

# **Guidelines on Expectations of Faculty Performance**

## **School of Engineering and Applied Science University of Virginia**

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This document presents guidelines on expectations of faculty performance in the School of Engineering and Applied Science at the University of Virginia. These guidelines are designed to be consistent with, and to supplement, the guidelines on promotion and tenure, annual performance reviews, and post-tenure review.

### **Background**

The University's mission is to educate the informed citizens and leaders that a democratic society requires if it is to flourish. In executing our mission, the vision of the University of Virginia is to be the foremost public institution in the nation, providing an exceptional educational experience that prepares our students for successful lives and careers in a highly-competitive, highly-complex global environment. The University's ten-year strategic plan is to stake its claim as a world leader in select scholarly fields and to profoundly improve its capacity for performing leading research. Specific in the ten-year plan is the goal to elevate the University to be one of the top 15 public or private universities in the United States and to be the top public university in the United States. To achieve these goals science and engineering at the University must be substantially enhanced.

The SEAS mission is to be a student-focused school of engineering and applied science that educates men and women to be leaders in technology and society and that contributes to the well-being of our citizens through the creation and transfer of knowledge. The SEAS vision is to attain world-class status in engineering and applied science by the year 2020. Specific to our vision is to be recognized as one of the top 20 public or private engineering schools. SEAS must achieve its vision to enable the University to reach its goals.

The key components of the SEAS mission and vision include:

- Global recognition of our activities
- Focus on students
- Education of technological and societal leaders
- Creation of knowledge
- Transfer of knowledge
- Contribution to the well-being of our citizens

The SEAS faculty has conceived this mission and vision and is responsible for its execution. The University needs and expects SEAS to achieve its goals.

The keys to success in achieving the SEAS vision are:

- Expand our facilities and improve our existing space for both research and education
- Increase our faculty size from 150 to 200
- Increase our staff to support the faculty
- Endow each department, the school, and certain major programs
- Significantly enhance our student recruiting
- Significantly increase our externally funded research

- Change our expectations and culture to be that of a top-20 program

While many activities and accomplishments are needed to achieve our goals, one element of our task is to appropriately align expectations of faculty activities, goals, and achievements to be consistent with the SEAS mission and vision and to contribute to the successful achievement of the SEAS goals and those of the University. It is recognized that faculty cannot accomplish these goals alone. As indicated in the keys to success, significant improvements and expansion in facilities, growth in the faculty size and support staff, and enhanced student recruitment are needed to support the faculty in the performance of their activities. The University and SEAS leadership must ensure that the resources are available to enable the faculty to perform their research and teaching activities. These expectations of faculty performance must be in parallel with the expectations of University and SEAS leadership to provide the resources needed by the faculty.

## **General Philosophy**

The success of the School of Engineering and Applied Science is dependent on the quality of its faculty. The School expects a commitment to excellence in all aspects of a faculty member's responsibilities, including teaching, research, scholarship, and service. Faculty members are expected to have a genuine and sustained commitment to excellence in teaching and are expected to develop and maintain a distinguished and sustained research program. Faculty members are expected to continually improve their teaching effectiveness. Faculty members are expected to regularly publish the results of their research activities and produce other works of scholarship. Service is a necessary component of a faculty member's activities. Since the School and the University are run by the faculty, participation in the activities of the University is expected. In addition, a distinguished research and education program implies visibility in the profession, so participation in professional activities is necessary and expected for a successful academic career.

The overall expectations of faculty are that they will become internationally recognized for their contributions to teaching, research, scholarship, and service. As such, it is expected that all faculty members will perform throughout their careers at a level of accomplishment consistent with attaining timely promotion to full professor. After promotion to full professor, it is expected that performance will continue at a level that is at least consistent with the performance that earned them full professorship and hopefully even better. It is also the expectation that all faculty members will achieve international recognition sufficient for election to fellow status in their respective professional societies. Such election is evidence of the long-term contribution that is expected of all faculty members and that has been recognized by those outside of the university community.

Expectations are to be clearly agreed upon with each faculty member each year in consultation with their department chair, and annual performance reviews are based on a comparison of expectations agreed upon at the beginning of the year with actual performance achieved during that year. It is recognized in these guidelines that faculty performance often has long-term objectives and results, so annual evaluations must consider performance over a period of typically three to five years depending on the rank of the faculty member and other circumstances associated with the faculty member such as special assignments. All annual salary increase decisions are merit-based and based on how well faculty members meet the expectations.

Faculty performance and expectations are partitioned into teaching, scholarship, research, and service, consistent with the University's view of faculty activities. Faculty members are expected to actively contribute to each of these four categories throughout their careers. These guidelines recognize that faculty members have different strengths at different times in their careers. In addition, different faculty members will excel in different areas. However, faculty members are expected to perform in research, teaching, scholarship, and service throughout their careers.

Measures of performance and expectations of performance are summarized below. Departments must use their judgment in what is expected of each individual faculty member. It is recognized that it is impossible to create a checklist that can be uniformly applied to each and every faculty member. That is not the intention of these expectations. However, the goal of SEAS is that on average an established faculty member is performing at the levels included in these expectations.

## **Measures of Faculty Performance in Teaching**

Faculty members are expected to have a genuine and sustained commitment to excellence in teaching and to focus on activities that contribute to the education of undergraduate and graduate students.

There are many measures of teaching performance. Those listed here are examples that should be considered when evaluating faculty performance in teaching, but it is recognized that the list may not be complete and certain measures may not be applicable to all faculty. Example measures of faculty teaching performance include:

- Students and classes taught per year
- Undergraduate students advised
- Undergraduate student theses advised
- Graduate students advised
- Graduate students graduated
- Development of new classes and laboratories
- Development of new teaching methods
- Special advising of student groups
- Student evaluations of courses taught and classroom performance
- Preparation of instructional materials such as software, lectures, and lab manuals
- Adoption of course materials by others internally as well as externally
- Participation in teaching workshops
- Teaching awards received from internal and external organizations
- Participation on graduate committees (qualifying exam, proposals, theses, dissertation)

## **Expectations of Faculty Performance in Teaching**

It is recognized that faculty members will not have results in each measure of performance during each year. For example, graduation dates of masters and doctoral students are often difficult to predict due to research activities and progress. Also, it is rare that new classes will be developed by each faculty member each year. Finally, not all faculty members can be expected to receive teaching awards due to the limited number of such awards. However, during a period of three to five years, evidence of excellent performance in most, if not all, of the measures is expected.

Expectations of average sustained faculty performance in teaching include:

- 2-3 classes taught per year unless special assignments dictate otherwise
- Proportionate share of undergraduate students advised based on department faculty and student populations
- Proportionate share of undergraduate student theses advised based on department faculty and student populations
- Primary academic advisor for 4-6 graduate students each year

- Student course evaluations that equal or exceed the university (non-SEAS) averages
- Participation in graduate committees other than as an advisor
- Development of significant new courses or new materials for existing courses

## **Measures of Faculty Performance in Research**

Faculty members are expected to engage in externally-funded research, and they will be measured on their performance in this area. Research funding is a measure of the external recognition of a faculty member's research. Research funding is also essential to attracting, training, and mentoring graduate students and postdoctoral fellows. Cross-disciplinary research and collaborative research efforts are strongly encouraged. Example measures of research performance include:

- Research awards and honors
- Presentation of invited lectures at other research institutions
- Awarding of patents for creation of novel concepts
- Production of original software and hardware systems
- External funding for acquisition of research equipment
- External funding of graduate students
- External funding of post-doctoral researchers
- External funding of research staff
- External funding of academic-year salary
- External funding of summer salary
- Individual and multi-investigator grants

## **Expectations of Faculty Performance in Research**

Expectations of average sustained faculty performance in research include:

- External research funding sufficient to fully support 4-6 graduate students
- External research funding sufficient to fully support the faculty member's summer salary
- Externally funded research as the principal investigator
- Externally funded research as a collaborator with internal or external colleagues
- Invited lectures each year at recognized research institutions

## **Measures of Faculty Performance in Scholarship**

Scholarship is differentiated from research and other faculty activities. Scholarship is predominantly measured by the publications produced by a faculty member. One reason for separating scholarship from research in the expectations is to make it clear that external funding without publication is not acceptable, nor is publication without external funding acceptable.

Example measures of scholarship performance include:

- Textbooks and monographs published
- Chapters of books published
- Editor of books or proceedings published
- Refereed journal publications
- Significant invited state-of-the-art or review papers and/or presentations
- Refereed conference papers
- Notes, review articles, and shorter communications in technical journals
- Formal reports, company or university reports

- Published book reviews
- Citations of published works
- Talks and lectures presented at professional meetings

## **Expectations of Faculty Performance in Scholarship**

Expectations of average sustained faculty performance in scholarship include:

- Conference presentations each year
- Multiple publications each year in key journals and conference proceedings as selected by the faculty member's department
- Citation of publications by others
- Research reports to external sponsors

## **Measures of Faculty Performance in Service**

Service activities are divided into service to the department, school, and university, service to the community and state, and service to the profession. Productivity in service is measured in each of these categories. Example measures of performance in service include:

- Service to the profession
  - Holding offices on professional committees, councils, and commissions
  - Serving as an editor of professional journals
  - Serving as a reviewer of papers, proposals and textbook manuscripts
  - Editing conference proceedings
  - Organizing conferences in a professional society
  - Serving as session chair or co-chair at regional, national or international conferences
- Service to department, college or university
  - Serving on committees and task forces
  - Advising, counseling or sponsorship of student activities such as student chapters
  - Administration of departmental, school, or university facilities or programs such as laboratories and research centers
  - Special service appointments such as interim administrative appointments
- Service to the community and state
  - Participating in university outreach programs
  - Conducting workshops, seminars, and short courses
  - Giving public lectures
  - Serving on local, regional or state boards

## **Expectations of Faculty Performance in Service**

Faculty members are expected to exhibit a level of service activity commensurate with their academic rank and experience and with their assigned duties.

Expectations of average sustained performance in service include:

- Chairing committees within the department, school, or university
- Serving on professional society committees

- Serving on organizing or program committee for conferences
- Serving as a reviewer or editorial board member for refereed journals

### **Annual Review of Faculty Members**

It is crucial that regular constructive feedback be given to faculty regarding performance and expectations. Therefore, chairs shall discuss on an annual basis with each of their department's faculty recent accomplishments and performance, and reach agreement on proposed activities, goals, and expectations for coming years. This conference should take place shortly after the faculty member has submitted an Annual Faculty Activity Report. The topics to be covered in the faculty annual review conference with the chair include:

- The faculty member's reported professional activity
- Input from colleagues on the faculty member's effectiveness and professional development
- Chair's personal performance evaluation of the faculty member
- Specific problem areas, if any, and plans for improvement
- Planned activities for coming years

The chair will give a written summary of the results of this conference to each faculty member every year, shortly after the annual review conference. Such feedback and guidance is essential in giving faculty ample opportunity to meet the School's expectations of performance.