Elements 2025 Faculty Annual Performance and Merit Review

Guidance for Department/School Heads on Crafting Their Message to Faculty and Reviewers

The annual performance and merit review exercise (APR) in the Elements Faculty Reporting Tool is designed to accommodate the diverse expectations and practices across departments and schools. As a result, not all units will utilize every section of the system.

The guidance below is intended to assist heads in crafting their annual communications to faculty, and to reviewers where applicable, regarding expectations for the annual performance and merit review process. All faculty are asked to report activities for calendar year 2025, verify accuracy of prepopulated information, complete the two S-4 sections, upload a current CV, and follow department/school guidance for completing narrative sections and providing additional attachments. Directions from heads will be very useful for guiding faculty on expectations for what to include in narrative sections and attachments. Information is provided below regarding the structure of the different sections and associated narrative subsections and attachment options.

Elements Process for 2025 Faculty APR

The faculty 2025 annual performance and merit review will be completed in the **Elements Faculty Reporting Tool**. There are 4 stages in the process: 2 for faculty to complete, and 2 for reviewers to complete.

- **Stage 1 – Record (Faculty)**
  All faculty are asked to:
    - report activities for calendar year 2025,
    - verify accuracy of prepopulated information,
    - complete the two S-4 sections,
    - upload a current CV, and
    - follow department/school guidance for completing narrative sections and providing additional attachments.
- **Stage 2 – Review (Reviewer)**
  Reviewer(s) evaluate faculty submissions from Stage 1 and provide written feedback.
- **Stage 3 – Respond (Faculty)**
  Faculty have an opportunity to respond to the performance review completed in Stage 2.
- **Stage 4 – Complete (Reviewer)**
  Department/School Head completes an overall assessment of the faculty member's performance and documents the merit decision along with the process used in

determining merit for the unit. Heads will also complete reviews for the S-4: SEA 202 Assessment and S-4: Teaching Productivity Metrics sections.

The APR exercise is organized into sections. Certain sections, highlighted in gold in **Figure 1**, include a narrative component consisting of four open-text fields: **Narrative**, **Plans for the Future and Support Needed**, **Other**, and **Works in Progress**. In each of these sections, there is also an option to upload supporting attachments.

Department/school heads will need to communicate with faculty their expectations on how these narrative fields and attachments should be completed. This includes specifying the level of detail needed, how information should be organized, and any unit-specific practices for presenting accomplishments and future plans.

Figure 1. The Narrative Subsection Options Associated with the APR Sections Highlighted in Gold

The **Reflection & Moving Forward** section shown in **Figure 2** also includes narrative subsections. Some department/school heads may prefer that faculty provide all of their narrative feedback in this single section rather than across the individual record sections (shown in **Figure 1**). The Reflection & Moving Forward section also includes the option to upload attachments.

Figure 2. The Narrative Subsection Options Associated with the Reflection and Moving Forward APR Section

The two S-4 sections include specific questions for faculty to answer, accompanied by optional additional comments or narrative text boxes and general guidance based on their responses.

- **Figure 3** illustrates the faculty input for **S-4: SEA 202 Assessment**.
- **Figure 4** illustrates the faculty input for **S-4: Teaching Productivity Metrics**.

Figure 3. A Screenshot of the Faculty Input Section for the S-4: SEA 202 Assessment

Review Processes > Annual Performance Review CY2025

S-4: SEA 202 Assessment

The S-4 SEA 202 Assessment section is used to gather information as required by Indiana law as described in Performance Review S-4.

Question 1 - Has the individual exposed students to scholarly works from a variety of political or ideological frameworks that may be within and applicable to the given academic discipline?

Question 2 - Has the individual refrained from subjecting students to views and opinions concerning matters not related to the discipline or assigned course of instruction?

Faculty should respond to the questions using the "Yes/No" drop-downs. Additional comments are strongly encouraged if either question is answered with a "No" response.

Click "Save and Exit" to return to the main page.

| Responses | Cancel | Save | Save and exit |

Essential Information

Question 1	[None] ▾	?
Question 2	[None] ▾	?
Additional comments		

Figure 4. A Screenshot of the Faculty Input Section for the S-4: Teaching Productivity Metrics

Review Processes > Annual Performance Review CY2025

S-4: Teaching Productivity Metrics

This section is designed to gather information on faculty teaching productivity metrics in accordance with Faculty Performance Review Standard S-4 and the requirements of Indiana law.

The evaluation includes the following metrics:

Link to Dashboard

1. The faculty member's teaching workload.
2. The total number of graduate and undergraduate students taught.
3. The time spent on instructional assignments and graduate student oversight.

Aggregate course data for Metrics 1 and 2 will be provided for each faculty member and can be accessed here. Based on calendar year 2025 activity, please enter the quantitative values for Metrics 1 and 2 in the corresponding numeric field. Additional details may be provided in the narrative text boxes provided for each metric.

For Metric 3, faculty are asked to estimate the number of hours spent during calendar year 2025 on instructional assignments and graduate student oversight and enter these values in the appropriate numeric fields. Faculty may add supporting descriptions for this metric in the corresponding narrative text box.

Responses   Cancel   Save   Save and exit

Essential Information

Metric 1: Number of Courses Taught	
Metric 1: Number of Credit Hours Taught	
Metric 1: Narrative	?
Metric 2: Number of Undergraduate Students Taught	
Metric 2: Number of Graduate Students Taught	
Metric 2: Narrative	?
Metric 3: Time Spent on Instructional Assignments (hours)	?
Metric 3: Time Spent on Graduate Student Oversight (hours)	?
Metric 3: Narrative	?

Information for Department/School Heads Regarding Guidance for Faculty

Please consider the following items when communicating expectations regarding which narrative subsection(s) faculty should complete and what attachment(s) they should include, if any.

1. **Narrative Subsections**
   Decide whether faculty should:
   - Complete **narrative subsections in each record section** (e.g., *Scholarly & Creative Works*, *Learning & Teaching Activities*, etc.) as shown in **Figure 1**, or
   - Complete **a single narrative subsection** (e.g., within the *Reflection & Moving Forward* section) as shown in **Figure 2.**

2. **Narrative Subsection Text Boxes**
   Heads should identify the type of information faculty are expected to provide and specify in which of the four narrative subsection text boxes **(**Narrative, Plans for the Future and Support Needed, Other, and Works in Progress) that information should be entered**.** Refer to **Figure 1** for the layout of the narrative text boxes.

   For example, if faculty are asked to provide their H index and total # of citations, the **Narrative** or **Other** text boxes in the Scholarly & Creative Works section might be useful.

3. **S-4 Section Narratives**

   Narratives in these two sections are structured differently. In **S-4: SEA 202 Assessment** (**Figure 3**), faculty are asked to provide additional information in the narrative box if "No" is selected for either question. The Department/School Head should communicate to faculty the type of information they would find most helpful, particularly details that will support the review process in Stage 4. In Stage 4, the Department/School Head is also requested to provide additional information if a "No" response is selected by either the faculty member or the head.

   In **S-4: Teaching Productivity Metrics** (**Figure 4**), faculty are asked to provide numeric values for each of the metrics and have the opportunity to provide additional information in the narrative text boxes. For **Metrics 1 and 2**, faculty will have a link to an external dashboard showing their aggregate activity for calendar year 2025. Faculty should review this information, make any necessary adjustments, and enter the values in the numeric fields. Narrative text boxes for Metrics 1 and 2 are available for faculty to provide additional clarifications, such as noting a course listed for them was actually taught by someone else or how to best document co-taught courses.

For **Metric 3**, Department/School Heads are asked to consider which activities faculty should include, how faculty should determine the total time spent in each area, and the level of detail faculty should provide in the supporting narrative text box. Please see central guidance in Appendix A "Descriptions of teaching productivity metrics."

Examples to consider including:
Time spent on instructional assignments:
- Classroom instruction
- Course preparation
- Grading & assessment
- Student support (Office hours, mentoring and advising students)
- Curriculum and course development
- Instructional technology use
- Coordination & collaboration with teaching assistants & co-instructors

Time spent overseeing graduate students:
- Thesis & dissertation supervision
- Research mentoring
- Professional development support
- Administrative oversight
- Regular advising (one-on-one meetings to discuss academic progress)

4. **Attachments**
   Heads should determine:
   - What information faculty should provide as attachments, and

   - Where those attachments should appear within the system (for example, as a single attachment in *Reflections & Moving Forward*, or as separate attachments within individual sections).

   - Please note that downloadable versions of the APR cannot extract data from attachments. Only the attachment name, pre-populated records, and textbox entries will appear in the downloadable document.
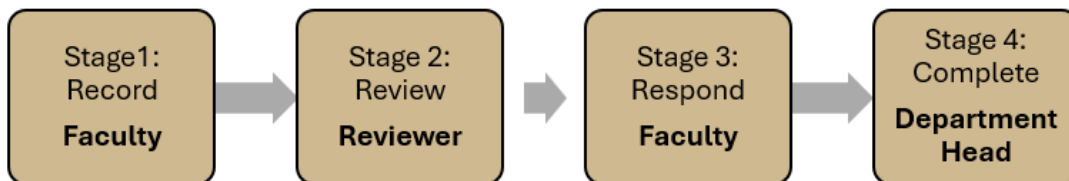
   Faculty may upload various file types in **Stage 1: Record**, including documents and media, with a maximum size of 5 MB per file. For larger music and video files, please add links to the file locations and ensure that location may be accessed by the reviewers (i.e. repositories, YouTube, or private servers).

5. **Timeline**
   Department/School Heads should establish a timeline for each stage of the annual performance process, ensuring faculty and reviewers have adequate time to complete each stage. Stage 4 must be completed by June 30th, 2026.

Once expectations for the use of narrative and attachment features in the *Elements* Stage 1: Record have been established, heads may adapt the following sample language when communicating with faculty about the 2025 APR process.

The Elements Faculty Reporting Tool will be used for the 2025 annual performance and merit review process. There are 4 stages in the process.

Stage1: Record **Faculty** → Stage 2: Review **Reviewer** → Stage 3: Respond **Faculty** → Stage 4: Complete **Department Head**

Faculty Guidance on Completing the Annual Performance and Merit Review

The recommended steps for faculty to complete the annual performance and merit review exercise in Elements are, in order:

1. **Curate 2025 activity data** in the Elements homepage modules before entering the Annual Performance Review Stage 1 – Record.

2. **Watch the training video** for Elements Stage 1 – Record in SuccessFactors.

3. **Use available resources.** Upon accessing the Stage 1 – Record in the Annual Performance Review section of Elements, refer to the hints and training links displayed at the beginning of each section.

4. **Verify prepopulated information.** In each section of Stage 1, scroll to the prepopulated data and confirm the accuracy and completeness of the record.

   - If edits are needed, exit the review exercise and make changes directly in the *Elements* homepage modules before returning to the Annual Performance Review Stage 1.

5. **Complete the narrative sections and upload attachments** following the specific guidance provided by the department/school head.

6. **Prepare narratives in advance.** Narrative sections are open text boxes with no character limits and no formatting capabilities. Faculty may find it helpful to draft their narratives in a Word document for proofreading and editing prior to entering them into the Annual Performance Review in *Elements*. Text can then be copied and pasted into the open fields.

7. **Complete the S-4: SEA 202 and S-4 Teaching Productivity sections.**

- For S-4: SEA 202, faculty should respond to the two questions using the "Yes/No" drop-down menus. If "No" is selected for either question, faculty are encouraged to provide comments.
- For S-4: Teaching Productivity, faculty should enter their calendar year 2025 metrics in the appropriate numeric fields. For Metrics 1 and 2, Faculty will have access to an external dashboard linked from within the APR exercise that aggregates credit hours taught, courses taught and both undergraduate and graduate students taught during calendar year 2025. For Metric 3, faculty should follow the guidance provided by the Department/School Head to determine and report the amount of time spent on instructional assignments and overseeing graduate students. Additional narrative details may be provided in the text boxes associated with each metric.

8. **Attach a current CV** in the format specified by the department/school head. The CV should be uploaded in the final section of Stage 1.

9. **Submit the completed Stage 1 – Record** by the deadline established by the department/school head.

Helpful Links:

- [Elements Faculty Reporting Tool](#)
- [Elements Training Video – Stage 1 - Record](#)
- [Elements Quick Reference Guides (QRGs)](#)

Information for Department/School Heads Regarding Guidance for Reviewers

When preparing communications to **reviewer(s**), department/school heads are encouraged to provide the same general guidance that is shared with faculty and include additional directions specific to the review process.

Heads should clearly communicate whether reviewers are expected to:

- Enter review comments within the individual sections of *Stage 2 – Review*, or

- Compile all review comments into a single narrative within the *Reflection & Moving Forward* section of *Stage 2 – Review*.

If multiple reviewers are involved, heads should instruct them to determine in advance who will be responsible for submitting the review to Stage 3 – Respond once it is complete.

A training video for *Elements* Stage 2 – Review will be available in SuccessFactors to assist reviewers with navigating the process.

Appendix A: Descriptions of Teaching Productivity Metrics

Departments/schools may provide additional guidance

This guidance is provided to assist departments, and their faculty determine annual teaching productivity metrics for entry into their Elements Annual Performance Review Report (APR). Department/School Heads may refine these guidelines to best reflect their unit's practices. Data related to annual teaching workloads for metrics 1-2 are provided on the "Teaching Workload Dashboard". The dashboard link is accessible from within the S-4: Teaching Metrics Section of the APR. Access to the dashboard is restricted, and each faculty member only has access to their individual record. Faculty will need to sign in with their Purdue credentials and then enter their 10-digit PUID to view their information. The top section of the dashboard reflects the aggregate courses taught, credit hours taught, and number of students taught for the calendar year. The bottom section lists all the courses and sections that are included in the aggregate counts.

Metrics 1 and 2 (Information provided in Teaching Workload Dashboard):

Aggregate number of courses and number of sections taught.

- Aggregate number of student credit hours taught (calculated as sum of course credit hours of all students enrolled in the course).

Total number of students taught at undergraduate level

- Students classified as undergraduate enrolled in courses taught.

Total number of students taught at graduate level

- Students classified as professional/graduate enrolled in courses taught.

For Metric 3, faculty are asked to calculate their annual time spent following the guidance below.

Time spent on instructional assignments may include the following.

- Classroom instruction: Lectures, labs, recitations, seminars, workshops, and leading discussions.
- Course preparation: Designing syllabi, lesson plans, assignments, exams, and instructional materials.
- Grading and assessment: Reviewing student work, providing feedback, and recording grades.
- Student support: Holding office hours, mentoring, advising, and responding to student inquiries.
- Curriculum and course development: Developing and updating course content, integrating new resources, and aligning with university requirements and accreditation standards.
- Instructional technology use: Managing online learning platforms, discussion boards, and digital tools.
- Coordination and collaboration: Working with teaching assistants and/or co-instructors on instructional matters.

Time spent on overseeing graduate students may include the following.

- Thesis and dissertation supervision: Guiding topic selection, research design, methodology, and writing. Reviewing drafts, providing feedback, and ensuring academic rigor.
- Research mentoring: Training students in lab techniques, fieldwork, or scholarly methods. Overseeing data collection, analysis, and interpretation. Co-authoring papers or conference presentations with students.
- Professional development support: Advising on career paths, networking, and publishing strategies. Writing recommendation letters and supporting fellowship or grant applications.
- Administrative oversight: Serving on thesis/dissertation committees. Conducting progress reviews and qualifying exams. Ensuring compliance with institutional and ethical research standards.
- Regular advising: Holding one-on-one meetings to discuss academic progress and professional development.