

Policy and Procedure Statement 01.02
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Department of Respiratory Care
College of Health Professions
Annual Review, Reappointment,
and Post-Tenure Review

PURPOSE

This Department Policy and Procedure Statement sets forth criteria and guidelines for Annual Review (January-December) in the Department of Respiratory Care (RC). The expectations described are minimum expectations only. Although annual evaluations will form part of a faculty member's file for tenure and promotion, meeting or exceeding these expectations by a faculty member does not assure reappointment. These annual evaluation criteria are based on the following sources:

1. VPAA/PPS 04.02.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 04.02.10: Performance Evaluation of Faculty and Post-Tenure Review
3. College of Health Professions/PPS 04.02.20: Tenure and Promotion Review
4. American Association of State Colleges and Universities, The Core of Academe:
6. Teaching, Scholarly Activity, and Service.
7. Faculty Handbook, Texas State University-San Marcos.

PROCESS

1. All RC faculty will be evaluated annually. The evaluation, which covers the preceding calendar year, must be completed by March 1. The chair will give each faculty member a summative evaluation letter or the completed Chair's Evaluation Form to provide evaluation feedback. A copy of the summative evaluation from the RC Personnel Committee and the Chair will be placed in the faculty's personnel file.
2. The RC department will perform an annual evaluation of all adjunct and clinical faculty. Following a review of student, peer or chair classroom/clinical evaluations, a copy of the evaluations along with a summative evaluation from the chair will be given to all adjunct and clinical faculty with a cover letter from the chair. Teaching performance as documented by the evaluations will be considered for future reappointment of adjunct faculty subject to departmental needs.
3. The purposes of annual faculty evaluation are to provide for self-development; to identify, reinforce, and share the strengths of faculty; to extend opportunities for continuous professional development; and to provide for identifying and strengthening the role of faculty members within their departments. The evaluation also provides information that may be used in tenure and promotion recommendations, in the awarding of performance and merit raises, and in decisions regarding the retention of faculty or of tenure itself.
4. This annual evaluation of faculty is the responsibility of faculty governance, a duty shared by RC department chair and the RC departmental personnel committee.

5. Definitions for this policy follow the definitions set forth in VPAA/PPS 04.02.10.

TEACHING

Both the Personnel Committee of the Department of Respiratory Care and the Chair will annually evaluate the teaching of every RC faculty member, based on work performed from January-December. The evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by faculty members, 4) official student class evaluations, and 5) the faculty member's annual/self-evaluation. Tenure-track faculty should request that tenured faculty conduct a peer evaluation of their classroom teaching every semester. Tenured faculty may also request peer evaluations.

The RC Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, clinical education & teaching, maintaining a minimum of five office hours per week for students enrolled in classes and additional hours during registration periods, advising students appropriately, timely on academic and career matters, maintaining competency in the profession by obtaining professional CEU'S, maintaining licensure and national credentials, sponsoring student organizations/activities outside of the classroom, and mentoring students.

For the Reappointment process, faculty are expected to provide a Teaching Philosophy that is well articulated and identified in the supporting documents.

Required Teaching Elements: All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards (very high quality=4.0+ on 5-point scale; high quality =3.75; adequate quality = 3.5)
- Student evaluations should be identified in ranges (lowest to highest) achieved and not just identified within the "Level" achieved in the departmental policy
- Maintain at least five office hours per week for advising
- Provide additional office hours during registration periods and are accessible to students for advising as needed
- Maintain professional competence by securing appropriate CEU'S
- Maintain licensure and national credentials
- A minimum of three (3) peer reviews of teaching/curriculum must be completed for each reappointment annually.

Additional Teaching Elements: Elements which further demonstrate teaching quality are:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student organization
- Sponsorship of outside student activities or student research

- Teaching overloads, large classes, or writing intensive courses
- Teaching courses by distance education strategies
- Overseeing independent studies or student research
- Developing library or other learning resources
- Developing or using challenging instructional methods over and above normal classroom expectation (such as audio production or software development)
- Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
- Conducting guest lectures
- Conducting student RC orientation sessions, clinical instructor workshops, or Bobcat Days
- Winning a teaching award
- Demonstrating progress toward a relevant advanced degree
- Providing meaningful input into curriculum development
- New course curriculum development
- Major revision of course curriculum
- Other elements as approved

TEACHING LEVEL I -- EXCELLENT (EVALS \geq 4.40)

A Level I rating in Teaching indicates that all of the following elements were present:

- Weighted-mean student evaluations of teaching \geq 4.40 on a 5-point scale
- All **Required Teaching Elements** (see above list) are evident
- Three (3) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Chair.

TEACHING LEVEL II – VERY GOOD (EVALS \geq 4.25)

A Level II rating in Teaching indicates that all of the following elements were present:

- Weighted-mean student evaluations of teaching of 4.25 on a 5-point scale
- All **Required Teaching Elements** are evident
- Two (2) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Chair.

TEACHING LEVEL III – GOOD (EVALS \geq 4.0)

A Level III rating in Teaching indicates that all of the following elements were present:

- Weighted-mean student evaluations of teaching of 4.0 on a 5-point scale
- All **Required Teaching Elements** are evident
- One (1) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Chair.

TEACHING LEVEL IV – POOR (EVALS \geq 3.75)

A Level IV rating in Teaching indicates a failure to meet the following criteria:

- Weighted-mean student evaluations of teaching of 3.75 on a 5-point scale
- **All Required Teaching Elements**

TEACHING LEVEL V – INADEQUATE (EVALS ≥ 3.50)

A Level V rating in Teaching indicates a failure to meet the following criteria:

- Weighted-mean student evaluations of teaching of 3.50 on a 5-point scale
- **All Required Teaching Elements**

SCHOLARLY AND CREATIVE ACTIVITY (TENURE TRACK ONLY)

Faculty in the Department of Respiratory Care recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research.

In no case will "equivalent activities" be considered to replace completely traditional refereed scholarly activities. Referred means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Articles, books, or monographs "in press" can be counted in annual review only once. (For example, a document cannot be counted "in press" during one annual review cycle and counted again in subsequent years when it is actually in print. The faculty member must indicate in which annual review cycle he or she wants the document "in press" to be counted and must document its status.) The published article only should be scanned and not the entire journal.

In addition to the quantitative requirement, there is an important qualitative requirement. The Chair and Personnel Committee will provide a qualitative assessment of the candidate's scholarship based on such factors as acceptance rates of journals in which articles have appeared, prestige of organizations to which papers were presented, and opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, and the source, award amount, and educational or research significance of any grant or contract.

For the Reappointment process, faculty are expected to provide a Scholarly/Creative Activity Philosophy that clearly articulates and identifies the research focus (one or two areas) in the supporting documents. The statement should discuss how each scholarly/creative work supports the research focus and advances the identified research agenda. The Personnel Committee is responsible for producing supportive documentation that discusses the relevance of all research and scholarly efforts to further the identified focused research agenda.

Elements Demonstrating Scholarly and Creative Activity including but are not limited to the following list:

- One (1) approved but not funded grant or contract
- One (1) funded grant or contract

- One (1) publication in a refereed book or an article in a refereed journal
- Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
- One (1) international or national scholarly presentation
- Two (2) regional or state scholarly presentations
- Two (2) Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
- Four (4) book review and/or newsletter articles
- One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
- One (1) referred chapter in a book, textbook, or monograph
- One (1) technical report or monograph based on grant activity
- Editing one (1) book
- Two (2) publications in non-peer reviewed journal
- Submitted or approved IRB
- Ongoing research with significant documentation of progress including target date of completion
- Or any combination of equivalent activities (for example, 1 scholarly presentation and 1 panel discussant meets the criteria)

SCHOLARLY AND CREATIVE ACTIVITY LEVEL I - EXCELLENT

- Two (2) publication in a refereed book or a refereed journal
- Any two (2) additional **Elements Demonstrating Scholarly and Creative Activity**

SCHOLARLY AND CREATIVE ACTIVITY LEVEL II – VERY GOOD

- One (1) publication in a refereed book or a refereed journal
- Any two (2) additional **Elements Demonstrating Scholarly and Creative Activity**

SCHOLARLY AND CREATIVE ACTIVITY LEVEL III - GOOD

- Two (2) items of **Elements Demonstrating Scholarly and Creative Activity**

SCHOLARLY AND CREATIVE ACTIVITY LEVEL IV - POOR

- One (1) item of **Elements Demonstrating Scholarly and Creative Activity**

SCHOLARLY AND CREATIVE ACTIVITY LEVEL V - INADEQUATE

- No activity documented in the Scholarly and Creative area.

SERVICE

The Department of Respiratory Care defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the college, university, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member's role as a respiratory care or polysomnography educator. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate service and/or leadership at the Departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the Department level, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with social service agencies and organizations.

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member's documentation. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing university, college, or department committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

For the Reappointment process, faculty are expected to provide a Service Philosophy that is well articulated and identified in the supporting documents.

SERVICE LEVEL I- EXCELLENT

Documented quality contributions on five (5) of the following levels, or documented quality contributions on three (3) of the levels with documented extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL II – VERY GOOD

Documented quality contributions on four (4) of the following levels, or documented quality contributions on two (2) of the levels with extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL III - GOOD

Documented quality contributions on three (3) of the following levels or documented quality contributions on one (1) of the levels with extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL IV - POOR

Documented quality contributions on two (2) of the following levels or documented quality contributions on only one (1) level

- Service at the Department level
- Service at the College level
- Service at the University level
- Service at the community level
- Participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL V - INADEQUATE

Documented quality contributions at only one (1) level or no documented service contributions at any level

- Service at the Department level

- Service at the College level
- Service at the University level
- Service at the community level
- Participation in an international, national, or state professional organization
- Participation in advisory board meetings and activities

LEVELS OF EXPECTATION FOR REAPPOINTMENT OF TENURE-TRACK FACULTY

The Department of Respiratory Care has defined in the document “Annual Review Procedures” the definition of Teaching Levels I, II, III, IV, and V; Scholarly and Creative Activity Levels I-V; and Service Levels I-V. These definitions were approved by the RC Personnel Committee.

Reappointment of Non-Tenure Line Faculty. Non-tenured line faculty (NTLF) may be appointed either as continuing faculty, temporary faculty or clinical faculty. According to the 2017 Faculty Handbook*, temporary faculty, generally referred to as adjunct faculty, include lecturers and part-time faculty at any rank hired for a one-semester or one-year appointment on a per course or other basis. Since the appointments for temporary faculty are for an explicit, well-defined and limited time period, they simply expire; no separate notice of termination is required, nor will be provided. Eligibility for reappointment is contingent upon a continuing faculty member achieving satisfactory annual evaluations (Faculty Handbook, pg. 26; AA/PPS 04.01.02).

Annual Review. The purposes of annual review include providing an opportunity for self-development; identifying, reinforcing, and sharing the strength of faculty; extending opportunities for continuous development; and identifying and strengthening the role of the faculty members in the unit.

Faculty annual reviews are separate from but related to the tenure and promotion reviews. Cumulative annual reviews inform the Personnel Committee and Director about the body of work that the faculty person is developing over time. Annual evaluations form part of a faculty member’s file in tenure and promotion decisions. Specific guidelines for evaluating tenure-track faculty members are found in AA/PPS 04.02.10. Annual performance evaluation of Non-Continuing Non-tenure Line Faculty is conducted according to AA/PPS 04.02.11.

According to our Department policy, in general:

Level I equates excellent activity and progress toward meeting Department and personal professional goals

Level II equates very good activity and progress toward meeting Department and personal professional goals

Level III equates good activity and progress toward meeting Department and personal professional goals

Level IV equates poor activity and progress toward meeting Department and personal professional goals

Level V equates inadequate activity and progress toward meeting Department and personal professional goals

Post-Tenure Review. Faculty are expected to meet teaching, scholarly/creative activity, and service levels outlined in “Levels of Expectation” following. Faculty failure to meet Post-tenure expectations will be reviewed according to guidelines per PPS 8.09. The calendar for chair and personnel committee action will be followed culminating in a professional development plan for the faculty member under review. If departmental expectations are not met, the chair will notify the college dean for further action through the college review group as described in PPS 8.09.

Levels of Expectation. To be deemed eligible for reappointment, performance, or merit, a faculty person's activities should meet the following minimum levels of expectations of Teaching Levels, Scholarly and Creative Activity Levels, and Service Levels:

	Teaching	Scholarly and Creative Activity	Service
Reappointment	III	III	III
Post-Tenure Review	III	III	III

ANNUAL REVIEW
Department of Respiratory Care
College of Health Professions
Texas State University

SUMMARY FORM

Faculty Member: _____
Calendar Year of _____

All faculty members are required to include a current Texas State vita, highlighting the items relevant to this calendar year (January-December). You are also required to document those items marked with an asterisk. You may provide additional documentation as well.

1. Teaching Area

A. Student Evaluation of Teaching*	Rating	Number of Students
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Spring Semester Courses

Summer Semester (if indicated) Courses

Fall Semester Courses

Weighted Mean: (course evals x student #s summed/total student #s) _____

- B. **Peer Evaluation of Teaching** (mandatory for tenure-track faculty)
 - C. **Director Evaluation of Teaching**
 - D. **Advising Responsibilities** (include number of advisees, if indicated, and other relevant information)
 - E. **Professional Development** (Licensure, continuing education, pursuit of advanced degree)
 - F. **Other activities** (Student research or theses, writing-intensive courses, large classes, overload)
- 2. Scholarly and Creative Activities**
- a. External Grants*
 - b. Internal Grants*
 - c. Publications (refereed articles, books, book chapters, book reviews)*
 - d. Editorial Board activity
 - e. Presentations*
 - f. Discussant or Presenter at panel or workshop
- 3. Service** (indicate and document participation)
- A. Service to professional organizations
 - B. Community service
 - C. University service
 - D. College service
 - E. Department of Respiratory Care service
- 4. Other areas** (Use this area to provide additional information not addressed in the above categories, and document at your discretion.)

SELF-EVALUATION AND GOALS
ANNUAL REVIEW PROCESS
Department of Respiratory Care
College of Health Professions
Texas State University

Faculty Member's Name: _____

Tenure-Track _____ Tenured _____ Non-tenure-track _____

SELF-EVALUATION: CALENDAR YEAR OF JANUARY _____ THROUGH DECEMBER _____.

Please carefully consider your performance as a faculty member over the last calendar year, and assess both your strengths and areas you wish to enhance.

✘ TEACHING

✘ **RESEARCH AND SCHOLARSHIP

✘ SERVICE

✘ OVERALL PERFORMANCE

GOALS FOR CALENDAR YEAR OF JANUARY _____ THROUGH DECEMBER _____.

Please carefully consider your goals as a faculty member for the coming calendar year, assessing what are your aspirations, what you can realistically accomplish, and how you plan to accomplish the goals you set.

✘ TEACHING

✘ **RESEARCH AND SCHOLARSHIP

✘ SERVICE

✘ OVERALL PERFORMANCE

Personnel Committee's Evaluation of Faculty
(Performance Rating covering _____ to _____)

Faculty member's name _____

Tenured _____ Tenure-track _____ Not tenure-track _____ Rank _____

Please distinctly circle or check the appropriate category.

Teaching. This faculty member's performance was:

I <i>Excellent</i>	II <i>Very good</i>	III <i>Good</i>	IV <i>Poor</i>	V <i>Inadequate</i>
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Explanation:

Scholarship. This faculty member's performance was:

I <i>Excellent</i>	II <i>Very good</i>	III <i>Good</i>	IV <i>Poor</i>	V <i>Inadequate</i>
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Explanation:

Service. This faculty member's performance was:

I <i>Excellent</i>	II <i>Very good</i>	III <i>Good</i>	IV <i>Poor</i>	V <i>Inadequate</i>
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Explanation:

Personnel Committee Recommendations:

Merit for calendar year 201_

<i>Yes</i>	<i>High</i>
	<i>Medium</i>
	<i>Low</i>
<i>No</i>	

RC Personnel Committee, Department of Respiratory Care

Date

Chair's Evaluation of Faculty
(Performance Rating covering _____ to _____)

Faculty member's name _____

Tenured _____ Tenure-track _____ Not tenure-track _____ Rank _____

Please distinctly circle or check the appropriate category.

Teaching. This faculty member's performance was:

I <i>Excellent</i>	II <i>Very good</i>	III <i>Good</i>	IV <i>Poor</i>	V <i>Inadequate</i>
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Explanation:

Scholarship. This faculty member's performance was:

I <i>Excellent</i>	II <i>Very good</i>	III <i>Good</i>	IV <i>Poor</i>	V <i>Inadequate</i>
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Explanation:

Service. This faculty member's performance was:

I <i>Excellent</i>	II <i>Very good</i>	III <i>Good</i>	IV <i>Poor</i>	V <i>Inadequate</i>
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Explanation:

Chair's Decisions:

Reappointment for calendar year 20 _____

<i>Yes</i>	<i>No</i>
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Chair, Department of Respiratory Care

Date