Plan For Success: Understanding the Faculty Evaluation Process

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Modified from Presentations by Al Liddicoat
Vice Provost for Academic Affairs and Personnel
New(er) Faculty Resources

- Mentor
  - Department Chair/Head
  - Senior Colleague
- Formal Dept/College Mentoring Program
- Faculty Member outside Department
- Dean
- Academic Personnel
- Newer Faculty Learning Community CTLT
Personnel Documents

- University Faculty Personnel Actions approved September 1, 2009 (Editorial Rev Sept 29, 2011)
- College Personnel Policies
- Departmental Personnel Policies

Periodic vs. Performance Evaluations

RPT Documents and Personnel Policies available online at:
http://academic-personnel.calpoly.edu/content/policies/criteria
Lecturer Evaluations

- Annual Evaluations
- Evaluation limited to hiring expectation: in most cases teaching.
- Scholarship and service enhance evaluation but usually not required.
- 12.12 Evaluation at six years for possible three-year appointment.
- Lecturer Range Elevation
Tenure-Track Evaluations

- **First Year Periodic:** Review of first quarter and advice on preparing professional plan and WPAF. Like other periodic reviews, does not result in a personnel decision; process ends at dean level.

- **Reappointment Evaluations:** Full evaluations with recommendations at each level (Department Peer Review Committee, chair/head, dean; final decision from the provost.

- **Tenure/Promotion:** Full evaluations with recommendations at an additional level, the College Peer Review Committee; final decision from the provost.
Areas of Review
Working Personnel Action File

- Guidelines for preparation of WPAFs (Univ & College)
- Areas of Review
  - Teaching
  - Prof Dev/Scholarship
  - Service (including University Citizenship)
  - Collegiality/Other
- Mentor may share sample file with candidate
- Mentor may offer to review WPAF prior to submittal

RPT Guidelines for WPAF, Checklists other resources:
http://academic-personnel.calpoly.edu/content/policies/rpt
Teaching Performance

- Competence in discipline
- Effective communication
- Teaching techniques
- Assessment of Student Learning (exams, HW…)
- Organization of course
- Course learning objectives
- Faculty Observations
- Student Evaluations
Teaching: WPAF

- Courses Taught
- Contributions to the Curriculum
- Course Materials: For each course--- syllabi, exams, final exam, and sample materials
- Teaching and Learning Statement: How do you guide your students to effective studying and learning. Teaching students how to learn.
- Table of Grades Assigned
- Table of Student Evaluations
Professional Growth and Achievement

- Scholarly and creative achievements
- Professional organizations
- Grants and Contracts
- Current projects and activities
- Fellowships
- Honors
- Other activities related to research, scholarship, creative activities and professional development
Scholarship: WPAF

- Peer Reviewed Publications (published, in press, accepted): date (Cal Poly or grad school/post doc); description of journal; who are co-authors, extent of your contribution; identify Cal Poly undergraduate and graduate student co-authors.

- Educational Materials: textbooks for example

- Projects and technical reports; patents

- Presentations: who of co-authors was the presenter and who attended? Regional, national conference?

- Proceedings: A substantial, peer reviewed article might qualify as a publication; many don’t.
Scholarship WPAF cont.

- Grants and Contracts: list applications as well as successful grants but be clear. Who is PI? What is your role? How much is the grant?
- Consulting Activities
- Short Courses and Workshops
- Professional Honors
Service to the University and Community

- Committee assignments and service
  - Students
  - Department
  - College
  - University
  - CSU

- Service to Professional Societies

- Community service related to discipline

- Academic advising

- Co-curricular activities

- Inclusive Excellence and Diversity related activities
Service: WPAF

- Demonstrate service is achievement oriented
- Department (usually this for new faculty members)
- College
- University
- University Citizenship: participation in Prospective Student Day of Open House, WOW Academic Day, commencement, Fall Convocation, other department, college, university important events
- Profession
Professional Development Plan

- During 1st probationary year work with Department Chair and a faculty mentor to formulate plan.

- As a Teacher/Scholar describe goals and objectives to be obtained by time of tenure consideration
  - Keep teaching current and dynamic
  - Maintain currency in field
  - Substantive contributions to discipline
  - External validation and peer review

- Plan can be refined during probationary period
Professional Development Plan

- Guidelines for preparation of PDPs found in personnel documents.
- Need to include sufficient detail in PDP to provide path to tenure and/or promotion for probationary faculty.
- Lecturers include plans to maintain currency in field.
- Include plans to acquire needed resources and peer review/external validation of your scholarly work.
- May share PDP with Mentor/Chair for informal feedback.
- PRC, Dept. Head/Chair, Dean and Provost review plan and provide feedback (suggestions for revision or affirm).
Professional Plan: A Format

- Part One: Executive type summary of one or two pages. Brief description of plans in teaching, scholarship and service written for a general audience. Examples on following slides.

- Part Two: More comprehensive description written for knowledgeable department and other colleagues.
Professional Plan: Teaching

- Teach introductory course sequence X, Y, Z.
- Teach upper division courses T, U, and V.
- Professional growth in teaching by attending (suggest meetings, workshops), consulting with colleagues, CTLT etc.
- Develop/improve lab experiments for course C.
- Join committee to study content (amount/level) and student success in first year course sequence.
- Contributions to the curriculum.
Professional Plan: Scholarship

- **Determination of the Influence of AB on YZ**
- Target Journal: *Journal of Alphabetical Influences*
- Title: Influence of AB on YZ under Conditions TUV
- Short Description (a couple of sentences describing the research for a diverse audience).
- Brief outline of plan for pursuit of the achievement in the coming five years:
  * Year 1: Establish a student research group
  * Year 2 and beyond: Seek grant funding
  * Year 3: My students in CSM Research Conference.
  * Year 4: Presentation at professional meeting
  * Year 5 or early Year 6: Publication
Professional Plan: Service
New Assistant Professor Example

- Attend commencement and Fall Conference
- Serve on department committee (give name)
- Become academic advisor
- Become a club advisor
- Participate in Week of Welcome Academic Day
- Participate in Prospective Student Day of Open House.
- Become familiar with inclusion and diversity issues and programs
Procedures for Candidates

- Review appropriate Checklists
- Review “University Faculty Personnel Action Procedures and Criteria” (9-01-09)
- Review Department and College personnel documents and criteria
- Review and Sign Personnel Action File (PAF)
- Prepare Working Personnel Action File (WPAF)
Advice

Read and follow the directions in the evaluation memos and the college/department evaluation documents.

Get college specific advice from knowledgeable mentors, senior faculty members, department head/chair, associate deans, dean. We all want you to be successful and we want to show pride in your accomplishments.

Be aware that as your WPAF goes from department to college to university levels, those reading it have increasing numbers of WPAF’s to consider.
CSM Guidance Statements

“It’s all about our students”

“All Cal Poly students are College of Science and Mathematics students”

“When we enroll a student at Cal Poly, we should do everything we can to graduate that student!”