

The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

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abstract: The onset of the COVID-19 pandemic brought about significant disruptions in higher education, including changes within the field of academic librarianship. This paper reports on a March 2021 survey of tenure-track faculty librarians. The purpose was to identify the challenges they faced because of the pandemic, the effect on their confidence, and the impact on job responsibilities, workload, and promotion and tenure requirements. Key findings showed that several factors, including colleague retirements and changes in instructional needs, precipitated workplace changes during the pandemic. Furthermore, support for the meeting of promotion and tenure requirements diminished for most participants, as evidenced by decreases in funding for professional development and lack of time to devote to research and writing. Respondents also provided personal reflections regarding how work changed during the pandemic. This paper adds to the growing body of pandemic-related literature and proposes future research.

Introduction

The COVID-19 pandemic impacted almost every aspect of life, including higher education. In response to the onset of the pandemic in March 2020, many academic institutions quickly shifted to online learning and limited physical access to campus buildings to protect health and safety.¹ As higher education struggled to deliver continuity of service in the new learning environment, libraries were tasked with providing support for online learning and research as many staff members began working from home. A developing body of literature explores the effect of the pandemic on library services and operations.² In a September 2020 survey of library directors at four-year colleges and universities in the United States, those leaders indicated that their libraries had experienced budget and personnel cuts because of the pandemic. The

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directors emphasized the importance of protecting the health and well-being of library employees and establishing the library as a critical service to their academic institution.³ Documenting a radical shift in higher education, a group of academic librarians created a spreadsheet tracking temporary building closures and the transition to online learning.⁴ Studies regarding the impact of the pandemic on librarians have begun to appear in the literature; for instance, a 2021 study explores the challenges faced by architecture liaison librarians when converting library services to the online environment.⁵

Among its many burdens, COVID-19 has negatively affected the ability of faculty to continue their work and research. Recently, periodicals and journals have recognized impacts on tenure-track faculty, which are explored in the literature review for this study. To date, however, no survey has been conducted to determine the pandemic's effects specifically on tenure-track faculty librarians at U.S. academic institutions. This present study will address this gap in the research and identify major challenges faced by tenure-track librarians from the onset of the pandemic to approximately one year later, in March 2021. The investigation focuses on

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changes in librarians' job responsibilities and workload; the effect on their confidence; and the impact on their promotion and tenure requirements. This study is unique in that it uses a combination of multiple-choice questions, open-ended answers, and rating-scale matrix questions to assess impacts of the pandemic. Librarians were asked to describe their experiences in their own words. In addition to highlighting the disruptive changes to workloads and other obligations, the results of this study provide a picture of how tenure-track faculty librarians fared in academic libraries for the first full year of the COVID-19 pandemic. Further study on this issue seems desirable as we move forward.

Literature Review

COVID-19 and Nonlibrarian Faculty

Without question, COVID-19 has impacted the ability of academics and researchers to continue their work. The vast disruption caused by the pandemic has not gone unnoticed by academia. Several institutions, such as the University of Washington in Seattle, The Ohio State University in Columbus, Penn State University, and Florida State University in Tallahassee, have paused the tenure and promotion clock to provide additional time for candidates to meet requirements.⁶ Other universities, including the State University of New York at Buffalo, commonly called the University at Buffalo, and Cornell University in Ithaca, New York, have offered an optional extension.⁷

Although this is a developing area of research, studies have begun to explore the impact of the COVID-19 pandemic on faculty. Charlene VanLeeuwen, George Veletianos, Nicole Johnson, and Olga Belikov interviewed 20 Canadian faculty members to capture the "lived experiences" of these individuals during the early months of the pandemic, from March to June 2020.⁸ The faculty shared thoughts about the "endless pressing tasks they faced, compounded by reduced social contacts and multiple losses, amidst an uncertain environment."⁹

Specific attention has been paid to the effect of the pandemic on tenure-track faculty and early-career researchers regarding two areas important to promotion and tenure: research productivity and professional obligations and service (for example, presenting at and attending conferences).¹⁰ A comprehensive literature review of international research about the impact of the pandemic on early-career researchers, defined as postdocs and junior faculty, concluded:

The host of scientific studies, expert prognostications and personal accounts reviewed here leave little room for doubt: junior researchers are already disproportionately affected by and bear the burden of the ongoing pandemic-incurred hardships and they are likely to remain similarly impacted when more trials, still unfolding and yet to come, materialise.¹¹

Most academic librarians identify as female, and recent studies found that female academics were disproportionately affected by pandemic disruptions.¹² This literature review will take a moment to highlight these studies.

The Association of Research Libraries (ARL) reported in 2018 that women make up approximately 64 percent of the professionals in academic libraries.¹³ In 2021, Tatyana Deryugina, Olga Shurchkov, and Jenna Stearns tested the hypothesis that female scholars would incur increased childcare demands during the pandemic and that subsequently their productivity would lessen. The

three researchers sent a time-distribution survey to 900,000 individuals who had recently published an academic article. The study found that the “short-term adverse productivity effects of the pandemic fall disproportionately on female academics with children” and particularly those with young children. The authors caution that productivity itself did not necessarily decline; further research is needed to explore research output during the pandemic.¹⁴ Since the publication of that article, however, a meta-analysis study of female medical researchers found that their production during March and April 2020 was lower than that during the same period in 2019. The research team of Jens Peter Andersen, Mathias Wullum Nielsen, Nicole Simone, Resa Lewis, and Reshma Jagsi posited that “restricted access to child-care and increased work-related service demands might have taken the greatest toll on early-career women, particularly early on when the disruptions were most unexpected.”¹⁵ It should be noted that the team’s study, published in 2020, was limited to a short time and focused on medical journals. Its preliminary research into the effects of COVID-19 on tenure-track faculty will be supplemented by the current study.

Female academics were disproportionately affected by pandemic disruptions.

Support for Pre-Tenure Faculty prior to the Pandemic

The success of early-career faculty is essential to the scholarship, teaching, and service missions of colleges and universities. The literature shows that institutional support is necessary for tenure-track faculty to climb the promotion ladder. A study from Harvard University’s Collaborative on Academic Careers in Higher Education (COACHE) enumerates several factors that early-career faculty rely upon to succeed in their pursuit of tenure. The commodity most valuable to early-career faculty is time to pursue tenure and promotion obligations. Other needs are clarity in the tenure and promotion process,

support for professional development, availability of formal and informal mentors and the presence of a collegial workplace, policies encouraging work-life balance, and a commitment to diversity.¹⁶ A 2019 study by Robert Stupnisky, Nathan Hall, and Rein-

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hard Pekrun examining the experiences of pre-tenure faculty implicitly supports the policies encouraged by the Harvard COACHE study. It found that emotions were “salient predictors of success in pretenure faculty.” The extensive analysis suggests that faculty’s state of mind may be improved through such supports as “departmental and institutional efforts to bolster collegiality (e.g., formal teaching/research support networks), professional balance (e.g., transparency and consistency in teaching, research, and service obligations), and work-life balance (e.g., childcare options, fitness programs).”¹⁷

Support for Pre-Tenure Librarians prior to the Pandemic

In the United States, approximately 52 percent of research universities grant faculty status to academic librarians.¹⁸ Faculty status for librarians was first endorsed by the Association of College and Research Libraries (ACRL) in 1959 and was recently reaffirmed in April 2021.¹⁹ Such status for librarians is more common at public universities than at private institutions, and it has declined overall since 2008, often replaced by librarians employed in contingent or other positions.²⁰ The status of librarians at universities and colleges varies widely by institution. Elise Silva, Quinn Galbraith, and Michael Groesbeck propose a definition of “faculty status” where the librarian has privileges like those of teaching faculty. A librarian with faculty status may also be on the tenure track, which “refers to the availability of continuous appointment and permanent employment by an institution.”²¹ Eric Hartnett, Wendi Arant-Kaspar, and Wyoma vanDuinkerken explain that a librarian may have faculty status and tenure, faculty status but not tenure, or neither. Moreover, the same institution may have different tracks for librarians, including such additional classifications as professional status, contingent faculty, or clinical/instructional faculty.²² Hartnett’s research group summarizes, “After over one hundred years of opinion, research, and discussion, one thing is clear: we are no closer to disambiguating the difference between academic librarian positions, so the confusion and debate will continue on.”²³ To avoid a strict definition of “tenure-track” librarianship, the authors of the present study limited their survey to participants who self-identified as tenure-track librarians.

In addition to the differing definitions of faculty, academic librarians on the tenure track may be asked to fulfill various requirements depending on their institution. These include demonstrating excellence in librarianship; conducting scholarly research; publishing in peer-reviewed journals; presenting at professional conferences; providing instruction to faculty, staff, students, and alumni; serving and participating in library, institutional, or professional library organizations; sharing in library management; and obtaining or holding a second master’s degree.²⁴

Librarians debate whether librarians should be faculty. Thorough overviews of the issue are presented in the research by Hartnett, Arant-Kaspar, and vanDuinkerken and



by Laura Sare, Stephen Bales, and Bruce Neville.²⁵ Rachel Applegate suggests in a 2019 essay that faculty status serves as a valuable connection to campus and the learning community because it provides a proverbial “seat at the table” when decisions are made. Otherwise, she says, “An unconnected library is an isolated library, an invisible library, and inevitably, a ‘we have Google why do we need you’ dead library.”²⁶ Although these arguments are not the focus of this article, the frequency of such ideas in the literature affects how librarians perceive themselves within the academy and how they may view the pursuit of tenure. Sare, Bales, and Neville say, “Librarians face a future thick with both uncertainty and possibility; they must come to grips with their identity as librarians to successfully propel the discipline through the information age.”²⁷ A 2020 series of papers by Jody Condit Fagan, Hillary Ostermiller, Elizabeth Price, and Lara Sapp studies this issue from the multiple perspectives of librarians, other faculty members, and students.²⁸

The types of institutional support offered to tenure-track librarians to advance professionally have been explored in the literature and resemble those enumerated by the Harvard COACHE study. A 2014 survey of ARL library directors reported on the support offered to tenure-track librarians, which included funding assistance for professional development, sabbaticals, mentorship programs, compensation for research or research-related travel, and granting dedicated work or release time.²⁹

Studies focusing on the experience of tenure-track academic librarians also appear in the literature. Amy Vilz and Molly Poremski conducted a survey of such librarians in which they researched the availability of institutional supports, including (1) pre-hiring and post-hiring discussions of tenure criteria and requirements; (2) feedback regarding progress toward tenure; (3) off-campus and on-campus release time to pursue tenure obligations; (4) funding for tenure-related activities, such as travel and transportation for conferences and membership fees for professional organizations; and (5) mentorship opportunities.³⁰ The level of support varied widely between institutions; for instance, 71 percent of librarians received written progress reports, but 13 percent got no comments at all.³¹ Vilz and Poremski reported that, in the end, only about 44 percent of respondents were “satisfied” or “highly satisfied” with the institutional support offered by their academic library.³²

Mentorship is encouraged to support tenure-track librarians, and the literature surrounding mentorship is extensive.³³ In the Vilz and Poremski study, a majority of participants agreed that a mentor would be a helpful institutional support, but only 40 percent had access to one.³⁴ Additionally, researchers Erin Ackerman, Jennifer Hunter, and Zara Wilkinson found that both informal and formal mentoring programs were helpful to librarians as they moved through the academic research process. They explained that the “emotional support that derived from collegiality and comfort made the mentoring relationship helpful and helped participants to build confidence.”³⁵ The study determined that only about 36 percent of its respondents had access to a formal mentoring program but that 78 percent could take advantage of informal mentoring as a research support.

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Ackerman, Hunter, and Wilkinson surveyed early-career librarians (considering either tenure-track librarians or librarians eligible for promotion) and found that the two most popular institutional supports were (1) designated time for research and (2) research funding. Less than half of the participants could take advantage of these benefits, however.³⁶ The importance of time as an institutional support is further supported by Camielle Crampsie, Tina Neville, and Deborah Henry, who investigated skills and behaviors leading to publishing productivity.³⁷ A 2011 report from Texas A&M University in College Station shared that supports in the form of a writing group and research forum were well received by tenure-track librarians.³⁸

An additional institutional support discussed in the literature is financial compensation for attendance and presentations at professional conferences. Although Vilz and Poremski found that 97 percent of tenure-track librarians received travel and transportation funding to attend conferences, the amount ranged from less than \$250 a year (4 percent) to unlimited (5 percent), with the majority (52 percent) granted between \$500 and \$1,500 per year.³⁹ Ackerman, Hunter, and Wilkinson reported that research funding was available to over 30 percent of participants but did not collect data pertaining to the amount.⁴⁰ A 2021 study by Bridgette Comanda, Jaci Wilkinson, Faith Bradham, Amanda Koziura, and Maura Seale reported that 89 percent of survey participants were required to participate in professional development or service to be eligible for promotion, but that activities were inadequately funded or not supported at all by employer institutions.⁴¹ Approximately 80 percent of librarians must pay for their own professional development or service.⁴² An investigation of research success factors among a general population of librarians by Marie Kennedy and Kristine Brancolini found a significant relationship between conducting research and institutional support for such endeavors (for example, travel funds, workshops, and formal and informal relationships).⁴³

Support for Pre-Tenure Librarian Faculty during a Historical Event

Kelly Blessinger and Gina Costello studied the effect of the economic recession of 2007 to 2009 on the nature and extent of support for tenure-track librarians.⁴⁴ Theirs was the only research that the authors found that attempted to measure the effect of a historical event—in this case, an economic recession—on support for tenure-track librarians. Blessinger and Costello's survey of library administrators at ARL institutions reported that, despite workload increases and reductions in travel budgets, tenure requirements remained the same during the recession. As one administrator succinctly stated, "The economy does not affect our requirements or expectations."⁴⁵ Another noted that tenure-track faculty should expect economic fluctuations and should plan to "invest" in professional development and service obligations with their own funds.⁴⁶ Asked to rank tenure requirements, the administrators highlighted the importance of service in national organizations and presentations at conferences, assigning those activities second and third place, respectively. The administrators stated that the top priority for tenure-track faculty was to publish research in "national journals."⁴⁷ Blessinger and Costello concluded with a reference to the popularity of virtual meetings, asynchronous professional development, virtual poster presentations, and prerecorded sessions. They posited that such formats may "signal a re-thinking in what constitutes service and its applicability toward achievement of tenure status."⁴⁸



Methods

To study the effects of COVID-19 on tenure-track academic librarians, a survey consisting of 42 questions was created using Google Forms, which was subsequently reviewed and approved by the Institutional Review Board of the University at Buffalo. In March 2021, an invitation to participate in the survey was distributed to e-mail lists of academic librarians in the United States. The authors focused on networks in which they were actively involved, including such national organizations as the American Library Association (ALA), ACRL, and the Special Library Association, and such regional groups as the New York Library Association (NYLA), the Academic & Special Libraries Section of NYLA, the State University of New York Librarians Association, the Western New York Library Resources Council, and Upstate New York Science Librarians. The call for participation was also posted on the ALA Connect platform to specific sections and roundtables of the ALA, including the Business Reference and Services Section, Education and Behavioral Sciences Section, Reference & User Services Association, Science & Technology Section, and University Libraries Section.⁴⁹ The survey was also sent to librarians in the New Business Librarians Group.⁵⁰ All e-mail lists and ALA Connect forums were chosen because they serve a large number of academic librarians, based on the authors' knowledge and experiences as members or followers of the groups.

Colleagues forwarded the invitation to the e-mail lists of several additional associations, including the Engineering Libraries Division of the American Society for Engineering Education, the American Association of Law Libraries, the Consortium of Academic and Research Libraries in Illinois, and Health Science Librarians of Illinois. A reminder e-mail was sent to the original e-mail lists and ALA Connect discussion boards in April 2021. The complete survey instrument is shown in the Appendix.

The survey received a total of 215 responses. Only participants who identified themselves as a "pre-tenure (junior faculty) librarian" proceeded to the remaining questions. Eighty-seven of the participants responded that they were tenured and so were not invited to respond to the rest of the questionnaire. Likewise, four respondents selected "neither" and did not proceed. The 124 pre-tenure librarians were asked the remaining questions, which were nonmandatory and consisted of:

- One open-ended question and 11 multiple-choice questions regarding participants' backgrounds,
- One open-ended question and 13 multiple-choice questions regarding tenure criteria and institutional support,
- Three rating-scale matrix questions and nine multiple-choice questions regarding scholarly output, and
- Two open-ended questions allowing participants to share one lesson learned from the pandemic (related to work) and any additional thoughts about the COVID-19 impact on tenure.

Participants were asked for biographical information (for example, gender, race, home occupants, geographical region, and library type). To encourage honest feedback and guarantee anonymity, no other identifying information was requested. These background questions were optional and designed to gather data related to specific effects

of the pandemic for individuals of different genders, races, and family care situations. Nine of the closed-ended multiple-choice questions included an “other” selection accompanied by a text box for customized feedback.

Responses to each question were analyzed using the statistical tools in Google Sheets and Microsoft Excel. The authors coded the write-in responses for 13 of the questions, consisting of 9 closed-ended queries that included a text box and 4 open-ended questions, based on trends in the answers. Results are shared in the next three sections: “Background and Institutions of Survey Participants,” “Impact of the Pandemic on Work and Confidence,” and “Outlook on Tenure.”

Results

Background and Institutions of Survey Participants

Participants were asked optional questions regarding gender identity, race, and home life to determine if there was any connection between these factors and workload or stress due to the pandemic. No correlation between the factors was found. Seventy-five percent of the participants identified as female, 20.1 percent as male, and 3.2 percent as nonbinary. Two percent of the respondents selected “prefer not to say.” Regarding race, an overwhelming majority of participants identified as White (93.5 percent, $n = 123$). A breakdown of the races represented in the sample is detailed in Table 1 and Table 2. One participant who chose two races is listed individually in Table 1. Most respondents were female and White (75.0 percent and 93.5 percent, respectively), which is in line with historical trends in the profession.⁵¹

Table 1.

How study participants answered the question “What is your race?” ($n = 123$)

Race	Percentage
White	93.5
Black or African American	2.4
Asian	1.6
Prefer not to say	1.6
White and American Indian or Alaska native	0.8
American Indian or Alaska native	0
Native Hawaiian or other Pacific Islander	0



Table 2.

How study participants answered the question “Are you of Hispanic, Latino, or Spanish origin?” (n = 124)

Answer	Percentage
Yes	4.0
No	93.6
Prefer not to say	2.4

When asked about other residents in their homes, participants had the option to choose more than one category. Of 124 respondents, 87 indicated they live with a spouse, partner, or significant other. Forty-two participants shared a home with children younger than 18, ten lived with adult children (aged over 18), six with parents or in-laws, and two with relatives other than those listed. Thirty-two lived alone during the pandemic.

The length of time that pre-tenure librarians have held their current tenure-track position varied. Although more than half the participants have served in their roles for three to six years (59.7 percent, n = 124), a large portion have held their positions for less than two years (40.3 percent). Librarians with five to six years on the job represent 15.3 percent of the participants. Only 8.1 percent have served for less than a year. Based on the timing of the survey, this group likely started their jobs shortly before or during the pandemic.

The survey also gathered background data about the participants' institutions and libraries. Most of the respondents are employed at a doctoral-granting university (61.8 percent, n = 123). The remaining participants work at colleges and universities with master's degree programs (17.1 percent), baccalaureate colleges (13.8 percent), colleges granting an associate's degree (6.5 percent), and an institution offering a baccalaureate or associate's degree (0.8 percent). Most of these institutions are public (88.7 percent, n = 124), and they are in each region in the United States.⁵² Many institutions are in the Northeast (41.9 percent, n = 124), with the remaining in the South (21.8 percent), Midwest (18.6 percent), and West (17.7 percent).

Participants were asked to choose their job responsibilities from a predefined list or add their own, with an option to designate more than one. The following duties were most frequently selected: instruction (77.4 percent), reference (76.6 percent), information literacy (66.9 percent), collection development (62.1 percent), and outreach (47.6 percent). These primary job responsibilities indicate the sample consisted largely of public service librarians, as opposed to technical service librarians.

Impact of the Pandemic on Work and Confidence

After asking participants to share general background information about their employment,

Most respondents were required to work at home at some point during the pandemic

the survey turned to the impact of the COVID-19 pandemic in the workplace.

Most respondents were required to work at home at some point during the pandemic (96.8 percent, $n = 124$). Approximately half (54 percent) still worked from home as of

March 1, 2021. A majority of those returning to their libraries had done so in a part-time capacity.

Of the 71 participants who responded to the question "If your workload has changed since COVID-19 (e.g., picked up additional job duties, change in hours, etc.), please describe," 64.8 percent indicated an increase in their job responsibilities or workload, either directly or indirectly. Top reasons given for the expanded workload or hours included colleague retirements, hiring freezes, transition to virtual instruction (for example, remote preparation or video editing), adherence to new COVID-19 safety procedures, increased demand for services and patron needs, requirements for technology support, the development of new committees, and the implementation of new workflows. Although some librarians mentioned the temporary nature of these increases in workload, others did not

Only 6 percent of participants reported that their work decreased because of COVID-19

indicate that they expected these additional duties to end. Only 6 percent of participants reported that their work decreased because of COVID-19, mainly due to fewer requests for instruction or reduced staffing needs at a physical reference desk. Twenty-five percent

of respondents indicated shifts in their duties that did not necessarily represent an increased workload. These included such changes as staffing virtual reference instead of physical desks, revising hours to meet patron needs (for example, opening on weekends or evenings), and supervising student workers virtually.

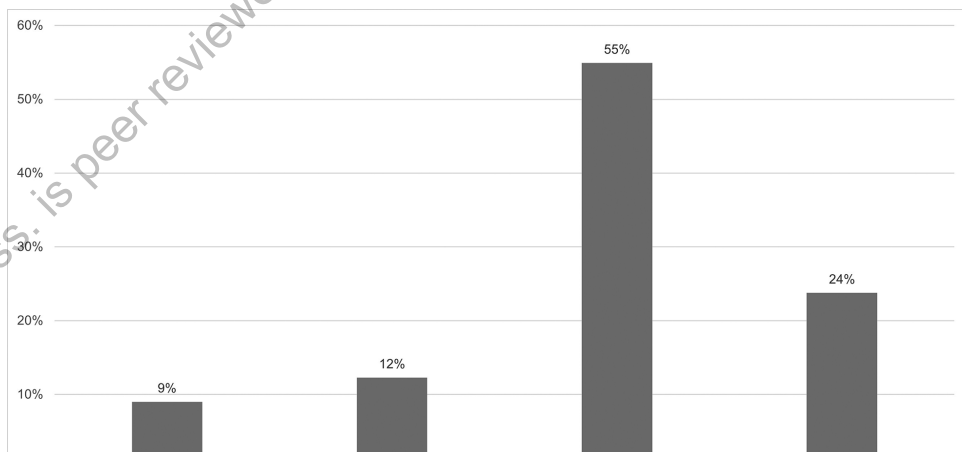


Figure 1. Survey participants' answers to the question "As of March 1, 2021, are you still working from home?"

Librarians were also asked to reflect upon their confidence levels when approaching professional obligations. Before the outbreak of COVID-19, 69.5 percent of participants felt highly or mostly confident presenting in person at a conference (n = 118). This percentage dropped to 53.3 percent after COVID-19 (n = 121). Not only did levels of self-assurance fall but also those responding that they had “no confidence” when delivering a talk in person (indicated on the scale as 1) rose from 1 percent to 11 percent (n = 121). Confidence in virtual presentation skills, however, increased from 43.7 percent (n = 119) to 82.9 percent (n = 123). Another change was an 8 percent drop in pre-tenure librarians’ comfort in writing scholarly, peer-reviewed articles (from 57.1 percent, n = 119, to 48.8 percent, n = 123). Questions were not mandatory, and some participants declined to rate their confidence in all categories.

The survey asked for any additional impacts on participants’ scholarly output. While 70.3 percent of respondents had given a conference presentation online, 37.8 percent had a presentation canceled. About a third (33.3 percent) experienced an interruption in a survey or study, and 29 percent had a deadline for an article or other writing project extended (n = 124). Negative impacts of the pandemic included scholarly collaborators losing their jobs, illness, insufficient time to write, and decreases in grant funding. One participant specifically mentioned difficulty with research in user experience and assessment during the pandemic: “I was in-between projects when COVID-19 began and have not been able to pursue any new projects involving students (user experience, assessment, etc.) due to not working on campus.”

Negative impacts of the pandemic included scholarly collaborators losing their jobs, illness, insufficient time to write, and decreases in grant funding.

On the other hand, pandemic-related research provided opportunities for scholars across academia, and librarians were no exception. As one participant stated, “While there have been negative impacts, I’ve also found that I’ve produced more scholarship in terms of writing because I’ve taken advantage of some opportunities.”

A few tenure-track librarians raised concerns about the focus of library scholarship narrowing to COVID-19 themes and thus limiting opportunities to publish. At least two participants directly brought up the difficulty of finding an outlet for work that was not related to the pandemic.

The survey also asked about release time available to pursue tenure and promotion obligations. Release time was defined as paid leave provided by an institution to achieve tenure requirements. Prior to the pandemic, 45.5 percent of participants did not receive release time, and 21.1 percent did not know their library’s policy (n = 123). When asked how much time they were given, 26.1 percent of respondents said they could take as much time as needed (n = 115). A little over 38 percent of participants indicated they could work on tenure requirements during the workday (n = 117). Respondents indicated that use of release time remained stable during COVID-19. One librarian reported that they were encouraged to work on tenure activities during the regular workday:

I can work on tenure requirements during the workday, but only in my own office. If I petition to my immediate supervisor, sometimes telecommute time is granted, but my department's administrative supervisor is hesitant to grant telecommute time in general. Essentially, we can take release time, but it's a weird, convoluted, sneaky sort of process.

Others indicated it was difficult to allocate time for these activities due to constantly shifting commitments and packed calendars:

I think I have overextended my workday to meet my goals and/or didn't stop other duties during my "release time" even though I was supported to take release time.

Even though release time was available to me, I could not find time in my schedule for it. My workload was so great that there weren't any openings for release days.

Another librarian shared ambivalence about applying for release time:

We have to apply for release days, which are a pool of days that are available to all library faculty . . . I don't normally apply because I think I can get it all done, and that my colleagues might benefit more from having those days. Also, the application must be reviewed by a committee and the dean, which has a slight turnaround time for approval, and is somewhat discouraging.

Although 48.8 percent ($n = 121$) of participants said that making time for writing was harder than prior to the pandemic, librarians more advanced in their tenure journey (years five to six) tended to find it easier to set aside such time. No statistical correlation was found between opportunities for writing during the pandemic and the people with whom the participant lived. Multiple respondents left comments related to childcare and parenting, however, in two long-form response questions: "What is one lesson (positive or negative) that you have learned during this pandemic that you will bring forward?" and "Is there anything else about the COVID-19 impact on your tenure we should know?" One participant shared, "As the parent of two very young school-age children, this has been one of the hardest things, if not THE hardest thing, I have had to deal with during this time." Another declared, "I don't think enough is talked about regarding those that are parents and how COVID is impacting their work and their quest for tenure."

Some participants, however, spoke of the wider range of scholarly opportunities (for example, presenting virtually or writing for special COVID-19 issues of journals) and topics (for example, the switch to virtual instruction) that grew from the pandemic. One reported, "If the topic wasn't immediately related to my work or research interests, I applied anyway. I ended up having a very successful year in terms of creative output, and I expect to continue applying for so many more things." Those remarks contrast with another comment: "Although there were in theory more opportunities available for service and scholarship, the additions to general workload at the institution made it difficult to take advantage of those opportunities while attempting to prevent burnout."

This survey also asked for feedback on stops in the tenure clock to mitigate the loss of time, including the availability of such a pause, whether it was optional, and the length of time that was given. Of those offered a tenure clock stoppage, a majority (67.6

percent, $n = 102$) chose to continue with their original timeline. Another 18.6 percent were undecided, and 13.7 percent planned to take the stoppage. One respondent shared: "It is great that a clock stoppage is being offered, but delaying tenure has a financial impact, especially since I have already taken clock stoppages for parental leave. I wish my institution offered lowered publication standards instead."

Given that most participants (93.5 percent, $n = 124$) indicated that tenure takes five to seven years to achieve, the idea of delaying tenure for another year was unappealing to many. Respondents indicated that taking an extra year for tenure requirements because of the pandemic would hold up the process and potentially set them back on future promotions. Moreover, 44.4 percent of participants ($n = 124$) indicated that the tenure advisory board (including appointment, promotion, and tenure committees) at their institution

Respondents indicated that taking an extra year for tenure requirements because of the pandemic would hold up the process and potentially set them back on future promotions.

already took alternative forms of tenure-related activity into consideration. Other than the previous comment that an earlier parental leave affected one participant's decision to decline a pandemic-related stop, this study did not find a correlation between delaying tenure and gender.

Additionally, the survey asked participants to share the amount of financial support they receive from their institution for professional development and presenting. Prior to the pandemic, the top five amounts granted were \$1,001–\$1,500 (22 percent); \$1,501–\$2,000 (14.4 percent); \$2,001–\$2,500 (13.6 percent); \$501–\$1,000 (11.9 percent); and more than \$2,501 (10.2 percent) ($n = 118$). Over 90 percent of respondents received funds for travel or transportation to attend conferences; 71.9 percent were compensated for per diem food costs; 67.8 percent were given money for online professional development; 65.3 percent got release time or paid leave to attend conferences; 29.8 percent received funds for professional membership fees; and 24 percent had support to travel to conduct scholarly research ($n = 122$).

During the pandemic, 54.9 percent of the participants experienced decreases in funding ($n = 122$), while only a third reported that funding remained stable. The major reasons shared by respondents for reduced funding were mandated travel restrictions and institutional budget cuts. Some librarians found themselves with a set amount cut from their budget, and others were asked to submit funding requests as needed. Still others saw a drastic reduction of their financial support. Among those who received funding for virtual conferences, some noted that procedures were unclear and delayed at times, or they were discouraged from spending money even when it was available. Several participants noted that they did not take advantage of opportunities due to uncertainty about funding. One explained, "For many months, our professional development money was frozen, and we did not know if we were going to receive it. We did eventually receive it, but this did cause me to miss several opportunities."

The pandemic helped provide more equitable access to professional development options because of discounted or free virtual conferences and programs.

thoughts about the challenges of balancing professional development with workload and other responsibilities:

I need to be more intentional about the professional development activities that I participate in. There have been many wonderful opportunities to attend free virtual conferences that I otherwise would not have been able to. But I burned out pretty fast without a clear priority for where I should focus my attention.

Teaching and instruction were mentioned by participants in response to two long-form questions: "What is one lesson (positive or negative) that you have learned during this pandemic that you will bring forward?" and "Is there anything else about the COVID-19 impact on your tenure we should know?" Instruction also came up in answers to this question: "If your workload has changed since COVID-19 (e.g., picked up additional job duties, change in hours, etc.), please describe." Several comments regarding lessons from the pandemic focused on the positives and negatives of virtual instruction. Some responses talked about the added time it takes to prepare for remote instruction, especially videos. Others discussed the reduced priority of information literacy in their classes, leading to fewer instruction opportunities and student evaluations.

Outlook on Tenure

Despite the chaos of the past year, most tenure-track librarians did not change their outlook on tenure (65.5 percent, $n = 122$), and some even indicated they were more optimistic than prior to the pandemic (12.3 percent, $n = 122$). Survey participants stated that, during the pandemic, there were more opportunities than ever for research and publishing and for presenting at and attending conferences. As a bonus, participants also indicated that expanded virtual events allowed for new collaborations on scholarly projects. As one librarian explained, "The proliferation of virtual ways to connect has confirmed that research that involves connecting with colleagues working in different positions around the country is possible and feasible."

On the other side, participants also had criticisms of virtual events, such as: "Virtual conferences are easier to present at but have many downsides as an attendee." The infamous "Zoom burnout," the fatigue that results from too many online meetings, was a drawback mentioned in other answers.

Despite decreased institutional support in funding and time availability, the results indicate that academic librarians were self-motivated, learned time management

ment. While 40.7 percent of respondents saw no change in the time spent on such development, 37.4 percent increased the hours or days dedicated to such activities. Participants noted that the pandemic helped provide more equitable access to professional development options because of discounted or free virtual conferences and programs. One librarian shared

One librarian shared

skills, and felt supported by peers in professional organizations. Of those participants who indicated a change in their optimism, those between one and four years into their journey were slightly less hopeful than those who were at the less than one year or the five- to six-year marks.

As the pandemic continued into 2021, the boundaries between personal and work life blurred during extended periods of remote work: "Separating work and personal life has become increasingly difficult as the pandemic goes on, which means that its importance is all the more clear." Work-life balance and feeling valued at work were two topics that seemed intertwined within the "lessons learned" responses. Although several participants said that COVID-19 made them realize the value librarians bring to their campuses, many also emphasized that firm boundaries between work and home need to be maintained. They shared:

Productivity is still the measurement of how much people are valued. This has caused me to work very long workdays because no one else is able to do my work . . . There's a lot of talk of maintaining work-life balance and trying to maintain good mental health, but it's all talk and no actions to support it.

I'm really pushing back on the mentality of doing the same with less and just working on being heard and trying to be a leader for change.

For some, the pandemic brought clarity to the culture of overwork: "I was overscheduled and overburdened before, and I do not intend to go back to that level of frantic activity."

Out of 85 "lessons learned," 12 percent of responses focused specifically on the resilience with which the librarians, their library, or both had responded to the COVID-19 crisis. Some learned greater adaptability during the pandemic and noted that they were surprised to realize the flexibility of their position.

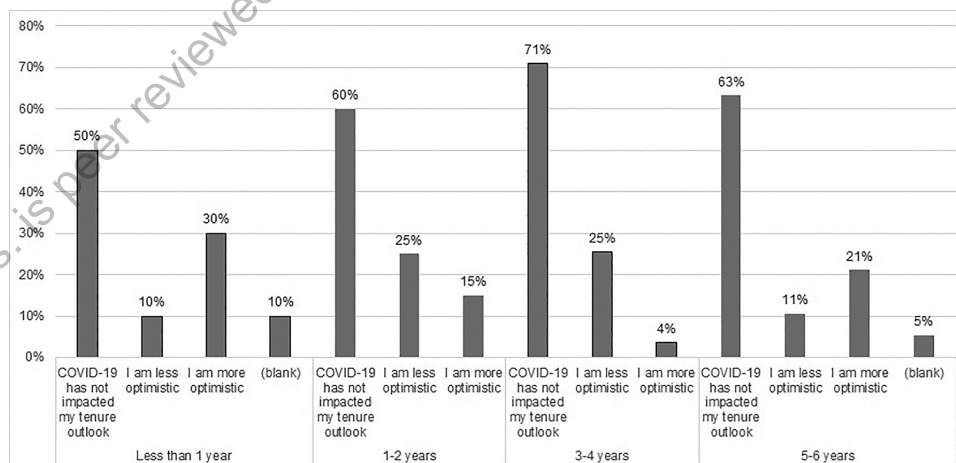


Figure 2. Changes in survey participants' optimism about prospects for tenure because of COVID-19, by time in their current position.



Discussion

The purpose of this study was to identify the challenges faced by tenure-track faculty librarians during the first year of the COVID-19 pandemic (March 2020 to March 2021). The study explored the effect of the pandemic on confidence and the impact on job responsibilities, workload, and promotion and tenure requirements. Key findings showed that changes in duties during the pandemic were precipitated by a number of factors, including colleague retirements and alterations in instructional needs. Furthermore, even though support for promotion and tenure requirements decreased for most participants, not all confidence levels surrounding the pursuit of tenure dropped. The results of the survey reflected a time that was both beneficial and detrimental to the advancement of tenure-track librarians.

Survey results indicated that most participants were either not provided with release time or had little ability to take the time allotted, both before and during the pandemic. It is worth noting that tenure-track librarians seldom utilize such time off. Complicated, prohibitive, or lengthy processes and policies are barriers that librarians often face when attempting to use release time. Evidence from this study suggests that, even among those who have release time, tenure-track librarians expend more effort trying

Time to pursue tenure and promotion activities is a valued support among tenure-track faculty, but academic libraries lack clarity and consistency in how this support is provided to librarians.

to make room in their hectic schedules or jumping through procedural hoops than using the time productively. This finding is consistent with the results reported in the literature, particularly in the study by Ackerman, Hunter, and Wilkinson. As the Harvard COACHE study and other literature indicates, time to pursue tenure and promotion activities is a valued support among tenure-track faculty, but academic libraries lack clarity and consistency in how this support is provided to librarians.

Despite the lack of clarity surrounding release time, over a third of tenure-track librarians increased the time devoted to professional development during this period. Participants shared that the pandemic helped provide more equitable access to development opportunities. With discounted or free virtual conferences and programs, it became easier for librarians with smaller budgets, less financial support, or limited travel options to participate in a myriad of activities. It is also telling that while professional development participation remained high, 54.9 percent of respondents experienced a decrease in funding.

A notable survey result relates to the financial burdens on pre-tenure librarians seeking to attend professional conferences. As reported in 2021 by Comanda, Wilkinson, Bradham, Koziura, and Seale, approximately 80 percent of librarians paid for their own professional development or service, ranging from under \$1,000 (84 percent) to over \$1,000 (14 percent) per year. The results in this study complement this finding, indicating that 48.3 percent of participants receive funding of less than \$2,000 per year and that travel and registration costs may quickly reduce that budget. The 2021 article noted how stressful the cost of professional development can be, compared with the salary levels

and debt loads of early-career librarians. As the profession moves toward reopening, libraries should consider whether they are ready to support their tenure-track librarians at higher levels than prior to the pandemic. Communication and policies on these issues must be clear and timely to ensure that the available funding is used efficiently. Money has been less of an issue during the pandemic due to the online availability of low-cost and free professional development offerings, including conferences, but it remains to be seen if this trend will continue. Blessinger and Costello's study on the 2007–2009 economic recession makes clear that, despite the success of online platforms, professional conferences and other activities quickly returned to in-person (and costlier) venues.

Opportunities for presenting at conferences also increased. Virtual formats meant presenters could speak at multiple events that would normally overlap or be financially burdensome to attend. Given the finding by Vilz and Poremski that 26 percent of tenure-track librarians are required to present at conferences,⁵³ the increase in presentation opportunities is especially encouraging to those who had funding or time restrictions before COVID-19. The accessibility of conferences and presenting opportunities is greatly increased by reducing the cost, which in turn has the potential to boost the number and diversity of voices heard at these events.

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There are, of course, downsides to online conferences. Critiques in the literature highlight drawbacks, such as time zone differences and the lack of networking opportunities.⁵⁴ Additionally, while the opportunity for more librarians to present at conferences and workshops is generally seen as positive, it comes with increased competition for speaker slots. Tenure-track librarians have had to prioritize conferences and other events, balancing these activities with their writing, daily job requirements, and additional responsibilities. As more librarians return to physical offices, it will be important to see if professional opportunities revert to pre-pandemic formats or remain as hybrid options. Associations and professional groups should consider looking at their conference attendee numbers and demographics before, during, and after the pandemic and focus on the accessibility of their meetings. It will be key to find a balance between the essential in-person connections librarians have missed and the more equitable access to conferences brought about by the pandemic.

As mentioned in the results, confidence in scholarship (for example, conducting research; writing scholarly, peer-reviewed articles; and speaking in person at conferences) dropped in every category except for presenting online. It makes sense that self-assurance would decrease for in-person presentations; more concerning, however, is the dip in confidence for writing scholarly, peer-reviewed articles. With pre-tenure librarians isolated at home and overwhelmed by the pandemic, both personally and professionally, they have had fewer opportunities to receive mentorship and support than they might naturally have had in a physical office. Administrators, mentors, and supervisors who support pre-tenure librarians should be aware of these possible insecurities among

their team. Additionally, while deadline extensions, conference postponements, and study delays provided pre-tenure librarians with additional time, they also lengthened the publication timeline. Librarians approaching a reappointment milestone or tenure review might face a tighter schedule if their expected scholarly pursuits are delayed.

The results indicate that tenure-track librarians are also concerned about the reduction in teaching and instruction opportunities. Since 62 percent of participants indicated that some sort of teaching or instruction is necessary to achieve tenure, added barriers are a notable concern. Returning librarians may have to redouble outreach efforts, and those who were hired during or soon after the pandemic could find connecting to faculty for classroom instruction particularly challenging. This, in turn, could also impact pre-tenure librarians who rely on faculty for letters of recommendation during the reappointment or tenure process.

Librarians have faced personal tolls of the pandemic similar to those of other scholars and professionals. Illness, loss of loved ones, family commitments, anxiety, and depression contribute to a decline in the overall mental health and well-being of those in the information profession. When adding the pressures of tenure, the burden can become even greater. This decrease in mental health is highly prevalent in parents, especially those with young, school-age children, and has had a far-reaching impact on academics of all disciplines.⁵⁵ Current scholarship focused on the library community is limited, but participants in this survey highlighted the difficulty of balancing parenthood with work obligations.

As campuses continue to reopen, library management and administration should consider the adjustment back to “normal” and the impact on faculty and staff. Just as there were mixed levels of comfort with working from home, the transition may be more positive for some than for others. Those who were highly productive working from home or who started their job at home may experience a disruption in productivity similar to that in March 2020. As predicted by one participant: “I think reopening will be just as disruptive, if not more, than present.”

Limitations and Future Research

The authors acknowledge that the COVID-19 pandemic is ongoing, and measuring the impact of the pandemic can be limited at such an early stage. Future study will be needed to understand the full impact that COVID-19 had on tenure-track faculty librarians. Whether schedules and job duties will shift permanently following librarians’ return to campus is an important trend to observe. Will enduring changes from the pandemic affect an individual’s likelihood of achieving tenure? It will be important to track alterations to tenure requirements or criteria documents, and the evolution of institutional support alongside them, in the years following the major shutdowns in 2020 and 2021.

Presenting at conferences was inadvertently omitted as an option in response to the question regarding tenure criteria at participants’ institutions. To fill this gap, the authors highlighted several valuable studies regarding requirements for tenure in our literature review.⁵⁶ A future study can build upon this knowledge base and ask about presentations specifically. Examining this aspect of work expectations as conference organizers debate a return to in-person or hybrid attendance may lead to lasting changes



in these requirements. As COVID-19 persists, employers may reconsider internal policies regarding professional development travel to help keep employees safe. Will the success of tenure-track librarians be affected by travel restrictions? For instance, a survey of librarians may show that remote and in-person efforts do not receive equal weight.

Future studies could examine the role of mentorship during the pandemic. Mentors faced challenges arising from the pandemic, possibly changing the relationship with their mentees. The role of mentorship on a tenure-track librarian's career is outside the scope of this study, but additional investigations into the topic would be illuminating. Finally, responses to this survey indicated that taking advantage of release time was difficult for participants. A more detailed study of release time for tenure-track librarians may reveal ways to make this option more easily utilized.

Acknowledgments

We are incredibly grateful to all the academic librarians that responded to our survey, despite all the other demands on their time. Thank you for sharing your experience during this difficult period. The authors wish to thank Molly D. Poremski for proposing and assisting in the creation of the survey and our colleagues at the University at Buffalo Libraries for reviewing drafts of this article.

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Appendix

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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

Please read the project information sheet here: <https://tinyurl.com/lib-infoconsent>

1. I have read the project information sheet. By answering "I agree" in this survey and submitting them to the researcher, you are consenting to participate in this project.

Mark only one oval.

- I agree
 I do not agree

Survey Qualification

2. Are you a pre-tenure (junior faculty) librarian or are you a tenured librarian?

Mark only one oval.

- Pre-tenured
 Tenured
 Neither

Section I: Background



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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

3. What is your gender?

Mark only one oval.

- Female
- Male
- Non-Binary
- Prefer not to say
- Other: _____

4. Are you of Hispanic, Latino, or Spanish origin?

Mark only one oval.

- No
- Yes
- Prefer not to say

5. What is your race?

Check all that apply.

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Prefer not to say

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6. At any point during the COVID-19 pandemic, have you been required to work from home?

Mark only one oval.

- Yes
 No
 Other: _____

7. If yes, as of March 1, 2021, are you still working from home?

Mark only one oval.

- Working from home full time
 Working from home part time
 In-person as needed
 In-person full time
 Other: _____

8. Please tell us who currently resides with you (select all that apply)

Check all that apply.

- I live alone
 Spouse/partner/significant other
 Child dependents (under 18)
 Children (18+)
 Parent(s)/In-laws
 Other adults/relatives
-



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9. In what region is your institution located?

To identify your region, please refer to: https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf

Mark only one oval.

- Midwest
 Northeast
 South
 West

10. Institutional Classification

Mark only one oval.

- Doctoral University
 Master's College or University
 Baccalaureate College
 Baccalaureate/Associate's College
 Associate's College
 Special Focus: Two-Year
 Special Focus: Four Year
 Tribal College

11. Do you work at a public or private institution?

Mark only one oval.

- Public
 Private

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12. What are your job duties?

Check all that apply

Check all that apply.

- Reference
- Information literacy
- Collection development
- Digital collections
- Scholarly communication
- Exhibits
- Donor relations
- Instruction
- Create and maintain budgets
- Supervise professional staff
- Supervise student workers
- Supervise volunteers
- Special Collections or Archives
- Cataloging/metadata/finding aids creations
- Information technology (IT) support
- Outreach (social media, events, etc.)
- Circulation

Other: _____

13. If your workload has changed since COVID-19 (e.g. picked up additional job duties, change in hours, etc.), please describe:

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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

Section II:
Tenure
Criteria
&
Support

For the purposes of this survey, "Pre-COVID" time is define as prior to March 2020. "During COVID" is defined as from March 2020 to present. We acknowledge that COVID-19 is an ongoing crisis and libraries are continually shifting to meet patron, safety, and budget requirements.

14. How long have you been in your current tenure-track position?

Mark only one oval.

- Less than 1 year
 1-2 years
 3-4 years
 5-6 years
 7-8 years
 9-10 years
 10+ years

15. What is the amount of time allotted to achieve tenure in your position?

Mark only one oval.

- 1 year
 2 years
 3 years
 4 years
 5 years
 6 years
 7 years
 Other: _____



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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

16. Tenure criteria at my institution includes:

Check all that apply

Check all that apply.

- Conducting scholarly research
- Writing scholarly, peer-reviewed articles and publications
- Serving in national organizations
- Instruction
- Serving on university committees and initiatives
- Serving on library committees and initiatives
- Grant writing
- Excellence in job performance

Other: _____

The next six questions relate to release time (paid leave) provided by your institution to achieve tenure requirements.

17. Pre-COVID, my institution:

Check all that apply

Check all that apply.

- Offered no release time
- Offered on campus release time (i.e. an office/workspace outside of your department)
- Offered off campus release time
- I am unaware of my library's policy on release time

18. Regarding release time policy, my institution:

Mark only one oval.

- Has a formal, written policy
- Has an informal, unwritten policy
- I am unaware of my library's policy on release time
- Does not apply



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19. How much release time per month does your institution afford?

Mark only one oval.

- Less than 1 day
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days+
- No release time
- I receive release time as needed

20. Pre-COVID, How much release time, on average, did you use per month to achieve the requirements of tenure?

Mark only one oval.

- Less than 1 day
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days+
- No release time afforded
- I am able to work on tenure requirements during the workday.
- I'm unable to use release time afforded



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21. During COVID-19, how much release time, on average, have you used per month to achieve the requirements of tenure?

Mark only one oval.

- Less than 1 day
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days+
- No release time afforded
- I am able to work on tenure requirements during the workday.
- I'm unable to use release time afforded

22. During the past year/COVID-19, if you do not use release time afforded to you, please explain why:

23. Pre-COVID, have you or did you have to take personal vacation days for completing tenure requirements (i.e. taking off days to write)?

Mark only one oval.

- Yes
- No



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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

24. During COVID-19, have you or do you have to take personal vacation days for completing tenure requirements (i.e. taking off days to write)?

Mark only one oval.

- Yes
 No

25. Pre-COVID, I received professional development funding from my institution for:
Check all that apply

Check all that apply.

- Travel/transportation to attend conferences
 Travel/transportation to conduct scholarly research
 Professional membership fees
 Release time/paid leave to attend conferences
 Per diem [food] costs for conference attendance
 Publication fees for scholarly, peer-reviewed articles
 Journal publication/image use fees
 Online professional development courses (webinars)
 I do not receive funding

Other: _____

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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

26. Pre-COVID: The total yearly amount of funding I received was:

Mark only one oval.

- Less than \$250
- \$251-500
- \$501-1,000
- \$1,001-1,500
- \$1,501-2,000
- \$2,001-2,500
- \$2,501+
- Unlimited funding
- No funding
- Do not know

27. Did your professional development funding change during COVID-19?

Mark only one oval.

- Yes - Increased
- Yes - Decreased
- No - Remained the same
- Do not know

28. Additional comments on funding changes:

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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

Section III: Scholarly Output

For the purposes of this survey, "Pre-COVID" time is define as prior to March 2020. "During COVID" is defined as from March 2020 to present. We acknowledge that COVID-19 is an ongoing crisis and libraries are continually shifting to meet patron, safety, and budget requirements.

29. On scale of 1 to 5, rate your PRE-COVID confidence in:

Mark only one oval per row.

	1 - No Confidence	2	3	4	5 - Highly Confident
Conducting scholarly research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing scholarly, peer-reviewed articles and publications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting virtually at conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting in-person at conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. On scale of 1 to 5, rate your current confidence in:

Mark only one oval per row.

	1 - No Confidence	2	3	4	5 - Highly Confident
Conducting scholarly research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing scholarly, peer-reviewed articles and publications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting virtually at conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting in-person at conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

31. Making time for writing during COVID-19 is:

Mark only one oval.

- Easier than Pre-COVID
- Harder than Pre-COVID
- Remained the same

32. How has COVID-19 impacted your scholarly output?

Check all that apply.

- Conference presentation cancelled
- Conference presentation moved online
- Deadline for article or other writing project extended
- Survey/study interrupted

Other: _____

33. During the COVID-19 pandemic, the opportunities for the following scholarly activities have:

Mark only one oval per row.

	Increased	Remained the same	Decreased
Publishing in a peer-reviewed journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing in a non-peer-reviewed journal (e.g. blog, newsletter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting (virtual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poster Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

34. Is your tenure advisory board (e.g. Appointment, Promotion and Tenure) taking alternative forms of tenure-related activity into consideration?

Examples of alternative forms may include but are not limited to: recorded conference presentations and video instructional sessions

Mark only one oval.

- Yes
- No
- I do not know
- My library does not have a board

35. The amount of time I dedicate to professional development activities (e.g. webinars, conferences, networking groups, etc.) has:

Mark only one oval.

- Increased
- Decreased
- Remained the same

36. Has your institution offered a clock stoppage in response to COVID-19?

Mark only one oval.

- Yes
- No
- Do not know



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The Impact of the COVID-19 Pandemic on Tenure-Track Librarians

37. Was the clock stoppage optional?

Mark only one oval.

- Yes
 No
 Do not know

38. How long is the clock stoppage?

Mark only one oval.

- Less than 1 year
 1 year
 More than 1 year
 Not applicable

39. Do you plan to take the clock stoppage, or continue with your original tenure timeline?

Mark only one oval.

- Take clock stoppage
 Continue with original timeline
 Undecided
 Not applicable

40. Overall, how has COVID-19 impacted your tenure outlook?

Mark only one oval.

- I am more optimistic
 I am less optimistic
 COVID-19 has not impacted my tenure outlook

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41. What is one lesson (positive or negative) that you have learned during this pandemic that you will bring forward? Please limit your response to your work life.

42. Is there anything else about the COVID-19 impact on your tenure we should know?

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