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BEST PRACTICES TOOL #1[1]
Documenting the Impact of COVID-19 on Faculty (tenure track/tenured)[2]
Mangala Subramaniam, Professor & Butler Chair and Director, Susan Bulkeley Butler Center for Leadership Excellence. Email: msubrama@purdue.edu

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The COVID-19 pandemic along with the protests for racial justice has affected people's daily lives in profound ways. These effects will continue to have long term impacts within academia. It is therefore essential to maintain a record, that is document the impacts faculty are experiencing in the three main areas of Discovery, Teaching & Learning, and Engagement. This document is intended as a guide for all tenure track/tenured faculty. It is <u>not</u> policy.[3] A revised version of this Tool will be created for nontenure track faculty. Annual evaluation and support for faculty will be addressed in a separate Tool.

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 research, teaching and learning, and service work. Therefore, documenting the impact is important for <u>all</u> faculty members, and especially important for women and faculty of color.

People's day to day experiences are influenced by their societal roles and expectations, 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.[4] For example, at Purdue, tenure track/tenured female faculty are on average less advanced in their careers than male faculty, on average. While 67.8% of women are tenure track or tenured associates, only 47.6% men are in the same category. A larger proportion of men (52.4%) are already full professors compared to 32.2% women.[5] This implies that more women face consequential career decisions about tenure and promotion that relatively more men have already completed.

The impacts on faculty include the impasse in research, a key component of faculty evaluation; learning and building skills quickly for the initial shift to teaching, in the second half of spring 2020, and then the subsequent hybrid form for fall 2020; heavy reliance on virtual means for mentoring – undergraduate and graduate students and faculty; and adjusting to virtual meetings. Research that requires use of labs slowed down considerably in some cases at least until July 1, 2020, and even those who did not engage in lab-based research have been severely affected by the changes needed to be made in their lives as a whole.

Many people, continue working from home, trying to balance full-time employment with emergency homeschooling or daycare of their children, and others worry about their health, their jobs, or their partners' or family members' health and jobs. While some have support networks in the same town, many with family support networks across the country or across borders remain tense and worried.

Faculty continue to experience challenges to doing research; and productivity continues to decline. In fact, the drop in female academics' research productivity during the early weeks of the COVID-19 outbreak can be discerned from the drop in women's submissions to journals. This was partly attributed to women's role in caregiving even before the pandemic. Some also blame women's disproportionate service roles and the emotional labor they do. This has not changed substantially months into the pandemic in the U.S. and as pointed out in a more recent study as well. Without meaningful interventions, the trend is likely to continue. Additionally, the accommodations provided in extending the tenure clock may in practice be a setback for women, as pointed out by some such as Colleen Flaherty in *Inside Higher Ed*. Faculty members with care responsibilities may limit their time for research even as they adjust to new modes of teaching. Women of color face higher burdens and vulnerable faculty are also likely to be uncomfortable articulating COVID-19 impacts. In short, intersectional inequalities – gender, race/ethnicity, health status (risk levels) and immigrant status among others – influence both, the effects of the pandemic and the ability to voice those effects.

There is almost no doubt that the consequences of the pandemic will be felt for several years to come requiring us, at Purdue, to be attentive to documenting the impacts on the three main parts of a faculty member's record: Discovery; Teaching and Learning; and Engagement. Documenting should enable other people 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 key 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.

How to Document? Some Key Points.
Faculty members should ask: how has my professional life changed because of COVID-19? Faculty members should document the progress and challenges in all three parts - Discovery; Teaching and Learning; and Engagement - at least once a week. Notes can be abbreviated to save time and eventually be used to craft a COVID-19 impact statement as and when needed. Listed below are some points to consider in documenting impacts. The list is indicative but not exhaustive. Faculty members should **not** try to make notes on each point as it could become cumbersome. Moreover, each point may not even be applicable to every faculty member. Additionally, faculty should also be tracking the steps they took/are taking to address the issues in their list. That is, faculty members should appropriately document how they navigated/managed the issue when they were able to do so. This would 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.

Discovery (research): Identify disruptions to research including approximate timelines.
- Access to 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).
- Access to studios and spaces for creative work.
- Loss in time due to increased teaching or service responsibilities.
- 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).

- Note canceled sabbatical time, paid/unpaid leave.
- 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).
- Additional work and time to become familiar with protocol and ensuring research groups/lab groups are aware of and adhere to them.
- Access to internal/external funds for research perhaps due to funding being redirected to COVID-19 topics.
- 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.
- On a weekly basis, document how much virtual to on-site work is being done (virtual versus on-site spaces have their own challenges; remote work can be isolating, anxiety-producing, and stressful. On-site work can increase fears of bringing the virus home to loved ones and seeing former physical spaces now "look like a ghost town" can cause anxiety).
- Limits to collaborative research because of restrictions to travel, access to labs, and so impacts on interdisciplinary/multidisciplinary work.

Teaching and Learning
- 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).
- Note trainings attended to retool for teaching in revised modes.
- Note lack of resources for faculty and students (internet and broadband access; closure of campus computer labs or limited seats available at campus computer labs).
- 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).
- Mentoring – faculty and students:
    o note especially additional work needed to support those experiencing health, economic, and social consequences of COVID-19.
    o note additional advising time because of physical or mental health concerns.
    o 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.
- Note concerns about intellectual property rights questions and posting all materials online.
- Note concerns about creating safe spaces for classroom dialogue offline and online.

Engagement and Service
- List attending or leading meetings (additional ones) that may typically not have been required.
- 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.
- 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 Purdue labs or services.

Service (extension activities)
- Note constraints and disruptions in extension activities and its impact on research.
- Document disruptions to research/scholarship of extension due to limits on national and international travel.

ENDNOTES

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[3] This document draws from: (1) Note on documentation developed by UMass, Amherst, (2) discussions with 2020 HERS cohort, (3) informal conversations with several Purdue faculty, and (4) Malisch, Jessica L., Breanna N. Harris, Shanen M. Sherrer, Kristy A. Lewis, Stephanie L. Shepherd, Pumtiwitt C. McCarthy, Jessica L. Spott, Elizabeth P. Karam, Naima Moustaid-Moussa, Jessica McCrory Calarco, Latha Ramalingam, Amelia E. Talley, Jaclyn E. Cañas-Carrell, Karin Ardon-Dryer, Dana A. Weiser, Ximena E. Bernal, and Jennifer Deitloff. 2020. "Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity." *PNAS* 117(27): 15378-15381.

[4] England, Paula. 1998. "What Do We Mean When We Say Something is Gendered?" *Fall 1998 Newsletter*. Organizations, Occupations, and Work -A Section of the American Sociological Association.

[5] 2019 data are drawn from Purdue Data Digest. It excludes academic department heads and academic associate deans. If heads and associate deans are included, total faculty = 1919 (1337 male; 582 female)

Faculty Rank*	Male	Female	Total
Assistant	300 (23.9%)	186 (34.3%)	486
Associate	298 (23.7%)	182 (33.5%)	480
Full Professor	658 (52.4%)	175 (32.2%)	833
Total	1256 (100%)	543 (100%)	1799