

## **McCOY COLLEGE OF BUSINESS ADMINISTRATION**

### **CBAPPS 5.01**

Faculty Evaluation

#### **PURPOSE**

This policy statement explains the faculty evaluation process. The major components of this process are:

1. Expectations of faculty;
2. Criteria for the classification of faculty as academically or professionally qualified; and
3. Evaluation criteria.

Another important goal of this policy statement is to promote a collegial environment that encourages excellence and emphasizes academic professionalism.

#### **UNIVERSITY POLICIES**

UPPS Documents:

04.04.21.1 Tenure and Promotion Review

04.04.21.2 Tenure and Promotion Review

Also see the current Faculty Handbook.

Academic Affairs Policy & Procedure Documents:

None is specific to the Annual Activity Plan or Annual Activity Report. For information concerning teaching, research, and service, refer to the following CBAPPS:

2.01 - 2.16 Curriculum Policies

3.01 - 3.12 Academic Requirements and Advising Policies

4.01 - 4.13 Teaching

5.01 - 5.03 Scholarly Activities & Grants

5.06 Workload Policy

#### **FACULTY EXPECTATIONS**

Faculty in the McCoy College at Texas State are expected to contribute to the goals of the College involving teaching, scholarly activity, and service. Performance evaluation in these areas is the primary basis for decisions concerning salary, promotion, tenure, and other rewards. Faculty members are expected to carry out their responsibilities with integrity, professionalism, and a spirit of collegiality. See CBAPPS 5.06, "Workload Policy."

Faculty must maintain currency as either “Academically Qualified” or “Professionally Qualified.”

All tenured faculty must maintain “Academically Qualified” currency. Failure to maintain currency affects the faculty workload plan. See CABPPS 5.06, “Workload Policy.”

## **CRITERIA FOR CLASSIFICATION OF FACULTY**

Criteria by which academically and professionally qualified status is granted and maintained:

Academically Qualified:

1. An academic doctorate in a field of business or a related field;
2. Continuing development activities that sustain academic qualifications, to include
  - two or more peer reviewed journal articles within the last five years; or
  - five or more intellectual contributions, including at least one peer reviewed journal article within the last five years; or
3. An academic doctorate earned within the last five years.

Professionally Qualified:

1. At least a master's degree in a field or discipline related to teaching responsibilities;
2. Professional and/or technical experience of significant duration and responsibilities at the time of hiring; and
3. Continued participation in appropriate development activities that enable the maintenance of intellectual capital, to include three “primary” activities or two “primary” activities and one “supplemental” activity every five years:

Primary Activities

- conducting an active consulting practice of significance and duration; continuing in an active role of significance in a business enterprise; creating and/or delivering highly successful executive education programs; serving on one or more corporate boards of directors; successfully publishing papers in academic, professional, or trade journals; publishing other intellectual contributions such as technical reports, textbooks, and supporting materials; or facilitating research activities such as being a program chair of a conference, discussant, presenter, or reviewer of papers.

Supplemental Activities

- obtaining or maintaining a new or appropriate professional certification or license.

4. PQ faculty members must continue to participate in appropriate professional development activities to maintain their status. PQ status may be lost if appropriate,

continuous development activities are not undertaken. PQ status can be regained with an appropriate array of development activities.

## **EVALUATION CRITERIA**

Faculty members will submit annually an Activity Plan, an Activity Report, and a current vita detailing activities in the areas of teaching, scholarly activity, and service. For faculty evaluation purposes, teaching, scholarship, and service will be assigned weights of 0.4, 0.4, and 0.2, respectively.

1. Teaching. Evaluation of teaching performance will consider faculty members' knowledge of their subject field, including current developments in that field; the ability to select, organize, and effectively present course materials; the ability to stimulate student interest and motivation; and evidence of an active concern for the academic progress of students. Documentation for teaching should address the following areas:
  - A. Courses and number of students taught at Texas State during the time frame being reviewed to include special course enrollments.
  - B. Evaluations of teaching effectiveness completed by currently enrolled students. The review process also may include evaluations by peers, graduating seniors, and alumni of the College.
  - C. Development or revision of courses, with emphasis on the preparation and use of innovative instructional materials and teaching techniques.
  - D. Direction of major student projects, honors' theses, or masters' theses.
  - E. Meeting with students outside the classroom for purposes of academic advising and consultation.
  - F. Honors or recognitions received for teaching effectiveness.
  - G. Self-development activities focused on improving teaching effectiveness, including formal study in relevant academic areas, as well as attendance at conferences, short courses, or workshops, and other documentation the faculty member wishes to submit.

Note: The above list is not intended to depict the order of priority or importance; neither is it all-inclusive.

2. Scholarly Activity. Clear expectations regarding the quality of intellectual contributions are discussed by faculty members and their chair during the annual faculty performance evaluation. In addition, appropriate outlets for intellectual contributions are discussed at that time. Documentation for scholarly activity should address the following areas:
  - A. Peer reviewed journal articles (discipline-based scholarship, contributions to practice, and/or learning and pedagogical research).
  - B. Research monographs.
  - C. Scholarly books.
  - D. Chapters in scholarly books.

- E. Textbooks.
- F. Proceedings from scholarly meetings.
- G. Papers presented at academic or professional meetings.
- H. Faculty research seminars.
- I. Publications in trade journals.
- J. Book reviews.
- K. Published cases with instructional materials.
- L. Technical reports related to funded research projects.
- M. Instructional software that is widely used.
- N. Publicly available materials describing the design and implementation of new curricula or courses.

Note: The above list is not intended to depict the order of priority or importance; neither is it all-inclusive.

3. Service. Documentation of service effectiveness should address the following areas:

- A. Unpaid consulting projects.
- B. Non-credit teaching.
- C. Committee activities within Texas State, to include any chair positions or governance responsibilities.
- D. Leadership and committee activities in academic or professional organizations.
- E. Community service activities related to the faculty member's expertise.
- F. Student advising and/or sponsorship of student organizations.
- G. Student or faculty mentoring.
- H. Invited lectures.
- I. Receipt of funding for research grants. Funding from Texas State should be noted, but primary consideration will be given to external funding and the competitive review process that resulted in such funding.
- J. Other documentation the faculty member wishes to submit.

Note: The above list is not intended to depict the order of priority or importance; neither is it all-inclusive.

### **CERTIFICATION STATEMENT**

This CBAPPS has been approved by the reviewers listed below and represents the McCoy College of Business Administration policy and procedure from the date of the document until superseded.

Review Cycle: Sept. 1, E5Y

Review Date: Sept. 1, 2010

CBAC Review: \_\_\_\_\_ Date: \_\_\_\_\_

Governance Review: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: \_\_\_\_\_ Date: \_\_\_\_\_

Denise T. Smart  
Dean, McCoy College of Business Administration

Last Update: October, 2007