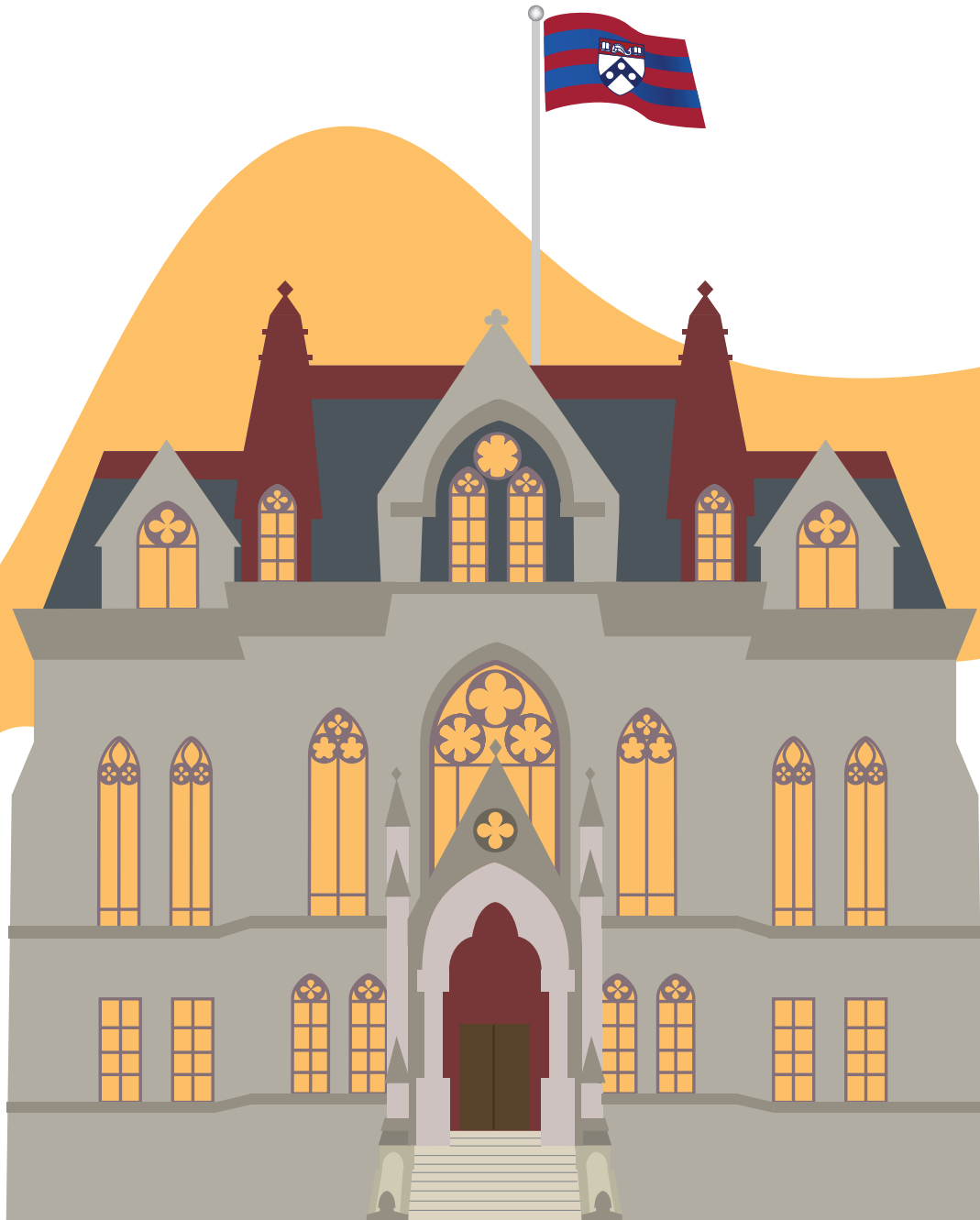


A GUIDE FOR PENN FACULTY

# INCLUSION

## IN THE COVID ERA



FALL 2020





The global pandemic, coupled with civil unrest and public protests incited by police violence, make this an exceedingly difficult time for many Penn faculty and other members of our community.

Faculty, staff, students, and postdocs may be using technology in new ways, working in a home that includes children and other extended family members, and facing vulnerabilities and fears relating to their own and loved ones' health. Penn faculty bear these burdens while striving to support and advise students, advance scholarly work, and collaborate and connect with colleagues. Many in our community have been directly affected by disease and economic loss. Many faculty members have worked without substantial breaks throughout the past year, and faculty with nine-month appointments have used the summer to support students and make changes to their fall courses. At the same time, the events of this summer have called on us to critically reflect on – and address – the racism, discrimination, and inequalities that are embedded within our systems. If we are to achieve our goals for equity, diversity, and inclusion, we need to consider how current practices serve to disadvantage some members of our community and identify the actions we can take to enable all Penn faculty to thrive.

This document is intended to recognize the issues many faculty in our community are facing on both of these fronts and identify strategies to address them. Recommendations are drawn from scholarly research on academic life, including emerging research on the pandemic, and articles in higher education news outlets such as the *Chronicle of Higher Education* and *Inside Higher Ed*. We recognize that many members of our community also have relevant expertise, and we welcome feedback, additions, and other recommendations with the goal of identifying ways to best support all members of our community.

We encourage everyone to take advantage of the resources that Penn offers and to engage in self-care. Please reach out to your dean, department chair, the Division of Human Resources, or us, if you need help and support.

**Laura Perna, Vice Provost for Faculty**  
**Lubna Mian, Associate Vice Provost for Faculty**

September 1, 2020  
 Revised October 30, 2020

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# INCLUSION IN THE COVID ERA



## Adjusting to Academic Life Online

This past spring, many Penn faculty quickly shifted to fully using technology for teaching, advising, and other meetings. Academic life online may have many benefits in years to come—increased access to education, flexibility in how we work and learn, new methods of fostering connections, and access to a world class faculty and student body from anywhere in the world. By proactively working to support and engage undergraduate students, graduate students, and postdoctoral scholars in teaching, learning, and research, we can help maximize these benefits.

We must also continue to address potential obstacles. Some Penn faculty, staff and students may have discomfort using Zoom, BlueJeans, and other online platforms for teaching, advising, research, and other aspects of academic life. Not all community members have consistent access to the technology, Internet, and other resources needed to be productive.

## What faculty and instructors can do:

Make sure that you, your students, staff, and other colleagues have access to needed technology. Ask your dean or department chair about support. Help students and others access technology support that is available within the department, school, and University.

For teaching, use the resources offered by individual Penn Schools and the Center for Teaching and Learning (CTL). CTL offers strategies, tools, and workshops on using technology to promote teaching and learning remotely. Topics include using Canvas, using online tools for discussion, adapting assessments, surveying students about technology access, and more.

Remember that students with disabilities may have different needs in the remote environment. Reach out to [Student Disabilities Services](#) with questions.

Ask administrative and IT staff for assistance, while also recognizing the added burdens and challenges that staff may also be facing. Find ways to express gratitude and appreciation to staff for the many ways that they support faculty work.

Communicate empathy, warmth, and compassion in email and virtual formats. Start meetings and class sessions by acknowledging the stresses of this current time and that different groups are impacted differently. Ask people how they are doing. Consider opening classes and meetings with a short period of reflection. Look for opportunities to underscore our shared humanity, as developing and maintaining connections may be more difficult without in-person interactions.

- Whitaker, Manya, [“How to Be a Trauma-Informed Department Chair Amid Covid-19,”](#) *The Chronicle of Higher Education*, July 27, 2020
- Brooks, Jamiella, [“COVID-19: Compassion in Our Courses During Uncertain Times,”](#) March 13, 2020

Acknowledge discomforts and mistakes to normalize difficulties and encourage a culture of trying new technologies and asking for help.

Recognize the intimacy and privacy restrictions of the virtual environment. The online environment necessarily puts us in each other’s homes, where wealth, social class, families, and pets are sometimes visible. Access to a home office and other features that communicate formality can be a function of wealth. Refrain from making judgments about people based on their settings. Reassure students and other faculty that their surroundings are less important than their active participation. Set norms for use of video and muting/unmuting to encourage participation. Learn how to set your own background in BlueJeans, Zoom, and other platforms. Consider using the image of a classroom or faculty office.

Maintain structure in a virtual environment (e.g., set clear expectations, agendas, and take-away items) while also being flexible to recognize that other people may be experiencing personal challenges. Provide policies in course syllabi regarding postponed or make-up exams and extensions on other assessments to acknowledge the human challenges of this time. For

staff and faculty, show flexibility in deadlines and work-related commitments where you can. Consider ways to reduce faculty workload, as discussed in the following section.

Open meetings with agreements about muting, chat functions, and the raise hand function to avoid interruptions. Be attentive to dynamics of power, agreement, and consensus.

- [“Equitable and Inclusive Meeting Design” Remote DEI Toolkit:](#)
- Pendergrass, Angie, et al., [“Guide to Organizing Inclusive Scientific Meetings: Where to Start,”](#) March 2019.

Offer virtual opportunities to meet with students and colleagues (e.g., office hours, debriefs after large meeting and classes). In the normal pattern of academic life, dialogue often occurs naturally when we break away from a gathering. Be intentional to replicate informal interactions and opportunities to build relationships in a virtual environment.

- Rothbard, Nancy, [“Building Work-Life Boundaries in the WFH Era,”](#) *Harvard Business Review*, July 15, 2020.

Create alternative and flexible options for remote work. Online meetings and learning platforms can cause fatigue when used without enough interruption. Email or phone calls may be preferable.

- Fosslien, Liz and West Duffy, Mollie, [“How to Combat Zoom Fatigue,”](#) *Harvard Business Review*, April 29, 2020;
- Murphy, Kate, [“Why Zoom Is Terrible,”](#) *New York Times*, April 29, 2020



## SUPPORT AND RESOURCES FOR ACADEMIC LIFE ONLINE

**Center for Teaching and Learning:** Resources and strategies for teaching remotely  
[www.ctl.upenn.edu/resources-and-strategies-teaching-remotely](http://www.ctl.upenn.edu/resources-and-strategies-teaching-remotely)

**Online Learning Initiative:** Resources and strategies for remote learning  
[www.onlinelearning.upenn.edu/remote-learning-tips-students](http://www.onlinelearning.upenn.edu/remote-learning-tips-students)  
[www.onlinelearning.upenn.edu](http://www.onlinelearning.upenn.edu)

**Penn Libraries:** Review the resources identified by the Library Liaison for your school  
[www.library.upenn.edu/people/subject-specialists](http://www.library.upenn.edu/people/subject-specialists)

**Instructional Technology support by School**  
[www.ctl.upenn.edu/instructional-technology-support-schools](http://www.ctl.upenn.edu/instructional-technology-support-schools)

**Computing support by School**  
[www.isc.upenn.edu/facultystaff-support-directory](http://www.isc.upenn.edu/facultystaff-support-directory)

### Addressing Racism and Other Forms of Bias

The United States is experiencing a resurgence of activism and recognition of systemic discrimination faced by members of the Black community, in what some have framed as a “second pandemic.”

- Stolberg, Sheryl Gay, [“Pandemic Within a Pandemic’: Coronavirus and Police Brutality Roil Black Communities,”](#) *New York Times*, June 7, 2020.

Many Americans are grappling with honest, frank conversations about race. Conflicts can arise even when people are well-intended. While protest and activism can be a healthy part of the political process, activism by Black students and faculty in particular can trigger destructive “troublemaker” stereotypes.

- Thornhill, Ted, [“We Want Black Students, Just Not You: How White Admissions Counselors Screen Black Prospective Students,”](#) *Journal of Sociology of Race and Ethnicity*, September 5, 2018.

Patterns of bias can also be aggravated by circumstances of ambiguity and stress.

- Eells, Tracy D. and C. Robert Showalter, [“Work-Related Stress in American Trial Judges,”](#) *Bulletin of the American Academy of Psychiatry and the Law*, 22(1), 71-83 (1994).



The Covid-19 pandemic has also exposed increasing discrimination against Asians and Asian-Americans that has changed the lived experience of many in our community, much in the same way that anti-Muslim sentiment was exposed and heightened after September 11.

- Kelley, Alexandra, [“Attacks on Asian Americans Skyrocket to 100 per day during Coronavirus Pandemic,”](#) *The Hill*, March 31, 2020;
- Ruiz, Neil G., et al., [“Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak,”](#) *Pew Research Center*, July 1, 2020;
- Rogen, Ali, and Amna Nawaz, [“We have been through this before.’ Why Anti-Asian Hate Crimes are Rising Amid Coronavirus,”](#) *PBS News Hour*, June 25, 2020.

Gender, LGBTQ, socioeconomic, and other forms of bias remain entrenched and can interact with race/ethnicity bias and the disruptions of the pandemic.

- Blow, Charles, [“Social Distancing is a Privilege,”](#) *New York Times*, April 5, 2020;
- Kendi, Ibram X., [“What the Racial Data Show,”](#) *The Atlantic*, April 6, 2020;
- Malisch, Jessica, et al., [“In the Wake of Covid-19, Academia Needs New Solutions to Ensure Gender Equity,”](#) *PNAS Opinion*, June 17, 2020.

Black, Latinx, and Native communities have been particularly affected by the pandemic, with the legacy and persistence of racism and inequality interacting with the public health crisis.

- Calo, William, et al., [“Reaching the Hispanic community about COVID-19 through existing chronic disease prevention programs”](#) *CDC Commentary*, June 25, 2020;
- Oppel, Richard, et al., [“The Fullest Look Yet at the Racial Inequity of Coronavirus,”](#) *New York Times*, July 5, 2020;
- Conger, Kate, [“Native Americans Feel Devastated By The Virus Yet Overlooked In the Data,”](#) *New York Times*, July 30, 2020.

### What faculty can do:

Create classroom and work environments where all members of the community are valued and have the opportunity to fully participate. Academic freedom does not mean that colleagues and students should not be told if their comments are inaccurate, hurtful, or antithetical to educational objectives. Research shows that instructor interventions can help students navigate classroom bias more effectively than letting biased comments stand.

- Boysen, Guy A. (2012), [“Teacher and Student Perceptions of Microaggressions,”](#) *College Teaching*, 60(3), 122-129.
- Ben-Porath, Sigal R., [Free Speech on Campus](#), *University of Pennsylvania Press*, 2017.

Be attentive to, and respond to, bias in student and faculty life that can occur even in a virtual environment. “Grounding these conversations [about race] in evidence and good intentions is better than not talking about race at all.”

- Creary, Stephanie, [“How to Begin Talking About Race in the Workplace,”](#) *Knowledge@Wharton*, June 15, 2020.

Respond to insensitive comments about race, gender, and other issues. We know that faculty may sometimes not respond because they are uncomfortable engaging in this type of discussion or fear saying the wrong thing. Common comments that may be experienced as indicating racial bias include assertions of colorblindness (e.g., “race doesn’t matter,” “All Lives Matter”), statements that forms of bias are inevitable and were worse in the historical past, and calling out individuals in underrepresented groups explicitly or implicitly to represent minority viewpoints. These comments can be perceived to invalidate important aspects of identity for people of color and other marginalized groups. Equating the experiences of various racial groups suggests a lack of appreciation for systemic racism against African Americans and other people of color. Identifying and acknowledging these types of comments provides an opportunity to educate around their impact.

Use the [PALS](#) framework offered by the University of Michigan’s [Program on Intergroup Relations](#):

**Pause**/halt/slow the conversation. (“Wait a second” “Excuse me” “Um, hold on a second” “I’m surprised to hear you say that”).

**Acknowledge** what the person is saying. (“What I hear you saying is. . .”; “I appreciate your thinking on this. . .”; “I hear you saying ...”) and **Ask** for clarification. (“That sounds important, can you say more?” “I think I hear you saying. . .” “What do you mean?” “Why do you believe that?”).

**Listen** to what the person says.

**Speak** your truth and share your learning and stories. (“I don’t agree/share that belief, for these reasons ...” “I think that relies on a stereotype. In fact, ...” “What you said could be interpreted as discouraging to students/colleagues.”)

- Maxwell, Kelly, et al., [Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change.](#)
- Kaplowitz, Donna, et al., [Race Dialogues: A Facilitator’s Guide to Tackling the Elephant in the Classroom.](#)
- Gurin, Patricia, et al., [Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue.](#)

Participate in professional development sessions to build skills for engaging in conversation with students and using inclusive teaching practices. CTL offers seminars (e.g., “Inclusive and Equitable Teaching Seminar”) and is available to run programs for departments. See the [CTL website on inclusive teaching.](#)

Become familiar with scholarship on race within and about your field.



# ANTI-RACISM READING LIST

Sara Ahmed, **On Being Included: Racism and Diversity in Institutional Life** (Durham: Duke University Press, 2012)

Michelle Alexander, **The New Jim Crow: Mass Incarceration in the Age of Colorblindness** (New York: New Press, 2010)

Carol Anderson, **One Person, No Vote: How Voter Suppression is Destroying Our Democracy** (New York: Bloomsbury, 2019)

Carol Anderson, **White Rage: The Unspoken Truth of Our Racial Divide** (New York: Bloomsbury, 2016)

James Baldwin, **The Fire Next Time** (New York: Vintage, 1962, 1993)

Mia E. Bay, Farah J. Griffin, Martha S. Jones, and Barbara D. Savage, eds., **Toward an Intellectual History of Black Women** (Chapel Hill: University of North Carolina Press, 2015)

Simone Browne, **Dark Matters: On the Surveillance of Blackness** (Durham: Duke University Press, 2016)

Camille Z. Charles, Mary J. Fischer, Margarita A. Mooney, and Douglas S. Massey, **Taming the River: Negotiating the Academic,**

**Financial, and Social Currents in Selective Colleges and Universities** (Princeton: Princeton University Press, 2009)

Ta-Nehisi Coates, **Between the World and Me** (New York: One World, 2015)

Robin DiAngelo, **White Fragility: Why It's So Hard for White People to Talk about Racism** (Boston: Beacon Press, 2018)

Jennifer L. Eberhardt, **Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do** (New York: Penguin Books, 2020)

Anthony Abraham Jack, **The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students** (Cambridge: Harvard University Press, 2019)

John L. Jackson, Jr., **Racial Paranoia: The Unintended Consequences of Political Correctness** (New York: Basic Civitas Book, 2008)

Frances E. Kendall, **Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race** (New York: Routledge, 2006)

Ibram X. Kendi, **How to Be an Antiracist** (New York: One World, 2019)

Ibram X. Kendi, **Stamped From the Beginning: The Definitive History of Racist Ideas in America** (New York: Bold Type Books, 2017)

Patricia A. Matthew, ed., **Written/Unwritten: Diversity and the Hidden Truths of Tenure** (Chapel Hill: University of North Carolina Press, 2016)

Devon Abbott Mihesuah and Angela Cavender Wilson, eds., **Indigenizing the Academy: Transforming Scholarship and Empowering Communities** (Lincoln: University of Nebraska Press, 2004)

Ijeoma Oluo, **So You Want to Talk About Race** (New York: Seal Press, 2019)

Kerry Ann Rockquemore and Tracey Laszloffy, **The Black Academic's Guide to Winning Tenure—Without Losing Your Soul** (Boulder: Lynne Rienner Publishers, 2008)

C. Riley Snorton, **Black on Both Sides: A Racial History of Trans Identity** (Minneapolis: University of Minnesota Press, 2017)

Claude M. Steele, **Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do** (Issues of Our Time) (New York: W.W. Norton & Company, 2010)

Beverly Daniel Tatum, **Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race** (New York: Basic Books, 1997)

Cornel West, **Race Matters** (Boston: Beacon Press, 2017)

**The Harvard Implicit Bias Test**

**21-Day Racial Equity Habit Building Challenge**<sup>®</sup>

**Who, Me? Biased?**

See also:

**Penn Libraries: Race, racism & antiracism collections**

[Reading list related to race, racism, and antiracism content]  
<https://guides.library.upenn.edu/antiracism-collections>



## Recognizing Family Responsibilities

Many Penn faculty, staff, students, and postdocs are also caregivers for children, parents, and other loved ones. Managing parental and other caregiving can be challenging even in normal circumstances. Fulfilling these responsibilities is even more complex and challenging when K-12 schools, childcare agencies, and other support services are closed. Some community members may be caring for family and friends with Covid-19 and may have experienced death and other loss.

As of the date of this Guide, many local K-12 schools have decided to conduct education in fall 2020 largely virtually. Even when schools and other childcare centers are open, parents may feel uncomfortable sending their children. Parents of very young children and parents of children with special needs may feel that virtual education cannot meet their needs and may be compelled to homeschool children. While sensible from a public health standpoint, these approaches exacerbate burdens on working parents for the foreseeable future.

While all may be affected, family responsibilities have disproportionate negative impact on productivity of women faculty.

- Myers, K.R., et al., [“Unequal Effects of the COVID-19 Pandemic on Scientists,”](#) *Nature*, July 15, 2020;
- Flaherty, Colleen, [“No Room of One’s Own: Early Submission Data Suggest COVID-19 Is Tanking Women’s Research Productivity,”](#) *Inside Higher Ed*, April 21, 2020;
- Williams, Joan, [“The Pandemic Has Exposed the Fallacy of the ‘Ideal Worker’,”](#) *Harvard Business Review*, May 11, 2020;
- The Center for the Study of Women in Society, University of Oregon, [“Labor Inequities for Faculty and GE Caregivers During Covid-19: A Call to Action,”](#) June 8, 2020.

Women principal investigators in particular may suffer from these stresses. Several women scientists recently offered recommendations on how women PI’s can cope with pandemic-related burdens, including fostering networks, policy changes such as those recommended In this Guide, cultivating regenerative hobbies, and service that supports diversity and inclusion needs, while delegating and declining non-essential work.

- Kreeger, et al., [“Ten Simple Rules for Women Principal Investigators During a Pandemic,”](#) (October 29, 2020).

### What faculty can do:

Use, and encourage others to use, the resources Penn provides to assist in managing caregiving and family responsibilities. A list of resources is provided at the end of this Guide.

Discuss how family responsibilities may reduce traditional measures of productivity and ensure that the effects of the pandemic are structured into tenure and promotion review processes. Make adjustments in review processes. [This topic will be discussed in a future Guide.]

Recognize that students – including graduate students who serve as Teaching Assistants and Research Assistants – and postdocs may also have families and responsibilities for caring for their own children, parents, and siblings. Acknowledge the stresses that these individuals may be experiencing as they strive to meet family and student obligations. Work with them to develop manageable workloads and routines. [The Family Resource Center](#) may be able to assist graduate students, postdocs, and other trainees who have children. The [Graduate Division Guidance Documents](#) developed by School of Arts and Sciences may also help faculty work with graduate students.

Model efficient work practices and reduce non-essential activities for the immediate period. Some potential strategies to help manage faculty workloads include:

Follow an agenda for meetings and keep meeting time to a minimum (ideally no longer than an hour).

Defer lower-priority projects (e.g., curriculum review and reform) until after the fall term or until after faculty, staff, and students have better childcare and personal supports in place.

Review the distribution of teaching, service, and mentorship across a department and ensure that all senior faculty share these duties.

Reduce teaching, service, and other responsibilities of junior faculty, especially those who are experiencing disproportionate negative impacts during this time.

Permit co-teaching so that faculty can share responsibilities for course development and teaching and have built-in support should one faculty member fall ill and/or experience other pandemic-related difficulties.

- Mangan, Katherine, [“Fall’s Looming Child-Care Crisis,”](#) *Chronicle of Higher Education*, August 3, 2020;
- Center for the Study of Women in Society, University of Oregon, [“Labor Inequities for Faculty and GE Caregivers During Covid-19: A Call to Action,”](#) June 8, 2020.

Understand variations in approaches to working remotely. Workflow may be fragmented by care for others and other household responsibilities. Some may be unable to respond to a message prior to children’s nap time, while others may preserve evenings for writing or family time. Strive to communicate that others need not be available around the clock and can respond outside normal business hours if they prefer. Ask colleagues about preferred approaches to meetings (e.g., times, modalities) and obstacles.

- Rothbard, Nancy, [“Building Work-Life Boundaries in the WFH Era,”](#) *Harvard Business Review*, July 15, 2020.

Develop routines and practices that recognize and align with preferred approaches to work-family boundaries and getting work done. While some may be comfortable blurring these boundaries, others may need to develop practices that allow more separation between work and personal life. For suggestions, see Rothbard, Nancy, above.

Avoid messaging hyper-productivity. Faculty, staff, students, and postdocs may feel anxiety about the recession, job-related insecurity (their own or that of a partner or child), racial injustice, and uncertainty for international students and scholars and their collaborators, while also struggling with obligations to others.

Take – and encourage others to take – time away. Avoid communicating that these difficult times require extraordinary extra work for everyone.

- Ahmad, Aisha, [“Why You Should Ignore All That Coronavirus-Inspired Productivity Pressure,”](#) *Chronicle of Higher Education*, March 27, 2020;
- Ahmad, Aisha, [“Productivity and Happiness Under Sustained Disaster Conditions,”](#) *Chronicle of Higher Education*, April 10, 2020.



## RESOURCES FOR MANAGING CHILDCARE AND OTHER FAMILY RESPONSIBILITIES

Caregiving can be a challenge during the best of times. Meeting your childcare needs during a global pandemic can be even more stressful. For your information and convenience, we have listed below several resources and tips for finding and providing care. We recognize that this is an evolving situation with no easy solutions. Below are options that may help you meet your needs.

### Special COVID-19 Childcare Grant

The Penn COVID-19 Childcare Grant helps Penn faculty, staff, and postdoctoral trainees who incur childcare expenses for care in their homes or in a childcare center, during the academic year from September 1, 2020 to May 31, 2021. If you meet the criteria described below, you are eligible to apply and receive up to \$2,000 (before taxes) per household as reimbursement for childcare expenses. The application will be available at [www.hr.upenn.edu/COVID19childcare](http://www.hr.upenn.edu/COVID19childcare) on September 15.

Be an active, full-time, Penn benefits-eligible employee or postdoctoral trainee. Faculty, staff, and postdoctoral trainees who are on leave or sabbatical are not eligible. Faculty, staff, and postdoctoral trainees must be completing their normal work requirements remotely or on campus.



Have at least one child aged 10 or younger at the time of application. The grant amount is per household, not per child. If both parents are employed at the University of Pennsylvania, the Childcare Grant benefit is limited to the benefit that would be provided to one faculty or staff member.

Have a yearly Penn salary of \$100,000 or less (from all Penn sources).

Confirm that your usual childcare arrangements are no longer available or intermittently disrupted because of COVID-19.

## Childcare Resources

### Caregivers, Tutors, and Babysitters

Penn's partnership with Care.com helps Penn faculty and staff search for and hire caregivers using this website: [penn.care.com](https://penn.care.com). The Care.com team can also help you find and hire caregivers through a [personal assisted search](#). Call 855-781-1303 or log on at [penn.care.com](https://penn.care.com). The costs of finding care and a background check are covered by your Penn benefit; the hourly costs for care are covered by you.

If you are concerned about bringing a new caregiver into your home, Care.com has compiled a set of [Guidelines for In-home Backup Care](#) for families and [4 Questions to Ask Child Caregivers During Coronavirus](#).

### Childcare and Education Support (K-6)

You can also use Care.com's [personal assisted search](#) to help find a childcare center for pre-school-age children or a learning center to support school-age children who are learning remotely. Call 855-781-1303.

Childcare centers such as [KinderCare](#) (10% discount for Penn families), and [Bright Horizons](#), among others, are opening learning centers for school-age children this fall. The City of Philadelphia has announced [Access Centers](#) to provide supervised and connected spaces serving grades K-6. The [YMCA](#) will be open 7am-6pm to support virtual and hybrid learning in many of their locations.

Please note that Penn does not endorse these centers, caregivers, or resources, nor does the University screen any services or caregivers that may be available through these resources. You and your family should screen any child-care centers, caregivers, and facilities for your children thoroughly. These services are being included for reference in this communication as a convenience, for the consideration of our staff and faculty. You should take time to screen and determine whether any resource is appropriate for you and your family, and to ensure your child's development and safety.

### Penn's Backup Care Program

Penn's [Backup Care program](#) offers benefits-eligible faculty and staff up to ten days of subsidized backup childcare (minimum four hours) per fiscal year through [Care.com](#). Care can be offered in your home or in a childcare center, with [some of the cost covered](#). To register, call 855-781-1303 or go online to the easy-to-use registration system at [penn.care.com](https://penn.care.com).

## Connect with Parents and Resources in your Community

Parents and co-op caregiving groups are connecting to work together to support childcare needs.

[Parents@Penn Facebook Group](#) is a community group for Penn staff, students, postdocs, faculty, alumni, and partners.

[Komae](#) is a cooperative childcare app, helping you to coordinate free, flexible childcare within a trusted network of other parents.

[Pupil Pod](#) is a Philadelphia-area program that connects you with online or in-person education for small groups of children.

Please note that Penn does not endorse Komae or Pupil Pod, any [Nextdoor](#) or Facebook groups, nor does the University screen any services or caregivers that may be available through these resources. You and your family should screen any child-care centers, caregivers, and facilities for your children thoroughly. These services are being included for reference in this communication as a convenience, for the consideration of our staff and faculty. You should take time to screen and determine whether any resource is appropriate for you and your family, and to ensure your child's development and safety. Use of Komae and Pupil Pod and their services are subject to Komae and the Pupil Pod's Terms of Use.

## Other Resources

### Dependent Care Flexible Spending Account (FSA)

You can use your [Dependent Care Flexible Spending Account \(FSA\)](#) to pay for eligible child care expenses that allow you to work.

To help Penn faculty and staff in the current pandemic, you can now change your Dependent Care FSA election (enroll, increase, or decrease) via [Workday](#), without declaring a specific life event, for the current plan year (2020-2021) until December 31, 2020. Go to Workday, Benefits, Change Benefits and click the Benefit Event Type 2020 - Special Election; visit <https://www.hr.upenn.edu/myhr/benefits/health/fsa/dependent>; or call the Benefit Solution Center at 866-799-2329.

### Penn Employee Assistance Program

Penn's Employee Assistance Program (EAP) offers support and coaching on time management, strategies for managing stress, and many other professional life issues. EAP services are available by phone, email, webchat, video, or in-person. Call 866-799-2329, email [eapinfo@healthadvocate.com](mailto:eapinfo@healthadvocate.com), or visit <https://www.hr.upenn.edu/eap>.

## Work-Life Balance Resources

Other resources to help faculty and staff navigate the challenges of the pandemic include:

[Navigating the New School Year During COVID-19](#)

[Working from Home with Children](#)

[Balancing Work and Life as a Work from Home Parent](#)

[Back-to-school 2020 Resource Guide for Parents and Caregivers](#)

[Caring for Your Family](#)





## Mentoring and Supporting Junior Faculty

Mentorship and connections to other scholars are more difficult during the pandemic because of physical distancing, disruptions to work, closed campuses and labs, delayed or canceled conferences and publications, and anxiety brought about by constricted opportunities in academia.

- Gotian, Ruth, [“Mentoring During the Covid-19 Pandemic,”](#) *Nature*, April 3, 2020.

### What senior colleagues can do:

Discuss in departmental meetings how to best support junior faculty and tenured colleagues poised for promotion to full professor. Share strategies for providing faculty the individualized support they may need. Recognize differences in workload as well as the pulls that faculty may feel to serve their communities.

- Zambrana, Ruth, et al., [Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders](#), 2020.

Proactively reach out to junior colleagues. To provide the support and guidance that junior faculty need, mentoring committees and senior faculty should create intentional, formal opportunities to connect with junior faculty remotely.

Implement a mentoring plan that reflects understanding of current obstacles to maintaining an active research agenda, managing work-life challenges, publishing, and getting one’s name out.

- Zambrana, Ruth, et al., [Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders](#), 2020.

Proactively promote career advancement of faculty from underrepresented minority groups by making introductions to other colleagues, nominating for awards, offering to provide structured and regular feedback, and inviting to collaborate on research projects.

- Zambrana, Ruth, et al., [Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders](#), 2020.

Learn more about implicit biases related to race, ethnicity, class, and gender that faculty may experience.

- Zambrana, Ruth, et al., [Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders](#), 2020.

Focus on professional and psychosocial experiences and outcomes, as both are important to sustaining long-term happiness and success, especially in uncertain times.

- Smith, David, and Brad Johnson, [“Social Distancing Doesn’t Have to Disrupt Mentorship,”](#) *Harvard Business Journal*, April 6, 2020.

Recognizing the many implications of this current time for faculty life and work, in fall 2020 the University automatically extended the probationary period by one year for all faculty who are assistant professors and associate professors without tenure in the tenure, clinician-educator, and research tracks, whose reviews have not already begun and who have not already received an extension related to COVID-19. Encourage faculty to talk with their department chair or dean about the best way to apply the extension to their individual situation and timeline. Assure them that the extension will carry no negative consequences for their review, that internal and external reviewers will be informed of the University-wide extension policy, that this automatic extension of the probationary period does not count against the total number of permitted extensions or total time in the probationary period, and that it does not preclude them from receiving future extensions for reasons outlined in the [Faculty Handbook §II.E.3](#), including a new child, caregiving, serious health conditions, catastrophic events, and military service. Cultivate an atmosphere of openness that permits disclosure of health, family, or other circumstances.

- [Policy on Extension on the Probationary Periods](#) that Apply to Granting of Tenure or Promotion to Associate Professor, Faculty Handbook § II.E.3.

Encourage leaders to nominate eligible junior faculty to participate in Penn’s cohort-based programs: [Penn Faculty Pathways](#) (for STEM fields) and Penn Networks in the Humanities. Funded by the Schools and Provost’s Office, these programs will continue virtually this year and may help junior faculty further develop skills and connections. For information on Penn Networks in the Humanities, contact Professor Emily Steiner at [steinere@sas.upenn.edu](mailto:steinere@sas.upenn.edu).



## Assessing Productivity in Appointments, Tenure and Promotion

The pandemic will have unpredictable effects on faculty teaching, scholarship, and service into the future. Declines in productivity are likely to be greater for those with fewer economic and other personal resources and those with caregiver responsibilities and health concerns.

### What faculty can do:

Recognize the implications of this current time for multiple aspects of faculty work:

**Supporting students:** Undergraduate and graduate students, as well as postdocs, are also facing considerable stress and challenges in this current time. Recognize that faculty will need to spend additional time proactively engaging with students, postdocs, and other trainees to encourage participation and build community. Welcoming new members (e.g., first-year students, transfer students, new graduate students) and students from underserved groups is especially important.

- Gonzalez, L.D. and Griffin, K.A. (2020). [Supporting Faculty During and After COVID-19: Don't let go of equity](#). Washington, D.C.: Aspire Alliance.

**Teaching:** Recognize the potential impact on teaching evaluations of the dramatic and unforeseen shift to online instruction in spring 2020. Discount student comments about circumstances outside professors' control. Identify how evaluations may be influenced by the pandemic and recognize that some evaluation items may be irrelevant. Consider other

measures of teaching effectiveness, including: changes that faculty made in their courses and instructional approaches; formal and informal advising and mentoring of students; use of inclusive teaching practices; and participation in teaching training.

**Research and publications:** Laboratory research was suspended in spring 2020, with some resumption beginning over time. Field research and any research-related activities that involve travel or collection and analysis of data outside the home have also been limited or prohibited. Journals may have slowed down peer review and publication processes. Recognizing these constraints, committees can recognize the value of work in progress.

**Conferences:** While some conferences moved to virtual formats, other conferences in spring and fall 2020 and beyond have been canceled. Treat submissions at virtual conferences equivalently to those at in-person meetings. Give credit for presentations scheduled at conferences that were canceled. Affording equal treatment to virtual conferences will also help support environmental goals.

- Gonzalez, L.D. and Griffin, K.A. (2020). [Supporting Faculty During and After COVID-19: Don't let go of equity](#). Washington, D.C.: Aspire Alliance.
- Levine, Caroline, ["Reducing the Carbon Footprint of Academic Travel,"](#) *Inside Higher Ed*, April 18, 2019.
- Faculty Senate, University of Pennsylvania, Committee on the Institutional Response to the Climate Emergency, ["Practical Ways for Penn Faculty and Staff to Respond to the Climate Emergency,"](#) August 13, 2020.

**Mentorship:** In promotion and tenure decisions, consider how faculty may be contributing expertise to service as a function of their scholarship, which may intersect with their identity. The importance and need for this work is heightened in the current environment.

- Fries-Britt, Sharon, et. al., ["Underrepresentation in the Academy and the Institutional Climate for Faculty Diversity,"](#) *Journal of the Professoriate*, January 2011;
- Gewin, Virginia, ["The Time Tax Put on Scientists of Colour,"](#) *Nature*, June 24, 2020;
- Matthew, Patricia, ["What Is Faculty Diversity Worth to a University,"](#) *The Atlantic*, November 23, 2016;
- Flaherty, Colleen, ["Undue Burden,"](#) *Inside Higher Ed*, June 4, 2019.

Adjust review processes to recognize these and other implications. Consider offering faculty the opportunity to explain how the pandemic has influenced research, teaching, and service.

- Htun, Mala, ["Tenure and Promotion After the Pandemic,"](#) *Science*, June 5, 2020.



## Conducting Faculty Searches

Notwithstanding slowed hiring at Penn and other institutions, Penn is committed to supporting the recruitment of outstanding scholars, especially scholars from diverse and underrepresented groups.

### What search committees can do:

Request and participate in workshops on latent bias in searches and other aspects of academic life offered by the Office of the Vice Provost for Faculty every fall and throughout the year upon request.

Use consistent procedures across candidates to mitigate potential bias. Treat all candidates similarly with respect to whether interviews are conducted virtually or in-person, length of interviews, and opportunities for social connections outside of virtual interaction. For example, if one candidate is offered a job talk via Zoom, all candidates should use this format rather than permitting some on-campus interviews.

- Gouldin, Claudia, and Cecilia Rouse, [“Orchestrating Impartiality: The Impact of ‘Blind’ Auditions on Female Musicians.”](#) *American Economic Review*, Vol. 90, No. 4 Sept. 2000.

Set explicit expectations for meetings and other aspects of the process, especially given that customs about online meetings are evolving (e.g., use of chat functions, muting, Zoom background). Scholars from underrepresented groups may have less information about norms and unstated expectations.

- Palmer, Robert, [“The Impact of Social Capital on Promoting Success of African American Faculty.”](#) In *Dilemmas of Black Faculty at U.S. Predominantly White Institutions in the Post-Multicultural Era*, Edwin Mellen Press, 2010;
- Morgan, Susanne, [“Mentoring and Support for New Faculty: Enhancing Social Capital Using Communities of Practice.”](#) *Learning Communities Journal* 6, 75-92, 2014.

Connect diverse candidates with colleagues with shared interests from across the University who can help them learn more about the campus climate and available institutional resources and supports for diverse faculty.

- Zambrana, Ruth, et al., [Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders](#), 2020.

Recognize that this may be a difficult time for some candidates. Acknowledge that these are trying times, thank a candidate for meeting with you, and ask if there is anything you can do to make a virtual recruitment easier.

Consider flexibility with start states in light of pandemic-related difficulties and uncertainties regarding home relocation, children’s schooling, and partner employment.

Recognize the availability of [University programs](#) for supporting diversity, including the Faculty Opportunity Fund, Dual Career Fund, and Excellence Through Diversity Fund.

## Conducting Staff Searches and Hiring Staff

Consistency is also essential when hiring staff. Review the guidance for recruiting staff to Penn that is available on the Division of Human Resources website and from your School’s HR Director. The following links provide information about hiring staff during COVID and remote operations:

[Talent Acquisition and Compensation Guidelines During COVID](#)

[Best Practices for Remote Interviews](#)

[COVID-19 Guidance for Hiring Managers](#)





## RETURNING TO CAMPUS

Penn's overall strategy for the fall term is to minimize the on-campus population in order to protect the safety of all. To the extent possible, virtual work is encouraged.

For comprehensive, up to date information go to the [Faculty and Staff Return to Campus Guide](#) and the [Fall Semester Planning Website](#).

As part of Penn's effort to have students, staff, and faculty safely return to campus this fall, the University has implemented [PennOpen Pass](#). PennOpen Pass is a daily symptom checker to reduce the risk of COVID-19 to the Penn community. PennOpen Pass enrollment is required for people coming to campus buildings with any regularity. For persons working remote 100% of the time, enrollment is optional but strongly encouraged. More about the program can be [found on this page](#). If you receive a Red Pass, do not come to campus and follow the instructions provided.

Please stay home if you can. Penn faculty should not return to campus without the approval of their dean, supervisor, or a Vice President or Vice Provost. This is to permit the social distancing that is necessary for the safety of all in our community. If you need books, materials, or other essential items from campus, please work with your dean and their staff to obtain what you need. Meetings, conferences, and work that can be accomplished virtually should be handled online. Visitors and guests are strongly discouraged from being on campus.

If you do come to campus, please stay six feet away from other people and wear a face covering unless working alone in a closed office.

### **Penn's COVID19 Page**

<https://coronavirus.upenn.edu>

[For a general and up to date overview of University resources and responses to the pandemic]

### **Penn's COVID-19 Return to Campus Guide**

<https://www.hr.upenn.edu/docs/default-source/return-to-campus-covid/faculty-staff-return-to-campus-guide.pdf>

[Guidelines for faculty and staff on how to return to work safely]

### **Office of the Vice Provost for Faculty**

<https://provost.upenn.edu/contact-office-vice-provost-faculty>

[For University programs and policies relating to faculty and advice and support for faculty administrators]

## INSTITUTIONAL CONTACTS

### **Office of the Vice Provost for Research**

<https://research.upenn.edu>

[For policies and support for Penn's research enterprise]

### **Division of Human Resources**

<https://www.hr.upenn.edu/PennHR/wellness-worklife>

<https://www.hr.upenn.edu/PennHR/benefits-pay>

[For wellness related resources, support for families, and benefits]

### **Penn Libraries**

<https://www.library.upenn.edu/about/covid-19>

[For information on virtual support for teaching, research, and learning]



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