

Policy and Procedure Statement 1.03
Effective Date: 2/2016
Review Cycle: E2YRS, 2/2018

Department of Respiratory Care
College of Health Professions
Annual Review for Performance and Merit

PURPOSE

This Department Policy and Procedure Statement sets forth criteria and guidelines for Annual Review for Performance/Merit recommendations (January-December calendar year) 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 merit or performance increases. These annual evaluation criteria are based on the following sources:

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.09: Performance Evaluation of Faculty & Post-Tenure Review
3. College of Health Professions/PPS 8.03: 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.

PROCESS

1. All RC faculty, including tenured, tenure-track, and non-tenure track, will be evaluated annually by the Personnel Committee and the Chair. The evaluation, which covers the preceding calendar year, must be completed and submitted by March 1. Summative evaluation will be provided to each faculty member by the Chair and the Personnel Committee using the Chair Evaluation Form and the Personnel Committee Evaluation Form. A copy of the summative evaluations will be placed in the faculty member's personnel file.
2. Per course faculty will be evaluated at the end of the semester of employment based on student and peer evaluations with feedback provided by the chair and personnel committee.
3. The purpose of the annual faculty evaluation is 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 8.09, 5.

TEACHING

Both the Personnel Committee and the Chair will annually evaluate each RC faculty member, based on work performed from January-December of the previous calendar year. 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) anonymous official student class evaluations for each course taught, and 5) the faculty member's annual/self-evaluation. Tenure-track faculty should request tenured faculty and the chair conduct a peer/chair evaluation of classroom teaching and/or course content each semester. Tenured faculty may also request peer evaluations.

The RC Department defines teaching as including not only classroom and clinical teaching 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.

Required Teaching Elements: All faculty are expected to demonstrate in the annual review the following:

- Maintain student evaluations reflecting acceptable teaching standards (see Levels)
- Maintain at least five office hours per week
- Provide additional office hours as needed to provide advising as needed
- Maintain professional competence by securing appropriate CEU'S
- Maintain licensure and national credentials

Additional Teaching Elements: Elements which further demonstrate teaching quality may include the following:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- Faculty Advisor to student organization(s)
- Sponsorship of outside student activities or student research
- Teaching overloads, large classes, or writing intensive courses
- Teaching on-line courses

- 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 teaching grants
- Providing guest lectures to departmental or interprofessional courses
- Participating in student RC orientation sessions, clinical instructor workshops, Bobcat Days, Career Days, and other representative activities
- Winning a teaching award at the department, college, university or national level
- 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 3: Exemplary Performance

A Level 3 rating in Teaching indicates that all of the following elements were present:

- Weighted-mean student evaluations of teaching ≥ 4.25 on a 5-point scale
- All **Required Teaching Elements** (see above list) are evident
- Three (3) **Additional Teaching Elements** (see above list) as confirmed by the Personnel Committee and the Chair.

TEACHING LEVEL 2: Exceeds Expectations

A Level 2 rating in Teaching indicates that all of the following elements were present:

- Weighted-mean student evaluations of teaching of 4.00 – 4.24 on a 5-point scale
- All **Required Teaching Elements** are evident
- Two (2) **Additional Teaching Elements** (see above list) as confirmed by the Personnel Committee and the Chair..

TEACHING LEVEL 1: Meets Expectations

A Level 1 rating in Teaching indicates that all of the following elements were present:

- Weighted-mean student evaluations of teaching of 3.75 – 3.99 on a 5-point scale
- All **Required Teaching Elements** are evident
- One (1) **Additional Teaching Elements** (see above list) as confirmed by the Personnel Committee and the Chair..

TEACHING LEVEL 0: Does Not Meet Expectations

A Level 0 rating in Teaching indicates a failure to meet the following criteria:

- Weighted-mean student evaluations of teaching below 3.75 on a 5-point scale

SCHOLARLY AND CREATIVE ACTIVITY

The 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 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 will be counted in the annual review when citation information is confirmed and documented.

The Chair and Personnel Committee will provide a qualitative assessment of the candidate's scholarship based on such factors as prestige of journal to which manuscripts are presented and contribution to the knowledge within the subject matter. Additionally, professional presentations will be evaluated for scholarly value as demonstration of sustained scholarly/creative activities between the publication of manuscripts.

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 discussion meets the criteria)

SCHOLARLY AND CREATIVE LEVEL 3: Exemplary Performance

- 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 2: Exceeds Expectations

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

SCHOLARLY AND CREATIVE ACTIVITY LEVEL 1: Meets Expectations

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

SCHOLARLY AND CREATIVE ACTIVITY LEVEL 0: Does Not Meet Expectations

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

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 minimally demonstrate service and/or leadership at the Departmental level.

In addition to the requirement to engage in service and/or service leadership at various levels, the Personnel Committee and Chair will assess the quality of the service or leadership based on the documentation 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.

The Chair and the Personnel Committee will assess the quality of service leadership based on documentation submitted. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) service as chair to university, college, or department committees, 3) organizing a task force, 4) initiating a special project, or 5) elected or appointed office for professional organizations.

SERVICE LEVEL 3: Exemplary Service

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 or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL 2: Exceeds Service Expectations

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 or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL 1: Meets Service Expectations

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 or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL 0: Does Not Meet Expectations

Documented quality contributions on two (2) or less of the following levels:

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

LEVELS OF EXPECTATION FOR PERFORMANCE AND MERIT

The Department of Respiratory Care has defined in the document “Annual Review Procedures” the definition of Teaching Levels 3, 2, 1, and 0; Scholarly and Creative Activity Levels 3, 2, 1, & 0; and Service Levels 3, 2, 1, 0. These definitions were approved by the faculty to conform to language used in current University policy statements and the current Texas State University faculty handbook*.

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 PPS 8.01***.

Performance. Performance is a term used at Texas State to indicate that an employee meets the demands of the job appropriately. Achieving an acceptable performance rating means that a faculty person is eligible to be considered for a performance raise (if performance raise money is available). It does not guarantee or imply that a performance raise will be awarded.

Merit. Merit is a category which is used when the President deems it appropriate. Under the current university administration, a faculty member is eligible for merit only when his/her activities can be demonstrated as truly meritorious or outstanding as defined by Department policy. Achieving a meritorious rating means that a faculty person is eligible to be considered for a merit raise (if merit raise money is available). It does not guarantee or imply that a merit raise will be awarded.

*The faculty handbook is available at <http://www.txstate.edu/academicaffairs/> (click on Faculty Handbook).

** Policy and Procedure Statement 8.09 “Performance Evaluation of Faculty and PostTenure” is found at <http://www.txstate.edu/academicaffairs/pps/pps8/8-09.htm>.

***Policy and Procedure Statement 8.01 “Development/Evaluation of Tenure-Track Faculty” is found at <http://www.txstate.edu/academicaffairs/pps/pps8/8-01.html>

Personnel Committee's Annual Evaluation of Faculty
(Performance Rating covering 1-1-20__ to 12-31-20__)

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:

Level 3 – Exemplary	Level 2 – Exceeds Expectations	Level 1 – Meets Expectations	Level 0 – Does not meet Expectations
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Rationale:

Scholarship. This faculty member's performance was:

Level 3 – Exemplary	Level 2 – Exceeds Expectations	Level 1 – Meets Expectations	Level 0 – Does not meet Expectations
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Rationale:

Service This faculty member's performance was:

Level 3 – Exemplary	Level 2 – Exceeds Expectations	Level 1 – Meets Expectations	Level 0 – Does not meet Expectations
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Rationale: