

Faculty Self-Evaluation

Name:

Title:

Date:

Workload Expectation:

% FTE Research

% FTE Teaching

% FTE Extension

% FTE Other (e.g., administration, other assignments)

In light of the workload expectations, criteria, and rank, review and score:

- **Required:** 3-year CV
- *Optional* (unless pre- or post-tenure review): Up-to-date full CV
- *Optional:* A concise presentation of one or more activities of which you are particularly proud (e.g., a picture of a graduating student, an Extension infographic, receiving an award, creative or entrepreneurial, etc.)

On the nature of holistic review:

"[Holistic review] should be comprehensive ...[and]...mindful not only of an individual's achievements to date (which can reflect unequal opportunities), but also their potential for future contributions. To assess potential, [reviewers] should take into account a wide range of characteristics, including socio-emotional or noncognitive skills (e.g., creativity, leadership, persistence, preference for long-term goals) ...[and]... should also contextualize the available information...according to their statistical error, limits in predicting future success, and differential distributions in the population by race, gender, class, and the like. Holistic review must be systematic to increase efficiency, mitigate bias, and improve consistency, transparency, and accountability. To this end, the development and use of evaluation protocols or rubrics is recommended to guide decision makers in defining shared criteria on which everyone will be assessed (and that collectively will reflect a commitment to obtaining equitable outcomes), and then providing training and practice with the rubric before setting individuals to work reviewing files."

Posselt, J., Hernandez, T. E., Villarreal, C. D., Rodgers, A. J., & Irwin, L. N. (2020). Evaluation and decision making in higher education: Toward equitable repertoires of faculty practice. *Higher Education: Handbook of Theory and Research: Volume 35*, 501-502.

Rubric and materials adapted from University of Maryland's ADVANCE Inclusive Faculty Hiring [materials](#), which originally drew from University of Michigan and University of Wisconsin templates.

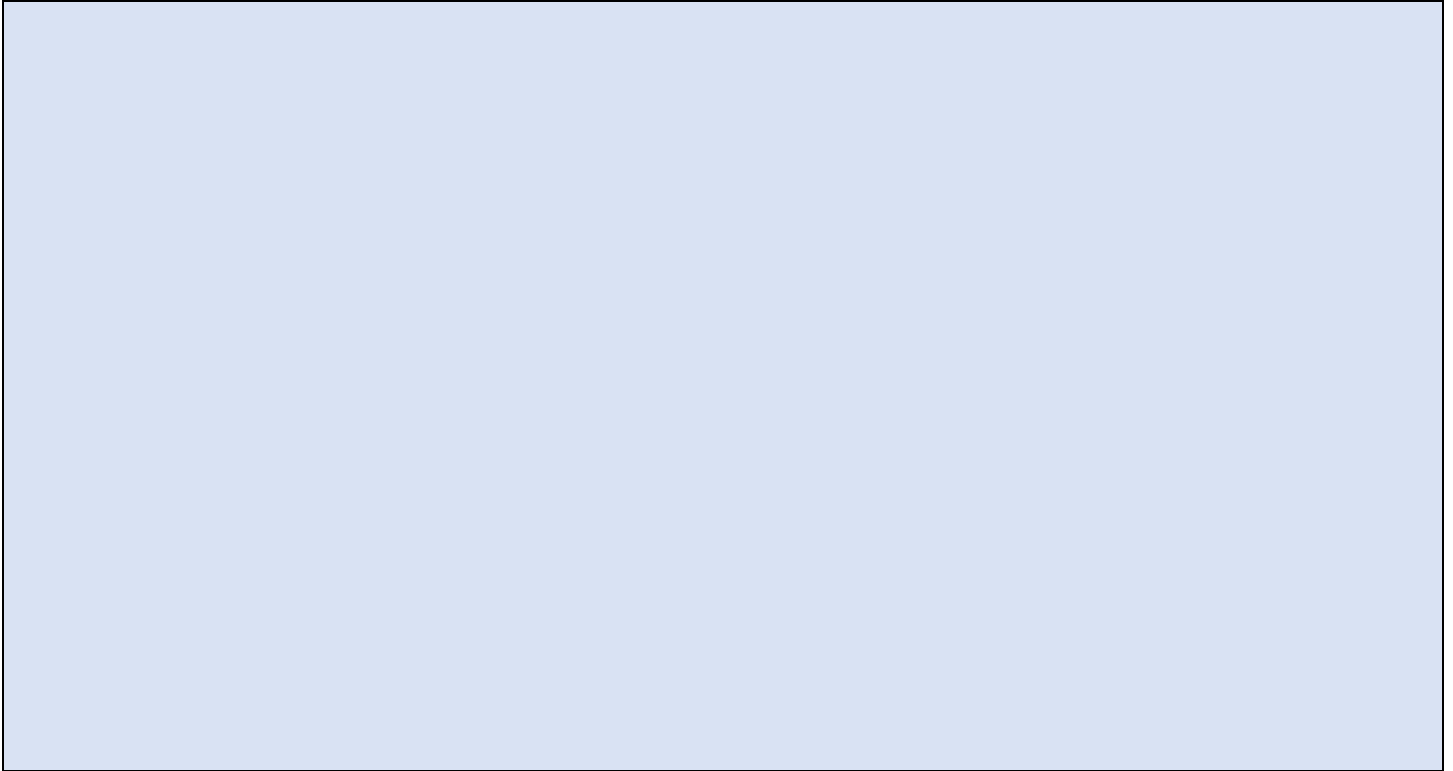
SELF EVALUATION – Please evaluate the last 3 years of your work for each of the following (if relevant):

	Estimated % FTE	Self-Evaluation Comments (Aim for 200 words or less)
1. Research and Scholarship		
2. Mentoring (including graduate students, postdocs, technicians, research undergrads, colleagues)		
3. Teaching (including instruction, curricular, and student advising)		
4. Extension		
5. Service		
6. Other Activities: Administrative, Creative, Entrepreneurship, DEI (trainings, committees, out/in reach, etc.), Community building		

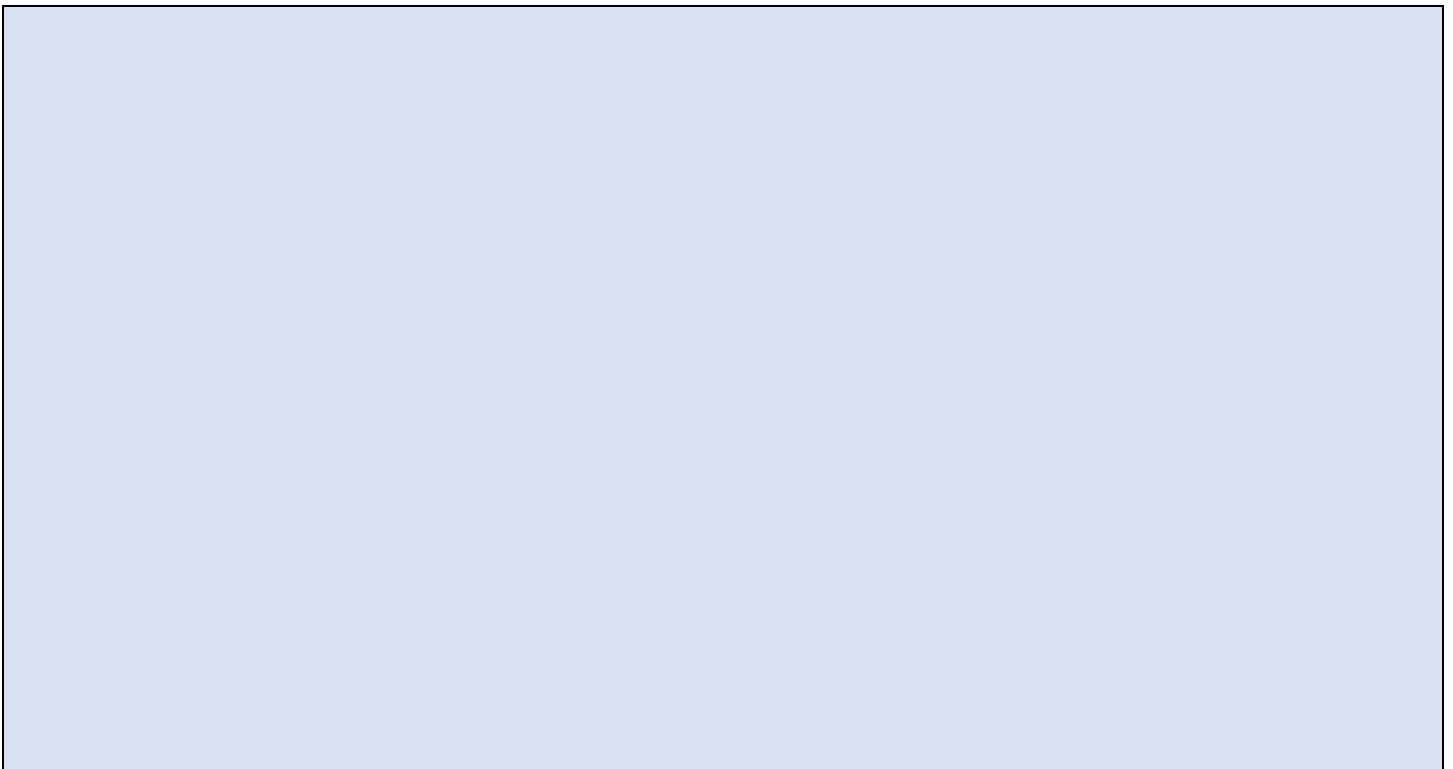
PERSONAL GOALS – Please describe your personal goals for each of the following (if relevant):

	Estimated % FTE	Personal Goals & Plans for the Future (Aim for 200 words or less)
1. Research and Scholarship		
2. Mentoring (including graduate students, postdocs, technicians, research undergrads, colleagues)		
3. Teaching (including instruction, curricular, and student advising)		
4. Extension		
5. Service		
6. Other Activities: Administrative, Creative, Entrepreneurship, DEI (trainings, committees, out/in reach, etc.), Community building		

What are the strengths of your record over the last 3 years? Please include the personal goals or accomplishments that you met in the last 3 years. Aim for 400 words or less.



Where would you like to improve and what steps have you taken and/or plan to take to make those improvements? Aim for 400 words or less.



What would you like specific feedback on from the FEC committee? Are there any resources and/or information the Department can provide to help you? Aim for 400 words or less.

