

## **EXCERPTS ADDED TO THE PROVOST'S TENURE & PROMOTION MEMO REGARDING COVID**

### **Three Areas of Evaluation**

For the award of tenure, the candidate must demonstrate excellence in two of these domains and at least strength in the third. For promotion to (full) Professor, assessment in all three domains is required, but there is no mandate to reach a conclusion about whether each domain is excellent, strong, or not strong.

*As a result of the COVID-19 pandemic beginning in March 2020, many faculty members experienced disruptions to their research/creative and professional activity, teaching, and service. Faculty were invited to describe these via COVID-19 Impact Statements through the Annual Faculty Review process. At the faculty member's discretion, these statements, or a summary of these statements, may be included as a separate addendum to the faculty member's personal statement. The faculty member should indicate whether any COVID-19 Impact Statement(s) should be shared with external evaluators or be for internal use only. Internal evaluators (DPC, chair/head, CPC, and Dean) should assess the faculty member's work in light of any COVID-19 impacts reported in the dossier and are strongly encouraged to explicitly and transparently explain this context in their memoranda to inform subsequent levels of review.*

### **Solicitation of External Letters/Evaluation of Research**

*Solicitation letters for tenure or promotion of faculty who started work during or before Spring 2020 should remind external reviewers of the disruption that the campus experienced beginning on March 13 2020 as a result of the COVID-19 pandemic and the automatic one-year delay in the tenure decision year granted to pre-tenure faculty. The template solicitation letter to external reviewers cautions them against regarding approved TDY delays as "extra" time from which greater productivity can be expected. The same caution applies to internal reviewers.*

### **Research/Creative/Professional Activity**

*During the COVID-19 pandemic period beginning in March 2020, any scholarly disruptions and decreased productivity, particularly when inconsistent with the prior or subsequent record, should not be interpreted as meaningful. Likewise, changes in areas of emphasis may have occurred as an adaptation to the pandemic and should not be viewed as problematic. In addition, scheduled conference presentations, invited talks, performances, and exhibitions that were cancelled should be weighed as if they had occurred. Virtual performances and exhibitions, along with presentations at virtual conferences and seminars, should be weighed as if they were face-to-face. In fields such as Engineering where doctoral completions are evaluated in tenure cases, allowance should be made for the pandemic's effects on doctoral students' progress toward their degrees.*

*Because the pandemic's impacts have fallen more severely on certain faculty (e.g., women, persons of color, parents), internal evaluators should avoid implicit or explicit comparisons with faculty members whose personal circumstances allowed their productivity to remain undiminished during the pandemic and to cases that were successful prior to the pandemic.*

**Evaluation of Teaching**

*Contributions to maintaining educational continuity for our undergraduate and graduate students during the period of remote learning beginning in Spring 2020. Faculty success in moving courses online, developing substitutes for class labs and studios, maintaining student engagement, and providing students with a human connection to our institution should be acknowledged. Because SRTIs were not administered in Spring or Fall of 2020, reviewers should rely more heavily on faculty self-reporting of teaching accomplishments. Faculty are encouraged to be explicit about their efforts and include any evidence of successes in the realm of teaching.*

*Student evaluations were not administered during the Spring and Fall 2020 semesters because of the shift to remote learning. Departments were permitted to administer either SRTI or Forward Focus for the Spring 2021 semester by agreement with the MSP. Spring 2021 student evaluations, however, should not be compared to past or future student evaluations in assessing teaching effectiveness. The SRTI/Forward Focus choice has since continued.*

**Evaluation of Service**

*Many usual forms of service were difficult or impossible to carry out during the COVID-19 pandemic; committees did not meet, and many conferences and professional events were canceled. At the same time, some faculty made extraordinary contributions to service, and their efforts should be recognized.*