

Stephen F. Austin State University
Nelson Rusche College of Business
Faculty Annual Evaluation Policy and Process
January 1, 2018

Stephen F. Austin State University requires an annual administrative evaluation of faculty in the areas of teaching, research, service, and collegiality as described in university policy 7.22, *Performance Evaluation of Faculty*. Faculty members of the Rusche College of Business are expected to plan assigned courses and teach and advise students in a manner that meets University, College, and departmental policies and standards; to keep current in and contribute to developments in their disciplines; to provide service and support activities that benefit their department, the College, the University, and the profession; and to do so in a manner that is professional, cooperative, and respectful. These four categories of faculty performance are referred to as teaching, research, service, and collegiality.

This document describes the criteria that will be used to evaluate the annual performance of full-time faculty in the Rusche College of Business.¹ It does not prescribe a single stereotype of effective performance for every faculty member, but serves as a general framework by which departments allocate resources to fulfill the mission of the College and the University. Activities that carry the greatest weight in a faculty member's annual evaluation must be consistent with the College's Mission and Strategic Plan. The specific uses of this document include evaluating performance of College faculty members, defining and evaluating meritorious performance, and guiding decisions on merit compensation.

Evaluation Process

The annual evaluation of full-time faculty performance will be conducted for a calendar year with information submitted by faculty members to their department heads by December 1. Information that will be examined in the annual evaluation process will include the following:

- Annual Faculty Activity Report (FAR) (Completed through Digital Measures)
- Current Vita (last 5 years as documented in Digital Measures)
- Teaching Evaluations for the previous academic year
- Form with Summary of Teaching, Research and Service which includes activities related to impact and engagement
- Other documentation of activities as requested by the department head or College dean

This information will be used by the department head to assign each faculty member a score in teaching, research, and service based on the following scale:

9-10	=	Exceptional
7-8	=	Excellent
5-6	=	Satisfactory
3-4	=	Needs Improvement
1-2	=	Unsatisfactory

¹ Those persons classified as administrative faculty and adjunct faculty will be evaluated using different sets of criteria.

These assigned scores will then be provided to the dean who will determine the overall, weighted score of each faculty member. In each category, a score of 5-6 (satisfactory) will be considered representative of performance that meets College standards of performance.

Weighted Values

Components of teaching, research, and service will be weighted depending on the category of academic and professional engagement in determining the final weighted value. Chairs may make adjustments of up to +/- 10 percentage points to any category on or prior to April 1 of the review year.

SA	Teaching, 50%; Research, 30%, Service 20%
PA	Teaching, 50%, Research, 20%, Service 30%
SP	Teaching, 60%; Research, 20%, Service, 20%
IP	Teaching, 70%; Service, 30%

Evaluation of Teaching

Evaluation of teaching is based upon multiple criteria, including student opinions of teaching, required course maintenance, student advising, assessment of student learning, and other items. Faculty members are expected to act and communicate professionally, and design and conduct courses that promote student learning and engagement. Satisfactory performance represents a basic standard expected of all college faculty. To achieve a higher performance rating, faculty must demonstrate a commitment to high quality teaching and to teaching activities that contribute to the College's *Learn, Launch, Lead* mission as stated in the Strategic Plan.² The Appendix provides a non-exhaustive list of examples of activities that can be used to evaluate teaching performance to determine if a faculty member has exceeded the satisfactory rating. The items listed in the Appendix are examples and meant to provide guidance regarding the type of work and workload that merits excellent and exceptional ratings.

(9-10) Exceptional: In addition to demonstrating Excellent performance, a faculty member rated as Exceptional must perform some activities that are representative of those listed below:

- Deliver exceptionally innovative course that clearly improves student learning
- Demonstrate substantial student engagement or experiential learning
- Direct and/or advise experiential or service learning projects
- Mentor and promote student research.
- Integration of technology into the class.
- Develop and publish textbooks, study guides, cases, and other teaching materials
- Engage in other activities that involve substantial time or effort, and which promote innovative teaching, student engagement, or experiential learning.
- Describe substantial impact and engagement activities

(7-8) Excellent: In addition to demonstrating Satisfactory performance, a faculty member rated as Excellent must perform activities that are representative of those listed below:

- Promote rigorous, higher order thinking in course activities
- Incorporate new technology into course activities
- Upgrade course content to reflect current state of knowledge in one's discipline

² To be considered as either excellent or exceptional in teaching, a faculty member must demonstrate student engagement, innovation, or the use of technology in their teaching. Including such elements is a necessary, but not sufficient condition for achieving either of these two highest ratings.

- Serve as dissertation or thesis committee member
- Receive predominantly positive comments on student evaluations
- Earn teaching awards from SFA or external academic organizations
- Serve as guest lecturer, workshop leader, etc. at SFA or other venues
- Participate in teaching conferences, workshops, or seminars
- Complete Continuing Education program and/or certification
- Assume additional teaching responsibilities including course sections, large classes, etc.
- Engage in other activities that clearly demonstrate effort beyond that required for satisfactory rating
- Conduct activities that have impact and engagement for students

(5-6) Satisfactory: A faculty member rated as Satisfactory must perform all activities listed below:

- Develop and deliver course content as appropriate for the level of the course
- Create course syllabus with special goals, expectations, requirements, and schedule
- Arrive on time and be well prepared for class
- Publish and hold regular office hours
- Grade assignments and activities in a timely manner
- Respond to student inquiries in a timely manner
- Maintain ethical and respectful interaction with students
- Avoid discriminatory conduct as defined by university policy, and state and federal law
- Earn average student evaluation score of at least a 3.5 on a 5.0 scale
- Advise students toward fulfilling degree requirements
- Meet course assessment requirements.

(3-4) Needs Improvement: A faculty member rated as Needs Improvement is determined to have a deficiency in any of the following:

- Shows deficiency in one of the activities necessary for Satisfactory performance
- Has a significant number of negative written comments on course evaluations or has an average student evaluation score below 3.5 on a 5.0 scale

(1-2) Unsatisfactory: A faculty member rated as Unsatisfactory has deficiencies in multiple activities listed under Satisfactory performance, and other indications that may include:

- Makes no effort to improve teaching
- Does not seem prepared for classroom activities
- Does not seem current on the subject matter
- Shows little enthusiasm for the subject matter or classroom interaction
- Exams and assignments are not graded and returned in a timely manner
- Fails to act in a professional manner
- Is not available to students

Evaluation of Research

Contributions to one's own knowledge and to the knowledge of one's academic field through research and scholarly activities are considered a significant part of the role of faculty members in the College.

With the understanding that research output is often uneven across time, the evaluation of faculty research activities is based upon the most recent five-year period.³

(9-10) Exceptional: Over the most recent five-year period, a faculty member rated as Exceptional must perform the following:

- Is qualified according to the Faculty Sufficiency and Qualifications Policy
- Has substantially exceeded the minimum requirements to maintain status as a qualified faculty member
- For faculty classified as Scholarly Academic, Practice Academic, and Scholarly Practitioner. Has published an original edition textbook, a scholarly book, or a quality article that focuses on research related to the mission of the college.⁴
- Has presented or published research that is impactful and/or has engaged in the profession.

(7-8) Excellent: Over the most recent five year period, a faculty member rated as Excellent must perform the following:

- Is qualified according to the Faculty Sufficiency and Qualifications Policy
- Has substantially exceeded the minimum requirements to maintain status as a qualified faculty member
- Has presented research that is impactful and/or has engaged in the profession.

(5-6) Satisfactory: Over the most recent five year period, a faculty member rated as Satisfactory must perform the following:

- Is qualified according to the Faculty Sufficiency and Qualifications Policy.

(3-4) Needs Improvement: Over the most recent five year period, a faculty member rated as Needs Improvement must perform the following:

- For faculty classified as Scholarly Academic, Practice Academic, and Scholarly Practitioner: while there is evidence of publication activity, the faculty member has not generated sufficient points according to the Faculty Sufficiency and Qualifications Policy during the past five years to maintain status as a qualified faculty.
- For faculty classified as Instructional Practitioner, the faculty member has not generated sufficient points to maintain status as a qualified faculty.

(1-2) Unsatisfactory: Over the most recent five-year period, a faculty member rated as Unsatisfactory must perform the following:

- For faculty classified as Scholarly Academic, Practice Academic, and Scholarly Practitioner: the faculty member is not qualified and there is no evidence of publication activity during the past five years that would move the faculty member to qualified status.
- For faculty classified as Instructional Practitioner, there is no evidence of activity during the past five years that would move the faculty member toward qualified status.

³ This is to provide consistency with the College's Faculty Sufficiency and Qualifications Policy, which determines whether faculty are qualified based upon a five year moving window.

⁴ Examples of evidence in support of research quality may include, but are not limited to: publications in highly recognized and leading peer-reviewed journals, journal impact factors, journal acceptance rates, citation counts, and best paper awards.

Evaluation of Service

Through service to students, the University, the College, their department, their academic and professional fields, and to the business and civic community, faculty members share their professional knowledge and expertise beyond that provided through teaching and scholarly activities. In keeping with the College's Strategic Plan, faculty members engaging in service activities demonstrate leadership to our students. In evaluating service, consideration is given to the number of activities reported, and the scope, importance, and time commitment of each activity.

(9-10) Exceptional: In addition to service that is considered Satisfactory and Excellent, a faculty member rated as Exceptional engages in some internal and external service activities and leadership roles listed below:

- Create new student organization, group, or other leadership opportunity for students
- Sponsor a student organization or group involving significant time commitment
- Contribute to student networking, job or internship placement, and career development
- Develop ties with the community, businesses, and alumni to attract external funding
- Chair a departmental, College, or University committee
- Serve as officer or conference organizer for academic or professional organization
- Serve as editor for an academic or professional journal or publication
- Serve as officer for industry or trade organizations
- Conducts substantial service that is impactful and engaged with the profession

(7-8) Excellent: In addition to service that is considered Satisfactory, a faculty rated as Excellent engages in some internal and external service activities or leadership roles listed below:

- Serve as faculty senator
- Maintain membership in an academic or professional organization and serve on a committee of the organization
- Advise student organization or group
- Active participant as presenter in a professional organization.
- Review manuscripts and proposals for an academic or professional journal or publication
- Help to significantly develop or improve College and department curriculum
- Conducts research that is impactful and engaged with the profession

(5-6) Satisfactory: A faculty member rated as Satisfactory engages in service activities listed below:

- Attends College and departmental meetings and contributes where appropriate
- Attends university commencement and convocation ceremonies at least once a year
- Attends College speaker events
- Serves on University, College, and departmental committees as requested

(3-4) Needs Improvement: A faculty member rated as Needs Improvement is deficient in fulfilling the service needs as requested by the College and their department.

(1-2) Unsatisfactory: There is no evidence of service activities by the faculty member.

Plan for Assisted Development

Faculty members who fail to maintain a rating of Satisfactory or higher in all categories in two annual evaluations over a three year period will be subject to the procedures outlined in University Policy 7.22 regarding the Plan for Assisted Development (PAD). The department chair, in consultation with the faculty member, and subject to approval by the dean, will form a committee of the faculty members peers. This committee will, in consultation with the chair and faculty member, develop a written plan that will allow the faculty member to regain at least a satisfactory rating. The PAD is not to exceed 24 months, and while it is in effect, the faculty member will not be subject to annual performance evaluations. Upon completion of the PAD, three outcomes are possible:

- The faculty member meets the requirements of the PAD and is restored to regular status and subject to annual performance evaluations
- The PAD is extended with possible modifications as recommended by the department chair and approved by the dean

The faculty member fails to satisfy the requirements of the PAD with the possibility of dismissal proceedings or other appropriate action in accordance with University policies.

Collegiality

As stated in University Policy 7.22, collegiality must be included as a criterion in the annual performance evaluation of faculty. **Collegiality refers to behavior that is professional, cooperative, and respectful.** Examples of non-collegial behavior include:

- Disrespectful behavior directed towards other faculty, administrators, staff, or students
- Consistently demonstrating a lack of involvement in faculty meetings, university events, and other job responsibilities
- Consistently unwilling to offer minimal assistance to other faculty, the department, or College when requested

In evaluating Collegiality, a person with high collegiality could receive up to 1 extra point added to the final rating. A person of satisfactory collegiality would receive a rating of 0. A person who demonstrates non-collegiality would have a score of up to 1 point deducted from the final rating.

Appendix

Examples of Performance Criteria that may be used to Evaluate Faculty

The following is a list of illustrative examples of activities that can be used to evaluate Teaching, Research, and Service. Faculty, in consultation with their chair and dean may agree on other activities and their level of significance.

Teaching Activities:

Student Engagement & Experiential Learning

- Supervision of student research projects outside the classroom
- Supervised student achievement
- Applied or "real world" projects
- Service learning projects
- Case analysis
- Current Event and Business News Review
- Informational Interviews and other engagement with practitioners
- Field trips, guest speakers
- Dissertation or thesis committee activities
- Internship advisor/coordinator
- Directed individual/independent study
- Honors project advisor and/or teach an honors section of a course
- Curricula approaches that actively engage students
- Presentations by industry professionals in the classroom
- Various classroom activities that engage industry
- Experiential opportunities for students, through either formal coursework or other activities
- Mentoring of other faculty related to teaching or being mentored by other faculty on teaching
- Organizing professional development activities for students outside of the classroom.
- Participating in teaching development activities offered by the CTL or other pedagogical focused events
- Invitations to participate in pedagogical conferences or portions of conferences
- Other

Teaching/Technology Innovations

- Online course development
- Use of new databases, software, instructional websites, and other delivery systems
- Incorporating social media, wikis, blogs, virtual world applications, and other features

Other Teaching Activities

- Author textbook
- Author study guide
- Author cases/case notes
- Textbooks, study guides, other pedagogical material development
- Incorporate own research into course instruction
- Teaching or pedagogy presentation or instruction at a conference, workshop, or seminar
- Continuing education program or review course
- A new teaching certification (for example: online certification)
- Continuing education program or review course certification
- Teaching Excellence Center activities participation

- Attendance at a teaching conference, workshop, or seminar
- Additional course preps (more than 2 in a semester)
- Many course preps in a year (more than 4 in the two combined long semesters)
- An exceptionally large number of students in a term (more than 150, for example)
- New course development
- Teaching awards at departmental/college/university level
- External teaching awards
- Obtain grant used for course development or the enhancement of teaching skills
- Other documented teaching activities

Research Activities:

Items that may contribute to minimum acceptable standards are defined in the Faculty Sufficiency and Qualifications Policy. Those that may contribute to performance above minimum acceptable standards include, but are not limited to:

- Quality article in a research area related to the mission of the Rusche College of Business
- Multiple articles published beyond minimum requirements during the evaluation period.
- Winning a "best paper" award.
- Invited paper to a professional society or academic organization.
- Completion of a research report from a significant funded grant proposal
- Textbook or other peer-reviewed teaching materials
- Scholarly book or chapter in a scholarly book
- Receiving a research award
- Active participant as presenter in an academic organization.
- Publications in highly recognized, leading peer-reviewed journals
- Citation counts and/or download counts for electronic journals consistent with high impact research.
- Editorships and/or invitations to act as journal reviewers for peer-review journals
- Appointments to leadership positions in academic and/or professional associations
- Recognitions for research (e.g., Best Paper Award)
- Invitations to participate in research conferences, scholarly programs, and/or research forums
- Research that focuses on research methods and teaching or is incorporated into the classroom
- Publications in practitioner journals aimed directly at improving management expertise and practice
- Case studies based on research that have led to solutions to business problems
- Case studies of research leading to the adoption of new teaching/learning practices
- Authoring of textbooks, teaching manuals, etc., that are widely adopted
- Other

Service Activities:

Internal service activities

- Serve on University, College, and/or departmental committees
- Serve on faculty senate
- Represent the University, College, and/or department in business and civic activities
- Assume leadership roles within the University
- Host Showcase Saturday and other student recruiting efforts
- Career placement activities

- Student club/group advising/supervision
- College speaker series
- Attend commencement and convocation ceremonies

External service activities

- Participate in civic and community organizations
- Participate in academic and professional organizations
- Consult with businesses, nonprofits, and public services
- Develop partnerships between the College and the business community
- Media citations
- Requests from the practice community to utilize faculty expertise for consulting projects, forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Presentations and workshops for business and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
- Membership on boards of directors of corporate and non-profit organizations
- Other