



Annual Review for Faculty Promoting an Inclusive Process



School of Science

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School of Science Faculty Review: Process and Function

Following input from Department Heads (DH), junior faculty, and other faculty, we would like to clarify and standardize elements of the annual report for all faculty, and annual meeting with junior faculty, in the School of Science (SoS).

First, **annual reports for all faculty** must be submitted to departments, and shared with the Dean's office. Some, but not all, departments currently submit annual reports for all faculty. The departments that do not, should start. The main purposes of the annual reports are:

- (i) To support decisions about faculty salary;
- (ii) To identify exciting projects that should be considered for awards, honors, advocacy or networking support;
- (iii) To identify obstacles to faculty projects that the Dean and/or departments could help alleviate. All departments should review their existing form, and update them as needed. (An example form is provided in Appendix 1).

Second, all departments should ensure that the annual reports **note outstanding efforts towards diversity, inclusion and justice**. The Dean's Office aims to recognize and reward exceptional accomplishments in outreach, mentorship, and/or diversity, equity, inclusion, and justice (DEIJ) among SoS faculty. We recognize that such efforts often take place as "invisible labor," and may be done disproportionately by faculty from historically excluded groups.

Third, departments should **clarify expectations for all faculty, as leaders and mentors**. The School of Science expects all faculty, including junior faculty, to create inclusive and equitable environments in the classroom and lab, and to treat people respectfully, regardless of rank, gender, ethnicity or any other identity. These competences are particularly important given that the hierarchical structure of MIT can make students, junior researchers, and administrative staff feel vulnerable and disempowered relative to faculty. Each department should collectively develop a description of these core competences. An example from BCS is in Appendix 2; however, this is just an example, and departments should feel free to develop their own lists. Departments should communicate clearly to faculty what the expectations are. Evaluation of whether individual faculty meet the department's standards will be considered as part of decisions regarding salary, awards, and promotion.

Fourth, departments heads should make a renewed effort to **transparently communicate the content and purpose of annual junior faculty review meeting**. Junior faculty have expressed stress and confusion about the purpose of the annual meeting with the department head. We encourage DHs to design the annual meeting to support the individual development of each junior faculty. (Possible questions are attached in Appendix 3.)

Appendix 1: Faculty Annual Review Form

<p>Each faculty member should complete and submit this form to the Department Head (DH) as part of the annual review process. The DH will send the form, along with a salary recommendation, and any additional notes/information to the School of Science Dean’s Office. Through this form we seek to learn more about the faculty member’s accomplishments and aspirations, with regards to research, teaching, advising and mentoring, service, community building, and diversity, equity, inclusion, and justice (DEIJ). The purposes of the annual reports are: (i) to make informed, consistent decisions about annual salary adjustments, (ii) to identify exciting projects in the SoS that should be considered for awards, honors, advocacy or networking support, and (iii) to identify obstacles to faculty projects that the Dean and/or departments could help alleviate.</p>
Faculty Member’s Name:
<u>Research</u>
Key research accomplishments in past year
Major goals for upcoming research, especially that could benefit from support, advocacy, or resources
<u>Teaching</u>
Key teaching accomplishments in the past year
Future projects or ideas for teaching , especially that could benefit from support, advocacy, or resources
<u>Service</u>
Key service to department, school or institute in the past year
Interest in future service to department, school or institute
<u>Diversity, Equity, Inclusion, Justice in classroom, research group, the department or the Institute</u>
External activities related to outreach and increasing diversity
Internal activities related to creating a culture of inclusion, belonging, and justice

<u>Other contributions</u>
Other areas of exceptional contributions to the department, school, Institute, or community that might otherwise go unnoticed.
<u>Requests for support</u>
Identify any other goals or projects that could benefit from institutional support
<u>Other information - if applicable</u>
Examples could include external obligations, family or caregiving leave, medical leave, professional leave, or anything else deemed relevant.

Appendix 2: Example of Faculty Competencies

The following is the list of competencies developed by BCS faculty, based on the results of a 360 review that reviewed faculty individually and collectively. The ordering of these topics is based on the results of the review on how good the BCS faculty were rated on those things, starting with best points/ strengths. Note that this is provided as just an example; departments should feel free to develop their own list of core competencies and/or other related metrics.

BCS List of Competencies:

- Presents data and statistics accurately.
- Gives credit and recognition for contributions.
- Expresses high expectations of all group members.
- Encourages people to develop their capabilities.
- Treats people respectfully, regardless of rank, gender, ethnicity or anything else.
- Inspires people to do their best work.
- Listens respectfully to multiple viewpoints.
- Promotes the careers of people who are junior.
- Openly recognizes that some situations are ethically complex and provides useful guidance.
- Proactively addresses sources of bias in research.
- Welcomes feedback.
- Fosters a climate of mutual respect and positive morale.
- Admits ignorance or mistakes when relevant.
- Takes action when disrespectful behavior occurs.
- Implements initiatives to develop a more inclusive work environment.
- Provides feedback to improve individual performance.
- Responds directly to behavior that obstructs the success of others.
- Handles conflict in a professional and constructive manner.
- Communicates plans, deadlines and divisions of responsibility clearly and proactively.

Appendix 3: Suggested Questions for Junior Faculty Review

- **What is the faculty most proud of from the last year?** *(So that we can identify exciting projects and progress in the SoS, and to nominate junior faculty for honors, awards, leadership roles, and other such forms of recognition).*
- **What is the faculty most looking forward to in the coming year?** *(So that we can provide advocacy, networking, and resources for exciting new projects).*
- **Which obstacles or challenges does the faculty foresee?** *(So that we can provide advocacy, networking, and resources to resolve obstacles and overcome challenges).*
- **What contributions to the field, department, or school is the faculty making that they would like to be recognized for? Particularly outreach, mentoring, and DEI work.** *(So that we can recognize and reward otherwise invisible labor that benefits the department, school, institute or community).*
- **What sort of professional development resources is the faculty interested in?** *(So that we can offer faculty opportunities to avail of workshops, coaching, seminars. To learn what is currently offered by the Dean's Office, contact Annie Lee, Faculty and Academic Affairs Administrator, at ayl@mit.edu)*