

# Reviewing Pandemic Impacts to UCCS Faculty Careers

Reviewer Considerations on a Candidate's RPT Dossier

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Overview: Everyone's life was upended by COVID-19 and virus mitigation strategies. While we social distanced and pivoted to a remote work environment faculty reported high rates of stress, decreased work-life balance, and increased feelings of burnout (Cardel et al., 2020; Flaherty, 2021a; Flaherty, 2021b). Each of our lives were and still are disrupted in different ways, to different degrees, with both short- and long-term effects. Yet, evidence reveals that minoritized and female-identified faculty were disproportionately impacted by the expanded caregiving requirements for children and elders (Cardel et al., 2020; Myers et al., 2020), took on the increased emotional labor within the university environment (Flaherty, 2020a), and as a result were likely to experience a loss in productivity among traditional faculty roles (Flaherty, 2020b). For example, Editors of the *American Journal of Political Science* noted that during the pandemic, 17% of journal submissions were from women which was down from the 22% of submissions prior to the pandemic (Dolan & Lawless, 2020). 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 the ways in which the pandemic has affected the careers of those you are reviewing for reappointment, comprehensive review, and promotion and tenure.

While campuses move back to less restrictive COVID restrictions, impacts to research, service and teaching are ongoing and will likely have impacts for several years. We invite you to consider the positive and negative impacts of the pandemic and recognize these long-term influences and modifications.

## 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 across disciplines, time, and individuals so it is important for internal and external reviewers to be mindful of the ways in which faculty members' work was disrupted during this unprecedented time. Below are some ways that the pandemic may have impacted faculty work across research, teaching, and service/leadership/outreach that may inform the way in which you review their contributions in this next review cycle. Faculty under review have been encouraged to document the pandemic impacts on their careers to make it relevant to reviewers, as well as to make the potentially invisible impacts visible.

– UMASS Amherst ADVANCE

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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

# 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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## REFERENCES/ADDITIONAL RESOURCES

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