

Department of Educational Psychology Annual Performance Review Process and Rating Form for Contract Teaching Faculty (CTF)

Overview of process of creating this annual review form:

All contract faculty (CTF) participate in an annual performance review, which covers performance in all aspects of their position in the Department of Educational Psychology **in the last calendar year**, and included the following procedures/timeline:

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| <ul style="list-style-type: none"> • December: • Late Jan/Early Feb: • March: • April: • May: | <ul style="list-style-type: none"> to edpsych@umn.edu Merit review committee reviews materials and recommends to chair Chair finalizes reviews and meets individually with faculty Reviews are uploaded to personnel files Chair reports data in aggregate to department Chair allocates merit based on performance |
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- CTF are prompted to assemble materials for their performance review CTF submit materials

Ed Psych rating form development and piloting/implementation:

The Ed Psych rating form was developed by the Professional Development and Recognition Committee (PDRC) in an iterative process of drafting, soliciting feedback, revising, and testing, as follows:

- 2023-24:
 - Following a request from multiple faculty at the Sep 2023 department meeting, the PDRC reviewed the merit review form to gauge alignment with the department's revised workload policy.
- 2022-23:
 - The PDRC drafted minimum performance criteria **based on Ed Psych's 7.12 Promotion and Tenure guidelines** and samples from other departments.
 - From there, they drafted criteria for performance ratings along three categories: "Does Not Meet," "Meets," and "Exceeds expectations."
 - The draft was shared with Ed Psych CTF and the steering committee for feedback.

Directions:

1. Briefly describe all employment-related accomplishments **in the 20XX calendar year** below. 2. Based on your performance in the **20XX calendar year**, indicate your accomplishments relative to your individual FTE breakdown indicated in your contract and reflected above. (Check whether you've met criteria at EACH LEVEL, not just the highest-level ranking that you believe represents your accomplishments--i.e., there should be check marks at each level if level 3 criteria are met). Note, the criteria listed are not exhaustive, but rather are designed to capture the most common activities. As such, you may opt to select "other" and provide an explanation of activities toward an Exceeds Expectations rating.
3. ~~Please include comments explaining accomplishments you do not feel are adequately captured by the criteria or ratings, as well as description of the impacts of COVID or other extenuating circumstances on your activities and accomplishments during the review year.~~
4. For any Exceeds Expectations rating, please provide an explanation of how specific activities warrant classification as 'exceeds expectations' providing context necessary for evaluation by reviewers in and out of your discipline and research area. These statements should be taken into account by raters and in the determination of the final rating.
5. Contract faculty contracts may outline multiple different responsibilities under the "Teaching" FTE breakdown. In the response areas below, when we ask you to rate the teaching component, please focus specifically on the classes you are teaching. The additional responsibilities outlined in this section in your contract can be reported on in the "Other Responsibilities" response area.

Raters will use the candidate's CV with calendar year entries highlighted, self-ratings, and comments to derive a rating based on the criteria. Ratings will be based on the highest performance level for which criteria are met. Note that ratings should be interpreted as follows:

Does Not Meet = Performance does not meet expectations listed in the job description, or as described in the "additional or modified annual FTE activities" section below, in one or more ways.

Meets = Performance meets expectations listed in the job description and/or as described in the "additional or modified annual FTE activities" section below.

Exceeds = Performance exceeds expectations listed in job description and/or as described in the "additional or modified annual FTE activities" section below.

Name:
Employee ID:
Date:
Year of Review:

Total FTE in EPSY¹:

Teaching FTE:
Service FTE:
Leadership FTE:
Research FTE:

Description of additional or modified annual FTE activities

Due to the nature of CTF jobs and the needs of our department/programs, CTF responsibilities may shift over time in order to best support the functioning of the department. If you feel your job duties shifted from what is outlined in your FTE breakdown above and/or shifted in ways that are different from the responsibilities listed in your job description, please include a breakdown of your position this year. (Reach out to your HR contact, program lead, or department chair for a copy of your job description if you don't already have it.) Please also indicate how deviations from what is outlined in your contract were important to supporting your program or department.

¹ Faculty with <100% FTE in Ed Psych will have an individual workload agreement with the Department Chair that will specify how their reduced appointment will be distributed across research, teaching, and service. This altered distribution will be considered in the merit committee's review of annual performance. Note that merit is applied separately for department and other (CEHD/UMN) appointments.

TEACHING

Does Not Meet	Meets	Exceeds
☐ Teaches less than load described in the contract without benefit to the program	☐ Teaches the load or equivalent described in the contract <u>and</u> ☐ Consistently attends and leads assigned courses consistent with course/program guidelines and overall mean ≥ 4.75 in course evaluations (for courses with small enrollments: evidence of student learning/development) or other evidence of teaching effectiveness (see 7.12) provided in addition to required materials (please explain below) <u>and one or more of the following:</u> ☐ Evidence of mentoring undergraduate & graduate scholars (e.g., collaborative publications, presentations, grants, UROP), or ☐ Substantial curriculum development or instructional innovations, or ☐ Evidence of contributions to diversity, equity, and inclusion as it pertains to teaching/advising/mentoring, or ☐ Evidence of other teaching/advising/mentoring contributions (please explain below)	In addition to meeting the criteria of "meets," multiple evidence of the following (check all that apply): ☐ Teaching or advising award (college, University, national, or international) ☐ New training grant ☐ Exceptional mentorship of student scholarship or collaborative scholarship with students (e.g., serving on student committees) ☐ Noteworthy teaching innovations, curricular developments, or exceptionally productive advising ☐ Outstanding or influential contribution to program development ☐ Arranges for peer observation and demonstrated response to feedback or growth/professional development in response to peer observation ☐ Conducts peer observation(s) and provides feedback ☐ Conducts course syllabus review for peer ☐ Demonstrates course revisions in response to feedback from course syllabus review ☐ Exceptional in quantity/impact of contributions to program, department, or college in teaching, advising, or instructional leadership ☐ Evidence of exemplary contributions to diversity, equity, and inclusion as it pertains to teaching/advising/ mentoring ☐ Evidence of other exceptional teaching/advising/mentoring contributions (please explain below)

For any 'exceeds expectations' criterion selected, please provide explanation/description within the Candidate Comments.

Tailor assessments to each individual's unique role (see page 2), job description, and most recent workload plan.

If any course releases or leaves during review period, describe here:

Self-rating:

Candidate Comments (optional):

Rater 1:

Rater 2:

Final:

COVID Impact (optional):

Committee/Rater Feedback:

SERVICE

Does Not Meet	Meets	Exceeds
☐ Does not participate in any service or leadership related activities.	☐ Active membership in and contributions to at least one <i>internal</i> committee or represents the program/department in other administrative meetings ☐ Effectively provides leadership and/or administrative support for student-focused programs (e.g., director of clinical training and school counseling) or program processes (e.g., admissions decisions) ☐ Evidence of contributions to diversity, equity, and inclusion as it pertains to service/outreach <u>or</u> ☐ Evidence of <u>other service/outreach contributions</u> (please explain below)	In addition to meeting the criteria of “meets,” multiple evidence of the following (check all that apply): ☐ Active participation in College and University level committee ☐ Active participation in candidate search committee ☐ Service award (e.g., local community, college, University, national, or international) ☐ Reviewer/editorial contributions to one or more journals or academic meetings in program area ☐ Major internal leadership role ☐ Outstanding or influential contribution to internal policy ☐ Major elected or appointed external position ☐ Outstanding or influential administrative support for an internal program ☐ Presenting at a teaching conference ☐ Student recruitment activities ☐ Exceptional in scope, quantity, or impact of contributions or partnerships at multiple levels within university, community, and/or field ☐ Evidence of direct and sustained mentoring of faculty colleagues ☐ Evidence of exemplary contributions to diversity, equity, and inclusion as it pertains to service/outreach ☐ Evidence of <u>other exceptional service/outreach contributions</u> (please explain below).

Tailor assessments to each individual's unique role (see page 2), job description, and most recent workload plan.

If any service releases or leaves during review period, describe here:

Self-rating:

Candidate Comments (optional):

Rater 1:

Rater 2:

Final:

COVID Impact (optional):

Committee/Rater Feedback:

**OPTIONAL SECTION:
OTHER CONTRIBUTIONS**

Some CTF contribute in ways that extend beyond the classroom teaching and leadership/service expectations described in the categories on pages 3-6. If any of your contributions do not fit neatly into the above two sections, please describe that work here. In addition, provide an evaluation of those contributions.

	Description of Contribution	Evaluation: Does not Meet, Meet, or Exceeds. Given the uniqueness of these contributions, please provide a short justification in your evaluation.
Tailor assessments to each individual's unique role (see page 2), job description, and most recent workload plan.		
Self-rating:		
Rater 1:		
Rater 2:		
Final:		