Appendix 6 to the minute of
meeting № 1 of TSUL Council
dated August 29, 2024

This policy was amended through:
Annex 1 to the Minutes No. 3 of the University Council meeting dated September 11, 2026

Guidelines for conducting Annual Performance Review at TSUL

Chapter I. General rules

1. The Quality Assurance Policy at Tashkent State University of Law requires academic and administrative staff (hereinafter−staff) to regularly analyze their annual professional activities.

Accordingly, this Guideline for the Annual Performance Review at TSUL (hereinafter− the Guideline) sets forth instructions for conducting an annual performance analysis of the university's staff.

2. The primary objective of analyzing the annual activities of the staff is to encourage them to define their individual development trajectories at the beginning of each academic year, assess their progress, strive for continuous professional growth, and work consistently on self-improvement. The analysis also aims to ensure that achieved results positively contribute to the university's overall performance and support the realization of its strategic goals and objectives.

3. The annual performance of staff encompasses more than their Key Performance Indicators (KPIs). It also includes activities related to supporting students, enhancing quality assurance, increasing engagement in the educational process, and achieving goals related to career and personal development.

4. This Guideline applies to staff who are employed at the university on a permanent basis.

It does not apply to visiting professors, guest lecturers, technical personnel, or service staff invited from abroad.

5. The annual performance review is conducted in cooperation between the staff and their immediate reviewer in the line management.

Accordingly, staff determine the goals and tasks to be accomplished for the upcoming academic year, critically analyze their performance results, while the respective reviewer provides recommendations throughout the process.

Reviewers are prohibited from exerting pressure on faculty or staff or making decisions based on personal relationships during interactions related to the annual performance review.

The interaction between the reviewer and reviewee during the discussions on setting goals and evaluating outcomes should be based on sincerity, mutual understanding, and support.

The annual performance review of staff must be organized taking into account the following principles:

supporting a culture of continuous improvement that contributes to achieving the strategic objectives of the university and ensuring its long-term success;

promoting behavioral and cultural change by aligning each faculty or staff member's professional activity and goals with the university's values;

relying on a structured approach to enable regular, open, and constructive dialogue about work performance and to facilitate the full realization of each individual's goals and potential;

ensuring alignment between individual goals and the objectives of the university and its structural divisions, thereby creating conditions for faculty members to contribute to the university's strategic goals;

clarifying roles across the university, recognizing individual achievements, and promoting the sharing of effective practices;

serving as a platform to review staff' developmental needs and long-term career aspirations;

conducting an analysis of overall results to guide investment in training programs that support the development of staff.

Chapter II. Terms and Definitions

6. The following terms are used in this Guideline:

Reviewee – the individual whose work performance, behavior, and contributions are being evaluated

Reviewer - the individual responsible for evaluating and providing feedback on the performance of the reviewee. This will usually be the line manager of the reviewee.

Review period – the academic year during which the faculty or staff member carries out their professional activities.

Success criteria (Indicators) – the set of criteria or indicators that define the effectiveness of achieving the expected results based on the goals and objectives established for the evaluation period.

Annual performance meeting – a face-to-face, support-based discussion between the faculty or staff member and their immediate reviewer in the line

management, focused on reviewing the goals and objectives set for the review period, and analyzing the outcomes achieved within that framework.

Personal development objectives – objectives that aim to foster the growth and development of faculty or staff, facilitating learning and the building of long-term potential. These goals may not be directly related to their current professional responsibilities but serve to enhance overall work efficiency, support career advancement, and ensure future professional effectiveness.

Chapter III. Annual Performance Review

7.By September 17 of each academic year, staff shall complete the following:

Faculty members shall fill out the section on development level and achieved results of the Annual Performance Review form for the previous review period (i.e., the previous academic year), as outlined in Annex 1 of this Guideline. At the same time, they shall complete the section on goals and objectives for the upcoming evaluation period (i.e., the next academic year) using a separate designated form.

Staff shall fill out the section on development level and achieved results of the Annual Performance Review form for the previous review period (i.e., the previous academic year), as outlined in Annex 2 of this Guideline. Simultaneously, they shall complete the section on goals and objectives for the upcoming evaluation period using a separate designated form.

Taking into account that the practice of conducting annual performance reviews is being introduced for the first time at the university starting from the 2025–2026 academic year, by September 17, 2025, only the goals and objectives section of the relevant form for the upcoming evaluation period shall be completed. The section on achieved results of this form will be completed in September 2026**.**

8.**In Section 1 of the form: Your Progress Against Objectives** reviewees **should consider their KPIs and broader objectives** (relating to student engagement and support and career and personal development) from the previous year and reflect on how they have progressed, how they think they are performing, and any areas they feel they may need to improve on.

In Section 2: Summary of Overall Performance reviewees should provide a high-level summary of their performance across the reporting period. This should include overall, were the expectations of the role met in this review period and a summary of any other areas for discussion not covered elsewhere; for example, discussions about wellbeing, collegiality within the department, communication and/or suggestions for improvement. It should also include other achievements in the review period that do not wholly align with specific KPIs or objectives, but which are worthy of recording.

Section three (Career and Personal Development Objectives) is completed after the annual performance review meeting at the end of the evaluation period. It may also be repeated in the next evaluation period.

This section should include long-term career goals (for at least a three-year period), indicating the career level the individual aims to achieve and the actions they need to take to reach that level. These may include participation in specific projects, observing the work carried out by others, leading meetings and discussions, undertaking managerial responsibilities, or contributing to strategic decision-making.

The personal development part of this section should outline any measures, opportunities, or training activities that would support the individual's growth and enhance their overall work effectiveness.

Section four (Final feedback) is to be completed after the annual performance review meeting.

9.Once the relevant sections of the annual performance review forms have been completed in accordance with the procedure specified in Clause 7 of this Guideline, the faculty or staff member shall submit the completed form to their immediate supervisor prior to the review meeting.

The reviewer shall review the comments and suggestions submitted by the faculty or staff member before the meeting takes place. The reviewer shall provide their own feedback in the second section of the form and, based on observations of the individual's progress toward their stated goals and objectives, may propose additional tasks or suggest modifications to existing ones.

If changes are proposed, the revised version of the annual performance review form must be shared with the faculty or staff member prior to the review meeting.

Chapter IV. Annual Performance Review Meeting

10. The discussion of the annual performance review is held each year during the period from September 18 to 30, within the framework of the annual performance review meeting.

11. The annual performance review meeting should contribute to enhancing the motivation and work effectiveness of the faculty member. To achieve this, effective feedback from the evaluator plays a critical role.

12. During the meeting, issues related to the employee's performance and development should be discussed in an open, sincere, and honest dialogue.

The feedback provided by the reviewer must be clear, actionable, supportive, and not personal in nature.

Constructive feedback should acknowledge the faculty or staff member's achievements, highlight the additional skills and knowledge they need to acquire,

provide examples, recognize that development takes time, and help establish realistic goals and timelines.

13. Based on the feedback provided, the final version of the annual performance review form must reflect SMART-based goals and objectives, including those related to career and personal development.

The SMART criteria are as follows:

S (Specific) – the goal must be clearly defined and expressed using a precise action verb; **M (Measurable)** – the goal must include quantifiable indicators; **A (Achievable)** – the goal must be attainable; **(Realistic)** – the goal must be grounded in reality; **T (Time-bound)** – the goal must be achievable within a specified timeframe.

S (Specific) – To ensure the goal is specific, consider the following questions:

Are there enough details to clearly describe what exactly your goal is?

Is there a clearly defined outcome that will let you know when the goal has been achieved?

M (Measurable) – To make the goal measurable, consider the following questions:

Can you include specific criteria to measure the outcome?

Will these criteria be in the form of a percentage increase or decrease, a specific number, or a satisfaction indicator?

If numerical measurement is not possible, can you describe the result in clear terms, such as preparing a document or establishing a specific process?

A (Achievable) – To ensure the goal is achievable, consider the following questions:

Do you have the necessary tools and resources to accomplish this goal?

Do you have full control over the achievement of this goal? If not, identify any other departments or partners involved when setting the goal.

R (Realistic) – To make the goal realistic, consider the following questions:

Are the criteria and timeline realistic to achieve alongside your other goals?

Does this feel like a goal you can realistically accomplish to reach the expected outcome?

T (Time-bound) – To ensure the goal is time-bound, consider the following questions:

Can you allocate enough time to achieve this goal?

Does the timeline motivate you or place you under excessive pressure?

14. The professor-teacher and the supervisor/head complete the fourth section (final feedback) of the annual performance review form. This section also indicates how the annual performance review meeting was conducted and how it contributed to the development of the professor-teacher and the staff member.

Chapter V. Post-Annual Performance Review Procedures

15. After the annual performance review form has been fully completed and signed, it is sent to the relevant professor-teacher and staff member via the online platform.

16. The Human Resources Department retains the information from the annual performance review forms in order to have an overview of the continuous professional development of the university's staff. When necessary, relevant information may be provided to the university administration.

17. Information regarding development-related needs noted in the annual performance review forms may, when required, be shared by the Human Resources Department with relevant structural units for the strategic coordination of training and professional development programs.

Chapter VI. Final Provisions

18. Questions related to this Guideline and its implementation may be directed to the Human Resources Department.

19. The Guideline shall be reviewed in accordance with the established procedure and, if necessary, appropriate amendments and additions shall be made.

The Human Resources Department is responsible for the organizational aspects of reviewing this Guideline.

Appendix 1: Academic Annual Performance Review Template

Academic staff

In preparation for the review meeting, reviewees should consider all sections of the form, make notes in the shaded areas and send this to the reviewer before the scheduled PDR meeting.

Name of Reviewee:		**Reviewer:**	
Department:			
Period covered by review:	From : To:	**Review date:**	

Section 1: Your progress against KPIs and other objectives

You may wish to attach last year's KPIs. Comment on what you have achieved and how. Where appropriate, review progress against longer-term objectives.

KPI	**Progress**:
Student support and engagement in quality assurance and learning– **Objectives & success measures:**	**Progress**
Career and Personal Development Objectives	
Career Objectives – please comment on the reviewees longer-term career objectives, including performance against promotion criteria etc.	**Progress**
Personal Development Objectives – please comment on soft and transferable skills (e.g. leadership, project management, financial, presentation) that the reviewee would benefit from developing to support their overall performance	**Progress**

Section 2: Summary of overall performance

This should include:

1) overall, were the expectations of the role met in this review period?
2) A summary of any other areas for discussion not covered elsewhere; For example, discussions about wellbeing, collegiality within the department, communication, suggestions for improvement
3) Please also note any other achievements in the review period that do not wholly align with specific objectives but which are worthy of recording.

Reviewee's commentary

Reviewer's commentary

Section 3 Future Career and Personal Development Objectives

Please identify the career and personal development objectives and associated actions that will help the reviewee to fulfil their potential and support their overall performance (add additional lines as required).

Career			
Objective	**Action to achieve**	**What support do I need?**	**When do I expect to have completed this?**
Personal Development			

Objective	Action to achieve	What support do I need?	When do I expect to have completed this?

Section 4: Final comments

Opportunity to make any final comments in relation to the PDR meeting, the review period etc.

Reviewee's comments

Signature / date	

Reviewer's comments

…

Signature / date	

Appendix 2: Administrative Annual Performance Review Template

Administrative staff

In preparation for the review meeting, reviewees should consider all sections of the form, make notes in the shaded areas and send this to the reviewer before the scheduled PDR meeting.

Name of Reviewee:		**Reviewer:**	
Department:			
Period covered by review:	From : To:	**Review date:**	

Section 1: Your progress against KPIs and other objectives

You may wish to attach last year's KPIs. Comment on what you have achieved and how. Where appropriate, review progress against longer-term objectives.

KPI	**Progress**:
Student support and engagement – **Objectives & success measures:**	**Progress**
Career and Personal Development Objectives	
Career Objectives – please comment on the reviewees longer-term career objectives, including performance against promotion criteria etc.	**Progress**
Personal Development Objectives – please comment on soft and transferable skills (e.g. leadership, project management, financial, presentation) that the reviewee would benefit from developing to support their overall performance	**Progress**

Section 2: Summary of overall performance

This should include:

1) Overall, were the expectations of the role met in this review period?
2) A summary of any other areas for discussion not covered elsewhere; For example, discussions about wellbeing, collegiality within the department, communication, suggestions for improvement
3) Please also note any other achievements in the review period that do not wholly align with specific objectives but which are worthy of recording.

Reviewee's commentary

Reviewer's commentary

Section 3: Future Career and Personal Development Objectives

Please identify the career and personal development objectives and associated actions that will help the reviewee to fulfil their potential and support their overall performance (add additional lines as required).

Career			
Objective	**Action to achieve**	**What support do I need?**	**When do I expect to have completed this?**
Personal Development			
Objective	**Action to achieve**	**What support do I**	**When do I expect to**

		need?	**have completed this?**

Section 4: Final comments

Opportunity to make any final comments in relation to the PDR meeting, the review period etc.

Reviewee's comments

…

Signature / date	

Reviewer's comments

Signature / date	