

# Documenting Pandemic Impacts in your UCCS Dossier

Tips and Strategies for Candidates Creating a Dossier

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Overview: Everyone’s life was upended by COVID-19 and virus mitigation strategies. Yet, each of us has experienced disruptions may still be in different ways, to different degrees, with both short- and long-term effects. In the following pages, you’ll see the reproduction of the U- Mass Amherst ADVANCE “best practices” document and the Malisch et al (2020) recommendations contextualized for UCCS. We invite you to consider adopting these key questions as you gather your promotion and tenure materials and work on your personal narrative for each section of your dossier and consider how to frame and contextualize both positive and negative impacts of the pandemic.

## HOW CAN FACULTY MEMBERS DOCUMENT PANDEMIC IMPACTS?

Many faculty members may feel it is unnecessary to document the impact of COVID-19, since so many people have been affected. Yet, COVID-19 has differential impacts; internal and external evaluators may not understand or know the specific context in which faculty members’ work was disrupted, depending on where they are located or their own experiences under COVID-19. In addition, over time, people may no longer recognize how disruptive COVID-19 has been to faculty careers. Below are ideas about how to document pandemic impacts through annual faculty reviews, and separate “pandemic impact statements” for personnel reviews (faculty might also list canceled fellowships, conferences or speaking engagements on CVs).

These ideas are not meant to pressure all faculty into documenting every possible impact. Documenting should identify impacts that help others understand a person’s career trajectory given COVID-19, both in terms of new responsibilities as well as unexpected challenges. Documenting should make relevant but potentially invisible impacts visible.

– UMASS Amherst ADVANCE

We also understand some may be reluctant to share the negative impacts of COVID-19 for fear of how those will be evaluated. We encourage faculty to contextualize the impacts on their careers to the extent that they are comfortable. We also recommend using this opportunity to highlight the positive outcomes of these disruptions by highlighting your creativity and lessons learned in dealing with the impacts. The following sections include questions to consider across teaching, research, and service. Please also see the chart shared with reviewers on questions they have been asked to consider while reviewing RPT Dossiers.

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### *UCCS Research Narrative*

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The following are meant to be a helpful guide in considering the impact of COVID on research:

- Inform the internal and external reviewer about the loss of research time due to increased or changed teaching and service responsibilities.
- Highlight shifts and adaptations you have made as a result.
- Discuss how your access to your campus office, studio, or lab was restricted, how long your access was limited, and the impact on your research agenda.
- Did you lose access to your office, research lab or studio space? If so, for how long?
- What long-term impacts does this have on your research agenda, what short-term or long-term adaptations have you made?
- List additional work needed to develop plans for closing and re-opening of your research space including: coordination among research teams, development of cleaning and distancing protocols, cross training, etc.
- Discuss the loss of sabbatical time, paid or unpaid leave, or assignments such as Fellowships (Fulbright, Guggenheim, etc.).
- If willing and relevant, note the loss of research time due to health issues or caregiving responsibilities.
- If willing and relevant, discuss the impacts of differential timelines for reopening schools, offices, or your research sites.
- If willing and relevant, discuss ongoing uncertainties experienced by individuals with, or caring for persons with, compromised immune systems and other health risks.
- Discuss the impact of limited access to necessary research facilities/labs/ computing resources (including impacts on longitudinal research), studios, or venues for creative works/performances.
- Discuss the impact of no or limited access to the library, Prospector, and interlibrary loan.
- Discuss limited or no access to equipment, animals, cell cultures (including for longitudinal research), or in-person human subject research restrictions. If applicable, discuss the shifts that you made for your data collection within these restricted periods.
- Discuss the impact of the cancellations of seminars, presentations, visits with collaborators or research teams.
- If funded by grants, were you able to gain no-cost extension time to address time lost to COVID-19?
- Did you lose time from your students or staff who were paid, but could not perform essential tasks? Was funding reduced by the agency/foundation you typically apply to? How have extensions impacted future funding opportunities?
- Did you lose out on a complete field season or essential research travel? Did you experience longer-term inaccessibility field sites? Do you do seasonal work or study a seasonal phenomenon? If so, missing spring, summer, and possibly fall of 2020 means loss of an entire year of data. What long-term impacts will this have on data analysis and reporting?
- Are you doing work with human subjects where data may not replicate past (or future) results, thus impacting publishability due to the pandemic?
- Did the pandemic severely limit the data that could be collected (e.g., for those that work with saliva, blood, or other biological samples)? Have you had to make adaptations to research designs as a result? What does this mean for short-term and/or long-term viability of that research?
- Discuss any challenges due to increased time for review of submissions for funding or publications of manuscripts/books.

- Discuss pivoting/changing research agenda due to COVID-19 restrictions. Can you highlight new research directions as a result? What do changing agendas mean for your timelines and career trajectory?
- Note any challenges due to bans on travel/visa restrictions.
- Did you have difficulty working with or meeting with co-authors, co-researchers or were they affected by the pandemic in a manner that led to the research project being delayed or affected?
- Document any conferences or speaking engagements impacted by pandemic mitigation:

*Sample – paper accepted, but conference canceled:*

**Smith, J.L.**, Thoman, D. B., Herrera Villareal, F., McParlan, P., Yap, M. J., Poe, J. (2020, June). *Faculty Gatekeepers: Diversity Intervention-Resistance to Action Model*. Paper was to be presented at the Society for the Psychological Study of Social Issues, Denver, CO. (Conference Cancelled)

*Sample – poster presented at virtual meeting:*

McPartlan, P., Poe, J., **Smith, J. L.**, & Thoman, D. (2021, May). *COVID catch-22: The Double-edged Sword of Pursuing Equitable Teaching During a Pandemic*. Poster presented at the Association of Psychological Science annual meeting, virtual.

*Sample – public speaking as a virtual panelist*

**Smith, J. L.** (2020, November). *Ensuring Equity in Institutional COVID-19 Responses: Advocacy Strategies for Ensuring Equity in Institutional Responses to COVID-19*. Invited panelist for the ARC Association of Women in Science, virtual meeting.

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### *UCCS Teaching Narrative*

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The following are meant to be a helpful guide in considering the impact of COVID on teaching:

- Inform the internal and external reviewer about changes to courses, including moving courses online and adopting new technologies. Consider noting how many additional hours each week focused on teaching (e.g. on the delivery of lectures and assessments, as well as ensuring the integrity of individual responses of students) to concretize these effects (e.g., 15-hour/week workload for X course shifted to 30- hour/week workload for 7 weeks).
- Document long-term changes to teaching schedule or modality as a result of the pandemic (e.g. hired to teach face-to-face, now teaching HyFlex, Hybrid, or online).
- Contextualize your course evaluations in online courses (or RS, HyFlex, etc.). If

you are including your FCQ data, how does your data compare to evaluations prior to the pandemic? If you need assistance contextualizing your course evaluations in light of known biases, please see the FAWC website on Bias in FCQ's: <https://women.uccs.edu/fcqs-bias-student-evaluation>

- Were you responsible for mentoring students for independent study? If so, how was that transition handled? Did the pandemic impact your mentoring workload, if so how?
- Point out specific technological challenges, such as lack of resources (high-speed broadband, software, hardware) and training attended or led.
- Identify additional teaching responsibilities, including course overloads or cancellations due to low enrollment, personnel changes, retirements, issues with teaching assistants, assisting others with technology, other workload changes.
- Address how advising changed, particularly as students navigated changing requirements. Identify any increases in advising load or responsibilities. Mention any additional support for students experiencing short-term or long-term physical and or mental health, economic, and social consequences of the pandemic.
- Document use of office hours or individual virtual meetings with students, e.g., did you meet more often with students? Did you meet outside regular office hour times (e.g. nights or weekends)?
- Document mentoring impacts, including student progress, and additional mentoring time required with students/peers facing pandemic impacts.
- Discuss new technologies, pedagogical approaches, modalities, content, etc. you plan to continue as a result of shifts.
- What are some of the positive impacts/lessons learned from the pandemic on your teaching?

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### *UCCS Service & Outreach Narrative*

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The following are meant to be a helpful guide in considering the impact of COVID on service and outreach:

- Identify contributions to any department, university, professional society, interdisciplinary, or community engaged pandemic initiative.
- How did the number of book, manuscript, or grant reviews you worked on change because of the pandemic?
- Did you divert any funds, federal or internal, to the purchase of PPE for local donation initiatives?
- Did you shift any of your major service duties to an online format (e.g., plan a virtual conference; bring in a virtual speaker)? Discuss the benefits and negatives of such a shift.
- Did you aid students with coordination of changing requirements for graduate or professional school, or assist students in other ways with their career plans?
- Were you involved informally or, more formally, through student organization groups involved in mentoring and supporting students from marginalized or minoritized backgrounds during the pandemic?

- In an effort to increase the diversity of committees, are you now serving on a disproportionate amount of departmental and/or university service compared to other faculty?

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### *Tenure Clock Stops*

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At UCCS, every pre-tenured faculty member was granted one-year tenure clock stoppage, as well as the option of a second clock stoppage if needed. These clock stoppages should not be treated as “extra time” in that they should not raise tenure or promotion expectations. Rather, the clock stoppages should be understood as a way to account for the disruptions, delays, and work stoppages resulting from pandemic-related obstacles to scholarly and creative productivity.

-Adopted from the CU Boulder Faculty Affairs Statement

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### *Questions Shared for Reviewers to Consider*

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The following chart will be shared with external and internal reviewers. Reviewers will be asked to consider the questions provided when reviewing RPT dossiers.

# IMPACT OF COVID ON FACULTY WORKLOAD

Please consider the short and long-term impacts of COVID-19 on the candidate's teaching, research, and service. The following questions are meant to be a starting point for considering the pandemic across a faculty candidate's workload.

## TEACHING

### Did the Candidate:

- Have to move courses online and adopt new technologies?
  - What did the workload entail? How many courses experienced a shift in delivery format?
  - If the course involved lab or studio components, how did the candidate adapt content and pedagogy to accommodate remote learning for non-remote-friendly courses?
- Note their course evaluations were affected by delivery mode and/or the pandemic?
  - Here are [known biases](#) with regard to faculty evaluations.
- Experience technical challenges or a lack of technology resources?
- Take on additional teaching responsibilities?
- Assist others with technology?
- Mentor students for independent study or independent research?
- Take on additional advisees?

### How is the Candidate:

- Using this experience to inform continued growth in teaching, course delivery, or pedagogy?

## RESEARCH

### Did the Candidate:

- Lose research time due to health issues or caregiving responsibilities?
- Lose access to their research lab, office, computing, studio, or performance space?
- Have no or limited access to equipment, specimens, or in-person research?
- Lose access to start up funds?
- Receive no cost extensions on grants?
- Lose internal or external funding?
- Have grant solicitations cancelled?
- Miss opportunities for field research?
- Have travel cancelled?
- Have cancelled conferences, speaking engagements, performances, or time with collaborators?
- Experienced slow review times for journals, manuscripts, or grants?
- Lose sabbatical or leave opportunities (Fulbright, Guggenheim, etc.)?
- Face challenges due to library closures?
- Experience changes with mentoring/supervising student researchers?

### How is the Candidate:

- Redirecting research or scholarly priorities and/or productivity?

## SERVICE

### Did the Candidate:

- Serve on a disproportionate number of departmental and/or university committees compared to other faculty?
- Increase or shift their service/leadership/outreach duties at UCCS, CU System, community, or in the profession?
- Informally or formally mentor and support students from marginalized or minoritized backgrounds during the pandemic?
- Increase their service/leadership/outreach commitment in an effort to increase the diversity of committees?
- Participate in any department or university initiatives related to the pandemic?
- Aid students with coordination of changing requirements for degree completion, or assist students in other ways with their career plans?
- Contribute to public discussions or community engagement during the pandemic? Were these related to Diversity, Equity, and Inclusion (DEI)?

### How is the Candidate:

- Using this experience to inform continued growth?

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## Additional Resources

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CU Boulder Faculty Affairs (2021) Campus Actions to Support Our Faculty During the Pandemic: Guidelines for Faculty and Academic Leaders. [Available here](#).

UMass Amherst ADVANCE Documenting COVID-19 Impacts website

<https://www.umass.edu/advance/resources-and-tools>

Malisch, J. L., Harris, B. N., Sherrer, S. M., Lewis, K. A., Shepherd, S. L., McCarthy, P. C., Spott, J. L., Karam, E. P., Moustaid-Moussa, N., Calarco, J. M., Ramalingam, L., Talley, A. E., Cañas- Carrell, J. E., Ardon-Dryer, K., Weiser, D. A., Bernal, X. E., & Deitloff, J. (2020). Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity. *Proceedings of the National Academy of Sciences*, 117(27), 15378–15381. <https://doi.org/10.1073/pnas.2010636117>