During the pandemic, 94% of US pharmacy faculty worked remotely at least "some-of-the-time", a 5-fold increase compared to pre-pandemic.

Most faculty indicated no change or an improvement in their productivity (85%) and effectiveness (80%). Similarly, most administrators indicated no change or an increase in their unit’s productivity (81%) and effectiveness (85%).

Faculty who worked remotely at least "some-of-the-time" perceived they were more productive (p<.0001) and effective (p<.005), and perceived better work-life balance (p<.0001), than those who “never/rarely” worked remotely.

Considering most faculty and administrators believe productivity and effectiveness were not compromised, and that there appear to be benefits to work-life balance, schools of pharmacy should consider permitting some amount of remote work.

### Objectives

- To determine the extent pharmacy faculty engaged in remote-work during the COVID-19 pandemic, and secondarily to characterize faculty and administrator perceptions of remote-work.

### Methods

- A 28-question online survey was piloted and distributed to AACP members during May 2021. Questions were characterized by demographics, perceptions of productivity, effectiveness, and work-life balance.

### Results

#### Productivity and Effectiveness Among Faculty Working Remotely

| Demographic | No change, % | Perceived improvement, % | Faculty who worked remotely at least some of the time, % | Faculty who never/rarely worked remotely, % |
|-------------|--------------|--------------------------|--------------------------------------------------|-----------------------------------|
| Overall productivity (n=1241) | 3.1 ± 0.7 | 2.8 ± 0.6 |
| Teaching, didactic (n=1218) | 3.0 ± 0.7 | 2.8 ± 0.5 | 2.8 ± 0.9 | 2.9 ± 0.8 |
| Research (n=190) | 2.8 ± 1.0 | 2.9 ± 1.2 | 2.5 ± 1.0 | 2.9 ± 0.8 |
| Service, college (n=1230) | 3.2 ± 0.9 | 2.9 ± 0.8 | 2.7 ± 1.0 | 2.9 ± 0.8 |
| Service, profession (n=1200) | 3.2 ± 1.0 | 2.9 ± 0.8 | 2.7 ± 1.0 | 2.9 ± 0.8 |
| Teaching, professional (n=1184) | 3.2 ± 0.9 | 2.9 ± 0.8 | 2.7 ± 1.0 | 2.9 ± 0.8 |
| Research (n=1186) | 2.9 ± 1.2 | 2.6 ± 1.0 |
| Service, college (n=1124) | 3.2 ± 0.9 | 3.0 ± 0.7 | 3.0 ± 0.7 |
| Service, profession (n=1192) | 3.2 ± 0.9 | 3.0 ± 0.7 | 3.0 ± 0.7 |
| Clinical practice (n=653) | 3.2 ± 0.9 | 3.0 ± 0.7 | 3.0 ± 0.7 |

### Work-Life Balance Among Faculty Working Remotely

#### Extent of Remote Work Among US Pharmacy Faculty

Prior to the pandemic, 19% of faculty worked remotely at least "some of the time". During the pandemic, 97% of faculty were permitted to work remotely, 94% of whom did so at least "some of the time" and 66% of whom did so "most of the time" or "always".

#### Prior to the pandemic

- Faculty: 19% worked remotely at least "some of the time".
- Administrators: 38% worked remotely at least "some of the time".

#### During the pandemic

- Faculty: 94% worked remotely at least "some of the time".
- Administrators: 97% worked remotely at least "some of the time".

### Faculty

- More than half of respondents indicated experiencing no change in overall productivity (62%) or effectiveness (59%) while working remotely, and an increase was noted by 23% and 21% of respondents, respectively.
- Faculty who worked remotely at least "some of the time" perceived they were more productive (p<.0001) and effective (p<.005) than those who "never" or "rarely" did so.

### Administrators

- More than half of administrators indicated no change in their unit’s overall productivity (63%) or effectiveness (61%) while faculty worked remotely, and an increase was noted by 18% and 14% of respondents, respectively. Nearly 90% of administrators believed faculty should be permitted to work remotely at least some of the time after the pandemic abates.

### Work-Life Balance

- Faculty: During the pandemic, 94% of faculty worked remotely at least "some of the time". Among those who worked remotely, 94% of whom did so at least "some of the time" and 66% of whom did so "most of the time" or "always".

### Methods

- A 28-question online survey was piloted and distributed to AACP members during May 2021. Questions centered on the extent of remote-work and perceptions of its impact on productivity, effectiveness, and work-life balance.

- Overall productivity and effectiveness were determined by calculating the mean Likert score for each respondent based on their ratings in didactic teaching, experiential teaching, research, clinical practice, college/service, professional service, and administration.

- Data pertaining to the extent of remote-work and perceived productivity, effectiveness, and work-life balance were analyzed statistically, with sub-analyses run by demographics.