Performance Reviews of Tenured, Tenure-Track, Clinical/Professional, and Research Faculty: HHS Guidelines for Implementing the University Standard (at <http://www.purdue.edu/policies/academic-research-affairs/s4.html>)

Approved by Dean Christine Ladisch, September 19, 2017

According to the University Standard, the goal of faculty performance reviews is “to assure, support and sustain the highest possible degree of excellence among our faculty.” To achieve this goal, reviews should (1) identify a faculty member’s strengths, weaknesses, and opportunities; (2) facilitate communication between heads and their faculty; (3) allow faculty to update their heads about their activities and goals; (4) identify rising faculty leaders; (5) address potential barriers to faculty success; and (6) provide mentoring opportunities for faculty.

Elements of the Review Process

1. Each faculty member should submit a report, annually for assistant and associate professors and at least every three years for full professors, that describes the faculty member’s activities, plans for professional development, and annual or multi-year goals. Attached is an example of the form for this report.
2. If a review of an assistant or associate professor’s progress toward promotion is done by a unit’s primary committee, the committee members’ feedback may be considered in the review of that professor.
3. The conduct of the performance review is the responsibility of the unit head, who should complete a rigorous assessment of a faculty member’s activities, attention to responsibilities, and progress on stated goals. When faculty members have joint appointments in other units, the faculty members’ reports should describe their activities, etc., in all of those units, and their heads should ask the heads of the other units for comments on the faculty members’ performance. The head then provides written feedback on the review to the faculty member.
4. Heads may obtain input from other faculty when conducting a review. For example, heads may ask senior faculty from their own department or another department to assist in the review of a faculty member. This supplemental input may be especially valuable in reviews of full professors.
5. After a faculty member receives the head’s written feedback, the head arranges a meeting with the faculty member. According to the Standard, the purpose of this meeting is to give faculty an opportunity to update heads about their activities and goals, to allow heads to discuss larger unit needs with their faculty, and to help faculty and their heads to identify mentoring and professional-development opportunities for the coming year(s).
6. The Standard does not specify when during the year a review should be done. A review in the spring may be easiest to coordinate with the annual merit reviews of faculty, keeping in mind that reviews of full professors are required only once every three years.

Example of a Report Form for Faculty Activities, Accomplishments, Professional Development, and Goals

*Activities and Accomplishments*

1. Discovery
2. Publications (published, in press, and submitted; separating articles, books, chapters, etc.; indicating co-authors who were mentored by the faculty member when the co-authors were undergraduates, graduates, or postdocs)
3. Research grants received and proposals submitted
4. Research projects in progress (note collaborators, if any)
5. Research mentoring of undergraduates, graduate students, and postdocs (including work as thesis supervisor, major professor, etc.)
6. Editorial work for professional journals; grant reviewing
7. Awards, honors, and other national/international recognition for research accomplishments
8. Invited lectures and presentations at other institutions and professional society meetings
9. Patents, licenses, and other evidence of entrepreneurial activity
10. Learning
11. Courses taught each semester (include number of students enrolled) and student evaluations. Add any peer evaluations or other types of evaluations available.
12. Course and curriculum development, including contributions to online education
13. Special activities such as leading Study Abroad programs, supervising internships, or initiating other experiential learning programs
14. Teaching-related publications or instructional materials
15. Invited lectures and presentations related to students’ learning
16. Mentoring of students to promote their academic and career success
17. Teaching-related grants received and proposals submitted
18. Awards and honors for accomplishments in promoting students’ learning
19. Engagement
20. Activities in connection with Purdue Extension or in partnership with groups or organizations outside the university, and accomplishments related to those activities
21. Presentations or workshops for practitioners, business leaders, or community groups
22. Engagement-related publications
23. Engagement-related grants received and proposals submitted
24. Engagement-related awards and honors
25. Service to the department/school, college, University, and professional organizations

*Professional Development Activities:*

In a brief narrative, describe any activities you are planning for your professional development related to the University’s mission areas of discovery, learning, and engagement.

*Progress toward Previous Goals and Goals for the Coming Year(s):*

In a brief narrative, describe your progress toward previously-stated goals and your goals for the coming year(s) related to the University’s mission areas of discovery, learning, and engagement.