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the mission of the university and with assigned duties in research, teaching, s  
addition, posttenure review is intended to recognize and honor exceptional ac  
formative assessment process, posttenure review is also intended to provide co

academic responsibilities and compliance with applicable state law



DEPARTMENTAL POSSESSION GUIDELINES



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- Evidence of a major data collection effort
  - Include students as authors on a paper

Unsatisfactory 4	Does not Meet Expectations 3		Meets Expectations 2	Exceeds Expectations 1
Fiveyear average student evaluation of teaching below 3.5but no students directed/supervised	Fiveyear average student evaluation of teaching above 3.5and at least one student directed/supervised per yearon average		Fiveyear average student evaluation of teaching above 4.0and at least two students directed/supervised per yearon average.	Fiveyear average student evaluation of teaching above 4.5and at least 5five students directed/supervised per yearon average.
Factors that elevate the evaluation*				
<ul style="list-style-type: none"> <li>• Teaching evaluations that show evidence of valued instruction</li> <li>• Mentoring students outside of the classroom</li> <li>• Creating new course content</li> </ul>		<ul style="list-style-type: none"> <li>• New preparations</li> <li>• Modifications to an existing course in content or course delivery</li> <li>• Working with graduate students</li> <li>• Teaching complex material (e.g., quantitative analysis or graduate methods)</li> <li>• Improvement in teaching evaluations</li> <li>• Variety of courses assigned</li> <li>• Incorporate innovative teaching pedagogy</li> <li>• Published textbook or teaching monograph</li> </ul>		<ul style="list-style-type: none"> <li>• Extensive modifications to existing courses</li> <li>• Major professor for doctoral student</li> <li>• Shows major improvement in teaching evaluations from the previous year</li> <li>• Received a teaching or mentorship award</li> </ul>

\*These factors are not a checklist; instead, they should be used by the faculty member to make their case for impact and used by the department Chair to appraise the case. The list of factors is not exhaustive. The Chair should consider the candidate's teaching workload assignment and access to graduate students (i.e., instructors do not work with graduate students).

## SERVICE

The Department's goals regarding Service are that faculty contribute time, energy, and expertise to the department, college, university, community, and profession. Service will vary depending upon each faculty member's skills, talents and workload.

should not be counted. The standard workload assigned to service is approximately 10% of the fabric below is based upon such a service workload.

Unsatisfactory 4	Does not Meet Expectations 3		Meets Expectations 2	Exceed Expectations 1
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The chair's post-tenure performance review narrative and scores shall be a holistic assessment based upon the candidate's ability to help the department meet its goals in the areas of teaching, research, and service.

Once the chair has assessed the candidate's performance and productivity and assigned post-tenure performance scores in the areas of teaching, research, and service, these scores shall be weighted by the 5-year average faculty workloads in these areas to produce the candidate's overall post-tenure performance score. The Chair's narrative shall justify this final or overall post-tenure performance score as well as any upward or downward adjustments made.

Submitted: September 2023

APPROVED By the Office of the Provost: 09/15/2023