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PRESIDENT'S VOICE

Parenthood and Academia

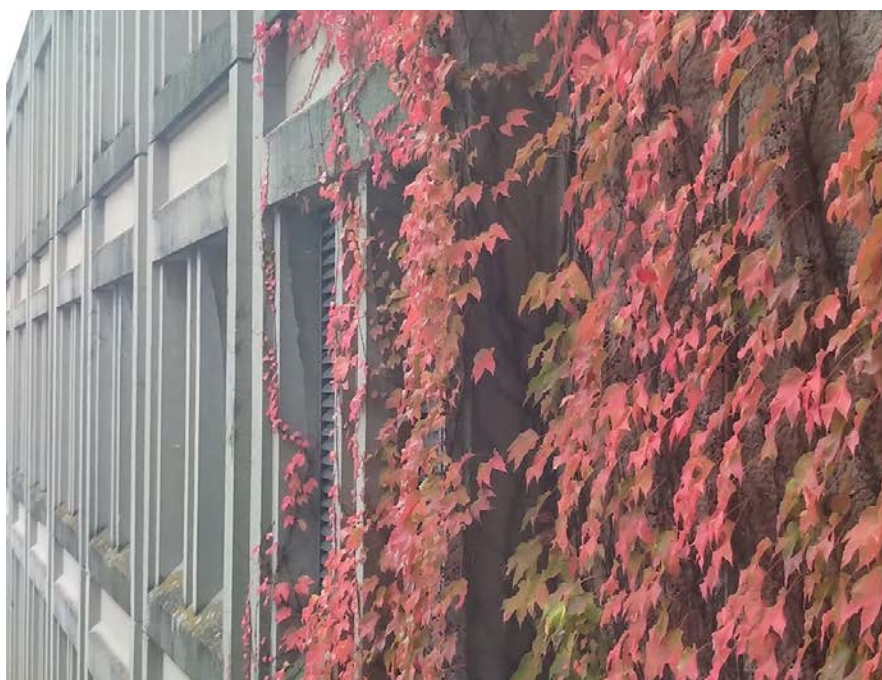
Being a parent, especially a mother, in academia can be a challenge, especially during a global pandemic

By Elizabeth Hanson
President, QUFA

This month's President's Voice was to be on service, culminating in an exhortation to my colleagues to pitch in and take responsibility for shaping the university as the platform on which all our work rests. However, after a meeting for QUFA Members who are parents of young children, I didn't have the heart to continue in that vein because it was clear that, at least for now, this particular group of colleagues, struggling with the rigours of childcare during the pandemic, had nothing left to give. The conversation got to me partly because, as a single-parent professor, I identified viscerally with my younger colleagues. My own daughter is twenty-two now, but not a day has gone by since lockdown began in March without a cold-sweat thought about what I would have done if the pandemic had occurred when she was four. We were ostensibly discussing the destabilizing impact of the pandemic on parents, but the conversation revealed the fraught relationship more generally

QUFA IMAGES

Ivy League



Shelley King

There may not be many people on campus these days, but the fall colours are still coming out in full force. Many thanks to QUFA Member Shelley King from the English Department for contributing this photo of the ivy growing on John Watson Hall.

between parenthood—particularly motherhood—and academia, a subject on which I could write a book. Moreover, while a number of people spoke about the difficulties of teaching remotely with small children (two reported conducting classes from their cars, poaching Wi-Fi from

Tim Horton's because they can get neither quiet at home nor access their offices), the concern that came up repeatedly, especially from the women, was research. What they feared was not just the impossibility in the here and now of managing the added burdens of remote teaching

without reliable childcare, but long-term structural damage to their careers as they miss grant deadlines, fail to finish papers and initiate new projects, while their childless colleagues, or those with spouses bearing the childcare burden, keep pumping out the research. “There are things we can do,” I said truthfully, but I also thought, “Welcome to reality as I know it. Be worried.”

I want to use this column to speak personally and bluntly about parenthood and academia. Before I begin, though, a few caveats and acknowledgements. First, with apologies to librarian colleagues, I am focusing on faculty here because of the role that research plays in my understanding of this problem. I invite librarians to tell their own stories. Second, let me be clear that I think research is the *sine qua non* of the university and should be nurtured, required, and celebrated. Third and nevertheless, we can’t speak about the challenges that faculty parents face with respect to research without recognizing both the greater challenge faced by adjuncts who receive no compensation for the research they do, and the support faculty who are paid only to teach provide to the research of others. Research may be central to the university’s mission, but it is also the rock on which the ideal of an equitable university breaks up, at least at present. This is because research requires time and focus, which are scarce goods in both the university and the broader material economy, and which are paid for by

the labour of others doing things you can’t when you are focusing on research.

Let’s start with first principles. “The world must be peopled!”, Benedick cries in *Much Ado About Nothing*, as he abandons bachelorhood to marry a woman who is smarter than he is. Unless you plan to be dead by forty, you can’t argue with his point, even acknowledging that there are far too many people on the planet. The older need the younger to lift heavy things, grow food, and do the work that gives value to money and pensions, just as the younger need the older to nurture and teach them. Obviously, this doesn’t mean everyone should be a parent; it’s just that we all depend for our survival on child-bearing and child-rearing labour. Even if we agree that, in Canada, immigration should play a significant role in social reproduction, we are simply agreeing to rely in part on the child-rearing labour of new Canadians. In short, being a parent is not a “lifestyle choice” like living in the mountains of B.C., but necessary work for the commonweal. At the same time, as work that produces not goods or services but new people, with all the social, intellectual, emotional, and economic capacity that entails, child-rearing can’t be done by a dedicated profession but must penetrate society. And so, in a wage-labour economy that has meant, until very recently, construing child-rearing as dependent on productive labour, and child-rearers as familial “dependents,” except when they are not—then they are just poor.

These child-rearers, of course, are overwhelmingly mothers. My own educated, middle-class mother was such a child-rearer dependent. Here’s what that looked like: my father loved and respected her and she, him. My father moved widely in the world, my mother much less so, though in addition to looking after three children and our house, she took courses, and volunteered for things that taught her about women and poverty. My father was brilliant, loving, alcoholic, and irresponsible with money. My mother was angry, knew her own and her children’s precarity, and her powerlessness to get off the train my father was driving—as did I. A standard middle-class family, maybe not much different from those of professors in the last century where the deal was research and teaching for him, with the rivalries, disappointments, and triumphs that might entail, and some mix of vicarious prestige, time for the children, and boredom and resentment for her.

The problem with this arrangement when it comes to the university, though, is not just the oppression the dependency of mothers produces, but the intellectual impoverishment that follows when women’s minds aren’t brought to bear on problems, and women’s perspectives don’t inform which questions get asked. This happens not just because men have historically belittled women’s minds, but also because rational women have seen that, for them, life in the academy meant either life without kids or in the nervous-breakdown

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QUFA Voices publishes QUFA-related news and information for QUFA Members and provides QUFA Members with a forum to express their QUFA-related ideas and opinions. We want to hear from you! Please send your QUFA-related story ideas, news items, opinion pieces, letters to the editor, photographs, and other submissions to the editor.

QUFA Voices is edited by Robert G. May. He can be reached at mayr@queensu.ca.

lane. As an undergraduate studying English at University of Toronto in the 1970s, I had one female professor. At Johns Hopkins in the 1980s, I had none, though women represented a slight majority in my graduate program. When I came to Queen's in 1989, I learned that, until a wave of new hiring had begun in the mid-1980s, there had only ever been four female professors in the English Department, two of whom had one child each. One of those women told me about a moment when, at a lunch for female professors, a colleague (now the president of a top Canadian university) told the stunned group she was pregnant. The astonishment, my colleague informed me, was due to alarm. It was one thing to break into the ranks of the professoriate, but to have a baby! But, of the women who had been hired in my department in the mid-1980s, two were older women who already had children. Then, that year, another newly hired woman had a baby. There were some not-great maternity leave provisions, but she told me she had been afraid to avail herself of them. Just as I became single, another colleague became pregnant. (Later, when she became pregnant again, she remarked to me that it was okay to have one baby, but she thought that with two, no one would take her seriously.) A colleague I admired in another department had a baby on her own, and a friend in the U.S. suggested that I consider adopting, an idea I liked because it bought me some time to get tenure and finish the book I was writing. In my own department, a friend who was at the same career stage as me was adopting, and I joined in her mantra, "First the book and then the baby." When I flew to China to receive my daughter, though, it felt like I was jumping off a cliff because I had no idea how I was going to take care of her while doing a job that already took every hour God sent. But soon, at least five other single female colleagues in other departments adopted babies or became pregnant. In fact, as the ranks

of the professoriate filled with women, the majority of female professors I knew across the university one way or another became parents.

This new norm was enabled not only by the role-modelling that each new professor-mother performed for her colleagues, but by Collective Agreement provisions we negotiated. The top-up of maternity and parental leaves to 100% of salary was negotiated, I believe, in 1996. In 2002, we negotiated return-to-work teaching for one term, which was then extended in 2005 or 2008 so that both parents got a full year's release. In 2015, when I was chief negotiator, we agreed that it was one such release per child because of the burden it placed on departments. These provisions relating to parenthood worked in concert with other supports we negotiated for younger faculty: first sabbaticals at 100% of salary (it had been 75%), reduced teaching loads before renewal, and a return to reliable PTR/merit increases and across-the-board salary increases, after four years of absolutely frozen salaries in the early 1990s. In 2007, the humanities and social science departments were finally permitted to drop their teaching loads to 2.0. These other provisions are important because, as I have been arguing, impediments to child-rearing while professing are as much a matter of economics as attitudes. Money lets you buy time in the form of childcare. Time in the form of a teaching load that doesn't break you lets you imagine that it might be possible to be a parent. Blocks of release time, including ones to absorb the disruption the arrival of a baby causes, let you keep your research stride. As I look at my younger colleagues, I think these provisions have done a lot, though not enough, for gender equity at the university.

My recital may seem a bit last century, but the pandemic, by

increasing teaching demands while disrupting childcare arrangements, has reminded us of the stubborn inequities that structure research success and which we encountered raw in the 1980s and 1990s. I slipped here from talking about parenthood to motherhood because, in the meeting, both women and men made the point that mothers more than fathers bore the burden of the pandemic. Some argued that measures neutrally assisting "parents" actually increased that inequity. This point is specifically about research and relies on evidence already emerging of the gendered impacts of the pandemic on publication. Research bulked large in our conversation, I think, because, unlike teaching, its assessment in personnel processes is comparative, and access to support is competitive. I recall in the 1990s one of the pioneering faculty feminists at Queen's, Roberta Hamilton, remarking that, for such processes to be fair, they would require full disclosure of the help applicants received. She didn't mean just who provided research or clerical assistance, but who picked the kids up at daycare, booked the camps, arranged soccer and piano, did the cooking and shopping, in short, sutured academic productivity to the social labour of child-rearing. But I think to really understand those sutures you would also have to ask about teaching load and how that was supported by adjuncts who received no research support at all.

If we ask these questions seriously, we will be forced to re-examine the very uneven playing field we inhabit and to reconsider, on the one hand, the efficacy (or lack thereof) of our tools for "levelling the field" in the name of equity, and, on the other, our comfortable myths about academic success and merit.

Elizabeth Hanson can be reached at hansone@queensu.ca.

EXECUTIVE DIRECTOR'S VOICE

Coping with Remote Working Six Months Later

It's been a tough slog, but there's a lot you can do to make remote working a little easier on yourself

By Leslie Jermyn
Executive Director, QUFA

Last month, I talked about work-life balance and some ways you might compartmentalize those aspects of your life. This month, I want to broaden the conversation to think about how remote working may be impacting us in subtle and not so subtle ways, and what we might do about it.

Many people embraced the freedom from commuting and rigid daily schedules that remote working entails; others have been doing most of their work remotely for years and so thought nothing of fully distanced work. Some people missed “the office” from the start, either for the social interaction or the structure that attending to a separate physical space with other people entailed. Wherever you started this journey, we are now six months in, and likely looking forward to another six months or more of the same. Speaking as an introvert from the first category of workers, I am surprised to find that remote working has introduced some novel stressors to my life and so want to think about how to cope with more of the same over the winter months.

What is weird, stressful, or difficult about long-term remote working? If you have to share space with lots of other people, or have very limited space, or have insufficient home office supports, you will have much to add to your own answer to this question. My list is as follows:

1. All my stressors are with me all the time without respite. In the

“before times,” when I went to work, I could forget the laundry pile and the dishes in the sink; when I came home, I could ignore the giant (repetitive, poorly written) government policy paper I really should already have read and digested. Now, the dishes are over my right shoulder when I work and the report glares at me while I fix the evening meal. This is tiring.

2. My life lacks any distinguishing features. I do everything in the same space every day, except the weekly shopping (all of which is carried out in the same places every week). I no longer have meetings at the QUFA office or in Richardson Hall; I no longer attend training or sector meetings in Toronto or Ottawa (blessed is the Via train); I no longer travel to visit friends; vacations are staycations. Work, learning, rest, play, exercise, social interaction, it all takes place here with just me, my partner, and my pets. And, to add to the monotony, many of these activities happen through the same media: we text, call, and video chat with friends and family in exactly the same way we do with work colleagues. This is weird and boring.
3. It's hard to turn anything off. I may not always have enjoyed the drive to work, but it sure was an effective way to signal to my partner, pets, and work colleagues that I was no longer available to them because I was shifting focus. It was also a time to prepare for, or digest and file away, the workday, and *I was alone to process the transition on my terms*. Now, work starts when I pick up my computer, wherever I am, and work ends when I move from one part of the kitchen to another. Family life never ends. There's no preparation or reflection for the change, and so

it doesn't feel much like there's been a change.

So, what in the world can we do about this? It's not an easy nut to crack, but here are some suggestions from the wider world of internet self-help (I have edited out the truly asinine):

1. Schedule movement breaks to transition between tasks throughout the day. This could be a five-minute stretch routine, or a walk around the house or the block. You want to make the day discontinuous in terms of your physical disposition (how you are moving) and the context (what you see, hear, smell, etc.).
2. Put on work clothes—real ones—not just a nice shirt over your pyjama bottoms for the Zoom call at 10.00 a.m. Change out of them when the day is over. (This isn't as asinine as it sounds, or at least try it before you conclude that it's asinine.)
3. Be careful not to overburden yourself with social obligations on work tools, as they can start to feel like work too.
4. Set goals for your time off (vacation, weekend, evening) that signal that you took time off. Being specific about what you want to do that isn't work can keep you on track to not work. As an example, I include “spend time outside” on my list of things to do on the weekends.
5. Create a new project for yourself to take the place of the normal annual and seasonal markers we used to look forward to. This could be learning a new skill or exercise form, or brushing off an old one; renovating or reorganizing something; renewing connections with distant friends and family; anything that gives you forward

ANNOUNCEMENT

Fall Events

As we have done in previous years, we're offering virtual Lunch and Learn sessions with Meaghan Welfare this fall term. Meaghan will host lunch-hour workshops and discussions on these topics:

27 Oct. 2020:

"Communicating Effectively with a Dispersed Team"

25 November 2020:

"Managing Conflict with E-mail"

All meetings will be held from 12.00 noon to 1.00 p.m. via Zoom. Please RSVP to Elizabeth Polnicka (ep43@queensu.ca) if you'd like to attend.

movement and a future goal. All those bread-making, closet re-organizing people we heard about in April were on to something, though they might have peaked too soon!

6. Establish a ritual to end and start activities. You might tidy your workspace before turning everything off for the evening, for example, or close doors to family space when you turn to your work or something you've chosen to do under number 1.
7. Finally, if you share your living space, take some time to be alone each day; you may be missing this in your schedule without realizing it.

I wrote this article as much for me as for you; I am struggling with long-term pandemic remote working conditions. Please get in touch with me if any of these tips works for you, or if you've discovered a different trick.

Leslie Jermyn can be reached at jermynl@queensu.ca.

TREASURER'S VOICE

Reflections on a Career with QUFA

QUFA Treasurer Ken Ko reflects on his many years' service advancing Members' interests with QUFA

**By Ken Ko
Treasurer, QUFA**

My career reached maturity stage during the COVID-19 pandemic, a convergence that triggered me to reflect on my time at Queen's, especially the diverse relationships I forged and enjoyed through my continuous involvement with the Queen's University Faculty Association's work over three decades. Of the many rewards afforded by a career in university teaching, research, and service, my QUFA roles expanded my experience into all sectors of the Queen's community and beyond to other parts of the Canadian academic scene. I was not only familiar with my own corner of campus but connected with colleagues from other disciplines with different backgrounds and who faced different struggles. This was easily the most satisfying and enriching part of my time at Queen's. I was afforded a plethora of opportunities to be active in issues that I felt comfortable with and capable of working on collectively with others.

All of this started when I was a young tenure-track faculty being asked to sign up as a dues-paying member of QUFA, a non-unionized association at that time. I remembered asking the QUFA representative, "Are you a union with legal rights?" The answer was no, and so I ignored QUFA for a couple of years until things changed on the labour front in the early 1990s. I joined QUFA during the unionization drive that was prompted by changing labour relations on campus and in the province.

My involvement began as a scrutineer for the unionization vote, followed by

ANNOUNCEMENT

Benefit Deadline: Tuition Support

The deadline for the Tuition Support benefit is 1 November 2020. For more information, please see the Queen's Human Resources Web site:

<http://www.queensu.ca/humanresources/total-compensation/employee-benefits/tuition-support-plan>

becoming the first Council Representative for my unit, a role that opened my young, inexperienced eyes to other pressing issues needing attention across campus. The unit I represented was relatively okay at that time, but I was learning that others were not. As I progressed to the role of Chair of Council and then Executive Officer (Treasurer), my learning and my involvement became more diverse, from operations to bargaining and job action. I even gained valuable experience by joining strike pickets with my colleagues at other Canadian universities and working on various policies as part of the Canadian Association of University Teachers at the national level.

Looking back, I am glad that I made that unwavering decision to join the unionized QUFA as a young member and that I remained involved with QUFA throughout my career. I personally believe that we have advanced on many fronts since unionization in 1995, making the Queen's community a better place for all. But there is always more to do as novel contexts materialize. There are plenty of opportunities and issues for our young faculty to advance collectively and to continue the betterment of the community for the next generation.

Ken Ko can be reached at kok@queensu.ca.

KNOW YOUR CA

New Schedules for RTP Processes

The new Schedules E and F detail renewal, tenure, and promotion processes for QUFA Members

**By Micheline Waring
Member Services Officer, QUFA**

A new provision in the 2019-2022 Collective Agreement (CA) is the inclusion of Schedules E and F as part of renewal, tenure and promotion processes (Articles 30 and 31). These forms document university-approved leaves during initial and renewed appointments. The rationale is that Members should not feel pressured to give personal details in their applications as to why they have extended timelines, and referees only need to know of the extensions, not the reasons for them. The application file should be assessed as if it satisfies the regular timelines as set out in the CA.

The process is outlined below. QUFA encourages Members to have a look at the updated CA.¹ If you have questions, please e-mail me.

- Initial or renewed tenure-track faculty, or continuing-track librarians or archivists may be eligible for or request consideration for a continuing appointment decision deferral due to pregnancy and parental leave, sick leave, COVID-19, or other exceptional cases as per Articles 30.5.6, 30.5.7, 31.4.7, and 31.4.8.
- These elections shall be approved by the Dean or University Librarian and sent to the Provost and Vice-Principal (Academic) to be documented in a "Letter of Deferral" in the form of Schedule E.
- Schedule E, if applicable, is to be presented to the Unit Head during the 15 July meeting to

ANNOUNCEMENT QUFA Parents with Young Children Listserv

At the initiative of a couple of QUFA Members, we have started an informal group for parents with young children to share their experiences. The group met for the first time on 14 October 2020.

People expressed the desire to remain in touch, so we created a listserv (QUFPAR-L). If you responded to the original invitation to meet, whether or not you attended, you are included in the listserv.

If you didn't respond or attend, but want to be part of this group, please make a request to Elizabeth Polnicky (ep43@queensu.ca) using the e-mail address you wish to have included, and she can add you.

discuss referees as per Articles 30.8.5 and 31.7.5.

- If there is a "Letter of Deferral," the Unit Head will prepare the "Notice to Assessors and Referees" in the form of Schedule F as per Articles 30.8.11 and 31.7.11, to be made available to all referees and assessors through inclusion in the Member's application file.
- The Member's application file shall include a copy of any Letter(s) of Deferral and Notice(s) to Assessors and Referees as per Articles 30.9.1 and 31.8.1.

Note

¹<https://www.queensu.ca/facultyrelations/queens-university-faculty-association-qufa/queens-qufa-collective-agreement>

Micheline Waring can be reached at micheline.waring@queensu.ca.

GRIEVANCE CORNER

The View from My Car

QUFA's intrepid Grievance Officer has not let the lack of reliable Internet access on Wolfe Island stop her

**By Peggy Smith
Grievance Officer, QUFA**

Like most of you, I have been working from home for the past seven months. And like you, working from home has presented a number of interesting challenges to my ability to meet my work obligations. Rural life on Wolfe Island is beautiful, but the Internet service does not match the view. With the advent of COVID-19, in-person meetings moved online, and Zoom and Team meetings became part of my daily working life. My work commute changed from a pleasant ferry ride to Kingston to a frantic drive across the Island looking for a strong and stable Internet connection. I started to spend my days in the parking lot at the public library, the public school, or a friend's driveway. Eventually, the car became too hot and the meetings too frequent. In addition to the Internet challenge, the summer months also brought three grandchildren under six to our household. Working from the house or the car was no longer sustainable.

I turned to a tech-savvy friend who installed a new Internet connection in the apple orchard across the road from our house. Those of you who met me in my car over the summer may have caught a glimpse of corn and apple trees in the background, as well as an occasional deer, eagle, or coyote joining me at my QUFA "field office."

The colder weather has presented yet another challenge: a cold car. The answer to this problem is an orchard shed that historically housed wasps, mice, and a few tools. It has been transformed into an insulated

workspace, a “room of my own,” so to speak. I look forward to moving in next weekend!

I am sharing this story to encourage each of you to keep assessing and keep asking for the tools necessary for the successful performance of your academic duties. COVID-19 has not gone away, and we have to keep finding ways to deal with the new challenges it presents on a day-to-day and month-to-month basis.

Human rights have been described as a “living tree.” The right to be accommodated is a fluid and moving right, and you should not hesitate to reach out and ask for a new or different accommodation as your family or health needs change. My role as the QUFA Grievance Officer is to guide you through the process. I look forward to hearing from you.

Grievance Updates: Health and Safety

If you see someone on campus not following the university and/or public health COVID-19 guidelines: if you are comfortable having a conversation with someone who is not following the protocols, you can do so. For immediate intervention, call Campus Security and Emergency Services (ext. 36111). For less urgent situations, contact the Department of Environmental Health and Safety (ext. 32999).

For concerns regarding the COVID-19-related protocols in your work location or department, you should raise the issue with your supervisor. If issue is not resolved, contact the Department of Environmental Health and Safety (ext. 32999).

For concerns regarding the COVID-19-related protocols in locations where there are established monitoring processes (such as the ARC or the libraries, raise your concern with those that are in the monitoring role in those facilities.

ANNOUNCEMENT December Events

8 December 2020: Open Session of QUFA Council with Principal Patrick Deane

Principal Deane is visiting the 8 December 2020 Zoom meeting of QUFA Council (1.00 p.m. – 2.30 p.m.). This meeting is open to all QUFA Members who RSVP by 3 December 2020 to Elizabeth Polnicky (ep43@queensu.ca).

Principal Deane will be discussing his statement, released 9 October 2020 and available here:

<https://www.queensu.ca/principal/sites/webpublish.queensu.ca/opvc2www/files/files/Report%20on%20the%20Conversation%20-%20Final%20-%20October%202020.pdf>

17 December 2020: QUFA Fall General Members Meeting

All QUFA Members are welcome to join the Fall General Meeting on 17 December 2020, via Zoom, at 1.00 p.m.

Closer to the date, we will send an agenda for the meeting and a request for RSVPs. Please save the date.

Grievance Updates: Pregnancy and Parental Leave

Birth mothers are now entitled to access both pregnancy leave with top-up and parental leave with top-up. Amendments to Article 33 of the Collective Agreement will be finalized and posted soon. If you have questions in the interim, please contact me directly.

Peggy Smith can be reached at smithpe@queensu.ca.

FYI

Video Meeting Protocols

Following the appropriate protocols in Zoom, Teams, or other video meetings can maximize their value and minimize their negative effects

**By Leslie Jermyn
Executive Director, QUFA**

As we look forward to a winter of Zoom and Teams meetings, we should all turn our minds to establishing some protocols with our work groups for how to maximize the value of these technologies while minimizing their sometimes negative impact on our working lives. Much of what is outlined below was clearly presented by Meaghan Welfare at our first Lunch and Learn in September (“Facilitating Effective Virtual Meetings”). A few points are based on my own experience.

For Meeting Organizers

1. Make sure you have selected the right communications tool for the job. Just because we can video chat doesn’t mean we should. Small group work on a document might be more efficiently handled by e-mail or other document collaboration tools. Small group conversations about a single topic might be just as easily managed on the telephone, and certainly, one-on-one conversations can be done on the phone. The beauty of telephone and e-mail is that we are more comfortable with those devices and media, and so we don’t experience added stress by using them.
2. If you have decided that a video platform is the best, choose one for your group and stick with it so that people can become accustomed to its features. Make sure that calling in is still an option for those without the

Internet bandwidth to support video.

3. At the start of the meeting, make sure everyone is comfortable with the features you will expect them to use (muting, raising hand, using chat functions etc.). Most of us are on our umpteenth Zoom or Teams or what-have-you and might not think this useful, and after a few meetings with the same group, you can dispense with this stage, but don't assume in the early days that everyone knows every platform.

4. In small group meetings, the point of video sharing is usually that it will enable more informal interactions where we can joke or use hand signals to assent, etc. Let small group participants know this so they are prepared to keep the camera on if they can.

5. In larger meetings, we tend to use video platforms because, with or without the camera, they have other features that allow people to signal their assent or their desire to talk. This is generally preferable to large-group teleconferences. For larger groups, the following are optimal protocols to adopt:

- Where possible, turn your camera on when you wish to speak or are speaking. As Meaghan noted, people interpret tone of voice better when they can see people speaking.
- When not speaking, turn your camera and microphone off to limit data use and to allow participants to focus on the speaker or shared document.
- Establish clear rules for indicating that a person wishes to speak.
- Limit the use of the chat function for comments to the whole group

that are cogent to the topic at hand; ask people to speak their comments. Chairing these meetings is difficult enough without having to monitor the screen for speakers and the chat for questions or additional comments.

- Establish clear protocols with your group about recording your meetings. If there is good reason to record, seek everyone's permission with that reason in mind, and treat the recording with due consideration of people's privacy. If there is no reason to record, don't record, and disable the recording function. Do not, subsequent to the meeting, use the recording for purposes that were not clearly stated when permission to record was sought.

As a governance aside, recording meetings should not be done to replace or augment minute-taking. Minutes should always be abrogated (they are not court transcripts) and so replacing or augmenting them with a verbatim record could result in less open discussion, and thus, in poorer decision-making.

6. If your group will be interacting over a longer period, give them some time for informal interaction at the beginning or end of the meeting to take the place of how we normally greet each other in a room.
7. If your meeting will exceed fifty or sixty minutes, build in time for a break so people can stretch, use the bathroom, or check their devices.
8. Even though we aren't travelling to meetings, it takes some time to shift from one to another, so keep to your timelines, and if you exceed them, expect that people will have to drop out as they

would in a face-to-face meeting that ran over time.

For Meeting Participants

1. If you are invited to a meeting on a new platform, take a few minutes on the Internet to familiarize yourself with basic functions such as muting, shutting off the camera, and leaving the meeting. Don't be shy to ask for instructions at the beginning of the meeting if other features will be used that you are unfamiliar with.
2. Wait your turn to speak. Many of these platforms do not handle multiple voice inputs well, and having to stop to have everyone repeat themselves is time-wasting.
3. Comply with the protocols set for the meeting to keep things orderly. Most importantly, mute when you're not speaking to reduce the ambient noise on the call.
4. Participate actively but don't monopolize. In these mediated meetings, we are shielded from signals we would normally get in person to tell us that people think it's time to move on or wrap up a comment. Chairs can't so easily indicate to you that you have exceeded your time. Be more aware of this than usual, and keep your contributions on point and brief.

If we establish rules, communicate them, and stick to them, we can become comfortable with communicating via these new technologies faster, and this will reduce our remote-working stress.

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