

Caregivers Support and Faculty Reviews Joint Task Force

Spring 2021 Progress Report

April 20, 2021

Executive Summary

At the beginning of the 2020-2021 academic year (August 31, 2020) Clemson University Provost Bob Jones approved a year-long joint task force focused on the impact of the pandemic on Clemson University caregivers. This dual-focused group was comprised of two sub-task forces: Caregivers Support and Faculty Reviews. Both groups submitted and presented a report to Provost Jones on January 15, 2021, summarizing their fall semester efforts. This report is a follow up of both entities' spring semester progress, which built upon those fall activities.

Task Force Membership

Faculty Reviews Task Force Membership:

Faculty Workload Communication Plan Team

Denise Anderson (Team Chair): Professor and Associate Dean for Faculty Affairs, College of Behavioral, Social and Health Sciences; FSAP/FMLA Policy Lead for TIGERS Advance Team

Joe Mazer: Professor, Communication; Chair of Organization of Academic Department Chairs

Thompson Mefford: Associate Professor, Materials Science & Engineering; Vice President/President-Elect of Faculty Senate

Jennifer Ray: Staff Relations Manager, Human Resources

Chelsea Waugaman: Faculty Affairs Project Director, office of the Provost

Faculty Impact Statement for Faculty Reviews Team

Rob Baldwin, Professor, Forestry and Environmental Conservation; most recent chair of Grievance Board

Karen High, Professor, Engineering and Science Education; Co-Lead of Tigers ADVANCE Trailblazers

Amy Lawton-Rauh (Team Chair), Associate Provost for Faculty Affairs, Office of the Provost

Chelsea Waugaman, Faculty Affairs Project Director – Office of the Provost

John Whitcomb, Professor – Nursing; Faculty Senate President

Mary Beth Kurz, Faculty Manual Consultant, Resource Guide

Caregivers Support Task Force Membership:

Tim Brown, Associate Professor of Architecture; Faculty Senate Welfare Committee Chair

Lori Dickes, Associate Professor of Parks, Recreation and Tourism Management; Chair of Women's Commission

Julia Lagnese, TIGERS ADVANCE intern; Undergraduate Student

La'Toya Ritter Maddox, Chief Business Officer for the College of Architecture, Arts and Humanities; Member of Commission on the Black Experience

Eileen Melville, Graduate Student

Joy Patton, Director of Staff and Faculty Relations, Human Relations

Margaret Ptacek, Professor of Biological Sciences; Director of TIGERS ADVANCE

Sean Sather-Wagstaff (Task Force Chair), Professor, Mathematical and Statistical Sciences

Helen Schmidt, TIGERS ADVANCE Intern; Undergraduate Student

Paige Thomsen, TIGERS ADVANCE Program Coordinator; Graduate Student

Summaries of Progress

Faculty Reviews Task Force Summary:

Faculty workload communication plan

The Faculty Workload Communication Plan Team took the lead on moving forward with disseminating content prepared last semester by the full Faculty Reviews Task Force about policies and practices in existence at Clemson that can support university faculty as they address COVID-related caregiver responsibilities while managing workload expectations in preparation for annual and tenure, promotion and reappointment reviews.

The team accomplished the following goals: 1) developing a communication and training plan for policies and practices outlined in a Summary of Faculty Workload Resources document, 2) creating a faculty-centered version of this document, and 3) securing approvals for and creating a published online web presence about the university's Family Support and Accommodation Plan (FSAP), which was an outgrowth of a Tigers ADVANCE policy project to share FSAP experiences and resources (<https://tinyurl.com/ClemsonFSAP>)

This team developed a task list and timeline for communication of a department chair focused document they edited. That timeline and plan includes training for department chairs at an OADC meeting as well as the Department Chair Retreat this upcoming summer as well as the development of a web resource outlining the options to maintain permanent access to the information under the Provost's office website.

In addition, the team has also developed content for a faculty-oriented resource on the same topic with fewer necessary details in order to allow faculty members access to information about resources to advocate for themselves in negotiating adjustments to workloads during the pandemic response. The team has a timeline in place to focus information distribution and training and necessary on an ongoing basis to ensure widespread dissemination. Finally, the team also assisted with the work tied to ADVANCE focused on greater communication around FSAP and its utilization. Now approved by General Counsel, a website is in the final stages of development/publication that provides administrators and faculty with additional information on the FSAP process, a FAQ section and case examples of how it can be utilized from faculty who were willing to serve as resources for other potential users. This web content will be housed on the Provost's web page as well as linked to from the ADVANCE website, Human Resources, and other related sites. Information about FSAP and these web resources will be shared at late spring semester OADC meetings, the August Department Chair's Retreat, and the August New Faculty Orientation.

Faculty pandemic impact statement

The Faculty Impact Statement for Faculty Reviews Team served as a development, writing and communication plan team and created Appendix I "Pandemic Impact Statements." The team continues to move forward on this plan, which includes an awareness campaign and intense communication plan with faculty, department chairs, TPR chairs and associate deans. A primary repository of information is on the faculty affairs TPR website: <https://www.clemson.edu/provost/faculty-affairs/promotion-tenure.html>

Impact Statement Communication Plan, Stakeholder Engagement During Development

'Stakeholder review' draft discussions: review document and hear input (not requesting writing edits)

1. Faculty Manual Consultant (Mary Beth Kurz; Feb 18)
2. Faculty reviews communication group (Feb 18)
3. Associate Deans-Faculty success roles (Feb 22)
4. NSF Tigers ADVANCE (Steering committee, Feb 23)
5. Faculty Senate pandemic group (March 4)

Listen and incorporate into working document draft

1. VPR (research impact discussion with Tanju Karanfil and John Whitcomb) (Feb 22)
2. Full meeting with Caregivers support and Faculty Reviews (both groups) (Feb 26)

OADC (awareness and implementation)

1. Describe impact statement forthcoming at February 24 OADC meeting
2. Follow up with final version at distribution (week of March 8)
3. Communicate as Q&A during Dept Chair Drop-ins (Weekly non-OADC meeting Weds)
4. TPR Roadshow: April (TPR chairs, Dept chairs, etc.)

TPR Roadshow stops per college:

4/06 CBSHS 12-1 p.m.

4/07 CAFLS 11 a.m. - 12 p.m.

Libraries 3-4 p.m.

4/08 Science 1-2 p.m.

4/14 CECAS 12-1 p.m.

4/19 Business 2-3 p.m.

4/21 CAAH 10-11 a.m.

Education 2:30-3:30 p.m.

Working versions (editing and finalizing)

1. Faculty reviews, impact statement group (Feb 22, March 8 draft revision over emails)
2. Lead senators: Libraries, CAFLS for impact sections (Feb 22)
3. Faculty reviews, impact statement group (March 1 with follow-up due March 2, March 8)
4. Associate Deans-faculty success roles (March 5 after senate group version)

Final version (awareness and implementation)

1. Faculty senate special order presentation (March 9)
2. Deans' advance view (March 16)
3. Faculty affairs website, Canvas-OADC announcement/email (March 19)
4. All_Faculty email (March 19)
5. OADC meeting (March 24)
6. First Year Friday Faculty Forum: April forum (April 2)
7. Submit report to Shared Governance for full task force (~ April 23)
8. Zoom sessions May 5 and May 12 for all faculty to review and discuss the Impact Statement (May 5 example: <https://tinyurl.com/CUFacultyImpactStatementZoom>). Announce sessions week of April 26)

Conclusion and next steps for the Faculty Reviews Task Force:

After May 2021, faculty reviews team members will serve as resources for anyone in the Clemson community who has questions about why and how pandemic impact statements operate. The group will increasingly become more aware of FSAP and other faculty workload programs, suggestions, and narratives to facilitate awareness and discussions described above with OADC and other leadership. Our group will reunite with the Faculty workload communication plan team and will meet regularly (monthly) until September. In September, the full Faculty Review Team will decide the extent to which the group will meet throughout the fall semester and determine if this same impact statement exercise with possible modifications will be implemented prior to the 2022-2023 review cycle begins at the end of the Spring 2022 semester.

Caregivers Support Task Force Summary:

excerpts from full report, full report will be posted on the TIGERS ADVANCE website

This task force was charged with addressing caregiver needs with an immediate and long-term scope for Clemson's faculty, staff, and students. In a time filled with so many challenges for individuals, we are grateful for this opportunity to encourage Clemson's leadership to maintain and strengthen its commitment to leading with compassion and understanding.

The Task Force is pleased to provide an overview of the work of the task force, including results of a survey focused on broad caregiving needs that Clemson's faculty, staff, and students may be experiencing during COVID-19, as well as creation of a resource list and a virtual tutor corps.

This document also includes recommendations for future work.

In Fall 2020 the Task Force gathered information to meet the above charge. This process included webinars, readings and meetings with a range of individuals from Clemson Human Resources, the Outdoor Lab and Experimental Forest, governance bodies (Faculty Senate, Staff Senate and Undergraduate/Graduate Student Governments), and other offices/units, as well as representatives from Barnard College.

In addition, we developed and implemented a University-wide survey that resulted in over 1,000 responses; the large number of responses during a particularly stressful and busy time of year highlights the urgent need for this task force's work. The results illustrate a wide range of needs and concerns and highlight potential gaps in services and policies both across society and at Clemson.

The Task Force created and distributed a resource document listing some area caregiving services. The group organized a corps of undergraduate work-study students and other volunteers to tutor middle- and high-school students. And the group plans to create opt-in virtual communities for CU caregivers.

Resource List

As its first significant outcome, the Task Force created a resource document listing some area caregiving services. The document focuses on childcare, eldercare, and tutoring, and it is accessible for anyone with Clemson University credentials. It was disseminated to the university community via Our Clemson and The Newsstand on December 14, 2020 and several follow-up notices at OADC, Faculty, Staff, Graduate and Undergraduate Student Senates, and spring townhalls.

Links and addresses associated with the Caregivers Support task force, as of April 2021:

Caregiving email address: ClemsonCaregivers@clemson.edu

Caregiving resource list: <https://clemson.box.com/s/wr1ebi6e5waqhbyllo6cfr5xiweqghkm>

Newsstand article*: <https://newsstand.clemson.edu/caregivers-joint-task-force-update/>

*contains link to 'Caregivers Resource List' portal

Virtual Tutor Corps

Many survey respondents signaled that they would benefit from tutoring for their children, for the children's sake (e.g., due to learning challenges in online modalities) and for their own (e.g., to free up time for work obligations and self-care). Based on information from Dean Aronstein from Barnard College, this Task Force created a corps of undergraduate work-study students to tutor middle- and high-school students. Task Force member Margaret Ptacek spearheaded this effort. The corps group received a total of 75 tutor requests, and we provided tutoring for a total of 68 students. We placed 30 federal work-study students as tutors initially (currently down to 26), along with three Emeritus College faculty volunteers and three student volunteers from Clemson's Black Graduate Student Association. All tutors completed required training and background checks for working with minors, and we are maintaining compliance with all requirements for working with minors. Financial support for the tutors' stipends came from the office of the Provost and the office of Finance and Operations. The School of Mathematical and Statistical Sciences funded a graduate assistant to support the project. Clemson's Honors College is the home department for the federal work study jobs, provided accounting support for the program, and may contribute financial support.

Caregivers Support Task Force Future Work and Recommendations

Future Work

The Task Force is working to create opt-in virtual caregiver communities where Clemson's faculty, staff, and students can work together to provide ongoing support and problem solve in specific areas. Our plan is to create three moderated groups:

- Faculty: main group hosted on Canvas, with an auxiliary group on Facebook
- Staff: main group hosted on Teams, with an auxiliary group on Facebook
- Faculty: main group hosted on Canvas, with an auxiliary group on Facebook

The Task Force will work with Human Resources, Faculty Senate, Staff Senate, the Undergraduate and Graduate Student Governments, the university Commissions and other campus organizations to identify potential moderators for these groups.

The Task Force will continue combing through the many pages of responses to open-ended questions to identify themes and further ways to help caregivers to navigate these demanding times.

Recommendations

The Task Force anticipates that the consequences of the COVID-19 pandemic for caregivers will continue long after the university returns to pre-pandemic operations. It will take time for people to get vaccinated, for schools to reopen safely and for caregiving facilities to resume full safe operations. So, it will be important to update and maintain the resource list created by this task force. This list is also a useful resource for any Clemson University stakeholder. While virtual learning environments can be good for students, many students have fallen behind during the pandemic, and it will take time for many students to catch up. The Task Force

has already received requests for continuation of the virtual tutor corps in the 2021-22 school year. Once the virtual caregiver communities are established, the Task Force hopes that they will be relatively self-sustaining, but the group expects that they will benefit from some university support, e.g., yearly advertising to prospective members, broad oversight and management by relevant Clemson stakeholder(s). With these points in mind, the Task Force recommends that an *ad hoc* committee be formed to continue the work started by this organization.

Conclusions from the Caregivers Support Task Force:

The Task Force commends the Provost for convening this task force and committing to understanding the landscape of issues currently faced by Clemson’s faculty, staff, and students. This group’s preliminary work highlights the need for a continued, committed focus on compassionate leadership across the university. The Task Force celebrate the ongoing success of faculty, staff, and administrators in these difficult times. At the same time, we recognize that together we can continue to do better for each other.

APPENDIX April report: COVID-19 pandemic Impact Statements, 2020-2021 Academic Year

Date: 16. March 2021

To: All faculty (regular, special rank, and administrative)

From: Executive Vice President of Academic Affairs and Provost Bob Jones
Associate Provost for Faculty Affairs Amy Lawton-Rauh

Introduction: This document guides faculty to write a pandemic impact statement and is a result of the Provost's Caregivers Support During the COVID-19 Pandemic Joint Task Force, Faculty Reviews group through extensive collaboration with various stakeholders and leaders on campus. More details regarding this group's composition and activities and the process involved in creating this document will be filed on the Shared Governance website as reports (filed January 2021 and April 2021). The purpose of this impact statement is to help evaluators appreciate challenges faculty faced during the pandemic while also providing faculty the opportunity to reflect, share, and document their experiences. While required, it is acceptable to write very brief summaries.

Key Points:

- Required for all faculty as upload to DigitalMeasures for Annual Evaluation (May 2021)
- Three purposes of this document:
 1. Awareness of the impact of the pandemic on faculty across the University
 2. Guidelines for writing the impact statement
 3. Guidance on including pandemic impacts in letters requesting formative input from external evaluators
- Copy of the same document should be uploaded to two places in DigitalMeasures:
 - DigitalMeasures_AnnualReviewWorkflow
 - DigitalMeasures_TPRworkflow (the same document, as relevant; please confirm with TPR chair)
- Please contact DMAdmin@clermson.edu (Assistant Director of Institutional Research, Melissa Welborn) for technical questions.
- Please contact APFA@clermson.edu (Associate Provost for Faculty Affairs) for questions about policies and processes related to the impact statement.

Section	Topic:
1	The impact of the COVID-19 pandemic on faculty in higher education
2	COVID-19 pandemic impact statement template (guidance for faculty)
3	Letter to external evaluators

Appendices:

Appendix A: TPR MEMO and TPR extension form (combined)

Appendix B: Spring 2020 course evaluations MEMO

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

Section 1: The impact of the COVID-19 pandemic on faculty

The COVID-19 pandemic has had a widespread impact on faculty. This impact varies among disciplines, teaching and research methodologies, and personal-professional circumstances. When COVID-19 was declared a pandemic in March 2020, faculty implemented abrupt changes in all areas of teaching, research, extension, service, and librarianship. Peer-reviewed publications indicate that women, underrepresented minorities and faculty with caregiver responsibilities experience a disproportionate impact on their work (National Academy of Sciences, Engineering and Medicine, 2021; Goodwin & Mitchneck, 2020; Myers et al., 2020). The pandemic is projected to amplify preexisting inequities in faculty promotion and tenure processes (Malisch et al., 2020). A broad body of literature documents gender and racial bias across crucial areas of faculty experience, including grant funding (Ginther et al., 2011), peer review (Tamblyn et al., 2018), student evaluations of teaching (Chavez & Mitchell, 2020), teaching and service load (Tierney and Bensimon 1996), and the tenure evaluation processes (Weisshaar, 2017).

Funding agencies, academic societies, and associations stress the importance of immediately adapting policies and practices employed in annual and TPR faculty reviews to ensure that reviews will fairly and consistently account for disruptions (Gonzales & Griffin, 2020). In anticipation of how abrupt changes impacted faculty, Clemson University's Office of the Provost, in collaboration with Faculty Senate, implemented two immediate adjustments during April 2020: 1) simplified pathway for TPR clock extensions for all faculty hired before July 1, 2020, not in their penultimate year, and 2) modification of student course evaluation surveys (Appendices A and B).

The COVID-19 pandemic impact statement will be used in annual evaluations and tenure, promotion, and reappointment review cycles pertaining to 2020-21 and 2021-2022 activities. All faculty must include this statement in their annual review dossiers and file the same statement in their tenure, promotion and/or reappointment dossier. This impact statement provides reviewers information they need to perform a fair, and discrete review. This statement is in addition to standard activities reporting for the annual review process (DigitalMeasures_AnnualReviews) and the TPR process (DigitalMeasures_TPRreview).

The statement should identify levels and broad categories of impacts. Faculty may opt to write a very brief statement if they feel that the pandemic has had minimal or no effect on their work. Though not explicitly stated, it is appropriate for faculty to share the emotional labor and impact they have recently experienced supporting their mental health and wellness needs, as well as the needs of others. Personal health, wellness, and medical information is not required and faculty should not feel obligated to share information that they prefer to hold private; however, faculty are encouraged to share their circumstances in broad terms to the extent that they are comfortable. Note that this statement is not considered confidential.

Section 2: the COVID-19 pandemic impact statement template

The COVID-19 pandemic impact statement allows faculty to formally document the pandemic's impact on their work in research, teaching, outreach, extension, service, and librarianship (as applicable). This statement will be used to document interruptions, delays, shifts in opportunities, and atypical circumstances that impacted and many continue to impact expected productivity. It also describes shifts faculty are navigating as the pandemic impact leads to new or different future work. There will be variations in experiences, resources, duration, and needs. Faculty candidates and reviewers should be mindful of the multiplicative effects and the

unique stressors of the COVID-19 pandemic. Faculty should limit statements to no more than 1000 words or two pages. A list of representative impacts of the pandemic in each category (teaching, research, and scholarship, service, extension, and librarianship) provided in Appendix C may help.

The following prompts should be considered when faculty write a concise statement (as relevant):

Teaching:

- What specific challenges, if any, did you encounter in shifting your course modality?
- What steps did you take to address these challenges? What outcomes (negative, neutral, and positive) do you think resulted from those actions? Include any opportunities or changes resulting from how you addressed these impacts.

Research and Scholarship:

- Was your research program impacted? If so, how? As provided in Appendix C, examples include lab closings, access to materials/sites, team challenges, increased workload in one area resulting in a focus on a different area, new data, switch to remote activities such as analyses, etc.
- How did you adapt to these circumstances? This prompt is an opportunity to briefly describe how you re-centered or changed your research and scholarship approach.

Service:

- Have you experienced increases or decreases in service load or ability to effectively meet current service obligations?

Extension:

- Was your extension program impacted? If so, how? As provided in Appendix C, examples include facility closures, access to materials and sites, team challenges, increased workload in one area resulting in a focus on a different area or activity, switch to remote operations and public or corporate interactions, etc.
- How did you adapt to these circumstances? This prompt is an opportunity to describe how you re-centered or changed your extension work and approach very briefly.

Librarianship:

- Was your area of librarianship impacted? If so, how? As provided in Appendix C, examples include facility closures, changes in access to materials and sites, team challenges, increased workload in one area resulting in focus on a different area or activity, switch to remote operations and interactions with others (internal and external).
- How did you adapt to these circumstances? This prompt is an opportunity to describe how you re-centered or changed your work and approach very briefly.

Workload and General:

- Has your actual or assigned workload changed in a manner not documented in your annual goal setting?
- Do you have comments to share about emotional support activities and roles for Clemson University (colleagues, students, others) that do not fit into specific categories?

Section 3: Letter to external evaluators

Example letter section for TPR committees to use when requesting evaluations from external reviewers. Include an edited version of this section below within the letter provided requesting a review of the full candidate dossier (not when requesting a commitment to review):

Dear External Evaluator,

The TPR committee provides dossier materials representing the candidate's research and scholarship activities for promotion and/or tenure [name of candidate].

Your evaluation should consider the quality of work and the impact of the candidate's research and scholarship on the area of study. You are not being asked to recommend for or against promotion or tenure, nor being asked if the candidate might receive promotion or tenure at your institution.

The pandemic has affected everyone in higher education since March 2020. Clemson University faculty are required to document the pandemic effects on their work, including how they adapted or created new directions and opportunities through various shifts in their responsibilities and workloads. This statement from the faculty candidate will be used internally to provide context in letters evaluating the candidate for tenure and/or promotion.

It is important to note a procedural adjustment related to research and scholarship due to the pandemic:

All tenure track faculty members hired before July 1, 2020 and not entering their penultimate year had a fast-tracked simplified system for requesting and approving their tenure clocks by an additional year. Individual faculty members retained the right to not to utilize this extension and to later opt-out and use their original timeline.

You can find more information on Clemson University's COVID-19 response at:

<https://www.clemson.edu/covid-19/index.html>

[more from your department-specific letter]

References

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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.