b. Faculty: Review of Performance

1) Purpose {based on UWS 3.05
http://legis.wisconsin.gov/rsb/code/uws/uws003.pdf }

The University of Wisconsin-Eau Claire is committed to a continuous self-evaluation as one means of ensuring the quality of the education it offers students. The periodic review of faculty performance is an integral part of this process. As such, it has as its primary purpose the maintenance and improvement of the quality of instruction provided by the individual faculty member and the quality of programs offered at the Departmental or College levels. Recognizing that teaching, research, professional development, and service to the public, the profession, and the University, as well as all other types of scholarly activity, contribute to the quality of educational opportunity available at the University, all faculty shall be evaluated in all aspects of the fulfillment of their professional commitment to the institution. For split and joint appointments, the review shall be based on the responsibilities and criteria for evaluation established in the appointment letter. (US 4/12)

The Department Chair, the Department Personnel Committee (DPC), the DPC subcommittees, and designated academic administrators participate in one or more of the several phases of periodic review of each faculty member listed below.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Frequency</th>
<th>Initiated By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Review</td>
<td>Annually</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Reappointment Review</td>
<td>Annually through the fifth probationary year</td>
<td>Department Personnel Co</td>
</tr>
<tr>
<td>Tenure Review</td>
<td>Prior to the seventh probationary year</td>
<td>Department Personnel Co</td>
</tr>
</tbody>
</table>
Promotion Review

After satisfaction of applicable criteria and Department Chair and Department Personnel Committee (Appropriate Promotion Subcommittee)

Post-Tenure Review

During the fifth year following tenure or promotion, whichever is more recent and then during every subsequent fifth year Department Personnel Committee (Appropriate Subcommittee)

(US 3/04; 9/04)

a) Probationary Faculty

4

The information gathered through the various phases of periodic review of probationary faculty is used in making personnel decisions as well as in the formulation of plans for the professional development of the faculty member involved. To promote the retention of qualified probationary faculty, the institution encourages departments to assign mentoring teams to the new faculty, to monitor retention goals, and, in conjunction with the administration, work to enhance the intercultural climate. The evaluation policies and

b) Tenured Faculty
The information gathered through the various phases of periodic review of tenured faculty is used to ensure continuing growth and development in professional skills; to encourage faculty to explore new ways to promote academic excellence; and to identify areas for improvement and provide solutions for problem areas.

The periodic review of probationary faculty and of tenured faculty shall follow the same procedures as described below. The reviews may be incorporated into other departmental procedures for salary and other performance reviews at the department level.

Salary recommendations shall be based on performance of assigned duties and must include consideration of student evaluations.

2) Criteria for Periodic Review of Faculty Performance

Each periodic review of faculty must include, but is not limited to, consideration of teaching effectiveness, academic advising ability, scholarly activity, and service to the University, the profession, and the public.

On October 4, 1974, the Board of Regents approved policies requiring student evaluation of instruction for the following purposes: (1) improvement of instruction; (2) as information used in actions on promotion, retention, and granting tenure; (3) as information used in actions on salary increases.

These criteria are defined as follows:

a) Effective teaching results in student learning. Effective instruction facilitates positive learning outcomes for students and places learning at the center of instruction. In pursuit of student learning, an effective instructor utilizes extensive disciplinary knowledge, employs intentional design and development skills, implements productive instructional practices and performance and creates a supportive learning/teaching environment.
b) Academic Advising Ability means the effectiveness of the instructor in providing ongoing consultation for the student; in referring students to appropriate sources of assistance when necessary; in assisting the student in the development of a comprehensive, long-range academic and career plan and the selection of each semester's courses; and in monitoring the student's progress towards the fulfillment of all applicable degree requirements.

c) Scholarly Activity means scholarship of a live and progressive character, manifested by continued study, scholarly interests, research, productive and creative work, and professional participation and performance. The essential test of such growth is the teacher's success in holding the respect and esteem of students and colleagues within his or her special field of study and in maintaining professional standards in keeping with those generally approved by the teaching profession.

d) Service to the University, the Profession, and the Public means the acceptance and fulfillment of the responsibility to serve the University, the professions, and the public through various activities which take place outside the classroom. (1) Service to the University refers to service on various committees, advisory boards, etc., at either the Department, School, College, University, or System level. (2) Service to one's profession refers to active participation in professional organizations at the local, state, national, or international level. (3) Service to the public refers to participation in community movements of an educational nature, or in Continuing Education activities, or to using one's professional expertise in a
consulting or advisory capacity to agencies, business, or individuals, or to similar types of activities through which the university achieves greater recognition and prestige in the community, state, and nation.

Each phase of periodic review of faculty performance shall include, but is not limited to, consideration of teaching effectiveness, academic advising ability, scholarly activity, and service to the University, the profession and the public. The Department Personnel Committee (DPC) of each department or functional equivalent with input from the Department Chair shall develop and approve a written evaluation plan that defines each of these general criteria and describes the relative emphasis to be given to each criterion. The emphasis on the various general criteria may vary depending on needs of the department, individual interests, and the stage of a faculty member's career. The evaluation plan will include a detailed definition of teaching effectiveness that includes categories such as disciplinary expertise, design and development skills, instructional practices and performance and learning/teaching environment. Upon approval by the DPC, the plan shall be submitted to the Department Chair, the Dean, and the Provost and Vice Chancellor who shall review the plan and, if it is determined to be acceptable, approve it in writing. The Department Chair shall distribute the approved plan to department members, thereby informing them of the agreed upon criteria. The Department Personnel Committee, the Department Chair, the Dean, and the Provost and Vice Chancellor shall use the agreed upon criteria in considering performance reviews. The Department Personnel Committee shall annually review the Department Evaluation Plan and revise the plan as deemed appropriate. Revisions shall be approved in the same manner as the original plan. The Department Chair shall inform the department in
writing of any agreed upon revisions in the plan.

If at any point during the development or revision of the plan agreement cannot be reached over any aspect of the plan, the next higher level (Department Chair, Dean, or Provost and Vice Chancellor) shall attempt to informally mediate any differences and to secure agreement so that the plan may move forward. If the Provost and Vice Chancellor’s effort at informal mediation fails, the Faculty Complaint and Grievance Committee shall be convened by the Chancellor to examine the issues and to make a recommendation to the Chancellor concerning that portion of the plan for which an agreement could not be reached. The decision of the Chancellor is final. When the Faculty Complaint and Grievance Committee recommendation is supported by three-fourths of those voting, the committee can expect that its recommendation will be supported except for only the most compelling reasons. (US 12/03)

3) Procedures for Periodic Review of Faculty Performance  
 a) Procedures for Periodic Review by Department Personnel Committee

The committee or one of its subcommittees shall meet annually with all instructional staff of the department for the purpose of discussing the Department Criteria, the relative emphasis given to each of the criteria in the review of the individual faculty member's performance, and the procedures of the evaluation plan.

When conducting teaching evaluations, the DPC shall gather evidence from peer observations of instruction, instructional materials including learner outcomes (i.e. lesson based and/or long-term), student evaluations, instructor reflections on their teaching, and miscellaneous (e.g. teaching awards, instruction-related grants and publications, substantiated complaints, etc.). No single category of evidence shall constitute more than 25% of the performance review.

For nonteaching faculty, the plan shall follow the principles reflected in these guidelines with appropriate modifications based on the responsibilities and duties of the individual.
The departmental faculty evaluation plan shall include procedures which:

1. Conform to the Wisconsin open meetings and records laws, the UW System rules and policies, and UW-Eau Claire policies, all of which shall take precedence.

2. Provide forms and procedures for administering and analyzing student evaluations and promote the anonymity and integrity of those evaluations.

3. Provide that the faculty member shall be given copies of all periodic reviews of faculty performance at the same time as such reports are submitted to the Department Chair or other administrators by the Department Personnel Committee or its subcommittees.

   a. Provide that each phase of periodic review of probationary faculty be forwarded through administrative channels to the Department Chair, Dean, Provost and Vice Chancellor, and Chancellor in the course of the reappointment process.

   b. Provide that each phase of periodic review of tenured faculty be forwarded to the Department Chair. After review the Department Chair will return the review to the faculty member and acknowledge completion of the process to the Dean. Periodic reviews of tenured faculty for purposes of preparing promotion recommendations will take the place of the post-tenure review and will be forwarded through administrative channels according to the procedures for promotion.

4. Provide that the faculty member be given an opportunity to examine his or
her student evaluations.

(5) Provide that the faculty member be given an opportunity to respond in writing to the student evaluations and the evaluation reports prepared by the Department Personnel Committee and that such responses are attached to the original documents before the evaluation report is forwarded to the Dean.

(6) Afford the faculty member opportunities to submit to the Department Personnel Committee or its subcommittees any documents or information relevant to the evaluation of his or her performance, and/or request a meeting with the committee.

(7) Recognize that the Department Chair has the responsibility for maintaining the departmental personnel file for each staff member, including a record of the periodic evaluations, personnel decisions, and the information on which they are based.

(8) Afford the faculty member an opportunity to review and respond to the information in his or her departmental personnel file.

b) Procedures for Periodic Review by Department Chair

When conducting teaching evaluations, the Department Chair shall gather evidence from peer observations of instruction, instructional materials including learner outcomes (i.e. lesson based and/or long-term), student evaluations, instructor reflections on their teaching, and miscellaneous (e.g. teaching awards, instruction-related grants and publications, substantiated complaints, etc.). No single category of evidence shall constitute more than 25% of the performance review.

In addition to student evaluations, each phase of periodic review by the Department Chair may be conducted by means of classroom observations, information presented by the faculty member, and information gathered by the Department Personnel Committee or its subcommittees. Following the completion of each phase of periodic review, the Department Chair shall provide the faculty member with a written report on his or her performance. The faculty member shall have the opportunity to respond to this report in writing.
This report, the information on which it is based, and the response, shall become a part of the departmental personnel file of the faculty member.

(This paragraph currently under revision.) The Department Chair, in consultation with the Department Personnel Committee, will prepare a schedule for the regular (at least every five years) post-tenure review of the tenured faculty. An annual report to the Provost and Vice Chancellor identifying those tenured faculty reviewed during the year will be filed before the end of each academic year. (US 12/03)