School of Education and Human Services

Policies and Procedures for the Annual Evaluation of Tenure Track Faculty

Part I: Yearly Activity Reports

All tenure track faculty are required to submit to the Department Chair a Yearly Activity Report, which highlights the work and accomplishments of the current academic year. (For purposes of evaluation, the period covered by the annual evaluation period covers the most recent spring, summer, fall and winter semesters). Reports should be no longer than three pages (12 pt., Times New Roman font), and highlight your achievements in the areas of teaching, professional development, and service from the lists that follow. In a final section of the activity report, faculty should list 3-5 achievable goals for the next year. It is highly recommended that faculty meet with their Department Chair before completing the Yearly Activity Report.

Teaching and Facilitation of Student Learning

- Courses taught in the current academic year, with enrollments. Include spring and summer courses.
- Innovations/improvements in teaching over the past academic year.
- Course or program development.
- Summary of student evaluations. Include instructor report sheet and all comments.
- Independent studies, thesis supervision, and/or mentoring of undergraduate student research or presentations.
- Student advising (note approximate number of advisees).
- Teaching circles, pedagogical workshops/conferences attended, and direct benefits to your teaching gained from them.
- General education or implementation efforts.
- Efforts in the area of assessing student learning, with reference program goals and continual improvement.
- Any additional information on teaching you feel is relevant and important.

Scholarship, Professional Development and Creative Work

- Publications and creative works that appeared or were performed during the academic year. Provide complete citation or performance information.
- Work completed, submitted and accepted for publication, or in press.
- Research or creative work in progress that you will complete in the coming academic year. Include progress toward longer-term goals as well.
- Conference presentations.
- Any additional information on scholarship or creative work you feel is relevant.
- Any scholarship that involves work with, or participation of UM-Flint students, whether undergraduate or graduate.
- Internal, external or other research grants.
Professional and University Service

- University, School and/or Department service, committee work and other special assignments. Divide this on the basis of:
  - Department- or program-level.
  - College-level
  - University-level
- Service to the profession, including journal editing, review of articles/books for publication, attendance at and participation in professional meetings, invited seminars and lectures.
- Civic engagement and attempts to foster/provide civic engagement opportunities for students.

Reflection on Goals

In this section, please provide evidence of your work this year toward the goals you established in the previous year. Your reflection should describe your work toward your goals as it informs your teaching and/or scholarship, with a particular emphasis on your thinking as a scholar. Relevant content may include your actual experiences (e.g., effort, successes, challenges, opportunities), reflection on the outcome (e.g., critique of product) or reflection on the processes (e.g., collaboration), and contribution to knowledge building (e.g., insight, new direction, dissemination strategy).

Goals for the Next Academic Year

List 3-5 goals that you will work toward in the coming year. Goals may be related to any or all of the areas of work in which you engage. It is recommended that a discussion about goals occurs between each faculty member and the department chair. This discussion can occur according to the department’s specified review procedures.

Part II: Annual Faculty Evaluations by Department Chair

Yearly Activity Reports should be forwarded to the Department Chair, who will use faculty activity reports as the basis for writing the annual evaluations. The same guidelines used by faculty to write the Yearly Activity Reports will be used by Chairs to write the evaluations. Faculty evaluations written by the Chair shall be returned to the faculty member and forwarded to the Dean’s Office with each faculty member’s Yearly Activity Report.

Realizing that not all faculty will have the same focus, or contribute to all areas equally, the Chair’s evaluation should consider excellence in teaching, scholarship, and service in terms of contributions to the department, school, campus, community, and profession.

Part III: Letter from the Dean
The Dean will include, in each faculty member’s annual merit letter, summary comments based on Part I and Part II of the annual evaluation process. Letters will be sent during the third week of August each year.

**Part IV: Recommended Process and Outcomes**

1. Faculty submit completed SEHS Yearly Activity Report to their respective chair or program director by **May 15th** each year.
2. Chairs or program directors write feedback letters and send them to all faculty reviewed by **June 15th** each year.
3. Each faculty member reviewed may provide and submit a written response to the chair's feedback, if desired.
4. Chairs or program directors submit completed Faculty SEHS Yearly Activity Reports along with their Faculty Evaluations to the Dean’s office by **June 30th** each year.
5. Debriefing meetings between the chair and individual faculty are optional and can occur at any time (even in the summer or early fall), on request from either the faculty or chair.
6. All departments should insure their own policies and procedures of faculty reviews are aligned with SEHS to avoid separate processes.

Last revised: January 28, 2015
Approved: January 28, 2015