

**Writing Your COVID Context Statement:  
A Worksheet for Examining and Articulating  
the Effects of COVID-19 on Faculty Academic Work Roles**

*Note: This worksheet represents the work of a collective of community-engaged faculty across the university and all ranks and tracks (tenure/non-tenure) who were convened by the director of the Institute for Community and Economic Engagement (ICEE) for the purpose of discussing how scholars may represent the effects of the pandemic in their scholarly record, such as their curricula vitae and annual review. We share this document for the purpose of sharing the fruits of our discussion about our individual and shared experiences as they relate to the two pandemics of COVID-19 and systemic racism -- and how they have affected our work as community-engaged scholars. We hope that this work may help others to identify the key areas of work that have been affected and to document them effectively. We also hope that this work can help administrators and peer faculty reviewers to understand some of the issues faced by community-engaged scholars during this time. - Drs. Emily Janke (ICEE, Peace and Conflict Studies) and Sharon Morrison (Public Health)*

**Section One: Narrative Overview - Personal and Professional Context**

This section provides a narrative overview of the person's context, as well as the various ways that COVID has affected their work roles, activities, and productivity.

The integration of faculty roles and work is encouraged for all scholars. Aligning teaching/mentoring/advising, research/scholarship/creative activity, and service agendas and activities helps to promote insights as well as efficiencies. Therefore, listing activities into discrete categories can be problematic and inauthentic to the work itself. Therefore, a narrative about the ways roles are integrated may provide helpful context to a matrix that describes activities and outputs within categories.

The question of what personal information to disclose is important to consider. Do not disclose any personal information you would not want your department chair or faculty colleagues (current or future) to see. While guidance is forthcoming on who will see this statement and in what circumstances it may be viewed, the statement is intended to provide important context about your work for those participating in annual review, as well as future promotion, tenure, and reappointment committees.

The example provided here shares an abbreviated version of what a hypothetical faculty member might write. How have your roles, responsibilities, and trajectories changed? In this example, the faculty member writes only broadly about personal issues. This is a choice.

*"I am an early career, pre-tenure faculty member who has multiple facets to my scholarly agenda. In the past year, I have needed to significantly pause key aspects of some of my lines of scholarship as social distance requirements have made it impossible to travel and meet in person. Because of the point at which we are in the study, the reduced capacity of community collaborators to participate, the inability of student in-person or online engagement, and reductions in my own availability due to personal commitments brought on by COVID, we expect to resume activity once the obstacles are removed, hopefully, Fall 2021...*

*Another line of research requires international travel. I have not been able to travel as expected this past summer to collect new data. While this is important for my study, I was able to write and submit a manuscript on the first year of data collection...*

*Many of my students have suffered significant setbacks and losses during the pandemic. I have spent hours each week providing support to students, making sure they were aware of health resources available at UNCG, as well as personal zoom calls and emails during office hours and outside of office hours...*

*I have accomplished all of this while also serving as a caretaker for family members, as a teacher to my children who have been home learning remotely, and my own health issues to contend with...."*

## **Section Two: Matrix - The Effect of COVID-19 on Academic Roles and Work**

This section provides a bulleted overview of the ways in which the activities, processes, and products of certain roles have been affected by COVID.

When completing the matrix consider the following:

- +/-: COVID may have yielded both positive and negative effects, such as more time for some things, while less time for other things. Or, you may have spent unpaid time over the summer adapting your course to be offered online, but it provided an opportunity for updating or revising your syllabus in meaningful ways.
- The timeline and trajectory of your work may have changed, due to your own circumstances or changes determined by others:
  - Cease/Cancel
  - Pause/Delay
  - Pivot/New opportunity
  - New direction that requires Professional Development (e.g., racial equity, decolonizing curriculum, diversity training)
  - Required modifications or increases to workload, activities or approaches

- Consider the many different roles you have. Below are some ideas to help you think through the different roles and activities.

### 1. Teaching/Mentoring/Advising

- Course Development/Offering
- Mentoring/Advising
- Thesis/Dissertation Committee
- Clinical/Internship
- Other

### 2. Research/Creative Activity

- Collaborations/Partnerships
  - changes include changes to partners' processes, timelines, roles
  - Reduced access to facilities, libraries, archives, performance venues, galleries or other locations, as well as reduction in personnel, access to human subjects, or access to community or other partners;
  - Canceled or delayed events, activities or work products;
- Processes/Systems
  - changes to how you do work, such as new ways to work remotely or in-person, masked, socially distanced
  - Changes in the availability of external funds to support research or teaching, or changes in the timing of access to those funds; required off-contract work in the summer to redesign courses or provide COVID-related service work to the unit, school, college or university
  - Provided opportunities to address emergent issues related to the pandemic.
- Production
  - changes to artifacts produced that reflect and convey your scholarly expertise: may include programs, op-eds, interviews, podcasts, articles, book chapters, exhibits, performances, conference presentations
  - Changes on the publisher or funder side, such as delayed reviews of manuscripts due to increased submissions and fewer reviewers available, reallocation of resources, pause or cancellation of venues or outlets
  - Provided opportunities to demonstrate innovation and creativity

### 3. Directed Professional Activity

- Faculty who have these roles may have needed to change their roles, activities, and outputs
  - Department Chair/Head; Director of Undergraduate, Graduate Studies, Clinicals, or Internships; Director of Program/Center, etc.

### 4. Service

#### i. Departmental/Unit/University service

- This form of service is focused on serving the mission of UNCG
- Required additional service to sustain departmental or other operations or to support students that felt "invisible"

#### ii. Professional Service

- Professional Service is typically connected to an academic or professional association or organization
- Examples often include: editor or reviewer of a journal, member of association board or committee

#### iii. Public Service

- Public service activities are not typically connected to partnerships with teaching or research/CA, forms of public scholarship or community-engaged teaching and research/CA should be reported under relevant teaching and/or research/CA sections.
- Examples often include: volunteering, working with Spartan Pantry, facilitation, serve on board or committee for a community-based or community-serving organization, serving as a judge for a competition

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### MATRIX

**Directions:** Use the Matrix below to help you articulate the ways in which changes caused by COVID-19 have affected your academic work roles. Effects may be positive and/or negative as they relate to existing roles and activities. You may also report additional opportunities or innovations developed in response to COVID. Keep in mind that you may modify this template, such as removing sections in which you have nothing to report, or you may leave them blank. The sections are intended to provide space for the various roles and ways that COVID may have affected your scholarship, but it is possible that not all are

applicable or that this requires modification. To see an example of a completed matrix see: <https://shikhajainmd.com/home/research/>.

**Covid Affected:** regular work was affected, requiring efforts to pause/delay, pivot, or stop/cancel

**New Covid-related:** new scholarly opportunities due to COVID

<b>Category</b>	<b>Effects of Covid on Process and Productivity</b>
<b>Teaching</b>  Teaching, Mentoring, Advising, Clinicals/Internships, and Course Preparation and Modifications during the pandemic	<i>Covid Affected</i>  <i>New Covid-related</i>
<b>Research/Creative Activity</b>  Status of Research/Creative Activity Processes and Products during the pandemic	<i>Covid Affected</i>  <i>New Covid-related</i>
<b>Directed Professional Activity</b>  Status of DPA roles and activities during the pandemic	<i>Covid Affected</i>  <i>New Covid-related</i>
<b>Departmental/Unit/University Service</b>  Status of Service Activity during the pandemic	<i>Covid Affected</i>  <i>New Covid-related</i>
<b>Professional/Academic Service</b>	<i>Covid Affected</i>

Status of Service Activity during the pandemic	<i>New Covid-related</i>
<b>Public or Community-engaged Service</b>	<i>Covid Affected</i>
Status of Service Activity during the pandemic	<i>New Covid-related</i>
Other	<i>Covid Affected</i>
Status of other roles affected by the pandemic that require representation	<i>New Covid-related</i>

Matrix adapted from: <https://shikhajainmd.com/home/research/>

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### About ICEE

The Institute studies and promotes community engagement within UNCG and beyond as a distinctive and transformative approach to teaching, research, creative activity, and service, which requires collaborative and reciprocal partnerships. We achieve this through pursuing active research and scholarship, supporting institutional strategic initiatives, and providing



professional development opportunities. We promote community engagement as a strategy to positively and sustainably transform communities, including academic ones, in ways that matter.