

INTRODUCTION

As veterinary schools and colleges prepare for the fall one of the additional complexities of restarting operations is that the caregiving services utilized by staff, faculty and students may not be restarting in sync with the veterinary schools and teaching hospitals.

- The availability, accessibility and safety of elder care is unclear.
- Many daycare and early childhood providers are continuing to limit enrollment.
- The public K-12 system in many locations across the United States are considering only offering limited in-person instruction for the fall.
- Individuals caregiving for someone who is particularly high risk may not be able to utilize previously available caregiving support.

It is critical to note that these systems were in place for working caregivers and students prior to the pandemic and now those individuals may be asked to return to in-person work and school without the support network that had been previously available.

This reality will likely have a disproportionate impact on I 9 99 CC D I H I I D 9 D I 9D caregivers therefore falls within our principles of Diversity, Equity and Inclusion. The stresses of caregiving have already DD HD HI H C D I D C 9 and therefore is a part of our work in wellbeing. And with the potential that institutions may lose valuable talented individuals who are struggling with caregiving, supporting these individuals should be considered an important retention strategy. However it is framed, it is an issue that needs to be acknowledged and addressed.

PAID LEAVE:

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that may be available to your faculty and staff.

POLICY VS. REALITY:

Consider your institutional culture around leave and whether
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Providing a point-of-contact outside of the regular reporting
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frequent messaging from leadership encouraging use of
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STRATEGIES TO CONSIDER:

- Conduct brief “check-in” polls, surveys, and host open forum opportunities for your staff, faculty, and students to gauge their needs, challenges, stress level related to caregiving and balancing work and personal needs during the pandemic. In addition to the data received, the act of asking for feedback or providing space for conversation can be helpful.
- Offer a single point of contact for caregivers outside of the regular reporting structure for assistance and mediation.
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