

The Covid-19 pandemic has sharply reduced all facets of academic productivity. The next three sections attempt to assess the common impacts of the pandemic on the statistics field based on our collective experience. As a department, we recognize there exist significant disparities among ourselves and encourage individuals to address these in their personal statements regarding the Covid-19 pandemic.

### **Research**

The primary problem is an acute shortage of uninterrupted quality research time. Factors contributing to this shortage include but are not limited to increased time devoted to teaching or service; increased responsibilities for child care and other dependent family members; and changes to mental, emotional, and physical well-being of friends and family. However, this shortage is not the only issue impacting research productivity in statistics. Secondary problems impacting research in statistics include extended review times for submitted papers and grants, a substantial decrease in advisees' productivity. All of these secondary research problems manifest as further reducing faculty research output. Many of our faculty members collaborate with people from other disciplines such as biological, biomedical and engineering labs, which have operated at minimum capacity during the pandemic. As a result, some of the collaborative work of our faculty has been severely delayed or even stopped. For new faculty who recently joined the department, pandemic provides a perfect storm for them in deterring the development of new collaboration with the UCR community and grant applications.

### **Teaching**

The radical and swift transition to online teaching requires completely reimagining and reengineering pedagogical approaches with limited campus wide support including technical support and extra TA support. The time devoted to this transition cannot be underestimated. From online lecture preparation to online exams, everything takes significantly more time than before. Since statistics has the highest teaching loads in CNAS with 4 courses per year per faculty in the professor line and 6 courses per year per faculty in the teaching professor line, the impact of online teaching is further magnified. Some faculty have to switch 2 courses to the online format in one quarter and the efforts are more than doubled. Furthermore, the department is shorthanded on faculty so the impact at UCR STAT is more substantial than at other universities. Finally, in statistics there is virtually no synergy between teaching and research so the massive amounts of additional time devoted to teaching comes out of research, professional service, familial, and personal time.

### **Service**

The ease of scheduling meetings virtually increased the meeting frequency and led to more commitment to committees at the university and in the statistics community. In addition to serving committees at the university, most of our faculty members serve statistical community via their positions in organizations such as American Statistical Association (ASA), International Statistical Institute (ISI), and National Institute of Statistical Sciences (NISS); with voluntary stay home orders to limit the spread of the disease, our faculty members experienced an increase in the frequency of meetings leading an increase in workload associated with these services.