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## **Evaluating Faculty Performance Disrupted by the COVID-19 Pandemic**

### **1.0 Policy Purpose**

- 1.1** To take into account impacts of the COVID-19 pandemic when conducting performance evaluations of faculty to address the disruption of normal teaching, service, scholarly/creative productivity, librarianship, and counseling services.

### **2.0 Policy Statement**

- 2.1** The global pandemic COVID-19 has disrupted the personal and professional lives of people throughout our country. California's mandatory stay-at-home orders, social distancing, and rapid transformation to alternative remote instruction and business practices has created many challenges for faculty, students, and university services.
- 2.2** Faculty have been potentially impacted by the following factors during the pandemic:
  - A rapid shift to alternate modalities requiring new pedagogical approaches, technical competencies, and logistical solutions
  - Lack of suitable computer hardware and technical support
  - Increased time devoted to supporting the emotional and technological needs of students while serving as a broker to student services
  - New personal responsibilities involving dependent care and education
  - Personal or family illnesses
- 2.3** Scholarship and creative activity during the pandemic was potentially limited by:
  - Reprioritization of faculty time to the teaching mission of the university
  - Cancelled or restricted travel
  - Conference/meeting cancellations
  - Closure of libraries and research labs, inability to access human research subjects, and limitations to field work or archival visits
  - Prohibition of assembly that prevented creative activity in fields such as the arts
  - Publication delays

**2.4** Service during the pandemic was potentially limited by:

- Cancelled meetings and travel
- Searches delayed or cancelled
- Reduced or cancelled external professional/community service opportunity

**2.5** Counseling faculty were potentially impacted by:

- A rapid shift to the provision of counseling and training via Telehealth services
- Reduced opportunity to participate in outreach programming with other departments on campus (e.g. workshops and classroom presentations)

**2.6** Library faculty were potentially impacted by:

- A rapid shift to the provision of all library services to entirely virtual platforms (e.g. research help, information literacy instruction, user services, archival processing, collection services)
- Reduced opportunity to participate in outreach programming (e.g., workshops, finals stress-relief activities)

**2.7** The pandemic will be time limited, but the professional effects will carry forward into the coming years. Impacts of COVID-19 must be duly considered when conducting faculty performance evaluations that include COVID-disrupted semesters for the period of review. With respect to the current pandemic, this policy will be in effect for the 2021-22 review cycle and will continue in the future until the pandemic effects have resolved, and faculty working through the pandemic have attained their next temporary appointment (non-tenure track), and tenure and/or promotion milestones (tenure track).

### **3.0 Policy**

**3.1** In recognition of the extraordinary circumstances of the COVID-19 pandemic, the impact on faculty productivity shall be considered in the performance evaluations and resulting decisions for all faculty.

**3.2** For the sixth probationary year performance review of faculty with extensions for tenure/promotion, reviewers shall evaluate faculty with extensions of the tenure clock with the expectation that faculty must only meet (not exceed) their department's criteria.

**3.3** Faculty who utilized a voluntary COVID-19 leave shall not be penalized for their reduced time base and subsequent reduction in service to the university.

**3.4** The transition to alternative modes of instruction/counseling during the pandemic may negatively influence students' evaluations of teaching/counseling effectiveness in ways that may not accurately reflect teaching/counseling under normal conditions. Reviewers shall take this into consideration when reviewing the student feedback provided during this period.

- 3.5** A holistic approach to evaluating teaching effectiveness is necessary to achieve a robust and contextualized performance evaluation. A range of evidence representing engagement in pedagogy and teaching effectiveness may be presented. The following are suggested examples, but not mandatory prescriptions:
- Syllabi, teaching materials, and assessment measures (e.g., assignments with rubrics, projects, exams)
  - Reports of peer evaluation of teaching and asynchronous instructional materials (course observation) received
  - Participation in professional development for online pedagogy and academic technology and a reflective narrative explaining how this training informed course designs and/or teaching
  - Self-reflection about the transition to alternative instruction, teaching through the pandemic, student feedback, and insights related to pedagogy that were gained
  - Evidence of leadership for professional development such as online pedagogy and academic technology workshops or performing peer observations of teaching
- 3.6** Faculty are encouraged to note the effect of the pandemic on their teaching, scholarship or creative activity, and service in their WPAF/submitted review materials. It is further recommended that if faculty have elected to use COVID-19 modified agreements (e.g., exclusion of Spring 2020 PTE reports, extension of tenure clock, voluntary COVID-19 leave) that a copy of the memo/agreement be included in the materials submitted.
- 3.7** Reviewers should honor papers and presentations accepted at conferences, and/or recordings, performances, exhibits, etc., that were cancelled as evidence of scholarly/creative productivity and contribution. Faculty should include documentation relating to these cancelled activities in their review materials when possible.
- 3.8** Communication of this policy shall be accomplished by distribution faculty-wide, to reviewers at all levels, and as a part of routine training for RTP committee members.

#### **4.0 Related Information**

- 4.1** Office of Faculty Affairs and Development 3-13-2020 email “Spring 2020 Perceived Teaching Effectiveness Evaluations and COVID-19”
- 4.2** Office of Faculty Affairs and Development 4-9-2020 email “Campus Agreement Evaluation for One-Year and Three-Year Temporary Appointments During the COVID-19 Crisis”
- 4.3** Office of Faculty Affairs and Development 4-15-2020 email “COVID-19 Probationary Faculty RTP Clock Extension”

4.4 AA 2012-02 Policy for Reappointment, Tenure, and Promotion Procedures

4.5 CSU/CFA Collective Bargaining Agreement applicable provisions of Article 13 (Probation and Tenure), 14 (Promotion), and 15 (Evaluation)

A handwritten signature in black ink, appearing to read "Michael E. Spagna". The signature is written in a cursive style with a large initial 'M'.

**Approved:** Dr. Michael E. Spagna, Provost and Vice President for Academic Affairs

**Date:** March 09, 2021