to collect data or access data centers						
Ability to mentally concentrate on research						
Motivation to work on research						
Time available to spend on research						
Other (Please describe.) _____						

If you feel your research has been or currently is being affected *by the recent social justice movement*, please explain how in the space below.

_____

_____

_____

_____

_____

Section 4: Questions About Your Teaching

[Skip to next section if respond with "Disagree"] Between August 2019 and July 2021, I have taught or I expect to teach at least one class.

a. Agree
b. Disagree

What is your de facto teaching load (number of classes) for the CURRENT ACADEMIC YEAR (2020-21)? Please give the number of classes you actually expect to teach, considering overloads, buyouts, etc.

Please state the total number of classes you will teach this entire year.

a. 0
b. 1
c. 2
d. 3
e. 4
f. 5
g. 6
h. 7
i. 8
j. 9
k. 10
l. 11 or more

What is your standard teaching load (number of classes), not considering overloads, buyouts, etc.?

Please state the total number of classes you normally teach in an entire year.

a. 0
b. 1
c. 2
d. 3
e. 4
f. 5
g. 6
h. 7
i. 8
j. 9
k. 10
l. 11 or more

During last SUMMER (May – August 2020), how do you believe that your teaching was affected *by the recent social justice movement*? The effects should focus on the classes you taught in the SUMMER. Please exclude any preparation for classes you are teaching in the current academic year. If you did not teach last summer, please choose "Not Applicable" for each item.

Note: Depending on which internet browser you are using, you may need to scroll to the right to see all available options.

	Very Negatively Affected	Somewhat Negatively Affected	Not Affected	Somewhat Positively Affected	Very Positively Affected	Not Applicable
Student course evaluations						
Ability to connect or engage with students in your class						
Ability to mentally concentrate on teaching						
Motivation to work on teaching						
Time available to spend on teaching your						

summer classes						
Other (Please describe.) _____						

During the CURRENT ACADEMIC YEAR (e.g., between August 2020 and May 2021), how do you believe that your teaching will be affected *by the recent social justice movement*? If you are not teaching this current academic year, please select "Not Applicable" for each item.
Note: Depending on which internet browser you are using, you may need to scroll to the right to see all available options.

	Very Negatively Affected	Somewhat Negatively Affected	Not Affected	Somewhat Positively Affected	Very Positively Affected	Not Applicable
Student course evaluations						
Ability to connect or engage with students in your class						
Ability to mentally concentrate on teaching						
Motivation to work on teaching						
Time available to spend on teaching						
Time spent over the summer prepping for classes taught during the						

current academic year						
Other (Please describe.) _____						

If you feel your teaching has been or currently is being affected *by the recent social justice movement*, please explain how in the space below.

_____

_____

_____

_____

_____

Section 5: Question About Your Service

For the questions below, we will ask you about your service. We define service as any work you do as part of your job to serve your professional community or your institution, other than research and teaching; this may include service on comittedes for your institution or for professional associations.

Since May 2020, how has the overall amount of time you've spent on service changed?

a. Decreased a lot
b. Decreased a little
c. Did not change
d. Increased a little
e. Increased a lot

How do you feel about the amount of service you're doing?

a. Very negative
b. Negative
c. Neutral
d. Positive

e. Very positive

How do you feel about the type of service you're doing?

a. Very negative
b. Negative
c. Neutral
d. Positive
e. Very positive

Are you currently in any form of leadership role relating to diversity, equity, or inclusion in your institution or a professional association?
Examples: comittede chair, board member, task force lead

a. Yes
b. No

Since May 2020, how have your leadership roles in diversity-related comittedes, initiatives, and professional associations changed?

a. I'm in more leadership role(s).
b. My level of leadership hasn't changed
c. I'm in fewer leadership role(s).
d. I am not and have not been in such a leadership role

If you were a member of a diversity-related comittede, initiative, or professional association since May 2020, how many hours PER MONTH have you spent on these groups since May 2020?
If you are involved as a member in multiple diversity-related comittedes, initiatives, and/or professional associations, please report the combined hours for all comittedes.

a. 0 hours per month
b. 1 - 5 hours per month
c. 6 - 10 hours per month
d. 11 - 15 hours per month
e. 16 - 20 hours per month
f. 21 - 25 hours per month
g. 26 - 30 hours per month
h. 36 - 40 hours per month
i. More than 40 hours per month
j. Not applicable

Are you doing any unofficial service for social justice, diversity, equity, and/or inclusion at your institution?

By "unofficial service," we mean service that you do not expect to be formally acknowledged. You are not compensated for your involvement in this type of service, and you do not expect this service to appear on your CV, resume, annual review, promotion/tenure packet, etc.

This may include providing feedback on plans and proposals, liaising with comittedes and offices, etc.

a. Yes
b. No

Since May 2020, which of the following individuals have you checked in with to ask about their wellbeing *because of the recent social justice movement*? Select all that apply.

Note: Please only consider conversations that were initiated because of, or made significantly lengthier because of, concern for the person's wellbeing.

- ☐ Graduate students
- ☐ Undergraduate students
- ☐ Faculty
- ☐ Staff
- ☐ None of the above

[Shown if indicate that checked in with graduate students] How does the time you spent checking in on graduate students since May 2020 compare to the normal amount of time you spend checking in on those individuals?

a. Less amount of time recently compared to normal
b. Similar amount of time recently compared to normal
c. More time recently compared to normal

[Shown if indicate that checked in with undergraduate students] How does the time you spent checking in on undergraduate students since May 2020 compare to the normal amount of time you spend checking in on those individuals?

a. Less amount of time recently compared to normal
b. Similar amount of time recently compared to normal
c. More time recently compared to normal

[Shown if indicate that checked in with faculty] How does the time you spent checking in on faculty since May 2020 compare to the normal amount of time you spend checking in on those individuals?

a. Less amount of time recently compared to normal
b. Similar amount of time recently compared to normal
c. More time recently compared to normal

[Shown if indicate that checked in with staff] How does the time you spent checking in on staff since May 2020 compare to the normal amount of time you spend checking in on those individuals?

a. Less amount of time recently compared to normal
b. Similar amount of time recently compared to normal
c. More time recently compared to normal

Since May 2020, how has the time you spend mentoring of Black, Hispanic, Latina/o/x, and/or Native American (undergraduate and graduate) students changed?
This can be because you are mentoring a different number of students and/or because the hours you spend mentoring these students has changed.

a. Decreased a lot
b. Decreased a little
c. Did not change
d. Increased a little
e. Increased a lot
f. I have not mentored any Black, Hispanic, Latina/o/x, and/or Native American students since May 2020.

Section 6: General Questions About Your Work

How did you divide your time on the following activities last SUMMER (May – August 2020)?
Note: The numbers should add up to 100%.
Research : _____
Teaching : _____
Service (excluding advising and mentoring) : _____
Advising and mentoring : _____
Total : _____

Since May 2020, how do you believe that your time spent on certain activities was affected *by the recent social justice movement*?

	Decreased a lot	Decreased a little	Was not affected	Increased a little	Increased a lot	Not Applicable
Time spent on research						
Time spent on teaching						

Time spent on diversity-related comittedes, initiatives, and professional associations						
Time spent advising and mentoring						
Time spent on other service						

Between the start of your fall term and December 2020, approximately how did you divide your time among the following activities? The numbers should add up to 100%.
Research : _____
Teaching : _____
Service (excluding advising and mentoring) : _____
Advising and mentoring : _____
Total : _____

[Display only if "On tenure track but not tenured" or "Associate professor" selected. Skip to next section if "No" selected.] Before March 2020, did you plan to submit your packet for promotion (at any rank) or tenure to your current primary institution at some point in the future?

a. Yes
b. No

[Display only if "Yes" selected in question above] Before March 2020, when did you expect to submit your packet for promotion (at any rank) or tenure?

a. 2020
b. 2021
c. 2022
d. 2023
e. 2024
f. 2025
g. 2026
h. 2027
i. 2028
j. 2029
k. 2030 or later

[Display only if "Yes" selected in question two questions above] Now when do you expect to go up for promotion or tenure?

a. More than 2 years later
b. 2 years later
c. 1 year later
d. No change
e. 1 year earlier
f. 2 years earlier
g. More than 2 years earlier
h. Other (Please describe.) _____

[Display only if "No change" is not selected in question above and "Yes" selected in question three questions above] Why have your expectations for when you will go up for promotion or tenure changed? Select all that apply.

☐ Institutional policy for clock delay because of COVID-19

☐ Parental clock stoppage

☐ The recent social justice movement

☐ I knew I would be ready sooner/later based on how my work was doing.

☐ Other (Please describe.) _____

Section 7: Additional Questions About You

How often do you think about issues related to social justice? Select the best answer.

a. Never
b. Rarely
c. For several hours a month
d. For several hours a week
e. For several hours a day
f. Constantly

During last SUMMER (May – August 2020), how much time did you spend being actively involved in the recent social justice movement (e.g., organizing and/or attending protests, meetings, workshops)?

a. 0 hours in total
b. 0.1 - 2 hours in total
c. 2.1 - 6 hours in total
d. 6.1 - 10 hours in total
e. 10.1 - 20 hours in total
f. More than 20 hours in total

How often last SUMMER (May – August 2020) have you reached out to or checked in with family and friends who have been affected *by the recent social justice movement*?

a. Not at all
b. Occasionally
c. Frequently
d. Continually

Since May 2020, how many supportive emails, text or social media messages, or phone calls have you received from colleagues (e.g., in your discipline and/or institution) relating *to the recent social justice movement*?

a. 0
b. 1 - 3
c. 4 - 10
d. More than 10

Since May 2020, how many hurtful or insensitive emails, text or social media messages, or phone calls have you received from colleagues in your discipline and/or institution relating *to the recent social justice movement*?

a. 0
b. 1 - 3
c. 4 - 10
d. More than 10

To what extent has the recent social justice movement made you feel each of the following?

	Not at all	A little	Somewhat	Very much
Energized				
Exhausted				
Relaxed				
Stressed out				
Focused				
Distracted				
Optimistic				
Hopeless				

Like my job has a lot of meaning				
Like my job doesn't have much meaning				
Connected within my academic unit and/or discipline				
Isolated within my academic unit and/or discipline				
Other (Please describe.)				

Section 8: Questions About Your Department and Institution

What has your department or institution done and what do you wish they would do (that they haven't already) to help you be productive and satisfied in response *to the recent social justice movement*? Put check(s) under the appropriate columns. Please note that we are focused on your department or institution's response to the recent social justice movement and not COVID-19.

	What they did	What I wish they would do (that they haven't already)
Provide(d) funding for the students that work with or for you		
Provide(d) a course release or course waiver		
Exempt(ed) you from		

additional service		
Increase(d) your salary		
Guarantee(d) you summer salary		
Extend(ed) your tenure clock		
Create(d) funding opportunities for race- or justice-related research		
Make/made a commitment to hire and/or promote more faculty and staff of color		
Offer(ed) to remove course evaluations for classes taught in Summer or Fall 2020 from annual review		
Reduce(d) publication expectations for promotion, tenure, and/or annual reviews		

Other (Please describe.)		
None of the above.		

How would you describe the social climate towards underrepresented minorities in each of the following?

	Very unwelcoming	Unwelcoming	Neither welcoming or unwelcoming	Welcoming	Very welcoming
Your field					
Your department					
Your institution					

Appendix D: Email Invitation

Subject Line: Invitation to Participate in Research About Faculty (Survey)

Hello!

We are inviting you to complete a 15-minute survey on how your work and life outside of work were affected by the recent social justice movement. This is research being conducted by Dr. Mackenzie Alston of Florida State University and Dr. Sarah Jacobson of Williams College.

Even if you feel like you were not affected, we ask that you please complete this survey. It is important for us to hear your thoughts and opinions.

If you complete the survey, you have the chance to win $25 for you and $25 for the charity of your choice. We will randomly select 50 winners after we close the survey.

Your participation is voluntary, and you may stop participating at any time.

We are committed to protecting your identity. Your name and email address will not be linked to your survey responses when we analyze the data. Any file that connects your name or email address to your survey responses will be password-protected and accessible only to the research team. (Note: We need this file to contact people who indicate during the survey that they are interested in participating in a follow-up survey.) After the study is complete, this file will be deleted, and your data will be anonymized.

This study has been approved by the Institutional Review Board (IRB) at Florida State University and Williams College.

If you have a Ph.D. and are working for a U.S. institution, please click *here* to begin the survey.

Or you can copy and paste the link below.
[link]

If you have already received this email, we ask that you complete the survey only once.

If you have any questions about the survey, please contact Mackenzie Alston at malston@fsu.edu.

And if you would like to receive an email once the results of this study become available, please click *here* to fill out the form on our project website.

https://sites.google.com/view/faculty-sjm-study/

Sincerely,
Mackenzie Alston, Ph.D.
Department of Economics | Florida State University

Sarah Jacobson, Ph.D.
Department of Economics | Williams College