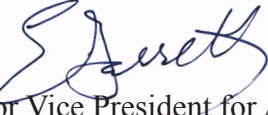


M E M O R A N D U M

To: Academic Deans

From: Elizabeth Garrett 
Provost and Senior Vice President for Academic Affairs

Date: August 21, 2014

Subject: Faculty Evaluations

I have approved the principles for faculty evaluations listed below. They are derived from a white paper on faculty evaluations (attached) prepared by the Faculty Evaluation Task Force of the Academic Senate and endorsed by an ad-hoc faculty committee. These principles supplement policies and procedures in the Faculty Handbook, university policies, and Provost-approved school faculty guidelines.

1. The central goals of annual merit review are to recognize excellent performance and to identify inadequate performance so that each can be appropriately addressed. The Academic Senate recognizes that continued inadequate performance compromises other colleagues' ability to perform their jobs well, and it undermines our missions of educating the next generation and undertaking consequential research and creative work.
2. The final outcome of annual merit review will be conveyed to each faculty member in a manner that describes the review's conclusions and the reasons for them, rather than being conveyed to the individual solely as a quantitative score. Administrative records, for convenience, will continue to translate the rating into a number.
3. The dean or delegate of the dean will hold a one-on-one meeting with every faculty member whose performance is identified as needing improvement and with any faculty member who requests a meeting.
4. There will not be a fixed distribution of merit evaluation ratings such as a bell-curve because it is not warranted in these circumstances, but it remains impermissible to give more than half the faculty in a unit the same rating.
5. Every school is required to conduct in-depth evaluations of their faculty. Tenured faculty may be reviewed every three or fewer years at the school's discretion. Full-time tenure-track and non-tenure-track faculty should be evaluated annually in accordance with the school's established faculty evaluation process. Additionally, every faculty member must submit information annually in a manner prescribed by the school that provides a review of her or his previous year's activities and accomplishments.

6. In the overall process of evaluation of research/scholarship/creative work, quantitative measures may be the starting point, but not the sole components of this process.
7. To help the faculty member calibrate her or his teaching evaluations, the scores from student evaluations will also include for key items the average score for the unit or for that type of course, as well as the number and percentage of enrolled students who participated in the evaluation.
8. Annual, biennial, or triennial merit evaluations of a faculty member's teaching will be based on a consideration of multiple criteria about teaching effectiveness, such as (a) results of peer observation, (b) review of teaching materials, (c) student evaluation scores and comments, (d) appropriate measures of student learning, including long-term effect of a teacher on student success and development, and (e) use of research-based pedagogical strategies.

Evaluations for tenure and promotion, or for reappointment or non-reappointment of untenured faculty members, differ from annual, biennial, or triennial merit reviews in several ways and are not merely a cumulative reflection of annual evaluations. For example, annual reviews sometimes do not consider long-term contributions, problems, or developments that must be considered for these important decisions.

9. Decisions regarding reappointment or non-reappointment of tenure-track assistant professors and non-tenure-track faculty properly consider multiple criteria, including those considered in appointment decisions as described above.

Attachment

cc: Deans of Faculty Council
Beth E. Meyerowitz
Executive Committee of the Academic Senate