

College of Education Faculty Evaluation System (FES) Guidelines

The annual Faculty Evaluation System (FES) is designed to provide leadership in a way that encourages exceptional performance and acknowledges individual contributions. As required by Sam Houston State University Academic Policy 820317, faculty evaluation is important for the purposes of faculty development, contract decisions, and rewarding meritorious performance through salary adjustments. Results from the FES provide a basis for determining to what extent a salary increase based upon meritorious work from the previous year is warranted. Decisions about merit are made competitively.

Faculty evaluation will be assessed by the Departmental Faculty Evaluation System (DFES) Committee, as described in this document. The DFES will participate in assessing meritorious productivity along with the Chair of the department. The Chair will submit the final determined score to the Dean of the College of Education for final determination of merit.

Timeline and Eligibility

The faculty evaluation and merit cycle is a 1-year snapshot of faculty performance from January 1st to December 31st. Only accomplishments that occur within the year of tenure that evaluation are to be considered.

Accomplishments that occur or that are completed within a calendar year will be included in the evaluation process for that same year. However, accomplishments that are initiated within a calendar year but not completed will not be included in the evaluation process for that same year. For example, a publication will not be “counted” when it is “under review” or “accepted”, but only when it has been published for public viewing. Similarly, a presentation cannot be “counted” until it has been presented at the event for which it is scheduled. In the case of a funded grant that extends with work over multiple calendar years, during the first year of the grant, it may be listed as scholarship for PI’s and Co-PI’s who demonstrate having a written a significant portion of the initial grant. In subsequent years, the ability to continue counting the grant as scholarship is determined by the ability to demonstrate effort beyond a course release if that is part of the grant, as well as record keeping and reports required. Listing works in progress, with the understanding that they will not be “counted” toward that year’s evaluation process, is beneficial because it allows the DFES committee and the Chair of the department to see evidence that the faculty member is consistently working toward scholarly achievements. Additionally, an accomplishment can only count towards *one* of the evaluation areas (i.e., scholarship, teaching, or service).

To be considered meritorious through the faculty evaluation system, a faculty member must have met the minimum job requirements criteria for all three areas. Alternatively stated, faculty members cannot be eligible for merit if they have not met the minimum job requirements category in one or more areas. Thus, for example, if a faculty member receives a university teaching award but engaged in service that falls short of the minimum job requirements category, then he/she would be ineligible. The goal of this rule is to ensure minimum balance among the three areas.

Department FES Committee and Guidelines

Although the foundational FES expectations are established by the College of Education (COE), each department in the COE will have its own *Faculty Evaluation System* (FES) Committee, hereafter referred to as the *Department Faculty Evaluation System* (DFES) Committee. The purpose of each DFES Committee will be to define better the intricate expectations that most appropriately meet the expectations of the department and its programs. This process allows for those most familiar with the various content areas to have input into establishing expectations common in those areas. With representatives from the tenured and tenure track faculty ranks, and representing all program areas within the department, the DFES Committee will help guide the department in determining criteria for excellence in teaching, scholarship, and service.

Faculty evaluations are based on how well faculty members meet expectations for teaching, scholarship, and service within their own department. Due to the specialized contributions expected by the different departments within the COE, each department, via the DFES Committee, will determine the type of activities that are included in faculty evaluation, provided that such activities fall under the headings of teaching, scholarship, or service. This will include the minimum level of production and performance in each area that is required to qualify for acceptable performance and/or merit eligibility. Additionally, general descriptors describing characteristics of minimum to highest levels of performance will be provided by the DFES committee and vetted by Department faculty. Those descriptors will help the DFES to evaluate faculty. These criteria are subject to review for possible modification by the DFES Committee in collaboration with the department faculty annually, and if changes are needed, to be acted upon the following calendar year so that faculty members have sufficient time to adapt to any new changes.

The DFES will promote a balanced approach to assessing the areas of teaching, scholarship, and service of each faculty member that is consistent with the ratio stipulated by SHSU Academic Policy 820317 of 40% for teaching, 40% for scholarship, and 20% for service. Balance within each of these three areas also is important. Each DFES Committee should address faculty work based on a variety of factors such as location, size, format, and impact. Furthermore, scholarship and service at the university/local/regional *and* national/international levels, are valued.

Acceptable performance for faculty must include a faculty member fulfilling the minimum job requirements in the areas of teaching, scholarship, and service.

No one area of effort/recognition should diminish the importance of another area of effort/recognition. Each eligible faculty member will be rated by the DFES committee in teaching, scholarship, and service, creating an overall DFES score. DFES scores will be given to the Department Chair to be included in the overall evaluation of the faculty member provided to the Dean. Evidence provided in the areas of teaching, scholarship, and service will be established through the evaluation of a faculty-provided narrative and documentation of observable or documentable recognitions, achievements, and products. Based on up-to-date expectations from the Provost, Dean, Department Chair, or department, the documentation should be provided electronically.

Evaluation of Teaching, Scholarship, and Service

The evaluation of teaching, scholarship, and service occurs as follows:

Teaching - Teaching is evaluated by the students and the department chair, as well as by the DFES Committee. Ratings of the faculty member's teaching will include ratings provided by the students, based on the University-selected teaching evaluation process (IDEA), and ratings provided by both the department chair and DFES Committee. The onus is on faculty members to demonstrate, via a narrative and relevant artifacts (i.e., using evidence), their meritorious teaching performance. Items to consider in the teaching narrative include a statement of teaching performance that demonstrates a consistent pattern of effectiveness in teaching and a commitment to lifelong improvement of teaching skills, for example, the pursuit of professional development activities that lead to a strengthening of one's teaching, inviting guest speakers to class, or mentoring students in independent research, service, and creative projects. Documentation may include a summary of courses taught, class size, students supervised, advising activities, teaching innovations, awards, student evaluations, and supporting materials. Individualization of the faculty member's teaching also can be noted via rigor of the course requirements, student artifacts, additional duties such as field experience, graduate/undergraduate, change in course design, and other teaching elements.

Scholarship - Scholarship enhances the field of education. Ratings in the area of scholarship are measured by the impact of the faculty member's scholarly work. This work should provide others, in the field of education in general and the field/discipline contained within the department in particular, with information regarding professional knowledge, skills, dispositions, and practice. The impact of scholarship can be viewed in various forms. The onus is on faculty members to demonstrate via a narrative and relevant artifacts (i.e., using evidence) the (potential) impact of their scholarship. Items to consider in the scholarship narrative include a statement on scholarship that demonstrates a commitment to sustained and valuable substantive contributions to the body of knowledge and understanding in one's discipline. Documentation also may include a record of scholarship activities, Internet analytics that evidence research downloads, citations, and so forth. To the greatest extent possible, a tiered system is used for publication of scholarship works (e.g., peer-reviewed articles, books, book chapters, editorials, commentaries). Grant development, scholarly grant acquisition and presentations to professional and learned societies will be evaluated based on impact and support to the program area, department, college, university, and the associated professional field. Faculty members should strive for a variety of scholarship opportunities.

Service – SHSU's motto is "A Measure of a Life is Its Service," Faculty members in the College of Education are to serve students, other faculty members, the program area, department, college, university, community (both local and global), and the professional organizations within the specialty area of the faculty member. Faculty members are encouraged to be involved in professional service internally to the program, department, and college, as well as externally to the community, educational organizations, and specialty professional organizations at the local, state, and national/international levels.

The onus is on faculty members to demonstrate via a narrative and relevant artifacts (i.e., using evidence) the utility and contribution of their service activities. Items to consider in the service narrative include a statement of service activities that demonstrate a commitment to service to Sam Houston State University and the profession, as well as news stories, media, or Internet forums that describe the individual's contribution projects, service activities, and so forth. Faculty should strive for a variety of service opportunities.

DFES Committee

With representatives from the tenured and tenure track faculty ranks, and representing all program areas within the department, each DFES Committee will consist of no fewer than two members, preferably more. Service on the DFES committee will be randomly selected, with a blind draw occurring at a department meeting. Inclusion of names in the DFES selection pool will represent an individual choice by each faculty member, with faculty members opting in to be placed in the pool. The number of DFES Committee members will be determined by the department, with a minimum number of members determined based on the number of faculty members to be evaluated (10:2 ratio maximum). In the absence of a sufficient or appropriate number of DFES Committee members, the DFES Committee will be selected randomly from a drawing of all department faculty members.

DFES Process

Each faculty portfolio will be rated by two DFES Committee members (a DFES Committee member cannot rank herself/himself). The number of DFES Committee members should be determined in such a manner that no member can rate more than 10 faculty portfolios to avoid overburdening DFES Committee members. For example, for a department of 18 members, there must be at least four DFES Committee members. Each member would review nine faculty portfolios (e.g., $18 \text{ faculty} * 2 \text{ ratings per faculty} = 36 \text{ ratings}$; $36 \text{ ratings} / 4 \text{ raters} = 9 \text{ ratings per rater}$). DFES committee members will have at least 2 weeks to complete the review of faculty portfolios.

In the interest of continuity, at least one of the DFES Committee members will serve for 2 years. Any faculty member who has served less than 3 years at SHSU is not eligible to serve as a DFES member. Each DFES member will be selected randomly without replacement (e.g., names out of a hat and the selected faculty member will not serve again until everyone in her/his department who is eligible and who chooses to participate has taken a turn) at a designated departmental faculty meeting in the Fall semester in order to maximize transparency. Term limits may be adjusted at the discretion of the department chair.

Faculty members will submit an electronic portfolio that includes a narrative, as well as artifacts for evidence, describing meritorious activities from the previous calendar year by a date set by the department chair/designee. Then, DFES members will individually review portfolios and submit scores to the DFES chairs.

Each DFES Committee will use a rubric based on a rating scale (i.e., 1-10). Each rating point is tied to a specific benchmark. In particular, the necessary minimum level of production eligible for merit will be designated by the department and the maximum rating of “10” out of 10 will be given for a “once in a lifetime” accomplishment. For teaching, such an accomplishment may include a teaching award given by an association at the regional level or higher or a university or college teaching award; for scholarship, this may include publication in a flagship journal with a high impact factor; for service, this may include a service award (e.g., lifetime service award) given by an association at the regional level or higher, or a university or college award. Each department will determine the criteria for “once in a lifetime.” If a faculty member does not meet the minimum level of production in an area (i.e., Teaching, Scholarship, or Service), the score for that area will be one (1) . Similarly, if a faculty member does not submit the minimum requested materials for an area, the rating for that area will be one (1). All scores are converted from a 10-point scale to a 5-point scale prior to submission. To yield a score from 1 to 5 on the FES Summary Report, the averaged score on the 10-point scale will be divided by 2.

As per SHSU Academic Policy 820317, the teaching composite score will be averaged with the IDEA score to obtain the overall teaching composite score. For each of the three areas (i.e., teaching, scholarship, and service), the overall FES score comprises, with equal weighting, the mean of the (a) average rating of the DFES Committee and (b) the Chair’s rating. These composite scores (i.e., Chair score + DFES mean score), which represent the three areas of teaching, scholarship, and service, will be averaged to obtain a mean score that will be used to categorize and to rank each faculty member.

Faculty who have questions about their FES scores will direct questions to the department chair.

FES Score Formulation

Teaching score:

DFES and Chair score: DFES ____ + Chair ____ = ____ ÷ 2 = ____ * .20 = ____

IDEA Score: IDEA ____ * 2 * .20 = ____

Composite Teaching Score: DFES and Chair score + IDEA score = ____

Research:

DFES ____ + Chair ____ = ____ ÷ 2 = ____ * .40 = ____

Service:

DFES ____ + Chair ____ = ____ ÷ 2 = ____ * .20 = ____

APPROVED: _____

Stacey L. Edmonson, Dean

DATED: _____

APPROVED: _____
Sumanth Yenduri, Provost and Sr. Vice-President

DATED: _____