

This template is designed to support TIU heads in writing faculty annual review letters and is provided as a guide. Information to be individualized is noted in brackets. Information relevant to only some faculty ranks or that is required is indicated with notes in red. The members of the Office of Faculty Affairs are available to answer any questions that arise in this process. Please also refer to the [Faculty Annual Review and Reappointment Policy](#).

[DATE]

[NAME], [RANK AND TITLE]

[TIU NAME]

[COLLEGE]

Dear [NAME],

I write to share an annual review of your performance in your role as [RANK AND TITLE *(and time in rank, where appropriate)*] and to provide feedback to you. The primary purpose of annual reviews is to support your progress towards tenure *(if a tenure track assistant professor)*, promotion *(if a tenure track associate professor, clinical/teaching/practice assistant or associate professor, or research assistant or associate professor)*, reappointment *(if clinical/teaching/practice, research, or associated faculty)* as well as other ongoing outcomes. *(If relevant, include something like the following statement.)* As a probationary faculty member, the Office of Academic Affairs strongly recommends that the annual review process for probationary faculty involve the tenured TIU faculty or a subset thereof. *(If your unit follows this recommendation, include a sentence about how your TIU does so. If relevant, include something like the following statement.)* As a reminder, your next mandatory review [4th year review, promotion with tenure review, reappointment review] will occur in [YEAR]. Should you have questions about the process of this review, please work with [PERSON/PEOPLE].

(Provide a description of the faculty member's appointment. The following language is an example.) You currently hold a [9 or 12]-month appointment with an expectation of [X%] teaching, [Y%] research and creative activities, and [Z%] service in accord with your letter of offer and the TIU (or college) guidelines *(if those are available—otherwise just the offer letter)*. *(Additional categories may be added, such as administrative positions and/or clinical or extension appointments. If a faculty member has a joint appoint, include information about that appointment as well. The following language is an example.)* You also hold a joint appoint with [DEPARTMENT/SCHOOL/UNIT] with [X%] assigned to [DEPARTMENT/SCHOOL/UNIT], [Y%] assigned to [DEPARTMENT/SCHOOL/UNIT], and [Z%] assigned to [DEPARTMENT/SCHOOL/UNIT]. I have met with [CHAIR/DIRECTOR/DEAN] from [DEPARTMENT/SCHOOL/UNIT] to discuss your engagement with their unit. An evaluation and feedback of your work with that unit is provided below.

(Where applicable, the annual review letter/report must, at a minimum, address the items listed in black text below. In addressing these activities and other relevant topics for the faculty member, the annual review letter/report should distill the major accomplishments in these areas, summarize goals and strategies from the past year, and provide focused action steps to meet future goals and expectations, including for promotion. OAA generally recommends that the letter/report be no longer than 2–3 pages.)

- I. Teaching and Advising
 - a. New Course Development

- b. *(Other topics to consider include courses taught, clinical teaching engagements, serving as course or clinic director, student mentoring not linked to formal advising, student and peer evaluations of instruction, curricular contributions, substantial curricular or course revision, team teaching, professional development opportunities undertaken by the faculty member related to teaching.)*
 - c. *(If applicable, recognize how the faculty member performs outstanding work in inclusive pedagogy and helps resolve recognized equity gaps in learning in their teaching and student mentoring activities.)*
 - d. *(If applicable, include shortcomings/concerns noted in previous reviews (and/or throughout the year) that have been addressed or need attention/remain unsatisfactory.)*
- II. Scholarship, Research, and Creative Activities
 - a. *Publications and creative works (not only how many and where published, but the impact of the scholarship, consistency of themes in scholarship, etc.)*
 - b. *Funding (for funded awards, not only the award and amount but the impact of the funding opportunity, such as the granting agency, collaborations across universities, etc., as well as grants submitted for review, grants submitted but not funded.)*
 - c. *(Other topics to consider include engagement in community engaged scholarship and impacts, mentoring of students specifically in research and creative activities, engagement in entrepreneurial activities, scholarly work that is not a publication, creative work, or funding, as well as support of graduate students (funding) as a research assistant, and/or for travel or other research support.)*
 - d. *(If applicable, recognize how the faculty embeds inclusion and equity into their research and student mentoring activities.)*
 - e. *(If applicable, include shortcomings/concerns noted in previous reviews (and/or throughout the year) that have been addressed or need attention/remain unsatisfactory.)*
- III. Service—including efforts to foster equity and inclusion in the unit
 - a. *Service could include TIU level service, university service, professional service, and/or community service. It could also include continuing education if this does not fit into the teaching category.*
 - b. *(If applicable, recognize how the faculty member performs outstanding work in inclusive and equity service activities to their TIU, College, university, and/or profession.)*
 - c. *(If applicable, include shortcomings/concerns noted in previous reviews (and/or throughout the year) that have been addressed or need attention/remain unsatisfactory.)*
- IV. *(If applicable, clinical practice)*
 - a. *(Providing healthcare services through a university clinic that may or may not involve student mentoring.)*
- V. Honors and Awards *(This information can be included in the relevant subsections already defined—teaching and advising, research and creative activities and creative activities, service—or in its own section and can include endowed and named positions.)*
- VI. Continual Development *(This information may include practices undertaken by the faculty member to move their career forward and can be included in the relevant subsections already defined—teaching and advising, research and creative activities, service—or in its own section. Please note any efforts in personal development in inclusive excellence as it relates to the support of their teaching, research and creative activities, and/or service.)*
- VII. *(Joint Appointments)*
 - a. *(Include and evaluation and/or feedback from the lead of the joint appointment. This may be another TIU head or a faculty director from a Discovery Theme or University Center.)*
- VIII. *(Administrative or Leadership Work)*

- a. *(If the faculty member holds an administrative or leadership position that does not fit into their service obligations. This work will generally have a specific portion of the faculty member's time assigned. This work can include serving as an associate dean, associate chair, center director, OAA faculty fellow, or unit-level faculty fellow, as examples. For faculty members in these roles, include language that is either evaluative OR how the evaluation of that role will occur.)*
- IX. *(Engagement within the department/school/unit relating to culture and engagement)*
 - a. *(The annual review letter/report is a good place to articulate how a faculty member is supporting a positive culture in the unit, or not, and to document past conversations.*
 - b. *Here are some considerations*
 - i. *If a faculty member has been an asset to moving the TIU forward, this can be noted and the TIU head can discuss how this might support the faculty member's goals for the coming year. Please note any efforts in supporting the TIU's effort in developing inclusive practices in support of faculty, students, and staff.*
 - ii. *If a faculty member has been a barrier, the TIU head should summarize any conversations from the year as well as articulate expectations for the coming year.)*
- X. *(If applicable, include a section on issues/concerns that have arisen throughout the year where the TIU head/dean/others have commented on the behavior/conduct of a faculty member that does not align with the POA/APT/university policies and/or University Faculty Rules/Shared Values.)*

(If the TIU uses rankings, define what they are and share those rankings. This can be included in the above sections, or as a summary.)

(Provide a summary noting suggestions/recommendations on what has been successful, where improvement is needed, and assistance that can be provided to support the faculty.)

Per our conversation, your goals for next year are: *(The goals listed here should be specific to the faculty member's job as well as any behavioral goals set by the TIU head. For assistant professors, at least one goal should relate to promotion and tenure. For associate professors, at least one goal should relate to promotion. For professors, goals may be related to leadership development.)*

- I. (Goal 1)
- II. (Goal 2)
- III. (Goal 3)
- IV. (Etc.)

Your assignments for next year will be: *(Include this section if known. If not known for certain, including information about when assignments will be known would be helpful. If a shift in role will occur, this can be articulated here. For example, if an increased focus on research is to be expected, describe the shift in workload here.*

(Share any reminders about mentoring supports available through the department/school and/or college that a faculty member might benefit from utilizing.)

This review was completed in compliance with the [Faculty Annual Review and Reappointment Policy](#). This letter will be placed in your primary personnel file and will become part of your dossier for subsequent reviews. Under university policy, you have the right to review your primary personnel file and may place

in it, and in your dossier where appropriate, a response to any evaluation, comment, or other materials it contains.

Sincerely,

TIU Head

(An opportunity can be included for the faculty member to sign that they have received and reviewed the annual review letter.)