

Joint COVID-19 Impact Statement (AAUP & Oakland University)

Given the multiyear impact of COVID-19 on research, teaching, and service, this document is intended to serve as a template for departments and individual faculty members navigating the tenure and promotion process. There is increasing awareness that the impacts of the global pandemic will be long lasting, causing ripple effects that will impact faculty well into their review periods. Impacts on work and home life affect us all, but in differential ways across campus. Research already shows that women, faculty of color, and other underrepresented groups have been disproportionately affected by the pandemic. Accordingly, we are advising departments to prepare impact statements that track specific discipline/department level impacts in conjunction with faculty members preparing individual impact statements. We advise faculty members to prepare such statements for each year at least through their next major review cycle.

Departmental Statement

It would be beneficial to departments to prepare a statement, in consultation with their faculty, that documents and describes some of the specific impacts of COVID-19 on their unit. We recommend that departments include this statement with their tenure and promotion documents when sending out faculty dossiers for internal and external reviews. The purpose of the department level statement is to provide the broader context of the impacts on individual faculty. This is not intended to change the tenure and promotion criteria, but is an acknowledgment of the challenges that faculty may have experienced as a result of the pandemic.

Below are some issues regarding teaching, research/scholarship, and service that departments might want to address in their statements. This is NOT a comprehensive list. Departments should consider impacts particular to their units and individual career paths of faculty within their units.

- How did this affect teaching in your department?
 - Curriculum and course/laboratory/performance instruction
 - Evaluations
 - Assessment (program, Gen Ed, etc.)
 - Space and/or technology needs
 - Availability of teaching assistants
- How did this affect research/scholarship in your department?
 - Access to labs, human subjects, specimens, etc.
 - Delays in IRB approval
 - Delays in publishing (e.g. manuscript reviews)
 - Challenges in recruiting/retention of student research assistants
 - Disruptions in conference presentations and participation
 - Disruptions in available research funding/grants
 - Disruptions in performances, exhibits, and other public events
 - Disruptions in research related travel

- How did this affect service in your department?
 - Advising
 - Committee work (especially any major committee work)
 - Disruptions in professional and public service
- Areas with potential differential impacts across research/teaching/service domains
 - Family and caregiving responsibilities
 - Physical and mental health issues
 - Access to infrastructure (home office space, reliable internet, technology, etc.)
 - Travel restrictions
- How was your department impacted in general? Are there multiple impacts that are part of a larger pattern of COVID-related burdens? For example, a department with a high proportion of faculty with children may experience “ripple effects” of moving some service to faculty without children, which in turn could increase the burden on those faculty to find time to (re)design online courses, and so on.

Individual Statement

It would benefit individual faculty to keep an ongoing record of possible impacts of COVID-19 on their research/scholarship, teaching, and service. These records can then help faculty provide the necessary context to internal and external reviewers as they move through the tenure and promotion process. We suggest that to the extent that COVID-19 affected their career, faculty provide a short COVID-19 impact statement in addition to their regular dossier materials. Alternatively, faculty may opt to include this information in their personal narrative or CV. Faculty members should not feel obligated to provide such a statement or to divulge any private information beyond what is necessary to provide the proper context for reviewers. Individual statements can supplement information provided in the department statement, expanding on how the broader department challenges specifically affected them as individuals. This does not change the tenure and promotion criteria, but is an acknowledgment of the challenges that faculty may have experienced as a result of the pandemic.

We recommend that the statement be organized by teaching, research/scholarship, and service, as well as broader impacts on professional life as listed under the department statement. Below are some concrete examples of possible effects on individuals. This is NOT a comprehensive list; faculty should consider impacts particular to them and their individual career paths.

Teaching

- Identify the amount of time used to convert courses to online versions, and determine whether teaching online is more time consuming than face to face.
- Identify equipment (both hardware and software) that was needed to create a smoother conversion to online. List any delays in getting the needed equipment as well as any personal costs.
- List any courses or workshops you needed to take to facilitate changes in your teaching.
- List any workshops you taught to facilitate others' learning or time you spent helping other faculty make the transition to online teaching.

- Identify any course overloads or other changes to work schedule that were caused by personnel changes such as COVID-related retirement or resignations.
- List any work that needed to be done to prepare laboratory, studio, and other instructional space as we returned from the shutdown. Note any problems requesting PPE or other equipment and any changing responsibility for enforcement of new pandemic protocols in laboratories and classrooms.

Research/Scholarship

- Note any interruptions of access to laboratories, computer resources, performance spaces, or studios that affected your scholarship. This might include access to research subjects.
- Note any interruptions in recruiting students to assist in research projects, performances or other collaborative faculty-student work.
- Note any interruptions of sabbaticals or other leaves.
- List cancelled conferences and other limitations on professional travel.
- If you adjusted your research agenda to study the pandemic, its impact, or the response, note whether you see this as a positive or a negative career direction.
- Note the impact of travel restrictions on your professional work.

Service

- Address how advising changed. Note any extra responsibilities in helping students negotiate their emotional, financial, and academic problems caused by the pandemic.

Areas with potential differential impacts across research/teaching/service domains

- Identify any additional burdens caused by increased child care, supervision of young children in distance learning programs, responsibilities for other family members.

Oakland (OU):

- OU acknowledges the challenges and disruptions of the COVID environment, and how faculty members were challenged to respond, in order to continue the academic mission of the University. Further, we acknowledge the impact of the pandemic and its influences and responses to it are not necessarily uniform, and therefore, the RPT process will benefit from thoughtful contextualizing of the impact at the individual, program/department, and academic unit levels.
- The Individual and Departmental Impact Statements will be considered as supplemental information in the review process.
- The purpose of these statements is not to offset or replace the University Standards for RPT but to provide a context to understand faculty experiences and effort during this period.

It is suggested that units without departments (e.g. SON and Library), should utilize the following options to develop Departmental Impact Statements:

- Program coordinators
- Executive committee
- Ad hoc committee of the Assembly.

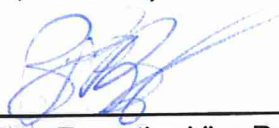
Note that in all cases, the department statements should be developed in concert with the faculty.



Karen Miller, President OU-AAUP

6.22.2021

DATE



Britt Rios Ellis, Executive Vice President for Academic Affairs and Provost

6/22/21

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