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BEST PRACTICES TOOL #5¹

Examples for Documenting the Impact of COVID-19 on Faculty²

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During the past 15 months or so, there has been much discussion of the impacts of the COVID-19 pandemic and the protests for racial justice, on people across the world. These effects will continue to have long term impacts within academia. Recognizing this, a [best practices tool](#) about documenting impacts of COVID-19 was created for faculty in fall 2020 which has been widely cited.⁴ Since then, we have continued to hear questions about whether to, and how to, document impact. There have also been concerns about how such a statement may be viewed by heads/chairs and promotion committees – if they would be compassionate - or would an impact statement be viewed as accommodation or as not being resilient, rather than as recalibrating to reality. There is also some responsibility on the part of leaders at the university and unit levels to explain the pros and cons of not documenting impact. Not doing so may lead faculty members to assume that writing an impact statement will adversely affect their annual review or review for promotion and tenure (P&T). See guideline from Purdue’s Office of the Provost.⁵

We also recognize that faculty must put in time and effort to write an impact statement. As noted by Rebecca Schuman, “In order to keep hanging on by your fingernails after a literal year of hanging on by your fingernails, the Powers That Be on your campus now want you to do what compassionate pedagogues explicitly tell faculty members not to make students do — prove your trauma.”⁶ The questions and concerns have led us to put together this Tool with examples of wording for documenting impact of COVID on faculty members research, teaching, and engagement, including cross-cutting themes. The appendix to the Tool provides guidelines to maintain personal or journal notes.¹

Why do we need examples of language for documenting impact of COVID on faculty?

First, the impacts of the pandemic on faculty records - research, teaching, and engagement – and overall well-being will extend beyond 2020 and 2021.⁷ We argue that it is shortsighted to assume the impact is temporary and so documentation is not needed. Most faculty members are experiencing fatigue from the pandemic and so are unlikely to be inclined to document impact, especially the first year of the pandemic, because it is additional work. Most importantly, faculty have not overcome all the impediments.

Second, the overlap of professional and personal impacts on faculty members’ lives and research can make it seem daunting to articulate the challenges and concerns about how to note or list challenges. This also has implications for how the overlap may be perceived by those reviewing records.

Third, although many faculty members have felt vulnerable through the pandemic, most also want to feel and appear resilient. Such perceptions of resilience can put faculty members into a state of denial about impediments or create a normative expectation that despite the challenges everything has been overcome and so there is no need to document it.

¹ This Tool is intended to serve as a resource, similar to all other resources made available from the Butler Center. The views expressed in this Tool are those of the authors and do not represent official policy of Purdue University.

Points for heads and promotion committees at all levels

Whether and how heads and promotion committees will view COVID impact statements or disruptions in work due to COVID-19 is a legitimate point. The COVID-19 pandemic has impacted research, teaching, extension, and engagement since early 2020 and there will be long-term impacts on faculty records over the next three to four years and beyond. It is therefore imperative that heads, promotion committee members, and mentors advise faculty members about how to frame the challenges they faced and what they did or did not do, or were not able to do, in response (refer Appendix A). Reviews for tenure/promotion are about assessing scholarly productivity, effectiveness of teaching, and engagement. Considering that the allocation of time across the three key areas of research, teaching, and service were reconfigured, it is important to acknowledge that evaluation of cases requires recalibration rather than accommodation of cases. People, the world over, are affected by the COVID-19 pandemic and have had to adjust their lives in different ways and such adjustments must be acknowledged in academia. Certainly, faculty members have worked throughout the pandemic, but the ways in which they reallocated their time and effort is very likely to have changed and perhaps will continue to do so.

In consideration of the above, we provide faculty members some examples to document impact on their research, teaching, and engagement which can serve as a starting point for future documentation, whether for personal records, informal conversations with mentors and advocates, or formal submission as part of a dossier.

Examples for documenting challenges and responses

The examples below are drawn from the lived experiences of faculty members. They illustrate the range and types of challenges that could be documented, but do not and cannot fully characterize the full set of challenges or their impact. It is important for faculty to broadly consider impacts to research, including shifts in emphasis or new lines of research, adjustments to protocols and research strategies, inability to collect data, continue trials, conduct human subjects work or research that required travel, etc.; delays in conferences and publication patterns; changes to mentoring required to support research groups, with attention to students of color and international students; students, as well as faculty themselves, facing isolation or mental health challenges, and other impediments. Faculty teaching was also impacted, requiring improvisation and innovation around online learning platforms and instructional design, health and safety design and implementation for in-person instruction, and extraordinary measures taken to maintain relationships with and among students and support students with their needs, including challenges faced across race, class, disability, nationality, and gender identities. Engagement impacts range from reinvention of committee work, adjustments made to advance the work of engagement, and extraordinary steps made in providing self, family, and community care throughout the pandemic.

We begin with an example of a broad and short impact note provided by Schuman (2021).⁸

"The Covid-19 pandemic has affected my ability to perform several key aspects of my position on a temporary basis. I prioritized tasks that were unable to be rescheduled but served the immediate needs of [fill in the blank: my students, my lab, my postdocs, etc.]. By continuing to [teach successfully in a remote environment and/or maintain my experiments while unable to enter the lab physically], I was able to prevent substantial loss of [learning and/or research]. However, this triage necessitated the postponement of numerous longer-term projects and publications that have now become urgent, and ..." which I need time to complete.

Research

Example 1: A first year assistant professor is setting up her lab to begin research work. As new protocols are in place with the shut down in March 2020, she is informed that her lab needs some work to ensure

specific air circulation. So, she waits for Physical Facilities to undertake the work. The priority for Physical Facilities is setting up plexiglass in classrooms. Here is an example noting impact -

My experiments in the lab were delayed for about 8 weeks awaiting some much-needed work by physical facilities to ensure adequate air flow. I was able to begin my experiment subsequent to the completion of the work. This in turn resulted in delay in obtaining results and writing a paper and applying for a grant.

Example 2: An established professor engaged in experimental research found it necessary to develop new protocols to address how to conduct experiments in a new socially distanced setting. New protocols needed to be written and approved, and all staff and graduate students in the lab educated in how to use the new protocols. One graduate student's dissertation was no longer feasible under the new protocols, and their research question/s needed to be revised, different/new data collected and analyzed, delaying her/his degree by about a year. The additional stress created by these adjustments required additional mentoring time from the faculty member. Moreover, the faculty member had to spend time monitoring all lab personnel to ensure all protocols were being followed.

My experiments in the lab were paused for 6 weeks while I rewrote protocols to address social distancing in the lab. Two more weeks were required to ramp experiments back up and educate all lab personnel on the new protocols. In addition, one graduate student needed to make significant adjustments to their dissertation research, identifying new research questions, data collection protocols, and a different analytical approach, delaying his/her degree by a year. I mentored this student through these changes and helped her/him navigate his/her new timeline to degree, finding additional funding, and helping her/him strategize around key milestones, publications, and future opportunities.

Example 3: A professor in education was unable to conduct face-to-face interviews with precollege students that entailed observation of traditional classroom settings. New research questions needed to be developed and communicated to/approved by the cognizant program officer at the project's funding agency. IRB protocols needed to be revised to address online data collection. It is not clear what can be said about the original research question, which was predicated on pre-pandemic classroom learning situations. This has implications for the generalizability and broader impacts of the research, which cannot be easily addressed.

My field work in the Springfield Public Schools was paused due to the pandemic. While I developed new research questions, which were ultimately approved by my program officer (of the funding agency), pandemic conditions compromised the generalizability of these results, with impacts that are still uncertain. We were able to learn a great deal about learning under pandemic conditions, which may impact emergent learning modalities post-pandemic.

Example 4: A dual academic couple with two elementary school-aged children and a third child in preschool found themselves at home in a small three-bedroom house for over a year during the pandemic. All research and writing activities, and all preschool and elementary learning activities, were occurring at home simultaneously. While both faculty members had personal computers at home, additional devices were needed to connect each student to their e-learning activities each day. Parents and/or children needed to share rooms to connect to work or school, and distractions for both faculty members were frequent, disrupting their concentration and trains of thought necessary for coherent research and writing.

Parenting and e-learning were key responsibilities during the pandemic given shifts in school teaching modality. This impacted the availability of the two personal computers at my home. Due to

my living circumstances during COVID-19, my research activities were interrupted daily for over a year. Despite adjusting working/writing time and sharing the two computers, progress on my book has been much slower than it would have been without these circumstances. Teaching responsibilities under these circumstances also compromised research/writing time for my book.

Example 5: A 4th year assistant professor in Anthropology and Latin American Studies had received feedback that additional journal publications would strengthen her case for tenure. She was pleased that she had been able, over winter break (December 2019-January 2020), to submit two manuscripts to two different journals. However, as the pandemic wore on, she realized that the journals had long since passed their normal 3-6 month expected turnaround time. One editor was very apologetic about the situation, but had struggled to secure reviewers and was now having trouble getting reviews turned back in. The other editor did not reply to inquiries. While the institution had provided a tenure clock extension, the professor is concerned about the long term economic and career impact of delaying promotion. She has achieved all other milestones set by her department primary committee and feels ready for promotion, if not for these administrative delays that are out of her control. Journal turnaround timelines varied across journals. Journals focused on some topics (gender, race, ethnicity, sexual orientation) which were more likely to have women or women of color reviewers were more likely to be delayed. That in turn delayed the overall timeline. This may imply long term vulnerability for the faculty member as publications can be delayed.⁹

I submitted two strong manuscripts to top-tier peer reviewed journals. Due to pandemic circumstances, the journals in my field had extended turnaround times of 18-24 months. I request that my departmental committee proceed with my tenure and promotion case, including one of the manuscripts under review in my packet for external review, as the decision on recent manuscripts have been delayed for reasons beyond my control.

Example 6: A third year (as of spring 2021) female assistant professor in a STEM field has experienced cancellation of conferences, in her research areas, between March 2020 and March 2021. She intends to present papers at a couple of virtual conferences coming up in 2021. This has implications for how her record may be viewed because it shows no conference presentations since March 2020; although she has published extensively.

In 2019-20, I had submitted papers to three major conferences in my field, and they were all accepted for presentation. The COVID-19 pandemic resulted in the cancellation of all the three conferences. Meanwhile, I submitted the three papers to journals and one of them has been accepted for publication. I'm waiting for a decision on the other two papers. I have also consistently presented papers at conferences prior to March 2020. And I will be submitting papers for conferences (virtual or in-person) in 2021-22.

Teaching

Example 7: Many faculty members spent time in spring and summer 2020 to shift to the institution's newly implemented Brightspace Learning Management System. Additionally, almost all faculty – of every gender - had to retool their courses for an online or hybrid mode of delivery, reconstructing syllabi, assignments, exams, and other aspects of their courses.

In spring 2020, I was teaching using the Blackboard Learning Management System. When we moved to online instruction, I had to rebuild many elements of my course in Blackboard to support online learning. My syllabus and most assignments, and all exams, had to be rebuilt in the Blackboard platform. Over summer 2020, when we moved to Brightspace, the migration to the new Learning

Management System meant that I had to rebuild all my courses in the new environment. This required approximately one month of summer effort.

Example 8: A faculty member who leads an undergraduate degree program found that she and her team were required to teach face-to-face in a new, much larger classroom setting to allow for social distancing. She spent much of summer 2020 developing safety protocols and planning how to deliver instruction safely, with special attention paid to one team member with significant health concerns not accommodated for online instruction in university policy. A pilot test revealed that the university-provided sterilization wipes caused an allergic reaction, and adjustments to protocol needed to be made. Attempts to separate students by roping off chairs was deemed unacceptable by the administration and new avenues needed to be devised to assure adequate physical spacing between students. Because some students were in quarantine, all class sessions needed to be recorded. However, for the first several weeks of the term, the university-provided software for recording did not function properly, and the faculty member repeated her lecture two or three times for each lecture delivered that week. The faculty member had already agreed to teach an overload, so these extra lectures were compounded by the heavy teaching load.

Teaching and undergraduate program management activities in summer and fall 2020 presented numerous challenges that required additional time and attention. For example, I developed safety protocols for safe face-to-face instruction, adapting university guidelines to the specific requirements of our classroom spaces. I trained other faculty and student teaching assistants on these protocols and developed a number of strategies for managing anticipated noncompliance among students. I piloted and adjusted protocols several times to address emergent challenges and concerns. In the early part of fall 2020, due to software service disruptions on campus, I tripled my classroom contact hours in order to ensure all lectures were properly recorded.

Example 9: A middle-aged faculty member accustomed to receiving and grading paper drafts found that grading papers online (in order to return electronic feedback to students) was causing significant eye strain. She found herself experiencing debilitating headaches until she identified the problem as being related to her vision. She made an appointment to see her eye doctor, a process that was delayed and complicated by the pandemic. Even with her new computer glasses, she found that online grading took significantly more time and concentration than paper grading.

Among the adjustments I made to adapt my classroom to online learning was a shift to online grading of student papers. This was particularly challenging as I developed debilitating headaches that impacted my productivity for the rest of the day. These persisted for six weeks before they were identified as related to my vision. It was another four weeks before I was able to address the problem due to pandemic healthcare disruptions. For the final third of the semester, I no longer endured headaches and my grading time decreased, but it was still unwieldy and time-consuming to mark up papers using the online software available, taking approximately twice as long as when I grade by hand.

Example 10: Experiential education places students in authentic professional settings where they can observe, learn, practice, and reflect on skills and the professional craft for which they are training. A male faculty member offering a field-based experiential education (EE) course had to determine how to convert field-based courses to online formats and consider the consequences that could have on students' academic progress. The male faculty member struggled with the lack of guidance for such courses in spring 2020.

I spent considerable time gathering information and seeking guidance from administrators, site partners, colleagues and other networks for ideas about what is possible to adjust Experiential Education courses. I continued to provide students professional growth opportunities through the remaining part of the spring semester so that they could continue reflecting on their skills as direct practice was not possible. Sometimes direct practice became impossible, and so I had to find ways to enable analysis and reflection of case studies and examples to fill the gap. It also caused much stress for me as I was also trying to be supportive of students who were worried about their academic progress, completion of requirements to graduate, and post-graduation plans.

Example 11: A male faculty member was offering a study abroad program in China in spring 2020. Eight students were required to return when travel to China was suspended a few weeks into the semester.

As the instructor of record for the study abroad students, I was concerned and so spent additional time being supportive and considering how their course credits can be fulfilled. It entailed exploring with undergraduate advisers, if they could enroll in courses that were already underway and therefore requiring them to have to catch up. It was a lot of angst for the students and for me that in turn has affected my productivity.

Example 12: We know that the authority and knowledge of women of color faculty is often challenged in the classroom.¹⁰ This can be exacerbated during the pandemic when they are retooling and redesigning courses. A woman faculty member of color faced such challenges in teaching in spring 2020. Below are two examples of how this may be documented.

I worked hard to manage/teach a class/course in Fall 2020 where students undermined my authority by declining to adhere to Protect Purdue Pledge requirements of not eating or drinking in the classroom.

Example 13: A faculty member engaged in teaching both undergraduate and graduate students found that students were sharing struggles related to the pandemic, racial violence, and economic hardship at greater frequencies. She supported students of color experiencing post-traumatic stress, triggered by the events of spring and summer 2020, by listening, and by showing up to activist events in town and on campus. One student was experiencing suicidal ideation but had not been able to receive sufficient resources from campus mental health programs; the faculty member provided a listening ear and applied her suicide intervention training to help the student. The faculty member additionally helped students experiencing economic hardship secure computing resources.

Consistent with the university's commitments to supporting diversity, inclusion, and equity, and in keeping with its mission to put student learning first, I created space both inside and outside the classroom for students to share struggles related to the pandemic, racial violence, and economic challenges. Anticipating student needs for computing resources in advance of online learning, I connected several of my students with departmental laptops before they left campus to quarantine at home. I provided additional office hours throughout the pandemic (including via live chat). I accompanied students who chose to march with Black Lives Matter in summer 2020. I stayed up late on the phone with a student experiencing suicide ideation, applying my suicide intervention training and referred the student for follow-up care as appropriate. These may seem non-conventional activities for teaching, but they were essential for student learning and success throughout the pandemic.

Engagement

Example 14: A faculty member's primary engagement responsibilities involved outreach in K-12 classrooms throughout the state. The faculty member had been collaborating on a major, groundbreaking paper with two teachers whose lives were turned upside down by the pandemic. One lost his spouse to the virus, and struggled to grieve that loss without the ability to say goodbye in person, attend a funeral with family, etc. The other was deeply concerned about the welfare of many of her students, as she knew their families relied on the school to provide the students their main meals each day. She offered as much time, energy, and material assistance as she could to her students and their families, but after several months of this effort on top of the shift to e-learning, she found herself confronting her own burnout and the impact it was having on her physical and mental health. The faculty member asked how to help each teacher, but both felt the best way to help was to take a hiatus from their joint project. For the teachers, the project was something they had taken on as "extra" in their professional lives, and they felt there just wasn't room for additional commitments in pandemic time. The faculty member did not feel that it would be ethical to forge ahead with publication without the other two authors, who contributed equally to the effort.

My paper with two teacher collaborators describing a new groundbreaking framework for university-K-12 outreach, has been delayed due to pandemic disruptions in K-12 education and wider impacts of COVID in the lives of my co-authors. While prior progress is documented in several conference presentations, we were in a critical writing phase preparing our draft for submission to our field's flagship journal when my coauthors needed to pull back. Ethical standards for scholarship of engagement, and my personal commitments to my co-authors, demand that we wait to proceed until all are able to resume work on the paper.

Cross-cutting Issues

We developed this section on cross-cutting themes considering that the pandemic has disrupted lives. It has resulted in increased time for childcare, supporting colleagues and students, and angst about caring for the elderly and other family members in the immediate space and in other places/locations. While these responsibilities existed prior to the pandemic, they have been exacerbated because of the lack of external amenities such as childcare facilities, and simply being cautious about even accessing such amenities because of the highly contagious nature of COVID-19. These shifts have impacted research/scholarship, teaching arrangements, and engagement work. Acknowledging these impacts is crucial. While institutions often argue that 'personal' issues should not be discussed in assessment of the record of a faculty member, we strongly argue that it is not about 'whether' issues, such as those discussed in this section, be discussed but instead the focus should be on how and why the issue should be discussed. The parameters within which it will be discussed and the boundaries for such a discussion must be diligently maintained by the chair of the committee. For instance, consider example 15 below in which the work undertaken has benefitted faculty members more broadly. This also means that allocation of time for other tasks such as writing or data analysis would be reduced.

Example 15: A faculty member and parent whose children were presently at home, but who had spent time at a campus daycare center, received calls from distressed colleagues about an announced closure of the daycare center in the middle of the pandemic. With one elementary schooler and one kindergartener at home, she activated her phone and email networks to generate support for keeping the daycare center open, all while caring for her own children at frequencies appropriate to their age (quite frequent for the younger). Such 'invisible' work needs to be valued.

I developed and activated a parental phone bank to advocate for keeping the daycare center open throughout the pandemic and until a new center is built and operating. While this may sound like a

personal/family issue on the surface, I would like to point out that this is service to the institution. It benefits many faculty members and allows us all to continue to function during the pandemic. At the same time, it took time away from my research/writing.

Example 16: A faculty member with one middle schooler and an immune-compromised spouse spent time caring for these family members and ensuring their safety throughout the pandemic. She also engaged in self-care to enable her sustained efforts in caring for others while fulfilling her faculty member responsibilities.

I undertook significant care activities to secure the health of my family and my own continued success throughout the pandemic. These activities sustain my own academic contributions and that of my students and colleagues, furthering the long-term success of this institution. It meant I had lesser time to write resulting in my being able to submit only one article rather than two articles during the 2020 calendar year.

Example 17: A first year assistant professor and her spouse are working from home after classes were shifted to remote instruction in spring 2020. They were sharing a computer and trying to adjust their teaching and writing accordingly (research in labs was suspended following the shutdown of campus).

The sudden shift to remote instruction that required working from home impacted my productivity because I was not prepared for sharing a computer for teaching and writing. We did try to create a schedule for using the computer. It reduced my overall writing time but also led me to use some time for reading relevant scholarship.

Example 18: At a breakout session of the [Conference for Assistant Professors](#), an assistant professor noted that she is trying hard to manage time so that she is not overwhelmed/burnt out by work.

I applied lessons from the conference professional development workshop to be cognizant of and be strategic about managing my time more effectively and setting appropriate boundaries, so that I am not overwhelmed or burned out by work. I believe this has increased the quality of my scholarship and my teaching, because I am able to step back with clarity to select and plan higher impact research activities, and I am able to be more present with my students during class.

Example 19: A third-year assistant professor is efficient working collaboratively with her team in the lab and with colleagues. The shift to remote work has led to feelings of isolation and stress, adversely affecting teaching remotely and writing.

Feelings of isolation made my work more challenging during the pandemic. Having built a successful lab and numerous collaborative relationships with students and colleagues over the past three years, the pandemic dealt a blow to my momentum and disrupted the successful rhythms I had established. This isolation and the resulting stress have affected both my teaching (which has been 100% remote) and my writing.

Example 20: A lack of administrative understanding and support was noted in the assistant professors conference feedback survey. Faculty members experienced lack of understanding and support at the department and college level, related to teaching, needed accommodations, and general understanding of COVID circumstances. The need for flexibility under uncertainty was often met with rigid, one-size-fits-all prescriptions that had inequitable impacts.

During the pandemic, I have not received the same level of support and understanding I would normally receive from the administration. I did not receive the same guidelines as my department head. Add specifics here, e.g., My head did not allow me to take HR-approved FMLA to help me care for my sick child who was hospitalized.¹¹ OR When students challenged my authority in the classroom over COVID compliance measures, my student evaluations suffered; I hope this will be taken into account in performance reviews.

Example 21: Faculty members were overwhelmed and stressed because of the pandemic and racial violence.

As COVID cases peaked in different sites around the world, I was concerned about family in those locations and tried to provide care and support at a distance as I coped with my own trauma, in the midst of everything I was trying to accomplish in research, teaching, and engagement. Similarly, in the wake of anti-Black and anti-Asian racist violence, as a faculty member of color I was supporting students and community members affected as well as connecting with family members locally and across borders.

ENDNOTES

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⁴ Subramaniam, Mangala. 2020. *Best Practices Tool #1: Documenting the Impact of COVID-19 on Faculty (tenure track/tenured)*. Susan Bulkeley Butler Center for Leadership Excellence, Purdue University. & Subramaniam, Mangala. 2020. *Best Practices Tool #3: Documenting the Impact of COVID-19 on Clinical Faculty*. Susan Bulkeley Butler Center for Leadership Excellence, Purdue University. See here <https://www.purdue.edu/butler/research/best-practices-tools.php>.

⁵ See guidelines shared with Faculty, Department Heads, Associate Deans and Deans via email dated March 8, 2021: Equitable Assessment of Faculty Productivity During the COVID Pandemic for Promotion and Tenure 2021-22.

⁶ Schuman, Rebecca. "Now I Have to Write a 'Covid Impact Statement'?" *Chronicle of Higher Education*, May 21, 2021.

⁷ See "On the Verge of Burnout" Chronicle Research Brief https://connect.chronicle.com/rs/931-EKA-218/images/Covid%26FacultyCareerPaths_Fidelity_ResearchBrief_v3%20%281%29.pdf; <https://www.pnas.org/content/117/27/15378>; <https://doi-org.ezproxy.lib.purdue.edu/10.1177/23780231211006977>; & "Faculty Members Are Suffering Burnout. These Strategies Could Help. Without them, academe could lose women and people of color," by Emma Pettit. *Chronicle of Higher Education*, February 25, 2021.

⁸ See endnote 5 for the reference cited – Schuman 2021.

⁹ Refer to the guidance in Appendix A.

¹⁰ See Allsopp, Marie. 2020. "Contemplating Course Comments, COVID-19 Crisis Communication Challenges, and Considerations – Change vs Color?" *Susan Bulkeley Butler Center for Leadership Excellence and ADVANCE Working Paper Series* 3(2) Special Issue: 29-46.

¹¹ Astute readers may observe that HR's approval should not have been overridden by the Head. Nonetheless, this scenario is based on real events.

Appendix A

In creating a narrative about the impediments and challenges that faculty have faced and continue to face because of the uncertainties related to the pandemic, and how the faculty member responded to these impediments and challenges, it is necessary to consider how to document/keep notes of experiences, challenges and hurdles, steps taken to address the challenges, and whether those steps resulted in positive outcomes.

We are certain that faculty members may be uncomfortable or be reluctant to record some experiences (including some of the examples we have provided) in a formal COVID impact statement. In these cases, we suggest the faculty member maintain personal or journal notes. A faculty member may consider having a side conversation about some parts of the notes with a trusted confidante, mentor, or advocate about whether and how to incorporate it into the formal COVID impact statement.

Aspects that can be documented in an impact statement are addressed in the [Best Practices Tools # 1 \(for tenure track/tenured faculty\) and #3 \(for clinical faculty\)](#).¹ In this appendix, we provide some key points for faculty to consider in notetaking for their own records. Keeping notes of the challenges you encounter and how you addressed them or what you did will be helpful rather than rely on your memory (especially with the common experience of time being even more elastic during the pandemic). Yes, it will involve time and work, but the information you record can be immensely helpful, and even motivating, as you can return to review your notes to see how you responded to challenges. In maintaining informal notes, think about documenting the date and number of hours utilized and how you want to describe the impact on your work. Below we provide some examples for writing and maintaining notes.

Research

Lab experiment/s

- On DATE: Could not do experiment because physical facilities had to do some work. Instead used that time to review a draft manuscript in progress.
- On DATE: Spent X hours writing new lab protocol for COVID safety and submitted for approval. Approval was granted on [Date].
- On DATE: Started work on one study but was slow as lab protocol permitted only one person at the bench at a time.
- Consumable supplies were repeatedly late arriving, interrupting the work. [Dates of late arrivals/delays]. In one case, we had to discard samples and start over because supplies did not arrive in time.
- On DATE: Lab personnel were quarantined due to COVID exposure of a family member. This set the experiment back XX days.

Other on-campus research

- Did not have access to the art studio for several months from this MONTH to this MONTH. Material supply was also disrupted. Used the time to catch up on literature review and writing.

Journal submissions

- Submitted to journal X in MONTH but have not received response for over 3 months. Contacted the editor about timeline and asked about possibility to speed turnaround considering tenure timeline. Meanwhile, submitted a different manuscript to another journal. Started checking journal website for indications of extended timelines, if any.

Grants

- Missed deadline for NIH RFP because results from preliminary experiments were not ready. Work was stalled. Had to wait to submit for a new call almost Y months later. Meanwhile, used time to write manuscripts from another project.

Conferences

- Was invited to speak at a major conference in my area but conference was canceled in summer 2020. Presented the paper at another virtual conference about X months later, and then published the paper, but extended journal turnaround meant a total delay of more than a year.

Awards and Recognition

- My departmental awards committee approached me on [DATE] about a nomination for Fellow in my professional society. Expectations typically include an international keynote at one of the society's conferences abroad. I was on track for this, having been invited to keynote a conference in my area in 2021. However, this biennial event was canceled outright in January 2021 and the next conference isn't until 2023. The theme for 2023 is very different, and it is highly unlikely that I would be invited again to keynote. The department awards committee is advising me to wait until I can build up my cv more; they are concerned my publication rate has slowed lately, but all my journals have long lead times now with the pandemic. I was hoping to make Fellow before putting in my dossier for full professor. I know international recognition is important here too, so I fear both milestones are now delayed by multiple years.² I will continue to look for alternative international opportunities and discuss with key sponsors who might be able to recommend me for other invited talks.

Teaching

- On DATE, I met with three students who were overwhelmed with keeping up with course work and being concerned about the health of family members. I spent almost two hours talking with them and assuring them they can seek some extension for submitting assignments and the semester will soon end.
- In SEMESTER, some students in my class were often eating in the classroom. I made announcements about the Protect Purdue Pledge at the beginning of class on DATES but to no avail. I know I could file a complaint or go and speak with the department head but I'm not sure how I will be viewed. As an assistant professor, I was not sure if this would reflect on my abilities to teach and/or manage a class. At some opportune time, I should speak with my 'advocate' about this.

Engagement

- I am a tenured female faculty member attending virtual meetings for a large research project in progress. My input is critical as the project is moving forward, and more so during the pandemic. I am not sure how to note the difficulties with engaging in a virtual meeting to contribute to important discussions about research or be a good department citizen.
- Overall, I have found the virtual world of meetings difficult to navigate. I needed to be heard as the project may get compromised because I was not heard. Then I read various articles that noted this is not an unusual experience.³ "Remote meetings are also starting to crystallize how much harder it is for women to be heard in group settings....

Women's ways of speaking — succinct, indirect, self-deprecating — were projected onto this platform.”⁴ I addressed this by trying to be proactive in writing into the chatbox of the virtual platform. I also often times wrote an email note to the chair of the committee after the meeting to provide my input or opinion. I am not sure how this was all received.

Cross-cutting themes

- Child had to hospitalized, and as a single mother, had to be away from research and writing for a month as I could only manage teaching. Was denied FMLA. Returned to writing in the summer.
- At end of spring 2020, had to travel (to another country) to help parents who tested positive for COVID-19. Missed deadline for submission of an NSF grant. After returning in August, I looked for other opportunities and submitted a proposal in response to a new NSF solicitation.
- Attended Black Lives Matter protest locally on DATE, where I ran into a grad student. She opened up to me on DATES about difficulties with her advisor, and her family's struggles around both COVID and police brutality over the past year. I had additional conversations with our department's grad programs chair and the Graduate School Ombudsperson on DATES, to follow up on her issues with her advisor. Ultimately, the grad student found a new advisor, and she let me know she found my coaching helpful as she navigated that transition. I subsequently advocated for changes to our processes governing advisor-advisee relationships. I spent a total of X hours writing new language and running it by key faculty members and formally presented it to our faculty on DATE, where it was adopted.

¹ Subramaniam, Mangala. 2020. *Best Practices Tool #1: Documenting the Impact of COVID-19 on Faculty (tenure track/tenured)*. Susan Bulkeley Butler Center for Leadership Excellence, Purdue University.

Subramaniam, Mangala. 2020. *Best Practices Tool #3: Documenting the Impact of COVID-19 on Clinical Faculty*. Susan Bulkeley Butler Center for Leadership Excellence, Purdue University. See [here](#).

² Valian, Virginia. 1998. *Why so Slow? The Advancement of Women*. Cambridge, MA: MIT Press.

³ See Nelson D. Schwartz. "Working From Home Poses Hurdles for Employees of Color." *The New York Times*, Sept. 6, 2020 <https://www.nytimes.com/2020/09/06/business/economy/working-from-home-diversity.html?searchResultPosition=2> Schwartz notes, "Some assert that "the rise of the virtual office places special burdens on people of color... With fewer connections and less extensive networks than white colleagues to begin with, Black and Hispanic workers can find themselves more isolated than ever in a world of Zoom calls and virtual forums. ..." Additionally, the concept of distance bias, put forth by Evelyn Carter, managing director at Paradigm, a consulting firm, describes the dynamic that can occur in the virtual office. The emphasis is on people close to you and there are no connections where there is no proximity. Therefore, you maintain relationships with the people you already know. So, when employees gather online, it's easier for some to fall through the cracks (See endnote 4 for reference).

⁴ Gupta, Alisha Haridasani. "It's Not Just You: In Online Meetings, Many Women Can't Get a Word In." *The New York Times*, April 14, 2020. <https://www.nytimes.com/2020/04/14/us/zoom-meetings-gender.html?searchResultPosition=1>