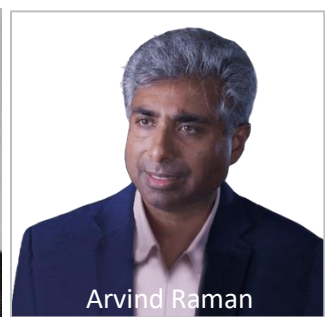


Mitigating the Gendered Impact of COVID 19 on Tenure-Line Faculty

Hand Out: Resources

Results from a series of 2020 deans' focus groups, sponsored by the ASEE Engineering Deans' Gender Equity (EDGE) Initiative, revealed that COVID19 has kindled broad interest and concern among deans about understanding and mitigating the gendered impact of COVID19, especially on tenure-line faculty. In the EDGE May13, 2021 Action Steps Webinar, moderator and panelists provided a recorded panel presentation addressing COVID19.



Jenna Carpenter (Moderator) is Founding Dean and Professor of Engineering at Campbell University.

- Harriet Nembhard is Dean of the College of Engineering and holds the Roy J. Carver Professorship in Engineering at the University of Iowa
- Ayanna Howard is Dean of the College of Engineering and Professor of Electrical Engineering with a joint appointment in Computer Science at The Ohio State University.
- Arvind Raman is Executive Associate Dean and Robert v. Adams Professor of Mechanical Engineering at Purdue University.

In this webinar, moderator and panelists provided overview of COVID19 impacts, discussed strategies for how deans are measuring impacts, presented "silver linings" identified in this past year; and shared promising solutions and future considerations.

The links presented below represent crowd-sourced resources deans and others found helpful in identifying strategies to support advancing gender diversity, equity, and inclusion in consideration of what we have learned during the 2020-21 COVID19 and Anti-Black race pandemics.

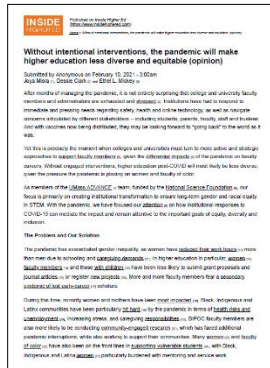
Resources

COVID-19



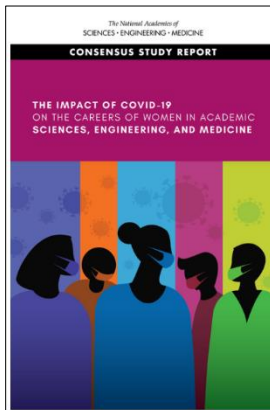
Malisch, J. et al (July 7, 2020). In the Wake of COVID-19, Academia Needs New Solutions to Ensure Gender Equity. Proceedings from the National Academy of Sciences. 117 (27) 15378-15381.

<https://www.pnas.org/content/117/27/15378>



Misra, J., Clark, D & Mickey, E. (Feb 10, 2021). Without Intentional Interventions, the Pandemic Will Make Higher Education Less Diverse and Equitable (Opinion). Inside Higher Ed. 1-6.

<https://www.insidehighered.com/print/views/2021/02/10/without-intentional-interventions-pandemic-will-make-higher-education-less-diverse>



National Academies of Sciences, Engineering, and Medicine (2021). Impact of

COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/26061>.

Purdue University Susan Bulkeley Butler Center for Leadership Excellence: Best Practices Tools

The Butler Center is creating Best Practices Tools that could be useful for faculty and possibly also inform policies/procedures. A Tool can be created based on a need. Faculty members may be invited to create a best practices tool or can propose creation of a best practices tool. There is no specific or set frequency for announcing Tools.

<https://www.purdue.edu/butler/research/best-practices-tools.php>

BEST PRACTICES TOOL #1

Documenting the Impact of COVID-19 on Faculty (tenure track/tenured)

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Mangala Subramaniam

The COVID-19 pandemic along with the protests for racial justice has affected people's daily lives in profound ways. These effects will continue to have long term impacts within academia. It is therefore essential to maintain a record, that is document the impacts faculty are experiencing in the three main areas of Discovery, Teaching & Learning, and Engagement. This document is intended as a guide for all tenure track/tenured faculty. It is not policy. A revised version of this Tool will be created for nontenure track faculty. Please note that annual evaluation and support for faculty will be addressed in a separate Tool. Tool #1 is [here](#).

BEST PRACTICES TOOL #2

Impact of COVID-19 on Faculty: What can Purdue Do?

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Mangala Subramaniam

Following the Best Practices Tools #1, and #3 which focus on documenting the impacts of COVID-19 on faculty in the three main areas of Discovery, Teaching & Learning, and Engagement, Tool #2 provides some best practices in three main areas - faculty support, annual review, and recognition. The Tool is about what Purdue can do in the three areas of support, assessment, and recognition. Tool #2 is [here](#).

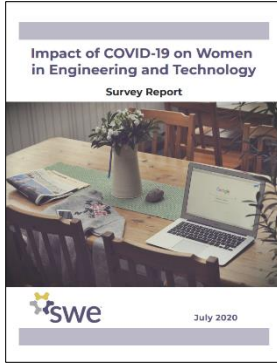
BEST PRACTICES TOOL #3

Documenting the Impact of COVID-19 on Faculty (clinical)

© 2020 SBBCLE

Mangala Subramaniam

Following the Best Practices Tool #1 intended for tenure track/tenured faculty, Tool #2 focuses on clinical faculty. The best practices are an indicative list; and not an exhaustive list. It is a guide, not policy. Tool #3 is [here](#).



Society for Women Engineers (July, 2020). Impact of COVID-19 on Women in Engineering and Technology: Survey Report. 1-12. <https://swe.org/wp-content/uploads/2020/07/SWE-COVID-19-July-2020.pdf>

UMass ADVANCE Program

The ADVANCE team is creating a variety of resources and tools to help our faculty and campus leadership promote institutional transformation by cultivating faculty equity, inclusion and success. We developed each two-page tool by culling best-practices from our research findings and workshops, and with input from our faculty and campus leaders.

<https://www.umass.edu/advance/resources-and-tools>

Documenting Pandemic Impacts: Best Practices

Creating Diverse Departments

Faculty Mentoring Best Practices

Inclusive Departments Best Practices

Equitable Faculty & Grad Collaborations

Research Collaboration Best Practices

Resources for Equitable Research Collaborations

Shared Decision Making Best Practices

Where Faculty Can Find Help

Video Resources

Resources and Tools

The ADVANCE team is creating a variety of resources and tools to help our faculty and campus leadership promote institutional transformation by cultivating faculty equity, inclusion and success. We developed each two-page tool by culling best-practices from our research findings and workshops, and with input from our faculty and campus leaders.

We will be adding resources and tools to this page regularly, so please check back.

Equity and the COVID-19 Pandemic

DOCUMENTING COVID-19 IMPACTS

Inclusive Communities

CREATING DIVERSE DEPARTMENTS

FACULTY MENTORING BEST PRACTICES

INCLUSIVE DEPARTMENTS BEST PRACTICES

Research Collaboration

EQUITABLE FACULTY AND GRAD STUDENT COLLABORATIONS

RESEARCH COLLABORATION BEST PRACTICES

RESOURCES FOR EQUITABLE RESEARCH COLLABORATIONS

Shared Decision Making

SHARED DECISION MAKING BEST PRACTICES

Where Can Faculty Go To Find Help?

Check out these UMass resources for faculty, including diversity, equity, and inclusion resources; bias and crisis support; health and wellbeing resources; and various support groups.

LEARN MORE

DOCUMENTING PANDEMIC IMPACTS: BEST PRACTICES

What can we learn from experts?

The COVID-19 pandemic represents a major health and societal challenge. Health systems have had to rapidly adapt to a new, highly contagious virus, making it essential to document and share best practices for managing the pandemic. This document provides a framework for documenting and sharing best practices for managing the pandemic. It is intended for use by health systems, researchers, and others who are interested in learning from the experiences of others.

How can we document and share best practices?

There are many ways to document and share best practices. One way is to create a case study. A case study is a detailed account of a specific event or situation. It can be used to describe what happened, why it happened, and what was learned. Another way is to create a best practices guide. A best practices guide is a document that provides a list of recommended practices. It can be used to help others learn from the experiences of others. There are many other ways to document and share best practices. The key is to find a way that works for you and your organization.

Why is it important to document and share best practices?

Documenting and sharing best practices is important for several reasons. First, it helps us to learn from the experiences of others. Second, it helps us to avoid repeating the same mistakes. Third, it helps us to improve our performance. Fourth, it helps us to build a culture of continuous improvement. Finally, it helps us to share our knowledge with others.

How can we ensure that our best practices are effective?

There are several things we can do to ensure that our best practices are effective. First, we should make sure that our practices are based on evidence. Second, we should make sure that our practices are practical. Third, we should make sure that our practices are easy to understand. Fourth, we should make sure that our practices are easy to implement. Finally, we should make sure that our practices are easy to evaluate.

What are some examples of best practices for documenting and sharing best practices?

- Identify a specific area of interest.
- Gather data and information.
- Analyze the data and information.
- Develop a plan of action.
- Implement the plan of action.
- Evaluate the results.
- Share the results with others.

UMass Amherst ADVANCE Program (17 August, 2020). Documenting Pandemic Impacts: Best Practices.

<https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20COVID-19%20Tool%20August%202017%202020%20Final.pdf>

ARE WOMEN PUBLISHING LESS DURING THE PANDEMIC? HERE'S WHAT THE DATA SAY

Early analyses suggest female academics are posting fewer preprints, manuscripts, and peer-reviewed papers.

By Melissa LePore

Q: **Are women publishing less during the pandemic?**

A: **Yes, according to early data.**

The data shows that women are publishing fewer preprints, manuscripts, and peer-reviewed papers during the pandemic. This is likely due to a combination of factors, including increased caregiving responsibilities, reduced time for research, and a general sense of uncertainty about the future. However, it is important to note that the data is still preliminary and more research is needed to confirm these findings.

Preprints

Preprints are early versions of research papers that are shared online before they have been peer-reviewed. The data shows that women are publishing fewer preprints during the pandemic. This is likely due to a combination of factors, including increased caregiving responsibilities, reduced time for research, and a general sense of uncertainty about the future.

Manuscripts

Manuscripts are research papers that have been accepted for publication but have not yet been published. The data shows that women are publishing fewer manuscripts during the pandemic. This is likely due to a combination of factors, including increased caregiving responsibilities, reduced time for research, and a general sense of uncertainty about the future.

Peer-reviewed papers

Peer-reviewed papers are research papers that have been published in a journal after being reviewed by other experts in the field. The data shows that women are publishing fewer peer-reviewed papers during the pandemic. This is likely due to a combination of factors, including increased caregiving responsibilities, reduced time for research, and a general sense of uncertainty about the future.

Viglione, G. (28 May, 2020). Are Women Publishing Less During the Pandemic? Here's What the Data Say. Nature. V581. 365-366.

<https://www.nature.com/articles/d41586-020-01294-9>