

## Policy and Procedures on Evaluation of Tenured Faculty

### I. Policy for Evaluation of Tenured Faculty

- A. An annual evaluation of the performance of all faculty members will be conducted to document their contributions to the University and to their disciplines. The criteria on which this evaluation will be based are teaching, research, service, and clinical care, if applicable.
- B. The initial responsibility for evaluation of faculty performance rests with the chair, based on the evidence supplied by the faculty member or collected elsewhere. The faculty member shall be given a copy of the chair's evaluation and may submit comments. Both the chair's evaluation and the faculty member's comments are submitted to the dean, who has the final responsibility for the evaluation of faculty. A copy of the dean's evaluation should be posted to the secure platform according to the review schedule noted in the Appendix to this handbook.

### II. Procedures for Evaluation of Tenured Faculty

#### A. Annual Evaluation

1. In order to ensure that all relevant information is included in the evaluation, all faculty members are required to submit an annual self-evaluation that includes evidence in support of their performance in teaching, research, clinical care (if applicable), and service, together with additional information for consideration by the chair and dean in their evaluations. These evaluations will be based on annual self-evaluation, available student opinion survey feedback, up-to-date curriculum vitae, peer evaluation of teaching portfolios, and additional information the faculty or the chair wishes to include. The evaluations will comment on the performance of the faculty member in teaching, research, service, and clinical care (if applicable) and progress toward their individual goals, as articulated in previous evaluations. If the faculty member fails to submit his or her annual evaluation materials, the chair and dean have the discretion to evaluate the faculty member's performance based on available evidence. For associate professors who desire promotion, feedback on their progress to full professor will be provided by the department/school chair. The department/school chair will work with the faculty member to develop a plan for advancement to full professor.

#### B. Evaluation Process

The process for evaluation as outlined in this section shall apply unless the college/school has established a different process for annual review that has been approved by the appropriate Executive Vice President.

1. The chair, using the faculty self-evaluation and other available information, evaluates the performance of the faculty member during the previous year and writes a formal evaluation of the contributions of the faculty member to the department/program, college/school, and university. Annual evaluations of tenured faculty members serving as department chairs are written by the dean. Since the performance evaluation is one of the essential factors in determinations concerning tenure, promotion, and reappointment, the chair and dean should make every effort to ensure that the evaluations are clear, honest, complete, and evaluative, rather than a mere listing of activities.

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2. The chair and the dean will interpret the cumulative record of annual evaluations along with the performance of the faculty member during the previous year (see section [II.B.1](#)) so that a clear picture of positive contributions and any deficiencies will emerge. An in-depth evaluation will be conducted if requested by the faculty member, ~~chair, or dean~~. In no case will a faculty member be considered for promotion or other major personnel decision unless they have undergone an in-depth evaluation ~~of contributions/performance in teaching, research, service, and clinical care, as appropriate, as described in the relevant policies, in the previous 12 months.~~

3. ~~After completing the evaluation of the faculty member's activities, the chair posts the written evaluation and discusses it with the faculty member. At this time, the faculty member and chair agree on a written set of goals for the coming year. If appropriate, the chair should make suggestions for improvement and give the faculty member a clear idea of ways they can improve their future performance.~~

4. ~~The faculty member has the opportunity to provide additional information for consideration by the dean after the chair has posted their evaluation letter to the secure site.~~

5. The dean evaluates in writing the performance of the faculty member by either:

a. Endorsing the chair's evaluation; or

b. Indicating areas in which the dean's evaluation differs from that of the chair.

Where deficiencies are noted, the chair should work with the faculty member to develop a plan to address the deficiencies and either provide resources to implement the plan, if necessary, or if resources are not available in the department/school, request resources from the appropriate executive vice president. If a pattern of serious deficiency in the performance of a tenured faculty member is documented from the cumulative annual evaluations for a period of at least two years, the chair or dean shall call for an in-depth evaluation of the faculty member and may conduct a post-tenure review, as described in the Policy and Procedures on Post-Tenure Review.

6. Copies of the faculty self-evaluations, the chair's evaluation, the faculty member's comments, and the dean's evaluation are retained for the record in the faculty member's personnel file maintained in the dean's office.

7. An annual evaluation is not required in the year a candidate is evaluated for promotion to the rank of full professor or in the year in which the faculty member has provided formal notice of their plan to retire.

#### C. Appeal of Unfavorable Evaluations

Any faculty member who is dissatisfied with the evaluation prepared by the dean may provide additional written comments or evidence to the dean and to the appropriate executive vice president for additional review. The decision of the EVP is final.

#### D. Criteria for Evaluation

1. All faculty members will be evaluated based on teaching, research, service, and clinical

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~~care as appropriate. The weighting of these areas may vary from one faculty member to another depending on the department/school's needs and the accountability of the individual faculty member in contributing toward the fulfillment of these needs.~~

- a. ~~Teaching - The chair is responsible for evaluating the available information about the faculty member's teaching effectiveness. See the University Policy on the Evaluation of Teaching Effectiveness for additional details.~~
- b. ~~Scholarly Activity and Research - The chair is responsible for evaluating the quality of the scholarly activity and research of the faculty member (a mere listing of publications or grants does not constitute evaluation). Each department/school should establish, with the approval of the dean and the appropriate executive vice president, a clear statement of the criteria for evaluating scholarly activity and research in that department/school. These criteria should consider both the department/school's mission and the nature of scholarly activity and research within the discipline or related disciplines and in appropriate interdisciplinary venues. The evaluation of scholarly activity and research in a department/school should be based on these criteria. In evaluation, emphasis should be placed on quality, not just quantity. See the Policy on Evaluation of Scholarly Activity and Research for more detailed information.~~
- c. ~~Service - The category of professional service deserves the same kind of rigorous evaluation and positive credit given to teaching and scholarly activities. The chair is responsible for evaluating the quality of professional service, not just listing the activities. Ideally, each faculty member should exercise their professional expertise in department/school, college, and university service, community engagement, and service to the discipline. Where individual faculty members may be expected by the chair to play different roles, those specific roles should be defined and understood. In all cases, service should be judged on quality and effectiveness, not just quantity. When distance education technologies are used for providing service, evaluations should include items specific to these delivery formats. See the Policy on Evaluation of Service for detailed information.~~
  - i. ~~Departmental/school, college, and university Service~~
  - ii. ~~Community engagement is defined as the application of a faculty member's professional skills and expertise to engage with the external community in a manner that both assists the community and is consistent with the fulfillment of the University's mission. Community engagement in religious, political, or social organizations may not be presented as evidence of service unless such engagement is relevant to the faculty member's professional expertise or discipline.~~
  - iii. ~~Service to the profession/discipline.~~
- d. ~~Clinical Care will be evaluated by the volume of services delivered and by the quality and impact of those services. Effective evaluation considers patient outcomes, safety, and satisfaction, as well as the clinician's contributions to advancing knowledge in their field.~~

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June 12, 1980; Revised September 14, 1984;  
Revised November 19, 1987; Revised December 3, 1992; Revised  
April 8, 1993; Revised December 2, 1993; Revised April 6, 1995;  
Revised April 10, 1997; Revised April 12, 2001; Revised June 14,  
2005; Revised April 6, 2007; Revised September 17, 2009; Revised  
December 10, 2009; Revised September 26, 2013; Revised  
December 4, 2014 (eff. 1/1/15); Revised June 17, 2021 (eff.  
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- Transitioned to University-Level Policy  
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In practice this is simply retained as part of the chair's correspondence with the faculty member, particularly if suggestions for improvement are made. It is up to the chair to follow up. We don't want this to require additional formal steps in workflow. Let me know if you want to discuss this further.

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