

From the Report of the Task Force on Equity in Faculty Evaluation, Oct. 2020. Access the full report.

Demonstrable Impacts of COVID-19 Pandemic

Teaching

- Switch to remote instruction in March, 2020, was inhospitable to everyone concerned. Some courses were more negatively impacted than others especially those that involve lab/studio/clinical/field-based pedagogy
- For those who choose to include student evaluations for the 2020 spring semester, the comments and numeric metrics need to be contextualized for the rapid shift in delivery mode.
- Technology challenges altered traditional methods of assigning and assessing student work
- Remote or hybrid instruction continuing into the 2020-2021 academic year required many faculty members to spend a significant amount of time learning new pedagogical methods and technological approaches, and to revise existing courses for new teaching approaches
- Student care activities went up significantly both for coursework and for advising (academic and other)
- Caregiver needs intruded on teaching time
- Additional teaching responsibilities in response to pandemic (e.g., serving as a replacement instructor for a colleague; sudden changes in workload as a response to loss of S-contracts)
- Cancellation of performances and exhibitions
- Cancellation of field courses
- Cancellation of community engaged educational programs
- Interruption of clinical teaching and supervision of internships; the need to revise how those programs are designed and delivered
- Required revisions of research and teaching assistantship activities for undergraduate and graduate students who are under faculty supervision
- Cancellation of conferences related to teaching professional development
- Student feedback potentially more negative
- Collaborators/team teaching members impacted
- Interruption/cancellation of study abroad
- Extension work was interrupted or cancelled
- Sabbatical interruptions, postponements or adjustments

Research and Creative Activities

- Lab closures and/or loss of research material
- Impacts on grant funding, including changes in the priorities of granting agencies, cutbacks in funding available, new grant funding opportunities, and the fact that faculty were encouraged to continue to pay students, postdocs and technicians even if not advancing projects.
- Cancellation of book contracts due to the closure of or cutbacks at university or other presses

- Cancellation of performances and exhibitions
- Cancellation of conferences before or after abstracts/papers accepted
- Inaccessibility of field work sites, human subjects, libraries, archives, and other research collections
- Delays in journal review process and publication schedules
- Delay in arrival of international students/postdocs
- Impact of the need to revise/redefine activities of undergraduate and graduate student research assistants and how those trainees are supervised and mentored
- Cancellation of invited talks
- Cancellation of fellowships, artist/scholar-in-residence appointments
- Caregiver needs intruded on research time
- Other workload priorities intruded on research time
- Collaborators/research team members impacted
- Extension work was interrupted or cancelled
- Sabbatical interruptions, postponements or adjustments

Service

- Pandemic response suspended or curtailed traditional and ad hoc service assignments
- Pandemic response greatly increased service responsibilities for some faculty, especially for those engaged in community outreach, governance, curriculum or mentoring.
- Pandemic complicated external service responsibilities such as journal editorships, chairing of academic conference sessions, professional organization service, and other integrated scholarly service
- Service to community-based institutions was halted and then altered in significant ways; as were public presentations
- Caregiver needs intruded on service time
- Other workload priorities intruded on service time
- Collaborators/service & engagement team members impacted
- Sabbatical interruptions, postponements or adjustments

Guidance for Writing Your COVID Statement

The goal of the COVID statement is to give faculty members an opportunity to formally contextualize the impact of the pandemic on their work productivity across the areas of research, teaching, and service. This statement is not meant to replace language that discusses your accomplishments as references to COVID may make sense as you write-up other parts of your dossier. Consider this statement as a strategy to account for interruptions, delays, opportunities, and atypical circumstances that have impacted your “normal” and expected productivity. It is expected that COVID statements may range from no impacts to substantial impacts, both negative and positive. However, the purpose of providing this opportunity is to particularly account for any negative impacts on faculty who are experiencing issues with productivity or disparities due to circumstances created by the pandemic. We encourage you to be as concise as possible in describing how the pandemic has affected your workload and productivity. Below are some prompts to consider in writing your COVID statement. These prompts are not prescriptive; you can consider them or not.

- Provide details of how your work was impacted, steps you have taken or need to take to address the impacts, and any outcomes that have resulted from those actions.
- Was your program of research specifically impacted? If so, how? [lab closings, access to populations, team challenges, increased workload in another area, decreased attention to it due to caregiver responsibilities, new data etc.]
- What specific challenges, if any, did you encounter in shifting your courses to online delivery?
- Have you experienced increases/decreases in service load and/or ability to effectively meet current service obligations?
- Has your actual and/or assigned workload changed?

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