

Office of the Provost

Preparing for Annual Reviews

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Overview



Purpose of reviews



**Preparing your
materials**



**Preparing for the
conversation**

Purpose of the annual review from the institution's perspective

- Provide faculty a structure to identify and seek support for developmental goals
- Ensure faculty are on track for promotion and/or tenure
- Identify and develop faculty as leaders (small “I” or large “L”)
- Make strategic decisions to prioritize faculty support requests

Purpose of the annual review from the faculty perspective

- Get feedback to make sure you are on track for tenure, promotion, awards, or other developmental goals
- Ask for resources to meet your goals

Why are we talking about preparing for annual reviews?

Isn't it just about how skilled the person conducting the review is at giving feedback and supporting you?

Common mistakes that highlight where faculty can impact the conversation:

- Materials:
 - Starting late or spending very little time on material
 - Submitting before getting feedback from mentor(s)
 - Including controversial policy positions in materials

Common mistakes that highlight where faculty can impact the conversation:

- The conversation:
 - Not actively seeking feedback
 - Seeking general feedback
 - Bringing up other issues
 - Bringing up problems without an “ask” or possible solution
 - Not knowing what the person conducting annual reviews *can* influence

Small group discussion:

- What have your experiences of annual reviews been?
- What mistakes have you made?
- What have you learned from your experiences?

An aerial photograph of a city street intersection during the 'blue hour' of sunset. The sky is a vibrant blue with wispy white clouds. In the foreground, a multi-lane street with a brick-paved crosswalk is visible, with several cars and a yellow bus. To the left is a large, multi-story brick building with a flat roof. To the right is a large green park area with a prominent white classical building featuring a dome and columns. The text 'REVIEW MATERIALS' is overlaid in a yellow box on the left side of the image.

REVIEW MATERIALS

Small group discussion:

- What kinds of materials are you asked to prepare?
- What has worked well for you in preparing those materials?

Tips for your CV:

- Follow template
- Add to it every time you do something
- Review colleagues' CVs to make sure you aren't missing items
- Check in with collaborators about how you're describing your role on grants, manuscripts, etc.
- Edit for typos and consistent formatting
- Get feedback!



Statements typically include:

- Key contributions
- Special accomplishments or recognitions
- Goals completed from the previous year
- Goals for next year
- Obstacles encountered

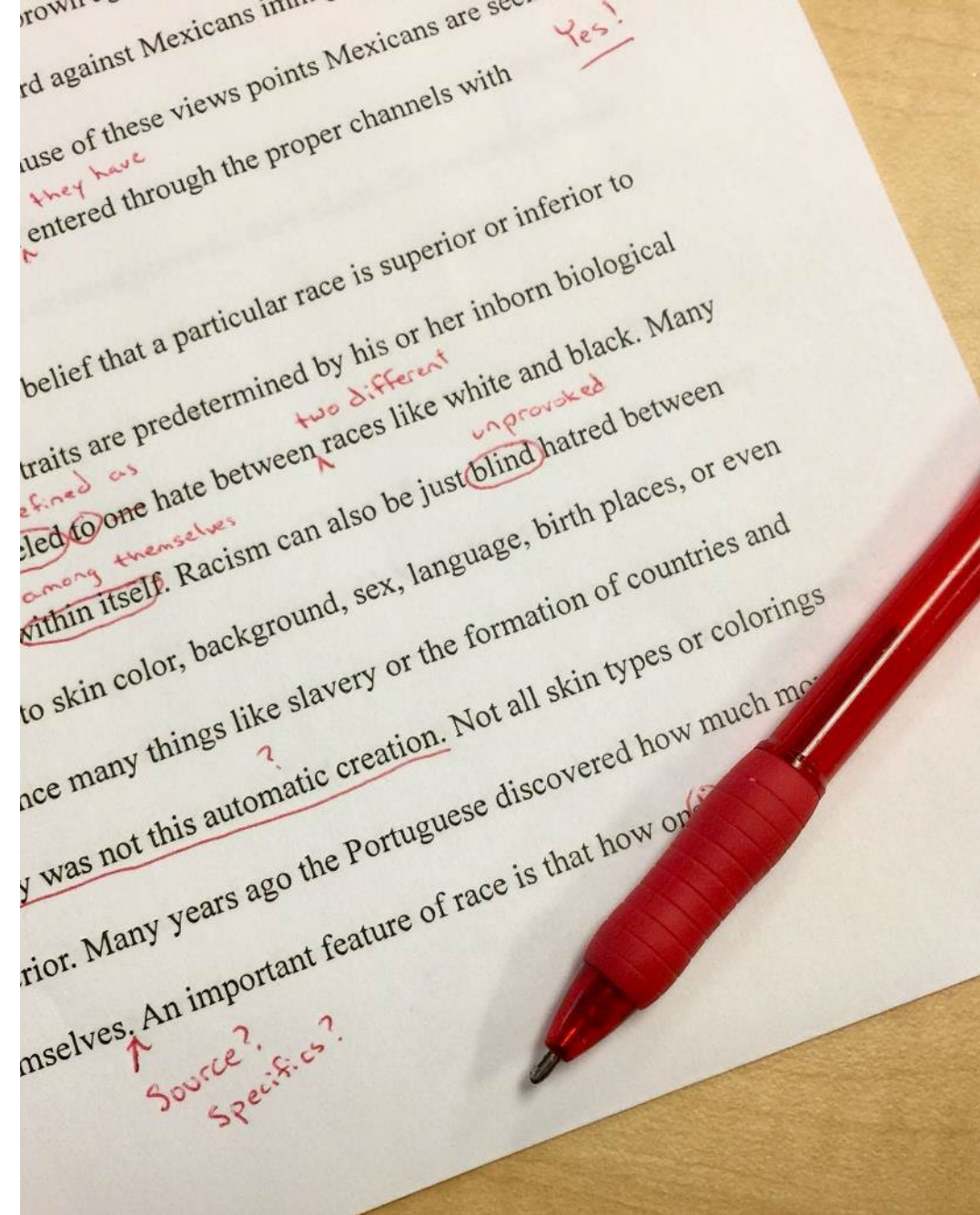
Statements are a story

- What goals are you working toward?
- Why are your goals important?
- How your specific activities helped you reach your goals?



Tips for your statements:

- It is *persuasive* writing
- Start early, each year is a significant revision
- Plan, draft, revise, edit
- Get feedback on argument and framing
- Get feedback on writing





THE CONVERSATION





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- “Mastery requires feedback” – Brené Brown
 - “[Learn] to respond to praise and criticism – without getting hooked by it...” – Tara Mohr



Defensiveness can shut it down (Brené Brown)

- Defensiveness can make you
 - feel more anxious, frustrated, overwhelmed
 - argumentative
- Tell yourself: “There’s something valuable here. Take what works and leave the rest”



Take what is of value (Tara Mohr)

- REFRAME the feedback
- What of the feedback is truly RELEVANT?
- REVISE your approach



Build your relationship for better feedback

- Help your DEO/Dean get to know you, your passions and goals
- Get to know your DEO/Dean
 - Approach the interaction with empathy for them
 - Learn how you are helping them /the unit succeed
- Close the loop – let them know how feedback or support was helpful

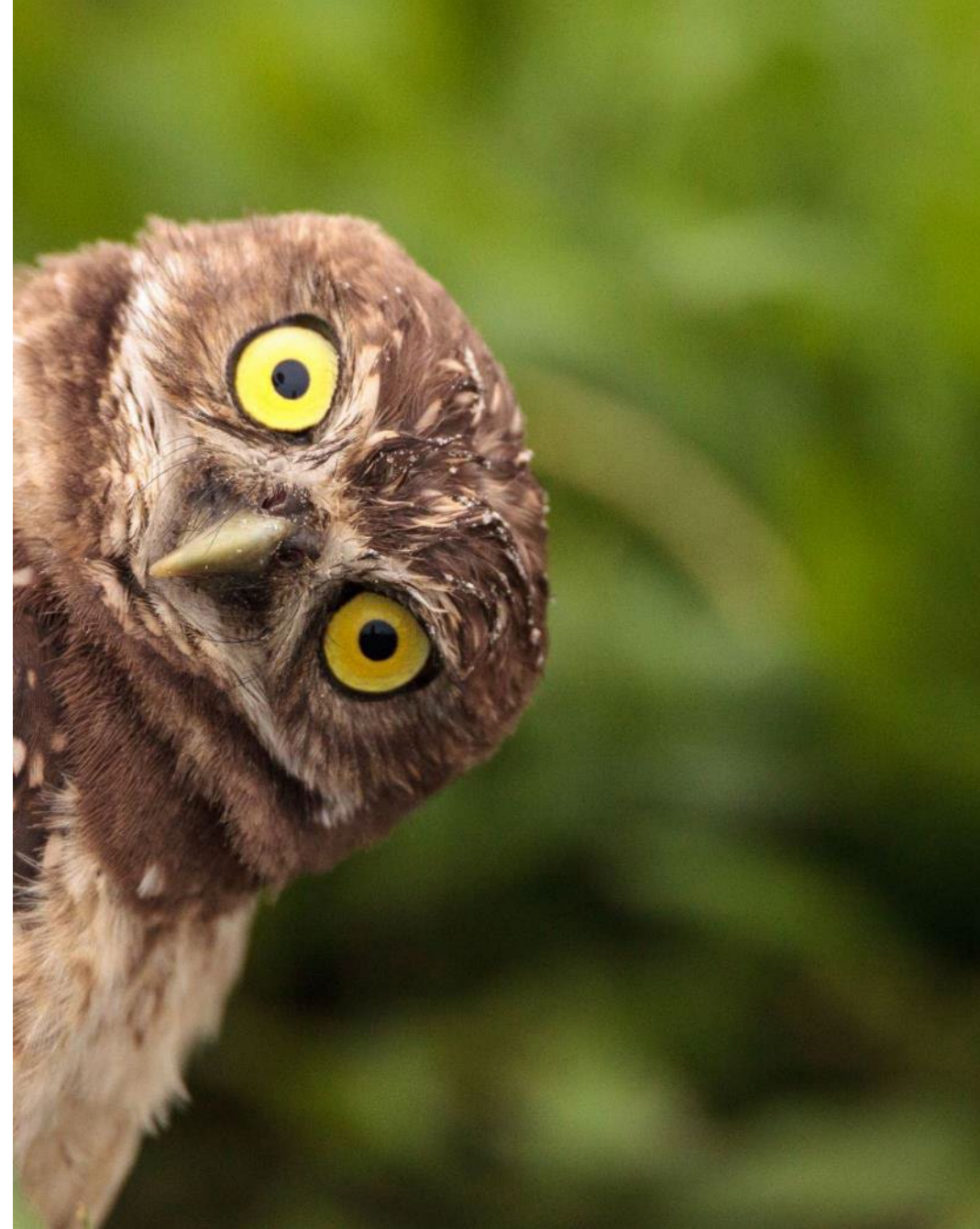
Small group discussion:

- What is your emotional reaction to approaching annual review conversations?
- How do you prepare for the annual review conversation?
- What preparation or approach has helped the conversation serve your needs?



If you aren't getting the feedback you need, ask direct questions.

Follow up with clarifying questions.
Ask for examples.



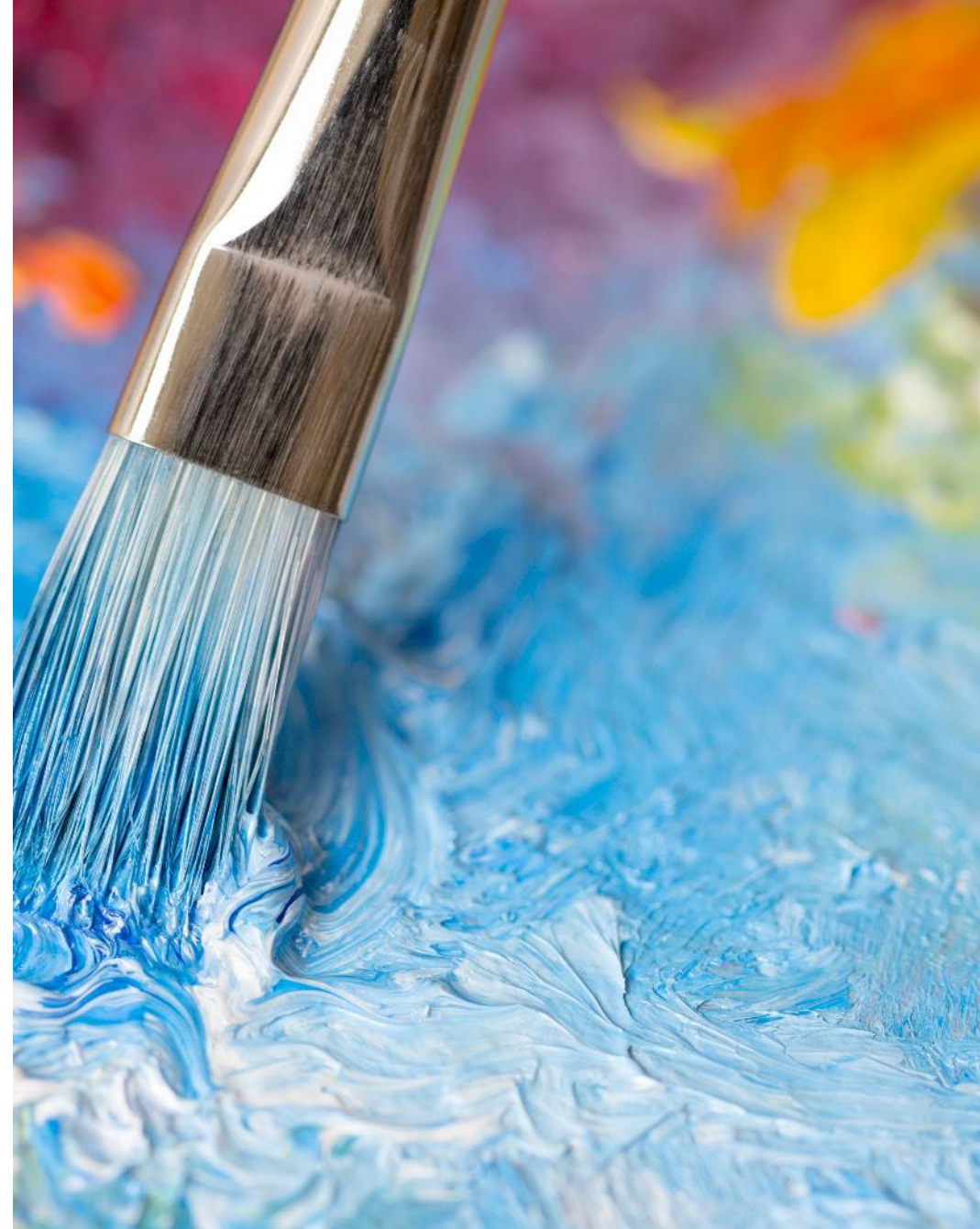
Example questions:

- Where should I focus my attention so that I am on track for earning tenure in 2 years?
- Is securing a grant more important than two more publications in earning tenure?
- What do you see as my leadership strengths?
- What is one way I could improve as a public scholar?
- Can you give me some examples of the journals in which I am expected to publish in this department?

Example questions:

- I know my teaching evaluations are below the department average. I plan to work with CfT to make my assignments clearer. From your read of ACE comments and my teaching observation, will that plan address the concerns?
- Can you give me examples of how I could improve my communication skills?
- Can you help me understand how this advice will help me to reach my goal of promotion to Associate Professor of Instruction?

“[The] ultimate goal in receiving feedback: a skillful blend of listening, integrating feedback, and reflecting it back with accountability” -Brené Brown



Small group discussion:

- What specific feedback do you need from your annual review to improve?
 - What question(s) could you ask to make sure you get that feedback?
- *Optional:* What support or resources do you need to meet your goals?
 - How will you ask for what you need?
- What is the one thing you will do to improve the quality of your conversation in your annual review?



Don't let this be your only goals check-in

- Individual Development Plans for faculty
- 5-year plans
- Semester “strategic” plans



Review



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Summary of best practices for materials:

- Avoid a list in the statements – it is the story of your why and your impact
- Approach statements like persuasive writing
- Give yourself time
- Revise and edit
- Get feedback

Summary of best practices for the conversation:

- Be open to feedback. Focus on what is helpful and keep your defenses down.
- Ask a specific question to seek feedback you need
- Build a relationship with your DEO/Dean

IOWA

Office of the Provost

Thank you!

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