

Sample Annual or Periodic Evaluation Letters Template for Faculty

These sample are intended as a flexible model rather than a required format. Evaluation letters should be adapted to the faculty member's rank, appointment type, disciplinary context, length of service, and review cycle. Strong letters generally identify the review period, describe the evidence considered, address teaching, scholarly/creative/ professional work, and service/advising as applicable, offer fair and specific feedback, and distinguish developmental guidance from disciplinary concerns. Evaluation letters should be shared with the faculty member, who has the right to comment on and meet with the C/PD about the letter before it is submitted to the Office of the DOF/VPAA. Pursuant to the Faculty Handbook, copies of the evaluation letter are kept in a personnel file in the department and in the Office of the DOF/VPAA.

More information is available in the Faculty Handbook and C/PD Handbook.

SAMPLE 1: LONG-FORM TEMPLATE



[Date]

[Faculty Member Name]

[Title]

[Department or Program]

Skidmore College

Dear [Faculty Member First Name],

This letter serves as my [annual / triennial / six-year / periodic] evaluation of your work as [title] in the [department/program] for the [academic year / evaluation period]. It is provided in accordance with College expectations for faculty evaluation letters. As appropriate, this evaluation reflects your work in teaching, scholarly/creative/professional activity, service, advising, and other contributions to the [department/program], College, profession, and broader community. This letter will be kept in your [department/program] personnel file and in the Office of the DOF/VPAA. It will not be part of your materials submitted for [reappointment/tenure/promotion (NOTE: more than one might apply)].

This letter is based on [select and adapt as applicable: your Annual Report of Activities and Achievements; student course evaluations; departmental or program evaluations; class observations; our conversations during the year; materials you provided; evidence of scholarly, creative, or professional work; records of service and advising; and other relevant information available to me as Chair/Program Director]. Consistent with College practice, this letter will be shared with you, and you have the right to comment on it and to meet with me regarding its contents before it is submitted to the Office of the DOF/VPAA.

Teaching

During the period under review, you taught [courses, sections, modalities, levels, enrollments, major responsibilities, thesis/capstone supervision, independent studies, labs, studios, ensembles, clinical work, or other teaching activities as applicable].

Overall, your teaching during this period can be characterized as [summary evaluative statement: strong, effective, developing, uneven but improving, consistently excellent, etc.]. Evidence supporting this assessment includes [student evaluations, peer observations, syllabi, assignments, classroom visits, curricular innovations, student learning outcomes, mentoring, course revisions, inclusive pedagogy, advising connected to teaching, or other discipline-specific indicators].

Students noted [strengths: clarity, rigor, enthusiasm, availability, organization, intellectual challenge, creativity, responsiveness, fairness, high standards, effective feedback, inclusive classroom climate, etc.].

At the same time, the evidence suggests that you may wish to continue working on [developmental areas: pacing, assignment design, transparency of expectations, student participation, scaffolding, grading clarity, classroom management, use of feedback, balancing breadth and depth, etc.]. These points are offered in the spirit of constructive, developmental feedback.

Optional paragraph if there was a class observation:

[I/Name of peer] observed your [course] on [date]. In that visit, [I/they] noted [brief description of what was observed]. In particular, [specific strengths] were evident. [I/They] also suggested that you consider [specific suggestions], which we discussed [in person / by email / in a follow-up conversation].

Scholarly, Creative, or Professional Work [If appropriate]

During the period under review, your scholarly, creative, and/or professional activity included [publications, manuscripts, exhibitions, performances, grants, conference presentations, creative works, invited talks, community-engaged scholarship, professional practice, works in progress, submissions, revise-and-resubmit decisions, fellowships, awards, residencies, collaborations, digital projects, public scholarship, or other discipline-appropriate accomplishments].

This work indicates [progress appropriate to rank/status; a strong and active trajectory; meaningful development of a research/creative agenda; continued contribution to the field; promising early momentum; sustained professional engagement; some progress towards goals, etc.]. In particular, [specific accomplishment] is noteworthy because [brief explanation of significance, discipline-appropriate impact, selectivity, visibility, contribution, or relevance to longer-term goals].

[For colleagues who are pre-tenure, going up for reappointment in the next one or two years, or colleagues who have informed you of their plan to stand for promotion, give specific feedback on the progress towards that goal with reference to the standards set-forth in the Faculty Handbook, the CBA, and/or established department/program standards.]

Looking ahead, I encourage you to focus on [next steps: bringing current projects to submission/publication/completion; clarifying the central arc of the research/creative agenda; prioritizing the most consequential projects; seeking external funding; balancing collaborative and solo work; preparing for reappointment/tenure/promotion; etc.].

Service, Advising, and Contributions to the College

During the period under review, your service included [department/program service, committee work, search committees, curriculum work, assessment, governance, program development, event planning, admissions/recruitment, community partnerships, disciplinary service, professional reviewing, leadership roles, etc.].

Your contributions in this area have been [summary evaluative statement]. In particular, [specific service contribution] was valuable to the department/program/College because [brief explanation]. Your advising responsibilities included [number of advisees, major/minor advising, thesis/capstone advising, informal mentoring, student organization advising, graduate/professional mentoring, etc.], and your work with students in this capacity appears to be [effective, substantial, developing, exemplary, etc.].

For faculty earlier in their careers, service expectations should be reasonable and should not interfere with progress in teaching and scholarly/creative/professional work. For faculty in later career stages or leadership roles, service and institutional citizenship may appropriately constitute a more substantial part of the evaluation.

Overall Assessment and Developmental Guidance

In sum, your work during [the academic year/the review period] reflects [overall assessment]. Your principal strengths are [list 2 to 4 strengths]. The areas I encourage you to focus on in the coming year or next review period are [list 2 to 4 developmental priorities].

For [untenured / non-tenure-track / pre-promotion / tenured] faculty, I also want to underscore how this feedback relates to your likely future review context. Based on the evidence available to me at this time, [brief, appropriately cautious statement about progress: you appear to be making good progress; you should continue strengthening X; it will be important to demonstrate Y; your record shows sustained contribution in Z; etc.]. This statement is intended as developmental guidance and should not be understood as a prediction of any future personnel outcome.

Please let me know if you would like to meet to discuss this letter. You also have the right to provide written comments regarding this evaluation. After you have had the opportunity to comment and/or meet, I will send a copy of the final letter to the Office of the DOF/VPAA.

Sincerely,

[Name]

[Title, Chair/Program Director]

[Department/Program]

cc: Office of the Dean of the Faculty/Vice President for Academic Affairs

**SAMPLE 2: SHORT-FORM TEMPLATE FOR MORE SENIOR COLLEAGUES, PARTICULARLY THOSE AT THE
FULL RANK**



[Date]

[Faculty Member Name]

[Title]

[Department or Program]

Skidmore College

Dear [Faculty Member First Name],

This letter is my [annual / periodic] evaluation of your work as [title] in [department/program] for [academic year or review period]. It is based on [AROA, teaching evaluations, observations, conversations, submitted materials, and other relevant evidence]. You have the right to comment on this letter and to meet with me about its contents before it is submitted to the Dean of the Faculty/Vice President for Academic Affairs Office.

In teaching, you [summary of courses and overall assessment]. Your strengths include [specific strengths]. Areas for continued attention include [specific developmental feedback].

In scholarly, creative, or professional work, you [summary of accomplishments and trajectory]. This reflects [assessment of progress, productivity, promise, impact, or continuing engagement]. Looking ahead, I encourage you to [specific next steps].

In service, advising, and institutional/professional contribution, you [summary of roles and contributions]. These contributions have been [assessment], especially [specific example].

Overall, [faculty member first name], you have [summary evaluation]. In the coming year, I encourage you to focus on [2 to 3 priorities]. I would be happy to meet with you to discuss this letter and your goals for the next review period.

Sincerely,

[Name]

[Title]

[Department/Program]

cc: Office of the Dean of the Faculty/Vice President for Academic Affairs