

THE UNIVERSITY OF TEXAS AT DALLAS
NUMBERED POLICY MEMORANDA

POLICY MEMORANDUM 96-III.30-68

Issued: April 18, 1996
Revised: June 4, 1996
Revised: September 16, 1999
Revised: August 23, 2007

EVALUATION OF ACADEMIC ADMINISTRATORS

PREAMBLE

The University of Texas at Dallas is committed to regular, substantive reviews of its academic administrators and to involvement of members of the faculty, staff, and students in these reviews.

I. Policy:

- A. The *Rules and Regulations* of the Board of Regents, Rule 30501, Section 1 requires annual evaluation of all U.T. System employees to be used for the improvement of performance, promotion consideration, and merit salary review. Rule 31101, Section 3 of the *Rules* also requires that all academic administrators below the level of President receive periodic evaluations that include faculty, staff, and student input. To simplify the schedule of the review of academic administrators and to provide substantial feedback, every academic administrator at U.T. Dallas will be formally reviewed three years after the initial administrative appointment and at least every six years thereafter. The review shall be comprehensive and include input from faculty, staff, and students, and where appropriate alumni, community leaders, and other sources identified in the charge to the committee from the President or Provost. Comments by full-time faculty members in the appropriate academic unit will provide the faculty's response to the academic administrator's performance in that unit. Faculty members in an academic unit are encouraged, moreover, to provide information to an academic administrator's supervising officer at any time regarding that academic administrator's performance.
- B. For the purpose of this policy memorandum, an academic administrator is defined as an individual who has either direct and significant responsibility for determination of the duties, support, and/or compensation for faculty or has supervisory responsibilities over major academic support functions such as the library and research. In the current administrative structure at U.T. Dallas, academic administrators include the Executive Vice President and Provost (Provost), the Vice President for Research, the Dean of Graduate Studies, the Dean of Undergraduate Education, the School Deans, the

Director of the Callier Center for Communication Disorders, the Dean of Libraries, the Director of Research Administration, the Department or Program Heads, and the Associate Deans in each School.

II. Procedures:

A. Responsibility:

1. The President has responsibility, directly or through designees, for appointment, review, and dismissal of all administrative officers, including the Provost, Vice Presidents, Deans, Directors, Department or Program Heads, and Associate Deans.
2. The responsibility for the review of an academic administrator, with significant involvement of and input from full-time faculty will, in general, be delegated by the President to that administrator's immediate supervisor. Thus, the Provost and School Deans normally will conduct the reviews of the academic administrators whom they supervise.

B. Review procedures:

1. Reviews will normally be initiated by the administrator's immediate supervisor in the fall semester, but may occur at any time of the academic year. The immediate supervisor will be responsible for the development of a timetable for the review process.
2. The immediate supervisor will be responsible for the distribution and collection of faculty comment forms and for the analysis of the responses on these forms.
3. Faculty comment forms will be sent by the immediate supervisor to all full-time faculty members in the unit of the academic administrator being evaluated (see attached Form A). In the case of the review of the Vice President for Research, Dean of Libraries, Director of Research Administration, and Undergraduate and Graduate Deans, the Provost will distribute faculty comment forms to all full-time faculty (see attached Form C). In the case of the review of the Provost, the President will distribute faculty comment forms to all full-time faculty (see attached Form C). In the case of the review of a school dean, faculty comment forms will be sent to full-time faculty outside of the dean's school upon request to the Office of the Executive Vice President and Provost (see attached Form B). Faculty comment forms from faculty within a school will be distinguishable from those submitted by faculty outside the school. In the case of Associate Deans, Department Heads, and Program Heads, the Dean of the School will distribute faculty comment forms to all full-time faculty within the school or department as appropriate.

4. In addition, the immediate supervisor will contact faculty members to solicit individual (or group) interviews.
5. The immediate supervisor will also interview students from appropriate student organizations and will hold an open forum to garner student feedback. Similar meetings will be arranged to obtain input from the staff in the relevant academic unit.
6. To the extent allowed by law, supervisors will preserve the identity of the source of all written and verbal comments received from faculty in connection with the review of an academic administrator. No anonymous material other than the official surveys that correspond with this policy will be considered as part of the review.
7. After the immediate supervisor has received and analyzed faculty comments, as well as other feedback from staff and students, regarding an academic administrator under review, the immediate supervisor will meet with the academic administrator being reviewed to discuss the supervisor's analysis of these comments and any action thought required for this analysis.
8. Following the immediate supervisor's meeting with the academic administrator being reviewed, the supervisor will convene a meeting to communicate his/her response to the review to the faculty members in the relevant academic unit. In the case of a review of the Dean of Graduate Studies, Dean of Undergraduate Education, Dean of Libraries, Director of Research Administration, and Vice President for Research, the Provost's response will be communicated to the Academic Senate.
9. Upon the completion of reviews of School Deans, Department or Program Heads, and Associate Deans, these administrators will meet with the faculties of the relevant academic units to discuss issues raised by faculty in the review process.
10. At the conclusion of the review process, the supervisor will forward the academic administrator's review file and the supervisor's written report containing the substance of the review to her/his own immediate supervisor.
11. A summary of the report will be provided to the administrator under review and to the administrator's supervisor and will be made available to the Executive Vice Chancellor for Academic Affairs. Once a year the Provost will report to the Academic Senate regarding any reviews of academic administrators that have been conducted in the preceding year.

C. Faculty Evaluation of Academic Administrators Survey Form

1. Immediate supervisors will distribute, at a minimum, the relevant university survey form (Form A) that is attached to this policy memorandum in the review of an academic administrator under this policy.
2. Any deletion or modification of the questions in the attached survey forms requires approval by the Academic Senate.

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS
SURVEY FORM A

FOR REVIEW OF
A
DEAN, DIRECTOR, DEPARTMENT OR PROGRAM HEAD,
AND ASSOCIATE DEAN

University Policy Memorandum 96-III.30-68 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of _____'s performance. Faculty outside of the academic unit are invited to submit a form on domains where they have knowledge. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law.

Submitted by:

Signature (optional)

Date

Dean's Review: Faculty within the unit form.

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS
SURVEY FORM B

FOR REVIEW OF
A
DEAN, DIRECTOR, DEPARTMENT OR PROGRAM HEAD,
AND ASSOCIATE DEAN

University Policy Memorandum 96-III.30-68 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of _____'s performance. Faculty outside of the academic unit are invited to submit a form on domains where they have knowledge. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law.

Submitted by:

Signature (optional)

Date

Dean's Review: Faculty outside the unit form.

Please answer in the space provided under each question. If you need more room, please continue in the appropriate box on the facing page.

1. Comment on the academic administrator's efforts in support of faculty curricular objectives. Does he/she provide leadership and encouragement for developing and implementing effective student learning outcomes?

2. Comment on the academic administrator's efforts in support of faculty scholarly/creative objectives. Does he/she provide effective leadership and encouragement for the conducting of faculty's research and creative activities?

3. Comment on the academic administrator's efforts in developing and/or distributing resources in support of faculty activities. Is he/she effective in developing resources and/or is he/she equitable in the distribution of resources?

4. Comment on the academic administrator's efforts in creating new initiatives. Does he/she provide effective leadership/facilitation for new opportunities and growth within the academic unit?

5. Comment on the academic administrator's efforts in soliciting faculty input for decisions and in communicating the bases for decisions which are made. Is he/she effective in communicating information necessary for the effective running of the academic unit, including University policies, legislative developments, state and federal mandates and other issues affecting the faculty?

6. Comment on the academic administrator's efforts in the development and support of diversity among the faculty. Is he/she effective in increasing diversity among the faculty and supporting diverse elements of the faculty?

7. Comment on the academic administrator's efforts in delegating authority. Does he/she effectively distribute effort and responsibility in the academic unit?

8. Comment on the academic administrator's role in personnel matters. Is he/she accessible and does he/she display appropriate regard for confidentiality and procedural due process?

9. Comment on the academic administrator's general role as a leader of the academic unit. Does he/she provide decisive and clear guidance and direction of the unit's activities. Does he/she accept responsibility for decisions; are decisions reached in a timely fashion?

10. Comment on your knowledge of the academic administrator's role as an advocate for the academic unit both within and outside the institution.

11. Comment on the academic administrator's role as a representative of the University's interest as a whole. Is he/she effective in working for institutional objectives and balancing the interests of the academic unit with broader University goals?

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS
SURVEY FORM C

FOR REVIEW OF
THE
EXECUTIVE VICE PRESIDENT AND PROVOST,
VICE PRESIDENT FOR RESEARCH, DEAN OF LIBRARIES,
DEAN OF GRADUATE STUDIES, DEAN OF UNDERGRADUATE EDUCATION,
AND DIRECTOR OF RESEARCH ADMINISTRATION

University Policy Memorandum 96-III.30-68 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of _____'s performance. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law.

Submitted by:

Signature (optional)

Date

Please answer in the space provided under each question. If you need more room, please continue in the appropriate box on the facing page.

1. Comment on the academic administrator's efforts in support of faculty curricular objectives. Does he/she provide leadership and encouragement for developing and implementing effective student learning outcomes?

2. Comment on the academic administrator's efforts in support of faculty scholarly/creative objectives. Does he/she help to provide opportunities that support the faculty's research and creative activities?

3. Comment on the academic administrator's efforts in creating new initiatives. Does he/she provide effective leadership/facilitation for new opportunities and growth within the University?

4. Comment on the academic administrator's efforts in soliciting faculty input for decisions and in communicating the bases for decisions which are made. Is he/she effective in communicating information necessary for the effective running of the academic unit, including University policies, legislative developments, state and federal mandates and other issues affecting the faculty?

5. Comment on the academic administrator's efforts in the development and support of diversity.

6. Comment on the academic administrator's efforts in delegating authority. Does he/she effectively distribute effort and responsibility in the academic unit?

7. Comment on the academic administrator's role in personnel matters. Is he/she accessible and does he/she display appropriate regard for confidentiality and procedural due process?

8. Comment on the academic administrator's general role as a leader of the academic unit. Does he/she provide decisive and clear guidance and direction of the unit's activities. Does he/she accept responsibility for decisions; are decisions reached in a timely fashion?

9. Comment on your knowledge of the academic administrator's role as an advocate for the academic unit both within and outside the institution.

10. Comment on the academic administrator's role as a representative of the University's interest as a whole. Is he/she effective in working for institutional objectives and balancing the interests of the academic unit with broader University goals?

COMMENTS

1 cont.
2 cont.
3 cont.
4 cont.
5 cont.
6 cont.

POLICY MEMORANDUM

Page 13

7 cont.

8 cont.

9 cont.

10 cont.

11 cont. (Forms A and B only)