

# BARD

Undergraduate Faculty Newsletter  
Annandale, May 2021  
Volume 16, Number 3

*from the* **Dean of the College**

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Deirdre d'Albertis

As we come to the end of a truly historic year, I want to thank members of the Bard College faculty and staff for placing student learning and welfare--always central to our mission--at the heart of all efforts, visible and invisible, to respond to the many challenges we have faced together as a community. Faculty heroically developed new pedagogies, boldly adapted technology to deliver instruction, and generously engaged students around pressing needs and concerns. Social justice and racial equity questions reshaped the contours of academic life as faculty brought both expertise and ethical imagination to this necessary work. The President's Commission on Racial Equity and Justice mobilized inquiry into the past, present, and future of the College. In the midst of the pandemic, people made time and space for critical dialogue, creating stunningly ambitious curricula from the Racial Justice Initiative to the Common Courses. Faculty served over the span of an entire calendar year as integral members of the Response and Cares teams, bringing special energy and focus to weekly deliberations of the Academic Planning Working Group. Our CFCD colleagues, in particular, deserve heart-felt gratitude for the optimism and practicality with which they have supported all of these transformations of our work as educators, even as they have nurtured each faculty member's serious and sustained professional development as a scholar, artist, or researcher.

In particular, I want to acknowledge the leadership of Bard's program directors and the four divisional chairs (Nicole Caso, Rob Culp, Kristin Lane, and Susan Merriam) as well as those who served on major committees, in bringing faculty perspectives to the forefront of so many planning efforts this year. Moving beyond reactive crisis management to visionary engagement with institutional life, faculty invested fully in governance and search processes in 2020-21 with impressive results.

We will be joined in the fall by distinguished faculty members **Karen Barkey**, Charles Theodore Kellogg and Bertie K. Hawver Chair of Sociology and Religion, **Kobena Mercer**, Charles P. Stevenson Chair in Art History and the Humanities and **Maria Sonevytsky**, Visiting Associate Professor of Anthropology and Music. Tenure track searches successfully completed this year have resulted in the following appointments: **Yarran Hominh**, Assistant Professor of Philosophy, **Mie Inouye**, Assistant Professor of Political Studies, **Lucas Guimarães Pinheiro**, Assistant Professor of Political Studies, **Jomaira Salas Pujols**, Assistant Professor of Sociology, **Heeryoon Shin**, Assistant Professor of Art History. We are delighted to announce the arrival in September of Playwright in Residence **Daaimah Mubashshir** and **Yebel Gallegos** in Dance. The College will welcome **Ranjani Atur** as the inaugural recipient of the College's new Academic Diversity Postdoctoral Fellowship in Classical Studies. Newly appointed visitors in Chemistry & Biochemistry, Theater and Performance, Political Studies, Architecture, Music, Film and Electronic Arts, Photography, French Studies and History, as well as a faculty exchange through OSUN (AUCA's Elena Kim, Visiting Associate Professor of Psychology) will bring important new voices to Annandale next year.

It has been a pleasure to see so many colleagues in recent weeks at end-of-year celebrations of student achievement: I encourage you to participate in Commencement activities this week as you are able. As we return to being fully "in person" with our students and each other in the fall, I cannot wait to catch up with each of you beyond the strange constrictions of life under Zoom!

*Please note: Faculty Activities and Accomplishments can be found at the end of this newsletter.*

## COVID-19 Faculty Support at Bard College

The College is committed to working in partnership with faculty groups (Executive Committee, Faculty Senate, Faculty Evaluation Review Committee, AAUP) to respond to anticipated and unanticipated pandemic-related challenges. In this critical context, the Center for Faculty and Curricular Development will continue to offer active professional development support to faculty at all stages of the academic career.

### Fall 2020 and Spring 2021:

- Reallocation of Faculty Research and Travel (R&T) funding for the 2020-2021 fiscal year to cover needed tech upgrades and/or professional development support for teaching and research.
- Start-up funding for new faculty extended for an additional year.
- Bard's Nursery School and Children's Center remained open and safely operating without interruption throughout the academic year. The College also created a new outdoor education program at Montgomery Place (the Open Air Adventure Club) to support school-age children and their families during the pandemic. This last program represented an expansion of work-life offerings in response to the crisis.
- Faculty Meetings for AY 2020-2021 were rescheduled from 4:45 p.m. - 6:00 pm. to 12:00 noon, accommodating faculty constraints and work-life pressures due to COVID.
- Academic programs were encouraged to assess workload and make internal adjustments to support pre-tenure faculty members (variable course caps, double sections of same course or repeat course to reduce preps).
- Respite Days over three weeks in March in lieu of Spring Break.
- The Executive Committee and the Dean of the College coordinated actively with the Educational Policies Committee (EPC) to encourage student participation in the faculty evaluation process.

### In place for Fall 2021:

**Reallocation of Bard Research Funds** in 2021-2022 to help "jump start" research for early career faculty (\*details under the Faculty Resources section of this newsletter)

**COVID impact statement** (optional) for evaluation purposes (see UMass Amherst ADVANCE guidelines as an addendum to this newsletter). CFCD will host a June workshop to assist evaluatees in preparing covid impact statements as well as documenting teaching practices in the context of COVID.

**Group Mentoring** pilot program for new faculty to begin in AY 2021-22.

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### Reminder:

**All academic programs at the College are focused on racial justice and equity work this year, documenting their work with annual academic program reports due to the Office of the Dean of the College by June 30, 2021**

Guidelines for the annual academic program report may be found here:

<https://tools.bard.edu/wwwmedia/files/6421009/1/ProgramAnnualReportGuidelines.pdf>

All of us in and around the Office of the Dean of the College are here to support you in doing your best work. If you have questions or concerns please feel free to contact us: Deirdre d'Albertis ([dalberti@bard.edu](mailto:dalberti@bard.edu)), Emily McLaughlin ([mclaughl@bard.edu](mailto:mclaughl@bard.edu)), Peter Gadsby ([gadsby@bard.edu](mailto:gadsby@bard.edu)), Mark Halsey ([halsey@bard.edu](mailto:halsey@bard.edu)), Eric Trudel ([trudel@bard.edu](mailto:trudel@bard.edu)), Phil Pardi ([pardi@bard.edu](mailto:pardi@bard.edu)) or Michael Sadowski ([msadowsk@bard.edu](mailto:msadowsk@bard.edu)). We cannot thank you enough for the time, energy, imagination, and ethical engagement you are bringing to our shared mission as educators at Bard.

## Early Call for Proposals - *Inclusion Grant Challenge*

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### Academic Program Inclusion Challenge, 2021-2022

The Office of the Dean of the College reaffirms its support for the work of inclusion across academic programs at Bard.

The DoC will offer grants between \$500-\$1000 to academic programs (alone or jointly) that commit to undertaking one initiative to improve access, equity and inclusion for students.

Some examples of initiatives academic programs might propose include:

- Consult with faculty at peer institutions engaging in innovative redesign of intro or gateway courses.
- Sending faculty members to inclusive pedagogy training.
- Developing program specific resources
- Engaging program wide implicit bias training and engaging bias reduction practices.
- Learning intergroup dialogue methods.
- Program retreat to share faculty pedagogical best practice.
- Developing a "First to First" mentor initiative in your program. These are mentor relationships between either first generation undergraduates and first generation faculty or between first generation faculty across disciplines.
- Creating a call for student initiated projects (mini-grants) in your programs that address diversity, equity and inclusion.

These are just suggestions: we encourage you to come up with proposals that speak to the Inclusion Challenge most directly relevant to faculty and students in your program.

Please **submit proposals by September 15th** to [doc@bard.edu](mailto:doc@bard.edu) for projects to be undertaken in the fall or spring of next year.

*from the* **Center for Faculty and Curricular Development (CFCD)**

Emily McLaughlin, Phil Pardi and Eric Trudel co-directors of CFCD  
Faculty Fellows, Christian Crouch and Sayeeda Moreno

CFCD is committed to the support and advocacy for professional development and pedagogical initiatives of the faculty at Bard. Though we are looking forward to a quieter summer than last, we are already planning for the fall semester. Colleagues should not hesitate to contact us with ideas for programming, or questions as they prepare for the 2021-2022 academic year. A few summer workshops and events will be advertised in the coming weeks.

We would like to extend our gratitude to outgoing Faculty Fellow **Christian Crouch**, for her extraordinary pedagogical flair and unwavering dedication to the work of CFCD. And we are thrilled to welcome our new CFCD Faculty Fellow, **Yuka Suzuki**.

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As you reflect on the last two semesters, please take a moment to respond to just one question. CFCD will share the results, along with other tips and resources, later this summer. You can find the question and enter your reply in this [anonymous Google form](#), or you can send it directly to Phil Pardi at [pardi@bard.edu](mailto:pardi@bard.edu).

*Additional questions or musings can always be shared with the Bard faculty community via the [CFCD Google Group](#).*

### **Suggestions for Augmenting Teaching Portfolios during the Pandemic**

Due to the pandemic, students did not complete CAFE forms in Spring 2020, and the response rate for Fall 2020 CAFE forms was low. Course evaluations will be conducted online in Spring 2021. Additionally, CAFE forms submitted during the pandemic reflect the particular and unique challenges of teaching (and learning) during this extraordinary moment. As a result, student evaluations - an important component of faculty evaluation files - will be less robust and representative than usual. To mitigate these challenges, a Senate working group has prepared the following list of suggestions that faculty might find useful in augmenting their teaching files. We emphasize two things. First, these are suggestions and not mandates. Second, the responsibility to create a full picture of colleagues' teaching falls to all faculty - not just the evaluatees.\*

#### **Ways to solicit student feedback**

1. In Spring 2021, CAFE forms will again be administered online. Faculty can dedicate class time during which students can complete them. In our experience, students are more likely to do so if this time is carved out from the beginning rather than the end of class.
2. Faculty can administer their own midterm or final student evaluations and include them in the open portion of the evaluation file. The Center for Faculty and Curricular Development has provided templates for such forms, and will continue to offer guidance.
3. The Executive Committee and the Dean of the College's Office can work with the Educational Policies Committee to increase student response to the call for testimony.

#### **For evaluatees**

1. Candidates can request additional class visits as a formal part of their teaching evaluation ("Additional class visits may be arranged by the divisional chairs, in consultation with the evaluatee, at the request of the evaluatee." Faculty Evaluation Document 4.c.3.g)
2. Candidates can include materials in their teaching portfolio that provide a richer picture of how teaching and learning happen in their classrooms. For example, sample assignments, slides or lesson plans, an annotated syllabus, samples of graded student work (with student permission), or a course website might provide insight into the teaching and learning environment. These materials will be most useful when the candidate contextualizes them and reflects on their contributions to learning.
3. Evaluatees can also provide descriptions of their professional development in teaching (e.g., CFCD workshops).

#### **For colleagues**

Given the paucity of CAFE data, detailed letters from colleagues that provide evidence not available elsewhere in the file will be especially valuable during the evaluation process. For example, letters might comment on syllabi, learning goals, and assessment, and their appropriateness for the discipline and course level. Colleagues' testimonies also contextualize candidates' mentorship and advising within the Program, and the extent to which students who take a class with an evaluatee are prepared for more advanced work in the field. Peers can visit evaluatees' classes (outside of formal class visits) to get a sense of their teaching. Colleague letters also provide an understanding of the evaluatee's contributions to building an inclusive classroom and program.

Additionally, faculty letters are valuable in their ability to situate the evaluatee's work in the Programmatic context. Given program norms, needs, and expectations, how does the evaluatee contribute to advising, teaching at different levels and in different areas and levels of the curriculum? Testimony can also describe the balance of service courses and those in the candidate's area of specialization.

\*Many of these suggestions are adapted from the University of Virginia's [Teaching Philosophies and Teaching Dossiers Guide](#).

During COVID the alumni/ae have been more connected to the College more than ever. They are attending Cities Parties, Town Halls, Reunion Events, Socials, Networking Events in conjunction with Career Development, and reaching out to us for ways of staying engaged. They are extremely proud of the way Bard has thrived during this year. Congratulations to everyone who made it possible, especially the incredible environmental services staff who worked tirelessly to keep us healthy.

We are collecting names of ALL alumni/ae who participated in classes, panels, workshops or programs this year. Please help us by sending the names to [alumni@bard.edu](mailto:alumni@bard.edu). All alumni/ae will receive recognition on our website and a small gift from Alumni/ae Affairs. (In your planning for next year please let us know if alumni/ae will be visitors to your classes either in person or online.)

from the **Office of Institutional Support**

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The Office of Institutional Support (OIS), one of three offices within the Office of Development and Alumni/ae Affairs, manages the College's fundraising efforts from foundations, government agencies, corporations, and other entities to support College-wide needs and maintain the College's ability to raise and receive funding. The Office of Prospect Research (OPR), situated within OIS, researches and identifies potential sources of funding and individual donors for the College and recommends outreach efforts. We regularly work with undergraduate and graduate faculty and programs such as the Center for Curatorial Studies, the Fisher Center, the Bard Conservatory, Brothers at Bard, Conjunctions, the Institute for Writing and Thinking, and many others to identify funding for diverse, multidisciplinary projects that support Bard's mission and its vital role in the community. For those interested in applying for grant awards or just interested in learning more about the process and the possible benefits of grant seeking, please feel free to give us a call.

Starting Friday, May 7, Director of the Office of Institutional Support, Josh Bardfield, began hosting regularly scheduled lunch and learns for faculty interested in finding funding for institutional projects. These opportunities will be announced periodically and will serve as a chance for faculty to meet with Josh to discuss projects or ideas in need of support. This is a great way to learn about funding opportunities and brainstorm funders that might be interested in supporting new projects and initiatives at Bard.

Since the last Undergraduate Faculty Newsletter, Bard College has received several notable institutional awards. Below are just a few highlights of recent grant awards.

**Institute for Writing and Thinking**

The Institute for Writing and Thinking was awarded \$19,810 in funding through the Library of Congress' Teaching with Primary Sources Regional Grant Program to support "*If Woman Upset the World: Reading and Writing Women Activists of the Hudson Valley*" a series of micro-history professional development workshops.

**Support for the Bard Music Festival**

The New York State Council on the Arts (NYSCA) awarded Bard College \$20,000 over two years to support the Bard Music Festival.

**Support for SummerScape**

Bard College was awarded a \$15,000 grant by the National Endowment for the Arts to support the production of the 2021 SummerScape opera, "Le roi Arthus (King Arthur)."

**Wireless and A/V Infrastructure Upgrades**

Through a recent application to the New York State Higher Education Capital Matching Grant Program (HECap),

Bard College was awarded \$146,000 for video communication technology equipment acquisition and upgrades across campus.

### **Bard High School Early College**

The Hyde and Watson Foundation awarded Bard \$12,000 to support the purchase of new seating and tables for BHSEC Newark’s Learning Center.

### **Bard Graduate Center**

The Bard Graduate Center has received \$40,000 from the Coby Foundation in support of the “Luxury, Power, and Control” exhibition on lace, scheduled to open in 2022.

### **Bard Prison Initiative**

The Bard Prison Initiative received \$50,000 from an anonymous donor advised fund at The Chicago Community Foundation for general operations as well as a \$10,000 grant from the Peter & Mary Levin Family foundation in support of the public health program.

### **Scholarship and Award Funding**

The A. Lindsay and Olive B. O’Connor Foundation, a new funder to Bard, has awarded the College \$5,000 to support a scholarship for a Delaware County student for the 2021-2022 academic year. Bard also received \$4,000 from the Presser Foundation which supports the Presser Undergraduate Scholar Award.

*from the Faculty Grants Officer* \_\_\_\_\_

*for undergraduate faculty from the Arts, Languages and Literature, and Social Studies Divisions*

Sue Elvin

As this spring 2022 semester comes to a close, I am thrilled to share the following external fellowships and awards gained by Bard’s undergraduate faculty in the Arts, Social Studies, and Languages and Literature divisions, offering compelling evidence of the excellence of their proposals and professional contributions.

### **Undergraduate Faculty: New Awards: February 1 through May 25, 2021**

Funder	Type	Purpose	Project Director(s)	Amount US\$ <i>(unless otherwise indicated)</i>
American Academy of Berlin	Berlin Prize – Spring 2022 Fellow	To support the exploration of the past, present, and future of concert life in the city of Berlin.	Christopher H, Gibbs, James H. Ottaway Jr. Professor of Music	N/A
American Philosophical Society	Franklin Research Award 2021	To support the individual research for and writing of his book project, “ <i>Against Redemption: Democracy, Memory, and Literature in Post-fascist Italy</i> ,” which challenges the received categories of cultural analysis of the period to focus on the role of literature in institutionalizing collective memory.	Franco Baldasso: Assistant Professor of Italian	\$6,000
American Philosophical Society	Franklin Research Award 2021	To support the project, “ <i>The Divining Forest</i> ,” a suite of artworks that explores the poetics of scientific fieldwork being conducted in the dense and biodiverse environment of a tropical forest.	Adriane Colburn: Artist in Residence	\$6,000

American Philosophical Society	Franklin Research Award 2021	To support research connected to the forthcoming book, “ <i>The Sacred Band</i> ,” which involves the Theban hegemony of 379–362 BC, during which Thebes played a leading role in central Greek affairs and defeated the army of Sparta by deploying a corps made up of 300 male lovers—the Sacred Band of Thebes.	James Romm, James H. Ottaway Jr. Professor of Classics	\$2,000
Dublin City Council	Dublin Literary Award 2021	For her novel published in English “ <i>Lost Children Archive</i> .” Nominations for novels of “high literary merit” are forwarded for the Dublin Literary Award competition by libraries from around the world: the Biblioteca Vila De Gràcia, a library in Barcelona, submitted <i>Lost Children Archive</i> as its entry for favorite book of the year.	Valeria Luiselli, Writer in Residence, Sadie Samuelson Levy Professor in Languages and Literature	€100,000
Harvard University	Loeb Classical Library Foundation Fellowship 2021-22	To complete research for and writing of his first monograph, “ <i>The Poetics of Asceticism in Late Antique Gaul</i> ,” forthcoming from Oxford University Press.	David Ungvary, Assistant Professor of Classics	\$40,000
John Guggenheim Foundation	Guggenheim Fellowship 2021	Professor Asili joins the 2021 Guggenheim Fellows, comprising <a href="#">184 American and Canadian</a> scholars, scientists, writers, and artists, each of whom have already demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts, having been selected via a rigorous peer-review process from more than <a href="#">3,000</a> applicants.	Ephraim Asili, Assistant Professor of Film and Electronic Arts	\$52,000  <i>Unrestricted funds for fellow to spend in any manner they deem necessary to their work.</i>
National Endowment for the Arts	Grants for Arts Projects 2021	For “ <i>Freedom on the Move: Songs in Flight</i> ,” a project envisioned and led by <a href="#">Sparks &amp; Wiry Cries</a> for the commission of two world premieres and a subsequent performance tour in 2023. This ambitious musical project is a direct response to Cornell University’s “ <i>Freedom on the Move</i> ” database, housing digitized, searchable fugitive slave advertisements, resulting in a co-commission by Sparks & Wiry Cries and the <a href="#">Philadelphia Chamber Music Society</a> .  Cornell University is the Awardee.  Staff members from Sparks & Wiry Cries will administer this project.	Erika Switzer, Faculty member— Artist in Residence—Bard College/ Conservatory of Music: Undergraduate Music Program and Graduate Vocal Arts Program; Director, Postgraduate Collaborative Piano Fellowship; and Co-founder of <i>Sparks &amp; Wiry Cries</i> <u>and</u> : Lucy Fitz Gibbon, Faculty of Bard College Conservatory of	\$30,000



			Music: Graduate Vocal Arts Program; Interim Director of Vocal Program, Cornell University; Managing Editor of <i>Sparks &amp; Wiry Cries</i> with: Martha Guth, Ithaca College; Co-founder of <i>Sparks &amp; Wiry Cries</i>	
National Endowment of the Humanities (NEH)	NEH Summer Stipends Award 2021	To undertake research and writing for the book project, “ <i>The Global Interior: Modern Architecture and the Ordering of the World</i> ”	Olga Touloumi, Assistant Professor of Architectural History	\$6,000

All entries were awarded specifically to the individual member of Bard’s undergraduate faculty and not to the institution.

Celebrating these faculty successes also serves to deepen and broaden our awareness of the critical value of grant seeking. Do you aspire to gain funds to support your own innovative research, scholarship, and creative activities? Perhaps for a publication, juried exhibition, installation, or live performance? Are you fairly new to proposal writing? Would you like a quick refresher on some of the basic elements of a proposal? Or do you seek a supportive grant-seeking environment in which to hold yourself either gently or firmly accountable to actively apply for grants?

Over the last couple of months, I have reached out to undergraduate faculty with sabbaticals from fall 2022 to fall 2023, inviting them to meet with me, so that I may learn about their projects and their funding needs, with the goal of working with them on their grant seeking. But you don't have to have a sabbatical scheduled or even a definitive funding need in mind to kick-start a conversation on grants. Please reach out to me to set a time to talk. Perhaps this coming summer, once you have had a chance to reorient after the end of the semester, to unplug, to pause, to rest? Even a half-hour chat could prove to be transformational.

I can offer you one-on-one support during the proposal development process, helping you to:

- identify funding opportunities in alignment with your funding needs
- interpret grant, award and fellowships application guidelines
- develop checklists and timelines through to the grant deadline
- provide you with institutional information, where relevant
- develop budget and budget justifications
- edit and proof-read documents, to include narratives, budgets, resumes, bibliographies, appendices, forms, etc.
- review proposals for any institutional approvals and compliance needs that must be raised with appropriate senior management
- manage electronic uploads and submissions

and during the post-award phase to:

- negotiate and accept grants, awards, and fellowships
- facilitate budget revisions, no cost extensions, and other funder required documents
- create progress and final reports
- manage the project closeout stage

Faculty Grants Officer contact details: Sue Elvin: email: [selvinco@bard.edu](mailto:selvinco@bard.edu): or extension 7120.



The Learning Commons is home to Bard's writing support and one-on-one writing consultation, learning strategies support, and subject-specialized tutoring. This past spring, tutoring continued fully online, demonstrating both the resiliency and the sustainability of collaborative tutoring practice. We provided trained peer writing and reading support as well as discipline-specific meetings and academic skills mentorship on student-preferred social communication platforms (usually Zoom). The Learning Commons also hosted virtual international writing tutoring for students taking OSUN courses, pairing tutors in Annandale with students from Africa, South America, Central Asia, and across the Bard-Network map. Our trained peer writing consultants talked over course readings, wrote together with students informally, using composition as a tool for discovery, and helped students think through ideas for essay topics, generate research questions, and develop their written arguments.

Our staff and senior-year tutors helped senior project writers take their written drafts to the next level, offering more than 80 total hours of one-on-one writing tutor support. Faculty fielded 18 sections of credit-bearing courses in writing, inclusive pedagogy, information literacy, composition theory, mathematics, and English as a second language. Learning Commons courses – held in person, blended, and remote formats – were naturally open to all Bard students on the Annandale campus and abroad.

The Learning Commons dedicates our well-known Writing Fellows to writing-rich classes by faculty request; these highly trained peer writing tutors work with all students in the class one-on-one during the semester to assist students at all levels of drafting, writing, reading, citation, and revision. We provided fellows to 38 courses in spring. Writing fellows are happy to collaborate with faculty to provide course and program-specific workshops and support. If you are interested in having a writing fellow dedicated to your course or learning more about this program, please contact Director Jim Keller at [keller@bard.edu](mailto:keller@bard.edu)

This coming fall, we will be back in our seats, but the Learning Commons will continue to provide online tutoring services as well to supplement our range of academic support offerings. We plan to extend tutoring to the Bard Baccalaureate program, BGIA, the microcolleges, and beyond. Academic skills mentorship will remain available in person and online – all in the context of addressing course assignments.

Visit our web page at <http://inside.bard.edu/learningcommons>. We may be reached at x7812 or [blc@bard.edu](mailto:blc@bard.edu). All BLC tutoring is always free.

See you in the BLC!

It has been a busy, if different, spring semester at the library. While we hosted many classes in the building, library staff continued to work creatively to support students and faculty across the College. We provided over 30 remote and in-person research workshops and met with dozens of students for individual research help. During senior project week alone, we scheduled at least forty 1:1 appointments and answered countless questions via email, chat reference, and phone. We continued to offer writing support: not only 1:1 tutoring for any student, but also assistance for seniors in the form of Shut Up & Sproj and a faculty panel on introductions and conclusions.

Over the past year, we've delivered thousands of requests through our "curbside" pickup program, provided scanned materials to remote students, and fulfilled countless interlibrary loan requests. We want to thank the faculty for their patience and understanding as we adjusted our services to the "new normal" of this year.

Our digital repository of senior projects continues to grow. With the addition of this semester's submissions, we have over 5400 items in this collection. Bard Senior Projects have been downloaded worldwide over 650,000 times.

In February, staff from several Bard libraries (including Stevenson, CCS, Bard Graduate Center, and Levy Institute) participated in “Equity in Action: Fostering an Anti-Racist Library Culture,” a four-week course provided by *Library Journal*. Several projects have come out of this work, including a diversity audit of our collection--a significant undertaking that will give us a picture of how representative our collection is.

As we wind down for the semester, we look forward to opening our doors again to students, staff and faculty in early June.

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**Reminder:** the library's study spaces will be open for expanded hours during Completion Days.

Both the First Floor and the Senior Study Spaces will be open as follows:

Wednesday, May 19 and Thursday, May 20: 8am-10pm

Friday, May 21: 8am-5pm

Sunday, May 23: 10am-10pm

Monday, May 24 - Tuesday, May 25: 8am-10pm

Wednesday, May 26: 8am-5pm

The library will be open to students, staff and faculty from 9am-5pm Thursday, May 27 and Friday, May 28. The stacks will be open and we will be re-setting our spaces to socially-distanced, reduced-capacity seating. We will be closed Saturday, May 29 through Monday, May 31.

Masks will be required. We will continue to check student Involvio passes at the door. Faculty and staff will be required to show their Bard IDs. Food and beverages will not be allowed in the building.

We'll update you with our summer schedule next week. Please consult our website for details. If you have any questions, please feel free to contact me.

*from the Business Office*

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**Reminder:** the Spring 2021 deadline for Faculty Research and Travel is May 31, 2021.

Please be sure to submit your R&T reimbursement requests from this fiscal year to the Office of the Dean of the College by that date. Any questions about balance of funds can be directed to Rachel Price at [rprice@bard.edu](mailto:rprice@bard.edu).

**Faculty Research and Travel  
Deadline Dates for 2021-2022**

One check request per semester with all allowable expenses and documentation will need to be submitted to the appropriate administrative support staff for submission to the Dean's Office by the following deadlines:

**Fall Deadline: December 31, 2021**

**Check mailing date: January 31, 2022**

**Spring Deadline: May 31, 2022**

**Check mailing date: June 30, 2022**

**Summer Deadline: August 31, 2022**

**Check mailing date: September 30, 2022**

Research activity that takes place after May 28, 2022 will fall within the 2022-2023 fiscal year.

Please see the full set of guidelines at: <https://www.bard.edu/doc/research/> (under *Resources*)

Check requests and other forms can be found at: <https://www.bard.edu/budgetoffice/toolbox/> (Bard login required)

## 161st Commencement Ceremony will take place on Saturday, May 29, 2021

Details for this year's Commencement and links to watch livestream can be found at:

<https://www.bard.edu/commencement/>

### Commencement Weekend Snapshot

#### **Thursday, May 27: Baccalaureate Service at 5:00 p.m.**

The Baccalaureate, hosted by the chaplaincy, will be an adaptation of the traditional Baccalaureate and will include a student speaker, alumni/ae speaker, faculty speaker, and a program developed with student participation by members of the chaplaincy. The senior class and registered faculty members are invited to attend in person. This event will be livestreamed.

#### **Friday, May 28: The Bard College Awards Ceremony at 5:30 p.m.**

The president of the College, trustees, and the president of the Bard College Alumni/ae Association, with the assistance of members of the faculty, will confer five awards and recognize the retirements of two members of the faculty. We anticipate all awardees to be present, and each will deliver remarks. The Bard Medal will be presented to Charles S. Johnson III '70; the John and Samuel Bard Award in Medicine and Science to Brianna Norton '00; the Charles Flint Kellogg Award in Arts and Letters to Paul Chan MFA '03; the John Dewey Award for Distinguished Public Service to Nsikan Akpan '06; the Mary McCarthy Award to Claudia Rankine; and the Bardian Award to Peggy Florin, Medrie MacPhee, and Amie McEvoy. This event will be livestreamed.

#### **Saturday, May 29: Commencement Ceremony at 2:30 p.m.**

At 2:30 pm the Class of 2021 is joined by trustees and faculty in the academic procession. At 3:00 pm the Commencement Ceremony begins with James C. Chambers '81, chair of the Board of Trustees of Bard College presiding. Graduates are invited to attend in person. The Commencement address will be given by former Open Society Foundations President Patrick Gaspard, who will receive an honorary doctorate of humane letters. Honorary degrees will also be awarded to dance therapy pioneer Miriam Roskin Berger '56, economist William A. Darity Jr., climate scientist Michael E. Mann, actress Audra McDonald, physician Siddhartha Mukherjee, Reverend Vivian D. Nixon, and novelist Elif Shafak. This event will be livestreamed and limited seating in the audience is available for registered faculty.

*from the* **Faculty Resources Committee**

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The Bard Research Fund supports scholarly and artistic projects with significant potential as a distinguished contribution to the humanities, the social or natural sciences or the arts.

Recipients of the **2020-2021 Bard Research Fund** grants:

Jeanette Estruth: "The New Utopia: A Political History of the Silicon Valley (1945-2013)"

Joseph Luzzi: "Dante's New Life: A Translation of the "Vita Nuova"

Gilles Peress: "De Bellum Balcanica - The Balkans Project"

James Romm: "The Sacred Band"

Samuel (Shai) Secunda: Babylonian Babble: The Formation of the Talmud in Late Antique Mesopotamia"

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**Plans for the Bard Research Fund (BRF) for applications received during the 2021-2022 academic year (this year due October 15, 2021):**

For one year only, 2021-2022, BRF funds may be dedicated to supporting faculty research "reboot" applications. With \$50,000 in the budget, faculty may apply for up to \$2,000 in addition to their \$2,000 R&T allocation. That would serve 25 faculty members: proposals from early-career faculty would receive priority. In the 3-5 page application faculty would be asked to:

- 1) Explain the need for funding
- 2) Articulate outcomes expected with additional funding--and how that will be measured/represented
- 3) timeline for completion of work
- 4) Possible opportunities for students in connection to the research proposed (only if applicable, not required).

All recipients will be asked to submit a follow up statement after the funds are used (or they may simply use the professional activities form with specific reference to BRF)

This plan has been formulated with the support of Bard's CFO, the Faculty Executive Committee, and the AAUP to support faculty research in the wake of COVID-19. Deadline: October 15th.

**Please visit our website [www.bard.edu/doc/](http://www.bard.edu/doc/)**

**for numerous links and resources for faculty and staff**

Course Continuity Resources and COVID-19 Academic Updates  
Faculty Handbook (hardcopies available upon request in the Dean's Office)  
Faculty Highlights & Accomplishments past and present  
Faculty, Divisional, Senate, and Program Meetings schedule  
Faculty Committee meeting minutes  
Faculty Meeting minutes  
Faculty Evaluation lists and schedules  
Faculty Governance Resources  
Faculty Committee List  
Program Directors List  
Faculty Search information  
Faculty Transition List  
Faculty Guidelines, Higher Education Resources and Support Network information  
Faculty Accessibility Guidelines (link to Bard SensusAccess)  
Bard Policies for Faculty

**Volume 16, Number 3**

This letter is intended by the Office of the Dean of the College to make information for faculty more accessible and available in an easy format. Where information is available on-line at our campus website

**<http://www.bard.edu/doc>**

you will be directed to that page. Please make use of the website; suggestions for posting of information and data are very welcome. The newsletters will be archived on the website. If you have questions or comments about this newsletter, please contact [doc@bard.edu](mailto:doc@bard.edu).

## Undergraduate Faculty Highlights and Accomplishments Spring 2021

\*compiled through submissions from faculty

In March 2021, **Ephraim Asili's** film, *The Inheritance*, was a critic's pick in *The New York Times*. The film was reviewed in *The Boston Globe* and *The Philadelphia Inquirer*. Asili was recently awarded a 2021 Guggenheim fellowship in the Film-Video category by the John Simon Guggenheim Memorial Foundation.

In April 2021, **Franco Baldasso** was awarded a Franklin Research Grant from the American Philosophical Society to support his book project, "*Against Redemption: Democracy, Memory and Literature in Post-fascist Italy*."

In March 2021, **Sanjib Baruah** was interviewed for *Scroll.in*, on his new book, *In the Name of the Nation: India and Its Northeast* (Stanford University Press, February 2020).

An exhibit of new work by **Laura Battle** will be at Opus 40 in Saugerties, N.Y. from June 17 through July 30, 2021.

**Omar Cheta** was invited to two workshops, where he presented on his research: "History Workshop" at Syracuse University in April 2021; and The Economic History Society of Southern Africa's "Economic History of Developing Regions Virtual Seminar," in May 2021.

"Kicking Homer to the Curb: The American Scholar Who Upended the Classics," a review by **Robert Cioffi**, appeared in *The New York Times* in April 2021.

In April 2021, **Adriane Colburn** was awarded a Franklin Research Grant from the American Philosophical Society to support her project, "The Divining Forest."

During the spring 2021 semester, **Adhaar Desai** organized a panel, "Shakespearean In-Capacities: Early Modern Critical Pedagogies" presented by the Shakespeare Association of America, and gave a paper titled "Truant Dispositions".

*Water/Music*, a new book of poems by **Peter Filkins** was published in April 2021 by Johns Hopkins UP.

Recent publications in *The New Yorker* by **Masha Gessen** include: "The Movement to Exclude Trans Girls from Sports," March 2021; "A Dismaying Pattern is Emerging in Biden's Use of Sanctions," March 2021; "How Vaccine Hesitancy Is Driving Breakthrough Infections In Nursing Homes," April 2021; and "How can we continue to keep schools relatively safe from the coronavirus?" April 2021.

**Christopher Gibbs** was named a 2021-2022 Berlin Fellow by The American Academy of Berlin.

In March 2021, **Jacqueline Goss** screened her film, "How to Fix the World," in *Framework: A Series of Films by Russian and American Women Filmmakers*. The series was sponsored by the United States Embassy and the American Center in Moscow.

**Elizabeth Holt** served on the American Council of Learned Societies Mellon Dissertation Completion Fellowship Competition, and gave two papers this semester: "Declassifying the Archive: Checks and Rumors," at the closed workshop, Archival Methods and Global Palestine in the 1960s and 1970s, held virtually at Roskilde University, Denmark; and "African Literature in Arabic: Beirut, 1965", as part of the panel "At Penpoint: The Past and Futures of African Cold War Studies," at the American Comparative Literature Association annual meeting (held virtually). Holt also published "Oil Sensoria," *Jadaliyya* (26 April 2021) and "Resistance Literature and Occupied Palestine in Cold War Beirut," *Journal of Palestine Studies* 197, 50:1 (2021).

Recent publications co-authored by **Justin Hulbert** include: "Functional connectivity between right-lateralized ventrolateral prefrontal cortex and insula mediates reappraisal's link to memory control," *Journal of Affective Disorders*, vol. 290; and "Active forgetting: Adaptation of memory by prefrontal control," *Annual Review of Psychology*, 72 1-36.

Recent publications co-authored by **Felicia Keesing** include: "Spatial and temporal patterns of the emerging tick-borne pathogen *Borrelia miyamotoi* in blacklegged ticks (*Ixodes scapularis*) in New York," *Parasites & Vectors* 14(1):1-7; "A new genetic approach to distinguish strains of *Anaplasma phagocytophilum* that appear not to cause human disease," *Ticks and Tick-borne*

*Diseases*, p.101659; and "Impacts of biodiversity and biodiversity loss on zoonotic diseases," *Proceedings of the National Academy of Sciences*, April 2021. She was the keynote speaker at Darwin Day 2021, University of Oslo and (virtually) spoke on the "Evolutionary perspectives on the ecology of infectious diseases." Recent media appearances also include: In harm's way, *The National Wildlife Federation*, February 2021; Featured scientist, BBC's Extinction: The Facts with Sir David Attenborough on PBS, March 2021; Even blue states suppress student voters, *The Nation*, March 2021; How our abuse of nature makes pandemics like covid-19 more likely, *New Scientist*, March 2021; A diversity of wildlife is good for human health, *National Science Foundation*, March 2021; and Climate scientists: Nature's destruction makes humans more vulnerable to disease, with Nathan Rott, *National Public Radio*, April 2021.

*First Letters after Exile* by Thomas Mann, Hannah Arendt, Ernst Bloch, and Others co-edited by **David Kettler** was published by Anthem Press in March 2021.

In February 2021, **Isabelle O'Connell** was invited to give a lecture for the piano students at Arizona State University, presenting on the 'Performance Practice of Playing Solo Piano with Electronics', and in April 2021, she performed at the New Music Dublin Festival in Ireland, in three live-streamed concerts in April 2021 from the Smock Alley Theatre in Dublin.

"On The Waterfront," a review by **Peter L'Official** appears in the May 2021 issue of *Artforum*.

Poems by **Ann Lauterbach** have been included in the following: "Nave" a publication for an art show on landscapes, *The Beatitudes of Malibu*, at David Kordansky Gallery in Los Angeles through June 2, 2021; and "Eclipse with Object" included in *Poems and Paintings* at the Alexandre Gallery in New York. Her poems also appeared in *Harpers* and *Here* magazine.

**Gideon Lester** was an executive producer of two films that premiered in May 2021: *This body is so impermanent*, at the Brighton Festival (UK), and *Dancers (Slightly Out of Shape)* a documentary on PBS's *ALL ARTS*.

In April 2021, **Marisa Libbon's** book, *Talk and Textual Production in Medieval England*, was published in The Ohio State University Press's "Interventions: New Studies in Medieval Culture" series.

In March 2021, **Richard Lopez** was named "APS Rising Star" by the Association for Psychological Science.

Published last fall, **Patricia López-Gay's** book, *Ficciones de verdad* (Iberoamericana-Vervuert, 2020), has been reviewed widely in journals in the United States, Latin America, and Europe. She has been invited to give lectures about *Ficciones de verdad* at the University of Gothenburg, the University of Alcaláin Madrid, the National University in Bogotá, and the Graduate Center at the City University of New York.

In May 2021, **Valeria Luiselli** was named winner of the 2021 Dublin Literary Award for her book *Lost Children Archive*.

During the spring 2021 semester, **Joseph Luzzi** was interviewed on the BBC Radio program "Dante 2021," and he was invited to give the following virtual lectures: "Boccaccio's Human Comedy: Reading the *Decameron* in Our Age of Pandemic" at Loyola University Chicago; "Dante without Footnotes: Personal Reflections on the *Divine Comedy*" at the University of Calgary; and "Seven Books for the Pandemic: The Power of Literature in Times of Crisis" at the Poughkeepsie Public Library.

Recent publications by **Sean McMeekin** include: "Churchill's Enigma: the real riddle is why he cosied up to Stalin," in the *London Spectator*, both print and online, March 2021; "The Other Day of Infamy. The Soviet-Japanese Pact signed 80 years ago today was part of Stalin's plot that led to Pearl Harbor," in *The Wall Street Journal*, April 2021; "Stalin's War. A New History of World War II," published in the United States and Canada by Basic Books and published in UK/Commonwealth/World English by Penguin, April 2021; "Stopped Cold: Remembering Stalin's Catastrophic 1939 Campaign Against Finland," in *Quillette*, April 2021; and "Stalin's Gambit: Did the Soviet Union Plan for a 1941 Offensive War Against Nazi Germany?" in *Military History Now*, May 2021.

In April 2021, **Oleg Minin** was a panel moderator for "Freedom or Fear of Expression? Political Cartooning in Africa, Europe, and the Middle East," at the University of Pittsburgh.

A new CD by **Rufus Müller** was released by Rubicon in March 2021, "O Sweet Were The Hours," is a selection of Beethoven's Scottish Folksongs Op.108 alongside the Hammer Clavier Trio.

**Jenny Offill** was a finalist for the 2021 Joyce Carol Oates Prize.

**Lothar Osterberg's** video "Atlantis" (2020) premiered on February 12, 2021 in an online concert, "Peace, Love and Guitars,"



organized by the New York Classical Guitar Society. "Re-Read" by Osterburg is at the Re Institute in Millerton, N.Y. (May 1 through June 26, 2021).

**Kelly Reichardt** was the subject of a 26-page spread in the French film journal, *Cahiers du Cinema*, May 2021.

Recent publications co-authored by **Bruce Robertson** include: "Ultraviolet polarized light and individual condition drive habitat selection in tropical damselflies and dragonflies," *Animal Behaviour*; "A transdisciplinary research agenda for understanding insect responses to light pollution informed by evolutionary trap theory," *Current Opinion in Insect Science*, 45: 91-96; and "Investigating the influence of artificial night at night and polarized light on bird-building collisions," *Biological Conservation*, 241: 108358.

In April 2021, **James Romm** received a Franklin Research Grant from the American Philosophical Society to support research connected to his forthcoming book, *The Sacred Band*. An illustration from Romm's book was featured in **Daniel Mendelsohn's** article, "Ancient Greece's Army of Lovers," published in the April 19 issue of *The New Yorker*.

"Fourth Illumination" new work by **Matthew Sargent** for piano, percussion, and electronics will premiere at UC San Diego on May 28, 2021 via live stream: [https://music-web.ucsd.edu/concerts/cms\\_index.php](https://music-web.ucsd.edu/concerts/cms_index.php)

"By My Self," a solo exhibition by **Tschabalala Self** is at the Baltimore Museum of Art through September 19, 2021.

"Writing girls through girls' magazines: (En)gendering childhood, 1895–1912," by **Wakako Suzuki** was published in *East Asian Journal of Popular Culture*, Vol 7(1), pp.7-25, 2021.

Recent performances by **Erika Switzer** include: Early Music Vancouver virtual performance of song recital "Love Near, Love Far," February 2021; The Marsh, San Francisco, virtual performance of "Science Fair: An Opera With Experiments," March 2021; Collaborative Arts Institute of Chicago, virtual interview "Heard Over The Piano," March 2021; Indiana University, Art Song Summit, panelist in conversation about "The Future of Art Song," March 2021; Tippet Rise on Tour, Spring Festival, virtual performance, April 2021; Music on Main, Listen. Together. Festival, presented virtual talk "Beethoven and the Dialogue of Collaboration," May 2021; and Library of Congress, AMS Lecture, virtual performance of excerpt from Tadeusz Zygfryd Kassern's Opera "The Anointed," University of Michigan, May 2021. In May 2021, Switzer's organization, "Sparks & Wiry Cries," (in collaboration with faculty from Ithaca College and Cornell University) received a grant from the National Endowment of the Arts in support of their commissionproject "Freedom on the Move: Song in Flight."

**Pavlina R. Tcherneva** presented at two high level European Parliament Conferences on A Job Guarantee for Europe (February and March 2021). She gave the Glasgow Economic Forum Keynote and spoke at the Yale Law School Workplace Theory and Policy Workshop. Some of her other recent talks include: The Watson Institute, Brown University, INET, Utrecht University, the launch of a Job Guarantee for Denmark, Broen til Fremtiden and Klima- og Omstillingsrådet Institutes, and the Brainwash Festival, Netherlands. In March 2021, her recent book *The Case for a Job Guarantee* was published in German and in French. She was also appointed to the scientific board of Institut Rousseau and worked with members of French Parliament, who introduced a Job Guarantee law before the National Assembly in May 2021.

In April 2021, **Olga Touloumi** was awarded a National Endowment of the Humanities Summer Stipend Award to support her scholarly humanities book project, "*The Global Interior: Modern Architecture and the Ordering of the World.*"

*Buddhist Sensibility: Aesthetic Education at Tibet's Mindröling Monastery* by **Dominique Townsend** was published by Columbia University Press in March 2021.

**David Ungvary** was selected to receive Harvard University's Loeb Classical Library Foundation Fellowship for the academic year 2021-2022.

*Future Shock*, an exhibition by **Sam Vernon**, was at the MiM Gallery in California from January 23 through March 27.

**Japheth Wood** was awarded an Epsilon Award for Young Scholars Programs from the American Mathematical Society in partial support for the Bard Math Circle's Creative and Analytical Math Program (CAMP). The 2021 CAMP will run the first week of August, and expects to host 48 middle school students, with staff that includes several Bard undergraduate Math/Computer Science majors and Bard alumni/ae.

Recent keynote speaker and presentations by **L. Randall Wray** include: “The Fiscal and Economic Outlook and the Role of Deficits,” panel at TCPI’s 22nd Annual Tax Policy & Practice Symposium, “Tax in a Time of Global Disruption: The Future Accelerated & Transformed,” February 2021; “Origins and development of Modern Monetary Theory - and how it can help us tackle the world's economic challenges,” Society of Professional Economists, February 2021; “Modern Monetary Theory: its influence on policy responses to the covid-19 pandemics,” Oxford Economics Society, February 2021; “Modern Money Theory In the age of Multiple Pandemics”; Past, Present & Future of the United States, Corvinus University of Budapest, Hungary, March 2021; “Modern Money Theory An Introduction” at Introduction to Modern Monetary Theory, Rethinking Economics, March 2021; “how can corporations and the whole society benefit from a new economic policy?” MMT, Brazil, March 2021; “COVID Response and the Green New Deal: Lessons from the Levy Economic Institute,” May 2021. An interview with Wray “What MMT says—and doesn’t say—about government spending,” appeared in *Welling on Wall Street*, volume 11, issue 5.

# DOCUMENTING PANDEMIC IMPACTS: BEST PRACTICES

## WHY DOCUMENT THE IMPACT?

The COVID-19 pandemic immediately impacted faculty members' [workloads](#). Most faculty members have had to do significantly more work, [moving courses online](#), [mentoring](#) students in need, reworking university programs and addressing [COVID-19 risks](#), and helping [communities](#) manage current realities. At the same time, many faculty members are experiencing damage to their productivity and research record, due to lack of access to labs and facilities, research sites, and research subjects, as well as canceled conferences and inability to travel to conduct research and meet with collaborators.

These effects are exacerbated by differences among faculty. Those with children at home that need care or homeschooling or other family members that need care, face [limited work time](#) ([research](#) shows that women are submitting fewer journal articles during the pandemic). Women and faculty of color were already burdened by [higher levels of mentoring](#) students, which takes on new weight during the pandemic. [Faculty of color](#) are more likely to be suffering losses, and providing care for extended family members. Those facing intersectional inequalities, such as women of color, face the highest burdens. Vulnerable faculty members may also be less comfortable drawing attention to COVID-19 impacts.

The impacts of the pandemic will resonate throughout faculty careers for many years. Documenting these lingering impacts helps the university to recognize the differential impacts of the COVID-19 pandemic – mitigating against unequal outcomes. Documenting the effects of COVID-19 allows the universities to assess faculty members fairly, accounting for their different working conditions under and even after the pandemic. Through careful documentation and thoughtful recognition of pandemic impacts in fair evaluation processes, the variable impacts of COVID will be less likely to worsen existing inequalities.

## HOW CAN FACULTY MEMBERS DOCUMENT PANDEMIC IMPACTS?

Many faculty members may feel it is unnecessary to document pandemic impacts, since so many people have been affected. Yet, COVID-19 has *differential* impacts; internal and external evaluators may not understand or know the specific context in which faculty members' work has been disrupted, depending on where they are located or their own pandemic experiences. In addition, over time, people may no longer recognize how disruptive COVID-19 has been to faculty careers.



Below are ideas about how to document pandemic impacts through annual faculty reviews, and separate “pandemic impact statements” for personnel reviews (faculty might also list canceled fellowships, conferences or speaking engagements on CVs). These ideas are not meant to pressure all faculty into documenting every possible impact. Documenting should identify impacts that help others understand a person’s career trajectory given COVID-19, both in terms of new responsibilities as well as unexpected challenges. Documenting should make relevant but potentially invisible impacts visible.

Drawing on a [PNAS](#) article, we recommend tracking the following, and documenting those relevant through annual faculty reviews or pandemic impact statements:

- Identify scope of work during the pandemic. If granted “essential worker” status, what work did it apply to, and what new work was added.
- Document changes to courses, including moving courses online and new technologies. Faculty may identify how many additional hours each week focused on teaching to concretize these effects (e.g., 15-hour/week workload for X course shifted to 30-hour/week workload for 7 weeks).
- Point out specific challenges, such as lack of resources (high-speed broadband, software) for faculty and students, and trainings attended or led.
- Identify additional teaching responsibilities, including course overloads due to personnel changes, retirements, issues with teaching assistants, assisting others with technology, other workload changes.
- Address how advising changed, particularly as students navigated changing requirements. Identify any increases in advising load. Mention any additional support for students experiencing physical and or mental health, economic, and social consequences of the pandemic.
- Document mentoring impacts, including student progress, and additional mentoring time required with students/peers facing pandemic impacts.

# DOCUMENTING PANDEMIC IMPACTS: BEST PRACTICES

- List attending/leading meetings, additional efforts made – any work that would not have occurred during a regular semester. List efforts to move meetings/events online e.g. commencement.
- List additional work needed to develop plans for closing and re-opening of laboratories, including: coordination among research teams, development of cleaning and distancing protocols in the laboratory space, etc.
- Identify contributions to any department, university, professional society, interdisciplinary, or community-engaged pandemic initiative.
- Identify how research or creative work was disrupted. For example, faculty might note loss of:
  - Research time due to increased or changed teaching and service responsibilities
  - Sabbatical time, other paid or unpaid leave (Fulbright, Guggenheim, etc.)
  - If willing, research time due to health issues or caregiving responsibilities
  - Access to necessary research facilities/labs/ computing resources (including impacts on longitudinal research), studios, or venues for creative works/performances
  - Access to research subjects, animals, cell cultures (including for longitudinal research)
  - Additional time and resources spent to restart research, which varies by field
  - Travel and field research opportunities
  - Funding to support personnel due to travel and visa restrictions or due to research restrictions
  - Access to internal or external research funds
- Faculty should further note other kinds of impacts:
  - Additional teaching/preparations
  - Cancellations of seminars, presentations, visits with collaborators or research teams
  - Challenges due to increased time for review of submissions for funding or publication
  - Redirected funding for COVID-19 related topics
  - Pivoting/changing research agenda due to pandemic restrictions
  - Diversion of funds for PPE
  - Donation of supplies or personnel time to COVID-19 initiatives
  - Challenges due to travel/visa restrictions

*working conditions*, rather than comparing across faculty with different working conditions. Increased caregiving responsibilities or lack of access to research facilities as a result of the pandemic should not negatively affect assessments of faculty. This should be communicated to external reviewers. Following the contract, **faculty members with tenure-delays must not be held to higher standards.**

While not all faculty may wish to document health or caregiving impacts, reviewers should note that caregiving responsibilities or efforts toward homeschooling children (including single parenthood) reflects the disparate impact COVID-19 had on work-time for faculty members. Similarly, documentation of illness, risk of illness (pre-existing conditions, partnership with an essential worker), or loss of loved ones, provides greater context for assessments. De-stigmatizing care and illness is important to creating fair assessments.

Personnel Committees may write a standardized acknowledgement of pandemic impacts with particular attention to their field and expected disruptions to work for all faculty members. This statement could be inserted at the beginning of each PC memo responding to faculty submission as context for the annual review.

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## WHAT RESOURCES EXIST FOR ADDRESSING COVID IMPACTS?

- PNAS published an [op-ed](#) on evaluating faculty, as well as an [online supplement](#), which we drew on heavily for this brief.
- [ADVANCE](#) provides trainings for Personnel Committee members and Chairs/Heads on equitable evaluation in the COVID and post-COVID era.
- The [Office of Faculty Development](#) and Associate Provost for Equity and Inclusion provide a [wide array of resources](#) that support faculty during COVID-19, including a [Resilience](#) series.
- The [Office of Equity and Inclusion](#) provides programming, aimed at the needs of members of underrepresented groups on campus.
- The faculty union, Massachusetts Society of Professors, has won a number of excellent [provisions and supports](#), including care funds, technology funds, tenure delays, work credits for UMass faculty.

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## HOW SHOULD EVALUATORS CONSIDER PERSONNEL CASES?

The Provost has made many changes recognizing pandemic impacts in his [tenure/promotion memo](#). Evaluators, including Personnel Committee members, Chairs/Heads, administrators, and external evaluators, should recognize the contributions faculty have made in various spheres, while considering each person's specific

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Through the power of collaboration UMass ADVANCE transforms the campus by cultivating faculty equity, inclusion and success. ADVANCE provides the resources, recognition and relationship building that are critical to equitable and successful collaboration in the 21st century academy. ADVANCE is funded by the National Science Foundation. For more information on ADVANCE go to <https://www.umass.edu/advance/>.