Last Revised Dec 8, 2021

The following guidance applies to all faculty evaluations listed here, beginning with the corresponding periods: Annual Evaluation (2021 Calendar Year), Progress Toward Tenure Review (2022-2023 Academic Year), Promotion and Tenure (2022-2023 Academic Year), and Post-Tenure Review (2021-2022 Academic Year).

Dear faculty, chairs/directors, and deans,

We recognize that faculty work has been affected since Spring, 2020 by COVID-19 disruptions:

• As individuals, we experienced the impacts in different ways.
• These impacts are not distributed evenly.
• We can't assume we know the impacts across our faculty.

As we move into upcoming cycles for all our faculty evaluation processes, it is important that we enable our faculty to document any impacts arising from the pandemic and have review committee members document how they took those impacts into account in their evaluations.

Thus, all faculty have the option to address the impact of COVID-19 disruptions on their teaching, research, scholarship, creative or artistic work (hereafter, scholarship), service, and professional performance in their candidate statements and/or other materials normally provided in various evaluation processes. If a current evaluation process does not provide an opportunity for any narrative or statement, faculty may choose to write such a narrative or statement addressing COVID-19 impacts and add it to their materials as a separate document. While not required, Faculty Development encourages faculty to supplement any materials required in their dossiers/reports as applicable, given the challenges raised by COVID-19 disruptions, specifically:

• It may be that some normally expected activities were simply not possible to accomplish or were significantly curtailed during the pandemic, especially, but not exclusively, in the area of scholarship.

• The conditions of the pandemic may be directly related to a change in the pattern or types of activity faculty pursued in the face of the challenges.

For privacy reasons, candidates should not share any personal circumstances in their statements, but rather focus on the impact to outcomes that they want to address. The inclusion of this supplemental information about the impacts of COVID-19 disruptions will allow chairs, deans, and promotion and tenure committee members and other review committees to carefully review faculty records and conduct fair and contextual evaluations of whether, except for COVID-19 disruptions, faculty are meeting the criteria used in all evaluation processes.

The Promotion and Tenure Dossier (that formerly constituted the "Blue Form" pages) will be submitted electronically to the Office of the Provost for consideration by the University Committee on Promotions and Tenure.

Instructions on the forms provided by the Provost Office for P&T will be updated to reflect this option for candidates, and when completing the evaluation forms, chairs/directors/deans/review committee members will be required to indicate how they considered the stated effects of COVID-19 disruptions in their written evaluations.

For Annual Review and Post-Tenure Review, units are expected to allow faculty the option to address the impact of COVID-19 disruptions in either existing narratives or statements, or in the absence of those, to provide an option to address disruptions in a separate narrative or statement.

What Candidates May Choose to Do

Faculty should prepare their materials for all types of evaluation as normal, recognizing they may, at their choosing, also incorporate the impact of COVID-19 into their candidate statements or other narratives on teaching, scholarship, service, and professional performance. For annual evaluation and PTR, if there is currently no space to provide any narrative or statement on unit-level forms, faculty may choose to write a separate statement and submit it along with other materials normally submitted.

Below is a non-exclusive list of some of the types of impacts faculty may want to address in the materials they submit for all types of evaluations. These examples come from the literature on the impacts of COVID-19 on faculty work and efforts at other institutions to develop evaluation processes that take COVID-19 disruptions into account:

Teaching

• Pivot to remote instruction in March 2020
• Technology challenges altered traditional methods of assigning and assessing student work
• Remote or hybrid instruction continuing into the 2020-2021 academic year required many faculty members to spend a significant amount of time learning new pedagogical methods and technological approaches, and revising existing courses for new teaching approaches
• Additional work needed to support students experiencing health, economic, and social consequences of COVID-19, including special circumstances of international students
• Cancellations of all kinds related to teaching: field courses, community-engaged work, service learning, performances and exhibitions, professional development conferences, study abroad

Scholarship

• Lab closures, capacity reductions, relocations, and/or loss of research material
• Impacts on grant funding, including changes in the priorities of granting agencies, cutbacks in funding available, new grant funding opportunities, and the fact that faculty were encouraged to continue to pay students, postdocs, and technicians even if not advancing projects.
• Cancellations of all types: book contracts due to the closure of or cutbacks at university or other presses; performances and exhibitions; conferences; invited talks; fellowships; artist/scholar-in-

residence appointments, travel
• Other workload priorities intruded on time dedicated to research
• Inaccessibility of field work sites, human subjects, libraries, stacks, archives, and other research collections
• Delays in journal review process and publication schedules
• Impacts on recruiting, hiring, supporting, retaining, and replacing research personnel and graduate students
• Delay in arrival or inability to hire (e.g., due to travel issues) international students/postdocs
• Collaborators/research team members impacted

Service

• Time spent on COVID-19 response teams and committees
• Pandemic response suspended or curtailed traditional and ad hoc service assignments
• Pandemic response greatly increased service responsibilities for some faculty
• Pandemic complicated external service responsibilities such as journal editorships, chairing of academic conference sessions, professional organization service, and other integrated scholarly service
• Service to community-based institutions was halted/altered in significant ways
• Other workload priorities intruded on service
  Professional performance
• Impacts on productivity due to changes in on-site shift scheduling
• Added work adapting activities to new instructional and communication modes and approaches
• Limited access and contact with colleagues, compounding existing challenges of interdisciplinary work
• Additional time and coordination required to serve and attend to varied needs of students, faculty, and staff.
• Disruptions to public education efforts, hands-on experiential learning activities
• Impacts on all kinds of community outreach efforts

Center for Faculty Development and Mentoring at facultydev@ku.edu
Last Revised Dec 8, 2021