Appendix C: Example impacts of the pandemic on the areas of teaching, research and scholarship, service, extension, and librarianship

These lists are provided to help people think through some noted impacts and are not exhaustive. Faculty should describe what pertains to their experiences.

Teaching

- Course reflections submitted by faculty for the spring 2020 semester provide valuable insight into instructors' experiences through abrupt change. These statements may provide helpful starting points regarding the instructional goals during subsequent academic year(s).
- Some instructors opted to use student evaluations for the 2020 spring semester. The comments, if shared from these evaluations, need to be contextualized for rapid delivery mode adaptations.
- Courses with laboratory, clinical, studio, experiential, or field components presented unique challenges.
- Technology challenges altered traditional methods of assigning and assessing student work. These challenges also changed how exams and projects are administered and evaluated.
- Hybrid/blended instruction managing either/or asynchronous and synchronous online-only students continued into the 2020-2021 academic year. This organization and tracking required many faculty and instructors (staff, graduate students mentored by faculty) to spend a significant amount of time learning new pedagogical methods and technological approaches. It also required revising existing courses for new teaching approaches as well as communication and tracking arrangements.
- Student care activities went up significantly for coursework and for advising (academic and other).
- Caregiver responsibilities and emotional labor supporting family and colleagues interjected teaching time and availability.
- Additional teaching responsibilities and contributions took place in response to the pandemic (e.g., serving as a replacement instructor for a colleague; sudden changes in workload; providing additional student advising for undergraduate and graduate students as well as research mentees; additional emotional labor to support the needs of students and graduate teaching assistants)
- Cancellation of performances and exhibitions by students
- Cancellation of field courses
- Cancellation of community-engaged educational programs
- Cancellation/interruption of faculty-led international travel courses and study abroad programs
- Interruption of clinical teaching and supervision of internships; the need to revise how those programs are designed and delivered
- Required revisions of research and teaching assistantship activities for undergraduate and graduate students who are under faculty supervision
- The fieldwork of graduate students and postdoctoral scholars was canceled or modified, which altered graduation rates and thesis and dissertation completion timelines.
- Cancellation of conferences related to teaching professional or training program development
- Student feedback potentially more negative due to issues adjusting to learning in an online environment, not necessarily subpar teaching practices
- Collaborators/team teaching members and support teaching staff impacted.
- Instructors reconfigured in-person workshops and site visits to online approaches, often with students who had no previous experience with online teaching platforms.

Research and Scholarship

- Lab closures and/or loss of research material
- Impacts on grant funding, including changes in granting agencies' priorities, cutbacks in funding available, new grant funding opportunities, and the fact that faculty were encouraged to continue to pay students, postdocs, and technicians even if not advancing projects.
- Cancellation of book contracts due to the closure of or cutbacks at university or other presses
- Cancellation of performances and exhibitions
- Cancellation of conferences before or after abstracts/papers accepted.
- Inaccessibility of fieldwork sites, human subjects, libraries, archives, and other research collections
- Delays in journal review process and publication schedules
- Delay in the arrival of international undergraduate and graduate students, postdoctoral fellows, and colleagues involved in the research program (on and off-campus)
- Impact of the need to revise/redefine activities of undergraduate and graduate student research assistants and how those trainees are supervised and mentored
- Cancellation of invited talks
- Cancellation of fellowships, artist/scholar-in-residence appointments, and other similar activities
- Caregiver needs overlapped research time and time with research group mentees.
- Other workload priorities and emotional labor intruded on research time.
- Disruption or denial of access to research facilities and laboratories for student researchers at certain times due to space limitations (reduction of numbers of people in a space at one time) or illness, quarantine or isolation (examples)
- Collaborators/research team members impacted
- Long term, time-sensitive and/or sample-based experiments impacted, including possible destruction of materials during lockdown (on campus as well as repositories and living collections)
- Fieldwork travel and access were interrupted or canceled.
- Sabbatical interruptions, postponements, or adjustments occurred.

Service

- Traditional and ad hoc service assignments were suspended or curtailed.
- Responsibilities for some faculty, especially those engaged in community outreach, governance, curriculum, or mentoring were significantly increased.
- External service responsibilities became complicated, including journal editorships, chairing of academic conference sessions, professional organization service, and other integrated scholarly services.
- Service to community-based institutions was halted and then altered in significant ways, as were public presentations.
- Caregiver needs and emotional labor as mentors and family members overlapped service time.
- Other workload priorities overlapped service time.

Extension

- Pandemic response significantly increased coordinating responsibilities for some faculty, especially those engaged in community outreach, such as educating stakeholders on the use of communication platforms/technologies that they do not typically use and motivating them to participate in online activities, working with video/digital media producers and virtual conference platforms for the organization of activities such as virtual field days or 4H programs or performing field visits that require travel (especially for Extension specialists with responsibilities in more than one state).
- External extension responsibilities such as evaluation of programs that were partly or fully halted, interaction with Extension specialists from other states, participation in civic organizations and community service activities, and other integrated scholarly services were all abruptly more complicated.
- Extension activities involving public institutions and industry stakeholders as well as public presentations were halted and then altered in significant ways.
- Other workload priorities overlapped Extension work.
- Collaborators/service & engagement team members were all impacted.

Librarianship

- Access to available materials internally (Clemson owned library resources) and externally (resources sharing from other institutions) to support teaching, research and scholarship was significantly reduced.
- Workload increased to develop plans for closing and re-opening library buildings and spaces, developing protocols for cleaning and distancing, and related changes.
- The transition to remote/hybrid teaching and instruction due to class content, structure, objectives, size, etc. was complex.
- Technological challenges associated with remote access to critical systems added complexities.
- Time spent to retool and/or redesign instructional curriculum and activities to be used in a virtual format had to be incorporated.
- Reference and research consultations to support teaching, research, and scholarship for faculty, staff, students and general researchers increased markedly.
- Additional workshops, trainings and development of resources supporting online teaching and learning took place.
- Acquiring resources and developing library and research collections added challenge and workload.