CBAPPS 5.01

Faculty Evaluation

PURPOSE
This policy statement explains the faculty evaluation process. The major components of this process are:

1. Expectations of faculty; and
2. Evaluation criteria.

Another important goal of this policy statement is to promote a collegial environment that encourages excellence and emphasizes academic professionalism.

UNIVERSITY POLICIES

AAPPS Document:

8.10 Tenure and Promotion Review

Also see the current Faculty Handbook.

Academic Affairs Policy & Procedure Documents:

None is specific to the Annual Activity Plan or Annual Activity Report. For information concerning teaching, research, and service, refer to the following CBAPPS:

2.01 - 2.16 Curriculum Policies
3.01 - 3.12 Academic Requirements and Advising Policies
4.01 - 4.13 Teaching
5.01 - 5.03 Scholarly Activities & Grants
5.06 Workload Policy

FACULTY EXPECTATIONS

Faculty in the McCoy College at Texas State are expected to contribute to the goals of the College involving teaching, scholarly activity, and service. Performance evaluation in these areas is the primary basis for decisions concerning salary, promotion, tenure, and other rewards. Faculty members are expected to carry out their responsibilities with integrity, professionalism, and a spirit of collegiality. See CBAPPS 5.06, “Workload Policy.”
Faculty must maintain currency as either “Academically Qualified” or “Professionally Qualified.” All tenured faculty must maintain “Academically Qualified” currency. Failure to maintain currency affects the faculty workload plan. See CABPPS 5.06, “Workload Policy.”

EVALUATION CRITERIA

Faculty members will submit annually an Activity Plan, an Activity Report, and a current vita detailing activities in the areas of teaching, scholarly activity, and service. For faculty evaluation purposes, teaching, scholarship, and service generally will be assigned weights of 0.4, 0.4, and 0.2, respectively.

1. Teaching. Evaluation of teaching performance will consider faculty members’ knowledge of their subject field, including current developments in that field; the ability to select, organize, and effectively present course materials; the ability to stimulate student interest and motivation; and evidence of an active concern for the academic progress of students.

   Documentation for teaching should address the following areas:

   A. Courses and number of students taught at Texas State during the time frame being reviewed to include special course enrollments.
   B. Evaluations of teaching effectiveness completed during the time frame under review. The review process also may include evaluations by peers, graduating seniors, and alumni of the College.
   C. Development or revision of courses, with emphasis on the preparation and use of innovative instructional materials and teaching techniques.
   D. Direction of major student projects, honors’ theses, or masters’ theses.
   E. Meeting with students outside the classroom for purposes of academic advising and consultation.
   F. Honors or recognitions received for teaching effectiveness.
   G. Self-development activities focused on improving teaching effectiveness, including formal study in relevant academic areas, as well as attendance at conferences, short courses, or workshops, and other documentation the faculty member wishes to submit.

   Note: The above list is not intended to depict the order of priority or importance; neither is it all-inclusive.

2. Scholarly Activity. Clear expectations regarding the quality of intellectual contributions are discussed by faculty members and their chair during the annual faculty performance evaluation. In addition, appropriate outlets for intellectual contributions are discussed at that time.

   Documentation for scholarly activity should address the following areas:

   A. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship).
   B. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship).
C. Research monographs. (teaching/pedagogical, practice/applied, and/or discipline-based research).
D. Books. (textbooks, professional/practice/trade, and/or scholarly).
E. Chapters in books. (textbooks, professional/practice/trade, and/or scholarly).
F. Peer reviewed Proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings.
G. Peer reviewed Paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings.
H. Faculty workshops (teaching/pedagogical, practice oriented, and/or discipline-based research seminar).
I. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify).

3. Service. Documentation of service effectiveness should address the following areas:

* Serving on University, College and/or Department committees;
* Participating and/or leadership in national, regional, and/or local professional organization;
* Reviewing manuscripts and serving on editorial review boards;
* Serving as faculty advisor to student organizations;
* Community service, including pro bono consulting activities;
* Formally mentoring students or faculty;
* Reviewing grant proposals;
* Chairing University, College, or Department committees; and
* Administrative activities.

CERTIFICATION STATEMENT

This CBAPPS has been approved by the reviewers listed below and represents the McCoy College of Business Administration policy and procedure from the date of the document until superseded.

Review Cycle: Sept. 1, E5Y

Review Date: Sept. 1, 2015

CBAC Review:________________________ Date:____________

Governance Review:____________________ Date:__________

Approved:____________________________ Date:__________

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Last Update: April, 2010