

## Document the Impact of COVID-19 on Academic Work

Memory is fleeting under the best of circumstances. During COVID-19, we can struggle to remember what we ate for breakfast, much less all the adjustments we made to our teaching and research agendas to work remotely and keep family, neighbors, students, and colleagues safe. When the time comes to complete an annual evaluation in early summer (or create a tenure and promotion portfolio in a few years), we will struggle to remember how we spent our time and what we accomplished. As a result, it is a good idea to keep track of the various ways our academic work has changed as a result of COVID-19. For some, COVID-19 may have opened new doors: new research questions, opportunities to collaborate with health professionals in the community, or access to new technology tools to try as we retooled courses for remote instruction. For everyone, these adjustments came with a cost in time, energy, and resources.

The first section of the annual evaluation document includes a space in which faculty can describe extenuating circumstances. Use this space to document the impacts you experienced this year that altered (for better or worse) your productivity in teaching, scholarship, and/or service.

The statement of extenuating circumstances should describe the impact that COVID-19 has had on your workload and professional opportunities. Remote work has blurred the boundaries between the professional and the personal. In addition to the impact associated with lost access to studios, laboratories, and classrooms, faculty work may have been complicated by the need to balance full-time work in home spaces shared with other adults working remotely, with children learning at home, and/or with pre-school toddlers no longer attending daycare. Additionally, faculty work may have been interrupted by greater care for vulnerable dependents or erosion of a support network to help meet the demands of work and home. Describe the impact on productivity in each relevant area of evaluation (teaching, research and scholarship, service). Include a discussion of the adjustments you made and/or plan to make to respond to these disruptions and continue to develop and refine professional contributions. Statements should be as specific as possible. Describe those impacts you are comfortable sharing. Keep in mind that all information (including personal details) will be on record and visible to various committees within tenure, promotion, and SPE evaluations. If in doubt, discuss the wisdom of sharing sensitive or private circumstances (e.g., those that might be considered private under HIPPA regulations) with your chair before including this information in an impact statement.

Reflective statements help in two ways. First, they document your efforts and provide context to help others understand your contributions. Second, personal reflections help you gather your thoughts and make plans to make progress on your professional goals when life begins to return to “normal.”

The following list of topics is intended as a set of prompts to help faculty reflect on the various ways COVID-19 modified their professional productivity. The experience of coping with COVID-19 varies with individual circumstances, so this list is not exhaustive.

### ***Impact on teaching***

- Describe the time devoted to redesign curriculum and course assignments, including migrating teaching activities to the online/remote environment.
- Document the workshops and training completed to develop skills with technology tools and preparations to teach remotely.
- Identify new teaching responsibilities taken on, including new course preparations, courses taken on to accommodate a colleague who retires or becomes too ill to teach.
- Describe the effort required to train and/or supervise teaching assistants or assist colleagues as they develop skills with technology.
- Discuss changes in course evaluations following the pivot to remote instruction or adoption of high flex teaching strategies, hybrid teaching, or migration to a fully online course.
- Describe challenges associated with physical space, internet connectivity, access to technology, and other issues that affected academic work while working from home.
- Describe the added workload associated with teaching remotely or in a high flex or hybrid environment. Additional workload may also be associated with assisting students as they adapt to

remote learning (increased mentoring demands via email or virtual office hours) or increased demands associated with student personal crises (mental health, financial, problematic WIFI access).

### ***Impact on scholarship or creative activity***

- Describe disruptions to research agendas associated with limited access to laboratories, studios, and specialized equipment.
- Document the impact of reduced access to research subjects (human participants in research, access to children in schools or patients in clinics, access to animals in laboratories or field settings) on data collection and progress for your research agenda. Other limitations on access might include the following:
  - Limited access to work spaces (and professional library resources) for writing projects.
  - Cancellation of travel to research sites (field work, access to archives for research, etc.)
  - Disruption of a sabbatical
- Describe external events that limit dissemination of scholarly work:
  - Restricted access to performance space (closed galleries, theatres, museums, and other performance spaces).
  - Cancellations of conferences
  - Restrictions on travel to attend conferences
- Disruptions in grant funding as funds are diverted toward COVID-19 priority projects.
- Describe reductions in time for writing (due to increased time demands of teaching, demands of personal or family health care, or demands of supervision of child care and schooling at home) and consequences for research dissemination.
- Discuss challenges that limit collaborations (limited networking opportunities, internet connectivity problems that limit virtual collaborative meetings, cancelled travel for visits to other laboratories or studios)
- Discuss impacts on the publication cycle, including difficulty securing peer reviewers and elimination of conference proceedings as potential publication outlets

### ***Impact on service***

- Increased demands for committee meetings to address emerging problems associated with COVID-19
- Increased time required to complete normal committee work via virtual meetings
- Disruption of student associations and activities
- Additional workload created for disciplines that provide community service related to COVID-19 responses

### ***Resources***

Flaherty, C. (20 March 2021). COVID-19: A moment for women in STEM? *Inside Higher Education*.

<https://www.insidehighered.com/news/2021/03/10/covid-19-moment-women-stem#.YEjZNWd2oDk.link>

Ohio State University (2020). *Guidelines and Resources for Faculty Annual Reviews*.

[https://oaa.osu.edu/sites/default/files/links\\_files/Guidelines%20and%20Resources%20for%20Faculty%20Annual%20Reviews%20121020\\_0.pdf](https://oaa.osu.edu/sites/default/files/links_files/Guidelines%20and%20Resources%20for%20Faculty%20Annual%20Reviews%20121020_0.pdf)

Subramaniam, M. (2020) *Best Practices Tool #1: Documenting the Impact of COVID-19 on Faculty (tenure track/tenured)*. Susan Bulkeley Butler Center for Leadership Excellence, Purdue University.

<https://www.purdue.edu/butler/research/best-practices-tools.php>

<https://www.purdue.edu/butler/documents/Best-Practices-Tool-1-Documenting-Impact-of-COVID-19-for-tenure-track-and-tenured-faculty.pdf>

The University of Texas at Austin *Faculty & Research COVID-19 FAQs*

<https://covid.provost.utexas.edu/faculty/search/COVID+Professional+Impact+Statements/>