

**COVID-19 Amendment**  
**Department of Psychology**  
**Fall, 2020**

| <b>Dimension</b> | <b>COVID-19 RELATED INFORMATION</b>   |
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| Teaching         | <p>The dimensions which underlie excellence in teaching, as well as the criteria for teaching excellence, have not changed due to COVID-19. The shift to online teaching, however, has likely resulted in changes in how we teach. The evaluatee must therefore address the impact of online teaching and technology in their teaching statement.</p> <p>In addition, the department will look at a broader range of evidence to allow the evaluatee to demonstrate teaching excellence. Submitting additional evidence is optional, and the evaluatee should decide on what additional evidence, if any, to include. For example, the evaluatee may wish to include:</p> <ul style="list-style-type: none"><li>● Pre-COVID syllabi and course materials that might extend outside of the period when student evaluations are collected as evidence of teaching excellence in an in-person teaching context, and new syllabi and materials that illustrate how COVID-19 related changes were taken into account.</li><li>● Descriptions of how new technologies were employed to enhance teaching.</li></ul> <p>Finally, the department recognizes that student evaluations may be biased and that some of these biases may be heightened and/or different due to COVID-19. For example, the online evaluation method, non-academic outside stressors, and so on may impact student evaluations. As such, the department affirms that student evaluations are but one form of evidence which by itself is insufficient to assess teaching excellence.</p> |

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| Professional<br>al<br>Developm<br>ent | <p>The department continues to expect evidence of sustained professional growth; however, the department also recognizes that COVID-19 may have altered, or in some cases completely halted, the evaluatee’s planned activities for professional growth. We therefore ask the evaluatee to detail how COVID-19 has impacted their professional growth and provide both a pre-COVID-19 and a post-COVID-19 description of their activities and accomplishments as well as a detailed plan for future professional growth activities in their statement.</p> <ul style="list-style-type: none"> <li>● There are no changes to the evaluation criteria for the evaluatee’s record of professional growth pre COVID-19. However, because shifting to online teaching, supporting students through the transition, and</li> </ul> |
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|  | <p>addressing life challenges related to COVID-19 might have taken time away from professional growth, evaluators should consider the impact of COVID-19 when assessing the level of activity and amount and type of evidence provided by the evaluatee. Although the criterion guidelines still apply, the task of assessing programmatic scholarship and potential may involve a different weighing of evidence in response to the evaluatee's COVID-19 statement.</p> <ul style="list-style-type: none"> <li>● The evaluatee must therefore detail their pre-COVID-19 endeavors and support this with evidence as described in the department’s evaluation criteria.</li> <li>● Because professional activities and growth may be impacted by COVID-19, the department also invites the evaluatee to provide a broader set of relevant evidence to demonstrate their scholarly engagements and potential for professional growth post-COVID-19 (i.e., post March 2020) than might appear in a typical file. For example, evaluatees may provide: <ul style="list-style-type: none"> <li>○ Portions of a full publication (manuscript in progress), e.g. an introduction and method section such as what might be submitted to <i>Open Science</i>.</li> <li>○ Evidence of progress towards future work (e.g., lab modifications, learning new technologies/methodologies, etc.).</li> <li>○ Proposals for future work or detailed descriptions of work in progress in the form of supporting materials.</li> </ul> </li> </ul> |
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| Advising | Some aspects of good advising, such as being available and willing to support students' growth, have not changed due to COVID-19. Other aspects of advising have been brought to the forefront, such as being knowledgeable of campus changes related to academic advising (e.g., credit/no credit) and increased sensitivity to issues related to mental health, the physical and emotional impact of COVID-19, as well as larger, national conversations about politics and race. Thus, the evaluatee should describe their general, as well as more recent, approach to advising, and present evidence, when possible, in their written statement. |
| Service  | Because service is an ongoing commitment to the department, university, and broader community, there are no changes to the evaluation criteria, i.e., we continue to hold the evaluatee to the criteria in the Faculty Code associated with their review and/or promotion. However, the department recognizes that recent service must be evaluated within the context of COVID-19. Thus, it is important for the evaluatee to discuss their record of service both prior to and during COVID-19. Further, the evaluatee should discuss the specific ways in which COVID-19 has impacted their service, if at all.                                    |