

## Virtual Networking, Negotiating the Continuing Track (for CT faculty)

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### P&T information related to Covid-19

- All faculty are eligible for an automatic, 1-year extension to their contract/tenure clock due to COVID-19 impacts.
- [Equity in Faculty Evaluations Task Force Report](#) (Addressing COVID-19 Impacts)

### Additional resources

- [CT Caucus](#)
- [University of Delaware Faculty Handbook](#)
- [University of Delaware Faculty Senate](#)
- [University of Delaware Faculty Union \(AAUP UD\)](#)
- [UD ADVANCE. UD ADVANCE Notes from P&T T/TT Panels](#)
- [CTAL Resources for Documenting Teaching](#)

### General Career Advice

- Review your department's promotion policy carefully. If the departmental P&T document does not address CT faculty, request that it be updated.
- Align the majority of time with your primary area of workload. Excellence in your primary area needs to be demonstrated.
- Be strategic in what you take on. Guard your time and invest wisely. Watch for opportunities that may satisfy multiple criteria such as teaching, research, and service.
- Write a personal statement about who you are as an academic. Refer to your statement to ensure your work is in alignment.
- If your primary workload is teaching, create and update a teaching portfolio. The Center for Teaching and Assessment of Learning (CTAL) offers assistance.
- Reflect on your accomplishments at the end of each semester and record your successes. Take time to reflect after each semester and consider framing professional experiences to support teaching excellence or scholarship.

## Workload

- Become familiar with your departmental workload document. Clarity in your workload policy will help you manage your time.
- All faculty have to negotiate workload with their chair. Have a logical argument to support any requests you are making to change your workload.
- Think about how to make a meaningful impression with a small percentage workload. Focus on quality and impact rather than quantity. Contextualize why the balance between workload priorities may be difficult.
- Beyond percentage workload, clarify departmental wording for evaluation, such as what “excellence in” and “high quality in” means so that you can quantify and address those specific items.
- For people with a small research workload, it may be helpful to link workload with the number of products typically expected (i.e. spell out your research workload and what you’ve produced)
- If your workload is 0% scholarship, no publication is required. College and University committees look at the percentage of workload. However, check your departmental documents for specific wording and expectations. Be aware there may be a lack of consistency between departmental and college documents.
- For those whose workloads is heavily service, focus on service at multiple levels: department, college, outside university, national. Consider ways to document impact: speaking opportunities, scholarly endeavors related to service, solicit letters from those who benefited from service. Try to collect data.
- When preparing your dossier, be sure to explain variances in workload. Workload percentages might shift over time and across contract renewals.

## Mentoring

- All instructors/assistant professors should have a formal departmental mentor, per the faculty handbook. All departments should have created a formal mentoring policy to address this.
- The formal mentor may be better placed to 'pressure' the department/chair to update the promotion document. We need senior colleagues, including TT folks, to advocate for this as well.
- Look for informal mentors inside and outside your department.
- If there is no one in your subfield, your chair can encourage (and facilitate) connection outside of the department -- at another institution.
- In addition to your formal mentor, find “your people” both within and outside your department.

## Work Closely With Your Chair

- Develop a relationship with your chair, so they can support you. Communicate with your chair and departmental colleagues to ensure departmental documents have clear policies for CT faculty and everyone is on the same page. For example, ensure contract renewal reviews are stated clearly.
- When it comes to workload, it's easy for classes to be quantified. Specify with your chair and put in writing what 5% service, 10% research, etc. means within your department.
- Clarify workload percentages with your chair. Throughout your career, ensure changes to your time allocation leads to formal workload shifts.
- Discuss with your chair tangible examples of successful outcomes. Define factors that differentiate "excellence" from "high quality" work.

## The Promotion Process

- Reach out to successful faculty to see sample dossiers. Keep in mind the dossier should reflect workload.
- Dossiers should provide a strong, clear, consistent narrative about your accomplishments that align with your workload and departmental P&T documents. Work that falls outside those parameters cannot be considered by committees.
- What's hard both as the candidate and the committee is understanding what "high quality" and "excellence" mean in terms of low percentages -- in other words, what is "excellent" in research when the allocated workload is only 5%? Your department docs should all speak to this, and be in alignment (as much as possible) with how college and university documents define it. Ask the chair and your department's P&T committee and work on clear definitions.
- Tell the story of your impact, or show it quantitatively.
- Be deliberate with language about achievements and successes. For example, if you published research as a CT without the startup package T/TT faculty rec
- Begin a list of external reviewers early, not only those in your field, but students as well. External reviews carry weight and perspective from the field that internal reviewers may lack. External reviewers may or may not be required; see departmental documents.
- If student reviews are required, solicit them throughout your career. They can be submitted in confidence directly by the student to your department's P&T committee.
- Although mentors are valuable to guide you through this process, also have informal conversations within the department to collect opinions. Think about your story - narrative.