

Report of the Committee on Changes to the APT for the Effects of COVID
(Motions approved by the Faculty Senate on April 9, 2021)

We hold these truths to be evident:

1. COVID-19 has dramatically impacted faculty professionally by negatively affecting teaching, creative activity, scholarship, and service. Faculty have had to devote additional time to be responsive to the needs of students, colleagues, and local communities. As a result of national, state and local changing mandates and the commitment to '81 V reputation as a

continued to provide a high-quality education while they themselves were personally impacted by COVID. Personal impacts included the need to respond to school closures for their children, care for other dependents, to grieve for the loss of family and friends, and to cope with the health (physical and mental) of COVID-19 stressors. It behooves the university community to recognize faculty P H P E extraordinary institutional contributions and to make accommodations for the effect of COVID-19 on their teaching, scholarship, creative activity, and service. While outside our charge, the committee would be remiss

The traditional course and teacher evaluations (CTEs) must be implemented during the 2020-2021 academic year and the results of the 2020-2021 academic year will be forwarded to faculty members for formative feedback. But CTEs from 2020 and the 2020-2021 academic year will be included in review portfolios appointed faculty members for annual reviews, tenure reviews, reviews for reappointment, reviews for promotion, reviews for tenure, appeals of such reviews, and appeals of other matters such as made before the Faculty Review Committee only if the professor so chooses. Professors may include some CTEs for a given quarter or semester and exclude others. Professors may include CTEs in some portfolios and review files and not in others. In all cases professors will receive the results of CTEs from the Office of Institutional Research and Analysis and make decisions about including or excluding the results of a CTE for review only after receiving the results. Professor who does not include the results of a CTE for review must include, in their place, a Reflection on Teaching for the course.

EXPLANATION:

The professor determines the contents of a Reflection on Teaching. A Reflection on Teaching might include comments on the challenges of teaching a given course because of COVID-19, actions taken (or to be taken) to address these challenges, alternative evidence of teaching effectiveness, and/or the lessons learned from teaching in the presence of COVID-19. Reflection on Teaching may, at the professor's discretion, include a reflection on teaching during the COVID-19 pandemic.

Appendix 1 Selected Literature Documenting Biases and Differential Effects of COVID-19 Across Faculty Groups

Appendix 1 contains brief listing of research and commentaries about (1) long-standing biases toward historically underrepresented and marginalized faculty and (2) differential effects of COVID-19 across groups of faculty members, and the especially deleterious effects of COVID-19 on historically underrepresented and marginalized faculty.

Long-Standing Biases against Historically Underrepresented and Marginalized Faculty
 Course and teacher evaluations ([Gonzalez & Mitchell, 2019](#), [Yetter, 2019](#))
 Grant submissions and funding ([Ginther et al., 2011](#); [Rissler et al., 2020](#); [Tamblyn et al., 2018](#))
 Teaching and service/workloads ([Alayli et al., 2018](#); [June, 2015](#); [Matthew, 2016](#))
 Promotion and tenure ([Cardel et al., 2020](#); [Kulp et al., 2019](#); [Lisnic et al., 2019](#); [Tierney & Bensimon, 1996](#); [Weisshaar, 2017](#))

Effects of COVID-19 on Historically Underrepresented and Marginalized Faculty
 Overview ([Gonzales and Griffin, 2020](#); [Malisch et al., 2020](#); [Mickey et al., 2020](#); [Rogers, 2020](#))
 Promotion, tenure, and career ([Oleschuck, 2020](#); [Gewin, 2020](#); [Hansen, 2020](#); [Weissman, 2020](#))
 Publication and rates of submissions for publication ([Andersen et al., 2020](#); [Cui et al., 2020](#); [Flaherty, 2020](#); [King et al., 2020](#); [Pinho-Gomes et al., 2020](#); [Squazzoni, et al., 2021](#); [Viglione, 2020](#))
 Work hours ([Collins et al., 2020](#))
 Morbidity ([Kell, 2020](#))

Effects on COVID-19 on Caregivers
 ([Andrew et al., 2020](#); [Fulweiler et al., 2020](#); [Myers et al., 2020](#); [Nicholas, 2020](#); [Pettit, 2021](#))

Effects of COVID-19 on Early Career Faculty
 ([Cardel et al., 2020](#); [Levine et al., 2021](#); [Shillington, 2020](#))

Potential Effects of COVID Appendix 2

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Appendix 3
The University of Denver Statement to External Reviewers about the Effects of COVID
on Faculty Teaching, Scholarship, and Service

The final version of the statement will be forthcoming and uploaded separately