

## **UMKC Annual Evaluation of Faculty for 2020: A Template Addressing Faculty Workload Adjustments in Response to the COVID-19 Pandemic & Events of Systemic Racism**

Fully recognizing the considerable effects that the pandemic of COVID-19 has had on faculty productivity in the areas of research, teaching, service, administrative, and clinical work, we urge programs, departments, and units to be proactive in addressing adjustments in expectations regarding annual evaluation. Conversations about how faculty's 2020 and 2021 workloads and evaluations can be adjusted to accommodate the considerable toll that the lockdown has had on faculty—who may well be caring for older or younger family members, who may not have had access to research labs and materials, who most certainly had to accommodate the transition to online teaching and gain new skills in remote learning, who may be required to take on additional teaching and service loads, and who may well have had been exposed to or contracted the virus.

Further, we recognize that systemic racism is a real and present danger in our country, and events of racial injustice during the Summer of 2020 have had a profound effect on all of us and have caused emotional and physical trauma for many faculty, especially faculty of color. Faculty who are Black and Latinx have had additional demands on their time supporting students, serving as the voice of the university in community-wide programming, and more. The pandemic has been laid at the feet of some members of our community, including faculty who are Chinese. Others, including faculty who have immigrated or who are Muslim, have particular challenges in the face of major anxieties about health and race. As a result, many faculty have been compelled to use their limited resources to protest against injustice, redesign course content, participate in important programming for our communities, and design new curricula and programming to help all of our students, staff, and faculty deal with racial and racialized trauma. There is a cognitive and emotional load carried by many who are simply trying to process racial injustice, and we recognize that this too has a great impact on our productivity as faculty.

Thus, we affirm that departments, programs, and units have a responsibility to address workload and performance expectations so that faculty will have realistic benchmarks for satisfactory performance in the annual evaluation of 2020 and subsequent years as necessary. Further, we acknowledge that the effects on faculty are not equal, but we urge that this reality needs to be addressed in ways that seek equity for faculty, especially those who may be most disproportionately affected by these unusual circumstances. To this end, we encourage programs and departments to:

1. Define individual workload allocations that are real and transparent, ones that represent what faculty have actually done in 2020. The traditional 40/40/20 model is often used to set benchmarks for performance in research and/or creative activity, teaching, and service, yet many faculty are assigned or expected to perform in different configurations, depending on

administrative responsibilities, teaching load, and research and/or creative outputs. When evaluating faculty for 2020, faculty workloads can be re-adjusted to align with the very real work faculty conducted throughout this and subsequent evaluation cycles.

2. Establish minimum expectations for satisfactory performance in each area at different percentages of effort. This means that should a faculty member be assigned to a workload of 60/20/20 (see Example 1 below), what would be a satisfactory output for a 60 percent effort of research and/or creative activity? Or, if that faculty member were assigned to 20/60/20 (see Example 2 below), what would be satisfactory for a 20 percent effort of research and creative activity? There are many configurations of faculty effort, including administrative or clinical roles so that faculty might be on a 40/15/20/25 workload (see Example 3 below), but again, benchmarks need to be established for research and/or creative activity, teaching, service, and administrative/clinical work at each percentage of faculty effort.

Benchmarks for satisfactory faculty performance are needed for each of the areas assigned to faculty. Units may also want to determine what exceptional performance might be in any of these areas, as these will be important for annual evaluation and merit considerations, as well as for promotion and tenure deliberations.

Example 1:

<b>Research/Creative Activity</b>	<b>Teaching</b>	<b>Service</b>	<b>Administrative/Clinical Service</b>	<b>Total</b>
60	20	20	0	100
Benchmark for Satisfactory Performance at 60% effort:	Benchmark for Satisfactory Performance at 20% effort:	Benchmark for Satisfactory Performance at 20% effort:		

Example 2:

<b>Research/Creative Activity</b>	<b>Teaching</b>	<b>Service</b>	<b>Administrative/Clinical Service</b>	<b>Total</b>
20	60	20	0	100
Benchmark for Satisfactory Performance at 20% effort:	Benchmark for Satisfactory Performance at 60% effort:	Benchmark for Satisfactory Performance at 20% effort:		

Example 3:

Research/Creative Activity	Teaching	Service	Administrative/Clinical Service	Total
40	15	20	25	100
Benchmark for Satisfactory Performance at 40% effort:	Benchmark for Satisfactory Performance at 15% effort:	Benchmark for Satisfactory Performance at 20% effort:	Benchmark for Satisfactory Performance at 25% effort:	

3. Align the adjusted annual evaluation criteria with the department/program/unit’s P&T process to avoid any potential situations in which a faculty member could be satisfactory by adjusted annual evaluation criteria but not be making satisfactory progress toward tenure or promotion, if those criteria are unchanged. Every annual evaluation should include feedback about progress towards tenure and promotion.

4. Provide clear documentation of adjustments both to the faculty member’s work load AND departmental criteria, as well as how the two align.

5. Provide clear documentation of how teaching faculty evaluation will be adjusted because of required online changes.

6. Ensure that faculty are able to question the annual evaluation and provide documentation in support of a revised assessment, as outlined in CRR 310.015.

7. Any faculty member seeking promotion and/or tenure should be encouraged to address the [2020](#) time period and how it affected their work in each area.

We note that none of these are easy conversations and making decisions about these benchmarks will take time and careful consideration, but we ask that you work to produce real and transparent workload expectations by 1 December 2020. [The Provost’s office will deliver a template with the original 2020 workload assignments for each faculty member in a department/unit, which can be revised and submitted by the deadline. This will also be an instrumental document in considering workload assignments for 2021.](#) We don’t know what faculty life will be like over the coming year (or years), but this work can serve faculty well far beyond the immediate crisis that has occasioned it.

## **Appendix 2020 Impact/Disruption Statements**

### **For annual evaluation:**

#### Faculty 2020 Impact/Disruption Statement (Optional)

Beginning in the Spring 2020 semester, faculty across the University experienced a significant disruption due to the COVID-19 pandemic. As such, you are invited to include a 2020 Impact/Disruption Statement with your annual evaluation materials describing the adjustments you have made, how your work in particular has been impacted by the events of 2020, and your contributions to the University's transition to remote work. Completing this section is entirely optional.

### **Language in external evaluator letter solicitation**

#### **About 1-year tenure delay granted to all pre-tenure faculty**

As is true of all universities, we have a standard period of probation before a review of this kind commences. In the wake of the Covid-19 pandemic, all pre-tenure candidates were granted a one year tenure delay as a matter of right. Candidates who make use of extensions should be held to the same standard you expect for a typical probationary period.

### **Language in external evaluator letter solicitation**

#### **About Covid-19 Impacts for all faculty facing promotion**

Beginning in the Spring 2020 semester, faculty across the University experienced a significant disruption due to the COVID-19 pandemic and events highlighting systemic racism. In Spring 2020, as a result of the health crisis, all faculty moved their courses online, research facilities including labs and libraries were closed and all student evaluation of teaching was suspended. In conjunction with the disruptions experienced on-campus, many faculty were working out of their homes while simultaneously providing childcare due to closures of daycare facilities and K-12 schooling. Research disruptions, significant shifts in teaching modalities, limited childcare, and remote work persisted into the summer and fall of 2020. Moreover, in the wake of various events highlighting systemic racism, many faculty were called upon to make substantial contributions to the University's expanded programs aimed at addressing these issues. We ask that you take this unprecedented event into consideration when evaluating work performed during the Spring and Summer periods of 2020.

### **Messaging to faculty about Impact Statements:**

It is important to have a record of these impacts while they are still fresh in your mind. Impacts related to Covid-19 and the events of systemic racism include both disruptions and reduced productivity, as well as new or unusual contributions made in response to the crises.

## **How you rose to the challenge: Contributions**

### **Research**

- ∅ Did your research pivot to address emergent questions/issues related to the pandemic and events of 2020?
- ∅ Did you donate your time, equipment, PPE, or other resources to support a Covid-19 response or a response to issues of systemic racism?

### **Teaching/Advising**

- ∅ Did you change/increase your support/engagement of students via teaching?
- ∅ Did you change/increase your approach to advising or mentoring students?

### **Service**

- ∅ Did you do invisible service important to sustaining the campus mission during the pandemic, such as helping other faculty with IT or remote learning, helping students navigate remote learning and relocation, pitching in to support coworkers in their tasks?

## **Challenges you faced: Disruptions**

### **Research**

- ∅ Were conferences, invited talks, or performance venues for you to present your research/creative activity canceled or delayed?
- ∅ Were your research lab, studio, field site, or study populations inaccessible?
- ∅ Did travel restrictions impact your ability to staff your lab, visit a field site, or conduct research?
- ∅ What specific scholarly products (manuscripts, experiments, performances) slowed down due to the pandemic or your response to issues of systemic racism?
- ∅ Were you on release time or sabbatical during 2020 but unable to carry out research plans?

### **Teaching/Service**

- ∅ Did the increased demands for service as a result of the pandemic or issues of systemic racism affect your productivity?
- ∅ Did the increased workload for transitioning to remote learning restrict time for research?

**The challenges that you faced: Disruptions** (The following topics can be addressed at your sole discretion, these relate to your personal circumstances.)

### **Personal Circumstances**

- ∅ Was your time for research, teaching, or service restricted due to caregiving demands for family members or others?
- ∅ Was your time restricted due to your own health issues, including mental health issues?
- ∅ Are you a parent responsible for homeschooling your child(ren)?
- ∅ Did you experience a severe illness or death in your family that impacted your work?