**CALS Non-Professorial Faculty Annual Performance Guidelines**

*June, 2011*

**Purpose of Periodic Reviews:**

It is the responsibility of the faculty member (Research Associate, Extension Associate, Lecturers (including Senior level)), supervisors and department chairs to ensure periodic performance reviews take place. These discussions and follow-up letters provide a regular, focused opportunity for the faculty member and supervisor or chair to discuss and document the faculty member’s activities and programs related to the mission and strategic plan of the department, and to discuss plans for the future and potential changes in direction that may be desirable from the perspective of faculty program development, department needs, outreach program needs, or the faculty’s professional advancement.

Documentation of reviews is important for the reappointment and promotion packages; **review letters are explicitly required in the packages**. The review process provides an opportunity for the faculty member to receive guidance about program trajectory and possible promotion to senior level. These reviews are also useful at all ranks in helping to inform the chair’s recommendations regarding salary improvement programs. Guidance on content of periodic review letters is provided below.

1. Each faculty member must have a formal performance review by their supervisor or the department chair every twelve months. This includes a discussion followed by a written summary.
2. When the faculty member is in his/her reappointment review year, the reappointment documentation will constitute the annual performance review for that year.
3. Consistent with Cornell University’s basic performance criteria: (1) excellence in carrying out position responsibilities (teaching, research and/or extension) and (2) unusual promise for continued achievement], excellence in program quality and high positive impact should continue to be the major expectations and criteria for advancement and/or reappointment.
4. Faculty are expected to remain current in their areas of expertise. This may include attending workshops and professional meetings, being active in profession societies, reading scientific journal and other self-enhancing activities.
5. **Senior Associates/Lecturers** are expected to seek external funding support to support their activities.

**Content of Letters:**

Letters from the chair/supervisor to the faculty member serve to record the major topics of discussion at the periodic review meeting, and provide guidance to the faculty member regarding professional trajectory and changes to consider.
Letters to other academic faculty (any rank) should include the following information:

- Date of meeting, and note others who participated, if any.
- Note briefly what background information or data were used to inform the discussion (e.g., CV, statement of research plans, teaching evaluations, etc.).
- State the current percent effort for research, teaching, extension duties; if changes were made since the last review letter, note this.
- If agreement is made to pursue a change in effort distribution for the future, note this.
- If a reappointment, promotion, or is upcoming, note the pertinent dates by which the candidate needs to have materials/dossier turned in to the department. Reference the Sr. Associate Dean web site URL where the candidate can find current directions on these processes.
- As possible and appropriate, discuss how the faculty member followed up on the recommendations for change made at the last (annual) review meeting. What progress has been made? What is still left to be addressed from those previous recommendations?
- Discuss accomplishments and weaknesses (areas needing improvement) in each component of effort, citing (briefly) evidence to support the statements made in the letter. This discussion should include evaluative terms, such as “appropriate,” “strong,” “weak,” “sparse,” “outstanding,” “high-impact,” etc. It may be helpful to devote one paragraph to each area of effort. It is not enough to simply list facts, such as “You had 4 publications in 2008.” Include evaluative terms that convey a sense of whether this is a good trajectory and set of accomplishments or whether there are weaknesses.
- Include comments on working with undergraduate advisees as appropriate, either in a separate paragraph or in a “teaching” paragraph.
- Include comments (either in paragraphs above or as a stand-alone paragraph) on service contributions, such as department, college, university, or professional society committee service or leadership positions, service on scientific advisory or review boards, editorial boards, etc.
- If changes are suggested to faculty behavior or goals for any effort area, note them in each effort-specific paragraph as above, or in separate paragraphs. Try to be as clear as possible regarding what changes are suggested.
- Conclude with an overall evaluative statement regarding the faculty member’s contributions and accomplishments.
- Close with supportive comments about the faculty member’s role in the department, your willingness to work with him/her, etc.
- End the letter with the following:

This letter will become part of your permanent file and will be used for any future reappointment and participation in any salary improvement programs. Please acknowledge your reading of this by signing below and noting if you will provide a letter
in response (not required). Return this letter to me and I will see that you receive a copy. Thank you.

Sincerely,

Chair or Supervisor’s name and title

________________________________________

I have reviewed this letter and

_____ will _____ will not be writing a response

________________________________________

(Faculty Name)