

Faculty Evaluation Tips to Remember
(for Online Form—Fall 2020)

- The evaluation period is fall 2019, spring 2020, summer 2020.
- The narrative is limited to 5 pages and must use a 12-point font, have 1-inch margins, and be single spaced.
- If you had one or more course releases, please include, at the beginning of your narrative, the number of releases and the purpose (e.g., “My load is 2:2; however, in fall 2019 I had a 1-course reduction due to grant support.”).
- If you received a grant, include your role related to it (e.g., writer, PI, co-PI, evaluator, researcher, etc.).
- Explain the status of the grant in your narrative (e.g., submitted and under review, new grant for X years, this is year X of a continuing grant).
- According to Mason’s Faculty Handbook, *service* includes those activities beyond your job that are service to your university, college, or profession. Service does not include obligatory aspects of a faculty member’s job or just being a good citizen of the institution. Activities such as interviewing potential students, attending faculty and division meetings, and participating in Commencement and/or degree celebrations are not considered service.
- If you reviewed journal manuscripts as part of your professional service, please indicate the number of times you reviewed them (e.g., *Educational Evaluation and Policy Analysis*-3 reviews).
- We all understand the limitations of arithmetic means as a way to evaluate teaching. Don’t waste space in your narrative detailing the problem. If you feel the teaching evaluations do not present a full picture of your teaching skills, you can include in the narrative other sources of evidence from students or colleagues who have observed your teaching.
- All faculty members have complex professional lives. Use the narrative to provide context for your work and its importance. Don’t waste precious space repeating information you have put in the form. Rather describe how your teaching, research and scholarship, and service are connected and contribute to the field. Include your goals for the future and how your work this academic year advanced those goals.
- The reporting form has a section for “other publications and scholarly works.” This means works other than books, chapters, and journal articles. Encyclopedia entries, letters to the editor, reports to funding agencies, book reviews, short pieces in newsletters, and the like should be placed in this section. If these other works have had impact, they can be discussed in the narrative.
- Publications can only be counted once. For example, if you listed on the 2018-19 evaluation form that an article was *in press*, you cannot include it on the 2019-20 form as a published piece.
- Articles, chapters, books, etc. that are in progress or under review should be discussed in the narrative but not included on the evaluation form.
- There are faculty evaluation guidelines on the CEHD website in the faculty resource section. Review them before you begin writing.
- Review everything carefully before completing the online form. Think about whether a colleague who isn’t in your field or doesn’t know you well would understand the significance of your work by looking at the form and your CV, and by reading the narrative.