

EQUITABLE EVALUATION DURING COVID

WHY WOULD CONSIDER PANDEMIC EFFECTS IN EVALUATING?

Evaluating faculty must evolve, given that faculty experiences have differed during the pandemic. Yet, faculty need an opportunity to document their contributions and achievements, as well as the pandemic-related limitations they have experienced.

The goal is to enter this information into the record in a way that recognizes how each faculty member's **workload** (how much they were doing in different areas) and **work context** (where and how they did their work) have differed due to the pandemic, and that allows the university to account for the pandemic's long-term effects. Memories are short. When faculty are evaluated years down the road, the constraints they operated under must be recognized.

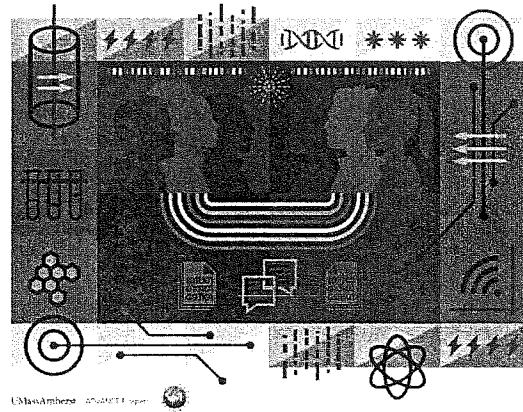
HOW HAVE EXPERIENCES DIFFERED DURING THE PANDEMIC?

Please see the ADVANCE's [Documenting Pandemic Impacts](#) for a detailed summary. Substantial peer-reviewed research has shown that there are variations in faculty members' experiences by [field](#), [research method](#), [gender](#), [race](#), and [caregiver status](#). A National Academies of Sciences, Engineering, and Medicine report, [The Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine](#), identifies important differences in [research productivity](#), [work-life boundaries](#), [collaboration](#), [academic leadership](#), and [mental health](#).

If universities do not [revise how they evaluate faculty](#), it is likely that universities will become less diverse. A [University of Michigan report](#) warns "[Do not let the 25% of faculty able to be more productive during the global pandemic set the standard for the 75% who are not able to do so.](#)"

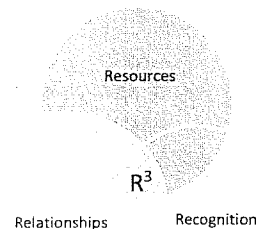
HOW CAN PERSONNEL COMMITTEE MEMBERS OR CHAIRS/HEADS EVALUATE GIVEN THESE DIFFERENCES?

UMass ADVANCE suggests that evaluators consider our R³ model, which emphasizes that faculty need *resources*, *relationships*, and *recognition* for successful careers. Evaluators can use faculty documentation to connect those faculty with the *resources* they need, help them build or rebuild *relationships* that can support them in moving forward in their career, and *recognize* the accomplishments that faculty have made despite specific pandemic-shaped contexts in which they've been working. Evaluators should not blame faculty for things



that they could not have been expected to plan for (such a pandemic).

The Provost provides guidance [regarding evaluations](#), including for [promotion and tenure](#), and [wording for external referees](#), which evaluators should first review. We also suggest that committee members read the following cases, and meet to discuss the questions listed below *before* evaluating colleagues this year. This process allows committees to create a baseline for [how they will engage with evaluation](#) as well as to determine how they will acknowledge and act upon any pandemic impact statement faculty make. These statements are not required, so missing statements do not mean that there was no impact.



CASE STUDIES FOR AFRS

- How should evaluators read pandemic statements? Should they comment on these statements?
- How might evaluators respond to a person's work over the past year relative to particular constraints and opportunities?
- Can pandemic statements "open communication" to allow for advice to faculty whose work has been upended in particular ways, following the R³ model?

Case One: I moved back to teaching courses in person over 2021-22. This required a surprising amount of adjustment, because student absences were high, and students expected hybrid learning options and grading

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flexibility. My students are continuing to express mental health challenges related to the pandemic, and require more mentoring time. This clearly impacted my research.

Case Two: As a new faculty in Fall 2020, it's hard to know the effect of the pandemic on my work. Teaching and advising require a substantial amount of time emotional energy. I don't really see my colleagues; the office is mostly empty. I am spending less time than I'd like on research, and more time on teaching and advising, but without a baseline I am not sure if this is a pandemic effect or new faculty effect.

Case Three: I could not travel to my fieldsite from March 2020-June 2022 due to the COVID-19 pandemic. While I was relieved to return to my fieldsite this summer, once there, I contracted COVID, and continue to feel long-COVID symptoms.

PERSONNEL ACTIONS

- How should evaluators address changes in research, teaching, and service due to the pandemic?
- Should evaluators encourage colleagues to take multiple tenure delays to "catch up," or go up for tenure now even if their records reflect pandemic impacts?
- How should we use pandemic impact statements in evaluations? Do we need to take into account specific pandemic effects on faculty?

Professor Jackson: Before the pandemic, Professor Jackson was publishing articles, and well on her way to creating a competitive research portfolio. Professor Jackson did not give any talks in 2020 or 2021. A large longitudinal study funded by a major grant is now complete, but she was not able to collect outcome data. At her mini-tenure she noted she planned to submit a related grant proposal in 2021-22, but it was not submitted. Currently, she has less in the pipeline than a tenure candidate would normally have, in part due to the loss of the longitudinal study. She took a one-year tenure delay, but is now up for tenure.

Jackson Pandemic Impact Statement (shared internally):

The pandemic has had a large impact on my work. My conference presentations were canceled in both 2020 and Spring 2021. My large longitudinal study was disrupted by the pandemic; the outcome data could not be collected, so I am not sure how to publish from it. My teaching, mentoring, and service work has also taken more time than normally, making it challenging to spend time pivoting my research. Many of my students have suffered from the impact of COVID, as well as racist

violence against Black people, and have needed many one-on-one meetings with me.

- How should evaluators approach this case?
- Would evaluators read this case any differently if she had also shared this: "My father, who worked in a nursing home and lived with me, and I both got COVID. My father was hospitalized and died a few weeks later."

Case on Professor Reddy: Professor Reddy submitted her portfolio for promotion in Summer 2022. Although she had a strong case, a number of her papers have been under review for long periods without a decision. While her record is pretty comparable to recently promoted colleagues, two of the external letters raise concerns.

- *When I compare Professor Reddy to colleagues who have received tenure in the field over the last five years, it appears that she has published slightly less than the norm.*
- *With her record, while Professor Reddy may earn tenure at University of Massachusetts, but she would not necessarily be tenured at my institution.*

The other four letters are more enthusiastic in recommending promotion. The UMass letter seeking external reviews asks reviewers to take the pandemic into account, but none of the reviewers commented on the pandemic.

- How should evaluators read and interpret these letters and incorporate them?

WHERE CAN I FIND RESOURCES FOR EVALUATION AT UMASS?

The [UMass Provost's office](#) includes specific guidance for evaluations. Questions can go to academic.personnel@umass.edu.

The [Massachusetts Society of Professors \(MSP\)](#), the faculty union, provides workshops for personnel committee members, and other materials on its [website](#). Contact [the union](#) for further guidance.

The [Office of Faculty Development](#) provides many resources and support for career and leadership development. Contact: OFD@umass.edu

[UMass ADVANCE](#) provides support, workshops and consultations for both faculty members preparing for evaluations and evaluators during the pandemic. Contact: [Joya Misra](#)

UMass ADVANCE Collaboration & Equity

REGISTRATION IS REQUIRED

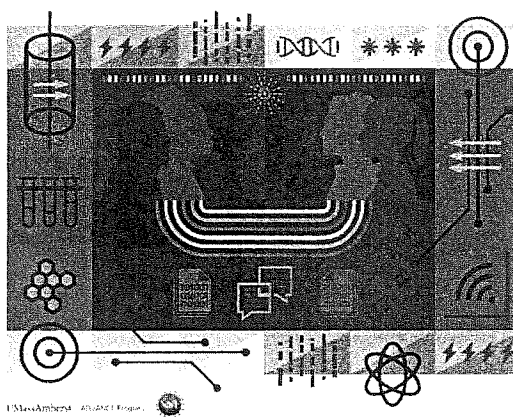
<https://www.umass.edu/advance/events/workshops>

Equitable Faculty Evaluation Practices and Outcomes: An Argument for Change

September 28, 2022, 4:00 – 5:30pm, Zoom

With Dr. Beth Mitchneck

The workshop focuses on 1) the research on how we practice faculty evaluation and an assessment of our standard metrics; and 2) tools to conduct equitable evaluations across gender, race, rank, subdiscipline, and discipline. Using case study analysis, the presentation includes concrete tools for faculty and administrators to consider their own role in faculty evaluation and how to provide leadership to one's department on conducting equitable evaluations.



Equity Minded Workload Reform, Part 1 – Assessing the Challenge

October 7, 2022, from 10:00-12:00pm, Zoom

With Dr. Joya Misra

This session provides clear, evidence-based practices to create better, fairer workloads for faculty through changing the “choice architecture” for the division of labor in departments. This session is part of the Zuckerberg Workload Equity project and will be followed in February by a session that focuses on organizational policies and practices that can be adopted to design more equitable workloads and reward systems. Email workloadequity@umass.edu for support.

Equitable Decision Making (National Webinar)

October 17, 2022, from 4:00-5:00pm, Zoom

With Dr. Laurel Smith-Doerr and Dr. James Allan

Making decisions fairly and equitably has an enormous impact on departmental climate as well as career outcomes for faculty. This webinar provides strategies for how departments can set the stage for equity in shared decision-making, in ways that lead to greater transparency and inclusive decisions that do not simply reflect the loudest voices. This session covers UMass ADVANCE tools and checklists for approaches to equitable shared decision-making and faculty governance.

The Five-R Model for Pandemic Faculty Inclusion (National Webinar)

November 16, 2022, from 4:00-5:00pm, Zoom

With Dr. Joya Misra

The COVID-19 Pandemic upended faculty careers and continues to reshape faculty evaluation and inclusion. In this interactive webinar, we introduce our award-winning 5-R Model for pandemic inclusion, identifying the key adjustments universities should make for equitable outcomes. This session covers UMass ADVANCE tools and templates for pandemic statement writing, equitable faculty evaluation, and mentoring for pandemic recovery.

Mentoring for Pandemic Recovery for Faculty

December 13, 2022, from 10:30-12:00pm, Zoom

With Dr. Joya Misra & Dr. Sergio Breña, UMass Amherst

This session identifies strategies that faculty colleagues and members of Personnel Committees can use to help ensure retention, given the challenges created by the pandemic. This session will identify concrete approaches for colleagues to use in mentoring their peers, and will also use small group discussion to collaboratively develop strategies that work for various kinds of departments.