Questions to Guide Faculty Performance Evaluation
Modified from Boise State University Performance Management Templates at

Consider giving a copy of the following questions to your faculty prior to your performance discussion as a self-evaluation guide. You might ask them either to write and submit their responses or to reflect on them prior to your discussion. Writing and/or reflecting will help both of you prepare for and focus your discussion.

1. What do you consider to be your major accomplishments in the past year? How have any changes in the work environment affected your original goals and workload assignment?

2. How have your accomplishments contributed to meeting the goals and obligations of our department?

3. Describe your areas of professional strength and areas needing improvement.

4. Are there any changes that you might make to improve your effectiveness?

5. What skills or new knowledge would be valuable for you to develop?

6. What contributes to your satisfaction and/or dissatisfaction with your roles and responsibilities?

7. What additional information do you need about performance expectations from me or from others?

8. What would you like your career to look like over the next several years? What will help and hinder your career objectives? How can I assist you in achieving your goals?

9. What goals would you like to set for the coming year?

10. What workload can we agree upon that will help you meet your goals and obligations and those of the department?

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Crucial Steps in Managing Faculty Performance

Before conducting a performance evaluation:

1. Review relevant policies (workload, P&T, annual evaluation, salary determination, etc.).
2. Create a rubric to measure performance that you can use consistently with everyone.
3. Ask for a written self-evaluation that you can review prior to a face-to-face discussion. (Option: Use self-evaluation for reflection, but don’t require writing.)
4. Create notes prior to the discussion so that you don’t forget to voice important observations and expectations. (Option: send a draft evaluation to the faculty member prior to your discussion so there are no surprises.)

During the performance evaluation:

5. Choose a private, professional setting where you will not be interrupted or distracted.
6. Make your performance observations and expectations (both positive and negative) specific by using examples.
7. Articulate and agree upon performance standards, goals and an improvement plan (if needed).

After the performance evaluation:

8. Follow up in writing.
9. Revisit goals and progress regularly throughout the year.
10. Communicate with all faculty in such a way that everyone can see how individual effort contributes to the whole.

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