

UW-System Employee (non-teaching) COVID-19 Assessment Guidelines

The COVID-19 pandemic has taken a serious toll on productivity and career progress throughout higher education. This document provides guidance on consideration of pandemic-related extenuating circumstances specifically for all non-teaching UW System employees. As you consider each professional achievements and overall work performance, we invite you to also consider and acknowledge the very real toll of the COVID-19 crisis. It is reasonable to expect that pandemic mitigation led to variations in productivity, increased work demands, and significant modifications to the normal scope and flow of work duties. In acknowledgement of these challenges, your evaluation should consider the quality of the work and the degree of workload adjustments and modifications - particularly given the COVID-19 pandemic effects. We hope you will use an empathic assessment of productivity and job performance that acknowledges the vastly different circumstances instructors are operating under and adapting to.

Some possible disruptions related to COVID and caregiving include: day care closures, support services for special needs children, schools closing and/or facilitating virtual instruction for children, periods of quarantine due to exposure due to a positive case, choosing at home options due to safety concerns for people or family members in high-risk categories, changes in scope and demands of elder care or family care.

Questions to Ask When Considering Post-Pandemic Performance Evaluations and Contract Renewal:

Were all requirements met?

If yes, indicate how the requirements were met?

If no, what requirements were not met - provide a justification?

Was the individual meeting job expectations in their last review?

If no, indicate what issues were present at the time of the last review.

Also indicate what steps were taken to provide support to the faculty member to encourage success?

Did the individual indicate that COVID-19 impacted their ability to succeed?

If yes, indicate the specific ways that COVID-19 impacted their ability.

Did the individual receive accommodations for the COVID-19 impacts?

Rubric:

| <u>COVID-19 Impacts</u> | <u>If yes, explain</u> | <u>No</u> |
|--|-------------------------------|------------------|
| Were additional trainings and areas of expertise added to your job duties? | | |
| Did the Scope of Support to Your Respective Campus Unit or Department Change? | | |

| | | |
|---|--|--|
| Did Your Work Hours Change? | | |
| Were Additional Tasks Added that Resulted in Increased Time Requirements? | | |
| How Else Did the Scope of Your Daily Job Duties Change? | | |
| Was Your Work Disrupted Due to Limited Access to Campus Spaces? (access to office equipment and supplies, changes to staffing requirements, new process implementation, staggering of staff schedules, etc). | | |
| Were You Required to Implement or Adjust to Last Minute Scheduling or Project Changes? | | |
| Was the amount of time normally dedicated to existing job duties increased in other ways due to the pandemic? | | |
| Did you dedicate additional work hours to support staffing shortages or reallocations? | | |
| Were these disruptions related to and/or exacerbated by caregiving responsibilities? | | |
| Were you offered flexibility (scheduling or remote work) to account for caregiving demands or other COVID-related concerns? | | |
| Were your performance goals adjusted to account for changing work requirements/expectations? | | |

