

COVID-19 FACULTY SURVEY

Faculty Women's Forum Steering Committee

(in order of presentation)

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December 10, 2020 (corrected slides)

Agenda

- Introduction
- Background on Survey
- How Urgent is the Problem?
 - Stress
 - Satisfaction with Stanford's Response
 - Likelihood of Leaving Stanford
- Why is the Problem so Urgent?
 - Child and Adult Care
 - Research
 - Teaching/Mentoring
 - Service
- Sharing of Experiences
- Relief Provided, Relief Desired, and Next Steps
- Closing

Zoom Rules

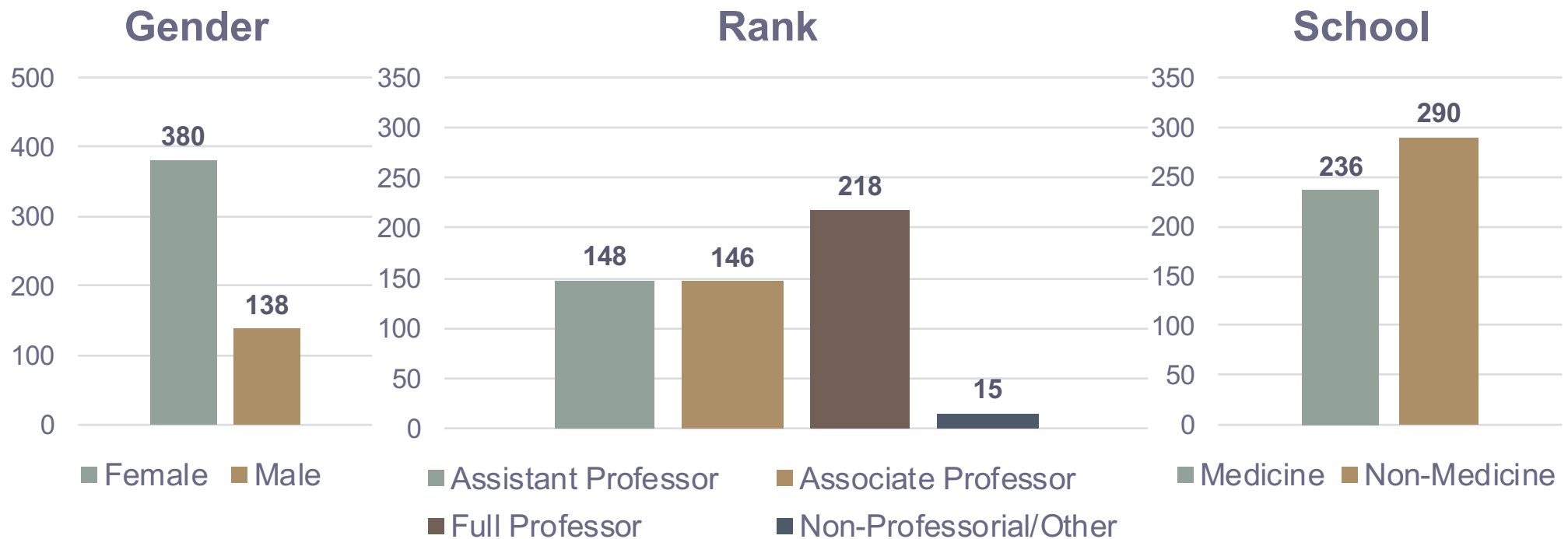
- Please do not unmute yourself to ask questions during the presentation due to our limited time today
- Please place questions or comments in the chat feature instead
 - We may not be able to address all of them, but we will follow up
 - Feel free to use the public chat or private chat to Anne, Margot, or Sara
 - We will keep the private comments confidential
- Slides will be available for distribution after the meeting on the FWF website
- Chatham House rules on discussion
 - Do not share identifying information about any speaker

Introduction

- Motivation for Survey
 - To understand
 - To advocate
- Caveats
 - Initial analysis of data
 - Reach out to us if interested in topics we do not cover today
- Critical Assistance
 - **Laura Graham (Analysis)!**
 - Andra Fehmiu (Qualtrics)
 - Carol Muller (distribution of survey, maintenance of resources on COVID-19 effects on faculty, overall support of COVID-19 efforts), an invaluable resource to FWF more generally

Background on Survey

- Sent to 1547 faculty members: open October 9 to November 6, 2020
 - 710 women (all)
 - 837 men (only those with dependents on health insurance) (53% of male faculty)
- 527 responses (34% overall, 54% of women)
 - We believe many men thought they received it by mistake as it came from FWF



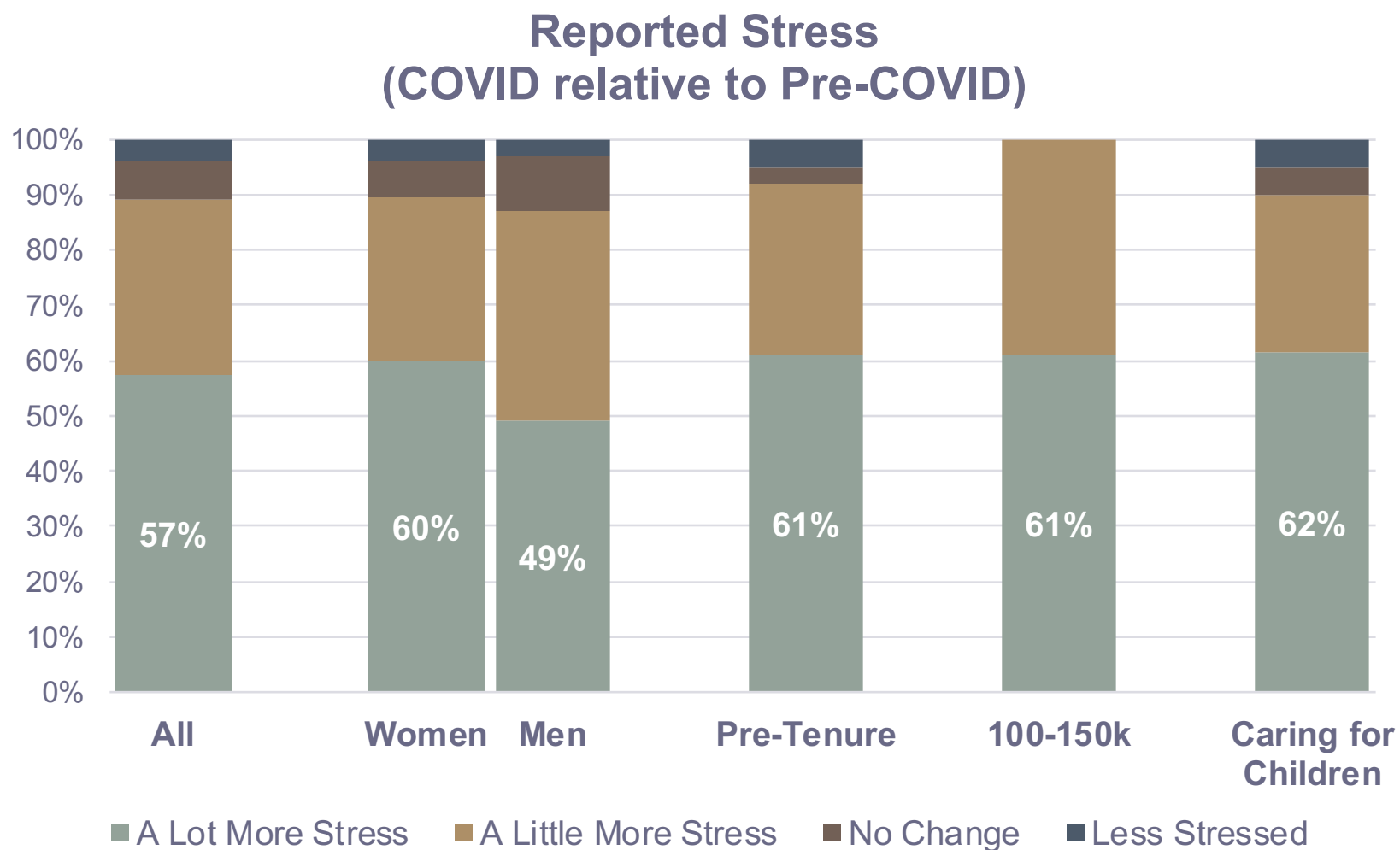
Background on Survey

Response Rates by Gender, School, and Rank

	All			Female			Male		
	Invited	Respondents		Invited	Respondents		Invited	Respondents	
	N	N	%	N	N	%	N	N	%
Overall	1547	527	34%	710	380	54%	837	138	16%
Gender									
Women	710	380	54%						
Men	837	138	16%						
School									
Medicine	795	236	30%	359	185	52%	436	46	11%
Humanities & Sciences	361	152	42%	195	110	56%	166	40	24%
Engineering	161	55	34%	54	30	56%	107	25	23%
GSB	79	24	30%	27	10	37%	52	14	27%
Law	43	14	33%	22	13	59%	21	1	5%
Education, Earth, SLAC, and Other	101	45	45%	53	32	60%	55	12	22%
Rank									
Assistant Professors	320	148	46%	194	122	63%	126	26	21%
Associate Professors	380	146	38%	178	103	58%	202	41	20%
Full Professors	835	218	26%	333	141	42%	502	70	14%
Senior & Center Fellows	12			5	14		7	1	

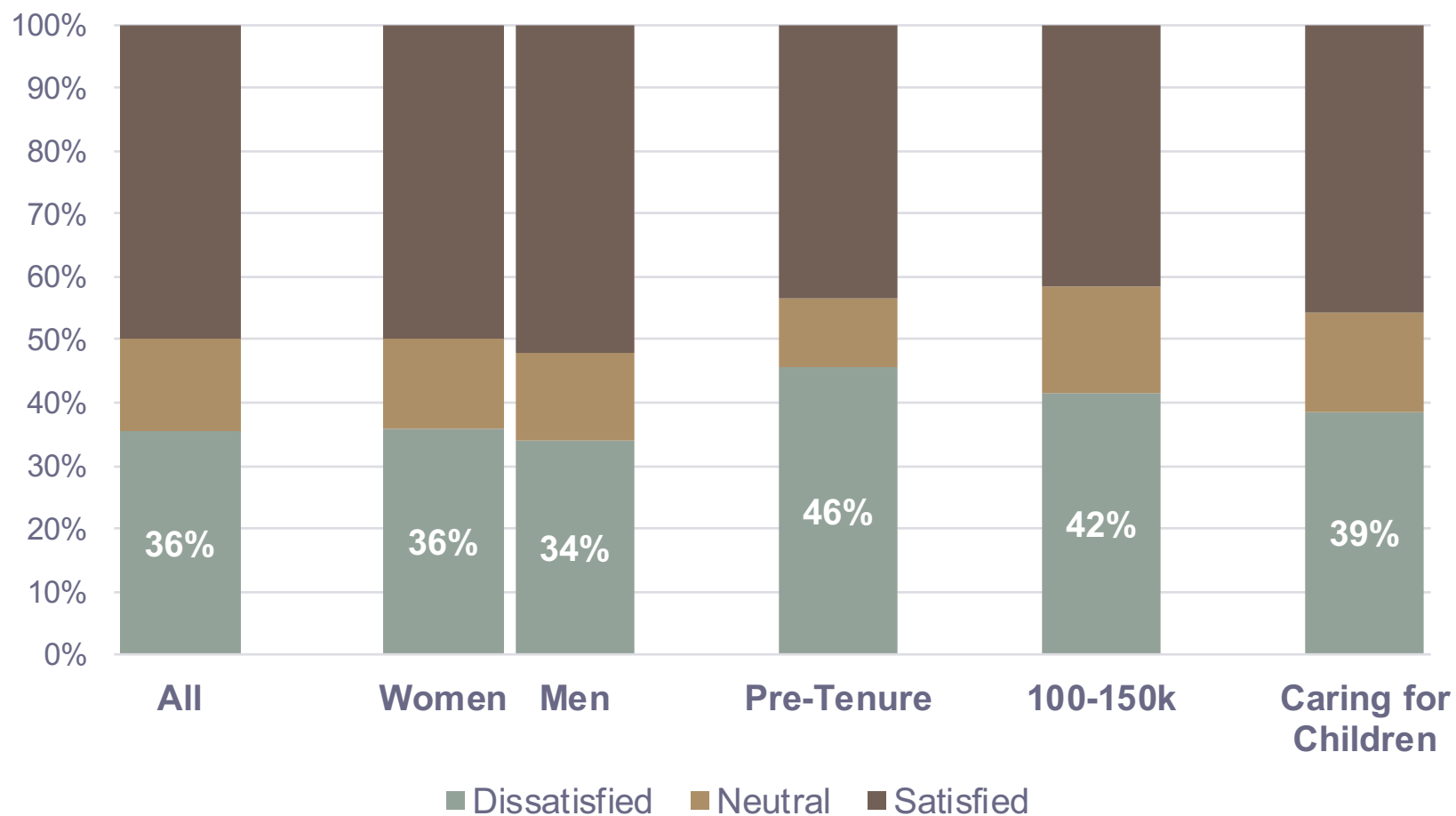
How Urgent is the Problem?

Corrected slide from 12/10 event



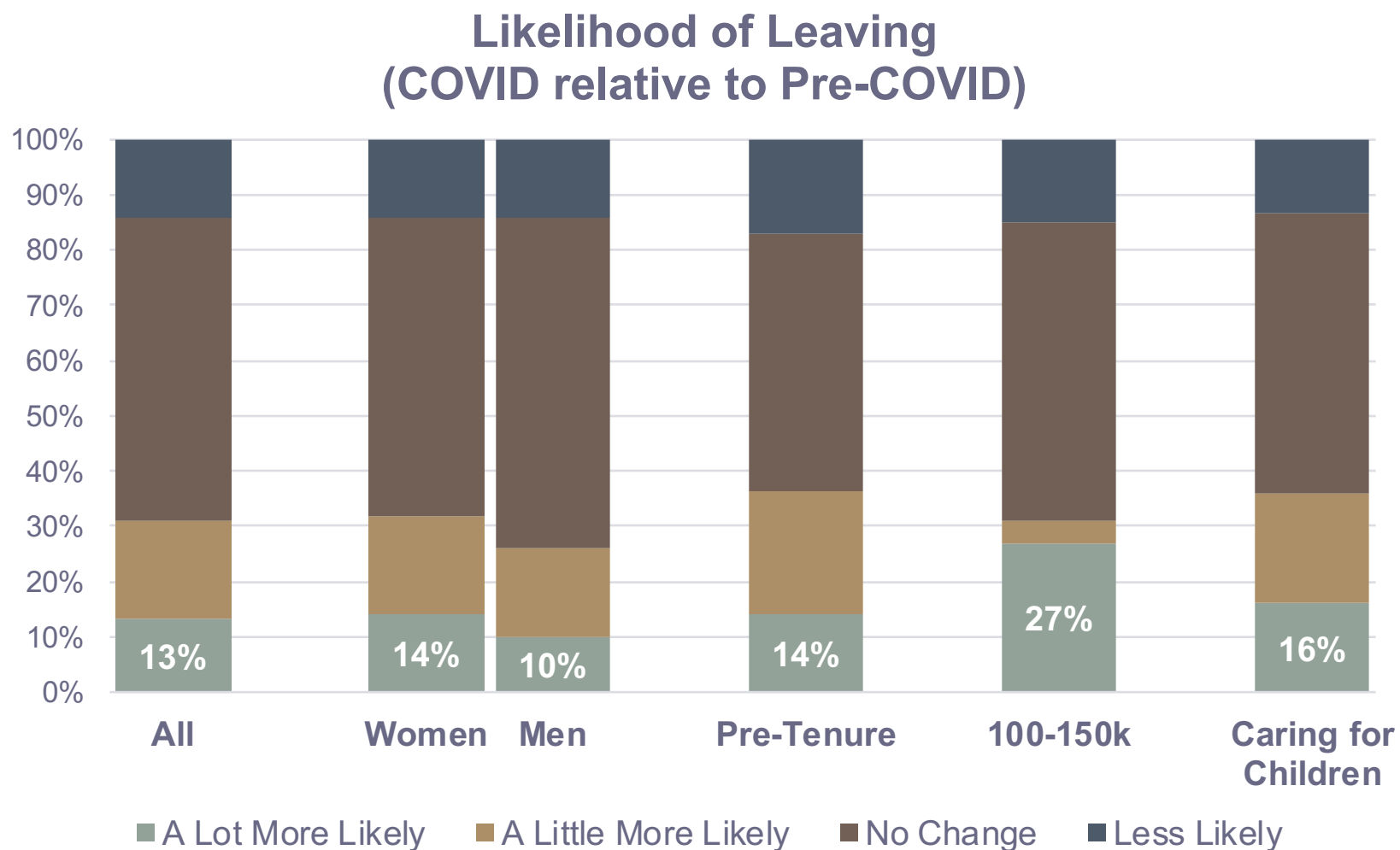
How Urgent is the Problem?

Satisfaction with Stanford COVID Response



How Urgent is the Problem?

Corrected slide from 12/10 event



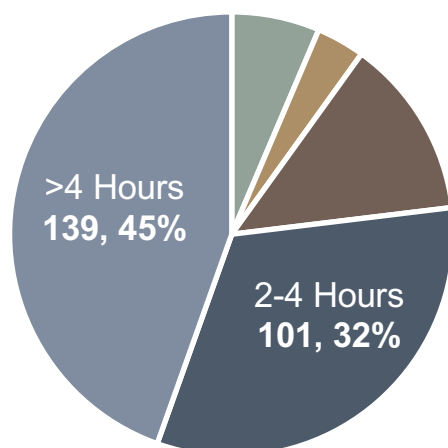
In Your Words

- “In many cases, what has been stressful about Stanford's response to the pandemic has been the uncertainty, poor communications, and seemingly arbitrary decision making not informed by all stakeholders.”
- “I’m just trying to hang in there for an unknown time.”
- “The need/pressure to continue like everything is 'fine' is immense.”
- “My family is falling apart. I am so stressed that I self-harm in ways that frighten me. If things continue, I will leave the profession.”
- “At the time we need support the most, the university is taking away support rather than providing.”

Why is the Problem so Urgent?

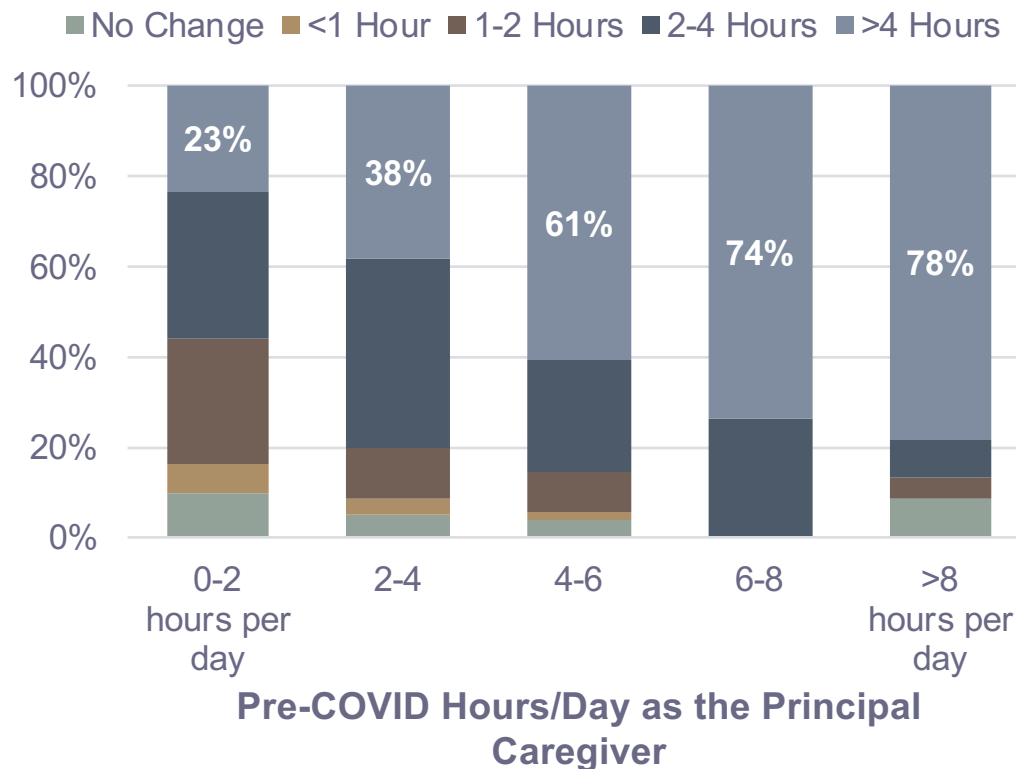
Effects on Child and Other Dependent Care

Additional Hours per Day Acting as Principal Caregiver Compared to Pre-COVID



- No Change
- <1 Hour/day
- 1-2 Hours/day
- 2-4 Hours/day
- >4 Hours/day

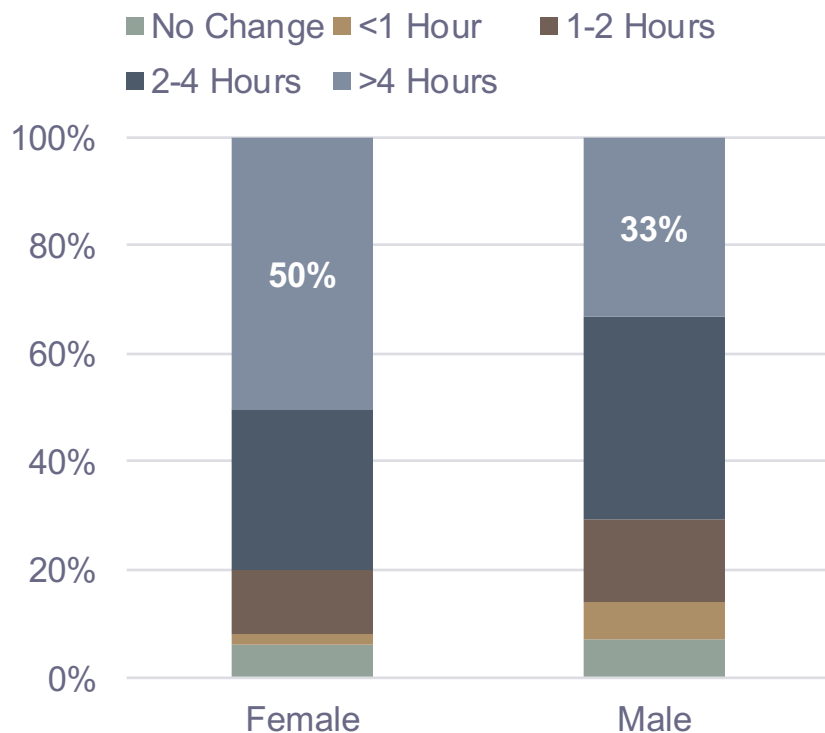
Additional Hours by Pre-COVID Effort



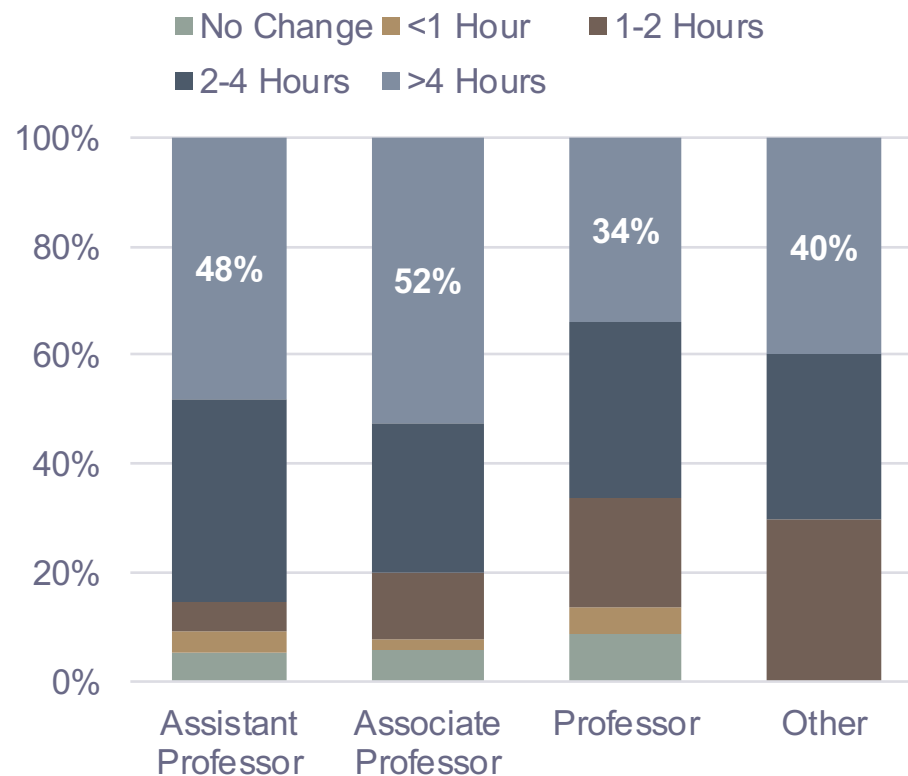
Why is the Problem so Urgent?

Effects on Child and Other Dependent Care

Additional Hours as Principal Caregiver by **Gender**



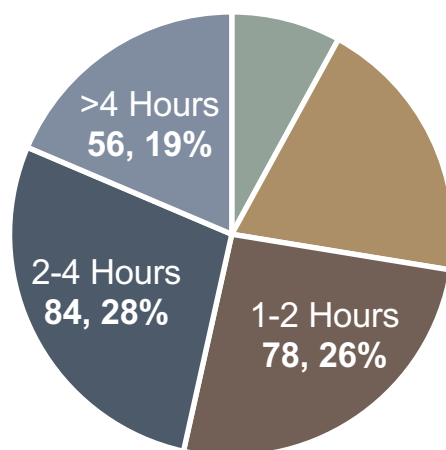
Additional Hours as Principal Caregiver by **Rank**



Why is the Problem so Urgent?

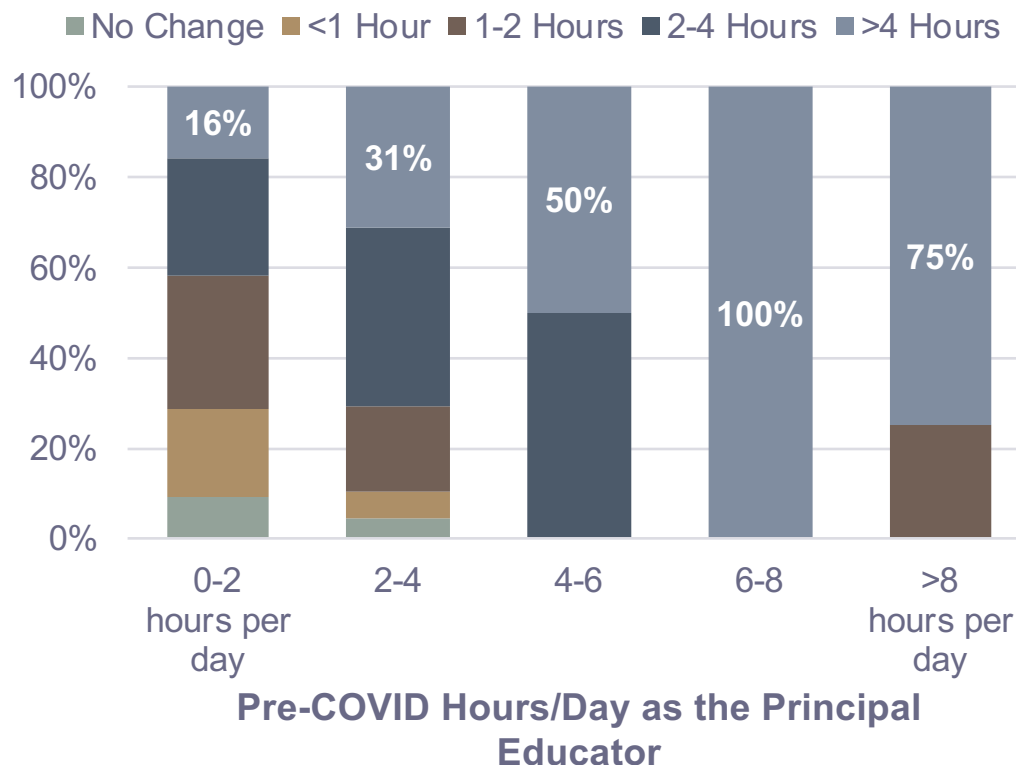
Effects on Child and Other Dependent Care

Additional Hours per Day Acting as Principal Educator Compared to Pre-COVID



- No Change
- <1 Hour/day
- 1-2 Hours/day
- 2-4 Hours/day
- >4 Hours/day

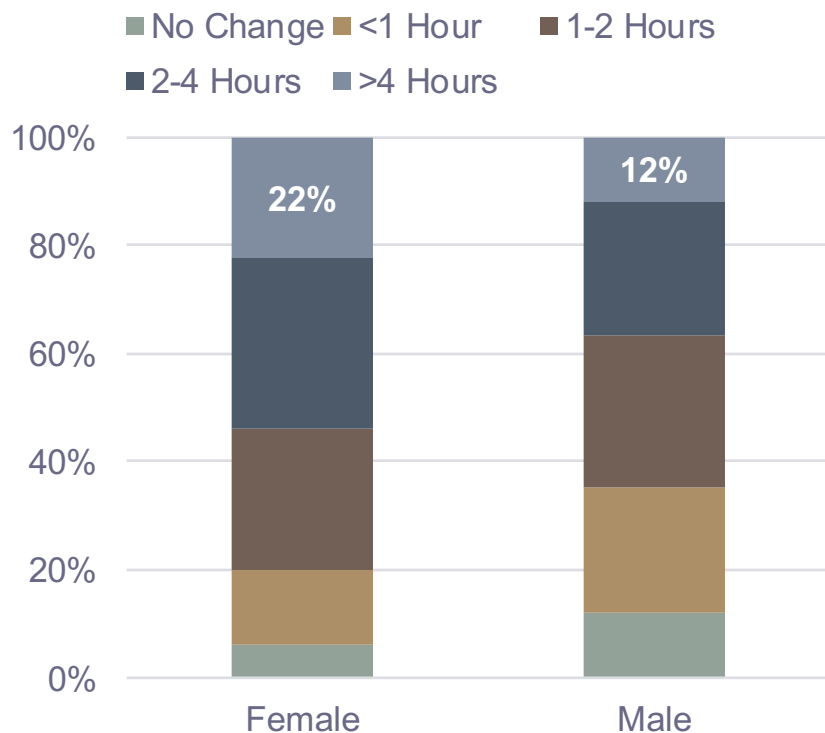
Additional Hours by Pre-COVID Effort



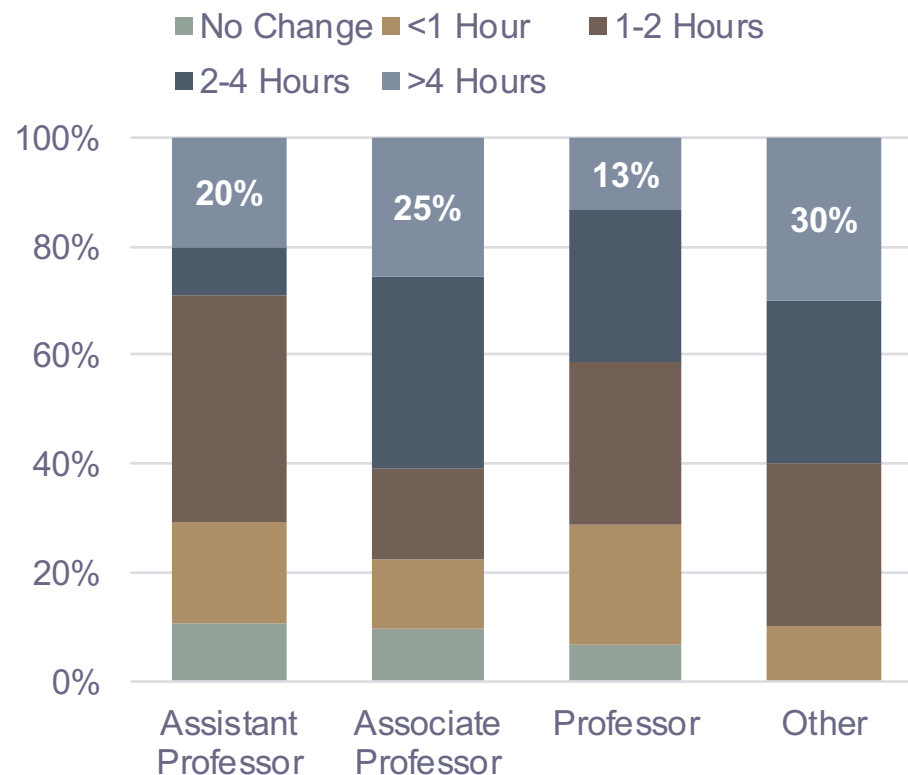
Why is the Problem so Urgent?

Effects on Child and Other Dependent Care

Additional Hours as Principal Educator by **Gender**



Additional Hours as Principal Educator by **Rank**



In Your Words

Related to childcare and educational needs for the children in your household in AY20-21, what are your greatest concern(s) and need(s) and what are the barrier(s) that keep you from fulfilling these concern(s) and need(s)?

Respondents described difficulties in finding care and getting sufficient care, expressed concerns about the cost of care, and worried about the effects on their children and other adults they cared for.

- “[We] have increased workloads during COVID-19, cumulatively putting in about 140 hours/week. We are also supervising distance learning for kids in 2 different schools. Life consists of nothing beyond work and child supervision. ... In short, nothing about academic life has slowed down but everything has gotten so much harder to do. It's not sustainable. And yes, I'm female and I do almost all the child supervision at home.”
- “The childcare assistance programs have so far refused to consider financial data for THIS year in making their determination about assistance.”

In Your Words

- “Center has reopened but hours are cut (though costs remain the same / higher because of cleaning, testing, and decreased food provision).”
- “Our older daughter is now in kindergarten, which meets every weekday for just 2.5 hours (from 8-10:30am). This is extremely disruptive for our schedules; it involves transportation back and forth to school, and requires that we care for her for approximately 10 hours a day, after school.”
- “But no one asks about families with kids with special needs. ... Going to more webinars on wellness is not helpful. It just takes more time.”

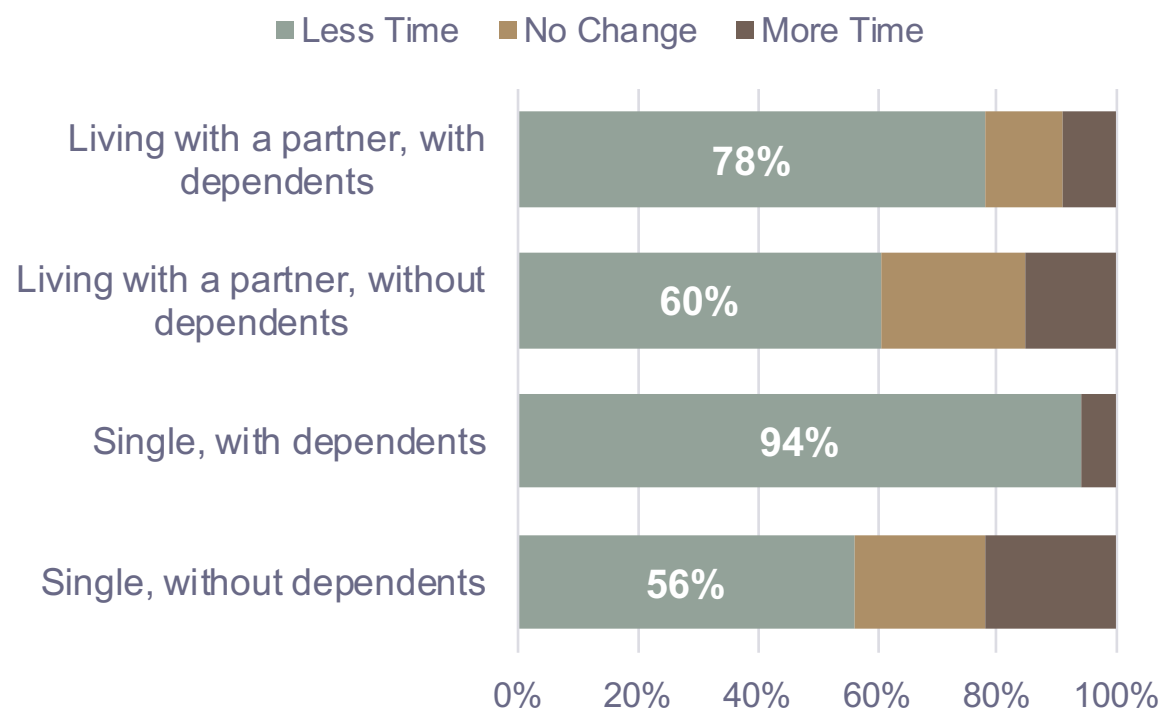
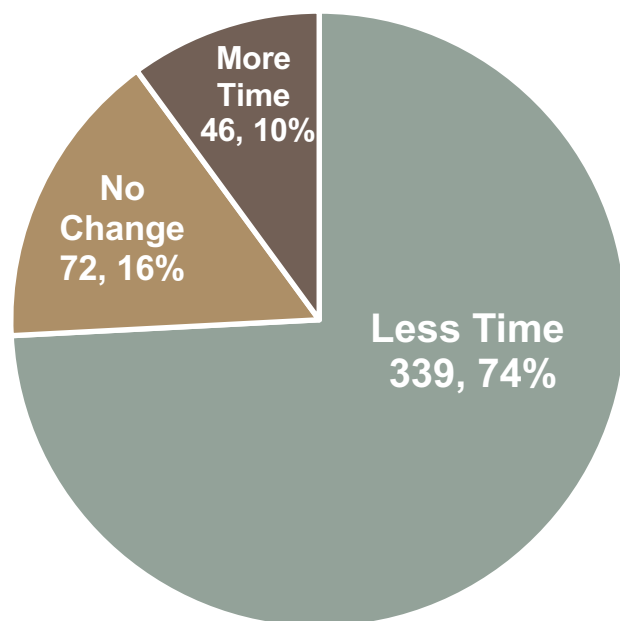
Also asked same question about needs of adult dependents:

- “... there is a compounding impact of COVID. Not only do I do all the usual caregiving tasks ... but we can no longer hire people to come and help us because of COVID concerns.”

Why is the Problem so Urgent?

Effects on research, esp. for those with dependents

Change in Time Anticipated to Dedicate to Research



- **85% of respondents anticipating less time to dedicate to research said they expect to decline, cancel or postpone a publishing, proposal or research commitment because of COVID**

In Your Words

Do you expect that in AY20-21 you will need to decline, cancel or postpone a publishing, proposal or research commitment because of COVID? - Yes, please specify

Respondents described losing opportunities related to research, publications, other outputs, data, research-related service, influence, networking, money, development, students, and highlighted impact on quality, not just quantity.

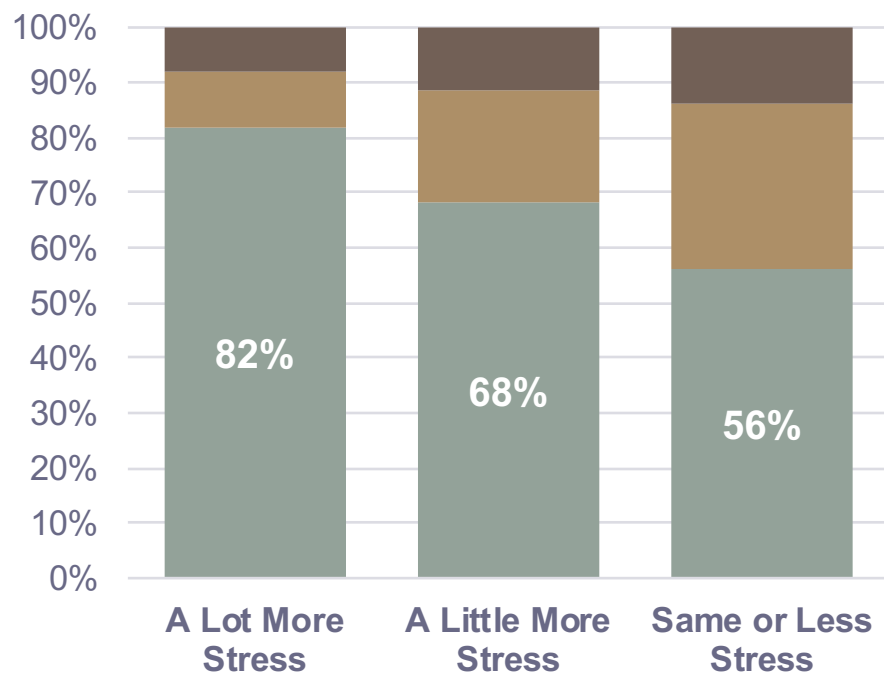
- “...I have less time for research, so obviously I'm postponing writing papers and grant proposals. It's a bigger issue in my research on 'hot' topics where postponing means someone else is beating my group to the result.”
- “I used a significant amount of research funding to pay salaries even while the laboratories were closed. Now there is less available to carry out research.”
- “We are at the breaking point and this is far from over. Something has to give.”

Why is the Problem so Urgent?

Less time for research relates to stress and leaving

Stress levels during COVID compared to pre-COVID

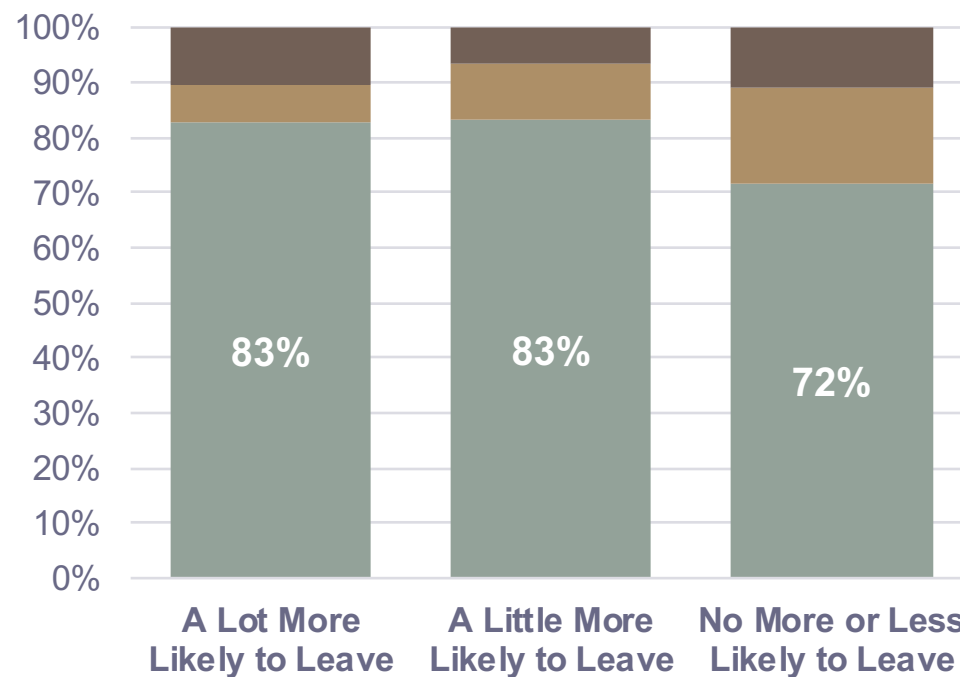
- More Time to Dedicate to Research
- No Change in Research Time
- Less Time to Dedicate to Research



$p < 0.001$

Likelihood of Leaving Stanford compared to pre-COVID

- More Time to Dedicate to Research
- No Change in Research Time
- Less Time to Dedicate to Research



$p = 0.05$

In Your Words

What are your biggest COVID-related concern(s) and need(s) related to research in AY20-21?

Respondents described concerns and needs related to research, time, productivity, work quality, future career, students/trainees, their team and support staff, mental health, home, money, personal health.

- [Given the salary freeze, SCC tax increase and the discontinuation of the tax assistance program, push to supply 10% of our salary and need to get it from discretionary funds, \$10k+ per year from discretionary funds for each NSF-supported student, and resulting threat to summary salary,] “THE STRESS IS FINANCIAL AND IT IS REAL. Please stop rule-splaining it, and help us! Those of us with huge mortgages are struggling, even with the FSH packages. It is a huge distraction from research.”

In Your Words

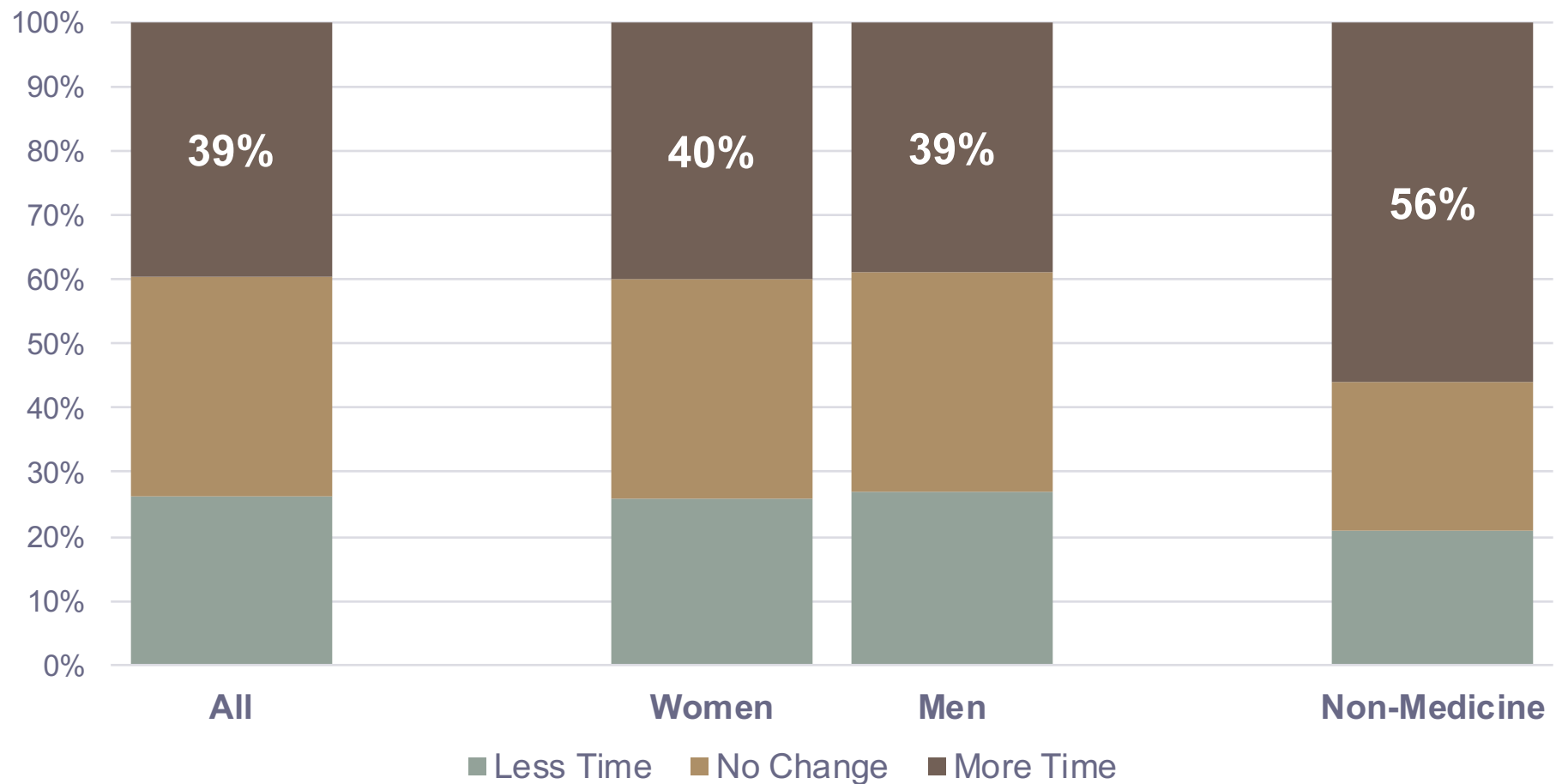
What are your biggest COVID-related concern(s) and need(s) related to research in AY20-21?

- “...all of the ‘soft’ requests to write promotion letters, read and evaluate book proposals, or review books and or conference ideas etc ...are impossible to fulfill. I think this is going to have a negative impact on research in many fields going forward.”
- “Increased childcare demands, coupled with increased departmental administrative demands, have reduced my research and writing hours to zero. And there are still not enough hours in the day to fulfill my basic professional and family obligations.”
- “...I didn't pay myself summer salary from certain grants so that I could save that funding for my students.”
- “...I feel that I am mortgaging our lab's future to support our people now.”
- “...THEY SHOULD REMOVE TEACHING AND SERVICE DEMANDS ENTIRELY FROM PRIMARY CAREGIVERS. PLEASE HELP!!!!!!”

Why is the Problem so Urgent?

Effects on Teaching

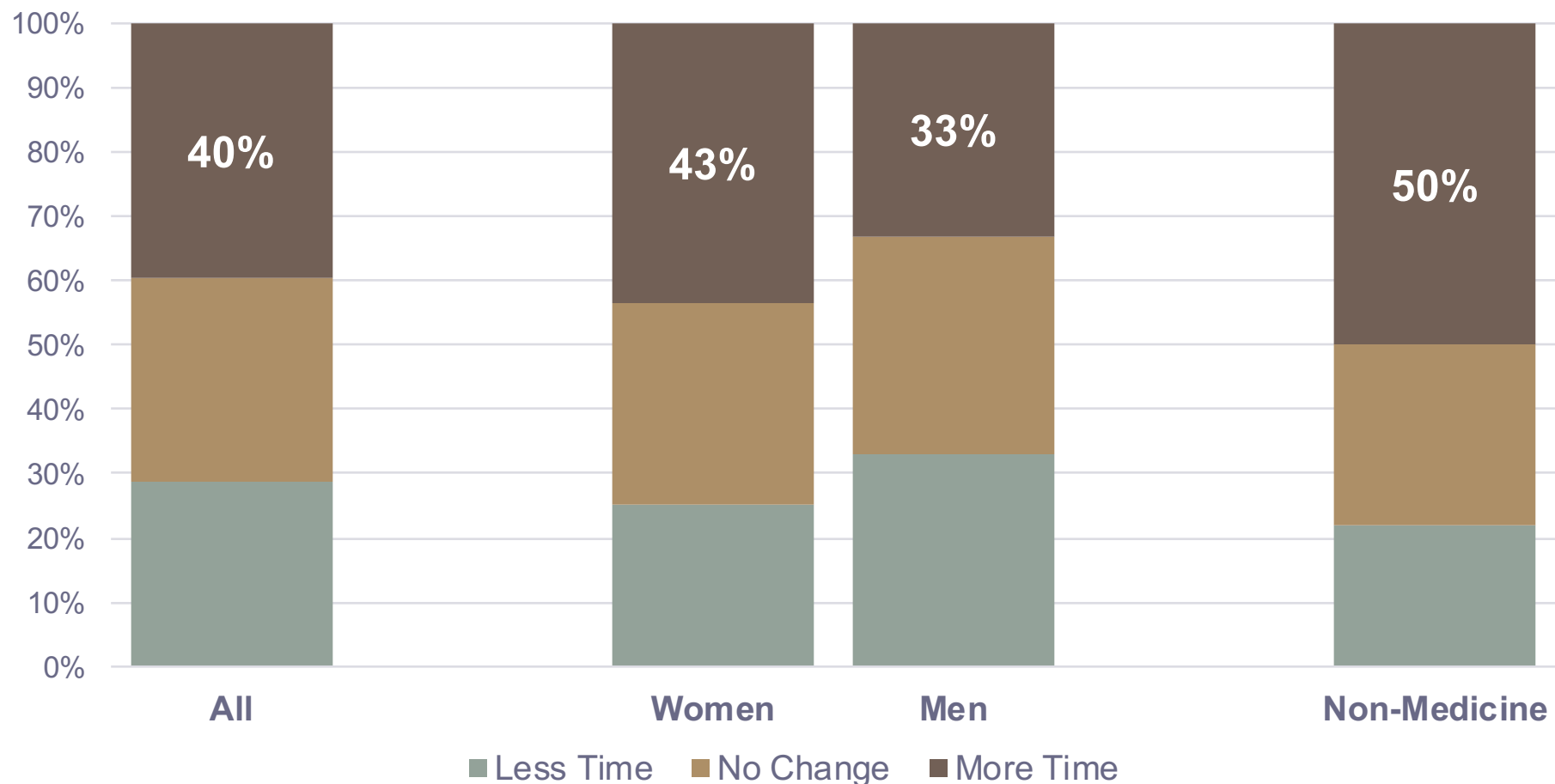
Time Spent Teaching
(COVID relative to Pre-COVID)



Why is the Problem so Urgent?

Effects on Advising/Mentoring

Time Spent Advising / Mentoring
(COVID relative to Pre-COVID)



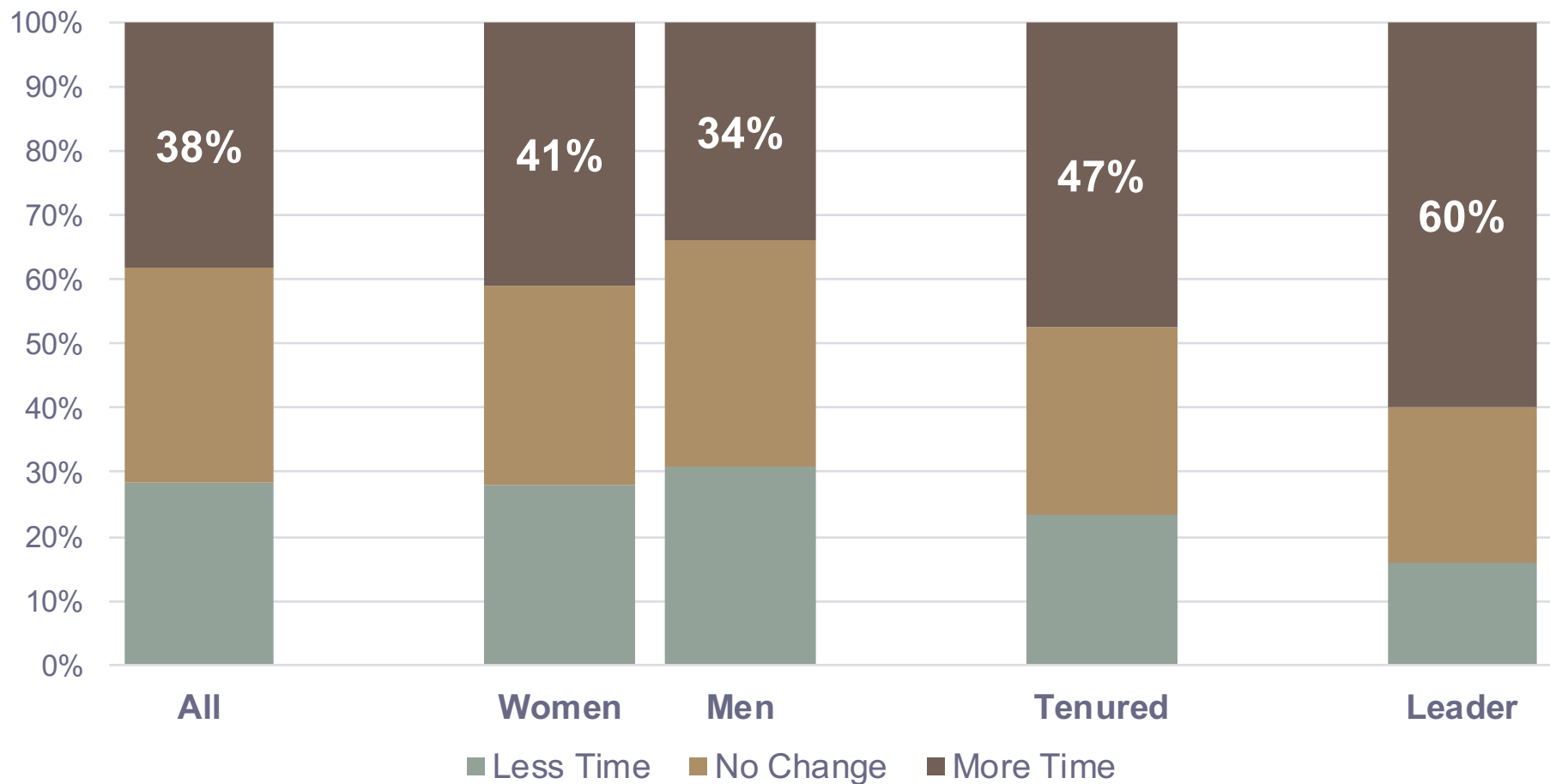
In Your Words

- “Students have a lot of needs and they tend to come to certain professors. I am happy to help our students but it has a cost on my well being and my work.”
- “Teaching in the classroom is not just about content, so this is all a disaster for actual teaching. Not for transferring facts to students, but for establishing mentorship relationships with students in classes.”
- “[I worry] that I’ll get bad reviews because students don’t like remote learning and that will affect my promotion prospects.”
- “[It’s tough] staying healthy, up-beat and energetic.”
- “I have really appreciated the resources that Stanford provided via CTL/TeachAnywhere.”

Why is the Problem so Urgent?

Effects on Service

Time Spent on Service
(COVID relative to Pre-COVID)



In Your Words

- “The biggest concern is the uncertainty of the constantly evolving situation and having to address many crises and change requirements/standards many times since March 2020.”
- “I have thought about leaving academia because the requests for service activities still keep coming at the same pace as prior to COVID and declining them is a gut punch but i can't do justice to them with my time taking care of home and family.”
- “Students are incredibly fragile right now and it feels like I am mostly there as a therapist. [...] I feel totally unequipped to provide the ‘therapy’ they need on an ongoing basis.”

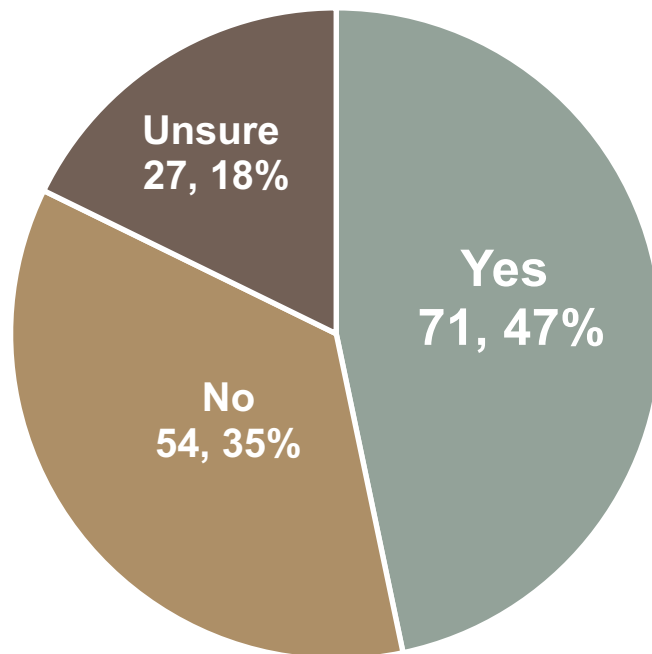
Sharing of Experiences

- Please share any additional thoughts or your own experiences in the chat function
- Feel free to use private chat to Anne, Margot, or Sara
- Please do not share others' experiences outside of this session

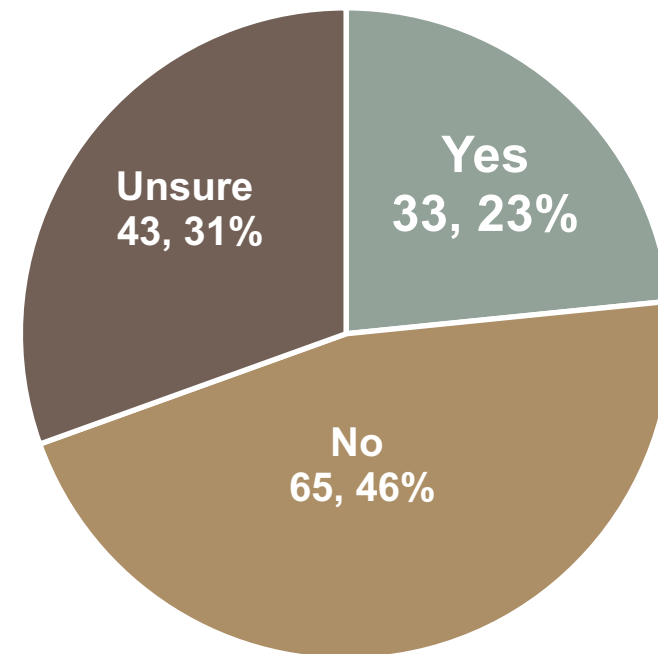
Relief Provided, Relief Desired

Tenure Clock Extension

Will Take the
1-Year Tenure Clock Ext.



Would Take a
2-Year Tenure Clock Ext.



In Your Words

For pre-tenure tenure-line assistant or associate professors: Will you take the 1-year tenure-clock extension offered by the university? Reasons?

- “ideally, tenure demands should be relaxed to avoid having one generation pay the cost of covid directly. if they are not relaxed, i will need much more time to compensate for the delays impacting my research and ability to recruit personnel”
- “My work ground to a standstill during the shelter in place. In addition, I am not embarking on new projects since I don't have enough time to work. That is years of damage to my research productivity.”
- “...I am wary of taking it because I believe that colleagues and letter writers will unfairly assess my work based on having an additional year to accomplish more.”
- “I do not want to remain underpaid, job insecure, and extremely stressed. If I don't get tenure, I'll find something else to do outside science.”

Relief Provided: Other Forms

- Course relief (typically, one class)
- Service relief
- Assistance for online teaching
- Equipment
- Financial support
- Decreased benchmarks, salary parity
- Individually negotiated

- Many respondents commented on the lack of relief, a sample:
 - “hah!”
 - “It feels like the administration has only taken away financial resources, not provided any relief.”
 - “Junior faculty have borne the brunt of the additional meetings, administrative burden, decrease in research time and nothing has been done especially from a recognition or promotion perspective to ameliorate the impact in our department. It's all ‘yes it’s hard.’ That’s it.”

Relief Desired: Non-Tenure Clock Related

- Research Support
- Time: Relief from Teaching and Service
- Adjusted Expectations for Performance Reviews
- Adjusted Expectations for Other Tasks
- Long-range Planning for Research Recovery

- Other Work Assistance (e.g., influence and networking opportunities)
- Equipment
- Access to Office

- Other Financial Support (including postdocs, students, staff)
- Childcare Assistance
- COVID Testing for Family
- Additional Mental Health Resources

In Your Words

- “I feel there needs to be a change university-wide in how we acknowledge and react to the impact of covid19 on our tenure applications.”
- “1- return of childcare benefit \$100/day. 2- decrease service loads for those of us who are struggling to survive.”
- “Stanford could step into the fray by offering more opportunities ...to keep children active and engaged throughout the day and evening.”
- “The concerns are mostly financial. Not getting a raise has long term implications ...
- “Do not pass along the new NSF gap to us! It's impacting us enormously! Do not make us pay offset while our salaries are frozen!”
- “any relief should go to administrative staff and graduate students.”

Next Steps

- Breakout rooms to discuss the 2-3 steps you think FWF should advocate for on campus
- Will come back to gather ideas (in discussion and through chat)

Thank you

- <https://facultydevelopment.stanford.edu/diversity-engagement/faculty-networks/faculty-womens-forum>
- Online collection related to COVID:
<https://facultydevelopment.stanford.edu/diversity-engagement/faculty-networks/faculty-womens-forum/gendered-covid-19-faculty-experiences>
- Email facultywomensforum@stanford.edu (Steering Group)
 - amjoc@stanford.edu (Anne)
 - margot.gerritsen@stanford.edu
 - sara.singer@stanford.edu