

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

COMMITTEE ON POPULATION

**(VIRTUAL) SEMINAR ON DEVELOPING A RESEARCH AGENDA ON THE MEDIUM-
AND LONG-TERM SOCIAL IMPACTS OF THE COVID-19 PANDEMIC**

Thursday, May 20, 2021
(All times EDT)

1:00 – 1:10 pm **Welcome and Introductions; Goals for the Seminar**
- *John Phillips*, National Institute on Aging

1:10 – 2:10 pm **Session 1: Medium- and Long-Term Impacts of Disruptions to the Educational Process**

Medium and Long-term Impacts of Disruptions to the Educational Process	Medium- and Long-term Impacts of Graduating in a Recession: Implications for Understanding the Consequences of Pandemic-Related Disruptions
<i>Amy Hsin</i> , Queens College, City University of New York	<i>Hannes Schwandt</i> , Northwestern University

2:10 – 2:20 pm **BREAK**

2:20 – 3:20 pm **Session 2: Medium- and Long-Term Impacts of Job Loss and Labor Market Disruptions**

Medium and Long-Term Impacts of COVID-19 in the Service Sector	Covid, Carework and Gender
<i>Kristen Harknett</i> , University of California, San Francisco	<i>Jerry Jacobs</i> , University of Pennsylvania

3:20 – 3:30 pm **BREAK**

3:30 – 4:30 pm

Session 3: Medium- and Long-Term Consequences of Increased Caregiving during the Pandemic

The Gendered Consequences of COVID-19: Initial Insights for American Families	Medium- and Long-Term Consequences of Increased Caregiving for Older Adults
<i>Caitlyn Collins</i> , Washington University in St. Louis & <i>Leah Ruppanner</i> , University of Melbourne	<i>Andrea Gilmore-Bykovskyi</i> , University of Wisconsin-Madison

4:30 – 5:00 pm

General Discussion; Data Needs/Implications for Life Course Studies

5:00 pm

Adjournment

BACKGROUND

A substantial amount of research funding, attention, and progress over the past year has justifiably focused on understanding the SARS-CoV-2 coronavirus, which causes COVID-19, and on developing effective treatments and vaccinations for the COVID-19 pandemic. Short-term, of course, it is extraordinarily important that this work is being done in order to limit, to the extent possible, the illnesses, hospitalizations, and deaths that the pandemic has brought on.

At the same time, it has also become clear there that are likely to be serious medium- and long-term social and economic effects of the pandemic, both in the United States and around the world. Importantly, none of these effects are likely to play out equally for women and men, people in different racial/ethnic groups, or those of different socioeconomic statuses. Educational progress, for example has been stunted or even halted for many children and young adults, and changed for nearly everyone. The spring of the 2019-20 academic year, as well as the complete academic year of 2020-21, in particular, have been challenging at best for children, youth, and young adults, as schools have attempted to adapt to the pandemic in myriad ways. Children and youth who live in low-income families or who live in disadvantaged communities may be especially vulnerable to the educational disruptions and changes caused by the pandemic, given their already precarious contexts. Similarly, work has been radically reshaped for adults across the country and globe; many individuals have lost jobs or closed businesses, had their schedules altered, have put their health and lives on the line in their workplaces for others as the pandemic unfolded, or lost daily connections with colleagues and friends. Many others have changed the way they work on a daily basis, such as staying at home, working while taking care of children or older adults, juggling the competing demands of work and assisting their children with remote learning, or spending more and more time online. The medium- and long-term effects of these alterations in work may also play out quite differently by sex, race/ethnicity, and socioeconomic status, given the vulnerabilities of work already baked into the society prior to the pandemic. Moreover, many working-age adults, and particularly women, have been pressed into even more caregiving duties than already was the case, whether it be unexpectedly caring for children at home or stepping in to care for adults who were either sick with COVID-19 or too afraid or without the means necessary to be cared for in a group or institutional setting. The medium- and long-term effects of changes in caregiving brought on by the pandemic will be very important to understand and perhaps particularly so for those who were already in vulnerable positions in society.

The focus of this half-day seminar is on assisting the Division of Behavioral and Social Research of the National Institute on Aging to think through a research agenda on the medium- and long-term social and economic impacts of COVID-19, with racial/ethnic, sex, and socioeconomic disparities of these impacts being an integral part. It is our contention that understanding the social and economic effects of the pandemic cannot be separated from either the inequalities proceeding the pandemic or on the disparate ways that the pandemic is already playing out (e.g., infections, hospitalizations, mortality, job loss, etc.). Indeed, it is now well known that the pandemic is exhibiting its most severe mortality effects in the United States on American Indians, Hispanics, and Blacks. Low socioeconomic status is not only an important mediator through which race and ethnicity translates into higher risk of COVID-19 deaths for minority populations, but may be important in and of itself for putting people in precarious living and work situations that translate into differential risk. And sex differences are likely to be just as important

for understanding the short-and long-term effects of the pandemic, with women bearing the brunt of job losses, additional caregiving duties, assisting their children with remote learning, and serving in many risky job contexts since the pandemic began.

Substantively, the seminar focuses on the medium- (up to five years) and long-term (more than five years) effects of pandemic-related: 1) disruptions to the educational process for children, youth, and young adults; 2) disruptions to work for working-age adults; and 3) changes in the caregiving duties of working-age Americans, particularly women. Each of these topics will be addressed in a separate session – with data gaps and needs being considered across all of the sessions. As emphasized above, racial/ethnic, sex, and socioeconomic disparities in these processes and effects must be incorporated into each substantive session in a serious way. It will also be important for each session to incorporate attention to the life course, especially in thinking through how these effects are going to play out as individuals and groups age over the next decade and beyond. The sessions will devote attention on ways to use existing longitudinal data resources to understand these effects and for the possibility of new strategic data collection efforts that might accelerate research on these topics. Lessons learned from the effects of previous “shocks” (e.g., the Great Recession, natural disasters) on medium- and long-term outcomes may be an important way to help develop a research agenda on these topics.

Finally, it is unlikely that most longitudinal social, economic, and health surveys will enable researchers to measure the individual-level effects of exposure to SARS-COV-2 on long-term outcomes. That said, the Health and Retirement Study (HRS) is shipping out thousands of saliva collection kits to participants to test for COVID antibodies and other similar efforts are underway. Moreover, NIH is spending millions to fund research on post-COVID long-term effects in existing cohorts,¹ so it might be worth thinking about the potential of these efforts at the seminar. For the most part, though, we are not going to have data on who was exposed, when they were exposed, and how serious the illnesses were. Moreover, many people who were not infected with COVID-19 will nonetheless most likely be experiencing tremendous effects of the pandemic on social and economic outcomes. Thus, much of the work on studying its impact will need to be done by examining how the pandemic “shock” affected the lives of individuals and groups through before-after kinds of comparisons that last well into the future.

¹ <https://www.cuimc.columbia.edu/news/nationwide-study-covid-19-risk-and-long-term-effects-underway-37-academic-medical-centers>

PRESENTER BIOSKETCHES

CAITLYN COLLINS is an Assistant Professor of Sociology at Washington University in St. Louis. Professor Collins conducts cross-national qualitative research on gender inequality in the workplace and family life. She is broadly interested in the relationship between policy, culture, and social inequality. Her current project is an interview study of 135 working mothers in Sweden, Germany, Italy, and the United States. These countries offer distinct policy approaches to reconciling work-family conflict. Collins examines how different ideals of gender, motherhood, and employment are embedded in these policies, and how they shape the daily lives of working mothers in each country. A book based on this research, *Making Motherhood Work: How Women Manage Careers and Caregiving*, was published in February 2019 with Princeton University Press. Her work also appears in peer-reviewed journals like *Gender & Society* and *Qualitative Sociology*, and several edited books, and has been featured in *The Atlantic*, *Harvard Business Review*, *National Public Radio*, *The New York Times*, and *Washington Post*, among others. She is a 2019 Nancy Weiss Malkiel Scholar (Woodrow Wilson National Fellowship Foundation) and a 2018 Work and Family Researchers Network Early Career Fellow. Collins' research is supported by the National Science Foundation, American Association of University Women, and German Academic Exchange Service (DAAD), among others. She has a Ph.D. in Sociology from the University of Texas at Austin and a bachelor's degree from Whitman College. Her next project is an ethnographic study of the market for childcare.

ANDREA GILMORE-BYKOVSKYI is an Assistant Professor in the University of Wisconsin-Madison (UW) School of Nursing with affiliations in the UW Alzheimer's Disease Research Center and the UW Department of Medicine Health Services and Care Research Program. Dr. Gilmore-Bykovskyi studies clinical care delivery and health disparities among people living with, and at risk for Alzheimer's disease and related dementias. She leads an interdisciplinary research program focused on promoting access to effective dementia-specific therapies by improving identification of dementia and enhancing delivery of individualized care to optimize patient and caregiver-centered outcomes. Her research focuses on targeting high-risk points in the care continuum, such as hospitalization and transitions in care, as well as high-risk, disadvantaged groups. Dr. Gilmore-Bykovskyi is particularly interested in the role of non-cognitive symptoms in the recognition, progression and management of dementia, with a particular interest in integrated pain and behavioral symptom management interventions.

KRISTEN HARKNETT is an associate professor of sociology at the University of California, San Francisco. Her research interests include economic influences on marriage, co-habitation, and childbearing; the causes and consequences of lacking material and emotional support from friends and family; and the influence of sex ratio imbalances and other aspects of social context on romantic relationships and childbearing. She received her Ph.D. in sociology and demography from Princeton University.

AMY HSIN is an associate professor in the Department of Sociology at Queens College, City University of New York. Her research is at the intersection of education, immigration and inequality and employ both quantitative and qualitative methods to the study of these topics. Her current research includes: (1) mixed-method project analyzing the immigration experiences of a racially diverse sample of undocumented youth in NYC, (2) big data project using spatial analysis to understand how aggressive policing practices produce inequalities by race and immigration status and (3) mixed method study

aimed at understanding how immigrant youth develop STEM interests and navigate pathways through STEM education and career pathways. She has longstanding interests in understanding the cause and consequences of Asian American academic achievement. Her work on the gender gap in achievement among Asian Americans was featured in *The Upshot* in the *New York Times*. Her research has been published in *The Proceedings of the National Academies of Science*, *Demography*, *Social Forces*, *International Migration Review* and other venues and has been featured in the *New York Times*, *Washington Post*, *Wall Street Journal*, *LA Times*, *The Chicago Tribune*, *The Economist*, *TIME*, and *NPR*. Her work has been supported by the National Science Foundation, William T. Grant Foundation, John D. and Catherine T. MacArthur Foundation and the Russell Sage Foundation. She is an associated editor of *International Migration Review* and on the editorial board of the *American Sociological Review*. She was included in *City and States'* 100 Education Power List in 2021.

JERRY A. JACOBS is Professor of Sociology at the University of Pennsylvania, where he has taught since earning his PhD in sociology at Harvard in 1983. He has served as the Editor of the *American Sociological Review*, President of the Eastern Sociological Society, Founding President of the Work and Family Researchers Network, and was a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford in 2018-2019. He is the author of six books, including *In Defense of Disciplines*, published by the University of Chicago Press in 2014, and 85 research papers. His studies have addressed a number of aspects of women's employment, including authority, earnings, working conditions, part-time work and work-family conflict, and entry into male-dominated occupations. He is currently conducting research on technology and carework with an emphasis on elder-care staffing issues.

LEAH RUPPANNER is an Associate Professor of Sociology and Co-Director of The Policy Lab at the University of Melbourne. Her research investigates gender and its intersection to inequalities, technologies and policies. Associate Professor Ruppanner is a leading expert on COVID-19 and its impact on gender inequality in US and Australia. Her book, *Motherlands: How States Push Mothers out of Employment* (2020) provides a typology of childcare and gender policies and their relationship to mothers' employment varies across US states. This has led to a range of high impact publications showing women have divergent experiences based on their state of residence. Finally, she is leading a project on gender bias in hiring algorithms to understand how gender bias limits women's access to employment. Ruppanner's research is published in *Demography*, *Journal of Marriage and Family*, *Sociological Methods and Research*, *European Sociological Review* and *Social Science Research*. She also has expansive media coverage in the *New York Times*, *Washington Post* and the *Guardian* and external grant success including the ARC DECRA, an ARC Discovery on sleep and an ARC Linkage on women in local government.

HANNES SCHWANDT is an assistant professor in the School of Educational and Social Policy at Northwestern University. His research agenda lies at the intersection of health economics, labor economics, and economic demography and focuses on the role of health in determining economic inequality. In one line of research, Schwandt looks at macroeconomic shocks, such as stock market fluctuations, unemployment, and trade shocks, and explores their impact on health, human capital, and fertility. In a second branch of research, he focuses on the first years of life, including in utero. In particular, he investigates how environmental and institutional factors impair the health trajectories of children, and how they can be addressed by policies. Schwandt's research has been published in

Science, American Economic Journal: Applied Economics, Proceedings of the National Academy of Sciences, the Journal of Human Resources, and the Harvard Business Review. His work has been featured in media outlets including the New York Times, Economist, Wall Street Journal, Financial Times, NPR, and the Washington Post. His research has been supported by the Value of Vaccination Network and the Danish Research Council. Schwandt is a research fellow at the National Bureau of Economic Research (NBER), the Institute of Labor Economics (IZA), and an affiliate of the Center for Economic and Policy Research (CEPR).