

FACULTY PERFORMANCE ASSESSMENT POLICY

Title:	Faculty Performance Assessment Policy
Policy Number:	FA 04/ 09.2014
Effective Date:	September 25, 2014
Issuing Authority:	Board of Directors

1. Rationale

Faculty members are the intellectual capital of the university and the driving force for academic excellence. They shoulder the responsibility of providing quality education to the most important university constituency, the students. Because they influence students' learning outcomes, it is important that faculty performance be assessed on a regular basis. Assessment provides the means to document best teaching practices, identify areas of concerns, and provide necessary feedback and insights to improve teaching and learning performance.

2. Policy

1. Performance of faculty members shall be assessed annually.
2. The faculty member shall provide all the required documents according to established deadlines.
3. Performance shall be assessed on teaching, research, advising, service, collegiality, and other relevant areas of responsibilities as stipulated in the Faculty Agreement of Responsibilities form.
4. The chairperson of the department shall initiate the assessment process and submits his/her recommendations to the college dean who in turn records his/her comments.
5. Assessment shall be based on merit with tangible evidence and not on personal opinion or judgment.
6. Assessment shall be used in merit increase and contract renewal decisions.

3. Assessment Metrics

The quality of faculty performance depends on many interrelated factors. The components to be considered in rendering fair and accurate assessment consists of, but are not limited, to the following:

1. Students' instructor/course appraisals
2. Peer Review and/or chairperson/dean In-Class-Performance Review Reports
3. Use of effective learning tools
4. Course file prepared by the faculty member of each course he/she teaches
5. Commitment to students as evidenced by active involvement in advising, final year project supervision, students' clubs, participation in the Learning Support Centers activities, etc.
6. Service to the institution and to the community through active participation in committees, events, recruitment efforts, etc.
7. Collegiality, attitude, and commitment to advance team goals
8. Initiatives taken to advance the goals and mission of the university at any level.
9. Participation in peer review, seminars, and workshops
10. Graduating students' response to Exit Survey questionnaire
11. Student feedback collected by various methods: Town-Hall meetings, suggestion box deposits, one-to-one meetings with the dean, etc.
12. Research as evidenced by published articles and books and preparation of research proposals for funding.

4. Performance Assessment Process

The process of performance assessment is as follows:

1. Early each semester the chairperson of the department and the faculty member prepares and sign

the *Faculty Semester Activities Plan* form.

2. During the semester, a peer review visit is made to at least one class taught by each Faculty member and the *Peer Review Report* is prepared by the peer reviewers and discussed with the Faculty member. A copy of the report is kept in the faculty member's file.
3. Students appraise all courses taught by faculty members at the end of the semester using the *Course/Teaching Effectiveness Appraisal Forms*. The results of students' appraisals are sent to the faculty member and copies are kept in the Faculty member's file. The Chairperson discusses the appraisal results and students' comments with the faculty member in a meeting for which brief minutes are recorded.
4. By the end of the semester each faculty member completes the *Course File* for all courses he/she had taught.
5. At the end of the academic year the faculty member submits to the chairperson the *Faculty Academic and Professional Activities Report*.
6. By the end of the academic year, the chairperson prepares the *Faculty Assessment Form* and meets with the faculty member to discuss its contents with his/her overall assessment. The faculty member and the chairperson then sign the form.
7. The Faculty Assessment Form is then forwarded to the dean for his/her comments and signature and copies are then sent back to the faculty member and to the chairperson.

5. Related Documents and Forms

1. Faculty Responsibilities – Guidelines
2. Faculty Semester Activities Plan
3. Peer Review and In-Class-Performance Review Reports (see Peer Review Policy)
4. Student Evaluation of Course/Instructor Forms (See Course Policy)
5. Course Files (See Course Policy)
6. Faculty Academic and Professional Activities Form
7. Faculty Annual Performance Assessment Form
8. Graduating Students Exit Surveys.

6. Approval and Review

The stakeholders who reviewed and approved the policy are:

1. Policy proposed by:
2. Reviewed and forwarded by:
3. Colleges and Intensive English Language Program

7. Final Approval

Approved as policy by the University Academic Board:

Approved by the BOT (if required) on:

Dates of Official Enactment:

Dates of Amendments:

History:

Cross Reference:

Next Revision Date:

President

Signature:

Date:

ASSESSMENT OF IN-CLASS INSTRUCTION FORM

Instructor's Name:	Course:
Term:	Year:
Review Date:	Review Time:

5: Extremely Effective; 4: Highly Effective; 3: Somewhat Effective; 2: Least Effective; 1: Not Effective; NA: Not Applicable.

	5	4	3	2	1	NA	First impressions
Demonstrated mastery of the subject matter							
Used multimedia and other delivery tools effectively							
Lectured in English							
Managed class time efficiently							
Exhibited enthusiasm and student-inspiring teaching style							
Used effective tones of voice and expressive body moves							
Managed to engage students throughout the class session							
Provided timely and helpful feedback to students' queries							
Engaged students respectfully							
Responded to students' attempts at misconduct rather well							
Applied collaborative learning methodologies							
Encouraged student participation							
Guided students to answer their own questions							
Took students' attendance							
Used relevant case studies effectively							
Worked out relevant examples							
Related subject matter to current issues							
Gave quick review of main points covered previously							
Stated clearly the objectives of current lecture							
Summarized the main points that were covered in the session							
Required students to refer to textbook sections during lecture							
Gave supplemental handouts for use during the session							
Assigned homework, projects, or other outside class activities							
Guided students to the use of web resources							

Reviewers' summary

I. Best teaching practices:

II. Teaching practices in need of improvement:

III. Overall assessment and comments:

IV. Additional insights:

V. Specific recommendations to the instructor:

- 1.
- 2.
- 3.

Reviewer's Name	Signature	Date

Instructor's Signature:	Date:
Chairperson's Signature:	Date:
Dean's Signature:	Date:

FACULTY RESPONSIBILITIES

Societies that put education at the forefront of their priorities will advance the human condition and help fashion the future of mankind. In the educational sphere, quality teachers are role models for future generations and will always have a vital role in educating the minds, transforming cultures, shaping attitudes, and uplifting the human spirit. We at Rafik Hariri University believe in teaching as a way to influence the future and forge a better community. What influences a student most is not just what s/he learns, but rather the purpose the student sets for his/her learning, the way s/he learns, and the passion and curiosity to learn forever more than s/he develops. Teachers can and must help instill those values in students. Accordingly, faculty responsibilities include but are not limited to the following.

Inspire and Motivate

- Advancing the principle of Higher Education as it should be;
- Instill in students the passion to learn, the drive to excel, and the belief in hard work as the door to great achievements in life;
- Stimulating students' curiosity and help them come to grip with their innate creativity;
- Inspiring students to believe that learning is an endless process and responsibility;
- Showing passion in teaching and enthusiasm in the classroom;
- Be a role model in all that you do - exemplary behavior, hard work, commitment, tolerance, and respect;
- Respecting students and earn their respect in return; and
- Encouraging students to communicate freely without inhibitions or fear of repercussions.

Teach with Passion

- Learning and applying creative and inductive learning methodologies and contemporary teaching tools with proven effectiveness;
- Applying authentic learning methods;
- Injecting stimulating new ideas, topics, and techniques into classrooms - case histories, current trends, creativity developing exercises, etc.;
- Requiring extra reading and research oriented assignments;
- Applying project-based learning by assigning projects in every course;
- Organizing competitions among students and give out awards;
- Encouraging students to ask questions and show patience in answering them;
- Identifying laggards as early as possible and provide them with the help they need to succeed; and
- Implementing learning by doing whenever possible

Innovate and Initiate

- Proposing new initiatives for courses, labs, minors, focus areas, workshops, seminars, training, etc.;
- Applying blended learning methods and tap to web resources effectively;
- Learning and use PC-based tools and IT tools in the learning process;
- Collaborating with other faculty members in other institutions to offer joint courses and projects, cross-universities competitions, etc.; and
- Using the Instructional Design Studio tools to prepare blended presentations.

Synergize and Collaborate

- Coordinating with and reporting to the department chairperson;
- Enforcing rules, regulations, and policies effectively;
- Engaging in intellectual discussions with other faculty to improve the learning conditions;
- Attending and effectively participating in faculty meetings; and
- Proactively serving on committees and contribute to due process.

Manage

- Taking daily attendance, monitor habitual absences, and advise students accordingly; and
- Using the learning management system (Moodle), twitter, wikis, etc. and other teaching technologies to manage course delivery

Communicate

- Preparing and handout to students a detailed, informative, and effective syllabus;
- Posting schedule allowing for ample office hours;
- Adhering to the office hours;
- Engaging in students' advising and mentoring;
- Identifying trouble and troubled students and report appropriately;
- Volunteering time to the learning assistance center;
- Posting relevant materials on bulletin boards; and
- Using Moodle, to manage course activities and communicate with students.

Document

- Documenting best-in-class practices and share with colleagues;
- Preparing course midterm report;
- Preparing course file; and
- Preparing updated CV (2 Page)

FACULTY SEMESTER ACTIVITIES PLAN

This form represents a tentative agreement between the department and the faculty member as to the responsibilities and planned activities of the latter during the semester. It is to be completed at the beginning of the semester by the faculty member in consultation with the department chairperson before both sign it. A signed copy should be sent to the dean's office. This form is to be used as a reference when the faculty member completes the Faculty Activities Report at the end of the semester. The latter will be used as a component in the Faculty Annual Performance Assessment.

Name		Rank	
Years in Service at RHU			
College		Department	
Year		Term	
Responsibilities			FTE
I. Direct Instruction:			
A. Teaching and impact on student learning			
B. Mentoring, advising and counseling			
C. Lab Supervision			
II. Research, discovery and innovation (Projects and funding agency, articles published, Conference presentations, etc.)			
III. Scholarly activities (Consulting work, textbooks, monographs, etc.)			
IV. Innovative ideas and initiatives (to improve teaching/learning, campus life, advance University standing, etc.)			
V. University advancement activities (Administrative duties, committee work (Indicate if Chair), Instructional support and development, participation in Admissions' activities, etc.)			
VI. Community advancement activities (Outreach workshops and programs for high school students, workshops on pertinent community issues, participation in civic projects, etc.)			
VII. Development activities (Participation in workshops to improve teaching and learning, attending conferences, collaborating on research with other experts in the field, acquiring skills in using technology, etc.)			
Faculty's Signature:		Date:	
Chairperson's Signature:		Date:	
Dean's Signature:		Date:	

FACULTY ACTIVITIES REPORT

This form is to be completed at the end of the semester by the faculty member in consultation with the department chairperson. The information it contains reflects what was tentatively planned and documented in the Faculty Semester Activities Plan prepared at the beginning of the semester, in addition to any activity that was accomplished but was not anticipated earlier. A signed copy of the form should be sent to the dean's office which shall be used as a component in the Faculty Annual Performance Assessment.

Name		College		Department	
Rank		Term		Year	

I. DIRECT INSTRUCTION

A. Teaching Assignment

A.1 Courses Taught

Course: Code /Name/#Credits	Dept	Term	Sec #	# Stds.	a	b	c	d	e	f

(a) unrepeated lectures (for a single section course); (b) Number of times you have taught the course; (c) Duplicate lecture (for multiple sections of the same course); (d) Laboratory;(e) Design studio; (f) other (please specify).

A.2 Special Course Projects

Project	# of students

A.3 Final Year Projects Supervised

Project	# of students

B. Advising and Counseling: Number of students

C. Lab Supervision

II. RESEARCH, DISCOVERY AND INNOVATION

Projects and funding agency, articles published, Conference presentations, etc.

III. SCHOLARLY ACTIVITIES

Consulting work, textbooks, monographs, etc.

IV. INNOVATIVE IDEAS AND INITIATIVES

Describe any innovative ideas or initiative you proposed and worked on.

V. UNIVERSITY ADVANCEMENT ACTIVITIES

Administrative duties, committee work (indicate if chair), instructional support and development, etc.

VI. COMMUNITY ADVANCEMENT ACTIVITIES

Outreach workshops and programs for high school students, workshops on pertinent community issues, participation in civic projects, etc.

VII. DEVELOPMENT ACTIVITIES

Participation in workshops to improve teaching and learning, attending conferences, collaborating on research with other experts in the field, acquiring skills in using technology, etc.

Comments and signature of the department chairperson:

FACULTY ANNUAL PERFORMANCE ASSESSMENT

At the end of the academic year the chairperson meets with each faculty member and completes the Faculty Annual Performance Assessment form. The ratings are to be based on the faculty member's established responsibilities guidelines, which include but not limited to the following components: (a) performance of administrative duties; (b) Semester Activities Plan; (c) Students' Appraisals of Course and Teaching Effectiveness; (d) Peer/in-class Review Reports; (e) Course File; (f) participation in the Learning Support Center activities; (g) application of innovative teaching methods; (h) community outreach and advancement efforts; (i) results of exit interviews and students' surveys; (j) development of courses/curriculum; (k) contribution to university advancement; (l) contributions to student's success; and (n) other Indices.

Faculty's Name	Years in Service at RHU
College	Department
Rank	Date Rank Assigned

Chair's Rating (4 = Outstanding; 3 = Above Expectations; 2 = Up to Expectations; 1 = Below Expectations)					
Assessment Metric	4	3	2	1	Metrics Used (a, b, ..
Teaching and impact on students' learning					
Research and scholarly activities					
Contribution to the advancement of the university and community					
Collegiality, professionalism and advancing culture of quality					
Advising, mentoring and contributions to students' success					
Honorary mentions and awards					
Overall					

Assessment and Comments
<p>Chair's Comments and Recommendation</p> <p>Dr. xx has completed an excellent year of service to RHU as an instructor and department chair.</p> <p>Comments and Recommendations for future improvement</p> <ol style="list-style-type: none"> 1. Use digital technology in the classroom 2. Apply collaborative teaching methods 3. Encourage student to participate in classroom discussions and help them answer their own questions <p>Chair's Signature: _____ Date: _____</p>
<p>Faculty Member's Comments</p> <p>Signature: _____ Date: _____</p>
<p>Dean's Comments and Recommendation</p> <p>Signature: _____ Date: _____</p>
<p>VP Academic Affairs' Comments and Recommendation</p> <p>Signature: _____ Date: _____</p>
<p>President's Comments and Decision</p> <p>Signature: _____ Date: _____</p>

COURSE FILE ASSESSMENT FORM

This assessment shall be conducted by the course coordinator and chairperson of the Department and verified by the dean. A copy of this form is shared with the concerned faculty member for future improvement. A copy is also kept in the faculty member's file. The quality of the course file will be used as a component in the overall assessment of teaching effectiveness.

Instructor's Name	
College and Department	
Course Code and Title	
Term and year course taught	

Please evaluate the quality/relevancy/comprehensiveness of the following components by providing a grade from 1 to 5 (5 = Outstanding, 1 = Inadequate, 0 = Not Included)			
Component		Grade	Comments
1	Cover Page		
2	Table of Contents		
3	Faculty Schedule		
4	Course syllabus		
5	Copies of assignments with samples of students' work		
6	Copies of projects and samples of students' reports		
7	Copies of quizzes, their keys and samples of students papers		
8	Samples of class handouts and/or PPT presentations		
9	Copies of exams and copies of students' solutions		
10	Copies of the final exam, blueprint, and copies of students' solutions		
11	Students' attendance record and copies of warnings given to students		
12	Grade reports (detailed spreadsheet)		
13	Teaching innovation methods used		
14	End-of-Term Instructor's Course Assessment		
15	Course Report Form		
16	Students' Instructor's/Course Evaluation Report		
17	Course File Assessment Form		

Coordinator's Comments and Recommendations	
Signature:	Date:

Chairperson's Comments and Recommendations	
Signature:	Date:

Dean's Comments and Recommendations	
Signature:	Date: