Mitigating COVID-19 Impacts on Faculty Working Group Preliminary Report

First of Two Phases, Summer 2021

Highlights of the Report, & Questions and Answers

Invitees:

Department Chairs and Vice Chairs

Faculty Personnel Committees

Committee on Academic Personnel

Deans, Executive Associate Deans, Associate Deans

Available at:

https://aadocs.ucdavis.edu/attachment-mcif-wg-preliminary-report-10-25-21.pdf

Recommendations that are entirely consistent with policy (UC APM 210-1-d)

In evaluating the candidate's qualifications within these areas, the review committee shall exercise reasonable **flexibility**, balancing when the case requires, **heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another**. The review committee must judge whether the candidate is engaging in a program of work that is both sound and productive. As the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns. **In such cases, the review committees must take exceptional care to apply the criteria with sufficient flexibility.** However, flexibility does not entail a relaxation of high standards.

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Chair of the Assembly of the Academic Senate
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January 26, 2021

MICHAEL DRAKE, PRESIDENT
UNIVERSITY OF CALIFORNIA

Re: Mitigating COVID-19 Impacts on Faculty

Dear President Drake,

The Academic Council has endorsed the attached letter from the University Committee on Faculty Welfare (UCFW) and the University Committee on Affirmative Action, Diversity, and Equity (UCAADE), with recommendations for mitigating COVID-19 impacts on faculty advancement, morale, work-life balance, and dependent care responsibilities. The recommendations outline both immediate actions the University can take to support faculty, and also longer-term systemic changes to better support equity, inclusion, recruitment, and retention.

Council strongly endorses the expressions of concern presented in the letter, and its focus on junior colleagues, those with caregiver responsibilities, and those from underrepresented groups who may be most likely to be negatively affected by the pandemic. Council also emphasizes the need for the University to track the pandemic's effects on faculty research productivity, which may persist for several years.

In addition, the Council recognizes that these mitigation strategies carry costs that will be difficult for some campuses to manage without additional resources, especially given how difficult it is to accommodate teaching and service reductions equitably in a department. There is also concern that granting COVID-related leaves to faculty could burden others who would have to pick up the teaching workload. Thus, we are sensitive to the possibility of an unfunded mandate to campuses at a time when dramatic budget cuts are being considered. We expect the University may be asked to provide funding to departments to help prevent these unintended consequences. In any event, it is clear that any systemwide actions requiring additional investment will need further discussion. We look forward to working with you on these next steps.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Mary Gauvain, Chair
Academic Council

Mitigating COVID-19 Impacts on Faculty Working Group (MCIF-WG) per Provost Brown

- The goal in prioritizing the recommendations was to identify actions the University system and campuses could take swiftly in Fall 2021 to respond to areas the MCIF-WG members viewed as being of greatest concern to faculty across the system.

- MCIF-WG members ranked the systemwide Academic Council recommendations (January 2021) according to priority level (high, medium, or low), deliberately narrowing its focus on proposing actions to address the three Academic Council recommendations members ranked as highest priority. It took this approach with the objective of enabling the University system and campus leadership to act swiftly on a few of the most pressing and timely areas of concern: **academic review and appraisal**, and **funding for research recovery.**

- This initial report focuses on these areas so that campuses have options immediately available to them for the 2021-2022 academic year. A second and final report will be issued by spring 2022.

Achievement Relative to Opportunities (ARO) Principles

"Adjust expectations for promotions & merit advances to conform to Achievement Relative to Opportunities (ARO) principles. ARO principles enable merit and promotion reviews to evaluate candidates fairly based on their individual review-period professional accomplishments by taking into account unexpected or disruptive circumstances during that period that may have curtailed the candidate's normal ability to achieve expected outcomes."

University Committee on Faculty Welfare (UCFW) and the University Committee on Affirmative Action, Diversity, and Equity (UCAADE), December 21, 2020

What is Achievement Relative to Opportunity? (adapted from Monash University)

Achievement(s) relative to opportunity is the framework that supports a fair and equitable assessment of career progression and achievements over a period of time given the opportunities available to faculty.*

This framework assists to ensure that the **overall quality and impact of achievements** is given more weight than the quantity, rate or breadth of particular achievements relative to their personal, professional and other circumstances. More specifically, this provides for the appropriate evaluation of achievements in relation to:

- the quantum or rate of productivity,
- the opportunity to participate in certain types of activities, and
- the consistency of activities or output over the period of consideration.
- Achievement relative to opportunity is a positive acknowledgement of what a staff member can and has achieved given the opportunities available to them and results in a more calibrated assessment of their performance. **It is not about providing "special consideration" or expecting lesser standards of performance.**

* Original language from Monash University referred more broadly to "staff."

The MCIF-WG's top priorities from the Academic Council's recommendations

Academic Council Recommendation	Description (abbreviated)[2]
Four	Adjust expectations for promotions & merit advances to conform to Achievement Relative to Opportunities principles (with COVID impact statement)
Eleven	Extend campus funding mechanisms to impacted faculty for research recovery, including costs related to graduate and postdoc support.
Three	Establish campus-level funding whenever department resources fall short to support approved teaching duty modifications, fostering recovery of lost scholarly productivity
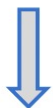
AC Recommendation 4
Adjust expectations for promotions & merit advances to conform to "Achievement Relative to Opportunities" principles (with COVID impact statement).

AC Recommendation 11
Extend campus funding mechanisms for research recovery to impacted faculty, including for costs related to graduate and postdoc support.

AC Recommendation 3
Establish campus-level funding to support approved teaching duty modifications whenever department resources fall short.

Academic Review and Appraisal

MCIF-WG Recommendation One
All campuses should ensure COVID statements adhere to best practices identified by the MCIF-WG and require department-level statements.

MCIF-WG Recommendation Two
Each campus should select Recommendation Two Option A or B based on whether it has promoted file review deferral or has encouraged file submission to align with "Achievement Relative to Opportunities" principles (see pages 14 - 17 to review MCIF-WG recommendations and options).

Funding Programs

MCIF-WG Recommendation Three
Each campus should select Recommendation Three Option A, B, or C, which ask campuses to implement funding programs commensurate with campus resource levels and that are designed to be sustainable or to expand over five years (see pages 18 - 20 to review MCIF-WG recommendations and options).

MCIF-WG Recommendation One
Academic Review and Appraisal: COVID Impact Statements

➤ *Addresses AC Recommendation Number Four:* Adjust expectations for promotions & merit advances to conform to Achievement Relative to Opportunities principles (with COVID impact statement)
➤ **Applicable to all campuses** *that have not already taken all of these actions (**no options**)*

MCIF-WG recommends the following actions:

1. Rebrand these statements as a "COVID Opportunities and Challenges Statement".

2. Ensure that guidance to faculty includes the following elements, reviewing other campus approaches as needed:
   a. Instructions to provide positive contributions made during the pandemic in addition to ways faculty may have been negatively impacted.
   b. List of examples of what can be included in the statement or questions to help faculty consider what to include.
   c. A checklist including stock language for common professional circumstances enabling individuals to quickly select situations that pertained to them without divulging personal information. WG members agreed that faculty statements should not include personal information at all with a focus on how they were impacted and not why.

MCIF-WG Recommendation One
Academic Review and Appraisal: COVID Impact Statements

➢ *Addresses AC Recommendation Number Four:* Adjust expectations for promotions & merit advances to conform to Achievement Relative to Opportunities principles (with COVID impact statement)

➢ ***Applicable to all campuses*** *that have not already taken all of these actions* (***no options***)

3. Draft standard campus language for departments to refer to on how to interpret and apply Achievement Relative to Opportunities principles in file review and confirm broad agreement across departments on this language.

4. Require departments to draft a statement on behalf of their discipline which can be used as a benchmark in evaluating individual faculty members from the discipline. This statement ought to reiterate departmental expectations for achieving a merit, tenure, or full professorship in light of Achievement Relative to Opportunities principles and the research, teaching, and service pillars of the University's mission.

5. Provide guidance to submitters of external evaluation letters to comment on how COVID impacted the candidate's productivity as well as the field more broadly (including positive contributions).

6. Strategically communicate these updates to departments and faculty.

From the University Committee on Faculty Welfare (UCFW) and the University Committee on Affirmative Action, Diversity, and Equity (UCAADE): January 26, 2021

"If "COVID impact statements" are to be encouraged and used during merit and promotion review, then **faculty should not feel pressured to divulge personal details or circumstances** in their files. It is strongly preferred that "COVID impact statements" provide merely a detailed accounting of **lost opportunities in the professional domain** (e.g., weeks of lost productivity due to campus closures, grants not submitted, manuscript submissions delayed; students not graduated; performances cancelled, etc.), rather than a description of personal impacts. **In other words, faculty should not be required to describe personal details and circumstances, such as family or personal illnesses or demands of dependent care duties, etc., in their files). Excluding such personal details could help mitigate concerns over implicit bias, but may not eliminate them completely."**

COVID19 Contribution Matrix Addendum for CV

Vineet Arora MD MAPP, Mark Shapiro MD, Avital O'Glasser MD FACP FHM, Charlie Wray DO MS, Shikha Jain MD FACP

Category	Description	Potential Items to Include
Clinical	Direct clinical contributions to patient care during Covid-19 pandemic	• Frontline care for Covid + or PUI+ or other (list setting ie ICU, ER, Clinic, Hospital tc) for (add time frame i..e x weeks) • Redeployed to serve in (use format above but also add what capacity and any training hours needed for redeployment) • Telehealth for x patients per week (include any preparation for telehealth)
Research	Status of research and research related output ongoing during Covid-19 pandemic	Covid-affected • Halted (study name) due to shelter-in-place orders (add any special communications required to funders i.e. NIH etc) • Conference presentations that were cancelled or unable to attend due to Covid Ongoing and not affected by Covid • Study name, any funding, and progress New Covid-related • Submission of a grant (add title and whether it is focused on pandemic or related topic) • Collaboration on a new study (specify role, title and whether launched or in preparation) • Author of paper (full citation) that is covid-related and status (in preparation, submitted, pre-print?) New Covid-unrelated • New studies started
Education	Teaching and preparation for teaching during Covid-19 pandemic	Covid-affected • Courses /lectures/conference teaching that affected and how (transition to virtual learning for course- include # hours and any learning/testing required) Ongoing and not affected by Covid • Highlight course hours and # learners New Covid-related New Covid-unrelated
Service	Volunteer service related to Covid-19	Examples (to name a few) • PPE donations, making, etc • Mobilizing community donations (cloth masks) • Food /shelter for homeless or others

Considerations for COVID statement:

The Women In Medicine Summit and Explore the Space in collaboration with several physician leaders have created a Covid19 Contribution Matrix for your Curriculum Vitae. Your CV should reflect what you have accomplished, and also capture the opportunities impacted due to the pandemic.
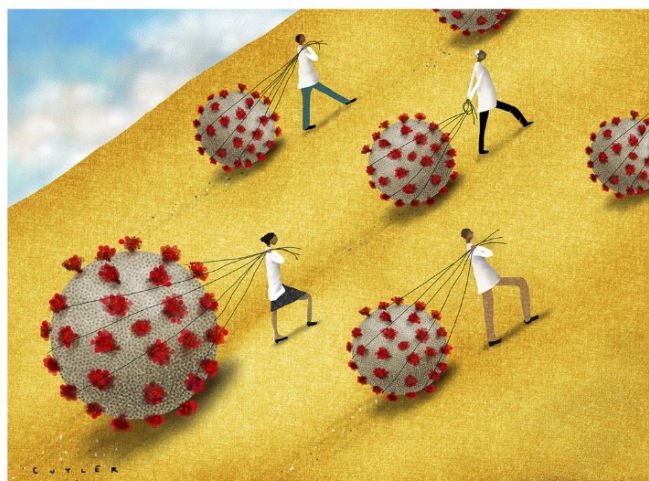https://shikhajainmd.com/home/research/

References for next slides:

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7354923/

https://www.pnas.org/content/pnas/suppl/2020/06/17/2010636117.DCSupplemental/pnas.2010636117.sapp.pdf
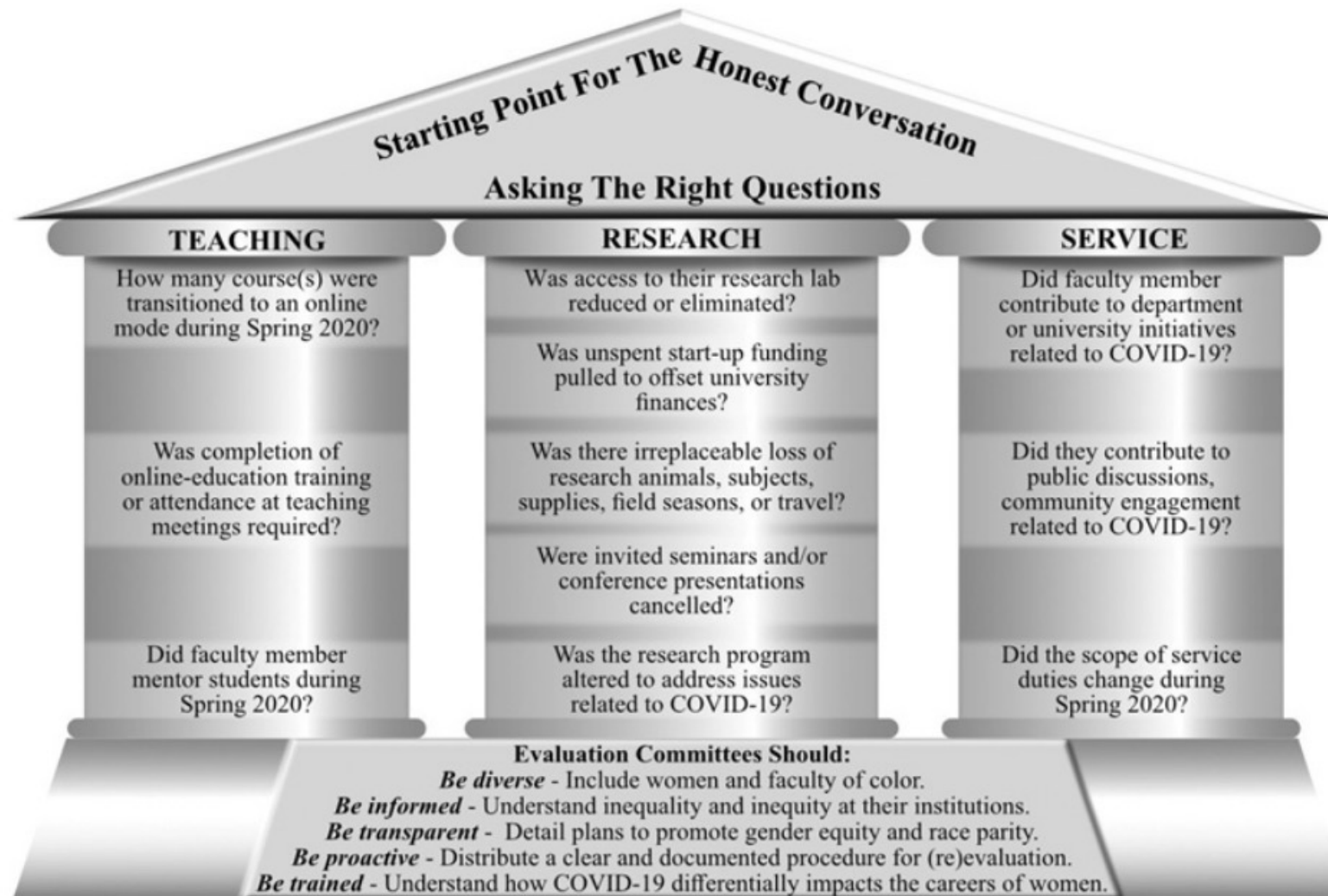
Fig. 1. COVID-19 has exacerbated existing gender inequities. An honest conversation within academia can help mitigate bias. Image credit: Roel Fleuren (http://www.sciencetransmitter.com).

Considerations for the department letter

Research and Scholarly Work Questions

- Did the faculty member lose access to their research lab? If so, for how long? And, to what extent is the physical research space or wet lab necessary for completion of research?
- Did the faculty member lose access to their studio or venues for creative works or performances?
- Was the faculty member, or other lab personnel, granted essential worker status? If so, what was the scope of their work during this time?
- How many manuscripts did the faculty member submit during the 2020 year? And, how many reviewer requests did the faculty member accept during that same time frame?
- Was unspent start-up or other internal funding pulled to help offset university finances?
- If funded by grants, was the faculty member able to gain no-cost extension time to address time lost to COVID-19?
- Did the faculty member divert any funds, federal or internal, to the purchase of PPE for local donation initiatives?
- Did the faculty member donate other supplies or personnel time to COVID-19 testing?
- Did the faculty member continue to pay their students and lab personnel with federal or internal funding during the pandemic?
- Does the faculty member do aging research or conduct longitudinal studies? If so, the disruption caused by the pandemic will likely have long-reaching impacts.

Considerations for the department letter

- Did the faculty member have to euthanize irreplaceable research animals or triage cell cultures?
- For those that work with animals or plants, did the faculty member need to reduce lab population sizes and thus reduce breeding of experimental subjects? This could be especially problematic with species or strains that do not breed well, thus increasing the amount of time needed to obtain subjects. This will also severely impact those who do aging or longitudinal work if subjects were sacrificed mid study.
- Did the faculty member lose out on a complete field season or essential research travel? Did they experience longer-term inaccessibility field sites?
- Does the faculty member do seasonal work or study a seasonal phenomenon? If so, missing spring, summer, and possibly fall of 2020 means loss of an entire year of data.
- For those working with human subjects, did the faculty member lose out on access to participant pools?
- Is the faculty member doing work with human subjects where data may not replicate past (or future) results, thus impacting publishability due to the pandemic?
- For those who work with human subjects, did the pandemic severely limit the data that could be collected (e.g., for those that work with saliva, blood, or other biological samples)?

Considerations for the department letter

- Did faculty alter or pivot their research program to address issues related to COVID-19?
- Was the faculty member responsible for advising research students (undergraduate or graduate) in the laboratory? If so, what was done to support those students during this time? Did the faculty member require that students maintain a certain level of research activity or lab time?
- Were any of the lab personnel impacted by visa or travel restrictions?
- Were any lab personnel impacted by altered allocation of TAships or funding based on citizenship status or on date when they left/returned to campus?
- Did the faculty member have manuscripts or scholarly work under review during the spring and summer of 2020? If so, be mindful that the duration of the review and publication process may have been increased during this time.
- Was the faculty member on a research sabbatical during spring of 2020?
- Did the faculty member have invited seminars or presentations cancelled?
- Did the faculty member, or their lab personnel, have accepted conference presentations cancelled?
- What was the faculty member's research productivity during and after COVID-19 compared to their own performance prior to this pandemic? Using within-person benchmarks can help understand the scope of impact.

Considerations for the department letter

Teaching Questions

- Was the faculty member teaching course(s) that had to be transitioned to an online mode during spring of 2020?
- If the faculty member was teaching in spring 2020, how many courses? What were the enrollment numbers and credit hours of those courses? Were these lecture or laboratory courses? Did the faculty member have the aid of teaching assistants? Were these new preps or were they courses the faculty member was familiar teaching?

- Was the faculty member able to obtain the resources necessary to complete their online teaching? (e.g., WiFi, hot spots, computers, etc.)
- Did the faculty member take additional steps to help students adjust to the transition to online?
- Was the faculty member required to complete online-education training or meetings related to teaching and mentoring?

Considerations for the department letter

- Did the faculty member lead any training sessions or webinars related to online teaching?
- Did the faculty member help other faculty with the transition to an online environment?
- Was the faculty member responsible for mentoring students in the laboratory as part of a course or credit program during spring of 2020? If so, how was that transition handled?
- Did the faculty member take on a paid or unpaid increase in teaching load to help the department or university cope with the fallout of the pandemic? If so, for how many quarters/semesters did this increase in teaching last? And, what was the percent increase from the load described in their contract/offer letter? Lastly, how does this increase in teaching compare with what was asked of other faculty in the department?
- If the university is using the student evaluations of teaching from spring 2020, how do the faculty member's values compare to their evaluations prior to this pandemic? Using within-person benchmarks can help understand the scope of impact.

Considerations for the department letter

Service Questions

- Did the faculty member contribute to department or university initiatives related to COVID-19?
- Did the faculty member contribute to public discussions of, community engagement related to, or research on the COVID-19 crisis?
- Did the faculty member shift any of their major service duties to an online format (e.g., plan a virtual conference; aid in a virtual graduation ceremony)?
- Did the faculty member have student advising responsibilities during spring 2020? If so, what alterations were made to adjust to online?
- Did the faculty member spend extra time helping students/advisees navigate credit/no credit situations?
- Did the faculty member aid students with coordination of changing requirements for graduate or professional school, or assist students in other ways with their career plans?
- Was the faculty member informally or, more formally, through student organization groups involved in mentoring and supporting students from their ethnic/race or economic class during the pandemic?
- For faculty with assigned student advisees, did the faculty member take on a paid or unpaid increase in assigned advising load to help the department or university cope with the fallout of the pandemic? If so, for how many quarters/semesters did this increase in advising last? And, what was the percent increase from the load described in their contract/offer letter? Lastly, how does this increase in advising load compare with what was asked of other faculty in the department?
- In an effort to increase the diversity of committees, is the faculty member now serving on a disproportionate amount of departmental and/or university service compared to other faculty?

MCIF-WG Recommendation Two
Academic Review and Appraisal: File Submission & Review

- ➤ *Addresses AC Recommendation Number Four:* Adjust expectations for promotions & merit advances to conform to Achievement Relative to Opportunities principles (with COVID impact statement)
- ➤ **Each campus should select either Option A or Option B** *based on which scenario most closely aligns with current campus practice.*
- ➤ *Both options stress the incorporation and communication to faculty and review committees of "Achievement Relative to Opportunities" (ARO) principles in file review.*

Recommendation Two: Option A

Scenario: Campus promotes deferral of file review and extension of clock for faculty whose performance period was significantly impacted by COVID-19.

MCIF-WG recommends the following actions:

1. Commit to retroactive pay and advancement for faculty in a performance review following a COVID-related deferral.

2. Issue communication to faculty that lays out expectations for performance review following a COVID-related deferral that take into account "Achievement Relative to Opportunities" principles, including how to incorporate deferral year accomplishments.

3. Develop specific criteria for CAP and review committees to identify <u>rare cases</u> in which a faculty member <u>should not</u> be retroactively paid or advanced and how to sensitively address these cases, with communication to review committees, cognizant Deans, or CAP.

4. Provide faculty with the opportunity to rank evaluation areas by how much weight they should be given in file review.

5. Institute a formalized faculty-to-faculty mentorship program that ensures all faculty who deferred have the opportunity to consult with experienced faculty outside of a formal supervisory relationship on this decision.

Recommendation Two: Option A

<u>Considerations</u>
- Faculty who determine to defer could overestimate expectations in light of COVID-era based on individual perception. They may face career and salary implications that are avoidable, which could decrease equity.

- Files withheld from review may not differ greatly from files submitted for review in quality which could create different outcomes for equally performing faculty.

- Faculty members who defer file review may not have made their decisions based on consultations with others outside of a formal supervisory relationship.

- Some faculty may have put in exorbitant amount of effort into the teaching and service pillars of the University's mission, but withhold their file due to a bias in the review process toward research outcomes and publications.

Under consideration

Recommendation Two: Option B

Scenario: Campus encourages file submission for all faculty no matter how significantly impacted by COVID-19 with a commitment to holistic review.

MCIF-WG recommends the following actions:

1. Quantify acceptable deviation from normal levels of performance, not to dictate file report outcomes, but to serve as a guidepost in reviewing the faculty member's performance according to "Achievement Relative to Opportunities" principles.[9]

2. Develop specific criteria to identify when additional compensation may be awarded but **not** a formal step advancement, if appropriate for specific cases.

3. Develop specific criteria for CAP and review committees to identify <u>rare cases</u> in which a faculty member <u>should not</u> receive a merit or advancement, outline how these cases should be sensitively handled, and communicate this guidance to review committees, the cognizant Deans, or CAP.

4. Develop and implement communication plan to inform faculty and enable those who may have already deferred to submit a file belatedly.

5. Provide faculty with the opportunity to rank evaluation areas by how much weight they should be given in file review.

Recommendation Two: Option B

(Continued from page 16)

<u>Considerations</u>
- Strategic communication is central to ensuring that all faculty are aware that campus leadership is supportive of having all files go through review.

- Setting clear standards of expectation, including for review committees, becomes more important as fewer faculty members self-select out by requesting deferral.

- Some faculty may have put in exorbitant amount of effort into the teaching and service pillars of the University's mission, but withhold their file due to a bias in the review process toward research outcomes and publications.

Under consideration

MCIF-WG Recommendation Three
Funding Programs

➤ *Addresses AC Recommendation Number Eleven:* Campus funding mechanisms for research recovery
➤ *Addresses AC Recommendation Number Three:* Campus-level funding for approved teaching duty modifications
➤ ***Each campus should select Option A, B, or C*** *based on the scenario closest to the campus's current situation.*
➤ *Campuses with capacity beyond the option that best describes their scenario can incorporate elements of the other options if so doing does not diminish their ability to make resources accessible to a fair number of faculty.*

Funding programs to be sustained or expanded based on campus resource constraints (most constrained, moderately constrained, least constrained)
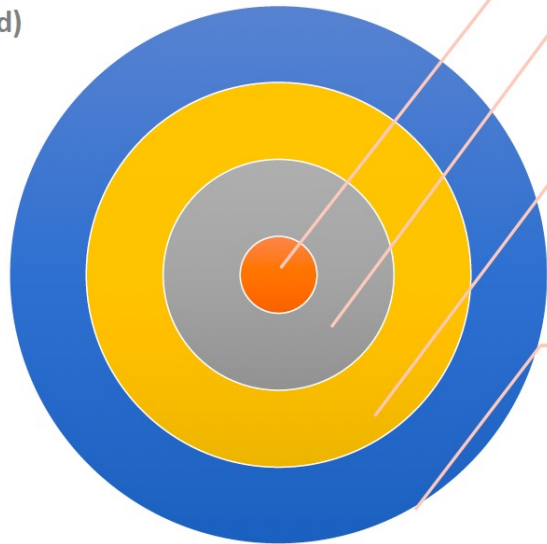
1. Retroactive pay
(all campuses promoting deferrals should make this committment no matter constraints)

2. Need-based grant program
(option for most resource-constrained campuses; single modest amount awarded from central fund)

3. Application-based program
(option for moderately resource-constrained campuses; a range of amounts awarded from central fund)

4. Expanded programs
(option for least resource-constrained campuses; range of amounts for research bridge funding awarded from central fund; campus-level funding for approved teaching modifications managed by schools)

Under consideration

FAQs

- What if actions have already been voted on – is there any recourse for the faculty to revise their candidate's and COVID statements?
  - *Yes. In light of these new recommendations, which only came out late in October, if faculty wish to revise their statements then we will allow them to, and the department can request an extension in time from their dean's office to allow for a new vote.*

- Can faculty put personal information into their statements, even if they understand it is not recommended?
  - *Yes. We do not censor what faculty put into their statements.*

FAQs

- What is the main difference between these recommendations and those that have already been shared with the campus over the last year?
  - *The campus has already been adhering to many of the 15 recommendations promoted by the two systemwide Academic Senate committees cited earlier. These new recommendations from the systemwide workgroup place greater and more urgent weight on the ARO principles and recapitulate the value of COVID Opportunities and Challenges Statements in contextualizing these principles.*

- Should a chair interject their personal opinion about how an action is impacted by ARO principles into the department letter.
  - *The department letter should represent the "sense" of the department, as demonstrated through the votes and comments of faculty that should be using the ARO principles. If chairs want to express their own insights and opinions beyond those in the department letter, they should utilize the chair's confidential letter, which will not be provided to the department faculty.*

FAQs

- How do we reconcile a decline in objective productivity measures with Step Plus?
  - *Step Plus will need to be applied in the context of the ARO guidelines, which will admittedly not be easy. The "gold standard" for Step Plus is "outstanding" achievement in one or more areas of review. The department and other reviewers may determine that what might not have been "outstanding" in a normal period of review may, in fact, become "outstanding" in a pandemic-affected one – hence the term "achievement **relative to opportunities**." It will be incumbent on chairs to convincingly explain in the department letter why achievements are "outstanding" in the period of review, even if not at the same level as earlier advancements.*

FAQs

- Can the title of the COVID statement be changed for future actions to "COVID Opportunities and Challenges Statement" or do we need to wait for a change in MIV?

  - *Yes, the new recommended title can be utilized immediately.*

- Should appraisals be treated differently?

  - *No.*

- If a chair believes the department faculty have not properly weighed COVID impacts, what is their option?

  - *They are encouraged to write a "Confidential Chair Letter" to explain their personal recommendation. Note that the letter is only confidential to the voting faculty, and not the candidate.*

FAQs

- If a faculty member does not want to update their COVID statement, could a department chair nevertheless modify the department letter by incorporating ARO principles?
  - *Yes – the department letter is also based on the dossier and the comments by department colleagues, and chairs are in the best position to interpret the record and apply the ARO principles, even in the absence of a COVID statement.*

- If someone has already deferred this year, is it too late for them to change their mind?
  - *No – if they would like to reconsider their decision to defer, then please work with them to submit an advancement action. We will approve extensions if needed for this purpose.*

FAQs

- If someone does not submit a COVID statement, should we assume that they have not been impacted by the pandemic?

  - *No – you should instead assume that everyone has been affected, and so is entitled to be evaluated under ARO principles.*

- If the COVID statement, the candidate's statement, or the department letter is updated after the vote, will the department need to revote?

  - *Yes – all reviewers need access to the final and complete dossier in order to have an informed vote and provide comments, even if their votes do not change. Candidates are entitled to every opportunity to present their academic record to their colleagues for peer review.*

Summary

- Chairs play an incredibly important role in contextualizing achievements relative to opportunity, and the impact that the COVID epidemic has had on a faculty member.

- Department letters must evolve this year by providing a roadmap for FPCs, CAP, deans, VPAA, etc. to understand and reward faculty efforts despite the impediments imposed on them.

- All reviewers should exercise ARO principles to recognize not only the limitations faculty have experienced that have resulted in reduced productivity or achievement, but also to recognize achievements in any and all areas of review that are meritorious.

- Faculty who have been advancing before COVID should be advancing during and after COVID under ARO principles. This can happen without compromising on academic standards, as articulated in APM 210.

- Use the optional COVID statements carefully in all cases, because faculty have been differentially impacted over the last year.

- These principles will remain in place for up to five years because of the residual/carryover impacts of the pandemic on peoples' academic lives.