



Children, Youth and Family Committee

Winter 2021
COVID-19
Mid-Year Brief



Oregon State
University

COVID-19 Mid-Year Brief and Recommendations

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Introduction

The COVID-19 pandemic has taken its toll on parents and will continue to do so for the foreseeable future. COVID-19 restrictions have created additional challenges for parents who were already overwhelmed with managing work and family responsibilities prior to March 2020. Child care, youth programs, and school closures have placed the onus on parents—typically mothers—to be a child care provider and school teacher while trying to remain productive working from home. Oregon State University recognized these challenges and provided much-needed resources and support for OSU parents, including flexible working arrangements, COVID-19 leave, and short-term child care. OSU has demonstrated it cares for its students and employees during this pandemic.

With the slower-than-anticipated rollout of the COVID-19 vaccine, accompanying distribution challenges, the emergence of new coronavirus variants, and no vaccine currently approved for children 0-15, it is difficult to predict with any certainty when consistent in-person university, public school, and child/youth care operations will resume. Moreover, resumption will not be immediate but a transition unfolding over time. Employee and student parents doing more with less is unsustainable. OSU needs to implement additional immediate to long-range supports for employee and student parents.

Prior to COVID-19, conflict between negotiating work and family responsibilities was already pervasive in the US. In the absence of necessary policies and supports, the number of employees who feel the time and energy required for work interferes with responsibilities at home has steadily increased over the past several decades (Galinsky, [Aumann, & Bond, 2009](#); [Milkie et al., 2004](#)). COVID-19 has exacerbated these challenges. A recent Pew Research Center article found that the percentage of employed parents with a child younger than 12 who have found it difficult to handle child care during the pandemic has increased from March 2020 (38%) to October (52%), and this number will likely increase the longer COVID-19 restrictions remain in place ([Igielnik, 2021](#)). Schedules will continue to conflict, time will continue to be a valuable (and scarce) commodity, and family well-being will continue to be a priority for most parents. These challenges place a tremendous cognitive burden on parents. Ruminating about COVID-19 and the conflict between work and family responsibilities can lead to employee exhaustion and depressive symptoms ([Davis et al., 2016](#)).

It is important to recognize the diversity and inequities among families, including diverse pathways to parenthood; child number, age, and abilities of children; single or two parent households; and other caregiving responsibilities, etc. Inequities exist in access to the scarce commodity of quality child care ([Pratt et al., 2019](#)) and caregiving responsibilities, which women continue to shoulder ([Perry-Jenkins & Gerstel, 2020](#)). Single-mother households remain disproportionately vulnerable to job loss and lower-wage work during the COVID-19 pandemic, and these risks are compounded for women of color ([Moore et al., 2020](#)). These members of the workforce face increased financial and opportunity costs due to the closure of child care centers and public schools. Single-earner and female-headed households often cannot access leave benefits due to the conditions of their employment and have few safe options for child care due to either the high cost, lack of availability, and health risks of relying on kin and non-kin networks for care. As a result, single mothers have dropped out of the workforce at a rate almost double their male and partnered counterparts, respectively (9% decline versus 4% and 5%; [Barroso and Kochhar, 2020](#)).

Parents' challenges with performing the "balancing act" between work and family affects their children, too. For the most part, this impact is not only immediate, but has long-term effect on the child. In a study of parents with a child under the age of 18, COVID-19-related stressors, including children's academics, were associated with parents' reporting higher distress, anxiety, and depressive symptoms in their children ([Brown et al., 2020](#)). Moreover, children's health and well-being affects their parents health and well-being. Children will have varied responses to the pandemic, and some need more consistent, sensitive care from parents than others ([Bartlett et al., 2020](#)). Parents cannot be their best selves at home or at work, if their children are not doing well. OSU's response to this historical situation needs to include programs and supports for both parents and children.

The Children, Youth, and Family Committee prepared this brief to facilitate this process of determining additional programs and services that could be of significant support to working and studying parents. The report provides data from the Faculty Pulse 5.0 survey and surveys distributed by the Family Resource Center to describe the experiences of OSU faculty, staff, and student parents during COVID-19. To be honest, we found it emotionally difficult, at times, to glimpse into the lives of some of our most struggling community members. At the same time, we appreciated the honesty and candor with which many parents responded. We also acknowledge that asking already-overloaded employees and students to reflect on and report on their experiences in survey after survey represents an additional burden. We appreciate the cumulative hours students and employees devoted to these surveys that inform our understanding of working and studying families' realities. Based upon their experiences, the Children, Youth, and Family Committee is providing recommendations for how OSU can increase support of employee and student parents during COVID-19 and post-pandemic as families strive to return to their own sense of health and well-being, education and work.

The words of OSU employees and students who are parenting
during the COVID-19 Pandemic

"You can't do two things at once. No matter how much you lie to yourself about it, something has to give. My work productivity has been severely impacted."

"Covid is putting a lot of extra stress on everyone and people seem to be forgetting that we are all human and can only do so much every day."

"I don't have time to do it all! I am dropping the ball on work and with my children."

"Things are getting more difficult, and I'm super stressed all of the time."

"My mental health is deteriorating, and my children's mental health is too. My son is very stubborn, has a learning disability, doesn't like to read/write and it is very hard to support him in remote learning."

"I struggle to find time to complete my work responsibilities and facilitate my child's online learning. My child is bored, isolated and often unhappy. She doesn't understand why I am home but unavailable to her while I am working."

"A complete lack of childcare during the pandemic has created a work environment with constant interruptions, and the need to work late into the night nearly every day. This has in-turn led to significant and constant stress, lack of sleep, and burn-out. The lack of uninterrupted time and lack of sleep has substantially impacted my ability to conduct research, write papers, write grants, teach, mentor students/post-docs, participate in professional development, and contribute to service. I do continue to devote time to all of these things but the quality is lower and the time that it takes to try to do even a serviceable job often comes from either sleep or family time."

"I am struggling to parent an infant during the pandemic, while also working full time. It's exhausting, and there's never a break. There are no babysitters. There's nowhere to go that's safe to take a baby who can't wear a mask. I have to make choices about what to do during my lunch hour - eat, or sleep, or shower, or do chores. I can't do it all, so something has to slip through the cracks."

The above quotes are pulled from the recent Faculty Pulse Survey 5.0 and the Family Resource Center COVID-19 Family Survey. **See Appendix A** for all the self-reported experiences shared in these surveys, conveying the scope and degree of difficulties and challenges employee and student parents are experiencing.

Executive Summary

These are hard times for many in our OSU community. The pandemic and its inherent stressors, the base lack of child care, the closures of child care operations and schools, and the need to study and work within this landscape is a new, and unheard of territory for OSU families. The Children, Youth, and Family Committee examined the responses from 410 parents in the Faculty Pulse 5.0 Survey and 173 parents in the Family Resource Center COVID-19 family survey. Although there are families that seem to be fairing relatively well, there are many more who are truly struggling. The goal of this report is to share experiences of some of our OSU employees and students who are parenting during this time and make recommendations for how OSU can increase its support for the OSU community.

Below are five preliminary themes in parents' responses about the effects of COVID-19 on their children and their role as both a parent and as an employee and/or a student.

1. **Many parents are struggling to balance it all.**
2. **Child care and other forms of care are severely lacking.**
3. **The pandemic has had negative impacts on children.**
4. **There are disparate experiences by gender, parental role, unit, and OSU affiliation.**
5. **There is unclear and inconsistent university communication about workload expectations, working remotely.**

The Children, Youth, and Family Committee has recommendations for OSU leadership to increase support for the OSU community organized by following timeline.

- **Immediate Recommendations:**
 - Expansion of COVID-19 Leave
 - Donated Leave Program
 - COVID-Related Dependent Care Modified Duties
 - COVID-Related Voluntary FTE Reductions
 - Decreased minimum credit-requirement for graduate employees
 - Additional options in support of tenure track faculty
 - Proactive communication
 - Expansion of financial assistance
 - Ongoing leadership messaging that conveys empathy, flexibility and grace
- **Intermediate Recommendations:**
 - Trauma-Informed child and youth care opportunities
 - COVID-19 Related Dependent Care Modified Duties
 - Voluntary FTE Reductions
 - Impact grants
 - Funding for graduate employees
 - People-centered culture
 - Increased investments in child and youth care
- **Long-range Recommendations:**
 - Upgraded, robust flexible work arrangement university guidelines
 - Review and redefinition of campus based and home-based work culture
 - Increased investments in child and youth care
 - People-centered culture

This historical time calls for immediate and creative solutions and investments. The committee urges leadership, at their earliest convenience, to ascertain the feasibility of the immediate recommendations. Many of our employee and student parent families need help now, today; the mental, financial, physical, and familial toll this pandemic is taking within our OSU community is significant. In addition, we urge timely attention to the intermediate and long-range recommendations. Recovery and establishment of a sense of individual and family health will be ongoing.

Brief Summary of Findings

For the sake of brevity and to transition directly to the recommendations the following is a brief summary of findings. The data included from the Faculty Pulse 5.0 Survey is solely reflective of those questions specific to faculty members with children.

Faculty Pulse 5.0 Survey data snapshot:

Total $N=752$

($752 \times .546 = \sim 410$ parents)

Do you currently have children living in your home?			
	Total	Man	Woman
Yes	54.6%	55.4%	54.2%
No	56.4%	44.6%	45.8%

How many children are living in your home?			
	Total	Man	Woman
One child	44.4%	41.7%	45.9%
Two children	44.4%	44.9%	44.2%
Three children	8.1%	10.2%	6.9%
Four children	2.5%	1.6%	3.0%
5 or more children	3.0%	1.6%	0.0%

What is the age range of your children?			
	Total	Man	Woman
Infant-1 year old	6.2%	5.4%	6.6%
2-3 year old's	11.2%	12.0%	10.8%
4-5 year old's	12.9%	11.4%	13.8%
6-11 years old	30.1%	32.6%	28.7%
12-14 years old	16.4%	16.3%	16.5%
15 and older	23.2%	22.3%	23.7%

Are you primarily responsible for overseeing your children's education while the primary and secondary schools are operating in remote delivery mode?			
	Total	Man	Woman
Yes	29.5%	9.7%	40.9%
My partner takes on the responsibilities	8.0%	14.5%	4.4%
I share the schooling responsibility	37.5%	50.8%	30.2%
Other, please specify	24.6%	25.0%	24.4%

How many hours per week do you dedicate to your children(s) home schooling?			
	Total	Man	Woman
Zero	19.4%	18.0%	20.6%
1-3 hours	20.3%	19.7%	20.6%
4-6 hours	21.2%	23.0%	20.2%
7-10 hours	20.0%	19.7%	20.2%
11-15 hours	9.1%	9.0%	9.2%
16 hours or more	9.7%	9.2%	9.7%

All things considered, how are your children coping with isolation and the restrictions of COVID-19?			
	Total	Man	Woman
Poorly	16.4%	18.5%	15.4%
All right	30.8%	21.8%	35.6%
Good	25.2%	28.6%	23.4%
Excellent	26.2%	31.1%	25.7%

Family Resource Center COVID-19 Family Survey Data Snapshot

Students N=49

Employees N=118

Where are you primarily working/studying?			
	Total	Student	Employee
Home	85.6%	91.8%	83.1%
Campus	12.0%	4.1%	15.3%
Other	1.8%	4.1%	0.8%

Are you the primary caregiver of your children?			
	Total	Student	Employee
Yes	56.9%	67.3%	52.5%
No	1.8%	0.0%	2.5%
Shared	40.7%	32.7%	44.1%

What are the ages of your children? (check all that apply)			
	Total	Student	Employee
Infant-1 year old	20.4%	16.3%	22.0%
2-3 year old's	23.4%	36.7%	17.8%
4-5 year old's	33.5%	40.8%	30.5%
6-11 years old	45.5%	42.9%	46.6%
12-14 years old	16.8%	22.4%	14.4%
15 and older	14.4%	12.2%	15.3%

Are you currently overseeing your children's education and schooling?			
	Total	Student	Employee
Yes	73.1%	71.4%	73.7%
No	25.7%	28.6%	24.6%

How many hours per week do you dedicate to your children's learning?			
	Total	Student	Employee
1-5 hours per week	26.3%	22.4%	28.0%
5-10 hours	26.3%	22.4%	28.0%
10-15 hours	17.4%	14.3%	18.6%
20 or more hours	10.2%	16.3%	7.6%

On a scale of 1 to 10 how well do you perceive your children doing? Use 1 as poorly and 10 as extremely good			
	Total	Student	Employee
1	1.8%	4.1%	0.8%
2	1.8%	2.0%	1.7%
3	4.2%	2.0%	5.1%
4	8.4%	6.1%	9.3%
5	13.2%	14.3%	12.7%
6	16.2%	18.4%	15.3%
7	19.2%	18.4%	19.5%
8	23.4%	26.5%	22.0%
9	5.4%	6.1%	5.1%
10	4.8%	2.0%	5.9%

Do you feel supported by university leadership in your dual role as OSU student/employee and full time parent?			
	Total	Student	Employee
Yes	37.1%	30.6%	39.8%
Somewhat	45.5%	51.0%	43.2%
No	16.8%	18.4%	16.1%

We know that COVID-19 has impacted many families financially. What, if any, of the following are currently unmet basic needs (check all that apply):			
	Total	Student	Employee
Income	16.2%	38.8%	6.8%
Food	3.6%	6.1%	2.5%
Housing	3.0%	8.2%	0.8%
Child Care	29.9%	30.6%	29.7%
Other home supplies, i.e. toiletries, diapers, etc.	4.8%	4.1%	5.1%
I have no unmet basic needs	56.3%	46.9%	60.2%

Themes from Data

Below are five preliminary themes in parents' responses about the effects of COVID-19 on their children and their role as both a parent and an employee and/or student.

Many parents are struggling to balance it all – work, studying, care, home, and education

- time poverty
- overwork
- frustration – increased level of frustration and anger from faculty that did not exist in the spring and summer pulse surveys
- burn out
- physical and emotional stress
- never ending tension between work and caring for children

Child care and other forms of care are severely lacking

- the reality that child care is nearly impossible to secure was echoed throughout the Faculty Pulse 5.0 survey outside of questions specific to this issue (Appendix B)

The pandemic has had negative impacts on children

- isolation and loneliness
- stress, depression, and anxiety
- insufficient access to parent who are working
- challenges with on line learning platforms
- too much screen time
- loss of organized sports/physical activity
- behavioral challenges

There are disparate experiences by gender, parental role, unit, and OSU affiliation

- impacts will be long-lasting and far-reaching

There is unclear and inconsistent University communication about workload expectations and working remotely

The overarching takeaway from this data, previous OSU surveys between April and October 2020, and from additional national data, is that we cannot continue to expect people to be able to do everything at once. Work, studies, child and youth care, educational and social/emotional support of children, meal production, etc. Parents and children are struggling.

When OSU directed its employees and students to work and study at home, structured opportunities and resources for assistance with care also disappeared. Public schools closed, child care facilities (both center-based and family providers) shut down, and designated work spaces and structured classrooms became off-limits. Suddenly our OSU employees and students were left alone to figure out how to simultaneously work, study, care for and educate their children in their respective home environments.

Qualitative survey data suggests that having to work, care, study, and educate without structured assistance has been very challenging, resulting in reported diminished productivity at work and

reductions in overall physical and mental well-being among many employees, students and their dependents.

More specifically, the data provides insight into the varied ways productivity at work and well-being have been diminished when the expectations for positive outcomes in work, care, and education remain the same. For example, respondents in the Faculty Pulse 5.0 Survey reported numerous challenges facing them as they try to work, care for their children, oversee their children's online learning and extracurricular activities and provide care for their households and themselves. As one respondent noted, *the whole situation is impossible and untenable on so many different levels - academically, socially, and health wise*. Articulated trends included the ongoing and never-ending tension between work and caring for children that included constant interruptions and challenges to time management that often resulted in extended work schedules and work days, mental overload, and increased stress. Additional challenges entailed having sufficient dedicated space and technology to accommodate work and education needs and the overall guilt and marital stress that employees experienced trying to manage it all.

When asked what OSU could do to support their employees, students and families during this unique and challenging time in American history, employees provided numerous solutions that pointed to the fact that the existing expectations for getting work done had to shift and that trying to work and care for dependents simultaneously is not physically and mentally sustainable.

Frequently shared interventions included flexible work schedules and reduced, reasonable workloads; more affordable and accessible child care; organized learning and social activities for school-age children and teens; ongoing empathy and support; fair and equitable pay and additional financial assistance; expanded leave options and support for using them, including for mental health; additional supports for work such as adequate internet service, teaching assistants, workspaces, and attention to bias in the workplace and at home, where women continue to bear the overwhelming responsibility for care and education of dependents.

Recommendations

Given the urgency to create immediate change and also with an eye toward the longer-range recovery that many families will need, basically the ability for parents and caregivers to take the needed time to repair their families and their own mental health, while maintaining productivity at work, we advise the following recommendations and time frames.

Immediate

Expansion of COVID-19 Leave (Appendix C)

Recommend that the model for leave is expanded and that different categories are immediately created – COVID-19 sick leave and COVID-19 care/educational support leave. Some employees quickly exhausted their COVID-19 leave due to lack of public schools and child care. Given the current situation it seems accessing sick leave and/or vacation leave to manage the care and educational needs of children is not appropriate. Employees need relief and a sense of being further supported by OSU. Almost 30% of classified employees have exhausted their COVID-19 leave. See appendix C for current COVID-19 usage data.

Donated Leave Program

Recommend that a donated leave model is adopted for unclassified employees. A donated leave program for unclassified employees could help alleviate the stress of not only the current COVID-19 leave issues, but also assist employees in the future. A PCOSW subcommittee worked with Donna Chastain, former CHRO, in 2018 researching donated leave programs. A survey was sent to 30 comparator institutions to request examples of their donated leave or sick bank policies. Before the former CHRO retired she had information from 8 institutions.

COVID-Related Dependent Care Modified Duties (Appendix D)

Proposed modification of existing policies to help address the disparate impact of COVID-19 on academic faculty with dependent care responsibilities. This modification could be effective for two academic years beginning with the 2020-2021 academic year and may be adjusted after the first year. The dynamic nature of the situation requires flexible policies as we are likely to see oscillation in the severity of restrictions (e.g. periodic opening and closing of child care facilities and schools). This policy would be in addition to, and intended to coordinate with, existing leave plans.

The committee suggests workloads and job expectations should be reviewed and lowered (for all employee types if the business case allows), even if temporarily, to accommodate the increased mental and physical stress and strain that has been experienced by our families who have had to multi-task throughout this past year and will continue to do so.

COVID-Related Voluntary FTE Reductions (Appendix E)

This program provides an additional workload reduction option that campuses or departments/units could implement in response to the ongoing pandemic. The ability to voluntarily and temporarily reduce FTE acts as a robust employee support program and as a

cost-saving resource for the institution. It provides an opportunity for employees to voluntarily reduce their current appointment percentage and corresponding pay so that the employee may reallocate necessary time to caregiving roles, educational support for children, and repair of family health and well-being as we emerge from the pandemic.

Decreased minimum credit-requirement for graduate employees

Graduate students are currently required to enroll in at least 12 credits per term, which is amongst the highest course load requirements of any public university using a term system. This is already challenging to manage along with their assistantship work, and the current pandemic makes it even worse. Reducing this required minimum will be of significant help to all graduate employees.

Additional options in support of tenure track faculty

Prioritize the work of developing additional options in support of tenure track faculty who have been negatively and significantly impacted by the pandemic and the associated:

- Caregiving and educational needs of their children
- Impaired access to campus, research, etc.
- Additional teaching responsibilities and associated challenges of remote instruction
- Impediments specific to academic publishing, which early research demonstrates disproportionately negatively impacts women

Recognize that gender bias at work and at home creates increased mental and physical demands on women more than men.

Proactive communication

Survey respondents repeatedly brought to the forefront the need for supervisors, department heads and other leaders to proactively communicate regarding:

- Public schools re-opening and how that may or may not impact working schedules
- The understanding that child care and the lack thereof will be an ongoing issue with employees and students as child care availability continues to be scarce in our communities
- Flexible work arrangements are available and could be especially encouraged during this time

Expansion of financial assistance

- Child and Youth Care Assistance Funds: Employees and student parent families need additional financial support to address current child/youth care needs. In addition to being able to access community resources as they reopen, OSU has two child/youth care programs: KidSpirit and OLV Child Care (no cost for students), which many OSU employees and students cannot afford. The OSU Foundation has accounts already in

place which could immediately receive funds should this be a fundraising priority for the university and the Foundation.

- Emergent Need Funds: Raise additional funds for the OSU Foundation Beaver's Care initiative. We have OSU employees and students with unmet basic needs. Our working families need support. Additionally, the re-opening of our schools and overall recovery will involve unforeseen issues which families with less resources will need assistance to address.

Ongoing leadership messaging that conveys empathy, flexibility and grace

This quality of messaging seems to be resonating with survey respondents.

Intermediate

Trauma informed child and youth care opportunities

Create partnerships across campus and areas of expertise to provide trauma informed care in our child and youth care programming. Our Little Village child care, KidSpirit youth care and enrichment, Human Development and Family Sciences, M.S. Counseling degree program are potential partners that come to mind in creating this quality of care in support of the emotional and social needs of those children in our care whose experience of the pandemic has resulted in high degrees of social isolation.

COVID-Related Dependent Care Modified Duties

COVID-Related Voluntary FTE Reductions

Impact grants

Grants aimed at Assistant and Associate Level Faculty to accelerate projects/research towards promotion. University of Oregon began offering these targeted grants in Fall 2020:

<https://provost.uoregon.edu/covid-impact-grants>

Funding for graduate employees

In light of the current pandemic, managing work has become a huge challenge. Resultantly, the timelines for coursework and research are increasingly becoming more difficult to maintain. Graduate students who are on assistantships or project-based funding are struggling to stay on track, therefore, additional time and funding for them is critical to ensure that they not only complete their degrees, but do so without compromising their physical and mental well-being.

People-Centered Culture

Foundational institutional cultural work around defining and adopting a person-centered ethos. OSU responded quickly back in March/April with COVID-19 leave and with Beavers Care emergency funds which were immediately perceived and experienced as supportive by many in our community. In addition, university investments were readily made to address the pervasive lack of child care. At the same time, we are nearly a year into the pandemic and ongoing, tangible support and accommodations have been limited. There have been little centrally

organized proactive and innovative accommodations for employees. A people-centered culture communicates and demonstrates that the health and wellness of human beings are of primary value visible in everything from high levels of trust, to open communication to change responsiveness. OSU has an opportunity for growth and improvement in this area. The committee looks forward to highlighting research and providing recommendations in efforts to create a more people-centered culture at OSU.

Increased investments in child and youth care

OSU investments in Our Little Village short term reservable child care were immediate and clearly met a need for many student parents and some of our employees. For a percentage of families, there continue to be health concerns and uncertainty around accessing child and youth care during the pandemic, whether it be campus based or broader community programming. Pre-COVID-19 our community lacked much needed capacity and our campus children's centers carried long wait lists, sometimes up to two years. The pandemic further up ended early care and education in our community and across our country. Corvallis and surrounding communities now have even less available child care. OSU cannot single-handedly solve the child care issue for our university community, however, we must do more to address this issue. Significant investments need to be made in infrastructure and access. And, investments need to address child *and* youth care such as KidSpirit. KidSpirit is a longstanding high-quality youth care and enrichment program which many of our OSU families cannot afford; this ongoing access issue refers back to one of the above immediate recommendations.

Long Range

Upgraded, robust flexible work arrangement university guidelines

An update of university guidelines that reflect the changed (and changing) landscape of working and studying remotely are needed. Given the lack of clarity and centralized process with FWA and what many employees and students have experienced during the pandemic, employees and students want and need an integrated approach to where, how and when they work and study, whether on campus, remotely or a combination of both. This recommendation is in response to student and employee experiences as well as to address future needs. UC Davis has a well-defined set of FWA policies: <https://hr.ucdavis.edu/departments/worklife-wellness/workplace-flex/flex-programs>.

Review and redefinition of campus-based and home-based work culture

A timely review and redefining of what it means for an office to be open; open does not always need to be that one is consistently physically present on campus as many employees are demonstrating right now. We encourage that a newly defined back to normal could be a hybrid of campus based and home-based for many positions.

Increased investments in child and youth care

People-Centered Culture

Conclusion

The committee acknowledges the volume of data yielded by both surveys and that this data warrants a deeper dive into the nuances of working family experiences during the pandemic. The purpose of this brief is to get quantitative and qualitative data in front of leadership as soon as possible in order to quickly address what has evolved to be an ongoing, extremely stressful situation for many of our employees and students with children/dependents.

As a related aside, we do feel it is important to bring attention to the fact that there are also some employees that are doing relatively well under these pandemic circumstances. From the data we have appreciated knowing the following:

- There are parents who feel grateful for the time spent with infants and toddlers, time that they otherwise would have missed
- Some employees and graduate students had savings to fall back on
- There are supervisors who have been incredibly supportive of faculty and staff
- Some two parent families navigated this period in a way that feels like both work and family life are well supported
- There are children who are actually doing better, academically and emotionally, because they are not going to school Monday through Friday

At the same time, knowing that a percentage of families are not doing well has been stressful as we have reviewed pages and pages of employee and student self-report. We believe that all of us aspire to work and study in a community with a shared sense of purpose and a shared desire for our own and other's health and well-being. Being privy to the realities of our employees' and students' lives has, at times, been heart-wrenching. This historical time calls for immediate and creative solutions and investments. The committee urges leadership to ascertain the feasibility of the immediate recommendations. Many of our employee and student parent families needed additional help as the pandemic continued, and the need is even greater now, today. The mental, financial, physical and familial toll this pandemic is taking within our OSU community is significant. In addition, we urge timely attention to the intermediate and long-range recommendations. Recovery and establishment of a sense of individual and family health will be ongoing and everchanging. For example, one of our survey respondents recently shared that she now has three family members with COVID-19 and they lost their child care at the end of January. Her responses to the survey today would be far different than even a few weeks ago.

As we opened this brief with the words of employees and students with children we close with their words as well:

“Be understanding that parents are under a lot of stress. Not only with trying to work and continue to run their households as if everything is normal, but also understand that we worry about how all of this will affect our children in the long-term. We don't know how our kids will respond once we return to work. We will need flexibility from our supervisors/leadership when that time comes so we can transition back in a way that our children understand and can handle.”

“The exhaustion that is going to be present from this is going to last for a long long time. It might be good to think about how to offer support to families in the recovery phase from this pandemic as well as in the acute phase of this pandemic. Even after kids can go back to school, etc., I feel like the effects of this are going to be substantial and take a long time to overcome... especially for women.”

“My ability to be resilient is gone. My unit cannot guarantee that I will be back to 1.0 FTE in the new fiscal year, and I'd like to move my family, as our apartment has issues with mold, but we cannot afford it now and I can't plan on when I might be able to afford it. I am not showing up to any of my roles - wife, mother, colleague, friend - in ways that I'd like or am proud of, and there seems to be no end in sight. This is so hard.”

Appendices

Appendix A - Overlapping 5.0 and FRC Questions and the Cumulative Self-report Responses

Faculty Pulse 5.0 and Family Resource Center Survey Open-Ended Responses

What challenges are your children facing during the COVID-19 period? What experiences are positive?

Lack of interaction with other children.

I don't think our teen is learning in online classes what she would in the classroom. The missing social aspect of high school is a concern

One of my children have limited access to social interactions with kids his own age. He is feeling lonely and isolated.

My toddler desperately needs face time with other kids. She is missing out on social development at a really critical stage of her life. The positive is we spend a lot more time together, the negative is, she constantly is asking me to put my phone and computer away.

"Our kindergarten just really misses seeing other people. He talks about being lonely.

In general, he's doing well in school though, all things considered.

Our 4-year-old goes to daycare. That has been mostly positive."

They can hold focus on Zoom classes and express disappointment signs of stress, frustration, anger, and sadness after zoom school.

Our daughter has a variety of delays and supportive services are either virtual, which is limited in efficacy for a preschooler, or not being offered. I worry that we're missing vital time right now to address these delays and set up services to help her succeed, but there's only so much we can do when programs and services are literally not happening.

Loneliness, limited interaction with friends, limited engagement with online curriculum, limited attention from parents when we have to be working

"The greatest challenge is not being able to socially interact with other children.

In our case, our children does not speak English and learning the language online is a big challenge.

The online studying advantages is the flexibility it provides and somewhat eases the the transition from a different country to the US. "

One of my children is a senior and just getting done what absolutely has to be done. She also has a job that she works at about 10-15 hours a week. The other is a sophomore who is thriving in the on-line environment. The difference is in the personalities of the children. The older one is much more social and experiencing difficulties due to being kept from her activities. The younger one is more introverted and likes being at home. I chose the 8 because that is an average for both kids.

Infant no formal offer education but requires constant, non-stop attention.

I think it was hard for my child while we were working from home and trying to care for him. We didn't have the support or the time to help him develop a lot of the skills that he would have if he had been in daycare or with a full time stay at home parent. In going back to daycare it has been a big adjustment. He is developing language skills but is in a classroom with masked teachers, so I think his speech may be a bit more delayed than kids a year ago or so.

Difficult and zero joy platform. 1st grader needs lots of help because of her age. 6th grader needs some help because of his mild learning disabilities. 7th grader needs lots of help because he has many learning disabilities. All are depressed. Internet only sometimes can support all of us. Small space+bad weather=lots of fighting.

"Isolation

Frustration

Disconnection w peers other adults

More time w us is both positive (connection) and challenging (fatigue and resentment) "

Challenges- not enough interaction with other kids outside of class time. PE is a challenge because they can't go outside and do things within the time frame they are given. Positive: they enjoy playing learning games.

With an infant and a 4 year old, I think they're generally both doing pretty well. We have noticed some potty training regression with my 4yo and I think she would be doing a lot better with more interaction with other kids.

I think my son is doing okay with online learning, but not being able to get clarification from teachers and support immediately is causing him to shut down some days. They have too much happening online to realize when a child didn't understand or is struggling and he is only in kindergarten so he doesn't know how to ask for help and gets frustrated easily. He is still able to make friends with classmates even though he can't see them in person.

"The youngest ones 'miss' their friends and their teachers as they were going to preschool before the pandemic took place. We have not returned to school for them yet.

My oldest who went from a small school to now 100% online has gone through challenges and for the most part, seems to be enjoying online schooling. "

Socialization was severely limited without childcare, which likely resulted in some communication and other cognitive set backs. Positive note was spending so much time with my child.

"I oversee their education, but they are in online school with a teacher. They do have that outside teacher, but I still have to sit with them for math, nag to get their schoolwork completed, etc. They are easily distracted and I can't be with them every movement to make sure they are paying attention - I am working too.

Positives - they are learning SLOWLY to be more self sufficient.

Our daughter could use even more interaction and socialization. Childcare during the week helps, but we're still isolated in the evenings and weekends.

My children are struggling with me having to split my attention between them and work throughout the day, and struggling with a lack of social interaction with their peers. It has been a positive experience to oversee their learning on a day to day basis, help them learn new skills, and help them gain a sense of independence. The ability to work remotely has also been a positive experience in that I have been able to spend more quality time with them during the week than I normally would (when working in the office, I might only see my children for an hour in the morning, and a few hours at night, most of which is spent on meals and getting kids ready for daycare or bedtime).

Isolation and withdrawal while I am at work. I perceive diminished educations and social skills, with concurrent increased screen addiction, along with lack of interest in activities outside the screen. I use Disney Circle to monitor his screen time activities and duration, while I am at work. Nonetheless, I allow more screen time than normal because he uses the time to message with his friends.

She has been able to attend daycare since August. She enjoys being with other kids, but she has gotten sick about once a month since then. When she's at home and I'm working from home, she struggles with being patient if I need to finish a work task before responding to her.

Online middle school is a joke. The 12 year old is learning next to nothing. So we have to supplement with additional educational resources. The 5 year old goes to a tiny preschool 4 days per week, but she is starving for additional socialization.

"My child is doing well and manages herself very well for her age (7 at the end of January.) I am very proud of her and wish I could give her more attention. I use PTO to be able to focus on her 100%, but that's not sustainable.

My husband is able to work with her on her school work, but he doesn't have as much PTO as I do to assist her without distractions from work.

My daughter is a very bright girl and reading books at the 5th grade level and above. She is content to do her schoolwork or read a book, but there are some activities that require more parental engagement. We save those for the weekend or when I have a day off. I didn't rate her as doing extremely well, because I can tell she's bored as she's not being challenged. WE try to challenge her when we can, but I just don't have the bandwidth as I also have an infant.

We have 4 kids in school, 1 in college and 1 working full time all living at home. Managing life and keeping kids on task is especially challenging for my wife who stays at home. She has a temporary job starting in February and we see school as especially challenging without direct adult supervision to keep kids on task and participating.

They are having too much screen time, but that is the only social interaction they get. I have to sit with and help my younger kid with school work during independent work time, 1-2 hrs a day and more on Wednesdays which are 100% independent work. He doesn't want me to teach him and these independent work time and spent upset and frustrated. He is not learning the material he needs to learn or not retaining it. This is the best we can do at the moment. We are all learning new technology and becoming quite good at it.

My child has a speech delay, and not being able to be around other children to talk with has been a hindrance to her speech progress. She is getting more and more impatient with doing speech classes via Zoom and seems to want to participate less and less each week. When she started out, she was very eager and wanting to answer every question. Now when they ask her something, she often times just says "no thank you" and won't talk to them beyond that.

Miss the peer interaction. Do not like virtual learning. Teachers are doing the best they can to make learning fun.

My kids are tired of being home and not getting to go to school with their friends. They are tired of not being to go out for a simple meal at a restaurant or to see a movie.

It is difficult without the social interaction to keep my child focused. It is a constant struggle to keep everyone on task. She is extremely worried about getting Covid so does not want to attend any sort of in person or hybrid learning.

5 year old, kindergarten from home is hard. It's a lot of play but we need real socialization. He is loving all the extra time with mom and baby brother

My child is struggling with virtual learning. Learning at home from a computer screen is much different than being in a classroom with your peers. It's especially difficult to stay focused as a kindergartener. The positive side is because we don't have to commute we get to spend more time together. We now have cuddle time and in the morning and I can be more present in his school work since I know exactly what occurs each day and how my child is doing.

One of our children is in preschool. She enjoys school, but when there are positive COVID cases, everyone in the class will need to be quarantined for 14 days which means no childcare for us during that time. This is not to mention the concern of her contracting COVID and spread it to the family. Our older child is in 1st grade, doing online classes. She is doing well academically, but she has increased complaints about online school. The fact she's at an advanced level academically brings its own challenges--she sometimes lost interest because she feels everything is going too slow and too easy. So it takes a lot of encouragement and us keep challenging her with more advanced concepts.

My kids are facing disappointment in their inability to go play with other kids. They miss going to the library and the arts center. They see other kids outside and don't understand why they can't play together.

The 5 year old has trouble concentrating on the zoom classes and really misses his friends. The 11 year old is completely addicted to screens right now- sneaking them, lying about having finished work so she

can get more time on them, and miserable without her friends. The 14 year old is doing the best. Doing well in online classes, just misses going to school.

It is difficult keeping my child busy since everything is closed but having him in school at beaver beginnings has really helped.

My school age child is a high schooler who is checked out. Smart as hell but unmotivated. This week we may have made an impact. Hopefully he graduates in June.

He has ADHD and his anxiety tics are off the charts this year but he's okay academically. He and I have bonded a lot in the past year and in many ways I'll miss out time together. He is missing other children/human interactions though.

Depression, lack of motivation in school, difficulty connecting socially

Limited time as my husband works full time for OSU as well.

"Challenges: Very little exposure to other kids or adults.

Positives: He gets lots of time with mommy and daddy, which is what he really wants and needs at this age. "

My school aged child is doing well with online schooling but would excel if she was able to learn in an environment that wasn't at home with a smaller sibling and another parents who is in online school as well

My son is an extrovert so socializing him has been a bit of a challenge. Overall working from home lets me see him far more often than I would if I worked on campus, so that has been really, really good.

My children see their mama at home and want to play but I cannot due to work. They don't get to go to daycare full time due to covid-19. My oldest is doing distance learning and has to wait for my work to be done to get help. Or I have to put my work on hold for her. It's stressful for everyone.

Academically they are going fine. They are making progress and getting grades. The lack of socially interactive extracurricular activities (band and theatre are two huge ones lacking in one of my children's world right now) makes this a less-than-optimal situation for whole-health

My 'child" is an extended student. He has a severe TBI and is on full care. School was part of his care in the involvement of other people and socialization

The lack of social interaction with peers has been especially difficult for our preschooler. She wants to be with friends and the combination of being home (all the time) with the Oregon Winter has been a constant struggle. I worry about not having the right educational experience for her as she was very much enjoying preschool when we could go.

The pandemic is tough on my daughter because she doesn't understand why we can't hang out with her friends. Fortunately, she is in a daycare program and is able to socialize and learn. I feel incredibly fortunate and positive about that.

"Social isolation is a real problem. My 13-year old has barely seen other children since March 2020. As a child with sensory issues, I think her learning is going fairly well actually and maybe even better in a quiet, home environment. That being said, I now have to dedicate a portion of my time to her schooling. As a child in SPED, this is not necessarily unusual, but it was already a lot before COVID...my PhD research has absolutely been delayed and my funding runs out this year, so I really don't know what I'm going to do...I have a disabled partner at home and until a few days ago, we received no benefits and he is ineligible for any OSU support as a NON-student. One day at a time is all I can manage.

I highly recommend that OSU support (such as CARES Act funds) consider HOUSEHOLD income and not just student income. If that student has a NON-student adult member in the household that lost income, and now that student is the sole income provider, that needs to be considered."

Being a student myself makes it difficult for me to dedicate more time to my child's learning. I work at night, and my other half works in the morning, and we both are exhausted and busy. We do what we can to help our kids because of the love we have for them, but on the same note, we love them so much we want them to have more time and help with their school to invest in their future.

n/a - I have an older dependent I have to care for at home.

Teachers not recognizing that Kindergartners cannot read so written instructions are useless as parents who are working do not have time to work and teach.

"I think my youngest, who also has developmental delays is struggling because the virtual environment is not conducive to how he needs to process information. We are doing our best to support him in other ways, but we only have so much time and space to make up for this.

One challenge as a parent is wearing so many multiple hats. Within an hour time span, I may be cleaning up after lunch, getting on a conference call, teaching a model of division that is different from what I learned a million years ago, and trying to break up a fight/argument between my children. My children have no in-person authority figures beyond me and my husband. It becomes very difficult to play and reinforce all the roles, and sometimes all at once.

The positive experiences are that we are together. For my son who experiences mental health challenges, even though this presents challenges itself, the time quarantined has allowed us to support him in ways we couldn't before. Being at home in a nurturing environment that we can control to extent has been helpful for him. "

Easy to get to school in the morning. Before COVID, my child hardly used social media and often didn't even know where her phone was. Now she is constantly on it. The interactions with her peers has whittled down to 1 sometimes 2 teens.

"I have two children, so they are able to play with each other. This has helped fill some of the void that they have experienced with having to do distance learning for school. One of the hardest things for me is keeping my children at home when they desperately want to go out and play with friends their own age.

We've all enjoyed the extra time together as a family though.

I've enjoyed being more involved with my children's education and really seeing what they are working on each day. "

"Lack of socialization is very hard.

Lack of education from the school is hard. The teachers are trying but students are not being challenged and they are not getting feedback on anything so it all feels like busy work to them. We are trying to supplement etc as much as we can."

I think that having the azalea childcare center being open has been amazing and a great help for our family since both my husband and I are full time students. The interaction that she gets with kids her age is so much better now!

It's been hard being separated from friends & the normalcy of attending school in the physical building.

My son is lucky because his child care center is not only open but also a safe place for him to go. They take illness seriously and of course follow state guidelines. He gets socialization, hands on care and learning daily. I feel lucky.

My older child is struggling with the lack of social interaction and experience. He transitioned to middle school this year and while he's a high-achiever typically I could not tell you if he's thriving or not this year academically. We had a 10 min. conference with his teachers and have not heard from them again. And it's just not realistic for us to work and check in with him too often. But we see how much he longs to see his friends, to chat with him and just be a social kid.

Primary challenge is the format of school. Engaging without the reinforcement of peers and direct encouragement of a teacher is very difficult. He's less patient with himself and us. His reading continues to improve and he's done a lot of that. The anxiety of the time is unconsciously affecting him.

My daughter was out of school for more than six months this past year when she should have been spending time prepping for kindergarten. She recently started going back in November, but only for 2 days a week as I cannot afford more than that at the moment due to my job situation. She seems happy and I think she's doing well at school, but we don't get personal daily reports so it's hard to say. I am worried she might not know everything she needs to know by September in order to feel prepared when she enters kindergarten. My husband and I share the childcare responsibilities when she is home, but he works full time from home and I work part-time, so it's been hard to equally divvy up care. And we often try to encourage learning at home with flashcards and worksheets, but she is not in the mindset for those structured activities when she's at home, so we don't push it. I'm glad she is able to see friends at school two days a week, and I wish we could see people outside of school, too, but it's hard. She really misses our social life, and I miss being able to kill time with playdates, where I can multitask knowing that someone is playing with her in an engaging way that she needs.

We are really lucky that my son can go to daycare in person half day. He is doing well, likes his school and friends there, and gets to see other kids outside of school sometimes.

I get more time with them but doesn't quite make up for social interactions they would have had at school. They attend school within the Corvallis School district online, but I'm concerned they may be falling behind in Math and Science.

We have a great family home life so schooling and being all home together has been going as well as it can go. I would say the main challenge for my kids is getting them enough activity during the week. My husband and I both work until it's dark most days and the kids get little physical activity. That bothers me and I know they miss it.

"The pro's are;

1) There are less physical distractions than in a classroom setting

Cons

1) Keeping my child safe on-line

2) minimizing on-line distractions from other sources for my child (eg. being on social media or apps while she is supposed to be in class)

"Negatives: Screen fatigue. Lack of social and cooperative learning and interaction.

Positives: I can see firsthand the work my kids are doing. I feel more involved. The Corvallis public school teachers are doing an amazing job. They are going above and beyond under tough circumstances. "

"My children are not getting the immediate feedback from the teacher and peers that they would get if they were all in a classroom together. My children are missing out on socializing with their peers. School sports are not happening, so they are not as physically active as they normally would be.

My son is dyslexic, so he needs extra help having his assignments read to him. He is also easily distracted, so needs reminders to focus on his schooling.

I feel like he isn't getting a lot of social interaction with other kids. He only see the same kid every week but not really anyone else.

My son is growing and learning quickly about the world around him. He is in great health and is so much fun to be with. He loves being outside and spending time with me, his daddy, and his grandparents (who help give childcare). However, he is still quite shy and apprehensive of other kids and new caregivers. It seems that growing up in a pandemic has made it harder for him to adjust socially, because he doesn't get as many opportunities to interact with others as he would have without COVID.

Remote learning does one thing and one thing only right now... it overloads my child with screen time. I really wish they just sent us packets with workbooks etc. in them as if it was the 1980's. Whatever happened to flash cards and phonics books? It is really hard to find a positive and I am a positive person.

"Challenges: 8 yr old (with Special needs) constantly defiant about doing homework and paying attention in her Zoom classes. I am sole parent right now as husband had to move for job 6 hrs away. I believe she will fall behind (In Math for sure) as she enters 4th grade.

Positives: She likes working on a Chromebook and her 4 Zoom classes. Luckily, she loves her teacher and focuses more than with her previous in-class teachers. She is getting more attention by her teachers as her Zoom class size is 8 or less on a given day. She isn't afraid or shy to ask questions, which is a positive.

My husband is high risk for COVID. The kids go to Beaver Beginnings on Tuesdays and Thursdays, but it's the biggest risk we take as a family. We no longer attend church or our small group in-person, and we're not comfortable with the risk of contracting the virus on play dates. The kids miss their friends, and, frankly, I think they're tired of our faces. They want to do things we did prior to the pandemic - the carousel in Albany, children's museums, OMSI, eating in a restaurant - but now all our options for play are walks, hikes, and playing on deserted playgrounds. I worry about the mental and emotional impact of this isolation on the children. They are in good spirits, but my once fiercely independent daughter is experiencing a lot of separation anxiety, even if I'm just stepping out to pick up our groceries. I think they're coping as well as can be expected, and we've all enjoyed time together as a family, but I'm seeing behaviors in the kids that I think are a result of life in the age of COVID.

"Challenges: they are suffering from lack of interaction with other children. They are also suffering from lack of interaction with us, their parents, as even though we are ""here"" at home, we HAVE to work. They also get less one-on-one time with their teachers. They are frequently left to their electronic devices and TV as we can't participate with and chaperone good learning activities during the work day.

Positives are: less time commuting means actually more time together. We get out more on the weekends than we might if our schedules during the week were fuller."

"My daughter is 4 years old. She goes to pre-school for a few hours a week but it is no where close to the amount of interaction she needs to interact with friends and to get energy out. She misses friends and playing with kids. She gets very sad because she does not understand how to interact with kids at parks and gets super sad. Its hard as a parent to try to explain to her social skills and that we have to watch our interactions with people we do not know due to covid.

It has been nice to see her grow and learn and be creative. We get science boxes, kids chat apps and books delivered to provide activities for her. "

My son is doing fantastic given that he is stuck at home a lot. However, I put 6 because I feel that his education is suffering as a result of my own schoolwork.

"My child more or less quit caring about most everything when everything was stopped. Despite some opening-up of some things, most experiences are closed to her. Our teachers tried very hard with online education but it missed the mark for many children and the curtailment of extra curricular activities (both for my daughter to participate in and for her to socially watch her friends as they participate) has left her with little motivation to strive to keep her grades up. I always felt something along the lines that your kids should have more integrity than that and they should do well because they are driven internally and yet here I am with a kid who won't hardly do her schoolwork. I do think that there has been a little bit of positivity with kids having the flexibility to learn online but being forced to seems apparently to not sit well with the kids I know.

My kids are older, so we have carefully allowed social bubbles and some interaction. We miss sports! My kids are not behind in school, but not very enthused, more like indifferent.

It is really hard to balance being an employee, an Ecampus student and parent with a kindergartener at home. He is doing really well given the circumstances, but we also have days that are really hard, and that take a LOT more support and time. He is facing an extra challenge because his teacher left in

December and they just hired a new (not even yet licensed) replacement, so it feel extra stressful right now, as we adjust yet again.

She was in daycare Montessori. Now she is at home all day, and with few lessons. I struggle with mental health a the best of times, which is good and bad. I feel as though dealing with depression has given me coping skills. Sometimes I was juggling a class other times emotionally preparing for the death of my father, who is now doing better, my young (Older) brother also had a stroke, I am distracted, dissociated, so I fear we are not making the gains and she is losing the muscle for wanting to engage in lessons when tv and games are an option. What is good is that we all enjoy so much togetherness.

My son is still quite young, but he is more bold with me, so resists me often when we try to learn numbers and the alphabet. I am certain he would do better with the challenge other children would give him. He like doing PT with me but fights me with OT.

"My child have hard time focusing on task at school

He's always mad when I tell him the school task n

He needs to accomplish. My youngest gets distracted is playing game in the computer

We do not have time to go anywhere because we are trying to complete the task that usually done during school"

"My kids are missing interacting and playing with other kids, and I am missing them being around other adults that care about them. Mom and Dad are always nagging, but if a teacher or coach says the same thing, my kids usually take it more seriously. We are missing the support of other caring adults. We are however, enjoying the extra time that we have together and we are certainly not missing the morning rush to get out the door.

Due to COVID related safety concerns I am not able to enroll my 2 year old into a daycare or early educational program. However my program requires long hours at school, so childcare is a constant struggle. My children are constantly asking to engage with more friends, and see more people which is not possible right now.

They are lonely and isolated. They miss their friends. Their motivation is low. They are not getting enough exercise. They are getting too much screen time. And they are constantly around two working spouses who are pulling their hair out trying to meet the demands of jobs that require 50-60 hours of work per week in the less than 20 hours of time now available.

Isolated away from friends and not being able to play sports is keeping him pretty unmotivated to do much. Not having his teachers there to keep him on track makes it easy for him to zone out and not participate in class.

"Distractions

Limited time with class and only online

Technology issues

Having to ask me for help and I don't always understand it. "

hard to be a researcher and to be a teacher when required to work at the campus for the full time

At 8 years old, the social emotional learning opportunities provided by in-person classroom time is the most valuable thing. My son happens to be fairly self-motivated to learn STEM subjects, but we had to create COVID-safe ways for him to physically spend time with his friends and have socializing options.

"It is hard for my daughter being at home all day, 7 days a week. She gets very anxious by 3 pm or so that she wants to go outside....so I have to take a break from my work and take her for walks or to the park and then I have to work at night to make up the time. Right now she does not want to change her clothes....she stays in her pajamas all day long.

She likes her ""school"" and she is learning how to read, however she spends a lot of time on the tablet.

Lack of socialization and travel.

"I'm concerned about not enough social interacting with other students or employees. during the Pandemic period.

We as a family have had family walks around the nearby track near our home to get out of the house. It has now stopped due to weather changes and construction at the track site. We miss working out in the gym. My daughter used to work out at the local College Gym and participated in a Dance Class.

I'm concerned about not enough exercise for all of us. We sit a lot at home doing work or studying. We need to exercise regularly.

One of my kids hates zoom/distance learning and wants to be in class. They both miss the social aspect of school. They however both are at the top of their class and doing well with the work presented.

She wants to go to the carousel and misses birthday parties and playdates.

Fewer distractions from peers. Teachers are very adaptable to the students needs. My kids miss the social interaction of school.

"The largest challenge is lack of peer interactions for the kids, and the missing of events that would normally have been considered milestones and celebrated. Next would be a severe lack of physical activity options comparable to club/team sports.

Positive - as parents we have much more control over what content the kids are exposed to than we would if they were at school. We've been able to shape their experience more to our own liking - good or bad, at least the results are ours to own."

My child struggles most with engagement while schooling remotely. It is a struggle to keep him interested and wanting to learn. I also wonder how well he is learning from me academically versus how he would learn from a professional in the classroom.

They don't really understand what to do they have difficult time focusing

We were very fortunate to have formed a learning pod - and hired two teacher/caregivers to support our pre-school and kindergarteners learning needs

Unable to fully connect with their teacher through a few zoom meetings a day. Uncertain of the reasons behind the answers provided. Often fears the teacher will be mad at her for asking clarifying questions. I've become accustomed to listening in on all class time (recorded and live via zoom) to help answer questions when she has them.

Our daughter has been mostly happy staying at home with us, but she was missing playing with kids her age. She returned to daycare (about 2 weeks ago). We really enjoyed spending extra time with our daughter, but it was also hard on us to have any free time.

My son is young enough that I do not think he is has been affected by the pandemic yet. However, I do worry long term about his socialization since his contact with other adults/children has been extremely limited. Especially as he enters toddlerhood, I am hoping for more safe opportunities to expose him to new people/places. On the positive side, he has bonded very closely with myself and my husband since we are exclusively responsible for caring for him (no babysitters, daycare, etc.).

Remote learning has been good for my hyper child who has difficulty sitting still in a classroom all day and I feel his school experience has improved from this. But both children have suffered dramatically from not being able to play physical games with other kids, like tag, or invite friends over. It is much harder for them to have their social needs met and given learning experiences in social settings that used to be taken for granted.

"They miss friends.

They miss learning from a teacher who is not their mom/dad.

My son was already behind in school in reading, and is falling further and further behind.

My daughter used to love school and now she hates it."

My oldest kiddo doesn't start kindergarten until fall, but I'm anticipating a very non-traditional year for her. Because of this, I have been trying to make sure she knows how to read by the time she gets there. It's a difficult task after I work all day and then have to split time with her sister in the evenings among all the other things that also need to happen (e.g. dinner, baths, bedtime). Just not enough hours in the day and I don't have the patience I should nor the early childhood education training.

She's pretty young so she's going great but I wish she could attend more events with friends.

"Challenges:

1. Kids spent too much time on iPad.
2. Limited social activities with other kids.

Positives:

1. Less chance to get a fever.
2. Flexible study schedule.

Too much screen time. I just worry about their eyes.

My kids in middle and high schools doing very good but my kid at the elementary facing some difficulties

As an infant, "education" is a strong word, but it takes constant attention daily. Even though she is young, I believe she needs more than just me all day every day, and that is what she has experienced in this world so far (with only a few doctor's appointments as exceptions).

Low socialization. Understimulated.

We formed a pod with neighbors with kids of the same age range. Prior to forming the pod, both kids were struggling. Now, they have plenty of social interaction and are developing closer friendships with our pod-mates. The older child does miss playing with other friends, and misses going shopping.

He is missing social interaction, his school and friends. He finds Online learning very dull and boring. Spending way much time on screen makes it difficult to concentrate for him.

"I'm worried my kids are going to hate school. They also spend too much time on a screen.

Each of my three children are responding differently to the pandemic. My oldest who has been traditionally outgoing and high achieving academically is suffering with online learning and the isolation from people his own age. My middle child has a chronic illness and loves the online learning and more time with the family at home and less pressure to socialize as he often feels bad. My youngest is a mix of the older feelings. What works well is changing things up at home. Fancy meals, fun activities, drives to new places to see them, hikes and scheduling zoom time. Also allowing unusual times for fun.

The biggest problem I hear from my child is that she is bored. There is a lack of socialization for kids during this covid time.

No connection in terms of learning new things such as language, nature, science, and general knowledge.

We were lucky enough to build a small school pod for our Kindergartner and she started in person school last week. She did pretty well with the online environment especially since we were lucky enough to be able to hire a "teacher's aide" to guide the in home classroom.

They miss the social aspects of school. They miss hanging out with friends and sports -- and they hate online classes. They say they feel like drones. They are uninterested in classes and they struggle to find happiness in their situations.

Son is doing well academically, but really needs the social-emotional development and age-appropriate play that you can only get from in-person interactions with other kindergartners.

My 10-year-old is doing fine because she enjoys being home and she has a small group of friends who she Zooms with often. My 4-year-old is not doing as well though. She had been at Beaver Beginnings pre-Covid and desperately wants to return, which I'm afraid to do because she has respiratory issues that put her in the hospital when she was younger. She needs kids to play with and asks daily if the Coronavirus is gone yet. She is doing an online preschool program three days a week which we just started and she enjoys.

My children are losing interest and motivation when it comes to online school. It seems like they are exhibiting symptoms of mild depression, which I have never seen before. Getting up in the mornings is becoming more difficult for them.

My daughter is 8 mo so no schooling required, thank god. I'm unsure how her lack of socialization will affect her later but I suspect it won't be major. We have lots and lots of positive experiences getting to spend so much time together.

My son is only 2 years old and is showing great signs of intelligence from such a young age. My worry is his social interactions. He's never been able to play with kids his age, or even older, be in a setting without mom or dad like daycare, or out of the house for the matter (babysitters come here, which is rare).

I can't spend enough quality time with them because of my studies.

"My children need more guidance and help with their school work.

They have lots of time to sleep and play."

My daughter is in day care now, so that is helping a lot. She is doing very well, but I worry about COVID spreading at daycare and coming home to us. It seems irresponsible to send her to daycare during a pandemic, but it also seems impossible and unfair to her for me to work full-time and have her at home. There is no good solution.

The challenges are that schools have lifted any penalties for late assignments which means that if your child is a procrastinator, they left a bulk of their assignments to do and turn in until the last week of the term. As a result, there were many late nights, lack of sleep and a stressed out child. The positive experience is that she was able to take an online class (BHS 255 Allied Health Microbiology) at OSU, where there was accountability and penalties for late assignments. She did very well (A-), and her first college class experience as a High School Junior, and I was happy that it was at a reduced cost.

My 4 year old is high energy and needs an outlet. Preschool was that outlet where he could interact with others and he loved learning and doing new things each day. We do our best to do at home learning activities but it is hard managing a 4 year old's learning time with a 1 year old also running around. They both get learning time but they also both need full attention and it is rough. You can tell which days they dont get enough stimulation and are going to burn the house down!

My 4yo is doing great, back in daycare, and staying healthy. My third grader is struggling with remote learning after doing well for the first part of the school year. He's burnt out, overwhelmed, and really easily frustrated these days.

My eldest child, 10, is doing well overall, and is engaged in school. His social opportunities, though, are extremely limited, and he is missing all athletic activities. My younger child, 7, is struggling more. He misses the social activity and is potentially lagging behind where he would otherwise be in maturation and in writing. Overall, though, he is happy, and we have enjoyed the extra time together.

My toddler doesn't have anyone to interact with but me. And because I have to get work done, sometimes her activities are less than engaging (I.e. TV).

My six year old misses seeing people and interacting with more people than just his parents and sister.

I have a 7 year old that is so hard to keep on her zoom calls as she really just prefers interacting with people. Also, she is falling behind in math and reading. I try to work with her to supplement the education she is getting via zoom but she is often tired. My 5th grader is doing better academically but he is unwilling to do most things outside of the home because he had a very bad case of COVID early on in the pandemic.

Communication skills

Sadness, anger, distress due to isolation, uncertainty, trying to be good students in entirely online format for almost a full year, lack of any social interact with peers. Bored. Missing usual activities in all aspects of life.

"Our toddler hasn't spent time with another child since March 2020. Is that good for development?

Our infant hasn't met his grandparents. "

"Pros: studying is more flexible and the family spends more time together. We have a better sense of children's learning progress.

Cons: lacking social skill building up. Extended screening time may have a potentially negative effect on sight. "

My child struggled with reading and writing and has anxiety and confidence issues about these skills. I think his teacher is doing the best he can, and the caregiver we have hired for our pod to oversee "school" is, too. And I don't know if things would be better if he were going to school or not. But this has been a problem. He's in a Spanish-English immersion school, and I think he'll be quite behind in terms of his Spanish (we speak English at home) than he would be if he were in school. But this is something that I'm guessing all of the Garfield (and Lincoln) kids will be facing.

They miss their friends tremendously. Starting and stopping pods are emotionally draining, it's like we're all breaking up with people when it doesn't work out.

He doesn't see a lot of "stranger" faces and many faces he sees are masked. He has not travelled outside of our home and the hospital yet.

My 1st grader cannot stay engaged with his class, and both parents are working and cannot support him. So he just wanders off. The 4th grader is mostly keeping up with class and schoolwork, but socially he depends 100% on his Xbox and gaming with his friends.

My child understands that I am working from home but has a hard time understanding why I am unable to stop and interact with him during the day since I am home.

"Too much screen time, challenges focusing / not being distracted, unable to finish classwork without parent supervision and guidance - so I end up having late nights, helping guide child through assignments and homework completion, so much family time now dedicated to school work support. There are no longer healthy breaks of time between anything.

Positive - Love my children and having extra time with them. Grateful to have my children home with me to safeguard their health during these uncertain times."

children miss their friends. zoom is not cutting it. we are all going stir crazy. they are too into video games now, all the time. one of my kids has special needs, and has difficulty expressing his struggles. to on the plus side, we play more board games.

My son is about to turn 1. He gets to have his parents around a lot more than he likely would have otherwise, and is healthy and generally happy! However, I think we are a bit distracted by trying to get work done in addition to play with him. And, he doesn't get to meet/interact with other children or people outside his parents much at all. I'm not sure what, if any, long term affects that might have.

It's difficult to expect a 6 year old to pay attention to a screen. This is why I have to sit with him to make sure he is following instruction. On the plus side I'm making sure he's understanding and am a part of the learning.

I'll start with positive. The additional time spent together has been a bonus. My youngest started out the year learning to walk and is now potty training at a very young age - something that would not have been possible in a childcare setting. I am enjoying the time getting to see these milestones. My oldest child is really struggling. He is turning 5 this month and has been showing signs of regression (sleep disturbance, night wakings, not wanting to sleep in his own room), anxiety, OCD (germ fixation), major irritability and mood swings. These are beyond typical toddler tantrums - we have been seeking specialist care. This is not the same kid we had before COVID hit. We have been in and out of childcare due to COVID. Routine disruption has been a major challenge that has compounded these issues. What socialization he gets and the break I get when he is in care now for a few hours a day has been a relief, but not without issue.

Struggling with the lack of social interaction & amount of school work

We were lucky to find a private day care provider and share the care with another family with an OSU faculty member. The main challenge is that this arrangement lacks the socialization our daughter would be receiving in center based care.

I think the biggest challenge is the quality of teaching they receive. My 2nd grade daughter has an awesome teacher and is learning almost as well as she would in the classroom. My 4th grade son only spends 2.5 hours a day in school. I don't feel his teacher is giving them the instruction he needs and requiring them to be in class (online). He is going to fall behind and I am trying to find a way that doesn't happen. How do I do that and work 40 hours and part-time grad school? Overall, I am unsatisfied with my 10th graders school and had him apply to CTEC. Currently he is in class two days a week and then works on his assignments the other days and only has 4 classes. 2 of which were writing classes. No math. I don't feel he is receiving the quality education that he should be. I felt that way pre-COVID when he was in 9th grade.

"Both of my kids are at in-person daycare at Beaver Beginnings. I believe they are as safe as possible during this challenging time, and I think they're biggest challenge is no longer being able to play with our neighbor pals. We'll all being extra careful because of our huge bubbles considering daycare, and the weather has prevented safe-ish outdoor playdates. We also miss the library.

My two kids still have each other to play with at home, and I'm grateful for that. "

"My toddler tells me almost every day that she misses her friends and family and that she feels sad about this yet she sometimes feels too shy for phone calls with her relatives. Also, I recognize that my higher stress level likely impacts her mental health as well. For positives: my child seems to be benefitting from gaining practical life skills at home with this extra time, and has been able to be almost potty-trained at two and half due to having easy access to toilets and little plastic potties.

isolation from children; lack of community; distracted during school, unable to focus on screen for time she is required to do so.

Boredom, confusion, too much contact with siblings and not enough with friends, frustration with technology and self-learning, frustration with grading changes

as an extravert - struggling to feel connected. so much conversations and worry about death - nightmares and need to have more attention than we can possibly give as there's concern any of us might not make it out of the pandemic alive. struggle for us all to be online at the same time particularly when I'm in meetings.

They are more interested and motivated when there is some variety, like physically going to school or activities. Being home has traditionally signaled downtime so it's hard for them to treat home time as work time.

Focus. Sufficient work to keep them focused. Distraction of screens - hard to keep them physically active as they do not have to physically travel to school each day. No school PE.

isolation of our toddler--he needs children his age to interact with. We also just had a new baby (nearly 2 months old), and it's extremely challenging without support of our extended family (e.g., grandparents)

Extreme lack of motivation. Social isolation from their friends. Lack of exercise/team sports to blow off steam.

Limited access to their teachers for asking questions about their course material.

Not enjoying being away from friends.

Definite decline in academic success; lack of quality learning/teaching; emotional struggles with loss of interacting with teachers and friends; different learning styles than provided via Zoom (one is begging to be home-schooled so can have improved learning experience); loss of school sports; loss of high school senior year activities; addiction to screen time; physical impact of high daily blue screen viewing (on eyes, sitting, inactivity); loss of activity and peer and adult interaction in clubs and youth organizations; etc. etc. etc etc etc etc

They miss physical interactions with their teachers and their peers. The teachers at the secondary schools are also struggling with remote teaching and have created more work and stress for the students. For example, my child's AP classes which were suppose to be a year long class to prepare them for the AP exam in June was condensed to 1 semester. My child was enrolled in 3 AP classes which created a lot of stress, homework and self-learning which wasn't very healthy for her mental health.

Difficulty with remote schooling (computer time, lack of motivation, lack of supervision, lack of social environment), difficulty with lack of social interactions with peers.

lack of social engagement

boredom, amotivation, weak connection to teachers, too few hours of instruction (too many "off blocks"), keeping normal sleep/wake patterns, limited employment/volunteer opportunities.

no sports, no 4-H meetings, no support from those other "adult" mentors. No support for the things that "spark" them. Excess screen time and finding lots of "not so nice" parts of the internet...games, etc.

My daughter is a senior in high school so she's self-sufficient and as a motivated student, has handled remote learning well. She has not had any of the "normal" activities that mark the end of one's high school career, her extra-curricular activities have been significantly impacted (ballet, Model UN, choir) and the college application process has been more challenging.

Anxiety and depression due to confusion over school work and technology and missing social interactions and in person activities. Is currently being treated for depression with an anti-depressant.

Isolation from peers, lack of social interactions, lower academic achievement, despite our efforts.

missing their peers

The lack on social activities and social events associated with the cancellation of numerous extra-curricular options (sports, music , libraries...)

Lack of interaction with extended family, lack of interaction with friends outside of daycare.

Uncertainty, change of routine, school staff lacking knowledge to work under different conditions

Isolation from friends, heavy screen learning, stressed parents who are spread very, very thin

isolation, loneliness, extremely poor instruction / lack of instruction from local schools,

Computer burnout and a lack of individual attention.

Feeling isolated, no motivation for school, depressed

My second grader has always loved school but recently he started being really sad about school. He is upset that is starting back up in January.

Social activities and casual time with friends are largely wiped out which is disappointing. Sports are not being conducted as expected. College investigations are all remote which is not very exciting.

not being able to go out and do things with others. Teachers that do not reply to questions in class

missing their friends and social interactions. I also feel they're spending way too much time on screens because we are all too exhausted to provide constant distraction

"Social

Movement"

Lack of exercise and movement, lack of social interaction

isolated, lack of social interaction with peers

No friends. Can't make new friends during a pandemic. No sports or other outdoor opportunities offered for them. Too much screen time. Rainy outdoors so there are limited things they can do alone except for walks. Night time is a relief for me because the day is over and there is nothing I have to do for them.

social isolation, loss of sports

Since ours is an only child, she has no opportunity to socialize with other children. I am worried about her social and emotional development.

No school

Child has never met other people besides parents, not sure how this will impact social abilities in the future

Depression.

the uncertainty of when it will be over

Lack of jobs.

There are a lot of big emotions about missing friends, activities, and school. We have a good pod group which helps greatly, but it does not replace normal life. It is difficult when they ask when this will be over, because we just don't know. We are isolated from family (e.g. grandparents) living in other parts of the country.

They will be ahead of other kids at their grade level if and when they reintegrate into public schools - nothing turns off kids to education more than boredom from school not being challenging or interesting

My children are easily distracted by the internet. My youngest, particularly, is not old enough to manage her own time. And, content blockers are not adequate as her school uses google classroom extensively.

Staying motivated. Controlling the time they spend using screens

Screen addiction, social isolation, inadequate learning environment, motivation

Lack of structure, lack of connection with agemates

Online course overload. Lack of personal interaction and activities outside the home.

social isolation, lack of accommodation for visual disability, unsuitability of technology for learning, mobility and Braille, lack of independence on remote learning platforms.

Restricted activities, social isolation, confusion

Isolation and lack of socialization are challenging her mental health.

Staying motivated and being tied to tablet for instruction.

lose of friends

School has been insufficiently challenging for my daughter, so she's feeling bored by school.

Loss of social interaction, loss of ability to be with extended family, much much more screen time than ever before. Daily changing schedule bouncing between caregivers. It's been emotionally hard on her to know that I'm in the house and that she can't be with me while I'm working.

loss of activities and socializing, less motivation, more isolation, less interest in school

Most have done well with online learning, but one has been challenged by it. They may also face being stigmatized by family who are not isolating as we are.

Mental health; motivation.

Isolation

limited time with friends; finding safe things to do with friends other than videogames

Lack of socialization with peers. Difficulty with school since they don't have a teacher to directly observe their individual progress and provide real-time support.

Social interaction, proper instruction, etc

Lack of socialization

Limited social interaction. Online classes don't come close to in-person classes.

Boredom

Social isolation, boredom, lack of motivation and screen addiction.

We moved, so my son has 0 friends and unable to make new friends due to COVID19. So his "friends" are only those he knows from online gaming. Since it is only he and I, I am the only in-person person he has to communicate with. Very difficult for a teenager who would normally have many friends and be working at a first job by now. Online schooling does not bother him however-he excels.

Motivation and lack of social opportunities. Also employment opportunities are scarce.

Complete and prolonged isolation at a critical period of development

Extreme anxiety and isolation. Difficulty focusing.

lack of peer engagement, uncertainty

staying engaged, stimulated and remain active

Lack of learning and academic growth under remote school, lack of social interaction and development, lack of sports, lack of contact with extended family

I am a term-to-term instructor. Without a full-year contract there is always stress around what's next for us in terms of benefits and income. I am a single parent with 100% custody.

Lack of interaction. Insufficient physical activity.

Being in front on Zoom is challenging

Na

Social isolation, difficulty focusing and participating in remote schooling

Like my students, too many digital distractions and not enough time from her parents to chaperone/teach/play with her all day due to increasing demands of the job, even if it is from home.

My child is not distressed by this, but I worry that he simply isn't getting the same curriculum/content covered as he would face-to-face.

Inability to do school work via an iPad. Lack of access to accommodations (kiddo is autistic).

My autistic son has faced extreme depression.

The reduction in salary has been problematic.

lack of social context

We have two children with special learning needs; one with adhd and one with reactive attachment disorder. Our oldest (12) just found out his biological mom died of a drug overdose; our younger 2 are in K and 1st grade and have developed a very negative identity as a student. Overall, itâ€™s a mess.

They miss their friends. The on-line schooling is better than in the spring, but they're still behind no social time.

no interaction with other children

More difficult to see friends.

They are not challenged; They are on screens all day long

I indicated 7, which is reflective of the current situation, but it has been a rough haul. Both children have had problems in school, and one has been diagnosed with a new mental health diagnosis due to the stress. Social isolation from friends, learning without personal interactions with teacher, spending so much time with sibling, uncertainty about the world...

Crappy teaching. Technology that does not work. Distractions in the form of other students. Distractions in the form of the same media that is necessary to engage in online learning. Depression from alienation. Crappy teaching that does not accommodate for different learning styles and does not ensure all students are stimulated or engaged.

Social Isolation, less robust learning.

They are not getting enough physical or social activity. They are on screens all the time.

lack of socialization at a time it is needed

Online school is a huge struggle. They are not motivated to learn, find it boring, and often refuse to participate. They are also missing social interaction and quarrel with each other often because they have been crammed into the same house together for so long.

Motivation, anxiety, lack of social interaction.

Interaction with a small number of established friends, almost exclusively online.

We have been fortunate to establish a learning pod with three other families and are paying a teacher/caregiver. This came together in October. Our challenges are minor now...except we have to pay for care that is quite expensive. .

They don't know why we can't go do things like we normally would - the county fairs, amusement parks, etc.

Not having our attention when we have to work. Lack of time with other kids their age. Missing family and friends.

Isolation from other children, lack of exercise, handling parents' stress. We started family therapy in late spring to help our child (and us parents) manage these challenges, as we had major behavioral challenges in the first couple months of the COVID period.

lack of socialization, having to compete with my live lecture delivery and grading because i have no support so they get less help and grades are showing it, are scared their poor grades will go against them when applying to attend OSU

no social life, no sports, no interaction with other humans

social isolation and emerging depression, too much time at home, too much time with parents and each other, not enough exercise and movement, not enough variety in their days and weeks, lack of interest and motivation in school work

My first grader hates sitting in front of a screen all day and misses his friends. My three year old is missing a critical year of pre-school education and socialization. She misses being in a building with other kids.

Our children (1st and 3rd grade) are having a challenging time staying motivated with completing school work. They are getting way too much screen time due to the remote learning structure. They are missing their friends and the ability to connect and see them in person. My biggest concern is the lack of socialization with peers.

Motivation to do assignments; zooming for such long periods of time; not having a teacher focus on their specific needs; no interaction with friends; lack of exercise; too much screen time.

isolation from friends, lack of physical activity- especially with the colder weather, anxiety

Lack of seeing and interacting with peers

The physical isolation is leading to some signs of depression. There is a lack of motivation for zoom learning. I know the teachers are doing their best. and I have seen some creative work, but if a kid has a hard time focusing on their own, it is a challenge to complete work sitting in your bedroom.

No friend connections, and much more difficult to succeed in school.

COVID came on top of my children's lives being disrupted by divorce. I am unable to access therapy for them due to COVID restrictions and very under-available play therapy in Corvallis, which is frustrating and hard, but we are managing pretty well.

Desire for in person classes, more interaction with peers

Not being in their own classroom. My daughter is not liking doing school on the computer as a 3rd grader.

Change in familiar grading structure, loneliness, eye strain from working from a computer all day, anxiety about being on screen via zoom

They can't see their friends outside of school.

Loneliness - lack of interaction with friends and peers

None. Too young for major impacts yet

Lack of social interaction, opportunities for classes that encourage physical activity.

lack of social interaction and continuity in learning. we have special tutors

Lack of social engagement with peers, difficulty staying motivated and on track with school assignments

social isolation, poor learning, no exercise, it is all a dumpster fire.

Missing time with friends, extracurricular activities.

They are doing well in school, but I am concerned that they are too isolated. They are quiet, well-behaved girls, so get little attention. They understand the need for restrictions and masking and readily comply.

Social interaction and physical activity

Anxiety about contracting COVID (themselves or family), economic concerns (which they hear about even though we have steady jobs), lack of in person contact with peers.

socially isolated from friends and extended family

Isolation from friends, lack of one on one instructional time, no collective extracurricular activities

mental issues: anxiety, depression, not able to manage their time, not able to be involved in sports ,not seeing friends, worried about college applications,

Missing her friends, and coping with distressed parents.

The uncertainty of their futures in terms of continuing education and a job as well as the social isolation of not seeing friends as frequently and freely as before.

We are all spread thin, so he doesn't get the best version of me and we are both misbehaving.

Missing direct contact with out-of-state grandparents and extended family. Missing out on life experiences due to not being able to travel.

Social isolation

Missing the immersion experience that can only happen in person.

No sports or academic clubs

lack of connection to others their age

very emotional, touchy, over reactive, along with bored and hyper sensitive', missing friends, misunderstanding course work instructions, lack of physical activities

Frustration with remote learning, lack of peer interaction, lack of motivation.

Lack of activities that don't require a screen. Zoom fatigue

The classes from Middle school curriculum is not rigorous at all, kids are not taking notes, not sure and not confident what can they learn. My one year old daughter is consuming most of my time during the day as my wife works remotely and have to stay in front of her computer most of the time during the day.

Isolation

Isolation from their friends.

Not much considering her age and that she is now able to return to day care

lonely. Bored. lack of things to do.

little peer interaction

We have good days and bad. She goes to a part time preschool. But that interaction is not enough for her. Recently, she has really hit a wall and has breakdowns because she misses friends and does not fully understand we cannot move through life like normal. Its really tough on her.

Missing their friends. Limited attention from us since we are working.

not being able to see friends and engage in sports, social activities

Isolation, physical inactivity.

Wanting attention throughout the day that neither parent is able to give as we both work full time and watch her at the same time. This is exacerbated by the fact that our childcare center closed permanently, which is especially troubling when it took us months to even find that center in the first place.

Loss of social connection, motivation. Struggling with coursework and mild depression.

Isolation from friends and family.

Struggling with isolation

Isolation, less motivation, hopelessness, less physical activity, confusion. Addiction to screens This is terrible for kids.

no social interaction, beginning university remote

Missing friends and activities. All three children have different supplemental learning needs, which are not being addressed in this current model. We also care for my in-laws who live here and one passed away this fall. Dealing with that, without having some additional outlets has been very challenging.

Isolation, no socialization, technology issues, not enough help with assignments, falling behind due to very generic coursework, stress with parent working from home.

I have a toddler who is missing out on socialization and development. She needs activities and play time with friends. She does not go to daycare and seeing our friends with kids is a big calculated risk that we are rarely willing or able to take.

Not being able to see family freely. And for the time that our preschool was closed, she had a very hard time not seeing friends. If the only people she interacts with on a daily basis are her parents, then we (her father and I) are charged with keeping her entertained and feeling good while also trying to balance our own mental health and jobs, which is impossible.

Zoom fatigue, lack of opportunities for face-to-face interactions for teens, inability to convince teens of the importance of being careful re: COVID, teen moodiness, poor academic performance (for a normally academically gifted kid), and teacher burnout. The kids can see that their teachers are spent, and it worries them. Many kids don't even turn on cameras, so there are few interactions among some kids.

Lack of socialization, distractions at home

My child is not engaging in online learning. I struggle to find time to complete my work responsibilities and facilitate my child's online learning. My child is bored, isolated, and often unhappy. She doesn't understand why I am home but unavailable to her while I am working.

Social interactions are missing.

Social isolation, lack of social development, lack of exercise, lack of feedback in the classroom, slowed progress on learning.

High school senior problems. Loss of athletics for all children. Socialization limitations.

lack of socialization

"High schooler: Ridiculous course choices by school, no friends, no motivation, clinical depression

Elementary Schooler: Can't read, technology learning curve difficult, limited interaction with peers"

Getting enough physical activity now that the seasons have changed. Minimizing screen time. Lack of social interaction. Lack of group playtime. Staying motivated and engaged. Missing family. Missing usual events.

"Mostly missing socializing with their friends. It is heartbreaking.

Too much screen time for school."

We have only succeeded since we have moved in with my parents. My sibling and dad are furloughed, mother working remotely, so can commit some time to childcare while my spouse and I work full time remotely. Child faces isolation as there are no other children to play with that are also isolating and protecting themselves/their families from COVID at the same degree as ours. Too much screen time and I don't have the creativity/supplies/time to do other crafts with the child.

Social distancing is challenging for my extroverted teen. Both teens have expressed anxiety about the pandemic, and have experienced heightened depression symptoms. Distance learning is very difficult. The uncertainty aspect - where we just don't know what things are going to look like, how they will be handled, etc. - is very stressful for them.

Physical activity and social interaction

disconnected from peers. not interacting well with online format. not connecting to teachers in a meaningful way. having the teacher relationship piled on top of parent relationships.

Limited social interaction, having to learn technology at the same time as trying to learn basic math, reading, and writing. Distractions of siblings before my son's preschool opened, my having to work at home and not being able to focus on them, missing family.

Lack of social interaction with other children

not being able to interact with other children,

Misses seeing friends and having social interaction with peers. Child doesn't find online learning very engaging or beneficial.

Not enough social interaction or mental stimulation. Too little to fully comprehend what's happening.

My child needs more assistance than I can offer.

Lack of social time. Connecting with teachers. Art/music

My child is anxious now when I leave the house (for a walk or to pick up groceries, small tasks). She gets anxious when we're walking down the street and people are walking towards us.

I know my daughter feels isolated, she misses her friends. We allow her to zoom and call them but that only goes so far.

no socialization with other kids / adults. child doesn't have my undivided attention as I have to balance work and childcare

Less interaction with extended family, not being able to enjoy experiences like visiting a zoo or aquarium, while daycare was closed the toddler was missing out on social experiences with similar age peers

Depression, lack of motivation.

Motivation. Discipline/ shaming from their teachers when they haven't done the assignments properly. Teachers are not adequately trained in remote delivery, so I don't blame the teachers entirely. The platform used by elementary schools is utterly terrible for remote teaching, and we have significant frustrations with assignment instructions, due dates, content, etc. on a daily basis. And, my poor 4-year-old is free-ranging around the house while the rest of us try to do work/school. This arrangement worked *okay* in the spring when it felt short-term. The longer this goes on, the harder it becomes.

"one of my kids is a youth we are hosting in our home since shutdown; he is having an extraordinarily hard time starting community college in the distance/remote mode. This includes <2.0 GPA in fall threatening financial aid for Winter.

both kids feel isolated and bored. my son relies on physical exercise (usually in gym) for his mental and physical health (stabilizes a medical condition). With gym closed, this community is lacking for him. I am concerned about the longer term closures through the winter and motivation for him to figure out other ways to get the same level of exercise without having a gym open.

feeling safe when accessing necessary medical services

For the youth we are hosting: how to navigate his family relationships, especially since they are very high COVID exposure"

"Poor bandwidth; terrible internet connectivity

With a toddler, I'm concerned about social development. He hasn't had a chance to play/meet with other kids his age.

Motivation, Focus during online schooling, social interaction, exercise and physical activity.

Social isolation, decreased physical activity, boredom with school-- lack of access to enrichment programs (I get how privileged this is), loss of learning motivation.

He's 6 months old, so not a lot. However, he isn't getting socialized with other people which is important for early social development.

They feel isolated from friends and have become over emotional. They are tired of being with their parents everyday and hardly seeing other people. They beg me to go to preschool/school.

Lack of social opportunities, Zoom fatigue, anxiety

Boredom. Not being able to play freely with other children. Being motivated to learn remotely.

Fortunate to have social interaction in our pod. Probably biggest challenge is lack of other social interaction and educational progress (Spanish immersion school hard to do via Zoom).

Inability to socialize with friends has been challenging.

"Elementary schooler is fine.

Middle schooler has depression and severe anxiety. "

Loneliness, boredom, too much screen time, adjusting on school work and learning

No friends.

missing interactions with other kids and teachers, too much time together, they don't learn from me the way they do from teachers, they don't get nearly as much exercise

not as much social/out-of-the apartment time.

The lack of direct social interaction, and the failure of the Corvallis School District (CSD) to provide quality (comparable) learning opportunities.

Not being able to visit with friends

Far too much work assigned from teachers online, missing social interactions with friends

Social isolation, lack of time away from the home, extreme issues with the first version of online school. This has improved tremendously since a switch happened. My child also does not see or understand what's being missed in their first year of high school.

Loneliness, boredom, sadness from missing family

Academically our son is completely under-challenged. I am providing additional instruction as there is very little school work. Of course social contact and lack of exercise is a challenge as well.

Depression, anxiety, stress. Difficulty staying engaged, lack of social structure.

They miss interacting with friends and teams. Even though we parents are with them all the time it is in a different role (teacher) so there is the challenge of interacting with us as both parent and teacher, and then being home but not available because we are working.

No socialization with strangers or other children as an eight-month old.

I included my 3 grown children in my answers because they all had to return home and we are financially supporting all of them. And also providing a great deal of emotional and social support for them. Our 2 college students are devastated to not be on their campuses for learning but know it was just not safe. One is taking a gap year and the other is attending remotely.

sadness, anxiety, lack of education, lack of social contact

Online school for very young kids is a struggle. My child is doing well with her learning and is coping about as well as could be expected, but it requires a lot of adult guidance. We have been paying for some help, but that is ending in January. The isolation is also challenging at this age. However I also worry about the risk of her being back in school with so little research on how COVID impacts children long term (and no vaccine research with children), so I am not sure what the best solution is.

missing school, zoom fatigue, lack of engagement, loss of life as they know it, lack of motivation to participate in school. missing their friends, their activities, their christmas party, concerts, teachers, you name it.

Lack of socialization. Less engagement with the material. Hard to get energy out.

Staying on task (not watching videos). Getting off screen time. Spending time outside. Being physically active. Being social.

We have a learning Pod, and it is helping a lot. They only interact with these two friends, but it is soooo much better than no interacting with anybody! I have been pretty impressed with how well the schools have been managing the situation. My school aged child is struggling a bit with some academics (it is so hard to learn to read!), and he complains that he never gets to talk to his schoolmates, the interaction is always with the teacher and over zoom. He is a Zoom wizard now, of course, but he does not like it when I help him with school, and he gets anxious when doing some types of school work over zoom. My preschooler is having trouble understanding different norms inside/outside the house, because she is always at home, and does not interact with others, the ones she interacts with are like her family. Unfortunately we have had several changes of sitters, and the adaptation every few months to a totally new caregiver is also exhausting.

Distance learning is not challenging enough

Not spending time with peers.

Missing social interaction. Getting challenged in school.

My child has several learning challenges: dyslexia and ADHD. This means that he needs near-constant minding to stay on task. I appreciate my coworkers flexibility and the university's flexibility.

Social development and emotional regulation. Also the inability to have other role models beyond their parents.

Lack of friends, lack of support from teachers, way too much screen time, stressed out parents that cannot juggle all the demands on them.

The obvious - isolation, anxiety, sloth-level motivation to do and be active, reduced learning, etc.

Lack of interaction and freedom to be physical.

Cannot attend sports events in person. I chose to homeschool my children before COVID-19 so their education continues without much interruption.

None really. Prefers the structure of in-person, but being forced to manage on his own initiative is not a bad thing.

Fear (politics, COVID, their futures), fatigue and isolation.

My "child" is a 20 year old with physical issues and ADD who has tried to attend community college. LBCC wasn't the best remote experience and she dropped out. She's in a holding pattern until face-to-

face can resume. Some students cannot be successful if they don't have access to help/support from a real person.

Our kids are in daycare, but the restricted socialization is hard.

Loneliness. Inability to socialize. Difficulty maintaining concentration and motivation. Too much screen time.

They miss their friends and being able to see far away family

Lack of access to to their friends and social networks. Lack of available spaces for play and physical activity. Generally, their mood is good but it is starting to wear on them being at home so much with such limited contact with anyone else. Closures are causing limitations to their growth and development in spite of our best efforts.

Lack of socialization, changes in class offerings, changes in work load, no sports

They are increasingly anxious in social situations and unable to interact normally.

"Our kids are isolated from their friends and family. They are fed up with the same old crap and want to leave the house more and visit friends and family more.

My kids are starting to show depressive symptoms and their behavior is changing."

Isolation, anxiety.

Missed person to person interaction with other kids. Learning social norms face to face, and generally having fun playing with other children.

They are very young. They have each other and enjoy spending extra time at home with family. They started going to modified pre-K in the fall so they are still going to "school" and interacting with a few other kids in pre-k

One is 4mo old so he's not really impacted, other than exposure to his parent's increased stress levels. Our 4 year old is showing some signs of regression that I'd rather not discuss in a survey, but is over all coping quite well - better than I would have expected.

We are worried about the lack of social interaction, but thankfully she is still young enough that we don't need to deal with remote learning.

Not being able to be with other kids their age

They miss their friends, the are not very motivated with online learning, and they're affected by my stress of trying to do my job and be their teacher. It's been extremely stressful.

Not seeing friends.

Lack of opportunities to interact and play with other children. Low motivation for online learning.

Missing social interaction, challenges with remote learning, boredom

Lack of friends

The same as the rest of us. They miss playing with their friends and being at school, but honestly they are thriving. My wife has graduate degrees in education and school psychology, so we are pretty well staffed at home for educational support.

My kiddo is lonely. He has begun to adjust more and more to the situation, but he has no interaction outside of the home for 4 days out of 7 and that is tough.

Not being able to see family and friends.

Not meeting and interacting with new people.

Lack of social interaction. Lack of motivation in school.

social interactions mostly limited to virtual. Extreme lack of physical activity.

Less activities outside the home (dance class, carousel, running errands with us)

Lack of interaction with peers. Luckily we have two daughters close in age. I feel for the parents of a single child.

Staying motivated with school. Not interacting with many peers.

Lack of social interaction

Settling down to do school work.

Not having social interactions with other children.

unending no notice changes to family gatherings ("family members who visit often are already in our connected covid bubble, so why can't they all visit together?" is a common question), private sport activities, and school social development activities. Frustration with arbitrary and unexplained restrictions on freedom and normal development. Frustration with general unbalance in risk management and the idea that society can destroy what you love through fear and mob action.

Social isolation, learning space/environment makes it difficult to stay focused, assignments are not at the same level or progressing at the same pace as in person instruction.

lack of ability to meet friends at a new school

Missing friends.

lack of motivation, lack of contact with other kids their age, lack of interest

missing in-person socialization time with peers

My kids are struggling with getting and staying organized with all of the materials provided.

They miss social interaction with peers,. They deal with cyber bullying, depression & pressure each day to complete online school. Too much screen time. No sports.

Frequent disruptions in routine; in the four months since resuming childcare, two one-week periods where she has been home with illness. Currently home for another two weeks due to another child

getting COVID, and our family is waiting for test results after both parents developed symptoms following this exposure.

isolation, missing friends, becoming addicted to screentime (sneaking around watching YouTube when they are supposed to be doing independent work, dual language immersion is more challenging, tired of the same home lunches everyday, not going outside, bickering with siblings,

Anxiety, fear about leaving the apartment, daycare attending 3yr old is less happy there and more nervous

They miss their friends. They need to be supervised to be successful at school. That said, the teachers at my kid's school are doing a fantastic job under the circumstances.

isolation

Our toddler needs more social interaction with other kids, and we are getting increasingly exhausted without being able to enlist the help of extended family or community to help raise her. We recently found some daytime childcare which is helping. It isn't enough.

missing social interaction and physical outlets (e.g. sports)

Missing interacting with other children. Missing the opportunity for kindergarten.

social isolation, lack of motivation, difficulty with online class organization

either isolating (one of them) or getting together without much thought with friends (the other one)

Not being able to see friends or go anywhere and do fun exciting things has been hard on him. But things haven't been too different since he has never been to daycare. My mom and mother in law watch my son in my home.

Lack of social interaction with kids their ages, disinterest in remote learning

Lower interactions with educators, lack of modes of interaction by being on a computer. Less rigorous classes. Missing interaction with peers. Simple issues such as not being able to have a birthday party or "Friendsgiving" with peers.

They miss seeing their friends, but they've engaged in some new activities -- music, art, a little cooking.

Peer pressure

Unmotivated, depression, over zealous lockdown advocates. No interaction with peers. Spends most of the time in the basement. Went from straight A's to barely passing.

The lack of face to face communication

Isolation, lack of educationally enriching experiences, socialization with other children.

Lack of interaction with friends and other kids. Lack of motivation engaging with the CSD-selected online curriculum.

social isolation, learning problems related to the online modality

Lack of exercise, lack of meaningful social interactions

Social isolation, decreased performance in school, self-doubt, anxiety, stress.

zoom classes

Isolation, lack of motivation, depression

Not meeting family in first year of life.

Staying on task with all the screen distractions.

Loss of social opportunities with other students

very difficult for children who are in early literacy development. children cannot have play dates with children their own age and can only socialize within a neighborhood cluster that is older. children are on zoom and their tablets so much. outdoor play is going to shift in winter too.

Motivation, Peer/ Friends Interaction, Learning

Not getting enough socialization

Lack of engaging activities. There are only so many things that you can do at home and now that it is winter, outdoors activities are not really an option.

Feeling isolated. As a single child, they do not have anyone to play with. While both parents work 40 hours a week, we do not have the bandwidth to dedicate much time to them. Sometimes I can see some hopelessness come over them because we are in meetings and cannot assist them at the time they have a question or concern. Fitness and health are a concern. We try our best to keep our child motivated and active but there is only so much they can do at home, especially now in the cold.

Isolation, fatigue, no outlets for energy, low levels of physical activity, inattention and frustration from parents, high expectations for independence that aren't age appropriate for their development, too much reliance on screentime

For youngest, school set up a synchronous system that requires extensive parental support. We can't and it's unfair to everyone.

Staying motivated, engaged, and connected

educational and developmental delays

They are supposed to be in college and flying away! Nope, they are home with mom

social isolation, disruption of school routines, inability to concentrate on schoolwork, inactivity

Extreme sadness.

Boredom and Loneliness and desire for more of a variety of human connection

social isolation, learning losses, lack of exercise, screen addiction, irritability

social opportunities

No peer interactions; cabin fever

Unemployment

What challenges do you experience caring for your children while managing your work/studying and other responsibilities?

Lack of clear boundaries around work (why are you working? stop working!) and where work can take place. Needing to put up barriers so work doesn't get interrupted.

Anytime he's home because the sitter is off, or if he's ill - we have him home. Because we're also working from home, and have zero COVID/personal leave, it's difficult to take time off and take care of him.

Just minor interruptions throughout the work day, no big deal.

It is not realistic to be able to assist with classroom management/class for my child while trying to work and get my own work responsibilities completed.

scheduling meetings around breastfeeding and nap times.

It's just a lot. It's hard to focus when you are needed so often.

Managing time and meal preparation while trying to do my own school requirements.

Enough time, enough energy.

it's not possible to do everything well so I do everything badly

I am limited by the schedule of the children and have to start late few days a week or return home early. That makes schedule planing challenging.

My kids are quite independent and responsible so I really don't have to do much supervision...just be here as a sounding board and occassionally remind them about assignments being due.

My husband and I split up the day to work part time and care for our son part time. It was tough trying to get through deadlines and do full time parenting. I hired our daycare teacher to come two weeks to help us get through simultaneous hard deadlines in August. One week of care cost as much as a month at Beaver Beginnings, so we couldn't hire her full time.

If I only allow myself to sleep 4-5 hours than I seem to manage everyone else's needs and pass my classes but my needs are not met. I cannot work or be a great student because of the extra responsibilities.

Getting uninterrupted time to focus on research. House is small ... and everyone is home all the time.

It's hard to get time to dedicate to studying that isn't at 9 pm at night. Kids have questions about classwork, lunch and snacks need to be taken care of, household chores need to get done, meal planning, grocery shopping. The OLV gives me 9 hours a week to study during the afternoon/evening and that helps.

I am incredibly fortunate to have found a nanny who we trust - using Care.com. I honestly do not know how my partner and I could both work full time with an infant and a 4yo. It's still difficult to work from home while my kids are here. If I take a break my 4yo sometimes has a hard time accepting that I cannot stay out there to play with her.

I have to take a lot of extra time off and my schedule is all over the place. I can not do any work from home, so it cuts my hours which cuts my paycheck and makes it a struggle every month to keep up with everything. I also never get a day off. I go right from work to being a assistant teacher for my son and trying to keep up with household things right back into work. Its exhausting but I dont have any other choices because my husband is a student while I work and OIT requires he go to the campus for labs so I am on my own a lot. Its difficult to keep up with it all and I feel very lonely, especially since I dont work a normal 9-5 M-F schedule, so a lot of the policies enacted dont really touch me.

The amount of time I spend working/studying seems to be more than before the pandemic.

Time. There is only so much time in a day and progress towards completion of my degree mandates most of it. If I have to serve as caretaker I cannot make progress on work, simple.

distractions, time, I end up working odd hours and longer hours. Parental guilt.. LOTS of it.

No ability to call on our community for support and socialization. Kids thrive in groups, and so do parents. Right now everything has to happen within our nuclear family. We're managing, but a whole lot of OSU-related work is still happening between 10:00 PM and 2:00 AM. It isn't a recipe for long-term success or happiness.

"Every spare moment that I have, I am dedicating to work. My kid only sees me at the computer, so that is the behavior he mimics. He doesn't get sufficient exercise (none of us do), and is becoming socially isolated. We don't play as a family any more.

My work is constantly interrupted. My creativity and energy is abysmal. "

"I have to schedule meetings around mealtimes or other times when I know they will need my assistance (ie, putting them down for nap), and I have to rely on more TV/screen time than I would normally. I do a lot of work in the evenings after they go to bed, or on weekends during their naptime. It can also be hard to give them time outside, because they need more supervision.

My son is 11, so can stay at home to allow me to go to work on campus. I can't imagine how other parents with much younger children are doing.

When she's home (which she was full-time March-July and ~25% of the time since then due to illness), it is a challenge to get anything done during the day. During those times, I've needed to spend most of my evenings/weekends on work after spending the day doing childcare. This left very little time for my grad school work, which may end up delaying the completion of my degree.

I can't escape home responsibilities by driving to my office in Corvallis. Everything is intertwined. All personal and work needs are mixed together and it is difficult to disconnect from work.

"I have a school age child and an infant. Their needs are so different that it's hard to manage sometimes. When my husband is working from home, we can tag team the girls. However, he doesn't always work from home and sometimes he has to travel out of state.

I have a disability that where if I were to contract COVID-19, it could potentially be very debilitating for me. Because of this, I do not feel comfortable with sending my daughters to any childcare. My husband has no choice to go into the office and travel, but we are managing that. I have already relapsed once this year causing partial blindness and partial paralysis, and that was without being COVID positive.

Because we are self isolating, my daughter has no friends for in-person entertainment. She relies on us for that personal interaction, and that can be exhausting. She can interact with the baby now that she's older, but that needs to be supervised. "

I have to work on campus as there is no space at home to work remotely. With so many in school and busy on zooms and dealing with sibling rivalry, it is too loud and too complicated to keep things quiet enough for me to be in meetings which is a big part of my work. Thus, I have to have a space away from home to work. It isn't feasible for us to provide remote office space financially nor logistically. It is also difficult to keep kids physically active without structure physical activity time and we feel they are missing out on healthy physical activity levels which is just one more thing on the pile of things one parent at home can't manage.

I have changed my work schedule so I'm only working 6-10hrs a week working from home and 20 hrs working on campus, because that is all I'm able to do while the kids are in school. I'm constantly interrupted with kids needing help with school work or technical problems. My older kids is more independent with school work, but still needs constant reminders to get work done or be on time.

Finding chunks of time to focus on studying is a challenge. Often times, I'm lucky if I get through a paragraph of text without an interruption.

My co-parent, she seems less than interested when it comes to the kids' schooling.

So many interruptions and schedule challenges. Also when we are all on the internet at the same time it runs very slowly.

My parents would normally provide care but can't right now. We had to hire someone to come, it's expensive. My OSU employer is requiring me to be on campus a set amount of time even though I can work from home

"Virtual learning has made myself and my husband ""teachers"" in a sense. Each of us have to take turns being available for our son to help him complete assignments and stay focused while the other person works. We are able to complete our work successfully, however, it feels like we have two full time jobs instead of one.

The constant distraction is a huge challenge. I could be doing complex calculation or writing or solving problems, and I really struggle when there is constant noise or needs for me to stop every 30 seconds. I also need to track schedules for me, my spouse and my kids so together we can make sure she doesn't

miss classes/meetings with teachers/assessment times, etc. It takes more brain power than I had predicted.

My 5 year old won't even let me finish a thought let alone an email. I am cooking all meals and snacks for 6 people everyday. The dishwasher never stops. The house is never clean.

It is difficult to study and complete schoolwork when he is not in school.

Hahaha....really? MOM...MOM...MOM...MOM!!!!

Seems, I can't focus well on any of my responsibilities. His breaks are my breaks too, as he's too young to function completely independently and I'm the only adult in the house. By the time he's off to another zoom session, and I've regained my focus, it's time for another break, lunch, or school's over. My work has a ton of meetings, so Zoom fatigue is real. All of this results in after dinner work, sometimes on weekend too. Which just means I'm not there for family. My personal time is definitely my last priority, so I don't know who all these baking/reading/exercising in pandemic people are.

Lack of time and money to devote to my children

Limited time and broken dedicated time for work

We only have part time childcare with a family member. I don't feel safe taking the baby to a childcare facility or getting a babysitter. On the days he is at home myself and my spouse have to take turns watching him. It is basically impossible for either of us to work full time on these days.

I don't feel like I haven enough time to dedicate to my child with her studies and review/homework

None really. My wife is a stay at home mom and we separate responsibilities very well. I have a quiet place to work uninterrupted. I actually experience less interruption than I did in the office.

I'm stressed, maxed out on time, don't have enough help while I'm working at home with them home.

Mostly IT related. That said, my children are teenagers, and getting them to turn out on time and presentably has been, at times, problematic.

School was an integral part of our management plan as to care givers etc. With the shut down of in school, we have to have more in home care, and maintaining caregivers has been an impossible challenge. Resulting in myself or my wife having to take much more time off our work

There is no clear division between work and home anymore. I am constantly available and needed for both work and family. I go from changing diapers to responding to emails within seconds and this makes it difficult to unwind and to find a much needed balance in either.

The challenge is more monetary. Although my child has full-time daycare, it is understandably incredibly expensive. I pay more for child care than I do for housing.

"Time. There just isn't enough hours in the day to meet all my responsibilities, plus hers.

Stress. Stress is a mountain I have to climb daily.

Lack of self care -- cause who has time or energy for that??

Worried about my child's lack of social interaction but also accept the science that days putting her in school right now or getting together in groups is downright dangerous."

Working on the independent study time my daughter is assigned. After her homework is done, she does not get any other social or educational interactions once her class time and task are done, which concerned us.

Finding the divide between work and home life. It becomes further challenging that even though we have tried to establish work zones, we are not all on the same exact schedule. So work zones end up moving around to accommodate schedules. We don't have extra office space or spare rooms, so work zones are in bedrooms or open spaces (i.e. kitchen).

Normally, she self-manages her homework, but now that homework is on the computer that she just spent the school day at, we have to pester to get her back there to do it. In person, she really likes going to class and participating, but not online. She only does what she has to do and only has the camera on when she is made to do so.

"It's challenging to help my kids with their school because I don't know in ""real-time"" when they're struggling. They complete their lessons during the day while I'm working and then when I check in on school during the evenings, I don't always know if they struggled with something they learned earlier in the day. Recently I learned that my daughter was struggling in math and crying because she didn't understand what was taught during the day. Once I knew this information, we made a plan so that I could work with her in the evening. It's sometimes challenging to identify what happened during the child's school day (while I was working) so that I can best support in the evening (after work).

Another big challenge is capacity. I want to do well at my job and I want to do well for my kids. As a working parent, this is always a balancing act. However, the added responsibility of managing remote learning for our children is a significant impact on capacity. This impact to capacity is further compounded with budget cuts and hiring freezes at the University. With less people filling positions, work is distributed to other members of the unit. This results in work responsibility increasing as home responsibility is simultaneously increasing. I absolutely understand why we're in this position (both with remote learning for my children and hiring freezes at the university) and think these were prudent decisions based on the circumstances surrounding the pandemic, but I did want to highlight the ""double whammy"" of impact this has been to parents of school-aged children.

"Constant interruptions. I rarely get more than 15 minutes without an interruption unless (1) I am teaching or - oh - I just just interrupted right now - or (2) after 9:30 when everyone is asleep. I therefore do a lot of work late at night because I can't get things done during the day (even though I am working on them all day). I therefore end up over-tired. I rarely get >6 hours of sleep a night and commonly get about 4 hours. This has been going on since September (and last year from March to June). In summer I just didn't get work done even though I was supposed to.

Interrupted again (<5 minutes apart)"

We have a hard time balancing screen time since we are online right now.

Balancing a schedule for meals, attending school, shared computer time, homework and a little time for play and family.

I am lucky that where he goes to daycare is a stable business as far as I can tell. He was initially at a daycare that at the beginning of the pandemic had to close within a week. I cannot imagine being that parent and since it takes so long to find care in the 1st place, having that ripped away from you so quickly would be a real finding. I have to admit that this worries me sometimes, but I have to put in the back of my mind and hope that we would be giving more notice if something like this would happen. I sure hope that this is not the case any time soon.

"Everything. My kids are slightly older (8 and 11) and thankfully pretty compliant to the whole experience. And yet...it's impossible to manage all this. Our jobs have completely changed: we know how to perform our jobs but everything has been reinvented for a virtual environment. And there's an incredible pressure to stay present and accountable at work remotely.

So I balance responding to a Teams message, an email, a text message and do my work while being disrupted every time the 3rd grade class link doesn't work, or it's a 10-min break for them, or their headphones stopped working. Lunch time isn't a time for me to break from work - it's now a time to make my kids lunch, try to give some recess/fresh air, while also balancing that I need to eat and get back to things. And the dog who didn't get walked at noon ever now suddenly whines because you're home and he needs you. It's madness. And there is no moment to yourself ever. "

Primarily it's that my child can't do school without supervision that distracts from working. My wife takes the largest share of that responsibility but I do some things.

It is impossible to focus these days. If my husband is unavailable (i.e. working) I have a hard time getting household things done while also engaging my child. She is very into dramatic play, so if you can't give her your full attention and she feels like you're distracted, she gets very upset. We have no family nearby to help out while we're working, and the family we bubbled with in the fall moved to the east coast, so we've lost our shared nanny schedule and our regular playdates, which were instrumental in me getting personal jobs done and keeping up with household needs, medical needs, and so on. Now I feel like I am always glued to my computer, or paying full attention to my daughter, and when she's asleep I numb myself with tv because I am exhausted. She has also been watching far more videos than ever before, especially when I am in desperate need of a mental break.

My husband is the primary childcare provider during the work day. It can be really challenging working from home, when my husband needs a break or needs to do something while I'm working and I need to leave work to help. It can also be challenging to have my son want to play but I have to tell him no. Or when I get behind during the work day, but want to spend time with my family after work, and so need to make up work at night or on the weekends.

They have been great, the cat has been the real challenge. She has a demanding feeding schedule and frequently comes to me for food.

Many interruptions throughout the day. My days are pretty long with work and then moving right into school. I find that I take fewer scheduled breaks, which I think are important.

Children will try to get away with things as much as they can. If I feel as though if I'm not constantly monitoring her she could get far behind in her classes or worse. This distracts from my work.

Impossible choices between work, time with kids, schoolwork, social time, exercise and chores.

"With everyone home all day, I am dealing with constant interruptions to my work.

Something doesn't get as much attention as it should and sometimes you have to pick your battles.

While caring for my son, it is nearly impossible to focus on my work as he requires regular attention. I am also a distractable person and not great at multi-tasking, which makes the work/family life balance more difficult for me personally. Usually I have to work after he has gone to bed at night or during naptime. Some days I do have childcare available though, which is very helpful!

Enormous relationship stress with my wife. Everyone is on edge. Depression around every corner. It has the whole walking on egg shells thing going on. I feel for the child because it is hard for him to process all of this adult stress in the air.

"Constant interruptions. Demands are more higher with me home. She gets bored more easily. Always wanting to go outside or play with neighbor kids, which is a challenge as I am only parent at home and being outside alone scares me. And other parents dealing with same issues so I try to be respectful and safe but daughter doesn't understand, which causes outbursts and tantrums.

I do get my exercise getting up/down all day/week long trying to tend to my daughter's daily schedule but it gets tiring. I am trying to stay positive for her, my husband/family, my supervisor, co-workers, and myself but it is difficult on some days."

My husband is on kid duty when I'm working, thankfully, but there is only one mama. When either of them are hurt (physically or in their feelings), they want me. Sometimes they just miss me. If I step out of my bedroom for food or to use the restroom, it's difficult to convince them to let me go back to work, and even then, they're pounding on the door until they get distracted by something else. If my husband starts feeling overwhelmed with the kids, I sometimes feel the need to step in. I often end up piecemealing my schedule because I'm in and out managing parent duties and work duties.

It can be very hard to focus on work with children-related interruptions. The illusion that since we are remote we can now still work from home while children are sick or have a day off school, or that we are all working at 100% efficiency from home. Expectations from co-workers or others about how to manage time and childcare/school options.

Since she is home a lot of the day, it is hard to keep her entertained. She wants us to play with her or watch her the whole day. When we just can't do that. And a lot of it is because of the age she is. I feel terrible that I can't give her all of the attention she needs. It's hard to keep attention in meetings or to write an email sometimes.

I find myself resorting to letting my son watch television so I can get in study time or go to class on my computer. When I am not studying, it's difficult for me to find the energy and desire to work on his education.

Fortunately our home was already set up well for a home office so the transition was no big deal. Probably the biggest challenge has been the amount of tech support I have had to provide to my daughter to be able to receive the lessons from her teachers and to be able to submit them in the exact requested way also.

Nearly constant interruption to meet my children's needs makes it very difficult to stay focused get work responsibilities completed efficiently.

Sometimes, we are definitely battling for internet bandwidth, it seems. They can be disruptive during my work day, but not really any more than an occasional phone call (pre-pandemic) might have been. I feel less engagement with their school activities, since we have so much less of them.

Time. Time. Time. There is not enough time and I feel like I am having to be ok with "Good Enough" WAY more often than I would like to. That and I am just tired ALL THE TIME.

The easiest thing is to let her watch tv. She's an only and I think very lonely at times. I've cut way back on classes as back as you can, so that is an issue for me. She seems to have trouble with not knowing things, does not want to be told by me, does not want to listen.

time, focus

Struggling to keep him on task while I try to work at home and do my school work . Had to focus on things I need to accomplish

Having larger blocks of uninterrupted time.

Doing my job. Finding blocks of time long enough for focused thought. Being present enough for my kids without my mind being pulled in a million other directions all at once. Finding enough patience to make it through when they squander the time we have set aside in our schedule for certain tasks that have to get done (e.g. homework).

I have no home office and am trying to write my dissertation and teach/take classes. There are two full-time working adults in the household. I need space. Opening up the library long-term room rentals would have been a great help.

Not enough time to get everything done. Stressed trying to stay on top of his school stuff as well as mine.

"Trying to get them to do the work.

Getting up on time for school zooms.

Interruptions with work due to questions about class or help with technology.

Not knowing how to help them.

hard to be a researcher and to be a teacher when required to work at the campus for the full time

My work puts significant demands on my time for broad periods of time. During that time I am fully engaged with work, meetings, or similar things that keep me from being able to monitor my child's progress, course-correct him if he's misbehaving, or provide learning support. It's an ordeal.

It has been very hard to concentrate (I am in training for a "new job") since I have so many interruptions from my daughter about help with her school work and food. This happens during school hrs and after school to help her with homework. My training is taking longer than expected and I have been told that the training program they have, had worked for 25 years. However, this is the first year we have a pandemic and parents working from home taking care of kids at the same time.

Conflicting schedules. Short notice work.

Wearing Face Masks when we go out, caring about acne breakouts. Which masks work better.

I try to giving each other their space.

We maintain a peaceful environment. Letting go of petty issues. I needed to purchase proper desks and chairs for studying and working.

Trying to be quiet around the home while my children study.

My husband and I work full time so we have to spend a lot of money to send the kids to daycare so that they have help with school and people to watch them and take care of their basic needs while we are gone. It is tough after work to followup and make sure all of their school work is done.

Stopping work at a decent hour

Monitoring their on-line activity.

"Lack of personal time. Lack of personal space. Being out of work for over 1/4 of the past year, and looking at another quarantine possibly coming up due to covid exposure.

I don't get paid if I don't work, and my leave balances are basically gone. My annual income is going to be down over 25%, and I am the only adult in my household working full time right now."

"I remote in on the phones and work when we are on break from school. My current schedule is 5-7am work. Get ready for school. School is 815-215 with breaks in between. I log on the phones for work during the morning break. I log back on to phones for work 220-5pm. I am very thankful to be able to work hours while having to be home with my child. I am not complaining, it is what it is. We all have to do what we have to do.

It's hard because I work all week and get home really tired and need to help my Two kids it's really hard

Financially this has been very difficult.

"I'm constantly split between trying to continue to accomplish my 8-5 workload while listening to all of her class time, answering her school questions, redirecting the toddler that wants to be part of the class or just in the room so she is the least disruptive to her sister. And still attending meetings and events as part of my job.

oh and the stress of any parent right now ""am I negatively impacting my children's development due to not sending the toddler to daycare and not letting the 10 year old play with her friends just so I can keep them alive?""

Our life balance is greatly improved since our daughter returned to daycare.

It is hard to find significant blocks of time to work on my research and teaching responsibilities. My husband works full-time (not from home) so it is a constant negotiation of time spent working/childcaring between us.

It is too much work for me to take care of the house, cooking and cleaning, while parenting my children and organizing and leading activities for them so they are not bored all day and then trying to do a full time GTA/grad student load after that. I did not apply to grad school expecting to have all of this work at once. It is not fair that I have to do all of these jobs at once, I do not have the money or resources to pay someone else to do part of the work for me and my mental state is very poor because I have been in this position for so long.

I am doing okay balancing the two. Doing my OSU work is the highlight of my day.

I think my last answer works here too. I also have less time on the weekends to work on my dissertation as my kids are home and can't go anywhere.

Time management

- "1. Need to spend much more time with kids;
2. Sometimes my own work will be interrupted by kids."

A little noisy. I don't have quiet time and it's difficult to focus on studying.

They always need my help for some different reasons during the zoom meetings so they always interrupt my work.

The current pandemic environment doesn't just make it hard for her, but for me it also is building this expectation that I have to do everything, and I can't. When the pandemic was new, everyone was extremely supportive, but as we move towards almost a year in isolation, the sympathy is wearing off even though the struggle is exactly the same.

She doesn't often allow me to work on my laptop. She wants me to be engaged with her almost constantly. She also takes short naps so getting uninterrupted work time is nearly impossible.

The biggest thing is time. Our pod hired a nanny, which helps a lot, meaning I have 5-6 hours to work during the day rather than 8. Before hiring the nanny it was a struggle to even get 2 hours of work in a day.

I find it hard to draw a line between work time and personal time. Work from home is not ideal and my progress is relatively slow. I have to be available for my son the entire day.

I'm doing ok in this area

time management (time spent studying vs. with children)

It is difficult to schedule my meetings when everyone else is on school time. One child hates headphones, so the noise is a factor, and then I am helping him as he is just 8. I have to have creative time for my own work, and also creating 4 home offices in clear spaces has been a challenge

I do not have enough time to spend with my child. She needs to spend more time with her school friends and teachers.

taking out plenty of time for them due to work/studying.

The days we have had to keep our children home because they were ill or daycare was closed essentially meant either myself or my wife taking the day off work/school.

I cannot get a full day's work done and I am behind. They rely on me (even during work hours) to manage many of their issues which interrupt my workday significantly which puts me behind in my own work.

Having no boundaries between work and childcare time has been challenging. Higher propensity to feel burnout when constantly switching between work to childcare without any break time.

Focusing on work is impossible at times and I'm constantly interrupted. I've been making mistakes over the last year that I wouldn't have previously. Also, telling my youngest daughter that I can't play with her and she needs to play by herself is heartbreaking. She's been watching way too much TV as a result because that's the only way I can get through work meetings or focus for more than 5 or 10 minutes.

It can be difficult to keep them quiet and minimizing disruptions. I am ridiculously overwhelmed when it comes to online school assignments that need completion, and ensuring my personal responsibilities around the home are all being managed.

It is incredibly difficult right now because she is very attached to me but also wants to roam around and be independent. I struggle to be able to physically be at my desk unless she is napping.

My husband has gone part time to help watch our son, and that has put a weight on us financially. We also are semi-new to Oregon, having moved here in 2018 and had a baby in 2019. I wish we knew more people/parents in our community.

Childcare is unavailable and I'm overwhelmed with school work.

I don't have enough time to help my kids with school work.

Using the internet at the same time, finding separate work areas in the house where we don't have to listen in on each others work/classes, etc. Lack of ergonomic settings for class and work.

Noise! All the time. Meeting interruptions, background noise, distractions.

Balance is a struggle, but I'm grateful to have understanding supervisors and colleagues during this time.

It is very stressful. My partner and I both are grateful for the flexibility our work affords at the university, but we are also very busy, and it is not possible to feel fully engaged in all activities.

It's hard to focus on work when interrupted by toddler every 15-30 min.

I have a baby so it's been great to be home with her but it's also a challenge to be a full time working Mom (my older child does go to preschool daycare) working from home with a baby. I feel my boss is pretty understanding and lets me flex my schedule a bit to accommodate.

Mostly it is that schooling and work happen at the same time ,or if I do work into the night, I am left with no time to relax. Also the constant noise of having everyone in the same small space, especially with small noisy energetic children, can get me down. I also feel they are watching way to much TV and YouTube but don't have another outlet they can consistently play quietly on.

Tiredness

Not enough time in the day! Impossible to meet my family's social/emotional and schooling needs and manage my work and school responsibilities. I choose which ball gets dropped every day.

Our lives are a 24/7 continuum of work and parenting with no help and no break. I'm exhausted.

Work and studying time become fragmented, thus, productivity is affected.

Again, we're super lucky that we are able to hire caregivers. The preschool kids are at my house all day, and the school age kids join them after school (from 2-4). So there is noise and a bit of chaos. And it's just easier for my kid to interrupt me throughout the day, which is okay (and it's actually nice to have him around more) but makes focused work a bit challenging at times (like, say, writing a book manuscript!).

What's not challenging. When they need us and we can't attend to them because 'we're in a meeting'; or, still needing to be productive when we're all just trying to get by. Having children in these times is an entirely different experience to work fulltime and caregive.

Because of Covid and my weakened immune system, having outside help has been very difficult. Hoping that will change eventually with the vaccine rollout.

We can't actually manage or help them when we are working. So they are left to fend for themselves. We try to carve out time to help, but it's hard. We have no routines.

I have to plan out both of our days so I can stay on my schedule. I need to be prepared with activities for the week to keep him occupied and have additional activities on hand for times when I am in meetings.

I do not have access to child care any more. I do not have family child care support, as everyone is socially distanced. Work time is less productive due to the unavoidable interruptions.

it is hard to focus for reliable periods of time. a child screaming in another room is hard to tune out. (not sure it's moral to tune it out? plus my wife sees opportunities to leave the kids home with me, which helps her, but creates random pockets of divided attention.

When my husband can't be home, it is almost impossible to get work done. This is especially true for work-related Zoom meetings, which (obviously) are scheduled to happen at a specific time. As much as possible I try to time them for a time when he is likely to be napping, but inevitably I get it wrong, and that seems to happen more often the more important/formal the meeting is!

On Wednesday's our classes overlap and it's hard for me to pay attention to my instructor while making sure he's listening to his teacher.

I do not have full time care and at that my child is struggling in the only available care setting option. When home full time and working full time from home - I am unable to fulfill either role to my full potential. This all is extremely stressful.

Having the time to be there for my children while working.

If the daycare teacher experiences any life events then my spouse and I must drop everything and share the caregiving load. Sometimes that is difficult when we have important meetings and deadlines. Managing the care and work creates stress.

I have an older son who can watch my younger children when I work in the office. We have been okay in regards to childcare. Working from home, my children are constantly interrupting me while I am working or studying. There are some parts of my job that have been difficult to do working from home. Before I had the documentation necessary to find information needed. Now, I have to wait until the next Monday when I am in the office to find the information. It is also difficult when our office is short 2 employees and a lot of the additional tasks are falling on one person (not me).

"Being as engaged in Zoom meetings and keeping my video on like my non-parent colleagues. My video needs to be off during a portion of almost every Zoom meeting because of either nursing, pottyng, or my child running around with not enough clothing on. Feeling guilty about my effort as an employee and also feeling guilty about not being more attentive to my child. Feeling guilty about introducing screen time earlier than planned.

needing to provide homework or technical support during my work day; needing to provide attention and stimulation to my daughter during the workday, since she has no peers to play with.

constant interruptions, teachers who seem to scream into camera and ipads can't be turned down and headphones aren't ideal (e.g., choir and P.E.), I'm the go-to for confusion and frustration venting, I have kids with some learning challenges and navigating that on top of things is difficult in this environment

I have to be available to troubleshoot technology or other issues with school which means disruptions in meetings, in focused project time, etc

Them needing help while I am working. Teachers wondering why I'm not watching over child while they do math, when I am teaching during child's math unit :) Teachers need parents' support because they can't physically be near child, but I can't always be watching over child during class to make sure they are on task, have Zoom video on, etc.

Constant interruptions & needs of the other members of my household.

the work and mental load of being home all day (even with our nanny on those days she is here to support)

You can't do two things at once. No matter how much you lie to yourself about it, something has to give. My work productivity has been severely impacted.

I'm the most physically accessible person to help them with their school work and provide the tech/software support occasionally needed to keep them connected. I'm also doing my best to keep my kids involved in extracurricular activities. The schedules for these activities, due to constantly changing

COVID levels on a weekly/monthly basis in Oregon, create volatility in schedules and more for parents to stay on top of.

Interruptions, difficulty focusing, working more hours and/or longer days to accomplish work-related tasks, increased stress (expressing itself as hypertension and other physical maladies), marital stress, etc etc etc

My time is not always dedicated to work because the kids will need something and since I am home, it is convenient for them to ask me. My partner is also dealing with health issues and so I am also taking care of him.

The whole situation is impossible and untenable on so many different levels - academically, socially, and health wise.

Many household disruptions to our work. Many wifi issues and had to spend quite a bit to get better coverage and higher speed plan.

It has been challenging - they need more of our time and my job has demanded more time to focus.

I am thankful that I don't have "littles" - I don't know how colleagues with children under 10 are managing.

Staying focused on my work while simultaneously monitoring what my child is doing and making sure he is staying on task with school.

Constant interruption of my work.

try to find activities to engage them with outside of school

My children were home-school before the pandemic so the situation does not change for us apart for the the lack of social activities

The expectation that work hours must be between 8-5. Lack of support towards women in general (not just women as caretakers, women in the workplace in general)

space in the home, expense for internet

It's not even primarily the hours spent overseeing remote learning. Instead, it's the the complete lack of predictability, the constant planning, shifting gears, prepping, picking up school lunches or making our own, cleaning, driving around town then back home for a meeting....all while "working." School is from 8 to about 2. But it's not constant--there are breaks and snacks and outside time throughout and then getting them back to their computers and cleaning up their stuff or hounding them to do it. Our kindergartner's day is basically an 8am Zoom and a 12:30 Zoom. That leaves a lot of time to fill. Then 2 O'clock hits and my wife and I, technically, still have 3 more hours of work to do, but someone has to occupy the children, or we plopp them in front of screens and watch their brains rot. We are fortunate enough to hire a part time nanny, utilize outdoor camps a day or two a week, and have a bubble family to share kid duties. This is quite a bit of support we're able to have, and we're still well past our breaking point.

problems arise all day, not only in evening

My daughter is an only child, and thus requires a higher degree of interaction with me during the day.

Keeping them motivated, balancing their need for interactions with social restrictions

I end up teaching and working in the morning, then watching my kids in the afternoon after the school time care has left. After the kids go to bed I have to do more work. I also end up working on the weekends to get it all done. I feel like this schedule is really wearing on me and I am getting burnt out.

Competing for bandwidth sometimes though we have a high volume plan. Using the same printer.

bandwidth of the internet

I don't have time to do it all! I am dropping the ball on work and with my children.

Quiet place to work and communicate via live feed.

Background noise (son in middle school band as drummer!) while teaching via Zoom. Neither of us have control over our schedules.

We are dual-career family. We opted to homeschool our children during the pandemic, but since the workload increased instead decreased and because of increased disruptions/decreased productivity, we had no choice but to outsource our children's homeschooling. On the one hand, we were fortunate to be able to secure homeschooling teachers; on the other hand, I have to work long hours, often to exhaustion, to keep up with my work responsibilities, and meanwhile, feel guilty for not be able to spend more time with our children. Working in the evenings (after putting our children to bed) and over weekend (when we do not have childcare) has become a norm. I am seriously concerned about burnout.

Constant interruptions. I worry a lot about what they are doing/ watching when I am not with them and how they are managing their time. I worry especially about my 10 year old (5th grader).

Keeping them motivated and engaged

I have to squeeze my work in during nap time or after my partner returns from work.

No school

It is almost an impossible thing to do, especially with an infant who is 100% dependent on an adult.

Mental health issues.

time management and staying positive

none

We have less care than we did before Covid, approx 6 hours per day rather than 8, it adds up over time. And care is just as expensive as it is for a smaller group (split between several families). I also cannot bring them with me to campus (Corvallis, Hatfield) if I don't have care like I was able to before Covid. It also just takes more time understandably, they need more support right now given the isolation. Having the energy to work at night after they go to bed is difficult, but necessary to keep up.

How do I ensure my children are on appropriate websites and get my own work done, while my wife works full time too?

Extra housework all the time. Being interrupted often. Going over the internet limit (and we have "unlimited" access)

I cannot focus on my work and campus is not a fun or welcoming place to be at all. It is difficult to get excited about my work or want to pour my energy into it anymore.

It's hard to motivate kids without shared routine.

commuting to child care while taking care of 2nd grader

April 2020, when our childcare center was closed, was a nightmare. My students have become accustomed to seeing my child on a regular basis. While this has built rapport in some ways, it has also given students a sense of familiarity with my life and family that seems to have bred contempt, as the saying goes.

N/A

Trying to prepare for classes at the same time as managing schooling for children at home is difficult--often happening at the same time during the day.

I'm fortunate that my daughter is old enough to be independent when it comes to schooling.

I find myself having to work 7 days a week because of all the juggling I'm doing to accommodate childcare. It's taking a toll on me and my relationship with my child.

I try to spend time with her during the day and struggle with too many zoom meetings

The biggest challenge is needing to do work from home, which has many distractions (although the benefit of spending more time at home and with my family).

My mother-in-law is helping the kids with school while I work, but she is not savvy with technology, so she struggles to provide the support they need.

Time management

Just balancing the time requirements

The increased hours of caregiving -- feeding, cleaning, emotional and educational support -- make it difficult to focus (uninterrupted) on work for long stretches of time.

My biggest challenge with regards to my son, is keeping him happy, looking forward to the future, and looking out for signs of depression. Things will improve once we have the vaccine, where we can then feel more comfortable getting out some. My son needs to get back to some in-person activities such as having an after school job and having in-person friends, and all that is currently on hold. So, I need to take breaks to go do things with my son to keep his world as normal as possible...driving lessons, hikes, driving through other towns, etc.

My children are 18 and 20 so the challenge is to keep them motivated and forward looking.

Balancing childcare with such a high workload

Time management.

helping them with school, quiet time for me to do my work

young children who are not able to read need constant guidance and help from adult. While hiring a nanny is a tremendous financial burden, it is also not safe.

Time constraints.

See previous response.

It's just hard to work when there are constant interruptions.

Na

Not enough time to develop and teach courses to the extent that I want to; a 4 year old has many demands on one's time!

I cannot keep an autistic kiddo engaged with school and also do my own job

Childcare is a full-time job. There are not enough hours in the day to care for my children full time and do my job well.

Balancing school and work.

time. Never enough time.

Quite frankly, with three children, two with special needs, a partner who works as a healthcare worker and being a jr faculty member it is impossible to manage.

My office is in the living room.... I just get interrupted a lot, and I have to keep track of their schedules as well as my own. But, I get a lot of extra hugs...

not enough time to help out when I am on campus.

Not enough time to be with them because of more time and work due to remote delivery of teaching

Working at home is not helping with keeping my house clean.

Noise levels during classroom Zoom meetings conducted from home

Caring for children and managing work are two wholly incompatible things. They are not being done at the same time.

Each kid is on a different break schedule, so from 8:15-2:15, it is a series of kids popping on and off calls while I'm working. They are young enough that they need my help in sticking with a schedule, and with problem solving how to do their independent work. They attend a bilingual school, so they are learning in a second language via zoom, which is very confusing and frustrating, resulting in some rough behaviors. I have very little childcare, so fit work in before they wake up and throughout the rest of the

day until I make dinner. The kids have all the quiet spaces in the house, so I often work in the dining room, which is very distracting. Work is constant distractions and multitasking.

I am frequently torn between these roles. I am constantly juggling grading and supervising my children, course development and supervising children -- being able to work on campus while my children were in school provided the uninterrupted time I needed to do my job well -- the current pace is not sustainable.

Noise, tension, competing interests.

It is very hard to do both.

boredom of the child

I often am trying to juggle Zoom lectures and meetings with students while helping my students participate in their school meetings. It feels almost impossible to manage both simultaneously.

Distractions while working. Evening time with family is more important than normal, which impacts some productive time.

We have been fortunate to establish a learning pod with three other families and are paying a teacher/caregiver. This came together in October. Prior to that -it was an absolute nightmare.

A few times we have had to have the kids home while we work - it is definitely challenging, as they want our attention. Just trying to keep them busy with activities they can do on their own while we work.

When daycare is in short supply I cannot dedicate the amount of hours needed on my job at OSU.

The 80 hours of COVID-19 leave is already used up. I don't know what I will do in 2021 while my kids are still at home and I am still working full-time. The 80 hours was nice, but was a small pot and needs to be refilled in 2021 to help those of us who are still working at home.

TIME, distraction both from child and from work, constant interruptions (by children, spouse, dog, household needs) means I can't do creative work nearly at all.

having to compete with my live lecture delivery and grading because i have no support so they get less help and grades are showing it, are scared their poor grades will go against them when applying to attend OSU - I should have time to guide my child through the registration process and haven;t even had time to get the FAFSA done for them, much less anything else - AND I WORK IN THIS PROFESSION!

too many interruptions during the "work" day, constant food production and kitchen clean up, trying to keep my children motivated w/school while I struggle with my own motivation, constant encouragement to get outside and then the energy it takes to ensure the follow through, monitoring of screen time/managing their devices and the consequences for not shutting things down, encouragement to reach out to friends for bike rides, high degree of involvement, teaching and oversight with academics - it is ALL very tremendous - the days and weeks are an absolute blur

I cannot do both. The hours I spend helping my first grader navigate online school has to come at the expense of research time. Research time is the only thing that can give.

It is all challenging! It is a balancing act that is not a sustainable or healthy long-term solution. I suppose it may be easier if we had the means to hire full-time childcare to take care of our children and help them with school work. However, financially, we do not have that option.

Constant disruptions from them needing school assistance; needing assistance during my zoom meetings; spending a lot of time fighting with them to do homework/or engage in school work.

work and family time overlap, general stress and anxiety related to the situation and worries about their well-being

The level of noise in the home.

Mostly additional psychological stress in dealing with keeping track of my own students work/deadlines and my kids work/deadlines.

Everything you could imagine. When do I even go shopping for food?

Being present for three children is a lot. I have very little chance to recharge and am perpetually burned out.

She is an only child, so she is seeking me for companionship any time she isn't on a screen (and sometimes even when she is).

"Inability to remedy the issues they are experiencing;

At times, navigating work obligation (ex: in progress zoom meeting) with simultaneous need to help child with technology issue or homework;

Unrelenting time burdens and constraints

Isolation, lack of child care,

managing my own personal stress and emotions around an ever-evolving situation. Lack of clear employment opportunity as an instructor at OSU that was reduced from full time to part time due to budget

None

It is impossible to do everything.

I should be spending more time with them but am I so busy with work, it is hard.

Internet bandwidth

Frequent interruptions during the work day.

maintaining focus and managing interruptions

Assuring timely supervision/assistance to our child while still meeting OSU obligations/schedules

not being able to separate work from life, when does work start and end, when do family matters start and end

Not enough time.

None b/c she is older

There just isn't enough time in a day. And nothing gets done well.

"Mom guilt" from working late and not spending time with them if I skip a lunch break to work or for meetings.

Concentrate

Feeling like I'm not able to dedicate enough time to both responsibilities.

I have to make up all the hours in the evenings and on weekends

time

It's just very stressful to be working, monitoring remote learning, and worrying about my child's (and other family members') mental and physical health.

Trying to support Zoom school for a Kindergarten aged student while still trying to meet work responsibilities

Lack of childcare and concerns of sending my kid to a day care.

Multi-tasking and giving them my undivided attention. Likewise, trying to concentrate on my work while they are asking questions.

I am exhausted. Continually pulled in so many directions.

concentration. balancing time.

It is hard to give her the attention she needs while maintaining work obligations. Our minds and ears are split in two. It's hard feeling like you are not excelling in something. I am thankful to have a great boss and team who understand where my priorities are and where they need to be at a drop of a hat.

Relying too much on screens to keep them occupied so I can focus.

responsible for making sure they get lunch through the school lunch program. Also, in Corvallis, younger children need additional support for independent learning days on Wednesdays.

We have no childcare. We do it all ourselves while working.

Isolation, physical inactivity.

Burnout. Parents are handling a lot right now.

My child is required to connect with his teacher 3 times a day, during the day and is supposed to be working independently on assignments in between. I spend the majority of the day on Zoom meetings and it is hard for me to make sure he is connecting when he is supposed to and completing the daily assignments as required.

Being the only parent in my office.

My kids are 1, 3, and 5. Whoever is watching them does not get to work.

Keeping them motivated to move their bodies, and off the screens. This is crazy to expect our children to be able to manage screen time after being required to be on the screen for 6hrs a day for school. Hugely detrimental.

There is not enough time. I also live in a rural area and we don't have access to cable internet, but have DSL. My husband is out to sea with work (NOAA) many months during the year, so I am caring for children and elders alone. We opted for a non-synchronous virtual homeschool program because I'm not able to manage synchronous log in schedules for three children on top of my work, and if I could our internet wouldn't support live streaming on 4 computers at a time (3 in class and me online for meetings, working with students, etc.) My days are often 12-15 hours to fit in all the time needed for work and school and other caregiving responsibilities. I am so tired.

It is very difficult to ensure all of their school works gets done, they are logged on at appropriate times, internet issues, no alone time, no support or help from anyone.

I have an infant who cannot go to daycare so I care for her in between meetings and end up working late into the night to get my hours in and work done because I am taking time in the day with her.

OSU has put me on a partial furlough (reduced my hours and pay for the foreseeable future) and so I cannot afford as many hours of daycare as I did before the pandemic. This means I only have two days a week to work while my daughter is otherwise occupied in school, and the rest of the time my husband and I work to trade off the responsibility of caring for her throughout the day, trying to get our own jobs done at the same time. We do not have family in town who can help with childcare, so we have used television much more than before the pandemic to get stretches of time to get work and other responsibilities done.

Oh, the late nights! My child (and all teens, as far as I can tell) has gone nocturnal since March, and she is up wanting to have conversations at 11:00 pm, midnight, and I stay up too so I can connect with her - but then I end up sleeping in and trying to adjust my schedule. The strain on our internet, lack of privacy for important work meetings or conversations - these are all challenges.

Lack of time to complete all responsibilities. Work day simply extends and my job responsibilities have not adjusted. I'm expected to do as much work as coworkers who do not have dependents.

I have found it very difficult to maintain a regular routine. My supervisors have allowed me the flexibility to work some of my hours very early in the morning or in the evening, which has been very helpful, but I also feel the need to be available throughout the day for any meetings. That means it is difficult for me to maintain a fixed time for supporting my child in online learning. We have recently found a part-time nanny/care giver that comes to our home, which has helped greatly, but we cannot afford full time assistance. Even part time assistance is a significant financial burden.

Tech issues with CSD online platforms and programs, noise and space, it is impossible for all of us in a small house to find the space and quite to concentrate. My partner and I have very active collaborations and we are constantly in meetings.

none

not knowing when to leave me alone

"Technology issues on both ends. Still work 40 hours/ week. Daycare costs for elementary school kid extremely high.

Schooling seems completely ineffective."

Managing the kids' schedules as well as my own. Dedicating time to their supervision throughout the whole day.

Sometimes it is hard to concentrate when you children need you to help with something school related. I feel that they are not quite getting as much education as they would be if they were in school so I try to supplement a little with one on one learning in the areas that they are struggling in.

She wants my attention, but I feel this pressure to keep up on all my work or needing to put in 40 hours (although things have slowed). Even if I want to get out for fresh air (for my own self care) I am less able to do so with a child (the weather is poor, it's too far to walk or not at the pace I need, etc). We are not willing to put her into childcare as infection rates/exposure is too high for comfort.

I've got a high school freshman and junior. I'm thankful that they are fairly self-sufficient - I can't imagine what parents with younger children are doing! At the same time, I'm having to focus more on their emotional/mental health far more than before the pandemic, and that takes away from my ability to do other things.

TIME. not enough time. being interrupted constantly. feeling like a failure as a parent and at my job.

Trying to keep my kids "entertained" to the point where they leave me alone so I can focus on work, balancing their needs with my own needs both personal and professionally, having to change my work schedule and pass my own work or supervision of students onto my coworker at times when I did not have childcare and either could not come to work or had to come in late, reduced work hours and having to use sick and vacation leave to cover the time I was not able to be present.

It is difficult to find sufficient time to do both well

totally insensitive supervisors and work environment

Interruptions and too many people using the internet at same time (husband works from home, too) which impacts bandwidth.

Making time for both. While work flexibility is nice, it's also created an "available at all times" mentality and traditional time boundaries aren't respected.

Expense and transport to/from OLV. My child participated in fall term. Drop off/pick up time interferes with my work schedule.

Logistics

While my unit has been supportive, I don't think that my college has much appreciation or awareness for what the day-to-day is like while parenting and working full-time. I often work all day (6 am - 8 or 9

pm) because I have to be so fluid with parenting or working. My direct supervisor hasn't had a conversation about how this situation is impacting my work or my health.

During the school day I am often disrupted to help her and need to be available to help her with reading (she has dyslexia) and to assist with technology issues. We have considered having an assistant come help but that seems very risky health wise.

To get my work done, I often work from 7 a.m. to 10 p.m. (with breaks to care for young child)

When daycare is available the challenges are minimal, when child care isn't available having to watch children while working is a struggle. Nothing gets done efficiently, projects are done slowly, meetings are interrupted, etc.

Frustration that they aren't doing what they need to be doing (mostly my 12yo) while I'm working.

I have to choose: kids' education, kids' happiness/wellbeing, or my work. I can supervise their online learning, OR do some fun/enriching activities with them (eg, at-home science kit, nature walk, puzzles), OR leave the kids unsupervised so I can do my own work. Also, it is hard to overstate how much physical cleaning is involved when 5 people have been home 24/7 for 40 weeks.

because the boys are 18-19, there's very few major challenges. Most frequent challenges include interruptions when questions arise about their schoolwork and navigating school systems. Needing to allocate time in work-day (about once a week per child) to have an "adulting" meeting with each kid to talk about doctors, school advising, financial aid etc. Biggest challenge is financial aspect since we have taken-on housing/feeding an extra person....and we typically operate on a month-by-month budget with very little funds, if any, left at the end of the month (before adding extra person).

Since the pandemic, my partner cut down his hours to part-time in order to watch our child. We live in Lebanon, and since I'm remote, going to campus daycare facilities are not needed. However, with my partner's hours cut we have experienced financial hardship.

I have less time for my duties at work. A lot of extra work is done at home while watching the kids, and it is generally less enjoyable.

"1. General worry for their well being, 2. Disruption to workflow, meetings, calls; 3. Insufficient means to create a dedicated work space 4. Bandwidth issues when child is on Zoom 5. Schedule mismatch for meal/snack times 6. Concern for child's physical and mental well being and growth.

If he's home sick, or the sitter has a day off, one of us has to stop work to take care of him. Or try to juggle a baby and work.

Trying to meet my child's emotional needs, schooling needs while working at home is emotionally exhausting because when I'm at home they want to play with me the whole time because they have no one else to play with.

Constant interruptions, inability to focus on a task for more than 45 minutes, household noise, weak Wifi when we are both on Zoom, need to entertain and supervise my child "after school" (2PM on).

My child needs attention non-stop. This can be incredibly distracting when I need to focus on work. This makes me frustrated and grumpy. She doesn't understand why I can't interact with her and work at the same time.

Just lots of distraction and feelings of guilt about relying on screen time.

It is challenging to try and get work done, and balance the needs of my child. She is very good about attending online school and has been thriving in that environment, but she also wants to spend time with mom when she is not in school, which means I am not working. I have prioritized our relationship and her mental health and feeling a sense of safety during this stressful and uncertain time instead of work at times, which I feel ok about.

2 hours a night (single parent) in going through the Asynchronous portion of school work with elementary schooler. 3-4 hours on Wednesdays when it's 100% asynchronous. Managing anxiety/depression with middle schooler.

Being torn back and forth between timely tasks and meetings and helping my children and being a support when they need it.

Less time for work, less childcare support.

Everyday I wake up and decide who I'm going to let down today.

It's not that bad, my wife does a great job caring for our kids. I step away from work a few times a day to help her out with something going on with the kids.

Again, due to the inadequate teaching materials provided by the CSD, my partner and I have had to work harder to keep our child interested in learning, motivated, and challenged by providing supplemental materials, especially in Math and Science.

n/a

We are fortunate that because our child is 15, we don't have to be on the computer every moment. I do care for my niece and nephew once every two weeks when I'm the only one available. Those days are a challenge as they are in Kindergarten and 3rd grade.

Keeping my young children occupied during periods where both parents are busy with other obligations (like work)

Working remotely seems to take more time and I feel more stressed getting all my OSU work done as well as caring for my child.

My daughter suffers from clinical depression and anxiety, which increases my stress since I'm worried about her.

Sharing the same space. Usually this is fine, but noises and moving through my "office" can be disruptive if I'm on a video call. There are also requests for attention which can occasionally take more time than expected or shorten the workday compared to pre-COVID times. That said, I often have more focused time at home compared to working in the office.

I do not have reliable daycare coming into my home. Living in a rural area, it is difficult to keep a nanny employed. I have to balance my work schedule around my husband's work schedule (travels daily for work), and end up working early in the morning or late in the evening.

It is incredibly stressful worrying about jobs for all of them, and my partner in the coming year or so. And mental health is always a challenge.

There just isn't enough time to do everything

"It is very challenging to be responsible for child care, schooling and full time teaching/research with so many work changes. Basically many long days and long nights making up what could not be done during the day, doing the best we can, but exhausted.

Many parents- myself included- also feel that they have to downplay how challenging things are, and be constantly connected to email etc. during the day while multitasking, and then do even more work on nights and weekends to keep up with others that do not have those additional considerations. This is especially true if supervisors are not sensitive to child care needs. "

interruptions from work, divided attention, frustration at them for not being independent, guilt at said frustration, frustration at teachers also the guilt, teachers not having capacity to support children's mental health and teach and take care of their own families.

There is simply not enough time or room to expand on this question.

disruptions. Dealing with discipline when I am trying to work. Not being able to focus.

The biggest challenge has been managing the full time sitter situation, which has been totally new for us, and I have been carrying the heavy load. Figuring out how to pay taxes for a sitter (who knew I would need to become a business owner to do that!), organizing a search, training people, etc. There is also more work cooking, not slacking on house cleanliness because we have guests every day (our pod), being on call all day (e.g. toilet clogged yesterday!), dealing with impromptu visits from children (e.g. my daughter likes it better when I put her to sleep), and noise around the house in general

I do both i hope i am not neglecting my kids

Fewer quiet hours available for work.

They need help throughout the day.

Exhaustion. Trying to juggle synchronous and asynchronous online activities for me and my child.

We have young kids and the ability to get alone time or recharging time is hard while trying to maintain a relationship with your partner. The most challenging aspect has to be managing your day around the kids school day due to them needing help with logging in and sit down guidance for our kindergartner.

I now work from 5-7am and from 8-midnight. These hours are killing me.

interruptions, unable to work undistracted, etc.

Too much management or curation of my children's intersections outside of the home and creating routines to ground their purposeful study.

Finding separate spaces at home for each of us to complete schooling or work activities.

As a parent, I still am the central figure for emotional and financial support. As a mom of a child on the Autism spectrum, this requires a great deal more time for providing support. I think regardless of a child's state, health etc... all parents are likely trying to put on a brave face, be strong and keep emotions in check for the sake of their kids and families. This is very exhausting

Worry and stress...lots of it.

The inability to visit friends and family is challenging.

Expectations to fulfill our obligations is in direct conflict with the reality of our obligations at home and our reduced mental health.

Mental fatigue, opportunities for rest from work/parenting/household chores no longer exists.

The timing of activities at the school tend to overlap with meetings and conferences at work. Giving time to school during regular working hours pushes responsibilities from work late into the day/evening which cuts into time for self-care and/or family time.

The primary challenge is that my supervisor keeps reminding me that I need to be sure I'm getting forty hours in per week. This is not possible. Pre-COVID I was already managing a lot, and then I added in fifteen or so hours per week of schooling my children. To be very honest, I'm getting my job done no problem. I am doing every single part of my job description, but just no longer doing what's not in it. I don't feel there is any part of my work that is lacking and it only makes me feel panicky to be told that I should somehow be working forty hours per week.

"I miss deadlines and meetings at work because I am distracted with everything that is going on.

Feeling overwhelmed. anxiety. too little time.

Internet speed while we are all on video conferencing, and managing meetings while keeping her on task.

Being present with them while also being present for student needs. Its a juggling act. This pandemic forced me to look and think about what matters in life and my career. It will always be my family.

I am incredibly fortunate to have an in-home nanny who we trust and who takes the pandemic as seriously as we do. This allows my husband and I to focus on work for the majority of our working hours. The biggest challenge is when I step out of my home office, sometimes my 4 year old gets very upset that I have to return to work. That, and of course there is often crying in the background when I'm speaking during meetings. Fortunately, my colleagues are incredibly understanding.

We tried to keep our daughter home AND successfully manage our workloads, but found it impossible. She wasn't getting enough stimulation and social interaction from us as we tried to navigate increased responsibilities, so we had to make the difficult decision to send her to daycare and risk COVID-exposure. It's been really stressful.

Constant interruptions and distractions

Not having schools open

This has been the main source of my stress these past 9 months. My kids are 6 and 8. The 6 year old needs a lot of hand-holding to do her school work. They are on screens all day between school work and then TV as the babysitter. It's very, very stressful. I have no time to myself anymore, which affects my mental health.

It can be a lot of disruptions during the work day.

Sometimes my child is present while I'm teaching on zoom- this is probably not ideal but by students have been really understanding and I've invited them to bring their children or pets, whatever makes it easier for them, with them to class.

Trying to balance their needs and providing attention while maintaining an active work presence and meeting deadlines.

Lack of time

They demands of two kids who would like to spend time with me throughout the day.

My supervisor has allowed be to adjust my schedule and work hours to accommodate the schooling. This has worked well. We struggle sharing the internet bandwidth sometimes, but that is resolvable.

I do not like my children feeling like I have to choose my work over them.

She is an infant. She needs constant attention and so being flexible and working when I can/when she is asleep is what I have to do.

they really require more individual, in-person assistance to compliment their online coursework. Their teachers do a good job considering their massive student load, but most are driving their own learning. College kids can barely manage this method....it's not reasonable to expect strong learning outcomes from this method

Focusing

My daughter often interrupts me while working for assistance with her schoolwork.

Trying to help get school work done.

Our two year old definitely feels the lack of attention while we try to both work from home and help our daughter with kindergarten.

Divided responsibilities makes time management difficult. Can be hard to juggle between work and home needs during the workday. Hard to manage interruptions.

Worried their missing out on seeing friends, otherwise, none.

the constant interruptions. if I do not maintain a close watch they stop doing their work. the work effort that my one son does is so very minimal. making food for them

scheduling between spouse's work and term commitments for child drop off and pick up when school is in session (times have changed this year based on regulations). my term assignment schedule is extremely important (and was before COVID-19 as well) to work with our family.

My children and I cannot be on zoom calls (& class zooms) at the same time. Our home internet does not have the bandwidth to support two video calls at once. I lean on my personal cell to do the majority of my work calls. I do get a communication allowance of \$50 - its never enough. I go over my data every month. Also, most of us out here are not just caring for our children - often we are taking on the responsibility (financially) for other households in the family while family members are out of work and not receiving any support.

The knowledge that I am risking my child's health in order to keep my job, which cannot be done remotely. Gender bias that leads to everyone in my life expecting that I will make sacrifices so that my husband's career will not be impacted.

"All of it. I have tried to convince my spouse to help track school progress and check on kiddos more, but it is not working well. I have to constantly be checking on the kids and asking them to do their required schoolwork in between appointments and meetings. Instead of breaks for myself, I spend multiple times a day dealing with stressful interactions trying to convince them to work. It's exhausting. They do better when I am there to offer support, but then they interrupt my work constantly.

I am able to manage challenges, my supervisor does an excellent job providing flexibility with work hours and support for me as a whole person and employee to get my work done and be available to my family when needed. Though I am not the parent primarily caring for elementary kids at home I do need to extend my day length to accomdatoe a break to drive one child to daycare so the others can stay in class online. My supervisor allowed me to shift my day 90 minutes early to allow me to get home and take over for my partner so he can teach/work/write second shift with greater focus

It is hard to focus when also trying to manage child care.

I am on Zoom meetings all day while I supervise my kids, and I can't go to my office during the day to supervise my staff. I was exercising at night after my kids went to sleep, but I fell and injured myself, so now it is much harder for me to work and care for my kids.

already had a 60 plus hour per week job..

Sleepless nights with a wakeful infant, an emergency hospitalization for my spouse midterm and a heavy teaching load made this one of the most hellish terms of my decade at OSU. Without help and support from my department for grading I don't think I would have survived the term with my sanity intact.

interruptions during meetings and work projects

The kids like to join me in the home office.

making sure they are in class, doing their homework, turning it in

internet sharing and not having enough bandwidth, child needing my computer at times when hers isn't working during a class, trying to support her when internet is not working and I am busy with my job

Giving my son devoted chunks of time during the day since he knows I'm in the next room working. I've gotten better about setting a timer and he knows that when it goes off that I have to go back to work.

I am an instructor, on a short term contract, that gets paid very little to live in the community of Bend. As the secondary earner in our house I am the primary care giver, thus most of the responsibility and time for this falls on me.

My mornings are dedicated to my children and work email (when possible)

I am probably working more hours and it can blend into "home" life a bit more than before. Even though I am around more (and not commuting) I may not be as present as when I was off work before COVID. I find that I have to focus a bit harder to listen to my child and observe what is needed.

My kids are old enough to take care of most of what they need.

Ugh. No separation between work and home life.

Caring while partner works extra hours

n.a.

There is not enough time in a normal day to account for all of the work I need to accomplish while caring for my child. My time and focus are constantly divided/multiplied. This results in working odd hours at night and on weekends. I am appreciative of this flexibility to be able to use my time as I need. I think this has been going on for so long that many of us are just burning out despite how flexible and supportive OSU has been.

I have a lot of demanding 8-5 work and cannot devote enough time to my kids' learning on the CSD online curriculum.

social isolation, time pressure

Our children are older so they are capable of getting online. The challenges are more nuanced and frightening--their mental-well being, lack of social interaction with peers at a time when they need it the most developmentally speaking.

scheduling zooms in the same household for school and work.

It is a struggle to find consecutive hours where I can focus on work without interruptions from the children. Even though my children are older, they still have a lot of questions and I am accessible while working from home. I feel like I am a bad parent because I can't focus on my kids and a bad employee because I can't focus on work. I'm stuck between the two and the stress of trying to balance them both is slowly killing me.

Not being allowed to bring my child into my Extension office when my home internet is down, therefore I can't work. Managing deadlines while meeting my child's needs. Working later and earlier hours so I can still feel like I've accomplished something because so many of my hours are dedicated to caring for my infant during the day. Not feeling like this tug of war between work and parenting is equitable between

myself and my husband/male co-workers. Expectations remain the same for women who are caring for children in the home. Overall feeling of being overwhelmed, stressed, and overworked all the time.

Not enough time in many days.

Minimal with one - self motivated directed 11 year old and two parents at home.

children's issues are unpredictable. they can be having a good week and suddenly something arises that derails your work and you have to devote your day to righting their ship while yours sinks. yes, that is parenting, but normally we aren't doing it during our 8 hour workday all in the same space. k-12 schools are a form of child care and we simply don't have that.

I'm struggling with balance and keeping up with my work when I am also trying to manage my children. I have 3 young-ish children with different needs and ability sets. At best, I am working - but completely distracted and not nearly as organized as I typically would be. I am maybe operating from a 80% capacity, but given that our work has become more complex because we are delivering a remote learning and operational experience, it feels that I'm constantly behind and catching up. And to add to that, my family got COVID a few weeks ago and I had to step away from work for a week before resuming working remotely.

Constantly getting interrupted

The constant interruptions when I am working have been a challenge.

Constant distraction and need to manage teacher expectations and quality of work while not being able to focus on my own work. Every single aspect of management and coping was taken away with this virus (predictable schedules, dedicated work space and time, exercise, social support etc)

The incompetence of the schools. People are fine. Actual schooling is terrible.

Distractions, difficulty focusing

financial

N/A

child's mental health

Not enough hours to do everything. I spend every weekend catching up while they don't have school.

Multiple people having meetings or class at the same time. Challenges with noise, interruptions and internet strength/stability.

Takes a lot of time.

having to constantly be interrupted and having to constantly monitor their learning (keeping them off other things like YouTube or Minecraft)

Constant interruptions

N/A

What could OSU do support you in your parenting role?

Reduced work load.

Have some sort of child-care related flex time. Have better support for off-campus child care resources and cost coverage.

OSU needs to let full time parents go to part time or 3/4 time with full time pay and benefits. This is exhausting. I put my kids to bed and keep working into the night and there is no end in sight to this. It is not sustainable.

I don't know.

"I wish the child care subsidy took into account children's needs and need levels. We apply, but we never get it because we're technically ""okay,"" but our daughter requires a fairly specific environment and its expensive and cheaper options (that we've thoroughly investigated) aren't able to meet her needs.

I wish there was a less humiliating way to access food services. It is so embarrassing to line up. Is there no way to have a few appointments throughout the week where someone could grab a bag without having to see everyone? We honestly don't go as often as we should because we don't want people to know. "

understand and accept that I'm doing a half-assed job with teaching and research because I can't do any better

Understanding that my time is split between work and parenting duties. I really don't need much in in my situation. I do appreciate flex time so that I can volunteer at FISH with my youngest for about an hour each Wednesday.

Paid parental leave. Free childcare.

Offer more COVID relief time. I think we got 40 hours in the beginning of the pandemic, which lasted me 2 weeks since I split caretaking duties with my husband. Also, talking to supervisors to temper their expectations of work during this extremely challenging time. We never had a conversation about expectations and what I could reasonably accomplish with a child at home. I'm not sure if the university ever supported managers who in turn would support employees with families.

Offer morning classes, there is almost none in my department. I need to spend my afternoons and evenings helping my kids with what they didn't learn during their zooms so they can turn their stuff in.

I'd love a desk at the library ... but it is closed

Maybe some tutorials/ideas for quick and easy meals that can be done in a crockpot, or on one sheet in the oven.

Continue to be understanding and flexible with parents. This is an incredibly challenging time to be a parent, and it's more challenging for some than others depending on their situation.

Maybe don't put more bills on top of me like the parking permit right now. We are in the middle of a pandemic and parking permit rates are higher and I couldn't afford it before and I definitely can't afford it now. Free parking for essential campus workers would be amazing.

Not sure at this time.

More COVID emergency relief time that is not paid out of grants. At this point in time I think we can all agree that 40 hours did not come close to covering parents through March of 2020, especially those who are on soft-funding where those 40 hours were a misnomer. Without true "authorized" leave time that does not impact grant-funding end dates, parents are simply left working "flexible schedules" that still mandate a certain level of productivity which of course increases stress.

Just be understanding that this whole thing sucks. Flexibility is key - and remind us that they have our backs and will support where they can.

More affordable slots on the on-campus childcare centers. We found a slot off campus; it costs as much as our monthly mortgage and this is the only thing making it possible to actually perform my job duties at OSU. This level of cost may not be financially sustainable for much longer.

My biggest burden is that I can't balance being the parent I want to be and the researcher I want to be. Parenting support groups among same stage researchers might be helpful (particularly if they were moderated by psychological professionals and early childhood specialists)-- I feel like I am failing on both sides.

Continue to support work-life balance and understand that parents are filling multiple roles, and continue to support remote work. Remote work has allowed me to be more available for my kids when I need to be, while still completing all of my work.

"I am frustrated by the absurd parking regulations that still apply, though campus is mostly deserted. As my research requires my physical presence in lab, I must buy parking permits for a mostly empty lot. I must buy the permit so that I can run home to check on my child and in the event of emergencies

Employees who can stay home have the advantage of being able to quarantine at home with their families and are not obliged to buy permits. I am also obliged to take on additional responsibilities outside my job, because OSU infrastructure is operating at a minimal level. Yet, I was instructed to purchase additional parking permits to allow me to undertake these responsibilities that are not part of my job, or would be fined for not legally parking in my assigned parking lot. I don't understand why OSU remains unresponsive to the logistical needs of its on-campus employees. Since our research brings in grant money that helps OSU in every aspect, OSU should help us.

There is no reason for the existence or application of these parking regulations except to unfairly target the employees who are obliged to work on-campus. Who else would the parking employees target since no one else is around? Rather than pay these parking employees to drive around all day looking to fine those trying to work on campus, these parking employees should be doing other jobs that we are forced to undertake. They would be more productive supportive to our work, rather than punitive"

Same answer.

Let us work the way that best suits our work from home life these days. I have no complaints from where I currently am, but past experiences at other positions on campus, I fear that it's not as supportive. Continue to support us and the supervisors that are supportive and understanding. Don't make their job harder, which would just trickle down to us. Give them resources to help support their staff. I am lucky that I have a great supervisor, but I fear that may not be the case for some. Actually, I know that wouldn't be the case for some thinking of my past supervisors in other departments/units.

Not sure...

"My supervisor is extremely supportive and understanding about the working/childcare situation, because he has three small kids of his own. I only support by OSU I've used is the COVID leave, which I'm grateful for.

Just understanding that the same amount of work can not be done in the same amount of time when working from home would be the first step."

Support us when it comes to making sure our kids are safe, and allow flexibility when it comes to us caring for them.

Allowing 100% work from home, which would eliminate commute and make childcare easier. Also, allowing me to do work evenings and weekends which I've been refused

Continue to allow me to work from home.

It would be really helpful to us (as parents and employees), if we are able to have quality childcare in the summer through the university. I've contacted some childcare facilities, one is not open, and one has a long waitlist. We were recommended to see if there are anything in the county. We don't live in Corvallis, but I'm willing to drive the kids to Corvallis and pick them up if we could reroll our children in university affiliated programs. If we work on campus by summer, it's even easier for me to just bring them to campus. That would be really great.

No idea. magically make covid go away so the kids can go back to school?

Honestly the faculty have all been great. The overall atmosphere of understanding has been spot on.

No one is saying it out loud, but there is no way parents with little kids at home can perform at 100%. However, many of us can't afford a smaller paycheck. It would be nice if this was somehow acknowledged and we didn't feel constant pressure and guilt.

Increase wages and pto

Flexible work hours

"Stop covid? There's really not anything to be done until it is safe to be around people again.

Once it is safe again, I will need to find childcare, and would appreciate assistance from OSU with locating a preschool and/or offering financial assistance for preschool. I work for Extension and am not in Corvallis. OSU currently does not offer childcare options in other cities. It would be great if Extension

staff had similar resources to those working in Corvallis, possibly through a partnership with other state universities. "

Pay more

Continue to allow me to work from home full time, even after COVID has been conquered.

I don't know

My supervisor has a pre-schooler and an elementary student. She has been quite sympathetic to the needs of people working from home, and I have been able to say I am blessed by having a supervisor as fluid, and full of grace, as she.

My supervisor is very accommodating with work schedules. But as my job is primarily physical, there is limited he can do.

Provide quality, affordable childcare and preschool programs. Continue with kidspirit programs (we are looking forward to this when our children are of age!)

My supervisor is incredibly understanding about any child care issues that come up and I do feel supported.

Not Applicable

See above. I didn't separate the two. It's all one package. You help my kids, you help me.

Maybe offer more grants so that we can work less and have more time to be around our students. OSU is doing so much work for us it's hard to say other than more grant money.

See above

Being bold enough to establish a culture across the university that supports flexibility and a work/life balance so that people can address the challenges they are facing. This could be setting norms about flexible work schedules. Some departments might be doing this, but leadership should be addressing this as a norm in order to support employees across the board.

I know the current state of remote work is driven by health and safety measures surrounding COVID 19. That being said, the ability to work from home is incredibly helpful in managing work/life balance. I have added an extra hour of productivity to my day just because I have the ability to work from home and do not have to commute to and from the office. By not commuting to the office, I can add back 1 hour per day x 5 days per week x 52 weeks per year, to equal a total of 260 BONUS HOURS (nearly 11 days!) of time that can be spent doing other value-added activities (tackling a work project, spending time with family, exercising, meditating, planning, anything!). Not having a daily commute really adds up to a significant gain in capacity, whether that be taking care of business for work or home. I would love it if OSU considered continuing remote work arrangements even after COVID 19 is "over".

"Have administrators contact me directly - explain that they understand that this is hard and have an explicit discussion about which service dept/college/university service responsibilities they can take off my plate. And insist that I take things off my plate. And then contact the committee to let them know that the administrator made the decision to take me off a committee, not that I personally bailed. One

of the issues is that everyone thinks that their thing is the one that we should be doing. And when everyone thinks that, no one actually understands the burden. I need an administrator to step in and actively provide cover for this .

I think it is critical that the administration change is P&T criteria to account for these impacts. Simply pushing back one's tenure clock is not good enough. In fact, it further exacerbates the issue because it forces someone impacted by COVID to make a further financial sacrifice. With a delay in tenure (and promotion to associate professor), we are giving up 10% of our salary AND because subsequent raises are a % of our salary, this can compound over time. Similarly for merit raises, when they are based purely on publication/teaching output, we are rewarding those who are not heavily impacted by COVID. Those of us who have to put aside our research will not have the publications that warrant merit raises or college awards under normal circumstances. And, as with tenure the lack of those raises get compounded over the duration of our career and can have major financial implications. Here is some of what I included on this in my PROF review:

For me and for others with similar disruptions to their productivity, COVID impacts will extend well beyond the current review period. With fewer grants submitted, fewer papers published, and less time to devote to teaching and service, I will generate fewer publications, receive fewer grant dollars, and have diminished contributions to the teaching and service of my departments. This decline in productivity affects how I am perceived by my peers within and outside OSU as well as potential merit raises, department and college level award nominations, and ultimately my ability to go up for full professor on schedule, which impacts my financial future. All of these pressures are pushing me to try to maintain my productivity amid the COVID global pandemic, which is ultimately pushing me toward burning out in multiple aspects of my professional and personal life.

Keep the child care facilities open! Having our child engaged and interacting and learning with her peers extremely important to us. Especially when the first lockdown happened she didn't see any kids her age until the daycare opened back up. That hurt us and our concentration on our studies.

Continuing to be understanding that we are all just trying to manage this strange time. I am thankful for the accommodations that have been made to allow us to be parents & employees with grace.

"*Offer flex schedules and normalize reduced FTE offerings to all employees

*Find care and support services that are more applicable to older children, upper elementary through high school age

*Help employees find connectedness and support for their well-being while navigating this crisis

*Plan for the future: carefully and strategically imagine what a re-entry of the workforce will look like. Yes, we will have been working during this pandemic but the shifts in our routine that will occur when we all return to in-person work will have an impact on all of us and our lives. Please be prepared and be thoughtful about what you expect from us.

*Learn from this time. OSU has an incredibly talented and dedicated workforce. Let this time working remotely open up the barriers that have limited telecommuting options and hindered working parents

(mostly mothers) from feeling like they can request WFH options and still strive for upward mobility and contributions. We can be trusted to WFH and we've proven that."

My supervisor has been flexible and supportive in dealing with the immediate parenting needs I have while helping me get my work done.

The answer to the question before this can also be applied here.

Not sure. I really liked the work-life balance workshop from EAP in last week. Also, maybe resources about low-cost childcare in other cities, as I work from Eugene.

The push to online has been great from a work/parenting perspective. The push to Canvas and Zoom has actually helped me quite a bit.

Same as above.

Have courses for parents on how to keep children safe on-line.

zoom classes or video of activities

I feel like there is already grace and flexibility offered for when some weeks are harder than others. For example, my advisor has been very understanding of my inhibited progress during weeks when we are all stuck at home due to sickness. Beyond that, I'm not really sure what else they can do. I'm not sure if there's a parental sick leave that is available to student employees? I should look this up - would be interested to know!

Provide me with more leave so I can relieve my wife and be more of a part of my child's education.

"Same as above. Probably not much as I live in Veneta OR and there is one of me (parent).

Continue allowing flex or OT time and my parenting role gets a little better."

Acknowledging how hard this is. Lowering expectations a bit. Even if we expand the scope to the national level, I think few people are thriving right now. We are doing our best to survive, and no one does their best work in that context. To expect it, especially of those who have had their hours reduced and are not allowed to put in the time to complete everything they'd like, is cruel. As a parent, it would be wonderful if OSU provided support groups. Webinars and lectures are fantastic, but I often don't have the mental or emotional bandwidth to invest in acquiring more knowledge. Sometimes it would be good to just be seen by others who know my struggle. Pay everyone's copays if they want to go to therapy? Obviously that won't happen, but I'm nowhere near the parent I want to be right now. My resiliency tank is totally tapped.

Live the values of diversity, equity, and respect. There's a ton of pressure on OSU to be a service to the people of the state, but that should not come at the cost of forcing employees to make sacrifices in their personal lives.

During the holidays it was nice to see how many offices shut down and the expectation was to slow down. I wish as parents/caregivers we had more permission to do so. Its just a lot going on. If we are in a meeting, our kid is off doing who knows what or dropping juice into your lap or slathering themselves in

lotion. It would be nice to have a collective assurance that we can breathe and take a break and not have so much pressure to function as if we are in the office.

Perhaps providing mentoring would help. I don't know what I am doing and would love to talk to another parent about the challenges I face. I know there is the Beaver family connections, but it is typically at a time that I cannot attend.

I like this flexibility of working from home when needed. It has been very appreciated and keeping that flexibility going forward would be great..

We have a lot of check-ins at the college level, and I am sure that comes from support at OSU level. I wonder if people who have younger children feel the same.

MORE COVID LEAVE!

Really really flexible classes, like as long as you finished by the end of term or maybe even beyond, like NO Due dates, just get the work done as you can type of classes for parents. I've taken classes that were too much work for the credit so that should never be a thing!

"OPEN so I could use my time more efficiently, go back to working and pay for childcare AND his medical bills.

Allow a COA revision for dependent medical expenses.

More flexibility around scheduling and presentation of classes would be very helpful. More protective rules regarding maximum daily/weekly in-person work hours would be very helpful as 18 to 20 hour days are not uncommon in my program.

Offer us parents the chance to get vaccinated as soon as humanly possible. Until then, scale our work (e.g. service, teaching load) responsibilities by our caregiving responsibilities. Instead, I have experienced a dramatic increase in both my teaching and service responsibilities simultaneously with the increase in caregiving responsibilities. It's brutal.

Again, opening up the long term library rooms would be awesome. It's hard to stay organized when I have to break down my desk each day.

I don't know.

"Allow time and flexibility so I can take the time during the day to help my child. (This is happening now helping to reduce the cost of child care to a minimum, at least until the schools reopened or summer

Find funding for my unit to hire support staff who can help shoulder some of the burden of my role. This, in turn, would allow me to have added flexibility to care for my child's needs.

"I think the supervisors should have better training to understand the situation of workers with children at home. To train them to be a little bit more supportive and understanding. Even just by asking ""how are you doing"" how is it working at home? To show a bit of interest or compassion.

I know that the situation has changed due to the pandemic, however, we are still asked to work the 8 hrs a day it does not matter how."

Understand that it is more important than ever to allow for flexible work schedules.

I am not sure, maybe offer a more flexible schedule. Or have onsite care.

Childcare subsidy

Appreciate our supervisors for supporting their employees.

Give me more Covid Leave. I'm likely to be quarantined again before the end of the week. I've been asked to be on campus, but I keep getting laid off or sent home, and not knowing if my income is consistent affects my home life and ability to plan and save.

Creating the above mentioned would be a lifesaver for me. I would be willing to pay daycare fees. The Care.com options are \$1200-1300 per month and my family just can't afford that

Continuing working remotely.

Give time when I need to leave

Offer more childcare - subsidized

I don't know. My husband and I don't feel comfortable with sending our toddler to day care yet, though we do have a spot we have started paying for just to have for when the time is right. The numbers are still high and now the new threat of the covid variant that is transmitted even easier...

Nothing needed.

Extending leniency for certain deadlines-- for instance, I received a \$50 late fee for not registering for credits before the first day of classes. Given my responsibilities, I forgot to register for the thesis credits I'm currently taking as I complete my dissertation (I'm not taking any actual classes anymore). I was able to get it waived but was told it was a one-time courtesy, thus I feel like there was not slack being given to working parents right now. Also providing networks for childcare support and making that information more readily available.

"The most directly beneficial thing OSU could do to help me is lighten some of the work I have to do each week. If OSU could provide cooked lunches or dinners for my family on a regular basis and this would lower the time and energy I have to commit each week to cooking and to dishes (because cooking dinners alone creates a lot of dishes). I also would not have to think about what I was going to make for dinner.

This would give me so much more energy that I could use making sure my kids are taken care of and completing my school/work duties."

I have no idea.

Again, not sure. Even if I wanted extra training on how to teach and work with small children--I wouldn't have the time.

Some additional online courses for kids.

same as the last questions answer: OSU has a lot of options that are really great. One thing that could really help me personally is a space for other struggling parents that are looking for co-living situations. It would be good for the little ones and for us students who are struggling financially. Even just a space to open up the potential for bubble creation (is that a term? small groups of parents with similar-aged children).

Are there on campus study areas open?

I dont know. But opening the offices may help.

I think they are doing what they can. My department is flexible and kind as needed

less study load

Time and space to work. There are so many empty spaces on campus and allowing for us non traditional folks to use a set place in the evenings and on weekends would increase my productivity greatly.

"parenting coaching classes or reboot programs to keep the parents sane during these crazy times.

My department's faculty (MCOUN) has already been very forgiving when I have needed extra support.

decrease the hardlines in deadlines.

Some way for parents to reflect the way childcare demands have impacted their performance on annual reviews, other promotion documents would be helpful.

My boss is very supportive, is flexible with my schedule, and understanding as a parent himself. I have no idea what OSU administration could do though. The Covid leave that we got last year was a huge help because it allowed me to focus on my children a little more and take breaks when I really needed it, for a short time anyway.

Offer free or very low cost childcare or online support. More leave time.

I could use more affirmation that leadership is ok with the changes in my work performance. I don't think there is much they can do to change my situation but I always battle with the thought that my colleagues are going to become resentful of me.

If OSU had some type of policy that made it easier to not feel so stressed when my child needs me I think that would make me more passionate and help retain employees. Like if my child is sick or something.

Don't exclude online students! Offer free childcare.

I think OSU has done a lot to help.

Supplement the cost of childcare and/or have an affordable FULL-TIME childcare option! Having her in full-time care is costing \$1200 a month. Rent is \$1050. Those alone are almost my entire paycheck.

Once COVID is over, I would like to work a part of my day or week from home, since I am now used to it and find it just as effective as when I spent all my work hours in the office. In some ways, I don't want to lose the closeness that I have with my daughter after been sequestered at home with her (and our new puppy). It's going to be a hard transition to go back to the way things were.

I dont really know.

I feel really supported in general by OSU at this time.

It is hard to say. The university has done a pretty good job, overall, in trying to support parents, I think. The challenges are more at the managerial level, where workloads, whatever the supposed flexibility, have not changed, leading to high levels of burnout and stress.

"See above.

Also, there seems to be the expectation that employees get the same amount of work done, which just isn't feasible when caring for a child full time. In fact, my team has more work now than pre-pandemic. It's hard to manage the fire hose if work during this time. "

Perhaps communicate that it is OK to get less done. I think also easing restrictions on office work so some people could feel comfortable to work in there office when they need a quiet space., and not just when it is absolutely necessary.

Give vaccination efforts every support you can. The only way my kids will be OK is if transmission drops and they can have a normal life again.

Clear affirmation from the highest possible level that parents are supported, should be allowed flexibility, and that supervisors should support career advancement (increases in pay and responsibility) while allowing for necessary flexibility.

Not sure.

Offer more integrated release time so we don't feel like we have to ask or take sick leave.

Open more daycares.

I think OSU has tried hard to help. We both have understanding supervisors as well. I feel like everyone knows what we are all facing, so we actually have a lot of flexibility and grace to manage as best we can under the circumstances. OSU lets us both work from home full time, so that's the number one factor that helps us! We both have the ability to block out time in our day to help our kids and not face any consequences at work. So we feel pretty lucky and pretty good about how OSU has supported us through the pandemic.

Parenting support group for specific age groups. Could students seeking a career in education develop some online educational/interactive programs for each grade level that the OSU student could get credit for like student teaching?

would be nice to hear more about how others are doing it. (if there were enough testimonials, i'd likely find someone in a similar spot? maybe with ideas for how to solve my challenges? i'm not sure i've

heard anything from OSU about how to handle this. just some vague 'we'll work with you, we know it's hard'.

My current main challenge -- childcare -- is tough since it's my own choice to not enroll him in daycare - I'm not comfortable having him in a group setting quite yet with the pandemic. But in general, I think my top priority is better policies for maternity/paternity leave, and (in non-pandemic times) allowances for nursing mothers (e.g., dedicated places to pump).

They already offer parent support groups.

I would love a parenting support group or parenting education 1:1 consultation. Just someone to listen, support, help trouble shoot. It can really feel like you are struggling alone.

Continue and encourage departments to allow employees to work from home.

see above

maybe offering information to supervisors/managers about the reality of parenting during this pandemic, and training on how to be more emotionally supportive and encouraging supervisors/managers to offer more flexibility in scheduling, and trusting employees to be more autonomous in making decisions about how work gets done.

i feel supported by my supervisor, as they are allowing me to work from california to be closer to family who can provide support when needed (I'm a single parent who has full custody of my daughter).

Any chance one-on-one tutoring could be available at low-to-no cost? If there are tutors not being used by our students, could parents possibly have some help with tutoring of our kids? Or if there could be a low-cost connection with OSU students to help out younger kids (elementary through HS) for cash that would be great. Or maybe some clubs or "fun" outlets for kids to join virtually. Learn magic, small at-home cooking lessons, trivia for kids, coding class, foreign language fun, something. If it could occupy their time for an extra hour a week, that's an extra hour I could have to do actual uninterrupted work!

Thanks for asking, but I think the public schools need to address this.

Not much.

possibly offer reduced schedules to those with children without fear of loosing their job (e.g., move to a .8 FTE instead of a 1.0). Continue to offer first-rate on campus child care options--this is key. Our oldest will be returning to Azalea as soon as cases in Benton county go down (we are paying for his slot right now). We are so thankful we have this option.

I wish I knew.

Recognition and understanding by supervisors that we are humans, not robots, and are managing our way through this knowing we have work responsibilities that must be met. Personally, I feel fortunate to have a boss that recognizes the challenges we're all trying to balance right now.

I'm not sure

"Continue to provide flexible work schedules.

Continue to foster an environment where grace, understanding and empathy is expressed because you don't know what each person is juggling/dealing with."

I don't know if OSU could do anything about it; the kids just need to be able to go back to school. My children are too old for "childcare" but they require an enormous amount of support in their remote learning.

Facilitate auditing of some interesting survey courses (or recordings thereof) to supplement learning for teenagers.

Encourage family opportunities.

I don't think there is much more OSU can do. I am satisfied with OSU's support.

Lower cost childcare options for employees. More transparency around how to use FMLA. I've tried to get clarification on how to access this benefit and how it will impact my salary, and I can't seem to get a clear answer from anyone. Clarity around how a reduction in hours impacts benefits.

Not sure.

Maybe offer more social event/camp on-line to start with (chess tournament, science experiment...). It is a good time to share university research activity with Children.

More mandatory DEI training for unit leadership. Helping leadership to understand/define what DEI is (that it is about inclusivity, not JUST performative actions in diversity). This unit NEEDS HELP.

Continue to allow flexibility and empathy.

Heavily lobby the Corvallis School District to re-open schools for at least K-5 for all students and teachers who wish to return, immediately. The Board has had a monumental task but has been timid and uncreative and is ignoring the science that clearly shows that schools don't drive infection rates, and that schools can safely be re-opened with risk mitigation measures in place. Now that the Oregon metrics are gone for schools, push them hard to reopen.

Teen support group? Through Zoom or Discord

I am parenting a teen so we are less impacted than those that need oversight.

expectations for TT faculty are set way too high. the amount of teaching AND research AND service that i am currently doing is incompatible with successful parenting and self-care.

Offer childcare

Audio equipment?

Reduce work load/productivity expectations

I have no idea. Truly. I feel like there is no where to turn for help. It's awful.

I have been hesitant to ask for leave to care for my child. I know it's protected leave, but I still feel like it counts against me. As an adjunct, my boss could decide to not renew my contract for any reason.

Not support communism

OSU has done well offering opportunities for child care, the problem is that by doing that the entire family is at risk of exposure to COVID-19

Support for mental health.

nothong

The understanding of the parenting situation during Covid seems to have evaporated in terms of extended deadlines, etc. Nothing has changed, school is still out, most parents do not have access to full-time care, and it won't change until those social support systems are available again. It has not happened to me, I have a supportive partner and resources to pay for help, but I see women getting impacted by this everywhere. OSU has not done enough to ensure that female staff and faculty will be ok at the end of this. Raise awareness, give reminders, and encourage men to take up their share of the load. More childcare if it can be implemented.

I honestly don't feel that OSU has or should have a big role in raising my children but just being supportive of flex time during online schooling is sufficient.

Having students come to Corvallis caused Covid cases in Benton County to increase to a point where elementary and middle schools were unable to open for in person instruction. Over 90% of my students were in Corvallis even for remote instruction. This was incredibly disruptive and irresponsible from a public health perspective. OSU was relatively responsible here, but all of these college openings created massive super-spreader events that any reasonable person could have anticipated.

I really do not know.

Nothing

I cannot be successful at my job and take leave to care for children. My partner luckily is taking small business leave.

I honestly don't know. Maybe start by paying me a salary commensurate to other faculty with my position and in my field? Your childcare centers have a 1.5-year waiting list in a typical year and my spouse and I don't even make enough to live in Corvallis.

Ensure that all supervisors are aware of possible use of COVID provided leave and encourage use of COVID provided leave for mental health breaks such as walking, hiking, etc.

Nothing - really

In my case, I do not need any support in this area, but I really appreciate that the Executive Committee is being attentive to this issue!

Paid time off for instructors? Recommendations for equitable and realistic teaching loads? Further support for TAs?

#NAME?

I can't think of anything. The best would be in-person activities. Perhaps there could be online activities that could be useful - our older daughters took a free gardening class in Spring offered by OSU Extension. That was very useful and interesting for them.

Nothing

Increase pay for all faculty to allow for professional child care -- even if as a special compensation package separate from base pay.

More income would mean the possibility of outsourcing more work (less cooking/cleaning, for example.)

I cannot think of anything besides being aware that schedules are sometimes inconsistent.

Not much. It's much easier to handle teens/young adults than younger children during Covid. Overall, it's been okay.

More equitable teaching distribution between instructional and tenure-track faculty

Again, there is a tension here. To serve students, I appreciate the need to make accommodations and adjustments, such as publishing our Canvas course early and adding additional explanatory notes throughout. To serve faculty, there needs to be an ongoing understanding that additional accommodations for students takes an enormous amount of time. "

??

Advocate for the public schools to reopen full time.

I don't see a role for OSU. Why would they be involved?

Understand that these times are challenging and that our productivity will be lower; and not increasing our teaching loads as they have done; and not expecting us to work as though we were on campus

Na

I'm not sure, since we really don't want her going outside the house with anyone else right now, and yet could really use some free time

Stop having unreasonable expectations for faculty. Stop doing extensions and start counting the work we DO manage to do. Change the expectations to be appropriate for COVID times.

Make Trace-study covid tests available on-demand for faculty/staff and for children or dependents of OSU faculty/staff. My child had a covid exposure at the park and we had to fully quarantine for two weeks. Because we never developed symptoms we could not get state covid-testing. It would have been great to be able to utilize OSU's testing (following protocols, but to lessen the overall time of quarantine). I would also like to see antibody testing be made available to faculty/staff-- knowing that it's imperfect, but perhaps somewhat useful.

Understand how women are the primary caretakers of children. Allocate resources accordingly to support the next generation.

I'm good at the moment, as my child is old enough to largely care for herself. But many others need child care relief.

I continue to feel that OSU admin has been tone deaf to the needs of young faculty. We have had increased teaching loads and service expectations, no research expectations release, pay cuts, no real guarantees that COVID will be taken into account for tenure decisions...

Not much in my case.

less expectation of meetings each week.

Adjustment on work loads

From this survey, it appears that you think that children only means kids under 18. I have an adult child with a disability living with me. I think having kids in college would also be challenging right now, as they are likely important vectors of Covid-19 between campus living and parents' homes. Plus those parents are footing the bill for this pandemic college year.

The support and flexibility in work hours, and focus on outcomes rather than hours worked has been invaluable; OSU supporting this type of approach has made it easier to make it happen. Please continue this messaging!

They could provide the funding for me to equip my home office with an ergonomic work station and provide me a new computer so I could get all this fine and fancy online learning stuff done right. They could come up with some better ideas about how to assist faculty who are educating children at home, because the current state of things lacks leadership and vision.

Money to cover our needs (my husband became unemployed when Covid hit).

I don't know. To a large degree, this is a public policy issue. In my opinion, opening schools safely is more important than opening bars and restaurants.

nothing much

I would love to have a tutor who spent 2 mornings a week with my children at my house helping them with their school. Someone with good references and who abided by careful social-distancing practices. I contacted several through Care.com in the fall, but no one responded.

Open more full time childcare centers.

Just continuing to be flexible with working remotely and schedules, so we can do drop off/pick ups and have the kids home with us while we work (when that happens).

Solve the childcare problems many of us are having.

Give another 80+ hours of COVID-19 leave hours to be used for sickness and/or childcare. It's nice that the deadline to use them was extended - but many people (myself included) have already used all of the hours in 2020 because of having to care for children who are at home. We need a solution for 2021 that is better than "take leave without pay" or "use your accrued annual/sick time."

other than reducing my workload, nothing that I can think of.

Get TAs for classes 50 and above, help pay for the internet (150.00 per month to ensure speeds), make sure we have adobe acrobat free and EASY when it ends at the end of the month, make it easy to set up protection such as antivirus without having to go through 65 people for approvals, streamline grading and stop changing websites so we don't waste time looking for things, give incentives for being not only teaching faculty but counselors, advisors, support, and losses to/on family time.

patience

additional COVID leave! actual acknowledgement from the top down of what working and studying people are actual juggling to keep their domestic lives afloat, to keep their children moving forward and the toll this is taking on everyone's mental health

I don't know.

Help with AFFORDABLE, easily accessible, full-time child-care (not only half days).

Just be understanding and flexible.

supporting access to covid-19 vaccination asap to get the kids back in school and summer camps

Allow more time in our office, and require less time working remotely.

We need more paid leave available. There is no other way around it. Time is what we all need to be better parents to our children right now. The saddest part of the whole pandemic is what our children are losing.

I have been very lucky to have an understanding team, and feel that OSU has done what they can to support me as a parent. More COVID leave to care for my kids a bit more during the week would be helpful.

Nothing that I know of, especially since I'm based at Hatfield. There isn't an OSU-affiliated care facility and there are few local ones that OSU could even provide a voucher for (this has always been a concern of Hatfield parents).

OSU, my division within OSU, and my supervisor have all been very supportive

Make sure high functioning instructors are in full time employment so they can actually get some relief psychologically to focus on their family

Offer a workshop about step-parenting strategies

reduce your expectations. Stop sending links to training / seminars / workshops for which we have no time.

Have no clue

support covid leave that isn't charged against grants for research and other faculty

As an institution, continue to recognize that this is a challenge, and encourage flexibility across the institution. Honestly, at the colleague level, in my experience, people have been universally understanding of occasional zoom interruptions (in fact, some have been amusing and humanizing),

moved meetings, breaks to tend to family, etc. OSU can continue to assure that outside-of-work impacts of the pandemic (not just parenting) are taken into account in personnel matters, particularly for those faculty and staff who are in non-tenured positions.

academic coach perhaps to check on once a week, or summer paid internships at OSU for graduating high school seniors to make up for lost opportunities during the academic year, and to keep the kids safe and engaged over the summer. Such programs if available for children of OSU employees will help employees focus on their work better in the summer to make up for lost productivity during the academic year.

Making testing more widely available would help us feel more confident

Provide spaces (open and closed) for school districts so we can send students back to school

Allow for more flexible hours. Continue remote working as long as possible. Even consider adjustments once school is back in person as I do not feel comfortable putting my kids in an after care program.

I don't think there is anything but I'm nervous I'll be asked to come back to work before I feel safe sending my children to child care. There are no child care facilities in the area where children are wearing masks.

Continue to acknowledge the challenges. I'm not sure what else OSU could do!

Have a program where your school aged child could be dropped off and monitored while they did their online school work

More childcare options, the beaver beginning's capacity is very low, the little village only offers 3 hours and half per day which is literally just two zoom calls' time.

Just be supportive of flexible schedules (which they currently are for me)

Keep the day cares open and advocate for the state to prioritize vaccinations for childcare staff.

It has become increasingly challenging to keep up with my work. Maybe job expectations or load should be reduced? I don't know how you do that, but I have just been having to take shortcuts and do less.

I think some are having a tough time getting their bosses to understand how hard it is to work from home.

normalizing child interruptions that are bound to happen while we are working from home so parents don't feel as embarrassed. Also, resources on ways kids can interact with each other online. perhaps a parent group?

Reduce my workload (cutting a class) to make my workload actually in line with a 40-hour work week (less would be great too, but I'd take just a normal work week at this point).

Reduced workloads without reduced pay. Additional childcare options would also be great, though we will be hesitant to use those until it feels safer to do so with COVID-19 concerns.

Not sure. This is just a tough time for everyone. I have always felt there were not enough hours in the day to get everything done. It feels like this is even more so now. I am a single parent with full custody

and after zoom meetings all day, childcare and homeschooling I find myself exhausted at the end of each day.

Encourage supervisors to be more flexible.

REDUCED WORKLOAD

Offer in person activities and opportunities for these kids. And off screens. There is plenty of evidence that the virus does not transmit widely in the school setting.

I don't think there's anything that could be done, unfortunately. Access to the vaccine and in-person learning for the kids are the only thing that will start to lighten the load here.

Help children get back to school or provide support for employees either financially or with additional FREE or LOW COST childcare options.

turn our 40 hour work week into a 30 hour work week and let us retain our pay rate

Advocate for employees in auxiliary departments to return to their full schedules so that their pay can return to normal. This would allow me to increase my childcare days and potentially pay for some in-home care as needed.

The Parent Support group on campus all but ignores parents of teens - but this is probably the most challenging, lonely and frustrating (and unrewarding) time in a parent's life. There are good moments, but lots of struggles, and I get frustrated that all attention for OSU parental support seems to come in the form of supporting parents of young children (even 'bring your child to work day,' when that was happening had almost nothing for teens). Teens really need something meaningful, practical, helpful or useful to do - there's precious little in this town, so many kids ended up going out to the dump to meet up with other kids, much of the summer and socialize. THE DUMP (or the alternative to the dump - but close to there?)! My kid is an honor kid, and there just was nothing for them to do. It's hard enough when school is in session, but when there is little structure outside of school, we really need something to help them stay engaged in our community. I feel like OSU could be doing more to support this important piece of our community's mission.

Provide flexibility in the work day, provide support for children at home, tutoring services

"Continue to allow for schedule flexibility.

Subsidize child care."

I'm not really sure - I am not willing to use child care options at this time. In the spring i might be nice to have outdoor distanced activity programs like sports for older kids 9-13 that need something to do and physical activity while also allowing parents some uninterrupted work time. I'm not sure the kidspirit model really serves this need.

Provide more paid time off and a salary closer to industry standard...

Continue to encourage OSU students to be conscientious members of the community in which they are based. Their behaviors and decisions impact others (from whether folks get infected, or whether their

kids can go to school). Please test ALL students returning to town to catch introduced SARS-CoV-2 cases asap and limit the impact on the community.

Continue to be flexible and supportive of parents who have children at home in remote school. Continue to allow flexible work hours and FMLA leave to use when our time is taken up helping our kids with schooling.

Its so hard to say. We have found a solution that works for our family for now. Please continue to allow staff to work remotely from whatever location is needed. It would be interesting to have a way to plan a play date with a child whose family is taking the same amount of measures to keep themselves safe from COVID infection (although, I still wouldn't trust self reporting and probably will continue to isolate/play with my child without others).

Can I please have a jackpot-level winning lottery ticket? Or a time machine so I can fit more hours into the day? Yeah, those are both kinda out of reach. Keeping our jobs is a big help, as is flexible scheduling while we juggle work, family, and other obligations.

"not sure. but thanks for asking. we need help caring for the kids and helping them feel successful. also, continuing the environment of patience and forgiveness within the workplace, as parents struggle to balance home and work obligations.

Think about how to support off-campus employees more. Could we have set up a group childcare situation early on in the pandemic that would have been stable and affordable and relieved stress from many of us that are working and often have primary care-giving duties? Child care costs have increased for some people because they are now paying for kids to do remote school with another caregiver rather than at public school. Combine that with the temporary salary reduction and it's a recipe for disaster.

Making more childcare facilities and options available would be a great help

"fire incompetent supervisors

this survey should have questions for people who work here but aren't tenure or academic faculty. and this survey should have branches- this just wasn't that relevant to me and the work i do still matters. "

Nothing. I feel supported.

Providing additional covid-19 leave and encouraging supervisors to be flexible in it's application. Sometimes a mental health day is most needed.

Work with school district and/or Dial A Bus to provide transport to/from OLV

I so appreciate the Family Resource Center and all that they do and resources they send out. They have really helped. Like most things at OSU, I wish that the care/concern that I receive from the Family Resource Center could be integrated into our work culture.

Honestly I think OSU has done all it can. I am very lucky to have a super supportive supervisor and the flexibility that the COVID 19 Relief time has provided has been so helpful for when I just can't make up the time lost to helping with schooling.

Please maintain flexibility in work hours and location, even beyond this year. I think many parents will struggle to find adequate child care post-pandemic for a long time.

Prioritize keeping on campus childcare open and available.

Advocate for safely opening schools or getting the hybrid model going sooner.

Substantially lower expectations for research output for research faculty with full-time caregiving responsibilities.

OSU could give fixed-term faculty (or all employees) : a monthly stipend of up to \$100 for internet; a one-time \$1500 for office furniture, etc. This should NOT come from a faculty member's account but from central place.

OSU has done a great job at understanding I have a toddler at home and allowing me flexibility with that. I just ask that continues as the pandemic begins to fade.

OSU is flexible and understanding of my situation and is not asking more than what I can currently handle. Beaver Beginnings is a lifesaver, and remaining open is very helpful.

Flex time or additional COVID leave.

For younger kids not in school, it would be nice to have an affordable daycare option. The options currently available are not affordable, especially when my significant other lost his job due to COVID so we are not a single income family.

Safe childcare opportunities that actually work with my child's school schedule, access to my office, awareness of the burden that working parents (mothers especially, I suspect) are carrying. I have more service responsibilities this year than last, even as my director encouraged me to let my research go so I can focus on teaching and service. This is not the in best long-term interests of my career, and I fear this will set me back, relative to my peers, in ways I won't be able to make up later.

This answer is different than the start of the pandemic. At this point, the most important factor for me is to be able to work remotely when my child is learning remotely.

I'm in pretty good situation - for folks without a pod, I don't know how they do it but not sure how OSU could help with social distancing, etc. Good to see that Azalea House is open - thank you! The weekly e-mail activities in the Spring were great. LOTS OF SLACK for caregiving instructors - reduced teaching loads at same pay would be a great help, I'm sure.

Be as flexible as possible, and as leadership don't expect parents to be working 8 hours a day from 8-5, because that would be detrimental to our children's well-being.

"Continue to support remote work through the end of the academic year and through the summer, perhaps even through Fall if the local schools are in a hybrid format.

Hybrid learning will be 3 hours a day per child in our school district, not on the same schedules, most likely with different transportation schedules. Even if they are bussed (which may not even be provided) it's 4 transitions/transportations a day with leaving and coming home plus providing the same amount

of asynchronous learning support which will be more difficult and time consuming than 100% remote learning. "

I wish I knew what would fix it. i would do it.

reduced work load

Paid Time Off for childcare

I can not think of anything. Hoping the pandemic ends soon!

To have the administration understand that decreased metrics in teaching, research, funding, grant submissions are often due to extenuating circumstances brought on (such as those outlined above) by the pandemic.

Honestly, because we live an hour away from campus, I'm not sure that OSU could support us in any way.

Schedule flexibility is essential. Also, less obligations in terms of meetings - only the essential ones would be helpful.

I don't know.

Stay with the attitude that getting the work done well and on time is more important than the number of hours worked. Continue supporting the idea of time off for time away to give a chance to refresh to be better for both work and family. Thanks for asking!

Tell administrators to slow down, we don't need to accomplish as much during this remote time.

I can't even imagine having minor children right now. We need to be very careful with the way that mothers are assessed in upcoming annual reviews and promotion decisions.

OSU administration should consider the impact of their decisions on community spread and the ability of young children to have in-person learning.

"Put a pause on policy changes & initiatives and other work requirements that are not time sensitive- or consider formats that are more friendly to those who may not be able to disappear for hours at a time. Parents don't want to be left behind, we want to be represented and engaged, but our time is stretched thin right now and it makes it difficult to engage in these conversations (which can be hours long) and still balance everything else.

Being able to teach from home has been a huge help."

I wish it were that easy.

I honestly don't know. You can't ease some of my work responsibilities. And you can't take over homeschooling. So I'm stuck.

I'd like to see more men actively participating in care-giving. I'm on calls with women often who are assisting children while taking calls. I rarely see men who have children doing this activity while trying to get work done. OSU men who are leaders can model what it means to be an equal partner.

make COVID go away

Good question. Right now I am really really hoping for an almost normal kidspirit and an open spot at beaver beginnings in the summer, hopefully it will happen. I know it does not only depend on OSU, but it would be wonderful to start gaining normalcy in the summer. Some sort of financial advisor that could help with tax questions re. sitter would be really helpful. We have not been able to find a company or financial advisor willing to just have a consultation with us. They either want you to pay for their services (e.g. they do it all), or nothing.

"They never offer resources for off campus faculty. Not sure what can they do now that they have less resources.

BTW New President is making an effort to meet with us remotely. I really like that"

Load reduction based on kids in the house.

As spring approaches, providing some outside activities for children and teens so they can get together and talk and run off their energy.

"Honestly I don't think it is OSU responsibility to support this. I think the state and federal levels should be finding ways to return safely even if it is hybrid. It is not practical to try to support their learning most of the daytime hours and then try to get your work done in the evening hours when you are emotionally and mentally spent.

Sending your kids to childcare is ""catch 20/20"" you have fear of sending them to larger groups being looked after by people who you don't know what their doing in the evenings or weekends, but you need time away to recharge and be a productive employee and caring parent. I don't believe OSU is on the hook to solve this, some of this has more to do with societal expectations and shaming of behaviors and how we identify people as either being safe or not safe based on our own individual scale. We are determining if someone is safe or unsafe based on how they might be in an age demographic, or if they are seeking out friends for their kids to interact, or if you one week you decide to go travel somewhere new. There is just a lot of perceived pressure and expectations largely driven by fear and concern right now."

The childcare options OSU has provided are wonderful for many, but they don't work for our family. We have to maintain very strict isolation because of high risk family member. Thus we cannot use any of the care options thus far. I don't know how OSU can support us other than by reducing our teaching and service demands.

? no idea

NA

"Great question and thanks for asking.

1. eliminate the salary reduction. 2. acknowledge that workloads to move courses to remote teaching have added a significant amount of work. Consider the faculty teaching loads (credits/yr). 4. More emails of support from our OSU president - he writes great emails that are authentically kind and compassionate - those have been wonderful to read.

Reduce expectations for being exceptional in our jobs...there isn't time to do it all. Thank you for emphasizing that in the past - please continue to do so.

I have no idea, but it's not sustainable.

Continue to provide support for work from home, flexible work schedules and empathetic annual reviews

I feel that Student Affairs administration should be very explicit to supervisors that the expectation right now is NOT that employees continue to work the same amount of hours they were working pre-pandemic. They need to send the message that what's most important is making sure our highest work priorities are being handled, and that we make as much time for lesser priorities as our lives allow. They should tell supervisors to be available to assist us in prioritizing our work if needed, and ask supervisors to be open to hearing about which work we can't get done right now, and to not penalize us for this. In short, we need to be trusted to do our jobs unless things slip and we somehow show that we are not able to handle this situation.

Provide childcare services at branch locations.

Increase salaries so that we can afford a home in Corvallis while also being able to afford child care in Corvallis. Right now we have to choose one of those two. Either live in Corvallis without being able to afford day care or move out of Corvallis so that we can afford day care.

Don't cut our wages again for the bottom earners who are barely getting by. I am a single parent making 50K. all of it is accounted for on child care and living expenses food etc.

I'm so glad that you all are asking these questions of parents, thank you!! Personally, I am incredibly fortunate in terms of my current childcare situation but I hope that the information that is collected can help parents who are continuing to struggle to balance work and childcare and/or education.

Oregon State needs to DRASTICALLY work on better childcare and parent support options. Directing employees to care.com or the local Kindercare is not enough. These are resources that are already available with or without OSU. University of Oregon has several on campus childcare options used by faculty, staff and students at reduced cost (an ACTUAL benefit).

I don't think that there's much OSU could do for my situation.

My family can afford to hire someone and we decided to do that - we have someone starting part-time in January. This is going to provide a lot of relief for us. I think OSU could offer a monthly stipend for families who desperately need help with childcare and cannot afford it. Something like \$500/month. That may seem like a lot, but OSU needs to prioritize the well being of their lowest paid staff. This is a crisis and people are falling apart. They need help and OSU should step up.

Keep the daycares open.

Nothing. It's just the way it is

It felt like there was a lull, around September to November, where the newness of the pandemic had worn off but we were still facing the same (or increasing) challenges. It felt like there was a push to

return to "normal". Please encourage supervisors and administrators to continue to grant their employees the room to continue modifying schedules, reconsider priorities, and juggle everything.

i benefit from the paid family medical leave balance...classified staff should also have that benefit.

Increase pay

I really can't think of anything.

?

Make more concrete statements and guidelines regarding expectations while we are parenting/teaching/working from home. Make employees feel more supported in that we all need to do what is necessary during this time to make things work the best for our families, not just to make our jobs work the best they can.

Be understanding of the challenges, provide additional COVID leave.

Find a new marketing term for "keep teaching"; it's completely inappropriate.

the paid parental leave is helpful, thank you so much for it

taking class schedule "preferences" as seriously as possible, being asked if a proposed schedule will work (they may seem like preferences, but are necessary because there is a lack of other safe childcare support. Making the term schedule workable for our family situation is extremely important)

Continue to be patient with us. We are trying to juggle a lot. Allow remote work when possible - but mostly, don't let ANY SUPERVISOR ostracize anyone who needs to work remotely and/or wishes to work remotely due to fear of the virus. Any supervisor that acts in this manner should be stripped of all "power". It is completely unnecessary. We have enough to worry about.

Make COVID tests available to symptomatic employees and their families!

Take the children.

Kidspirit could offer small short online classes similar to Outschool after school is over. Normally, my kids would go to Boys and Girls Club from the end of the school day until about 6pm.

decrease my work load

Either expand and further subsidize the on campus childcare options, or offer parents some release from teaching and service duties.

None for me. I feel pretty privileged with the situation we have.

I honestly have no idea (it is a high school kid).

flexibility

Continue to allow remote work for those that want to remain remote.

Better pay, no pay reductions, better job security, if I am an instructor then treat me as such and don't expect anything beyond my delivery of courses similar to that of other institutions.

Actually, the significant support of remote work has been very helpful already. I suppose anything that communicates and supports job security has indirect benefits to my child as a morale issue. Assurances about how a transition back to the new normal will occur and that it will be measured and well planned is also desirable.

Nothing needed.

Let me into my office. Stop being fanatically ridiculous in access to office.

n.a.

Continue to have flexibility with schedules, continue to reevaluate what is important to accomplish in this pandemic and what can wait in terms of new endeavors/projects. Giving more COVID leave in this new calendar year because many of us have had to exhaust our COVID leave (to care for sick family or self). Two weeks of leave is simply not enough, when you must use all two weeks to quarantine/get better/help a loved one get better, while the pandemic is ongoing and will exist beyond a year.

Provide a medium for parents in the community to share what has/hasn't worked for them, more community connection/sharing around what families can do to make the best out of this situation for our kids.

See notes on previous page. Prioritize actions that bring COVID rates down and allows schools to reopen. Studies (see NYT for overview) have consistently shown that it is the 20-30 demographic that is transmitting the disease into communities--particularly in college towns. I rather teach on-line or remotely for another year, if it meant my kids could go back to school. OSU has prioritize athletics and their bottom-line over my children's well-being.

Messaging that it is ok to flex your schedule to make juggling a little easier, have no meeting days, possibly have a reduced work week for primary caregivers (but not reduced pay). I just need more time to take care of everyone and maybe have a little leftover for myself.

Any support would be nice. How about selling the presidents mansion or car? Does he really need those things to cover up football players raping young women?

All Extension offices to support parents bringing children into the office, especially if the employee has their own office and can shut the door.

Beaver Beginners should be 100% available to all OSU tenure-track faculty who need it.

Back off on service work. Pause the bureaucracy on things like Digital Measures

None really

explore the workload reduction policies other universities have implemented. don't just listen to the positive stories from working families. the struggling families will usually remain silent. the ones out doing pinecone art will be the ones highlighted as 'triumphing over adversity' (not shaming them, but more the messaging around 'everyone seems to be doing well!') Parents also don't have time to figure

out what they need from the university. when the survey comes back as "child care issues weren't reported as extremely problematic"...it could be because parents are too busy/exhausted to respond or articulate what they're experiencing. Thank you for listening and taking these concerns seriously. It is heartening to have FS as an ally!

I am not sure. I feel that my supervisor at least has been flexible and supportive.

I feel like I need more time to dedicate to my son's online learning. Then I wouldn't be so rushed to help him finish a problem so I can get back to work.

I think that OSU should be pressing the State of Oregon about re-opening K - 12 education. I find it crazy that the population who is least likely to be sickened by COVID-19 has had to make some of the biggest sacrifices. OSU should be openly discussing the importance of education and working with the community to develop innovative strategies to re-open schools, whether its offering college credit to undergrads to help with classroom supervision or offering space to allow for social distancing. The OR Dept of Education entire strategy seems to be "wait for case numbers to drop" (and cross our fingers), and OSU has just gone along.

Support everyone's flexible work schedule. If we can work from home, many of us can do it at different times of the day. Because we have been teaching our children and working at the same time for this long, I believe we all know how adjusting our work schedule would benefit us.

Flexible schedules beyond 9-5. Flexible work weeks. More time pressures and fewer responsibilities to meet "success" or productivity measures.

Put pressure on the schools to open. Stop allowing them to assume OSU employees are at their beck and call. Provide testing so teachers will show up. Provide childcare on campus to provide support schools demand and they are not providing.

provide child care

N/A

I think OSU is doing OK in this regard.

I don't think anything but I appreciate you asking.

Financial resources

Provide more support for learning assistants or teaching assistants to off-load some of the additional work teaching remotely.

OSU needs to provide child care subsidies for parents who need them. They also need to do more to support women and those from diverse backgrounds who are untenured.

Lobby for school reopenings

Appendix B - FP 5.0 Additional Qualitative Data

January 2021 Faculty Pulse 5.0 Survey – additional child care related data found in non-child care/dependent care questions

Q2 and Q2b: How are you doing? What can the OSU Administration do to help with your circumstance?

I need help with childcare. My kids are older (10 and 13) and we have no pod and no family. From the moment I wake up to when I go to bed I am mom, teacher, screen time monitor, PE teacher, friend, etc. I am totally burned out.

Not much, unfortunately. Child care is scarce and if found a spot, then you need to choose exposing your very-young baby (plus yourself and rest of the family) to COVID-19.

OSU has basically given no real support to faculty who are parenting children through this crisis and are forced to teach university coursework from home while simultaneously teaching their own kids because the Corvallis School District is neither trained nor fit to teach remote classes -- so we must do it. I am completely disappointed in a leadership that prioritizes football over family. Also the Faculty Senate could take a deeper look into the new "Workload Policy" as it is completely geared for tenure track faculty and not non-tenured folks -- even though non-tenured faculty are now running and administering several Schools at OSU.

I'm not sure what can be done to help. Ideally, I would be relieved from some of my work responsibilities while I am trying to homeschool my children while doing my job at the same time.

It's stressful, being home with school aged children, trying to work from home, support their emotional health (and social isolation) and their school work. The kitchen's open all day so there's non stop food production and clean. It's nearly impossible to carve out a meaningful chunk of uninterrupted time in which to dive more deeply into work. My kids are tired of being around each other, they miss their friends terribly. Our middle school aged son has been dealing with depression for the first time so we've back way off on his school work and allow him a lot of creative structured "free time." What has me indicating a 5 is that even amongst all of the crazy challenges, both my husband and I have full time work and we've managed to all stay healthy and well. Really trying to focus on the blessings but it is a tremendous challenge some days to stay on the positive road versus veering off and entertaining how much so many parts of this suck...

More Covid leave offered so that I can help my 9 year old navigate remote learning better.

I don't know. Possibly more time for child care at home would help.

It would be nice if the University provided LOW COST or FREE Childcare help for working parents we are struggling with both parents working and two elementary school aged kids at home, who are struggling with online school. it's hard, but we know that many other people have it much worse so we try to keep things in perspective.

Provide more full time childcare facilities and/or opportunities

Cheaper childcare

It would be appreciated if leadership could acknowledge the fact that as parents with children at home we cannot have the same amount of output, and to make sure we know that is ok.

Provide childcare services at branch locations like Bend and Newport! Check that with the new salary minimums, faculty pays for those who have worked for a while and were not affected by the new minimums, are receiving equitable pay to compensate for their time/experience.

offer child care, stop w the salary cuts, help with online classes

Q3: Identifying areas of concern for winter term

Finding child care: 10.5% of respondents – over 70 faculty members

Q5: What are your concerns about tenure clocks, scholarship or promotion?

The challenges of child care/remote learning in the pandemic have affected my research productivity. I am a tenured associate professor, but I do worry that this disruption will impact the timing of when I can go up for promotion to full professor.

I am concerned about the long term impact of work disruptions for those with additional child care, family care, etc. responsibilities at home. I know these disruptions are recognized and my reviews and tenure clock will be adjusted. I am a tenure track faculty member and I think I am still making good progress towards tenure. However, due to balancing child care and work my productivity is still impacted. Others have not experienced as significant of disruptions and I worry that because I am unable to excel as much as I would like, that my opportunity for advancement, advancement, awards, recognitions, professorships, etc. down the road will be impacted because of the slow down of my research during this time. .

As a senior faculty member who mentors a number of junior faculty, some of whom are single-parents, from diverse backgrounds, and who are homeschooling children, I am VERY concerned about their P&T. Giving an extra year on the tenure clock is NOT ENOUGH. No child care supplements have been made available by the university and parents are having to constantly monitor their child's remote learning and child care. This year is extremely unproductive and if it is the "extra year" for an untenured faculty will not help their P&T next year.

More needs to be done by the University to support these faculty members- the burden is falling mostly on women who continue to be primary caregivers.

Q20: Anything else you would like us to know:

The support for off-campus faculty, particularly for childcare, is very limited beyond using a Care.com account to find a nanny that I cannot afford anyway. Because I live too far away from Corvallis to take advantage of the additional child care facilities that have opened, I have felt kind of stuck and left to fend for myself.

We need more communication around our leave benefits and I'm talking about the practicality of taking leave to deal with the lack of child care. Yes, the benefit exists, but that does not mean employees can actually, in a realistic sense, take advantage of it. If you had a serious illness and could not work, yes, you would take medical leave and your colleagues would understand. It would be noted somehow on your file (or in your T& P dossier somehow). For this circumstance, it feels a bit different to say "I simply cannot manage my children's schooling and care AND my job"-would supervisors and colleagues who are in the exact same circumstance see that as a valid reason to take leave? Would your school director simply re-assign your courses to an instructor (a nightmare scenario when instructors are already underpaid and overworked) or just cancel the class (some might be required classes). Plus, you cannot really 'pause' research to go on leave. Just wish there were more discussions about the real-world feasibility of taking Covid leave. Talking with a benefits specialist doesn't help because they do not know the professional and interdepartmental issues that arise when someone decides to take leave (again, if you went on leave for a serious medical issue, everyone would understand...'taking care of my kids who are having a hard time with homeschooling' just doesn't come off the same)

commuting to child care while taking care of 2nd grader

Appendix C- COVID-19 Leave Usage Data

Approximate # of Employees & Students who took COVID-19 Leave between 3/15/20 and 12/31/20:

Grad Student	23	1700	1.35%
Student/Temps	2070	5574	37.14%
Classified	1265	1503	84.17%
Unclassified	1728	5349	32.31%

Approximate # of Employees & Students with a COVID-19 Leave balance of 0 as of 1/15/21:

Grad Student	20	1700	1.18%
Student/Temps	247	5574	4.43%
Classified	445	1503	29.61%
Unclassified	545	5349	10.19%

Appendix D - Committee Proposal: Interim COVID-Related Dependent Care Modified Duties

DRAFT for OSU (modeled after UC Merced) February 2021

Referring Document:

https://academicpersonnel.ucmerced.edu/UC_Merced_Interim_COVID-Related_Dependent_Care_Modified_Duties

The COVID-19 pandemic is taking a significant toll on the OSU community, including its faculty. The closing of schools and child care facilities has forced parents to stay at home with dependents full time. Other forms of dependent care, such as elder care or care for family members with disabilities, have also demanded full-time attention from faculty members. Early research published in both [mainstream](#) and [scholarly venues](#) suggests that working parents, especially women, with dependents are vulnerable to experiencing significant damage to careers, sustaining impacts that will reduce earning potential and leave them ineligible for promotion, salary increases, and other forms of advancement that might negatively impact university diversity, equity, and inclusion efforts. While teaching releases for all faculty who need them might mitigate these impacts and inequities, they would be cost-prohibitive and cause interruptions in curricular offerings. Instead, to provide some assistance during these challenging times, we are suggesting an option for caregivers to temporarily modify their work-related duties.

The Children, Youth and Family Committee proposes a modification of existing policies to help address the disparate impact of COVID-19 on academic faculty with dependent care responsibilities. This modification could be effective for two academic years beginning with the 2020-2021 academic year and may be adjusted after the first year. The dynamic nature of the situation requires flexible policies as we are likely to see oscillation in the severity of restrictions (e.g. periodic opening and closing of child care facilities and schools). These policies will be in addition to and intended to coordinate with existing leave plans.

Academic faculty with dependent care responsibilities of 50% time or more will be eligible for up to two academic terms of Interim COVID-Related Dependent Care Modified Duties during academic years 2020-2021 and 2021-2022. Interim COVID-Related Dependent Care Modified Duties will cover dependents of all ages, including children and dependent adults and elders.

Full-time faculty members who are considered for Interim COVID-Related Dependent Care Modified Duties will remain full-time employees of OSU and continue to accumulate all benefits and sabbatical credits while serving the University. Furthermore, Interim COVID-Related Dependent Care Modified Duties will not be considered in assessing personnel cases or Promotion and Tenure. The Offices of Human Resources and the Office of Faculty Affairs will provide guidance about how to document the utilization of modified duties benefits in a candidate's personnel file or dossier and ensure that this modification does not affect internal or external reviews for promotion and tenure.

We realize this Interim COVID-Related Dependent Care Modified Duties can be implemented across different schools, divisions, and departments in dissimilar ways because duties of faculty members

across the campus are often unique to a discipline. Such differences will be taken into account as Interim COVID-Related Dependent Care Modified Duties are developed for participating faculty members. Interim COVID-Related Dependent Care Modified Duties must be negotiated between faculty members, department chairs, union representatives, and administrators on an individual case-by-case basis with an eye to maximizing help to the faculty member while minimizing disruption of the academic and research activities of schools, divisions and departments.

Although decisions about if and when to request use of the modified duties rest primarily in the hands of the individual requesting modified duties, faculty members will need to request modifications from their chairs and deans with as much notice as possible. Chairs, with input from Deans, will work to accommodate requests on a case-by-case basis, considering the academic and research needs of the department, the need to offer required courses, availability of alternative instructors, and number of individuals requesting these modified duties in the same term.

Interim COVID-Related Dependent Care Modified Duties might include any of the measures, or a combination thereof, on the following list, which is not exhaustive:

- Offer relief from service obligations and responsibilities for all or part of an academic term.
- Allow flexibility in classroom instruction modality, for instance, synchronous versus asynchronous, remote versus in-person, and scheduling.
- Provide flexibility in department course offerings, for instance, reducing the overall number of courses while increasing sections of or enrollments in courses that will indeed be offered.
- Allow voluntary deferral of sabbatical leaves.
- Offer flexibility with instructional roles, for instance, co-teaching with others (senior faculty, advanced graduate students or postdoctoral scholars).
- Provide teaching release in return for temporary increase in course-load after dependent care can be secured.

These proposed measures will ensure that the university retains its commitment to diversity and inclusion by mitigating the exacerbations of pre-existing structural inequities within academia, especially among women, who continue to be the primary caregivers. These measures would (or will) ensure that the university remains competitive in a world full of new and unprecedented challenges.

Meeting the needs of faculty providing dependent care cannot be dictated in a one-size-fits all policy. Rather, these directives should be complementary to additional efforts to sponsor on-site child and youth programming and educational opportunities.

Appendix E - Committee proposal: Employee-Initiated Reduction in Time (ERIT)

DRAFT for OSU (modeled after UC Davis) February 2021

The following campuses have similar programs in place:

University of New Mexico: <https://hr.unm.edu/cv19/tvr>

University of Nebraska-Lincoln: <https://hr.unl.edu/policies/voluntary-fte-reduction-program/>

University of Pittsburgh: <https://www.hr.pitt.edu/news/covid-19-pandemic-voluntary-effort-reduction>

University of Washington: <https://hr.uw.edu/coronavirus/workforce-reduction-strategies/temporary-layoff-policy/>

Purpose of ERIT

The COVID-19 pandemic is taking a significant toll on the OSU community with many faculty and staff experiencing an unprecedented challenge of full-time careers and parenting/caregiving responsibilities. The closing of schools and child care facilities has forced parents to stay at home with dependents full time. Other forms of dependent care, such as elder care or care for family members with disabilities, have also demanded full-time attention.

The **Employee-Initiated Reduction in Time (ERIT)** program provides an additional workload reduction option that campuses or organizational units can implement in response to the ongoing pandemic. **ERIT** acts as a robust employee support program and as a cost-saving resource for the institution. It provides an opportunity for employees to voluntarily reduce their current appointment percentage and corresponding pay so that the employee may reallocate necessary time to caregiving roles and optimize work-life fit. Concurrently, the university benefits from temporary salary savings, which could assist with the current pandemic-induced financial strain. Though **ERIT** attends to the time poverty realities of the current COVID-19 landscape, it could be adapted in perpetuity as a family-friendly, work-life fit resource. The addition of such flexible options helps ensure OSU remains highly-competitive among its competitor institutions in the higher education marketplace.

Program Details

Eligibility:

- All career staff employees (regular status and probationary)
- Participation for exclusively represented employees is dependent upon agreement by applicable union.

FTE Reduction:

- Appointment percentage reduction must be in increments of 5% of full-time.
- Minimum reduction in time (appointment percentage): 5% of full-time.

-
- Maximum reduction in time (appointment percentage): 50% of full-time.
 - An employee's work schedule may not be reduced below 50% time in any given month of participation.
 - For employees who are paid bi-weekly, an ERIT contract would need to align with that payment cycle.
 - For employees paid on a bi-weekly basis time reductions are made as needed to fit their payment cycle
 - Minimum length of participation in the program: One month.
 - Maximum length of participation in the program: 36 months, with ability to apply for extension
 - Participation is subject to approval by an employee's supervisor
 - Work schedules are subject to approval by an employee's supervisor.

Employee Benefit Considerations

Our committee defers to University Human Resources specialists to define and articulate the specific policies related to ERIT's impacts on employee benefits. Consideration of ERIT impacts should be given to the following areas:

- Vacation and Sick Leave
- Retirement Plans
- Employee Pre-Tax Contributions
- Defined Contribution Plan, Tax-Deferred 403(b) Plan, and 457(b) Plan Deferred Compensation Plan
- Medical Contribution
- Disability Benefit Payments
- Workers Compensation Payments
- Life Insurance
- Dependent Care and Health Flexible Spending Accounts
- Social Security and Unemployment Benefits

Other considerations:

- Holiday Pay
- Temporary Reduction in Time
- Part-Time Employees
- Indefinite Layoff or Reduction in Time
- Seniority for Indefinite Layoff
- Transfer or Promotion to Another Position
- Exempt Employees
- Exempt/Non-Exempt Status
- Time Off Pay Status
- Effects on Promotion and Tenure and Annual Performance Reviews

Terminating the ERIT contract

At the end of an employee's ERIT contract, the employee returns to his or her pre-ERIT appointment percentage and salary (including merit increases and other adjustments to salary received while participating in ERIT). The right of return to the prior percentage of time and salary would apply unless the employee is subject to layoff or a reduction in time pursuant to the applicable personnel program or collective bargaining agreement.

Procedures (includes Sample Documents)

- An [ERIT Contract \(U280\)](#) PDF must be completed and signed by both the ERIT participant and the employee's supervisor.
- The [ERIT Contract Amendment \(U281\)](#) PDF must be completed and signed by both the ERIT participant and the supervisor when an ERIT contract is terminated early, extended, or the percentage of time reduction is changed.
- The contract must be completed and entered into the campus payroll system in accordance with payroll system operation deadlines.
- The ERIT participant's department is the office of record for the contract. Following campus procedures, copies of the contract are to be provided to the employee, the Human Resources Office, and to the appropriate service center.
- Contracts are retained for 5 years after separation, except in cases of disability or retirement in which case contracts are retained until age 70.

OSU campuses are authorized to develop local implementing procedures consistent with the provisions of the ERIT Program.

Appendix F - Results of the 2021 Faculty Senate Pulse Survey 5.0

Results of the 2021 Faculty Senate Pulse Survey 5.0

Dwaine Plaza, Kate MacTavish, Robynn Pease, Amy Luhn, Erika McCalpine,
Shannon Riggs & Caitlin Calascibetta

The Faculty 'Pulse' Survey 5.0 was designed to capture what OSU faculty experienced in the fall 2020 term. Particular emphasis was placed on childcare responsibilities.

The Total N= 752 – January 7, 2021

Survey Respondents identified as:

A Man	32.2%
A Woman	60.3%
Transgender	0.1%
Self-Identified	0.8%
Gender Queer	0.8%
Preferred not to answer	5.5%

Generally speaking, how are you and your family doing?

	Total	Man	Woman
Poorly	12.5%	14.3%	9.9%
All right	13.1%	13.8%	12.4%
Good	43.8%	39.8%	48.4%
Excellent	30.5%	32.2%	29.4%

What is your academic/administrative home campus? Could check multiple campuses.

Corvallis campus	639
OSU-Cascades campus	29
E-campus	48
Extension	42
Hatfield Marine Science Center	12
Portland Center	<u>7</u>
Total N=	777

Please identify the level of concerns you have for the following aspects of your winter term. Very and Extremely Important.

	Total	Man	Woman
Being motivated	30.5%	30.4%	30.4%
Staying organized	21.4%	23.2%	20.1%
Maintaining mental health	37.8%	34.8%	39.2%

Transmitting illness to family or friends	39.9%	40.1%	41.7%
Employment/job prospects	17.4%	13.5%	16.4%
Meeting financial obligations	17.9%	15.6%	18.2%
Stress of the current politics/inauguration	33.3%	29.8%	32.9%
Getting the COVID-19 vaccine	26.0%	26.4%	24.8%
Getting sick with COVID-19	44.2%	44.1%	44.2%
Getting a COVID-19 test	13.0%	14.9%	11.7%
Implementing online exams	10.8%	15.9%	7.8%
Finding childcare	10.5%	11.3%	10.4%
Keeping my children motivated	35.3%	36.5%	36.1%
Home schooling my children	24.5%	24.7%	24.7%

How has your research or creative work been disrupted since the spring of 2020? Extremely disruptive only.

	Total	Man	Woman
Research time teaching and service responsibilities	26.1%	18.4%	26.1%
Research time health or care giving responsibilities	22.2%	16.9%	26.1%
Access to research facilities/labs/computing resources	19.2%	16.9%	21.1%
Access to subjects, animals, cell cultures	24.8%	21.4%	27.3%
Additional time to restart research	17.1%	12.6%	21.3%
Travel and field research opportunities	37.7%	40.3%	34.5%
Funding to support personnel due to travel restrictions	20.0%	18.6%	21.7%
Access to internal or external research funds	13.2%	8.9%	17.4%

Over the past 8 months, please tell us how much the following conditions have impacted you:

	Total	Man	Woman
Additional teaching/preparations	41.8%	40.9%	41.8%
Cancellations of seminars, presentations	9.3%	8.9%	9.3%
Challenges around visits with collaborators	15.0%	15.8%	15.1%
Increased time for review, funding or publication	13.0%	7.6%	13.1%
Redirected funding for COVID-19 related topics	8.1%	7.2%	8.1%
Changing research agenda due to pandemic restrictions	22.2%	11.1%	22.2%
Donation of supplies to COVID-19 initiatives	6.6%	6.2%	6.6%
Challenges due to travel/visa restrictions	20.9%	19.6%	20.9%

During the winter term, where do you plan to do your job from?

	Total	Man	Woman
From home	72.2%	64.4%	76.7%
From my office on campus	16.5%	23.0%	12.4%
I don't know what I will do yet	1.9%	2.8%	1.4%
On campus in a classroom/lab	5.6%	6.3%	5.3%
Other location	4.0%	3.5%	4.3%

Do you feel that you have adequate technology in the winter term to do your job from a remote location?

	Total	Man	Woman
A computer	71.2%	72.3%	70.6%
Internet bandwidth	43.9%	44.5%	43.5%
A web cam	68.8%	65.5%	70.5%
A mic	68.7%	67.8%	69.1%
Additional monitor	57.0%	58.4%	56.2%
Tablet	38.6%	42.4%	36.4%
Other, please specify	19.7%	28.6%	15.6%

Other, please specify? desk & chair/ separate workspace/reliable internet/ headphones/lighting/ printer/ scanner/ quiet space.

What Center for Teaching and Learning training have you engaged with to date or are you considering? Response of Yes.

	Total	Man	Woman
Keep Teaching/Teaching Faculty Page	50.7%	41.9%	57.1%
CTL Infographic Guides	19.3%	14.3%	23.7%
CTL Syllabus Template	26.6%	18.8%	31.1%
CTL Communicating with Students	23.5%	17.1%	27.8%
CTL 1-on-1 consulting	7.9%	4.3%	9.9%
Workshops	30.7%	22.8%	35.4%

How well do you feel you accomplished the following key teaching activities during the fall term? Extremely or Very Well.

	Total	Man	Woman
Providing student-content interaction	58.7%	55.4%	61.3%
Providing student-student interaction	29.7%	20.6%	35.8%
Providing student-instructor interaction	48.4%	37.5%	56.2%
Managing breakout rooms	32.7%	26.5%	38.7%
Course design	54.9%	55.2%	55.4%
Valid assessment	44.4%	43.6%	46.7%
Inclusive teaching	48.5%	45.9%	48.6%
Use of suitable instructional methods	51.7%	50.9%	50.2%

In the fall term, did you take the seasonal influenza flu vaccine?

	Total	Man	Woman
Yes	73.4%	72.7%	73.6%
No	26.5%	27.3%	26.5%

Did you participate in the faculty TRACE OSU COVID testing in the fall term?

	Total	Man	Woman
Yes	63.1%	64.9%	63.8%
No	36.8%	35.1%	36.8%

If a COVID-19 vaccine certified by the Center for Disease Control to be effective became available for you to take in the winter or spring of 2021, would you take it?

	Total	Man	Woman
Definitely yes	69.1%	75.3%	66.1%
Probably yes	18.5%	16.9%	19.3%
Might or might not	5.5%	3.0%	7.0%
Probably not	2.1%	1.3%	2.3%
Definitely not	4.6%	3.5%	5.3%

There were several reasons respondents listed for saying they would definitely not get the vaccine:

- Several were pregnant, possibly pregnant, or breastfeeding.
- Several already have had COVID.
- Several expressed concerns about what they perceived as inadequate testing and uncertainty about long-term effects of the vaccine.
- Several said they would wait and allow others with greater risk or need to work outside the home to get the vaccine first.

Family Responsibilities

Do you currently have children living in your home?

	Total	Man	Woman
Yes	54.6%	55.4%	54.2%
No	56.4%	44.6%	45.8%

How many children are living in your home?

	Total	Man	Woman
One child	44.4%	41.7%	45.9%
Two children	44.4%	44.9%	44.2%
Three children	8.1%	10.2%	6.9%
Four children	2.5%	1.6%	3.0%
5 or more children	3.0%	1.6%	0%

What is the age range of your children?

	Total	Man	Woman
Infant to 1-year old	6.2%	5.4%	6.6%
2-3 years old	11.2%	12.0%	10.8%

4-5 years old	12.9%	11.4%	13.8%
6-11 years old	30.1%	32.6%	28.7%
12-14 years old	16.4%	16.3%	16.5%
15 years and older	23.2%	22.3%	23.7%

Are you primarily responsible for overseeing your children's education while the primary and secondary schools are operating in remote delivery mode?

	Total	Man	Woman
Yes	29.5%	9.7%	40.9%
My partner takes on the responsibilities	8.0%	14.5%	4.4%
I share the schooling responsibility	37.5%	50.8%	30.2%
Other, please specify	24.6%	25.0%	24.4%

How many hours per week do you dedicate to your children(s) home schooling?

	Total	Man	Woman
Zero	19.4%	18.0%	20.6%
1-3 hours	20.3%	19.7%	20.6%
4-6 hours	21.2%	23.0%	20.2%
7-10 hours	20.0%	19.7%	20.2%
11-15 hours	9.1%	9.0%	9.2%
16 hours or more	9.7%	9.2%	9.7%

All things considered, how are your children coping with isolation and the restrictions of COVID-19?

	Total	Man	Woman
Poorly	16.4%	18.5%	15.4%
All right	30.8%	21.8%	35.6%
Good	25.2%	28.6%	23.4%
Excellent	26.2%	31.1%	25.7%

A Summary of the Qualitative Data Collected from the Pulse 5.0 Survey

The qualitative open-ended questions, which are presented below, provide more nuanced insights into specific issues and concerns of OSU faculty that occurred during the fall of 2020. The qualitative data allows us to hear the faculty voice and some important truths about their work life, teaching, research, family life and the general effects of the COVID-19 virus.

Q2 – What should the OSU Administration or the Faculty Senate Executive Committee know to help faculty with their circumstances?

Faculty continued to report **struggling to balance their workload and care** for their children and other family members who need help. Many reported feeling **overworked** from research, teaching, child-care and some notable eldercare issues. Some stated that the salary cuts are an

additional insult on top of everything going on. Faculty reported that their families are experiencing **mental and emotional health issues** as they struggle with lock downs due to COVID, as well as the current state of the country. Faculty doing lab-based research reported challenges in doing their work effectively due to the **limited access to buildings** and specialized research amenities.

Faculty across all campuses (OSU-Cascades, Portland, Newport, Corvallis) felt that **communication from the administration continues to be unclear or inconsistent**. Many felt that there needs to be a lowering of expectations from supervisors regarding workload. Budget and salary cuts are also affecting people financially. Faculty wanted to make it known that they have incurred a **financial hit by having to set up a home office**. Some are paying an increased cost for higher internet speeds to do their job. This was happening while there may be a decrease in income due to family members losing their job during COVID-19.

Q5 – What are your concerns about tenure clocks, scholarship or promotion in this time of COVID-19?

Responses to this question made clear that concerns about the impacts of the pandemic on career trajectories are **broadly shared and deeply felt**. Respondents identified having less time, energy and mental capacity to devote to research and scholarship as fundamental to these concerns. As one respondent stated, “the cognitive load [to perform at or near pre-pandemic levels] is like no other I have ever experienced”. **Family caregiving responsibilities, additional time required for remote format teaching and supporting students, and access to labs, research settings, colleagues and collaborators were widely identified as barriers to research productivity**. Faculty also acknowledged that the **impacts of COVID-19 are unevenly distributed** and expressed particular concerns that the additional strains experienced by women with school-aged children, those with the heaviest teaching loads (instructors and Extension) and BIPOC faculty be acknowledged in promotion and tenure processes. Concerns expressed made it clear that faculty see **impacts as long-term and lasting** with the potential to **widen the already present achievement gaps** by gender, race/ethnicity, and position status if not handled appropriately. Further, critical supports such as increased access to childcare and to private work and lab spaces have taken time to put into place and may be too late to thwart off an unproductive year. While **faculty in general appreciate the extension of the promotion and tenure clock, many see this as insufficient** and worry that not enough guidance is in place to ensure that P and T processes equitably (versus equally) manage the evaluation of pandemic related impacts on productivity. One particularly strong statement, summarized below, shares sentiments:

For faculty with young children, stripping access to quiet work spaces, labs, and other resources necessary for productivity has undercut their career trajectory and the impacts will ripple for years to come, as these faculty are likely at pivotal points in their career. While allowing for delays in P & T decisions and allowing for COVID-19 impact statements is a step, it does not address the profound and disproportionate impact this

will have on long-term earning potential, likelihood to achieve full Professor level ranks, and inability to accept stretch assignments over the last 9 months. I feel that OSU has failed Woman faculty, particularly those in the Assistant and Associate Professor level ranks.

Issues with the **slow pace and overreach of IRB**, extraordinary and unrecognized **efforts in the realm of teaching** and the **reverb of larger policies** like the hiring freeze on motivation and workload were also common points of concern in responses to this question.

Q9 – During the fall term, tell what your experiences were in assigning group work, setting up exams, proctoring exams or keeping students motivated.

Faculty respondents indicated several problems in delivering remote class content during the fall term. Group work seemed to help maintain a sense of student connectedness, although many noted consistently **less interaction in class discussion**. Having to **change exams** to avoid proctoring has meant additional work to change course structure and substantially more time for grading and responding. **A significant number of faculty expressed concerns about cheating**. Those using proctoring “know students are cheating,” with one person claiming they will have to make all the rest of their exams much harder; others are finding increased use of **Chegg** and related services that assist students in cheating and being dishonest. There are numerous **TikTok videos** that shows students how to cheat on a variety of artificial intelligence proctoring platforms, among other forms of cheating. See <https://www.youtube.com/watch?v=zlcYjjKYvmc>.

Pedagogically, faculty have gained some valuable experiences and observations about the classroom. For example, faculty noted that students are making an effort to stay engaged while recognizing that circumstances are not ideal. This was particularly so for graduate students. Numerous comments called out the **special difficulties** remote learning and limited interaction possibilities pose **for teaching and mentoring graduate students**. Delays on research are beginning to surface as anxiety and, in some cases, faculty reported a fear of graduate students dropping out of the program. A final major issue mentioned was the **time management** for breakout rooms in Zoom and other activities being a challenge for faculty, especially those with large classes (25 plus students). **Effectively facilitating activities takes more in-class time** and students tend to fatigue more quickly and need more breaks, especially in classes of longer duration.

Q10 – What concerns for students' success would you like to bring to our attention?

Responses to this question were mainly focused on **students' mental health concerns**. Students' focus, mood and hope have notably diminished compared with the spring term (COVID slow mental burnout). Faculty are concerned that **CAPS seems tapped out** and has insufficient capacity to meet student need, with one report of a student on a waitlist for nine weeks. Several noted that students are missing or needing social connections. Several suggested near-peer interactions or physically distant organized group as the weather permits.

Faculty were also concerned with their ability to **keep students motivated**, including those near graduation. In addition, faculty are concerned about the structural changes in the economy which will undoubtedly affect students' circumstance. This included **concerns about student financial difficulties, food insecurity and homelessness**. Many also cited student job losses as well as students taking on second and third jobs to pay for tuition.

Faculty were **confused about the S/U grade changes**. Faculty complained that there has been inconsistent and insufficient understanding about the nuances of taking a course S/U, including its effect on degree progression. The date changes to S/U were also noted as being inconsistent for students planning for the future. Finally, there continued to be the **widespread concern about discrepancies in student access to effective Wi-Fi and technology**.

Q14 – What additional information or resources would be helpful for you to be successful in your job duties during winter term?

There seemed to be a **level of frustration and anger** from faculty that did not exist in the spring or summer surveys. Many felt that there was nothing the Faculty Senate can do to help them with their concerns. They are **frustrated with having so much work to do while caring for children and sharing workspaces with a partner/spouse**. Other issues mentioned include better technology to use to work from home (i.e., slow computers, having to spend their own money to gain higher internet speeds). Faculty had a few items on their **wish list for improvement of working conditions**: one-on-one technical support; individual meetings with the Center for Teaching and Learning to solve problems in the classroom; workshops for effective use of technology; having a TA to help manage features like chat and breakout rooms in the Zoom environment—particularly for large classes over 30 students. Finally, there was a desire by faculty to have more immediate responses from the OSRAA and HR offices at OSU. Delays in these two offices were linked to a slowdown in faculty productivity.

Q16 – Are there any specific issues or concerns that fixed-term faculty (i.e., professional faculty, instructors, research faculty, etc.) have for the winter term?

Concerns about **job security and workload** dominated responses to this question. Fixed-term faculty on annual contracts worry about renewal of their contracts given the financial impacts of the pandemic for OSU. Grant funded faculty are concerned about their capacity to support salaries given larger national-level budgetary issues. Workload concerns centered on the increased demands of online teaching during a pandemic and time of extreme social unrest. Many concerns were noted about research delays, grant funding drying up, and soft-funded positions in danger of being cut. There was widespread acknowledgement that **remote teaching takes more time** in general. Added on top of the extra time is the **rising need for faculty to provide additional supports for students** who are struggling with mental health issues and work and family concerns brought on by the pandemic. The two quotes below capture the shared concerns for fixed-term teaching faculty in particular:

We need a lighter workload. Seriously. Teaching is WAY more work right now. Not only do I have to manage transitioning my classes to remote (and since I don't teach the same classes each term, this work has to be redone), but the students are taking way more support than normal. I'm happy to be there for them and help them succeed, but it's not sustainable.

*Students found assignments and tests difficult and had to be extended due to the sheer number of students who either had COVID, had a family member with COVID, had to care **for** a family member, or work because of COVID-related family or personal financial hits. Many of these kids are struggling and hanging on by fingernails and not able to work on a 'normal' schedule that is outlined.*

Fixed-term teaching faculty called for **formal recognition of these work-load concerns that goes beyond thank you messages and encouraging words**. In reality, for instructors, heavy course loads, increased enrollment caps per course, and additional prep needed for remote/online teaching leave little downtime over weekends or breaks. To keep up with the workload, fixed-term faculty reported **working too many hours leading to feeling burned out, and all with insufficient pay**. A number of faculty suggested **teaching-load and class-size reductions** for the spring term given the circumstances and noted that adjustments have been made for research productivity for tenure-track faculty. CLA was called out by several respondents as having challenges in this area including non-responsiveness from the CLA dean's office regarding the work equity issues. Taken together, concerns outlined how **non-T/TT instructors are impacted by COVID-related workload increases not affecting T/TT faculty**.

Q18 - Did you participate in the faculty TRACE OSU COVID testing in the fall term? If no, please tell us why not?

Faculty who did not sign up for or participate in the OSU COVID testing did so for very practical reasons. Many reported **not wanting to leave their home** in general and a feeling that **participating in testing would expose them** to unnecessary risks. Others lived too far away from OSU (Salem, Portland, Albany) which made coming to campus for one test a long trip. Some felt that they already had COVID at some point during the year and saw no need to get tested. Teaching schedules for some instructors made it difficult during the day to come to campus and take the test. Others had calculated that their low risk of getting COVID while sheltering in place and in a tight bubble made testing less necessary. In short, taking the **test on campus was an unnecessary risk**.

Q20 – Is there anything else you would like the Faculty Senate Executive Committee to know for the upcoming winter term that you feel is particularly important?

Responses to this question reemphasized many of the concerns raised by other questions—that faculty are **burned out** given current workloads in the face of pay cuts, that the **impacts of COVID are unevenly distributed** and likely to exacerbate existing gaps in promotion and

advancement, that university **messaging needs to move beyond mere expressions of thanks**, and that **concern about university finances and job security abound**. Additionally, there was a consistent sentiment asking for news regarding the plan for Spring term sooner, rather than later, so they can adequately prepare. It was also pointed out that many of the surveys seem to be focused heavily on how instructional and research faculty are coping, with **little attention paid to professional faculty**.

Q26 – Are you primarily responsible for overseeing your children's education while the primary and secondary schools are operating in remote delivery mode?

Survey respondents reported that they are overseeing their children's education in a variety of ways including having to supervise young children full time because they are too young for an independent online education. Some faculty reported being lucky enough to have children old enough to be in primary or secondary school, so they did not have to be supervising them throughout the day. Other respondents had children who are college age or older, and so did not have personal issues to deal with. As a fix, some respondents reported creating learning pods and using a combination of pods, caregivers and extended family to support their children's education. Several respondents report challenges with meeting the education needs of children with neurological challenges, regardless of age, and challenges for single-headed households, as opposed to dual-parent households, who share the oversight of their children's learning.

Q29 – What challenges are your children facing during the COVID-19 period?

Survey respondents overwhelmingly reported multiple interconnected challenges facing their children during this COVID-19 period. Some families reported that they were doing fine. Popular challenges facing children during COVID-19 include **isolation and loneliness** for all ages, particularly in relationship to peer groups and extended family and the **loss of organized sports and social activities** such as 4-H; multiple **challenges with the online learning platform**, including variation in the quality of the online education experience and limited access to teachers; too much screen time, Zoom fatigue; confusion and uncertainty about an array of issues such as how to be a self-directed learner in the online learning classroom and how to organize time; **insufficient access to parents who are working** from home and worry about the future amid COVID; **family stress and well-being in the face of parents being stretched too thin** or unemployed; and concerns about **mental health, stress, depression and anxiety**.

Q30 – What challenges do you experience caring for your children while managing your work at OSU and other responsibilities?

Respondents reported numerous challenges facing them as they try to work, care for their children, oversee their children's online learning and extracurricular activities, provide care for their households and themselves. As one respondent notes, *"the whole situation is impossible and untenable on so many different levels – academically, socially, and health wise"*. Articulated trends include the **ongoing, never-ending tension between work and caring for children** that include constant interruptions and challenges to time management that often result in

extended work schedules and work days, mental overload and stress. Additional challenges entail having **sufficient dedicated space and technology to accommodate work and education** needs and the overall guilt and marital stress that employees are experiencing in trying to manage it all.

Q31 – What could OSU do to support you in your parenting role or your children?

The majority of respondents to this question stated that they were **not sure what OSU could do** to further support them in their parenting roles. Several wrote that the situation with COVID was a **public policy situation beyond OSU’s control**, while others cited the need for the public schools to reopen and suggested that OSU could lobby for their reopening. Others wrote that they had **supportive supervisors who expressed empathy** for their work-life challenges and allowed them flexibility in them getting their work done. At the same time, numerous respondents shared their ideas for **how OSU could provide greater support**. Popular interventions included **flexible work schedules and reasonable workloads**; organized learning and social **activities for school-age children and teens**; ongoing **empathy and support**; fair and **equitable pay and additional financial assistance**; **expanded leave options** and support for using them, including for **mental health**; more affordable, accessible and community-based **childcare**; additional supports for work such as adequate internet service, teaching assistants, workspaces; attention to bias in the workplace that impede more inclusive work units; and the reduction of organized opportunities for university students to spread COVID and the **availability of increased testing**.