

FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY
FACULTY ANNUAL REVIEW PROCESS

Date: December 2017

Policy ID: FAC-003

Each year, the Batten School conducts extensive peer-based reviews of its faculty members. The annual review process at the Batten School is designed to evaluate the performance of faculty in areas central to the mission of the School, and to set a course toward continual improvement in these important areas.

In December of each year, the Associate Dean for Academic Affairs requests Batten-funded faculty to submit an annual report, based on the Professional Activities Questionnaire (attached). The questionnaire facilitates an overall assessment in the four central areas of:

- Research
- Teaching
- Service
- Engagement

The report and accompanying CV are due in January (at the start of the spring semester). These documents, along with student evaluations from courses taught during the review period (calendar year), are then carefully reviewed by members of the Batten Executive Committee (comprised of four elected faculty members: two tenured, one tenure-track, and one general faculty). Individually, Executive Committee members use these materials to “rate” each faculty member on a scale from 1 (low) to 5 (high), with an average across the faculty of 3.0 in each category. Assessments in Research are based on the prior three years of research activities.

Executive Committee members then meet as a group to discuss and determine an overall average in each category for each individual faculty member and to summarize the reasons for such judgments. These averages and summary judgments, as well as individual assessments from the Associate Dean for Academic Affairs, are then forwarded to the Dean of the Batten School for review. The Associate Dean and the Dean are invited as observers to ExCom deliberations.

Weights across these four categories differ depending on the nature of the faculty member’s responsibilities (including different expectations for tenure-track vs. general faculty), as discussed and agreed upon in the faculty member’s contract and/or during the prior annual review process. The Dean therefore uses the predetermined weighted average to reach a final overall evaluation. That evaluation is then used in the determination of salary adjustments for the upcoming year.

In the spring semester, each faculty member meets individually with the Dean and Associate Dean to discuss the annual evaluation. The discussion includes feedback from the Executive Committee and formulation of a plan for continued excellence and/or improvement over the coming year. This 30-60 minute discussion may also set expectations of time allocations (weights across categories) and performance for the coming academic year. Brief written summaries of these conversations are placed in the Batten School files for each faculty member.

Categories of Evaluation (language adapted from Promotion and Reappointment Documents):

Research: A judgment concerning a faculty member's record of research will rest most heavily on internal assessments of the quality of the research, its relevance to leadership and public policy, and its publication in peer-reviewed journals and in books from top-ranked presses. In addition, competitive grants, citations, and scholarly honors and awards may provide evidence of research excellence. Annual review assessments will be based on the prior three years of research.

Teaching: Expectation of excellence in classroom teaching and in other educational activities associated with the degree programs of the School. Teaching contributions beyond the Batten School (e.g., advising PhD students in related fields) will be considered as part of the review. Annual review assessments will include student evaluations of courses taught during the review period (calendar year).

Service: Assessment of the faculty member's service activities within the School, the University, and their profession.

Engagement with the Practice of Leadership and Public Policy: Wide-ranging assessment regarding substantial, widely recognized, and impactful engagement with the practice of leadership and public policy.