Tips for Conducting Faculty Annual Reviews

This tip sheet is for those who conduct faculty annual reviews. It should be used with the IUSM Faculty Annual Review Narrative Form to ensure a comprehensive and constructive annual review process.

Understand the Purpose of the Annual Review

1. Serve as an opportunity for a mentoring or career development conversation regarding accomplishments, strengths, areas for improvement, goals and professional development needs.
2. Clarify expectations and allocations of effort as they pertain to the area of excellence.
3. Provide constructive feedback regarding faculty performance across mission areas, and if areas for improvement are noted, develop a plan for improvement.
4. Discuss progress toward promotion, tenure (if applicable), and overall career development.

Information obtained from the annual review may be useful to the department chair, vice chairs, division chiefs, or directors for items such as sponsoring or nominating faculty members for new opportunities, discerning faculty development needs, reallocating duties and responsibilities, and allocating resources.

Establish a Clear Timeline

Faculty annual reviews should occur within the first quarter of the year. The timeline for faculty annual reviews may vary by department, campus, and/or division. A well-defined and communicated timeline is encouraged to support the process's objectives and contribute to the development and success of faculty members. Below is a sample timeline.

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| **Phase** | **Time Period** | **Task** |
| Initial Phase | January-February | Administrators initiate the scheduling of meetings, and faculty start preparing their CV and annual review form |
| Submission Phase | March 1 | Deadline for all participants to submit required documents to the designated repository or appropriate department designee |
| Review Phase | March-April | Submission of materials and completion of review meetings |
| Final Phase | End of April | All completed and signed forms should be submitted to the designated repository or appropriate department designee. Unsatisfactory reviews are sent to the dean’s office. |

Prepare for the Review

* Review the completed Faculty Annual Review Narrative Form.
* Familiarize yourself with the faculty member's accomplishments and contributions over the review period.
* Gather relevant documents, such as scholarship and research materials, teaching evaluations, and service records.

Conduct the Review

* Ask the faculty member to discuss their self-assessment.
* Evaluate teaching, research/scholarship, service, teamwork and professionalism.
* For those who are teaching, indicate whether they have met the campus expectations for intellectual diversity based on your awareness of their work and any severe sanctions imposed.
* Note: faculty members do NOT need to produce specific materials for the intellectual diversity review. The policy establishes that a faculty member meets the expectations unless there has been a severe sanction imposed.
* Discuss goals and professional development plans for the coming year.
* When applicable, assess promotion and/or tenure readiness and remind faculty about peer review of teaching (two required; recommended in years 1 and 4).

Complete the Review Form

* Fill out the Faculty Annual Review Narrative Form sections per the instructions.
* Provide an overall evaluation. Document any improvements needed and set goals for the next review period.
* Ensure mutual understanding of effort allocations in accordance with determined area of excellence and across applicable missions.

Complete Post-Review Process

* Follow up on faculty response if applicable.
* Complete the signatures section.
* Submit the completed annual review to the department chair/regional campus dean for record keeping.
* Confirm with the dean’s office that all reviews have been completed.
* Submit any overall unsatisfactory reviews to the dean’s office.

Best Practices for Conducting Effective Annual Reviews

The annual review is an opportunity to provide feedback, recognition, and guidance to your faculty members. It is also a chance to align their goals and expectations with the department, division, and clinical site. Here are some tips to make the most of this process:

* Focus on performance: Use precise, specific, and objective language to report on the outcomes and achievements of the faculty member. Compare their performance with the established criteria and expectations.
* Be generous with accolades: Express your appreciation and gratitude for the contributions and efforts of the faculty member. Recognize their strengths and achievements and how they benefit the department, division, and clinical site.
* Language matters: Communicate clearly and respectfully. Avoid vague, ambiguous, or subjective terms that may cause confusion or misunderstanding. Use objective measures and evidence to support your feedback.
* Use specific examples: Provide concrete and relevant examples of the faculty member's performance, both positive and negative. Illustrate what activities are expected and at what level of quality and quantity.
* Provide suggestions: Offer constructive and actionable advice on how the faculty member can improve their performance, skills, or knowledge. Suggest specific people, resources, or opportunities that they can use or pursue.
* Include timelines: Set realistic and measurable goals and deadlines for the faculty member. Specify the frequency and mode of follow-up and evaluation.
* Pledge support: Show your commitment and willingness to help the faculty member achieve their goals and improve their performance. Specify what you can do to help, provide guidance, or share resources.

Possible Questions to Ask During Annual Reviews

Performance and Accomplishments

* What single accomplishment are you most proud of in the last year?
* What is the single most important goal or project you plan to accomplish by this time next year?
* What is your measure of doing a good job?

Challenges and Obstacles

* What gets in your way or makes work challenging?
* What could you take off your plate that you don’t enjoy?
* What would you do less to free up time for other more meaningful work?

Goals and Development

* What are your goals for the coming year?
* How can you improve and how can I support you in this?
* What additional knowledge or skills could make you more effective? How will you acquire them?

Support and Feedback

* What do you need to do your job better?
* What makes you feel good about your work?
* What do you need from leadership?
* What can I do to help?
* What can the department do for you?

Engagement and Satisfaction

* What’s the best part of your job?
* What can we (department, division, clinical site) do to improve?