

GUIDELINES FOR EVALUATING COVID-19 IMPACT STATEMENTS IN PROMOTION AND TENURE REVIEWS

Rationale

Faculty members have the option to submit a COVID-19 impact statement to document the professional effect of the pandemic on their work. These statements will be included in files submitted for promotion and tenure reviews. Faculty members have the option to have their COVID-19 impact statements included in the materials sent to external reviewers. These guidelines are intended to provide reviewers with information needed to perform a fair, contextualized review of the faculty member's performance and contributions.

CWRU has not changed the standards for review and promotion on account of the pandemic. However, CWRU recognizes that the pandemic had the potential to affect scholarly productivity and creative performance output. The constraints of the pandemic can also impact the amount of effort needed to carry out teaching and service responsibilities assigned to the faculty member. The COVID-19 Impact Statement offers the faculty member an opportunity to document the effects that the COVID-19 pandemic has directly had on workload, productivity, performance, and trajectory. There are many different possible effects (both negative and positive) that may have resulted from the constraints of the pandemic.

While COVID-19 Impact Statements are not meant to be an explanation for not meeting promotion or tenure standards, they can provide context about the faculty member's efforts throughout and beyond the duration of the pandemic.

Guidelines for Consideration of COVID-19 Impact Statements

The COVID-19 pandemic may have introduced changes in a faculty member's amount and performance in terms of workload, responsibilities and scholarly accomplishments. In addition, prospects for innovation and the availability of new opportunities may have been altered. Below are some examples of potential disruptions that might have been experienced by faculty members. Reviewers should consider how the COVID-19 Impact Statement summarizes and explains how the faculty member has addressed these challenges and how they plan to manage any lingering effects of these challenges in the future.

The following sections present examples of the type of information that is considered appropriate for COVID-19 Impact Statements. These lists are not meant to be exhaustive.

Teaching and Advising

- Potential negative impacts
 - Moving classes to remote delivery may have led to negative impact in terms of re-distribution of workload away from research and scholarship.
 - Support or advising of students in a remote learning environment may have added to faculty workload.
 - Being asked to cover another faculty member's course for some period of time may have diverted the amount of time the faculty member had for research or scholarship.
 - Providing increased support for students may have affected workload.
- Potential positive impact

- Moving a class online may have resulted in an improved pedagogical and learning experience, or increased attendance of students to office hours, etc.

Research and Scholarship

- Potential negative impact
 - Cancellation of conference presentations, keynote speaking engagements, invited talks, performances, exhibitions, etc.
 - Closing or restricted access to labs or other research resources (field work sites, archives and libraries, human subjects, performance spaces, external collaborations, etc.).
 - Additional planning and documentation required to meet university guidelines for safely reopening laboratories, research, field work projects, and studio work.
 - Delays or interruptions in leaves for faculty development (e.g., sabbaticals).
 - Restrictions in grant funding.
 - Delays or cancellations of publications or book contracts.
 - Delays in publications due to inaccessibility of reviewers by the publishers.
 - Delays in (or cancellation of) arrivals of collaborators (postdocs, visiting scholars, faculty collaborators).
 - Having to pay students and/or postdocs, although not making typical progress in research.
 - Need to spend time to redefine research objectives.
 - Other professional responsibilities and workload constrained time available for scholarly research or creative output.
 - Budgetary constraints which resulted in loss of research assistant funding; limits on incoming graduate students; loss of summer funding.
 - Issues associated with faculty and graduate students needing to travel to conduct research.
 - Reduced productivity or opportunities for training or practice because of safety guidelines within the work environment due to sanitation, mask wearing, social distancing, and limiting numbers of people in work settings at one time.
- Potential positive impacts
 - Response to the COVID-19 pandemic led to new opportunities for research and discovery.
 - Scholarly expertise of relevance to pandemics led to more research opportunities and collaborations.
 - Expanded opportunities for those in COVID-related research fields; altering research priorities to answer emergent questions related to the pandemic.
 - Donating resources to respond to the pandemic.

Service

- Potential negative impacts
 - Service workload increased in order to support staff, students, faculty.
 - Needs to support the university's pivot to online teaching, learning, and advising.
 - Suspension of or curtailed traditional and *ad hoc* service assignments.
 - External service responsibilities (e.g., journal editorships, chairing of academic conference sessions, professional organization service, etc.) complicated by the need to make adjustments in response to the pandemic.

- Increased service responsibilities for those doing community outreach and engagement, thus reducing time for research and/or teaching.
- Increased service in academic governance, and university reopening subcommittees or review processes.
- Invisible service to support the mission, e.g., helping others navigate problems, which in turn reduced one's own ability to do work.

Personal

- Potential negative impact
 - Lack of infrastructure at home to support virtual work (e.g., technology access/lack of access, overloaded bandwidth, lack of quiet space, etc.).
 - Disruptions and reduced productivity engendered by intensified caregiving (childcare, eldercare, etc.) responsibilities.
 - Family responsibilities that required attention such as home schooling, personal and familial health issues, etc.
 - Financial stress caused by the elevated costs of childcare, eldercare and/or healthcare.
 - Increased anxiety and other mental health issues that impede productivity and performance.