CFE Guide to Faculty Annual Reviews

Resources for Chairs

UNC | CENTER FOR FACULTY EXCELLENCE

The UNC Center for Faculty Excellence (CFE) is dedicated to faculty development throughout the career trajectory. Yearly faculty reviews with Chairs can be an important part of the process as a means for faculty to set goals and remain on track to achieve them. ***The CFE Guide to Faculty Annual Reviews*** is an interactive resource that was developed to assist Chairs in planning and completing reviews with faculty and to provide faculty with guidance in preparing for review meetings.

TABLE OF CONTENTS

This is an interactive document – you can click on topics below to navigate from section to section.

Why Do Faculty Annual Reviews?

Faculty Annual Reviews have been more widely employed in recent years for a number of reasons. Department Chairs may simply have been given a mandate to complete them, which, for many, is reason enough. Although Chairs may have a number of opportunities to engage with faculty around their individual and institutional goals, Faculty Annual Reviews provide Chairs with opportunities to discuss the following.

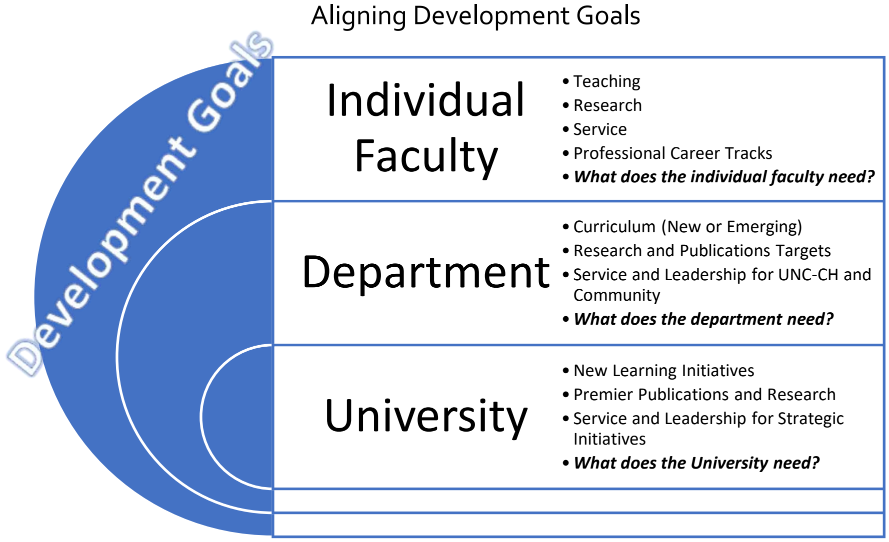
Engagement and Relationship: The Faculty Annual Review can be an opportunity to acknowledge and appreciate faculty members' contributions and accomplishments, and to provide feedback. It also offers an opportunity to "demystify" the work of the Chair, conveying dedication to each faculty member's path, 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 Review is an excellent way to gauge faculty progress and can engage the faculty member in taking ownership of the process. It is an opportunity to provide constructive feedback or coach the faculty member in areas of growth and career development.

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

Communication: The Faculty Annual 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).

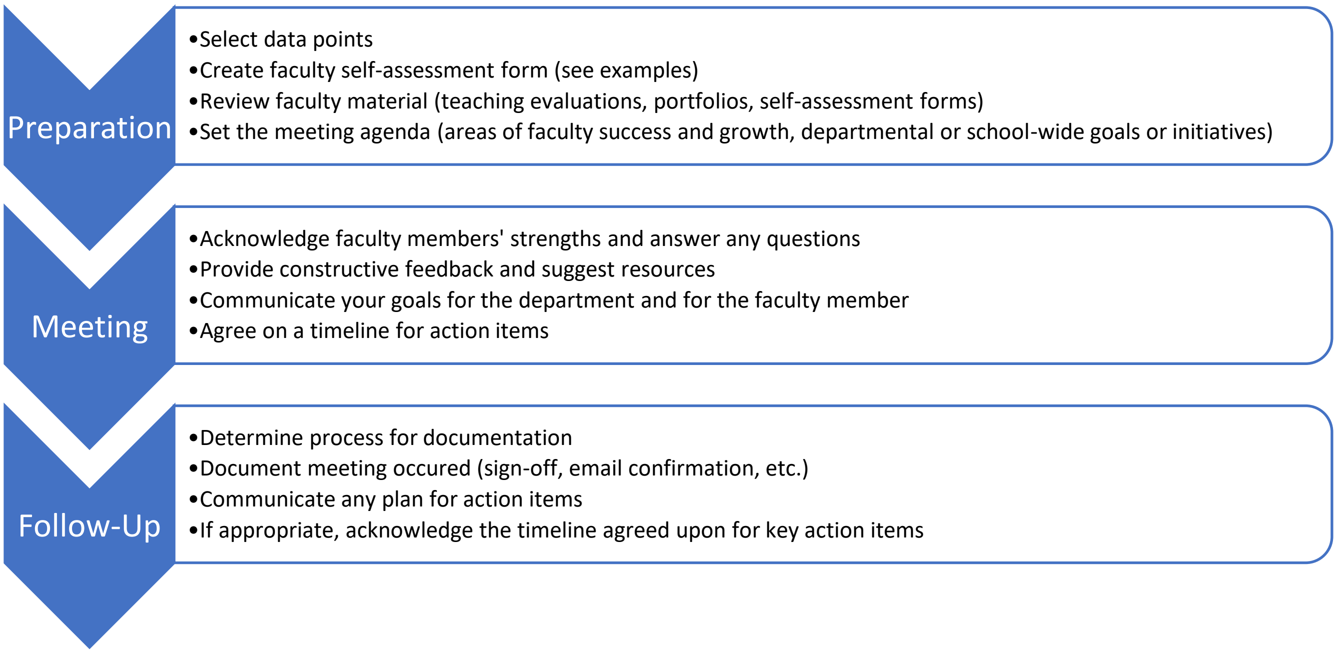
Figure 1. Engaging Perspectives
Aligning Development Goals



Overview of the Faculty Annual Review Process

An overview of the Faculty Annual Review Process is illustrated below (See Figure 2). It is important to note that the process involves preparation—for both the Chair (or designee) and the faculty member. In subsequent sections, determination of what exactly is done in preparation and how that preparation is collected and utilized is covered in detail.

Figure 2. Overview of Annual Review Process – Chairs



The Chair's Role

The Department Chair is at the helm of the Faculty Annual Review Process. The Chair determines:

How and when Annual Review meetings are scheduled

Who initiates the meeting? Who attends? For example, some departments may designate a senior faculty member to assist in and/or lead the process. This could be a Division Chief, Vice or Associate Chair, or another faculty member devoted to faculty development in the department.

Another consideration is the amount of time allotted for the meeting. Is the meeting primarily a "check-in," or does it require more time? This may vary not only from department to department, but also from faculty member to faculty member. Navigating to convey fairness to faculty members is important.

What data points are most helpful in completing the Annual Review
A Faculty Self-Assessment (the faculty member's assessment of their accomplishments and goals in various areas of their work) is recommended. There are other items to consider: teaching evaluations, teaching portfolio, curriculum vitae, peer evaluations, reports from mentors or supervisors, etc.

The construct of the Annual Review Meetings
How much structure? Chairs should determine:

- How much the faculty member contributes to the conversation
- Objectives to accomplish in the meeting, such as review or goal-setting, providing feedback, problem-solving, etc.
- Any contributions of mentors and/or other resources

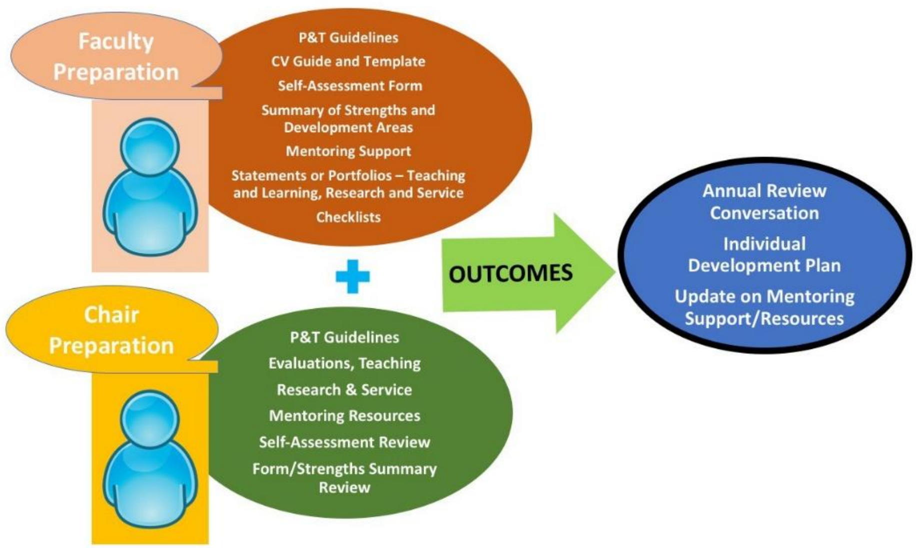
These are just some examples for consideration.

Any follow-up plans to occur as a result of the Annual Review
At minimum, documentation that the Faculty Annual Review Meeting indeed occurred is recommended. Chairs may also elect to sign-off on the faculty member's self-assessment and/or goals for the coming academic year, or provide a written response and/or follow-up plan.

Selecting Data Points for the Faculty Annual Review

Careful selection of data from faculty for reviews is critical, and depends heavily on what each department needs, as well as the goals for its faculty, the department, school/college, and University. Figure 3 outlines a process for consideration. Creating and maintaining a process that is feasible for the department is most important. Large departments—and smaller departments with fewer resources—may consider choosing fewer data points in order to ascertain that all faculty participate in the annual review process. Faculty who will soon be up for promotion and/or tenure may require a more detailed review. Following are some of the data points to consider.

Figure 3. Annual Reviews – Preparation and Outcomes
(Faculty and Chairs)



Self-Assessment

Perhaps the most useful data point is a **Faculty Self-Assessment**. One version of a comprehensive self-assessment is included at the end of this document, but this can take many forms. Typically, a self-assessment will outline a faculty member's key accomplishments and progress over the past academic year as well as proposed goals for the coming academic year. Areas of focus may include teaching, research, service/leadership activities, and, if applicable, clinical activities. Space for the Chair to "sign off" and/or provide comments is also recommended. The level of detail included can be determined by the Chair. Striking a balance between faculty effort in completing the self-assessment (which is a necessary detail for the Chair to review) and the time and effort for the Chair to adequately review the material provided can be challenging. This may require additional resources, such as administrative personnel or senior faculty, to accomplish this. The ultimate goal is that the faculty member does what is necessary to keep them on track for promotion and tenure and to meet their personal career goals. Excessive documentation that may be construed as "busywork" should be avoided.

Curriculum Vitae

It is recommended that faculty review and update their Curriculum Vitae (CV) at least annually. Use the Provost's CV template to create this document regardless of whether the faculty member coming up for annual review is on the tenure-track, tenured, or fixed-term. Chairs may consider having faculty submit an updated CV, highlighting achievements over the most recent academic year, in lieu of a detailed list of accomplishments listed in the Faculty Self-Assessment. The Faculty Self-Assessment would, in that instance, focus on reflection and goals.

Teaching Evaluations

A summary of teaching evaluations from students can be accessed and reviewed, especially if teaching is a significant part of the faculty member's work.

Feedback from Mentor(s)

If the department has a formal mentoring program in place, a Chair may want to include feedback from the mentor, verbally and/or through some documentation, that the mentor has reviewed the faculty member's Self-Assessment. This could be a simple check-box or sign-off, or could be a separate statement depending on goals and needs.

Peer, "360," and Other Evaluations

For some faculty, collecting evaluations of the faculty member's performance from peers and/or others who are familiar with the faculty member's work can provide valuable information as to faculty strengths, areas for growth, and progress toward promotion and/or tenure. For example, faculty may ask a peer to visit their class and provide feedback to the faculty member. The CFE is available to help faculty interested in peer feedback plan for these visits, including how to give and receive constructive feedback. A "360" evaluation may be useful for faculty involved in administrative work with numerous people. Again, weighing the value of this data against the resources required to collect and analyze this data is important and thus may be more practical for targeted rather than general use. Chairs can consult the CFE if a "360" review is under consideration.

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

Faculty are responsible for creating and maintaining other materials, such as Teaching Portfolios and teaching, research, and/or service statements. It is recommended that faculty use the Annual 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. However, Chairs can make faculty aware of the need to update these materials, encourage them to seek guidance from their mentors to update these materials, and refer them to resources when applicable.

Individual Development Plans

Individual Development Plans (IDPs) are tools that facilitate conversation between mentor and mentee about the mentee's professional development needs and expectations. While IDPs typically are used with postdoctoral and graduate students, a number of research-intensive institutions have adopted faculty-level IDPs as part of their overall approach to faculty mentoring by helping faculty mentees create and track progress toward career development goals, particularly as they relate to promotion and/or tenure. Faculty-level IDP processes and templates are included at the end of this guide (See Resources). Individual Opportunity Plans (IOPs) can accomplish similar goals.

Note that some institutions use the term, “development plan,” in different context, such as part of a remediation plan or in post-tenure planning. A more widespread definition of an IDP is goal-oriented, constructive, and involves the faculty member (as well as mentors, supervisors, and others) in its construction. Often, IDPs or IOPs are maintained and used by the faculty member. If a Chair incorporates IDPs into their Faculty Annual Review Process, the IDP could be a data point for review.

Preparing for the Faculty Annual Review Meeting

- Review applicable promotion and/or tenure guidelines related to faculty member’s appointment status
- Review the selected data points, at minimum the Faculty Self-Assessment
- From the Faculty Self-Assessment and any other data points, identify success areas to positively reinforce in the meeting
- From the Faculty Self-Assessment and any other data points, identify growth areas and/or areas that require attention
- Consider opportunities for the faculty member based on faculty, departmental, school/college, and University goals
- Identify resources to assist the faculty member with growth areas and goals
- Review mentoring that faculty member has received in past year (if applicable)
- Consider other topics or areas to discuss in the meeting, such as new initiatives or challenges that will affect the faculty member

Setting the Agenda for the Faculty Annual Review Meeting

It is important to schedule each Faculty Annual Review Meeting in advance to allow adequate time for both Chair and faculty member to prepare. Review of all faculty as described in the Preparation for the Faculty Annual Review Meeting section informs how much time would be allotted for each Faculty Annual Review Meeting. Enough time should be allotted to discuss the Faculty Self-Assessment and other data points, review goals for the coming year, and address any questions and concerns. Some faculty may require more time than others, e.g., faculty who may be offered additional responsibilities, faculty with significant growth areas or who are not on track, or faculty who are up for promotion and/or tenure. Alternately, Chairs may wish to schedule the meetings well in advance as prompts for faculty to submit materials. Attention to providing faculty enough time to prepare for the meeting is important. Building in some additional time for documentation and follow-up plans, or in the event of unexpected discussion, is recommended.

Chairs may consider setting a general agenda for all of the meetings that can be sent to all faculty, which sends a message of consistency. Inviting faculty to add any agenda items would be ideal for creating a “shared outcome and expectation” for the annual review. This helps to avoid unexpected topics and keeps the conversation constructive. A typical agenda may include:

- Shared Goals for the Meeting
- Review of Accomplishments and Challenges
- Ideas for Development and Mentoring
- Action Steps and Follow-Up

The Follow-Up

Determining a means of following-up with the faculty member after the Annual Review Meeting is a key element in the Faculty Annual Review Process. Components of effective follow-up include:

- Evidence that the Annual Review occurred
- Evidence of Chair's review of the faculty member's goals in a timely response. A simple sign-off can be done in the meeting. Any needed additional documentation can be emailed (and possibly mailed) shortly after the meeting occurs
- A system for filing all communication related to the Faculty Annual Review

Additional Resources for Chairs

- Chair's Annual Review Preparation Checklist
- Example Questions to Discuss at Faculty Annual Review
- The Conversation—Paese's Giving Constructive Feedback
- The SBI Model—Best Practice for Giving Constructive Feedback
- Seeking Feedback and Considering Perspectives
- Responding To and Handling Difficult Reactions

Chair's Annual Review Preparation Checklist

- Review of applicable promotion and/or tenure guidelines related to faculty member's appointment status

- Review of the selected data points, at minimum the Faculty Self-Assessment (including the reflective statement in this document)

- From the Faculty Self-Assessment and any other data points, identify success areas to positively reinforce in the meeting

- From the Faculty Self-Assessment and any other data points, identify growth areas and/or areas that require attention

- Consider opportunities for the faculty member based on faculty, departmental, school/college, and University goals

- Identify resources to assist the faculty member with growth areas and goals

- Review mentoring that faculty member has received in past year (if applicable)

- Consider other topics or areas to discuss in the meeting, such as new initiatives or challenges that will affect the faculty member

Example Questions to Discuss During Faculty Annual Review

To get the most out of the Annual Review Meeting, consider discussing the questions below:

- What are your goals, and plans for reaching them (include short-term and long-term)?

- How do your current activities and commitments fit with your professional goals? Are there areas in which you feel you are spending too much time?

- Where do you see yourself in three years? At the time of your first promotion or tenure review?

- What is your most significant accomplishment of the past year? What are you most proud of? What is going well for you right now?

- Is your mentor available and helpful to you (e.g., regular meetings, introduction to networks, opportunities to present)?

- How can the department help you succeed?

The Conversation—Giving Constructive Feedback

The feedback conversation is a key element of a strong Annual Review Meeting, and providing useful feedback effectively can be a challenge. **Feedback as Fuel, Not Friction**[1], an article by Matthew J. Paese, PhD, sets the stage about giving feedback in a 'reframed' future perspective—moving forward with what to do next and why—leveraging energy and restoring motivation. When feedback is articulated as 'fuel' for development, it serves as a catalyst for movement, not criticism. The faculty member is energized with a conversation that 'transforms' the annual review from what is wrong now to what will be right in the future.

Here are a few highlights and key recommendations adapted from Dr. Paese's article:

- Plan to generate insight for faculty's future development versus just a 'ritual' of an annual review message.
- Brainstorm options for new behaviors and skills development that focus on the impact of future work. Adopt a mentoring and coaching stance to stimulate faculty's mission and motivation.
- Focus your feedback on what will help the department and the teaching, research, or service outcomes (organization's perspective) then focus on listening to the faculty's self-assessment and your own assessment of the faculty, engaging in a reinforcing conversation of strengths, development areas, and future aspirations.
- Be specific about teaching, research, and service.
- Recognize that there can be, and may be, some tension in the feedback conversation. This is part of the process for engaging in a conversation that allows vulnerability and yet moves forward with building confidence by maximizing strengths and providing 'fuel' to grow and develop as a faculty member.
- Moving ahead – constructive feedback and ideas for development will offer the annual review as an opportunity to learn versus survive criticism.

[1] Paese, Matthew J., PhD. (2016). Feedback as Fuel, Not Friction. Training: Volume 53, No.6, 56-59.

The SBI Model—Best Practice for Giving Constructive Feedback

It is important to plan your feedback conversation and to write your key feedback examples using the SBI (Situation, Behavior, and Impact) model. Be specific and use descriptive statements and inquiry versus critical, criticizing, or judgmental statements.

The "**SBI" Model**: Recall the **Situation**; Describe the **Behavior** and the **Impact.**[2] Then you can ask the faculty member to respond. You can begin to explore ideas and options to improve when appropriate.

SBI Example*: The situation** – *When we review the teaching evaluations in course xyz, Fall 2016 semester, the* ***key feedback *provided from your students included not allowing ample time for discussions; the* ***impact*** *is that students felt frustrated and wanted to engage in conclusions that are important for the topic.* ***Let's discuss options*** *you feel would be helpful to develop this learning technique in your course. (Describe the situation, behavior, feelings, impact, and move to possible options)*. This feedback model focuses on the behaviors, not criticisms, of the person. Be sure to accommodate and allow some silence and a bit of time for the faculty to respond. Patience and listening are key strengths for effective feedback conversations. Watch out for and avoid ***judgmental feedback*** versus ***descriptive feedback***. Self-awareness check: Consider if you are holding onto a 'negative story' about this faculty member that may keep your perspective in a judgmental stance. Stay curious, not furious.

Judgmental Example: *When we review the teaching evaluations in course xyz, you are cutting off the students' discussions and creating a closed classroom that neglects learning* ***(judging and interpreting).***

In addition to reviewing the past evaluations and providing feedback, the ultimate goal for a review conversation is to ask the questions that focus on what to do moving forward – how to develop strengths, skills, new techniques, etc. Ultimately, your review conversation with faculty will culminate with setting mutual goals for future effective performance. Open the dialogue with questions such as: "How do you see this?" "What are your thoughts about this?" "What are you thinking about that situation?"

Often faculty may want space in the conversation to express frustrations and vent. Consider this reaction as the 'emotional or sensitive noise' that once vented, provides the new space and energy for 'thinking' – new opportunities for creative problem solving.

[2] Weitzel, Sloan R. (2000). Feedback That Works: How to Build and Deliver Your Message. Greensboro, NC: Center for Creative Leadership

Most feedback is not the **total truth** for any individual. However, it is the reality and perspective expressed from the person(s) giving the feedback. Therefore, it is thoughtful to anticipate and appreciate that the faculty member may have some reactions such as declaring **that the feedback is not their truth. Once again, actively listening** supports the faculty member with a conversation that typically uncovers their **intention**. Typically, a person's intention may be quite different from the behaviors that prompted the feedback and the impact as perceived by others. When you remain neutral, listen actively, and are empathic, you will understand the faculty member's intentions. This will shift the conversation and open the door to creative problem-solving options for development and actions to improve.

Make use of your silence by focusing on the listening process and let the faculty member know that you will take notes on their key points. Note-taking helps to slow down the pace, providing points you can come back to, while avoiding reacting or judging.

Seeking Feedback and Considering Perspectives: Be Proactive and Persistent in Seeking Feedback

They are several options about how to provide feedback to assist faculty with taking a proactive approach in 'leading' their career. Lee Bolman and Joan Gallos suggest the following to engage faculty (pp. 42-43)[3]:

- What do you think worked best?
- What could you have done better?
- What would you like to strengthen?[3]

Considering Perspectives – A View from the Chair's Role

Jeffrey Buller, in Positive Academic Leadership, refers to adopting the positive view and the perspective of 'leading upward' that will engage a larger view of the needs of the Chair and faculty (p.185)[4].

Questions that reflect on both perspectives include:

- As Chair, what do I need from the faculty member?
- As Chair, what does the faculty member need from me?

Even further, the perspective from the Dean:

- What does our Dean need from me and my faculty member?
- What does our Dean want from me and my faculty member?

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[3] Bolman, Lee G. and Gallos, Joan V. (2011). Reframing Academic Leadership. San Francisco: Jossey-Bass.
[4] Buller, Jeffrey L. (2013). Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference. San Francisco: Jossey-Bass.

Responding To and Handling Difficult Reactions

Faculty as academic experts in their disciplines are often highly sensitive to perceived criticism or evaluation. By keeping pace with the conversation and being steady and patient with emotional reactions or pushback, you will support the conversation to move toward the key mission-career development options. Your role is to listen, support, and encourage faculty to move into a development conversation, and avoid potential pitfalls of 'reacting' to their reactions.[5]

Possible Reactions	Strategies
Silence or unresponsive	Often the first response can be silence. It can take a few moments to formulate a response. Be patient with silence. Ask for their views. Inquire about what is most important for them—their mission and motivation. Really listen. Restate what you heard and restate the purpose or issue. Share your mission for development versus criticism.
Emotive responses	Remain focused and avoid responding immediately. Responding emotionally may result in saying something not as helpful. Acknowledge their emotion and restate the purpose to support faculty in their learning and development. Provide time to regain composure or suggest another time to meet. With anger, acknowledge their frustration without agreeing and restate the purpose for feedback and development. Provide time to regain composure or suggest another time to meet.
Venting / Defensive (too much to do; department overload)	Rephrase what is being said without agreeing; listen first and then move to the development options that can begin to help move forward within the faculty's control. Focus on how to grow versus 'rescuing them.'
Resistant / Defensive	Repeat what you heard to offer understanding. Discomfort and pushing back when receiving constructive feedback is typical. Listen first, and then revisit the facts. Reinstate the behaviors and impact. Be curious about their feelings. Be patient with the defenses and remain steady with facts and the goals to improve. Confirm that perceptions are not the total truth. Uncover their intentions. Focus on the problem not the person.

[5] Adapted and retrieved from: https://www.mindtools.com/community/pages/article/newCS_89.php

Additional Resources for Faculty

- The Faculty Member's Role
- Faculty Self-Assessment Form
- For Faculty: Example Questions to Discuss with Mentor to Prepare Self-Assessment
- Preparing the Curriculum Vitae
- "Mentoring Map": Role of Mentors, Sponsors, Readers, and Others
- Examples of Individual Development Plans (IDPs)
- Developing Teaching Portfolio Resources

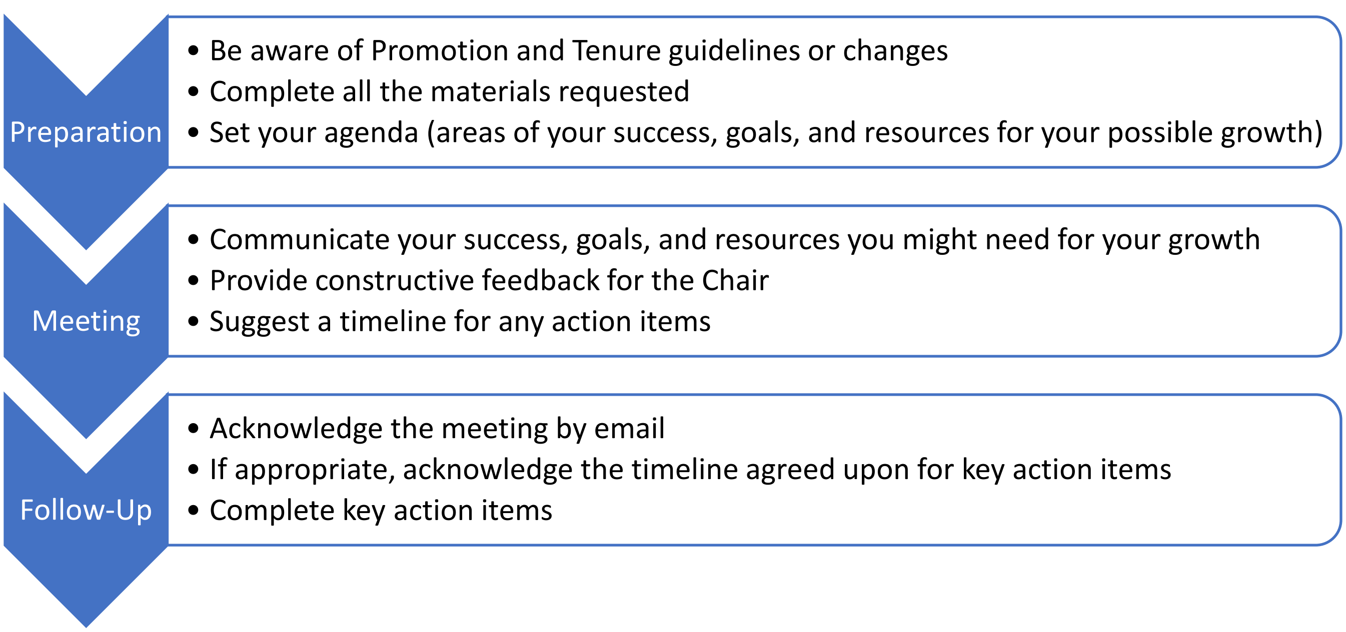
The Faculty Member's Role

The faculty member is at the center of the Faculty Annual Review Process. In addition to your Curriculum Vitae, and depending on your position, the Chair may ask for:

- A Faculty Self-Assessment
- Teaching Evaluations
- A Teaching Portfolio
- Peer Evaluations of your teaching
- Reports from mentors or supervisors

Figure 4 describes a process for the preparation of the meeting and following-up.

Figure 4. Overview of Annual Review Process – Faculty



FACULTY SELF-ASSESSMENT FORM

A regular and thoughtful performance review is a critical tool for professional advancement in an academic scientific career. This form is designed to guide an annual performance review for faculty who are engaged in research and/or teaching. A major goal of the annual review is to assist faculty in assessing their progress toward promotion. The reviewer will be the department chair. This process is separate from and supplemental to regular feedback from a mentor.

Annual reviews are typically arranged by the departmental chair or designee. A faculty member may also request a review during the cycle, if needed. The faculty member is responsible for completing and compiling the information requested in this self-assessment form. The completed form should then be submitted to the chair and followed-up by a meeting to complete the review process. Both chair and faculty member should sign and date the form at the end.

Name:

Department:

Submission Date:

Review Period (e.g., July 2015-June 2016):

I. Teaching Metrics. List all teaching activities that you have participated in during the review period. If a section is not applicable to you, note "N/A."

a. Courses taught during review period. Add the following information: Course name, in which department(s) the courses are taught, teaching role, types of learners (e.g., undergraduates or graduate / professional students) and number per course, and number of lectures taught per course. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Course Name	Department(s)	Teaching Role	Learners: Type and #	# Lectures Taught

b. New courses developed (same information as above):

Course Name	Department(s)	Teaching Role	Learners: Type and #	# Lectures Taught

c. **Mentorship on students' theses, dissertations, or other mentoring during review period.** These include names of undergraduate and/or graduate students supervised, their thesis, dissertation, or honors thesis titles, and completion dates for degree work. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Student Name	Department(s)	Thesis Title	Completion Date	Comments

d. **Teaching awards received**:

e. **Invited presentations and talks**:

f. **Publications related to teaching**:

g. **Innovation**: Development of any novel teaching approaches, materials, or teaching products:

h. **Teaching goals**: Summarize in one paragraph your teaching goals for the coming year (include any resources you will access or grants you will seek to achieve your teaching goals):

II. Scholarship Metrics. List all scholarly and performance accomplishments over the period of this review. You may cut and paste from your Curriculum Vitae for each of the following sections. If a section is not applicable to you, note "N/A."

a. **Refereed papers published or in press**:

b. **Refereed other products of scholarship published or in press** (including engaged scholarship):

c. **Books and/or book chapters published or in press**:

d. **Book reviews published or in press**:

e. **Invited publications** (e.g., review article, editorial):

f. **Notable publicity of findings or publications** (e.g., in print, radio, or TV media, etc.):

g. **Honors and awards related to research or scholarship**:

h. **Products of creative activity, such as performance and exhibitions**:

i. **Digital and other novel forms of scholarship** (with electronic links displayed, if relevant):

j. **Refereed unpublished oral presentations and/or abstracts**:

k. Research grants (include all active and pending grants) (USE TEMPLATE BELOW FOR ALL GRANTS LISTED):

Grant Source PI (Last Name) Enter your role if not PI	mm/dd/yyyy to mm/dd/yyy $ amount	Enter % effort
Grant Title		
Purpose or Goal:		

l. Other scholarship:

m. Scholarship goals: Summarize in one paragraph your scholarship goals for the coming year (include any resources you will access or grants you will seek to achieve your research goals):

III. Service Metrics. List your service, including any leadership, contributions in the categories below over the period of review. Categories begin with departmental service all the way up to international service. If a category does not apply, note "N/A."

a. Service on departmental committees. Add the committee title, your role on committee, and term of service. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Committee Title	Role(s) played	Term

b. Service on College of Arts and Sciences or School committees. Add the committee title, your role on committee, and term of service. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Committee Title	Role(s) played	Term

c. Participation in Dean's initiatives. Add the title of the initiative and the activity or role you performed for this initiative. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Initiative Title	Activity

d. Service on University committees. Add the committee title, your role on committee, and term of service. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Committee Title	**Role(s) played**	**Term**

e. Service in local or regional organizations. Add the name of organization, your role or activity with organization, and term of service. You can cut and paste from your Curriculum Vitae or use the table below (ADD MORE ROWS IF NEEDED):

Organization Title	**Role(s) played**	**Term/Activity**

f. Service in national organizations (e.g., NSF reviewer, reviewer or on editorial board of national journals, membership in professional society that is national). Add the name of organization, professional society, or journal; your role or activity; and term of service (ADD MORE ROWS IF NEEDED):

Organization Title	**Role(s) played**	**Term**

g. Service in international organizations (e.g., reviewer or on editorial board of international journals, membership in professional society that is international). Add the name of organization, professional society, or journal; your role or activity; and term of service (ADD MORE ROWS IF NEEDED):

Organization Title	**Role(s) played**	**Term**

h. Service Goals: Summarize in one paragraph your service, including any leadership, goals for the coming year. Include any resources you will access or seek to achieve your service goals.

Summary

IV. Faculty member's reflective statement (up to 1 page following this form)

Summarize the past-year's accomplishments that you are most proud of as they relate to teaching, scholarship, research, and/or service, including any leadership opportunities you have had. Reflect on the mentoring you have received to accomplish these goals, including how the mentoring relationship is working (if you had mentoring) and what you would like to see improved. Conclude with how your past-year's accomplishments and your goals for the coming year relate to your long-term goals as a faculty member at UNC-CH.

V. Checklist to be Completed by Chair

- ☐ Faculty Self-Assessment reviewed
- ☐ Faculty Reflective Statement reviewed
- ☐ Annual Review Meeting with faculty completed
- ☐ Notes during Review (if any)

Faculty Member	Date
Chair	Date

Note: Signatures may not imply agreement.

Example Questions to Discuss With Mentor to Prepare Self-Assessment

- ☐ In addition to publications and grants, are there areas where I could work in order to be a stronger candidate for promotion? Do you have advice for me about strengthening any part of my dossier?

- ☐ Is my dossier unbalanced in any way? Am I concentrating too much in one area?

- ☐ At this point, which strategy would you advise: Should I be accepting all good opportunities to speak, or should I be focusing more on my research or lab?

- ☐ What advice do you have for me about prioritizing my activities?

- ☐ Is my teaching load appropriate and/or equitable with others of my level in the department?

- ☐ Is the spectrum of my research sufficiently focused?

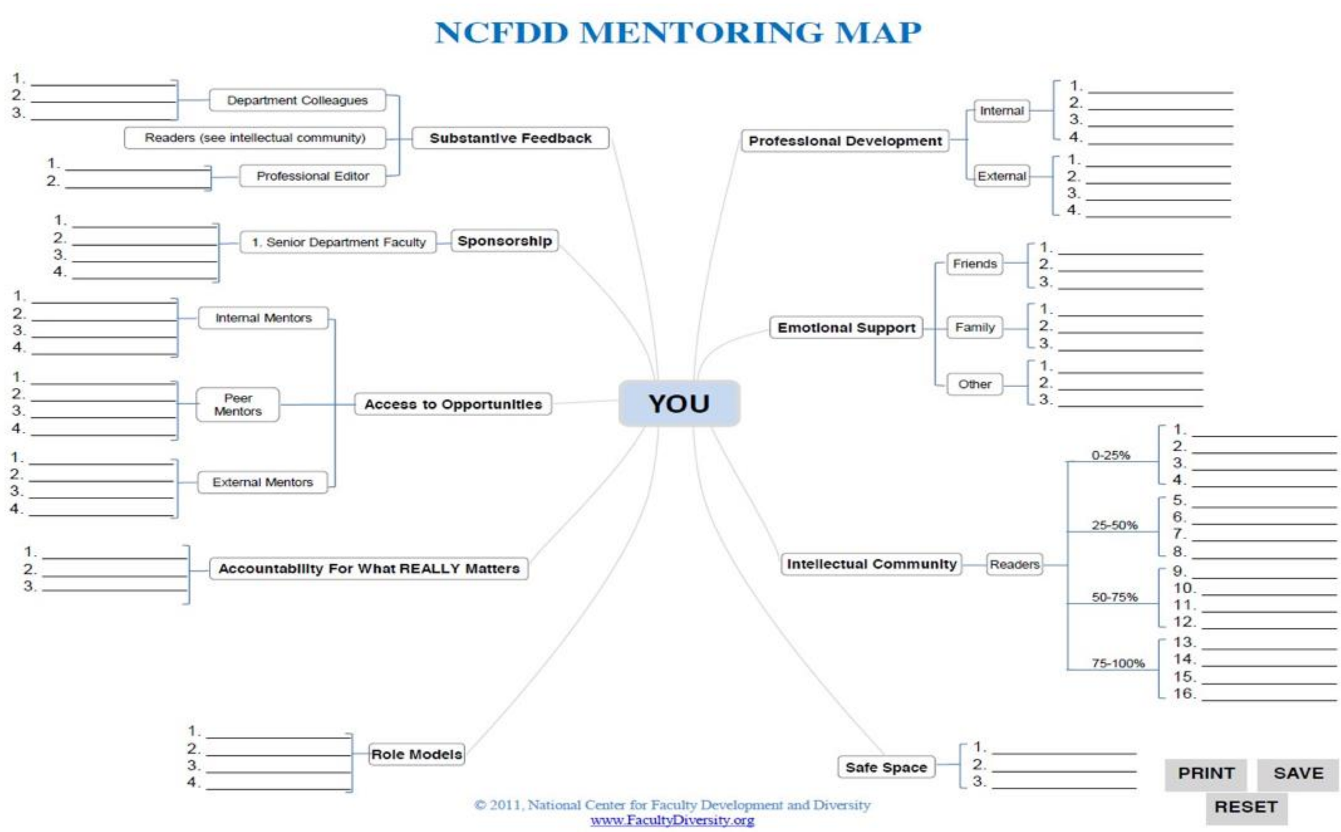
- ☐ How can I develop my national and/or international reputation? Am I making adequate progress toward developing both national and international reputations? Is there anyone else I should be speaking to?

Preparing the Curriculum Vitae

As part of the dossier to prepare for promotion and tenure, all faculty need to create a curriculum vitae (CV) using the Office of the Provost's template (refer to link in Resources). The CV "is meant to allow all faculty members an opportunity to showcase their teaching, scholarship, service, engagement, creative endeavors, interdisciplinary activities, and a wide array of accomplishments including non-traditional products." The CV can be used to prepare the Self-Assessment Form.

The "Mentoring Map": Role of Mentors, Sponsors, Readers, and Others

As a faculty member at UNC-CH, you are encouraged to seek guidance from a number of different individuals other than your Chair or primary mentor in your department (if applicable). Relationships with mentors, sponsors, readers, peers, and others are vital to the process. The National Center for Faculty Development and Diversity (NCFDD) offers a Mentoring Map as an illustration of engaging various people in your personal and professional network to assist you to develop support for your career steps and responsibilities. As you begin to develop professional relationships at UNC-CH, consider using this map to define the different types of support in your network. If there is a formal mentoring program in your department, the Chair may consider obtaining input from your assigned mentor but also learn about your other mentoring relationships and supports. Your Chair may consider having the assigned mentor "sign-off" on the faculty member's self-assessment and/or follow-up plan.



Individual Development Plans (IDPs)

IDPs are tools that facilitate conversation between mentor and mentee about mentee's professional development needs and expectations. While IDPs typically are used with postdocs and graduate students, a number of research-intensive institutions have adopted faculty-level IDPs as part of their overall approach to faculty mentoring by helping faculty mentees create and track progress toward career development goals, particularly as they relate to promotion and/or tenure. Several faculty-level IDP templates are included at the end of this guide.

Developing Teaching Portfolio Resources

Teaching is an expectation of UNC-CH faculty, particularly for the teaching faculty. From **A Summary and Analysis of Written Guidelines for Evaluating Teaching Effectiveness at UNC-Chapel Hill** (See Resources) prepared by the CFE, the UNC Policy Manual does have guidelines on tenure and teaching at all universities in the UNC system, adopted in 1993. These guidelines state:

> …Chancellor of each constituent institution of the UNC system to: review procedures for the evaluation of faculty performance to ensure that (1) student evaluations and formal methods of peer review are included in teaching evaluation procedures, (2) student evaluations are conducted at regular intervals (at least one semester each year) and on an ongoing basis, (3) peer review of faculty includes direct observation of the classroom teaching of new and non-tenured faculty and of graduate teaching assistants, and (4) appropriate and timely feedback from evaluations of performance is provided to those persons being reviewed.

The many advantages of a teaching portfolio include being a:

- Tool to organize and document teaching effectiveness and innovation for promotion and tenure dossiers
- Repository for evidence of changes in teaching over time
- Site to gather multi-media artifacts from a course, including student evaluations
- Tool for reflection on teaching

For faculty who are interested in developing presentations or publications on their teaching, a portfolio can provide a touchstone for analyzing changes of teaching over time. While there is no standard teaching portfolio template that faculty—whether they are on the tenure-track, tenured, or fixed-term—are expected to prepare, some schools at UNC-CH have established their own teaching portfolio guidelines for their faculty that can be used as a model for any faculty to use. One comprehensive model is from the School of Dentistry (See Resources).

Resources

- Dossier: Format for Tenure Track or Tenured Faculty Review
  http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenuretenure-track-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/

- Standard Order Table (Template for CV)
  http://academicpersonnel.unc.edu/files/2014/11/Standard-Order-Table-TT-T-v-11.18.2014.pdf

- UCSF Mentoring Toolkit
  http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

- UC DAVIS IDP
  http://sdps.ucdavis.edu/toolkits/career_management/plannextsteps/your_individual_development_plan/index.html

- Feedback as Fuel, Not Friction by Matthew Paese (2016)
  https://trainingmag.com/trgmag-article/feedback-fuel-not-friction

- A Summary and Analysis of Written Guidelines for Evaluating Teaching Effectiveness at UNC-Chapel Hill
  https://provost.unc.edu/policies-committees/evaluating-teaching-effectiveness/

- School of Dentistry Teaching Portfolio
  https://www.dentistry.unc.edu/wp-content/uploads/2015/07/Teaching-Portfolio-Criteria.pdf?x29767