

OFFICIAL

Policy and Procedure Statement 4.05
Review Cycle: Sep. 1, ENY
Review Date: September 1, 2018
Reviewer: Associate Vice President for
Institutional Effectiveness

Maintenance and Improvement of
Quality in Teaching
(13 paragraphs)

PURPOSE

1. Because teaching is the most fundamental responsibility of the faculty at Texas State, the university must assure that the highest teaching standards are maintained. This statement describes some of the means by which Texas State University promotes those standards.

AWARDS FOR HIGH QUALITY IN TEACHING

2. Each year, the University presents Awards for Excellence in Teaching. These awards are described in [PPS 6.11 Presidential Awards for Excellence in Teaching, Scholarly/Creative Activity, Service, and Presidential Seminar](#).
3. Faculty members at Texas State are eligible to apply for the Piper Professor Award, which is presented to outstanding teachers in Texas colleges and universities. The Piper Award is described in [PPS 6.04, Piper Professor Award Recognition](#).
4. A Part-Time Faculty Excellence in Teaching Award is annually presented in each academic college. The Faculty Senate annually distributes a call for nominations for this award. The Part-Time Faculty Excellence in Teaching Award is described in the Faculty Senate policy at <https://tim.txstate.edu/sacsoutcomes/>.
5. An Award for Excellence in Online Teaching is administered by the Distance and Extended Learning Steering Committee, which annually distributes a call for nominations for this award. The Award for Excellence in Online Teaching is described on <http://www.distancelearning.txstate.edu/faculty/Award-for-Excellence-in-Online-Teaching.html>.

EVALUATION OF TEACHING

6. Texas State University requires departments/schools to evaluate their faculty members at least once annually to provide for self-development; identify, reinforce, and share the strengths of faculty; extend opportunities for continuous professional development; and provide for identifying and strengthening the role of faculty members in their academic units [AA/PPS 8.09, Performance](#)

Evaluation of Continuing Faculty and Post-Tenure Review, AA/PPS 8.11, Performance Evaluation of Non-Continuing Nontenure Line Faculty].

Furthermore, expectations for tenured and tenure-track faculty normally should include clearly documented evidence of high-quality teaching. This evaluation is intended to benefit the faculty member and improve faculty performance.

Teaching is a significant factor in all faculty evaluation. Specific procedures of formative evaluation are determined by the departments/schools.

7. The evaluation also provides information that may be used in tenure and promotion recommendations, the awarding of performance and merit raises, and decisions regarding the retention of faculty.
8. The university requires that instructors should be routinely evaluated by their students as detailed in PPS 4.01 under the section on Student Evaluations [AA/PPS 4.01, Conduct and Planning of Courses]. The method and frequency of evaluation are determined by the instructor's department/school. A common departmental/school end-of-course student evaluation is administered in undergraduate and graduate courses to derive student perceptions of instruction. In compliance with HB2504, a common university-wide end-of-course student perception of instruction survey is administered for each undergraduate organized class.

INSTRUCTION IN TEACHING

9. The Office of Academic Development and Assessment offers workshops and other programming to advance faculty in the area of teaching and learning. All faculty members are encouraged to participate in these programs as well as those offered by other university groups or offices.
10. There is a strongly asserted expectation that first-year tenure-track faculty members participate in the Program for Excellence in Teaching and Learning sponsored by the Office of Academic Development and Assessment.
11. In order to meet national best practices and standards promulgated by the Southern Association of Colleges and Schools Commission on Colleges and the Texas Higher Education Coordinating Board, faculty members who teach distance education courses are required to complete a:
 1. professional development program or alternative certification approved by the Distance and Extended Learning Steering Committee prior to teaching at a distance, and
 2. self-assessment of assigned distance courses every three years using the university's Best Practices Checklist rubric.The Offices of Distance and Extended Learning and Instructional Technologies Support jointly develop and implement the professional development program for distance learning instruction. The Office of Distance and Extended Learning also implements the Best Practices Checklist process.

CERTIFICATION STATEMENT

13. This PPS has been approved by the reviewer listed below and represents Texas State's Division of Academic Affairs policy and procedure from the date of this document until superseded.

Review Cycle: _____ Review Date: _____
Reviewer: _____ Date: _____
Approved: _____ Date: _____

Gene Bourgeois
Provost and Vice President for
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