

## Guidelines for Equitable Evaluation of the Impacts of COVID-19 on Research, Teaching and Service

*A COVID Impact statement is completely voluntary. These guidelines provide examples of issues that may be included in a statement, which can be turned in along with merit, promotion and tenure, and/or LEO evaluation dossiers. The questions below will aid review committees in equitably evaluating all faculty impacted by COVID-19.*

The impacts of COVID 19 on faculty workload and productivity are likely to extend for years and will need to be factored into promotion, tenure, renewal, post-tenure and merit review decisions. A brief article outlining these issues and possible solutions can be found here and can provide a good starting place for creating more equitable evaluations.

<https://www.pnas.org/content/117/27/15378>

### Research and Scholarship

- Did the faculty member lose access or experience reductions in use to their research lab? If so for how long and in what ways? In what ways did this disrupt or reduce their research?
- Did the faculty member lose access or experience reductions in use to library research resources and/or archives that were important to their work? For how long and with what impacts?
- Did the faculty member lose a field season or essential research travel to field sites? Will they experience longer-term inaccessibility to field sites?
- For those working with human subjects, did the faculty member lose access to participant pools, experience delays in data collection, or have their research impacted in other ways (e.g. the need to pursue different types of data collection)?
- Did the faculty member face a loss of TAs, RAships, or lab research assistants (either volunteer or paid) due to the pandemic?
- Did the faculty member donate supplies or personnel time to COVID-19 testing, protection, or other supports for the community?
- Did the faculty member experience a loss or temporary freezing of funding used for their research?
- Did the faculty member have scholarly work under review during spring, summer and fall of 2020? If so, be mindful that the duration of the review process increased significantly during that time.
- Did the faculty member alter or pivot their research to address issues related to COVID-19?
- Did the faculty member have conference presentations and/or invited talks that were cancelled or moved online?
- What was the faculty member's productivity during and after COVID-19 compared to before the pandemic? Using within-person benchmarks can help understand the scope of the impact.

## **Teaching**

- Did the faculty member's courses have to be transitioned to online mode in March 2020? How many courses? Lecture or laboratory courses? Were these more or less easily adapted to online formats?
- How many of the faculty member's Fall 2020 and Winter 2021 courses were transitioned online in the context of the pandemic? What work was undertaken to make that transition successful?
- Did the faculty member teach face-to-face courses in 2020-21? If so, what obstacles were experienced in this type of teaching?
- Did the faculty member attend any trainings or webinars related to online teaching? Did the faculty member meet with instructional designers or participate in ongoing assistance with remote teaching?
- Was there a change in the faculty member's workload related to course management, grading, etc?
- Did the faculty member assist others in transitioning online?
- What additional mentoring of students in their classes did the faculty member undertake in the context of the pandemic?
- Did the faculty member take on extra classes or responsibilities to help with the fallout of COVID-19, e.g. for a colleague who fell ill?
- What additional steps did the faculty member take to help students transition online?
- If a faculty member has included student evaluations of teaching from Winter 2020 and/or Fall 2020 in their dossier, how do the scores compare to their evaluations prior to the pandemic? Using within-person benchmarks can help understand the scope of the impact.
- Has the faculty member not included student evaluations but is instead choosing to provide materials such as syllabi, course modules, online lectures, peer reviews and the like for a holistic evaluation? In this case, note that what will go into this holistic evaluation is not going to be the more involved response of a longer-term holistic assessment of teaching, but rather a shorter-term response related to the impacts of COVID-19.

## **Service, Engagement and Mentoring**

- Did the faculty member contribute to university initiatives related to COVID-19?
- Was the faculty member involved in outreach and community engagement related to COVID-19 and/or the Black Lives Matter Movement?
- Did the faculty member's service in mentoring and supporting students and colleagues increase since March 2020? Did they do this work informally or more formally, e.g. as a student organization advisor or official mentor? Were they involved in supporting groups that were especially at-risk during the pandemic, e.g. students from disadvantaged ethnic/racial groups, student caregivers, working class students who were frontline workers or unemployed, during this time?
- Did the faculty member experience increased or decreased service expectations at the level of the discipline, program, department, College or University in the wake of COVID-19? (Here, note that there is a university-wide call for service reductions in acknowledgement of the increased workload in other areas of work/life during the pandemic.)

- Did the faculty member experience a shift of major service duties to online, e.g. campus-to-community programming, awards ceremonies, etc.
- Is the faculty member now serving on a disproportionate number of committees and/or providing university, professional or community service compared to other faculty members?

**Additional questions and considerations:**

- Did the faculty member take a leave during the pandemic? If so, make sure that this leave is accounted for and that the faculty member is not penalized for utilizing this option.
- Did the faculty member take the option to stop the tenure clock due to the pandemic? If so, make sure that the evaluation is only applied to the time on the tenure clock.
- Was there anything the faculty member disclosed in their COVID Impact Statement regarding the circumstances that affected their work during the pandemic (e.g. documentation of illness, increased caregiving responsibilities, and/or community care obligations related to COVID and/or due to disparities in health care or addressing trauma of anti-Black violence in 2020). These disclosures can provide a broader context for understanding the pandemic's impact on the faculty member. Please approach disclosures with empathy and in a spirit of care. Acknowledging and destigmatizing family and community care and illness can help to facilitate more equitable assessments. Review committees should not include the information about personal circumstances in their formal evaluations, but may consider writing a standard acknowledgement of pandemic impacts and typical disruptions of work for all faculty members at the beginning of each review letter.

Adapted from “Asking the Right Questions: A primer for merit, tenure and promotion evaluation committees, a supplement to Malisch et al., Old Problems and New Solutions to Ensuring Gender Equity in academia in the wake of COVID-19”.