

## Examples of Temporary Modifications of Duties

This document offers some examples of the adjustments that might help offset substantial work-related hardships experienced by faculty due to circumstances associated with COVID-19. It is not meant to be exhaustive. Some adjustments may be most beneficial in future years as faculty aim to reinstate their research programs. Chairs are encouraged to be creative and flexible in responding to the circumstances of individual faculty, while still serving the academic needs of students in the department. Such modifications may strain already overburdened departments, but it is in everyone's best interest to support our colleagues, particularly early and mid-career faculty, and prevent the creation or perpetuation of inequities. Although we all have been impacted by remote teaching and changes in work and home responsibilities, some colleagues have been affected more than others. Those who are more vulnerable because of their career stage or upcoming career reviews might benefit from rearranging or rescheduling responsibilities to allow for a non-teaching quarter.

### Service modifications

- Reconsideration of essential service
  - Eliminate non-essential meetings (including faculty meetings)
  - Consider which committees are essential and at what level of engagement
- Relief from or reduction in departmental and/or campus-level service obligations
- Modify expectations regarding the completion of service obligations to adjust to the scheduling needs of faculty experiencing hardship

### Teaching modifications

- Reduction in the range of classes taught by a single faculty member
  - Teach only courses already taught, rather than a new preparation
  - Reduce preparations by teaching multiple concurrent iterations of the same course
  - Teach courses that are more amenable to remote instruction
- Stack courses into a single quarter to create non-teaching quarters or change the quarter that classes are taught (to different years, etc.)
- Increase enrollment in *other* classes to decrease teaching load for faculty in need while maintaining seats for students
  - Courses with increased seats may be the faculty member's own classes or those of other faculty who agree to increase enrollments; this may or may not come with the expectation that the same courtesy will be provided in a subsequent quarter
- Revise/reduce teaching load for the period of need
  - Faculty members who are *not* experiencing undue challenges owing to COVID circumstances may be willing to cover current teaching obligations for those in distress, possibly in exchange for an equivalent opportunity for revised teaching in a future quarter
  - Possibly cancel classes that are not needed for student progress or to meet department demand for courses
- Arrange a different balance of undergraduate and graduate student courses
- Use flexibility in scheduling days of the week and timing of classes
- Provide some additional support for teaching, such as readers, graders, or (if available) additional TA percentages
- Allow more teaching buyout from grants or other funds than typically permitted
- Schedule voluntary guest lectures by other faculty colleagues or emeriti faculty

## **How Do I Document Temporary Modification of Duties?**

When a temporary workload modification has been arranged because of the impact of COVID-19 related circumstances, a memorandum of understanding (MOU) should be signed by the *faculty member, chair, and dean*, which documents the specifics of this temporary adjustment and provides a brief explanation of need. *No other approval is required.* Note that workload is not being reduced; it is being adjusted across workload areas—for example, to allow more time for research, or to recognize that the workload in a particular area such as teaching has been greater than normal. This MOU should then be included with the case materials when the faculty member goes up for their review. These MOUs will allow reviewing agencies to appropriately understand the record and adjust expectations for review areas. It is understood that in future merit and promotion reviews, faculty will not be penalized for agreed upon modifications in expectations.

Additional information can be found here: [COVID-19 and Merit and Promotion Reviews](#) in the section titled **Documenting Temporary Adjustments of Workload.**

If you have questions, feel free to contact your Associate Dean-Faculty Equity Advisor or Dana Mastro, Associate Vice Chancellor for Academic Personnel ([dana.mastro.avc@ap.ucsb.edu](mailto:dana.mastro.avc@ap.ucsb.edu)).