

AGENDA ATTACHMENT for MOTION 1

Measures to Address and Mitigate the Impacts of COVID-19 on Women-identified and Minoritized Faculty

March 3, 2021

Faculty Assembly Women's Committee and COVID-19 Subcommittee

The recent 2020 pandemic has significantly impacted academia. As Malisch and colleagues accurately state, "the coronavirus disease 2019 (COVID-19) pandemic has upended almost every facet of academia" ([Malisch et al., 2020](#)). The impact of COVID-19 on faculty has affected all aspects of teaching, research, and service. All faculty have faced a myriad of challenges as a result of the pandemic including but not limited to adjustments to remote or on-line teaching, interruptions in research productivity, increases in service loads due as a result of responding to both the pandemic and student needs, extra caregiving duties, and physical and mental health concerns. The following document addresses pandemic impacts on women-identified faculty (hereafter referred to as women for brevity) and minoritized faculty specifically.

Women are leaving the US workforce in historic numbers due to the COVID-19 pandemic (i.e., nearly 3 million women as of February, 2021; CBS News). It is likely that these patterns are/will be true in the academy as well, jeopardizing efforts at ensuring a diverse faculty moving forward. Prior to the pandemic, women and minoritized faculty have been overrepresented in Instructor/Research/Clinical positions (IRC; previously known as non-tenure track faculty) and underrepresented at the Associate professor rank and above. Additionally, research shows that women faculty leave the tenure track stream at higher rates than men and/or do not advance through the ranks as quickly due to service and caregiving burdens. All of these existing inequities are being exacerbated by the pandemic.

A growing body of evidence is showing that women and minoritized faculty regardless of rank are disproportionately negatively impacted by the challenges presented by the pandemic (see sources summarized below). Many of the additional burdens created by the pandemic fall especially hard on women and minoritized faculty, who are often already disadvantaged in terms of pay, and who have suffered from barriers to productivity and recognition that show up in the types of metrics the University relies on when rewarding faculty (e.g., publications, citation levels, grant awards, teaching evaluations, etc.) (see sources summarized below). Faculty of color also have to deal with the added stress and trauma of higher rates of COVID-19-related morbidity in their communities (especially for Black and Latinx Americans), increased encounters of racist hate crimes and other forms of discrimination (especially for Asian Americans), and the lasting effects of the numerous acts of racialized police violence that engendered mass civil unrest and upheaval during 2020. LGBTQIA faculty often face these changes and burdens with personal and familial support systems that are limited by familial and societal rejection and lack of recognition for non-cisheteronormative relationships. Furthermore, faculty of marginalized and minoritized identities of all kinds are overrepresented in the ranks of IRC faculty, affording them fewer protections than tenure track faculty. IRC faculty are further disadvantaged because these academic positions lack job security and pay substantially lower salaries. They often have heavier teaching, student advising and service responsibilities, alongside disproportionate caregiving and home responsibilities. Career interruptions forced by the

pandemic will further put women and minoritized faculty's earning power and future advancement at risk.

Faculty's mental, emotional, and physical energies are stretched to the breaking point due to having to completely redesign their courses with the pivot to remote teaching and learning on top of the additional stressors of the pandemic; homeschooling children; the exponential increase in caregiving and household management duties that research indicates disproportionately falls on women; and isolation. Faculty need institutional support with teaching innovation, mental health resources, mentoring, and workload redistributions.

This document is designed to summarize research on the impacts of COVID-19 and provide recommendations and guidance on how to mitigate these impacts in an equitable way for women and minoritized faculty. We break this document into two sections:

1. **Recommendations** for mitigating the impacts of the pandemic to ensure equitable measures for both the short-term and long-term adjustments that will safeguard and enable the success and retention of women and minoritized faculty.
2. **Resources** for understanding the impacts of the pandemic on women and minoritized faculty, in particular, that we used to support these recommendations.

Recommendations:

The Faculty Assembly Women's Committee with support from Faculty Assembly Minority, PRIDE, and IRC Faculty committees call on university leadership to put plans in place immediately to remedy inequities disproportionately affecting women faculty resulting from COVID-19. Our goal is to offer suggestions that promote equity and ensure the success and retention of women faculty.

1. **Allow and encourage adjustments of faculty workload.** In recognition of the extraordinary time that faculty have devoted to meetings, increased administrative burdens, learning how to teach remotely, counselling students, and so on, we encourage the administration to take measures to reduce faculty workload. This should include both tenure track as well as IRC faculty (who often have much less flexibility and higher teaching loads). Some examples might include allowing co-teaching to count as a full onload course, lower caps on large introductory classes, allow department curriculum development to replace canceled sections, let advanced graduate students become supervised course instructors, provide course relief for faculty (including IRC faculty) who step up to take on an exceptional service load. Alternatively, allow faculty to choose to lessen their teaching and/or research load now or to go all-in now and catch up later. In other words, let the policy be flexibly implemented over the next several years.
2. **Incentivize online instruction:** We recognize that *some* incentives already exist. We also recognize that on-line teaching in some form will become more prevalent as a teaching mode due to the pandemic. We, therefore, recommend increasing the financial incentives for the creation of OL, hybrid, hyflex, and remote courses AND increasing incentives for course migrations to these formats as well as modifications

and updates to courses in these formats. We also recommend offering non-financial incentives which could include allowing faculty to build credit toward future course releases and sabbaticals and/or by providing teaching relief that can be used now or banked for a later time.

3. **Change teaching policies and evaluation metrics.** Given the abrupt shift to online learning, the university should develop alternative metrics for evaluation AND suspend the use of students' teaching evaluations and replace them with [holistic teaching assessments](#). Malisch et al. offer a resource for evaluations provided through this link: ["Asking the Right Questions: A primer for merit, tenure, and promotion evaluation committees"](#). FAWC has well documented the long recognized gender and racial [biases](#) present in student evaluations of teaching ([see FAWC Bias in FCQs website](#)), as students often evaluate women faculty more harshly for failing to meet gendered expectations. The current, extraordinary teaching circumstances brought on by the pandemic may exacerbate such biased evaluations. We recognize that Regent Law mandates the collection of FCQ data, however, we recommend **excluding FCQs scores for all the semesters affected by the pandemic in faculty's files for RPT and merit reviews and replacing them with holistic teaching assessments**. Faculty may choose to include FCQ scores, but their use should not be mandatory. At the very least, we recommend a blanket statement that minimizes the weight of FCQs for these semesters that accompanies all faculty files to be considered during annual merit reviews as well as RPT reviews.
4. **Automatically delay tenure and promotion reviews and extend start-up.** While the campus has implemented an opt-in/opt-out tenure delay, research has suggested that an automatic delay reduces gender inequities ([see for instance Khamis-Dakwar and Hiller 2020](#)). Automatic delays tend to have an equalizing effect because they make being reviewed on schedule outside the norm. Institutions should immediately slow the timing of decisions on tenure and reappointment to account for the new and unexpected tasks faculty members have had to shoulder. COVID-19 has affected research productivity in many ways, resulting in reduced access to labs, travel cancellations and suspension of human-subjects research, among other issues. Tenure delays can help mitigate such negative effects of COVID-19 on women faculty, who already have to navigate gender biases in evaluation processes. We recognize that all faculty may not want to delay tenure; however, options to go up "early" or on the original timeline are still available. Develop and distribute a clear statement indicating that faculty "going up early" should not be penalized or scrutinized to a higher standard. Implementing an automatic delay system and issuing guidance on the timing of a review would lessen any stigma associated with faculty who need to utilize the delay option or choose to go up early. In addition, automatically extend start-up funds by a year for each year faculty are

impacted by COVID. Many new faculty are not able to get projects started due to COVID and may need additional time to spend start-up funds.

Given that tenure or other promotion delays (including instructor promotions to Senior Instructor or Principle Instructor) also have down-the-line implications regarding promotions and pay increases, we recommend that *once a faculty member is tenured, the promotion salary increment be made retroactive* to the original tenure timeline, thus ensuring faculty do not face an economic disadvantage from delaying their tenure review. This is especially important for women and IRC faculty who are more likely to delay tenure or promotion due to increased caregiving activities and who already experience pay inequities as well documented by the American Association of University Professors' recent salary survey <https://www.aaup.org/2019-20-faculty-compensation-survey-results>.

5. **Create new evaluation criteria for RPT and merit reviews and suspend “on track” standards for research productivity.** Until a vaccine is available, develop alternative evaluation metrics for both ‘timely progress’ standards for tenure, annual evaluations, and other merit reviews. This will allow faculty to proceed toward tenure and count the work they are doing during the pandemic, including increased time devoted to teaching and various kinds of service. We also recommend streamlining annual performance reviews and automatically extending teaching contracts by a year until a vaccine is in place and operations are normal. Empower faculty and staff to help identify and request that certain tasks be relieved for the year through redistributed workloads that more accurately reflect the current workload reality. This has been in discussion in Faculty Assembly and mentioned during Provost updates at Faculty Assembly and should be encouraged. Furthermore, ensure that these changes are documented in RPT and IRC promotions processes in the future, so they do not impact tenure and/or promotions down the line.
6. **Reassess research evaluation metrics and support faculty research.** Research has been impacted negatively in numerous ways, including (but not limited to): limited access to research facilities, conference cancellation and limits to other networking and research sharing opportunities, travel restrictions, lack of access to research sites or communities, limitations to student assistants, limitations in the ability to continue or begin collaborations, difficulty beginning new projects, inability to collect or preserve data, lack of uninterrupted time to write due to increasing demands related to working at home, and much more. Therefore, we recommend *that standard language outlining pandemic impacts on research productivity and accompanying impacts on tenure standards be developed by the provost and deans in consultation with Faculty Assembly and included in all faculty tenure files.* Acknowledging the long-term effects of the pandemic on research

productivity and identifying new and creative ways to measure progress toward tenure could ensure women and minoritized faculty do not exit the university. This could also include reevaluating discipline-specific metric indicators and ‘timely progress’ standards for tenure and other evaluations. Furthermore, we suggest that the university prioritize research by women and minoritized faculty in budget allocations to allow these faculty an opportunity to “catch up.”

7. **Prioritize faculty physical and mental wellness.** We recognize and applaud the recent investment in faculty wellness and mental health. However, we also believe that more effort and resources need to be directed toward the well-being of faculty. Until very recently, most of the University’s focus has been on the well-being of students, which clearly, we support. In order for faculty to adequately address the physical and emotional needs of students, faculty need the support and resources to care for themselves. We request that UCCS continue to and further invest in faculty wellness through concrete efforts that recognize the extra workload the pandemic has created, e.g., Teams/Zoom-free days, limiting events and tasks, closing the University periodically with the encouragement to focus on self-care, creating optional community fun events. Provide care-based services to faculty (and staff): coronavirus testing, extend UCCS’s recreational and wellness services to faculty (and staff), and help for faculty (and staff) facing family-related problems. Perhaps draft a blanket statement to faculty AND students that set boundaries around work-life balance, such as one stating that faculty are not expected to reply to students outside business hours. Of course, that remains in the faculty members purview if they choose to do so.
8. **Strategize ways to mitigate intensifying caregiver demands and shift institutional norms around gender, work, and carework/giving.** Allow for open dialogue between faculty members and administrators that move beyond listening to developing concrete actions that help mitigate intensified demands due to COVID-19. Also shift expectations and biases around gendered caregiving work. This includes informing faculty and students about gender inequities in higher education and their foundations and normalizing the bleeding of caregiving and academic work (e.g., when small children briefly interrupt a remote class). It also includes modeling work-life balance. Encourage a *community response* to faculty support—where faculty help one another. Identify and advance support systems within departments and universities for those with care demands. Collectively identify essential strategies of caring that could include support systems within departments but also across the university for parents, children, and volunteer or paid childcare workers. It could include a sick-day bank for faculty to donate sick days to other faculty who need them to stay home and care for children and elders.

9. **Document impacts to ensure institutional memory.** The impacts of COVID-19 will likely have significant down-the-line impacts in promotion, tenure, and compensation. Universities should establish procedures that allow faculty members to document the impact of COVID-19 on their careers without stigmatization or penalty. Those impacts will be long-lasting for many people, but institutional memory may not be. Memory loss will only further marginalize and hinder the careers of women faculty and those from underrepresented minority groups -- potentially reversing any progress made in recent years. We must begin documenting and tracking these impacts and developing strategies to mitigate inequities that will inevitably arise. These documentation efforts should happen on all levels and should NOT be used to penalize women faculty or minoritized faculty moving forward. For example, Institutional Research can begin to document gender and racial related impacts for future reference ([See UMass ADVANCE Documenting COVID-19 Impacts Tool](#) for additional suggestions). Some examples might be for Deans and the Provost to develop blanket narrative “impact statements” to include in annual reviews and RPT files. The Provost and Deans should also consider developing guidelines outlining how review bodies (e.g., RPT, Dean’s review committees) should consider faculty impact statements about the effects of the pandemic that faculty might choose to include in their review materials. These guidelines should ensure that impact statements examined by evaluators at all levels during RPT and Merit review are evaluated in an equitable manner and do not unduly penalize faculty in the event that faculty choose to include such statements in their narratives.
10. **Provide Incentives and support to faculty.** Continue the institutional support of and advertise National Center for Faculty Diversity and Development (NCFDD) resources. NCFDD provides resources for dealing with the pandemic, mentoring, time management strategies, work-life balance, strategizing workloads, etc. This is a great resource that is not being utilized to its fullest extent. Provide financial incentives for professional development, additional service, mentoring, and other activities that generally fall under “service.”

Resources:

Here we present the research and resources that we have used to draft this document. The following is a list of resources for RPT Committees, Administrators, Department Chairs, etc. to learn more about the impact of COVID-19 on research, teaching, and service on faculty. Many of these also offer suggestions on how they can respond and adapt to the pandemic in light of annual evaluations and progress towards promotion and tenure for women faculty. This list has been adapted by this committee from one that was originally circulated by a diverse group of faculty via Google Docs.

- [Supporting Faculty During and After COVID-19: Don't let go of equity](#). Aspire Alliance’s Research Team. This document offers an evaluation of and guidance on

policy and procedure implementation in relation to gender and racial/ethnic inequities. They discuss tenure clock extension (and the fact that the majority of faculty that hold non-tenure track positions are women and minority faculty, so this policy does not help them). It also outlines known biases in student evaluations of teaching toward women and minority faculty, and discusses the “invisible” labor that disproportionately falls on women and minority faculty. This article also offers some concrete action steps.

- [Are women publishing less during the pandemic? Here's what the data say.](#) Nature.com. Early analyses suggest that women academics are posting fewer preprints and starting fewer research projects than their male peers. This research has been supported by many other more recent studies.
- [The US economy lost 140,000 jobs in December. All of them were held by women.](#) CNN Business reported by Annalyn Kurtz. Offer a succinct summary of the issues many of which are addressed in our recommendations.
- [Academia needs a reality check: Life is not back to normal.](#) Open letter to Science. Published in late August 2020, this addresses ongoing challenges for academics, particularly as the semester is beginning, and discusses some ways to address struggles.
- [Burning Out.](#) Inside Higher Ed. Professors say faculty burnout is always a real threat, but especially now, and that institutions should act before it's too late. Faculty burnout is an inherent risk exacerbated by pandemic-related stressors like absent childcare and school, and accelerating work expectations. Two consequences of burnout include mental health issues and disillusionment with work. The World Health Organization defines burnout as a ‘syndrome resulting from chronic workplace stress that is not successfully managed’. Symptoms include exhaustion, increased mental distance or cynicism and negative toward one’s job and reduced professional efficacy. Some institutional interventions would be costly, however, if the institution is serious about achievement of their goals it must first create a workplace where individuals can thrive personally and professionally.
- [Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity.](#) PNAS|July 7, 2020|vol. 11. Outlines ways in which the pandemic is amplifying known barriers to women’s career advancement. Breaks these down into Inequity and Economic Disparity, Teaching and Service, and Demands of Research. It then proposes some solutions to combat gender inequalities that may become more apparent due to the pandemic, beyond the easy “extension.” It also offers a supplement [“Asking the Right Questions: A primer for merit, tenure, and promotion evaluation committees”](#) also attached as an appendix to this document.
- [Campus Life and Caregiving.](#) Inside Higher Ed. Many people on campuses are struggling to balance work and caregiving these days, and Amy Armenia, Sharon Carnahan and Alice Davidson offer advice on how to support them.

- [Measures to support Faculty during COVID-19](#). Inside Higher Ed. Efforts made by UMass Amherst to support Faculty. Wide ranging set of activities and policies. This is a comprehensive discussions. They argue that, “Institutions must enact responses to the pandemic that will retain and promote diverse women faculty.” They share the structural changes in policy and procedure that UMass Amherst enacted. The argue, “Top leadership buy-in ensures structural changes, while transparent communication and trust across units maximizes input from diverse voices.”
- [Pandemic imperils promotions for women in academia](#). New York Times. 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. [[PDF if you can't access online](#)]
- [The virus moved female faculty to the brink. Will Universities help?](#) The New York Times. The pandemic is a new setback for women in academia who already faced obstacles on the path to advancing their research and careers. The article goes on to note that at the same time, the country was reckoning with its history of racial injustice, placing an added burden on women of color in academia. They were **faced not only with the pandemic's fallout — which has disproportionately affected and killed Black and Latino Americans — but also the “emotional, physical and social ramifications” of police violence and unrest**, said Michelle Cardel, a nutrition scientist at the University of Florida. She pointed out that faculty of color often provide support and mentorship in such circumstances.
- [No Room of One's Own](#). Inside Higher Ed. Pre-pandemic women faculty were likely to carry high service and teaching loads. Since COVID-19, the article indicates that the pandemic has exacerbated gender inequalities that already existed. Women faculty are likely to be balancing more responsibilities at home through domestic work and in academia by “taking care of academic families” through additional service and emotional labor. This is problematic as service is essential but not rewarded. Additionally, this is directly decreasing the productivity and time for women academics to conduct scholarship.
- [Innovations and Provocations: Preventing a Secondary Epidemic of Lost Early Career Scientists Effect of COVID-19 on Women with Children](#). AnnalsATS. The article summarizes the research related to the impacts of the pandemic on women faculty with very young an school age children. It also outlines recommended actions that administrators can take for mitigating these impacts related to childcare, funding, and policies to promote retention and productivity for women faculty.
- [The Problems with Pausing the Tenure Clock](#). Inside Higher Ed. This OpEd highlights that pauses to tenure may be well intended but do not consider how they may exacerbate inequalities among faculty, especially women and faculty of color who are already likely to be financially vulnerable, and taking on increased service loads

that are unpaid. They argue that it disproportionately affects women and faculty of color and has significant negative economic consequences in the long-term. These financial inequities have long-term implications, and such pauses may further hurt faculty they were intended to help. This article states that “We have to do better than pausing the tenure clock,” and encourages administrators to reconsider whether to stop the tenure clock. The article also suggests the creation of new evaluation criteria that will allow faculty to proceed toward tenure and count the work they are doing during the pandemic, including increased time devoted to teaching and various kinds of service. Thus, universities should explore reimagining a more equitable tenure process.

- [Even the Most Successful Women Pay a Big Price in the Pandemic](#). NPR All Things Considered. Stepping down the career ladder puts women’s earning power and futures as women leaders at risk. Before the pandemic, the penalty is driven by a woman’s biological clock, giving men the opportunity to carry on or accelerate progression on their career path. The subsequent consequences are potentially significant and long-lasting for women in higher-paid fields. The pandemic has made the career gap even wider. For highly educated, high-income women, it could mean losing promotions, future earning power and roles as future leaders.
- [Quantifying the Immediate Effects of the COVID-19 Pandemic on Scientists](#). arXiv.org. The realities of orders to “shelter-at-home” and “work-from-home” are not the same for all occupational classifications. Researchers with physical laboratories and time-sensitive experiments reported decreased research time, while researchers working in less equipment-intensive disciplines reported lower declines in research time. The realities of the pandemic forced institutions into uncharted territory and may result in new norms. The application of broad universal policy responses to issues like tenure clock extensions may result in unintended consequences in instances where pre-existing inequalities may exist. The heterogeneities of research and researchers support a targeted and nuanced approach to a return to research as a world-wide enterprise.
- [The Color and Gender of COVID](#). ThinkGlobalHealth.org. Catherine Powell discusses the impacts and possible ways to mitigate what she has coined the Color AND Gender of COVID. This article summarizes the inequities laid bare by COVID along gender and racial lines.
- [The Pandemic and Racial Turmoil are Changing Curricula...Here’s How](#). in the Chronicle of Higher Ed. Alexander Kafka discusses what universities are doing to integrate topics of race and inequity into the curriculum.

Summary of Recommendations

The recommendations above were broken into 10 categories that offer at least one and often more suggestions for mitigation. These include both short- and long-term

recommended actions. Items that are italicized indicate short-term recommendations, others are long-term recommendations. See the full document above for supporting justifications.

- 1. Change teaching policies and evaluation metrics.**
 - a. Develop alternative metrics for evaluation see supplement in Malisch et al. [“Asking the Right Questions: A primer for merit, tenure, and promotion evaluation committees”](#)
 - b. Suspend the use of students’ teaching evaluations and replace them with [holistic teaching assessments](#).
 - c. Create blanket statement that minimizes the weight of FCQs for these semesters that accompanies all faculty files
- 2. Allow and encourage adjustments of faculty workload.**
 - a. Take measures to reduce faculty workload including teaching
 - b. Enrollment reductions for both tenure track and IRC faculty; allow for alternative means to make up courses cancelled due to COVID
 - c. Allow faculty (including IRC faculty) to choose to lessen their teaching and/or research load now or to go all-in now and catch up on later
 - d. Implement policy flexibly over the next three years
- 3. Incentivize online instruction.**
 - a. Offer non-financial incentives for migrating classes to on-line format including building credit toward future offloads and sabbatical
- 4. Automatically delay tenure and promotion reviews and extend start-up funds.**
 - a. Automatically delay Tenure (Khamis-Dakwar and Hiller) and allow/encourage flexibility in coming up “early” without penalty or stigma
 - b. Upon granting tenure (if delayed) allow promotion salary increase to be retroactive to original tenure timeline. (AAUP salary survey)
 - c. Develop and distribute a clear statement indicating that faculty “going up early” or delaying will not be penalized or scrutinized to a higher standard.
- 5. Create new evaluation criteria for RPT and merit reviews and suspend “on track” standards for research productivity.**
 - a. Streamline annual performance reviews and automatically extend teaching contracts by a year for both TT and IRC faculty
 - b. Develop alternative evaluation metrics for ‘timely progress’ standards for tenure, promotion, and other merit reviews that take into account impacts to research and teaching
 - c. Allow faculty/staff to request tasks be relieved for the year through redistributed workloads
 - d. Ensure changes in metrics and evaluation practices are recognized and **documented** in RPT and merit files so they do not negatively impact decisions in the future
- 6. Reassess research evaluation metrics and support faculty research.**
 - a. Develop blanket statement in all faculty files that clearly articulates mitigation efforts and adjustments to standards due to pandemic

- b. Develop adjusted metrics for evaluating research productivity during the pandemic
 - c. Reevaluate discipline specific metric indicators for “timely progress” toward tenure and promotion
 - d. Prioritize women faculty and faculty of color in budget allocations to allow these faculty to “catch up.”
- 7. Prioritize faculty physical and mental wellness.**
- a. Further invest in faculty mental health and wellness through concrete efforts (see document for examples and suggestions)
 - b. Provide care-based services to faculty and staff (covid testing, vaccinations, extend UCCS recreational and wellness programs, help for faculty/staff facing family-related health issues)
 - c. Draft blanket statement recognizing additional work faculty have been engaging in AND help to set boundaries around work/life balance for faculty and students
- 8. Strategize ways to mitigate intensifying caregiver demands and shift institutional norms around gender, work, and carework/giving.**
- a. Develop concrete actions to mitigate intensified demands to COVID
 - b. Inform students and faculty about gender inequities in higher education and their foundations
 - c. Allow bleeding of caregiving and academic work
 - d. Model work/life balance
 - e. Identify and advance support systems within departments and the university for those with care demands
 - f. Develop a sick-day bank for faculty who do not have days accrued
- 9. Document impacts to ensure institutional memory**
- a. Document and track impacts of COVID on all faculty as well as how it differentially impacts women faculty and faculty of color
 - b. Establish procedures that allow faculty to document impacts WITHOUT stigmatization or penalty down the line
 - c. Develop strategies to mitigate inequities
 - d. Deans and Provost in consultation with Faculty Assembly develop blanket narrative “impact statements” for chairs, review committees, and other evaluators (including outside reviewers) to reference during merit and RPT
 - e. Develop guidelines outlining how review bodies should consider faculty generated impact statements
- 10. Provide incentives to support faculty**
- a. Provide financial incentives for professional development
 - b. Continue institutional support and advertise NCFDD