# Department Head Development Series

## *How to approach faculty evaluation this year: Contemplating the impact of COVID-19*

**November 4, 2020**

12 – 2 p.m.

Zoom*

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# Department Head Workshop
# on Conducting Annual Evaluations

## Understanding the Differential Impacts of COVID-19 on Faculty Performance

1 — Time To Do Research
Ability To Do Research
2 — Pedagogical Challenges
3 — Impacts on Mentoring & Networking
4
5 — Invisible & Emotional Labor

Individual faculty experiences with the pandemic vary widely. The metaphor "we are in the same storm, but we are not in the same boat" is an apt description. Just as some institutions are better positioned to survive this storm, some faculty are riding out the storm in a sturdy boat while others are desperately hanging on to a life jacket or fragments of a handmade raft. This metaphorical storm has the potential to widen existing inequities along the basis of gender, race, ethnicity, caregiver status, discipline, and appointment status. It is therefore important to understand and address how COVID-19 is threatening to undo significant (albeit slow) progress made in the areas of diversity, equity and inclusion.

The findings below are based on a careful review of the following materials:  (1) national studies and reports on the impacts of COVID-19 on university faculty; (2) comments made during public forums at Texas A&M; and (3) qualitative interviews with 53 Texas A&M faculty who are participating in the ADVANCE COVID-19 research project. Taken together, these sources suggest that the differential impacts of COVID-19 on faculty can be broken down into five different areas of concern.

**(1) Time for Research**

COVID-19 has impacted the amount of time that research faculty have been able to devote to their research.  For most faculty, (1) new familial care routines, (2) the abrupt switch to remote teaching, and/or (3) the emotions of coping with uncertainty, civil unrest and/or grief have reduced the amount of time available for research and writing activities.  For a small minority, however, the transition to remote work and the cancellation of academic events on campus and off campus has provided extra time to focus on research.

Consider the different experiences of these Texas A&M faculty members who were interviewed for the ADVANCE COVID-19 research project:

> *Henry\* is a male tenure-track assistant professor at Texas A&M with three children under the age of six.  His wife is self-employed, and they have no other relatives in the area. His wife made the choice to cut back on her work during the pandemic in order to be the primary care-giver for their kids who were unable to attend daycare from March through September. Henry assisted with child care, and mostly worked at nights after the kids were asleep. He acknowledges that his research productivity slowed down quite a bit during this time period due to these additional responsibilities. His request for a tenure clock extension was approved.*

> *Janet\* is a female tenured full professor with two kids under the age of ten. She is also in a leadership position within her department that required extra work during the pandemic. The switch to remote learning was challenging for her children, and she and her husband had to take turns assisting the kids with school work, while performing their own work duties.*

> *Samantha\* is a female tenured full professor at Texas A&M. She and her husband (who is also a full professor) do not have any children. The pandemic disrupted her plans for personal and conference travel in the summer, yet the time saved from her daily commute and her cancelled summer travel plans allowed her to complete a major research and writing project months ahead of schedule.*

*COVID-19 Dilemma for Department Heads – How can Department Heads respond in an empathetic way to the challenges faced by faculty such as Henry and Janet, while also recognizing notable accomplishments of faculty like Samantha?*


**(2) Ability to do Research**

In addition to affecting time available to research, COVID-19 has had differential impacts on faculty members' ability to conduct research.  **Lab-based research** experienced any combination of the following: temporary closures of their lab; reduced productivity due to social distancing measures (i.e. fewer people in the lab at any given time) and/or loss of student research assistance; and delays in projects due to supply chain issues.  **Research involving fieldwork and/or archives** (especially

fieldwork to international locations and locations outside of the state of Texas and archives which are not accessible online) have been impacted by travel restrictions. Some forms of **research involving human subjects** has also been impacted by travel restrictions (for fieldwork projects) and/or social distancing measures (i.e. experimental projects). In some of these situations, faculty have incurred additional research expenses without the intended benefit (such as payments for contracted research assistance who were unable to work, payments for perishable materials and supplies that could not be used due to lab closures, payments related to cancelled travel plans, etc.)

Depending on a faculty member's area of research, these impacts might be felt by some members of a department but not others. For example, a historian who focuses on 19th century Russian history probably won't be able to conduct archival research during the pandemic, but a historian who focuses on 19th century U.S. history might be able to access some archives online.

Consider the different experiences of these Texas A&M faculty:

> *Britany\* is a tenure-track faculty member. She's married without children. Her lab-based research was negatively impacted by the pandemic and as a result, students in her research lab had to change their research plans. That is, instead of examining cultures in the lab, they had to completely change her research plans to modeling and simulation. Additionally, she was unable to apply for grants during the summer because she did not have access to the preliminary data in her lab that could support her grant proposal.*

> *Lucas\* is a tenure-track faculty member. He is single without children and in a field that doesn't require access to a lab or in-person contact for research and thus, his productivity increased during the pandemic. He believed that the beginning of the quarantine was a good time for him to get work done without professional and social "distractions" (e.g., meetings and travel were canceled). And, the research that was originally planned to be conducted in person was easily moved online.*

*COVID-19 Dilemma for Department Heads – How can Department Heads respond in an empathetic way to the challenges faced by some (but not all) faculty within a department?*


**(3) Pedagogical Challenges**

The abrupt transition to remote teaching in the spring was not a uniform experience. (1) Some faculty already possessed the **technological skills and training** necessary to make a relatively easy transition to remote teaching, while others needed to spend time and effort participating in workshops and gaining technical expertise necessary for effective use of Zoom, eCampus (or Canvas), etc. (2) Some faculty were able to benefit with ideal **workspace environments at home** that made it relatively easy to work from home, while others had to manage with limited space and computing resources, and/or had to balance childcare responsibilities with remote teaching. (3) Some instructors were teaching **course content** that was more easily converted to remote teaching, while others had to employ an extreme amount of creativity and flexibility in order to convert their course.

Some faculty experienced new challenges with remote teaching this fall.  Many faculty who have been teaching in person have reported twin challenges: the challenge of simultaneously delivering course content to students in person and students learning remotely, and the challenges of dwindling numbers of in person students.  Faculty who were teaching "remote only" continued to experience challenges of keeping students engaged.  Some faculty have described that they feel like they are putting more work into their teaching, yet they are receiving less satisfaction from teaching (due to reduced interactions with students).  Generally speaking, some faculty have reduced time spent on research in order to deliver the best possible experience to their students, while others have spent the same amount of time (or less) on teaching.

Consider the experiences of these Texas A&M faculty:

> *Hubert\* is male tenure-track assistant professor who used to work from 8-5 in his work office. In the spring, he spent a considerable amount of time and effort learning how to use a variety of tools in Canvas in order to adapt his course to remote learning. He is proud of the new pedagogical skills that he has learned during the pandemic.  He has everything he needs at home, but working in his home environment is less productive due to a newborn child.*

> *Melissa\* is an Instructional Associate Professor who helps coordinate a program in her department in addition to teaching seven classes per year. Prior to the pandemic, she had years of experience teaching courses online. In the spring, she decided to teach her courses asynchronously, and put extra time and effort into making sure that students remained engaged and the quality of the course was exceptional. She remembers responding to emails at all times of the day. Her student evaluations in the spring were high, and multiple students sent emails after the semester thanking her for caring about them inside and outside of the classroom.*

**COVID-19 Dilemma for Department Heads – How can Department Heads acknowledge and reward faculty who have invested incredible amounts of time and effort to transition their courses to a new mode of delivery, even if these efforts are unlikely to be reflected in student evaluations of teaching (and individual faculty members may opt to exclude their teaching evaluations from being considered during the annual review process)?**

**(4)  Impacts on Mentoring & Networking**

COVID-19 has also taken its toll on mentoring and networking opportunities for faculty. These opportunities are especially important for faculty who are preparing to come up for promotion, including Academic Professional Track (APT) faculty and tenure-track faculty. While formal mentoring opportunities may be possible via Zoom, a number of informal mentoring opportunities have reduced in frequency.  For example, faculty are no longer having informal conversations with their colleagues in the department hallways, before and after faculty meetings, and/or at departmental events.  These informal conversations often help faculty learn the "culture" of the department. Faculty who work on collaborative projects may also be missing out on mentoring that happens within a lab or fieldwork setting.

Due to COVID-19, faculty have not been able to travel to attend scholarly conferences.  These conferences provide opportunities to get feedback on work, to receive informal mentoring from colleagues at other universities, and to establish professional networks.   Similarly, faculty have not had opportunities to receive informal mentoring or to expand professional networks.

Consider the experiences of these Texas A&M faculty:

> *Lucas\* is a LatinX tenure-track assistant professor.  Prior to the pandemic, he had been invited to participate in a small but prestigious conference (all expenses paid) that included prominent scholars in his area of expertise. He also had plans to attend a major disciplinary conference. He was really looking forward to interacting with some of the notable scholars in his area of specialty, and hoped to use both of these opportunities to expand his professional network and to meet people who could later write external review letters for his tenure and promotion package.*

> *Amanda\* moved to College Station during the pandemic before starting a new position as an Instructional Assistant Professor in a large department.  She interviewed via Zoom, and has yet to meet most of her new colleagues in person. She wants to demonstrate that she is a valuable asset to the department, and she is concerned that some of the work that she has done for the department might not be noticed by her colleagues because everybody is still working from home.*

**COVID-19 Dilemma for Department Heads – What strategies can Department Heads employ to ensure that faculty are receiving adequate mentoring during the pandemic (that goes beyond the feedback provided by the annual review process)?**

**(5)  Increases to Invisible & Emotional Labor**

Prior to the pandemic, there was evidence to suggest that women faculty and faculty of color on average were doing a disproportionate share of "***invisible labor***" mentoring students and colleagues with shared demographic characteristics. Invisible labor refers to work that is typically unrecognized and uncompensated. This includes the "***emotional labor***" that goes into providing emotional support to mentees who disclose personal experiences with discrimination and harassment. Emotional labor also includes the emotional stress that is experienced when coping with a micro-aggression at work that is directly related to one's personal identity (gender, sexual orientation, race, ethnicity, national origin, religion, etc.), and the emotional burden of expressing (and defending) a minority point of view during faculty committees.

During the COVID-19 pandemic, some faculty have taken on extra "invisible labor" - checking in on students, providing students with emotional support and assistance, and responding to students who are grieving or stressed due to the pandemic. Some faculty have provided emotional support for GLBTQ+ students from unsupportive families who might be facing unique challenges during the pandemic. Further, some faculty took on additional forms of invisible labor during the summer of 2020 with renewed calls to address systemic racism among police and on university campuses. For

example, some faculty consoled students who were experiencing grief and fear, while other faculty led efforts within their department or college to come up with strategies to change the curriculum and modify university policies and procedures to reduce structural inequities.

During the pandemic, some faculty also found themselves in the position of consoling international students whose sense of belonging and ability to complete their degrees in the United States were challenged by proposed changes to visa regulations. And, international faculty themselves had to deal with similar stressors, depending on their country of origin and their own visa status.

Another type of "emotional labor" has been disproportionately experienced by Academic Professional Track (APT) faculty during the pandemic. APT faculty continue to make important contributions to the university, particularly in the area of teaching. APT faculty may be helping students cope with pandemic-related stressors, yet themselves are disproportionately experiencing their own anxiety about job security in the near future due to potential budget cuts.

By definition, "invisible labor" does not feature prominently in the category of things that are traditionally reviewed during the annual evaluation process. Nevertheless, this work can have significant impacts on the recruitment, retention, and sense of belonging for students and faculty of color. And, it can be emotionally draining. Previous studies find that this type of labor is not equally performed by all faculty. This type of "nurturing" work is gendered female and is thus disproportionately performed by women faculty. When this work is performed on behalf of students from underrepresented groups (GLBTQ+ students, students of color, and/or first generation students), this work is disproportionately performed by faculty with shared demographic characteristics.
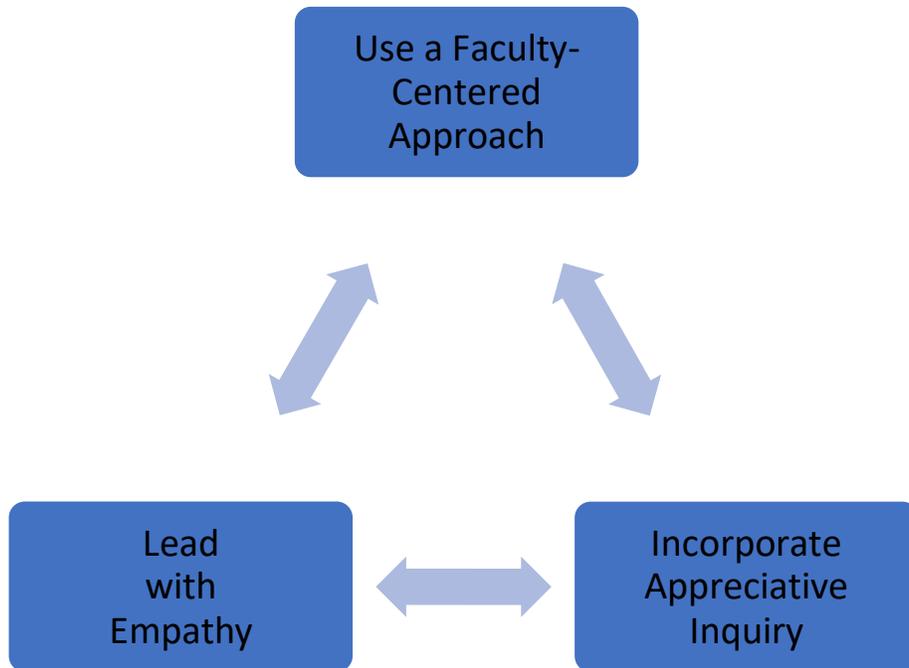
Consider the experiences of these Texas A&M faculty:

> *Sofia\* is a part-time lecturer who teaches several classes, including an internship class that prepares students for careers in their field. Her teaching load varies from one year to the next. Throughout the pandemic, she has been helping students cope with disappointment as their internship experiences have had to be significantly modified. Most of the students are concerned about the implications of this on their future job searches. While consoling her students, she has been forced to mask her own fears about job security and income loss.*

> *Katy\* is a Black faculty member who supervises several Black graduate students in her department. Her graduate students sought her out for emotional support during the pandemic, and later asked her to hold space for them to process the racial uprisings. She has also provided emotional support to Black undergraduate students. She has helped them navigate their participation with certain activities, and ensured that they safeguarded their spaces. In short, she had to process the events occurring at the university and national level with her students as she was processing the events herself.*

**COVID-19 Dilemma for Department Heads - How do you find out more about the invisible labor that faculty have performed during the pandemic, and how do you factor this into the evaluation process?**

# 2020 Annual Faculty Evaluations

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           │  Use a Faculty- │
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           │    Approach     │
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│    Lead     │         │  Incorporate│
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- **Use a Faculty-Centered Approach**.  Consider switching from a traditional review process to a "faculty-centered approach" where faculty rate themselves. Encourage faculty to write a statement that describes how COVID-19 has impacted their research, teaching, and service.
    - See Mark Urtel (2020) as an example of faculty-centered approach.
    - See Gonzales and Griffin (2020)'s discussion of how to ask faculty to reflect about teaching during the pandemic, and their discussion on the gendered patterns of emotional and invisible labor of faculty in response to student stress and student grief.

- **Lead with Empathy**. Acknowledge and recognize that the faculty in your department have been impacted in different ways by the COVID-19 pandemic.
    - See Nita Evans (2020) "Leading with Empathy: Supporting Faculty through COVID-19 and Beyond" *The Department Chair.*
    - See "Documenting Pandemic Impacts: Best Practices" (from the University of Massachusetts) https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20COVID-19%20Tool%20August%2017%202020%20Final.pdf

- **Incorporate "Appreciative Inquiry."**  Use the review to recognize each faculty member's accomplishments and challenges this year, and demonstrate your appreciation of their contributions to the department during a challenging time.
    - See Diana Whitney, *Appreciative Leadership* (2010)

# Nine Notable Studies and Reports

(1) **Leslie D. Gonzales and Kimberly A. Griffin, "Supporting Faculty During & After COVID-19. Don't let go of equity."  ASPIRE: The National Alliance for Inclusive and Diverse STEM Faculty.**
This source provides an overview of the key equity issues that arise due to COVID-19, and offers a synthesis of policies that have been instituted at U.S. universities and colleges.

(2) **Ethel L. Mickey, Dessie Clark, and Joya Misra. "Measures to Support Faculty During COVID-19" Inside Higher Education. September 4, 2020.**
This article provides a case study of policies implemented at the University of Massachusetts in order to address diversity, equity, and inclusion issues in response to the pandemic. The article starts by describing structural changes and a shared commitment (including provost's office, Office of Faculty Development, and the Faculty Senate) to adopting inclusive evaluation practices that recognize the impact of COVID-19 on faculty careers. Policies include (1) an automatic ("opt out") delay for tenure reviews; (2) temporary shift from student evaluations of teaching to holistic teaching assessments; (3) recognition of the increased caregiving demands; (4)

(3) **National Academies of Sciences, Engineering, and Medicine. "The Impacts of COVID-19 on Women in STEMM: Preliminary Results from Commissioned Papers"**
NASEM has put together a committee to identify the impact of the pandemic on the research careers of women in Science, Engineering and Medical (SEM) fields. Preliminary reports are coming out in November 2020. (Powerpoint slides and video presentations will be posted on the TAMU ADVANCE website in the near future). Final reports will be released in 2021.

(4) **Kyle R. Myers et al., "Unequal effects of the COVID-19 pandemic on scientists"** *Nature Human Behavior* **(July 15, 2020).**
This study is based on a survey of 4,535 faculty at U.S. and European institutions. The authors found a decline in total working hours from an average of 61 hours per week pre-pandemic to 54 hours per week at the time of the survey. Of the scientists surveyed, 55% reported a decline in total work hours, 27% reported no change, and 18% reported an increase in time devoted to work.  Not all scientists were impacted equally.  Variations were found by type of research, gender, and parental status. Bench scientists who rely on physical laboratories and time-sensitive experiments reported the largest declines in research time (30-40%). Scientists in other fields (mathematics, statistics, computer science, and economics) reported the lowest declines in research time. Across the board, female scientists reported 5% less time for research than male scientists, but having children was a more significant factor than gender. Scientists with young dependents (5 years or younger) experienced the greatest decline in research time.

(5) **Noam Schieber, "Pandemic Imperils Promotions for Women in Academia"** *The New York Times* **(September 29, 2020).**
The pandemic has been especially difficult for tenure-track female faculty with child care responsibilities. The article (focusing on a survey conducted at Northwestern University) also notes that women faculty are likely to be spending more time advising students who are dealing with emotional stress from the pandemic. Similarly, women faculty, especially women faculty of

color, are likely to be spending more time talking to students about Black Lives Matter movement.  Many universities have responded to the pandemic by offering tenure-clock extensions to all junior faculty. A previous study demonstrates, however, that this is an imperfect solution. Women who were interviewed for this article feel that the tenure clock extension will not offset the impact of the pandemic on their research productivity. The idea of prolonging the tenure decision is an additional source of stress. Several interviewees note a preference for a more nuanced evaluation process that factors in the impact of the pandemic.

(6) **Stephanie Goodwin and Beth Mitchneck, "STEM Equity and Inclusion (Un)Interrupted?"** *Inside Higher Education* **(May 13, 2020).**
The article builds off of existing studies to speculate on the many different ways that the pandemic is likely to exacerbate inequities within the university setting.  The authors argue that the pandemic has the potential to undo years of progress towards diversity, equity and inclusion within STEM disciplines unless universities adjust policies, practices, and procedures. The article provides a synthesis of recommendations that have been developed to address potential equity issues that result from the pandemic.

(7) **Beckie Supiano, "As COVID-19 Erases Line Between Work and Home, Professors Learn to Teach Remotely While Watching Their Kids"** *The Chronicle of Higher Education* **(March 27, 2020).**
This article uses personal narratives to describe the impact that some women faculty with young dependents are experienced during the early pandemic months as they juggled "three jobs": their regular job as a faculty member (which includes a crash course in online instructional design), their job as full-time parents, and their job home schooling their children. Individual experiences are further challenged if they are single parents, or if their home work space and/or work computer is shared with other family members.

(8) **Emma Pettit, "Covid-19 Cuts Hit Contingent Faculty Hard. As the Pandemic Drags On, Some Question Their Future"** *The Chronicle of Higher Education* **(October 26, 2020).**
The work force in higher education has shrunk by at least 7 percent between February and August. The cuts have probably disproportionately impacted contingent faculty who typically work on short-term contracts that may be renewable. Many of these faculty members put in extra hours to help their students transition to online learning, and now they are feeling powerless and undervalued (relative to other faculty) as universities grapple with budget cuts.

(9) **Giuliani Viglione, "Are women publishing less during the pandemic? Here's what the day say"** *Nature* **(May 20, 2020).**
This is one of the first studies that came out based on empirical evidence. The study provides evidence to suggest that women in STEM disciplines are publishing less than male counterparts due to increased childcare responsibilities during the COVID-19 pandemic. This paper provides a review of several studies that provide preliminary evidence that women are publishing less during the pandemic.

Links to all of these studies (and more) can be found on the ADVANCE website:
**https://advance.tamu.edu/Resources/Resources-for-Faculty/COVID-19-and-Academia**

SUGGESTIONS FOR TAMU DEPARTMENT HEADS FOR AY2020 ANNUAL
FACULTY EVALUATIONS (1st COVID-19 affected period)


**Overarching themes**
- **Recognize that the pandemic amplifies existing distinct circumstances among faculty**
  - employing a faculty-centered curiosity will likely improve your appreciation of each faculty member beyond this year.
- **Exhibit creativity, flexibility and understanding during faculty evaluation this year**
  - Convey an *expansive and compassionate vision* for productivity and performance
- **Avoid making assumptions, query <u>all faculty</u> about their experience during COVID**
  - This interest in their experience should be *communicated explicitly* during the meeting, as well as, via submitted materials
  - *Request that faculty provide context within written materials* prepared for the annual meeting (e.g. within the annual report and plan of work); *although it should be made clear these can be bullet points, so as to ensure this is <u>not an onerous burden</u>*. Convey that while this is *not mandatory*, it is meant to serve to their advantage in allowing for more *holistic appreciation of their performance*.
    - Opportunities to demonstrate innovation and creativity
    - Modifications or increases to workload, activities or approaches
    - Canceled or delayed events, activities or work products;
    - Reduced access to facilities, locations, personnel or partners;
    - Opportunities to address emergent issues related to the pandemic and/or
    - "Invisible" service to sustain departmental or other operations or to support students
    - Adding information about personal circumstances (e.g. caregiving) is entirely optional
  - *During the meeting <u>plan</u> to ask all faculty common generative questions* that seek to identify, acknowledge, and appreciate personal circumstances and extraordinary pandemic responsive contributions, constraints, and disruptions at work.
    - In what ways was your work disrupted during COVID?
    - What have you learned during this time?
    - What will you bring forward from this experience into the rest of your career?
  - *No person is likely to be unaffected*, thus, provide an opportunity for everyone to inform your perspective
- *Communicate transparently and often* **about what is expected for this year**
- **Ensure institutional memory,** <u>document impacts</u> of COVID for each faculty member
- **Use this opportunity to** *inform faculty about resources*
  - TAMU COVID-19 GUIDANCE - https://www.tamu.edu/coronavirus/index.html
  - Technology-assisted and remote teaching FAQs - https://keepteaching.tamu.edu
  - Consulting about pedagogy -cte@tamu.edu
  - Research guidance during COVID-19 - https://vpr.tamu.edu/covid-19
  - *Contribute questions and concerns* via Q&A sessions with Provost and President

**Information to solicit prior to annual evaluation**

- **What materials are expected to be submitted by the faculty member this year?**
  - Note, the Provost stated that consideration *student course evaluation (SCE) data* for annual evaluation this year was *optional based on the faculty member's preference.* Thus, you should clarify with them whether or not they want you to use those data.
    - Student course evaluations should <u>*never*</u> be the only data used to evaluate teaching
    - If faculty choose to include their student course evaluation data for the year, then it is likely they are proud of their results, this *represents an opportunity to inquire about how they were able to garner favorable student evaluations under less than ideal conditions*
  - Do you have any items normally expected that you wish to *identify as optional for this year*?
  - Have you identified any *additional materials you wish to request this year*?
    - e.g. Brief reflections/narratives about COVID-19 related circumstances for each performance area
      - Note, for those using interfolio Faculty 180, COVID-19 prompts have been added.
    - Identify specific teaching materials you wish to see to discern changes made (e.g. before and after syllabi; LMS screengrabs comparing courses)
  - Would you like to encourage faculty to provide *materials they deem relevant* this year?

**Teaching**
- **Process: Be sure to discuss and acknowledge the *extraordinary teaching efforts* and responses to COVID-19.**
  - What might be included as extraordinary?
    - Managing non-traditional instruction to students (remote or hybrid)
    - Course redesign to include use of an LMS and/or remote active learning
    - Assisting others with their transition to online or hybrid delivery?
    - Attending workshops or other trainings to become remote capable
  - What might result from you paying attention to the diversity of approaches across faculty during this discussion?
    - identify ***opportunities for mutual mentoring***
    - ***showcase innovations*** by suggesting particular faculty share their approaches with the unit via brief presentations at a faculty meeting or a virtual teaching brown-bag
- **Potential Generative Questions about teaching**
  - What unique/COVID-19 related concerns or issues have you faced with your teaching?
  - What support has been valuable? What additional support or supplies do you need?
    - Did anyone mentor you?
  - What changes have you made?
  - What new skills have you needed to rely upon or develop?
    - Did you mentor anyone else?
  - How and what have you learned while teaching during the move to online teaching?
  - What innovations have you occurred with your course(s)?
  - What did you learn about how you relate with your students?
  - What training, if any, have you taken related to use of Canvas, eCampus, and/or Zoom or other resources you used to shift to hyflex or online instruction
    - Workshops, webinars, consultations, other structured learning opportunities shifting instruction
    - Research, sources of ideas for technologically enhancing teaching
    - Brief description of the revisions made to the course(s)
    - Accommodations to new delivery model and disruptions to students' lives and learning environments
  - What, if any, additional mentoring of, and support for students facing uncertain and rapidly changing circumstances have you provided.

## Scholarship/Creative Work

- **Process:** This is an important time to provide information, cultivate appreciation for support needed, recognize and acknowledge the disruptions faculty face, and to reassure faculty that you seek to foster informed perspectives about the variety of ways each faculty member and their program has been affected.
    - promote understanding of ***tenure-clock extension process***
    - as appropriate, for standardly high achievers impacted by COVID-19 circumstances, ***normalize the temporary effect***.
    - ***document disruptions to scholarship***
        - delays in journal reviews and publication of submitted articles
        - lab closings
        - human subject research
        - conference cancellations, etc. (How to cite cancellations or changes in conferences: https://apastyle.apa.org/blog/canceled-conferences)
        - disrupted FDL - describe which tasks were not realized and why
    - ***consider recalibrating any explicitly stated expectations*** in unit guidelines and documenting that for the time period adopted
    - **possibly give greater weight to the quality and impact of published research versus the quantity of research produced**
    - ***do not*** compare or contrast faculty
        - however, as you listen to faculty consider ways you might encourage mutual mentoring/mentoring

- **Potential Generative Questions about scholarship**
    - What unique/COVID-19 related concerns or issues have you faced with your scholarship?
    - What support has been valuable? What additional support or supplies do you need?
    - Are you engaging colleagues and mentors?
    - Who are you mentoring? How are your mentees?
    - What changes have you made to your scholarship goals? Why?
    - What new skills have you needed to rely upon or develop?
    - How have your attention and activities shifted during COVID-19?
    - What training, if any, have you sought?
    - What have you learned about yourself through this experience?

**Service**

- **Process:** Pandemic-related changes to internal and external service commitments will vary.
  - As with other responsibilities, faculty should document disruptions and shifts in service associate with COVID-19
  - In evaluating service, ***special weight should be given to contributions made to***
    - Help university or college plan the COVID response
    - Assist colleagues and students
    - Assist the community

- **Potential Generative Questions about service**
  - What unique/COVID-19 related concerns or issues have you faced with your service?
  - What activities proved more complex?
  - What, if any, disruptions in service did you experience?
    - How much preparation occurred prior to a cancelled event?
  - Have you participated in any committees or taskforces associated with University or College COVID-19 response?

**Small Breakout Groups**

**Please identify a "scribe" who will collect the unique items that the come up in your discussion for each question.** *We will ask you to share them in the chat when we return to the group as a whole*

**Discussion Questions:**

- **What will be different about your faculty evaluation process this year?**

- **What do you hope to learn during meetings with faculty?**

- **How will you use what you learn?**

Resources

Advice to Leadership
- https://www.insidehighered.com/advice/2020/09/04/advice-academic-administrators-how-best-support-faculty-during-pandemic-opinion

Concepts around faculty or employee-centered approach to evaluation
- https://www.glintinc.com/wp-content/uploads/2019/12/Glint_ebook_PS_191203.pdf
- Urtel, Mark 2020. Flipping the Annual Faculty Review: Designing a Faculty-Centered Process. The Department Chair 31(2):1-3. https://onlinelibrary-wiley-com.srv-proxy1.library.tamu.edu/share/9N58G4FCVY3HYS79V9J7?target=10.1002/dch.30342

Policy guidance and Institution level Approaches
- Aspire - https://www.mtu.edu/advance/resources/articles-books/supporting-faculty-during-and-after-covid.pdf
- Boise State - https://www.boisestate.edu/academics/2020/04/28/adjusting-assigned-workloads-and-documenting-faculty-work-during-covid-19/
- Denver - https://www.du.edu/news/covid-19-message-faculty-impacts-teaching-scholarship-service
- Florida State - https://news.fsu.edu/announcements/covid-19/2020/04/21/adjustments-to-faculty-evaluations-and-tenure-timelines-due-to-the-covid-19-pandemic/
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