

## ADDENDUM

### CONSIDERATIONS DURING COVID-19 PANDEMIC

The English Department wishes to thank the Department of Communications for allowing us to use their COVID-19 addendum with minor revisions to reflect our different discipline.

The COVID-19 pandemic has profoundly disrupted English faculty's personal and professional lives, which in turn negatively affects the three areas evaluated in their RTP files. Most faculty members have done significantly more work in the areas of teaching and service, and our research and creative activities have decreased due to a variety of challenges. In addition, many faculty have experienced stress, anxiety, physical/mental health and other issues that have adversely impacted their performance.

In the area of teaching, faculty have faced numerous challenges, including but not limited to:

- Preparing alternate materials
- Learning how to teach in an online environment
- Moving class content online (and moving content back to on-campus instruction)
- Adapting to working from home/dealing with distractions, etc.
- Impacts on classroom discussions and activities
- Potential lack of engagement from students
- Professors' and students' lack of technology and resources to perform well in their classes
- Additional advising of students
- Canceled/altered peer classroom observations
- Adjusting class standards and learning outcomes
- Accommodating student needs (i.e. loss of or increased workload, family health issues, privacy issues, loss of income)

All of this could affect PTE response rates and scores and/or other forms of teaching evaluation.

In the area of research/creative activities, faculty have experienced damage to their productivity and research/creative activity record due to:

- Lack of access to labs and facilities
- Lack of access to research participants and sites
- Canceled/rescheduled conferences
- Conferences moved to an online modality
- Less time to conduct research due to increased teaching and service activities
- Less time to apply for research grants
- Prohibited travel
- Restricted and canceled research funding, or an inability to use research funding as originally intended
- Course releases awarded and rescinded
- Extended publication review times
- Lack of coordination/collaboration with researchers from other institutions and departments

In the area of service, faculty have experienced the following challenges, including but not limited to:

- Increased workload
- Increased number of meetings
- Meetings and correspondence held via Zoom
- Reduced number of opportunities for college- and/or university-level service

- Additional pandemic-related service work
- Increased email correspondence with students, faculty and administration
- Increased workload on club/organization advisors to assist students in online environments
- Additional professional development requirements
- Canceled events and activities

As a result of the above, probationary faculty may have extended their tenure timeline an additional year (or years) to accommodate these challenges. Faculty should not be held to a higher standard because of this. All of this needs to be considered when evaluating probationary faculty.

While we recognize that some faculty may not feel comfortable addressing the specifics of the pandemic's impact on their career and personal lives, we strongly recommend that each candidate acknowledge how their teaching, research, and service may have been impacted by the pandemic.

In their WPAF dossier, faculty should describe the pandemic's impact on their teaching, research/creative activities and service, and could provide evidence, if available, to document the various challenges listed above. To do this, we will allow an extra page in the documentation dedicated to this goal. In abbreviated files, where evidence is not necessary, faculty can address these issues in the narrative portion of their file.

RTP reviewers should recognize the differential impacts of the pandemic on probationary faculty as consideration for a fair evaluation. Faculty going up for full professor during the pandemic should receive similar consideration.

This addendum should be considered for the duration of the COVID-19 pandemic. The removal of this addendum will be decided by the English faculty. However, the impacts of the pandemic will likely have long-term consequences that may need to be considered in evaluations long after the current crisis is over.

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9/2/21

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9/3/2021