Address and Mitigate the Impacts of COVID-19 on Women-identified and Minoritized Faculty
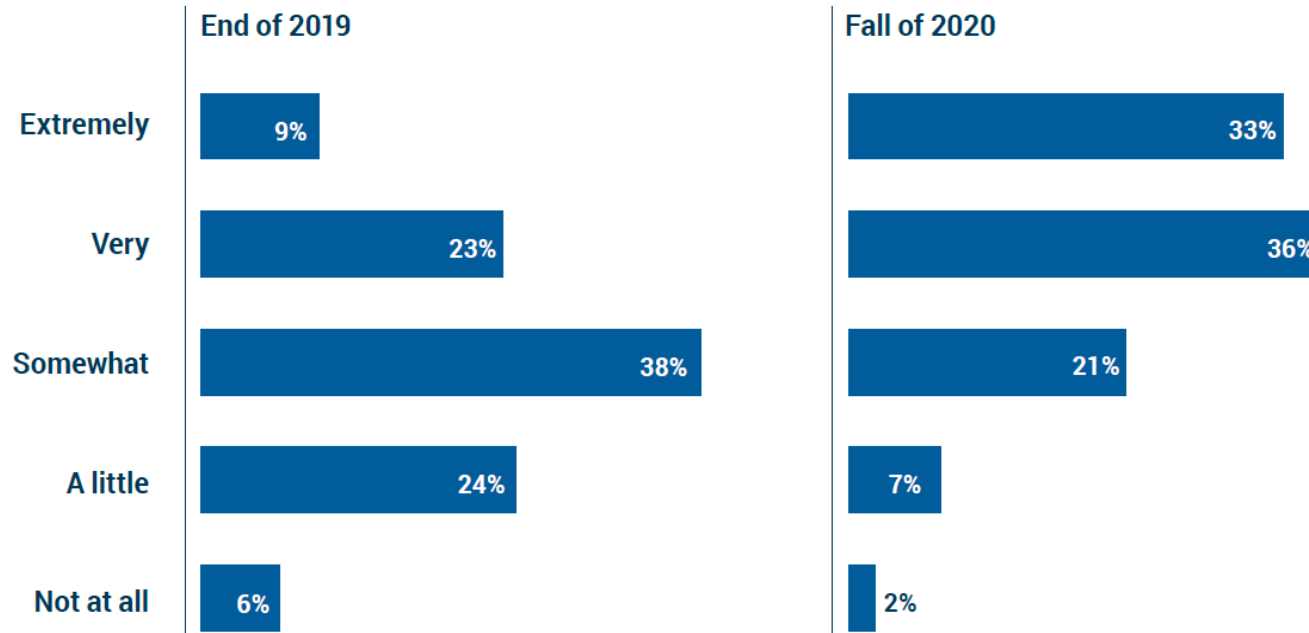
Faculty Assembly Women's Committee

In consultation with FMAC and PRIDE FA committees and members of IRC FA committee

The Problem: Impacts on ALL Faculty

To what extent have you felt stressed?

End of 2019

Extremely	9%
Very	23%
Somewhat	38%
A little	24%
Not at all	6%

Fall of 2020

Extremely	33%
Very	36%
Somewhat	21%
A little	7%
Not at all	2%

METHODOLOGY

"Students are harder to engage; teaching is more exhausting; balancing home and work is an utter disaster. I called a fellow faculty member for advice on an assignment and we ended up both sobbing because we are so overwhelmed and feel completely buried with no support at all."

"I'm exhausted. 12 hour days, no days off, I work all weekend, too. And I'm barely hanging on. I feel stretched so thin, I'm not doing anything well."

"Work loads are DOUBLED for professors. I'm rarely not in front of my computer less than 8 hours a day. It's exhausting and unhealthy."

Since the start of 2020, your enjoyment of teaching has:
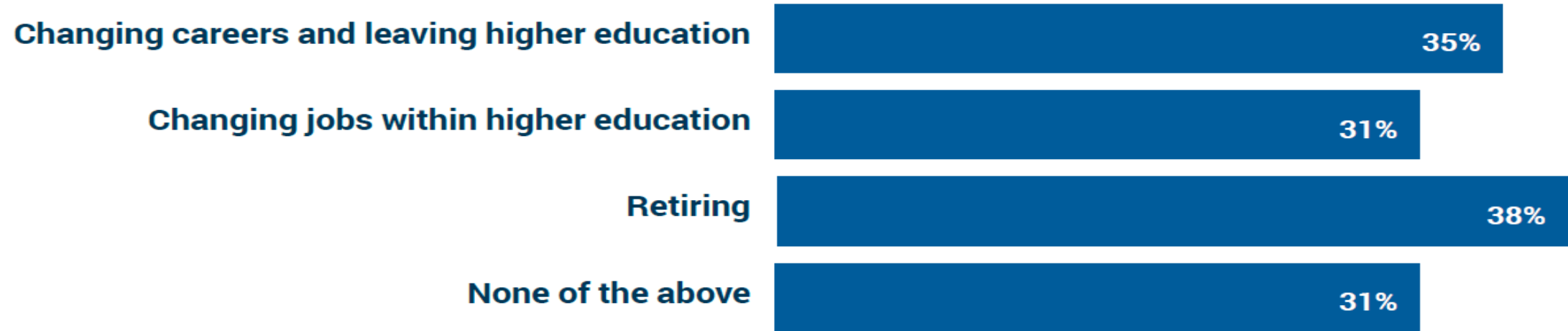
Increased

7%

Stayed the same

43%

Decreased

50%

"There is no joy in teaching this way. I get no energy back from my students. This mode of teaching amps up all the aspects of teaching that are not fun and tamps down on everything I enjoy about teaching."
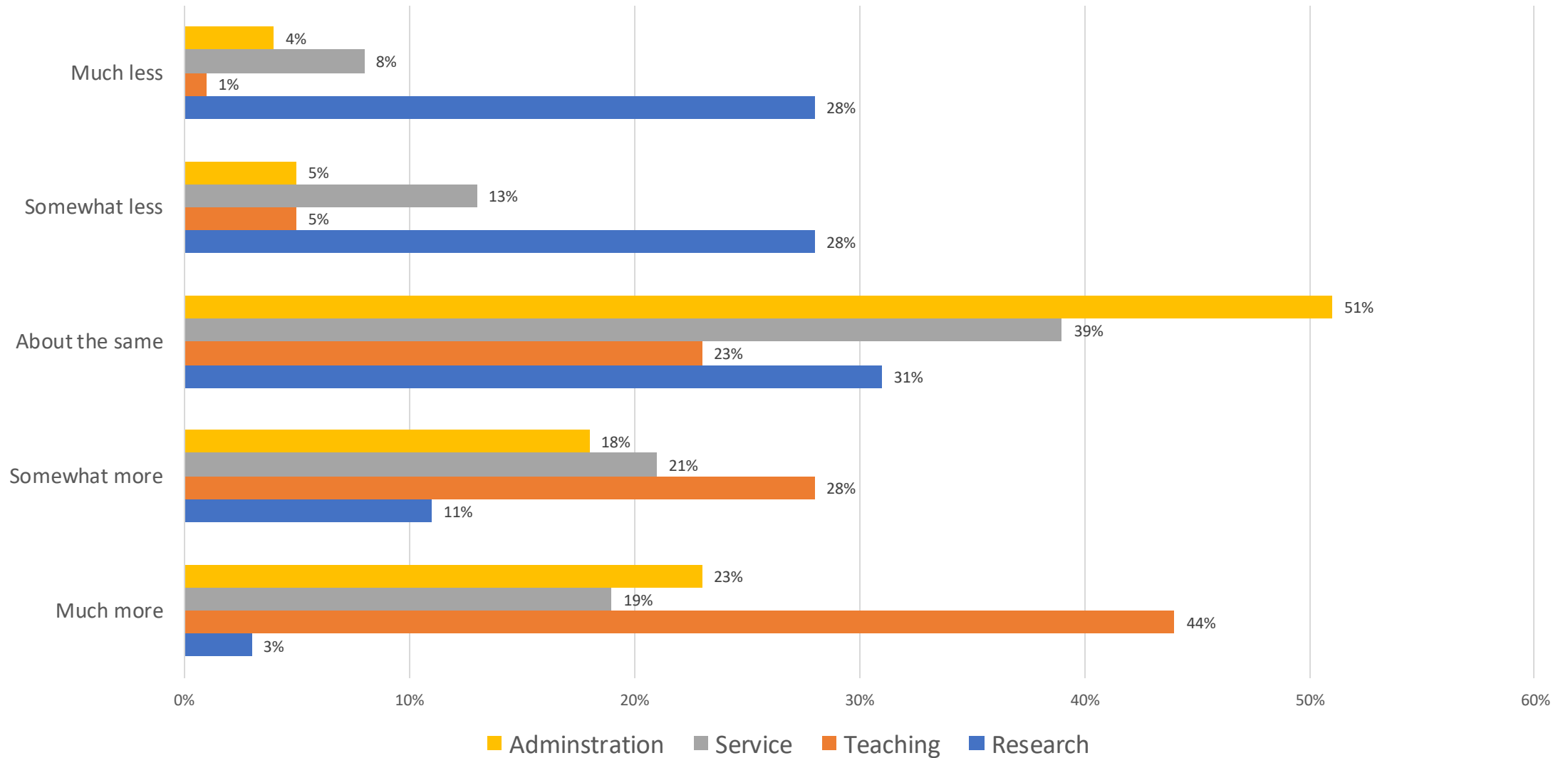
Since the start of 2020, have you seriously considered:

(select all that apply)

Changing careers and leaving higher education	35%
Changing jobs within higher education	31%
Retiring	38%
None of the above	31%

"I am thinking about quitting my job, yes, I am serious! And I am tenured."

UCCS Faculty Report: More/Less Time than Typical

"The amount of work feels like much more. Best practices for online learning suggest frequent and timely feedback (even more so than in-person courses) and the constant grading / feedback loop feels like much more work. I cannot seem to separate work from my home life now that I work and live in the same space. It feels like I'm always 'on call' for work since accessible communication is more important than ever."

"There is no time to conduct research based work in this current situation because faculty are already working over over time hours."

"For faculty, remote and fully online is so much more work than face-to-face. Yet our 40/40/20 breakdown remains the same with a radically increased workload. I do not want to impinge on research, but the reality is that additional teaching work is impinging..."

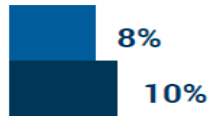"Teaching remotely is so time consuming that there simply isn't enough time for any research activities."

Disparate Effects: Women-Identified Faculty
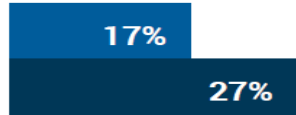
Disparate Effects

Since the start of 2020, your work-life balance has:
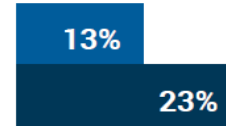
Female / Male

Improved
Female 8%
Male 10%

Stayed the same
Female 17%
Male 27%

Deteriorated
Female 74%
Male 63%

your workload has:

Increased
82%
70%

Stayed the same
13%
23%

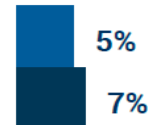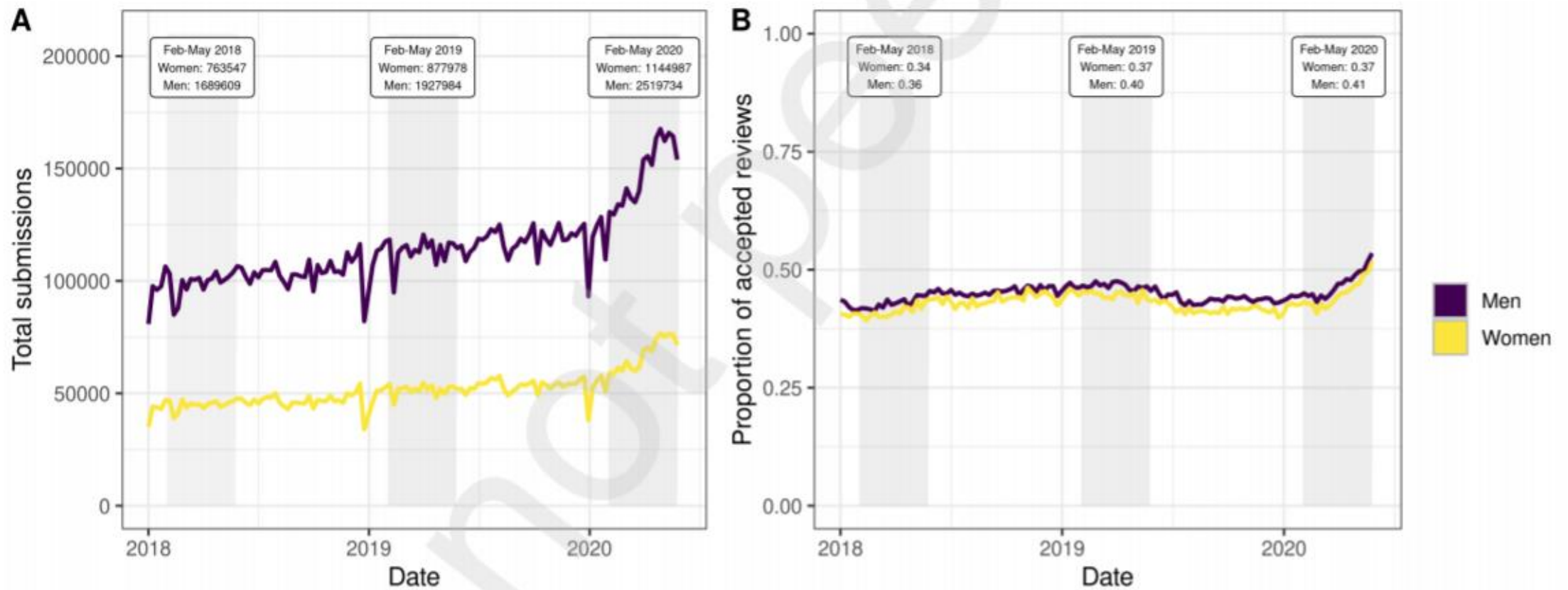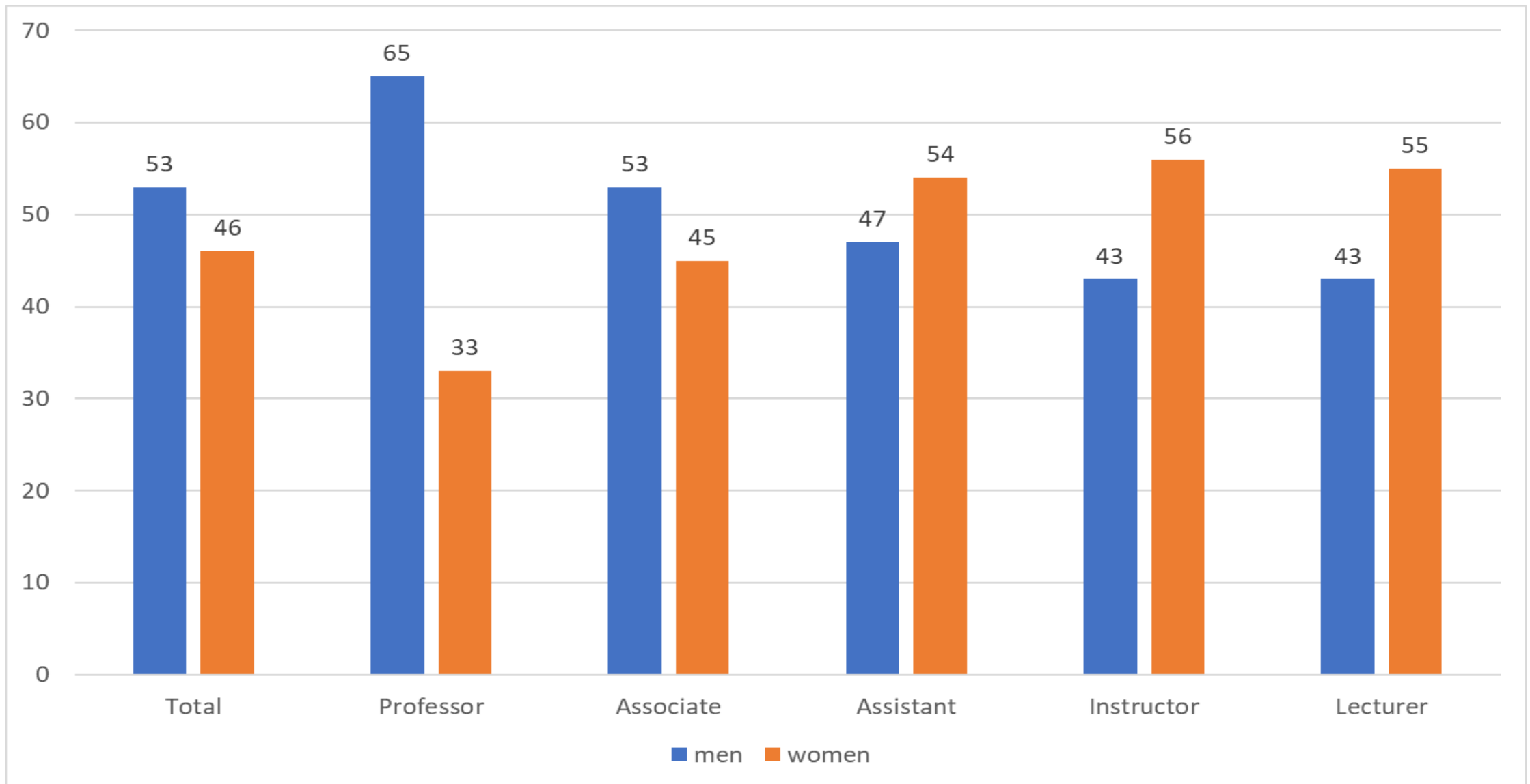**Decreased**
5%
7%

Longitudinal data on paper submissions and accepted journal article reviews for all Elsevier journals by gender

Existing Inequities

For each academic rank, percentage distribution of full-time faculty in degree-granting postsecondary institutions, by race/ethnicity and sex: Fall 2018
National Center for Education Statistics

Women of color are also more likely to hold lower-ranking academic positions[33]

Percentage of Women of Color in Academic Positions and Tenure Status in the United States[34]

	Tenure-Track	Tenured	Professors	Associate Professors	Assistant Professors	Instructors
Asian Women	5.3%	3.5%	2.8%	4.8%	5.8%	3.3%
Black Women	3.8%	2.3%	1.6%	3.0%	4.0%	4.8%
Latinas	3.1%	2.6%	2.1%	2.6%	2.9%	4.7%

Equity Issues before the Pandemic

- Bias against women and faculty of color in student evaluations of teaching
- Lower acceptance, publication, and citation rates for women and faculty of color
- Disproportionate citation and recognition favoring white male authors
- Underrepresentation of women and faculty of color on journal editorial boards
- A racial gap in funding from major organizations
- Gender imbalance in service work such that female faculty perform more service than male faculty, especially service internal to the university

Recommendations and Next Steps

UCCS Strategic Plan 2030
Core value

We value INCLUSIVE DIVERSITY as a foundation for teaching and scholarship that prepares students, faculty, staff and community members for both local and global multicultural realities.

Recommendations

1. Change teaching policies and evaluation metrics

2. Allow and encourage adjustments of faculty workload

3. Incentivize online instruction

4. Automatically delay tenure, promotion, and reviews and extend start-up

5. Create new evaluation criteria for RPT and Merit and suspend "on track" standards for research productivity

6. Reassess research evaluation metrics to support faculty research

7. Prioritize faculty physical and mental wellness

8. Strategize ways to mitigate intensifying caregiver demands and shift institutional norms around gender, work, and carework/giving

9. Document impacts to ensure institutional memory

10. Provide incentives and support to faculty

Next Steps

Endorsement

- Seek Faculty Assembly endorsement of the document as a whole.
  - Dialogue about specific recommendations is encouraged moving forward.

Action

- Request that campus leadership discuss the recommendations with Faculty Assembly <u>and</u> take action(s) before the end of the academic year.