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**2018 Annual Evaluation Form**

**Mississippi Agricultural and Forestry Experiment Station**

**Mississippi State University Extension Service**

**College of Agriculture and Life Sciences**

**Forest and Wildlife Research Center**

**College of Veterinary Medicine**

**College of Forest Resources**

**Name:** \_\_\_\_\_

**MSU ID #:** \_\_\_\_\_

**Evaluation Year:** \_\_\_\_\_

**Title (check all that apply):**

- Faculty Member**  
 **Department/Center/Unit/School Head**



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Mississippi Agricultural and Forestry Experiment Station  
Mississippi State University Extension Service  
College of Agriculture and Life Sciences  
Forest and Wildlife Research Center  
College of Veterinary Medicine  
College of Forest Resources

For the period from \_\_\_\_\_ to \_\_\_\_\_

Name: \_\_\_\_\_

MSU ID# \_\_\_\_\_

Title \_\_\_\_\_

Dept. /Unit \_\_\_\_\_

Appointment  
(% or FTE): CALS \_\_\_\_ MAFES \_\_\_\_ MSU-ES \_\_\_\_ FWRC \_\_\_\_ CFR \_\_\_\_ CVM \_\_\_\_ Other \_\_\_\_

Explanation: The separation of the actual percentage funding appointment split compared to the individual's perceived percent effort allocation is intended to open a dialog to discuss differences and to align funding percentages more closely with percentages of effort among categories.

Effort %:      Administrative      \_\_\_\_\_  
                  Teaching                    \_\_\_\_\_  
                  Research                        \_\_\_\_\_  
                  Extension/Outreach            \_\_\_\_\_  
                  Clinical/Diagnostic            \_\_\_\_\_  
                  Service                            \_\_\_\_\_  
                  Other relevant activities      \_\_\_\_\_



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**I. Evaluation by Department Head/Dean/Director.** Rate performance of the faculty member in each category according to the following:

Unsatisfactory. Quality and/or quantity of work does not meet expectations. Performance is below a level appropriate for this position.

Needs Improvement. Quality of work is substandard, often requiring more than normal supervision, has trouble meeting deadlines, and on many occasions with unacceptable errors. Corrective action is required to improve performance.

Satisfactory. Individual performance at "satisfactory" level. (See current *Faculty Handbook*). Tasks and goals are being accomplished in a timely and competent manner.

Excellent. Quality and quantity of work is consistently meritorious; goals are regularly exceeded; Individual is highly productive; individual recognized beyond the unit.

Superior. Preeminent distinction resulting from consistent outstanding meritorious accomplishments.

N/A (not applicable). To be used when evaluation item does not apply.

- A. **Teaching Evaluation** \_\_\_\_\_
- B. **Research/Creative Activities/Scholarly Works Evaluation** \_\_\_\_\_
- C. **Extension-Outreach Activities/Scholarly Works Evaluation** \_\_\_\_\_
- D. **Clinical and Diagnostic Laboratory Service Evaluation** \_\_\_\_\_
- E. **Service Evaluation** \_\_\_\_\_
- F. **Administrative Evaluation** \_\_\_\_\_
- G. **Relevant Activities Evaluation** \_\_\_\_\_
  
- OVERALL EVALUATION** \_\_\_\_\_



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- II. Narrative Evaluation by Department Head or Appropriate Administrator.** Briefly comment on the performance of this individual, as compared to his/her peers. Emphasize any particular strengths and qualities, and abilities to accomplish goals. Indicate any areas of improvement needed, or modifications of current goals. Department Head or appropriate Administrator must discuss and document progress towards the individual's tenure and/or promotion.



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**III. Acknowledgements.**

I certify that I have reviewed this evaluation with this employee.

I certify that I have seen and discussed this with my unit head/leader.

\_\_\_\_\_  
Unit Head/Administrator

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Additional Unit Head/Administrator (if necessary)

\_\_\_\_\_ I disagree with the contents of this evaluation and have attached a response.

\_\_\_\_\_ I request a second review by my Dean, Director(s), and /or Vice President (circle).

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

Reviewed by (as appropriate): \_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Name and Title

Comments by reviewers:

cc (Pages 1-5): Dean(s)/Director(s)  
Faculty Member



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Note: Original of Pages 1-5 and all attachments will be filed in the Department Head's office.



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### **IV. Summary of Activities. (To be prepared by faculty member)**

- A. Teaching (See DAFVM Annual Evaluation Form Appendix – Teaching Criteria for evaluation narrative for elements to include in Teaching documentation; See also as reference: *Faculty Handbook*, Revised 2014, Section V, F. - Performance Standards and Evaluation of Professional Activities.)
1. Evidence of quality of undergraduate, graduate, professional and intern/clinical resident instruction. The faculty member is expected to provide material describing his/her resident and/or non-resident teaching/instructional activities, and provide documentation supporting effectiveness (e.g., evaluations, assessment, etc.).
  2. Academic Advisement, Supervision, and/or Mentoring. The faculty member is expected to provide documentation describing his/her undergraduate, graduate, specialist, professional student, clinical resident/intern and/or house officer advisement, supervisor, and/or mentoring activities (e.g., numbers of students by category, student names and degrees sought, funding source (if applicable), thesis/dissertation title, etc.). A brief description of responsibilities is expected (e.g., advisor, major professor, co-advisor, committee member, supervisor, etc.).
  3. Courses Initiated/Innovations Instituted/Other Unique Teaching Contributions. The faculty member may provide documentation describing his/her new courses initiated, special lectures in other courses, generation of teaching aids, activities supportive of teaching, student achievements, and other activities that may document teaching excellence and/or effectiveness.
  4. International Activities. Provide material demonstrating a commitment of time, effort, and resources to engage in and enhance international instruction capabilities/expertise. Specific accomplishments should be cited.
  5. Other. (e.g. professional development, international activities, and other achievements and/or contributions not reported elsewhere). Provide material demonstrating a commitment of time, effort, and resources to engage in and enhance instruction capabilities/expertise. Specific accomplishments should be cited.
- B. Research/Creative Activities/Scholarly Works. (See DAFVM Annual Evaluation Form Appendix – Research/Creative Activities/Scholarly Works Criteria for evaluation narrative for elements to include in Research documentation; See as reference: *Faculty Handbook*, Revised 2014, Section V, F. - Performance Standards and Evaluation of Professional Activities.)
1. Publications and/or Creative Activities. List publications which were published, in press, or are in review in the year of evaluation in the appropriate section below. List full citations where appropriate, or note stage of development or review, and author contributions as necessary.



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- a. Refereed (peer-reviewed) manuscripts.
  - b. Monographs, books, or book chapters.
  - c. Popular articles or newspaper columns (written by the faculty member).
  - d. Reports, bulletins, brochures, information sheets, and newsletters.
  - e. Digital and other electronic media formats (including web pages, social media, videos, blogs, twitter, etc.).
  - f. Theses/dissertations completed by graduate students.
  - g. Programmatic curricula.
  - h. Posters, exhibits, and displays.
  - i. Intellectual property development (patent/copyright/trademark applications or assignments, licenses, non-disclosures submitted, variety releases, etc.)
  - j. Other outreach products and/or research/creative activities.
2. Scientific or Professional Papers/Presentations. List presentations at scientific or professional meetings, published abstracts, meeting proceedings not reported as manuscripts, etc. (List full citations where appropriate, note stage of development or review, and author contributions as necessary; indicate if non-referred, referred, and/or invited where applicable).
  3. Grants for Research or Creative Activity Implementation. Include grants submitted or awarded (cite funding source/agency, title of project, indicate if you are project leader and list co-investigators or your alternate role, funding amount, dates of award and length of award, indicate if competitive or non-competitive, and list any pending (P) or denied (D) proposals submitted last year).
  4. Progress of Ongoing Projects. List current or on-going research and/or creative activities projects (e.g., as internally and externally funded; or, for example, by CRIS project, program planning projects, multi-state projects, or other project, fund or activity number, title, funding source, etc.). Indicate progress and whether project was completed, is continuing, or was newly initiated this year.
  5. Management of Resources, including Mentoring. List facilities and any major or core equipment for which you are responsible, and all personnel (e.g., student, staff, visiting scientists, volunteers, etc.) you supervise.
  6. International Activities. List international activities promoted, conducted and/or facilitated.
  7. Other Creative Activities, Scholarly Works and/or Research Capabilities Enhanced. (e.g. professional development, international activities, other intellectual property development or inventions, media reports about the faculty member's research or creative achievements, and/or other achievements and/or contributions not reported elsewhere). Provide material demonstrating a commitment of time, effort, and resources to engage in and enhance research capabilities/expertise. Specific accomplishments should be cited.





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- C. Extension Outreach/Creative Activities/Scholarly Works. (See DAFVM Annual Evaluation Form Appendix – Extension Outreach/Creative Activities/Scholarly Works Criteria for Evaluation Narrative for elements to include in Extension documentation.)
1. Extension Educational Program Development. The criteria used for the evaluation of Extension faculty *includes planning and developing Extension educational programs, products and/or processes for clientele and field agents.*
- a. Extension Educational Program Planning: Includes all work involved in planning with others to determine content, priorities, and emphasis of the unit's or department's Extension programming. Included is planning activities with leaders and clientele groups, Extension faculty, county Extension Administrative Councils and program area/issue committees, Extension staff committees, etc.
- b. Development of Educational Programs: Development of programs to teach Extension clientele using a direct contact method, such as educational meetings, short courses, seminars, workshops, field days, etc. (It includes the development of teaching materials, activities, the incorporation of technology, etc.)
2. Implementation of Extension Educational Programs. The faculty member is expected to provide material describing his/her resident and/or non-resident Extension teaching/instructional activities, and provide documentation supporting effectiveness (e.g., evaluations, assessment, quantify consultation scope, etc.).
- a. Extension Agent/Staff In-service Training/Assistance: Includes all educational activity conducted using a direct contact method (do not include newsletters or preparation and other printed material) to teach Extension personnel. It includes responding to internal requests by individual correspondence.
- b. Adult Clients. Include descriptions of the projects, planning activities with leaders and clientele groups, descriptions of the educational programs, cite supporting materials, and list training programs, continuing education programs, short courses, workshops, field days, etc. with titles, dates and meeting scope, intent, or purpose.
- c. 4-H and Youth Audiences. Include descriptions of the projects, planning activities with leaders and clientele groups, descriptions of the 4-H educational programs/activities, cite supporting materials, and document other youth programs with titles, dates and meeting scope.
- d. Professional and Technical Audiences. Include planning activities with leaders and clientele groups, cite supporting materials, descriptions of the educational programs (including agent in-service), projects, continuing education programs, guest lectures, and other significant programs.
- e. Other Presentations and Speaking Engagements. Include descriptions of the program or presentation given, planning activities with leaders and clientele groups, panels, round tables, or other formats, cite supporting materials, and document with dates and meeting scope.
- f. Non-Peer-Reviewed Publications, Mass Media, Digital Media, Social Media, and other electronic media formats (including print articles, bulletins, brochures,



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newsletters, information sheets, radio, TV, web pages, social media, videos, blogs, twitter, etc.).

3. Educational, Scholarly, Creative Works and Research. List peer-reviewed publications and similar items published, in press, or in review. List full citations where appropriate, or note stage of development or review, and author contributions as necessary.
    - a. Refereed manuscripts.
    - b. Presentations at scientific or professional meetings, published abstracts, meeting proceedings not reported as manuscripts
    - c. Monographs, books, or book chapters.
    - d. Theses/dissertations completed by graduate students.
    - e. Programmatic curricula.
    - f. Posters, exhibits, and displays.
    - g. Proposals, Grants and Contracts (include grants submitted or awarded; cite funding source/agency, title of project, etc.).
    - h. Intellectual property development (patent/copyright/trademark applications or assignments, licenses, non-disclosures submitted, variety releases, etc.)
    - i. Other outreach products and/or research/creative activities.
  4. Progress of Ongoing Projects. List current or on-going Extension and/or creative activities projects.
  5. Management of Resources, including Mentoring. List facilities, major/core equipment or Extension resources for which you are responsible, and all personnel you supervise.
  6. International Activities. List international activities promoted, conducted and/or facilitated.
  7. Other Creative Activities, Scholarly Works and/or Extension Capabilities Enhanced. (e.g. professional development, and/or other achievements and/or contributions not reported elsewhere.)
- D. Service (See DAFVM Annual Evaluation Form Appendix –Service Criteria for evaluation narrative for elements to include in Service documentation; Also see: *Faculty Handbook*, Revised 2014, Section V, F. - Performance Standards and Evaluation of Professional Activities.)
1. Public Service. List service activities that resulted in the successful development and implementation of programs that benefited (served) society; list outreach and engagement activities, non-scientific presentations or organization of workshops, short courses, etc. not reported elsewhere as part of a faculty's normal effort.
  2. Professional Association Service. List memberships and offices/responsibilities in professional and job related organizations.



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3. University Service. List memberships, chairmanships, and responsibilities of departmental, school, college, division and university committees.
  4. Editing. List editing or review of books, scientific journals, etc.
  5. International Activities. List international activities promoted, conducted and/or facilitated that is not reported elsewhere.
  6. Other. List consultancies, sabbaticals, professional development, or other administrative or service activities not reported elsewhere.
- E. Clinical or Diagnostic Laboratory Service (See DAFVM Annual Evaluation Form Appendix – Clinical or Diagnostic Laboratory Service Criteria for evaluation narrative for elements to include in Clinical/Diagnostic Laboratory Service documentation.)
1. Service to clients and stakeholders. Provide a supportive description, with documentation, of timely and quality service to clients and referring veterinarians.
  2. Caseload Management and Development. Provide a supportive description as needed, with documentation, of current caseload and evidence of efforts made to build caseload, include (where applicable) evidence of performance of emergency duty.
  3. Engagement and Collegiality. Provide evidence of engagement with and collegiality with teaching, research and outreach missions of the College and University.
  4. Compliance with Policies. Provide a supportive description, with documentation as needed, of compliance with all federal, state, university and college policies including maintaining accurate medical records and billing policies.
  5. Management of Resources. Provide a supportive description, with documentation, that faculty member is practicing good stewardship and management of resources.
  6. International Activities. List International activities promoted, conducted and/or facilitated.
  7. Other (including professional development).  
List specific accomplishments not mentioned above.
- F. Administrative. (See DAFVM Annual Evaluation Form Appendix – Administrative Criteria for Evaluation narrative for elements to include in Administrative documentation. Also see: *Faculty Handbook*, Revised 2014, Section V, G and I. - Performance Standards and Evaluation of Professional Activities)
1. Financial Resource Management. Provide accomplishments in fiduciary responsibilities which contribute to MSU, DAFVM and the unit's economic goals and objectives. Provide accomplishments of effective administration of resources available to the unit.



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2. Personnel Supervision, Training and Mentoring. Provide accomplishments of personnel training, performance encouragement and enhancements of employees. Provide specific examples of employee mentoring. Provide evidence of productivity enhancements such as new technology, improved use of facilities and equipment, etc. Indicate methods used to explain criteria for faculty/staff evaluation and promotion.
  3. Communication Effectiveness. Provide accomplishments of efficiencies and effectiveness in providing unit support through administrative processes and procedures. List accomplishments in communicating appropriate information to faculty and staff clearly and promptly.
  4. Manages Conflict Effectively. Provide evidence of fair and objective dealing with faculty and staff. Provide evidence of effectively managing conflict and personnel discussions/negotiations within the department.
  5. Development of Programs and Goals. Provide accomplishments in planning, coordinating, encouraging, enhancing and developing departmental programs and goals.
  6. Integrity and High Ethical Standards. Provide indications of actions, values, methods, measures, principles, expectations and outcomes that are consistent with values and standards within higher education.
  7. Promoting International Activities. Provide accomplishments of international activities promoted, conducted and/or facilitated by your faculty, staff, and students.
  8. Leadership Accomplishments. Provide leadership accomplishments in recruitments, scholarships, fundraising, conferences, teaching, research, service, etc. Provide evidence of quality in all activities, programs, functions conducted by the department.
- G. Relevant activities and accomplishments not reported elsewhere (Cite title, organization, and brief description):
1. Awards and Distinctions
  2. Memberships in Learned and Professional Societies
  3. Outside Employment Consulting Activities (e.g., Practice of Profession)
  4. Other

**V. Goals**

On an annual basis, each faculty member and each unit head will agree in writing to the faculty member's goals, objectives, responsibilities, and expectations.



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Indicate specific goals and objectives including areas in which improvements will be sought in the coming year. Please address each aspect of your responsibility as a faculty member; teaching, research/creative activity/scholarly works, and service.

### **APPENDIX: DAFVM Annual Evaluation Form Criteria for Evaluation**

**Teaching:** Criteria for evaluation may include, but may not be limited to, regular classroom and laboratory instruction; supervision of field work, internships, performances, and fellowships; direction of theses and dissertations; development of educational materials; conduct of other academic programs that confer university credit; invited presentation of non-credit and off-campus lectures and demonstrations; and other teaching activities as defined by the academic units. Excellence in teaching includes the ability to impart the knowledge, methods, and standards of the discipline, the ability to communicate effectively with students by counseling, advising, or motivating them, the ability to direct students in their own research, and the ability to evaluate student work accurately and fairly according to prevailing academic standards of the discipline. Excellence in teaching may be documented by instructional materials used (e.g., course outlines and syllabi, test materials, etc.), peer reviews, faculty-led student awards, student evaluations, other assessments of student learning, use or incorporation of assessment data for courses, self-evaluations of each course taught, student successes, faculty teaching awards, recognition of teaching excellence, sample course materials, recordings of teaching sessions, graduate student theses and dissertations, professional development activities related to teaching effectiveness, and any other documentary materials that demonstrate teaching effectiveness on the university campus or at the national or international level. For CVM intern/clinical resident instruction, this may also extend to documentation of number of house officers supervised, house officer rounds supervised/taught, house officer evaluations of faculty member, service on resident advisory committees, house officer accomplishments such as presentations given, clinical papers published, specialty board exam passage, job placement, awards, and/or recognition by clients/referring veterinarians.

**Research/Creative Activities/Scholarly Works:** Criteria for evaluation may include, but may not be limited to, systematic, original investigation directed toward the enlargement or validation of human knowledge, the solution of contemporary problems, or the exploration of creative forms that bring greater meaning to life. Excellence in research and/or creative achievement must be established by critical peer evaluation, using standards prevailing in the discipline. Excellence may be documented by books, articles, or reviews published by commercial or university presses or in refereed journals of international, national, or regional prestige; research grants, leading to high quality research, intellectual property; presentation of papers before professional groups; invited participation in scholarly conferences; editorial work for professional journals or publishers; or artistic or humanistic performances, presentations, or shows. Evidence of substantive progress on long-term projects that meet the criteria above may be considered as specified by the academic units.

**Extension Outreach/Creative Activities/Scholarly Works:** Criteria for evaluation may include, but may not be limited to, the development of programs, services, products and/or processes for clientele, including all work involved in planning and execution of extension programming, delivery and assessment. Excellence in extension includes the ability to effectively impart the knowledge, methods, and standards of the discipline via extension education activities, the ability to



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communicate with clientele using the appropriate delivery tool or method, the ability to assess or evaluate extension educational programming, research, or related creative activities and the application of assessments to improve future programming and delivery. Excellence in extension may be documented by development of educational programs to teach extension clientele using direct contact methods such as meetings, workshops, tours, field days, etc.; faculty and staff training/assistance, including all educational activities conducted using direct contact methods to teach extension personnel as groups or individualized training; documentation of timely responses and contacts with individuals or groups by mail, phone, personal conference, e-mail or other digital or social media methods, or indirect program support directed towards educational programming via newsletters, publications, teaching materials, and/or mass media usage; implementation of delivery of extension education to, specifically, adult clients, 4-H and youth audiences, and/or professional and technical audiences; participation in organized, invited, panel or round-table presentations and speaking engagements; effective use of mass media and social media networks; consistent and prolific production of non-peer-reviewed publications or formats for extension education and programming; engaging in educational, scholarly, creative pursuits, and/or research in the form of grants, contracts, peer-reviewed presentations and manuscripts, book and book chapters, creative displays, etc.; continued professional development, international activities and other activities.

**Clinical or Diagnostic Laboratory Service:**

Criteria for evaluation of clinical service may include, but is not limited to, the provision of high-quality veterinary medical care to patients and timely, professional service to clients and referring veterinarians. Excellence in of clinical service includes the ability to appropriately manage challenging medical cases; the ability to communicate effectively and in a timely manner with clients, referring veterinarians and colleagues; demonstration of professionalism and collegiality when interacting with colleagues, house officers, staff and students; compliance with hospital policies and procedures; continual improvement in technical skills, knowledge base; and understanding of current literature; and the introduction or adoption of new and innovative medical practices. Excellence in Clinical Service may be documented by the number of clinical patients treated, growth in case-load, and revenue generated; documentation of high-quality medical care from peers and supervisors; documentation of effective, timely, and professional communication from clients and referring veterinarians; evidence of new knowledge and continued professional development that has enhanced one's practice ability and contributed to improvements in hospital services; and the production of continuing education materials and publications, including manuscripts, case reports, and book chapters, that demonstrate the generation of new knowledge and advance the level of medical care in the profession.

Criteria for evaluation of Diagnostic Laboratory Service may include, but is not limited to, the provision of high-quality veterinary diagnostic services with timely reporting of diagnostic results to clients. Diagnostic services may include many disciplines such as microbiology, virology, molecular diagnostics, clinical pathology, anatomic pathology, toxicology, and serology. Diagnostic cases may originate by direct submission to the laboratories from referring veterinarians, individual and corporate animal owners or through field investigations. Excellence in diagnostic service may be documented by caseloads, revenue generated, turnaround times, documentation of effective, timely, and professional communication from clients and referring veterinarians, and the production of



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continuing education materials and publications, including manuscripts, case reports, and book chapters, that demonstrate the generation of new knowledge in the field of veterinary diagnostic medicine. Certification by examination of outside agencies, e.g., specialty boards, such as the American College of Veterinary Pathologists, the American College of Veterinary Microbiologists, the American College of Poultry Veterinarians may also be used as evidence of excellence. Receipt of awards and honors by peer groups may contribute to recognition of an individual's national and international reputation.

**Service:** Criteria may include, but may not be limited to, activities which enhance the scholarly life of the university or the discipline, improve the quality of life or society, or promote the general welfare of the institution, the community, the state, the nation, or international community. Thus it includes outreach of academic knowledge to the public, if not part of a formal extension appointment or program, participation on departmental, college, or university committees, or on regional, national, or international scholarly committees, boards, or review panels, or on public boards as a representative of the scholarly community. Membership or participation in such bodies may constitute satisfactory service, but excellence requires leadership or initiative leading to substantial improvements or progress. Satisfactory service may also include editing and peer-review for discipline-specific journals, whereas excellence may be demonstrating by serving as an editor or associate editor with a high level of editing activity in a leadership role. Service may also be documented via the practice of profession as it relates to, or enhances, one's academic appointment or regional/national/international reputation, and may include such activities as: consultancies, sabbaticals, professional development and/or similar engagement, and/or other interim administrative appointments.

**Administrative:** Criteria for evaluation may include, **but not be limited to**, the management of financial resources, physical facilities, and human resources, including personnel supervision. **In the Faculty Handbook the following documentation outlines Department Head duties regarding: Annual Faculty Evaluation and Review (Section V. G.):** ... the department head will counsel each faculty member annually about progress toward promotion and tenure. This annual evaluation will comprise a written review of the previous year's progress and a written agreement about the faculty member's objectives, responsibilities, and expectations for the coming year, and the department head's or director's assessment of progress toward tenure.

**Procedures for Faculty Promotion and Tenure (Section V. I.):** ... candidate for tenure and/or promotion must notify the department head of his/her intent to submit his/her application for review on or prior to a date that must be specified in the department promotion and tenure document. Department heads must inform assistant professors of this date during the annual faculty review for the fifth year of their employment contract. ... The candidate, the department promotion and tenure committee, and department head will each provide a list of names that will be used to create a master list of potential external reviewers. The department head and department promotion and tenure committee chair will jointly select the final list of external reviewers ... Both the department head and department promotion and tenure committee chair are responsible for eliminating, to the best of their knowledge, all external reviewers that have a conflict-of-interest. ... The department head or director will separately and independently review the dossier. His/her recommendations will be based on pertinent evidence documented in the faculty member's dossier and information in the personnel file that is applicable to the candidate's performance in professional activities.