

UW Bothell COVID-19 Impact Statement for the Review of Promotion and Tenure Dossiers

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Initial Approval by the UW Bothell General Faculty Organization's Executive Council 04.06.21

Review by the Council of Academic Deans 04.07.21

Rereview by School EFCs, Campus Council for Promotion & Tenure, Council of Academic Deans 05.14.21

Final Approval by the UW Bothell General Faculty Organization's Executive Council 06.11.21

Final Approval by the UW Bothell Chancellor 06.15.21

Operational Guidance

Owner: This *Impact Statement* was developed by UW Bothell campus faculty governance, reviewed by the campus deans, and endorsed by the Chancellor's Office.

Intended Use: This *Impact Statement* should help reviewers understand the context for how the COVID-19 pandemic may have impacted faculty at the UW Bothell campus only. This *Impact Statement* contextualizes, but does not supersede, the existing standards for promotion and tenure as described in the UW Faculty Code and expanded by each UW Bothell School.

While this statement does not speak to the particulars of each faculty member's experience during the pandemic, we expect that understanding the general pandemic context for our campus will support equity during the review of faculty dossiers.

We recognize that a combination of circumstances affected how universities across the US and elsewhere responded to the pandemic which may or may not be similar to the UW Bothell context.

Intended Timeline: While the pandemic's impacts are inescapable in FY2021, we expect pandemic impacts for faculty through Fy2025.

Faculty Role: This *Impact Statement* will be included as the first page in every Interfolio dossier (the UW Bothell document management system). This will ensure that a faculty member does not have to prepare their own general impact statement as part of their self-assessment. A faculty member may opt out of including this *Impact Statement* in their dossier by contacting their Administrator to remove this section from their Interfolio dossier.

If there are particular issues, due to the pandemic, that affected the supporting evidence for promotion and tenure, each faculty member may also include such explanation as part of their self-assessment. Note that there is no need to disclose personal information as part of this explanation.

While not exhaustive, examples of individual explanations that may be needed include extended timelines for peer-reviewed manuscripts in revise status, conference/screening cancellations for accepted peer-reviewed products, lower participation rates for student evaluations, peer observations based on asynchronous instruction where class observations could not be made, reduced service and leadership opportunities, and so on.

Reviewer Role: While UW Bothell standards for promotion and tenure have not changed as a result of the pandemic, reviewers should consider the general pandemic context for UW Bothell as they evaluate the supporting evidence for promotion and tenure.

Reviewers are reminded that UW's Executive Order 45 Section 4 requires, "*In arriving at recommendations for promotion or tenure, faculty and chairs or program directors are directed to study the whole record of candidates.*" UW Bothell does not use quantitative standards regarding productivity; instead we consider the whole record. As such, trajectory and productivity during the pandemic should be considered as one piece of the overall record for each candidate.

COVID-19 Impact Statement For P&T Candidates

The UW Bothell Campus: The UW Bothell campus is a predominantly undergraduate institution, as well as a regionally-serving institution. UW Bothell is formally designated as a minority serving institution: *Asian American and Native American Pacific Islander Serving*. In Autumn 2020, 41% of incoming students would be the first in their immediate family to earn an undergraduate degree and 33% of students are eligible for federal Pell grants. 61% of the UW Bothell student population does not identify as White.

The UW Bothell mission holds the faculty-student relationship as paramount and the campus was primarily designed for small classrooms, laboratories, studios, etc. Standard teaching loads for tenure-track faculty are five courses per year. When accounting for service, standard teaching loads for teaching-track faculty vary between seven and eight courses per year depending on the School.

UW Bothell received the Carnegie Community Engagement classification in 2020 because of the significant emphasis on community-engaged learning and research that faculty embrace.

Prior to the Spring 2020 quarter, less than 1% of UW Bothell courses were fully online. The campus did not have a Zoom site license until March 2020 and many faculty members were not regularly using the learning management system and the lecture capture system. The campus did not allow students remote access to localized software in instructional computer labs and did not have a robust laptop loaner program for students.

COVID-19 Timeline: The first identified COVID-19 cases in the United States were reported in the Bothell region (Washington State) during Winter quarter 2020. UW, including the Bothell campus, was the first university in the US to convert to fully remote operations as mandated by the Governor. This conversion to remote operations occurred the week before Winter quarter 2020 finals and affected the entire Spring quarter and Summer session during 2020. Faculty had one week between Winter and Spring quarters to prepare for fully remote instruction. Due to the limited ability to provide the required social distancing, UW Bothell offered over 90% of courses remotely in the Autumn 2020, Winter 2021, Spring 2021, and Summer 2021 quarters. While UW Bothell expects to offer a primarily in-person student experience during AY 2021-22, final details are unknown at the publication date for this *Impact Statement*.

Regional Impacts: Regional K-12 school districts were primarily in remote operations from March 2020 with several not offering any instruction as they transitioned during the initial phases of the pandemic. Most school districts did not resume in-person instruction until March 2021 with many still offering a hybrid form of instruction depending on grade level at the publication date for this *Impact Statement*.

During the COVID-19 timeline, the UW Bothell community was impacted by one or more of the

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following related issues: racial health and economic disparities from the pandemic, increased awareness of systemic anti-Black and anti-Indigenous racism, sustained street protests, attacks/blame placed on Asians and Asian Americans, and political uncertainties related to DACA and immigration.

Overall Impacts to Faculty: COVID-19 impacts to an individual faculty member depends greatly on a combination of family responsibilities, illnesses, relationship to related social crises, and other unforeseen challenges and stresses. Many of the more significant impacts are falling on caregivers (predominantly women); Black, Brown, and Indigenous faculty; and those whose communities have been disproportionately impacted in terms of severity of infection, health outcomes, and mortality rates. Faculty with young children have faced challenges supporting their school-age children who are learning from home, as well as unreliable access to daycare for younger children.

UW Bothell provided limited assistance to support remote instruction with funding for graders, readers, part-time faculty support, additional technology, etc. This support was not available until after the Winter 2021 quarter started and was limited such that only faculty with the most extreme caregiving and racial trauma impacts could request it.

The UW tri-campus allowed faculty to request and automatically receive a one-year clock extension due to COVID-19 because of the extraordinary circumstances. This clock extension is available for 2019-20, 2020-21, or 2021-22 for those faculty working towards promotion and/or tenure in a mandatory and specified timeframe as outlined in the UW Faculty Code.

Teaching Impacts: For many faculty members, teaching loads increased based upon factors outside of their control e.g., last minute cancellations by part-time faculty, unexpected FMLA leaves for colleagues, and a surprising increase in student enrollment at UW Bothell during AY 2020-21 for unexplained reasons. In addition, faculty teaching community-centered courses were affected by cancellations.

The remote modality was new to most faculty who needed additional training and support with much of that happening in Summer 2020. While the training provided by the campus focused on asynchronous instruction, the UW Bothell faculty found that they needed to provide some level of synchronous instruction due to a combination of student demand and the difficulty associated with designing asynchronous courses in the short timeframe. These challenges have continued across this entire period as faculty members prepare additional courses, reflect on remote teaching effectiveness, and respond to ever-changing conditions.

Fully remote instruction changed the ways in which students engaged with the curriculum, their peers, and faculty, which resulted in professional and emotional burdens on faculty who worked to provide a different suite of pedagogical and emotional support for their students.

Teaching evaluation processes, both student course evaluations and peer teaching evaluations, were significantly impacted. In response, UW Bothell Schools have made various adjustments to student and peer teaching evaluation requirements and processes for faculty. UW Bothell surveys in Spring 2020 indicated student dissatisfaction with the instructional experience, although that satisfaction has significantly increased during AY 2020-21.

Scholarship and Research Impacts: As stated, adapting course designs to remote modality required extra workload for UW Bothell faculty who teach significantly more than faculty at R1 institutions. This increase in workload reduced the time available for research, which for faculty at predominantly undergraduate institutions, is often during the summer. In summer 2020, large numbers of UW Bothell faculty participated in extended campus training regarding remote instruction. While this training likely contributed to improved student satisfaction with teaching in AY 2020-21, it came at the expense of focused research time.

For some faculty, research momentum was affected by professional constraints such as access to laboratories, field sites, etc.; reduced collaborations with colleagues; funding delays; inability to carry out in-person studies particularly those involving human subjects; delays in publication review processes; inability to travel to conferences; supply chain issues; etc. Faculty involved in community-centered research found that many community partners were unable to participate. Some of these partners also needed new forms of support which increased the ethical responsibilities felt by faculty.

National and international studies have shown that gender inequities in research productivity have occurred and that impacts to research are compounded for Black, Brown, Indigenous, and other faculty who have been historically marginalized by higher education.^{1 2 3 4}

Service: The nature and level of faculty service may have changed as part of new needs, changing priorities and focus, and individual factors.

¹ Manzo L., Minello A. Mothers, childcare duties, and remote working under COVID-19 lockdown in Italy: Cultivating communities of care. *Dialogues in Human Geography*, **10**:2, 120-123 (2020). <https://doi.org/10.1177/2043820620934268>

² Myers K.R., Tham W.Y., Yin, Y. *et al.* Unequal effects of the COVID-19 pandemic on scientists. *Nat Hum Behav* **4**, 880–883 (2020). <https://doi.org/10.1038/s41562-020-0921-y>

³ Misra J., Clark D., Mickey E. Keeping COVID-19 from sidelining equity. *Inside Higher Education*, February 10 2021.

⁴ Shillington A., Gehlert S., Nurius, P., Delva, J., Hooyman, N., Manderscheid, R., Palinkas L. Commentary: COVID-19 and long-term impacts on tenure-line careers. *Journal of the Society for Social Work and Research*, **11**: 4 (2020). <https://doi.org/10.1086/712579>