Project Completed by:

EDUCAUSE
Affective Labor Under COVID-19
Thursday, May 21, 2020
1:00PM – 2:00PM Eastern
>> Malcolm Brown: Hi everybody welcome to Educause webinar affective labor under COVID-19. Here are a few reminders we hope you join us in making the session interactive. Use the chat window on the left to submit questions and share resources in comments and URL’s. We will have Q and A at end of the presentation. Put questions in the chat throughout the webinar. Tweeting use hashtag edu cause webinar. Audio issues click the link in the left-hand corner of the screen you can do a private message to technical help by doing a private chat and dropdown menu will appear and do start chat list and select post. Session recording slides will be archived later today on the event site. Let’s turn now to our presentation. Moving entire university curricula online in what appears to be a moment's notice is amazing accomplishment. And congratulating the community with accomplishment of a tremendous feet. Comes at a cost and academic technologists and IT support staff and many others have been called on for faculty and probably students as well not only typical support but also emotional support while keeping a positive and supportive face for faculty to help ease transition into remote teaching. This is very real emotional labor and while we are working to "induce or suppress feeling in order to sustain outward continuance that produced purpose of the webinar is to help us understand effect to and emotional -- find ways to recognize and reward the work. We have four distinguished facilitators to help with the discussion. Lee Skallerup Bessette is at Georgetown University teaching in higher education for 15 years in regional institutions that serve nonregional students." Her background in technology focuses on pedagogical -- she has [Indiscernible] inside of higher ed and is a regular contributor to professor hacker [Indiscernible] she teaches courses in education and sociology and gender studies and published and presented widely on issues of gender and higher ed and higher ed professions and improves academy a journal of educational development Melissa Dalgeish is program manager for research trainer in sick kids research institute and serves 1500 graduate students and post docs and she holds a PhD from York University Martha Diede went on to a full professorship before transitioning into faculty developer work. She has worked at a variety of institutions and is now at Syracuse University she supports faculty in the US and abroad. Thank you for joining us today. Please begin.

>> LEE SKALLERUP BESSETTE: Hi, everyone. Thank you for joining us this afternoon. We are excited to be able to talk with you today. This will be a little bit of us talking over slides very briefly at the beginning and having a conversation among the four of us we hope you will contribute to in the chat. While there will be kind of a Q & A towards the end, we will address questions and ask you to share in the chat throughout and, you know, as much as a webinar could be a conversation we want this to be a conversation and we think of it as an important thing that
we can provide for each other is a kind of space to talk about this emotional labor we have all been asked to perform. Again, I have made an introductory slide here if you want to get names spelled correctly in terms of where we are and they are not always obvious in terms how they are pronounced. We have wonderfully lovely complex names leaved up here for transcribing and names appear on the screen as well so we can remember. To repeat what Malcolm said definition of emotional labor is to induce and suppress feeling to sustain outward countenances that produces proper state of mind in others. This came from for me as a faculty developer a few years ago when I transitioned into this role, I found I was good at parts of my job and not very good at other parts of my job. I couldn't figure out what it meant. I found I had a lot of trouble understanding emotional labor that was required that inspired me to discover more about emotional and affective labor and currently all panelists that are here today are contributors to a forging coming volume in alternative academic work. I appreciate them making time to share their views and experiences. We hope it will come out in 2021 COVID-19 time. Who knows when the book will come out. It is a manuscript with the publisher. Who knows when it will come out. I appreciate that. What I found first in the people who I always will give credit for helping me. We are writing about this and thinking about it long before we have. So that is pretty small qualities for that. One of the first I found was from Page Morgan a digital humanities librarian that is currently now at Delaware and talks about the work we do and emotional labor that has been asked of us. You know, again, it is a hybrid of a support role and consultation role and an expertise role and also again emotional labor that is not just about technical advice and about supporting them and making them feel confident and guidance and information so people will make better decisions study energy rather than deplete of their work. I hope the quote rereading it now given circumstances and engagement we have had with faculty how much resonance that still has. Again, this was written before everything happened; right? This is the emotional labor we were asked to do in our normal day-to-day. In our normal day-to-day work. Also, another one around claiming expertise -- as I say, substitute librarian for whatever your job title happens to be in the quote. We can all find ourselves, again, in the work that has been asked to do. The private stage invisible talents and making intellectual labor visible in context of hierarchy of academic labor. We are deeply engaged in collaborative projects and erased from public version of this work. Some of us are feeling eraser right now when comes to design and delivery of programming and online courses themselves. Again, this is all written in the best of times. Of course, COVID-19 happens and everything just explodes; right? We have that. Again, what we wanted to do was make space and I was really pleased when I wrote the first op-ed for EDUCAUSE about emotional labor and people had a very similar reaction I did a few years ago of oh, my gosh. This is real and it has a name and I'm not alone; right? So if anything, I hope and we hope this panel will help you feel less alone in this. Maybe that is something we all need right now with the crisis that is going on. I will open it up to my colleagues. What are your initial thoughts around affective and emotional labor around these conditions? Don't everyone jump at once. Lindsey, you take it first. You are immediately on my left.

>> LINDSAY BERNHAGEN: Sounds good. I direct teaching institution. I have found that what
is challenging for me is this is hard. My staff is tapped out and really busy and we are surviving but just barely. In terms of work we have to do, I also feel we have been called upon to cheerlead people you will be find and can you do this really hard thing and will you be amazing. It is hard for me to quell my own. You know, this is stressful and weird and all these unknowns and lots of stuff I'm worried about and prone to anxiety anyways. It is not helping. Having to squash all those feelings to build confidence and resilience in my colleagues that is part of my job in general. In this moment I have hard time finding space and professional space aside from this to acknowledge that I'm not really okay or as confident as I'm trying to help all of you feel you are. That is taking a toll on me. Some days I just can't anymore. You know?

>> Definitely. There is a lot of that depending where we are and hierarchy; right? It is not just dealing with faculty but with your staff and trying to help them feel confident and better and dealing with their having the same emotions that are you while having to present that strong leadership front or administration and don't worry teaching center we have we are here. Thank you very much. We got T we are fine. Trying to put on a brave face for everybody is a little exhausting sometimes.

>> LEE SKALLERUP BESSETTE: You don't have to underplay it. It is really exhausting. Martha, what are your thoughts?

>> MARTHA DIEDE: I would like to echo what Lindsey said. I feel a little like teaching center is official all of a sudden and everybody needs and wants something, and they need it yesterday. It is everything, faculty member who didn't actually have solid outcomes for a course and realizes oh, crap. I don't know where I'm going. It is okay. We have got you. Then there is the one I never used Zoom before. That is okay. We've got you. Right? It is a constant we've got you. Administration. No. It is okay. Teaching center is fine. We're happy to be here and happy to help and meanwhile the other piece of this is you can see the front and fish bowl is really pretty and clear and if you saw the back you would see a different thing duck on top and little feet going underneath. It is trying to keep all e-mails going and responding and did I phrase that right? Have I told them this? How much of my budget can I get to that and keeping staff altogether too. That is always fun. Oh, and I forgot to mention that I have an 11-year-old daughter who has visual accesses meaning going to online school has been an interesting challenge. She periodically comes in and Zoom bombs my meetings. She just gets stuck. That is one thing we are not always talking about. Just because you can find personal space doesn't mean personal space allows you to fall apart. In personal space I'm keeping it together and I know a lot of people are doing it too.

>> LEE SKALLERUP BESSETTE: I particularly joked not so much after the first month that if I never had to explain Zoom to anyone ever, ever again, it would be too soon in that way. Yeah. I have my -- you see Melissa's cat crawling by and I have a doing sleeping. Both my kids right now are in classroom sessions trying to get schoolwork done. We are in spaces where, yeah. We have to keep it as much together in personal lives as we do professional lives. It does and it is a
heavy, heavy burden. Melissa, what is your kitten's name? And what are your thoughts?

>> MELISSA DALGEISH: That is BB. Yeah. I wanted to choose this time for this webinar. I knew my toddler would be napping, which he is right now. Yes. It wouldn't just be a cat bomb but buzz bomb. He will be asleep until 3, which is great. Yeah. Trying to balance a toddler at home and pets and a job. I'm the 1 person on the panel who is not in a teaching and learning center. I run a center in a hospital affiliated research institute that is affiliated with university of Toronto where I am. We have 250 faculty and 1500 graduates and post docs and I run a center primarily focused on career and professional development with folks as long with various immigration conflict mediation training things for that group of people. Our challenge at the moment is not so much in trying to move sort of core curriculum online because all of the programs that we offer are ancillary to the core curriculum but trying to provide a much higher level of institutional and emotional support to my group of folks that are already very vulnerable. My graduate students are in a good spot. They all have guaranteed funding regardless what happens with their faculty grants and all my students are in STEM and funded out of various national grants and foundation-based grants and post docs are more vulnerable. Grant money dries up jobs probably dry up and my folks are ones that are at prime childbearing age and attempting to juggle moving their research to home with often significant family responsibilities. And also not being able to move forward on their research in any existential way because they can't be in the lab. If they are doing anything that is requiring them to be in the building working with [Indiscernible] or animals they are out of look. Extra challenging to support my group that is already very vulnerable and at a much higher risk of dealing with anxiety and mental health issues with post docs in academy where all of that is incredibly heightened in a time like that. All of this is supporting in my office in the [Indiscernible] team.

>> LEE SKALLERUP BESSETTE: That is an inequity that is coming out in this situation is that what kind of resources are available to the campus? What support do we have? Are you a teaching center of 1 or instructional design unit of maybe two trying to serve an entire campus? I have a colleague at an institution where no one currently was in the role of director of teaching and learning center who was pressed into that service because there was no one else to do it. Now she is a one-woman show trying to get the campus entirely online for summer and fall beyond. This is an idea of resources and how we are resourcing support roles for graduate students for research and moving teaching online has become very exacerbated in this case. Also, I saw in the chat that the added stress as well around -- Melissa, you touched on this too. Funding and people being furloughed and salary cuts and hiring freezes and I shouldn't complain too much we are a large team at Kendalls but instructional designers we are not allowed to rehire at the moment and adjuncts unsure if contracts will be redone. There is uncertainty on top of all this other stuff we have that we have been discussing. How is generally your campus doing? We have a hiring freeze. No matching retirement contributions have come down for us and voluntary furloughs and no layoffs thankfully how is everybody doing on their campus.

>> LINDSAY BERNHAGEN: My first furlough day is tomorrow. I have friends really
furloughed or out of jobs I feel lucky this is a minor setback and one I have a hard time even complaining about all that complicated stuff with emotional labor too; right?

>> LEE SKALLERUP BESSETTE: Yeah.

>> LINDSAY BERNHAGEN: My institution contract and 4 furlough days over the summer. If make over 90,000 they have to take 8 furlough days and there will be more furlough days in the upcoming academic year and some furloughed for certain amount of time not intermittent. I had to furlough a staff member. It is a terrible thing to do. It feels terrible. She sort of welcomes having some time off this summer and is in a family situation that will work out fine for her but it is hard to sort of suggest to somebody you can do without their labor even if you don't want to do without their labor. It is just a hard -- it was a terrible thing to do. She accepted it with grace but it was really tough. I hated doing it.

>> LEE SKALLERUP BESSETTE: Yes. Again, that is the other emotional labor of I have to be a boss or somebody in a position who makes hard decisions or making decisions that somebody else made. That is really rough. Anybody else have particularly difficult choices? Okay.

>> MARTHA DIEDE: Okay. Sorry. I don't play poker well.

>> LEE SKALLERUP BESSETTE: It is okay. Neither do I.

>> MARTHA DIEDE: All our administrators have taken a 10% pay cut. I am trying to figure out how not to furlough anybody but means I'm a center of two with one support person and supporting 1800 faculty and faculty in 6 different abroad centers not in our time zone and cultures and different teaching things. Institution is holding back issuing contracts. There are lots of adjuncts that don't know if they will be returning or not. And that is creating corresponding anxiety in our full-time faculty. They don't know if their teaching loads are stable or will be asked to pick up more. Domino effect to research if I pick up more teaching only 24 hours in a day what about my research? How will it go? There has not been a lot of -- I noticed in chat that people are talking about doing sessions on compassion and empathy and administrators are not showing lots of that right now. We are getting very sort of cold and hard fact e-mails that are not doing the emotion ale labor in the e-mail that leaves emotional labor up to us that interact with faculty in a number of ways creating interesting tension between not contradicting administrators and yet recognizing people's needs to have their anxiety and sense of abnormalcy acknowledged and supported.

>> LEE SKALLERUP BESSETTE: Yeah. We were conversing a little about that on Tuesday and preparation and talking about emotional labor that institutions are or are not doing in these particular cases and even on campus that might not be used to doing emotional labor that are now being called upon to do that in a way that perhaps they were entirely not prepared for. Then how do we deal with a sort of aftermath of that when they come to us frustrated and angry and
overwhelmed and, you know, desperate in some cases. There is a certain degree of desperation that some faculty and lots of faculty are feeling now and powerlessness and big one for lots of people and all of us maybe is a certain sense of powerlessness that we also have to deal with and having that communicated to us in various ways and I have been reading a lot. Again, I have two kids at home as well. How children are expressing anxiety. They are not saying I’m scared or worried. They are lashing out and breaking down. Not to say faculty are not children not saying that at all but seeing the same kinds of reactions sometimes with faculty or other staff or administrators when dealing with all this stress and pressure is expressing it in these various, you know, in these various ways and I don't want to say unhealthy but kind un healthy in that way. Melissa how is it particularly with graduate students around uncertainty and you mentioning potential funding cuts?

>> MELISSA DALGEISH: Yeah. I think that on one hand in terms of that institutional emotional labor, and also in terms of uncertainty that the specific location where I work has played a significant mitigating factor in how well that has gone. I work at a research institute attached to pediatric hospitals. There is a certain amount of sort of warm fuzziness built into our corporate culture already simply because our job is to help sick children. So my institution has actually done a very good job of not only attempting to be transparent with our faculty and staff and students and fellows but also empathetic and compassionate. I think also part of that is due to a couple of contextual factors in Ontario where I am. For one, most of the kids were already out of school because COVID happens and School boards were on strike and institution already sort of dealt with the issue of people needing to be home and performing work and childcare at home at the same time before this happened and they had a bit of an advanced warning to come up with useful and compassionate solutions that was do what you can in time you have and don’t worry about it too much. That was actually a kind of great response. The other thing is that even though we are not healthcare providers. We are all researchers and folks that support them under the legislation in our province, we are still considered essential workers because we work for a healthcare institution and means that our jobs are guaranteed. Province has dedicated a bunch of extra money to ensure that none of us lose our roles, which is great. So that has really helped a lot. What hasn't helped my folks is the fact that the academic job markets are once again tanking. It was already bad and now getting a lot worse and current estimated job loss this morning was somewhere around 37,000 academic jobs and lots were adjuncts and a number of them started to become tenured track folks and tenure tracks are closing and jobs being canceled and interviews being postponed indefinitely and post docs in academic job market and pretty convincing research that suggests that career uncertainty is a significant ex asser baiting issue for -- all this job market uncertainty is making it harder for my folks and big part we have done at the moment is attempting to perform some emotional labor and balancing realism and reassurance for those people graduating sooner and finishing post doc soon and going out into academic job market and general job market that is really terrible right now and trying to figure out how to provide them remotely with tools and knowledge they can use to navigate this. It has been hard. It is definitely hard. Yeah.
>> LEE SKALLERUP BESSETTE: Yeah. Yeah. I mean, it is an entirely -- not entirely different but as you said a whole different level between trying to reassure faculty with at least relative job security versus graduate students stepping into completely unknown at the moment. I like how you said around the environment, Melissa, being attached to a children's hospital. There was already a bit of what did you say? Warm and fuzziness built into that. I only ever worked up until now in public institution Press of this is my first private religious institution. And, you know, I am from Canada myself and we don't really have that sort of history in Canada around our institutions. They are all public in that way. I don't want to say I was cynical about it but interesting what difference will it make I'm teaching at a Jesuit Catholic institution? Turns out it made a huge difference they take care of the whole person really seriously. When talking about, yeah. We are talking about, you know, compassion and care and, you know, that is -- it comes up over and over not just at the university talking about it but faculty bringing it up how do I incorporate [Indiscernible] into online engagement. It has been interesting to see how that campus climate, is it cold-hard facts or is it -- you know, what kind environment or attitude is the institution the self-putting forward and communicating to faculty and staff and students for the care? It has been interesting to see difference institutions and, again, striking to me having come as I said from a public school background or pub institution background in to private religious one and seeing it has in fact made a difference. There has been talk in the chat now around what our next -- sorry. What our next question was. We are halfway through. Seems like a good time to segue. I'm sure we can talk endlessly about the different kinds of affective labor and how difficult it has been. I think the question that Kathy brings up is so what can we do? Right? What can we do? What are we doing? How are we helping and giving tools and strategies to faculty so they can help themselves? Personally, something I have done to separate work and life in my own. You can see there is not much separation between my work and life at the moment. My office is my bedroom. You know, I try to consciously put on work clothes and get ready for work and end of the day take off work clothes and leave them behind so I can find space even though I'm in my bedroom all the time. Another one I have been doing and this is me. I'm a writer. I have been journaling quite a bit. It has helped me immensely try to process all this on my own. Those are two things or personal strategies I have done. I'm really fortunate I work with an absolutely amazing trim of people. We can -- we make space for ourselves as well to commiserate and support one another through this. It is not perfect, but we seem to be getting through. We are holding each other up when we need it, which I immensely appreciate from my colleagues. Lindsay, what are you doing?

>> LINDSAY BERNHAGEN: When planning for the webinar being on Zoom and so many articles about this so many interpersonal labor don't know if I call it affective labor so many cues getting from people body language and pacing a little off and baseline level of anxiety about communicating with other people is raised. One thing that is challenging for me like Martha I don't have much of a poker face on camera. Everyone can see you all the time. You can't strategically sit across from the person that causes you to go like this sit next to the person can't see your face when you react to them, that has been really challenging for me. Can't shoot eye darts person across the room is hearing same thing you are you see it they hear that is ridiculous
you don't have anything to say about it you don't have things to help you with communication anymore. This is a silly thing. I have really good colleagues at work and in a lot of meetings together. I work for a public institution at a state with really strong sunshine and open records laws. We have to be very careful about what gets put in chat on Zoom calls and e-mails but we have a Facebook back channel for small meetings. It sometimes feels a little petty, but it is a way to still have some of that sort of private kick under the table kind of conversation or communication that Zoom just doesn't allow. It has been a real relief for me. It is small but has made a huge difference.

>> LEE SKALLERUP BESSETTE: Group chat of support.

>> LINDSAY BERNHAGEN: Yeah.

>> LEE SKALLERUP BESSETTE: We nod at the people that we go to in Facebook or iMessage chat to help us through that in these situations. Yeah. That is a really great one. What about you?

>> LINDSAY BERNHAGEN: We will be in faculty shared governance meetings all participating and making nice faces on Zoom and secretly over here talking bring up this point I can't it is politically complicated for me. You do it. You do it.

>> LEE SKALLERUP BESSETTE: Exactly in the meetings body language and read it and look and it doesn't come across you have to have a back channel. Good one. What about you?

>> MARTHA DIEDE: One thing I did for everybody on the campus faculty students and staff put together source for trauma teachers and learning. One thing we are not discussing is fact when you upend everyone's life and send them all home because people are dying and put on nightly news and Facebook feed it is actually trauma. Increased level of stress is traumatic. Being aware you are working with people who will respond out of kind of a zone of proximal trauma, we all have it. There is a zone we are all okay and zone next to that where we can handle stresses coming our way and then there is a breaking point of I can't do it anymore and this is really registering to me as a problem is a key component. It makes all of us stop and say, wait. What is going on here? How can I help you? It really changes tone of lots of conversations that is helpful. I absolutely agree with Lindsay and Lee that back channel is incredibly important, and we share with each other on the team and it is fun Friday and just try to sort of make fun of anything. Is it fuzzy slipper day? Is it -- you know, is it I wore my sweats to workday? What are we doing to kind of make this a game and something fun rather than I was being in that moment where I'm constantly having to perform and to say to somebody, yeah. It is wear my sweats to work day is so much nicer.

>> LEE SKALLERUP BESSETTE: Yeah. I think that, that is -- we have a Slack channel for our team where it is called life under quarantine and we share silly things happening around us and
our house and mishaps children have done and screenshots of them Zoom bombing us during important meetings silly videos we found or stuff we are binge watching. Today as an example, we have been under really intense pressure and today is sort of the last day of that. I put up 1 day more from Les Misérables and turns out one colleague was -- we got to watch awkward high school colleagues sing Les Misérables. It makes everyone's day to see each other and creating spaces to be human. I definitely -- would you be able to share resources on trauma-informed teaching?

>> MARTHA DIEDE: If you look in the chat I put it there.

>> LEE SKALLERUP BESSETTE: Sorry.

>> MARTHA DIEDE: It is okay.

>> LEE SKALLERUP BESSETTE: Trying to keep track of everything right now. Melissa, what are ways you and your colleagues have been coping?

>> MELISSA DALGEISH: One way is attempting to replicate normal routines virtually. We do our usual good morning and how was your evening and what are you up to today but in our group, teams chat we use teams mostly instead of Slack. We have a 2:30 to 2:45 coffee hour in the afternoon for everybody in the meeting it is no work talk and have coffee and shoot the shit and be human for a few minutes and have face time with colleagues that we found really valuable. The other thing that has helped a lot is for those of us who are in people management roles to really both advocate and model self-care and balance on people on our teams. Folks who had vacations booked prior to COVID have been strongly encouraged to take vacations even though they haven't been able to travel and people by and large are taking them we are grateful and logging in normal work day and logging off at 5 o'clock and do something else with your evening so you are not completely burnt out coming in the next morning. I found book-ending my day with a little exercise is helpful. Before I start work I go for a bike ride and when done I go for a bike ride and walking back in the door to replicate my commute. I find that structure of the day helpful and one thing I loved about being in an administrative job versus when a researcher is having the intoin to 5 structure really suits the way that my brain works I had to replicate that working from home full-time and when I go back in the door and bike ride end of the day I know my work is away and time to spend time with my kid and my husband. It is helpful for putting my brain in that space. And it is also helpful because a lot of percolating goes on during that time when I'm not actively thinking about it and I'm useful and creative the next morning because I'm giving myself that space and certainly I think the rest of our team has felt that way as well. We are encouraging each other to do the same.

>> LEE SKALLERUP BESSETTE: Before all this I coached swimming for me that was my close for the day to shift gears and go and leave work all behind. I had to go and take care of and pay attention to anywhere between 10 and 20, 10 and under in the pool. I'm missing that she gets
to recreate her bike ride I wish I could recreate being on a pool deck for that transition. I like how you brought up as well how we have tried to maybe institution alley i.e. our institution but certainly groupwise trying to support one another and create policies or at least practices that encourage colleagues or those who are working underneath us. Someone in the chat that went all the way up. I apologize. I didn't quite catch your name. They were saying how their director and basically the act of bringing everybody together and acknowledging people were performing lots of emotional work and recognized that when everybody said they were okay they realized it wasn't actually true and they understood this was just that they were putting on a brave face that is great and not expecting disclosure but just saying, hey, I know. It, you know, even if there is absolutely nothing that can be done about it to a certain extent and acknowledging it and saying that, yes. I know this is happening and it can be tremendously powerful. As we talked about meditation and I know our institution generally is still having daily guided meditation at lunch for anybody on campus that wants to do it and there also has been again a religious institution and there have been virtual retreats on medication and reflection that can take place as well that they are doing and our campus also made counseling services available remotely. There has been institutional work. Is there any other even if your institution is not doing things, do you have other suggestion biz what institutions and units and administrations and upper administrations could be doing to help with affective labor we have been asked or required to do?

>> LINDSAY BERNHAGEN: One thing on a personal level before we move on to that is that we can -- look how many people are in this conversation for this webinar. Lots of people are doing emotional labor. It doesn't always have to be you. If you need to step away, that is okay. You are not the only person doing it. That could be important too. Forgive yourself. You know what? I can't do this today. I can't. Sorry. Somebody else has to do it for you. Can't be me. Lots of us are doing it. Giving permission to step away from it is important and for administration I think modeling is really helpful and rough couple of years on campus university of whist con son Steven’s Point and faculty and list on learned by administration throughout the process. They have been compassionate and human with communications of campus than what was the case over the last couple years with some budgetary issues we have gone through I think has changed the campus culture around how we are responding to COVID. It is tough and unknowns and difficult and what not. No one is denying that. When furloughs were announced or whatever wasn't a giant uproar but we are in this together. Part of that is we are getting communication from chancellor and provost. This is hard. I'm working at home with kids too and good situation and hard for my family I can't imagine what it is like for all of you. Take time. Go outside. You don't have to be at work all the time it is okay if you are not functioning at 100% productivity right now surviving is enough. Getting that message from the top is powerful and small and free really if you can get them to do it.

>> LEE SKALLERUP BESSETTE: Yeah. Martha?

>> MARTHA DIEDE: I think one thing to keep in mind is that I learned when teaching writing that it is 6 positive comments and one negative. When you give somebody negative feedback or
make that person feel ignored or invisible which often happens when we do emotional labor is no one seems to care. IT staff, my gosh. They are helping everybody; right? And then we are over -- I'm over here going I need help with -- if I don't say guys, this is really good work and this is amazing work and I think we could do better together. I don't acknowledge them or tell them that I see them. That positive comment and appreciation even from peer-to-peer and from me to other people, that is something I do for myself to make myself grateful for what I have and people I know and also know I'm building that other person up. That can be really, really powerful.

>> LEE SKALLERUP BESSETTE: That is great.

>> LINDSAY BERNHAGEN: Reminds me one thing we did at the teaching center directed Steven pointers point or praise you can send a quick note of thanks and gratitude and forward it to somebody and put on digital letterhead. We started it 3 weeks ago we are not a big campus but 300 submissions in a short period of time. Part of that I want people to tell each other nice supportive things. Again, spread out labor and we can do it and create channels that it is easier for people to step in.

>> MARTHA DIEDE: Great. I will take that back to my team.

>> LINDSAY BERNHAGEN: Great.

>> LEE SKALLERUP BESSETTE: Melissa in the chat you said you would address a concern brought up. So.

>> MELISSA DALGEISH: We have the same system that is really awesome especially when you get one. It is nice and feel they go in my bad-day folder. I can look at things that people said to me when I'm having a bad day. Question from colleagues ask what do you when no one else to pass off emotional labor to when you are the only one? I wanted to address that and to say you are never the only one. You might feel you are the only one but you are never the only one. Part of what my job is, is to inform our students and fellows and faculty about who all of the other people are that can chair the burden of this emotional labor. It has been a huge communication priority for us during the COVID crisis. It will depend what your campus looks like and resources that are available. That can look like for you and faculty your employee assistance program that will provide virtual counseling as part of your employee benefits package if that is something you have. Obviously, counseling center students skills centers often have people who can do some of this work for student who's are finding their academic and mental health challenges exasperated. I'm in Canada and supports made available to us our largest drugstore chain offered free virtual counseling to everybody. We have recommended that to people. Our government has also opened up free virtual counseling services to everybody in our provincial healthcare program. I know in states what is available will vary widely. Basically, find out and look for helpers and find out who the people are and figure out how to direct people who need emotional labor from you to those other people when, you know, it is the time when you need to
go and get some of that help for yourself. You can't help anybody if you are burnt out. The other thing to say too is find people like me on your campus that have done that work for you and don't try to reverse services are for and find that person that can help to refer folks to. [Indiscernible] is great.

>> LEE SKALLERUP BESSETTE: I was going to say that in conclusion, move to Canada. They won't let ah cross the border right now and US is no longer issuing passports. We are stuck here. Impetus of students before all this happened is they asked the administration in learning management system in canvas to have a menu option in every single class that cannot be hidden or turned off for health services. So now, every single class if you are -- when you go to canvas, one of your options is health services. When you click on it, it brings you to a canvas page that outlines numbers and Websites and e-mail addresses they should contact to be able to access those and it has been absolutely invaluable to have that resource to point to for faculty. They are saying, we don't know where to direct them. You haven't looked at canvas course closely. It is okay. We get that. You have that tab. It is just as visible to you. You can direct students there and go to it. I'm looking at seeing in chat some people talking about students that are dealing with issues of domestic violence and issues of food and security and, again, different institutions have different ways and I know in station has set up a hotline and fund and emergency funds and trying to connect students with local food banks or domestic violence resources. Again, as you said, Melissa. Find out on campus what has been going on. It hasn't been clearly communicated but doesn't mean it HAENLT been happening since we know in these cases. It, you know, it -- sometimes there is nothing more that we can do than to listen and say, I hear you. You know, do you need any extra time on your exams? In those cases or can I give you an incomplete? Sometimes just relief of somebody listening and acknowledging and hearing you as I said that you are not alone. We only have about 6 minutes left. Every single one of us when asked in the beginning can we go beyond the 1 o'clock? No. We have a 1 o'clock we have to get to. Before Malcolm jumps in and recaps, ladies, any final thoughts you would like to share with participants today? I really appreciate all of the things and conversations going on in the chat and showing that we are a community trying our best to support one another as well. Lindsay?

>> LINDSAY BERNHAGEN: Any final thoughts? You are all doing okay and will be great.

>> LEE SKALLERUP BESSETTE: I love that. Martha.

>> MARTHA DIEDE: Couple things. First of all, if you start to feel overwhelmed, reach out and get help. Not a problem. Don't feel ashamed. It is okay. Reach out I have done this work for years let me know we will find you somebody to talk to. Please, don't do it by yourself and don't tell yourself you are alone. If member of pod network, once every week or every 2 weeks there is a virtual online happy hour. You are not in this alone by yourself. You can talk to other people who do this work and get support. And Lindsay is right. You are okay we will all be okay and we are in this together. You really are.
LEE SKALLERUP BESSETTE: How many contributors do we have volume of affective labor alone 15 or 16 of us?

Yeah.

Yeah.

LEE SKALLERUP BESSETTE: People who have time and busy and had time to write a 15-page essay on this. Affective labor in our careers, you really are not alone. Again, it is giving people language and making space to feel and have these conversations is so important. Are you definitely not alone. Melissa, what are your final thoughts?

MELISSA DALGEISH: I will just say something that is in my essay for the collection that Lee edited for us that might be helpful to know and remember. Research out of the field of positive psychology has provided some pretty encouraging evidence that suggests that while emotional and affective labor and kinds of jobs we do that require a lot of it can be challenging and certainly can be gendered and in really problematic ways and somebody being like how many people on this call? A lot. Jobs with that kind of emotional and affective labor that provide opportunities for emotional connection and support of other people around you are really strong predictors of mental health and well-being and having a life that feels rich and satisfying and also of things like making more money and being more productive at work and having a career that makes you really excited. While the aspect of our jobs can feel often difficult and draining especially in challenging and heightened times like this there is exciting research that suggests that might be one of the best things about these careers. Yeah.

LEE SKALLERUP BESSETTE: That is great. Thank you. Question from Priscilla. I answered that. There is no link yet to the collection, unfortunately. Like I said, we are waiting on the publisher to go through this kind of editorial process. If you follow me on Twitter or sign up for the pod network list serve those are publications that I will be singing from the mountains. Keep your eyes peeled for that. I'm hoping 2021 if not sooner. With everything going on it probably won't be before 2021 at this point. Malcolm, back to you to wrap this up.

Malcolm: Hi. Thank you so much. This has been a wonderful session. Thank you for taking the time to develop this session and deliver it. You really touched a nerve. There has been lots of resonance with this topic. Thank you so much for this opportunity. Thanks to everyone who is still on the line and thank you for joining us as well and thanks for contributions and participations in the chat space that provided a wonderful additional dimension to the session. Before you sign off today I believe we will put up a link for an evaluation. If you don't mind clicking on the link, it is a very short survey and don't mind doing it while session is fresh in your mind. The session is recording and presentation slides will be posted to the event site later today. Feel free to share resources later with your colleagues. Finally, reminder to please come and join us again for additional online events and following blogs. We have a contribution from
Lee on the blog recently. Keep track of the resources as well. On behalf of EDUCAUSE, this is Malcolm Brown. Thanks for joining us and have a great weekend.

>> LEE SKALLERUP BESSETTE: Thank you, everyone. Have a great day, please!

End of Webinar