

Appendix A. Description of the Recruitment Process

A1. Recruitment Procedure for Online Survey

We fielded an online survey from June 25 to July 28, 2020 with an initial email invitation to participate in the study followed by an email reminder one week later. In fielding the survey, we contacted 664 scholars directly via email (list was obtained from Middle East Studies Association ‘MESA’). The response rate for the scholars contacted directly through was about 12%. In addition, the survey was distributed through the Project on Middle East Political Science Project (POMEPS), the Arab Political Science Network (APSN), and Arab Council for Social Sciences (ACSS) ’s listservs. Finally, the survey was distributed through the authors’ professional networks and social media.

A2. Recruitment Email for Online Survey

Dear Colleague,

We would like to invite you to participate in a brief 15-20 minute online survey on the effect of the outbreak of COVID-19 on the research productivity of faculty in the social sciences and humanities. This survey is part of a comparative project on the factors affecting scholars’ ability to balance work-life responsibilities amidst the pandemic.

The study is conducted by Dr. Marwa M. Shalaby, University of Wisconsin-Madison; Dr. Nermin Allam, Rutgers University; and Dr. Gail Buttorff, University of Houston’s Hobby School of Public Affairs. Your contribution to this survey will greatly benefit the findings of the study and will enable us to best identify the different challenges facing academics to maintain an active research agenda as well as the ways to mitigate the negative consequences of the pandemic on research productivity. Your participation is completely voluntary, and all survey responses will be confidential. You may skip any question that you do not wish to respond to and discontinue your participation at any time. If you have any questions about your participation in this study or questions regarding the project, you may contact Marwa Shalaby shalaby2@wisc.edu, Gail Buttorff gjbuttor@central.uh.edu, or Nermin Allam nermin.allam@rutgers.edu.

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

We deeply appreciate your time and input,

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#)

A3. Recruitment Procedure for Qualitative Interviews

Prior to the fielding of the survey, we conducted fifteen semi-structured interviews with female faculty based at US and international institutions between May 27, 2020 and February 2nd, 2021.

All participants are political scientists, seven interviewees are based in the United States, and eight are based in the Middle East and North Africa. The interviewees were identified through our professional networks and approached via email. The interviews were carried out over Zoom and in accordance with the Institutional Review Board guidelines. The interview guide included questions on the following themes: challenges to productivity during the pandemic, division of care and domestic labor at home, potential long-term effects on the field and their careers. We chose to conduct semi-structured interviews in addition to the survey as this method of data collection offers the flexibility to probe initial participant responses and gives participants the opportunity to respond in their own words. Responses from interviews were analyzed and coded according to the following themes: the effects of the pandemic on their productivity, the burden of care work, and the long-term effect of the pandemic of their careers.

Appendix B. Survey Instrument

[Consent in separate document]

1. With which gender identity do you most identify?
 - a. Female
 - b. Male
 - c. Other (please specify)

2. How old are you?

3. What is your academic discipline?
Drop-down list of academic disciplines

4. If political science, what is your major field?
 - a. Comparative Politics
 - b. International Relations
 - c. Political Theory
 - d. American Politics
 - e. Political Methodology
 - f. Other (please specify):_____

5. What is your subfield/area of expertise?

6. [If discipline is Political science and not American Politics] Do you have a regional or country focus?
 - a. No
 - b. Yes (please specify):_____

7. What is your current status within academia?
 - a. Graduate student (MA/PhD)
 - b. Post-doc
 - c. Adjunct/Contingent faculty
 - d. Assistant professor or equivalent
 - e. Associate professor or equivalent
 - f. Full professor or equivalent
 - g. Emeritus professor or equivalent
 - h. Non-academic/other (please specify):_____

8. [Skip logic: If tenure track in teaching/research institution]: Did your institution offer a tenure review extension for tenure track faculty as a result of the COVID-19 pandemic?
 - a. Yes
 - b. No
 - c. Unsure
 - d. Not applicable

9. [Skip logic: If Yes to Q#8]: Is the tenure extension offered at your university opt-in, opt-out, or automatic?
 - a. Opt-in
 - b. Opt-out
 - c. Automatic

10. [Skip logic: If Yes to Q#8]: Do you plan to opt-in or opt-out?
 - a. Yes, I plan to opt-in
 - b. Yes, I plan to opt-out
 - c. I am not sure yet

[Skip logic: If adjunct/contingent faculty: Has your institution renewed your contract for the next academic year (2020-2021)?]

11. Which of the following best describes your institution?
 - a. Private research university
 - b. Private college
 - c. Public research university
 - d. Public teaching college
 - e. Community or technical college
 - f. Other (please specify)_____

12. In what country is your institution located? [drop down list of all countries]

13. [If 9=USA or Canada] What is your ethnicity?
 - White
 - Black or African American
 - Hispanic
 - Native American
 - Asian or Pacific Islander
 - Other:

II. Balancing work-life responsibilities

1. What is your current relationship status?
 - a. Single, never married
 - b. Married or domestic partner
 - c. Widowed
 - d. Divorced
 - e. Separated

2. Is your spouse/significant other an academic as well?
 - a. Yes
 - b. No

3. [Skip Logic: If answered yes to question #2]: What is your spouse's or significant other's current status within academia?
 1. Graduate student (MA/PhD)
 2. Post-doc
 3. Adjunct/Contingent faculty
 4. Assistant professor or equivalent
 5. Associate professor or equivalent
 6. Full professor or equivalent
 7. Emeritus professor or equivalent

4. Do you provide direct care for another person (for example, family) who is at higher risk for COVID-19 infection due to pre-existing conditions, age, or being immunocompromised?
 - a. Yes
 - b. No

5. Are you the parent or guardian of any children under the age of 18?
 - a. No
 - b. Yes

6. [Skip Logic: If answered yes to question #4], how many children currently reside with you, at least part-time (shared custody)? Please list age of each child:

7. [Skip logic: If yes to questions #4] Since the outbreak of COVID-19 and the implementation of stay-at-home orders, how have you and/or your household partner been providing care for your child/children who previously attended daycare or had a child care provider? Please select all that apply.
 - a. Alternating work hours with someone in my household to provide child care
 - b. Working outside of normal business hours to provide child care
 - c. Working less hours to provide child care
 - d. Taking paid leave to provide child care
 - e. Taking unpaid leave to provide child care
 - f. A family member or friend is caring for my child(ren) at this time
 - g. Hired informal care (such as nanny or babysitter)
 - h. Continued to use previous care arrangement
 - i. Child(ren) did not previously attend child care provider

8. [Skip logic: If yes to questions #4] What are your future plans for childcare in the immediate period post COVID-19?
 - a. Will alternate work hours with someone in my household to provide child care
 - b. Will work outside of normal business hours to provide child care
 - c. Will work less hours to provide child care
 - d. Will take paid leave to provide child care
 - e. Will take unpaid leave to provide child care
 - f. A family member or friend will be caring for my child(ren)

- g. Will hire informal care (such as nanny or babysitter)
 - h. Will continue to use previous care arrangement
9. [Skip logic: If yes to questions #4] Is your child care provider requiring you to continue paying although they have closed due to COVID-19 in order to keep your child/children's spot at the center?
- a. Yes
 - b. No
 - c. Not applicable
10. [Skip logic: If yes to questions #4] Since the outbreak of COVID-19 and the implementation of stay-at-home orders, has your university provided any support for child care?
- a. Yes
 - b. No
 - c. Not applicable
11. Since the outbreak of COVID-19 and the implementation of stay-at-home orders, approximately how many hours per week do you spend on...
- a. [Skip logic: If no to questions #4] Housework, such as preparing meals, washing dishes, cleaning the house, washing clothes, ironing and sewing
 - b. [Skip logic: If yes to questions #4] Home-schooling your child(ren) or helping them with distance learning
 - c. *[Skip logic: If yes to questions #4] Providing child care?*

III. Productivity

1. Compared to before the outbreak of COVID-19 and subsequent closure of university campuses, has your ability to complete and/or submit work for publication ...?
 - a. Increased
 - b. Stayed the same
 - c. Decreased
2. Compared to before the outbreak of COVID-19 and subsequent closure of university campuses, has the number of hours you devote to research ...?
 - a. Increased
 - b. Stayed the same
 - c. Decreased
3. Compared to before the outbreak of COVID-19 and subsequent closure of university campuses, has your non-research related workload ...?
 - a. Increased
 - b. Stayed the same
 - c. Decreased

4. [Skip logic: If Q 1&2=c] How did the COVID-19 pandemic impact your ability to submit work for publication and/or the number of hours you devote to research? Select all that apply.
 - a. I am more distracted/have difficulty concentrating
 - b. Emotional and/or physiological stress
 - c. Increased domestic responsibilities
 - d. Increased childcare and homeschooling responsibilities
 - e. Too much time spent on online instruction
 - f. Other (please specify): _____

5. Since the outbreak of COVID-19 and the implementation of stay-at-home orders, have you ... [Y/N/NA]
 - a. Postponed travel for research (including in-person interviews, archival research, experimental work, or travel to research libraries) that is vital to your current research
 - b. Changed plans for data collection that require physical access to the library on your campus (which is closed or has limited access)
 - c. Continued to have full access to all the data and/or datasets required for your research
 - d. Started new research projects
 - e. Started COVID-19 related research projects
 - f. Submitted new grant applications
 - g. Applied for funding opportunities that I had previously not planned to pursue
 - h. Postponed applying for funding for research that requires travel
 - i. Conducted fieldwork remotely/online despite the pandemic

6. How concerned are you about the ability to fund your research or research-related activities as a result of the outbreak of COVID-19 and subsequent stay-at-home orders?
 - a. Very concerned
 - b. Somewhat concerned
 - c. Not at all concerned

7. Do you work on a research team or collaborate with co-authors on research?
 - a. Yes
 - b. No

8. [Skip logic If Q7= Yes] Are you coauthors/members of the research team mostly male or female? For each coauthor/collaborator, please list their gender, age, and whether they have children or not, ability to work as usual. If you have more than 5 co-authors/collaborators, please include those you work most often with.

9. [Skip logic If Q7= Yes] How has the COVID-19 and subsequent transition to online classes/closure of university campuses impacted your ability to work with coauthors and contribute to collaborative work?
 - a. I am able to spend more time on collaborative work with coauthors
 - b. I am able to spend less time on collaborative work with coauthors

- c. I am able to spend about the same time as before on collaborative work

IV. Summer 2020 Plans

1. Has the COVID-19 impacted your summer research plans?
 - a. No, I can conduct my research remotely and/or access the people and places needed.
 - b. Yes, I've cancelled or postponed all my research plans for this summer.
 - c. Yes, I had to change or modify my research plans
 - d. I'm not sure yet.
 - e. Other (please specify):_____

2. Which best describes the conferences you registered to attend in this spring/summer?
Select all that apply.
 - a. Conferences are proceeding as scheduled
 - b. Conferences have moved to a virtual format.
 - c. Conferences are offering both in-person and virtual formats.
 - d. Conferences I wish to attend are waiting to announce any changes at a later date.
 - e. Conferences have been cancelled or postponed.
 - f. Other (please specify):_____

V. Career Progress/Promotion

1. [Skip logic If demographics #7 = b-e and h] Compared to before the COVID-19 outbreak and subsequent closures of university campuses, how do you feel in general about your progress towards promotion or tenure?
 - a. Very optimistic
 - b. Optimistic
 - c. Neither optimistic or pessimistic
 - d. Pessimistic
 - e. Very Pessimistic

2. For each of the following statements, please indicate the extent to which you agree or disagree. [Response options: Strongly agree to Strongly disagree/Not applicable]
 - a. When considering a scholar's record, we must account for care-giving activities that may have had an effect on their productivity during the COVID-19
 - b. Women will be worse off than men in academia post-COVID-19.
 - c. Scholars who have had projects in the pipeline prior to the COVID-19 will do fine.

3. [Skip logic from demographic section #7] As a graduate student or postdoc seeking to enter academia my plans:
 - a. Remain uninterrupted.
 - b. Have been put on hold for now.
 - c. Have changed and I will not try to access employment in higher education.
 - d. Not applicable.
 - e. Other (please specify)

VI. Impact/Consequences of COVID-19

1. Since the COVID-19 outbreak and subsequent closure of university campuses how has your department's funding for research, travel and conferences been affected?
 - a. Funding has stayed the same or was increased.
 - b. Funding has been reduced.
 - c. Funding has been frozen.
 - d. Conditions have been placed on how we use funding

2. Since the COVID-19 outbreak and subsequent closure of university campuses, how has funding from your university and/or other preferred sources for research, travel and conferences been affected?
 - a. Funding has stayed the same
 - b. Funding has increased.
 - c. Funding has been reduced
 - d. Funding has been frozen
 - e. Conditions have been placed on how we use funding

3. In general, what challenges will the faculty at your university face? Select all that apply.
 - a. Faculty will take on heavier teaching loads, either online or in-person.
 - b. Faculty will be furloughed or their positions eliminated.
 - c. Tenure opportunities will be put on hold.
 - d. Salaries may be frozen or reduced.
 - e. Faculty may need to conduct more administrative tasks as departments reduce their staff to save money.
 - f. Departments and programs risk being eliminated to save money.
 - g. Returning to in-person instruction that meets social distancing requirements
 - h. Other (please specify):

4. Is your academic institution impacted financially by the COVID-19 pandemic?
 - a. Yes
 - b. No
 - c. Not applicable

5. [Skip Logic If yes to Q4] Will this negatively impact your ability to do research or access your research funds?
 - a. Yes
 - b. No

6. How do you think research in your main field/regional focus will be affected by the current events? Select all that apply.
 - a. Scholars will rely more on remote access to sites and online data-collection techniques (e.g., online interviews, online surveys and experiments, data-mining)
 - b. There will be fewer publications relying on first-hand material and primary sources
 - c. There will be less non-COVID-19 related studies and less funding for non-COVID-19 related research

- d. Over the next few years, there will be more male authors in top journals in my field compared to female authors
- e. Nothing will change

VII. Teaching Load

1. How many classes were you supposed to teach during the Spring semester?
 - a. 0 [Skip logic: Not asked question on teaching]
 - b. 1-2
 - c. 3-4
 - d. 5 or more

2. After the COVID-19, spring semester classes in my department were:
 - a. Moved exclusively online.
 - b. Cancelled in their entirety with no alternative
 - c. Classes continued as usual
 - d. Other (please specify): _____

3. [Skip logic if 2=a or d] Compared to before the COVID-19 and transition to online classes, did the amount of time you spend on teaching increase, decrease, or stay the same?
 - a. Increased
 - b. Stayed the same
 - c. Decreased
 - d. Not applicable

4. Throughout the COVID-19 pandemic, my university provided me and my students with adequate resources to administer online instruction?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree.

5. During the spring 2020 semester, did you mentor or supervise any undergraduate or graduate student research?
 - a. Yes
 - b. No

6. How many undergraduate and/or graduate students did you mentor/supervise this past spring 2020 semester?
 - a. Number of Undergraduate Students:
 - b. Number of Graduate Students:

7. What is your biggest COVID-19 related concern at the moment?
 - a. Financial Insecurity
 - b. Tenure and Promotion

- c. Health Concerns
- d. Caregiving/Childcare Responsibilities
- e. Research Productivity
- f. Job Insecurity/the Job Market

Finally, please use the space below to expand upon your work-life balance experiences during the COVID-19 pandemic or anything else you'd like to comment on regarding COVID-19, your university, your productivity, or your career (optional).

Appendix C. Summary Statistics and Logistic Regression Results

Table C1: Summary Statistics (political science and related fields)¹

	Total (%)	Men (%)	Women (%)
Number of respondents	170	77 (45.29)	93 (54.71)
Parent or guardian of children under 18	85 (50.00)	36 (42.35)	49 (57.65)
Direct care of high-risk person	20 (11.83)	10 (50.00)	10 (50.00)
Mean age	42.14	43.75	40.82
Mean hours spent on childcare*	39.40	34.30	43.31
Assistant Professor	37 (21.76)	14 (18.18)	23 (24.73)
Associate	49 (28.82)	20 (25.97)	29 (31.18)
Full Professor	31 (18.24)	19 (24.68)	12 (12.90)
Graduate student/Post-docs	44 (25.88)	19 (24.68)	25 (26.88)
Other	9 (5.29)	5 (6.49)	4 (4.30)
Private research university	45 (26.47)		
Public research university	99 (58.24)		
Private teaching college	16 (9.41)		
Other	10 (5.88)		
Institution in US or Canada	131 (77.98)		
Academic Field			
Political Science	150 (88.24)		
International Relations/Affairs	18 (10.59)		
Area Studies	2 (1.18)		
Political science subfields			
Comparative politics	106 (62.35)		
American politics	8 (4.71)		
International relations	39 (22.94)		
Political methodology, theory & other	17 (10.00)		

* Excludes one respondent who reported 1,000,000 hours. The mean including this respondent is 13,025.9 hours per week.

¹ With political scientists, we also included those in International Relations/Affairs (18 respondents) and Area Studies (2 respondents).

Table C2: Summary Statistics (all disciplines)

	Total (%)	Male (%)	Female (%)
Number of respondents	238	95 (39.92)	141 (59.24)
Parent or guardian of children under 18	114 (48.31)	45 (47.37)	68 (48.92)
Direct care of high-risk person	32 (13.62)	14 (14.89)	18 (12.95)
Mean age	43.18	44.48	42.42
Mean hours spent on childcare*	38.66	34.12	42.21
Assistant Professor	55 (23.31)	19 (20.00)	35 (25.18)
Associate	64 (27.12)	22 (24.21)	41 (29.50)
Full Professor	45 (19.07)	23 (24.21)	22 (15.83)
Graduate student/Post-docs	57 (24.15)	23 (24.21)	34 (24.46)
Other	15 (6.36)	7 (7.37)	7 (5.04)
Private research university	59 (25.11)		
Public research university	132 (56.17)		
Private teaching college	23 (9.79)		
Other	21 (8.94)		
Institution in US or Canada	153 (65.66)		

* Excludes one respondent who reported 1,000,000 hours. The mean including this respondent would be 9,747.02 hours per week.

Figure C1. COVID-19 impact on research productivity, service, and teaching by gender (all disciplines)

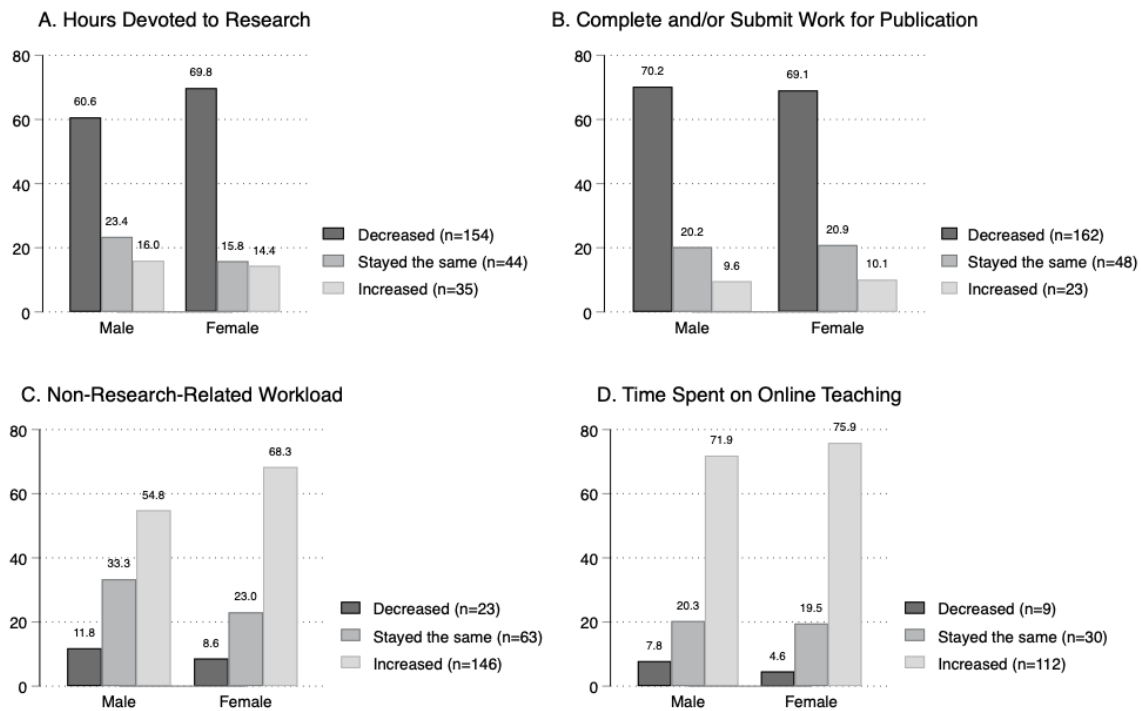


Figure C2. Hours spent on childcare since the outbreak of COVID-19 by gender (all disciplines)

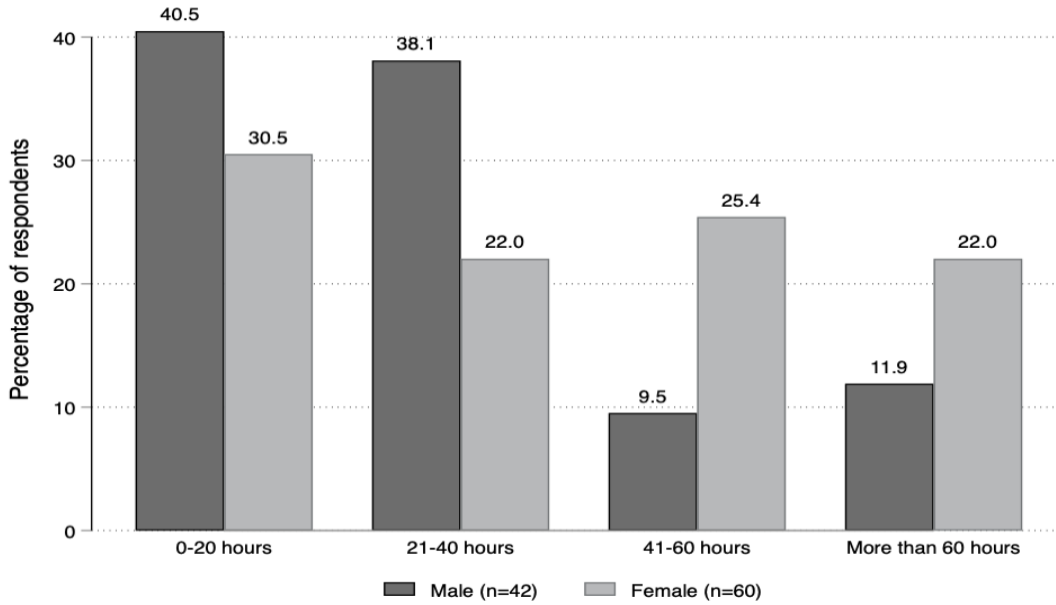


Figure C3. Childcare arrangements since the outbreak of COVID-19 (all disciplines)

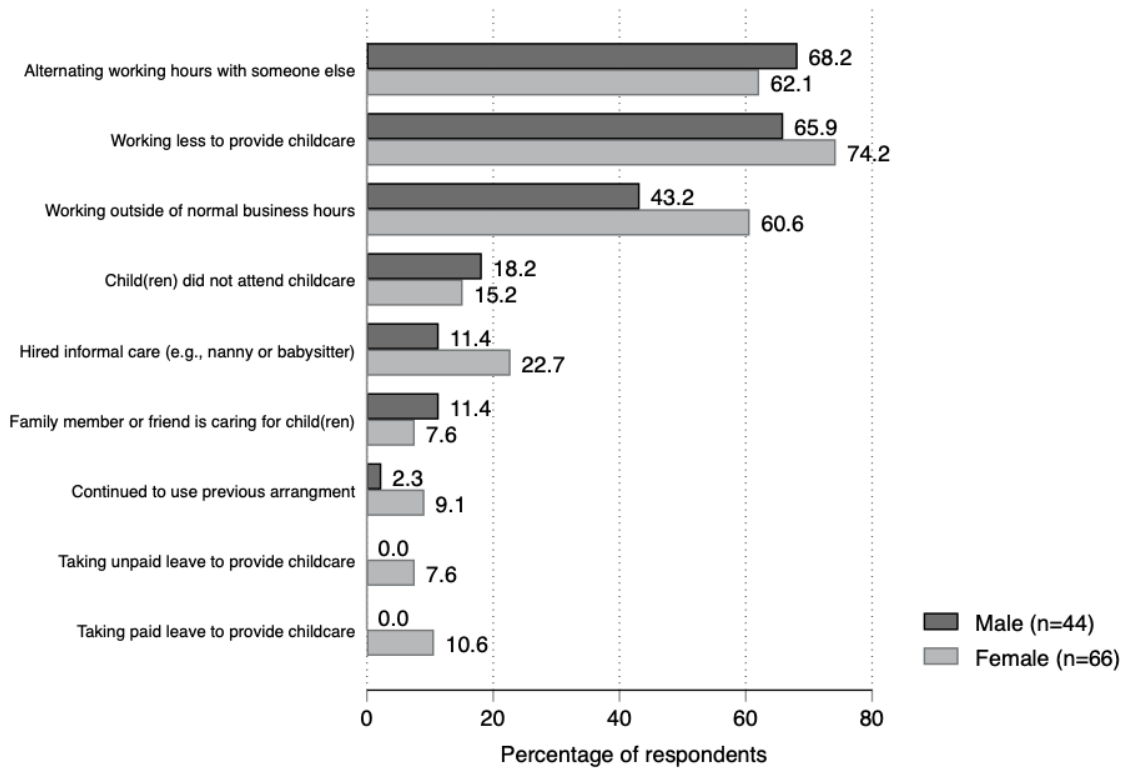


Figure C4. COVID-19 Impact on research productivity, and service by gender and parenthood (all disciplines)

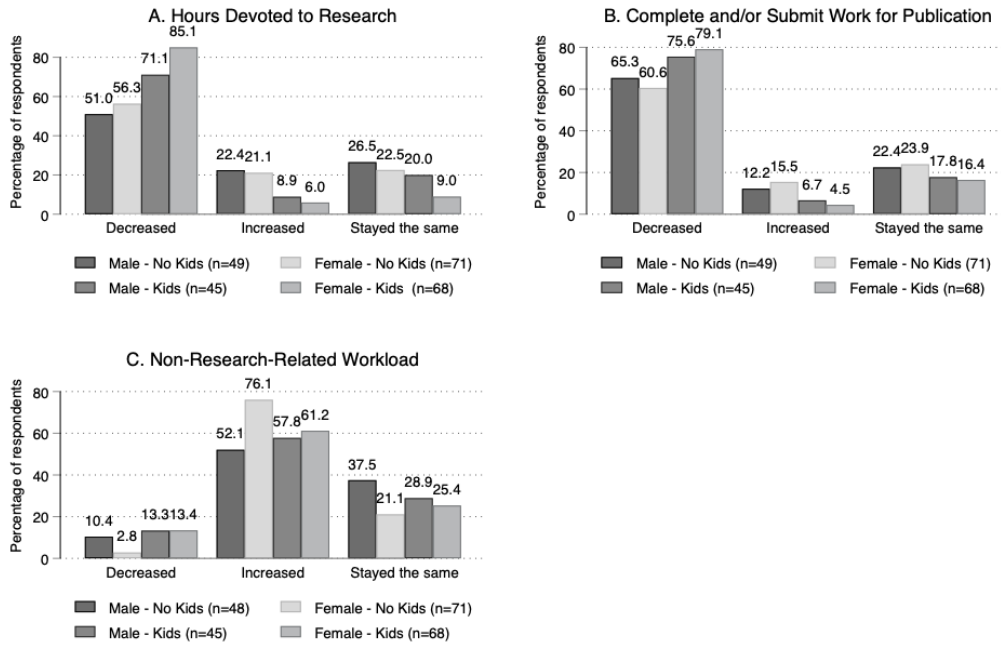


Figure C5. Women will be worse off than men in academia post-COVID-19 pandemic (political science and related fields)

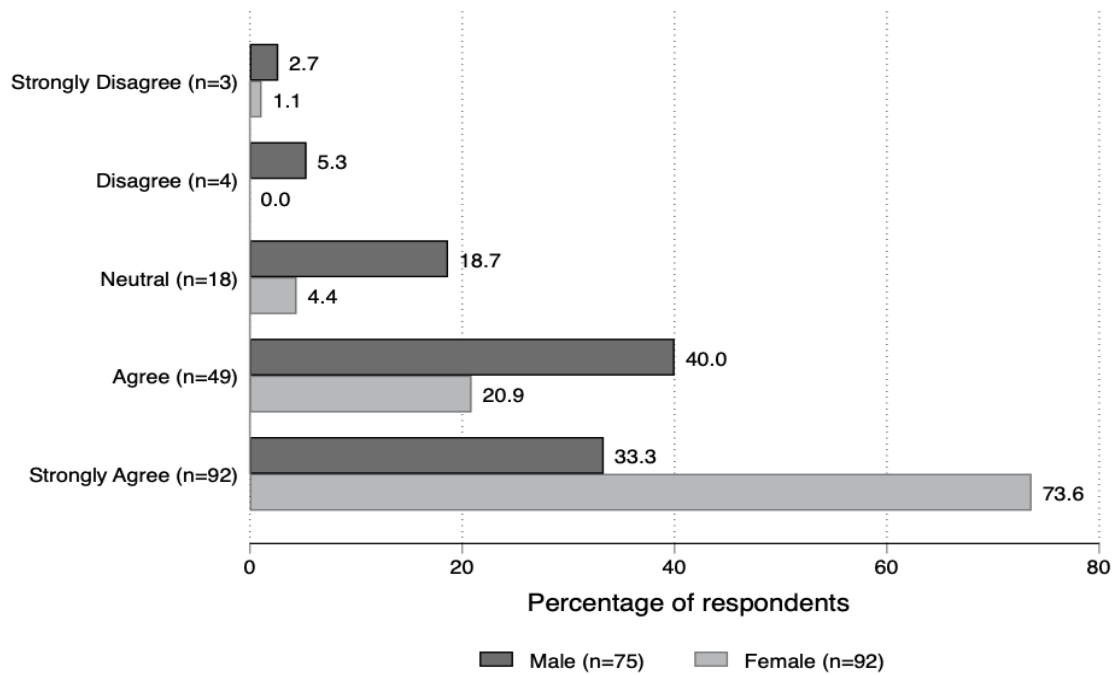


Figure C6. Women will be worse off in academia post-COVID-19 pandemic (all disciplines)

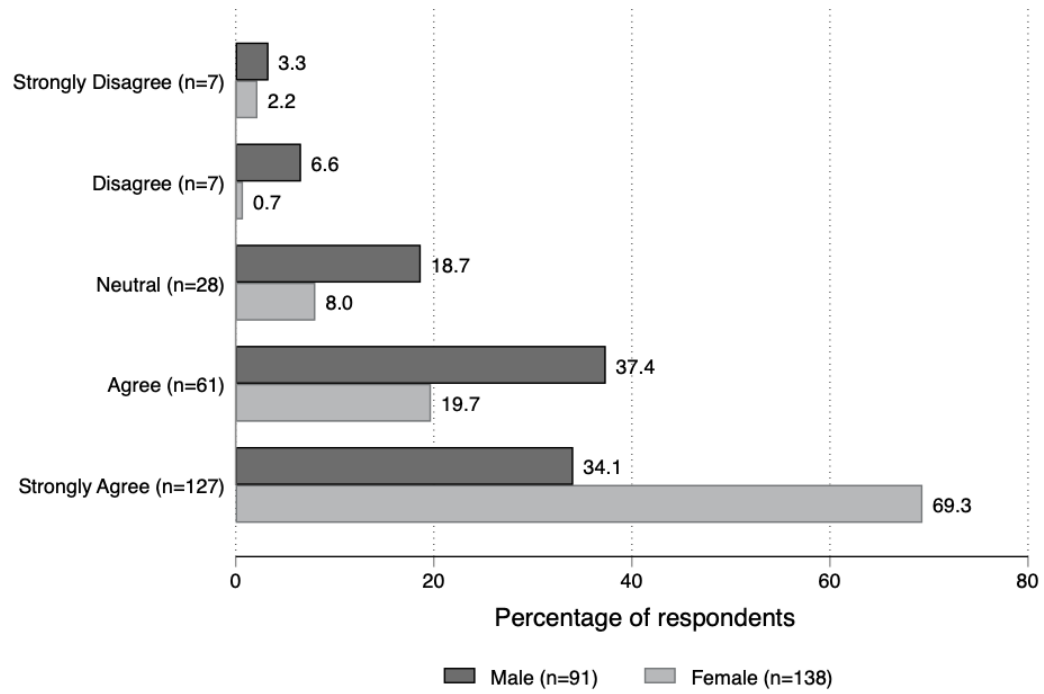


Table C3. Logistic regression for research productivity (political science and related fields)

	Model 1	Model 2	Model 3
	Hours devoted to research (decreased)	Complete and/or submit work (decreased)	Non-research-related workload (increased)
Female	0.219 (0.456)	-0.05 (0.485)	0.912+ (0.49)
Children under 18 (Y/N)	1.066* (0.543)	0.505 (0.563)	-0.102 (0.519)
Gender*Children under 18	0.286 (0.712)	0.258 (0.728)	-0.834 (0.669)
Partner (Y/N)	0.146 (0.426)	0.219 (0.448)	-0.145 (0.435)
Tenured (Y/N)	-0.174 (0.445)	-0.061 (0.449)	0.434 (0.428)
Age (years)	-0.033 (0.02)	-0.040+ (0.021)	0.009 (0.021)
Constant	1.433+ (0.832)	2.303** (0.871)	-0.14 (0.855)
N	168	168	167

Notes: standard errors in parentheses. + p< 0.10; * p< 0.05 ; ** p< 0.01; *** p<0.001

Figure C7. Predicted probabilities for gender and parenthood (political science and related fields)

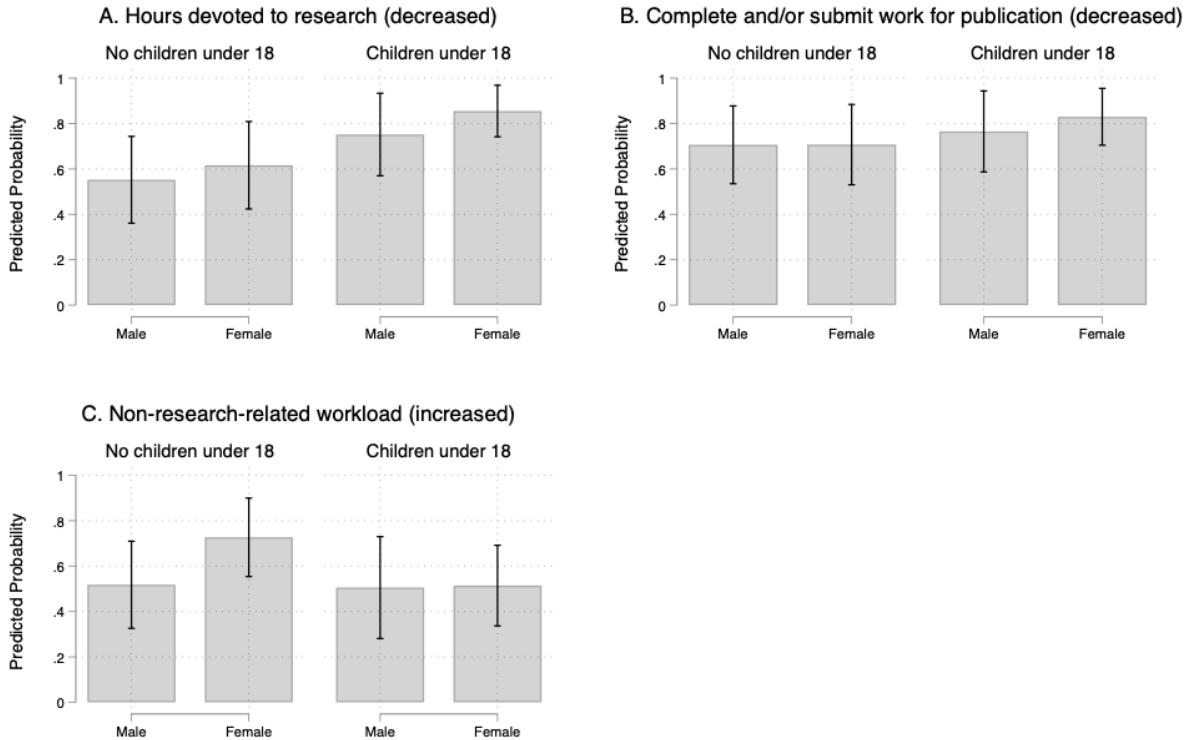


Table C3 presents results from logistic regression models for political scientists and related fields. The three dependent variables are: (1) the change in the number of hours devoted to research (coded 1 for decreased hours and 0 otherwise); (2) the ability to complete and/or submit work for publication (coded 1 for decreased ability and 0 otherwise); and (3) the change in non-research-related workload (coded 1 for increased workload and 0 otherwise). Results for the full sample are shown in Table C4 and Figure C8 below. In Model 1, parents of young children were significantly more likely to see their hours devoted to research decrease following the pandemic compared to their peers without young children. As seen in panel A of Figure C7, men without children under the age of 18 in the home had a predicted probability of decreased hours devoted to research of 0.55 whereas men with young children had predicted probability of 0.75, a statistically significant difference. Women with young children were also significantly more likely to report decreased hours devoted to research than women without young children (0.86 versus 0.62).

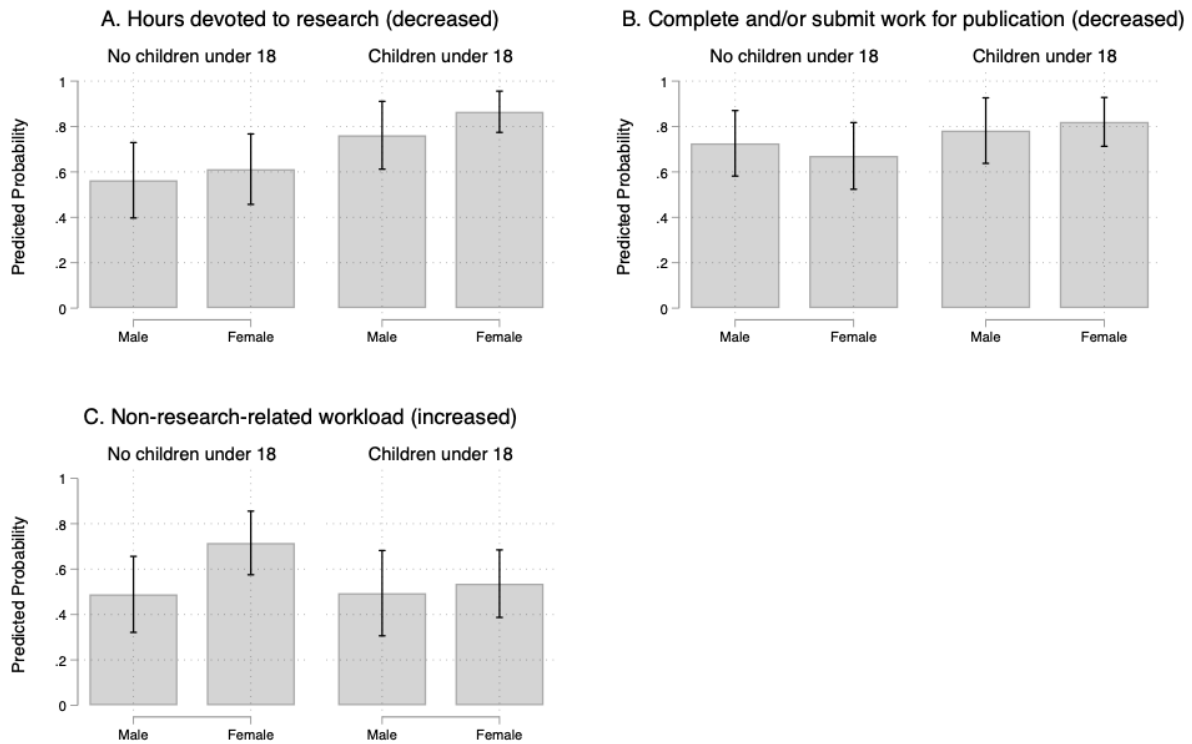
There were no statistically significant differences between those with and without children under 18 or men and women in terms of the ability to complete and/or submit work for publication. As for non-research-related workload, it was gender and not parenthood that was significantly associated with an increased service workload. Specifically, women without children under the age of 18 were most likely to see an increased workload with a predicted probability of 0.73 compared to 0.51 for men without young children and men and women with young children (Figure C7, Panel C). Among women, those without young children were significantly more likely to see an increased workload; the difference between men with and without young children was not statistically significant.

Table C4. Logistic regression for research productivity (all disciplines)

	Model 1	Model 2	Model 3
	Hours devoted to research (decreased)	Complete and/or submit work (decreased)	Non-research-related workload (increased)
Female	0.216 (0.385)	-0.238 (0.403)	0.964* (0.408)
Children under 18 (Y/N)	0.984* (0.47)	0.446 (0.497)	0.016 (0.45)
Gender*Children under 18	0.393 (0.611)	0.32 (0.619)	-0.791 (0.572)
Partner (Y/N)	0.163 (0.367)	0.54 (0.372)	-0.034 (0.371)
Tenured (Y/N)	-0.359 (0.37)	-0.155 (0.37)	0.511 (0.356)
Age (years)	-0.019 (0.016)	-0.035* (0.016)	0.001 (0.016)
Constant	0.885 (0.668)	1.893** (0.698)	-0.054 (0.686)
N	230	230	229

Notes: standard errors in parentheses. + p< 0.10; * p< 0.05 ; ** p< 0.01; *** p<0.001

Figure C8. Predicted probabilities for gender and parenthood (all disciplines)²



² Predicted probabilities for both Figure C7 and C8 are calculated at average age (41.5), non-tenured (tenured=0), and presence of partner (partner=1).

Appendix D. Select Responses to Open Ended Question & Interview Data

As noted in the survey instrument, at the end of the online survey, we included an open-ended question where respondents were given the opportunity to expand upon their work-life balance experiences during the COVID-19 pandemic or anything else they would like to comment on regarding COVID-19, their university, productivity, or career. 127 out of 238 survey respondents provided answers to the open-ended question. These responses– along with the qualitative interview data– allow us to further probe the results from the survey. Eighty-eight women (66% of entire sample) provided additional comments, 20 of whom mentioned the impact of the pandemic on research productivity, service and teaching on women academics specifically. Moreover, 20 respondents (both men and women) emphasized the burden of care responsibilities and parenthood. Finally, 13 female respondents brought up the long-term effects of the pandemic on female academics' careers. *Quotes included below were specifically stated by respondents in political science and related fields (international relations/affairs and area studies).*

Impact of Pandemic on Female Research Productivity, Service, and Teaching of Female Academics

- “I think the negative effects of stress and uncertainty, exacerbated by financial issues, will be the biggest strain on my productivity. I am particularly worried about this because in my experience, the field of Political Science is dismissive about the reality of emotional labor and hardship. While my productivity will absolutely suffer, the truth is I am not likely to discuss it with supervisors because I do not think the field views those types of struggles as valid.”
- “I spent MUCH [*sic*] more time preparing my classes/teaching after we moved online, and an enormous amount of time mentoring students individually through the first month or so of the crisis. There was no time for research through that period.”
- “Mental health is a big issue facing many within the academy. While we all claim that we understand this, no real actions have been taken to address this adequately.”
- “I think benchmarking is an important dimension in evaluating my performance. I am in an institutional environment where expectations are somewhat lowered and deadlines extended due to covid and I learned to be less harsh towards myself when I am unproductive. Lifting the high performance expectation from myself I actually started to be more productive when I could work and forgiving when I could not work. But coming to this point was challenging and took at least a month or a month and a half.”
- “Good for these men who are going to publish more. We know that they have always even used paternity leaves to publish more. They find ways to be more productive.”

The Burden of Care Responsibilities and Parenthood

- “ I think many are underestimating the impact of having to give 24/7 childcare. The physical constraints have limited our abilities to not only do research but also seek assistance with daily chores to free up hours in the day. The impact of COVID on research productivity will be long lasting and I fear there'll [*sic*] be a race to the top with men and scholars without childcare or elder care responsibilities coming out as winners.”
- “There does seem to be a gender effect, but that is difficult for me to observe directly because my (male) partner works outside of academia. His job has been absolutely inflexible, 9 to 5. This reflects what I hear from other mothers, that their male partner's job

has continued business as usual and nobody has questioned this. All of this extra daytime childcare has thus fallen on the women.”

- “I feel like there is no way a parent w young children [*sic*] can compete w [*sic*] single peers. I’m super type A high achieving and I’m just w [*sic*] my kids from 6:30 am to 7:30 PM. It’s impossible to be a scholar and a mom at once.”
- “I don’t have children myself - but took on significant childcare responsibilities with my sister's children. My sister and her partner work full-time jobs and have 2 children under 7. I cooked dinner every night, did all shopping, and took kids 3 weekday afternoons per week for 3 months. So: [*sic*] even if people don’t have children themselves, please don't overlook the ways that Covid [*sic*] affected work-life balance - something which I bet affects women more than men.”
- “Even when I do have childcare for my child and the care provider are in the house with me. Working in the house on anything that requires serious concentration and thought is impossible with a two-year-old running around, in and out, and asking for things from her mother.”
- “There seems to [be] a clear negative impact on research and teaching quality of parents versus non-parents during the pandemic. If the family operated according to traditional gender roles, then this will also have a clear gendered impact.”
- “The uncertainty looms in every facet of our academic and personal life. I have to spend 10 hours a day with my 3 or 4 years old. The wife is a Ph.D. student, getting stressed because she cannot do her work. This augments stress at home. As a result, no expectation from the work; not following political events in countries I do research on. In sum, I have to make a serious decision on how to proceed with my academic and non-academic life from now on.”
- “It has been very very [*sic*] difficult to balance home-work life. My partner and I are very fortunate—we have access to food, technology, home, and so on. But with all of us home at the same time, it has been very difficult to ensure we all get our work done.”
- “I have a three year old [*sic*] and live with my spouse in a 480 sq ft one-bedroom apt in the middle of a locked-down city. My work-life balance is like a seesaw when the person on the other side suddenly hops off, causing me to violently crash to the ground.”
- “Homeschooling children and working at the same time is incredibly difficult, and is worse when others have unrealistic expectations (of people, time, bandwidth, remote access, etc).”

Long term effect of COVID on Female Academics

- “Women are taking on greater childcare burdens and I seriously doubt this will ever be taken into account for promotion and tenure decisions.”
- “There is no question that women face a greater burden. This may be a larger societal question than one that our disciplines or Universities [*sic*] created or can solve alone, but accounting for this in tenure and promotion is important and I'm not sure how to do this.”
- “Very concerned that universities will make budget cuts on faculty who were “less productive” during the pandemic without thought to why this might be the case. We will continue to be judged by R1 standards without our usual R1 budget for research.”
- “I expect there will be significant gender effects for faculty, including if/when universities implement any kind of support. (This reminds me of the counterintuitive finding about how men vs. women use parental leave).”

- “They gave one-year extensions for tenure, but the repercussion is not in one year. I have junior colleagues who cannot go to the field. They cannot collect data. It is going to be two, three years of repercussions.”