CSU Faculty eFAAR – COVID Impact Statements

The COVID-19 pandemic, in conjunction with the call for equity, inclusion, and justice, has affected people's daily lives in profound ways. These effects will continue to have long-term impacts within academia. Therefore, it is essential to maintain a record that documents the impacts faculty are experiencing in the three main areas of Research/Scholarship/Creative Activity (RSCA), Teaching, and Service. This document is intended as a guide for all faculty in preparing a COVID impact statement.

Why Document?

COVID-19 has impacted academia in a variety of ways. Faculty members have been compelled to adjust to new modes of engaging in RSCA, teaching and learning, and service work. This adjustment across the entire spectrum of faculty work necessitates that documenting the impact is important for all faculty members, especially for women and faculty of color. Their societal roles and expectations influence people's day-to-day experiences, and inequalities that exist in "normal" times do not disappear during a pandemic; rather, they are likely to be exacerbated. Such effects are about disparate impact. Disparate impact is when rules or practices explicitly use criteria other than sex categories as decision rules but have different effects on men and women precisely because they are differently situated.

There is almost no doubt that the consequences of the pandemic will be felt for several years to come requiring all higher education institutions (and CSU) to be attentive to documenting the impacts – especially the impact on RSCA, Teaching, and Service. Documenting should enable chairs, deans, and provosts to understand a faculty member's career trajectory given the effect of COVID-19. Careful and thoughtful documentation, without exaggeration, can increase the chances of fair assessments accounting for the differential impacts and mitigating inequalities. Such documentation can be critical to annual evaluations and be included as attachments to tenure/promotion documents. Not having such documentation can prove costly for a faculty member and possibly more so for women and faculty of color. The current focus on racial justice

has greatly increased the urgency for greater attention to diversity, equity, and inclusion within all facets of U.S. society. The extra work put on faculty of color directly due to the intersection of COVID and social upheaval represented by the protests across the nation needs to be acknowledged.

How to Document? Some Suggestions

Listed below are some points to consider in documenting impacts. The list is indicative but not exhaustive. Faculty members should appropriately document how they navigated/managed the issue when they were able to do so. Such documentation will be an important part of making sure evaluative bodies understood both the challenges of the pandemic and how and where the faculty member was able to respond, and where they were not able to respond. An important goal is to make relevant but potentially invisible impacts visible.

CSU faculty are encouraged to record the impacts now, while they are fresh, as part of the regular eFAAR for the evaluation period May 1, 2020 to April 30, 2021. COVID-19 impacts to consider include, but are not limited to the following:

Research/Scholarship/Creative Activity - Identify disruptions to research including approximate timelines.
- Access to a lab; access to equipment/orders for consumables; limiting work because of space and required rotation/coordination of lab personnel (such as students, postdocs, technicians); repairs or the need to fix systems.
- Writing time (plausibly because of care work – self and others; lack of access to books etc. from libraries).
- Lack of access to studios and spaces for creative work.
- Loss in time due to increased teaching or service responsibilities.
- Closed facilities, performance venues, festivals, summer institutes, residences, and ensembles for artists and performers, documentary filmmakers, poets and digital humanities scholars
- Note canceled fellowships, conference, or speaking engagements.
- Challenges in networking virtually versus being physically present at conferences and annual meetings (important especially for assistant and associate professors).
- Effects on research time due to care work, filing additional paperwork for changing/maintaining immigrant status.
- Research group/lab virtual meetings involving challenges such as students not having access to high speed broadband.
- Limited home connectivity for many reasons, including leaving WiFi during the day for school-age children.

- Disruptions in field-based work because of funding and travel and visa restrictions or overall research restrictions.
- Access to animals, cell cultures, inability to gather data/access to human subjects.
- Note inability of collaborators to visit and engage; including the disruptions in collaborators locations (domestic and international).
- Reduced productivity or opportunities for training or practice because of safety guidelines within the work environment through sanitation, mask wearing, social distancing, and limiting numbers of people in work settings at one time (shift/schedules)
- Reduced scholarly products (manuscripts, books, juried exhibits, performances) and the reasons that caused the reduction (e.g., peer review unavailable or slowed, publishers unable to work, travel restrictions)
- Additional work and time to become familiar with protocol and ensuring research groups/lab groups are aware of and adhere to them.
- Restrictions in use of funds such as discretionary funds and/or additional approvals needed to use funds for regular research activities.
- Access to office equipment and workspace environments (reliable internet, ergonomic furniture, professional workspace) for self and/or mentoring students.
- Disruptions in access to funds for open access publishing.
- Note cancellation of in-person workshops and disruptions in fulfilling grant outcomes.
- Limits to collaborative research because of restrictions to travel, access to labs, and so impacts on interdisciplinary/multidisciplinary work.
- Note additional hurdles in disseminating or finishing products or services for the scholarship of engagement, especially if target community does not have regular access to internet.
- Note how communities/partners have been disrupted in accessing CSU labs or services.

Teaching
- Time spent to retool and/or redesign curriculum to be used in a virtual format. Document revisions to courses: moving courses online, building skills to handle new technology and new online platform (can note how a typical # of workhours for teaching one course changed to how many workhours for that course; and then for say 2 courses).
- SEI /student evaluation scores that increased/decreased as a result of teaching issues associated with the pandemic
- Note trainings attended to retool for teaching in revised modes.
- Identify any additional teaching responsibilities (including new course preps such as due to retirement of a colleague); issues with teaching assistants; assisting others.
- Additional workload because of administering high flex, hybrid, and online courses such as, handling emails from students who may be quarantined; suspended; or absent from class including figuring out procedures and who to contact with questions.
- Note concerns and disruptions from students' disregard of instructions in courses (particularly for women and women of color).
- Note concerns about intellectual property rights questions and posting all materials online.
- Note concerns about creating safe spaces for classroom dialogue offline and online.

Mentoring – faculty and students:

- note especially additional work needed to support those experiencing health, economic, and social consequences of COVID-19.
- note additional advising time because of physical or mental health concerns.
- note disruptions because of concerns of status of international students or newly admitted international students being unable to travel.
- concerns due to uncertainty and lag times in communication between when a student raises a concern and when a university response is received.

Service

- Challenges of attending meetings virtually and how some inequalities maybe further amplified in virtual settings.
- Note disruptions in community-based engagement and activities.
- Note if committee work is equitable.
- List limitations in advising student organizations, if any; and disruptions in those activities.
- Note additional workload to support communities and collaborations within which you work particularly during COVID-19.
- Complicated external service responsibilities such as journal editorships, chairing of academic conference sessions, professional organization service, and other integrated scholarly service affected by the need to adjust in response to the pandemic
- Interrupted and/or altered engagement with community-based institutions

Additionally, faculty members may discuss how they faced disruptive conditions in alternate and creative ways. Examples include but are not limited to:

- Altering research priorities to answer emergent questions related to the pandemic
- Donating resources to respond to the pandemic
- Supporting students in changes to the mode of learning and/or advising
- Engaging in invisible service by supporting colleagues and students that were new to the University
- Increased support of minoritized students by minoritized faculty members
- Invisible service to support the mission, e.g., helping others navigate problems, which in turn reduced one's own ability to do work
- Actions to support collaborators from agencies, communities, schools, businesses, or non-profit organizations experiencing difficulties because of the pandemic
- Reconfiguring courses with community engagement and service components
- Increased service in academic governance, and university reopening subcommittees or review processes

This Document was Adapted from the following sources:

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Michigan State University (2020). Guidelines on Creating a Covid-19 Impact Statement

Subramaniam, Mangala. 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.