**FAQs for 2019-2020 (retrospective) FT Faculty Annual Review**

Where can I find the current workload guidelines?

The current template and related files may be found on the RSENR Faculty Services website here:

<https://www.uvm.edu/rsenr/faculty_staff_services>

Where do we find the “satisfaction score” in the course evaluation spreadsheets we get back?

Feel free to use the average of your student evaluation scores for the course. Note that we fully recognize that Spring 2020 was badly disrupted by COVID-19.

What is start-end date for this?  Sept 1, 2019 to Aug 31, 2020? Or June 1, 2019 to May 30, 2020?

UVM guidance on this is not clear.  Assuming cost of living/merit pay were available, in the past UVM HR has wanted review info by 30 April.  So a 1 June to 30 May period makes sense as this covers the academic year just ending and previous summer.  To a certain degree, I don’t think it matters as long as you don’t double count accomplishments (papers, awards, courses) in two years.

For advising, what does secondary/member mean? Do we least the number of PhD committees we were on as “secondary/member”, or is this for co-advising a PhD student where we are more of a secondary advisor than the primary advisor?

We wanted to acknowledge that being the lead mentor (primary) is a lot of work, but that if done honestly, being a member of a committee (secondary) requires work too. If you are actually co-mentoring a student and are putting in the same sort of effort you would put into a student you mentored on your own, put in “primary” but perhaps explain in “Reviewee Comments.”

For advising, what if we have undergrads in the lab who are getting lots of experience under our guidance but are not Honors thesis, not an internship, and not an independent study? For example, a first year student who I trained to process samples and is being mentored but not in an official record?

Ideally students in our labs will be on some record or another or they shouldn’t be in our labs. That said, feel free to enumerate all students who you substantively mentor and explain their role or association with you if you feel it is necessary.  The “type” of student relationship is less important than the “substance” of the interaction. If you are “substantively” advising/mentoring” students, count them.  If you mentor a lot of students as a matter of practice, you might want to identify that as an “accomplishment.”

How are the quantitative metrics (e.g., Academic Analytics) being used?

We recognize that no single number or even group of numbers can summarize the complexity of your efforts. The quantitative metrics we have chosen to use are intended to be used as indicators and as determinants. We do think these metrics are useful as indicators for how you compare to your colleagues in the RSERN and in the similar disciplines across R2, Public, Land Grant universities in the country. We will always take into consideration a qualitative assessment of the body of your work. For more information on the Academic Analytics metrics see the write ups on the Academic Analytics methodology and our APRE methodology for 2019-20.

Post-docs count for advising/mentoring?  In the future, we want to open up the definition of “Advising and Mentoring.” This is a first effort to make this recognition. Hopefully you are indeed mentoring your Post Docs.  So yes, include them.

What does it look like this year for merit-based pay increase?

No comment.