

TEXAS A&M UNIVERSITY-TEXARKANA

Annual Faculty Performance Review

**Name**:

**Rank**:

**Years in Rank**: **Tenure Status**:

**College**:

**Department:**

**Program**:

**Period of Review**:

# Introduction

The purpose of the annual faculty performance review is to improve the faculty member’s performance in the areas appropriate and applicable to their faculty status as outlined in this document. While informal communication between the dean or designee, department chair, and the faculty continues throughout the year, the annual review serves as the primary checkpoint for assessing a faculty member’s performance and, for tenured/tenure-track faculty, progress toward tenure and/or promotion-in-rank (See UP 12.01.99.H1.03 *Faculty Performance Review*, UR 12.01.99.H2 *Academic Freedom and Responsibility*, and UR 12.01.99.H1 *Tenure and Promotion*.). Results of the annual faculty performance review are also used in decision-making regarding the award of merit salary raises or payments (See UR 31.01.08.H1 *Merit Salary Increases*.).

The annual performance review, individualized for each faculty member, should be conducted in an atmosphere of openness and collegiality and in a spirit of goodwill. The dean or designated reporting authority and the faculty member shall engage in discussion and negotiation regarding expectations for each faculty and his/her success in achieving those expectations.

# Steps in the Review Process

During the annual performance review conference, the dean or designee, department chair, and faculty will review the faculty’s performance for the previous year and establish mutual expectations and goals for the forthcoming performance review cycle. For new faculty to the university, the dean and faculty will meet within the first few weeks of the faculty’s employment to establish mutual goals and expectations for the first performance review cycle.

The dean or designee, department chair, and faculty shall maintain ongoing communication throughout the review cycle regarding progress toward and/or revisions to the expectations and goals.

The faculty shall submit evidence in support of their performance in the evaluative areas (as outlined in the guidelines below) to the department chair (or designee) **and** dean (or designee) by the date designated, schedule the annual performance review conference with the dean and department chair, and complete the self-evaluation portions of the performance review.

# Guidelines for Tenured and Tenure-Track Faculty

At the annual performance review conference or initial conference for a faculty member new to the university, each faculty member, in collaboration with the respective dean and department chair, will determine the percentages that teaching, scholarship/program responsibilities, and service will contribute to the annual performance review during the subsequent year. The percentage assignments may be renegotiated by a deadline to be determined and announced by the dean. The ranges are designated as follows with the total percentages of the three categories totaling 100 percent. In making these decisions, variables including but not limited to the college needs/requirements for accreditation, academic program expectations, and primary level of the faculty member’s teaching assignment (i.e., lower division, upper division, masters, doctoral) should be considered.

* Teaching: 20-70 percent
* Scholarship/Creative Activity: 20-70 percent
* Service: 10-60 percent

The faculty member, department chair, and dean will determine the activities/accomplishments in teaching, scholarship, and service that will be required for “meets expectations” and/or “exceeds expectations” for the subsequent year, based on the faculty member’s goals and college’s needs.

# Rating

**Teaching**: ***Each tenured/tenure-track faculty member will be evaluated on teaching performance.*** As part of their annual review, faculty should submit evidence that provides a robust and accurate representation of their teaching effectiveness (a list of potential supporting documentation appears later in this document).

**Scholarship and Creative Activity*: Each tenured/tenure-track faculty member will be evaluated on their scholarship and creative activity.*** As part of their annual review, faculty should submit evidence that provides a robust and accurate representation of their scholarly achievements (a list of potential supporting documentation appears later in this document).

**Service**: ***Each tenured/tenure-track faculty member will be evaluated on their service commitments.*** As part of their annual review, faculty should submit evidence that provides a robust and accurate representation of their service contributions (a list of potential supporting documentation appears later in this document).

# Guidelines for Nontenure-Track Faculty

At the annual performance review conference or initial conference for a faculty member new to the university, each faculty member, in collaboration with the respective dean and department chair, will determine the percentages that teaching, program responsibilities, and/or service will contribute to the annual performance review during the subsequent year. The percentage assignments may be renegotiated by a deadline to be determined and announced by the dean. The ranges are designated as follows with the total percentages of the three categories totaling 100 percent. In making these decisions, variables including but not limited to the college needs/requirements for accreditation, academic program expectations, and primary level of the faculty member’s teaching assignment (i.e., lower division, upper division, masters, doctoral) should be considered.

* Teaching: 50-100 percent
* Service: 0-50 percent
* Program Responsibilities: 0-50 percent

The faculty member, department chair, and dean will determine the activities/accomplishments in each evaluative area required for “meets expectations” and/or “exceeds expectations” for the subsequent year, based on the faculty member’s goals and college’s needs.

**TEACHING**

\_\_\_\_\_\_% (T/TT 20 – 70%; NTT 50 – 100%)

The teaching responsibilities of a faculty member are multifaceted and complex. Points of negotiation between the faculty member, chair, and dean include, but are not limited to,

* **Design of the Curriculum,**
* **Delivery of the Curriculum,**
* **Teaching Load, and**
* **Student Retention.**

Faculty will provide supporting materials to document performance in teaching (below or in a combined PDF attachment).

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| **Chair’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (1) \_\_\_\_\_\_\_\_\_\_\_\_ |

**Chair’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

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| **Dean’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (1) \_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Dean’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

**SCHOLARSHIP and CREATIVE ACTIVITY**

**Tenured/Tenure-Track Faculty**

\_\_\_\_\_ % (20 – 70%)

Scholarship and creative activities are essential aspects of the faculty’s contribution to the academic community and are critical to inform their teaching on an ongoing basis. Forms of scholarship vary widely across the university, depending upon a faculty’s discipline. Points of negotiation between the faculty member, department chair, and dean include, but are not limited to,

* **External Funding,**
* **Publications,**
* **Presentations,**
* **Creative Activity in Faculty’s Discipline, and**
* **Scholarly/Professional Liaisons.**

Faculty will provide supporting materials to document scholarship and creative activity (below or in a combined PDF attachment).

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| **Chair’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_\_ |

 **Chair’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

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| **Dean’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_\_\_ |

**Dean’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

**SERVICE**

\_\_\_\_\_ % (T/TT 10 – 60%; NTT 0 – 50%)

Service is an important component of a faculty member’s responsibilities. Faculty service is complex because of the array of activities that may be defined as service and the numerous factors such as time commitment, quality of contributions, and the overall impact of each activity. Points of negotiation between the faculty member and dean include, but are not limited to, service to the

* **Students,**
* **College,**
* **University,**
* **Profession/Discipline, and**
* **Community.**

Faculty will provide supporting materials to document performance in service (below or in a combined PDF attachment).

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| **Chair’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_ |

**Chair’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

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| **Dean’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_\_\_ |

**Dean’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

**PROGRAM RESPONSIBILITIES**

**Non-Tenure-Track Faculty Only**

**(Note: tenured/tenure-track faculty should report program responsibilities in Service (if uncompensated) or in Administrative Responsibilities (if compensated with course reassignment or stipend.)**

\_\_\_\_\_ % (0 – 50%)

Each full-time, non-tenure-track faculty member *may* be evaluated on their program responsibilities. The diversity of what constitutes a “program” for the purposes of the annual performance evaluation should be determined collaboratively among the faculty member, chair, and dean prior the evaluation year. Points of negotiation between the faculty member and dean include, but are not limited to

* Program leadership,
* Program management,
* Program outputs (e.g., events, services, initiatives), and
* Program outcomes.

Faculty will provide supporting materials to document program responsibilities (below or in a combined PDF attachment).

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| **Chair’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_ |

**Chair’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

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| **Dean’s Assessment**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_ |

**Dean’s Rationale (required for “Exceeds Expectations” and “Does Not Meet Expectations”; optional otherwise):**

**OVERALL PERFORMANCE**

The faculty’s overall performance is determined by summing the applicable category ratings (teaching, scholarship, service, and/or program responsibilities) contingent upon tenure status (tenured, tenure-track, or non-tenure-track) and multiplying the numerical value of the ratings by the percentage applied to each category, as calculated below. ***No more than three* categories for any individual faculty should be completed.**

For example, a tenure-track Assistant Professor would require ratings in Teaching, Service, and Scholarship (but not in Program Responsibilities). A tenured Professor would require ratings in Teaching, Service, and Scholarship (but not in Program Responsibilities). A clinical Instructor would require a rating in Teaching but *may* also be rated in Program Responsibilities. A clinical Instructor without any Service or Program Responsibilities may be rated in Teaching only.

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| **OVERALL FACULTY PERFORMANCE****Chair’s Assessment**\_\_\_ Exceeds Expectations (>2.5) \_\_\_ Meets Expectations (1.6-2.5) \_\_\_ Does Not Meet Expectations (<1.5) \_\_\_\_\_\_\_\_\_\_\_\_ |

**Chair’s Comments** (Required)**:**

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| **OVERALL FACULTY PERFORMANCE****Dean’s Assessment**\_\_\_ Exceeds Expectations (>2.5) \_\_\_ Meets Expectations (1.6-2.5) \_\_\_ Does Not Meet Expectations (<1.6) \_\_\_\_\_\_\_\_\_\_\_ |

**Dean’s Comments** (Required if the faculty member is employed in a tenure-track position and has not yet achieved tenure and/or promotion in rank to full professor. The dean must address the faculty member’s status of progress toward tenure and/or promotion and provide clear direction regarding what is required during the next performance review cycle for the faculty member to make satisfactory progress toward or achieve tenure and/or promotion in rank.)**:**

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|  **Rating %** Teaching (all faculty) \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_Scholarship (T/TT only) \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_Service (T/TT; NTT, if applicable) \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_Program Responsibilities (NTT, if applicable) \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_**100 %**Quantitative Overall Performance \_\_\_\_\_ |

**Faculty Member’s Comments** (Optional)**:**

## Goals for the Next Performance Review Cycle

 **\_\_\_\_\_\_\_ Year**

As a part of the self-review portfolio, the faculty member, in consultation with the department chair and/or dean, shall identify the percentages for the applicable categories contingent upon tenure status (tenured, tenure-track, or non-tenure-track), and a minimum of three measurable goals for the next performance review cycle to be discussed with and modified/approved by the dean. **At least one goal must be set in each of the faculty member’s applicable areas of evaluation**.

**Teaching = % (T/TT 20 – 70%; NTT 50 – 100%)**

Goal:

Measure of accomplishment:

**Scholarship and Creative Activity = % (20 – 70%; tenured/tenure-track faculty only)**

Goal:

Measure of accomplishment:

**Service = % (T/TT 10 – 60%; NTT 0 – 50%)**

Goal:

Measure of accomplishment:

**Program Responsibilities = % (0 – 50%; non-tenure-track faculty only, if applicable)**

Goal:

Measure of accomplishment:

**Additional Teaching Goal/s (required for NTT faculty with 100% teaching)**

Goal:

Measure of accomplishment:

**ADMINISTRATIVE RESPONSIBILITIES**

Faculty members who hold a paid administrative position or receive reassigned time for such duties will be evaluated by the designated authority overseeing that appointment. The grade on the administrative section will *not* be included in the overall score and does not impact tenure status. Evaluation of administrative performance solely impacts the continuation of extra pay or reassigned duties.

**Administrative Role being Evaluated**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Designated Reporting Authority** (name & position): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Assessment by Designated Reporting Authority**\_\_\_ Exceeds Expectations (3) \_\_\_ Meets Expectations (2) \_\_\_ Does Not Meet Expectations (0-1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Assessment Rationale (required):**

**Faculty Member’s Comments** (Optional)**:**

## Signatures

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**Faculty Date**

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**Department Chair Date**

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**Dean Date**

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**Provost & VP for Academic Affairs Date**

\*The Texas A&M University System does not provide for the appeal of faculty performance review results (System Regulation 32.01.01 Complaint and Appeal Procedures for Faculty Members) except on the basis of factual error or discrimination related to a legally protected class: age, gender, color, national origin, race, religion, disability, or veteran status (System Policy 08.01 Civil Rights Protection and Compliance). A faculty who does not agree with the final performance review rating may provide a written response/statement as an attachment to the completed document.

Original: Provost and Vice President for Academic Affairs

Copies: Department Chair

College Dean

Faculty Member