SUPPORT IN CRISIS: FUTURE DIRECTIONS FOR BROWN CENTER RESOURCES

Welcome

9:45 am

Event moderators **Lamerial McRae and Melinda Hall**

Including: 1) aims and agenda of today's session, 2) statement of moderators' role

Breakout Session 1

9:55 am

Move to Breakout Room **Session 1: Emergency Funds**

Possible BC advocacy items to consider:

(1) Providing emergency funds for caregiving assistance, including childcare and eldercare
Information to support your deliberation:
- **Opinion**: McMurtrie 2020, The Pandemic is Dragging On. Professors are Burning Out. *The Chronicle of Higher Education*
- **Peer-Reviewed:** Misra et al. 2012, Gender, Work Time, and Care Responsibilities Among Faculty *Sociological Forum*

(2) Emergency funds for off-campus, confidential counseling
Information to support your deliberation:
- **Opinion**: Mathieu and Baynton 2021, Burnout response for leaders *Workplace Strategies for Mental Health*
- **Peer-Reviewed:** Turk and Ramos 2020, College and University Presidents Respond to Covid-19 *ACE: American Council on Education*

Breakout Session 2

10:15 am

Move to Breakout Room **Session 2: COVID Documentation and Teaching Policies**

Possible BC advocacy items to consider:

(1) Help individual faculty create professional documents detailing impacts of COVID-19 and other crises, including grieving and illness, to keep on file alongside tenure, promotion, and review documents
Information to support your deliberation:
- **Examples: 1)** Best Practices Tool from Purdue's Butler Center for Leadership Excellence; **2)** Documenting Pandemic Impacts: Best Practices from UMass Amherst; **3)** Women in Medicine COVID-19 Contribution Matrix Addendum for CV
- **Peer-Reviewed:** Malisch et al. 2020, In the wake of COVID-19, academia needs new solutions to ensure gender equity and Supplement *PNAS*

(2) Review and revise teaching policies, including use of assessments such as student evaluations of teaching
Information to support your deliberation:
- **Example:** West Virginia University COVID-19 Revised Annual Evaluation Guidelines
- **Peer-Reviewed:** Daumiller et al. 2021, Shifting from Face-to-Face to Online Teaching during COVID-19 *Computers in Human Behavior*

Breakout Session 3
10:35 am
Move to Breakout Room **Session 3: Hiring and Tenure**

Possible BC advocacy items to consider:

(1) Recommend cohort hiring models for equity, mentorship, and building community in departments and programs
Information to support your deliberation:
- **Opinion:** Mervis 2020, NIH's new cluster hiring program aims to help schools attract diverse faculty *Science Mag*
- **Peer-Reviewed:** Sgoutas-Emch et al. 2016, We're Not All White Men: Using a Cohort/Cluster Approach to Diversity STEM Faculty Hiring *Thought & Action*

(2) Delay tenure, promotion, and/or reviews
Information to support your deliberation:
- **Opinion:** Rabinowitz 2021, The Associate-Professor Trap *The Chronicle of Higher Education*
- **Peer-Reviewed**: Oleschuk 2020, Gender Equity Considerations for Tenure and Promotion During COVID-19 *Can Rev Sociol.*

Breakout Session 4
10:55 am
Move to Breakout Room **Session 4: Compensation and Workload**

Possible BC advocacy items to consider:

(1) Increase internal grants and/or stipends for overloads
Information to support your deliberation:
- **Examples: (1)** Faculty Micro Grants Program from Cornell University's Center for Teaching Innovation; **(2)** Grants available at the Mississippi University for Women
- **Peer-Reviewed:** Kezar et al. 2011, Everyday people making a difference on college campuses: the tempered grassroots leadership tactics of faculty and staff *Studies in Higher Education*

(2) Recalibrate workload, including course and service releases, and workload calculations for existing activities for the purposes of merit and review
Information to support your deliberation:
- **Example:** Measures to Address Impacts of COVID-19 Pandemic on Faculty Career Progress from the University of Wyoming; **Opinion:** Brinkley 2020 Should We Do Away With Office Hours? *Inside Higher Ed*
- **Peer-Reviewed:** Cundy et al. 2001 A Model to Assess and Balance Faculty Workload *Proceedings of the 2001 American Society for Engineering Education Annual Conference & Exposition*

Final Discussion
11:15 am
Exit Breakout Rooms for **Final Discussion**

Closing
11:35 am
Post-Survey **Link Distributed**

11:45 am
Meeting **Ends**