CHECKLIST OF BEST PRACTICES FOR ANNUAL PERFORMANCE REVIEW PROCESS
(For Individual Faculty Members - Modify as Appropriate for Department or Unit)

After Initial Appointment at the University:

- Upon initial appointment, if you are not provided with then, you should ask for information on the performance review process, including criteria that will be used in the annual review process and what materials must be submitted to evaluate performance.
- Make sure the expected workloads are clearly communicated to you prior to the start of the evaluation period.
- Make sure you are informed of the methods for evaluating excellence prior to the evaluation process.
- Make sure you are informed of any performance appraisal tool used during the annual performance evaluation process, including the expectations measured by the tool.
- Ask clarifying questions to ensure that you understand the evaluation criteria and take the time to restate the criteria you have heard in your own words to check that you have heard and understood the key information.

Prior to faculty review:

- If not scheduled by the chair/director, arrange a meeting to discuss performance evaluation with the department chair or unit head (or appropriate review committee).
- Update and submit an updated copy of CV prior to review meeting. Take copy of updated CV to the meeting.
- Review Annual performance review documentation submitted at time of the request for review materials.
- Review last written performance evaluation.
- Review the Unit bylaws.

During the faculty review:

Use annual meeting to ask questions about the review process. The faculty member may want to consider questions similar to the following during review:

Scholarly Output (STEM example):

- What is expected in terms of scholarly output? (examples include numbers of papers, books, performances, grants proposals submitted, grants awarded etc.)
- How is the quality of scholarly work evaluated? (examples include: quality of journals published, critical reviews of books or performances, awards received, invitations to speak at meetings/other universities, awarding of external grants, etc.)
- How is this work evaluated in relationship to other faculty members in the unit? (examples include: average number or range of proposals accepted; average dollar amount of each proposal)
- What will be expected of me regarding scholarly output in the next year and at the time of reappointment or for promotion? Scholarship quality? As compared to others in the unit?

**Teaching:**
- What is the average SIRS score for a same level course in this department (i.e. 200 level, 300 level, graduate level)?
- Where can I obtain assistance to help develop my teaching skills?
- How is the quality of my teaching evaluated?
- What changes are expected in my teaching load and quality of my teaching in the future?
- Would you be supportive of me attending courses to develop my teaching, such as those sponsored by FOD? Ask about other opportunities for development of teaching skills.
- Ask about department and college views regarding teaching with technology.
- Ask about goals for student learning, how they are valued by the unit and how they are supported.

**Service and Outreach:**
- What are the expected unit/departmental service and outreach activities from a faculty member at my level and in my type of position?
- What type of service or outreach outside the department is expected?
- How is service as reviewer of papers or grants viewed in providing service?
- How are different forms of service in the discipline such as organizing a regional meeting, serving as a journal editor, etc., viewed in evaluating my overall performance?

**Clinical Activities:**
- For clinical faculty what are the expectations related to my clinical activities and how will they be evaluated?

**Leadership:**
- What are the expectations for faculty members to pursue leadership within the discipline and/or within academia and how are they evaluated?
- What opportunities are there to develop leadership skills and would they be encouraged and supported?

**Areas for improvement:**
- Do you have suggestions for how to improve in specific areas that were identified as needing improvement?
Can we discuss a plan for professional development?

What are your future expectations of me? (Make sure you provide input into setting future expectations.)

How might we continue these discussions throughout the year to make sure I am on track?

**Does your evaluation letter include:**

- a discussion of professional development or leadership issues?
- a summary of the prior year’s performance?
- indications of areas needing improvement?
- comments on progress toward reappointment/promotion/tenure, if appropriate?
- a specific assessment of teaching?
- a specific assessment of research and scholarship?
- a specific evaluation of service and outreach?
- an overall or general classification or rating of performance (i.e. at departmental average with regard to research, above average with regard to publications)?
- recommendations and areas for improvement and/or specific changes in responsibility during the next year?
- an invitation to respond to the review letter?

**After reviewing the evaluation letter:**

If you believe that the letter does NOT reflect all the items addressed in the review, then immediately contact the evaluator via e-mail, note the areas of concern, and arrange a meeting to discuss these specific concerns with the evaluator. As noted in the Faculty handbook:

“…if, after receiving the written review, the faculty member disagrees with its content or chooses to provide additional documentation or comment, the faculty member shall have an opportunity to respond to the review. Any additional written faculty comment and/or documentation which is submitted within one month of receipt of the written review shall become part of the documentation for the review. The full documentation for this written review, including the faculty member’s response, shall be placed in the faculty member’s unit personnel file.”