

TEAM ADVANCE RESOURCES ON FACULTY MENTORING AND SUPPORT DURING THE CORONAVIRUS PANDEMIC¹

Pandemic Impacts

The coronavirus pandemic has impacted university staff and faculty members, graduate students, and, subsequently, research productivity. The following articles highlight the experiences academics have faced during the pandemic such as burnout, lab shutdowns, and concerns about degree completion.

- [“The Impact of COVID-19 on Early Career Scientists: An Optimistic Guide for the Future,”](#) Christina M. Termini and David Traver (BMC Biology)
- [“Faculty Members Struggle with Burnout,”](#) Colleen Flaherty (Inside Higher Ed)
- [“For Many Graduate Students, COVID-19 Pandemic Highlights Inequities,”](#) Megan Zahneis (The Chronicle of Higher Education)
- [“Lab Work Under Isolation,”](#) Kate Adamala (The Scientist)
- [“The Staff are Not Okay,”](#) Lee Skallerup Bessette (The Chronicle of Higher Education)

Gendered Impacts of COVID

Although the coronavirus pandemic has impacted everyone, gender inequities have become increasingly evident and exacerbated during this time. Many women in academia face growing childcare responsibilities and challenges related to research productivity, tenure and promotion. The articles below highlight the struggles women in academia currently face during the pandemic and potential solutions to these gendered problems.

- [“Consequences of the COVID-19 Pandemic on Manuscript Submissions by Women,”](#) Meline R. Kibbe, MD (JAMA Surgery)
- [“In the Wake of COVID-19, Academia Needs New Solutions to Ensure Gender Equity,”](#) Malisch et al. (PNAS)
- [“The Virus Moved Female Faculty to the Brink. Will Universities Help?”](#) Jillian Kramer (The New York Times)
- [“Women Academics Submitting Fewer Papers to Journals During Coronavirus,”](#) Caroline Kitchener (The Lily)
- [“Women in Science are Battling Both COVID-19 and the Patriarchy,”](#) Times Higher Education
- [“Pandemic Imperils Promotions for Women in Academia,”](#) Noam Scheiber (The New York Times)

Mental Health Resources

According to the CDC, the COVID-19 pandemic has led to a mental health crisis as people struggle with anxiety, depression, and isolation. Below are resources to share concerning mental health and wellness.

- [APA COVID-19 Information and Resources](#), American Psychological Association
- [Crisis Counselor Text Line](#) (Text HOME to 741741)
- [Wellness Resources](#), Office of Intramural Training & Education (NIH)

Advice for Mentoring During a Pandemic

Mentoring has become crucial for researchers, faculty members, and graduate students during the coronavirus pandemic. The following articles discuss the importance of mentorship during COVID-19 and offer resources for effectively mentoring in remote work environments.

- [“5 Steps to Help You Effectively Mentor During a Pandemic,”](#) by Ruth Gotain (Forbes)

¹ Compiled by Kia Caldwell and Brionca Taylor, Fall 2020

- ["Reassess, Realign, Reimagine: A Guide for Mentors Pivoting to Remote Research Mentoring,"](#) Pfund et al.
- ["Mentoring Graduate Students during a Pandemic,"](#) Faculty of Graduate Studies and Research (University of Alberta)
- ["Mentoring during the COVID-19 Pandemic,"](#) Ruth Gotain (Nature)
- ["Mentoring in a Time of Crisis and Uncertainty,"](#) National Organization of Research Development Professionals (NORDP)
- ["Mentoring in Crisis does not Need to Put Mentorship in Crisis: Realigning Expectations,"](#) Cameron et al. (Journal of Clinical and Translational Science)
- ["Mindful Mentorship,"](#) Vineet Chopra and Sanjay Saint (Healthcare journal)

Supporting Faculty

Faculty members face unique challenges during the coronavirus pandemic, such as increased teaching obligations, decreased research productivity, and a re-evaluation of their career goals. The articles below feature researchers who offer advice on how to support faculty members during this time.

- ["Advice for Faculty Members in a Turbulent Time,"](#) Mindi Thompson (Inside Higher Ed)
- ["How \(Not\) to Evaluate Teaching During a Pandemic,"](#) Jody Greene (The Chronicle of Higher Education)
- ["Maintaining Tenure Goals During the COVID-19 Pandemic,"](#) Monica F. Cox, PhD (American Society for Microbiology)
- ["Measures to Support Faculty During COVID-19,"](#) Ethel L. Mickey, Dessie Clark, and Joy Misra (Inside Higher Ed)
- ["Supporting Faculty During & After COVID-19,"](#) Leslie Gonzalez, EdD and Kimberly Griffin, PhD (ASPIRE The National Alliance for Inclusive & Diverse STEM Faculty)

Advice for Ensuring Institutional Equity

The coronavirus pandemic will continue to impact faculty experiences, careers, and trajectories for many years, particularly faculty who experience intersectional inequalities, such as women of color. Below are resources for institutional approaches that can be taken to ensure equitable approaches to supporting faculty during and after the coronavirus pandemic.

- ["Documenting Pandemic Impacts: Best Practices,"](#) UMass Amherst ADVANCE Program
- ["Ensuring Equity in Institutional COVID-19 Responses: The Multiple Dimensions of Integrating Equity,"](#) Leslie Gonzales, EdD and Kimberly Griffin, PhD (Association for Women in Science, YouTube)
- ["Staff Get Little to No Say in Campus Governance. This Must Change."](#) Lee Skallerup Bessette (The Chronicle of Higher Education)
- ["Asking the Right Questions: A Primer for Merit, Tenure and Promotion Evaluation Committees,"](#) Malisch et al. (PNAS)
- ["Enhancing Gender Equity in the Face of COVID-19,"](#) Organization of Women Faculty (Northwestern University)
- ["Factoring in the Pandemic Experience to Protect Gender Equity,"](#) Organization of Women Faculty (Northwestern University)
- ["COVID Response Faculty Survey,"](#) Organization of Women Faculty (Northwestern University)