I. RATIONALE

The UWS Board of Regents adopted its Guidelines covering the review and development of tenured faculty on 8 May 1992. Each UWS institution has been asked to develop its own procedures around these guidelines:

A. Provision for a review, at least once every five years, of each tenured faculty member's activities and performance, in accordance with the mission of the department, college, and institution.

B. Effective criteria against which to measure progress and accomplishments of faculty during this review and a description of the methods for conducting the evaluation.

C. Delineation of responsibilities for conducting reviews.

D. Means by which the merit process and faculty review and development process will be linked and used to facilitate, enhance and reward outstanding performance.

E. Procedures defining means for remedying problems in cases where deficiencies are revealed.

F. Provision for a written record of each faculty review; designation of the location for the personnel file.

G. Description of the accountability measures the institution will use to ensure full implementation of the institutional plan.

H. Nothing in these guidelines is intended to alter the existing rules dealing with tenure determination.

II. GENERAL PRINCIPLES

Given the mission of UWM and the currently codified expectations of the faculty role, three general principles are operative: (1) tenured faculty review and development activities are designed to develop the talents of the faculty member, (2) enhance the academic program(s) to which the faculty member contributes, and (3) protect the right of open and free inquiry *(academic freedom). Strong academic programs housed within equally strong departments (or equivalent units) are the sure and demonstrable measure of UWM's accountability to the citizens of the State of Wisconsin. Within the general tenets of academic freedom, the strength of academic programs depends on the right of open inquiry and maximum use of faculty talent in teaching, research, outreach and service. The UWM faculty envision the review of tenured faculty as one that focuses on collegial assessment and provides an opportunity for faculty to review past performance and develop future plans.

*(Open and free inquiry provides for the freedom to pursue novel, unpopular, or unfashionable lines of inquiry.)
III. PROCEDURES

A. Beginning Fall Semester of 1993 and in keeping with the principles stated above, all tenured faculty members will develop a written 3-5 year plan within the context of the overall mission of the Department. As annual reviews are conducted and appropriate modifications made, these plans will maintain a 3-5 year prospective timeline. Specifically:

1. The Faculty Development Plan will include all planned activities in teaching, research and service/outreach. The Plan should not ordinarily exceed five pages.

2. The Department Executive Committee will ensure that the collective Faculty Development Plans for its Department meet the overall mission of the Department and that they provide sufficient flexibility to accommodate faculty with differing responsibilities.

3. The Department Executive Committee will regularly review the Faculty Development Plan with each faculty member for the (1) assessment of the individual’s progress and (2) modification of individual plans as needed.

4. Faculty Development Plans and any modifications resulting from regular reviews must be filed with the Department’s Dean. Modifications resulting from regular reviews shall not ordinarily exceed two pages.

5. Items #1-4 above do not require a separate formal review at the end of the 3-5 year timeline.

B. Departments will take into account Faculty Development Plans when conducting annual compensation reviews.
UWM Tenured Faculty Review and Development Policy

Appendix I

Some characteristics of departments with effective tenured faculty review and development procedures

General principles

An effective, supportive tenured faculty review and development program:

1. acknowledges that a faculty career can evolve over time, can have different emphases at different periods, and is best evaluated over periods longer than one year.

2. formulates and communicates clear expectations of faculty work within the context of the department mission.

3. recognizes the need to improve regularly the procedures and documentation used to evaluate faculty work.

4. includes procedures that encourage individuals to work and review each other collaboratively.

5. provides incentives for faculty members to do better what they already do well and to pursue professional development and curricular innovation.

6. has a prospective as well as a retrospective component, that is, encourages the individuals to outline future activities in the context of department, unit, and campus needs.

7. includes qualitative and quantitative measures of performance.

Teaching

An effective, supportive tenured faculty review and development program:

1. recognizes that reviewing teaching involves not only the evaluation of classroom technique and the use of standardized student evaluation forms but also regular, direct peer review of teaching through classroom observation, syllabus and test review, etc.

2. uses student evaluation instruments that are reliable and valid, and that members have confidence in.

3. makes regular and consistent attempts to harmonize individual teaching interests and the needs of the program/department.

4. encourages individuals wishing to develop new expertise, new courses, and new ways to organize curriculum.

5. clearly distinguishes between adequate and meritorious performance.

6. includes actual student results as one measure of individual effectiveness.

7. recognizes and rewards other forms of teaching such as advising, directing theses, coordinating multi-section courses, directing faculty development and curriculum workshops, etc.
Scholarship

An effective, supportive tenured faculty review and development program:

(1) understands that scholarship can be expressed in a variety of appropriate ways (e.g. advancing knowledge; synthesizing and integrating knowledge; applying knowledge; and representing knowledge through teaching. cf. Scholarship Reconsidered, Boyer Report)

(2) encourages and rewards each of these scholarly activities appropriately within the context of the department's mission and that of the institution

(3) clearly distinguishes between adequate and meritorious work

(4) encourages innovative directions

(5) encourages and rewards the application of scholarly expertise as well as its publication.

Service

An effective, supportive tenured faculty review and development program:

(1) encourages and rewards faculty members to use their expertise on campus and in the larger community

(2) lays out clear expectations for all members of the department

(3) clearly distinguishes between adequate and meritorious work

(4) encourages and rewards faculty members for appropriate service to the profession
Guidelines for Conducting Faculty Review and Development Activities within Departments

Departments and their respective schools/colleges are strongly encouraged to consider using these guidelines:

1. Departments will develop a statement of criteria for annual compensation and Faculty Development reviews that is based upon the Department Mission Statement, that is sensitive to strengths of individual faculty, and clearly tied to Faculty Development Plans. This statement and the procedures listed below will be sent to all department faculty and filed with the unit’s dean.

2. Executive Committees will use Faculty Development Plans and appropriate supporting evidence in their annual reviews for compensation. These reviews will incorporate the progress made by a faculty member and the quality of his/her contributions in meeting the expectations outlined in the plan. Faculty will be rewarded accordingly.

3. Each reviewed faculty member will be provided with a written statement of assessment and compensation recommendations. This statement will use the Faculty Development Plan as its basis.

4. Chairs (or designee) will go over the written statement with each faculty member. The faculty member shall have the opportunity to provide additional written comments, which must be attached to the written statement.

5. Annual written statements of review and confirmation of the personal interview will be placed in each faculty member’s personnel file in the school/college dean’s office.

6. Department Chairs and Executive Committees are strongly encouraged to discuss developmental expectations with individual faculty members throughout the year.

7. Department Executive Committees are strongly encouraged to pursue formal training in personnel evaluation. These training options will be developed during the Summer of 1993 and made available during the 1993/94 academic year.

8. Campus administrators are strongly encouraged to work with faculty bodies to provide adequate financial support for faculty development activities.