

## COVID-19 Addendum to the RTP Standards of the Department of Child Development May 18, 2021

The Department of Child Development (CDV) is writing this RTP Addendum in observance of *AA Policy 2020-14 Evaluating Faculty Performance Disrupted by the COVID-19 Pandemic*.

The CDV faculty concurs with Academic Senate Resolution FPC 20-14, which states: “*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 a myriad of challenges for faculty, students, and university services. Faculty were required to learn new pedagogy/counseling approaches and technology skills while reprioritizing their time from other academic work in order to serve our students. Although long-standing concerns about low response rates for the student course evaluations and results skewed by gender and race have been raised previously on this campus, a heavy reliance on student perceptions of teaching/counseling effectiveness for performance evaluations persists. The sudden and significant changes from the pandemic will negatively influence students’ experiences of teaching/counseling in ways that are outside of faculty control. Additionally, scholarly activity has been curtailed by the pandemic because of cessation or severely limited research, cancellation of conferences and meetings, the no travel mandate from the Chancellor’s Office ...*”

This document will become an addendum to the RTP Standards of the Department of Child Development. **CDV will observe FPC 20-14 in its entirety.** In this document, we specifically address the following sections of FPC 20-14:

- 2.2 COVID’s potential impact on teaching.
- 2.3 COVID’s potential impact on scholarship and creative activity.

### 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*

Considering the above stated possible effects of COVID-19 on teaching, CDV understands that faculty under review may receive lower student PTE reviews. Considering the dramatic impact of the pandemic on student learning and student morale, and considering the long standing concerns about low response rates for student course evaluations and results skewed by gender and race, CDV will consider patterns in student feedback, reflecting either praise or concerns, rather than relying on the “regular” standard of receiving no less than 80% of PTE student reviews in the

‘Agree’ and ‘Strongly Agree’ categories. The provisions pertaining to teaching will apply equally to the evaluation of temporary faculty.

2.3 Scholarship and creative activity during the pandemic were 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*

Considering the effects of COVID-19 on research and scholarly activity, we consider that faculty under review may not have had the opportunity to conduct research due to the CSUDH campus closure of classrooms, research labs, the inability to recruit subjects due to COVID-19 restrictions, and lost opportunities for data collection and research collaborations. This may have prevented faculty from publishing peer-reviewed work since Spring 2020.

Faculty who were part of CDV during the pandemic beginning in Spring 2020 will be eligible for a one-time adjustment of one less publication than required by the Departmental RTP Standard at the time of tenure or promotion. Likewise, performance reviews of faculty going up for reappointment should consider the impact of the pandemic on faculty’s teaching and scholarly productivity. Faculty will need to still provide evidence that they are working on research and publications during their reviews for reappointment and are encouraged to publish if possible.

FPC 20-14, section 2.7 states “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).”

Because some CDV faculty still need to be reviewed for the 2020-21 review cycle, we stipulate that faculty who were part of our department during the pandemic starting Spring 2020 will be eligible for these accommodations at the time of their tenure and/or promotion. These provisions will not apply to faculty hired after Spring 2021.

Should pandemic-related adjustments continue to be required, the department will update this addendum if needed.

*Brentano*

Department Chair, Child Development Department

Signature Mi-Sook Kim  
Mi-Sook Kim (Jul 29, 2021 08:30 PDT)

Email: kimms@csudh.edu

Dean’s Signature

Date Approved

Signature Michael E. Spagna  
Michael E. Spagna (Jul 29, 2021 11:21 PDT)

Email: mspagna@csudh.edu

Provost’s Signature

Date Approved