

## **Best Practices and Process Guidelines for Post-Tenure Review**

The Post-Tenure Review (PTR) process provides an evaluative assessment of faculty performance in all aspects of their Position Responsibility Statement (PRS). This document provides an overview of best practices and process guidelines to assist with the preparation and submission of PTR materials. Responsibilities for the faculty member, department chair, PTR committee, dean, and Senior Vice President and Provost are also outlined.

### **Faculty Member Responsibilities**

Each faculty member is responsible for including four materials in their PTR portfolio—

1. Cover Sheet
2. Position Responsibility Statement (PRS)
3. Curriculum vitae/vita
4. Statement of impact

All templates are available on the [Post-tenure Review website](#). A faculty member's failure to submit PTR materials or comply with the PTR process will, except in extenuating circumstances, result in a below expectations rating.

### **Cover Sheet**

The faculty member includes the standard university **Cover Sheet**. The Department Chair is expected to sign the Cover Sheet indicating they have reviewed and approved the completed document.

### **Position Responsibility Statement**

The PRS is unique to each faculty member. The PRS accurately reflects the expectations for each area of responsibility, preferably using weighted percentages. The PRS serves as the benchmark for gauging faculty productivity when evaluating PTR cases.

Each faculty member must include all PRS(s) operative during the review period. The official signed PRS must be downloaded from Workday. Completed and signed PRS documents are stored on the worker profile in the Documents section of the Overview tab in Workday. Previous versions of the PRSs may be included from hard copy files.

### ***Curriculum Vitae/Vita***

- Faculty may use their college templates for CV.
- The faculty member lists their activities, accomplishments, and contributions in areas of teaching, research/creative activities, extension and/or professional practice, and institutional service.
- The faculty member organizes the information by standard categories and in reverse chronological order (i.e., most recent items listed first).
  - [Guidance for documenting one's work](#) is available related to entrepreneurship and innovation, teaching, research, multi-authored scholarship, and impact of the COVID-19 pandemic.
  - Research/creative activities:
    - When listing publications, the faculty member includes page numbers for all items in print.
    - The faculty member's role in any collaborations –whether grants, publications, or other activities—must be clearly explained.
    - Faculty are expected to report publications using conventional tools accepted in the discipline, such as the Web of Science database, Google Scholar, and h-index. Additionally, faculty are encouraged to emphasize the impact of the scholarship.
  - Teaching:
    - If listing graduate students, the faculty member indicates graduation dates.
    - Teaching loads vary across disciplines and within departments. The faculty member is advised to accurately reflect their actual teaching load in alignment with the percentage effort in their PRS. Where a faculty member's teaching load relative to their PRS diverges significantly from the departmental norm, this difference is clearly explained.
- Extension activities are clearly presented; programs, outputs, impacts and contacts are described.
- It is recommended that faculty with administrative positions such as Associate Chair, Center Director/Assistant Director, or Director of Graduate Education (DOGE) clearly explain the impact and contributions in these roles.

### ***Statement of Impact***

Faculty are expected to include a statement that addresses their impact in each area of their PRS. The statement of impact identifies key successes and significant outcomes and describe their plans for continued effectiveness. The statement is approximately four pages.

In teaching, faculty highlight their assessment of student learning, quality of instruction, and innovative strategies to enhance learning. Student ratings of teaching presented in tabular format for all courses. Faculty are advised to use the institutional standard rating scale of 1=very poor and 5=excellent. Faculty include comparative departmental data. Faculty members must address any negative trends in their teaching ratings record and continuous deviations from the departmental average.

### **Department-level Review**

Department-level review of each faculty member for PTR is a required component of the process. The departmental review provides an assessment of the outcomes. The local mechanism and procedures may be described in the departmental governance document and vary from department to department, but ought to reflect Post-Tenure Review Guiding Principles as outlined in Faculty Handbook 5.3.4.6.

### ***Department Chair Responsibilities***

Department chairs have overall responsibility for the PTR process in their units. Faculty Handbook 5.3.4.3 outlines the role of the department chair. Chairs must understand and follow department governance, college-level policy and practice, and the Faculty Handbook in managing the PTR process. The department chair guides the faculty member's preparation of PTR materials to ensure adherence to departmental, college, and university guidelines and timelines.

The department chair meets with the departmental PTR committee at the start of the process to deliver the committee's charge, review expectations, outline PTR processes, and identify conflicts of interest. For more information, review [Guidelines for Determining Conflicts of Interest in Faculty Review Process](#).

After the committee reviews the faculty member's materials and finalizes their PTR report, the department chair discusses the PTR report with the faculty member according to Faculty Handbook 5.3.4.3. Role of the Department Chair. When the outcome is below expectations in any area of the PRS, the department chair is also responsible for working with the faculty member on an Action Plan for improving performance. For more information about policy in cases of below expectations evaluations or disagreements with PTR Outcomes, review Faculty Handbook 5.3.4.2. Post-Tenure Review Outcomes, Faculty Handbook Chapter 9 Faculty Grievance Procedures, and/or Faculty Handbook 5.1.1.2.2. Initiation of Action Plan Mediation.

The department chair provides a letter to the dean to indicate agreement with the outcome of the report or a detailed explanation if there is disagreement with the report findings. In cases of disagreement, the chair gives their explanation to the PTR committee and the faculty member. The department chair forwards PTR materials to the college.

### ***Department Committee Responsibilities***

The departmental PTR committee's assessment is to be evaluative and analytical; the committee describes specific areas of strength and areas where improvement is warranted. The committee provides a determination of whether the faculty member meets expectations or is below expectations for each area of their PRS, in accordance with Faculty Handbook 5.3.4.2. Post-Tenure Review Outcomes.

Once the entire PTR process concludes and final decisions delivered, the PTR committee drafts a report, which includes the names of all committee members. The department chair again meets with the committee to debrief, review outcomes, and assess expectations and processes, with an emphasis on communication and continuous improvement.

**For colleges and deans**

The college dean is responsible for taking three specific actions regarding PTR, according to Faculty Handbook 5.3.4.4 Role of the College Dean. Deans will---

1. review Post-Tenure Reports and recommendations submitted for consistency and thoroughness.
2. provide feedback to department chairs and committees if there are areas that need improvement, thoroughness, or consistency of PTR processes or reports.
3. forward PTR materials to the Office of the Senior Vice President and Provost (SVPP).

**For provosts**

The SVPP has two responsibilities related to PTR review according to the Faculty Handbook 5.3.4.5 Role of the SVPP. The SVPP will review PTR reports and recommendations for consistency and thoroughness. The SVPP will also provide feedback to the college deans if there are areas that would benefit from improvement, thoroughness, or consistency of PTR processes or reports.

*Revised May 14, 2025*