

Junior Faculty and Impacts of the Covid-19 Pandemic

July 22, 2020

Introduction

The Covid-19 pandemic has fundamentally changed nearly all aspects of individuals' personal and professional lives. Since mid-March 2020, U.S. federal, state, and local governments have imposed full or partial lockdowns, with stay-at-home orders and mandated social distancing measures. As some governments eased these measures, disease spread increased, leading to Covid-19 hot spots throughout the United States.

As the pandemic continues to unfold, the university recognizes that junior faculty are critical to the future of Johns Hopkins. During this extremely difficult time, the university must continue to cultivate and invest in its junior faculty to foster their professional success.

While the Covid-19 pandemic has had a serious negative impact on all faculty and staff, it has had a disproportionate impact on junior faculty for numerous reasons. First, unlike their more senior colleagues, junior faculty are building their research infrastructure, establishing scholarly agendas, and securing grant funding, with the goal of eventually achieving promotion and tenure. They do not yet have well-established research teams, funding pipelines, or publication track records. The pandemic has disrupted these processes, which will take months or years, in extremis, to restart and return to pre-pandemic levels of productivity. This may include re-creating multi-phase lab experiments, reconstructing research teams, and re-envisioning plans for extensive international and domestic field work. Second, the pandemic has caused many faculty members to take on additional administrative or clinical responsibilities, as departments and programs respond to the pandemic and plan for an uncertain future. Junior faculty have found that their skills and perspectives are highly valued at this time, but with the increased workload they are struggling to keep up with their pre-pandemic work responsibilities, including the pursuit of tenure. Finally, many junior faculty have caregiving responsibilities for young children or other relatives. While all faculty may have caregiving responsibilities – putting them in the difficult circumstances of working from home while simultaneously caring full-time for others – the intense demands that accompany young and school-age children are statistically borne in greater numbers by the junior faculty.

A recent analysis of preprints suggests that the Covid-19 pandemic has had a disproportionately negative impact on women who are early career researchers.¹ An analysis of first authors – who are often the junior member of a team in biomedical submissions – found that female first authors submitted fewer preprints in March and April 2020 compared to one year earlier.

¹ Philippe Vincent-Lamarre, Cassidy R. Sugimoto, Vincent Lariviere. The decline of women's research production during the coronavirus pandemic. *Nature Index*. May 19, 2020. <https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic>.

Female first authors have also submitted fewer studies related to Covid-19 compared to male first authors. A study released in July 2020 found that female scientists and those with young children had experienced a substantial decrease in time devoted to research during the pandemic; female scientists with young children have experienced the most profound decreases.² Significant gains on gender parity related to promotion could be profoundly set back in the absence of timely actions to mitigate the impacts of Covid-19 on professional advancement.³

This report shares findings drawn from listening sessions with junior faculty from throughout Johns Hopkins University. It offers recommendations based on these findings – for the university, divisions, departments, and programs – to ensure that junior faculty are supported in their professional and personal lives as they navigate an uncertain future due to the Covid-19 pandemic. These recommendations are also intended to prevent further exacerbation of existing professional disparities in academe by race and gender.

² Kyle R. Myers, Wei Yang Tham, Yian Yin, Nina Cohodes, Jerry G. Thursby, et al. Unequal effects of the COVID-19 pandemic on scientists. *Nature Human Behavior*. July 15, 2020. <https://www.nature.com/articles/s41562-020-0921-y>

³ Anu Madgavkar, Olivia White, Mekala Krishnan, Deepa Mahajan, Xavier Azcue. Covid-19 and gender equality: countering the regressive effects. *McKinsey Global Institute*. July 2020.

Charge and Procedures

In spring 2020, Johns Hopkins convened the University Pandemic Academic Advisory Committee (UPAAC). UPAAC members include the Deans of each division and elected divisional faculty leaders. Shortly after UPAAC was established, Andrew Douglas, Vice Provost for Faculty Affairs, created a small working group of UPAAC members to focus on the pandemic-driven child care crisis.

In June and July 2020, President Ron Daniels and Provost Sunil Kumar held nine listening sessions with 84 junior faculty representing each of JHU's academic divisions. (See Appendix A for listening session participants and Appendix B for distribution of junior faculty at JHU). The goal of the sessions was to better understand the perspectives of junior faculty as they experience the pandemic's effects on their professional and personal lives. The President and Provost sought to understand current challenges and potential solutions. At least one member of the University's Human Resources team participated in each listening session.

While some issues that arose during the listening sessions apply to all faculty and staff, this report concerns the junior faculty. Because they are most vulnerable in terms of career stage and do not have the stability that comes with promotion and tenure, the university is especially interested in supporting them during this difficult time. Other efforts should be made to understand challenges experienced by faculty members outside of the junior faculty as well as staff.

This report reflects the content of the listening sessions, consultation with human resources colleagues, and recommendations developed by members of the UPAAC child care working group. Members of that working group serve as co-authors of this report:

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Findings and Recommendations

I. Cross-Cutting Issues

Junior faculty noted several issues that cut across the identified challenges and solutions. These cross-cutting issues should be kept in mind as recommendations are developed and implemented to mitigate the impacts of the pandemic on junior faculty.

- A. **Differential Impacts of the Pandemic**: It is inevitable that the pandemic will have differential impacts on junior faculty. These impacts may be gendered, but they may also arise due to demographic factors, life circumstances, partner work constraints, familial stressors, or other considerations. This serves as an additional reminder that people's struggles during this time are unique and there will not be a one size fits all solution to the issues raised. Nevertheless, solutions offered should seek to reduce and not exacerbate differential impacts.
- B. **Impacts of the Pandemic Extend Beyond the Junior Faculty**: While many of the impacts discussed in this report are specific to the junior faculty (e.g., pursuit of tenure), other challenges caused by the pandemic extend to all faculty, staff, and students (e.g., caregiving). As recommendations are considered, it is important to remember that some solutions should be extended to groups that go well beyond the junior faculty.
- C. **Structural Racism Has Compounded the Pandemic's Impacts**: Recent events throughout the United States and within the JHU community have brought issues of structural racism to the fore. The dual stressors of the pandemic and structural racism make this an especially challenging time for faculty of color, who are represented in higher numbers among JHU's junior faculty.
- D. **Leadership Must Balance Support with Clear Expectations**: In communicating with junior faculty, leadership must express a sense of support and flexibility while also conveying that expectations, while potentially altered, remain in place. It will be challenging to strike the right note in communications.

II. Challenges Identified by Junior Faculty

During the junior faculty listening sessions, the President and Provost asked for a candid description of the types of challenges that have arisen during the Covid-19 pandemic. While there was some variation among the divisions, the following four thematic areas emerged relative to challenges: 1) caregiving; 2) career advancement; 3) teaching and training; and 4) lack of agency. As described below, each thematic area encompasses multiple and discrete pandemic-related challenges. When possible, quotations from the junior faculty listening sessions are provided.

A. Caregiving: Many junior faculty have caregiving responsibilities that may include young children, school-aged children, parents, and other relatives. In some cases, junior faculty are caregivers for multiple people with a range of needs. Since mid-March 2020, junior faculty have lost nearly all of the support systems typically in place for caregiving, giving them even less time to think creatively about solutions going forward. Challenges they now face fall into the categories below.

- i. ***Difficulty of working at home with young children or other dependents and no caregivers:*** Many faculty must now attempt to do two full-time jobs as they work from home and care for young children or other dependents. For some, this involves shift work trade-offs with their partner. This is constant and unrelenting, with many faculty waking very early, before their children, and staying up late into the night, after their children go to bed, to keep up with work-related demands. In addition, all of the normal pressure releases are closed due to social distancing and the desire to avoid unnecessary social contact. Individual experiences are influenced by factors including number of children at home, age of child(ren), additional dependents with caregiving needs, financial circumstances, presence of a partner or a partner with a different mindset, and/or work constraints. Many junior faculty relocated to Baltimore for their job, leaving them without local family support that they might otherwise call upon during these times. Of note, very young children need constant attention and slightly older children need assistance with online learning and extra support with the loss of their own social contacts. There is not a one size fits all solution.

“It’s impossible to do two full-time jobs at once – you can’t be a full-time parent and a full-time researcher, all while working from home.”

- ii. **Social distancing and risk aversion:** Families vary in their level of risk aversion relative to caregiving. For example, some parents would be comfortable sending young children to daycare, camp, or school, while others would not. In addition, some parents would be comfortable engaging in a nanny share with another family, while others would not. Because some faculty are essential healthcare workers or have a spouse who is, it puts them at higher risk and makes it less feasible for them to have in-home caregiving. Also, some faculty or their household members have health conditions that introduce heightened vulnerabilities to Covid-19, which makes identification and selection of a caregiving option difficult.

“As health care providers, we agonize about the potential exposure we could cause for caregivers because we are the highest risk people.”

- iii. **Uncertain reopening plans and lack of available caregivers:** Many daycares, camps, and other caregiving options are closed for the summer. And, for caregiving sites that remain open, a two-week shutdown may occur if a Covid-19 case is identified. Reopening plans for schools and daycares remain unclear. Given these circumstances, many junior faculty are trying to identify additional caregiving options, but it is extremely difficult to find in-home caregivers, including nanny shares, at this time. This will likely become even more difficult in the fall, when school schedules may follow an irregular schedule (e.g., one week on, one week off). These idiosyncratic needs magnify the necessity of caregivers, who are already in short supply. Additional caregiving burdens arise for junior faculty who are essential workers, cannot work remotely, and must anticipate irregular school schedules.
- iv. **Financial burden:** The costs associated with child care are elevated for many junior faculty at this time. Some families now face a double financial burden of continuing to pay tuition to a daycare or school to maintain their child’s spot, while also unexpectedly paying for in-home caregiving. In addition, some families may have to pay for care or education of school-aged children during typical school days/hours if schools are closed or only partially reopen and online education is expected. And, some families must rely on more expensive caregiving options, like an in-home nanny, because center-based care is not available. Many faculty need caregiving outside of typical day care hours for various reasons related to professional obligations. Providers who are willing and available for additional hours often charge a premium regardless of whether extended hours are actually utilized. Finally, faculty who elected to put money into a flexible saving account (FSA) for 2020 may no longer be able to recoup those dollars, as the anticipated usage (e.g., summer camp; preschool) is no longer available. For others, the costs of these options as a long-term solution is prohibitive.

- v. **Technological and space limitations:** As junior faculty contemplate school closures or partial reopenings in the fall, they are faced with the continuation of online education for school-aged children, which may place unanticipated demands on internet connectivity and computer access while they work from home. In addition, some junior faculty do not have fully equipped home offices or other dedicated workspaces in their homes, making it difficult to establish quiet, consistent, health-promoting spaces where junior faculty can work while their children pursue online education.

B. Career Advancement: Junior faculty raised concerns about how the months or years of the pandemic will impact their career advancement. Many work against a clock in the pursuit of tenure, with expectations across multiple domains including research, scholarship, teaching, and service. With increased caregiving and Covid-related work responsibilities, junior faculty face significant challenges to ensure that their career advancement continues at the necessary pace to achieve tenure.

- i. **Tenure clock and career advancement:** Faculty are concerned about how this period will impact the tenure clock and how it will be documented within promotion materials to ensure that institutional memory does not fade. In addition, different faculty populations are affected in different ways – concerns about career advancement vary among tenure track and non-tenure track junior faculty. Finally, faculty who delay their tenure clocks also delay what may be substantial salary increases that accompany a rise in rank.

“Junior faculty are the doers. We make things happen. But a lot of that has fallen away during the pandemic. What will this mean for our promotion?”

- ii. **Loss of a full season of field or lab work:** Loss of a summer of fieldwork, or an entire season, may set research back for a full year or more. This concern applies both to junior faculty and trainees pursuing dissertation research, with a significant burden on those who typically conduct research in international settings or venues that are not currently open. For lab-based groups, students and trainees cannot access systems and materials that are critical to their training. The on ramp back to this work could be up to a year, or longer depending on the ability to hire staff upon return to campus. A similar concern arises for junior faculty who were not able to pursue scholarship during their sabbaticals because they had unexpected caregiving responsibilities and/or could not travel to conduct research.
- iii. **Inability to access data:** Some types of data use agreements require a faculty member to be in a particular room or at a specific computer terminal on campus to access data. The restrictions on access to campus spaces have made it

impossible over an extended time to continue any research that involves this type of data. This has productivity implications for both faculty and trainees.

- iv. **Funding concerns:** Junior faculty from divisions that use a soft money model are concerned about the stability of their grant funding. Some junior faculty have grants that will soon end, yet they are not currently able to access data, lab space, or conduct field work supported by these funds. In addition, for many grant-funded junior faculty, pilot or preliminary data are needed to apply for future grants. Without field work or access to a lab, it is impossible to develop or collect these data. This means grant proposals are put off by at least one or two cycles. This speaks to longer-term concerns about impacts on grant funding shortfalls due to the pandemic, which may not manifest until one or two years from now. Also, junior faculty from multiple divisions expressed concern about the stability of their start-up funds. Faculty depend on these funding packages to build their labs, research infrastructure, and scholarly agenda.

“I worry that in a year or two my lab will feel delayed effects of this period on funding, and my research infrastructure will evaporate.”

- v. **Lack of networking opportunities:** Junior faculty do not currently have the spontaneous or planned in-person interactions that allow them to meet new collaborators and discuss new ideas together. It is hard to replicate this in a virtual environment. These interactions may typically happen with their home division, but they also occur when junior faculty attend conferences and give invited presentations. Without these in-person networking opportunities, junior faculty are not able to get their names out and meet leaders in their fields, both of which are critical to the tenure process.

- vi. **Additional workload due to Covid-19:** For some junior faculty, their typical workload has continued and new responsibilities have been added because of the pandemic. This may include significant additional administrative, clinical, or other work. Junior faculty do not have enough hours to do their actual job in pursuit of tenure, plus Covid-related responsibilities, plus caregiving.

“It’s disheartening to think that others are getting ahead with their research right now while I’m working crazy hours to help Covid patients. How will I receive credit for my work during this period when it’s time for promotion?”

- vii. **Ripple effects of caregiving crisis:** Caregiving challenges have ripple effects into many aspects of junior faculty members’ professional lives. For example, for those who are able to submit papers, the peer review process is now much slower as peer reviewers are experiencing their own caregiving and work-related

challenges. This erodes the ability of junior faculty to publish papers during this period and generally slows productivity.

- viii. **Concerns about staff:** Junior faculty reported several types of concerns about staff members. First, many staff members are experiencing their own challenges with new caregiving responsibilities and furloughs. Junior faculty care about their staff and are trying to provide emotional support. Second, staff furloughs and the hiring freeze degrade junior faculty members' ability to maintain and advance their research agendas. Third, due to the many competing demands on their time, junior faculty are not currently able to mentor staff and promote their career development, which may be vital to junior faculty members' ability to build their research teams.

C. **Teaching and Training:** Junior faculty teach and train undergraduates, graduate students, and post-doctoral fellows in classrooms, laboratories, and other settings. During the pandemic, junior faculty have participated in their teaching and training activities as much as possible, but significant challenges have arisen.

- i. **Teaching schedules:** Teaching schedules are difficult to maintain with young children at home or slightly older children who need help with online education. In addition, the implications for faculty who teach in-person courses are unclear, as many may not be able to easily return to campus given caregiving responsibilities. Faculty are also concerned about availability of teaching assistants and graduate fellows to assist with courses in the fall, as well as the lack of clarity about expectations for teaching in-person.
- ii. **Inability to train the next generation of researchers:** For some research groups, being together in the same room (as opposed to virtually) is critical to generating new ideas and advancing projects. Without this outlet, group productivity declines. This is especially harmful for post-docs and trainees who have essentially had their projects put on hold. Of note, many labs use an apprentice-style model to acclimate students and this year there is no opportunity to on-board new students within a lab. This on-boarding period is key to teaching students how to work together in a lab setting and developing a team.

“I’ve already had several students who couldn’t complete their thesis research as planned because they couldn’t access the lab. What should I tell them?”
- iii. **Funding for Trainees:** Many trainees cannot do the work that they currently have funding to do because they cannot conduct field work, use a lab space, or access data. As a result, they are in jeopardy of having their funding run out well before data collection, analyses, and paper writing can occur.

- iv. **Digital security and academic freedom:** For those who teach online, particularly those who address politically sensitive topics, some countries have laws prohibiting what can be taught or learned. This can cause both the faculty member and the student to be committing a crime by teaching remotely, depending on where the student lives. It is unclear whether this could be addressed through a more secure platform than Zoom.
- v. **Immigration and visa challenges:** With the recent upheaval related to the changes introduced by the Trump administration, faculty are increasingly worried for their international trainees. This is a major additional stressor for faculty productivity and team-building. And, it has implications for unanticipated loss of in-group expertise within research groups.
- vi. **Emotional support for trainees:** Junior faculty have found that their trainees need significant emotional support during this period for a variety of reasons, including general concerns about the pandemic, frustration due to research setbacks, the federal government's actions toward international students, and racial and social justice challenges. While junior faculty may be willing to provide this support, it can take a significant amount of time.

D. Lack of Agency: A consistent challenge raised by junior faculty concerns a pervasive feeling of lack of agency as the pandemic unfolds. This feeling is widely shared beyond the junior faculty, but for junior faculty it is exacerbated due to lack of established scholarly agendas, nascent research infrastructure, and the pursuit of tenure. The achievement of tenure involves a great deal of planning over many years, and junior faculty are currently in a position where short- and long-term planning are difficult or impossible, and plans made are no longer tenable. Junior faculty repeatedly expressed frustration with the level of uncertainty the pandemic has brought to their professional and personal lives.

- i. **Inability to plan for the future:** For many faculty, research agendas and labs require years of initial planning and funding guarantees. As the pandemic continues, faculty are losing ground with teams and infrastructure that they have established during their early years at JHU. This has caused general anxiety about how things will work in the fall.

“Covid is amplifying things that we were already trying to cope with. It’s like trying to plug holes in a dam, but the water is coming over the top.”

- ii. **Exhaustion of grace and kindness:** For several months, faculty with caregiving responsibilities have been relying on the grace and kindness of faculty colleagues as they try to balance work and caregiving. They have also been extending this to others. They worry that as time passes, collective goodwill is being exhausted,

and colleagues will eventually stop being tolerant of their current circumstances. Yet, there is no end in sight relative to these challenges.

- iii. ***Concerns about exposure to coronavirus upon return to campus.*** As the fall approaches and some junior faculty are expected to return to campus to teach in-person classes and restart various research activities, individuals are concerned about their interactions with students and each other and potential exposures to the novel coronavirus. Some junior faculty worry that, despite precautions that will be put in place, a Covid-19 outbreak is inevitable on campus, and they are putting themselves and their households at risk by returning.

III. Potential Solutions Identified by Junior Faculty

For each of the four thematic areas in which junior faculty identified challenges, they also raised potential solutions. Within each thematic area, junior faculty discussed solutions that they have implemented during the pandemic as well as ideas for solutions that could be developed by the university. During the listening sessions, junior faculty repeatedly noted that, because each person's situation is unique, there is no one size fits all approach to address pandemic-related challenges. Because of this, junior faculty want to know that the university is considering a suite of options, and considering the needs of all faculty in all divisions. Also, while some proposed solutions would be driven by actions at the university level, others would require divisional implementation and adaptation. When possible, quotations from the junior faculty listening sessions are provided.

A. Caregiving: Junior faculty recognized that caregiving responsibilities are a major stressor during the pandemic, especially given uncertainty about re-opening plans for daycares and schools. Their proposed solutions suggest an understanding that caregiving challenges are unlikely to be mitigated in full during the pandemic. Some junior faculty were unaware of current available caregiving benefits, which indicates an opportunity for Human Resources to partner with each division to publicize these benefits.

i. *Scale JHU's existing efforts to help with caregiving:*

- For caregiving:
 - What are the plans for the JHU daycare sites? Are other JHU sites (on or off campus) available for activities for young children? Are outdoor sites, which pose less risk for transmission, available?
 - Is there an opportunity for subsidizing care.com costs into the future or expanding the back-up care benefit? Also, can the same care.com provider be guaranteed for multiple days?
 - Are there child care subsidies that can be extended or expanded?
 - Could child care subsidies be more fluid (e.g., allow faculty to use them to pay for providers within their own networks with whom they're comfortable)?
 - Are current students/recent grads interested in serving as nannies? Some are already doing this.
 - There are different needs depending on the age group of children and therefore caregiving solutions need to be tailored in this regard.
- For support of online education:
 - Are current undergraduate or graduate students interested in helping to educate older children? Some have their own jobs and caregiving responsibilities, but other may be interested.

- Could a work study approach be taken for students who are interested in providing caregiving or educational services?

ii. **Facilitate a caregiving matchmaking service:** Many JHU families now have high school and college-age children at home who have large amounts of free time. Could the university facilitate/host a matchmaking service to help junior faculty with caregiving needs identify individuals who are able to provide care? Families could determine their comfort level in terms of developing “pods” with other families, either for care of young children or for education of older children.

iii. **Collaborate with local businesses and institutions:** There are local businesses like nappnetwork.com that some faculty already use to find caregivers. Could the university explore a partnership? Is there a way to develop a partnership with students pursuing education degrees who need teaching hours? This could become more relevant as we head into the fall if schools remain closed or only partially re-open.

B. **Career Advancement:** Junior faculty expressed appreciation for the one-year tenure clock extension, but they saw this as an imperfect solution given the potential for the pandemic to impact their careers for more than one year. To promote career advancement during and after the pandemic, junior faculty identified additional areas in which support could be provided.

i. **Memorialize tenure clock extension and ensure no penalty:** This could be done by developing standardized language that accompanies individuals’ tenure dossiers. Faculty want reassurance that, through the tenure clock extension, they will be “held harmless” for impacts to their career due to pandemic-related caregiving challenges as well as additional pandemic-specific responsibilities that they have been given.

“Success looks different right now.”

ii. **Require division-level appointments and promotions committees to develop a statement and process about their approach to tenure dossiers:** The university could request that division-level appointments and promotions committees reconsider how to assess tenure dossiers for those impacted by the pandemic. Each division should then develop a policy and process (i.e., make formal changes to the academic promotion manuals and CV formats in each division) for how it will evaluate tenure dossiers from junior faculty affected by the pandemic. For example, divisions will need a more ecumenical approach when considering a junior faculty member whose body of work began with

“Many of us have been forced to think differently about the work that we do. This will change how we look on paper to a tenure committee.”

an international focus but shifted to domestic or internet-based data collection due to travel and human subjects limitations associated with the pandemic. Tenure dossiers typically place a premium on the steady building and deepening of expertise and impact over time, but the pandemic will necessitate an understanding about shifts in focus among the junior faculty. The standard is still excellence, but a tenure dossier should be considered relative to opportunity during the pandemic period.

- iii. **Develop a Covid-19 impact statement template that junior faculty can submit with their tenure dossiers:** A mechanism should be developed in each division that allows junior faculty to explain how they pivoted within their professional lives during the pandemic. For example, Covid-specific research and writing should be celebrated, even if it does not perfectly align with a junior faculty member's previous research agenda. This impact statement could allow junior faculty to account for an inability to attend conferences, give invited talks, and network with key people in their field. And, they could use the statement to account for innovative, non-traditional activities they participated in during the pandemic, such as rapid dissemination of research through blogs, webinars, and other peer-reviewed formats sponsored by domain-specific professional associations.
- “When I realized that I couldn’t travel for my research, I pivoted and found a way to do domestic and online data collection. But, how will this be viewed when I’m up for tenure?”
- iv. **Offer bridge and bankable funding:** These funds do not necessarily need to be available immediately and, given current financial circumstances, junior faculty realize that these funds are likely not presently available. Rather, junior faculty want assurance that if and when their grant funding declines in a year or two, due to lack of grant submissions during the pandemic, the university will be able to provide assistance. This funding could help PIs maintain their research infrastructure or support trainees. Could this include admin support to get research agendas re-started (Microsoft Teams may be helpful here)? Is there a way for faculty and trainees to bank funding that they’re going to lose during the pandemic and apply it to future semesters? What is the status of Faculty Research Budgets (FRBs) at Homewood?
- v. **Consider a reprieve or redistribution of teaching and service obligations:** Wherever possible, it would be helpful to redistribute service obligations away from junior faculty during this period to open more time for grants, papers, and caregiving. Note that this has different implications for tenure track and non-tenure track faculty.

vi. **Offer meeting-free times and revisit meeting etiquette:** Some divisions have been designating certain days or times (e.g., meal times) zoom-free or meeting-free. Leadership can also promote a culture of avoiding weekend meetings and work expectations. Could snail mail sometimes break up the monotony of phone calls and email? When meetings do occur, it may be helpful to have a norm whereby people feel able to mute video, so they can move around during the meeting. Zoom meetings should also end a few minutes early to give faculty a break between back-to-back meetings. Faculty noted that it is important for these efforts to originate at the leadership level, such as in the Dean’s office. (See Appendix C: BSPH Zoom-Free Meeting Days).

“We need to start re-norming the way that we work during the pandemic. If we don’t, everyone will burn out.”

vii. **Make faculty offices available:** Many faculty would like to start using their offices again. At the same time, some faculty are not comfortable coming back to campus and some have expressed concern about faculty and staff not adhering to social distancing and face covering policies. The university recently took steps to address this by introducing a process for faculty to work with their divisions to request access to non-laboratory spaces on campus.

viii. **Limit the impact of staff furloughs on junior faculty:** Whenever possible, junior faculty should be insulated from the impacts of staff furloughs. Because junior faculty are establishing their research programs, they may rely on a smaller number of staff than more established faculty members. Staff furloughs may, therefore, have a disproportionate negative impact on junior faculty. The university is trying to minimize the need for staff furloughs.

ix. **Increase in-house opportunities for junior faculty:** The ideas below were raised by junior faculty as possible paths to foster their professional development. These options, however, should only be pursued if they are supportive – they are not intended to place additional burdens or obligations on the junior faculty. Divisions must carefully determine whether their junior faculty desire these opportunities.

- Strengthen formal faculty mentoring programs at the division level. Mentors can help faculty to temporarily pivot or reshape their research so they can still collect data and publish during this period
- Launch new collaborative, interdisciplinary research opportunities
- Host internal conferences and performance opportunities

“Junior faculty will need strong mentoring now more than ever as they figure out what success looks like going forward.”

- Offer new awards to give recognition to junior faculty
- Offer writing accountability groups
- Have faculty with more well-established research programs share personnel or offer to take the lead in collaborating
- SON series on personal and professional management and resilience
- Divisions and programs can provide social outlets, like zoom happy hours

C. **Teaching and Training:** The full suite of in-person teaching and training activities conducted by junior faculty will not resume during the pandemic. With this in mind, junior faculty shared ideas for maintaining continuity of teaching and training to the greatest extent possible.

i. **Flexible approaches to teaching:** Online and asynchronous teaching options are much more realistic for faculty with caregiving responsibilities. Teaching assistant and administrative supports should be in place, as they would be during a typical semester. It's important to understand that parents who are supposed to teach in-person may need to switch to an online format due to on-going changes with their children's daycare and school schedules (which are currently unknown). Another approach is to arrange team-teaching for those with caregiving responsibilities to ensure a "back-up" instructor is available.

"Teaching experiences will vary greatly depending on a faculty member's household circumstances. Flexibility will be key."

ii. **Set expectations for students:** Junior faculty have found that it helps to be open and upfront with students, so they are not surprised if a young child briefly appears or if a faculty member needs to make a last-minute scheduling change. Some faculty are concerned that graduate students may be more accepting of this than undergrads. This expectation setting could be done by leadership.

iii. **Help trainees adjust to new circumstances:** For some students who are unable to collect data as they had originally envisioned, junior faculty can help them to re-orient projects. While this will not work for every student, faculty can help students think creatively about approaches to research that will allow them to continue their work during the pandemic.

iv. **Tie caregiving options to teaching responsibilities:** For junior faculty who are parents and must come to campus to teach, can a drop-in child care service be offered at JHU? Another option would be to have caregivers who could watch a child in a faculty member's office while they are teaching on campus.

- v. **Provide assistance and training for delivery of online education:** Many junior faculty have not previously taught online and are not familiar with best practices. This is of particular concern to junior faculty for whom teaching evaluations factor heavily into promotion decisions.

D. Responses to Lack of Agency: Junior faculty understand that, at this point, it is impossible to know the pandemic's duration or complete ramifications. They do, however, recognize that steps can be taken to provide reassurance during this period of uncertainty and to better understand the pandemic's impact on faculty.

- i. **Expressions of understanding and support from leadership:** Junior faculty have appreciated on-going expressions of support during the pandemic by university senior leadership as well as their deans and department chairs. It's important that JHU acknowledge that it cares about its faculty during this very difficult time, and is committed to its junior faculty and working through tenure/career implications. Faculty have asked that these expressions of support continue into the summer and fall, and clearly acknowledge caregiving challenges. Messages should include information about the security of start-up packages for junior faculty during this period of austerity measures. Faculty want to be reminded that they're not alone in this, and that leadership recognizes there is not a one size fits all solution.

“This time has been hard and stressful, and it’s helpful to hear from leadership that we’re not alone in this.”

- ii. **Continue JHU's commitment to equity:** This is especially critical for faculty of color who are simultaneously facing the pandemic as well as racial injustice. Assure faculty that despite the pandemic and budget crises, the university's commitment in this area is unwavering. Can this include more senior faculty hires?

- iii. **Track the impact of the pandemic on faculty:** The university should collect its own data to understand how the pandemic is impacting its junior faculty (e.g., papers published; grants applied for/received; etc.). This could also inform any solutions the university develops. BSPH is planning to field a survey to better understand faculty challenges during this period. Should this be expanded to the full university?

“The university should strive to understand the differential impact of the pandemic on its faculty.”

- iv. **Publicize available resources.** Several junior faculty reported finding the Calm app helpful, and JHU covers the subscription fee. There are also mindfulness classes and other opportunities available to faculty through JHU. In addition, many junior faculty were unaware of the caregiving resources already available

to them through the university. There should be continued attention to effective communication of initiatives developed and resources offered, with a partnership between Human Resources and the divisions.

IV. Recommendations

Based on the challenges and solutions that were identified during the junior faculty listening sessions, the following recommendations are proposed for the university, divisions, departments, and programs. While the committee's charge and this report focus on junior faculty, it should be noted that many of these recommendations extend well beyond the junior faculty population.

1. Recommendations for Caregiving

Because there is no one size fits all option for caregiving, the recommendations below are intended to be synergistic. Faculty members' needs for full-time caregiving, back-up care, and educational support for children may shift over the course of the pandemic. **Given the disruption to typical avenues of school and day care, it is clear that there is the need for a considerable institutional investment to address a crisis related to caregiving and educational needs for faculty and staff with young families.** Faculty are extremely concerned about their ability to carry out their research and scholarly agendas given the challenges and uncertainty posed by the pandemic; they need to know that the university is investing in this area in a profound way. While the caregiving recommendations below are intended to benefit the junior faculty, they should be extended to all faculty and staff.

1A. Expand available caregiving options and explore new opportunities. Faculty will need to develop new caregiving systems for the duration of the pandemic, including support for children who will be participating in online instruction. To support rapidly shifting caregiving needs, the university should expand current offerings, including: 1) extension of back-up care days and subsidies available through care.com, with the same provider guaranteed; 2) activation of the personal care network through care.com, for provision of subsidized back-up care; and 3) exploration of on-site back-up care via JHU daycare centers with available spots. In addition, new caregiving opportunities should be explored, including: 1) provision of subsidies for children's educational support (e.g., for reading, math, enrichment activities); 2) inclusion of JHU student employees as caregiving or educational support providers; and 3) collaborations with local businesses with capacity to expand the current caregiving workforce.

1B. Facilitate a caregiving matching service. The university should facilitate a matching service for members of the Johns Hopkins community seeking or offering caregiving and educational support, ideally with reference checking included. A variety of options should be pursued, including: 1) creation of a JHU-specific platform within care.com; 2) in-house platforms situated behind a JHU firewall; and 3) Komae (a co-op style app). For the option(s) that are selected, the university should offer sessions for faculty to provide training so that they can make use of these benefits.

1C. Provide on-going communication about Dependent Care Flexible Saving Accounts (DCFSA). Because DCFSA is an IRS plan, the university has limited flexibility on this issue. DCFSA contributions can be used to pay for in-home caregiving as long as the care provider reports the

income on their taxes. For those who are concerned that they can no longer make use of their DCFSA contributions, the only option is to change their election to stop their contributions, which can now be done at any time. Human Resources has already communicated about the DCFSA and plans for on-going communications.

2. Recommendations for Career Advancement

The university and its divisions must take bold steps to ensure that the work and productivity of junior faculty during the pandemic is appropriately contextualized and evaluated during this unprecedented time. The recommendations below are formulated to consider the current pandemic period, but also look ahead to mitigate impacts that junior faculty may experience in the years to come.

2A. Require each division to develop a policy and implementation plan for review of tenure dossiers to account for pandemic-related impacts. All division- and program-level tenure and promotion committees should be required to develop policies and procedures that clearly explain how they will account for pandemic-related impacts when evaluating tenure dossiers submitted by junior faculty members in the coming years. These plans should include the opportunity for junior faculty to create an optional Covid-19 impact statement that accompanies their tenure dossier. This statement could explain pandemic-related impacts on junior faculty members' research, teaching, clinical and service obligations, and how faculty attempted to mitigate these impacts. Additionally, the statement would give junior faculty an opportunity to provide context for their productivity during the pandemic relative to professional and personal challenges and opportunities. Requests for external evaluations should also state how Covid-19 impacts should be considered. The standard is still excellence, but divisions should establish processes for evaluation of a tenure dossier relative to the specific impact of the pandemic on a faculty member and that faculty member's opportunities during the pandemic period. Each division should then review their plans with the President, Provost, and Tenure Advisory Committee (TAC) to ensure shared expectations. Divisional plans should be memorialized in keeping with the appropriate division-level processes. The university should make a clear announcement about this plan to ensure awareness among the junior faculty.

2B. Offer bridge funding to support junior faculty members' research infrastructure. All divisions should work with the university to develop a plan for bridge funding to support junior faculty during the next several years. While many junior faculty may not need this funding – especially if their work is not dependent on grant support – others will find access to these funds critical as they experience lagging effects of the pandemic relative to grant funding. By committing to the existence of these funds now, the university will allay significant anxiety among junior faculty who anticipate funding disruptions due to an inability to submit grants during the pandemic.

2C. Develop new norms for working remotely. Each division should establish a school-level lead to develop and implement new norms for working remotely. Divisions should learn from

each other regarding emerging best practices for Zoom and email as well as days and times designated as meeting-free.

2D. Increase opportunities within the university for junior faculty professional development.

To compensate for diminished external opportunities for professional development among the junior faculty, opportunities within the university should be rapidly increased. These should include: 1) creating or strengthening of formal faculty mentoring programs and annual reviews within each division; 2) launching new collaborative, interdisciplinary research opportunities that span divisions; 3) hosting virtual conferences and performance opportunities; 4) offering new awards to recognize junior faculty accomplishments; 5) promoting writing accountability groups; and 6) establishing mini-sabbatical opportunities that allow junior faculty to focus on their research and scholarship.

2E. Revisit distribution of service obligations. Divisions and programs should conduct a review of their junior faculty members' service obligations. Once this assessment is complete, divisions and programs should determine where service obligations may be redistributed or temporarily shifted away from junior faculty members for the duration of the pandemic.

2F. Limit the impacts of austerity measures on junior faculty. To the greatest extent possible, junior faculty should be protected from the impacts of austerity measures at the university and divisional levels. Austerity measures including cuts to research budgets and staff furloughs should be structured to minimize their impact, and if possible avoid impact, on junior faculty as they develop their scholarly agendas and research infrastructure.

3. Recommendations for Teaching and Training

Appreciation has been expressed for the university's decision to provide a one-year tenure clock extension and for its recent lawsuit against the administration's proposed restrictive policies for international trainees. The recommendations below are viewed as extensions of these principled actions.

3A. Promote flexible approaches to teaching that account for the health and safety of the entire university community. Junior faculty should be given the option to select in-person, online, or asynchronous teaching options, in keeping with what is possible given their personal circumstances. Whenever possible, team teaching models should be pursued, pairing junior faculty (especially those with caregiving responsibilities) with a "back-up" instructor or enhanced teaching assistant support. To increase flexible teaching options, on-campus teaching studios should be created to provide faculty with robust internet connectivity and a quiet environment for offering remote instruction. Studio use should not be mandatory, however. Flexible teaching options should receive the same level of teaching assistant and administrative support as would be provided under typical circumstances.

3B. Develop opportunities to help faculty facilitate progress of trainees. Each division should identify opportunities for junior faculty to have protected time that allows them to focus on

and advance the progress of their trainees, many of whom have experienced significant delays due to the pandemic. Bridge funding should be provided for trainees who experience a funding gap due to pandemic-related delays in their educational program.

3C. Identify platforms that provide secure online teaching options. To ensure that students living in other countries can successfully participate in online education offered through the university, multiple online platforms and their security profiles should be explored. The university should continue to take actions that protect its mission to provide educational opportunities to learners throughout the world.

3D. When possible, align changes with CUE2. The recently released CUE2 report, underway for several years and released just before the Covid-19 pandemic, provided a vision for changes to the undergraduate program but did not contemplate the massive changes to society and the university. While full adoption of CUE2 recommendations is clearly not possible due to the impact of the pandemic, neither is it necessary to put the report aside entirely. Instead, undergraduate programs should consider whether pandemic-related changes could be aligned with CUE2 goals when possible.

4. Recommendations to Mitigate Lack of Agency

During this uncertain time, junior faculty place increased value on communications from divisional and university leadership. In addition to on-going, transparent communications, the university can mitigate some uncertainty by re-affirming and expanding its commitments to promote equity.

4A. Communicate routinely with faculty to promote transparency and convey support. The university should communicate about the resources that were in place prior to the pandemic and its plans to invest in junior faculty with structural solutions during and after the pandemic. In addition, university and divisional leadership should routinely communicate with their junior faculty during this difficult time and lead with empathy. These communications should be clear, transparent, and frequent, and be backed by action.

4B. Continue and expand the university's commitment to equity. The university should continue to meet its commitments to promoting equity and inclusion within the Johns Hopkins community and beyond, and should seek opportunities to expand these activities during the pandemic. Set-backs due to the pandemic should not compromise or stall the university's critical work in this area, and recognition should be given to the individuals advancing this work.

4C. Track the pandemic's impact on faculty. The university and each division should systematically track the pandemic's impact on the junior faculty, with a focus on differential impacts by race, ethnicity, sex, gender/orientation, age, and clinical vs. non-clinical faculty. Results should be used both to inform decision-making and, when appropriate, to develop targeted programming and opportunities.

Conclusion

Junior faculty are key to the future of Johns Hopkins, and the Covid-19 pandemic has introduced unprecedented stressors for this group. Implementation of this report's recommendations is a critical step to supporting junior faculty whose professional and personal lives have been impacted by the Covid-19 pandemic. The recommendations are not exhaustive, and additional creative solutions may be identified – the report is intended to provide an initial overview of challenges and potential solutions identified by junior faculty, with recommendations derived from these findings. Importantly, as the pandemic evolves and its full duration and impact is better understood, the recommendations will need to be revisited. Decisive action is needed to ensure that junior faculty successfully weather the pandemic and are well-positioned to thrive as society continues to deal with and subsequently emerges from this pandemic.

Appendix A

Participants

UPAAC Child Care Working Group

- Joel Bader, Professor, WSE
- Kelly Bower, Assistant Professor, SON
- Amanda Brown, Associate Professor, SOM
- Lainie Rutkow, Professor, BSPH
- Kate Smith, Professor, BSPH

Listening Session Participants

- Bloomberg School of Public Health (June 30)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Heidi Conway, VP for Human Resources
 - Ellen MacKenzie, Dean, BSPH
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Keshia Pollack Porter, Associate Dean for Faculty and Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Stephanie Hicks, Assistant Professor, Biostatistics
 - John Jackson, Assistant Professor, Epidemiology
 - Jennifer Kavran, Assistant Professor, Biochemistry and Molecular Biology
 - Michelle Kaufman, Assistant Professor, Health, Behavior and Society
 - Monica Mugnier, Assistant Professor, Molecular Microbiology and Immunology
 - Rashelle Musci, Assistant Professor, Mental Health
 - Keeve Nachman, Associate Professor, Environmental Health and Engineering
 - Brendan Saloner, Associate Professor, Health Policy and Management
- Krieger School of Arts and Sciences (July 8)
 - President Ron Daniels
 - Provost Sunil Kumar
 - John Toscano, Interim Dean, KSAS
 - Meredith Stewart, Executive Director, Total Rewards
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Emily Anderson, Assistant Professor, Classics
 - Ibrahima Bah, Assistant Professor, Physics & Astronomy
 - Ryan Calder, Assistant Professor, Sociology
 - Danielle Evans, Assistant Professor, Writing Seminars
 - Chaz Firestone, Assistant Professor, Psychological & Brain Sciences
 - Sarah Horst, Assistant Professor, Earth & Planetary Sciences
 - Jeanne-Marie Jackson, Assistant Professor, English

- Margaret Johnson, Assistant Professor, Biophysics
- Thomas Kempa, Assistant Professor, Chemistry
- Alice Mandell, Assistant Professor and Chair, Biblical and Ancient Near Eastern Studies
- Sarah Parkinson, Assistant Professor, Political Science and International Studies
- Samuel Spinner, Assistant Professor, Modern Languages and Literatures
- Jennifer Stager, Assistant Professor, History of Art

- SAIS (July 8)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Eliot Cohen, Dean, SAIS
 - Andrew Mertha, Vice Dean for Faculty Affairs, SAIS
 - Meredith Stewart, Executive Director, Total Rewards
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Narges Bajoghli, Assistant Professor, Middle East Studies
 - Ritam Chaurey, Assistant Professor, International Economics
 - Ling Chen, Assistant Professor, Political Economy
 - Andrew Cheon, Assistant Professor, International Political Economy
 - Marta Giagheddu, Assistant Professor, International Economics
 - Nina Hall (tentative), Assistant Professor, International Relations
 - Lisel Hintz, Assistant Professor, International Relations and European Studies
 - Sarah Jordaan, Assistant Professor, Energy, Resources, and Environment
 - Jonas Nahm, Assistant Professor, Energy, Resources, and Environment
 - Paul Piveteau, Assistant Professor, International Economics

- Whiting School of Engineering (July 9)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Ed Schlesinger, Dean, WSE
 - April Floyd, Sr. Director of Benefits and Work Life
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Joel Bader, Professor, WSE; Member, UPAAC
 - Jeremy Brown, Assistant Professor, Mechanical Engineering
 - Najim Dehak, Assistant Professor, Electrical & Computer Engineering
 - Luo Gu, Assistant Professor, Materials Science & Engineering
 - Chien-Ming Huang, Assistant Professor, Computer Science
 - Ryan Hurley, Assistant Professor, Mechanical Engineering
 - Enrique Mallada, Assistant Professor, Electrical & Computer Engineering
 - Jamie Spangler, Assistant Professor, Chemical & Biomolecular Engineering
 - Jeremias Sulam, Assistant Professor, Biomedical Engineering

- School of Nursing (July 9)

- President Ron Daniels
 - Provost Sunil Kumar
 - Trish Davidson, Dean, SON
 - Mona Shattell, Associate Dean of Faculty
 - April Floyd, Sr. Director of Benefits and Work Life
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Kelly Bower, Assistant Professor and Faculty Assembly Chair
 - Kristen Brown, Assistant Professor and Advanced Practice Simulation Coordinator
 - Yvonne Commodore-Mensah, Assistant Professor
 - Lucine Francis, Assistant Professor
 - Kelly Gleason, Assistant Professor
 - Ginger Hanson, Assistant Professor
 - Melissa deCardi Hladek, Assistant Professor
 - Janiece Taylor, Assistant Professor
 - Kamila Alexander, Assistant Professor
 - Laura Samuel, Assistant Professor
- Carey Business School (July 10)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Alex Triantis, Dean, CBS
 - Valerie Suslow, Vice Dean for Faculty and Research, CBS
 - Kathleen Sutcliffe, Bloomberg Distinguished Professor, CBS
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Yaa Antwi, Assistant Professor, Economics
 - Chen Cheng, Assistant Professor, Economics
 - Michael Darden, Associate Professor, Economics
 - Jemima Frimpong, Associate Professor, Management & Organization Health
 - Nicola Fusari, Associate Professor, Finance
 - Manuel Hermosilla, Assistant Professor, Marketing
 - Evgeny Kagan, Assistant Professor, Operations Management & Business Analytics
 - Robert Mislavsky, Assistant Professor, Marketing
 - Shubhranshu Singh, Associate Professor, Marketing
 - Coleen Stuart, Assistant Professor, Management & Organization
- School of Medicine (July 10)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Paul Rothman, Dean, SOM
 - Meredith Stewart, Executive Director, Total Rewards
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH

- Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Amanda Brown, Associate Professor, SOM; Member, UPAAC
 - Kristin Bigos, Assistant Professor, Medicine
 - Carla Bossano, Assistant Professor, Gynecology and Obstetrics
 - Carrie Herzke, Assistant Professor, Medicine
 - Elisabeth Breese Marsh, Associate Professor, Neurology
 - Meredith McComack, Associate Professor, Medicine
 - Timothy Niessen, Assistant Professor, Medicine
 - Heather Sateia, Assistant Professor, Medicine
 - Ethel Weld, Assistant Professor, Medicine
 - Golsa Yazdy, Instructor of Gynecology and Obstetrics
- School of Education (July 13)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Christopher Morphew, Dean, SOE
 - Hunter Gehlbach, Vice Dean of Academic Affairs
 - April Floyd, Senior Director, Benefits and Worklife
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Alanna Bjorklund-Young, Assistant Professor
 - Matthew Bonner, Assistant Professor
 - Carey Borkoski, Assistant Professor
 - Christine Eith, Assistant Professor
 - Laura Quaynor, Assistant Professor
- Peabody (July 17)
 - President Ron Daniels
 - Provost Sunil Kumar
 - Fred Bronstein, Dean, Peabody
 - Meredith Stewart, Executive Director, Total Rewards
 - Lainie Rutkow, Senior Adviser to the President; Professor, BSPH
 - Kate Smith, Professor and President, Faculty Senate, BSPH; Member, UPAAC
 - Jenine Brown, Assistant Professor, Music Theory
 - Carl DuPont, Assistant Professor, Vocal Studies
 - Ian Hoffman, Assistant Professor, Music Engineering and Technology
 - Jessica Hunt, Assistant Professor, Music Theory
 - Meryl Lauer, Assistant Professor, Liberal Arts
 - Wendel Patrick, Assistant Professor, Music Engineering and Technology
 - Laura Protano-Biggs, Assistant Professor, Musicology
 - Anicia Timberlake, Assistant Professor, Musicology
 - Oliver Thorndike, Assistant Professor, Liberal Arts
 - Thomas Viloteau, Assistant Professor, Guitar
 - Joseph Young, Assistant Professor and Chair, Large Ensembles and Conducting

Appendix B
Distribution of Junior Faculty

Pre-tenure junior faculty (tenure awarded at full professor rank)

	Assistant Professor		Associate Professor	
	TT	NTT	TT	NTT
BSPH	75	3	72	9
SOM	1,051	–	594	–
SON	19	22	3	9
CBS	24	11	18	17
TOTAL	1,169	36	687	35

Pre-tenure junior faculty (tenure awarded at associate professor rank)

	Assistant Professor
KSAS	81
WSE	46
SAIS	17
TOTAL	144

Tenure not awarded at any rank

	Assistant Professor	Associate Professor
SOE	27	14
Peabody	19	15
TOTAL	46	29

Full-time, non-tenure-track faculty

KSAS	263
CBS	20
SOE	62
WSE	114
SAIS	59
SOM	571
SON	24
Peabody	17
BSPH	417
TOTAL	1,547

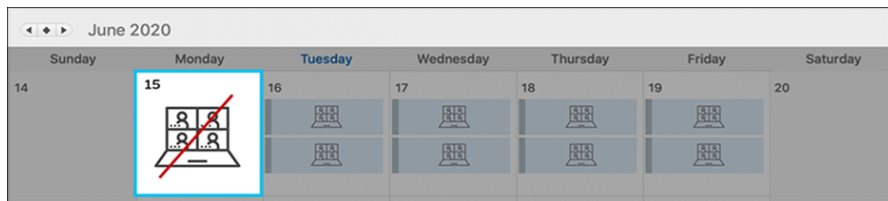
Note: Numbers are drawn from November 1, 2019 faculty census. Because this report focuses on full-time faculty, part-time faculty are not displayed.

Appendix C

BSPH Zoom-Free Meeting Days

Tuesday, July 14, 2020 at 14:18:13 Eastern Daylight Time

Subject: [jhsph.faculty] June 15 No-meeting Workday
Date: Thursday, May 21, 2020 at 8:47:02 AM Eastern Daylight Time
From: JHSPH.deansoffice
To: 'jhsph.faculty@lists.jhu.edu', 'jhsph.staff@lists.jhu.edu'
Attachments: image003.png



Dear JHSPH Faculty and Staff,

Are you feeling overwhelmed by the number of meetings you have each day? Are you on Zoom calls from morning until evening? Does it feel like the number of meetings has increased since we started working remotely? If you, like me, answered 'yes' to these questions, then help is on the way!

Monday, June 15 has been designated a no-meeting workday! The School's leadership team requests that you not schedule any work-related meetings involving JHSPH faculty, staff, or students on June 15. Certainly classes, exams, and seminars must go on; but for all other meetings, please move them to a different day. And if the prospect of a meeting-free day sounds wonderful, then please consider rescheduling meetings with external collaborators as well. For one day, give yourself the gift of no meetings entirely!

All of us who are part of the School's leadership team hope that you will use this inaugural no-meeting workday to think, catch up on tasks, write, or simply enjoy a day in June without anything on the calendar. **Please also save July 15 and August 14 as additional no-meeting workdays.**

I hope that all of you are staying safe, well, and healthy!

All my best,
Keshia

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Professor, Health Policy and Management

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