

SUL ROSS STATE UNIVERSITY

A Member of the Texas State University System

SRSU Policy: Academic Evaluation System
SRSU Policy ID: FH 2.11
Policy Reviewed by: Executive Vice President and Provost
Approval Authority: President of the University
Approval Date: March 29, 2023
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It is specified in *Rules and Regulations, Texas State University System* that the universities in the system "shall develop and publish campus-specific faculty performance review policies," including annual reviews (Chapter V, Section 4.28). The following policies fulfill that requirement.

A. General Features of the Academic Evaluation System

1. The academic evaluation system is proposed to provide an orderly and comprehensive approach to the evaluation of faculty and academic administrators. Evaluation is important for purposes of promotion, tenure, adjustments in salary, and, where applicable, review of appointment status.
2. The system recognizes four criteria for purposes of faculty evaluation:
 - Teaching/job effectiveness
 - Scholarly/artistic endeavor
 - Professional growth and activities, and
 - Activities supportive of the university
3. Provisions are made in the system for the evaluation of faculty (forms designated as available in Appendix are all under Academic Evaluation System).
 - a) A rating of teaching effectiveness will be accomplished by the use of two forms:
 - (i) Form FE-1, Chairperson/Dean Rating of Faculty Teaching Effectiveness (see Appendix).

This form is to be completed by the department chair on each member of the full-time and part-time faculty assigned to the department.
 - (ii) Form FE-2, Student Appraisal of Faculty (see Appendix).

This form must be completed by the students of each full-time and part-time faculty member for each course taught.
 - b) A report of teaching performance, scholarly and artistic endeavor, professional growth, and activities supportive of the university, is

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required and will be accomplished by the use of Form FE-3, Annual Report on Teaching/Job Performance, Scholarly/Artistic Activities, Professional Growth, and Service (see Appendix).

This form is to be completed by each full-time faculty member as a means of indicating their activities in each of the four areas.

- c) A summary rating of each full-time faculty member based upon information secured on Forms FE-1, FE-2, and FE-3 (FE-1 and FE-2 for part-time faculty) will be accomplished by the use of Form FE-4, Summary of Evaluations (see Appendix). This form is to be completed by the department chairperson and is to be signed by both the chairperson or dean and the faculty member. A copy shall be retained by the faculty member and chairperson.
4. Provisions are made in the system for the evaluation of academic supervisors/administrators
- a) A rating of teaching effectiveness will be accomplished by the use of the same forms used for faculty rating (Forms FE-1 and FE-2).
 - b) A rating of teaching performance, scholarly and artistic endeavor, and professional growth will be accomplished by the use of Form FE-3.
 - c) A rating of performance will be accomplished by the use of Form FE-5, Evaluation of Chairpersons by Faculty and Deans, Deans by Chairpersons and Executive Vice President and Provost, and Executive Vice President and Provost by Deans. Separate forms are to be completed by each faculty member, chairperson, and dean for their supervisor.
 - d) A summary rating of each supervisor based upon information secured on Form FE-5 will be accomplished by the use of Form FE-6, Summary Sheet for Evaluation of Chairperson by Faculty, Deans by Chairpersons, and Executive Vice President and Provost by Deans. This form is to be completed by a designated representative from the president's office and routed to the appropriate evaluator.
5. Any person may request reconsideration of an evaluation by the appropriate department chair or equivalent administrator and, as the need exists, subsequently by the appropriate academic dean and, finally, by the executive vice president and provost. Allegations of sexual or racial discrimination or bias in evaluation will be addressed through established grievance procedures dealing with sexual or racial discrimination or bias.

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B. Procedures for Faculty Evaluation and Appraisal

1. Three documents will be used to evaluate the faculty member: Form FE-1, Chairperson/Dean Rating of Faculty Teaching Effectiveness, Form FE-2, Student Appraisal of Faculty, and Form FE-3, Annual Report on Professional Growth and Service. The documents listed above will be used by the evaluator to determine ratings on Form FE-4, Summary of Evaluations, the permanent record of the annual evaluation.
2. Rating of Faculty Teaching Effectiveness Form FE-1

Each department chair or dean will prepare the Rating of Faculty Teaching Effectiveness form using student evaluations, the faculty self-inventory, and their own knowledge of the work of the faculty member. The faculty and head within each department will have the option of choosing to use classroom visitation by the supervisor, peer evaluation, or neither as part of the evaluation of faculty teaching effectiveness. If either of these evaluation methods is used, the criteria for evaluation shall be developed by the faculty and head involved. The following outline is to be used as a guide in the assessment of teaching effectiveness.

The following five categories are identified for rating purposes, with weights for each:

- a) Preparation for Teaching (30%)
 - (i) Maintains currency in field.
 - (ii) Develops instructional materials (syllabi, outlines, electronic aids, classroom policy statement, etc.).
 - (iii) Organizes and prepares subject matter on a regular basis.
- b) Classroom/Lab Presentation (30%)
 - (i) Seeks to establish rapport with students.
 - (ii) Communicates subject matter effectively.
 - (iii) Stimulates student thinking and exposes students to a wide variety of viewpoints.
 - (iv) Makes organized presentation of material.
 - (v) Creates an environment conducive to learning.
- c) Evaluation of Student Achievement (10%)
 - (i) Applies and communicates in writing effective and equitable procedures in measuring student performance.
 - (ii) Evaluates student performance in a reasonable manner.
 - (iii) Makes available up-to-date information regarding individual student progress.

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- d) Response to Individual Student Needs (20%)
 - (i) Is readily and reasonably available for student conferences and counseling; maintains appropriate office hours.
 - (ii) Is reasonably sensitive to individual student needs.
- e) Professional Demeanor (10%)
 - (i) Is punctual and dependable.
 - (ii) Maintains appropriate professional demeanor in teaching situations.
 - (iii) Exercises reasonable care of university facilities, equipment, and supplies.

3. Student Appraisal of Faculty Form FE-2

Student evaluation of faculty will take place for every course taught. For courses that run the full length of the semester, evaluations will be made available to students from the day after the last day to withdraw from a course through the day before final examinations of courses scheduled for the full length of the semester. For courses with formats shorter than the full length of the semester, e.g., eight-week format and weekend-format courses, the courses will be evaluated according to the schedule of the full-semester courses. January intersession courses will be evaluated according to the spring schedule.

4. Annual Report on Teaching/Job Performance, Scholarly/Artistic Activities, Professional Growth, and Service Form FE-3

Each faculty member will prepare an annual report prior to February 1 of each year. (The report interval shall be January 1 to December 31.) The following outline is offered as a guide for preparing the document. It also may be used by the evaluator in assessing the year's activities of the staff member. Not all items on the outline will be pertinent to all faculty, and inapplicable points should be omitted.

a) Teaching/Job Performance

The Rating of Faculty Teaching Effectiveness outline (listed in 2.11, B2) provides a guide in preparing this portion of the report.

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b) Scholarly and Artistic Endeavor

(i) Scholarly Activities

Scholarly activities shall be interpreted to include but are not limited to involvement in basic and applied research, writing and publication, and presentations to professional and learned societies. The distinction between scholarly activities and professional and university service is often difficult to discern. A faculty member should judge the primary focus of an endeavor from the perspective of their involvement and categorize it appropriately.

- (a) Publications are defined as follows: articles (scholarly articles published in professional journals which were subjected to peer review and other scholarly articles not subjected to peer review, e.g., abstracts), books (scholarly works and textbooks), and other publications (e.g., research reports, government reports).
- (b) Research and or grant activities should be addressed by listing activities supported by competitive research grants from outside organizations, university research grants, non-competitive and non-funded research activities, and proposals prepared and submitted but rejected.
- (c) Presentation of scholarly work at professional meetings and learned societies should be addressed by providing a listing of presentations at national or international meetings, presentations at regional meetings, and presentations at state and local meetings.
- (d) Other scholarly endeavors should be listed, including works in progress.

(ii) Artistic Endeavor

Different disciplines and individuals define art in different ways, engage in different types of artistic endeavors, and evaluate art differently; thus, the criteria for evaluation can be defined here in only the most general of terms. Each department will have to define its own specific criteria. Ultimately, individuals must be evaluated on the merit of their art and the level of its critical success.

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Faculty should list artistic endeavors for the past year (performances, shows, projects, etc.) and indicate the date and location of particular events. A statement of commitment in terms of time, preparation, responsibilities, and effort devoted to each endeavor should be included. In describing a show or performance, the faculty member should indicate the level of critical success as judged by others in the field (e.g., awards, reviews, etc.). Where it is relevant, faculty should evaluate the success in terms of level of competition and recognition (local, regional, state, national, or international).

c) Report on Professional Growth and Professional Activities

(i) Professional Associations.

This category includes current memberships, meetings attended and source of funding for travel, committee appointments, elected offices, honors, and the like at all levels: international, national, regional, state, and local.

(ii) Continuing Professional Education.

This category includes participation in workshops, seminars, courses, self-study, and the like, with the indication of title, place, dates, time involved, and credit hours, if applicable.

(iii) Professional Service.

This category includes service to schools, governmental agencies, private enterprise, community service, and the like.

d) Report on Non-Teaching Activities Supportive of the University

Non-teaching activities shall include the following:

(i) Committee service.

(ii) Recruitment.

(iii) Advisement (e.g., academic advisement, degree planning, registration, and orientation programs).

(iv) Acquisition and development of facilities, equipment, and other resources (including outside funding obtained for these purposes).

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- (v) Program development (e.g., major curriculum development, new degree programs, and research programs, including outside funding obtained for these purposes).
- (vi) Public service.
- (vii) Other contributions.

5. Summary of Evaluation Form FE-4

Using student evaluations, the rating of faculty teaching effectiveness, and the annual report, the evaluator will complete Form FE-4, Summary of Evaluation. The following four main areas of performance are identified on the summary: teaching, scholarly and artistic endeavor, professional growth and professional activities, and non-teaching activities.

- a) Question number 10 on FE-2 will be used as a summary measure of the students' evaluations of teaching effectiveness. The average score on question 10 will be computed, converted on a percentage, and entered on Form FE-4 1.B. Assuming the average response for an instructor is 4.3, 86% ($4.3 \div 5$), would be entered on FE-4 1.B.
- b) Weights (%) are suggested for rating each category. Chairpersons shall consider available information bearing upon the various criteria to determine weights. At the beginning of the evaluation period each faculty member and their respective chairperson must agree on the basic weights to be used in the year's evaluations and put this in writing. Both the faculty member and the chairperson shall sign this agreement (FE-4) to indicate their approval or disapproval. Criteria may be adjusted if the responsibilities of the faculty member change significantly.

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- C. General Features of the Academic Evaluation System for Faculty with Part-Time Appointment.
1. Sul Ross State University values the contributions made by part-time faculty, so department chairs provide each part time faculty member with an evaluation at the end of each semester taught.
 2. The objectives of the Part-Time Faculty Evaluation Procedure are:
 - a) to promote the delivery of quality instruction and services;
 - b) to strengthen the supervisor/faculty relationship by developing a mutual understanding of responsibilities, expectations, goals, and performance in instructional delivery and/or services;
 - c) to identify areas for improvement and areas of outstanding performance; and
 - d) to enhance development of part-time faculty and the growth of the university as a whole.
 3. The components of the evaluation consist of:
 - a) review of course syllabi;
 - b) review of student course evaluations;
 - c) instructional observations and/or conferencing; and
 - d) completion of Part-Time Faculty Evaluation Form.
 4. The dean of the college will ensure department chairs follow the timeline.
 - a) Prior to beginning of term, the department chairs shall:
 - (i) inform part-time faculty of the Part-time Faculty Evaluation Process; and
 - (ii) review course syllabi.

- b) During the term, the department chairs shall hold an instructional observation and/or conference.
 - c) After the end of term, the department chairs shall:
 - (i) review the student course evaluations;
 - (ii) complete the Part-Time Faculty Evaluation Form; and
 - (iii) hold an evaluation conference with the part-time lecturer.
5. Following the completion of the Part-Time Faculty Evaluation Form, the department chair will hold a conference with the part-time faculty member. In the conference:
- a) The department chair shall discuss strengths, areas for improvement, and course management;
 - b) The part-time faculty member will have the opportunity to submit comments as part of the evaluation process; and
 - c) The Part-Time Faculty Evaluation Form will be made part of the faculty member's personnel file, and a copy will be provided to the faculty member.
6. The part-time lecturer may appeal the evaluation to the dean of the academic college.