

Women and COVID notes

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- I. My own notes
 - a. Women's issues caucus has been working on this
 - b. Faculty with disabilities: anything that is "universally designed" with likely help everyone! What are the requests that folx with disabilities have made over the years (whether they were honored or not). Those can be guidance for everyone!
 - c. This has just amplified the conditions that we know have existed for women and folx of color on campus forever. How are institutions taking it seriously beyond Covid? Is there oversight committees for gender parity in pay? How is "Its Time" explicitly looking at inequities generally, not just around race. (And obvs, how are they planning on implementing equity work PERIOD re: race, still no clarity on making equity statements in Its Time *meaningful* on campus)?
 - d. Meeting with Jen Tudor (2/8/22); having a "service audit" and go through each person's service hours (women are doing all the service and POC as well, so redistribute service hrs).

Supporting women academics in Covid (webinar) from Chronicle of Higher Education (panel):

July 2021

https://www.chronicle.com/events/virtual/supporting-women-academics-during-covid?cid2=gen_login_refresh&cid=gen_sign_in

- I. **Impacts**
 - a. IU study
 - i. Everyone is doing more teaching and service
 - ii. Women and women of color doing way more; thinking about leaving job
 - iii. Impacts when folx are not full professors...all extra tasks they are having to take on (teaching, supporting students, clinical work for those that are social workers and health care providers for example), how do they make it through the promotions process while folx were just "plugging holes" to survive during the pandemic
 - b. Other study, Robinson W Fulweiler and Sarah Davies (Boston Uni)
- II. **Solutions**
 - a. Precedent in other countries

- b. High quality, affordable daycare (myriad research says that women able to work makes life better all the way around)
- III. Henricka McCoy (Social Work, Un Illionis Chicago)
 - a. Students who are caregivers (exposed all the time in ways that are not often considered)
 - b. SW students: Field placements with folx who are vulnerable and thus they are around folx who are more at-risk for infection and that the impacts are disproportionate for folx of color. And adjunct and women profs are more IN the classroom and thus at greater risk.
 - c. Being a caretaker is not an exception
 - d. Faculty members are in-person and there is myriad ways in which you could still get infected EVEN WITH mandated vaccinations (and we don't even have mandated vaccinations at SCSU).
 - e. The pandemic of racism and doing research that is close to your community and the emotional impact of doing research on stuff that is too emotionally taxing (anti violence researchers for example) .
 - f. Black folx being called to comment on anti-racism...how is that remunerated. If it is valued enough to write or speak about then it should be valued enough to count for going up for tenure and promotion. That is success and contributions and is different than prior to the pandemic (same work, but lets reevaluate what is considered "valuable").
- IV. Wally, Clear expectations
 - a. Maternity leave for ex: are you supposed to go to faculty meetings? Some go some don't. mentor students?! Then there is room for "well that person EVEN CAME to faculty meetings after having a baby." Admin cops out by saying "we can't make them more clear legally."
 - b. Metrics for success paper (see Sarah Davies); narrow view of looking at citations...expand that out to training, community engagement, science communication, mentorship, etc.
 - c. COVID impact statement should be required by all faculty (inequities are not the same across the board)
 - d. Administrations should make a VERY CLEAR statement on how they are going to deal with tenure and promotion (adding 1 yr; lots of data that says that that doesn't really help and keeps women at a lower pay level).
 - i. You can do backdate promotion (or tenure) so not having the financial impact
 - ii. UMass Amherst Covid impact statement (lots of schools have adopted). AUSTRALIA has some forward thinking in this.
 - iii. This is about structure and cultural change
 - iv. Contingent faculty: are we in the same union as contingent faculty? Extra resources extended to all. If you took a class online, you could get

“greater security” and “sabbatical credit” and other things...not really sure what this means, but others might.

- V. Long term impacts
 - a. Documenting “covid statement” from all faculty members
 - b. Junior and mid career folx most vulnerable (many black women leaving field); it takes a long time to build a career in academia and that is on the same timeline as others (family, kids). Every loss of for ex a black fem doctor is a loss for mentorship and community. Thus retention is key!
 - i. Doris Duke grant to retain clinicians (call for grant applications)
 - c. IU study, 75% of black women considered leaving (50% of all women)
 - i. “childcare is not a sanctioned reason for requesting remote work” this is shitty and unsustainable and with young kids being pushed back to campus and their fearful that they could infect kids
 - ii. Understanding the totality of others’ experience (mental health issue, caregiving for parents, fears of white supremacy, caring for friends/neighbors, etc.)
- VI. Go around, 1 thing institutions should do:
 - a. Extending what counts as contributions and making those meaningful
 - b. Empowering leaders to lead with empathy
 - c. Clear understanding of the things people have been doing that have NEVER been counted (extra students you mentor, black women on the “diversity” committee, etc. and counting those things), and also recognizing the unique role and expertise that should be valued as such.
 - d. NO MORE TASK FORCES, DO SOMETHING!
 - e. Communication from leaders is key
 - f. Training and work around less bias by those in evaluation (to work to change structure and culture)

Resources to send to others:

Supporting women academics in Covid (webinar) from Chronicle of Higher Education (panel):

July 2021

https://www.chronicle.com/events/virtual/supporting-women-academics-during-covid?cid2=gen_login_refresh&cid=gen_sign_in

Academic Articles that look particularly relevant:

- a. Davies, S. W., Putnam, H. M., Ainsworth, T., Baum, J. K., Bove, C. B., Crosby, S. C., ... & Bates, A. E. (2021). Promoting inclusive metrics of success and impact to dismantle a

discriminatory reward system in science. *PLoS biology*, 19(6), e3001282.

<https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282>

- b. Fulweiler, R. W., Davies, S. W., Biddle, J. F., Burgin, A. J., Cooperdock, E. H., Hanley, T. C., ... & Ziegler, M. (2021). Rebuild the Academy: Supporting academic mothers during COVID-19 and beyond. *PLoS biology*, 19(3), e3001100.
https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001100&utm_source=miragenews&utm_medium=miragenews&utm_campaign=news
- c. Davies, S., Putnam, H., Ainsworth, T., Baum, J., Bove, C., Crosby, S., ... & Bates, A. (2021). Shifting our value system beyond citations for a more equitable future.
- d. King, M. M., & Frederickson, M. E. (2021). The Pandemic Penalty: The gendered effects of COVID-19 on scientific productivity. *Socius*, 7, 23780231211006977.
- e. Crooks, N., Smith, A., & Lofton, S. (2021). Building bridges and capacity for Black, Indigenous, and scholars of color in the era of COVID-19 and Black Lives Matter. *Nursing Outlook*.
- f. Deryugina, T., Shurchkov, O., & Stearns, J. (2021, May). Covid-19 disruptions disproportionately affect female academics. In *AEA Papers and Proceedings* (Vol. 111, pp. 164-68).
- g. Stantcheva, S. (2022). *Inequalities in the Times of a Pandemic* (No. w29657). National Bureau of Economic Research.
- h. Fairlie, R. W., Couch, K., & Xu, H. (2021). *The evolving impacts of the Covid-19 pandemic on gender inequality in the US labor market: The Covid motherhood penalty* (No. w29426). National Bureau of Economic Research.
- i. Allam, N., Buttorff, G. J., & Shalaby, M. When Inequalities Interconnect: Women Scholars' Productivity Amid COVID-19 Pandemic in the MENA region.

Popularish articles that are helpful:

<https://www.science.org/doi/10.1126/sciadv.abg9310>

<https://www.nytimes.com/2020/10/06/science/covid-universities-women.html>

<https://facultydevelopment.stanford.edu/diversity-engagement/faculty-networks/faculty-womens-forum/gendered-covid-19-faculty-experiences>

<https://www.apa.org/science/leadership/students/gender-equity-academia>

<https://www.ncbi.nlm.nih.gov/books/NBK570960/>

<https://www.aeaweb.org/articles?id=10.1257/pandp.20211017>

Other possibly useful articles:

King, M. M., & Frederickson, M. E. (2021). The Pandemic Penalty: The gendered effects of COVID-19 on scientific productivity. *Socius*, 7, 23780231211006977.

Staniscuaski, F., Reichert, F., Zandonà, E., Soletti, R. C., Infanger, C., Mello-Carpes, P. B., ... & de Oliveira, L. (2021). Time to fight the pandemic setbacks for caregiver academics. *Nature Human Behaviour*, 5(10), 1262-1262.

Staniscuaski, F., Kmetzsch, L., Soletti, R. C., Reichert, F., Zandonà, E., Ludwig, Z., ... & de Oliveira, L. (2021). Gender, race and parenthood impact academic productivity during the COVID-19 pandemic: from survey to action. *Frontiers in psychology*, 12, 1640.

Pereira, M. D. M. (2021). Researching gender inequalities in academic labor during the COVID-19 pandemic: Avoiding common problems and asking different questions. *Gender, Work & Organization*, 28, 498-509.

Bender, A., & Hoermann-Elliott, J. (2021). Asking Big: Creating a Culture of Support for Academic Mothers' Advocating in Times of Crisis. *ADVANCE Journal*, 2(3), 24822.

Miller, K. E., & Riley, J. (2021). Changed Landscape, Unchanged Norms: Work-Family Conflict and the Persistence of the Academic Mother Ideal. *Innovative Higher Education*, 1-22.

Cronley, C., & Ravi, K. E. (2021). Maintaining Career Momentum: Women-Centered Strategies for Social Sciences Career Success in the Context of COVID-19. *ADVANCE Journal*, 2(3), 24821.

Shah, A., Lopez, I., Surnar, B., Sarkar, S., Duthely, L. M., Pillai, A., ... & Dhar, S. (2021). Turning the Tide for Academic Women in STEM: A Postpandemic Vision for Supporting Female Scientists. *ACS nano*, 15(12), 18647-18652.

Beverly, E. A. (2021). The impact of COVID-19 on womxn in science and osteopathic medicine. *Journal of Osteopathic Medicine*, 121(6), 525-527.

Krukowski, R. A., Montoya Williams, D. C., & Cardel, M. I. (2021). A Year Into the Pandemic: An Update on Women in Science, Technology, Engineering, Math, and Medicine (STEMM). *Annals of the American Thoracic Society*, (ja).

Krukowski, R. A., Jagsi, R., & Cardel, M. I. (2021). Academic productivity differences by gender and child age in science, technology, engineering, mathematics, and medicine faculty during the COVID-19 pandemic. *Journal of Women's Health*, 30(3), 341-347.

Suart, C., Neuman, K., & Truant, R. (2021). The impact of the COVID-19 pandemic on perceived publication pressure among academic researchers in Canada.

Aggregated from Stanford's website:

Gendered COVID-19 Faculty Experiences

The Stanford Faculty Women's Forum Steering Committee is particularly concerned about issues faculty are facing during the COVID-19 pandemic, and how the resulting changed circumstances for academic work and lives differentially impacts individuals based on gender. Tenure clock delays, caregiving responsibilities, online teaching, and challenges for wellness all have been known to impact gender disparities, particularly adversely for women. On June 11, 2020, the Faculty Women's Forum's hosted an online forum for faculty to come together for discussion of these topics amidst their own experiences, later queried more than 1,500 Stanford faculty members, with nearly 600 responses, and on December 10, 2020, held a second online forum for interested faculty to hear about and discuss preliminary findings. The presentation slides are here:  [FWF COVID19 Survey Results & Discussion.12.10.20 \(corrected\)](#)

"We are all in the same storm, but not in the same boat... The scientific workforce has moved en masse into the home, where male faculty are four times more likely to have a partner engaged in full domestic care than their female colleagues." -- [Monitoring women's scholarly production during the COVID-19 pandemic](#), by Philippe Vincent-Lamarre, Cassidy R. Sugimoto and Vincent Larivière

For some academic and popular treatments of related issues, see:

- [Utah Women & Leadership Project Research and Policy Briefs](#) include a series of reports on the impact of COVID-19 on women and work.
- [Impacts of the COVID-19 pandemic on the productivity of academics who mother](#), Kasymova, S., Place, J.M.S., Billings, D.L. and Aldape, J.D. (2021), in *Gender, Work & Organization*, Wiley Online Library, <https://doi.org/10.1111/gwao.12699>
- [Academic Caregivers on Organizational and Community Resilience in Academia \(F**k Individual Resilience\)](#), by Sun Joo (Grace) Ahn, Emily T Cripe, Brooke Foucault Welles, Shannon C McGregor, Katy E Pearce, Nikki Usher, Jessica Vitak, *Communication, Culture and Critique*, 2021; tcab027, <https://doi.org/10.1093/ccc/tcab027>
- [The Disproportionate Impact of the Pandemic on Women and Caregivers in Academia](#), by Makala Skinner, Nicole Betancourt, and Christine Wolff-Eisenberg. *Ithaka S+R*. Last Modified 31 March 2021. <https://doi.org/10.18665/sr.315147>.
- [Supporting faculty during & after COVID-19](#) Don't let go of equity, a report by Leslie D. Gonzalez and Kimberly A. Griffin, ASPIRE Alliance, 2020.
- [Challenges for the female academic during the COVID-19 pandemic](#) *The Lancet*, June 18, 2020
- [Tenure and promotion after the pandemic](#) *Science*, 05 Jun 2020
- [Preventing a Secondary Epidemic of Lost Early Career Scientists: Effects of COVID-19 Pandemic on Women with Children](#) Cardel MI, Dean N, Montoya-Williams D. [published online ahead of print, 2020 Jul 15]. *Ann Am Thorac Soc*. 2020;10.1513/AnnalsATS.202006-589IP. doi:10.1513/AnnalsATS.202006-589IP

- **Unequal effects of the COVID-19 pandemic on scientists** COVID-19 has not affected all scientists equally. A survey of principal investigators indicates that female scientists, those in the 'bench sciences' and, especially, scientists with young children experienced a substantial decline in time devoted to research. This could have important short- and longer-term effects on their careers, which institution leaders and funders need to address carefully. Myers, K.R., Tham, W.Y., Yin, Y. et al. *Nat Hum Behav* (2020)
- **Consequences of the COVID-19 Pandemic on Manuscript Submissions by Women** Kibbe MR. *JAMA Surg.* Published online August 04, 2020. doi:10.1001/jamasurg.2020.3917
- **Letters: Impact of COVID-19 on academic mothers** published in *Science*, 15 May 2020
- **Meta-Research: COVID-19 medical papers have fewer women first authors than expected.** Andersen JP, Nielsen MW, Simone NL, Lewiss RE, Jagsi R. *Elife.* 2020;9:e58807. Published 2020 Jun 15. doi:10.7554/eLife.58807
- **How Support of Early Career Researchers Can Reset Science in the Post-COVID19 World** Erin M. Gibson, et al. *Cell*, 25 June 2020
- **Coronavirus is harming the mental health of tens of millions of people in U.S., new poll finds** by Joel Achenbach, The Washington Post, April 2, 2020
- **STEM Equity and Inclusion (Un)Interrupted?** The pandemic will negatively impact the careers of women in STEM, particularly those of color, and failure to respond could jeopardize years of progress toward faculty equity, argue Stephanie A. Goodwin and Beth Mitchneck, in *InsideHigherEd*, May 15, 2020
- **No Room of One's Own:** Early journal submission data suggest COVID-19 is tanking women's research productivity by Colleen Flaherty, *InsideHigherEd*, April 21, 2020
- **The coronavirus pandemic is creating a 'double double shift' for women. Employers must help,** by Sheryl Sandberg and Rachel Thomas, *Fortune*, May 7, 2020
- **Nearly Half of Men Say They Do Most of the Home Schooling. 3 Percent of Women Agree:** A survey suggests that pandemic-era domestic work isn't being divided more equitably than before the lockdown by Claire Cain Miller, *The New York Times*, May 8, 2020
- **Women's research plummets during lockdown - but articles from men increase** Many female academics say juggling their career with coronavirus childcare is overwhelming, writes Anna Fazackerley in *The Guardian*, May 12, 2020
- **Women in science are battling both Covid-19 and the patriarchy** The pandemic has worsened longstanding sexist and racist inequalities in science pushing many of us to say 'I'm done', write 35 female scientists, in *The Times Higher Education*, May 15, 2020
- **ARC Network Town Hall: Ensuring Equity in Institutional COVID-19 Responses** a recording of a webinar concerning the need to integrate diversity, equity, and inclusion into higher education administrators' decision-making, organized by the ARC Network, sponsored by the Association for Women in Science (AWIS) through an ADVANCE grant from the National Science Foundation. June 4, 2020
- **Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity** Jessica L. Malisch et al, *Proceedings of the National Academy of Sciences* Jul 2020, 117 (27) 15378-15381; DOI: 10.1073/pnas.2010636117

- **The Life of a Black Academic: Tired and Terrorized** What has not been acknowledged is the world of terror enveloping many black academics that has changed feeling tired to absolute exhaustion, by Henrika McCoy, *InsideHigherEd*, June 12, 2020
- **Gender and the Pandemic**, a collection of essays by affiliates of Stanford's Clayman Institute on Gender Research
- **"New PI COVID19 memo"** suggestions from "junior faculty at a university" to help catalyze the discussion of potential solutions to the challenges currently faced and foreseen for early career faculty members to the changed circumstances of their work resulting from the pandemic
- **Identifying Barriers to Career Progression for Women in Science: Is COVID-19 Creating New Challenges?** Summarizes discussions at a Gender Equity Workshop within the Molecular Approaches to Malaria Conference in February 2020. Barriers to career progression in science for women and minority groups, along with suggestions to overcome ongoing roadblocks, are discussed. PMID:32819829 | DOI:10.1016/j.pt.2020.07.016
- **Coronavirus Coverage and the Silencing of Female Expertise** by Teresa Carr, *Undark*, 06.22.2020, and also **here** in *The Wire*, July 9, 2020
- **Opinion: The Isolated Scientist** Among the disruptions and pain caused by the COVID-19 pandemic, researchers are dealing with a sudden halt in in-person interactions, by Steven Wiley, *TheScientist*, May 19, 2020
- **In the COVID-19 economy, you can have a kid or a job. You can't have both** by Deb Perelman, *The New York Times*, July 2, 2020
- **Will COVID-19 push women out of the labor force?** Barbara Risman, *Psychology Today*, July 2, 2020
- **Coronavirus is Killing the Working Mother** It was hard enough to “have it all” before — but the pandemic could force out a generation of moms out of the workforce, by Ej Dickson, *RollingStone*, July 3, 2020
- **This Isn't Sustainable for Working Parents** The pandemic has already taken a toll on the careers of those with young children—particularly mothers, by Joe Pinsker, *Atlantic Monthly*, July 9, 2020
- **Yes, balancing work and parenting is impossible. Here's the data** by Suzanne M. Edwards and Larry Snyder, *The Washington Post*, July 10, 2020
- **'They Go to Mommy First'** How the pandemic is disproportionately disrupting mothers' careers, by Jessica Grose, *The New York Times*, July 15, 2020
- **Steps universities and others could take** a Twitter thread by Michelle Cardel, July 15, 2020
- **Pandemic childcare is way more stressful for moms than dads** Fathers take on more childcare during work-at-home, but moms simultaneously work and parent more often, by Stephanie Pappas, *LiveScience*, August 10, 2020
- **COVID's Surprising Toll on Careers of Women Scientists** Women scientists and those with young children are paying a steep career price in the pandemic, according to new research, an article by Rebecca Layne, *Harvard Business Review*, August 10, 2020

- **Childcare for Faculty: The Babar in the Room**, a blog post by Kiernan Mathews, Harvard Graduate School of Education, Collaborative on Careers in Higher Education, August 10, 2020
- **'Babar in the Room'** Faculty parents are once again being asked to perform a miracle: Get their students and their own kids through the semester in one piece. Does it have to be this way? by Colleen Flaherty, *InsideHigherEd*, August 11, 2020
- **Women in Science May Suffer Lasting Career Damage from COVID-19** They bear a greater proportion of childcare and household responsibilities, making it much harder for them to publish their work and get ahead, by Jillian Kramer, *Scientific American*, August 12, 2020
- **Documenting Pandemic Impacts: Best Practices** UMass ADVANCE COVID-19 Tool, August 17, 2020
- **Something's Got to Give** Women's journal submission rates fell as their caring responsibilities jumped due to COVID-19. Without meaningful interventions, the trend is likely to continue, by Colleen Flaherty, *Inside HigherEd*, August 20, 2020
- **Covid-19 Is Intensifying The Disparities Between Men And Women In Science**, by Nicole Fisher, *Forbes*, August 21, 2020
- **Measures to Support Faculty During COVID-19** The pandemic has amplified pre-existing inequities among faculty members, creating distinct challenges for differently situated ones, write Ethel L. Mickey, Dessie Clark and Joya Misra, *Inside HigherEd*, September 4, 2020
- **Burning Out** Professors say faculty burnout is always a real threat, but especially now, and that institutions should act before it's too late, by Colleen Flaherty, *Inside HigherEd*, September 14, 2020
- **Pandemic Imperils Promotion for Women in Academia** Even as faculty members are given more time to meet a deadline for tenure, many say they are getting less work done because of child care needs, by Noam Schieber, *The New York Times*, September 29, 2020 (plus related links below to documents from Northwestern University cited in the article)
- **Factoring in the Pandemic Experience to Protect Gender Equity, Memorializing the Summer of 2020**, a document distributed by the Northwestern [University] Organization of Faculty Women
- **Organization of Women Faculty COVID Response Faculty Survey**, distributed July 20-August 7, 2020 by the Northwestern [University] Organization of Faculty Women
- **Call for Immediate Action**, by the Northwestern [University] Organization of Faculty Women, September 2020
- **European Women in Mathematics Open Letter on the COVID-19 Pandemic** (EWM is an international association of women working in the field of mathematics in Europe), published online September 22, 2020
- **The Virus Moved Female Faculty to the Brink. Will Universities Help?** The pandemic is a new setback for women in academia who already faced obstacles on the path to advancing their research and careers, by Jillian Kramer, *The New York Times*, October 6, 2020 <https://www.nytimes.com/2020/10/06/science/covid-universities-women.html>

- **Women Are Falling Behind** Large-scale study backs up other research showing relative declines in women's research productivity during COVID-19, by Colleen Flaherty, *Inside HigherEd*, October 20, 2020
- **Exit Interview Study of Tenured/Track-Track Faculty: Exploring Factors Related Job Satisfaction and Departure**, ADVANCE Program, University of Michigan, October 2020
- **Stuck-At-Home Moms: The Pandemic's Devastating Toll On Women** by Pallavi Gogoi, *National Public Radio* (NPR), October 28, 2020
- **Covid-19 Has Robbed Faculty Parents of Time for Research. Especially Mothers**. Women with children have lost, on average, about an hour of research time per day on top of what childless scholars have lost, by Emma Pettit, *The Chronicle of Higher Education*, January 25, 2021
- **Keeping COVID-19 From Sidelining Equity** Without engaged interventions, higher education will most likely become less diverse and inclusive, given the pressure the pandemic is placing on women and faculty of color, by Joya Misra, Dessie Clark and Ethel L. Mickey, *Inside HigherEd*, February 10, 2021
- **What Explains Differences in Finance Research Productivity During the Pandemic?** Barber *et al*, National Bureau of Economic Research (NBER) Working paper 28493, DOI 10.3386/w28493, February 2021
- **Supporting women in academia during and after a global pandemic**, Reese et al, *Science Advances* 24 Feb 2021, Vol. 7, no. 9, DOI: 10.1126/sciadv.abg9310
- **Survey reveals COVID-19's significant stress on faculty** *Stanford Report*, February 26, 2021
- **Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine. National Academies of Sciences, Engineering, and Medicine**. Washington, DC: The National Academies Press. 2021. <https://doi.org/10.17226/26061>
- **The Gendered Impacts of COVID-19: Lessons and Reflections**, editorial by Irma Mooi-Reci, Barbara J. Risman, *Gender & Society*, March 5, 2021. <https://doi.org/10.1177/08912432211001305>
- **Emerging Evidence Indicates COVID-19 Pandemic Has Negatively Impacted Women in Academic STEM Fields, Endangering Progress Made in Recent Years**, The National Academies of Science, Engineering, and Medicine news release, March 9, 2021
- **Many Female Academics Face Big Challenges — and Covid-19 Raises the Stakes, Report Says**, by Lindsay Ellis, *The Chronicle of Higher Education*, March 9, 2021
- **'We are at the breaking point': Survey shows faculty, especially women, facing COVID-related stress** by Anna Milstein, *The Stanford Daily*, March 17, 2021
- **Where Caregiving and Gender Intersect** It's not just about gender or caregiving, it's both: new analyses suggest colleges need COVID-19 faculty relief policies that target female caregivers in particular, by Colleen Flaherty, *Inside Higher Ed*, March 31, 2021
- **Female professors have less time to research in the pandemic. It could force them out of academia, experts say**, by Caroline Kitchener, *The Lily*, April 5, 2021
- **Could the Pandemic Prompt an 'Epidemic of Loss' of Women in the Sciences?** by Apoorva Mandavilli, *The New York Times*, April 13, 2021

- **Mothers are being left behind in the economic recovery from COVID-19** by Lauren Bauer, *Brookings*, May 6, 2021
- **The Quiet Crisis of Parents on the Tenure Track** by Maggie Doherty, *The Chronicle of Higher Education*, September 20, 2021

Please send comments about any broken links, or suggested additions to **facultywomensforum@stanford.edu**

Ideas to support women academics aggregated:

- a. From Stanford slide deck
 - a. Reduction in service
 - b. Reduction in course load
 - c. Sharing resources amongst faculty (this is just a kind gesture, non-proprietary attitudes towards courses and course development/activities/readings etc)
 - d. Assistance for online teaching
 - e. Financial support and other support
 - f. Increased GA and/or student support and training
 - g. Equipment to support lab work remotely or making Zoom classes more engaging (and enabling things like teacher at home, students in classroom like Owl camera)
 - h. Decreasing benchmarks, salary parity
 - i. Individually negotiated
 - j. Childcare support (either care on campus, additional resources to pay for caregiver burden...couldn't pay folx to come care for older adults bc of covid risk).
 - k. Paying for covid tests for all fac/staff (not just those who are not vaccinated) and send tests to home
- b. Cardel, M. I., Dean, N., & Montoya-Williams, D. (2020). Preventing a secondary epidemic of lost early career scientists. Effects of COVID-19 pandemic on women with children. *Annals of the American Thoracic Society*, 17(11), 1366-1370. https://www.atsjournals.org/doi/full/10.1513/AnnalsATS.202006-589IP#_i4
- c. Other sources
 - a. Service review of all faculty and then a system to ensure that it is equitable (early career, women, folx of color are taking on additional burden).
- d. From Chronicle webinar:
 - a. Extending what counts as contributions and making those meaningful
 - b. Empowering leaders to lead with empathy

- c. Clear understanding of the things people have been doing that have NEVER been counted (extra students you mentor, black women on the “diversity” committee, etc. and counting those things), and also recognizing the unique role and expertise that should be valued as such.
- d. NO MORE TASK FORCES, DO SOMETHING!
- e. Communication from leaders is key
- f. Training and work around less bias by those in evaluation (to work to change structure and culture)

What I think could be most useful at this point at SCSU:

- a. Asking women what has been the most impactful (survey that Stanford did)
- b. What have women and POC and folx with disabilities been asking for since pre-Covid? I am sure that universal design would be really usefully applied here (and few of these problems are “new,” they are just amplified in the pandemic.
 - a. Depending on those results, presumably they could be in the following categories:
 - i. Childcare: create list of childcare resources (marketplace) where folx can list skills and availability; coop kid-care; support with teaching at home if schools are closed)
 - ii. \$ for childcare/dependent/others care
 - iii. Flexible work arrangements
 - iv. Funding
 - 1. Making women only funding opportunities
 - 2. Extending grant submission periods
 - 3. Extending funding that folx may have gotten in the pandemic (they may not have finished as much as they expected)
 - v. Teaching/service and T and P
 - 1. Creating an infrastructure that recognizes and values ALL work on campus meaningfully (renumerate POC when they are on your Diversity Committee). Recognizing and valuing unique expertise in a meaningful way.
 - 2. Regular service reviews to more evenly distribute service workload (how can you motivate folx to recognize that the same people who are more precariously positioned are taking on all the responsibility...it is very “I had to do it, so you can too...” so

women with small children are trying to get tenure while colleagues already with tenure and without small kids at home are not picking up the slack...is there a way to motivate empathy?)

3. Create a MEANINGFUL plan for the DEI work of “its time” to proliferate around campus. What is the plan for that?
 - a. Monitoring sex breakdowns in hiring, promotion, and tenure
 - b. Setting up a structure to carefully monitor allocation of new teaching and service
4. Repository for sharing teaching/mentorship resources (and encouraging sharing of resources by/for other faculty)
5. Reducing course load (interdisciplinary courses?)
6. Reducing service load and evaluating what groups are doing and if that work is meaningful (ie not asking folx to be on committees that aren't doing anything meaningful. This is just labor and continued harm to their time and energy).

vi. General

1. What policies have been implemented since the start of the pandemic? How are those being monitored and evaluated? Is there a plan for monitoring and evaluation?