



Revised Guide to Faculty Annual Reviews

College of Public Health

Fall 2022

Why Faculty Annual Performance Reviews?

Faculty Annual Performance Reviews provide an opportunity for the Chair/Director and the Faculty Member to accomplish the following:

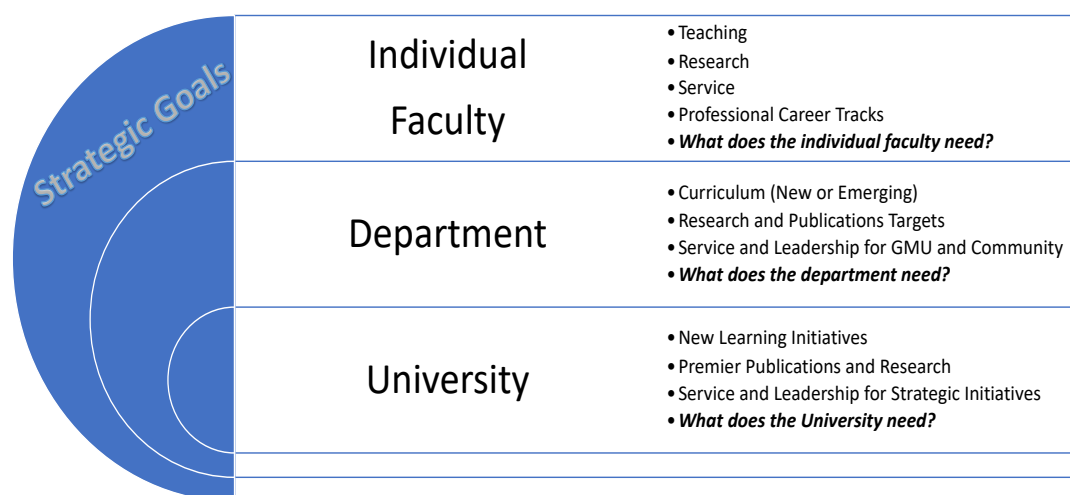
Engagement and Relationship: The Faculty Annual Performance Review is viewed as a collaborative process that provides an opportunity to understand, acknowledge and appreciate a faculty member's contributions and accomplishments. It provides a mechanism for reviewing and providing feedback from the Chair/Director to the faculty. It also offers an opportunity to discuss and support a faculty member's professional development not only toward promotion and/or tenure but in other career and professional areas as well.

Progression toward Promotion and/or Tenure: The Faculty Annual Performance Review is an excellent way to gauge faculty progress and can facilitate the faculty member to taking ownership of the process. It is an opportunity for constructive feedback in the areas of growth and career development.

Outcomes Measurement: The Faculty Annual Performance Review can collect yearly data to inform internal evaluation and renewal, merit, accreditation, funding opportunities, and more.

Communication: The Faculty Annual Performance Review can be an important, individualized component of internal communication of departmental goals, new initiatives in and outside of the department, and upcoming challenges (See Figure 1).

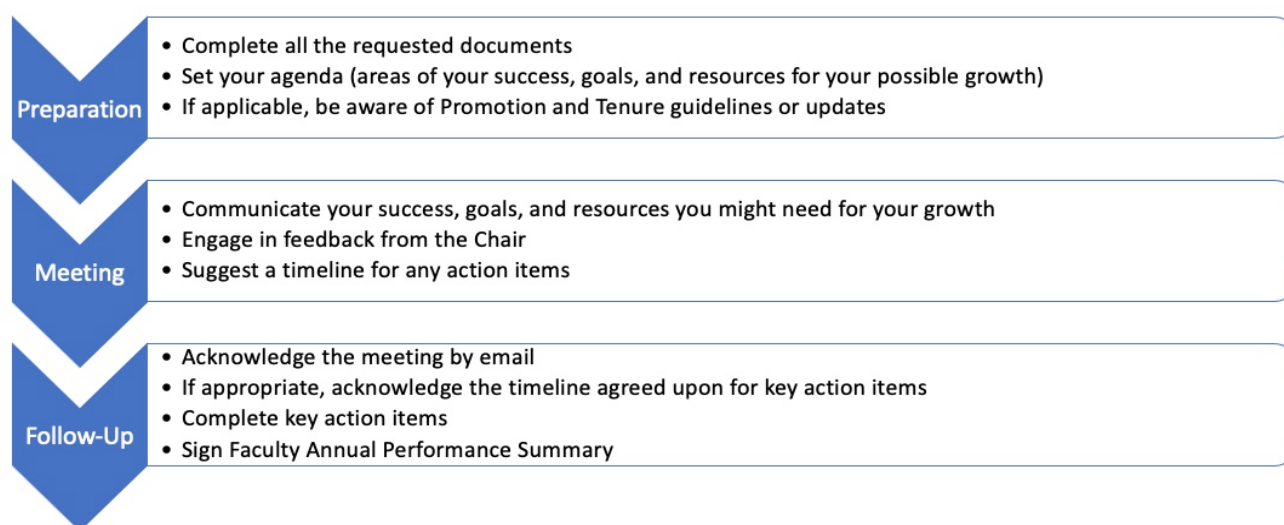
Figure 1. Engaging Perspectives
Aligning Strategic Goals



Overview of the Faculty Annual Review Process

An overview of the Faculty Annual Performance Review Process is illustrated below (See Figure 2). It is important to recognize that the process involves preparation. The following sections will help faculty members to determine exactly what is done in preparation and how the preparation materials are collected and utilized. Your Chair/Director will review faculty material and set a meeting date and agenda.

Figure 2. Overview of the Annual Performance Review Process (Faculty)



Preparation: Documents for the Faculty Annual Performance Review

The faculty member is at the center of the Faculty Annual Performance Review Process. This document represents a collaborative process designed to enhance the relationship between the faculty member and the Chair/ Director with the responsibility to evaluate the faculty member's contribution. Preparation for the annual performance review with your Chair/Director is the key to a successful meeting for both parties. A faculty self-assessment and reflective statement, as well as a highlighted curriculum vitae are required, and these are discussed in detail below. However, this does not preclude the inclusion of other materials that the faculty member deems important for the annual review. Other items to consider may include the following:

- relevant components of a teaching portfolio
- peer evaluations
- research statement
- reports from mentors or supervisors, etc.

These additional items are not required but may help the faculty member to highlight important contributions over the course of the academic year. Materials selected should

depend heavily on the previous year's goals and proposed goals for the upcoming year while taking into consideration departmental, school/college, and university goals and needs. Faculty who may be eligible for promotion and/or tenure may require a more detailed review.

Self-Assessment & Reflective Statement

The most useful source of data for the annual evaluation is the Faculty Self-Assessment & Reflective Statement. This narrative self-assessment discusses the faculty member's key accomplishments and progress over the past academic year. Areas of focus include teaching/mentoring, research and scholarship, service including leadership, and administrative activities as well as practice/clinical activities, if applicable. Any identified goals that have been agreed upon between the faculty and the Chair/Director from the prior year should also be addressed. The faculty member should plan to spend a reasonable amount of time completing the self-assessment as it serves to inform the annual evaluation discussion with the Chair/Director. A reflective statement is essential, as it allows the faculty member an opportunity to consider the challenges and successes of the past year, leading to better performance in the future by increasing self-efficacy and boosting one's ability to reach goals. Ultimately, this serves to keep the faculty member on track for promotion and tenure and increases a faculty member's ability to meet career and professional development goals.

As part of the self-assessment and reflective statement, faculty members should include information about **goals**, as described below. The self-assessment and reflective statement should cover all areas of the faculty member's responsibilities. Therefore, summarizing teaching/mentoring accomplishments, scholarly and research accomplishments, and service contributions and accomplishments, including any leadership/administrative activities, as well as practice/clinical activities, if applicable during the review period is an essential part of the statement. The statement is to be 1-2 pages (12-pt font, 1" margins, single-spaced). Appendix A is a template for the completion of the statement.

In light of the faculty member's workload, be sure to cover the *relevant* areas of teaching, research and scholarship, service, leadership/administrative, and practice/clinical. As adapted from the CEHD faculty performance evaluation process, below is a description of how to address each of these areas in the reflective statement.

Teaching/Mentoring: should be a reflective discussion of your teaching/mentoring and might include such topics as teaching evaluations, utilization of new technologies, changes in the delivery of course information, inclusion of different course requirements, supervision of students conducting research, supervision of internships/independent studies, supervision of theses and/or dissertations, membership on theses and/or dissertation committees, among other possible items. Program and curriculum development activities and accomplishments should also be noted on this page. Include any future plans for teaching/mentoring.

Research and Scholarship: should be a reflective discussion of your research focus, quality, and impact of publications, development of grants, manuscripts in process, and plans for future research/scholarly contributions. Clearly explain your role/responsibilities for all publications, presentations, and grants.

Service: should be a reflective discussion about service contributions made to the school, college, university, community, and profession. Clearly explain your role/responsibilities related to all reviewing, committee, and organization activities.

Leadership/Administrative: should be a reflective discussion about leadership/administrative contributions made to the school, college, university, community, and profession. Clearly explain your role/responsibilities.

Practice/Clinical: should be a reflective discussion your practice/clinical contributions made to the school, college, university, community, and profession. Clearly explain your role/responsibilities.

Goal Reflection: should be a summary of the attainment of your goals for the previous academic year as follows (including any key metrics):

- Achievement of agreed-upon performance goal(s).
- New initiatives, opportunities, or projects not part of the agreed-upon performance goal(s).
- In addition, state your performance, professional development, and/or community service goals for next year.

Performance Goals: State your goals for the next academic year (including any key metrics). It is suggested to have one goal for each of the areas applicable to your workload (teaching, research and scholarship, service, leadership administrative activities, and/or practice/clinical activities). These goals will constitute the evaluative portion of your annual performance discussion with your supervisor, and these should be jointly agreed upon. Goals can take longer than one academic year to achieve. It is acceptable (and encouraged) to include long-term goals but provide short-term and intermittent goals that need to be accomplished in order for the long-term goal to be successfully attained.

Professional Development Goals: State your stretch (high-effort/high-risk) and professional development goals. These goals will not be included in the evaluative component of the annual review. These are included to allow for personal and professional growth and discussion with your supervisor about potential resources that might be needed for attaining these goals. Goals can take longer than one academic year to achieve. It is acceptable (and encouraged) to include long-term goals but provide short-term and intermittent goals that need to be accomplished in order for the long-term goal to be successfully attained.

Curriculum Vitae

The faculty member should review and update their curriculum vitae (CV) in preparation for the meeting. In addition, the faculty member should highlight on the CV any new additions since the previous faculty annual review. Information for developing your CV can be found through the Stearns Center by clicking on this link: [Developing Your CV](#).

Teaching Portfolios, Research Statements, and Other Faculty-Created Materials

Faculty are responsible for creating and maintaining additional materials, such as teaching portfolios and teaching, research, and service statements that are required for other activities outside of the annual review (e.g., promotion, tenure). It is recommended that faculty use the Annual Performance Review Process as an opportunity to review and update these materials even though, in most cases, it may not be practical for the Chair to review these for every faculty member each year. The reflective statement that is created for the annual review is meant to be used as a tool for developing and maintaining these other materials. Faculty members seeking promotion, tenure, or renewal should plan to work with the Chair/Director to update these materials. As stated above, teaching evaluations from students, feedback from mentors, and peer evaluations may be included as part of the annual review submission. Collecting peer feedback can provide valuable information on strengths, areas for growth, and progress toward promotion, tenure, and career/professional development. Peer evaluations are highly encouraged by the Provost's Office for tenure and promotion and term faculty promotion.

The Faculty Annual Review Meeting

Faculty Approach to Annual Review

Faculty are academic experts in their disciplines. They often “fuel” their own development. The annual review provides a platform for discussion of your development goals with your Chair/Director. The evaluation conversation should serve as a strategy to receive feedback and an opportunity to grow. It should serve as a catalyst for movement. A conversation that focuses on “what went well” and “what will be right in the future” instead of “what is wrong” is a mindset that can open the door to better communication.

Invitation from your Chair/Director

The meeting should be set by the Chair/Director a minimum of **2-3 weeks** prior to the scheduled time. This will allow the faculty member to prepare materials. All documentation should be sent to the Chair/Director a minimum of **1 week** prior to the scheduled meeting.

Meeting Documentation

The meeting should include a discussion of any mutual action items and timelines. If no action items are needed, the Chair/Director may have the faculty member sign the Faculty Annual Performance Review Summary document (Appendix B) at the conclusion of the meeting.

The Faculty Annual Review Follow-Up

The faculty member should send an email to acknowledge the Chair/Director for their annual performance review meeting. Any action items should be included in the email with agreed upon due dates/ timelines. Once completed, the Faculty Annual Performance Review Summary document (Appendix B) should be signed and attached to the email.

Appendix A. Template for Self-Assessment and Reflective Statement

Teaching/Mentoring (if applicable): *A reflective discussion of your teaching and mentoring which might include such topics as teaching evaluations, utilization of new technologies, changes in delivery of course information, inclusion of different course requirements, supervision of students conducting research, supervision of internships/independent studies, supervision of theses and/or dissertations, and membership on theses and/or dissertation committees, among other possible items. Program and curriculum development activities and accomplishments should also be noted. Include any future plans for teaching. The length is approximately ½ page.*

Research and Scholarship (if applicable): *A reflective discussion of your research focus, quality, and impact of publications, development of grants, manuscripts in process, and plans for future research/scholarly contributions. Clearly explain your role/ responsibilities for all publications, presentations, and grants. The length is approximately ½ page.*

Service (if applicable): *A reflective discussion about service contributions made to the school, college, university, community, and profession. Clearly explain your role/responsibilities related to all reviewing, committee, and organization activities. The length is approximately ½ page.*

Leadership/Administrative Activities (if applicable): *A reflective discussion about leadership/administrative contributions made to the school, college, university, community, and profession. Clearly explain your role/responsibilities. The length is approximately ½ page.*

Practice/Clinical Activities (if applicable): *A reflective discussion about practice/clinical contributions made to the school, college, university, community, and profession. Clearly explain your role/responsibilities. The length is approximately ½ page.*

Goal Reflection: *A summary of the attainment of your goals from the previous academic year (including any key metrics). Discuss if there were new initiatives, opportunities, or projects that were not agreed-upon performance goal(s), but impacted the attainment of goals. The length is approximately ½ page.*

Performance Goals: *State your goals for the next academic year (including any key metrics). It is suggested to have one goal for each of the areas applicable above (teaching, research and scholarship, service, leadership administrative activities, and/or practice/clinical activities). These goals will constitute the evaluative portion of your annual performance discussion with your supervisor, and these should be jointly agreed upon. Goals can take longer than one academic year to achieve. It is acceptable (and encouraged) to include long-term goals but provide short-term and intermittent goals that need to be accomplished in order for the long-term goal to be successfully attained.*

Professional Development Goals: *State your stretch (high-effort/high-risk) and professional development goals. These goals will not be included in the evaluative component of the annual review. These are included to allow for personal and professional growth and discussion with your supervisor about potential resources that might be needed for attaining these goals. Goals can take longer than one academic year to achieve. It is acceptable (and encouraged) to include long-term goals but provide short-term and intermittent goals that need to be accomplished in order for the long-term goal to be successfully attained.*

Appendix B. Faculty Annual Performance Review Summary



College of Public Health Faculty Annual Performance Review Summary

Name: _____ Year Evaluated: _____

Rank: _____ Type of Appointment: _____

Checklist to be completed by the Chair/Director.

- ☐ Faculty Self-Assessment & Reflective Statement reviewed
- ☐ Curriculum Vitae reviewed
- ☐ Collaboratively established performance goals with faculty member
- ☐ Completed Annual Performance Review Meeting with faculty member

Performance Evaluation Summary:

Comments on Performance/Progress Related to Reappointment, Tenure, Promotion, or Post Tenure Review:

Specific Recommendations/Suggestions for the Next Year:

Faculty Member / Date

Chair/Director / Date