

FACULTY PERFORMANCE REVIEW AT MSU

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THE MSU POLICY: Tenure System Faculty

- Tenure system faculty evaluated annually
- Clearly formulated, written performance criteria provided at time of appointment to clarify expectations
- Faculty shall be informed of factors used, evaluation of their performance on the factors, and the relationship between their performance and decisions on merit adjustments and RPT where appropriate
- Annual assessments shall be reflected in RPT recommendations

MSU POLICY GUIDELINES: Tenure System Faculty

- Process completed by beginning of fall semester
- Faculty submit written activity summary
- Use advice of peer review committees where applicable
- Written review within 3 months of evaluation
- Faculty who disagree can meet with chair after receiving review and provide comment within one month.
- Full documentation placed in personnel file
- Meetings encouraged before the written review; faculty have right to meeting afterwards.


THE MSU POLICY: Fixed Term Faculty

- Evaluated on an annual basis and informed in writing of the results by the unit administrator.
- Each unit should clarify expectations by having clearly formulated performance criteria, provided to faculty.
- Faculty shall be informed of factors, and the relationship between their performance and decisions on merit adjustments and, if appropriate, on reappointment and promotion.
- All assigned duties should be given weight.
- Annual assessments shall be reflected in recommendations to the Provost's Office regarding additional appointments, reappointment, and/or promotion.

THE MSU POLICY: Specialists

- The academic specialist shall be evaluated by the appropriate unit administrator before the end of the applicable annual duty period for those on probationary or fixed term appointment and at appropriate intervals for those with continuing appointment status.



- Evaluation shall be based on the duties and responsibilities specified in the job description for the specific position, general merit guidelines and the provisions of the Academic Specialist Appointment System.
 - The academic specialist with a probationary appointment shall be evaluated annually to determine progress toward goals and/or the identification of goals. Units may also use the annual evaluation to assist in the assignment of merit and other salary adjustments.
 - The academic specialist with a continuing appointment should also be evaluated. Units may schedule such evaluations to meet the needs and concerns of the individual unit; however, the unit must follow the established procedures.
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- Similar policies exist for other faculty and academic staff, including Librarians, FRIB, Health Programs, and others.



Post-Tenure Review

- Michigan State University has not adopted a distinct separate policy on the review of faculty following the award of tenure. Post-tenure review is implemented through several existing policies and procedures (contained in the Faculty Handbook), including a clarifying interpretation by the University Committee on Faculty Tenure on the meaning of the term "incompetence" in the disciplinary and dismissal policies. Performance is monitored through the use of annual written performance evaluations as required by the policy on "Faculty Review." Work performance, as determined in such reviews, is to be reflected in annual merit salary adjustments and as a basis for advice and suggestions for improvement. Although not triggered by a fixed number of years of low performance, discipline in a variety of forms may be invoked under the "Policy for Implementing Disciplinary Action where Dismissal is Not Sought." In more serious cases, the "Dismissal of Tenured Faculty for Cause Procedure" can be invoked. This procedure involves notice and a formal hearing involving review by peers.




UCFT Interpretation of Term “Incompetence”

- ... the term “incompetence” refers to faculty performance of assigned duties and responsibilities. Faculty members may be found to be incompetent if:
 - their performance is judged to be substantially below their relevant unit’s(s’) standards and criteria for acceptable faculty performance;
 - they have been offered a meaningful development opportunity, the goal of which is to improve their performance to meet their relevant unit’s(s’) standards and criteria for acceptable faculty performance; and
 - they have not improved their performance to meet the relevant unit’s(s’) standards and criteria as a result of development activities within a reasonable time period.



CURRY ASSUMPTIONS – REVIEWS AND MERIT PAY



Faculty are
our most
important
resource.

Faculty
independence
and self-
direction
must be
balanced with
the mission of
the unit and
University.

Faculty
should
participate in
setting and
clarifying
expectations.

Faculty
deserve
feedback.

CURRY'S ASSUMPTIONS -- Continued

Faculty should participate in the process of evaluation and development.

Faculty career development is an ongoing event even though writing the review is an annual process.

Expectations may change over the faculty career. The annual review is part of a larger picture of growth and development.



CURRY'S ASSUMPTIONS -- Continued

“Merit” pay decisions require an effective performance appraisal.

Equity is the issue in compensation, internal and external, not just amount.

Merit pay discussions should be separated from discussions about performance and development.



THE IDEAL PROCESS - The Prerequisites

College/unit mission, vision, and values



Clear guidelines for fair and equitable faculty workloads and assignments



Unit establishment of performance criteria and standards

Criteria – relative distribution/weight of teaching, research, outreach, service

Standards – the definition and determination of excellence

THE IDEAL PROCESS

An individually tailored career development plan based upon unit mission, objectives, and standards established with faculty input



Yearly update of the plan



The plan (as updated) would serve as the basis for the annual and extended review



Faculty self-appraisal and oral input



Peer review and advice to the administrator

THE IDEAL PROCESS (Continued)

Separate discussion of performance from
discussion about compensation



Do not finalize the written review without an
opportunity for faculty member feedback



NO SURPRISES in any part of the process

The Written Performance Review and Supporting Documents Should Provide Support That:

The faculty member received clear communications concerning expectations

The expectations were reasonable, fair and consistent with University guidelines

Where improvement is needed, communications about it is clear

Consequences are included where warranted

The unit's process was fair and consistent with its (and University) policies



LEGAL ISSUES



Written performance reviews are accessible under FOIA and Bullard-Plawecki.

The truth, supported by evidence, is the best defense.

Be objective where possible rather than subjective in your choice of words. Include support.

PERFORMANCE REVIEW ISSUES FOR DISCUSSION

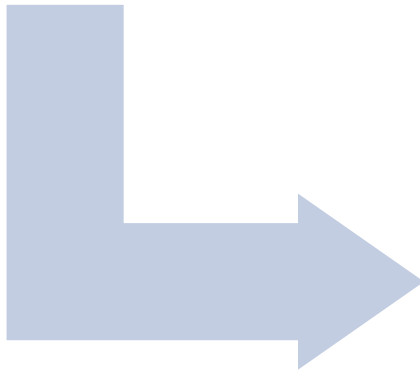
- Relationship of evaluation to RPT
- Discussing progress toward RPT during the annual review meeting and/or letter
- Relationship to merit increases



The Typical Timeline for Assistant Professors

Appointed as assistant professor to a 4-year probationary appointment

- During the third year a reappointment review occurs
- If unsuccessful, the appointment ends as originally scheduled



If successfully reappointed, the faculty member begins a second 3-year probationary appointment

- During the second year, the tenure review occurs
- If successful, one is promoted to associate professor and awarded tenure
- If unsuccessful, the appointment ends as originally scheduled



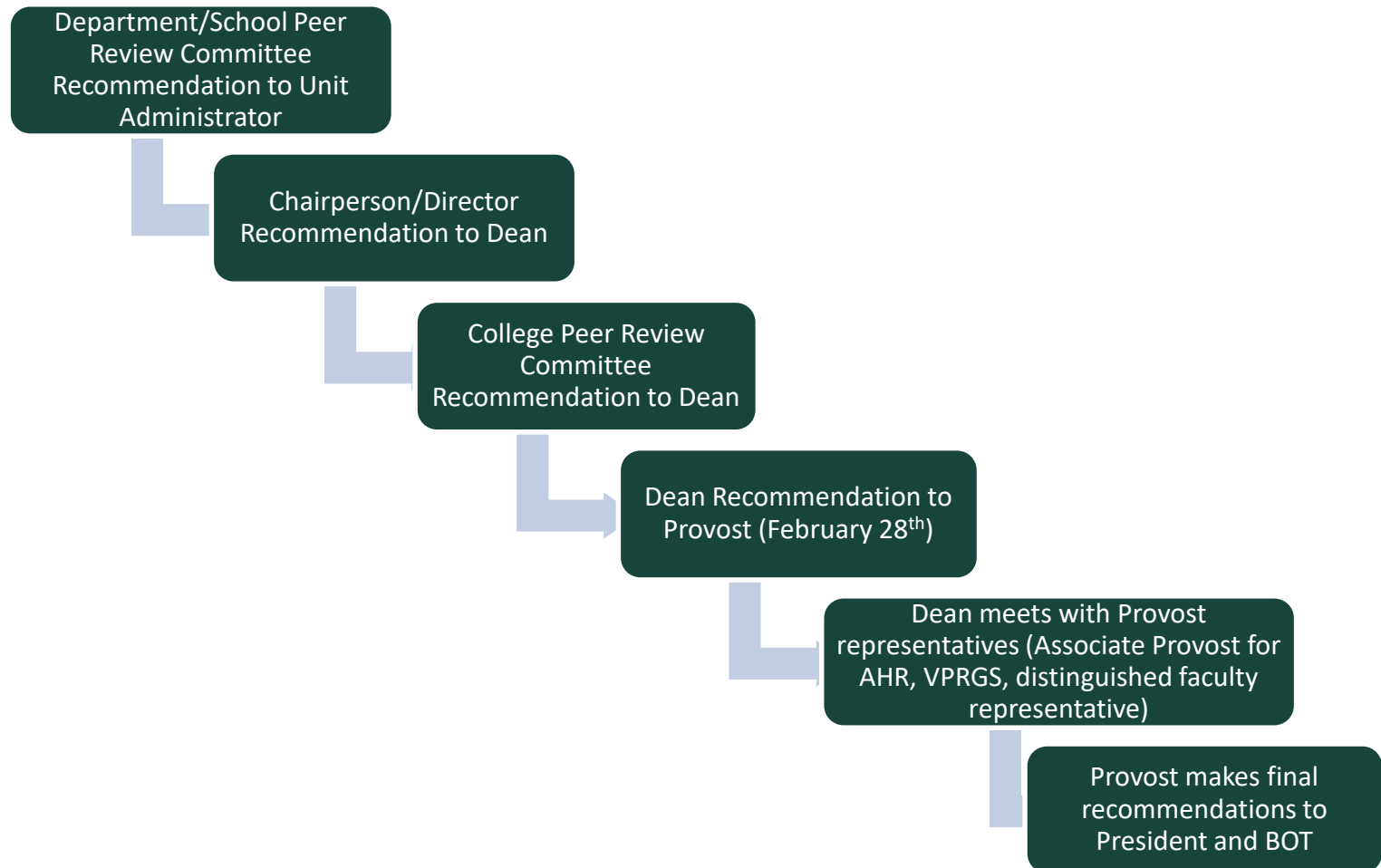
Typical Probationary Associate Professor Progression

A small number of faculty have initial appointments as associate professors without tenure, with probationary appointments typically of 2 - 4 years

- The reappointment review and decision are done in the year prior to the expiration of the appointment.
- If successful, reappointment to associate professor with tenure
- If unsuccessful, the original appointment ends as scheduled.



The Reappointment, Tenure and Promotion and Review Process



Reappointment, Promotion and Tenure

- MSU is committed to improve continuously. To do so means vigorous, effective recruitment and selection of new faculty who are encouraged and helped to grow professionally, through mentoring and development. These new faculty members are evaluated by demanding standards and required procedures for reappointment, tenure, and promotion recommendations.
- Individual personnel actions recommending tenure should result in the continuing excellence of the academic unit(s) as a whole and MSU more broadly. For example, anyone considered for tenure should meet or exceed the requirements of the unit for tenure and be in the top echelon of peers at a similar career stage nationally or internationally in the field or discipline.



Reappointment, Promotion and Tenure

- Assessment of faculty performance should recognize the importance of both teaching and research and their extension beyond the borders of the campus as part of the outreach dimension.
- The achievement and performance level required must be competitive with faculties of leading research-intensive, land-grant universities of international scope. (comparison is important)



Reappointment, Promotion and Tenure

- A recommendation for promotion from assistant professor to associate professor in the tenure system should be based on **several years of sustained, outstanding achievements** in education and scholarship across the mission, consistent with performance levels expected for promotion to associate professor at peer universities.
- A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national stature and long-term, high-quality professional achievement.



Reappointment, Promotion and Tenure

- A recommendation for promotion from associate professor to professor in the tenure system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an **expert of national stature** and to **predict continuous, long-term, high-quality professional achievement**.

