Best Practice Examples and Key Questions

The purpose of this document is to provide best practice examples and suggestions for Faculty Evaluation System (FES) performance standards and rubrics, which may also be used to help frame discussions of performance standards for Tenure and Promotion as well as Post-Tenure Review.

The purpose of the FES annual evaluation is to allow faculty to submit documentation detailing what they accomplished in the previous calendar year. This provides information needed for the chair and dean to evaluate and award merit (when applicable and available).

The FES document also serves the purpose of informing the Department Promotion and Tenure Advisory Committee (DPTAC) for purposes of evaluation of T (Tenured)/TT (Tenure-Track) faculty.

Best Practice Examples:
- Clear and transparent procedures for evaluation
- Objective means to evaluate faculty on a 1 to 5 continuous point scale
- Methods of evaluation that discriminate among various levels of performance (e.g., above and beyond expectations, above average, average, below average, below expectations)
- Specific criteria that define each category of performance (e.g., above and beyond, average)
- Clear guidelines on what faculty should submit for evaluation

Key Questions to Ask:
- Should faculty complete a self-assessment before chair evaluations?
- Should departments within the same college have a calibration meeting after each chair has completed their ratings for each faculty member? This can help with consistency across the college.
- Should a department have an FES committee to review submitted materials and make recommendations to the department chair?
- Should each DPTAC member sign a confidentiality agreement?