

### Pandemic Impact Statements

Pandemic Impact Statements can document COVID-19's impacts on a faculty member's career journey so others see the relevance of potentially hidden factors, both in terms of new responsibilities and unexpected challenges. By recognizing and documenting pandemic impacts through the evaluation process, the variable impacts of COVID-19 will be less likely to exacerbate existing inequalities. All faculty have been impacted to greater or lesser degrees but the impacts are compounded by differences among faculty. Evaluations should consider the impact of each person's unique working conditions—articulated in their Pandemic Impact Statement—on productivity. An important goal is to make relevant, but potentially invisible impacts, visible.

### How will Pandemic Impact Statements be used?

Acknowledging the disparate impacts of COVID-19 on different groups of faculty, academic leaders at RIT have been guided to consider each individual's working conditions to support more equitable assessments. Not all faculty may choose to document health or caregiving impacts but documenting caregiving or homeschooling responsibilities (including single parenthood) highlights the disparate impact COVID-19 had on faculty's work. Faculty documentation of illness, risk of illness (pre-existing conditions, partnership with an essential worker), or loss of loved ones provides enhanced contextual understanding for assessments.

***Although faculty may share personal challenges that have impacted productivity (i.e. Stress, caregiving challenges, health issues), personal information will not be included in faculty evaluations.***

### RIT's Pandemic Impact Statement

The request for faculty to document the impact of the pandemic is not meant to create an additional burden on faculty. The Pandemic Impact Statement template was developed to assist faculty with documenting impact. This is to be included with annual faculty self-evaluations for consideration in the faculty's annual review. This statement is for use only by the department chair for informing the annual review. Documenting impacts and keeping this record, will also be of value for faculty who may wish to include a personal statement for promotion and tenure cases.

### Tenure & Promotion

Faculty who opt-in to RIT's COVID-19 tenure extension must not be held to higher standards. Candidates may wish to include a personal statement as part of tenure and promotion review regarding how they responded to challenges posed by the pandemic. Because the pandemic may have long-lasting impacts on productivity, preparing pandemic impact statements will provide documentation for faculty to use as a resource when preparing the personal statement on pandemic impacts.

## The following may be included in a Pandemic Impact Statement

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- **Changes to courses:** moving courses online; adopting of new technologies; identifying number of additional hours each week to adapt to changes (e.g., 15-hour/week workload for X course shifted to 30-hour/week workload for 7 weeks).
- **Specific challenges:** lack of resources (high-speed broadband, software) for faculty and students; trainings attended or led.
- **Additional teaching responsibilities:** course overloads due to personnel changes, retirements; issues with teaching assistants; assisting others with technology.
- **Changes to advising, particularly as students navigated changing requirements:** identify increases in advising load; note additional support for students experiencing physical and or mental health, economic, and social consequences of the pandemic.
- **Mentoring impacts:** additional mentoring time required with students/peers facing pandemic impacts; women and URM faculty already mentored students at higher levels, an even greater challenge during the pandemic.
- **Attending/leading meetings, additional efforts undertaken:** any work that would not have occurred during a regular semester; efforts to move meetings/events online e.g. commencement.
- **Additional work developing plans for closing/re-opening laboratories:** include coordination of research teams; developing safety protocols.
- **Contributions to any department, university, professional society, interdisciplinary, or community- engaged pandemic initiative.**
- **Disruptions to research or creative work.** For example, faculty might note loss of research time due to increased or changed teaching and service responsibilities; sabbatical time, other paid or unpaid leave (Fulbright, etc.); research time due to health issues or caregiving responsibilities (based on willingness to disclose); access to necessary research facilities/labs/computing resources (including impacts on longitudinal research), studios, or venues for creative works/performances; access to research subjects, animals, cell cultures; additional time and resources spent to restart research, which varies by field; travel and field research opportunities; funding to support personnel due to travel and visa restrictions or due to research restrictions; access to internal or external research funds
- **Note other impacts:** additional teaching/preparations; cancellations of seminars, presentations, visits with collaborators or research teams; challenges due to increased time for review of submissions for funding or publication; redirected funding for COVID-19 related topics; pivoting/changing research agenda due to pandemic restrictions; diversion of funds for PPE; donation of supplies or personnel time to COVID-19 initiatives; challenges due to travel or visa restrictions.
- **Effect of the pandemic on your personal life.** Describe the extent to which your available time to complete research/creative activity, teaching, and service tasks has been impacted by health issues or caregiving responsibilities. This is not required, but may be helpful to understanding the impact of the pandemic on achieving standard levels of work performance while upholding other demands. ***Do not feel compelled to share any information that is uncomfortable to you.*** You may include caregiving responsibilities, oversight of schooling, health concerns that resulted in the inability to return to campus or resulted in additional stress, being a single parent, and/or being partnered to an essential worker.

## Resources on Equity Impacts of the COVID-19 Pandemic for Faculty

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### [Supporting Faculty During & After COVID-19](#)

#### [Don't let go of equity](#)

-The ASPIRE Alliance

#### [In the wake of COVID-19, academia needs new solutions to ensure gender equality](#)

- National Academies of Sciences

#### [Documenting Pandemic Impacts-Best Practices](#)

– UMass Amherst ADVANCE

#### [Women's Emotional Labor in Higher Ed and the COVID-19 Crisis](#)

-Women in Higher Education

#### [The Virus Moved Female Faculty to the Brink. Will Universities Help?](#)

-NYTimes

#### [Burning Out- Professors say faculty burnout is always a real threat, but especially now, and that institutions should act before it's too late.](#)

–Inside Higher Ed

#### [Ten simple rules for women principal](#)

[investigators during a pandemic \(Kreeger, et al, 2020\)](#)

–PLOS Computational Biology

## Equity Impacts of the Pandemic: Resources and Information

### Stress & Trauma Intervention Resources

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#### [Managing and Coping with Anxiety in Uncertain Times](#) *Strategies for faculty to manage stress with the pandemic and civil unrest.*

[RIT's Employee Assistance Program](#) *no-cost counseling service to address stress and other personal issues. The EAP also has free resources guides including one with [Civil Unrest Resources](#).*

[Center for Disease Control \(CDC's\) COVID-19 Coping with Stress](#) resources and guide for coping with stress due to the pandemic.

[Psychology Tools: Living with Worry and Anxiety Amidst Global Uncertainty](#): *a free guide to help you to manage your worry and anxiety in these uncertain times by Psychology Tools.*

[Coronavirus \(COVID-19\): Anxiety and How to Cope During a Pandemic \(verywellmind.com\)](#) *A concise article that covers ways to help you ease anxiety surrounding coronavirus.*

#### [Coronavirus Sanity Guide — Ten Percent Happier](#)

*Provides meditations, podcasts, blog posts, and talks to assist with stress, anxiety and fear.*

[COVID-19 and Stigma](#) *information and guidance to fight stigma for certain groups, particularly Asian Americans, during the pandemic.*

### RIT Teaching Resources

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[Online Innovation](#) - Online Course Design, Support for your Online Students, Ensuring Quality, Teaching Online Services

[Classroom Innovation](#) - Teaching Elements, Flipped Classroom, Teaching Strategies, Faculty Stories

[Self-created Videos](#) - Creating, Sharing, and Captioning Video

#### [Continuity of Instruction](#)

#### [Access and Inclusion](#)

#### [Captioning Policy and How-To's](#)

# Equity Impacts of the Pandemic

## Research Impacts

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83% of RIT faculty report that the increased demands of teaching during the pandemic took time from their research (Pulse Survey 3, 2020) including the following challenges:

- disrupted access to labs, field sites, studio facilities and kilns, computing, and library resources;
- changes to human subjects research process and permitted activities;
- supply chain slowdown and backlogs in materials and supplies;
- staffing slow-downs and barriers due to visa and international travel restrictions (particularly for international students and researchers);
- external funding disruptions, cancellations, cuts, and reallocations;
- competing time demands for transition to on-line teaching and work-life balance.

## Service Impacts

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Women take on more service responsibilities than men and additional challenges exist for URM faculty.

- Problematic because service is neither valued nor rewarded as much as research, even when service is essential (Guarino and Borden, (2017)).
- COVID has exacerbated this problem with service that is hard to quantify.
- Faculty can self-advocate by acknowledging and documenting the “invisible service” that they undertook to support the work and life of their departments and colleges during the pandemic.
- Document emotional labor required to support students, e.g., virtual coffee hours or check-in meetings to connect and support students.
- Document mentorship and support of junior colleagues in and outside of the university.

## Teaching Impacts

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- While students' grades are not affected by an instructor's gender, women consistently receive lower teaching evaluations than their male colleagues.
- Impact was greatest in mathematical courses and was most pronounced for junior women (Sauermann, et al. (2019));
- Lower teaching evaluations result in reduced merit increases, diminished opportunities for promotion and, for NTT faculty, job security;
- In the time of COVID, faculty have been asked to take on heavier teaching loads and/or spend more time on teaching, creating challenges for research, service, tenure & promotion, and work life balance;
- Note [this link to the memo](#) sent by Academic Senate and Provost on July 13, 2020, regarding AY 2020 Plans of Work and faculty self-appraisals.

## References

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- Guarino, Cassandra & Borden, Victor. (2017). [Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?](#). Research in Higher Education. 58. 10.1007/s11162-017-9454-2.
- Sauermann, Jan & Mengel, Friederike & Zölitz, Ulf. (2019). Gender Bias in Teaching Evaluations. Journal of the European Economic Association. 17. 535-566. 10.1093/jeaa/jvx057.
- ADVANCE UMass. Documenting Pandemic Impacts: Best Practices. (<https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20COVID-19%20Tool%20August%202017%202020%20Final.pdf> f.)
- Squazzoni, Flaminio and Bravo, Giangiaco and Grimaldo, Francisco and Garcia-Costa, Daniel and Farjam, Mike and Mehmani, Bahar, No Tickets for Women in the COVID-19 Race? A Study on Manuscript Submissions and Reviews in 2347 Elsevier Journals during the Pandemic (October 16, 2020). SSRN: <https://ssrn.com/abstract=3712813>