

Spring Semester 2020 and Beyond

COVID-19 Addendum related to Annual Performance and Career Trajectory Expectations

The Department of Educational Leadership and Policy studies is engaged in adaptations throughout all aspects of academic life as a consequence of the transformation of Higher Education in the wake of the global pandemic of COVID-19.

We believe our current and subsequent actions can have far-reaching impact on crucial public needs and recognize that our capacity for innovation, agility, and equity can reshape the landscape of our community, our university, of higher education, and of educational communities around the globe.

To that end, this document documents how we:

- ✓ re-affirm our mission and strategies;
- ✓ articulate department principles; and,
- ✓ set out processes that outline recognition of the re-balancing of:
 - faculty life,
 - timelines;
 - faculty expectations; and,
 - internal and external forces that could create immediate and/or long term changes.
- ✓ Document and/or address changes that have occurred

Mission and Strategies

This is a time to re-affirm our commitment to our Mission: to prepare ethically centered scholar-practitioners committed to leadership for justice and equity in education. This is a time to re-visit our four core strategies that guide and prioritize our work: (1) In ALL aspects of our research, teaching and service, we will keep central and work to fully include and integrate the unique strengths and experiences we each bring into our daily practices; (2) We will partner with our communities to steward resources toward collectively prioritized, asset-focused outcomes; (3) We will engage in transformative transdisciplinary research that has substantial scientific, social and educational impacts; and, (4) We will maximize student learning and success through the design and delivery of empirically-based programs grounded in culturally relevant pedagogy and practice.

Department Principles

This is a time to articulate department principles that advance our mission, engage our core strategies, and afford faculty members the opportunity to reshape their career trajectory that engages fully with communities and advances far-reaching democratic programs. These principles include the ELPS Department's:

- ✓ Recognition of the context of individual and global change;
- ✓ Request to prompt people to reflect on the impact of that change;

- ✓ Reminders to be cognizant of the impact on the trajectory of careers, in general, and tenure, in particular;
- ✓ Request to prompt people to be flexible with timeframes and tolerant of diverse outcomes; and,
- ✓ Resolution to provide innovative supports that advance the work of the faculty.

Re-Balancing Faculty Life

This is a time for reflection and reinvention. As faculty move from the immediate crisis that is COVID-19 to the subsequent recovery from a global pandemic many will find the need to reinvent themselves. As a faculty and administrators in DELPS we must allow for change and embrace the belief that education is an enlightening experience – not just for our students but also for our faculty. For some, the content they teach and the research in which they engage may no longer exist as it was originally understood, for others a drive to engage in different interests may have evolved as a consequence of lived experiences, for many the needs of the community may have overtaken their own personal agendas, and for most the support they provide to students in courses and personalized attention for advisees will have expanded at a considerable pace. Indeed, for each faculty member the response to post-COVID-19 engagement is likely to be different. Consequently, differentiated assessments are necessary in terms of the three core components of faculty life – Research, Teaching, and Service.

Re-Balancing Faculty Life - Timeline

This is a time to re-envision our future. Individual faculty members must reimagine their work, roles, and responsibilities in light of their personal context. As we remake university life we have the opportunity to re-envision how the best of the innovative processes in which we have engaged as immediate responses to the global pandemic may result in holistic designs that propel and advance our activities as we move forward. Re-envisioning the processes in which we engage also involves greater flexibility in the reviews of performance in which we engage – in both the short term (Annual Performance Reviews (APR)) and the long term (promotion, tenure). Differentiated changes in the balance of expectations must be considered for every faculty member at the department, college, and university levels.

Understandably, the faculty’s immediate response to COVID-19 was to ensure that our students were supported through flexible and thoughtful adaptations in courses and advising. Essentially, for many faculty, the balance of expectations shifted overnight to teaching and service, learning new infrastructures, and balancing environmental and personal responsibilities (Figure 1).

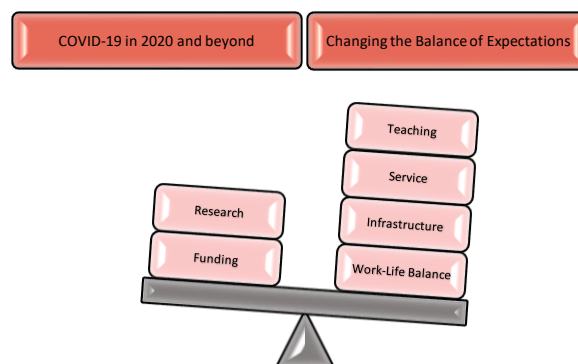


Figure 1. A Seismic Shift in Faculty Expectations.

Re-Balancing Faculty Life – Review of Expectations

This is a time to revisit expectations. While the short-term and long-term impacts of this seismic shift are yet to be determined, faculty members in the Department of Educational Leadership and Policy Studies expect that the differential impact on an individual faculty member’s capacity to engage in the requirements of their role (i.e., as set out in their letters of appointment and continued annual expectations) in the areas of Research, Teaching, and Service be adjusted (e.g., changes in effort % distribution, adjustments in what constitutes meeting criteria, tolerance for outliers in teaching evaluations) in the APR for the next three years. Additionally, these changes in the APR be reflected in the documentation used throughout the Promotion and/or Promotion and Tenure process (e.g., in letters to reviewers, for materials provided to the department, college, and university Promotion and Tenure committees).

Re-Balancing Faculty Life – Internal and External Forces

This is a time to mitigate internal forces and recognize external forces over which we have limited to no power. Both internal and external forces have short and/or long term impacts on our faculty work. Some examples of the impact of these forces on our research, teaching, and service are provided. This is not intended as an exhaustive list, rather, this is intended as conversation starters, points to ponder, or examples of faculty concerns. As humans, we rely on close relationships and we suffer when those break down. We must recognize the impact of unintended and sudden change and adjust accordingly. One size does not fit all – we recognize that there are differential impacts that need differential administrative responses.

Internal Forces	External Forces
<p><i>Research:</i></p> <ul style="list-style-type: none"> • Content no longer available/gone • Adjusted/need to retool • Samples unavailable • Techniques no longer viable • Interrupted time series designs • Methods no longer feasible • Funding repurposed 	<p><i>Environment:</i></p> <ul style="list-style-type: none"> • Office versus home • Work space <p><i>Infrastructure:</i></p> <ul style="list-style-type: none"> • Technology • Wi-Fi • Support staff • Collegial discussion <p><i>Time Management:</i></p> <ul style="list-style-type: none"> • Vying responsibilities <p><i>Financial Constraints:</i></p> <ul style="list-style-type: none"> • Income adjustments
<p><i>Teaching:</i></p> <ul style="list-style-type: none"> • Delivery format changed • Learning curve with technology • Increased enrollment • Class assignment changes/no longer viable • Changes in discipline specific requirements • New courses 	

<p><i>Service:</i></p> <ul style="list-style-type: none"> • Increased engagement with students • Increased turnaround • Changes in student research content/processes • Additional meetings • Changed formats • Changes in time of day 	<p><i>Family Circumstances:</i></p> <ul style="list-style-type: none"> • Increased engagement <p><i>Personal Capacity for Change in Uncertain Times:</i></p> <ul style="list-style-type: none"> • Managing diverse commitments <p><i>Emotional Well-Being:</i></p> <ul style="list-style-type: none"> • Individual/Family/Community <p><i>Physical Well-Being:</i></p> <ul style="list-style-type: none"> • Illness – Self/Family/Others
--	--

Opportunities to Adjust Work Plans and Describe Changes

Using the guiding principles outlined in this document, faculty have two mechanisms for concretely addressing the ways in which the originally planned work of Spring 2020 (and potentially beyond) have been altered. Each is fully at the individual faculty discretion to engage as useful.

- *A 1-2 page appended memo included as part of the 2020 APR submission (due in Spring 2021).* This narrative is an opportunity to chronicle important decisions, changes, reflections, etc. that provide context you identify as important to interpreting your work of 2020. The form the memo takes is at your discretion; lots of good examples have been circulated by the Ad Hoc Faculty Committee and others.
- *Adjustment to current 2020 APR work plan.* For some, the plans laid out in Fall 2019 for the 2020 year are now modified. Faculty may schedule meetings with the department chair any time Spring 2020 through the end of September 2020 to review and update current work plans to more accurately and effectively capture the professional goals and objectives for this year.

UNIVERSITY of HOUSTON

COLLEGE of EDUCATION
Educational Leadership & Policy Studies

Revision Log

Revision Title	Inserted Revision	Date and Recorded Vote of Faculty Approval (including vote of chair)	COE Dean's Approval and Date	UH Provost Approval and Date
Original development of full policy	Full policy	May 5, 2020		