

DRAFT: COVID-19 Annual Review Guidance – IUPUI, IUPUC and IU Fort Wayne

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Due to the unprecedented disruptions caused by the COVID-19 pandemic, it is important to capture information about the specific impacts on research, teaching and service experienced by faculty at IUPUI, IUPUC and IU Fort Wayne. The purpose of this document is to provide guidance for the upcoming required [annual review process](#) scheduled to take place in Spring, 2021 for the previous calendar year. [Changes to the promotion and tenure cycle](#) already have been made and faculty have until December 31, 2020 to request a one-year extension of their probationary period.

Procedures:

The department annual review process for the semesters impacted by COVID 19 may incorporate a COVID-19 impact statement developed by the faculty member and uploaded to DMAI as a “Supplement” as stipulated below. The term “Supplemental” aligns with an existing technical feature within the DMAI tool and is not intended to connote that the information is “marginal.” Rather, the content of this section is tremendously important in fairly and equitably documenting the impact of the pandemic for every full-time faculty member.

The faculty member’s department chair or program director is expected to review and discuss the Supplement and the impact of COVID 19 disruptions with the faculty member during the annual performance review conversation. The document is intended to provide potential evidence for an adjustment of workload for the semester(s) impacted by the pandemic. For example, a tenure-track faculty member with a 40/40/20 (R/T/S) load who needed to shut down a human-subjects research program and convert several face-to-face courses to online or hybrid modalities may ultimately have redirected the majority of their “load” toward teaching. In this case, the faculty member and the supervisor could document an alternative load of 10/80/10 (R/T/S) for the semester(s) impacted.

Process:

In preparation for calendar-2020 annual reviews, faculty should:

- Upload information into DMAI as usual. Do not neglect to fill out the following sections, *even if you also* discuss them in the Supplement:
 - Professional Development (any CTL or other webinar or self-paced learning) (Under “General”)

- In the course list, manually change the 'format' if a course was originally face to face but moved online.
 - Teaching innovation and curricular development
 - Presentations, Performances/Exhibits (Under "Research/Creative Activity"): note if any were cancelled or changed format
 - Publications: if any have been unusually delayed in the review or publication process, note that.
 - Work in Progress
- Provide a description of the impact of COVID (direct and/or indirect) on your IUPUI responsibilities, using the following sample checklist; save and submit as a document in the **Supplemental** section (at the bottom).
 - Indicate any formal leaves you may have taken.
 - You may have discussed many of these issues with your chair; write them down here again. What would you want a *future chair* to know?
 - Generally, faculty do not discuss personal and family issues in context of their work responsibilities. However, the COVID-19 pandemic has imposed sudden and unavoidable external challenges. If you are comfortable, note when you have, for example, been quarantined, been sick yourself, cared for someone who was sick, cared for children who would otherwise have been in childcare or school. *In ordinary days, we expect faculty to either work, or, to take leave. Many faculty chose to help both their families and students get through this without taking formal leaves, but were still significantly impacted.*

CUT AND PASTE THE FOLLOWING INTO A "SUPPLEMENT"

COVID Impact Checklist:

Leaves taken during 2020: _____ [or N/A if not applicable]

Insert an X next to any item(s) that apply:

_____ Changed **format for a course**: describe which courses and how many sections.

_____ Attended **teaching training** (e.g. CTL workshops; certificate?)

_____ **Mentored** adjuncts or other faculty in making their own teaching adjustments.

_____ Taught **additional sections** (paid overload or not?)

_____ Created a **new course** (e.g. for the short session)

- _____ Had **additional one-on-one** meetings with students (compared to usual semester)
- _____ Revised student **internships/practica**
- _____ Invited presentations or workshops were **cancelled** (e.g. a group had invited you to come speak and that was cancelled. Conference-related presentations/workshops are a different bullet point.)
- _____ Your **mentor** could not meet with you as usual.
- _____ Conference papers were **not reviewed** (that is, you had no chance to get an acceptance; this is different from a proposal being reviewed and accepted, but the presentation being cancelled.)
- _____ Conference paper presentation **moved online or other**: describe if you had the chance to present live, provide a copy of a paper, etc.
- _____ **Collecting data** for research was interrupted (e.g. you had planned focus groups).
- _____ **Sabbatical cancelled** (delayed)
- _____ Research **travel (for data gathering or exhibits)** cancelled
- _____ **Research partnerships** were hampered (e.g. co-authors could not meet, or had their work impacted.)
- _____ **Research workers** were unavailable (student workers, grad students, postdocs)
- _____ **Grant** submissions had a **delay in reviews**.
- _____ **Article / journal** (or book) submissions had a **delay in reviews**.
- _____ **Attended additional** workshops/webinars on research (e.g. updates from major agencies).
- _____ Granting agency/ organization cancelled or **reduced overall funding**
- _____ Personal or family **sickness or death** due to COVID or complications
- _____ Household member lost a job

- _____ Family **childcare** disrupted
- _____ **School**-age children at home
- _____ **Caregiving for parent or elderly person** at home
- _____ Other (please describe below)

Finally, estimate the relative percentage of time allocated to Research, Teaching or Service during the Spring, Summer and Fall of 2020. (Note: NTT faculty generally would not be expected to engage in research. Faculty on 10-month appointments would not engage in teaching or service in the summer.) Each row should add to 100%

Spring, 2020: _____ Teaching _____ Research _____ Service

Summer, 2020: _____ Teaching _____ Research _____ Service

Fall, 2020: _____ Teaching _____ Research _____ Service