

Article 12

PERFORMANCE REVIEW AND EVALUATION OF FACULTY

A. The process of FACULTY evaluation is perceived broadly as a means for extending opportunities for continuous professional development. The processes are intended to be supportive of a FACULTY MEMBER'S desire for continuing professional growth and academic excellence. All FACULTY MEMBERS are entitled to honest feedback. Recognizing the teaching focus of our UNIVERSITIES, and in support of the success of our students, performance evaluations should reflect the emphasis on teaching and fulfillment of professional responsibilities while valuing scholarly growth, professional development, and service. With this orientation, FACULTY evaluation will be a contributor to the ongoing improvements of the academic programs of the UNIVERSITIES.

The parties will work to ensure that FACULTY MEMBERS have clarity around expectations regarding department/discipline-specific norms for scholarly growth and professional development, and service within the STATE SYSTEM.

B. Categories for Performance Review and Evaluation

The following categories shall serve as the uniform system-wide basis for the evaluation of FACULTY MEMBERS at each UNIVERSITY. The categories listed below shall be applied in the performance review and evaluation of temporary faculty, regular part-time faculty, probationary non-tenured faculty, tenured faculty and all applicants for promotion. For temporary faculty, continuing scholarly growth and professional development and service expectations are commensurate with their assigned workload and the temporary nature of their position. Under each category are listed some examples of data upon which judgments can be made of the FACULTY MEMBER'S performance relative to a given category. When evaluating the data, the appropriate evaluator(s) shall give greater weight to the quality of the performance reflected in the data, than to the quantity of the data.

1. Effective teaching and fulfillment of professional responsibilities.

a. This will be indicated, when applicable, by such items as:

student evaluations (taking into account response rates), peer evaluations, classroom visitations, quality of syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and any other data deemed appropriate and agreed to by the FACULTY and Administration at local meet and discuss.

b. Evaluation of teaching effectiveness and fulfillment of professional responsibilities will not be based on a single datum. Further, with regard to student evaluations, sensitivity to the effects of cultural and social bias is advised, as for all evaluations. A combination of all appropriate data will be used to give sufficient evidence for an overall judgment of teaching effectiveness and fulfillment of professional responsibilities.

c. For all FACULTY MEMBERS whose basic responsibilities lie outside the classroom, the duties and responsibilities of the position shall be the category instead of effective teaching.

d. For FACULTY MEMBERS with mixed work assignments, effective teaching and the duties and responsibilities of the position shall be evaluated under the terms of this Article.

2. Continuing scholarly growth and professional development.

This will be indicated, when applicable, by such items as:

development of experimental programs (including distance education); papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations (if appropriate to this category); invitational lectures given; participation in panels at regional and national meetings of professional organizations; grant acquisitions; editorships of professional journals; participation in juried shows; program-related projects; quality of musical or theatrical performances; participation in one-person or invitational shows; consultantships; research projects and publication record; additional graduate work; contribution to the scholarly growth of one's peers; performance of accreditation work that leads to professional development; innovations in teaching, advising and/or initiatives that enhance student success; inter-university and intra-university program development; obtaining or maintaining professional licensure/certification relevant to one's discipline; participation in teaching-related professional development; and any other data agreed to by the FACULTY and Administration at local meet and discuss.

3. Service: contribution to the UNIVERSITY and/or community.

This will be indicated, when applicable, by such items as:

quality of participation in program, department, college, and UNIVERSITY and/or STATE SYSTEM committees; APSCUF activity contributing to the governance of the UNIVERSITY and/or STATE SYSTEM; development of new course(s) or program(s); training or assisting other FACULTY MEMBERS in the use of distance education technology; participation in UNIVERSITY-wide colloquia; voluntary membership in professionally oriented, community-based organizations reasonably related to the FACULTY MEMBER'S discipline; lectures and consultations; consulting with local and area agencies and organizations; participation in accreditation work in support of department or university service; offices held in professional organizations (if appropriate to this category); and any other data agreed to by the FACULTY and Administration at local meet and discuss.

Taken from: 2019-2023 Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and Pennsylvania State System of Higher Education (State System) pp. 27-28