



Junior Faculty Town Hall Meeting: Ideas for Mitigating the Impact of the COVID-19 Pandemic on Early-Career Faculty

A Town Hall meeting was organized by the Academic Senate on February 11, 2021 to provide an opportunity for early-career faculty (principally, three years pre-tenure through three years post-tenure) to discuss the impacts of the pandemic on their professional lives, and to formulate ideas for ways in which the university might help to mitigate these impacts. The participants included 75 early-career faculty, as well as 30 Senate leaders, university administrators, and staff. Among the faculty participants were 61 Assistant Professors, 4 Lecturers with PSOE, and 10 Associate Professors, representing approximately 25% of all early-career faculty in the target group. They came from the Colleges of Engineering, Letters & Sciences (Divisions of Humanities and Fine Arts; Mathematical, Life, and Physical Sciences; and Social Sciences), and Creative Studies, as well as the Bren School of Environmental Science and Management, and the Gevirtz Graduate School of Education.

The Senate acknowledges the time commitment and thoughtful work of these early-career faculty in generating many positive suggestions for action, documented in each of the breakout discussion sections below. Please see the section on [Follow-up Actions and Initiatives](#) at the end of this document, for information on institutional actions aligned with the objectives of this Town Hall meeting.

Introductory remarks

Academic Senate Chair Susannah Scott and Chancellor Henry Yang presented welcome messages, followed by brief presentations to frame the issues to be discussed ([attached at the end of this document](#)) from the following Senate leaders and campus administrators:

- Building Your Career at UCSB: David Marshall, Executive Vice Chancellor
- Disproportionate Impacts and Institutional Solutions: Melissa Morgan, Academic Senate Vice Chair and Chair of the Committee on Diversity and Equity, and Belinda Robnett, Vice Chancellor for Diversity, Equity, and Inclusion
- Doing Research On and Off-Campus, During a Pandemic: Forrest Brewer, Chair of the Council on Research and Instructional Resources, and Scott Grafton, Campus COVID-19 Coordinator
- Planning for Advancement: Associate Vice Chancellor for Academic Personnel Dana Mastro, and Committee on Academic Personnel Chair Ruth Finkelstein
- Work-Life Balance: Lisa Parks, Chair of the Council on Faculty Welfare, Academic Freedom, and Awards, and Kum-Kum Bhavnani, Associate Vice Chancellor for



International Initiatives, UC systemwide Academic Senate Vice-Chair and Chair 2018-20, and Santa Barbara Division Academic Senate Chair 2012-16

Breakout discussions

After the framing remarks, early-career faculty participated in one of five breakout sessions, to which they had been pre-assigned based on their responses to pre-Town Hall survey questions about topics of interest. A reporter from each session shared the principal ideas raised in these discussions with the entire group. The issues and suggestions that arose are summarized below.

1. Teaching and service accommodations

Moderated by: Susannah Scott, Academic Senate Chair, and David Marshall, Executive Vice Chancellor

EVC Marshall described the opportunities and procedures for faculty experiencing hardship due to the pandemic to discuss workload accommodations with their department chairs. The early-career faculty participating in the breakout discussion were asked whether they had requested such accommodations and responded unanimously that they had not. Moreover, none said they were aware of this opportunity, suggesting that [memos](#) sent to Senate faculty describing the procedure were not reaching (or were not read by) all of their intended audience. However, during the discussion, some faculty mentioned that they had not initiated such requests because they were unsure of the threshold that would merit an accommodation, since so many faculty are struggling and the burdens could vary significantly from case to case (e.g., increased childcare needs vs. a death in the family). Several faculty expressed discomfort about asking for any accommodations, especially those in small departments who felt they would be burdening overworked colleagues with extra responsibilities.

Early-career faculty reported significantly increased workloads, in part due to expanded mentoring responsibilities during the pandemic. Some indicated that they feel disproportionate expectations to contribute departmental service, and particularly emotional labor, such as mentoring graduate students who feel neglected or abandoned by other advisors. Early-career faculty also reported taking on increased responsibilities in the direct conduct of their research, since both graduate and undergraduate researchers have limited access to laboratories and field sites, or are unable to perform research altogether. Faculty also pointed out that research at UCSB takes many forms. While lab access seems to have been the main focus of the university's pandemic response, restrictions on other types of research have been less well recognized and accommodated. Faculty emphasized the importance of recognizing all forms of research (e.g., archival, fieldwork, artistic, clinical) whose conduct has been interrupted by the pandemic.



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Early-career faculty are very conscious of the disproportionate impact of COVID-19 on women faculty and faculty of color in their cohort. They are concerned that developing a [COVID Impact Statement](#) should not represent a significant burden, either in the time commitment for faculty who are already overwhelmed, or in obliging faculty to relive traumas. Early-career faculty do not feel sufficiently informed about how these statements will be used in the conduct of merit and tenure reviews, suggesting that [memos](#) sent to Senate faculty describing the process had not reached all of their intended audience, and/or had not allayed faculty concerns.

Participants in this breakout discussion made the following suggestions:

1. More TA support for early-career faculty who are struggling to meet the demands of teaching during the pandemic.
2. More direct consultation with early-career faculty regarding options for proceeding with their merit review cases (e.g., stopping the tenure clock).
3. Clearer articulation of what merit review standards (exceptional/excellent/meets expectations/does not meet expectations) will look like during and immediately after the pandemic.
4. A "no questions asked" quarter of teaching release after the pandemic, to be used at the early-career faculty member's discretion for catching up on missed opportunities for research.

2. Research access

Moderated by: Forrest Brewer, Chair of the Council on Research and Instructional Resources, and Scott Grafton, Campus COVID-19 Coordinator

The moderators described the university's strict restrictions on building occupancy, determined in large part by the SB County Public Health Department, which were identified as a key issue impeding faculty research. The current risk-averse environment is a consequence of an "honest deep fear of hurting students and faculty." Moreover, the university's building access policies have been very successful at limiting disease transmission: there have been no known instances of COVID-19 cases contracted through research activities on campus to-date.

One faculty member expressed frustration at not being allowed to have trained undergraduate researchers in labs. Since more senior faculty tend to work with larger numbers of graduate student/postdoctoral researchers, early-career faculty who work more with undergraduate assistants feel they are being left behind. Early-career faculty are also concerned about inadequate training of the next cohort of research assistants, due to the lack of physical access to their labs. The moderators acknowledged the challenges that physical spacing pose for training of researchers during the pandemic. Another faculty member noted that human subjects research has been impacted by a lack of student participants on campus. The rigor with which the research ramp up is being managed was observed to be at odds with the university's overall plan to bring students back by summer or fall.



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The moderators described the university's strategy of gradually increasing the level of research activity on campus. The research oversight committee recently agreed to allow more undergraduate participation in research, and pointed out that there is a population of 1,000 undergraduates living on campus who are being tested for COVID-19 weekly, and who can be recruited as research participants. Expanding the numbers of researchers generally will require more space assessments for ventilation, due to the role of aerosols in disease transmission. Such assessments are underway by Design, Facilities, and Safety Services, but their workload is heavy. There is a need to prioritize specific requests, and potentially to work on time sharing of well-ventilated research spaces.

Each building has its own requirements and needs, which are being managed by individual building committees. However, some early-career faculty feel their voices are not well-represented on building committees, with consequences for the allocation of undergraduate researchers. Deans have the authority to decide how to distribute the limited number of slots for undergraduate research assistants. Overall, the group felt the university needs to be more mindful of early-career faculty voices.

One participant observed that conducting education research using Zoom is very difficult. Lack of access to schools and low levels of parental consent are limiting the type and amount of data that can be collected. Even when schools return to in-person learning, researchers will find it challenging to get back into classrooms to collect data. The group discussed local vaccination priorities, particularly with respect to educators, and how the perceived risks of interaction for researchers, students, and their parents might be reduced. For example, the Centers for Disease Control and Prevention (CDC) has indicated that vaccinated individuals will no longer be required to quarantine following exposure to a COVID-positive individual. Offering town hall meetings on vaccination and risk were suggested to help ease concerns.

Early-career faculty pointed out that campus research ramp-up plans do not cover important research activities such as off-campus human subjects research and archival research that requires travel (subject to UC policy). They discussed the challenges of conducting archival research with limited or prohibited in-person access to libraries and museums, and the lack of digital access for some copyrighted materials. In some disciplines, research must be done by the faculty member, in person. Timelines vary widely for what will be feasible with regard to researcher and participant safety and travel, and impacts on scholarly work will vary accordingly. Vaccinations in California will not necessarily help those trying to do research in other countries, due to the inability to travel to some locations where vaccines will be scarce for the foreseeable future. The faculty want the university to be aware of these issues and to try to facilitate international research in other ways. Although not a result of campus policies, early-career faculty feel acutely the loss of fellowship opportunities to conduct research in person, and the accompanying loss of in-person networking opportunities with other scholars.



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One faculty member noted the potential benefit of making it easier to pay research assistants abroad. However, in the humanities, where having collaborators as authors on articles is less common, early-career faculty are concerned about appropriate acknowledgement of their contributions in terms of career advancement. The moderators discussed pandemic-related library policies and the broader push for open access agreements, which present an opportunity to change perceptions of collaboration. They suggested that the university could consider funding opportunities for collaboration in fields where it is less common. Departments and reviewing agencies will also need to be flexible in recognizing and rewarding collaborations in the humanities.

Faculty expressed concern about their research funding and the need to stretch resources such as startup funds to pay research assistants who are unable to work as much as initially planned. They observed that some faculty may need bridge funding to allow them to acquire the amount of data needed to secure external grants.

Participants in this breakout discussion made the following suggestions:

1. Greater consideration of the needs of early-career faculty in the university's research ramp-up plans.
2. Assistance with foreign research arrangements when travel is not possible (e.g., temporary funding for research assistants, temporary adjustments of internal restrictions on research funding, etc.).
3. Funding for travel grants for research collaboration.
4. Bridge funding for early-career faculty whose early research progress has been slowed by the pandemic.

3. Disproportionate Impacts and Institutional Solutions

Moderated by: Melissa Morgan, UCSB Academic Senate Vice Chair and Chair of the Committee on Diversity and Equity (CDE), and Belinda Robnett, Vice Chancellor for Diversity, Equity, and Inclusion (DEI)

CDE Chair Morgan informed participants that the University Committee on Affirmative Action, Diversity, and Equity (UCAADE) and the University Committee on Faculty Welfare (UCFW) are working on mitigating COVID-19 impacts on faculty systemwide, as described in their [letter of January 26](#). She noted that discussions are taking place on our campus as well.

Faculty reported that converting classes from in-person to remote modality (e.g., training, editing videos and audio, perfecting course delivery to ensure clarity, accessibility, and ease of navigation) has significantly impacted the time they can allocate to other important tasks. Some mentioned heavy teaching loads, and feeling pressure to accept overload teaching (which can be difficult for untenured faculty to refuse). Since tenure reviews prioritize research accomplishments, and extra time spent on instruction (particularly course preparation) during the pandemic has reduced the time available for research, there is the potential for negative impact on personnel case reviews.



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One faculty member lauded the resources provided by Instructional Development for remote teaching, but observed that we still missed opportunities to rethink how we teach in light of the high levels of anxiety and stress students and faculty are experiencing. The perception that the university (and some faculty members) are attempting to conduct “business as usual” has contributed to the anxiety of both faculty and students. Many early-career faculty are taking on additional, often hidden, labor to support students under stress. Some LGBTQ faculty and others may also be dealing with domestic abuse, which is more difficult to report and mitigate in the current remote work environment.

One faculty member suggested that the university should rethink faculty work during the pandemic. For example, the university leadership could discuss which duties are essential, and which can be adjusted. When the topic of accommodations provided by departments was discussed, one faculty member observed that not knowing what a “normal” workload looks like makes requesting accommodations from a department challenging. Since there are power differentials and collegial relations may be weaker for early-career faculty, the university should not expect them to be solely responsible for requesting and negotiating accommodations. VC-DEI Robnett noted that where faculty are able to discuss their situation with a department chair or dean, these administrators can write a confidential letter for inclusion in their personnel case packet to provide information and context regarding COVID-19 impacts to the case.

Several faculty described the difficulties and extreme stress associated with parenting and remote schooling during the pandemic. The pandemic has been shown to disproportionately impact women and faculty of color, as well as faculty with children or other caregivers. A lack of sufficient university childcare resources was problematic prior to the pandemic, but the current situation has exposed and exacerbated these challenges. VC-DEI Robnett emphasized that the university has an opportunity to tackle these issues.

Another faculty member observed that some senior colleagues consistently do not pull their weight in the department (e.g., in committee service), and do not support their advisees adequately. Early-career faculty often step in to cover the extra work and help students, and this has been a particular problem during the pandemic. In response to these issues, early-career faculty may hear departments claim “there is nothing we can do.” One faculty member related a reluctance to grant course release for important service work, such as being a Diversity Officer. VC-DEI Robnett acknowledged the disproportionate amount of service work being asked of women and Black, Indigenous, and people of color (BIPOC), otherwise known as “hidden labor.” She noted that the problem existed prior to the pandemic, and has not been well recognized. VC-DEI Robnett also acknowledged that various aspects of the current reward system may be problematic. For example, a lack of service work may not have a negative impact in personnel cases, while extra service work is not additive when personnel cases are reviewed by CAP. Early-career faculty suggested that the university re-envision how to hold individual faculty more accountable for service, and to address inequities in how we view service work. CDE Chair Morgan pointed out that this is one of the issues targeted in the systemwide [UCFW/UCAADE letter](#).



Participants in this breakout session made the following suggestions:

1. Data collection regarding pandemic impacts, both short- and long-term, should be undertaken.
2. Information about how the pandemic has impacted each early-career faculty member's work should be included in their merit packet, either formally or informally, although the onus for doing this should not necessarily be on the faculty member.
3. More guidance should be provided on how to report domestic abuse issues in a remote work/learning setting.
4. The university should explore ways to hold all faculty accountable for making equitable departmental service contributions.

4. The advancement and tenure process

Moderated by: Associate Vice Chancellor for Academic Personnel Dana Mastro and Committee on Academic Personnel Chair Ruth Finkelstein. Chancellor Henry Yang and Director of Academic Personnel Cindy Doherty joined this breakout group.

AVC Mastro explained additional options available to early-career faculty due to the pandemic, described in more detail in her recent [memo](#). First, she noted the role of COVID Impact Statements in providing important context for reviewing agencies. Next, she addressed Temporary Workload Adjustments and the possibility of workload modifications in coordination with Chairs & Deans. Last, she noted the policy on stopping or extending the tenure clock. Universitywide, all early-career faculty have the opportunity to request an extension of the tenure clock based on COVID-related impacts. This pandemic-related extension is in addition to the two years "off the clock" that are already available to early-career faculty for reasons such as child rearing. Extensions to the tenure clock also apply to the time frame for Formal Appraisals, which early-career faculty normally undergo in their fourth year.

Early-career faculty wanted to know about the potential longer-term effects of extending the tenure clock by an extra year. The moderators described how advancement is slowed, and explained that over the longer-term, the rate of salary increase could be affected. However, this extension has no impact on how a case is evaluated. Director of Academic Personnel Cindy Doherty added that work conducted during the time "off the clock" is not excluded. Teaching evaluations, research accomplishments, and all other work completed during the extension period are still considered in the case evaluation. She also explained that faculty do not have to defer their reviews, and are advised to proceed with normal advancement if they are ready. While deferral may slow advancement temporarily, the effect may be minimized by later accelerations, depending on the details of individual cases. Another participant mentioned that taking additional time to tenure has salary implications, and that financial considerations can be a major concern for early-career faculty. AVC Mastro explained that a range of options to address these concerns is being considered. The campus will be gathering information on this kind of impact throughout the current review cycle, and discussions will likely continue for months.



A participant observed that early-career faculty concerns are not limited to extension of the tenure clock. While all faculty are eligible to receive the same extension, some male colleagues have been able to use their time during the pandemic to do more research and publish more, while some female faculty have been disproportionately impacted by childcare responsibilities. Additional assistance for heavily impacted faculty might include course buyouts or releases and workload adjustments, in order to allow more time for research. AVC Mastro said that she is working with chairs and deans to discuss these possibilities. Faculty for whom COVID has had little impact might help to reduce the workload for their impacted colleagues now, possibly in exchange for a lighter workload at some future date. *Note:* In the section below titled "[Follow-up Actions and Initiatives](#)," several recent efforts aimed at offsetting such challenges are addressed, including broader interpretations of existing policies.

The moderators explained that due to the sidelining of many faculty career development activities, a [COVID Impact Statement](#) is essential to understanding the context in which each faculty member is working. In 2020, the pandemic impacted just six months of that year's review period, but the duration of impact is expected to be longer in 2021. Chancellor Yang pointed out that senior faculty need to be involved in these discussions, and mindful of how circumstances affect each of their early-career colleagues differently.

Since the pandemic is a worldwide phenomenon, letter writers for tenure cases are in principle aware of pandemic-related differences in opportunity. However, one faculty member recounted hearing comments from senior colleagues at conferences that downplay the situation and reveal they do not understand the difficulties early-career faculty are facing. Early-career faculty recommended that solicitation letter templates for tenure reviews include language to provide letter writers with guidance on how to acknowledge impacts on candidates. This suggestion aligns with recent changes to the Red Binder, announced on March 1st, which incorporate additional language in solicitation letters to extramural reviewers, indicating that the record should be evaluated in light of COVID-related constraints.

Early-career faculty stated that some of them are receiving conflicting information from their departments about first year merit reviews, including uncertainty about the timing of the review. They asked for guidance on preparing for this review, particularly when archives and field sites have been and continue to be inaccessible due to COVID. Director Doherty explained that newly hired early-career faculty normally are eligible for their first review in the fall after their appointment starts, and the review is based on all work done since the appointment curriculum vitae (CV) was submitted. Departments have a list of their faculty coming up for review and should be able to provide this information, but early-career faculty can also contact [Academic Personnel](#) directly to confirm.

Early-career faculty want to know how long COVID impacts will be included in the review process, since the crisis is clearly not over yet, and will likely not be over by fall 2021. The



university is aware that some research may be impacted for several years to come, and that workload accommodations may continue to be needed in future years.

A participant mentioned that some department chairs are struggling to work out how to support pre-tenure faculty, due to limited resources. Another faculty member confirmed that chairs sometimes lack crucial information, such as whether research is mandatory for teaching faculty and the difference between creative activities and research. It was unclear what a teaching or workload reduction would look like for teaching faculty, or how such a reduction would be viewed in the advancement process. AVC Mastro responded that candidates are evaluated on their approved departmental workload, or change in workload, and are therefore not penalized for teaching releases. However, it may be difficult to negotiate some teaching alterations, since each department has different needs. In some departments, service load modifications rather than teaching modifications may help to off-set challenges. For the LSOE series, research expectations are usually set by the department and the dean, but this series always emphasizes teaching. Research is not always a requirement, and if a faculty member was hired without an expectation to conduct research, this expectation would still apply when the faculty member is evaluated.

Participants in this breakout session made the following suggestions. *Note:* the section "[Follow-up Actions and Initiatives](#)" identifies several recent efforts that have been undertaken to address these recommendations.

1. Provide clear information to early-career faculty about the availability and potential short- and long-term impacts of review timing and clock extensions.
2. Educate department chairs and involve senior colleagues in discussions about pandemic impacts on early-career faculty advancement.
3. Provide letter writers with guidance on how to recognize and take into account differential pandemic impacts on faculty.
4. Consider workload adjustments, both now and in the future, for faculty who are particularly impacted by the pandemic.

5. Work-life balance

Moderated by: Lisa Parks, Chair of the Council on Faculty Welfare, Academic Freedom, and Awards, and Kum-Kum Bhavnani, Associate Vice Chancellor for International Initiatives, UC Systemwide Senate Vice Chair and Chair 2018-20, and UCSB Academic Senate Chair 2012-16. Director of Early Childhood Care and Education Services, Annette Muse, joined this breakout group.

The moderators acknowledged the stress on faculty who are obliged to homeschool their children during the pandemic, and/or to perform additional childcare duties due to the temporary closure of many childcare facilities. Director of Early Childhood Care and Education Services, Annette Muse, reported that the Children's Center was completely closed from



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mid-March until September 2020. The Center has now reopened at limited capacity with extra precautions, including weekly COVID-19 testing of its employees. One faculty member emphasized the ongoing need for more childcare options, since some faculty have been unable to secure a space for their child at the UCSB Childcare Center.

The group recognized that the pandemic has depleted everyone's emotional reserves and isolated us from each other. Existing work commitments like teaching and service activities are taking more time than usual. Several faculty reported feeling burnout, noting that the abrupt shift to remote instruction created enormous amounts of extra work and stress. The group noted that finding an appropriate work-home balance can be particularly challenging when working from home. One faculty member noted that working from home is not always practical, since not everyone has suitable space to conduct their work remotely.

The group discussed the breakdown of informal social networks such as those we create when we encounter others on our campus. One faculty member suggested that campus leadership (including the Academic Senate) consider how to better support faculty who are living alone. Another participant noted that there is a great need for organized social activities in order for faculty to stay connected. Although there is generally a lack of adequate support for managing the stresses of the pandemic, the group also acknowledged the positive contributions of campus and departmental leadership, and many faculty, in overcoming adversity. The endurance, perseverance, and successes of faculty during this trying time should be celebrated.

Participants suggested repurposing unused travel funds for childcare or other support services, making more resources (such as advice on extending grants) available to faculty whose research has been derailed, exploring flexible teaching assignments, and employing more lecturers to help offset increased teaching workloads.

The memo from EVC Marshall and AVC Mastro offering [guidance on accommodations](#) for reduced service and teaching loads was discussed. Faculty noted that defining "COVID impacts" can be difficult, since there are so many disparate ways in which the pandemic has disrupted our lives. One participant pointed out the need to discuss what "excellence" means in the current circumstances, and to specify how the pandemic will be taken into account during consideration of merit and promotion cases. AVC Bhavnani suggested that faculty keep a record documenting how their work has been affected. Finally, early-career faculty need to clearly understand the potential long-term financial impacts of "stopping-the-tenure-clock," which can slow salary growth.

Participants in this breakout session made the following suggestions:

1. Clearly articulate what exceptional/excellent/meets expectations/does not meet expectations will look like, during and in the aftermath of the pandemic.



2. Facilitate social activities that maintain a sense of community and connection among the faculty.
3. Explore ways to mitigate pandemic impacts, by increased flexibility in the use of funds to support needs created by the pandemic, and advice on navigating challenges related to research funding.

Follow-up actions and initiatives

We hope these discussions will help our early-career faculty better navigate the pandemic, and will contribute to making our university a more equitable workplace. Many of the suggestions made by early-career faculty have initiated conversations at multiple levels within the Senate and the administration regarding opportunities to be more proactive about mitigating COVID impacts. Some actions described below were already in progress at the time of the Town Hall meeting, and some were implemented following the suggestions voiced in the discussions. Examples are listed below (more are under discussion at this time and will be announced at a later date):

1. Teaching and service accommodations.
 - a. Deans and chairs have been asked to proactively reach out to early-career faculty who face COVID-19 related challenges, and discuss possible modifications in workload that may help them.
 - b. [Associate Dean-Faculty Equity Advisors](#) in each College/Division have been asked to assist early-career faculty experiencing challenges stemming from COVID-19 by identifying and formalizing possible temporary workload adjustments, including working with chairs and deans to develop MOUs.
 - c. Deans may be able to provide additional support for readers/graders, when possible.
 - d. The Senate will organize a Town Hall meeting early in spring quarter, to discuss teaching plans for the upcoming academic year and the results of a Senate survey on faculty concerns regarding these plans.
2. Campus access.
 - a. The university organized an interactive webinar on COVID-19 vaccines on February 25, 2021. A summary of the presentations and ensuing Q&A is available [here](#). The recent rapid expansion of vaccine availability for higher education employees will expand access to human subjects research on-campus, and off-site (including international) research.
 - b. The Office of Research [announced](#) a staged expansion of approvals for undergraduate researchers on campus, with initial priority for undergraduates who are particularly important in the research activities of early-career faculty. Such faculty with a significant need for undergraduate researchers for their research should begin to prepare proposals and protocols, with guidance from their building committees.



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- c. In campus buildings with high quality ventilation (including many research laboratories), the allowed density of researchers will [increase](#), reducing the required spacing from 250 to 150 sq. ft. per researcher. Faculty wishing to expand the number of researchers in their assigned laboratory space should contact their building committee for procedures.
 - d. The Office of Research has launched a [Research Assistance Program](#) for faculty whose research activities have been impacted by significant dependent care responsibilities during the pandemic. Applications for awards up to \$8,000 will be accepted on a rolling basis, with priority for those received by March 29, 2021.
- 3. Disproportionate impacts and institutional solutions.
 - a. The Chancellor's Assistant Professor Infant Care Initiative, which provides a subsidy to assistant professors with children under the age of 24 months on the Orfalea Children's Center waitlist, will be restarted. Information and applications will be available soon on the [website](#) of the VC for Diversity, Equity, and Inclusion.
 - b. In coordination with VC Robnett's office, the Senate is planning a follow-up meeting to address broader concerns about childcare services on campus.
- 4. The tenure and advancement process.

The university is continuing to develop and adapt AP practice and policy to address the implications of this crisis on faculty. Since the Town Hall meeting, the following have been implemented:

 - a. The language for the solicitation of external letters ([Red Binder I-50](#)) has been revised to indicate an expectation that the impact and consequences of COVID be considered in evaluations.
 - b. To help maintain faculty members' forward trajectory in step and salary, it will be possible to apply a broader interpretation of existing policy on the use of the "special steps" ([Red Binder I-37](#)) to include COVID-related impacts in certain circumstances. This may allow faculty to receive merit advancements instead of "stopping the clock," by making use of special steps that overlap with Associate Professor I and Professor I.
 - c. As described in UC Academic Personnel policies ([APM 210-1-d](#)), reviewing agencies are encouraged to consider faculty records in the context of individual conditions, holistically, sensitively, relative to opportunity, and with "flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another."



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5. Work-life balance.

- a. The university's Human Resources Academic and Staff Assistance Program (ASAP) will [offer](#) a series of confidential, drop-in support group meetings for new employees, facilitated by clinical psychologists. Personalized consultations are also available. Please see information on the ASAP [website](#), or contact asap@hr.ucsb.edu.
- b. Lisa Parks and Kum-Kum Bhavnani met informally with Ruth Finkelstein, Chair of CAP at UCSB to discuss some of the concerns raised in the Work-life balance group.
- c. To respond to concerns about isolation and solitude, Lisa Parks and Kum-Kum Bhavnani have scheduled two Faculty Social Gatherings for Fri. April 16 and Thurs. May 13 at 4 pm via Zoom. These sessions are sponsored by the Council on Faculty Welfare, Academic Freedom, and Awards (CFW). Save-the-Date cards have been sent to those who were in the breakout discussion, in addition to others who indicated an interest but were unable to attend.
- d. CFW is also working with EVC Robnett's office and her COVID-19 gender impacts task force to address childcare and caregiving issues.

Related Resources

Encl. Agenda and Introductory slides

Academic Senate Townhall Meeting

Mitigating the impact of the COVID-19 pandemic
on junior faculty career development

Thursday, February 11
10:00 a.m. to 12:00 p.m.



SB Division Chair
Prof. Susannah Scott
Chemical Engineering



Vice Chair (Diversity and Equity)
Prof. Melissa Morgan
Clinical, Counseling and School Psychology

Agenda

10:00 a.m. – 10:35 a.m.

1. Framing issues: The University leadership perspective

Welcome

Henry Yang, Chancellor

Building Your Career at UCSB

David Marshall, Executive Vice Chancellor

Disproportionate Impacts and Institutional Solutions

Melissa Morgan, Vice Chair of the Academic Senate

Belinda Robnett, Vice Chancellor of Diversity, Equity, and Inclusion

Doing Research, On and Off Campus, During a Pandemic

Forrest Brewer, Chair, Council on Research and Instructional Resources

Scott Grafton, COVID-Mitigation Program Leader

Planning for Advancement

Ruth Finkelstein, Chair, Committee on Academic Personnel

Dana Mastro, Associate Vice Chancellor for Academic Personnel

Work-Life Balance

Lisa Parks, Chair, Council on Faculty Welfare, Academic Freedom, and Awards

Kum-Kum Bhavnani, Academic Senate Chair 2019-20, Divisional Chair 2012-16

Agenda, continued

10:35 a.m. – 11:25 a.m.

2. Issues and Possible Solutions: the junior faculty perspective

Participants join 5 breakout rooms with university leaders, according to survey preferences.

11:25 a.m. – 11:50 a.m.

3. Breakout Room Reports

Upon returning to the main meeting room, a reporter from each group will describe one high priority issue, and a possible mitigation measure.

11:50 a.m. – 12:00 p.m.

4. Wrap-up and Next Steps

Comments, questions, suggestions:

Shasta Delp, Executive Director, SB Division of the Academic Senate

shasta@ucsb.edu

Disproportionate Impacts and Institutional Solutions

Melissa Morgan/Belinda Robnett



Background Around COVID Disparities

Melissa L. Morgan, Ph.D. Vice Chair Academic Senate,
Diversity and Equity Portfolio



- Disparities in COVID impact in academia, worldwide
 - Research Productivity
 - Exacerbating already present disparities for women and BIPOC
- UC/UCSB Initiatives
 - working towards recognition of “hidden workload”
 - Recommendations around addressing pre-existent and widening disparities

We want to hear your experiences and suggestions!

UCSB Junior Faculty Town Hall Meeting
Belinda Robnett, Vice Chancellor For Diversity, Equity, and Inclusion

Institutional Resources to Mitigate Against the Impact of the
COVID-19 Pandemic on Women and Underrepresented
Racial-Ethnic Minorities in the Academy

1. Thriving in the Academy Faculty Program
 - A. Inclusive Community;
 - B. Work-Life Imbalance Workshops;
 - C. Strategies to maximize publications; set up labs; increase networks; leave time; service work.
2. Unit level Faculty Diversity Officers; College Faculty Equity Advisors
3. Faculty Ally Program: Mentoring across difference
4. Support for caregivers


Doing Research, On and Off Campus, During a Pandemic

Forrest Brewer/Scott Grafton

COVID-19 Update- Senate University Resources

F.Brewer, Chair CRIR

Library Resources: Current

- ▶ Remote Library Resources: digitized course reserves, library instruction, [research consultants](#), [HathiTrust Access](#). [Subject Librarians available](#).
 - ▶ Book Pickup and Delivery, Inter-library loan
 - ▶ Access to Special Research Collections by Appt.
 - ▶ Graduate TA, Faculty Media Prep/Remote Rooms
 - ▶ Plan: Open for low-density student study space in spring quarter
- 

Instruction Development

- ▶ Media Resources in Library and HSSB Rooms
- ▶ Faculty MiniGrants (\$1000) – Course Development
- ▶ ID and Library Video Collections for Streaming Reserves
- ▶ Media Equipment for Remote Teaching
 - Loan from Media Equipment
- ▶ Continual Development of Online Faculty and TA
 - <https://keepteaching.id.ucsb.edu>
 - <https://uscbcollabsupport.zendesk.com>
- ▶ Consultation
 - help@id.ucsb.edu

Senate Research Grants

- ▶ Faculty Research Grants
 - Up to \$20k – aimed at Seed Funding/Junior Faculty
 - Currently Open
 - Deadline March 28, 2021 11:59PM PST
 - >50% partially or wholly funded
 - Period of Performance: July 1, 2021 – June 30, 2022
 - Covid Policy Changes: Minimal
 - Cannot forecast Travel/Resource availability
 - Very lenient extension policy

Senate Travel Grants

- ▶ Physical Travel Still restricted vis UCOP
- ▶ Travel Grants approved for Virtual Meetings
 - Up to 2/yr for \$600 total
 - Faculty Paper/Tutorial Presentation
 - APM forbids Panel Attendance support
 - (Exceptions granted for High Profile/Important Meetings)

Office of Research Grants

- ▶ Offset Funding for Heavily Impacted Faculty
- ▶ Available Soon
- ▶ \$200k starting budget (hope to find partners)
 - Up to \$8k
 - Funds for any allowable UCSB expense
 - Cannot directly fund childcare –taxable income
 - Can fund: Equipment, travel, GSR, Undergrad Assist, lab or teaching assist.
 - Near-term receipt to 18-24 months
 - Need Dean/Chair approval for teaching buyout
- ▶ Priority: faculty with homecare responsibilities

UC Santa Barbara Research Population*

Where we stand:

1969 total researchers registered in the COVID symptom survey:

753 GSR

255 Faculty

235 Admin/staff

204 Post-docs

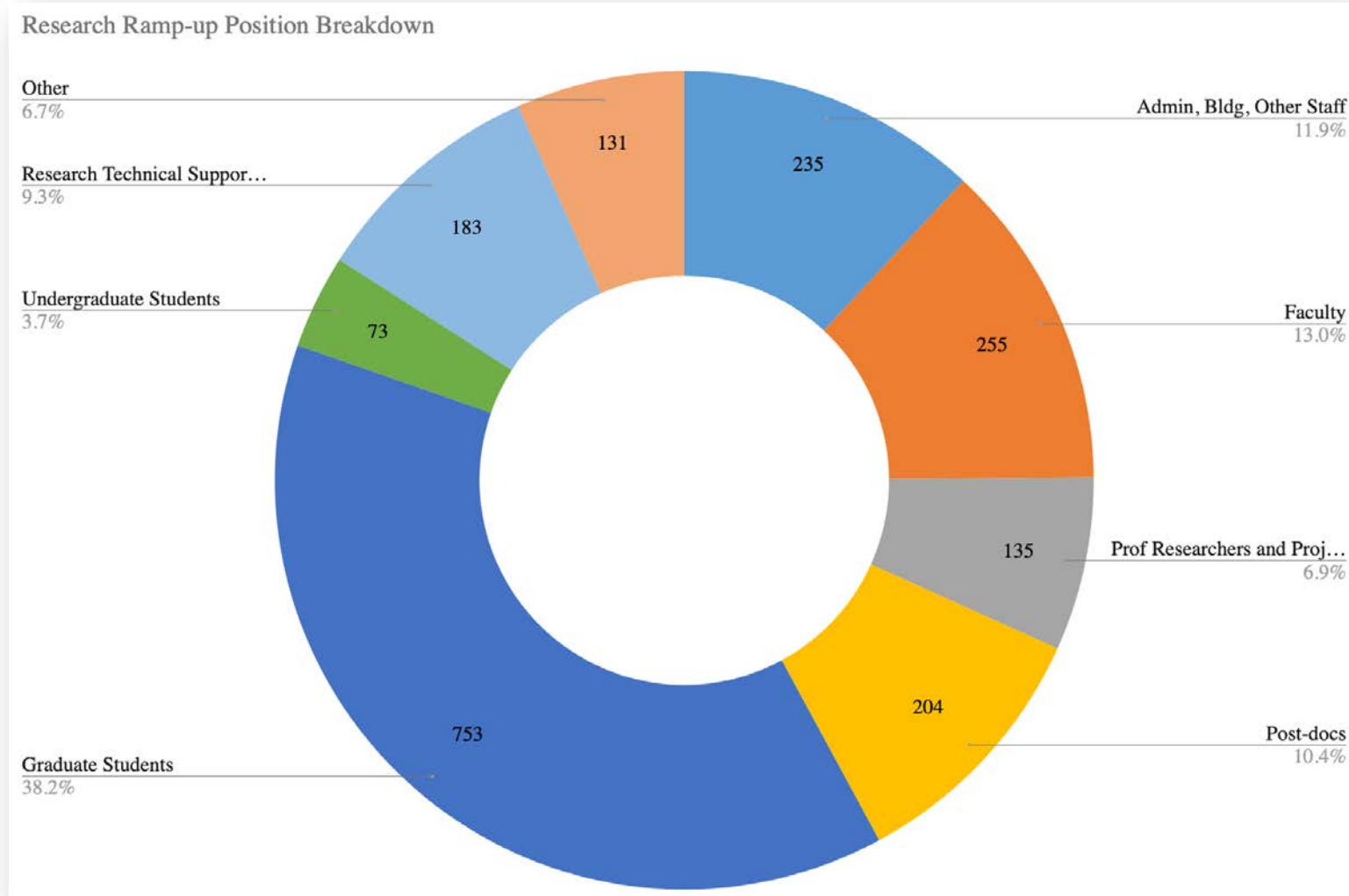
183 Tech. support

135 Prof. Res./Proj. Sci

73 UG (Expect stepwise increase)

131 other

No infections while carrying out research on-campus



* Courtesy of Katie Mankin - based on COVID symptom survey registrations through end of January 2021.

Labs: Aerosols, ventilation, masks – Anticipated changes

Complete

Building Name	Building Number
Bio II	571
BioEngineering	512
Bren	521
Broida	572
Chemistry	557
Engineering II	503
Engineering Science	225
Henley Hall	226
Life Sciences	235
Marine Biotech	555
Marine Science	520
MRL	615
Noble Hall	544
Physical Sciences North	657

- In progress

Building Name	Building Number
Elings Hall	266
Biology Research Lab	569
Chemistry Annex	570
Bio Sciences Annex	539
Bio Sci Instructional Facility	504
Woodhouse Lab	546
Cloud Lab	575
Physical Sciences South	672

- Top quality spaces

- 100% fresh air intake and ≥ 6 ACH
- MERV ≥ 13 Filters

- We are proposing to go from 250 sq ft. per person (9' radius) in multiple person spaces to 150 sq ft per person (7' radius).

- > ART research bldg
- > ArtBldg
- > Bioengineering Building
- > Bioll
- > Bren Hall
- > Broida
- > Building 451 (Military Science)
- > Cliff House
- > Cloud Research Lab
- > Creative Studies
- > Education Building
- > Elings Hall
- > Ellison Hall
- > Engineering II
- > Engineering Science
- > Girvetz
- > Girvetz Hall
- > Harold Frank Hall
- > Henley Hall
- > Hosford
- > Humanities And Social Sciences Building
- > Intercollegiate Athletics
- > Kerr Hall
- > Kohn Hall
- > Marine Biotechnology Lab
- > Materials Research Lab
- > Noble Hall
- > North Hall
- > PBS
- > Phelps Hall
- > Physical Sciences South
- > Physical Sciences South (1st Floor Only)
- > Physical Sciences South (2nd Floor Only)
- > Psychology
- > Psychology East
- > Social Sciences _ Media Studies
- > South Hall
- > Theater _ Dance West
- > Trailer 937
- > Trailer 939
- > Trailer 942
- > Webb Hall
- > Woodhouse Lab

Offices: Aerosols, ventilation, masks

Building Reopening Plan

Facilities Building Ready Checklist

WSSP Plan

Many of our spaces meet the desired standards of:

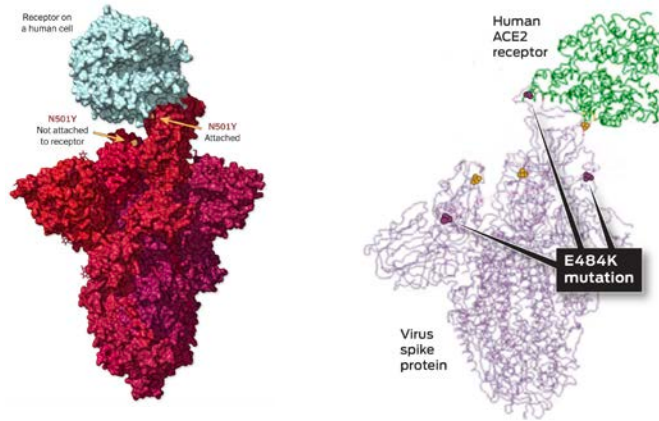
100% fresh air intake and ≥ 6 ACH

MERV ≥ 13 Filters

At the opposite extreme we have seen spaces with zero ventilation and we have seen everything in between

- We have developed guidance for how to use spaces with different types or quality of ventilation.
- We will soon distribute some guidance to help people tighten up the protection of their work areas if they are not top quality.

SARS-CoV-2 Variants



Variant	Genetic Changes	N501Y	E484K	Increased Transmission	Increased Severity	Conv Plasma	mAB Binding	Vaccine Efficacy	USA
B.1.1.7 (UK >70%, Denmark)	17 mutations & deletions	Yes	No	Yes ~50%	?	NL	Decreased	Yes	467 (113 in CA)
B.1.351 or S501Y.V2 (S Africa >88%, Denmark)	8-10 spike mutations	Yes	Yes	Yes ~50%	No	Decreased	Decreased	Yes or Partial	2 in South Carolina 1 in Maryland
P1 or B.1.1.248 (Brazil)	17 mutations	Yes	Yes	Yes	?	Decreased	Decreased	Yes or Partial	1 case in Minnesota NOT Bay Area
Cal20C or L452R (Denmark)	5 mutations	No	No	Yes?	?	?	Decreased	Probably	1/3 of cases in So Cal

A Parsimonious Behavioral SEIR Model
of the 2020 COVID Epidemic in the
United States and the United Kingdom*

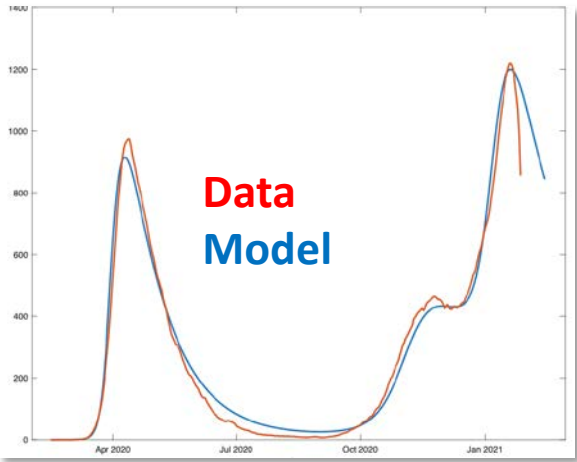
Andrew G. Atkeson[†]

January 29, 2021

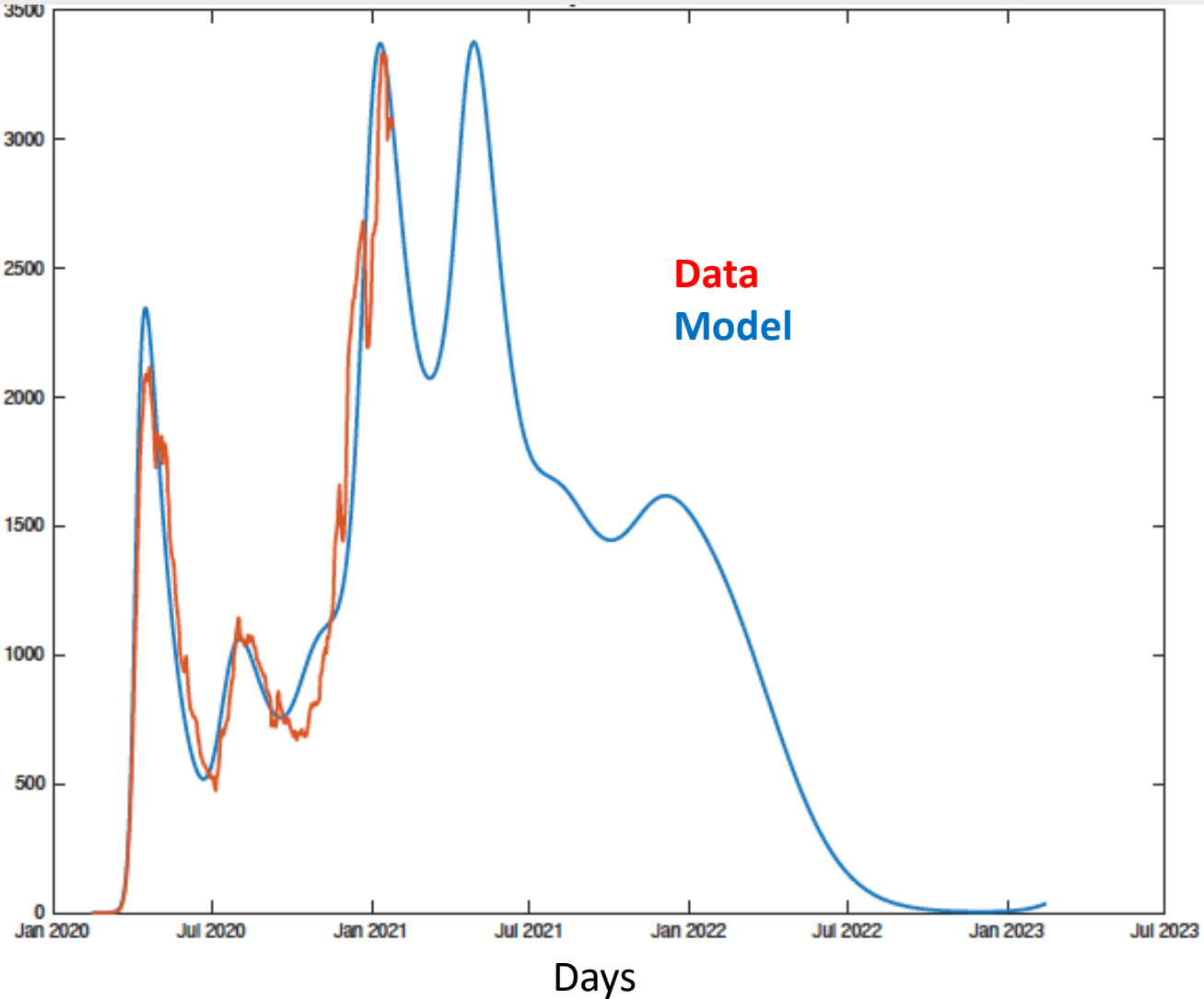
S: Susceptible
E: Exposed
I: Infected
R: Recovered

Seasonality
Pandemic Fatigue
B.1.1.7 Variant

Daily Deaths UK



Daily Deaths US

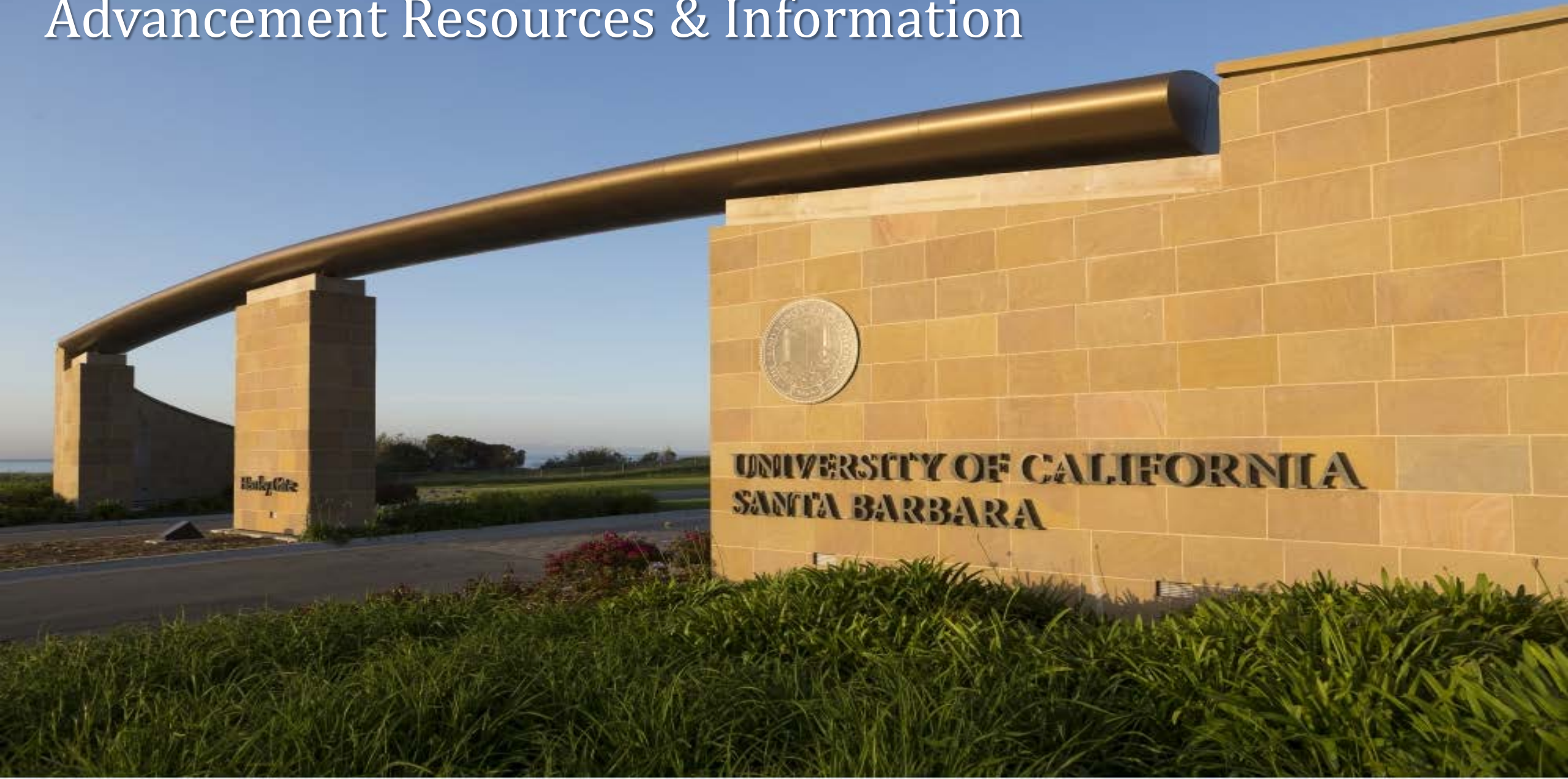


Planning for Advancement

Ruth Finkelstein/Dana Mastro

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Advancement Resources & Information

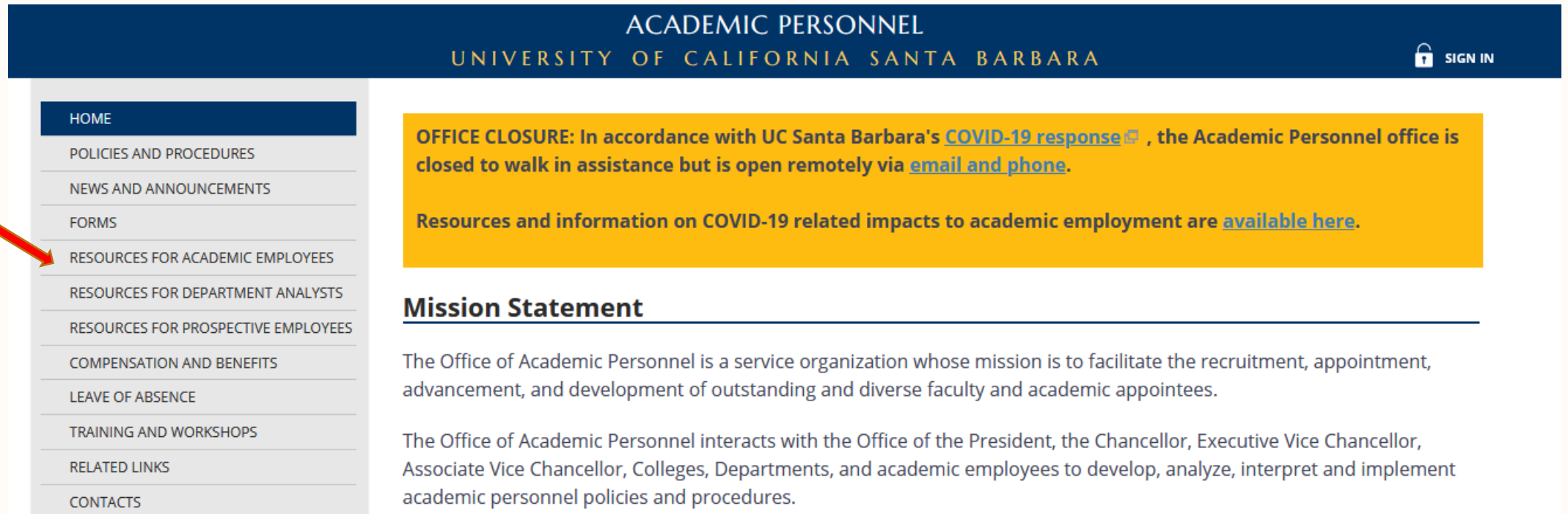


IMPORTANT INFORMATION & RESOURCES


- **Promotion & Tenure Workshop: March/April**
 - AP Director Cindy Doherty and I will offer a comprehensive overview of the review process
 - including guidance on preparing your file and a discussion of COVID impact
 - A panel including Deans, CAP leadership, & recently tenured faculty will also share advice and insight on the review process

IMPORTANT INFORMATION & RESOURCES

- **Personnel Cases Frequently Asked Questions (FAQs)**



ACADEMIC PERSONNEL
UNIVERSITY OF CALIFORNIA SANTA BARBARA

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OFFICE CLOSURE: In accordance with UC Santa Barbara's [COVID-19 response](#) , the Academic Personnel office is closed to walk in assistance but is open remotely via [email and phone](#).












Resources and information on COVID-19 related impacts to academic employment are [available here](#).

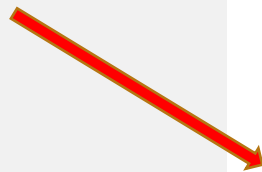
Mission Statement

The Office of Academic Personnel is a service organization whose mission is to facilitate the recruitment, appointment, advancement, and development of outstanding and diverse faculty and academic appointees.

The Office of Academic Personnel interacts with the Office of the President, the Chancellor, Executive Vice Chancellor, Associate Vice Chancellor, Colleges, Departments, and academic employees to develop, analyze, interpret and implement academic personnel policies and procedures.

Resources for Academic Employees

- [Forms](#)
- [Awards](#)
- [Other Funding Opportunities](#)
Links to other campus organizations that provide funding opportunities, or information about external funding options for faculty and other academic employees.
- [UCSB Faculty Handbook](#) 
The handbook provides useful information about the UCSB campus and academic life, particularly for incoming faculty or new recruits.
- [UCOP Faculty Handbook](#) 
The handbook is produced by the Office of the President and provides summary information and serves as a guide to where official policies and more detailed information can be found regarding the University of California.
- [Department Chair's Handbook](#) 
This annual publication provides practical guidance and information about the appointment and advancement process for academic employees.
- [Affirmative Action Guidelines](#) 
This document produced by the Office of the President outlines affirmative action guidelines and best practices for the recruitment and retention of faculty.
- [Faculty Housing](#) 
Information regarding MOP loans, for-purchase housing opportunities and future housing projects
- [Family Friendly Resources](#)
Policies, programs and Resources that assist faculty and other academic appointees in balancing the demands of work and family.
- [Chronicle of Higher Education](#) 
- [UCSB access to LinkedIn Learning](#) 
LinkedIn Learning is an online training library that offers more than 2500 video-based tutorials on diverse topics, taught by industry experts.
- [National Center for Faculty Development and Diversity \(NCFDD\) Membership](#) 
- [Service Opportunities for Senate Faculty](#) 
- [Professional Development Resources for Faculty](#)
- [Faculty Promotion Workshops](#)
- [Personnel Cases FAQs](#) 
- [UC Outside Activity Tracking System \(OATS\)](#)
- [Leaves User Guide](#) 



IMPORTANT INFORMATION & RESOURCES

● Personnel Cases Frequently Asked Questions (FAQs)

Personnel Cases

The following are answers to questions frequently asked about the academic review process at UCSB and the role of the faculty senate Committee on Academic Personnel (CAP). Questions and responses are grouped into three sections: A. About CAP; B. Academic Personnel Standards and Criteria; C. Information for Departments and Candidates.

About CAP

What is the Committee on Academic Personnel (CAP)?

Who serves on CAP?

Whom do CAP members represent?

Does CAP make final decisions about personnel actions?

Academic Personnel (AP) Standards and Criteria

What sets of standards are used in personnel actions?

How is teaching weighed?

Is grant funding a basis for advancement?

Are prizes and awards necessary for advancement?

What is expected in the area of university and public service?

What are the expectations with regard to the balance of accomplishments across the review areas in merit and promotion cases?

Information for Candidates

Should candidates provide a statement of self-assessment?

Candidates' bio-bibliographies can be difficult to maintain. Who is ultimately responsible for their accuracy and completeness?

How are "in press" items considered in a personnel review?

Are submitted articles and works in progress considered in a personnel review?

How are conference proceedings treated in personnel actions?

How is collaborative research evaluated?

Is the author order on publications important?

Is the stature of a publisher or a journal important in the review process?

Should I request reviewing agency reports to be sent to me?

Should I release reviewing agency reports to my department?

Some items do not fit neatly into one of the existing categories in the bio-bib template or may fit in to more than one category. How do I decide where to place them?

IMPORTANT INFORMATION & RESOURCES

- **COVID Impact & Resources**

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RESOURCES FOR PROSPECTIVE EMPLOYEES

COMPENSATION AND BENEFITS

News and Announcements

- [Academic Personnel Newsletters](#)
The Academic Personnel Newsletter is published quarterly by the Academic Personnel office at UCSB. It contains information of interested to academic employees and staff who administer academic personnel.
- [Memos to Campus](#)
An archive of memos and announcements sent to the campus from the Associate Vice Chancellor of Academic Personnel and the Academic Personnel office.
- [COVID-19 Information & Resources](#)
- [The Current](#)
The Current is published by UCSB Public Affairs and Communications.



IMPORTANT INFORMATION & RESOURCES















ACADEMIC PERSONNEL

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News and Announcements

COVID-19 Information & Resources

- [Academic Affairs COVID-19 Information & Resources Page](#) 
-
- January 25, 2021 - [COVID-19 and Merit and Promotion Reviews](#) 
 - January 25, 2021 - [Guidance for COVID Impact Statement](#) 
 - October 14, 2020 - [International Remote Employment FAQs](#) 
 - October 7, 2020 - [COVID Related Leave Options for Academic Employees](#) 
 - September 2, 2020 - [Updates on COVID-19 Related Policies Exceptions for Academic Employees](#) 
 - June 23, 2020 - [Presidential Proclamation Suspends Certain Nonimmigrant Entries - NO IMPACT to F-1 students/ J-1 scholars/ or current H-1Bs](#) 
 - April 27, 2020 - [UCOP Guidance Regarding COVID-19 Related Leaves and Job Protections for Academic Employees](#) 
 - April 22, 2020 - [COVID-19 Related Leaves for Academic Employees](#) 
 - April 15, 2020 - [COVID-19 Related Leaves and Job Protections Guidance](#) 
 - April 2, 2020 - [Academic Personnel Updates](#) 
 - March 26, 2020 - [Office of the President Guidance on COVID10-Related Leave for Academic Appointees](#) 
 - March 18, 2020 - [Guidance Regarding COVID-19 Administrative Leave for Academic Employees](#) 
 - March 17, 2020 - [Academic Personnel Updates Related to the COVID-19 Crisis](#) 

COVID IMPACT & THE REVIEW PROCESS

➤ COVID Impact Statements

- provides context which helps reviewing agencies apply appropriate flexibility in evaluating case in light of COVID-based hardships

➤ Temporary Workload Adjustments

- modification of workload expectations, without penalty, including after return to campus
 - in coordination with Chair & Dean (memorandum of understanding: MOU)

➤ Stopping or Extending the Tenure Clock

- one-year extension for COVID-19-related reasons automatically granted upon request
 - personal circumstances and detailed accounts need not be disclosed

✓ *Ongoing efforts to determine additional resources and sources of support*

THANK YOU

Work-Life Balance

Lisa Parks/Kum-Kum Bhavnani

Work-Life Balance: We Want to Hear Your Views

Lisa Parks, Chair, Council on Faculty Welfare, Academic Freedom & Awards
Kum-Kum Bhavnani, Academic Senate Chair 2019-20, Divisional Chair 2012-16

Everyone talks about work-life balance, but the lived experience has to be addressed in many different ways

- **Working remotely while tackling caregiving needs and home schooling**
- **Inequities in the impacts of the pandemic on faculty members: 'race'/ethnicity, gender, income, departmental cultures**
- **Flexibility in faculty assignments** have to be discussed with your chair
 - Examples of temporary modifications in teaching and service :
 - changing course assignments and/or scheduling of courses
 - co-teaching or arranging for colleagues to offer guest lectures
 - rescheduling courses to allow for non-teaching quarters
 - repeating courses to reduce preparation
 - variations in teaching modality
 - temporarily reducing or waiving service expectations
 - reducing or eliminating meetings, AND
 - consideration of what are truly essential committees or services.
- **Letter to President Drake re Covid-19 Impacts on Faculty** (link to be shared and discussed in breakouts)

Breakout Room Discussions

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