

ADVANCE Faculty Workshop: Annual Appraisals & Planning January 24, 2023

Opening question: what are people seeking to get from today?

- Mix of new faculty and more senior faculty thinking about both faculty mentoring and learning new ideas for navigating the appraisal process.

Presentation

Supporting Documents

- Slides are available [here](#)
- Discussion points available [here](#)

All faculty assessed annually by department chair (see [Collective Bargaining Agreement \(CBA\) Article 12.6](#) and [Faculty Handbook 4.3.5](#))

Appraisal is a two-stage process: includes what you did last year and planning for next year

Appraisals also provide opportunity for:

- Mentoring from chair
- Learning departmental norms
- Professional planning and how your work fits with P&T
- Resource and workload negotiation
- Tactful self-promotion

Faculty are evaluated by standards set by their department ([department documents](#)):

- Merit metric document spells out the things that counts towards merit raise; however, you should think more broadly as you document your activities
- Workload policy: keep this in mind and make clear how your time is spent in alignment of workload; make note of any adjustments that may be needed
- P&T policy: appraisals help you keep track of relevant work and activities that you will include in your promotion and tenure case; you can go back to appraisal forms as you prepare your dossier (good record keeping)

Timing and Process:

- Email from chair with timetable and guidelines (varies by department)
- Submit appraisal and planning forms via Faculty Appraisal System
 - Appraisal window: 2/1/22 - 2/1/23
 - Planning window: 6/1/23 - 5/31/24
- One-on-one meeting with chair: typically, in Feb/March (varies by department)

Preparing your Forms:

- Try to learn about your department norms (what activities to include; preferred format)

- Meet with your mentor; ask colleagues for a sample from previous year
- Think broadly, so your chair can learn about your work and its impact
- Describe your work; do more than simply list activities so that your chair can understand your time commitments and the impact of your work

Faculty appraisal meeting with chair:

- Think of this as mutually beneficial, as chair can learn about you and you can learn about your department culture and norms
- Prepare for this meeting in advance; think about any questions you have related to norms, workload, or your progress towards promotion
- Is there anything you'd like to negotiate?
- Meet with a mentor for feedback on your form, to ask about what counts for reasonable request for resources, or to seek strategies for negotiation and self-advocacy

Audience Questions & Answers

What is the planning part of this process that you referenced earlier?

- You'll list your planned workload and planned activities for next year. Note that this is a planning process and not binding. You'll list the classes you may teach, research priorities and outputs, etc.

Does the meeting with your chair happen before you submit your documents or after?

- You meet with your chair after you submit your appraisal documents in the system. Your chair will look at your documents before your meeting.
- After the meeting, your chair will do a write-up summarizing their rating of you, as well as what you discussed at the meeting. The chair will send it back to you via the system. Next, you have to sign off on the chair's assessment. You can make a comment in the system if you think there is an inaccuracy.

What are these self-ratings or self-evaluation measures?

- These vary by department. Some departments have very specific guidelines about what counts and point values.
- Don't be nervous. If you're off base, this is something you'll discuss with your chair.
- This is very chair dependent. It also varies based on department, particularly if you have an interdisciplinary department.
- Don't have imposter syndrome! You can write a paragraph about why you gave yourself a score for a particular area.

How do you modify the report that you write if you're on FMLA leave for the semester?

- If you are on FMLA leave, you are not supposed to count the semester. So, your workload would be 50% for the year, as opposed to 100% in total.

- In the old system with administered load, you simply received a low score for that semester.
- Be sure to note that you were on FMLA leave in your appraisal document that you submit.

With chair turnover, or with new faculty, how should faculty approach the situation (and advocate for their work)? How should a mentor advise faculty on this?

- Advise your mentee on departmental norms and help them ensure they cover the full range of their activities
- Talk to your mentee about what they might need to advocate for, such as service work assignments
- Assume your chair doesn't really know your work well—what contribution your work makes to the field, for example. The first meeting may be more of a getting to know you meeting. And more information is better.
- For interdisciplinary work, you'll need to enculturate the chair about norms. For example, publication rates, co-authorship norms, etc.

Referring to the write-up required that provides evidence for points. How do you prove you deserve all of these points?

- You don't need "evidence" per se. This does not require a full dossier, like for 2- and 4-year peer review and P&T
- You'll only need to list your activities and accomplishments and then describe them.
- You can list things like ghost advising—grad students that aren't your official advisees
- For teaching and course evaluation, this is department specific. As an example, you may be given departmental means for particular questions and you can compare yourself to it. You can get course evaluation data output from the system.

Is each class 3 credit hours for the planning portion of the form?

- This depends on the course. Most are 3 credits, but some are 4.
- Look at the CBA for details. For example, each block of 30 student advisees counts as 0.5 credit hours.

Should I address last year's goals and ratings for my work for the past year?

- No, this is not required. You don't need to say this is what I planned to do for the year and this is what I ended up doing.

What should my document look like?

- Departmental norms differ, regarding how the document looks and is formatted
 - One example is an Excel document with specific points
 - Other departments use Word documents and more of a narrative

What about honors sections for teaching--if your department document doesn't have this in the documents, how do you capture this?

- This could be included as evidence of excellence of teaching or could be included as "other" category
- Similarly, you can capture things like independent studies you supervise, etc.
- You can often fit these things into your guidelines in a subtle way.

Concluding Thoughts

- Chairs may have a tough time evaluating faculty due to the varied nature of our work.
- You need to train your chair, in a sense, to understand you as a professional and academic. Help them understand your strengths.

Miscellaneous ideas about tracking and record keeping for P&T dossier prep:

- Keep track of all of your professional reviews for journals, as well as NSF or other grant proposal reviews, as this is workload and evidence of the reach of your work.
- Capture the grants you applied for, not just the ones you received.

If my workload is 100% teaching, but I have research contributions from my dissertation work or work at previous institutions. This work wasn't conducted at UD and isn't part of my workload.

- Check your P&T documents and your merit documents.
- This may be viewed as teaching relevant as it advances you as being an active scholar.
- If your chair talks about this as not fitting in your teaching workload, talk with your chair about adjusting your workload to add research.

How long should the narratives for R/T/S be?

- This varies by department.
- Sometimes it's more like a list of each R/T/S and a brief paragraph for items that aren't self-explanatory or that need to be emphasized.

What about people in departments without point systems for merit metric docs—how do you self-evaluate?

- You can do a paragraph of your greatest hits and use this narrative to justify the score you give yourself.
- Explain the value of your work.

How do you account for research if you are a CT faculty with primarily teaching workload?

- Audience suggestion: If I publish a paper or two, I give myself a high score in research. This is because it really isn't in my workload, so this should be valued highly.

Where can we see departmental averages for these scores?

- Ask your chair for the departmental means for self-rating and chair rating from the previous year. You may also receive this information as part of the written response to your self-evaluation that you receive from your chair.
- Don't undersell yourself. At the same time, don't be afraid to occasionally have a low score. This is OK, it happens to all faculty.