



Guidance for Post-Tenure Reviews

Office of Vice Provost for Faculty
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Navigating Post-Tenure Review at Georgia Tech: A Faculty Guide

Introduction

Welcome to Georgia Institute of Technology's Post-Tenure Review (PTR) guidance document, an essential resource designed to support tenured faculty members undergoing review and committee members tasked with evaluating these submissions. This guide ensures continued excellence in teaching, research, and service by providing comprehensive strategies and insights from the Georgia Tech Faculty Handbook. This document strives to facilitate a constructive PTR process that promotes professional growth, accountability, and sustained high performance within our academic community. For detailed information, please refer to section [3.3.9: Post-Tenure Review Policies](#). The Faculty Handbook should be considered the authoritative source if this guidance document contains contradictions or ambiguities.

Purpose of Post-Tenure Review

The primary purpose of PTR is twofold:

Faculty Development: PTR assists tenured faculty members in identifying opportunities that enable them to reach their full potential. It extends beyond annual performance evaluations, offering a longer-term and more comprehensive perspective.

Accountability and Performance: PTR ensures intellectual vitality and competent performance by all faculty throughout their careers. It encourages a careful examination of professional activities, emphasizing retrospective assessment and future planning.

Key Elements of Post-Tenure Review

Timing and Frequency

- All tenured faculty members must undergo PTR five years after the award of tenure and subsequently every five years. For example, a faculty member who submits their tenure dossier during the 25-26 academic year and is then awarded tenure on August 1, 2026 will be scheduled for their first post-tenure review during the 30-31 academic year, five years after the award of tenure. Their next PTR would be scheduled for AY35-36.
- Exceptions include interruptions due to successful promotion reviews (e.g., Associate/Full Professor) or stepping down from academic leadership positions – these events reset the five-year PTR clock.
- Tenured faculty members who undertake new academic leadership roles (e.g., School Chair, Dean, Vice Provost), where most of their workload (51% or more) is administrative, have their 5-year review clocks reset and undergo [Administrative Review](#) every five years instead of Post-Tenure Review.
- If a faculty member is on full unpaid leave (100% leave) from the Institute for at least one entire fall semester or at least one entire spring semester, that academic year will not be counted in the PTR schedule. Additionally, if a faculty member is on full, non-intermittent FMLA Leave or Non-FMLA Medical Leave for at least one entire fall semester or at least one entire spring semester, that academic year will also not be counted in the PTR schedule.

- A tenured faculty member may voluntarily elect to go up for PTR before the five-year time limit to take advantage of feedback and insight from colleagues at a strategic career point. If successful, the five-year clock resets. If unsuccessful, the original PTR date is reinstated; no Performance Improvement Plan is implemented following an unsuccessful elective PTR.

Peer Evaluation

- An elected committee of tenured faculty peers conducts PTR; unit bylaws govern the election of committee members. This committee ensures fairness and expertise in evaluating your performance. The unit's Faculty Advisory Committee conducts the election. The School Chair (or analogous direct supervisor) may not be a committee member.
- If a faculty member has a joint appointment with shared budget responsibilities, their PTR committee will primarily consist of members from their primary unit. Additionally, at least one member from the non-primary unit must be included in the committee.
- It combines retrospective and prospective assessments, recognizing past contributions and providing a roadmap for future growth.
- The goal is to maximize your talents within the broad array needed for effective Institute performance.

Multi-Year Perspective

- PTR offers a holistic, comprehensive evaluation of your professional activities over five years rather than just focusing on annual performance. This approach examines the entirety of your contributions in the last five years since your last post-tenure review.
- PTR assesses effectiveness in teaching, scholarship and creative activities, service, and student success activities.
- PTR considers different emphases at various career stages.

Professional Proficiency

- PTR evaluates your effectiveness across multiple years.
- It encourages projects and initiatives that don't fit neatly into annual evaluations.
- The outcome may be either a recommendation for a five-year review (if partially successful or better) or a Performance Improvement Plan (PIP) (if unsuccessful and performance needs improvement).

Components of a PTR Package

The package of materials reviewed as part of the Post-Tenure Review has two main components: (1) the set of materials compiled by the faculty member undergoing review and (2) the set of materials compiled by the faculty member's Chair or supervisor.

The materials compiled by the faculty member include:

- ✓ List of approved individualized evaluation criteria, if any. If a tenured faculty member has a different workload from the standard 40% research/scholarship, 40% teaching, and 20% service, they must provide documentation, such as an offer letter or annual performance review, to support this.
- ✓ Current CV. After the initial PTR, future post-tenure reviews can include a condensed CV emphasizing activities during the review period.
- ✓ Statement, up to five pages: the statement should include the faculty member's goals for the next five years and, if this is not the faculty member's first PTR, evaluate how the goals from the last five years have been met.
- ✓ Teaching evaluations: include those since the last PTR or promotion review. CIOS results can be accessed from the Office of Academic Effectiveness ([here](#)) and the normative data from the same office ([here](#)). Unit bylaws should specify the format and expectations for required teaching evaluations.
- ✓ Annual performance reviews for the last five years.
- ✓ If desired, a rebuttal to the chair's/supervisor's assessment letter, described next.
- ✓ Submission materials checklist, including signed statement of completion.

The materials compiled by the chair/supervisor include:

- ✓ PTR coversheet, which may be compiled by unit staff.
- ✓ Chair's/supervisor's assessment letter is a brief summary of the past five years' worth of annual performance reviews; the summary should also address any rebuttals to the annual performance reviews submitted during the annual evaluation period. The chair's or supervisor's letter should mention any changes to the faculty member's teaching load over the review period.
- ✓ If not included in the faculty member's package, the chair/supervisor will provide the annual performance reviews for the last five years. The chair/supervisor will also provide any rebuttals to the annual performance reviews.

Stages of the Post-Tenure Review

This section outlines the key stages of the PTR process and the required materials for each stage.

- ❖ **Unit informs faculty member of scheduled PTR:** The tenured faculty member is informed by their tenure-home unit of the upcoming post-tenure review. Units should aim to provide faculty with at least six months' notice before any submission deadlines.
- ❖ **Faculty member establishes review criteria deviations, if any:** Tenured faculty members with workload distributions different from the typical distribution of 40% research/scholarship, 40% teaching, and 20% service must provide documentation of these deviations. For example, faculty with administrative appointments may have reduced research and/or teaching workloads. The chair/supervisor formulates the individualized alternative criteria in consultation with the faculty member. Both parties must reach a mutual understanding of alternative criteria and confirm them in writing before submitting any documentation.
- ❖ **Faculty member provides input on PTR committee:** Following the Faculty Handbook, the tenured faculty member can: (1) provide suggestions for the PTR committee's (or subcommittee's, if being used) composition for consideration by the unit faculty; (2) select a committee member or an additional tenured faculty member to serve as an "advocate" with both voice and vote; (3) remove one person from the elected committee without a stated cause; and (4) request to remove another committee member if there is a documented conflict. The remaining PTR committee members will decide whether to honor the request.
- ❖ **Faculty member compiles package for submission:** Package includes individualized review criteria (if any), current CV, five-page narrative, five years of teaching evaluations, and five years of annual performance reviews (and any rebuttals to annual performance reviews submitted during the original review period).
- ❖ **Chair/supervisor writes assessment letter:** The letter briefly summarizes the past five years' annual performance reviews and any rebuttals submitted during the original annual review period.
- ❖ **Faculty member reviews assessment letter:** After reviewing the chair's/supervisor's assessment letter, the faculty member may submit a rebuttal if desired.
- ❖ **Chair/supervisor compiles all materials and submits to unit-level PTR committee:** Faculty member's package, chair's/supervisor's assessment letter, faculty member's rebuttal (if any), and PTR cover sheet (prepared by unit staff, chair/supervisor, or faculty member) are submitted to the unit-level PTR committee for review.
- ❖ **Unit-level PTR committee review:** The committee assesses the faculty member's past performance and goals for the next five years and prepares a written recommendation for their assessment. The elements required in their written assessment are described below.
- ❖ **Results forwarded to the next level:** Unit-level PTR committee submits report package to chair/supervisor; committee's report package contains the committee's written letter of assessment, any supporting documentation, and the chair's/supervisor's original assessment letter. The chair/supervisor forwards the package from the unit-level PTR committee to the Dean of the faculty member's college (or the appropriate next-level supervisor).

- ❖ **Communication of results:** The Dean (or appropriate next-level supervisor) reviews and communicates the results to the faculty member. The Dean's communication must include the unit-level PTR committee's report package and a letter summarizing the PTR results. If the PTR is unsuccessful, the letter must include information on the next steps (i.e., the establishment of the Performance Improvement Plan), due process rights, and potential ramifications if the faculty member does not remediate or demonstrate substantive progress toward remediation in the ways identified as unsuccessful.
- ❖ **Faculty member's rebuttal, if any:** The faculty member may provide a written rebuttal to the final PTR decision. This rebuttal letter will be attached to the final, complete package of materials. If a rebuttal letter is provided, no action is required from the Dean, chair/supervisor, or PTR Committee.
- ❖ **Faculty member and chair/supervisor final meeting:** In the case of a successful PTR, the faculty member may request a final, concluding meeting with their chair/supervisor to discuss the results. In the case of an unsuccessful PTR, the chair/supervisor must meet with the faculty member to discuss the review results and next steps.
- ❖ **Performance Improvement Plan, if needed:** In the case of an unsuccessful PTR, the chair/supervisor works with the faculty member, in consultation with the PTR committee, to develop the formal Performance Improvement Plan (PIP). Additional PIP requirements are described later in this document.
- ❖ **Final documentation submitted:** The Dean provides the Office of Faculty Affairs with a copy of all documents in a single pdf package. The Vice Provost for Faculty's Office maintains all faculty review files through the Office of Faculty Affairs.

Successful Post-Tenure Review

When the unit-level PTR committee determines the faculty member has successfully completed the Post-Tenure Review, their written letter of assessment must contain:

- A brief description of their assessment of the faculty member's work under review.
- Commendation of the faculty member's successful or partially successful performance.
- Recommendations for improvement, if any.
- Comments on any faculty development and resources appropriate to support the faculty member's goals for the next five years, including activities to improve promotion prospects for associate professors.
- Record of the votes; no committee member's name is to be attached to their individual vote, which is to remain confidential.
 - For a successful PTR, the letter will include a single vote tally, expecting the majority to vote in favor of a successful PTR, while a minority, if any, may vote for an unsuccessful PTR.
- Signatures of every committee member.

Unsuccessful Post-Tenure Review

When the unit-level PTR committee determines the faculty member has unsuccessfully completed the Post-Tenure Review, their written letter of assessment must contain:

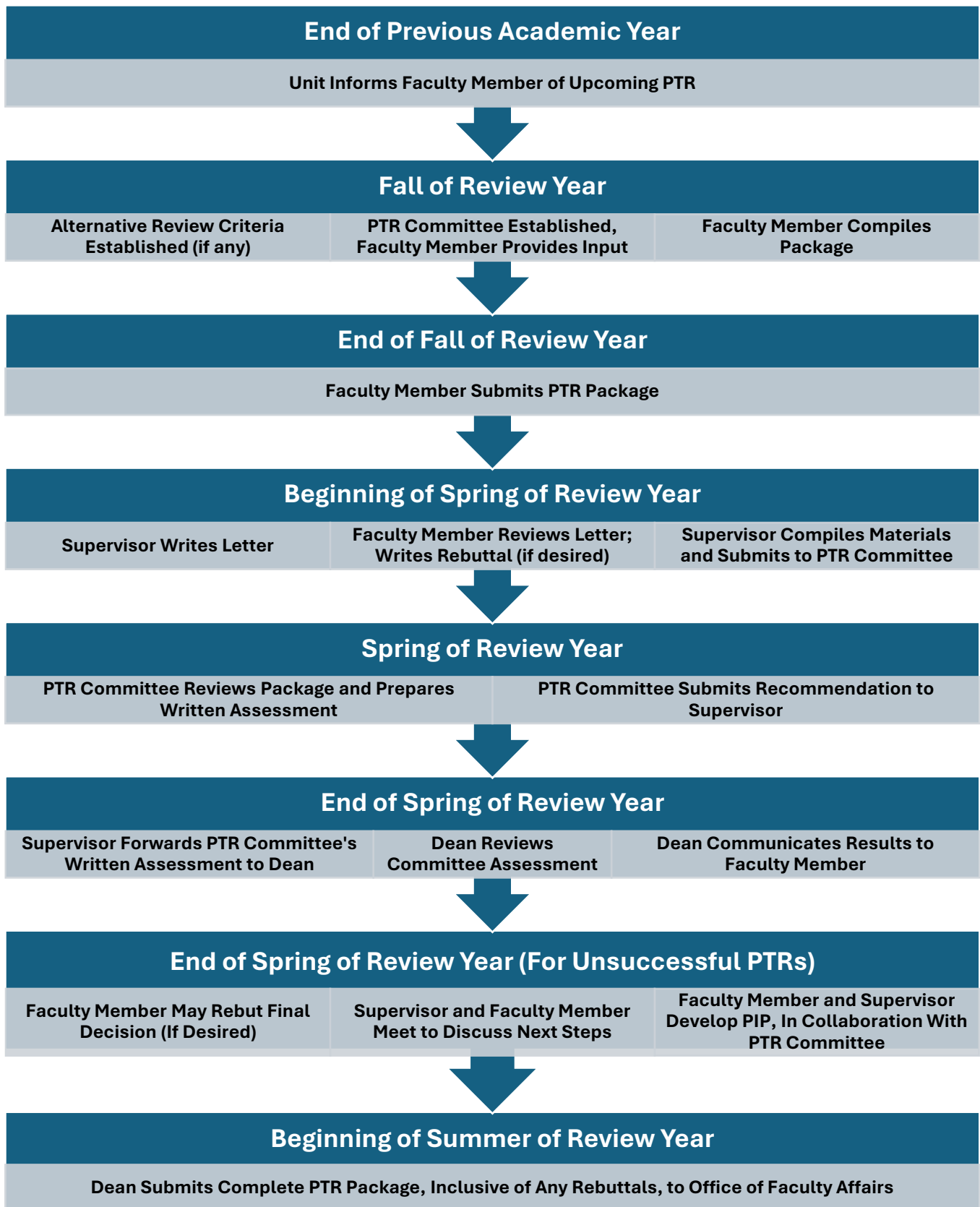
- A description of their assessment of the faculty member's work under review.
- Critique of unsuccessful performance and commendation of successful work, if any.
- Recommendations for improvement.
- Comments on any faculty development and resources appropriate to support the faculty member's performance improvement and goal attainment for the next five years, including activities to improve promotion prospects for associate professors.
- Record of the votes in each of the categories described below; no committee member's name is to be attached to their individual votes, which are to remain confidential.
 - For an unsuccessful PTR, the letter must include four separate vote tallies: one tally for the overall review (# of votes for "successful and # of votes for "unsuccessful"), one for teaching, one for research/scholarship, and one for service (if the review category has at least a 10% workload). These vote tallies must indicate whether each workload category is deemed successful or unsuccessful.
- Signatures of every committee member.

Should the faculty member disagree with the unsuccessful outcome, due process rights are described in [Faculty Handbook 3.3.9.3](#) and [3.3.9.4](#). The process begins with the faculty member having ten calendar days from receipt of the recommendation to request a review by the Faculty Post-Tenure Review Appeals Committee (PTRAC). The request for a PTRAC appeal will be granted if received within the ten-calendar day window.

Note that if a faculty member has no workload in a specific area throughout the entire five-year review period, they should be assigned a rating of "successful" for that area. For example, suppose a faculty member has taken on additional research responsibilities, such as leading an IRI. In that case, they may have zero percent workload in teaching for the entire five-year period of the PTR. In their PTR evaluation, they should receive a rating of "successful" for teaching. This indicates they have successfully met the expectations of their approved workload.

Example PTR Timeline

Post-tenure reviews are scheduled based on academic years and occur every five years following the awarding of tenure. The tenure-home unit oversees the PTR schedule and review process.



Preparing for Your Review

Preparing for your review is an essential step in ensuring that you present a comprehensive and accurate account of your professional achievements and growth over the review period. Thoughtful preparation not only helps you compile the necessary evidence but also positions you to reflect on your progress and set meaningful goals for continued development. The review process is intended to support your ongoing professional growth, catalyzing advancement, and renewed engagement in your academic career.

Compile evidence that supports your PTR statement. This may include, but is not limited to:

- Teaching Materials: Syllabi, student projects, and examples of effective teaching practices.
- Research Outputs: Published papers, conference presentations, and creative works, among other scholarly contributions.
- Service Contributions: Committee memberships, leadership roles, and community engagement.
- Professional Development Certificates: Demonstrate your commitment to lifelong learning through certificates from workshops, conferences, or continuing education courses.

Emphasize the impact of your work. Consider:

- Research, Scholarship, and Creative Activities: Demonstrate the quality and impact of your research through publications, grants, presentations, and creative outputs. Discuss how your work has advanced knowledge in your field.
- Teaching: Effectiveness in delivering engaging and impactful courses is crucial; demonstrate your impact through evidence like student evaluations, syllabi, teaching awards, thank-a-teacher notes, etc.
- Student Success: Highlight your contributions to student success through mentoring, advising, and initiatives that enhance the student experience. For more information, consult the [Student Success Activities Guidance](#) document. Faculty members who serve as a graduate student's primary research advisor must be evaluated on their research mentorship activities.
- Service: Explain how your service activities have positively affected the Institute. Detail your service contributions to the Institute, your school/unit, profession, and community, including committee work, outreach activities, and leadership roles.

Keep in mind special considerations for the Institute.

- Balance across Teaching, Research, and Service: Georgia Tech values excellence across all three areas. While your focus may lie primarily in one area, ensure you address your contributions to all three in your self-study report.
- Alignment with Strategic Goals: Consider how your work aligns with Georgia Tech's strategic goals and initiatives. Highlighting these connections strengthens your impact statement.
- Innovation and Entrepreneurship: Georgia Tech fosters a culture of innovation and entrepreneurship. Highlight how your research or teaching contributes to these areas.

Be candid about any challenges you have faced. Discuss how you have overcome them and adapted.

- **Balancing Roles:** Juggling teaching, research, and service can be demanding. Share strategies for managing workload effectively.
- **External Factors:** Acknowledge external factors (e.g., funding cuts, agency redirects) that may have impacted your productivity.

Outline your future goals.

- **Teaching:** How will you enhance student learning experiences?
- **Research, Scholarship, and Creative Activities:** What projects or collaborations do you plan to pursue?
- **Student Success Activities:** How will you pursue contributions to student success?
- **Service:** How will you continue contributing to the Institute and beyond?

Organize your materials logically.

- **Compile Materials:** Assemble all required documents in an accessible format.
- **Narrative Statement:** Write a concise, up to five-page narrative summarizing your achievements and growth.

Seek feedback from colleagues:

- **Peer Review:** Share your statement with trusted colleagues for constructive feedback.
- **Mentorship:** Engage with mentors who can guide you through the process.
- **Focus on clarity, impact, and evidence:** Seek feedback on whether your statement conveys your contributions and provides sufficient evidence to support your claims.
- **Identify potential blind spots:** Receive constructive criticism to strengthen your statement.

Familiarize yourself with the official [Georgia Tech Post-Tenure Review Policies](#). Understand the criteria and expectations.

After the PTR's completion:

- **Review and reflect:** Carefully consider the feedback received and identify areas for improvement.
- **Develop a plan:** Formulate a plan to address the recommendations and enhance your future contributions.
- **Seek further support:** See mentorship or professional development opportunities to support your growth if needed.

Additional Prompts to Assist in Statement Preparation

These prompts are designed to guide faculty members in crafting a comprehensive and impactful statement for the post-tenure review process. By addressing key areas such as teaching, research, and service, the prompts help ensure that important accomplishments and contributions are clearly communicated. Utilizing these prompts can also help identify strengths and areas for growth, making the statement a valuable reflection of professional achievements.

Teaching Accomplishments:

- **Course Innovations:** Describe any new courses you've developed or significant updates to existing courses. Highlight innovative teaching methods, technologies, or assessments you've implemented.
- **Student Engagement:** Share examples of how you've actively engaged students in learning. Discuss successful strategies for fostering student participation, discussion, and critical thinking.
- **Impact on Student Success:** Provide specific instances where your teaching positively influenced student outcomes. Did you mentor students, advise on capstone projects, or contribute to student organizations?

Research, Scholarship, and Creative Activity Accomplishments:

- **Publications:** List your scholarly publications, including journal articles, conference papers, and book chapters. Highlight any high-impact or interdisciplinary work.
- **Research Grants and Funding:** Discuss successful grant applications, research funding, and collaborations. How have your research activities contributed to advancing knowledge in your field?
- **Innovative Research Approaches:** Describe novel methodologies, interdisciplinary collaborations, or groundbreaking findings.

Service Accomplishments:

- **Institute Service:** Detail your involvement in committees, task forces, or administrative roles within Georgia Tech. How have you contributed to the institution's governance and decision-making?
- **Professional Service:** Highlight leadership roles in professional organizations, editorial boards, or conference organizing committees.
- **Community Engagement:** Discuss outreach efforts, partnerships with industry, or involvement in community service projects.

Student Mentorship and Advising:

- **Graduate and Undergraduate Advising:** Share success stories of students you've mentored. How have you guided them academically, professionally, or personally?
- **Thesis/Dissertation Advising:** Discuss the impact of your supervision on students' research projects.
- **Career Development:** Describe how you've helped students transition to successful careers.

Collaborations and Interdisciplinary Work:

- **Cross-Disciplinary Collaborations:** Highlight instances where you've collaborated with colleagues from other departments or institutions. How did these collaborations enhance your research or teaching?
- **Interdisciplinary Initiatives:** Discuss any interdisciplinary programs, workshops, or projects you've participated in.
- **Contributions Beyond Your Discipline:** Have you served on interdisciplinary panels or contributed expertise to non-specialist audiences?

Common Pitfalls

Here are common pitfalls to avoid during the Post-Tenure Review process:

Lack of Preparation:

- Pitfall: Waiting until the last minute to compile evidence or reflect on accomplishments.
- Avoidance Strategy: Start early. Gather evidence, self-assess, and seek feedback well in advance.

Overemphasis on Quantity:

- Pitfall: Focusing solely on the number of publications, courses taught, or service hours.
- Avoidance Strategy: Emphasize quality, impact, and growth. Highlight transformative contributions.

Ignoring Service Contributions:

- Pitfall: Underestimating the importance of service activities.
- Avoidance Strategy: Document committee work, leadership roles, and community engagement. Show how service aligns with institutional goals.

Neglecting Student Success:

- Pitfall: Not highlighting the impact on student learning and development.
- Avoidance Strategy: Share stories of successful student outcomes, mentoring, and innovative teaching practices.

Lack of Self-Reflection:

- Pitfall: Failing to assess strengths and areas for improvement critically.
- Avoidance Strategy: Engage in honest self-reflection. Acknowledge challenges and growth opportunities.

Disregarding External Factors:

- Pitfall: Ignoring external challenges (e.g., funding cuts, sponsored program changes).
- Avoidance Strategy: Contextualize your achievements. Explain how external factors influenced your trajectory.

Defensiveness or Resistance:

- Pitfall: Reacting defensively to feedback or recommendations.
- Avoidance Strategy: Approach PTR as a learning opportunity. Be open to constructive criticism.

Incomplete Packages:

- Pitfall: Omitting key evidence or failing to organize materials or information effectively.
- Avoidance Strategy: Create a comprehensive statement. Use subheadings as appropriate. For the package, organize it like a portfolio. Include teaching evaluations and other required materials.

Lack of Peer Input:

- Pitfall: Not seeking peer feedback during the process.
- Avoidance Strategy: Engage colleagues. Peer perspectives provide valuable insights.

Ignoring Policy Details:

- Pitfall: Not understanding the specific PTR criteria or timelines.
- Avoidance Strategy: Familiarize yourself with the official policy. Adhere to guidelines.

Remember, PTR is an opportunity for growth, reflection, and collaboration. Avoid these pitfalls to make the process meaningful, impactful, and less stressful.

Guidance for Post-Tenure Review Committees

Thank you for your commitment to ensuring the integrity and effectiveness of the Post-Tenure Review (PTR) process at Georgia Tech. When evaluating faculty members, consider the following guidance to conduct thorough and fair reviews.

Familiarize Yourself with the Policy:

- **Read the Policy:** Review the official Georgia Tech Post-Tenure Review Policy. Understand the criteria, timelines, and expectations.
- **Clarify Ambiguities:** Seek clarification on any policy aspects that may be unclear. Consistent interpretation is essential.

Objective and Holistic Assessment:

- **Retrospective and Prospective View:** Evaluate faculty performance over multiple years, considering past accomplishments and future potential.
- **Balanced Approach:** Assess teaching, research, and service contributions comprehensively. Avoid overemphasizing any single area.

Peer Review Process:

- **Constructive Feedback:** Provide specific feedback to faculty members. Highlight strengths and areas for improvement.
- **Peer Discussions:** Engage in collegial discussions to arrive at well-informed decisions. Share varied perspectives.
- **Avoid Bias:** Guard against personal biases or preconceptions. Base evaluations on evidence.

Evidence-Based Evaluation:

- **Documentation:** Review faculty portfolios thoroughly. Look for evidence of impact, growth, and sustained excellence.
- **Quality over Quantity:** Prioritize quality over sheer volume. A few impactful contributions may outweigh numerous minor ones.

Effective Communication:

- **Clear Expectations:** Communicate expectations to faculty members early in the process and, if necessary, guide them in assembling their packages.
- **Timely Feedback:** Offer timely feedback during the review. Encourage open dialogue.

Recognize Contextual Factors:

- **Disciplinary Differences:** Acknowledge that expectations vary across disciplines. What constitutes excellence in one field may differ in another.
- **External Challenges:** Consider external factors (e.g., funding climate, departmental resources) that may impact faculty performance.

Addressing Concerns:

- **Performance Improvement Plans (PIPs):** If a faculty member's performance falls short, develop a constructive PIP that clearly outlines expectations and support mechanisms.
- **Faculty Development:** Encourage professional development opportunities to address identified areas for growth.

Transparency and Confidentiality:

- Confidentiality: Respect faculty privacy. Keep discussions within the committee.
- Transparency: Ensure transparency in decision-making. Faculty members should understand the rationale behind the recommendations.

Feedback Loop:

- Learn from Past Reviews: Reflect on previous PTR outcomes. Identify areas for process improvement.
- Faculty Input: Solicit feedback from faculty on the PTR process. Consider their perspectives.

Celebrate Excellence:

- Acknowledge Achievements: Celebrate faculty members' successes. Recognize outstanding contributions.
- Encourage Mentorship: Encourage senior faculty to mentor junior colleagues through the PTR process.

Remember, your role as a committee member has a significant impact on the academic community. Approach PTR reviews with diligence, empathy, and a commitment to fostering faculty growth.

PTR Extensions

A tenured faculty member who has taken an approved full leave of absence (0% workload at Tech) or had a medical/health or personal issue during the previous five years that inhibited productivity may request an extension to the PTR schedule. Such requests must be made in writing to the chair/supervisor (or the appropriate direct supervisor) and require the approval of the chair/supervisor, Dean (or the appropriate next-level supervisor), and Vice Provost for Faculty. In rare emergencies, a chair/supervisor or Dean may request an extension on a faculty member's behalf.

If a faculty member's PTR is scheduled for their last year of employment at Tech due to retirement, they may request an extension to the PTR schedule using the same process described immediately above. Extensions due to retirement require the faculty member to formally start the retirement process with GTHR and submit a retirement letter to their chair/supervisor. Should the retirement not proceed, the faculty member is required to undergo PTR immediately in the next academic year. Extensions due to retirement may not be requested more than one year before the scheduled PTR; for example, a faculty member scheduled to undergo PTR in AY25-26 may submit an extension request due to retirement no earlier than AY24-25, and if the retirement does not proceed, must undergo PTR in AY26-27.

Suppose a faculty member is scheduled to undergo a PTR during a year in which they are on full (100%) leave. In that case, the PTR is automatically extended until the following year unless they request in writing to their chair/supervisor to undergo the review during their leave.

Performance Improvement Plans

The Performance Improvement Plan (PIP) addresses deficiencies identified during an unsuccessful Post-Tenure Review. In collaboration with the unit-level PTR committee, the faculty member's chair/supervisor and the faculty member will develop a formal PIP. This plan is designed to support the faculty member in addressing the identified weaknesses, promoting their professional growth, and enhancing their future promotion prospects. The PIP should include clear, attainable goals that align with the faculty member's essential duties and are achievable within a specified period.

The PIP may only last as long as the faculty member's annual contract. For nine-month academic-year employees, the PIP begins on August 15 and ends on May 15 of the following year. For twelve-month fiscal-year employees, the PIP ends twelve months from its start date, defined as the date when the PIP's development is complete, to be no later than June 1.

The PIP must receive approval from the Dean and be submitted to the Office of the Vice Provost for Faculty for retention. Regular meetings between the chair/supervisor and the faculty member are essential, occurring twice each fall and spring semester, to review progress, address additional needs and resources, and plan forthcoming tasks. Following each meeting, the chair/supervisor summarizes the discussion, indicating whether the faculty member is progressing satisfactorily with the PIP. This summary is shared with the faculty member and placed in their file. The PIP must encompass the following elements:

- Clearly defined goals or outcomes
- An outline of activities to be undertaken
- A timetable
- Available resources and support
- Expectations for improvement
- Monitoring strategy

PIP Conclusion and Review

At the end of the year, the unit-level PTR committee convenes to assess the faculty member's progress on their PIP. The committee examines the documented progress provided by the chair/supervisor and any additional information submitted by the faculty member. While an in-person meeting may be deemed necessary, the committee's recommendation on whether the faculty member has satisfactorily completed the PIP can be based solely on the records. By the end of the spring semester, the committee submits its recommendation to the chair/supervisor, the Dean, and the faculty member.

After receiving feedback from the PTR committee, the chair/supervisor and Dean will evaluate whether the faculty member has adequately addressed the identified deficiencies or made considerable progress. If the faculty member's progress is satisfactory, it will be considered successful completion of the PIP. This evaluation will replace the annual performance review for that year, and the next PTR will resume on the regular five-year schedule.

If the faculty member fails to meet the PIP requirements within one year, they may face disciplinary actions. These may include reallocating workload effort, salary reduction, or, in severe cases, tenure revocation and dismissal, but only after other actions have been pursued and failed. Typically, if the faculty member's performance still needs improvement, the chair/supervisor and

Dean may recommend further developmental actions and extend the Performance Improvement Plan for a second year.

The faculty member can request due process if such disciplinary actions are recommended. Should there be a disagreement between the chair/supervisor and the Dean regarding the faculty member's progress, the Provost will make the final assessment. Ultimately, the President will determine the appropriate remedial actions on behalf of the Institute, with the option for the faculty member to seek a discretionary review per the [Board of Regents Policy](#).

Example PIP Timeline

End of Spring of the Post-Tenure Review Year

- Faculty member is notified of unsuccessful PTR by the Dean.
- Chair/supervisor and faculty member, in collaboration with the PTR Committee, develop the PIP to address identified deficiencies and provide developmental support for professional growth and future promotion prospects.
- PIP is submitted to the Dean for approval.
- Dean-approved PIP is forwarded to the Office of Faculty Affairs for retention.

Fall of PIP Year

- Faculty member begins work on PIP.
- Faculty member and chair/supervisor meet regularly to review progress, identify additional needs or resources, and plan forthcoming tasks. At least two meetings should occur in the fall.
 - Meetings should not occur when the faculty member is off-contract (i.e., faculty members on academic-year contracts should not be expected to meet during the summer).
- Chair/supervisor summarizes each meeting, noting progress toward successful completion of the PIP; chair/supervisor summary is shared with the faculty member and retained by the unit in the faculty member's file.

Spring of PIP Year

- Faculty member continues to work on PIP, concluding all work by the end of the spring.
- Chair/supervisor and faculty member complete regular review meetings. At least two meetings should occur in the spring.

End of Spring of PIP Year

- PTR Committee evaluates faculty member's progress on PIP and submits written recommendation to the chair/supervisor, Dean, and faculty member.
- Chair/supervisor and Dean determine if the faculty member has successfully completed the PIP.
 - If the PIP is successfully completed, it serves as the faculty member's annual performance review for that evaluation period, and the original PTR schedule resumes. A full set of rubric scores, reflecting the faculty member's workload, must be prepared for Institute submission.
 - If the PIP is unsuccessfully completed, the chair/supervisor and Dean may suggest additional developmental, remedial, and/or disciplinary actions.

Corrective Post-Tenure Review (C-PTR)

What Is C-PTR

Corrective Post-Tenure Review is a review that is initiated by consecutive unsuccessful annual evaluations. It is designed to provide a timely, structured, peer-based review that helps a faculty member re-establish sustained successful performance. In other words, C-PTR is intended to be constructive and developmental while also ensuring accountability when annual evaluations indicate a sustained performance concern.

When C-PTR Occurs

A tenured faculty member must participate in a C-PTR when they are evaluated as deficient (defined as a rating of “Does Not Meet Expectations” or “Needs Improvement”) in any one of the elements of teaching, scholarship and creative activities, or service (including student success activities) for two consecutive annual evaluations. The deficiencies do not have to be in the same area across the two years. Therefore, C-PTR initiation is independent of any existing five-year PTR schedule; however, a successful resolution of C-PTR will reset the five-year PTR clock going forward.

How C-PTR Works

C-PTR is carried out using the same procedures as PTR. As the Faculty Handbook states in [3.1.2.1](#), “A faculty member’s corrective post-tenure review shall be conducted using the procedures for post-tenure review listed in Faculty Handbook [3.3.9.1](#) and any other applicable Institute or unit guidance.” Therefore, C-PTRs are based on a five-year review window, providing the reviewing faculty committee with proper context to assess the submitted materials and the faculty member’s performance.

Once a chair or supervisor recommends a C-PTR, the unit’s PTR committee must review that recommendation along with that year’s annual evaluation, in accordance with Faculty Handbook [3.1.2.1](#). If the unit committee disagrees with the C-PTR recommendation, the matter is referred to the Dean for a decision. If the Dean confirms the need for a C-PTR, the unit PTR committee submits a dissent letter to be included in the dossier with the Dean’s recommendation.

Faculty members undergoing C-PTR have the same rights and protections as those in PTR, including rights related to committee composition and the PTR committee’s Due Process Review.

Key procedural points required by policy include:

- **Written notification:** The faculty member must be notified in writing that C-PTR is required.
- **Submission deadline:** The faculty member has thirty (30) business days from written notification to submit the C-PTR dossier.
- **Outcome effects:**
 - If the C-PTR is successful, the faculty member’s post-tenure review clock is reset.
 - If the C-PTR is unsuccessful (that is, the faculty member is determined to need improvement), the same process that follows an unsuccessful PTR applies — including a Performance Improvement Plan (PIP), review of the PIP, and due process steps. (See earlier in this document.)

Unsuccessful C-PTRs: Due Process Rights and Appeals

If, at the conclusion of the PIP, the School Chair and Dean (or the appropriate-level supervisors) determine the faculty member has not made sufficient progress (or has refused to engage reasonably in the process), they propose remedial action.

A faculty member may appeal an Unsuccessful C-PTR to the Faculty Post-Tenure Review Appeals Committee (PTRAC). The faculty member has ten (10) calendar days from the date of receipt of the supervisor's recommendation to request the PTRAC review; if the request is received within that window, it will be granted.

If the faculty member does not request PTRAC review, the Provost makes the final decision on remedial action. As noted in policy, remedial actions may include reallocating workload effort, salary reduction, or, in severe cases, tenure revocation and dismissal, but only after other actions have been pursued and failed.

In the rare event that the remedial action is separation from employment, the faculty member has the right to request a final faculty hearing to confirm that due process was followed; the policy sets out the procedures and timelines for that hearing.

Tips for Faculty Members Undergoing C-PTR

The following suggestions are not policy requirements; they are intended to clarify, make the C-PTR process more constructive, and make it more navigable for everyone involved.

- Approach C-PTR as a structured reset, not a verdict. The purpose is to evaluate performance concerns identified in annual reviews and to support improvement through clear expectations and peer input.
- Use the 30-business-day window strategically. Prioritize a complete, well-organized package that (1) addresses the areas of deficiency and (2) demonstrates a realistic plan for sustained performance going forward.
- Be explicit about context and constraints (without over-explaining). If circumstances affected performance (e.g., scope changes, major service burdens, lab disruptions), describe the impact briefly and focus on what you did to respond and what you will do next.
- Align goals with your actual workload distribution. Make sure your statement and goals clearly map onto your approved workload and evaluation criteria (especially if the workload emphasis differs from the standard distribution).
- Show evidence of trajectory. Where a deficiency exists, highlight concrete actions already underway (e.g., course redesign, mentoring plan, writing pipeline, grant resubmissions, lab management changes, etc.) and what you will sustain across multiple years.
- Seek “mirror feedback” early. Ask a trusted peer to read your narrative and tell you: *Is it clear what changed? Is the plan plausible? Does the evidence match the claims?*
- Document communications and support. Keep copies of expectations, milestones, and agreed-upon support and/or resources. (This step becomes especially important if the process moves into a PIP stage).

Tips for Supervisors Supporting Faculty Undergoing a C-PTR

- Start with clarity and neutrality in the written notification. The notification should be factual, indicate the concern, and clearly state the 30-business-day submission window.
- Use C-PTR to define “success going forward.” A short alignment meeting can prevent ambiguity: What does sustained satisfactory performance look like in this unit/discipline, given the faculty member’s workload and career stage?
- Ensure the faculty member understands their rights and process protections. C-PTR follows PTR procedures and includes the same rights related to committee composition and due process review.
- Avoid surprises. If the faculty member’s submission is missing required components, flag that early (procedurally) so the review focuses on substance rather than completeness issues.
- Support resource identification. If improvement requires conditions (e.g., teaching support, mentoring, lab stabilization, workload adjustments), note what resources are realistically available and how they will be accessed.
- Plan for an “if unsuccessful” pathway. Because an unsuccessful C-PTR can trigger a PIP and due process steps, good documentation and regular, good-faith communication protect everyone and improve outcomes.

Tips for C-PTR/PTR Committees

- Keep the review evidence-based and developmental. C-PTR exists because annual evaluations signaled sustained concern; focus your feedback on what the record shows and what would demonstrate sustained improvement.
- Be specific in recommendations. “Improve scholarship” is less helpful than “establish a 12–18 month publication plan with defined products, venues, and timelines” (tailored to discipline norms).
- Write for clarity across audiences. Your report will be read beyond the committee; use clear, behaviorally anchored feedback tied to teaching, scholarship/creative activity, service, and student success activities as applicable.
- Keep process protections in view. C-PTR affords the same rights and protections as PTR; the committee’s process should reflect fairness, consistency, and appropriate due process review practices.
- Separate “diagnosis” from “next steps.” A strong report includes (1) what the evidence suggests, (2) what improvement would look like, and (3) what supports and/or resources might reasonably help.

Suggested C-PTR Timeline (Example)

This timeline serves as an example; it is not elaborated in policy. This timeline has been created to match the style of the “Example PTR Timeline” and “Example PIP Timeline” already included in this document. The only fixed deadline outlined in policy for C-PTR is 30 business days from written notification to dossier submission.

Initiation Point: After the second consecutive deficient annual evaluation is finalized. Completed by the middle of the Spring of the AR period.

- Unit/Chair issues written notification that C-PTR is required.
- Unit initiates C-PTR logistics (i.e., committee alignment per unit procedures; faculty member rights/protections apply as in PTR).

Policy Requirement: Within 30 business days of written notification. Completed by the end of the Spring.

- Faculty member submits dossier for C-PTR.
- Chair/supervisor prepares and/or compiles accompanying materials consistent with PTR procedures and unit practice.

Committee Review Period: As defined by the unit. Completed by the middle of the immediately following Fall semester.

- Committee reviews materials and drafts a written assessment and recommendation.
- Committee finalizes report package and forwards it through unit channels consistent with PTR (committee → chair/supervisor → dean/next-level supervisor).

Decision and Communication: As defined by the unit. Completed by the end of the Fall semester.

- Dean/next-level supervisor communicates C-PTR outcome to the faculty member in writing.
- Faculty member may provide a rebuttal consistent with PTR practices described in this guide.

If C-PTR is Successful: Post-tenure review clock is reset.

- If the C-PTR is successfully completed, the completion serves as the faculty member’s annual performance review for that evaluation period, and the PTR schedule is reset. A full set of rubric scores, reflecting the faculty member’s workload, must be prepared for Institute submission.

If C-PTR is Unsuccessful: Follow the same path as an unsuccessful PTR. Started at the beginning of the immediately following Spring semester.

- Initiate a Performance Improvement Plan (PIP), then PIP review, then due process if needed.
- Units may consider using the existing “Performance Improvement Plans” and “Example PIP Timeline” sections of this document as the operational roadmap.

C-PTR Timeline



Resources for Faculty Members

- [Faculty Handbook](#)
- [Office of the Provost](#)
- [Faculty Governance](#)
- [Center for Teaching and Learning \(CTL\)](#)
- [Office of Research](#)
- [Office of the Vice Provost for Faculty](#)