

## Professional Disruptions Impact Statement FAQs

The following questions are answered in this document:

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### **What is the purpose of a *Professional Disruptions Impact Statement*?**

A *Professional Disruptions Impact Statement* offers a coherent statement in which faculty can document the effects of professional disruptions on faculty workload and professional opportunities and the resulting impact on productivity, performance, and trajectory. The *Statement* should provide reviewers with the information that they need to perform a fair, contextualized evaluation of the faculty member's professional performance and contributions. The *Statement* does not cover Family and Medical Leave or person leaves, which are already addressed by policy.

### **How should review committees use information shared in a *Professional Disruptions Impact Statement*?**

The review committee's role is to:

- Determine the extent to which the disruption impacted the faculty member's performance and trajectory,
- Use the relevant information to contextualize the candidate's record in rank, and
- Consider relevant disruptions and resulting impacts when reviewing faculty accomplishments.

In some cases, the review committee may determine that the nature of the disruption may require changes to the criteria traditionally used for evaluation. For example, in fields where federal funding has been completely eliminated, departments that require procurement of external grants for tenure and promotion may wish to consult with their leadership about potential revision of criteria related to research performance and impact.

### **What should a *Professional Disruptions Impact Statement* contain?**

The *Professional Disruptions Impact Statement* must

- Briefly summarize the faculty member's workload, performance, and trajectory prior to the professional disruption.
- Identify the professional disruption that influenced the faculty member's work (e.g., grant termination, COVID-19, delay in lab construction, etc.).

- Describe the impact that the disruption has had on workload and professional opportunities and the resulting impact on faculty productivity, performance, and trajectory in the relevant areas of specialization (research, teaching, mentoring, service, and in the additional contributions to the academic enterprise for instructional-track faculty).
- Describe how the faculty member has adjusted or plans to adjust their work in light of the relevant professional disruption to continue or re-build their trajectory.
- Identify the timeline for the disruption and impact including the start and end date (or it can be noted to be ongoing).
- **NOT** contain any personal information (e.g., impact on dependent care accessibility, personal or dependents' health information, etc.).
- **NOT** be longer than two pages in length.

Faculty members who mention personal circumstances in their *Professional Disruptions Impact Statement* will be required to revise their *Statement*. Family Medical Leave and personal leaves are separately addressed by policy.

**What are examples of impacts that can be included in a *Professional Disruptions Impact Statement*?**

Keeping in mind all facets of faculty workload and professional opportunities that depend on faculty title and rank (research, teaching, service, mentoring, and additional contributions to the academic enterprise), there are many different possible impacts that a professional disruption might have introduced, including but not limited to the following broad examples of changes in:

- Amount, patterns, and performance in terms of workload, responsibilities, and accomplishments
- Prospects for development and innovation
- Timing and availability of opportunities and access to facilities and personnel.

The *Statement* should highlight these impacts while explaining how the faculty member is handling or handled them and how they might redress the impact (if needed) in the future.

**How are personal impacts handled in my review materials?**

The Handbook of Operating Procedures provides policy regarding leave for personal reasons. All faculty are eligible for sick leave and may be eligible for Family and Medical Leave. Tenure-track faculty may request one-year tenure extensions due to personal circumstances, up to a maximum of two years, consecutive or non-consecutive. Tenure-track faculty employed on or before May 31, 2022 are automatically provided a one-year extension due to the COVID-19 pandemic, which they may choose to opt out of.

**What should I do if I'm unsure whether I need a *Professional Disruptions Impact Statement*?**

Faculty are encouraged to consult their supervisor regarding whether they might want to include a *Professional Disruptions Impact Statement* in their review materials.

**Is a *Professional Disruptions Impact Statement* optional or required?**

The *Professional Disruptions Impact Statement* is optional for each of the types of faculty review (annual, mid-probationary, promotion and tenure, and comprehensive periodic review). A faculty

member can alternatively document the same content as requested in the *Statement* in relevant other review content statements (i.e., in any of the teaching, research, service, mentoring and additional contributions to the academic enterprise statements).

**Within which review year should a *Professional Disruptions Impact Statement* be associated?**

The *Statement* should be associated with the year when the professional impact was experienced while referencing the timing of the onset of the disruption.

Note that inclusion of a *Professional Disruptions Impact Statement* does **not** exclude the associated period from the review. Instead, the content of the *Statement* may be used by reviewers to contextualize the faculty member's work given the impact of the disruption.

**Is there a standard format for a *Professional Disruptions Impact Statement*?**

Faculty should check with their unit (department, college/school) to find out whether there is a standard format for *Professional Disruptions Impact Statement* beyond the two-page limit and the content restrictions (e.g., no personal impacts) detailed above.

**How do I include a *Professional Disruptions Impact Statement* in faculty review materials?**

Candidates for promotion and tenure review may include a *Professional Disruptions Impact Statement* in their dossier supplementary materials. It should be referenced in the dossier introduction so that reviewers are aware of it as they review the dossier. Each unit (department, college, school) may have their own policy about how to include a *Professional Disruptions Impact Statement* in core or supplemental review materials for each of the other types of faculty review (annual, mid-probationary, and comprehensive periodic reviews).

**What should a unit (department, college/school) share with its faculty about the submission of a *Professional Disruptions Impact Statement*?**

The College, School or Unit should let faculty know that candidates for promotion and tenure review may include a *Professional Disruptions Impact Statement* in their submission materials.

For other types of faculty review, including annual, mid-probationary, and comprehensive periodic review, each unit should clarify:

- The unit's policy about how to include a *Professional Disruptions Impact Statement* in faculty review materials for each of the other types of faculty review;
- Any additional formatting requirements that they have for the *Statement* over and above the required two-page limit and required content as listed above;
- How the review committee should use the *Professional Disruptions Impact Statement's* content to contextualize their review.