

**IOWA**

Office of the Provost

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# Preparing for Annual Reviews

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# Overview

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**Purpose of reviews**



**Preparing your  
materials**



**Preparing for the  
conversation**

# Purpose of the annual review from the institution's perspective

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- 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

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- 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?

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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:

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- 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:

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- 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

# In the chat:

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1. Is this your first annual review?
2. If “no” (you have had an annual review before)...
  - What have you learned from your experiences?



An aerial photograph of a city street intersection during the day. The sky is bright blue with scattered white clouds. In the foreground, a multi-lane road with a brick-paved intersection is visible. A yellow and black bus is driving through the intersection. Several cars, including a red one and a black one, are also present. To the left, there are several multi-story buildings with flat roofs and awnings. To the right, a large green lawn is bordered by trees and a white building with a prominent dome and columns. The overall scene is a vibrant urban landscape.

# REVIEW MATERIALS

# Tips for your CV:

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- 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!

# In the chat:

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1. What other kinds of materials are you asked to prepare?
2. What has worked well for you in preparing those materials?



# Statements typically include:

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

# Statements are a story

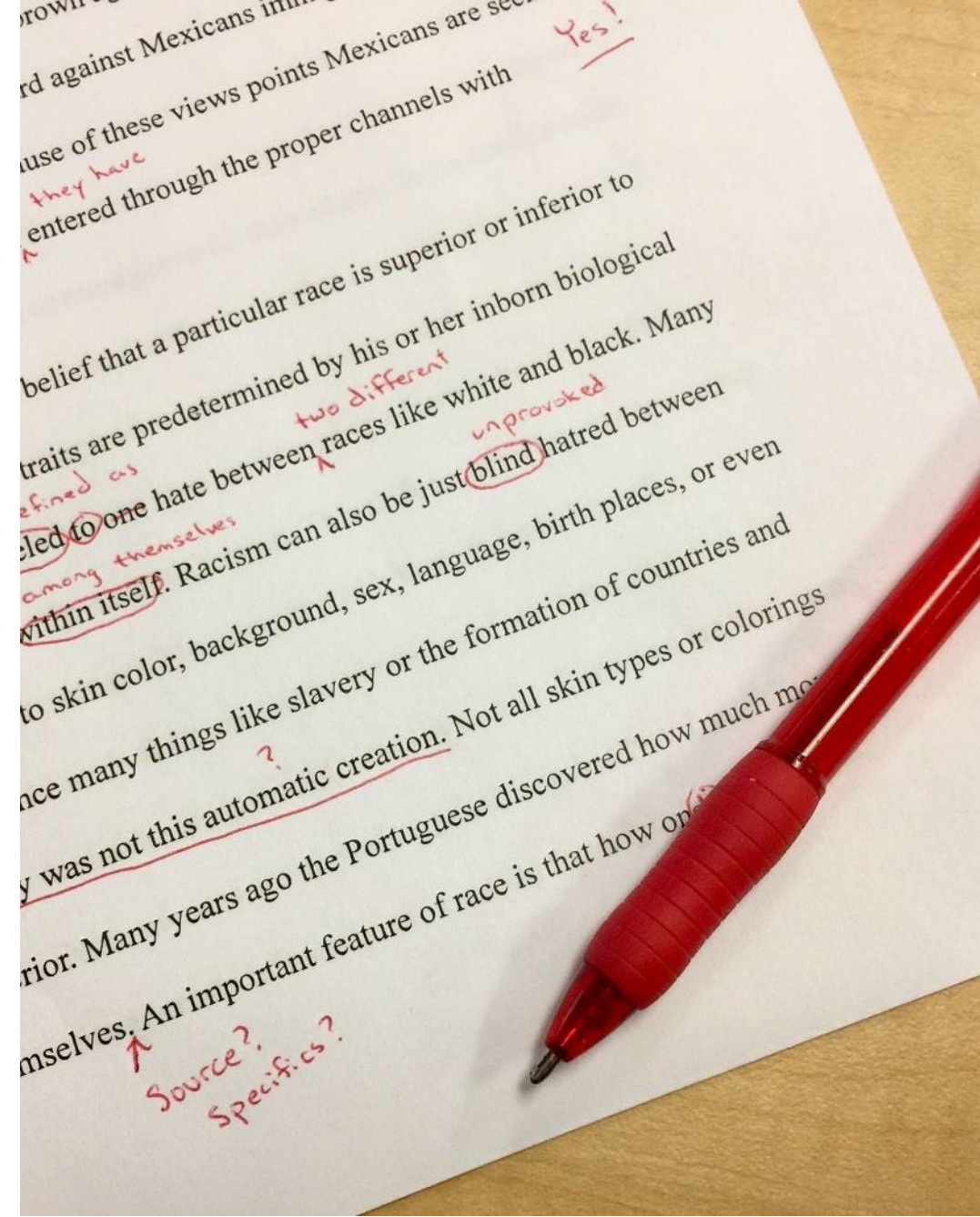
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- What goals are you working toward?
- Why are your goals important?
- How your specific activities helped you reach your goals?



# 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





Cal 8 — ○  
Cal. 6 — ○  
A house icon is also visible on the whiteboard.

# THE CONVERSATION



# In the chat:

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- What is your emotional reaction to approaching annual review conversations?





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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)

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- 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)

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



# Build your relationship for better feedback

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- Help your DEO/Dean get to know you
- 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



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

Follow up with clarifying questions. Ask for examples.



# Example questions:

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- Where should I focus my attention so that I am on track for earning tenure in 2 years?
- To earn tenure, which would be most beneficial, securing a grant or publishing two more papers?
- 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?

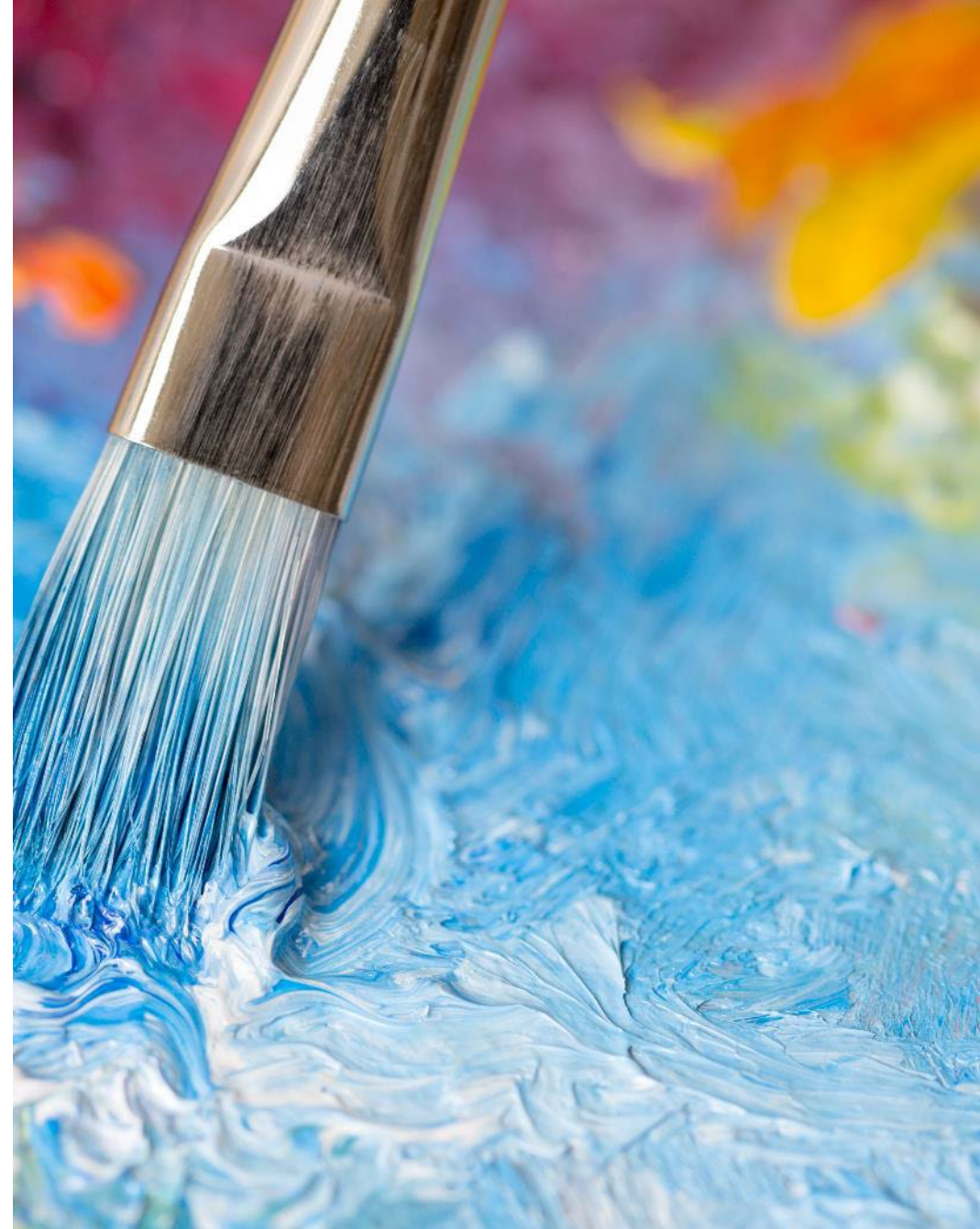
# Example questions:

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- 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?

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





# Small group breakout room discussion:

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- 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 the only check-in on your goals

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



# Review

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# Summary of best practices for materials:

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- 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:

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- 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

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# Thank you!

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