

**COS Faculty Meeting
Minutes**
October 20th, 2021, 1-2pm

Zoom Meeting Information:

<https://gmu.zoom.us/j/93419080567?pwd=OVAYbkIMSHc3UmV3aUVvUVpoRk5Hdz09>

Meeting ID: 934 1908 0567

Passcode: Lithium

Meeting recording information is distributed to COS faculty via email.

1. Call to order – 1:02pm (Appendix A: Attendance)
2. Approval of minutes from Sept 15th, 2021
 - 2.1. Motion to Approve: Suzanne Slayden
 - 2.2. Seconded: Pat Gillevet
3. Announcements
 - 3.1. Picture a Scientist, 11/4, 7-9:30pm, In-person screening and hybrid discussion with the filmmakers, <https://vfs.gmu.edu/events/11869>
 - 3.2. Communications and Marketing – Laura Powers
 - Not present; will come back to later – circled back to at 1:16pm after remarks from Dean Fernando
 - Try to get 10,000 people to see what the College has been up to in our annual report: <https://spark.adobe.com/page/z6YFOHyiGVH0u/>
 - Please review and comment
 - We do have a weekly COS newsletter to hopefully decrease inquiries and promote events we have around the college, and includes the Dean's weekly blog (for example a discussion of coded bias), mentions of faculty and staff in the news.
 - If you have things hoping to appear in the newsletter, email Tracy Mason and Laura Powers. Laura is the Assistant Director for Marketing and Communications working with the Director, Tracy. Her email address: lpowers5@gmu.edu
 - Q: from Monique van Hoek: I'm an associate chair for research in my dept; if I have research going on, can I contact you? A: yes.
 - Laura in chat: In addition to email Tracy and myself, you can submit stories here: <https://science.gmu.edu/submitstories>
4. Remarks from the Dean, Fernando Miralles-Wilhelm
 - 4.1. Endorses the recommendation to go see *Picture A Scientist* on 11/4. Similar event last week featuring *Coded Bias* was excellent.
 - 4.2. Hope your semester is going well and continues to go well; not the semester we were hoping for back in May/June (e.g. before delta came).
 - 4.3. Having some transitions in the Dean's office and departments of Dan Taggart in HR and Ute Shaw CBO; are recruiting new CBO and will have interviews quite soon.
 - Encourage everyone to attend open interviews, may be virtual or in person

- Part of rebuilding college leadership team; CBO will recruit additional personnel in finance and HR.
 - Chief Diversity Hire process is moving slower; lesser applicants than expected. Lots of Universities are searching for hires, so it is a very competed market. Also encourage faculty to participate in this interview process.
- 4.4. Compensation front: Not much more to offer – the information hasn't moved since last meeting. The central University level is moving to make some compensation adjustments to instructional and administrative faculty.
- The numbers will be crunched this semester, and the adjustments will be effective I'm told target January 25, 2022 at the start of the spring semester.
 - There are two components the University is looking at: compression, and market-based adjustments.
 - In addition to that compression piece, there will be a *separate* 2% pool split between the colleges and central University.
 - We should know the process and final numbers soon, but we don't have them yet from Central.
- 4.5. Last item: On Nov 4th, the President is coming to visit the college; please participate and ask questions about any matter that concerns you, much like the one that we did a year ago.
- 4.6. Taking questions from faculty:
- Q: Rebecca: The thing on Nov 4th: where is it? 2-3pm –Expl 3301. A: Suzanne Slayden: in person. Questions only taken by people who will attend in person.
 - A: Laura Powers – wants people in person, but it will be a hybrid event
5. Report from Space Committee, Carrie McVicker & Pat Gillevet
- 5.1. Some of you already know from the Peggy/Martha era, we started the space committee to get some preplanning done for the college as a whole, to know where we have space issues, new faculty, department moves, etc. We started it in 2017, comprised of chairs, a few directors, Peggy, Martha and myself. As you know, we don't have a lot of space, so we have to be creative to plan for the future of the direction of the College.
- 5.2. That group began to communicate effectively with central facilities for space use. There was a disconnect between the college and facilities. There are a lot of rules that we had to adhere to, and plenty of problems we run into. This space committee helped us get our ducks in a row.
- 5.3. This summer we put the group back together, after being dormant during the pandemic, chairs from each department mostly.
- Rebecca Jones in chat: The COS Space Committee makes important decisions regarding faculty. We invited a report from the committee leaders today to facilitate communication.
- 5.4. Looking at synergies across departments or with engineering for shared space when facility needs overlap and are redundant.
- 5.5. Meeting 2-3 times per semester. Looking at needs down the pike for new hires
- 5.6. Had a change to upper administration on how they do things too – research space vs. specialized space vs education space.
- 5.7. Everyone is in the same boat in terms of not having enough space; this is a University wide issue.

5.8. We did lose our University space management planner who was also with the Registrar's office that managed the entire space database for the entire University (Joy)

- Q: from Rebecca Jones: Is there a timeline for replacing her? A: Not that we know of. Everything is being transferred over to Toby Walsh's office. Joy was a good advocate to us and was the one person that managed all the campus space across all campuses. She had a different set of eyes and perspective. There are lot of spaces on campus that we don't know about that are a possibility for occupancy.
- For example, VSE hired 20 faculty for TTIP, and put a lot of them in the 3rd floor of research hall. They are hiring 20 more, and don't know where they are going.

5.9. The committee will discuss where to put new hires and how its going to work.

5.10. Master plan also impacts space planning, with possibly a new science and engineering building, and possibly taking down Planetary or David King hall, two of our oldest building in Fairfax; it will be at least 10 years down the road. Life Sciences building won't be up until 2025 (4 stories, one building), and they're still planning.

5.11. Renovations on Fairfax take so much time and so much money, and we think we know what is going to happen, but as soon as we get inside a wall, there's more issues that come up.

- Example: requesting funds for new equipment: We need to know infrastructure needs ahead of time. Might need water connection, or upgraded power, or new HVAC for example. The space committee tries to get ahead of these things. It helps if we work better as a team, in advance as much as possible.
- Q: Rebecca: So, who do we talk to with new equipment or infrastructure; A: Carrie: talk to chair first; Pat: purchasing is checking with facilities up front before purchasing (with a checklist). Chairs need to be involved in this. Benchtop is no big deal. Mass specs are always a problem; 220V is a major issue; anything that requires power, air, water, heat output management, and vibration isolation modifications. Some buildings are so old with pre-renovations that are unexpected.
- If a new project requires infrastructure changes, then we need to do a project request with facilities – need architect and engineer group since we don't have that in our Facilities expertise, and they take time and they take money.
- If you have new information, bring it to us right away as soon as possible.

5.12. We have a very good working relationship with Facilities; talk to Pat, Carrie to get things going.

5.13. Pat G. chat: Carrie sent guidance to be distributed to all faculty (**Appendix B**)

- In the past there was always an admin in the office, but in today's era that is not the case with more people virtual.
- If you in your space and it's too hot or cold, if there's a water issue, health and safety issue, if there is an issue in the restroom, people will not say anything. However, you can call customer service and report these Facility issues. If you see something, say something! It's now a call center. If it's something you need a work order (e.g. spilled coffee on carpet and need a quick carpet clean, surplus, getting rid of barcoded items, card swipe access requests).
- Schooldude is the work order system.
- If you have questions, you can call Carrie for guidance. Departmental representative (like Chair) can be chosen as the approval.

- 5.14. Pat: The space committee is there to interact with the research subspace committee at Central at the University, but that is undergoing restructuring.
- 5.15. Carrie: remember the police dispatch number; this is important - x2810. If you feel unsafe. A cadet or officer will respond
6. Report from Faculty Matters Committee, Faculty Senate re: Evaluations, Suzanne Slayden, Solon Simmons
- 6.1. Someone from the Faculty senate has joined us.
- 6.2. Q: Suzanne Slayden: Our departmental evaluations are due soon. Our COS self-evaluations are due soon – list of publications, etc. Wondering what COS will due with this form? Fernando and Stephanie not available to answer. How is this form used? Our COS evaluation form only asks for numerical answers to student evaluations (course and instructor ratings). Those two questions 15 and 16 will disappear in 2022, and won't have anything resembling them.
- 6.3. The bottom of our COS self-evaluation asks for any other considerations.
- 6.4. COS faculty senators are asking – what exactly are we doing as a college as a Dean to ensure that COVID related issues are or are not considered part of the evaluation process.
- 6.5. Solon Simmons – I put faculty matters committee of the senate (**see Appendix C**): https://www.gmu.edu/resources/facstaff/senate/FS_AGENDA_3-31-21-final.pdf
- 6.6. Charge of committee:
- The Committee shall be responsible for studying and for participating—as appropriate—in the formulation and interpretation of University-wide standards and policies on faculty matters, including but not limited to the following:
 - A. Initial appointments, rank, renewals, tenure and promotion;
 - B. Salaries;
 - C. Sabbaticals, leaves, and vacations;
 - D. Fringe benefits, including but not limited to financial support for study and/or research by any faculty members;
 - E. Teaching loads and other matters of scheduling that impinge on scholarly activities exclusive of teaching;
 - F. Evaluation of faculty performance;
 - G. Health and safety;
 - H. Liability and other insurance;
 - I. Academic freedom;
 - J. Civil rights;
 - K. Matters concerning the operating budget of the University.
- 6.7. We spent some time considering how people were affected with research and teaching during the pandemic, with heightened service requirements.
- 6.8. Under teaching: student evaluations should not be used during the pandemic in a routine way to evaluate teaching. Introduced a checklist as we move from quantitative to qualitative criteria. This can unleash a pandora's box. We list a list of topics a faculty member could review with their chair to craft a narrative to qualify your performance this year during the pandemic vs other years (for example in review for promotion and tenure).

6.9. The committee are working to ensure fair evaluations during this pandemic.

6.10. Discussion followed on how our evaluations are done, and what has been communicated to date.

6.11. Rebecca Jones: it doesn't make sense to continue to use the status quo, so this form with the narrative from the faculty affairs committee will be sent around (**Appendix C**).

6.12. Suzanne: someone told provost today: we know what the problems are, but the provost's office is not doing anything about it. The Dean is not here, Stephanie Flores is not here. I would like to know what the college is doing to satisfy the requirements for annual evaluations of faculty in place by the senate. The current COS self-evaluation do not meet these requirements. 15 and 16 are the worst kind of questions from the student evaluations, and the faculty body need to designate the executive council to carry this forward, and ask the Dean to review this part of the meeting before the end of the week.

6.13. Rebecca: How are our local academic unit bylaws being edited to reflect these new annual evaluation requirements. Faculty expressed very strongly that faculty want to be evaluated upon merit, and the President wants to do merit-based compensation. But what is actually be done to implement this. We need the Dean to make this a priority.

6.14. Julia Nord: do we even have teaching evaluations when we were all alone? A: Rebecca: yes they happened digitally and there is a link to find reports. It was an email from a company, Blue: <https://gmu.bluera.com/gmu>

6.15. Jennifer Salerno chat: Thank you for speaking up Suzanne. I'm noting your comments and concerns as Chair of the EC.

7. Annual Faculty Evaluations – Stephanie Flores

7.1. Postponed; not able to attend today

8. Report from Lilian Virgil and Gerald Weatherspoon on COS ARIE plans

8.1. Deferred to a future meeting, ran out of time

9. Update on Ombuds Search, Rebecca Jones

9.1. What is an ombuds person: <https://ioa.memberclicks.net/what-is-an-organizational-ombuds>

9.2. We do not have one at the University; we did about 8 years ago.

9.3. Candidates visited and gave presentations in September

- Dr. Kerry Egdorf, former Ombuds at Marquette University (presentation on 9/20/21)
- Ms. Kimberly Jackson Davidson, current Ombuds at Oberlin College (presentation on 9/27/21)

9.4. A person to facilitate informal resolution of concerns and conflict resolution of faculty, administration and staff, personnel conflicts.

10. Adjournment

10.1. Motion to adjourn (Suzanne) and seconded (Joel)

Appendix A: Attendee List (n=70)

- | | |
|---------------------------------|---------------------|
| Alexandra Masterson (amaster2) | Maction Komwa |
| Alonso Aguirre's iPhone | Mariaelena Pierobon |
| Aman Ullah | michael summers |
| amaster2 | Mikell Paige |
| Anne B Verhoeven | Monique van Hoek |
| Arie Croitoru# GMU | Neil Epstein |
| Audrey G Kelaher | Nirmal Ghimire |
| Ben Dreyfus | Olga Gkountouna |
| Benjamin A Cash | Patrick Gillevet |
| Benoit Van Aken | Paul So |
| BH Baek | Peter Plavchan |
| Bill Kennedy | Rebecca M Jones |
| Brett Froelich | Rob Axtell |
| Carrie McVicker | Ron S Mahabir |
| Catherine Sausville | Ryan J Wetter |
| Chaowei Phil Yang | Saleet Jafri |
| Chi Yang (COS# Physics) | Solon Simmons |
| Chris Lockhart | Suzanne Slayden |
| Christine Rosenfeld | Taylor Anderson |
| Cindy Smith | Thomas Lovejoy |
| Dale Pokorski | Tim Leslie |
| Dale Scott Rothman | Valerie Calvert |
| Daniel Hanley | Yunyao Li |
| David Wong | |
| Dhafer | |
| Dmitri Klimov | |
| Edward Oughton | |
| Ernie Barreto | |
| Esther Peters | |
| Fadi Tahan | |
| Fernando Camelli | |
| Fernando Miralles-Wilhelm | |
| Geraldine Grant | |
| Gwendolyn Lewis | |
| Hamdi Kavak | |
| Igor I Mazin | |
| Iosif Vaisman | |
| Jason Kinser | |
| Jennifer Salerno (Jen's iphone) | |
| Joel Schnur | |
| JQu | |
| Jules Goldspiel | |
| Julia Nord | |
| Kenneth W Foreman | |
| Laura Powers (118-d32171-exp) | |
| Lillian Virgil | |
| Ling Ren | |

Appendix B

HELPFUL HINTS – COS FACILITIES

Carrie McVicker – Associate Director, COS Facilities and Operations

cgrubb1@gmu.edu

Facilities Customer Service 993-2525

****For Emergencies that include, but are not limited to****

- **running water** (overflowing onto the floor, not a stopped-up sink)
- **electrical problems** (sparks, loss of all room lighting/power)
- **safety issues affecting life or property** (broken glass in the hall, body spills, inability to secure door/locks).
- **Extreme temperatures in offices, labs, classrooms, work rooms**

Work Order Requests

<https://facilities.gmu.edu/services/csc/>

- Housekeeping
- Moves / Moving and Storage boxes (ie Bankers Boxes)
- Surplus
- Signage
- Lock shop
- Recycling / waste management

Swipe Card Access or Issues

<https://masonid.gmu.edu/access/>

- If you need your card programmed or if you're having trouble swiping in to a space you should have access to

Key Requests

<http://police.gmu.edu/wp-content/uploads/2019/02/Key-Request-UPD-028-2.0-FILLABLE.pdf>

- To request a physical Key for an office or room

GMU Police Dispatch 993-2810

- Unlocks
- Lost and Found
- Emergencies involving another individual, personal property destruction or theft, personal safety concerns

Environmental Health and Safety

<https://ehs.gmu.edu/>

Appendix C

Faculty Evaluation Recommendations during the Novel Coronavirus COVID-19 Pandemic

Prepared by the Faculty Matters Committee, a Standing Committee of the GMU Faculty Senate
Bethany Letiecq (Co-Chair), Solon Simmons (Co-Chair), Keith Renshaw,
Benjamin Steger, Victoria Grady

February 12, 2021

Background

The COVID-19 pandemic has resulted in millions of cases and hundreds of thousands of deaths in the U.S. since March 2020, with numbers expected to rise well into 2021. The death toll is staggering. Less understood are the physical and mental health complications of COVID-19 survivors. The disproportionate effects of the pandemic^{1,2} for Black, Indigenous, immigrant, and other communities of color, coupled with the movement for Black lives, has laid bare deeply-entrenched racial and economic inequities and injustices produced by and instantiated in our social systems.

Universities and those they serve have been far from immune. The pandemic has also upended the work of university faculty with disparate effects. In March, instructional faculty were required to convert their in-person courses to fully online. These conversions continued through the summer and fall of 2020 (and will likely continue through summer 2021). Many faculty were forced to shift their workloads significantly, increasing their time spent teaching and in service to the institution. Faculty had to work from home, many without private home offices, the equipment necessary for virtual work and/or high-speed internet. Term faculty teaching 4-4 loads have been particularly burdened in a variety of ways, including increased course caps, new class preparations, student emotional support and mentoring, and online course conversions. In addition to the extra time many have had to devote to teaching and service, research projects have been delayed or canceled, conferences have been canceled or moved to fully virtual offerings. Finally, there is reason to believe that these challenges are not proportionate in impact, with much of the extra work falling on women and minority faculty members.³

Virtually all daycare, preschool, K-12 schools, and other care-based services were closed or severely curtailed during this time. This placed an additional burden on faculty with young and/or school-aged children and/or other caregiving demands within their families, with few to no supports other than

¹ <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>

² <https://familyinequality.wordpress.com/2020/12/11/covid-19-mortality-rates-by-race-ethnicity-and-age/>

³ The University of Michigan ADVANCE report notes that, "Faculty of color and women are doing more emotional labor through supporting students and performing service." Their citation is Gonzales, L.D., & Griffin, K.A. (2020). [*Supporting faculty during & after COVID-19: Don't let go of equity*](#). Washington, DC: Aspire Alliance.

offers of flexibility or reduced effort for reduced pay from their employers. It is well documented that women have been especially impacted^{4,5,6,7}.

Given these significant disruptions and the likelihood that these will continue through 2021, the Faculty Matters Committee is recommending *pandemic-centered criteria* for evaluating instructional/research faculty for the 2020-2021 academic year and, possibly, in future years depending on the course of the pandemic. Moreover, we recommend that evaluations account for disproportionate disruptions for different faculty, to the extent possible.

Pandemic-Specific Evaluation Recommendations

Consistent with the GMU *Faculty Handbook*, expectations for teaching, research, and service are “in large measure a faculty responsibility,” and generally originate at the level of the local academic unit (LAU). Thus, these recommendations should be taken up at the LAU level in conversation with the individual faculty member for consideration, adoption, and implementation of accommodation procedures.

Teaching

Student evaluations of teaching (SET) during the period of the pandemic should not be used in a routine way to evaluate faculty teaching, either in annual evaluations or in RPT reviews. Rather, whether courses were taught in-person, online, or hybrid, the SETs should be treated as informative only, not as a determinative evaluation criterion during the pandemic. In effect, faculty should be held harmless. Researchers and administrators have long recognized gender and racial [biases](#) built into evaluations by students⁸. The extraordinary teaching conditions brought on by the pandemic may exacerbate bias in evaluations⁹. Furthermore, experts have raised questions about the validity of using survey items developed for face-to-face courses in evaluations of teaching in a wholly online environment^{10, 11}.

Instead, we recommend allowing faculty to include SET data *if they wish*, but also advising that faculty can submit alternative evidence of their teaching performance. The goal is not to place an extra burden on faculty members already under stress, nor on their peers to evaluate them, but to provide for alternative means of performance assessment based on forms of evidence that the faculty member has an opportunity to shape. This alternative evidence may include:

- Peer observation of synchronous teaching (if applicable)
- Self and/or peer review of online teaching (if applicable), using resources found here: <https://stearnscenter.gmu.edu/knowledge-center/online-teaching/online-course-quality/>

⁴ <https://advance.umich.edu/wp-content/uploads/2020/10/UM-ADVANCE-Faculty-Equity-and-COVID-19-Oct-2020.pdf>

⁵ <https://www.preprints.org/manuscript/202009.0632/v1>

⁶ Squazzoni, Flaminio and Bravo, Giangiacomo 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). Available at SSRN: <https://ssrn.com/abstract=3712813> or <http://dx.doi.org/10.2139/ssrn.3712813>

⁷ <https://www-nature-com.mutex.gmu.edu/articles/d41586-020-01294-9>

⁸ <https://link.springer.com/article/10.1007/s11199-005-8292-4>

⁹ <https://www.insidehighered.com/advice/2020/09/04/advice-academic-administrators-how-best-support-faculty-during-pandemic-opinion>

¹⁰ <https://academeblog.org/2020/04/17/suspend-student-evaluations-during-pandemic/>

¹¹ <https://www.aacu.org/blog/student-evaluation-teaching-covid-19-considerations-validity-and-fairness>

- Formative feedback from students made periodically during the semester
- Sample(s) of work developed in this period, such as revised syllabus for online teaching, sample assessments with or without de-identified examples of feedback provided
- Evidence related to work outside the classroom (e.g., students advised, student outreach to promote engagement in online courses)
- Optional brief reflective statements on the impact of COVID about what went well, what was challenging, and what adjustments a faculty was forced to make to meet work objectives.

Again, we do **not** advocate adding extensive additional work for faculty to generate evidence of their performance during this time. Faculty should be encouraged to provide whatever evidence can be readily generated. Faculty should be supported in their efforts to expand their documented evidence of teaching effectiveness beyond the SET over time.

Beyond these basic recommendations, we also recommend that faculty, LAUs, and Colleges/Schools consult the guidance provided by the [Effective Teaching Committee](#) (ETC) on assessing teaching effectiveness during the pandemic. Also, we recommend that LAUs work directly with instructors who request additional teaching supports, are identified as in need of additional supports, or are experiencing burnout. Possible considerations might include reducing teaching loads, adjusting assignments, and connecting faculty to university resources, including the Stearns Center and employee assistance programs.

Finally, most if not all faculty have engaged in significant additional work to meet the needs of students, and this work should be recognized. LAUs are encouraged to pay attention those faculty who went above and beyond the call, either due to the number or complexity of courses converted, ingenuity of approaches developed, extra work to engage and mentor students, and/or assistance provided to other instructors. In addition to explicitly counting these activities as significant contributions in annual review and RPT, additional recognition could include monetary awards, future release time, or future study leaves.

Research

Criteria for the evaluation of scholarship and research should be altered to account for the pandemic and subsequent years of post-pandemic recovery. Pre-pandemic expectations regarding external funding and publications, for example, should be reconsidered during this time and in subsequent years that are affected by pandemic research interruptions.

We recommend that each LAU re-evaluate its current criteria for research and scholarship to determine what adjustments are necessary to match those criteria to the new reality of the pandemic. This re-evaluation should consider immediate effects (e.g., annual evaluation criteria for the 2020-2021 academic year) and longer-term effects (e.g., criteria for annual evaluations and RPT over the next several years, based in the reality of how research interruptions during this period are likely to affect faculty members' productivity in years to come).

In addition, we recommend and encourage each LAU assess potential disparate effects of the pandemic on individual faculty members and incorporate these disparities of impact when re-evaluating their criteria. The re-evaluation process should engage all unit faculty, with the results clearly recorded and disseminated to all faculty in the unit. Finally, we recommend that each College/School engage in similar processes in re-evaluating their college-level P&T criteria and ensuring

transparent recording and dissemination of the results. The burden of developing such a plan is in no way insignificant and LAUs are already themselves facing increased pressures from the same causes. What is clear is that complicated processes like these will need to be developed both for annual reviews and for RPT processes and will require some form of collaboration between and among representatives from the LAU, the school or college level, and the provost office. Results of these processes should be made public in a timely way and disseminated through the Faculty Affairs and Development website.

Again, we do **not** advocate adding extensive additional work for faculty to generate evidence of their performance in scholarship and research during the pandemic. Indeed, faculty and administrators should consider ways to minimize the burden to faculty of assembling evaluation packets or explaining their individual and/or familial circumstances during the COVID-19 pandemic (beginning Spring 2020). We provide additional guidance below.

Faculty who request additional supports or who are identified as in need of additional supports should be provided or directed to the resources necessary to recover and/or reconceive of their programs of research.

Tenure-track faculty have already been granted extensions to their tenure clocks. There is some evidence that these extensions have differential impacts by gender, whereby men benefit more than women, and that they can stymie the acquisition of external funds^{12,13}. Extensions can also further instantiate inequities regarding pay (e.g., delayed raises). In regard to this latter point, the University should consider the feasibility of making raises tied to tenure and promotion retroactive to the period that a faculty member *would* have been promoted in the absence of an extension. Also, the university should study the effectiveness of tenure clock extensions as a function of gender and discipline.

Service

During the pandemic, many faculty have experienced both disruptions to their service and opportunities and requests to engage in unplanned, new service endeavors in support of the university's mission. We recommend that faculty be strongly encouraged to duly capture these endeavors, including hidden forms of service that are time-consuming and invaluable to the university and broader community (e.g., mentoring colleagues and students, engaging in public scholarship, university level initiatives). We furthermore strongly encourage supervisors and committees to give due weight to activities that have been crucial to the maintenance of Mason's mission and the promotion of health and safety more broadly during this unprecedented time

Beyond university-based service or service to one's profession, many faculty may have engaged in community-based service and/or volunteerism to help meet the critical needs of communities confronting the COVID-19 pandemic. Service may look different during this time, and we recommend that LAUs encourage faculty members to include community-based service and volunteer efforts in their evaluative documentation. Consistent with the university's mission to be a community builder, we encourage LAUs to consider the broader impacts of service in faculty evaluations. Moreover, service in the time of the pandemic has demonstrated the importance of faculty leadership in an atypical way. The university should use this opportunity to revisit service criteria to include a category

¹² <https://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.20160613>

¹³ <https://www.asanet.org/news-events/asa-news/call-higher-education-administrators-support-caregivers-during-covid-19>

of “faculty engagement and leadership” that would place service on a level more on par with the traditionally more critical criteria of research and teaching.

Assessing COVID Impact: Faculty Checklist

Many universities are recommending faculty produce COVID Impact Statements to delineate the professional impacts of the COVID-19 pandemic in their evaluative documentation. Because some faculty may find these statements burdensome to produce and because many faculty, especially those most impacted by the pandemic, may question how these statements will be used and whether there will be any negative repercussions or unintended consequences associated with such statements, the statements should be entirely voluntary. If a faculty member does not wish to produce such a statement, they should not be forced to do so.

We have developed a preliminary **Faculty Checklist of COVID Impact** (see below) to support faculty self-assessment of disparate COVID disruptions to their work and life. However, the checklist should **not** be required by LAUs unless specific parameters are agreed upon by the faculty and instantiated at each level of review to ensure faculty are not harmed by – and are indeed supported for – their honest appraisals of their pandemic experiences. As noted, disruptions during the pandemic have not been equally felt as a function of individual and familial characteristics (e.g., race, gender, family configuration), scholarly discipline, faculty rank and position, number and type of courses taught, type of scholarship, among other factors.

Assessment of COVID impact raises salient concerns about privacy and use in terms of who will have access to self-assessments and how the data will be used. We strongly recommend that the checklist **not** be used in the aggregate or to establish norms for comparative purposes. LAUs should be very clear that the checklist will be used to capture disparate effects of the pandemic for different faculty and to build supports for faculty recovery from the pandemic. If the checklist is used for evaluative purposes by LAUs or the administration, it will only further erode faculty morale and mistrust of the university system.

Importantly, we recognize that the impacts of the Covid-19 pandemic can include both disruptions and reduced productivity, as well as new or unusual contributions made in response to the crisis. Faculty are also encouraged to document the ways in which they were able to increase their production or contribute to the pandemic response during this time. However, the checklist of COVID impact centers most pointedly on the challenges that emerged for different faculty during the pandemic both professionally and personally. The checklist is not comprehensive and should be modified at the local level to reflect discipline-specific criteria.

RPT and External Evaluator Letter Solicitation

While this document focuses primarily on annual evaluation of faculty, LAUs should consider adaptations for faculty review, promotion, and tenure (RPT). Units may consider including the following language in external evaluator letter solicitation¹⁴: As stated in the research section, above, it will be important for each LAU to coordinate a complex process between and among members of the LAU, the school or college and the Provost office. It is not possible to specify what these local processes

¹⁴ Adapted from Michelle Budig, Vice Provost for Faculty Development at UMass Amherst “*Documenting COVID-19 Impacts in Faculty Personnel Review Materials*” PPT Presentation

will look like in every case, but they should be started as soon as possible and they should be adapted to the specific needs of the LAU.

Faculty Checklist of COVID Impact¹⁵

This checklist is presented as a way to start the conversation. A final version would have to be the result of the coordination of stakeholders at the LAU, school or college level and the provost office.

Teaching Impacts	Yes	No	NA	Notes (optional)
Did you have to convert course(s) for remote learning? (Note how many courses)				
Had you taught online before?				
Did you experience an increase in student needs for support (e.g., technical, emotional)?				
Did you provide increased support or increase engagement with students?				
Did you have adequate supports and resources (e.g., time, equipment, space, internet access, funding) to convert and/or deliver courses online?				
Did your students have adequate supports and resources to successfully engage in your courses?				
Did you adapt your approach to advising or mentoring students?				
Did the increased workload for transitioning to remote learning restrict time for research/service?				
Research Impacts	Yes	No	NA	Notes
Was your research program adversely affected by the pandemic?				
Did your research pivot to address emergent questions/issues related to the pandemic?				
Did your research program benefit from the pandemic (e.g., funding sources shifted to your area of expertise, had more time to write)?				
Did you donate your time, equipment, PPE, or other resources to support a COVID-19 response?				
Were you affected by cancellation, delay, or alteration of conferences, invited talks, or performance venues for you to present your research/creative activity?				

¹⁵ Adapted from Michelle Budig, Vice Provost for Faculty Development at UMass Amherst “Documenting COVID-19 Impacts in Faculty Personnel Review Materials” PPT Presentation

Were your research lab, studio, field site, and/or study populations inaccessible?				
Were grant proposal submissions delayed or calls for proposals shifted away from your areas of expertise during the pandemic?				
Did travel restrictions impact your ability to staff your lab, visit a field site, or conduct research?				
Were specific scholarly products (manuscripts, manuscript reviews, experiments, performances) slowed, delayed, or canceled due to the pandemic?				
Were you on release time or sabbatical during 2020 but unable to carry out scholarly plans?				
Service Impacts	Yes	No	NA	Notes
Did you perform services (or hidden labor) important to sustaining the campus mission during the pandemic, such as serving on Safe Return to Campus committees, helping other faculty with IT or remote learning, helping students navigate remote learning and relocation, pitching in to support coworkers in their tasks?				
Were your professional service endeavors curtailed during the pandemic?				
Did you engage in or increase mentorship or outreach (locally, nationally) during the pandemic response?				
Did you engage in community-based service or volunteerism related to the pandemic?				
Were you able to engage in consequential service?				
Did the increased demands for service as a result of the pandemic affect your productivity?				
Personal Impacts*	Yes	No	NA	Notes
Was your time for research, teaching, or service altered or restricted due to caregiving demands for family members or others?				
Were you a parent primarily responsible for homeschooling and/or caring for young or school-aged child(ren)?				

Were you providing eldercare or special needs care to a family member during the pandemic?				
Was your time restricted due to health issues experienced in your household or network?				
Was a chronic health condition ¹⁶ exacerbated due to the pandemic and/or changes in access to health care?				
Did you or a household member have to quarantine or isolate due to COVID-19?				
Did you experience a severe illness or death in your family, household, or network?				
Was anyone in your immediate household a frontline worker during COVID-19?				
Did someone in your household/extended familial network experience job loss and/or economic hardship during the pandemic?				
If you wish, please include any additional information beyond what is captured in the checklist below.				

**Faculty may wish to denote their personal circumstances in the checklist. Revealing such circumstances should be done at the sole discretion of faculty members.*

¹⁶ <https://www.aaup.org/article/chronic-illness-and-academic-career#.X9ZHKs1KjIV>