



Faculty Equity & COVID-19:

The ongoing impact on faculty careers

OVERVIEW

Since it became clear that the pandemic would not be brief, researchers have sought to document its effect on faculty. Over the course of the pandemic, researchers have accumulated evidence that faculty have had diminished productivity, increased stress and burnout, and significant blurring of work and life boundaries. Although most faculty have been negatively affected by the pandemic, these negative outcomes have been felt more strongly by some faculty in ways that challenge goals of equity.

Moreover, given the delays in scholarly work and the lag of the publication process, scholars have suggested that the effects of the pandemic on productivity might not be seen clearly for another year or two.

Further, scholars have expressed growing concern that the scholarly disruptions and trauma of the pandemic will have long-term effects on individual careers and faculty mental health, and institutions are at risk of losing valued faculty members.

In this report, we draw upon the literature and a survey of U-M faculty to discuss the impact of the COVID-19 pandemic faculty in three areas:

- Productivity, evaluations, and career advancement
- Faculty mental health and career concerns
- Institutional responses

We end with principles and recommendations for a future with greater equity and inclusion.

In March 2021, U-M ADVANCE surveyed 412 instructional, clinical, and research track U-M faculty to gain information about how faculty perceived the effect of the pandemic on their work and life. These faculty members were recruited from four networks affiliated with the U-M ADVANCE Program (Network to Advance Women Scientists and Engineers, Network to Advance Faculty of Color, U-M LGBT Faculty Alliance, and Single Faculty Network), individuals using the U-M Work/Life Resource Center in the past 3 years, and new tenure-track assistant professors who received mentoring as part of U-M's [Launch Program](#).

Participants were 57% White, 60% identified as women, 60% were parents of children under 18, and 44% were physical or natural scientists (19% social science, 11% humanities and arts, 4% in two of these fields). They were asked several closed- and open-ended questions about how the pandemic had impacted their career trajectory and commitment to the university/academia, helpful policies and suggested strategies for the future. Assistant professors were asked about whether they requested a one-year delay of their tenure review. We draw from our U-M data to supplement national trends. The full report can be found [here](#).

PRODUCTIVITY, EVALUATIONS, AND CAREER ADVANCEMENT

A great deal of research has examined the effect of the pandemic on faculty productivity. More recent studies confirmed early data that faculty are busier than before the pandemic due to the demands of teaching and supervising students online. Additionally, many faculty have been less productive, as labs, archives, and libraries were closed; travel for fieldwork was prohibited; and collaborations became difficult to maintain. Further, time for scholarly work was reduced as many faculty were engaged in round-the-clock childcare and the supervision of remote school for their children [1, 2, 3].

There was also the emotional toll of the pandemic; some faculty experienced personal

illness and/or illness or loss of family and friends; loneliness and isolation; and distress from any of a number of pandemic-related experiences [4]. These psychological challenges also diminished productivity. Layered atop these challenges was social and political unrest fueled by police violence, anti-Asian prejudice, and a divided country.

Given the many challenges related to the pandemic and social unrest, a lack of productivity is unsurprising. Yet, these challenges were also felt unequally [5]. Below, we discuss the particular challenges experienced by specific groups of faculty based on their race, gender and parenting status, academic field, and career stage.

Examining responses to an open-ended question about the impact of the pandemic, U-M data similarly finds that faculty productivity was affected by multiple challenges: decreased research capacity (46%), negative impact on their career trajectory (32%), increased family and childcare obligations (27%), increased teaching and mentoring demands (17%), lack of collaborations, networks, and travel (16%), decreased well-being (16%), and increased service or administrative work (8%). In contrast, 16% of faculty said the pandemic had no impact on their career, and 4% said it had a positive impact.

RACE

Research on faculty of color remains limited, but some data suggest there have been productivity impacts for Black women academics [6]. Additionally, data indicate that faculty of color are more involved in community-engaged work than White faculty, because of the disparate impact of the pandemic and social unrest on their communities [7].

Further, faculty of color are performing more service and emotional labor supporting students and diversity-equity-inclusion (DEI)/anti-racism work. Because of the national impact of COVID-19 on minority communities, faculty of color are more likely than White faculty to be personally affected by the pandemic [8, 9, 10].

Faculty in the UM study were 57% White, 12% Asian/Asian American, and 13% underrepresented minorities (URM; American Indian or Alaska Native, Black or African American, Hispanic or Latino, Middle Eastern or North African, Native Hawaiian, Other Pacific Islander). The three most common ways that Asian/Asian American and URM faculty said that the pandemic had affected their careers were to reduce their research capacity, negatively affect their career trajectory and increase their teaching and mentoring demands. Notably, no URM faculty said that the pandemic had a positive impact on their career.

GENDER AND PARENTING

Women have been more negatively affected by the pandemic than men in many ways and for many reasons. Studies suggest that women have been submitting fewer papers than men, and compared to men, report being busier in ways that limit their productivity [1]. Specifically, more women than men have been spending extra time supervising students and other employees, and women faculty report less time for research and writing [1].

Further, among parents, women have been doing more childcare than men, resulting in fewer uninterrupted work hours, with the greatest impact on women with younger children [1, 11, 12, 13, 14, 15, 16]. The stress caused by juggling multiple full-time roles at the same time has resulted in a greater toll on women's mental health, with more women than men reporting fatigue and burnout and questioning the tenability of an academic career [1, 17].

Data from the U-M study indicated that men were more likely than women to say that teaching and mentoring affected their productivity and less likely to say the pandemic had no affect on their career. Compared to non-parents, both women and men parents (of children under 18) were more likely to report that their productivity was impacted by family and caregiving demands but less likely to say that it impacted their collaborations and networking. Men parents were more likely than men non-parents to say the pandemic had a negative impact on their career. Women non-parents were more likely than women parents to say that the pandemic led to greater teaching and mentoring demands. These data suggest that women without children under 18 may have taken up additional teaching and mentoring, perhaps to help support parent colleagues.

ACADEMIC FIELD

Continuing a trend seen in the early data, more recent data indicate that scholars in the humanities have been more negatively affected by the pandemic than STEM scholars, with nearly three-quarters reporting their scholarship has been hampered by the pandemic [1]. More than half reported an inability to access resources [1]; whereas STEM labs re-opened relatively early in the pandemic, some libraries, archives, and collections remain restricted or inaccessible, or have only recently opened. Travel to fieldwork sites and the ability

to conduct in-person interviews has been impossible or limited for over a year. Further, humanities scholars are reporting that their inability to collaborate was a significant barrier and they were spending more hours teaching online than expected (social science scholars report this as well) [1]. Thus, humanities (and some social science) scholars have lacked the ability to engage in their scholarship or have had to pivot to new areas where work was possible during the pandemic.

Data from the U-M study indicated that arts and humanities faculty were more likely than faculty in the physical and natural sciences to say that the pandemic had negatively impacted their ability to build collaborations and engage in networking as well as decreased their sense of well-being.

CAREER STAGE

Early research on the pandemic identified early-career scholars as being especially negatively affected by the pandemic. This is due to a combination of tenure and promotion pressures and their greater likelihood of having young children at home. More recent research has also indicated that early-career scholars are not feeling adequately supported by senior colleagues (who themselves may be under strain) and are unable to form the scholarly connections (e.g., collaborations, networking) that contribute to career advancement. Although many conferences were held online, early-career scholars are not finding them helpful for meeting these needs [1, 18]. Early-career scholars are concerned about how the pandemic will affect their career advancement over the long-term [1, 19].

More recent research has found that mid-career scholars are also facing scholarly challenges due to the pandemic. More than half said they have spent less time than usual on scholarship, and work efforts have shifted to online teaching and supervising students [1]. Women were more likely than men to report that the pandemic has “severely affected” their work hours, hindered their productivity (fewer grants, papers, etc.), reduced their time for collaboration and networking, and increased the time they spend supervising students and other employees [1]. Mid-career scholars, especially women, were more likely than late-career scholars to say their productivity was hampered because of childcare responsibilities [1], and some also had eldercare demands [3]. Due to these many pressures, compared to mid-career men, women were more likely to

report working more overall hours, feeling busier, and reporting negative mental health consequences from the pandemic [1].

Late-career scholars have fared the best through the pandemic. Although they share many of the challenges of their earlier-career counterparts (more time spent on online teaching and mentoring students), late-career scholars report the least impact on their productivity. One study of academics worldwide found that a quarter said their research has been unchanged, 40% said they work about the same number of hours as before the pandemic, and 67% said the pandemic has had “minimal impact” on their ability to publish [1]. Nevertheless, some late-career scholars may be experiencing stress due to increased work demands from administrative responsibilities and caregiving responsibilities at home.



The U-M faculty survey allowed us to compare experiences of 140 tenure-track assistant professors to other faculty. Women assistant professors were more likely than other women faculty to say that the pandemic reduced their research capacity, increased the time they spent teaching and mentoring, negatively impacted their opportunities for collaboration and networking, decreased their well-being, and negatively impacted their career trajectory.

FACULTY MENTAL HEALTH AND CAREER CONCERNS

Responding to a long-term stressful event has led faculty mental health to suffer. Faculty report feeling stress, anxiety, hopelessness, and grief [4, 19]. The impossibility of juggling multiple full-time roles has led to high levels of burnout, particularly for caregivers [11]. Personal challenges related to caregiving, COVID-related illness and economic harm, and social unrest have combined with a work environment that changes quickly and frequently, reducing a sense of control over one's day-to-day life [17]. In the context of state violence and Black Lives Matter, many faculty of color have felt additional stress and anxiety combined with an even greater responsibility to support students, resulting in significant emotional labor [10, 20]. As a result, faculty, especially women and faculty of color, report feeling exhausted, overworked, and

struggling to remain engaged in work [1, 17]. Further, social isolation and difficulty maintaining collaborative relationships has exacerbated personal and professional stress [1, 3, 19].

Some faculty are questioning whether to remain in academia. One survey found that 55% of scholars had seriously considered leaving, and women were over-represented among this group [19]. Many others, especially humanities scholars, reported being concerned about whether they will be able to advance in their careers after the significant disruption to their scholarship caused by the pandemic [1]. Some other research has found that assistant professors, especially women, fear that they will be seen as less competent if they raise concerns about challenges related to the pandemic [21].

U-M faculty were asked an open-ended question about whether the pandemic had affected their commitment to U-M or an academic career: 39% of the responses reflected an unchanged commitment, 8% a strengthened commitment to U-M or academic work, and 41% a weaker commitment. Weakened commitment was common among those who indicated that: doing their job during the pandemic negatively affected their mental health, they felt unsupported and deprioritized by university administration, the pandemic led to their greater awareness of inequality in academia, and they experienced challenges to work/life boundaries and desired time to attend to family. Men were more likely than women to say that their commitment was unchanged. Women were more likely than men to say their commitment had decreased. Social science faculty were more likely than physical and natural science faculty to say their commitment strengthened.

Among U-M faculty, 29% reported that the pandemic had taken a toll on their mental health, 4% reported that it had taken a toll on their physical health, and another 13% indicated that it had taken a toll on both their mental and physical health (36% reported no toll). Further, 9% of respondents said that the pandemic led them to shift their priorities by considering career changes or including more work-life balance. In response to the commitment question, 18% of faculty in our study, unprompted, said that the pandemic had made them think about leaving U-M or academia entirely.

INSTITUTIONAL RESPONSES

In light of the pandemic, colleges and universities have taken a variety of steps to support faculty careers. Below, we highlight some of the most common institutional responses to date.



TENURE-CLOCK EXTENSIONS

One of the most common ways that universities have addressed the productivity challenges faced by early-career faculty during the pandemic is providing extensions to the tenure clock that allow faculty to delay their tenure review for one year. This policy has been welcomed by many but is not without limitations. Delays in the time until tenure may lead to pay disparities, since tenure is typically accompanied by a pay increase [12]. Some institutions have addressed this limitation by making pay increases retroactive to when the individual would have otherwise had their tenure review. Further, pre-COVID research on tenure clock extensions found that such extensions increased the likelihood that men

received tenure but decreased the likelihood that women did so [22]; thus, there are concerns that COVID-related tenure extensions may similarly benefit men more than women.

Other scholars have emphasized that the narrative around loss of productivity is primarily about the inability to publish scholarly work; as a result, this narrative minimizes the importance of other forms of productivity, such as teaching, mentoring, and public engagement, which have increased during the pandemic [23]. Many have suggested that shifting metrics to acknowledge these forms of productivity is another type of institutional response that might be adopted [24, 25].

U-M faculty data included 140 tenure-track assistant professors who were eligible to request a one-year postponement of their tenure review because of the pandemic. We asked them if they had requested or planned to request such a postponement. Of the assistant professors, 49% said they had made a request or planned to do so; reasons included slowed productivity due to delays in their scholarly work and increased family obligations, to have a safety net for the future, or because someone (e.g., colleague, chair, mentor) had advised them to do so. Another 24% of tenure-track assistant professors were uncertain about whether they would make a request and 27% said they did not plan to request a postponement. Reasons offered by those unsure or not planning to request a postponement included that it was too late in their tenure process for the pandemic to affect their record, they were concerned that doing so would have negative consequences (e.g., be seen negatively by colleagues, delay job security and pay increases), they had previously been granted a delay in their tenure review (e.g., due to childbirth), or it was too early in the tenure track to know if it would be needed.

URM faculty were more likely to postpone tenure review whereas White faculty were less likely to do so. Notably, over three-quarters of faculty in arts and humanities said they had or planned to postpone their tenure review.

COVID-IMPACT STATEMENTS

Another common institutional response to the COVID-19 pandemic is to allow faculty to contribute 'COVID Impact Statements' with their annual review or promotion and tenure materials. These statements allow faculty to highlight the ways in which they have adapted to the pandemic in their work (e.g., training for online instruction, new scholarly focus), additional work demands that have emerged as a result of the pandemic (e.g., student mentoring, community outreach), and individual challenges they have faced (e.g., caregiving demands, emotional strain, ill health).

However, two concerns have emerged regarding their use. First, some have questioned whether individuals will accurately report on their impacts. Second, faculty are concerned that disclosure of impacts will make others view them more negatively rather than providing helpful context for which to evaluate someone's record. For example, women who disclose parenting challenges as part of their impact statements may be viewed as less competent and committed to work, consistent with prior research [26].

Given these factors, individual faculty members must decide how much they feel comfortable

disclosing, which is likely to depend, in part, on their trust in their institution and colleagues. Further, administrators need to consider carefully how to solicit relevant information while also instituting practices to reduce bias that may result. Internal and external evaluators should be reminded that personal information should only be used to provide context for productivity during the pandemic.

Some institutions (e.g., U-M, U-Mass Amherst) are providing training to faculty on how to report their impacts and/or to administrators on how to solicit and evaluate COVID Impact Statements. An approach being used by some colleges at U-M is for individual departments to create a department-level COVID Impact Statement that is provided to external reviewers with promotion and tenure materials; these statements detail the impact of the COVID-19 pandemic on faculty in their department, highlighting both disciplinary barriers (e.g., inability to engage in fieldwork) and local conditions at the university and in the community (e.g., length of time research labs were shuttered; local schools offering only remote school for most of the academic year).



EVALUATION ADJUSTMENTS

Other institutional responses around the evaluation process have been implemented on a less widespread scale. However, individual departments, colleges, and universities may find some of these responses appropriate for their context. Some institutions have reduced the number of external letters required for promotion decisions [21]. Others have adjusted their expectations regarding the productivity

needed for a positive review; these include weighing the quality of the scholarship produced more heavily than the quantity, excluding the COVID year during reviews, and evaluating multiple years of the record even during annual reviews. As part of evaluation processes, institutions have found it more important than ever to provide clear guidelines to evaluation committees.

Similar ideas were shared by U-M faculty. When asked about supportive strategies the university should employ to mitigate long-term impacts of the pandemic, 27% of participants mentioned adjustments to evaluation standards for tenure review, including allowing for lower productivity during the pandemic, heavier consideration of DEI and other service work, and accounting for individual circumstances during the pandemic. Further, U-M faculty participants emphasized the importance of clear guidance to faculty members about changes to tenure expectations and on how to write effective tenure statements that take the pandemic into account. More strategies suggested by U-M faculty can be seen in [Table 1](#).

OTHER RESPONSES

In addition to faculty evaluations, institutions have been creative in offering solutions that address the different types of challenges that the pandemic created. Some types of responses seek to offer faculty “recovery time” [27] by reducing service and teaching demands [12, 21]. Institutions have offered small grants or bridge funding for research. Others have sought to reduce service obligations by disbanding some meetings and committees and eliminating letters of recommendation for small internal awards and grants. These responses highlight the fact that faculty workloads had already been increasing to very high levels which the additional work demands of the pandemic (transitioning courses online, developing new scholarship,

student mentoring and support) tipped over the edge, resulting in the burnout and mental health challenges already described. Other institutions have acknowledged the additional workload with bonus pay or extra paid time off.

Some responses address faculty challenges through support for caregivers [12, 21], such as by offering course releases to caregivers, providing research assistants to caregivers, offering virtual tutoring to children of faculty and staff, and providing small grants to pay for childcare (including in-home childcare). The pandemic made clear that childcare is essential for faculty parents—especially mothers—to work, and it further highlighted the need for affordable, high-quality childcare [2, 15].

Among all U-M faculty participants, the policies found most helpful in mitigating the impact of the pandemic on their careers were flexibility in their work (e.g., teaching modality, work from home, work hours), university support of remote teaching and learning, supportive communication from departmental and university leadership, sharing of resources, and delays in the tenure review.

“BE THE ARCHITECTS OF A NEW WORLD”

Despite the hardship and challenges brought about by the COVID-19 pandemic, there are important principles and useful practices that units should consider going forward. As noted in Fulweiler et al. (2021) “Rather than rebuilding

what we once knew, let us be the architects of a new world” [14]. Below we offer principles for a new academia and following, offer recommendations for different ways units and institutions can work towards achieving it.

PRINCIPLES

Equal is not always equitable

The data identified that the pandemic affected faculty from marginalized groups most negatively. Therefore, strategies designed to support all faculty equally may inadvertently replicate existing inequalities (e.g., by giving the same resources to those with low needs and those with high needs). Thus, reconceptualizing fairness from “everyone gets the same support” to instead “everyone gets the support they need” can help ensure equity.

Faculty need to be supported

For many faculty members, their role within the academic system is precarious. The removal of supports, such as childcare, collaborations, and workspace, was sufficient to make traditional forms of productivity (e.g., publications) challenging. Women, faculty of color, assistant professors, and those in the arts and humanities were especially negatively affected by the pandemic, suggesting that their careers most require the types of supportive structures that the pandemic removed.

Faculty members need to be supported not only in their work roles but also in their non-work roles. Caregivers rely on paid support in order to work, as the lack of childcare during the pandemic illustrated. Moreover, even when paid caregivers are available, many find the cost of high-quality care to be unaffordable and

difficult to secure. If an academic system in which caregivers are not well-supported makes it hard for them to be successful, how can universities better support them?

Similarly, faculty mental health is critical to their ability to work and feelings of overwork, burnout, and competing role demands are leading some to question the viability of an academic career. Faculty want to be shown greater care and concern by their institutions, similar to the care they were asked to provide students. Institutional responses to the pandemic weakened some faculty members’ commitment to the institution and contributed to the perception that the institution was not committed to their success and well-being. Because faculty members are important resources and members of the university community, it’s critical to retain them and doing so requires making academia less precarious, more supportive, and more flexible.

Institutional solutions are needed

The COVID-19 pandemic and other challenges of 2020-2021 have been national and global in scope, with implications at the level of the institution. Although these challenges were experienced by individual faculty members, we need institutional solutions so that each faculty member does not have to “reinvent the wheel” or be in competition with others for limited resources (e.g., in-home childcare providers,

bridge funding, teaching support). Although the need for institutional solutions to structural problems is not new, the pandemic made this need especially visible and offers institutions the opportunity to reimagine their structures and processes with equity and faculty support in mind.

Many academic institutions place a disproportionate emphasis on traditional forms of productivity

Teaching and service are essential aspects of the operation of the university. It was these activities where faculty members placed their efforts to ensure that students could continue their education without interruption, the university could continue to function, and individuals in the academic community (e.g., students, colleagues) were supported through a challenging time. Furthermore, in a year in which society faced so many existential threats, many faculty members pivoted from traditional forms of scholarly productivity (i.e., publications in academic outlets) to community-focused outreach. Scholars in various fields felt the critical need to educate the general public about the transmission of viruses, the effects of isolation, how to promote public health behaviors, and evaluate scientific evidence; social inequality, police-violence, and social protest movements; and the workings of democracy, voting behavior, and the law. Yet these activities—teaching, service/mentoring, and public engagement—tend to be devalued relative to traditional forms of productivity in the evaluation metrics of research-intensive universities. The consequence is that many faculty, especially early-career faculty, have become concerned about their career trajectory. Greater inclusion can be fostered by ensuring thoughtful and deliberate attention to the full range of activities that demonstrate excellence and productivity.

Time is a resource but unequally available

For many, time became a scarce resource during the pandemic. Formatting courses for online or hybrid teaching took a great deal of time for faculty prepared to teach in person. Meetings via Zoom felt more exhausting than in person ones. Parents with children doing school remotely from home felt a significant loss of work time. Some addressed this challenge by doing research when they otherwise would have been relaxing or sleeping. The pressures on faculty time contributed to burnout. How can institutions support those faculty who lost this valuable resource and better account for differences in faculty workloads?

The value of flexibility

Flexibility is a resource with little financial cost. The pandemic necessitated that things be done differently and some of these changes increased accessibility. For example, meetings and conferences were held online and this format increased access for some faculty who might otherwise not have been able to attend (e.g., due to caregiving demands or mobility constraints). As a result, attendance increased, and more individuals were able to have an influence on decision-making.

Commitment cannot be assumed

Many faculty are rethinking priorities, interests, and commitments. Some faculty parents have indicated a desire to move closer to family, feeling unsupported by their institution. Institutions will need to re-establish trust by demonstrating their understanding of faculty challenges and making structural changes, such as those related to faculty evaluation and support of parents. The ability to meet faculty needs will impact faculty retention.

RECOMMENDATIONS

Faculty Evaluations

Increasing clarity around faculty evaluations provides support to assistant professors and others involved in evaluation processes. Ways to adjust faculty evaluations include:

- Holistic reviews that focus on quality over the quantity of scholarly work.
- Multi-year evaluations that might better allow you to assess the faculty member's record than a focus solely on productivity during the pandemic.
- Not letting the small number of faculty able to be more productive set the bar. Assume most faculty were negatively affected by the pandemic.
- As a standard practice, offer faculty the opportunity to provide contextual information that would help evaluators assess the individual's record (e.g., COVID Impact Statement, the impact of police violence and the subsequent BLM protests that took place during the summer of 2020).
- Aligning metrics to better account for the value placed on teaching, service, mentoring, and public engagement.
- Providing clear, written guidelines for faculty evaluation that are shared with individuals who assess faculty (e.g., review committees, external reviewers). Although this should always be a standard practice, guidelines should be updated to help evaluators contextualize gaps in the record due to the pandemic.
- Training directed at review committees and others involved in faculty evaluations; these would be useful for the next few years, especially in relation to promotion and tenure review.

Make Workloads More Manageable

Faculty report feeling that their workloads are high, leading to burnout. Some ideas for making workloads more manageable:

- Increasing the level of teaching and IT support (e.g., graduate student instructor support, instructional design).
- Creating structures to support instruction when faculty unexpectedly cannot teach due to illness or other emergencies.
- Reducing service loads and meetings; sunset some committees; require fewer letters of recommendation for internal awards; identify "invisible" service and distribute this work across the faculty.
- Look for opportunities to increase supportive funding (e.g., bridge funding, graduate student funding, grant writing assistance).

Assess and Monitor COVID Impacts

The impact of COVID-19 is likely to be long-term. Creating assessment and monitoring strategies to capture these lasting effects will enable universities to identify and address inequities. Some areas to focus on include:

- Patterns of hiring, advancement (e.g., tenure), and departure by demographic group (e.g., race and gender).
- Differential faculty workloads; consider implementing workload redistribution where possible to address inequity.
- Salary inequity, particularly as it relates to tenure-clock extensions.
- The institution's ability to meet faculty needs (e.g., via faculty surveys, focus groups, and exit interviews).

Create Supportive Environments

Creating a more supportive workplace can increase faculty job satisfaction and restore institutional commitment. Some suggestions for doing so include:

- Creating a culture of support and care; devote resources to community-building.
- Developing mechanisms to support networking and collaborations.
- Addressing requests for accommodations (e.g., around a disability) quickly and via a transparent process.
- Addressing workplace climate challenges. Faculty who are targets of microaggressions and discriminatory behavior are less productive and more likely to leave.
- Providing coaching and mentoring for more faculty (e.g. mid-career faculty) around career development and leadership.
- Increasing access to mental health resources.

Caregiver Support

COVID-19 brought into sharp relief that caregivers can be most engaged in their faculty roles if they are also supported in their non-work roles. Engage in ongoing conversations around caregiver support, that may include:

- Availability of high-quality childcare.
- Support for caregivers during work-related travel (e.g., subsidize non-routine childcare during conferences and fieldwork).
- Reduced appointments (“part-time”), reduced teaching and/or reduced service in times of need (e.g., illness of a child or spouse).
- Flexibility in teaching schedules, meeting times, and formats.
- Addressing misalignment between institutional practices and caregivers’ personal lives (e.g., university vacations that are not synchronized to local school breaks, unavailability of parking for caregivers who might need to arrive and depart mid-day).



Designed by **freepik**

TABLE 1. STRATEGIES SUGGESTED BY U-M FACULTY TO MITIGATE THE CONTINUING IMPACT OF THE PANDEMIC ON FACULTY CAREERS

TENURE	<p>Evaluation - Account for the reduction in productivity due to the pandemic, use of an equity lens in evaluations, consideration of individual circumstances during the pandemic, and greater valuing of diversity, equity, and inclusion activities</p> <p>Guidelines - Clear direction on how the pandemic will be accounted for in tenure decisions and clear guidelines on creating tenure materials that account for the pandemic</p> <p>Extensions - Extend the time until tenure review by one year or more, or alternatively discard extensions in lieu of revised tenure expectations</p>
WORK/LIFE	<p>Greater support of faculty caregivers: make childcare more accessible (e.g., increase campus daycare, subsidize childcare), add work flexibility to accommodate caregiving demands, and create a culture that recognizes and welcomes faculty parents (e.g., not scheduling meetings in the evening) and caregivers</p>
RECOGNITION	<p>Greater recognition, both formal and informal, of faculty efforts towards service, mentoring, and teaching, and the unequal load that women and faculty of color carry in these areas</p>
RESEARCH	<p>Research and bridge funding, funding for teaching and professional travel, recovery of research funds lost during COVID-19, financial support of graduate students</p>
TEACHING	<p>Recovery time through course releases, early sabbaticals, and greater Graduate Student Instructor support</p>
MENTAL HEALTH	<p>Mental health and wellness resources and practices to support work-life balance (e.g., workdays without meetings, a culture that encourages breaks and vacations)</p>
PROFESSIONAL DEVELOPMENT	<p>Greater support for faculty professional and career development (e.g., mentoring, publishing workshops)</p>
SERVICE	<p>Reduced service, especially for junior faculty members, and sunseting of unnecessary committees</p>
COLLABORATION	<p>Facilitate networking and collaboration, especially among junior faculty, and increase time and resources for team building</p>

REFERENCES

1. De Gruyter. (2020, December 15). [*Locked down, burned out: Publishing in a pandemic.*](#)
2. Flaherty, C. (2021, March 10). [*COVID-19: A moment for women in STEM?*](#) Inside Higher Ed.
3. National Academies of Sciences, Engineering, & Medicine. (2021, March 9). [*Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine.*](#) Washington, DC: The National Academies Press.
4. VanLeeuwen, C. A., Veletsianos, G., Johnson, N., & Belikov, O. (2021). *Never-ending repetitiveness, sadness, loss, and "juggling with a blindfold on": Lived experiences of Canadian college and university faculty members during the Covid-19 pandemic.* British Journal of Educational Technology, 54(4), 1306-1322. <https://doi.org/10.1111/bjet.13065>
5. Misra, J., Clark, D., & Mickey, E. L. (2021, February 10). [*Keeping COVID-19 From sidelining equity.*](#) Inside Higher Ed.
6. Staniscuaski, F., Kmetzsch, L., Soletti, R. C., Reichert, F., Zandonà, E., Ludwig, S. M. C., Lima, E. F., et al. (2021). *Gender, race and parenthood impact academic productivity during the COVID-19 pandemic: From survey to action.* Frontiers in Psychology, 12, 1-14. <https://doi.org/10.3389/fpsyg.2021.663252>
7. Trainer, S., Miguel, A., Jacoby, J., O'Brien, J. (2021). [*Exploring the gendered impacts of COVID-19 on faculty.*](#) Proceedings of the CoNECD, American Society for Engineering Education.
8. Fryberg, S., Eason, A. E., Dai, J. D., Lopez, J. J., Yellowtail, J., Munoz-Salgado, A., Ward-Griffin, E. (2020). [*The impact of COVID-19 on Indigenous People.*](#) Indigenous Futures Project.
9. King, D. D., Ali, A.A., McCluney, C., & Bryant, C. (2021, Feb 22). [*Give Black employees time to rest and recover.*](#) Harvard Business Review.
10. Shillington, A. M., Gehlert, S., Nurius, P.S., Delva, J., Hooyman, N.R., Manderscheid, R. W., & Palinkas, L.A. (2020). *COVID-19 and long-term impacts on tenure-line careers.* Journal of the Society for Social Work and Research, 11(4), 499-507. <https://doi.org/10.1086/712579>
11. Sevilla, A., & Smith, S. (2020). *Baby steps: the gender division of childcare during the COVID-19 pandemic.* Oxford Review of Economic Policy, 36 (Supplement_1). <https://doi.org/10.1093/oxrep/graa027>
12. Casey, R. (2021, March 16). [*Opinion: The pandemic's sexist consequences.*](#) The Chronicle of Higher Education.
13. Oleschuk, M. (2020). *Gender equity considerations for tenure and promotion during COVID-19.* Canadian Review of Sociology, 57(3), 502-515. <https://doi.org/10.1111/cars.12295>
14. Myers, K., Tham, W. Y., Yin, Y., Cohodes, N., Thursby, J. G., Thursby, M. C., Schiffer, P., Walsh, J. T., Lakhani, K. R. & Wang, D. (2020). *Unequal effects of the COVID-19 pandemic on scientists.* Nature Human Behavior, 4, 880-883. <https://doi.org/10.1038/s41562-020-0921-y>
15. Fulweiler, R. W., Davies, S. W., Biddle, J. F., Burgin, A. J., Cooperdock, E. H. G., Hanley, T. C., et al. (2021). *Rebuild the Academy: Supporting academic mothers during COVID-19 and beyond.* PLoS Biol 19(3): e3001100. <https://doi.org/10.1371/journal.pbio.3001100>
16. Deryugina, T., Shurchkov, O., & Stearns, J. E. (2021). [*COVID-19 disruptions disproportionately affect female academics.*](#) National Bureau of Economic Research Working Paper 28360.
17. Nietzel, M. T. (2021, February 26). [*Pandemic toll: More than half of college faculty have considered a career change or early retirement.*](#) Forbes.

18. Rodriquez, G., Monteleone, R., Munandar, V. D., & Bumble, J. L. (2021). *Blurring the boundaries: Reflections from early career faculty during the Covid-19 era*. *Intellectual and Developmental Disabilities*, 59(1), 1-6. <https://doi.org/10.1352/1934-9556-59.1.1>
19. Tugend, A. (2020). *On the verge of Burnout: COVID19's impact on faculty well-being and career plans*. Chronicle of Higher Education report, sponsored by Fidelity Investments.
20. McCoy, H., & Lee, M. Y. (2021, March 15). *Minority academics face dual pandemics of COVID-19 and racism*. Times Higher Education.
21. Petit, E. (2021, February 25). [Faculty members are suffering burnout. These strategies could help](#). The Chronicle of Higher Education.
22. Antecol, H., Bedard, K. & Stearns, J. (2018). *Equal but inequitable: Who benefits from gender-neutral tenure clock stopping policies?* *American Economic Review*, 108(9), 2420-41. <https://doi.org/10.1257/aer.20160613>
23. Pereira, M. M. (2021). *Researching gender inequalities in academic labor during the Covid-19 pandemic: Avoiding common problems and asking different questions*. *Gender, Work, and Organization*, 28(S2) .498-509. <https://doi.org/10.1111/gwao.12618>
24. Gannon, K. (2021, June 16). *Advice: Faculty Evaluation After the Pandemic*. The Chronicle of Higher Education.
25. Settles, I. H. & Linderman, J. (2020, October 5). *Faculty equity and COVID-19: The problem, the evidence, and recommendations*. University of Michigan ADVANCE Program.
26. Correll, S. J., Benard, S., & Paik, I. (2007). *Getting a job: Is there a motherhood penalty?* *American Journal of Sociology* 112(5), 1297–1338. <https://www.journals.uchicago.edu/doi/10.1086/511799>
27. COVID-19 Research Disparities Committee report: *Addressing inequities induced by COVID-19 across the research community* (2020, October). University of Michigan, Office of the Vice President for Research

ADDITIONAL RESOURCES

[Information on Gendered COVID-19 Faculty Experiences from Stanford University's Office of Faculty Development, Diversity, and Engagement](#)

[University of Maryland's Faculty Workload and Rewards Project Resources](#)

ACKNOWLEDGEMENTS

Prepared by Isis Settles, Jennifer Linderman, and Jamie Saville for the University of Michigan ADVANCE Program: <https://advance.umich.edu/>, November, 2021. We thank Sarah Moncada and the U-M ADVANCE Research & Evaluation team for their assistance. Images designed by artists pch.vector, starline, upklyak, and rawpixel for freepik (www.freepik.com).

Suggested citation: Settles, I. H., Linderman, J., & Saville, J. M. (2021, November). *Faculty equity and COVID-19: The ongoing impact on faculty careers*. University of Michigan ADVANCE Program.