

## **Tenure Review COVID-19 Assessment Guidelines**

*The COVID-19 pandemic has taken a serious toll on productivity and faculty career progress throughout higher education. This document provides guidance on consideration of pandemic-related extenuating circumstances as we evaluate this candidate's case. As you consider this candidate's professional achievements, we invite you to also consider and acknowledge the very real toll of the COVID-19 crisis. It is reasonable to expect that pandemic mitigation efforts such as moving to remote learning, limited access to campus research spaces and resources, and restricted travel, have and will lead to variation in the probationary period for tenure. Therefore, we would appreciate that in evaluating this candidate, you do not consider the number of years since PhD or years in position. Instead, your evaluation should consider the quality of the work and the impact on the field rather than the quantity, rate, or timeliness of the accomplishments - particularly given the COVID-19 pandemic effects. We hope you will use an empathic assessment of productivity that acknowledges the vastly different circumstances faculty are operating under and adapting to.*

*Some possible disruptions related to COVID and caregiving include: day care closures, support services for special needs children, schools closing and/or facilitating virtual instruction for children, periods of quarantine due to exposure due to a positive case, choosing at home options due to safety concerns for people or family members in high risk categories, changes in scope and demands of elder care or family care.*

### **Questions to Ask When Considering Post-Pandemic Tenure and Review:**

#### **Were all requirements met for tenure?**

If yes, indicate how the requirements were met?

If no, what requirements were not met - provide a justification?

#### **Was the individual on track in their last review?**

If no, indicate what issues were present at the time of the last review.

Also indicate what steps were taken to provide support to the faculty member to encourage success?

#### **Did the individual indicate that COVID-19 impacted their ability to succeed?**

If yes, indicate the specific ways that COVID-19 impacted their ability.

#### **Did the individual receive accommodations for the COVID-19 impacts?**

**Rubric: (see next page)**

# Rubric

COVID-19 Impacts	If yes, explain	No
<b>Were Professional Activities Canceled?</b>		
<b>Did Scope of Service Requirements Change? (help to students experiencing mental health obstacles, financial/housing vulnerabilities, etc.)</b>		
<b>Did Changes to Courses Occur?</b>		
<b>Were Additional Teaching Requirements Added? (course overload, change in TA coverage, other workload changes such as lab reorganization)</b>		
<b>How Did Advising Change?</b>		
<b>Was Scholarship Disrupted? (access to labs, travel and fieldwork)</b>		
<b>Was Publication Disrupted?</b>		
<b>Was the amount of time normally dedicated to teaching and course prep increased due to the pandemic? (overloads, new course prep, reorganization)</b>		
<b>Did you dedicate additional work hours to online and technological trainings?</b>		
<b>Were these disruptions related to and/or exacerbated by caregiving responsibilities?</b>		