

College of Agricultural Sciences Interim Guidance for Documenting the Impacts of COVID-19 on Faculty Careers

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The COVID-19 pandemic has resulted in widespread disruptions throughout society with particular consequences in each sector of the economy. Faculty and administrators at higher education institutions have expressed concerns for how these disruptions may affect faculty career trajectories near term and over the long term. The potential impacts have been documented and discussed in scholarly journals and webinars, resulting in conversations among faculty and administrators at colleges and universities about how the impacts may be addressed in annual reviews, in promotion and tenure decisions, and in adopting accommodations.

The Provost Office has provided a set of current COVID-19 accommodations for the AY 20-21, <https://facultyaffairs.oregonstate.edu/extension-accommodations-covid-19>. In addition to these current accommodations, the Office of Faculty Affairs has convened a work group to explore longer term impacts of COVID-19 (including differential impacts associated with disciplinary fields, race, gender and other factors). Their findings and recommendations will be shared over the next few months.

The purpose of this document is to provide interim guidance on how CAS employees (all ranked and professional faculty) may choose to convey the impact of the pandemic on their job performance. Supervisors should remind tenure-track faculty to request COVID-19 tenure clock extensions if they seek additional time to meet the criteria for promotion and tenure. Supervisors should also use the annual reviews to better understand the impacts on the faculty and discuss ways to support their academic efforts during this pandemic.

Suggested format and content

Faculty have the option to provide information regarding the impacts of COVID-19 on productivity for their annual performance reviews. The information may document impacts on assigned duties, scholarship and/or service, including increased workload, lost or reduced outputs or opportunities, delayed timelines for conducting research, and increased service related to COVID-19 committees and needs. If faculty member chooses to provide a COVID statement for their annual performance evaluation it should be limited to one page.

The following are examples of information that a faculty member may wish to discuss with their supervisors and/or document in their annual review materials:

- Missed or delayed sabbatical or professional development opportunities;
- Additional work/trainings to pivot to teach classes or non-credit workshops in an online environment; additional teaching responsibilities as a result of overload assignments, or additional sections added to accommodate social distancing guidelines for face-to-face instruction; additional time required to advise students online, or as a result of pandemic-related changes in schedules or stress;
- Extension and outreach impacts such as difficulty establishing clientele networks, conducting needs assessments, loss of traditional clientele or reduced participation because of online format for programs;

- Impacts on research activities: entire field seasons may have been lost requiring no-cost extensions or reduced/revised research objectives; productivity of a laboratory or research program may have been reduced because of limits on number of personnel that can occupy a lab or field situation under social distancing guidelines; costs may have increased because of the need to provide PPE, cleaning supplies, additional travel vehicle(s) or lodging, or extending contracts of employees and graduate students.
- Impacts on scholarship: delays in manuscript preparation and review, lost opportunities to present research at conferences; and missed opportunities to submit new grants, contracts, or patent applications because of the need to pivot to other immediate commitments
- Impact on service: additional time dedicated to university or professional service either as a direct or indirect impact of the pandemic; service on committees directly related to COVID-19.

Many CAS faculty have been innovative in their approaches to overcoming the disruptions caused by the pandemic and have helped mitigate possible diversity and equity disparities. If a faculty member has developed creative solutions to these challenges, information about innovations and resulting outcomes can be noted in annual review materials.