Walking the Talk: Toward a Values-Aligned Academy

APPENDIX G: Faculty Annual Review Forms

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APPENDIX G: Faculty Annual Review Forms

The faculty annual review forms appearing here in Appendix G have been developed by faculty and administrators in the Department of Writing, Rhetoric, and American Culture (WRAC) in the College of Arts and Letters at Michigan State University.

The annual review process involves a peer-review committee of faculty members from the department who use these forms as they evaluate faculty activities over the course of a given year. These forms are submitted to the department chair and they inform decisions regarding general salary increases, annual review feedback, and mentoring conversations.

The first form is for tenure system (TS) faculty. It provides an example of how the Charting Pathways of Intellectual Leadership framework (see Appendix F) can be applied in an annual review context. The rubric here also includes language about the impact of the COVID-19 pandemic on faculty activities.

The second form is for non-tenure system (NT) faculty and academic specialists (AS), whose work focuses largely on teaching. All teaching activities of faculty in the non-tenure system at Michigan State University are governed by the Union of Nontenure Track Faculty (UNTF-AFT Local 1855/AFL-CIO). The dean’s office in the College of Arts and Letters at Michigan State University is working with non-tenure and academic specialist faculty to adopt the Charting Pathways of Intellectual Leadership framework to their specific appointment types.

These forms were developed through a collaboration of Sonja Fritzsche, Associate Dean of Academic Personnel and Administration in the College of Arts and Letters; Jacqueline Rhodes, at the time Professor and Department Chair in the Department of Writing, Rhetoric, and American Cultures and now Joan Negley Kelleher Centennial Professor of Rhetoric and Composition at the University of Texas – Austin; and Ben Lauren, Associate Professor, Director of Graduate Programs and Associate Chair in Department of Writing, Rhetoric, and American Cultures at Michigan State University.
Faculty Annual Review Form – TS Faculty

Annual review and/or merit pay review committee members: Please complete a form for each faculty member under review. The committee chair will collect the forms to prepare a committee report for the chair that provides brief narrative commentary regarding each faculty member for the chair’s use in writing annual review letters.

Faculty member under review:  

Review Year:

Contract percentages (or percentages negotiated research/creative activity/teaching service for the reporting year):

Sharing Knowledge

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<th>Level One</th>
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<th>Level Three</th>
<th>Level Four</th>
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<tbody>
<tr>
<td>A faculty member must <strong>meet</strong> responsibilities to Department courses and students and show evidence of professional development.</td>
<td>A faculty member must have <strong>meritorious</strong> accomplishments in research and creative activity, instruction, and service within the academic and broader community.</td>
<td>A faculty member must demonstrate <strong>distinguished</strong> accomplishments in research and creative activity, instruction, and service within the academic and broader community.</td>
<td>A faculty member must demonstrate <strong>exceptionally high</strong> accomplishments in research and creative activity, instruction, and service within the academic and broader community.</td>
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Summarize Strengths, Weaknesses, Achievements, and Recommendations

As you summarize in this section, explain how the faculty member engaged the following considerations in regard to research activity.

How did the faculty member share knowledge?

How did the faculty member share knowledge through teaching?
How did the faculty member share knowledge through service/outreach?

Review committees must take the impact of the global pandemic into account in accordance with the Provost's memos on COVID impact statements and evaluation. The impact of COVID may have reduced the workload in the area of research in favor of greater activity and accomplishments in teaching or service. Reviewers need to accommodate for this change in workload and not review it adversely, but rather evaluate the review materials according to the work accomplished rather than the work not accomplished.

Mentoring/Stewardship

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Summarize Strengths, Weaknesses, Achievements, and Recommendations

As you summarize in this section, explain how the faculty member engaged the following considerations.

How did they expand opportunities for others? In what ways did they engage in mentorship and stewardship?

Review committees must take the impact of the global pandemic into account in accordance with the Provost's memos on COVID impact statements and evaluation. The impact of COVID may have greatly increased the workload and accomplishment in the area of teaching and service. Reviewers need to accommodate for this change in workload and not review it adversely, but rather evaluate the review materials according to the work accomplished rather than the work not accomplished.
WRAC Faculty Annual Review Form – NT/AS Faculty

Annual review and/or merit pay review committee members: Please complete a form for each faculty member under review. The committee chair will collect the forms to prepare a committee report for the chair that provides brief narrative commentary regarding each faculty member for the chair’s use in writing annual review letters.

Faculty member under review: Review Year:

Contract percentages (or percentages negotiated research/creative activity/teaching service for the reporting year):

Teaching

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Summarize Strengths, Weaknesses, Achievements, and Recommendations

As you summarize in this section, also explain how the faculty member engaged the following considerations.

How did the faculty member share knowledge? How did they expand opportunities for others? In what ways did they engage in mentorship and stewardship?
Service/Outreach

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Summarize Strengths, Weaknesses, Achievements, and Recommendations

As you summarize in this section, also explain how the faculty member engaged the following considerations. How did the faculty member share knowledge? How did they expand opportunities for others? In what ways did they engage in mentorship and stewardship?