

1. GENERAL FEATURES OF THE FACULTY PERFORMANCE REVIEW

- 1.01 The Faculty Performance Review process provides an orderly, systematic, and consistent approach to the assessment and evaluation of faculty performance at Sam Houston State University. The process is designed to maximize objectivity and minimize bias.
- 1.02 Faculty Performance Review is intended not only to identify minimum performance standards, but also to recognize and reward excellence serving to advance the mission and goals of the University as well as identify opportunities for professional development, consistent with the university's commitment to continuous improvement. Faculty Performance Review (FPR) recognizes that faculty members' interests, strengths, and skills evolve throughout their careers (see Academic Policy Statement 790601, *Faculty Instructional Workload*). The University is best served through implementation of a system that has enough clarity to ensure accountability, enough flexibility to reward meritorious performance, and enough structure to promote fairness and consistency. FPR recognizes four categories for purposes of evaluation, namely, teaching effectiveness (FPR 1 and FPR 2), scholarly and/or creative accomplishments (FPR 3), service (FPR 4), and collegiality (FPR 5).
- 1.03 The respective colleges are responsible for the delineation of specific performance criteria to be assessed in FPR 1, FPR 2, FPR 3, FPR 4, and FPR 5. Input from faculty members is strongly encouraged in identifying specific performance criteria that may be unique to a given department/school or program. In order to ensure uniformity in evaluation of faculty performance across departments and colleges, the performance criteria developed should be calibrated to fit the standards outlined in Appendix A, Faculty Performance Standards. The standards have been developed with the expectation that the vast majority of faculty will score in the 4-8 range and, accordingly, scores at either extreme will be rare.
- 1.04 Provisions are made in FPR for the following:
 - a. Ratings of teaching effectiveness are accomplished through separate assessments of teaching effectiveness by department/school chairs (FPR 1) and by students (FPR 2). The chair's assessment follows the general

guidelines in Section 2. Students' assessments will be handled according to the guidelines in Section 3.

- b. Each faculty member should prepare a report of scholarly and/or creative accomplishments and submit appropriate documentation in support of same (see Section 4.)
 - c. Each faculty member should prepare a report of service activities (FPR 4) and submit appropriate documentation in support of same (see Section 5).
 - d. Each faculty member should prepare a report of collegial efforts (FPR 5) and submit appropriate documentation in support of same (see Section 6).
 - d. A summary rating of each faculty member based upon FPR 1 through FPR 5 is to be completed by the department/school Chair using the FPR Summary Report (Appendix B) and to be signed by both the chair and the faculty member. A faculty member who believes the FPR Summary Report does not accurately reflect his/her productivity may appeal his/her summary rating as described in Section 7.
- 1.05 The FPR Summary Report is to reflect faculty activity for the academic year, including summer sessions.
- 1.06 Should a faculty member receive an administrative FPR X assignment (see APS 790601), the faculty member will receive a separate evaluation for the FPR X assignment by the supervisor of the assignment as well as the FPR 5 evaluation. Performance criteria for FPR 3 and FPR 4 may be modified to reflect any changes in expectations in these domains resulting from the administrative assignment (e.g., a possible decrease in reasonably expected numbers of publications [FPR 3] and possible increase in activities traditionally viewed as service [FPR 4]).
- 1.07 The timelines for the completion of the forms are to be established by the dean of each college and the Executive Director of Newton Gresham Library.

2. CHAIR'S ASSESSMENT OF TEACHING EFFECTIVENESS

- 2.01 A department/school chair may decide to use a faculty committee to assist in assessment teaching effectiveness and providing recommendations for ongoing professional development.
- 2.02 Teaching may include, among other things, classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of and/or development of electronic instructional materials; and supervision of undergraduate and graduate students. The chair's rating of faculty teaching effectiveness should be based on as much information as can be reasonably obtained. FPR 1 Worksheet (see Appendix C) may be used. A variety of inputs is necessary to give the evaluation maximum validity. Two primary sources of information may be a teaching portfolio prepared by the faculty member and a conference with the individual being evaluated. Other inputs may include, but are not limited to, comments from students, student outcome measures, and results of assessment measures. Each college/department/school should define its own performance criteria for the chair's rating of faculty teaching effectiveness. Those criteria should be calibrated against those identified in Appendix A, Faculty Performance Standards. Items that may be considered by the chairs include, but are not limited to:

Professionalism

- Compliance with policies and procedures related to teaching
- Adheres to scheduled class meeting times
- Is reasonably available for student conferences and counseling; maintains appropriate office hours
- Submits grades, reports, etc. in a timely manner
- Maintains appropriate professional demeanor in teaching situations
- Maintains high ethical standards of honesty and objectivity
- Adheres to university, college, department and/or school timelines, policies, and procedures
- Regularly prepares for teaching
- Attempts to assess and improve own teaching
- Commitment and contribution to course and/or program assessments
- Engages in professional development aimed at improving teaching effectiveness
- Uses fair and appropriate grading practice(s)

Content and Pedagogy

- Appropriateness and relevance of material covered in the class to subject matter of the class
- Supporting educational material (e.g., handouts, electronic tutorials)
- Appropriate use of pedagogical resources
- Adherence to syllabus
- Appropriateness, relevance, and quality of syllabus content
- Effective use of technology
- Effective utilization of innovations
- Timely, clear, informative, and appropriate feedback to students on assignments, tests, and on student progress in general beyond grades
- Making reasonable accommodations for individual students requiring the same
- Incorporation of civic engagement, service-learning, community-based teaching strategies or internships

In accordance with college and/or department/school policy, each faculty member may present a teaching portfolio and update it on an annual basis. The portfolio should provide information relating to teaching effectiveness. Because of the wide variety of programs and teaching situations, departments/schools should develop criteria as to the appropriate content, limitations, and uses of portfolios. Those criteria should be articulated in and aligned with standards identified in Appendix A, Faculty Performance Standards.

- 2.03 FPR 1 reflects the chair's rating of teaching effectiveness for each faculty member on a ten-point scale corresponding to the standards identified in Appendix A, Faculty Performance Standards. The FPR 1 worksheet or a similar tool will be used by the chair to document the chair's rating of teaching effectiveness.

3. STUDENTS' ASSESSMENT OF TEACHING EFFECTIVENESS

- 3.01 Course assessment of teaching effectiveness by enrolled students is required by the Texas Education Code § 51.974(h).
- 3.02 Student assessments of teaching effectiveness are used as inputs for the FPR 2 score. Department/school chairs shall convert the scores provided by students, according to national norms, to fit the standards identified in Appendix A, Faculty Performance Standards.

4. REPORT ON SCHOLARLY AND/OR CREATIVE ACCOMPLISHMENTS

- 4.01 This report is to be completed by each faculty member and submitted to his/her department/school chair as input for the FPR 3 score. The final FPR 3 score will be on a ten-point scale corresponding to the standards identified in Appendix A, Faculty Performance Standards.
- 4.02 For most disciplines, this category consists of research and publications. For some disciplines, however, it may include other forms of creative works and activities, such as instructional technology; poetry; painting; musical, dance, or theatrical performance or composition; and sculpture. Scholarly activities shall be interpreted to include, but are not limited to, production of basic and applied research, writing and publications, scholarly grant development, scholarly grant acquisition, presentations to professional and learned societies, and professional development directly related to scholarly and/or creative accomplishments. Subject to the approval of the appropriate academic dean, the department/school chair may add additional subcategories or activities in accordance with department/school/college expectations.
- 4.03 Different disciplines and individuals define creative accomplishments in different ways, engage in different types of artistic endeavors, and evaluate such endeavors differently. As such, the criteria for assessment and evaluation can be defined here in only the most general terms. Each college/department/school should define its own specific criteria. Ultimately, individuals must be evaluated on the merit of their creative accomplishments and the level of their critical success.
- 4.04 The respective colleges are responsible for the determination and development of specific performance criteria to be assessed in FPR 3. Input from faculty members at the department/school and/or program level is encouraged in identifying specific performance criteria that may be unique to a given department/school or program. Those criteria should be calibrated against those identified in Appendix A, Faculty Performance Standards. In establishing performance criteria, each college is encouraged to address quality as well as quantity.

5. REPORT ON SERVICE

- 5.01 This report is to be completed by each faculty member and submitted to his/her department/school chair as input for the FPR 4 score. The final FPR 4 score is assigned according to a ten-point scale corresponding to the standards identified in Appendix A, Faculty Performance Standards. The application of the scale yields scores that lie within one of three levels of unsatisfactory performance, satisfactory performance, or exceptional performance (See Appendix A, Range of Faculty Performance Standards Scores).
- 5.02 Service includes service to students, colleagues, program, department/school, college, and the University; administrative and committee service; and unpaid service beyond the University to the profession, locally, regionally, nationally, and internationally, including academic or professionally-related public service. Activities that may be considered, but are not limited to, include:
- Compliance with policies and procedures related to service
 - Committee service
 - Student recruitment
 - Student advisement
 - Acquisition and development of facilities, equipment, and other resources
 - Appropriate professional development activities
 - Student mentoring
 - Student organization(s) sponsorship
 - Program/curriculum development
 - Program/curriculum assessment
 - Faculty-community collaboration for scholarly research
 - Faculty-community projects for leadership, economic, or social service development
- 5.03 The respective colleges are responsible for the determination and development of specific performance standards to be evaluated in FPR 4. Input from faculty members at the department/school and/or program level is encouraged in identifying specific performance standards that may be unique to a given department/school or program. Those standards should be calibrated against those identified in Appendix A, Faculty Performance Standards. The performance standards should identify types of service that advance the mission and goals of the University, college, and department/school.
- 5.04 In order to ensure that faculty receive full credit for their service contributions, the nature and extent of those contributions must be documented. In addition to

letters, notes, e-mails, and so forth from beneficiaries of that service, faculty service can be documented through the Committee Service Contribution form in Appendix D.

6. REPORT ON COLLEGIAL EFFORTS

- 6.01 This report is to be completed by each faculty member and submitted to his/her department/school chair as input for the FPR 5 score. The final FPR 5 score is assigned according to a ten-point scale corresponding to the standards identified in Appendix A, Faculty Performance Standards. The application of the scale yields scores that lie within one of three levels of unsatisfactory performance, satisfactory performance, or exceptional performance (See Appendix A, Range of Faculty Performance Standards Scores).
- 6.02 Collegiality is necessary to the institutional mission and the realization of its goals and objectives. However, care must be taken to avoid evaluating people or ideas based on popularity or agreement. Likewise, mindful of the professional judgment inherent in these constructs, assessors and evaluators should guard against bias.
- 6.03 Collegiality promotes the establishment and maintenance of productive working relationships among faculty colleagues, staff, students, and, occasionally, external stakeholders with whom we have shared responsibility. Collegiality involves working productively and constructively with others to advance the goals and objectives of the department or school, college, and university. Collegiality necessarily includes, but is not limited to both civility and collaboration.
- 6.04 Civility, is a component of collegiality. It involves treating others with basic dignity and respect. It is necessary for maintaining and advancing the institution's culture of support of and service to others. In addition to common courtesy, civility requires avoidance of hostility and rudeness.
- 6.05 Collaboration, like civility, is a component of collegiality. It is a hallmark of productive citizenship of the academic unit and the institution. Collaboration is expected in all domains of performance, including, teaching, research, and service. It characterizes professional conduct that is cooperative and supportive of others. It leads to productive outcomes that are within the scope of shared responsibility.

7. SUMMARY RATING REPORT

- 7.01 The “FPR Summary Report” is to be completed by the department/school chair or dean, as appropriate.
- 7.02 There must be an individual conference between the faculty member being evaluated and the chair, the goal of which is to facilitate ongoing professional development. At this meeting, the evaluation is discussed.
- 7.03 Once completed, the “FPR Summary Report” is to be signed by the chair and by the faculty member. The signature of the faculty member represents merely an indication that the completed report has been reviewed with the faculty member by the chair and does not necessarily indicate concurrence with the report’s contents. The faculty member’s signature does not preclude the faculty member from appealing the summary rating report.
- 7.04 Participation in the Faculty Performance Review process is required of all full-time faculty. Failure to participate in the process will result in scores of zero and may subject the faculty member to disciplinary procedures per the Texas State University System Rules and Regulations related to: (a) insubordination (§ 451(2)), (b) serious professional or personal misconduct (§ 451(3)), and/or (c) professional incompetence (§ 451(4)).
- 7.05 A faculty member may appeal his/her FPR Summary Rating Report score to the chair and/or academic dean. The faculty member must submit in writing his/her rationale for the appeal accompanied by appropriate documentation. If not satisfied with the dean’s decision, the faculty member may appeal to the Provost and Vice President for Academic Affairs. The decision of the Provost and Vice President for Academic Affairs is final.

APPROVED: _____
Dana G. Hoyt, President

DATE: _____

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer(s) listed below and represents SHSU's Division of Academic Affairs' policy from the date of this document until superseded.

| | | | |
|--------------|---|---------------|-------------|
| Original: | October 2, 2018 | Review Cycle: | Five years* |
| Reviewer(s): | Council of Academic Deans Faculty Senate Academic Affairs Council | Review Date: | Fall 2019 |

Approved: _____ Date: _____
Richard Eglsaer
Provost and Vice President
for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.

Appendix A

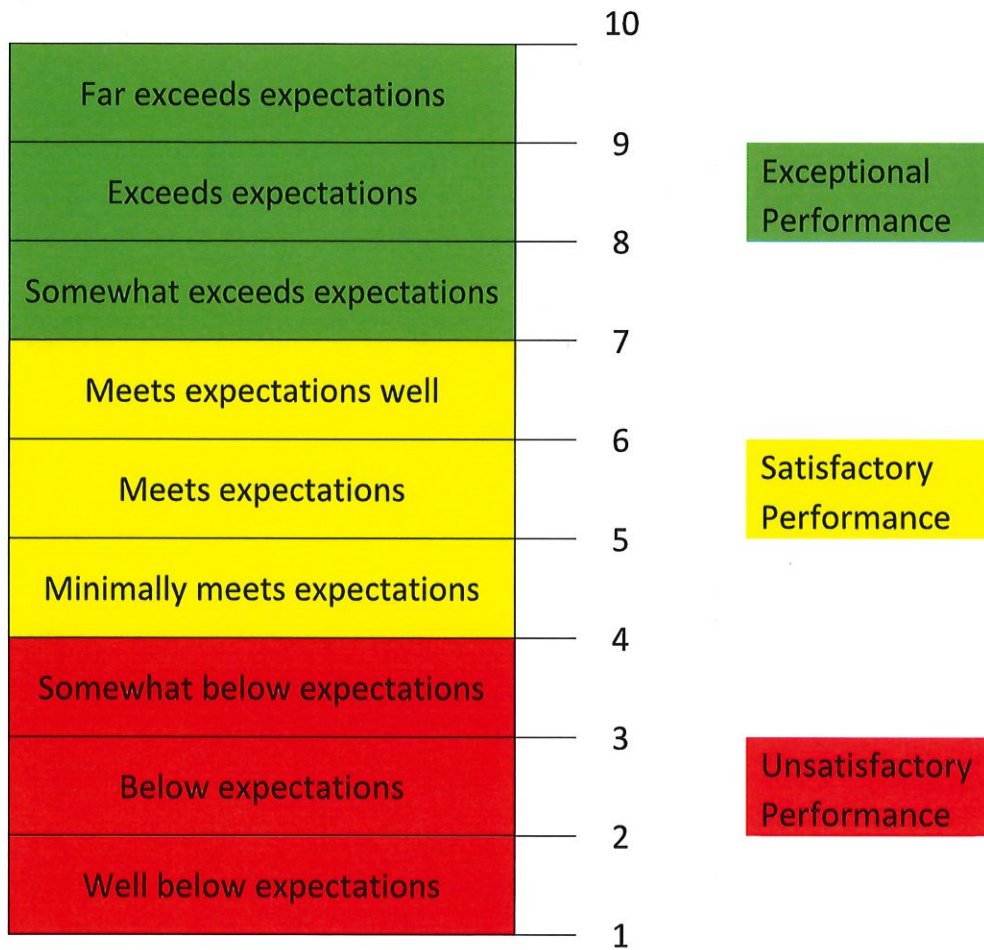
FACULTY PERFORMANCE STANDARDS

| | |
|--------------------------------|----|
| < Top 1% University-wide. | 10 |
| Far exceeds expectations. | 9 |
| Exceeds expectations. | 8 |
| Somewhat exceeds expectations. | 7 |
| Meets expectations well. | 6 |
| Meets expectations. | 5 |
| Minimally meets expectations. | 4 |
| Somewhat below expectations. | 3 |
| Below expectations. | 2 |
| Well below expectations. | 1 |

Falling below a “4” in the three-year running average in any domain triggers the PAFD process under APS 980204

Any “2” (or below) in any evaluation period triggers the PAFD process under APS 980204

RANGE OF FACULTY PERFORMANCE STANDARDS SCORES



Appendix B

FPR SUMMARY REPORT

Ratings by the students and chair should be considered separately. Student ratings should be converted, based on national norms, to align with Faculty Performance Standards. The remaining activity areas are each to be evaluated as a whole. For example, scholarly and/or creative accomplishments (FPR 3) should be evaluated and assigned an overall rating from 1 to 10.

Faculty Member's Workload Assignment (check one):

- Normative nine credit hours per semester
- Normative twelve credit hours per semester
- FPR X (if applicable)

| FPR Category | Rating |
|---|---------------|
| 1. Chair's Rating of Teaching Effectiveness | _____ |
| 2. Students' Rating of Teaching Effectiveness | _____ |
| 3. Scholarly and/or Creative Accomplishments | _____ |
| 4. Service | _____ |
| 5. Collegiality | _____ |
| 6. FPR X (%FTE ____) | _____ |

The signatures below indicate only that the department/school chair and faculty member met to discuss the faculty member's annual evaluation pertaining to APS xxxxxx and does not necessarily indicate the faculty member's concurrence with the same.

Chair's Signature: _____

Faculty Member's Signature: _____

Date: _____

Appendix C

FPR 1 WORKSHEET

Chair's Rating of Faculty Teaching Effectiveness Worksheet

Faculty Member's Name: _____
Identification Number: _____ Date: _____

Using the guidelines in Section 2 of APS xxxxxx and/or the appropriate college/department/school criteria, please document evidence/rationale for the chair's rating of teaching effectiveness score listed below. The broad categories listed in Section 2.02 are reproduced for your convenience.

Professionalism

Content and Pedagogy

Other

Chair's Rating of Teaching Effectiveness: _____

Appendix D

(Electronic, fillable) Committee Service Contribution Form

Committee member: _____

Committee name: _____

Committee chair: _____

The amount of work typically required for this committee is (pull-down menu):

- Less than 1 hour per week
- 1-2 hours per week
- 2-5 hours per week
- 5-8 hours per week
- More than 8 hours per week

The time I spent on this committee was (pull-down menu):

- Less than 1 hour per week
- 1-2 hours per week
- 2-5 hours per week
- 5-8 hours per week
- More than 8 hours per week

Please describe the how your efforts on this committee advanced the vision, mission, goals, and objectives of the program, school, department, college, or university.

Comments (open-ended):

Appendix E

Sample Criteria for Faculty Performance Review

- A. Chair's Rating of Teaching Effectiveness
1. Well below expectations regarding course design, delivery, and administration.
 2. Below expectations regarding course design, delivery, and administration.
 3. Somewhat below expectations regarding course design, delivery, and administration.
 4. Minimally meets expectations regarding course design, delivery, and administration.
 - i. Orders textbooks on time.
 - ii. Submits final grades on time.
 - iii. Completes attendance initiative on time.
 - iv. Submits all required paperwork on time.
 - v. Posts current syllabi on LMS.
 - vi. Completes all required assessments.
 - vii. Submits current syllabi and CV to department for online posting.
 5. Meets expectations regarding course design, delivery, and administration.
 - i. Returns assignments, projects, exams to students in a timely fashion.
 - ii. Meets classes for the prescribed length of time and at the scheduled day and time
 1. Starts classes on time
 2. Ends classes on time
 - iii. If a class must be missed, arranges (ahead of the class time, if possible) for the students to receive instruction (e.g., colleague teaches the class) and informs department chair
 - iv. Maintains regular office hours.
 - v. Keeps students updated on their academic progress within the course.
 - vi. Provides feedback in a timely manner.
 6. Meets expectations well regarding course design, delivery, and administration.
 - i. Utilizes current, relevant curriculum in all instruction.
 - ii. Treats students with respect.
 - iii. Is available outside of assigned class periods.

7. Somewhat exceeds expectations regarding course design, delivery, and administration.
 8. Exceeds expectations regarding course design, delivery, and administration.
 - i. Selected for College-wide Teaching Award
 9. Greatly exceeds expectations regarding course design, delivery, and administration.
 - i. Named Piper Professor
 - ii. Selected for SHSU Excellence in Teaching Award
 10. Top performer regarding course design, delivery, and administration.
- B. Student's Rating of Teaching Effectiveness

Mitchell is working on a formula/procedure for this

- C. Scholarly and Creative Activities
1. Well below expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 2. Below expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 3. Somewhat below expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 4. Minimally meets expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 5. Meets expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 6. Meets expectations well regarding scholarly (as defined by the faculty member's discipline) productivity.
 7. Somewhat exceeds expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 8. Exceeds expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 9. Greatly exceeds expectations regarding scholarly (as defined by the faculty member's discipline) productivity.
 - i. Selected for College-wide Research Award
 10. Top performer regarding scholarly (as defined by the faculty member's discipline) productivity.
 - i. Selected for SHSU Excellence in Research Award
- D. Service

1. Well below expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
2. Below expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
3. Somewhat below expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
4. Minimally meets expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
 - i. Completes required trainings timely
5. Meets expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
6. Meets expectations well, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
7. Somewhat exceeds expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
8. Exceeds expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
9. Greatly exceeds expectations, considering rank, regarding participation in faculty governance activities and service to the field and discipline.
10. Top performer, considering rank, regarding participation in faculty governance activities and service to the field and discipline.

E. Collegiality

1. Well below expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Destructive behavior in departmental or college meetings that undermines faculty governance.
2. Below expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Disruptive behavior in departmental or college meetings that impedes progress on goals, objectives, mission or vision.
3. Somewhat below expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.

- i. Failure to engage in appropriate behavior in departmental or college meetings that advances goals, objectives, mission, or vision.
4. Minimally meets expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Engages in behavior in departmental or college meetings that minimally advances goals, objectives, mission, or vision.
5. Meets expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Engages in behavior in meetings and otherwise that advances goals, objectives, mission, or vision.
6. Meets expectations well regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Works collaboratively with others in meetings and otherwise in ways that advance departmental and college goals, objectives, mission, or vision.
7. Somewhat exceeds expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Assumes a leadership role in working collaboratively with others in meetings and otherwise in ways that advance departmental and college goals, objectives, mission, or vision.
 - ii. Works collaboratively with others in meetings and otherwise in ways that advance institutional goals, objectives, mission, or vision; beyond the departmental and college levels.
8. Exceeds expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Assumes a leadership role in working collaboratively with others in meetings and otherwise in ways that advance departmental and college goals, objectives, mission, or vision.

- ii. Assumes a leadership role in working collaboratively with others in meetings and otherwise in ways that advance institutional goals, objectives, mission, or vision; beyond the departmental and college levels.
- 9. Greatly exceeds expectations regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Assumes a primary leadership role in working collaboratively with others in meetings and otherwise in ways that advance departmental and college goals, objectives, mission, or vision.
 - ii. Assumes a leadership role in working collaboratively with others in meetings and otherwise in ways that advance institutional goals, objectives, mission, or vision; beyond the departmental and college levels.
- 10. Top performer regarding the establishment and maintenance of productive working relationships with faculty colleagues, staff, and students to advance the goals and objectives of the department or school, college, and university.
 - i. Assumes a primary leadership role in working collaboratively with others in meetings and otherwise in ways that advance departmental and college goals, objectives, mission, or vision.
 - ii. Assumes a primary leadership role in working collaboratively with others in meetings and otherwise in ways that advance institutional goals, objectives, mission, or vision; beyond the departmental and college levels.