

Q15.

Innovation[X] Special Call for COVID-19 Proposals

The **COVID-19** global pandemic and economic, social, and cultural disruptions it has caused will be the subject of studies for years to come. The School of Innovation is calling for proposals directly related to the study of the Coronavirus pandemic and its effects. Special consideration will be given to proposals that address community impacts of the pandemic.

Teams must consist of an interdisciplinary set of faculty members and a multidisciplinary team of 10-20 students, both undergraduate and graduate, from across the university. Proposals should demonstrate a team-based approach to a complex problem and include meaningful deliverables.

Proposals are due May 1, 2020.

Q18. Project Title

Insecurity and Inequality in Academia: The Differential Impacts of COVID-19 on Work Conditions and Work-Life Balance among the Texas A&M Academic Community

Q22. *Please provide the following information for the Primary Point of Contact for the Project (Project Leader)*

Q1. Prefix

Dr.

Q19. First Name

Cynthia

Q20. Last Name

Werner

Q17. Email Address

werner@tam.u.edu

Q21. Phone Number

Q5. Gender Identity

- Man
 Woman
 Trans Man
 Trans Woman
 Genderqueer
 Non-Binary/Gender non-conforming
 Not listed above, please specify
 Prefer not to respond

 Q16.
 Ethnic and Racial Identity

- Hispanic/Latino/a/x
 American Indian or Alaska Native
 Asian/Pacific Islander/Desi-American
 Black/African American
 White
 Bi-racial / Multi-Racial (please specify):
 Not listed (please specify):
 Prefer not to respond

Q53. *Project Information*

Q3. Please provide brief background/context for the issue this project seeks to address. (1,200 character maximum)

The COVID-19 pandemic necessitated a rapid transformation of work conditions and work-life balance for university faculty and graduate students. Within a week, faculty and graduate student instructors teaching traditional in-person courses transitioned to working from home and teaching remotely. And, within a few weeks, faculty and graduate students whose research depends on the ability to work in labs, with human subjects, and/or at remote field locations experienced significant disruptions to research plans. In addition to these inconvenient realities, the psychological well-being of faculty has been affected by looming uncertainty regarding the economic stability of the university at a time when endowment income is down, state budget cuts are likely, and student enrollments could potentially decline. These stressful circumstances, however, are not felt equally across the academy. The pandemic has already exacerbated existing inequalities and feelings of insecurity for three of the most vulnerable groups in the academy: tenure-track faculty, academic professional track (APT) faculty, and future faculty (i.e., PhD students and post-doctoral fellows who seek academic positions).

Q8. What are the goals for this project? (3,000 character maximum)

We will use a multi-disciplinary, mixed method research design to achieve three objectives: (1) We seek to understand the differential impacts of the COVID-19 pandemic on work conditions and work-life balance within and between these three different groups: tenure-track, APT, and future faculty at Texas A&M. Within each of these groups, women and people of color (POC) are generally known to experience higher levels of anxiety, stress, and burnout compared to other groups in academia. So, concerns about job security, discrimination, invisible labor, and demanding service loads will no doubt increase given the global pandemic. For example, women faculty are likely to be doing added caretaker work at home, relative to men. And, women and POC faculty are likely to be doing more invisible labor (e.g., providing emotional support to students in crisis) than white, male faculty. Tenure-track faculty are likely to have heightened anxiety about how their research and teaching records will be impacted by COVID-19. In comparison, APT faculty are likely to have heightened anxiety about their job security given their contracts must be renewed annually and they are evaluated on their unique contributions to their departments and teaching, which have been severely impacted by COVID-19. Future faculty are likely to have increased concerns about their ability to complete their degrees, obtain academic and research funding, and to secure academic employment. For all groups, unequal impacts of COVID-19 are likely to intersect further with other aspects of their identity, including demography (e.g., religion), personality (e.g., resilience), technological skills (e.g., their prior comfort level with technologies required for remote and online teaching), academic discipline, and their personal work from home (WFH) environment. (2) We plan to gather feedback on how current and future faculty feel about the university's response to COVID-19, and compare these perspectives with views from other universities. This would include communications from university administrators on remote teaching, as well as policies and procedures enacted in response to COVID-19 (such as tenure-clock extension and reduced emphasis on student evaluations). (3) We aim to use the results of this study to inform future university programming, practice, processes, and policy initiatives for current and future faculty. Given that COVID-19 will further exacerbate existing inequalities within academia, traditional reward systems (e.g. merit raises, promotions) and traditional structures (e.g. time limitations for graduate student funding) need to be reconsidered. We will prepare guidelines for colleges and departments on ways to ensure the use of equitable and inclusive criteria that factor in the differential impacts of COVID-19 in the evaluation of faculty, post-doctoral fellows, graduate students, and prospective faculty hires.

Q9. What are anticipated outcomes from this project? (e.g., publications, website, app, data collection for further research/grant) (1,000 characters maximum)

Our project will provide a valuable dataset for understanding the impact of COVID-19 within academia. Through a longitudinal survey, we will gather quantitative data on shifts in work-life balance, experiences with remote teaching technologies, and attitudes towards the university response. Qualitative interviews will add detailed information about the impact of COVID-19 on the lives of faculty and future faculty. And, finally, web scraping will allow us to search for and analyze social media posts about the impacts of COVID-19 on faculty lives. Our project will generate a specific set of written guidelines to ensure the equitable and inclusive evaluation of current and future faculty that acknowledges differential impacts of COVID-19. The results of our research, including these guidelines, will also be shared in a series of public forums with faculty and administrators. Finally, we will use the results of our study to publish several peer-reviewed journal articles (e.g., ADVANCE).

Q10. Is this proposed project an extension of existing work or a new endeavor? (1,200 character maximum)

The proposed project represents a new endeavor. Several team members have been active members of ADVANCE in the past and have contributed to publications related to issues related to gender inequities and work-life balance in academia. This is a new project that emerges out of special circumstances related to COVID-19.

Q11. Is Institutional Review Board (IRB) approval required for this project?

Yes, IRB approval will be required for the survey and interview portion of this project.

Q54. *Team Participants*

Q12. Please list all Team Leaders below (including yourself), including Prefix, Name, Title, and Department/School.

Q25. Do any of the team leaders listed above have plans for a sabbatical or other extended leave away from campus during the 2020-21 academic year? Note: Selecting “yes” will not automatically disqualify a team, but rather will indicate that we need to have a discussion with your team about the nature of the planned leave in relation to the project.

No

Q26. Please list all Team Contributors below, including Name, Title, and Department/School. *Please exclude anyone you already listed as a Team Leader.*

Dr. Mary Campbell, Associate Professor of Sociology and Associate Head (Liberal Arts) Dr. Kirby Goidel, Professor of Communication and Director of the Public Policy Research Institute (Liberal Arts) Dr. Tracy Hammond, Professor of Computer Science and Engineering (Engineering) Dr. Claire Katz, Associate Dean of Faculties, Murray and Celeste Fasken Chair in Distinguished Teaching and Professor of Philosophy (Liberal Arts) Dr. Blanca Lupiani, Dean of Faculties and Associate Provost and Professor of Veterinary Pathobiology (Veterinary Medicine and Biomedical Sciences) Dr. Christine Stanley, Professor of Educational Administration and Human Resource Development (Education/Human Resource Development) Dr. Sherry Yennello, Regents Professor of Chemistry and Cyclotron Institute Bright Chair in Nuclear Science (Science) Elizabeth Jenkins, PhD Student, Psychological and Brain Sciences (Liberal Arts) Kevin Johnson, PhD student in Anthropology (Liberal Arts) Aigul Seralinova, PhD student in Anthropology (Liberal Arts) Vansa Shewakramani Hanson, PhD Student in Sociology (Liberal Arts) Michelle Yeoman, PhD Student in Anthropology and Lecturer in Veterinary Integrative Biosciences (Liberal Arts and Veterinary Medicine & Biomedical Sciences) Lawren Walker, undergraduate English major, RISE Fellow 2020-21 (Liberal Arts)

Q27. Do you plan to assign someone other than a faculty leader as a “project manager” for your team (i.e., a graduate student, postdoc, staff person)?

- Yes
- No
- Not sure yet

Q28. What would be the ideal composition of team members for this project? What majors, disciplines, skills, backgrounds, or perspectives would you like to have on the team? (1,200 characters maximum)

With representation from nine departments in six different colleges, the faculty members on this team have expertise in higher education administration, women and gender studies, work-life balance, and social science methodologies. The disciplinary diversity of the team will provide useful insights for understanding a wide range of faculty experiences and concerns. The team also consists of two graduate students who have expertise in diversity in higher education, survey design and quantitative data analysis, and three graduate students with expertise in gender studies and qualitative methods, plus an undergraduate English major who has been selected as an ADVANCE-supported RISE Fellow. We plan to recruit up to nine additional student team members (undergraduate and graduate), including computer science students to help with web scraping part of this project, students from science and engineering disciplines that rely on lab and field based instruction to add student perspectives to our survey and interview questions, and students with social science research skills to help with data collection, interview transcription, coding and analysis.

Q29. Will your team also include any external organizations or individuals as either partners, clients, study subjects, beneficiaries of the work, etc.?

Not at this time. We may eventually partner with ADVANCE programs at other institutions.

Q55. *Travel*

Q30. Does your proposal include travel for students beyond Bryan/College Station?

- Yes
- No
- Not sure yet

Q31. Where would the team travel?

Several members of the team are likely to travel to National Conference on Race and Ethnicity (June 2021) to present the results of this research.

Q32. When do you anticipate that this travel would take place? (e.g., Fall 2020, Spring 2021, some other academic break, TBD)

Summer 2021

Q33. Do you expect that all students selected for the team would be able to travel, or just a select number?

Most likely a select number due to associated costs and specific contributions.

Q56. *Collaboration with Students*

Q34. How will you facilitate collaborative inquiry on the team? How often and in what format will the team meet? How will you divide tasks? How you will ensure effective management of the project (e.g., appoint a student as a project manager, assign that role to a faculty leader, etc.)? (1,500 character maximum)

The team will consist of 9 faculty and approximately 15 students. During the first month of the project, the entire team will meet regularly (via Zoom) to plan out all phases of the project. Faculty team members will help to recruit additional students. Students will be assigned to work on different parts of the project, and all students will be assigned to an appropriate faculty supervisor. The faculty supervisor will meet with students regularly to check on their progress to work out solutions to any problems. Undergraduate students will also be assigned to a graduate student mentor. Graduate student mentors will help coordinate student work and monitor undergraduate student progress, while also providing informal advice to undergraduates who may be interested in pursuing graduate studies. Team meetings will continue to be held as needed throughout the project to coordinate efforts, and to discuss drafts of the final products (e.g., the guidelines and journal articles). In addition to these team meetings, students will work in one of three different faculty-student teams: a survey team; an interview team; and a media content team.

Q35. What might students gain from their participation (e.g., conducting research directly with subjects, contributing to publications, using language skills)? What unique and differentiated learning opportunities would be available for graduate students? (1,500 character maximum)

Graduate and undergraduate students who work on this project will have the opportunity to learn how scholars from different disciplines can work together in innovative ways. For many of them, this might be their first experience working on an interdisciplinary team, and this will provide an invaluable experience for future careers within and outside of academia. The graduate students on this team will also have the opportunity to mentor undergraduate students. Modeled after the Anthropology Department's successful Graduate Student-Undergraduate Student Mentorship program and guided by recommendations on mentoring from the Center for Teaching Excellence, this experience is likely to be mutually beneficial as graduate students will improve their mentoring skills and undergraduate students will learn more about the research process. Graduate and undergraduate students are also likely to improve their skills in research methods, as they work with faculty to address these key questions related to COVID-19. Graduate and undergraduate students will also have the opportunity to learn a lot more about the experiences of faculty life, and the challenges that faculty members face during the COVID-19 pandemic. These insights may be particularly beneficial to students who are interested in pursuing careers in academia. Finally, graduate and undergraduate student team members will have the opportunity to collaborate on peer-reviewed publications that result from this study.

Q57. Timeline and Budget

Q13. Identify the timeline for the project, including start, completion and major project milestones.

NOTE - You may use the text box or upload a table or file in the next question.

Q36. Timeline Upload (if needed)

[Innovation Timeline.docx](#)

15KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q37. Total Budget Request (numeric response only, please).

Q38. You may upload a budget table here encompassing the categories below, or you may complete the fields below through this form as applicable.

For each item listed below or on your budget table upload, please enter both dollar amount and any relevant notes/justification.

[Innovation Budget.docx](#)

13.1KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q39. GRADUATE OR RESEARCH ASSISTANTSHIP (PHD) (*Suggested range: \$15-18/hour; note: RAships for students in graduate school should include costs for tuition remission and fees*)

\$0

Q41. RESEARCH ASSISTANTSHIP (*Suggested range: \$12-15/hour*)

\$10,215 (hourly wages)

Q40. INSTRUCTION (Teaching) - PHD STUDENT

\$0

Q42. POST-DOCTORAL OR STAFF EFFORT

\$0

Q43. UNDERGRADUATE STUDENT STIPEND OR WORK STUDY (*Suggested range: \$11-14/hour*)

\$7,200

Q44. INSTRUCTIONAL, RESEARCH OR OFFICE SUPPLIES

\$0

Q45. COMPUTERS AND MINOR EQUIPMENT

\$0

Q46. TRAVEL - DOMESTIC

\$1485

Q47. TRAVEL - INTERNATIONAL

\$0

Q48. CONTRACT WORK

\$0

Q49. MEETINGS - BUSINESS

\$0

Q50. OTHER - MISC.

\$1,100 (3 iPads as raffle prizes for completing the survey)

Q51. Please briefly note below any other sources of project funds. (*Projects that match or leverage additional funds are strongly encouraged. Please note any such funds, awarded or proposed, here so that we understand the comprehensive outlay for the project.*)

ADVANCE will provide funds to support two graduate students during the summer of 2020 and through the 2020-21 academic year. This will be a minimum of \$35,000 in matching support. ADVANCE also has an administrative staff support person who will help schedule meetings and provide administrative support (approximately 5-10% of her time & effort will go towards this project). In addition, we plan to submit proposals to the College of Liberal Arts and NSF in support of this project. The project will be feasible if we only receive the requested funds from the School of Innovation. However, additional funds from these other sources will allow us to do more, specifically (a) provide financial support to more students (vs. having some register for academic credit), (b) improve the platform for survey administration; and (c) provide additional support for conference travel.

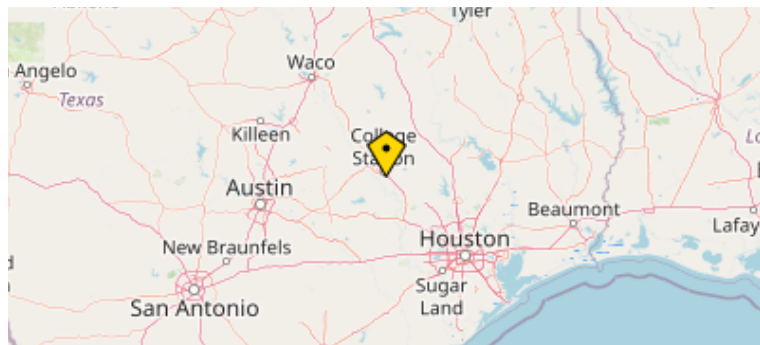
Q52. Please name a Unit/Business Manager who could administer funds for project, if requested:

Susan Burton, ADVANCE Program Coordinator, susanm17@tamu.edu

Location Data

Location: ([30.547805786133, -96.271499633789](#))

Source: GeolP Estimation



Budget (maximum \$20,000)

Category	Description	Cost
Student Conference Travel	Conference Travel for Students June 1-5, 2021	Total - \$1,485 NCORE student registration fee: \$495 x 3
Student Research Assistance	Most students working on this project will either enroll for credit hours or receive hourly wages. The exception will be two graduate students supported by matching funds from ADVANCE.	Total - \$17,415 Graduate Student Hours - 681 hours x \$15 = \$10,215 Undergraduate Student hours- 600 hours x \$12 = \$7,200
Participant Payment	Compensation for survey participation	Total - \$1,100 Raffle iPads: \$366 x 3
Total Request		\$20,000

