Title: Annual Review Process and Mentoring

Date Approved: 10/1/2016
Date Last Review: 10/1/2016

Chair Signature: [Signature]
Effective mentoring is critically important to the success of faculty. It is incumbent upon senior faculty members to take an active and direct interest in the development of Assistant and Associate Professors. Mentors are assigned to all faculty who have yet to attain the rank of Full Professor, whether on the tenure track, research track or clinical track. The mentoring process involves ongoing communications between the mentor and mentee, in which the mentee takes primary responsibility for their own progress. The annual review process is seen as an extension of the mentoring process, and for Full Professors, the annual review process also allows a time for reflection on professional progress.

The impact of a faculty member’s research, teaching and service is evaluated formally at recruitment, during the annual review, and at the time of promotion or tenure decisions. Annual reviews are particularly important to junior and/or tenure track faculty as they provide department leadership the information necessary to evaluate progress toward promotion or tenure. Annual reviews also give an indication as to faculty performance relative to department norms in research, teaching, mentoring, publishing, and service. If necessary, a development plan established jointly by the faculty member under review and the Chair including specific recommendations and plans for improvement may be prepared as a result of the annual review.

**Policy Statement**

This policy applies to all permanent faculty assigned to the Department of Nutrition – tenured/tenure track, clinical, and research faculty.

**Purpose**

Provide information and guidance for faculty members and department leadership regarding the annual review process and related mentoring actions required for faculty success.
Roles and Responsibilities

Chair:

- Develop and publish departmental performance norms.
- Review instructor course evaluations to identify any potential teaching issues.
- Meet individually with each tenure track faculty member to review their annual report and provide guidance, recognition as warranted, or a development plan to address substantial shortfalls.
- Meet to review the annual report with any clinical or research track faculty member who are considering going up for promotion and any others who request a meeting.
- Summarize individual annual meetings, outcomes, and any expectations in a letter to each tenure track faculty member.
- Oversee the faculty mentoring program, including obtaining feedback from mentees and mentors as to the effectiveness of the mentoring process and suggestions for improvement.
- Assign faculty (assistant and associate rank) mentors.

- **Assistant Professors** will normally be assigned two mentors, one of whom will be considered the primary mentor whose program of research will typically be highly consistent in approach with that of the mentee. The second mentor may work in a complementary area, recognizing that interdisciplinary research is a priority of many funding agencies. For research track faculty, their faculty sponsor or PI will normally be their primary mentor; at least one additional advisor is strongly encouraged.
- **Associate Professors** will be assigned a single mentor.
- **For all faculty**, additional informal mentoring beyond the formal department mentoring process is encouraged.

Faculty Mentors:

- Respond in a timely fashion to mentee requests to meet at least 4 times per year with their mentee
- Respond in a timely fashion to requests from mentees such as requests for review of grant proposals, review of summary statements from proposals, etc.
- Advise mentees as necessary to promote their academic success in the areas of research, teaching, student interactions, and/or service.
- Work with the mentee to establish pertinent professional goals and timelines.
- Advise the mentee regarding promotion and tenure.
- As part of the mentee’s annual review, provide any pertinent comments to the department chair related to the faculty member’s conduct, performance, or progress toward promotion or tenure (primary mentors will include comments from any other mentors).
• For research track faculty, the mentor (who will likely be their supervising PI as well) will review their annual report and provide guidance, recognition as warranted, or a development plan proposal to address substantial shortfalls and summarize the review in a letter to the faculty member. During this meeting, determine whether mentoring needs are being met and make plans to enhance mentoring as needed. The PI will provide the Chair with a summary of key points of the annual review meeting and outcomes.

Mentees (Associate and Assistant Professors)

• Contact assigned mentors to schedule periodic meetings as described above.
• Tenure track faculty will ensure a peer teaching review is planned and conducted in accordance with department policy.
• Be responsible to engage in an active mentoring relationship, including establishing specific goals and timelines, and taking advantage of opportunities to advance professionally.

All Faculty:

• Update your CV annually.
• Using INFOPORTE (https://infoporte.unc.edu/) as the portal, access Curvita and complete an annual report per instructions. It is the faculty member’s responsibility to ensure all required information (including publications) is entered correctly into Curvita and the subsequent report.
• After saving the Curvita report file, access the Activity Report tab in INFOPORTE and upload the annual report (listed as Activity Report) and a current CV. ¹
• Ensure that the annual report and CV are completed in accordance with the published timeline.
• Ensure any Peer Reviews of Teaching are scheduled and completed if required for promotion, tenure, or a teaching portfolio.

Related Regulations or Policies

Gillings School of Global Public Health Appointments, Promotions and Tenure Manual,

¹ Detailed instructions regarding how to fill out and upload the Curvita report will be provided prior to the due date.
Revised March 2015

*Faculty Performance Norms*, Approved 11/18/2013

*Peer Review of Teaching Policy*, Approved 4/11/2013

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