MISSISSIPPI STATE UNIVERSITY™

Report of the

Faculty Performance Evaluation Task Force

April 2021

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1

Task Force Membership

The task force was comprised of a mix of faculty and department heads/directors along with several administrators. There was broad representation from across campus. At any one time, there were as many as 27 members. Early on, we decided to split the tasks into three subcommittees. The work of each subcommittee is contained in a separate chapter. The entire task force membership is listed below:

- Brian Baldwin, Professor, Plant and Soil Sciences
- Tracey Baham (subcommittee chair), Director, Office of Inst Rsch & Effectiveness[1-1]
- Mike Barnes, Professor, FWRC-Sustainable Bioproducts
- Mary Beck, Professor & Head, Poultry Sciences
- Jason Bond, Extension/Research Professor, Delta Research and Extension Center
- Devon Brenner, Assistant Vice President & Professor, Office of Research and Economic Development
- Tim Chamblee (subcommittee chair), Assistant Vice President & Director, Office of Inst Rsch & Effectiveness
- Leslie Corey, Interim Chief Human Resources Officer, Human Resources Management[1-2]
- Linda Cornelious, Professor & Head, Curriculum,Instruction & Special Ed
- Angus Dawe, Professor & Head, Biological Sciences

- Jim Dunne (chair) Associate Vice President & Professor, Office of the Provost and Executive Vice President
- Randy Follett, Associate Professor, Electrical and Computer Engineering
- Kimberly Hall, Professor & Division Head, Meridian Division of Education
- Jeffrey Haupt (subcommittee chair), Professor & Associate Dean, CAAD
- James Henderson, Professor & Head,Coastal Research & Extension Center
- Mary Ann Jones, Associate Professor, General Library
- Andy Kouba, Professor & Head, FWRC-Wildlife,Fisheries & Aquaculture
- Andrew Mackin, Professor & Head, CVM Clinical Science Department
- Pedro Mago, Professor & Head (left MSU), Mechanical Engineering
- Kent Marett, Associate Professor, Management & Information Systems
- Derek Marshall, Associate Professor, General Library
- Beth Miller, Professor & Head, Interior Design
- Melissa Moore, Professor & Head, Marketing/Quant Analysis/Bus Law
- Bindu Nanduri, Associate Professor, CVM Basic Science Department
- Michael Newman, Professor & Director, School of Human Sciences
- Judy Ridner, Professor, History
- Nancy Siegert (left MSU) (subcommittee chair), Chief Human Resources Officer, HRM
- James Sobaskie, Associate Professor, Music
- Mary Love Tagert, Associate Extension Professor, Ag & Bio Engineering
- Carlton Young, Professor, Meridian Division of Business

—If you aren't in over your head,
how do you know how tall you are?

T.S. Eliot

2

Charge

The Faculty Performance Evaluation Task Force was given their charge from Dr. Shaw on October 10, 2019. The three charged tasks were,

1. **Develop a comprehensive performance evaluation document that fits the needs of faculty across the university.**
2. **Evaluate best practices from other institutions that could be part of the evaluation process.**
3. **Recommend adjustments to any relevant university policies regarding faculty performance evaluation.**[2-1]

Our first full task force meeting occurred on November 7, 2019. We met two more times before the COVID-19 pandemic sidetracked us (i.e., December 17, 2019 and February 28, 2020). We convened our next full meeting on June 11, 2020, and decided that the subsequent three sessions would each focus on one subcommittee effort. *Best Practices* was handled on August, 6, 2020, followed by *Performance Language* on September 1, 2020, and finally, the *Annual Review Form* concluded on November 18, 2020. The subcommittees met in between these full task force meetings to complete their work.

3

Executive Summary

Annual performance evaluations generally are considered formative assessments, with an ultimate goal of improving faculty performance [Bul12]. They entail detailing the previous year's accomplishments, reconciling these with last year's goals, and crafting future goals for the coming year. The department head or director then provides a judgment of performance along with constructive criticism. For the tenure-track junior faculty, this constructive criticism focuses on the faculty member's trajectory toward tenure. In other cases, such as a clinical faculty member, the focus might be on the trajectory toward promotion. Nevertheless, the goals of the performance evaluation are not strictly formative. For example, on the occasion of merit-based raises, the annual review will serve as a summative evaluation[1]. Additionally, as is stated in OP 01.21 Post-Tenure Review Policy, a sustained pattern of low performance documented in the annual reviews can trigger an investigation of unsatisfactory achievement. Hence, the annual review goals are multifaceted, and there is a duality of assessment types. For the scope of this report, however, we will primarily focus on the formative aspect of the evaluation.

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[1]If these were available every year, then the annual review would be an effective mechanism for merit-based raises. Unfortunately, raises occur less frequently, requiring multi-year evaluations, which can be challenging.[3-1]

The first charge of this task force was, in essence, to develop a universal performance evaluation document. To achieve this, we must be cognizant of the standards determined at the unit and college level. This is eloquently worded in the Faculty Performance and Institutional Quality chapter in the book *Ending Mandatory Retirement for Tenured Faculty*: "Furthermore, measuring faculty quality, like measuring any quality, requires the exercise of values and judgment. Institutional standards as well as disciplinary standards shape the measures of quality for any given institution or department. Consequently, different colleges' and universities' standards of faculty quality must reflect their different priorities and missions." [Cou91] Our goal was to build a comprehensive form that reduced the ambiguity that commonly occurs when listing out previous accomplishments while providing flexibility for different units across campus. This was a nontrivial task, as can be seen by our current situation, with seven different individual annual review forms.

We intentionally adopted new evaluative language for the annual review. While we continue to maintain five levels, we purposely group them into two categories, i.e., "Met Expectations" and "Did Not Meet Expectations." This binary data is perhaps a subtle distinction with our current language; however, it emphasizes clearly that the performance either met expectations or did not. Furthermore, the language explicitly considers the rank and position of the reviewee.

A task force subcommittee worked on a "Best Practices" document, which will be linked to the Office of the Provost website. This will be an evolving document, which will provide guidance for faculty and Department Heads/Directors. Additionally, it will be thoroughly discussed during the annual New Administrator Training that is run out of the Provost's Office and during the New Faculty Orientation.

The recommended annual review form is more closely tied to our activity reporting software, Digital Measures[2]. As you will see, we have streamlined the reporting of university-wide goals related to teaching, research, and service. This simplified arrangement is a significant change from our previous form. The restructuring was prompted by numerous complaints from faculty and administrators about where particular information should be located. If the recommended annual review form is adopted, this will necessitate a commensurate adoption of Digital Measures.

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[2]WaterMark bought out Digital Measures, and although the product largely remains the same, it is now a piece of the more extensive suite of products. We are also in the process of purchasing Workflow, which is an additional product from the WaterMark suite that integrates with Digital Measures. Workflow streamlines approval processes, such as the annual evaluation process, using data that faculty have entered into Digital Measures.

—Be a yardstick of quality. Some people aren't used to an environment where excellence is expected.

<div align="right">Steve Jobs</div>

4

Best Practices Subcommittee

This committee's primary concern was to develop a protocol that ensures that the Faculty Annual Review and Evaluation process fulfills its intended mission[4-1]. The first step was to devise a universally understandable strategy. There are increasing instances where new faculty have several different supervisors conducting said annual reviews over a given probationary period. Each evaluator brings other evaluative parameters to this process or perhaps even a different approach. These unintentional inconsistencies often produce less informative reviews. Developing a Best Practices Evaluation "checklist" that is fair and consistent will help produce informative reviews even with multiple supervisors performing this vital task. Best Practices will also empower the reviewee to better understand and navigate this series of annual assessments that will profoundly impact a scholar's career.

A second objective was to make the process less demanding for the reviewers. There are some academic units where a supervisor may have over 20 faculty evaluations to conduct each spring. There is a mix of appointments within these units ranging from academic lecturer to extension professor and all types in between. Best Practices will streamline and help manage this potentially daunting review process. Additionally, each department exists autonomously, yet the reviews terminate in a central office. Therefore, a best practice's template will help provide

another level of consistency.

Finally, the committee feels that universality is crucial with the accelerating pace of change, because teaching, research, and service methods, modes, and venues are continually changing. This fluidity presents challenges with the categorization and qualification of outcomes. Previously, a few gold-standard venues and research methods reigned. Now, those standards stand shoulder to shoulder with many new ways and outlets for scholars to earn a national reputation. An evaluation process based on principles and clarity will provide an equitable and malleable review process that is nimble, diverse, and inclusive.

4.1   Members of the subcommittee

- Mary Beck
- Jason Bond
- Kimberly Hall
- Jeffrey Haupt, Chair
- Andrew Mackin
- Derek Marshall
- Melissa Moore
- James Sobaskie

4.2   Prerequisites for successful faculty evaluations are:

- Established departmental, college, and university goals that are regularly updated.
- Established department workload policy that is clear and equitable.
- Performance standards with clearly defined (by individual units) categories using the chosen evaluative language (see Chapter 5).
- Clearly stated goals and performance expectations.

4.3   Suggested Annual Review and Evaluation Guidelines:

- Share departmental, college, and university goals and objectives with all faculty.
- Establish a departmental workload policy that is clear and equitable.
- Whenever feasible, establish and use clearly defined performance standards for teaching, research, service, and outreach and engagement activities.

- Distribute to faculty, before review submission, clearly stated procedures for determining evaluative rankings.
- Discuss with faculty the prior year's evaluation and goals/expectations during the current review process.
- Use previous reviews to develop a 3-5 year career plan with each faculty member.
- Encourage faculty members to self-appraise during the current review.
- Encourage faculty to provide personal goals and expectations for the upcoming year.
- Provide feedback and clearly state the progress towards promotion and tenure, promotion, or reappointment in the document.
- For faculty with a joint appointment, seek input from the other units for this review.

4.4   Preparing the Annual Review

The faculty member should:

- Follow established departmental/college/university procedures.
- Review the faculty handbook, particularly section G on Faculty Evaluation and Review.
- Review relevant past annual reviews.
- Update personal inventory of activities and assign them to the appropriate categories.
- Seek guidance or mentoring from senior faculty.
- Include peer observations and/or self-evaluations among documentation.
- Avoid redundancies.

4.5   Annual Review Process

The supervisor should:

- Follow established departmental/college/university procedures.
- Review past year, including goals and expectations from the previous annual review.
- Indicate current successes.
- Indicate current deficiencies.
- Indicate progress towards P&T, promotion, or reappointment.
- Indicate other professional developments.

4.6   During the Review Meeting:

The supervisor should:

- Discuss the draft letter.
- Discuss faculty performance.
- Discuss specific issues or concerns.
- Respond to questions from the faculty member.
- Discuss any mentoring feedback.
- Discuss a plan moving forward, including institutional needs, career interests, leadership roles.

4.7   Writing the Annual Review Letter

The supervisor should include:

- Assessment of Teaching.
- Assessment of Research.
- Assessment of Service and Outreach.
- Evaluation of Any Other Appointments or Responsibilities.
- Assessment of Progress Towards Meeting Past Goals and Expectations.
- Summary of Evaluation.
- Overall Rating[1].
- Progress towards Promotion and Tenure, Promotion, or Reappointment.
- Next Steps, Goals, and Expectations.

These guidelines are derived from Iowa State University faculty handbook [OF] and Michigan State University's faculty performance review & Development guidance documents [PCU] .

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[1]The overall rating should be a weighted average of the specific activities listed in the annual review form, along with the percent effort for each.

5

Evaluation Language Subcommittee

5.1 Introduction

As the chapter title indicates, this subcommittee's primary task was to develop specific language to evaluate faculty. Their secondary task was to thoroughly investigate the need for a formal collegiality policy embedded in the annual review form. Collegiality[5-1] is addressed in Appendix A. The subcommittee pointed out two main weaknesses of our current annual evaluation form language. The first weakness was that three of our current annual review form's five performance levels match the three performance levels of the Promotion and Tenure (P&T) form. At first glance, this might seem appropriate, but upon closer inspection, this was deemed a flaw. The two reviews are quite different. The P&T review is clearly a summative assessment, while the annual review is mostly formative, as stated earlier in the Executive Summary. Additionally, the annual review is performed by one individual, the department head or director, while numerous people, including external reviewers conduct the P&T review. Section III, Subsection C of our current annual review form states, "Rate the performance of the faculty member in each category listed and state whether the faculty member's achievements were Unsatisfactory, Needs Improvement, Satisfactory, Excellent, or Superior per the rating standard below." Compare these levels to three levels in the

P&T review (i.e., Unsatisfactory, Satisfactory, and Excellent). As clearly stated in lines 368 - 370 in the Faculty Handbook, "College, school or departmental promotion and tenure committees will consider, if submitted, but are not bound by, the department head's annual review of a candidate's progress toward tenure or promotion." The subcommittee believed that the similar evaluative language did not adequately reflect the differences between the annual reviews conducted by department heads or directors and the less frequent evaluations conducted by promotion and tenure committees. Additionally, our current language did not explicitly differentiate between the different levels at a particular rank. For example, being "excellent" as an assistant professor is not the same as "excellent" as an associate professor. Our new recommended language has descriptors that state, "... requirements and expectations of the work area/discipline *for current rank and position.*"

5.2 Members of the subcommittee

- Mike Barnes
- Leslie Corey
- Angus Dawe
- Andy Kouba
- Kent Marett
- Beth Miller
- Judy Ridner
- Nancy Siegert, Chair
- Carlton Young

5.3 Evaluation Language

Current Annual Review Evaluative Language:

Superior	Preeminent distinction resulting from consistent outstanding meritorious accomplishments.
Excellent	Quality and quantity of work consistently meritorious; goals regularly exceeded, highly productive; individual recognized beyond the unit.
Satisfactory	Individual performing at "satisfactory" level. Tasks and goals are being accomplished in a timely and competent manner.
Needs Improvement	Work is unsatisfactory in quantity and quality. Individual is not performing at an adequate level. Corrective action required.
Unsatisfactory	Quality and quantity of work totally unsatisfactory. Immediate corrective action is imperative.

Table 5.1: Current Evaluation Language

Recommended Annual Review Evaluative Language:

Met Expectations	**Exceptional Performance**	Distinguished performance that far exceeded the requirements and expectations of the work area/discipline[1] for current rank and position. This rating should be reserved for recognition of the most exemplary achievements.
	Highly Effective Performance	Demonstrated performance that exceeded the requirements and expectations of the work area/discipline for current rank and position.
	Effective Performance	Demonstrated performance that met the requirements and expectations of the work area/discipline for current rank and position.
Did Not Meet Expectations	**Needs Improvement**	Demonstrated performance that did not consistently meet the requirements and expectations of the work area/discipline for current rank and position. Corrective action in specific areas required.
	Unacceptable	Demonstrated unsatisfactory performance that consistently failed to meet the requirements and expectations, in quality and/or quantity, of the work area/discipline for current rank and position. Immediate and sustained corrective action required.

Table 5.2: Recommended Evaluation Language

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[1]Work area refers to research/teaching/service/extension/etc. Discipline refers to department area or specialty within that group.

—Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.

Albert Einstein

6

Annual Faculty Evaluation Form Subcommittee

6.1 Introduction

The evaluation form subcommittee focused on the committee's charge to "develop a comprehensive performance evaluation document that fits the needs of faculty across the university." Prior to the pandemic, the subcommittee was chaired by Timothy Chamblee, Assistant Vice President and Director of Institutional Research and Effectiveness. After his retirement, Tracey Baham, Director of Institutional Research and Effectiveness, took his place as the chair of this subcommittee.

The subcommittee used as a starting point the DAFVM Annual Evaluation Form, as it included sections for Extension and Clinical faculty, and a draft form that had been developed in early 2016 by a previous committee established under the leadership of former Provost Dr. Jerry Gilbert. They also considered the evaluation forms of other peer institutions. This committee communicated through email to streamline the teaching, research, and service sections. The work of this subcommittee, like many of the other task forces, was stalled until the fall semester.

Once the work resumed, the subcommittee met every week for four weeks before producing a draft for the full committee's review. The following considerations guided these conversations.

1. University goals that pertain to teaching, research, and service
2. Duties that apply to some faculty, but not all (e.g., Extension and Clinical)
3. Addition of impact statements
4. How the Digital Measures system would be integrated with the revised form

6.2   Members of the subcommittee

- Tracey Baham, Chair
- Brian Baldwin
- Mary Beck
- Devon Brenner
- Tim Chamblee, Chair
- Linda Cornelious
- Michael Newman
- James Henderson
- Judy Ridner
- Randy Follett
- Bindu Nanduri
- Mary Love Tagert

6.3   University-wide goals related to teaching, research, and service

Activities that have an international component, community engagement focus, innovation and entrepreneurship focus, and emphasize inclusion, diversity, equity, and access could appear in teaching, research, and service. Including separate subsections for each of these activities could lead to duplication within the teaching, research, and service sections. For example, a faculty member who taught a course with community engagement activities could either list the course twice within teaching innovations and within a section for community engagement or choose one of these subsections. Another example could be a faculty member whose publication included international activity, and either the faculty member could list that publication with the other publications or in a separate section for international activity. If the faculty member decides to list the publication in both places, then it would be duplicated, but on the other hand, if the faculty member lists it in international activity alone, then it would be easier to lose track of that publication. The subcommittee determined that it would be better to keep all activities

together and to flag the ones that contributed to the four university-wide goals. Then a department head or the campus leaders for these areas could pull reports specific to those goals.

To facilitate the tracking of these goals, a checkbox will be added to all types of activities in Digital Measures. The goal-related activities would appear in the same sections on the annual evaluation form as similar non-goal-related activities, which will prevent duplication with other sections. The goal-related activities will be labeled as such but still grouped with similar activities. With the help of the checkbox, department heads, faculty members, and campus leaders can then determine the extent of goal-related activity in separate reports for the entire department, college, or other combination of faculty.

6.4   Extension and Clinical Appointments

Roughly 80% of the university's faculty are considered academic[1], but another 20% have appointments with additional evaluation components, such as Extension and Clinical/Diagnostic Laboratory Service. Rather than add additional sections to the evaluation form that do not apply to 80% of the faculty, these additional reporting sections were incorporated into the teaching, research, and service components. For example, Extension faculty have educational programs that fit within the teaching section, scholarly publications that fit within the research section, and certain outreach activities that fit within the service section; and Clinical faculty have caseload management and service to clients that fit within the service section of the evaluation form. As discussed in the section pertaining to university-related goals, reporting Extension or Clinical related activities in multiple sections either leads to duplication and confusion or separates similar activities. For example, if a faculty member produced a total of eight publications, of which three were Extension-related, the department head would see five in the research section of the evaluation form, and the other three in the research area of the Extension section of the form.

The decision about Extension-related activities considered numerous points of view. One of the most significant concerns about removing the Extension as a stand-alone section in the form was the possible erosion of the importance of Extension-related work. Activities specific to faculty with an Extension appointment will remain flagged on the evaluation form; therefore, Extension-related publications will appear with the other publications but will be grouped under a subcategory for Extension. In addition, the Director of Extension Service uses a different form to evaluate the activities of faculty with Extension appointments. That form does not affect the layout or format of the university annual faculty evaluation form. Integrating the Extension-related activities into teaching and research also corrects the false association of Extension with service alone. Furthermore, faculty without Extension appointments would be able to use some of the Extension-associated sections. For example, public scholarship was

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[1] As defined on pages 13-14 in the Faculty Handbook.

part of the conversation for those who do not have Extension appointments.

6.5   The Addition of Impact Statements

The annual evaluation form primarily focuses on counting activities within teaching, research, and service. At the end of these sections, an opportunity for impact statements was added so faculty could highlight the impact and quality of their activities and connect content to international activity, community engagement, innovation and entrepreneurship, and inclusion, diversity, equity, and access. Those who do not feel that these connections are needed could leave the impact statements blank. But those who use this section could help department heads determine the most valuable aspects of their activities.

6.6   The Use of Digital Measures

Four colleges and some departments within two other colleges are using Digital Measures to help complete the annual faculty evaluation form. Several departments and colleges across campus have customized their Digital Measures screens, often as a result of varying evaluation forms. With these customizations, Digital Measures does not perform as efficiently as it could, particularly for faculty who collaborate across colleges. Now that the faculty evaluation form has been shaped, Digital Measures can be modified accordingly. Minor customizations for additional fields can remain, but the system will be designed around the common evaluation form, making collaboration easier. Digital Measures sections will match the form to eliminate confusion about what activities go within which sections on the form. Any existing data will be moved as needed, so no data will be lost, and no additional burden will be placed on faculty to re-enter existing data. Furthermore, Digital Measures will be able to dynamically build the evaluation form based on the faculty member's appointment and exclude non-relevant sections from the produced document. If, for example, a faculty member does not have a Clinical appointment, then that section will not display on the annual evaluation form.

6.7   Other Considerations

Once the subcommittee brought the current draft to the full committee, a couple of other modifications were made, primarily in the research section. For example, efforts were made to separate peer-reviewed publications from non-peer-reviewed publications. Some of the sections were rearranged to put them in a logical order. Additionally, a category was created to separate non-peer-reviewed publications and other media communication. The committee also recommended moving the form's directions and explanations to an accompanying guidance document, which would further streamline the evaluation form. For the purposes of communicating the form to the faculty, comment

boxes are used to describe the changes. These comment boxes will not appear on the final document that faculty will use for evaluation.

6.8 Future Considerations

A few department heads volunteered to give the new evaluation form a trial run. Work is currently underway to put the draft into Digital Measures for further testing. The subcommittee remains open to feedback and continued modification until the Provost's Office adopts it.

6.9 Recommended Annual Review Form

MISSISSIPPI STATE
U N I V E R S I T Y.

Annual Faculty Evaluation Form

Evaluation Period: _____ – _____

Name: _____ MSU ID#:_____

Title/Rank:_____

Dept./Unit:_____

College:_____

Division:_____

Check the appropriate category & indicate the allocated effort (% or FTE)

☐ Faculty Member   ☐ 9-Month   ☐ 12-Month

☐ Administrator

Additional appointment details |_____

> **Commented [BT1]:** If there are no additional details, then this area would be blank. But for those in DAFVM or in similar divisions with split funding sources, it would list all of the sources and the percentage of funding from each.

If applicable, indicate the percentage of effort allocated to specific scholarly activity (e.g., % or FTE in Teaching, Research, Service, etc.). Some units have budgeted or mandated appointments that require documentation, whereas others may have annual assignments, or changed assignments, that need to be reflected or documented as part of the annual review process. Your supervisor can provide guidance on the format to document this (if needed), and the space below should be used to provide this in a numerical (FTE), proportional (%), or narrative format (as appropriate).

Effort %: _____

> **Commented [BT2]:** The percentages in these fields would come from the "Workload" screen in Digital Measures.

Teaching   _____
Extension/Outreach _____
Research   _____
Service   _____
Clinical/Diagnostic _____
Administrative   _____
Other relevant activities _____

I. Evaluation by Appropriate Supervisor:

Rate performance of the faculty member in each category according to the following:

Met expectations

- **Exceptional performance**: Demonstrated performance that consistently far exceeded the requirements and expectations of the work area/discipline* for current rank and position.
- **Highly effective performance**: Demonstrated performance that often exceeded the requirements and expectations of the work area/discipline for current rank and position.
- **Effective performance**: Demonstrated performance that met the requirements and expectations of the work area/discipline for current rank and position.

Did not meet expectations

- **Needs improvement**: Demonstrated performance that did not consistently meet the requirements and expectations of the work area/discipline for current rank and position. Corrective action in specific areas required.
- **Unacceptable**: Demonstrated unsatisfactory performance that consistently failed to meet the requirements and expectations, in quality and/or quantity, of the work area/discipline for current rank and position. Immediate and sustained corrective action required.

*Work area refers to research/teaching/service/extension/etc.
 Discipline refers to department area or specialty area within that group.

Teaching   _____

Research/Creative Activities/Scholarly Works   _____

Extension Outreach   _____

Service (University, Professional, etc.)   _____

Clinical & Diagnostic Laboratory Service   _____

Administrative (if applicable)   _____

Other Relevant Activities   _____

Overall Evaluation: _____

II. Narrative Evaluation by Appropriate Supervisor.

Briefly comment on the performance of this individual. Emphasize any particular strengths, qualities, and abilities to accomplish goals. Indicate any areas of improvement needed or modifications of current goals.

A. Comments:

B. Assignment for next review period (if applicable).

Indicate the percentage of effort allocated or expected towards specific scholarly activity (e.g., % or FTE in teaching, research, service, extension, clinical, etc.). Note specifically any significant deviations from the prior year's appointments.

C. Progress toward tenure and/or promotion (if applicable).

Commented [BT4]: Content for this page would be completed by the supervisor and is not editable by the faculty member.

III. Acknowledgement

The employee must sign below. He or she will be provided with a copy of the final review, including all signatures and comments/recommendations/assessments. The faculty member reserves the right to respond to any comments and to have all of those responses included in the final version of the Annual Review / Evaluation. If disagreement is indicated, an explanation of the disagreement must be provided and attached on the following page. The statement of disagreement should be completed before the appeal is forwarded for additional administrative review.

Employee:

I certify that I have discussed this review with my appropriate supervisor(s).

_____   _____
Signature   Date

Check the following as applicable:

☐ I agree with the annual review   ☐ I disagree with the annual review

☐ Comments attached   ☐ Appeal requested

Supervisor(s) Responsible for Annual Evaluation of Employee:

_____   _____
Signature / Title   Date

_____   _____
Signature / Title (If Needed)   Date

_____   _____
Signature / Title (If Needed)   Date

Additional Administrative Review (If Applicable)

_____   _____
Signature / Title   Date

_____   _____
Signature / Title (If Needed)   Date

_____   _____
Signature / Title (If Needed)   Date

IV. Summary of Activities (to be prepared by the employee)

In each category, identify and describe any activities that advanced university goals toward international activity, community engagement, innovation and entrepreneurship, and inclusion, diversity, equity, and access.

A. TEACHING

Reference: Faculty Handbook, Revised 2020, Section V, F. - Performance Standards and Evaluation of Professional Activities; Academic Affairs Faculty should append a list of courses taught each semester, and the number of advisees at each level: undergraduate and graduate.

Semester	Course	Location/Modality	Students Enrolled	Student Credit Hours

1. **Evidence of quality of undergraduate, graduate, professional and intern/clinical resident instruction.**

2. **Academic advisement, supervision, and/or mentoring.**

	Major Professor	Minor Professor	Committee Chair	Committee Member
Doctoral/Dissertation				
Specialist				
Master's/Thesis				

3. **Courses initiated/innovations instituted/other unique teaching contributions.**

4. **Extension educational program planning and development.**

5. **Implementation of Extension educational programs**.

    a.   Extension agent/staff in-service training/assistance

    b.   Adult clients

    c.   4-H and youth audiences

    d.   Professional and technical audiences

    e.   Other presentations and speaking engagements

6. **Awards of students under your supervision**

7. **Other** (including professional development)

8. **Teaching impact statement:** This narrative can be used to briefly discuss the impact and quality of your teaching accomplishments, including international activity, community engagement, innovation and entrepreneurship, and inclusion, diversity, equity, and access.

Commented [BT13]: A new screen would be needed for this section.

B. RESEARCH/CREATIVE ACTIVITIES/SCHOLARLY WORKS

References: Faculty Handbook, Revised 2020, Section V, F. - Performance Standards and Evaluation of Professional Activities.

Please indicate activities that are peer-reviewed.

1. **Journal articles**

2. **Monographs, books, or book chapters**

3. **Artistic and professional performances and exhibits** (e.g., exhibitions, recitals, musical compositions, etc.)

4. **Presentations at scientific or professional meetings, published abstracts, meeting proceedings not reported as manuscripts**

5. **Extension publications**

6. **Proposals, grants and contracts**

7. **Intellectual property development**

8. **Other publications/communication (e.g., mass media, digital media, social media, and other electronic media formats)**

9. **Progress of ongoing projects**

10. **Management of resources** (e.g., facilities, major equipment, supervision of personnel, personnel awards)

11. **Other** (including professional development)

12. **Research impact statement:** This narrative can be used to briefly discuss the impact and quality of your research/creative activities/scholarly works accomplishments, including international activity, community engagement, innovation and entrepreneurship, and inclusion, diversity, equity, and access.

Commented [BT14]: Peer reviewed items will be listed separately from the non-peer reviewed items within each category below.

C. UNIVERSITY, PROFESSIONAL, AND OTHER SERVICE

Reference: Faculty Handbook, Revised 2020, Section V, F. – Performance Standards and Evaluation of Professional Activities.

1. **Public or community service**

2. **Professional service**

3. **University service** (e.g., departmental, college, university)

4. **Clinical or diagnostic laboratory service**

    a. **Service to clients and stakeholders**

    b. **Caseload management and development**

    c. **Engagement and collegiality within the clinical/diagnostic setting**

    d. **Compliance with policies**

    e. **Management of clinical resources**

5. **Other** (including professional development)

6. **Service impact statement:** This narrative can be used to briefly discuss the impact and quality of your service-related accomplishments, including international activity, community engagement, innovation and entrepreneurship, and inclusion, diversity, equity, and access.

D. OTHER RELEVANT ACTIVITIES AND ACCOMPLISHMENTS NOT REPORTED ELSEWHERE

1. **Awards and distinctions**

2. **Distinguished memberships in learned and professional societies**

3. **Outside employment consulting activities (e.g., practice of profession)**

4. **Other**
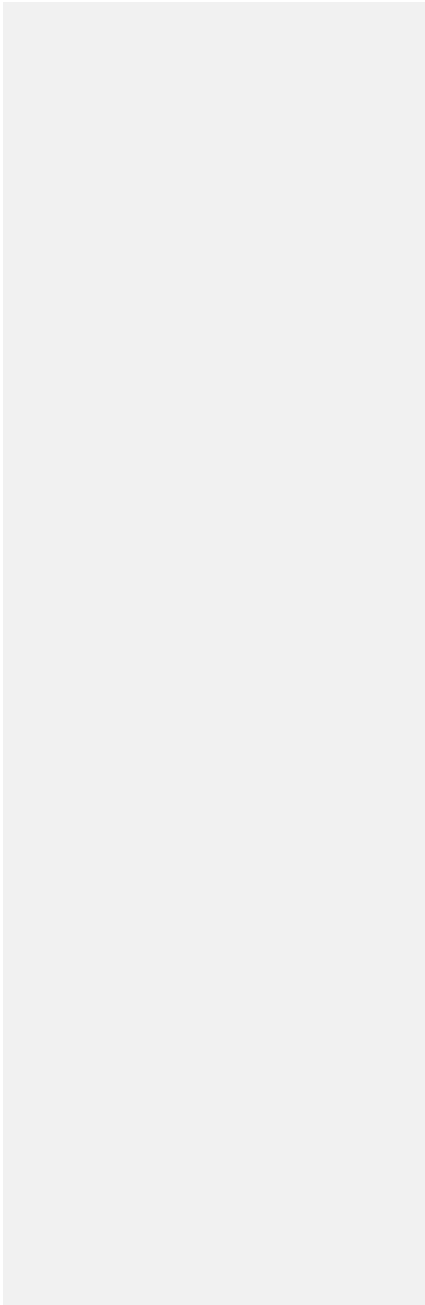
V. Goals (to be prepared by the employee)

On an annual basis, each faculty member and each unit head will agree in writing to the faculty member's goals, objectives, responsibilities, and expectations. Indicate specific goals and objectives including areas in which improvements will be sought in the coming year.

A. Reflection on previous year's goals

B. Goals for the upcoming year

Commented [BT15]: Build in the system the ability to roll-over last year's goals.

Appendices

A

AAUP Collegiality Report

The task force members had a spirited discussion about the possibility of adding a collegiality criterion to the annual review form. We learned that some departments feel strongly that it needs to be addressed [Fis] [Fla] and have a collegiality element in their annual reviews, while many regarded a collegiality criterion as a 3rd rail of Higher Education.[A-1] Some of the dangers of a collegiality clause can occur when the focus is on the individual, with statements about "not fitting in." These statements are antithetical to our inclusion, diversity and equity efforts. The American Association of University Professors (AAUP) have consistently opposed an explicit inclusion of a collegiality criterion, stating "collegiality is not a distinct capacity to be assessed independently of the traditional triumvirate of teaching, scholarship,and service." [AT] R.A. Arreola, while supporting the AAUP position, states that if collegiality were to be considered, then "The collegiality of an individual is a measure of the effect his or her interactions have on his or her colleagues' professional productivity and performance." [Arr07] We have included the AAUP's statement on the following page. Ultimately, it was determined that unprofessional behavior should be addressed immediately using the guidance from Human Resources Management resources (i.e., https://www.hrm.msstate.edu/performance/) and not wait until the annual review is performed. HRM 60.401: GUIDELINES FOR EMPLOYEE CONDUCT details inappropriate employee conduct.

On Collegiality as a Criterion for Faculty Evaluation

(2 0 1 6   R E V I S I O N)

The statement that follows was approved by the Association's Committee A on Academic Freedom and Tenure and adopted by the Association's Council in November 1999. Committee A revised the statement in 2016.

In evaluating faculty members for promotion, renewal, tenure, and other purposes, American colleges and universities have customarily examined faculty performance in the three areas of teaching, scholarship, and service, with service sometimes divided further into public service and service to the college or university. While the weight given to each of these three areas varies according to the mission and evolution of the institution, the terms are themselves generally understood to describe the key functions performed by faculty members.

In recent years, Committee A has become aware of an increasing tendency on the part not only of administrations and governing boards but also of faculty members serving in such roles as department chairs or as members of promotion and tenure committees to add a fourth criterion in faculty evaluation: "collegiality." For the reasons set forth in this statement, we view this development as highly unfortunate, and we believe that it should be discouraged.

Few, if any, responsible faculty members would deny that collegiality, in the sense of collaboration and constructive cooperation, identifies important aspects of a faculty member's overall performance. A faculty member may legitimately be called upon to participate in the development of curricula and standards for the evaluation of teaching, as well as in peer review of the teaching of colleagues. Much research, depending on the nature of the particular discipline, is by its nature collaborative and requires teamwork as well as the ability to engage in independent investigation. And committee service

of a more general description, relating to the life of the institution as a whole, is a logical outgrowth of the Association's view that a faculty member is an "officer" of the college or university in which he or she fulfills professional duties.[1]

Understood in this way, collegiality is not a distinct capacity to be assessed independently of the traditional triumvirate of teaching, scholarship, and service. Evaluation in these three areas will encompass the contributions that the virtue of collegiality may pertinently add to a faculty member's career. The current tendency to isolate collegiality as a distinct dimension of evaluation, however, poses several dangers. Historically, "collegiality" has not infrequently been associated with ensuring homogeneity and hence with practices that exclude persons on the basis of their difference from a perceived norm. The invocation of "collegiality" may also threaten academic freedom. In the heat of important decisions regarding promotion or tenure, as well as other matters involving such traditional areas of faculty responsibility as curriculum or academic hiring, collegiality may be confused with the expectation that a faculty member display "enthusiasm" or "dedication," evince "a constructive attitude" that will "foster harmony," or display an excessive

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1. The locus classicus for this term is the 1940 *Statement of Principles on Academic Freedom and Tenure:* "College and university teachers are citizens, members of a learned profession, and officers of an educational institution."

deference to administrative or faculty decisions where these may require reasoned discussion. Such expectations are flatly contrary to elementary principles of academic freedom, which protect a faculty member's right to dissent from the judgments of colleagues and administrators.

A distinct criterion of collegiality also holds the potential of chilling faculty debate and discussion. Criticism and opposition do not necessarily conflict with collegiality. Gadflies, critics of institutional practices or collegial norms, even the occasional malcontent, have all been known to play an invaluable and constructive role in the life of academic departments and institutions. They have sometimes proved collegial in the deepest and truest sense. Certainly a college or university replete with genial Babbitts is not the place to which society is likely to look for leadership. It is sometimes exceedingly difficult to distinguish the constructive engagement that characterizes true collegiality from an obstructiveness or truculence that inhibits collegiality. Yet the failure to do so may invite the suppression of dissent. The very real potential for a distinct criterion of "collegiality" to cast a pall of stale uniformity places it in direct tension with the value of faculty diversity in all its contemporary manifestations.

Nothing is to be gained by establishing collegiality as a separate criterion of assessment. A fundamental absence of collegiality will no doubt manifest itself in the dimensions of teaching, scholarship, or, most probably, service, though here we would add that we all know colleagues whose distinctive contribution to their institution or their profession may not lie so much in service as in teaching and research. Professional misconduct or malfeasance should constitute an independently relevant matter for faculty evaluation. So, too, should efforts to obstruct the ability of colleagues to carry out their normal functions, to engage in personal attacks, or to violate ethical standards. The elevation of collegiality into a separate and discrete standard is not only inconsistent with the long-term vigor and health of academic institutions and dangerous to academic freedom; it is unnecessary.

Committee A accordingly believes that the separate category of "collegiality" should not be added to the traditional three areas of faculty performance. Institutions of higher education should instead focus on developing clear definitions of teaching, scholarship, and service, in which the virtues of collegiality are reflected.[2] Certainly an absence of collegiality ought never, by itself, to constitute a basis for nonreappointment, denial of tenure, or dismissal for cause. ■

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2. Even when collegiality is not employed as a separate criterion in conducting faculty evaluations, if the term is improperly used to denote civility or congeniality, it should play no role in evaluating a faculty member's performance.

B

Revised AOP 13.24 — Annual Faculty Review Process

OIRE has provided the latest version of this AOP, which was approved by Faculty Senate in 2018.[B-1]

AOP 13.24 ANNUAL FACULTY REVIEW PROCESS

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to promote our understanding of both standards and procedures concerning the annual review of faculty.

POLICY/PROCEDURE

The annual review of faculty is an important part of the faculty member's professional development and of the university's need for regular assessment. The annual reviews may be part of the promotion/tenure, post-tenure review, and merit raise processes. As such, the annual review should be based on the faculty member's job description and offer letter along with any documented modifications to these items, goals and objectives stated in the previous annual review, and the department and college promotion and tenure documents.

The annual review provides the opportunity for the faculty member to detail achievements accomplished in the previous year and set goals and objectives. The annual faculty review is a way for the department head to inform the faculty member about departmental or unit goals and the faculty member's role in achieving those goals. When the faculty member holds the rank of assistant or associate professor, the annual review will also address progress towards tenure and/or promotion. Accordingly, the annual faculty review process should be reviewed as a positive process in the faculty member's career.

The Office of Academic Affairs will send to the faculty an annual review form for reporting their accomplishments over the last calendar year. Units may develop their own annual review forms **that omit faculty reporting sections deemed to be unrelated to the unit's academic missions of teaching, service, extension and/or research (e.g., extension sections may be omitted for units without extension requirements).** They must be approved by the Office of Academic Affairs

~~The annual review is a way for the faculty member to detail achievements and for the department head or appropriate supervisor to inform the faculty member about the unit's or departmental goals and the faculty member's role in achieving those goals. Accordingly, the annual review process should be viewed as a positive process in the faculty member's career.~~

~~The Office of Academic Affairs will send to the faculty an annual review form for reporting their accomplishments over the last calendar year. Units may develop their own annual review forms *when sections for faculty reporting involvement in the academic missions of teaching, service, extension and/or research are considered irrelevant or unnecessary.* They must be approved by the Office of Academic Affairs.~~

~~The focus of the annual review will be the previous year's accomplishments and setting goals/objectives for the upcoming year. It will also address progress toward tenure and/or~~

Commented [RP1]: Reference was made regarding the adoption of a Unified Form for campus-wide use. If adopted the last two statements would be deleted.

Commented [RP2]: Reference was made regarding the adoption of a Unified Form for campus-wide use. If adopted the last two statements would be deleted.

1
AOP 13.24

35

promotion in cases where the faculty member is at the assistant or associate professor level.

The annual review procedure shall be as follows:

1. The faculty member submits the annual evaluation form and contributing documents to the department head/supervisor.

2. The department head/supervisor shall write an evaluation of the faculty member, based on the evaluation form and supporting materials, providing the faculty member with a copy.

3. The faculty member and department head/supervisor shall discuss the previous year's accomplishments and goals and objectives for the current year.

4. The annual review signed by both parties shall be submitted to the dean or director.

5. If the faculty member is dissatisfied with the review, the faculty member will have ten working days after signing the annual review to request an additional review beyond the department head as outlined in this document.

Annual reviews shall be completed by March 15. If the head/supervisor has not completed the review by the deadline, the faculty member may request that the annual review be conducted by the dean. If the faculty member has not submitted an annual review, the department may complete the review process without the consent or cooperation of the faculty member. Either party, faculty member or head/supervisor, may request an extension of deadlines to the Office of Academic Affairs in extreme circumstances.

The department head/supervisor shall not impose standards that are inconsistent with or exceed; [i] standards of the department's promotion and tenure documents; [ii] standards for an individual/specific academic discipline; [iii] availability of necessary resources; [iv] respective FTE assignment; [v] finite opportunities existing within a given academic field; or a [vi] realistic level of expectation.

Any changes in the annual review process or in the evaluation standards proposed by the department head must be provided in both hardcopy and electronic format to all department faculty. Solicitation of comments from and majority approval by the *and majority approval by* the department faculty of all

proposed changes must be in accordance with MSU Principles of University Governance guidelines and occur prior to January 1st of the year under review.

Each year the faculty member and the head/supervisor shall identify goals and objectives for the coming year. These goals and objectives should be consistent with the faculty member's efforts towards tenure, promotion, and fulfilling the faculty member's career goals. The department head/supervisor should indicate in writing, whether in the judgment of the head/supervisor, the yearly goals and objectives are consistent with the career objectives of the faculty member and consistent with the overall goals of the department/unit. Department heads/supervisors must uphold the standings of promotion/tenure while respecting the faculty member's academic freedom.

In the written section of the annual review, the faculty member shall discuss progress on the

2
AOP 13.24

previous year's goals and accomplishments. The department head/supervisor and the faculty member shall discuss the faculty member's progress and include a written assessment of such in the annual review. The department head/supervisor should provide an evaluation, reflecting the faculty member's progress towards promotion, tenure, and/or career goals.

If the head/supervisor and the faculty member agree on the goals and objectives for the upcoming year and on the assessment of the previous year's accomplishments, both should sign the annual review form, completing the annual review process.

If the head/supervisor and the faculty member cannot reach agreement on appropriate goals and objectives or on the assessment of the previous year's accomplishments, the nature of the disagreement should be detailed in addenda by the head and by the faculty member.

The annual review form shall have the following signature lines for the head/supervisor and for the faculty member:

*Faculty Member:

I have met with the head/supervisor and acknowledge discussion of this appraisal.

_____

Faculty Member Signature   Date

I agree with the annual review.

       Faculty Signature: _____ See addenda [ ]

I disagree with the annual review.

       Faculty Signature: _____ See addenda [ ]

       Comments Attached:

Additional Information:

_____

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~~Faculty Member Signature   Date~~

~~Appeal Requested:~~

_____

~~Faculty Member Signature   Date~~

~~*Head/Supervisor:~~

_____

~~Signature   Date~~

~~*Director or Dean:~~

_____

~~Faculty Member Signature   Date~~

_____

Additional Review Requested by the Faculty Member

The faculty member may request an additional review of the annual review document for the following reasons:

1. The process violated the standards set out in the department's promotion/tenure documents.

2. The expectations and standards applied are inconsistent with the goals and objectives set out in the previous year's evaluation.

3. The annual review of the faculty member's performance is negative, but offers no specifics on what was deemed inadequate or on how to overcome the points where the performance is below standards.

4. The process and/or review was unfair, not objective, and/or reflects personal bias.

5. The annual reviewer's performance expectations are inconsistent with the limitations of the respective FTE assignments.

6. The annual review does not reflect a correlation between performance expectations and availability of necessary resources.

The faculty member shall request within 10 working days of signing the annual review that the dean review the document. Within 10 working days the dean should meet separately with the department head/supervisor and the faculty member to discuss the disagreement over the annual review. Within 10 working days, the dean will report back in writing to the faculty member the results of the meetings and his/her decision of agreement or disagreement with the evaluation. The dean, based on his/her findings, may request a new review of the faculty member by the department head/supervisor or tenured faculty in the department of equal or higher rank.

Promotion and Tenure

~~If either the faculty member or the administrators include annual reviews as part of the promotion and tenure process, all documents created under this AOP shall be provided.~~ *Faculty members may elect to include* Aannual reviews ~~may be included~~ in the Promotion and Tenure Packages as outlined in the Faculty Handbook (see section V. Promotion and Tenure Procedures).

Annual Faculty Review Signature Page

THE SIGNATURES LISTED BELOW* MUST BE OBTAINED

*Faculty Member:

I have met with the head/supervisor and acknowledge discussion of this appraisal.

_____ _____

Faculty Member Signature   Date

I agree with the annual review.

> **Commented [BT4]:** We may want to use the same Acknowledgement page from our faculty evaluation task force instead of this format.

_____ Faculty Signature: _____   See addenda [ ]
_____

I disagree with the annual review.
_____ Faculty Signature: _____   See addenda [ ]
_____

-
_____ Comments Attached: _____

-
Additional Information: _____
_____   _____

_____ Faculty Member Signature _____   Date

Appeal Requested: _____
_____   _____

_____ Faculty Member Signature _____   Date

-

-
*Head/Supervisor: _____
_____

Signature   Date

-

-
*Director or Dean: _____
_____

Signature   Date

The final Annual Faculty Review completed by the Department Head ~~The faculty member will be provided with a copy of the final review~~, including all ~~signatures and~~ comments/recommendations/assessments in addition to any faculty responses to the entire review/evaluation will be presented to the faculty member for signature. The faculty member reserves the right to respond to any comments and to have all of those responses included in the final version of the Faculty Annual Review/Evaluation.

If disagreement is indicated, the faculty member must state the objection on the following page, otherwise the page should be left blank. The disagreement statement should be completed before the Dean signs above.

If any new comments/recommendations/assessments are added to the Annual Faculty Review following the faculty member's signature then the faculty member will be notified of such additions and they will be given another opportunity to provide an official response and acknowledging signature prior to the Annual Faculty Review being deposited into the faculty member's personnel file or forwarded to any administrative offices external to the college.

The faculty member will be provided with a copy of the final review, including all signatures.

~~The final Annual Faculty Review completed by the Department Head will The faculty member will be provided with a copy of the final review, includeing all signatures and comments/recommendations/assessments in addition to any faculty response to evaluation prior to being presented to the faculty member for signature. The faculty member reserves the right to respond to any comments and to have all of those responses included in the final version of the Faculty Annual Review/Evaluation.~~

~~If disagreement is indicated, the faculty member must state the objection on the following page, otherwise the page should be left blank. The disagreement statement should be completed before the Dean signs above.~~

~~If any new comments/recommendations/assessments are added to the Annual Faculty Review following those provided by the Department Head then the faculty member will be given the opportunity to provide an official response.~~

~~The faculty member will be provided with a copy of the final review, including all signatures.~~

~~The faculty member will be provided with a copy of the final review, including all signatures and comments/recommendations/assessments. The faculty member reserves the right to respond to any comments and to have all of those responses included in the final version of the Faculty Annual Review/Evaluation.~~

~~If disagreement is indicated, the faculty member must state the objection on the following page, otherwise the page should be left blank. The disagreement statement should be completed before the Dean signs above.~~

Disagreement Statement: To be completed by the faculty member if applicable.

If the faculty member disagrees with the evaluation of the head/supervisor, an explanation of the disagreement should be detailed below by the faculty member. This page should be left blank if there is agreement with the head/supervisors assessment.

Division of Agriculture, Forestry and Veterinary Medicine Annual Faculty Review Form Page

cc (Pages 1-6~~5~~ including faculty response to review):   Dean(s)/Director(s)

Appropriate Vice President

Faculty Member

REVIEW

This AOP will be reviewed every four years (or whenever circumstances require an earlier review) by the Executive Vice Provost and Dean of Graduate School with recommendations for revision to the Provost and Executive Vice President.

REVIEWED

_____   _____
Executive Vice Provost & Dean, Graduate School   Date

_____   _____
Provost and Executive Vice President   Date

_____   _____
President, Robert Holland Faculty Senate   Date

_____   _____
Director, Institutional Research and Effectiveness   Date

_____   _____
General Counsel   Date

APPROVED

_____   _____
President   Date

C
Peers

One of the task force's first assignments was to investigate the faculty performance evaluation policies of our peers. We developed a repository of these policies that we reviewed. The following two pages contain tables of some of the elements related to faculty evaluation. Blank cells indicated that we were unable to find this element. The Task Force members immersed themselves in our Peers' documentation as we considered revamping our annual review form.

Institution	Collegiality	Name of the Student Instrument	Faculty Committee for Annual Review	Annual Review Form	Indications of performance level
University of Alabama	Yes (P & T)	Student Opinion of Instruction	Yes (Probationary Faculty)		
Auburn University	**Yes** (concerns should be shared with the candidate as soon as they arise; they should be addressed in the annual review and third-year review	Student Evaluations	No	**No** (the head/chair shall request a current vita and any supporting material the head/chair or the faculty member deems appropriate prior to the review.)	Exemplary; Exceeds Expectations; Meets Expectations; Marginal; Unacceptable
Iowa State University	No	Student Ratings of Teaching and Student Evaluation of Teaching (Guidelines and Recommendations)	The annual faculty evaluation process is the responsibility of the department chair. In some departments, the associate/assistant chair or a designated review committee has a role in the evaluation process.	**Yes, sort of,** they have an Annual Faculty Performance Evaluation Checklist	Each faculty member's overall performance shall be evaluated as either **satisfactory,** or **not satisfactory**. Departments may further subdivide those rated as satisfactory into ranked categories (e.g., **good, superior, excellent**) for purposes of further differentiation in terms of merit increase.
Louisiana State University	Only mentioned in the Initial Appointment section.	Student Evaluations	**No** (The reviewing officer must request input from any other unit or administrative office where the faculty member has at least a 25% appointment. When the faculty member has at least a 50% administrative appointment—for example, as the unit leader—the line officer to whom the faculty member reports will be the sole reviewing officer.)	Yes	Satisfactory or Unsatisfactory
North Carolina State University		Student Evaluations	The department head may consult with the tenured faculty of the department and may seek such other advice as he or she deems appropriate in the conduct of the review.	Each college or other academic administrative unit w/ faculty shall develop an appropriate annual activity report format, guidelines and submission dates subject to the approval of the department head and dean.	
University of Arkansas	No	Student Evaluations	The chairperson head shall make each recommendation regarding reappointment (which includes recommendations for non-reappointment) of a tenure-track faculty member only after consultation with an elected unit committee. (Note that this provision requires that all departments have an elected department peer review committee hereinafter called the unit committee.)	Yes	Exceeds Standard; Above Average; Satisfactory; Unsatisfactory
University of Tennessee				Yes	Far Exceeds expectations for rank; Exceeds Expectations for rank; Meets expectations for rank; Falls short of meeting expectations for rank; Fall far short of meeting expectations for rank
Texas A&M		PICA (personalized Instructor/Course Appraisal)		Yes - determined by department and/or college	Outstanding (Performance is truly exceptional, reflecting stellar quality and high productivity, notable for additional recognition) ; Good (Above expectations, performance exceeds basic expectations with evidence of additional productivity rerlecting quality performance) ; Satisfactory/Meets Expectations (Performance meets basic expectations reflecting average quality performance and productivity) ; Unsatisfactory (Performance fails to meet minimal expectations with evidence of reduced productivity and.or poor quality performance
Oklahoma State University		Student Evaluations (must be part of the annual review)		May chose to adapt the Annual Faculty Appraisal and Development Program Form - A written report of activities and accomplishments shall be submitted by the faculty member. This report shall include a work and professional development plan. The faculty of each academic unit shall use the written Academic Unit Standards established by the faculty members of the unit.	Mention made of six step scale from excellent to unsatisfactory. FAS System is behind credentialed log in screen
Clemson					
University of Florida		Course Evaluations			
University of Georgia				Yes (use software)	[Exceeds/Meets/Does Not Meet] Expectations
University of Missouri					

Institution	Tenure/Tenure Track	Instructor	Clinician	Research	Professor of the Practice	Extension	Merit Increase Policy	Post-Tenure Review Trigger	Best Practices in Evaluation	Digital Measures
University of Alabama										
Auburn University	Yes	Yes	Yes	Yes	Yes	Yes		**two overall unacceptable** annual evaluations **in a six-year period** will trigger PTR		
Iowa State University	Yes	term	term	term	term	term	Yes (section 4.1.1 on page 36 of Faculty Handbook)	**2 consecutive unsatisfactory** annual performance evaluations	Yes (Provost website)	
Louisiana State University	Yes (separate document)	Faculty Other than Tenure-Track and Tenured	Faculty Other than Tenure-Track and Tenured	Faculty Other than Tenure-Track and Tenured	Faculty Other than Tenure-Track and Tenured			When a chair has found a tenured faculty member's job performance to be unsatisfactory in **two consecutive** reviews or in **three reviews in a five-year** period.		Yes
North Carolina State University	Yes (separate document)	Non-Tenure Track Faculty Ranks	Non-Tenure Track Faculty Ranks	Non-Tenure Track Faculty Ranks	Non-Tenure Track Faculty Ranks	Non-Tenure Track Faculty Ranks				
University of Arkansas								When the annual review of a tenured faculty member results in an overall rating of "unsatisfactory" in two consecutive annual reviews, or three of five consecutive annual reviews, action to improve his/her performance to the satisfactory level will be taken.		
University of Tennessee	Yes						Faculty with an overall rating of meets, exceeds or far exceeds expectations is eligible for any merit-based salary increase. Faculty with overall rating of falls short of meeting expectaions is not eligible for merit-based salary increases. Faculty with rating of falls far short of meeting expectations is not eligible for any salary increases.	If faculty member's overall performance is rated falls short of meeting expectations in any two years during any four consecutive annual review cycles.		
Texas A&M	Yes									
Oklahoma State University							An individual's merit raise is based on performance evaluation			Uses Faculty Activity System
Clemson										
University of Florida										Explorance Blue
University of Georgia										Symplectic Elements
University of Missouri										myVITA

D

Chapter Notes

Chapter Notes

1-1. Tracey Baham replaced Tim Chamblee when Tim retired 06/30/2020.

1-2. Leslie Corey replaced Nancy Segert when she left the University in late fall 2020.

2-1. The current AOP was approved in 2011 and the revised AOP has been approved by the Faculty Senate, but was put on hold until the recommendations of this task force.

3-1. Iowa State University has an interesting section in the faculty handbook about Merit Increases. Each faculty member's overall performance shall be evaluated as either satisfactory, or not satisfactory. Anyone receiving a rating of satisfactory shall receive a salary increment equal to at least one-third of the percentage of the general salary increase. Departments may further subdivide those rated as satisfactory into ranked categories (e.g., good, superior, excellent) for purposes of further differentiation in terms of merit increase. Those rated as not satisfactory shall receive an increase between zero and one-third of the budgeted general salary increase. The president in consultation with the Faculty Senate may adjust the minimum percentage increase for satisfactory performance. [OF]

4-1. We will work with the Evaluation of Teaching Performance working group to produce a "Best Practices"

document on faculty evaluation that resides on the Provost's website.

5-1. On 08/13/2020, we held an online vote to include collegiality in the annual review form. The results were

- Yes: 6
- No: 15
- Abstain: 1

There were three written comments included with the votes:

1. Yes— But with the disclaimer: Not as a "fourth leg", but only as one more criterion listed under each of the three main categories of teaching, service, and research/scholarly activity. If it became a separate, fourth criterion, my vote would be no.

2. No — I feel very strongly that collegiality should absolutely not be part of the annual review, so I vote NO.

3. Yes — While I am in favor of this, in practicality collegiality is expected of people you work with. The only time a vote would be necessary is if the person is dramatically uncollegial (contumacious, which constitutes one of the grounds for loss of tenure).

A-1. Colleen Flaherty's article titled "Tenure's Fourth Rail" is referring to adding collegiality as a separate category along with the traditional categories of teaching, research, and service. This is not to be confused with the 3rd rail metaphor meaning that the issue is too controversial, i.e., untouchable. In certain electric railways, it is the 3rd rail that provides electrical power to the train and therefore, should not be touched.

B-1. If the recommendation for a unified annual review form is adopted, then we can drop "Units may develop their own annual review forms that omit faculty reporting sections deemed to be unrelated to the unit's academic missions of teaching, service, extension and/or research (e.g., extension sections may be omitted for units without extension requirements). They must be approved by the Office of Academic Affairs" and the signature page from AOP.

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[Arr07]   Raoul A. Arreola. *Developing a comprehensive faculty evaluation system :* 3rd ed. Bolton, Mass. : Anker Pub. Co., 2007. URL: `https://www.wiley.com/en-us/Education/Faculty+Development-c-ED2B?page=1`.

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[AT]   AAUP's Committee A on Academic Freedom and Tenure. *On Collegiality as a Criterion for Faculty Evaluation.* URL: `https://www.aaup.org/file/AAUP%5C%20Collegiality%5C%20report.pdf`. (accessed: 02.12.2020).

[Fis]   Michael Fischer. *Defending Collegiality.* URL: `https://www.insidehighered.com/views/2009/04/30/defending-collegiality`. (accessed: 04.05.2021).

[Fla]   Colleen Flaherty. *Tenure's Fourth Rail.* URL: `https://www.insidehighered.com/news/2013/06/14/collegiality-experts-advocate-its-role-personnel-decisions`. (accessed: 03.25.2021).

[OF]   Office of the Senior Vice President and Provost and the Faculty Senate Governance Council. *Iowa State University Faculty Handbook.* URL: `https://www.provost.iastate.edu/sites/default/files/wdclientcss/Faculty/Policies/Faculty%5C%20Handbook%5C%20-%5C%20January%5C%202021%5C%20-%5C%20final.pdf`. (accessed: 02.02.2020).

[PCU]   Office of the Provost, Faculty Council, and the University Committee on Faculty Affairs. *Performance Review & Development For Faculty & Academic Staff.* URL: `https://hr.msu.edu/ua/performance/faculty-academic-staff/index.html`. (accessed: 02.28.2020).