



Guidelines for Faculty Performance Evaluations: 2021 Completed Evaluations are Due to the Provost's Office by March 1, 2022

Overview of Annual Performance Evaluation Process (FSH 3320)

The unit administrator requests annual performance evaluation materials from the faculty member. This request is coordinated with the deadlines set by the college.

Faculty member provides first draft of the annual activity report and an updated copy of the CV in Uldaho format to unit administrator. Faculty have the option to include a one-page COVID impact statement.

Unit administrator writes the review and delivers a draft to the faculty member (FSH 3320 A-1-d).

The unit administrator offers a conference to discuss the materials and to potentially adjust the evaluation and/or position description as relevant.

The faculty member shall sign the evaluation form indicating the opportunity to read and discuss it with the unit administrator. Faculty member may include a response to the evaluation.

Annual evaluation materials are forwarded to the college (FSH 3320 A-1-f).

If the evaluation is altered at the college level, the faculty member must have the opportunity to read, discuss, and respond to the revised evaluation!

Finalized and signed annual evaluation materials forwarded to the Provost's Office by March 1, 2022.

Supplemental Instructions:

- The current annual performance evaluation form can be found at the bottom of [FSH 3320](#). Only current forms will be accepted. Evaluations on older forms will be returned.
- Procedures for annual performance evaluations are detailed in FSH 3320 A. Units and colleges must follow the processes detailed in this policy. Please particularly note the number of days faculty have to respond to each portion of the evaluation process.
- An evaluation is required for all University Faculty who have a position begin date in 2021 or earlier.
- Evaluations are allowable but not required for temporary faculty.
- Faculty may include a one-page, optional COVID Impact Statement that details the ways in which the pandemic has affected their teaching, research or creative activity, outreach, and/or service and leadership (see below for instructions).
- In Fall 2020, Anthology, a new course evaluation system was adopted. During Spring 2021, U of I used the internal U of I scale of 0-4 to measure teaching in Anthology. In Fall 2021, Anthology required the adoption of a new scale of 1-5 to measure teaching. This scale aligns with standard measurement practices and will be used going forward. As a result, faculty who taught in Spring and Fall 2021 will have their teaching evaluations represented by two distinct scales. Anthology will provide course, department, college and institutional comparisons, but there will be differences in the comparisons between Spring and Fall of 2021 because of the different scales.
- Faculty who demonstrate exceptional performance can be considered for merit increases if there are available funds. Please see FSH 3420 B to guide recommendations regarding merit increases.
- FSH 3320 B details faculty performance that does not meet expectations. If a faculty member does not meet expectations in any area, individually or overall, then the supervisor needs to follow the processes detailed in that policy. There are official meetings required to assist the faculty to improve their performance if a faculty member does not meet expectations.
- Completed evaluations are due to the Provost's office no later than **March 1, 2022**; however, check with your college dean's office for earlier internal deadlines.
- The college shall forward all evaluation material at the unit and college level, including the dean's narrative and faculty responses, if any, for the faculty member's permanent personnel file in the Provost's office. This includes the following documentation required in FSH 3320-A-1-c:
 - Evaluation form with all signatures.
 - Current Curriculum Vitae attached to the evaluation (Combine into one PDF file).
 - Written detailed summary report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the Position Description for the review period. This report may be in the form of a self-evaluation using the annual evaluation form included in the policy.
 - Other materials necessary to document efforts and accomplishments for the review period.
- Forms must be submitted electronically by the college designee to the provided Share Point Provost Office folder. **All components of the evaluation (four bullet points above) need to be combined into one PDF document.**
- Forms must be named in the following way. ***V number-PE-2021***

Guidelines for Faculty Performance Evaluations FAQ:

What is a COVID Impact Statement?

The COVID Impact Statement is an opportunity for faculty to describe both positive and detrimental effects of the pandemic on the mix or balance of their work activities and the types of work outcomes that they were able to achieve. Evaluators are asked to consider these impacts as they apply departmental and college standards in faculty annual evaluation processes. Inclusion of a COVID Impact Statement is optional. If a faculty member includes one with the annual evaluation materials, it will become part of the permanent evaluation record (see below for instructions).

Can faculty exclude teaching evaluations due to the pandemic?

Teaching evaluation information must be included for Spring 2021 forward. Exclusion of end of semester teaching evaluation information has been discontinued.

How should the evaluation form be filled out if the percentage for a PD category is zero?

If the PD % category is zero, there is nothing to evaluate the faculty member on for said category. Therefore, write in "N/A" in the corresponding box. If there is a box marked for "yes meets" or "no doesn't meet" for a position description with zero percentage, then the evaluation will be returned for correction.

Who writes the initial narrative?

The initial narrative describing the performance of the faculty member can be developed by the faculty member, by the department/unit administrator, or collaboratively between the faculty member and the departmental administrator. Ultimately, it is the responsibility of the department chair/unit administrator to finalize the narrative for each responsibility area (teaching and advising, scholarly and creative activity, outreach and extension, and university service and leadership). In addition, the unit administrator must provide a narrative of overall performance including an assessment on progress toward tenure, promotion and/or continued satisfactory performance.

Following this action in the process, deans have an opportunity to review the evaluations and provide additional comments which are also then shared with the faculty member. Once the evaluation is finalized, then all parties should sign the evaluation form per the processes established in FSH 3320.

Can you explain the joint appointment signature line versus the interdisciplinary check box?

If the faculty member has a true joint appointment it is the responsibility of the department chair/unit administrator to solicit input from the joint appointment supervisor and incorporate that into the evaluation form. The joint appointment supervisor must sign the evaluation form on the indicated line.

If the faculty member is engaged in an interdisciplinary unit and/or a center, there is no need to have an additional signature on the form. The department chair/unit administrator is responsible to solicit, consider, and include evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative. The box must be checked indicating there is feedback attached.

How is the overall annual performance and the progress toward tenure, promotion, and/or satisfactory performance different?

The "overall" evaluation references the work done in the past year. It should summarize the evaluation of the four areas. The "progress" portion (bottom box of the form from FSH 3320) evaluates the trajectory of the faculty toward tenure, promotion(s), and/or continuing employment. This narrative provides guidance to the faculty member in addressing strengths and/or areas for growth from the perspective of performance over time.

Note: It is possible that a faculty member will have a satisfactory annual evaluation but not be making overall progress towards promotion and/or tenure. Unit/college criteria for promotion and tenure standards should be referenced to provide guidance.

How do I account for collegiality? How do I document if someone is meeting their position description goals but is difficult to work with?

Collegiality can be considered part of Service and Leadership. Observations regarding collegiality may be addressed in the narrative for that section and the overall summary. Continued collegiality issues could result in referencing additional Faculty Staff Handbook policies: FSH1565 A-1, FSH3160 B-3, and 3170 A.

Administrators are encouraged to document how collegiality problems negatively affect aspects of the faculty member's performance in any of the four responsibility areas (e.g. has a negative effect in the classroom, hurts their ability to do research with their team, hinders their outreach success, etc.).

If a faculty member does not meet expectations in one responsibility area, does that mean I have to mark that they don't meet expectations overall?

The "overall" evaluation is not a weighted score relative to job responsibility percentages. It is a judgment the chair/unit administrator makes after assessing the accomplishments of the faculty member during the year under review. Examples of factors to consider may include the proportion of the time assigned for an area(s) relative to productivity, the essentiality of the area of concern, or the impact of the concern on future success. Unit administrators should consult their dean before delivering an evaluation that contains a "does not meet expectations" rating. There are required meetings that result from a "does not meet expectations" evaluation—either in an individual area or an overall rating. Please review FSH 3320 B.

Optional COVID Impact Statement

University of Idaho's dedicated faculty have made significant adjustments to their work as a result of the COVID-19 pandemic. Faculty members have the option to develop a one-page COVID Impact Statement, which can be added to the materials prepared for annual evaluations to help ensure that their efforts can be documented and recognized. ***Including a COVID Impact Statement is optional.***

The COVID Impact Statement is an opportunity for faculty to describe both positive and detrimental effects of the pandemic on the mix or balance of their work activities and the types of work outcomes that they were able to achieve. Evaluators are asked to consider these impacts as they apply departmental and college standards in faculty annual evaluation processes. Evaluators are also asked to recognize the individualized impacts of COVID and avoid universalizing these statements; for example, the same factor that presented an opportunity for one candidate may have presented a hardship for another.

The inclusion of a COVID Impact Statement is allowable by FSH 3320 A-1 under the supplementary instructions detailed each year by the Provost's Office. This statement will become part of the permanent annual evaluation record.

COVID Impact Statement Instructions

In one-page, faculty may detail information about the impact of COVID-19.

For each relevant area of responsibility for the position description, the faculty member may summarize changes in practice that affected productivity including but not limited to:

- Opportunities to demonstrate innovation and/or creativity;
- Modifications or increases to workload, activities or approaches;
- Canceled or delayed events, activities, or work products;
- Reduced access to facilities, locations, personnel, or partners;
- Opportunities to address emergent issues related to the pandemic and/or
- 'Invisible' service to sustain departmental or other operations or to support students.

COVID impacts should be discussed explicitly in the faculty member's statement as well as in the departmental and college assessments.

In addition, each faculty member—at their discretion—may elect to address other observed effects on productivity that may fall outside of specific realms of responsibility. The inclusion about these circumstances is optional.

Filling out the form:

**Faculty Annual Performance Evaluation¹
Includes Disclosure of Conflict⁹**

For Review of Period: January through December (year) Enter the correct review year

Faculty Name: **Provide full name**

Employee V#: **Ensure correct v#**

Rank: **Rank during year of review**

Administrative Title (if applicable): **Leave blank unless the faculty member has an administrative appointment**

Unit(s): **Primary unit of the faculty member (first) and others, if the faculty member has more than one unit appointment and/or interdisciplinary appointments**

Responsibilities	PD % - Enter the percentage of effort from the PD (enter 0 if category is not on PD)	Narrative - For each area of responsibility, describe the basis for their evaluation of the faculty member's performance in this area. These boxes can be initially filled out by either the faculty member or the unit administrator depending on the practices of the unit.	Met or Exceeded Expectations Yes OR No -One box must be marked for each area that is on the PD (Indicate N/A if 0%)	
Teaching and Advising ²				
Scholarship and Creative Activities ³				
Outreach and Extension ⁴				
University Service and Leadership ⁵				
Overall faculty member met or exceeded the expectations defined in the position description	The narrative in this section is developed by the chair/unit administrator, summarizing the overall performance for the current year including strengths and weaknesses.		Mark one box to indicate the overall performance of the faculty member.	

Commentary/recommendations on progress toward tenure, promotion, and/or continued satisfactory performance.*

The narrative in this section is developed by the unit administrator. It should address the trajectory of the faculty member toward tenure, promotion(s), and/or continuing employment. This narrative provides guidance to the faculty member by addressing future expectations.

***Relationship to Promotion and Tenure Process.** The faculty annual performance evaluation is an administrative review. Annual evaluations are one component of the independent promotion and tenure process. See FSH 3520 and 3560 for details on the promotion and tenure process.

Appropriate parties will sign below.

Unit Administrator Signature _____ Date _____

Add "NA" if the appointment is not a joint appointment.

Unit Administrator Signature (joint appointments [if applicable]) _____ Date _____

Faculty Signature ⁶ _____ Date _____

Dean Signature _____ Date _____

Check appropriate box if comments are attached.

- Interdisciplinary/Center Administrator Comments Attached** (if applicable). The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative. **All solicited comments are to be attached to this form.⁷ Attach the comments as a separate document and not as part of the above narrative.**

- Faculty Comments Attached** (optional). The faculty member is allowed to include comments that respond to the administrator's evaluation. **Attach the comments as a separate document and not as part of the above narrative.**

- Dean's Comments Attached** (optional). If there is any significant difference in the commentary, recommendations, or evaluation overall between the department chair and college dean, **the dean shall include a narrative stating the reasons for these differences.** The form with attachments must be returned to the faculty member and an opportunity provided for the faculty member to respond.⁸ **Attach the comments as a separate document and not as part of the above narrative.**

Disclosure of Conflicts⁹

Make sure one of the boxes are marked and both signatures are on this section. A completed conflict management plan must be attached if the faculty member discloses a conflict (2nd box).

- If you have a conflict to disclose then you also will need to complete Form FSH 6240A.
- If there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change.
- Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240B

- I **DO NOT** have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.
- I **DO** have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.
 - I have submitted FSH 6240A and a plan to manage each conflict or apparent conflict to my unit administrator.

Faculty Signature _____ Date _____

Unit Administrator Signature _____ Date _____

Note: An evaluation of "not meeting expectations" in any responsibility area or in the overall evaluation triggers procedures outlined in FSH 3320-B. It is the unit/colleges responsibility to be aware of and implement required next steps outlined in 3320-B.