CHECKLIST OF BEST PRACTICES FOR FACULTY ANNUAL PERFORMANCE REVIEW
(For Unit Chairs & Directors)

The critical prerequisites for effective faculty evaluation are:

- Unit goals and objectives related to University and college goals
- A fair and equitable faculty workload policy
- Performance standards that define excellence in teaching, research/creative activities, outreach, and service
- Performance expectations for each faculty member consistent with unit goals and objectives
- An effective annual activity reporting method

More specifically, chairs should consider the following:

- Develop a written set of unit goals to be used in annual performance evaluation that are shared with and made readily available to all faculty members.
- Consider having the faculty (or a subgroup) review and update these goals annually.
- Develop a faculty workload policy that is communicated to all faculty members.
- Communicate the workloads for annual evaluation to the faculty prior to submission of materials and make them readily available to all faculty members.
- Establish a set of performance criteria and standards for teaching, scholarly output, service, and outreach and engagement (where appropriate) that are clearly communicated to each faculty member.
- Consider the value and level of involvement in disciplinary/professional societies or organizations (e.g., research presentations, committee and/or leadership roles) that is appropriate for the faculty member’s career stage.
- Disseminate clearly described methods for evaluating excellence to the faculty prior to the submission of annual performance review materials.
- Involve faculty members in setting expectations for themselves during performance reviews.
- Discuss prior year performance review and goals with the faculty member during the annual performance review process.
- Use performance evaluation results in determining merit raises and indicate the relationship between performance evaluation results and a merit salary increase in the raise letter.
- Involve the faculty, directly or through department/school faculty advisory committee
- Utilize annual performance evaluations to develop career development plans (3 – 5 years) for all faculty members.
- Utilize annual performance evaluations to develop a program for career development for and with for a subset of the faculty.
Provide guidance on progress toward reappointment, promotion and/or tenure where appropriate.

Provide guidance related to expectations for RPT decisions in annual performance evaluation and clearly state these suggestions in the review letter where appropriate.

Use annual performance evaluations to identify training and mentoring opportunities to help faculty members reach career goals.

Include sabbatical leaves in discussions of career planning and development during the review process, as appropriate.

Encourage faculty members to self-appraise during the annual performance review process.

For faculty members with a joint appointment in another unit(s), seek input from the other unit(s) in the annual performance review and in performance management. Expectations of jointly appointed faculty provided in the Multiple Appointment Memorandum should be reviewed and applied during the performance evaluation.

As relevant to your unit, have the performance review committee or chair review the following materials:

- Career development plan or other statement of goals
- Annual activity report
- Updated Curriculum Vita
- Input from teaching and/or research mentors
- Other supporting documentation

When finalizing the appraisal, the primary evaluator should:

- Review the prior year’s performance
- Indicate areas needing improvement
- Indicate progress toward reappointment/promotion/tenure when relevant
- Indicate other developmental issues and identify opportunities and directions important in light of department needs and/or faculty performance.

Performance feedback meetings should be held with all faculty members.
As relevant to your unit, include discussions of the following in performance feedback meetings:

- Draft letter of appraisal that is provided before or at the beginning of the meeting
- Faculty performance (rather than personality)
- Specific issues
- Questions from the faculty member
- Coaches/mentors/ helpers, as necessary
- A positive plan for future development including leadership development, opportunities for new faculty members.

Final performance review letters should include the following (as relevant to context):

- An overview of the unit’s evaluation process
- Assessment of teaching
- Assessment of scholarly output
- Assessment of service and outreach
- A summary of the evaluation
- An overall or general classification or rating of performance
- Progress toward RPT as appropriate
- A list of next steps

Performance review results should be used to (as relevant to context):

- Recognize and reward exemplary performance with merit raises and reappointment or promotion consideration
- Recognize and reward exemplary performance with differential assignments
- Address the needs of the underperforming faculty members and develop a plan for improvement
- Help with faculty development and with concerns about teaching, scholarship, service, and outreach and engagement, where appropriate.
- Develop and refine a request for a sabbatical leave