Frequently Asked Questions
Dean and Department Chair APR/PTR Training
January 26-27, 2023

Logistical Notes
- Session was not recorded. An abbreviated session will be available in the future, as well as training on specific topics as determined by session evaluations.
- Slides from the session are available and are included in the e-mail to all registered participants.

Noteworthy/Excellence/Outstanding
There are some discrepancies with the use of "noteworthy" in the policies and handbook. We will present tightened up language to the Board of Regents for their consideration and will get back to you all with additional information.

Annual Reviews
Q: What is the timing for an annual review?
A: Individual institutions determine the timing for annual reviews. Some institutions conduct annual reviews on the calendar year (January – December), while others use the academic year (August – July).

Q: What happens when a non-tenured, tenure-track or a non-tenure track faculty member receives two poor annual reviews?
A: These policies do not consider this answer specifically, but the expectation is that any faculty member who is not tenured, regardless of whether they are tenure-track or not, should be treated the same during the annual review process, but rather than moving into a corrective post-tenure review, the institution should take appropriate action, which likely would be a non-renewal of the faculty contract. Note that non-tenured faculty who are not performing to expectation may be non-renewed after the first year of receiving a 1 or a 2 in any area of evaluation. The institution should follow BOR policies on nonrenewal of faculty (BOR Policy Manual 8.3.4)

Q: Are annual reviews required for limited-term and part-time faculty with full teaching loads?
A: By policy, limited-term and part-time faculty, regardless of teaching load are not required to receive an annual evaluation; however, it is considered a best practice to evaluate all faculty at least annually for their growth and development.

Post-tenure Review
Q: Are annual reviews included in promotion and tenure dossiers verbatim/as an appendix or can they be summarized by the chair?
A: The Chair's written annual review, including any faculty response to the annual review, must be included in their original form in all portfolios for promotion and tenure-related reviews.

Q: If a Corrective Post-tenure Review is completed successfully, how does this impact their post-tenure clock?

A: The post-tenure review clock resets when a corrective post-tenure review is successful. The next post-tenure review will be in five years.

Reporting

Q: How and when will reporting to the Board of Regents be conducted?

A: The Board of Regents will receive annual reports related to faculty annual reviews and post-tenure review. These reports will pull from a new Managed Faculty Events page in OneUSG. A mock-up of the page is below but is subject to changes and should be available for use in later 2023. Reporting will begin in 2024.

Note: Institutions that chose to embed student success within an existing category of evaluation do not have to assign a numerical value to student success; rather, it should be reflected in the numerical value of the activity in which it is embedded.

Student Success

Q: How is USG defining student success?

A: The Academic Affairs and Student Affairs Handbook, section 4.4 broadly defines student success as: "Involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners." Institutions are responsible for further defining student success as appropriate to their mission. Student success on one campus may look different than student success at another. Examples of possible activities that may be used in evaluating student success are listed in the Handbook, but this is list is not exhaustive. Campuses, colleges, and departments should clearly define student success in their institutional context and mission.

Q: How do you differentiate between student success activities and teaching activities?
A: The differentiation should be done as a faculty member sets their goals for the next review cycle. The department chair and the faculty member should define what activities will account for each and how they will be measured.

Student Course Evaluations
Q: What are the best practices in the use of student course evaluations?
A: Student course evaluations, by policy, must be used in the evaluation of a faculty member s teaching effectiveness; however, they should not be used as single measure in any case. The slides should give additional information on the best ways to use student course evaluations in the evaluation of teaching.

Q: What if my class size is small enough that I am unable to see my student course evaluations?
A: For small class sizes where course evaluations are unable to be utilized in the same manner as a larger class, faculty should work with their department chairs to develop a mechanism by which the faculty member may still receive feedback that is constructive to their development.

Q: Can faculty include their eCore/eCampus student course evaluations in their annual and tenure-related evaluations?
A: Faculty who include eCore/eCampus courses as part of their contracted workload should utilize those course evaluations in their annual and tenure-related evaluations. Faculty who teach in eCore/eCampus outside of their workload should not use those course evaluations in their annual and tenure-related evaluations. Keep in mind that eCore closely monitors student feedback in all eCore courses and engages faculty teaching these courses in improving their instruction.

Q: How can faculty encourage students to give serious and meaningful feedback ?
A: Faculty should be careful in their encouragement so as not to be seen as incentivizing students for filling out the evaluation. Rather, consistently referencing the importance of the feedback throughout the course and not at the end of the course can be helpful. Deans and department chairs can take a lead on encouraging students to complete the evaluations throughout the semester.

Academic Administrator Evaluations
Q: Chairs and deans in our college are evaluated every 3 years. Is this in addition to the 5-year 360 assessment?
A: No. Institutions may set the cadence of academic administrators, but every administrator must be evaluated at least every 5 years.

Q: How formal should the 360 review be? Should it be via a vendor or similar assessment tool?
A: There is not a requirement for a vendor or similar assessment tool; however, those tools can be helpful in providing for a valid and reliable measure assessing the administrator's performance.

Q: Are faculty with release time (50%) considered academic administrators? Do they need to be on 12-month salary to be considered as academic administrator?
A: The institution should identify academic administrators. Department chairs and deans are necessarily academic administrators but there can be others based on their duties and responsibilities. The length of contract does not determine who is an academic administrator.

Miscellaneous Questions
Q: What is discretionary review?
A: Board of Regents Policy 6.26 includes the ability for any student or employee aggrieved by a final decision of a USG institution to apply for a discretionary review of the decision under certain conditions. The policy can be found here: BOR Policy 6.26

Q: Is there a plan to have a systemwide contract for a platform for supporting all the faculty evaluations?
A: At this time, no; however, this question can be considered further with the Chief Academic Officers.

Q: What is the threshold for the Board of Regents to judge an institution's handling of the post-tenure review process as inadequate and therefore take back control?
A: There is no litmus test for this action.

Q: What are the workload percentages for teaching, student success, research/scholarship, and service? How often should be defined – upon hiring? Annually? Other?
A: Each faculty member should have an individualized workload based on the mission and needs of the institution/college/department. These percentages should be defined annually and can be adjusted during the year. Workload should align to the mission and should change as the mission evolves and priorities change.

Q: How do we set expectations and evaluate tenured legacy faculty at consolidated institutions that had different missions?
A: Those consolidated institutions are likely to have a blended function, which enables faculty to have expectations tied to the function they are serving. Workload is another opportunity to differentiate faculty expectations.

Q: Will the ePerformance management system include the tools needed to manage the annual faculty evaluations in terms of document management, signatures, etc.?
A: No. Faculty annual evaluations are not included in the scope of work for this phase of ePerformance.

Q: Will changes made to our policies have to be approved by the University System Office?
A: Yes.

Timelines
- All policies were effective January 1, 2023
- Annual reviews – the annual reviews for the CY23 and AY23-24 will utilize the new annual review process

- PTR – AY23-24 submissions technically are under the new policy; however, it is expected that PTR committees and administrators in the process utilize discretion to the benefit of the faculty member for the first couple of years given the change in expectations.
- Tenure and promotion decisions will be impacted by these new policies and should also take into account the needs for discretion to the benefit of the faculty member given the changes in expectations.
- For academic administrators, a cycle of review should be developed and implemented if one does not already exist. The reviews should begin during the AY23-24 cycle. Committees and administrators in the process should utilize discretion to the benefit of the academic administrator for the first couple of years given the change in expectations.