



# TEXAS WOMAN'S UNIVERSITY™

## Procedures and Guidelines

### FACULTY PERIODIC PERFORMANCE REVIEW

These procedures are intended to assist a faculty member to create and submit a Periodic Performance Review (PPR) using the TWU Faculty Performance Review system.

The intent of the PPR is to provide an organized documentation of the faculty member's growth and achievements in three domains: teaching, scholarship, and service to her/his field or discipline, academic component, university, and community. A periodic performance review is expected to contain a self-reflection and other materials which document the quantity, quality, and significance of a faculty member's accomplishments in relationship to the university and component's criteria for promotion and tenure. It is not necessary to upload every piece of documentation referenced in a self-reflection. However, at each level of review, a reviewer may request a copy of any of the materials listed on the curriculum vitae or referenced in the faculty member's narrative.

1. This procedure is intended to provide guidance for the application of University Regulation and Procedure 02.346, *Faculty Periodic Performance Review/Evaluation*.
2. Periodic Performance Review will be undertaken by each TWU faculty member and his/her academic component (AC) on the following schedule:

**Table 1: Schedule of Reviews**

Type of Faculty	Year of Employment	Frequency of Review
Tenure-track	1-5	Annual  Year 3 PPR will contain explicit statements regarding progress of the faculty member toward promotion and/or tenure.
Tenure-track	6	Tenure and/or promotion application; all prior years considered

Type of Faculty	Year of Employment	Frequency of Review
Tenured	After Year 6	Every 3 years
Non-tenure-track (Clinical or Lecturer)	1-6	Annual  Year 3 PPR will contain explicit statements regarding progress of the faculty member toward promotion.
Non-tenure-track (Clinical or Lecturer)*	After Year 6	Every 3 years

\*Clinical and lecturer faculty are not required to apply for promotion. After Year 6, they are reviewed every 3 years.

3. Except as noted below, the documentation of performance and its review will begin in the fall semester and proceed according to the published *Faculty Performance Review Calendar*. The time period under review will be the previous academic year.
  - a. The Year 1 PPR is conducted in the fall semester and typically addresses only the first few months of the 1<sup>st</sup> academic year.
  - b. The Year 2 PPR is conducted in the fall semester and typically addresses the entire 1<sup>st</sup> academic year plus the first few months of the 2<sup>nd</sup> academic year.
  - c. The Year 3 PPR addresses the prior academic year. In addition, the Year 3 review also contains an explicit statement regarding the progress of the faculty member in relation to the relevant criteria for promotion and/or tenure (see URP 02.342, *Faculty Promotion and Tenure*), as applicable. Preparation of a portfolio and external review are not required for this review.
  - d. Year 4 and 5 reviews highlight progress and areas that need improvement prior to the tenure and/or promotion review scheduled for Year 6.
  - e. The Year 6 PPR (or an alternate year specified in the employment letter of a faculty member) is typically replaced by the preparation and submission of a tenure and/or promotion application. The application process begins in spring with a request for external reviewers. (See URP 02.342, *Faculty Promotion and Tenure*, and *Faculty Performance Review Calendar*.)
  - f. After Year 6, the PPR shifts from a 1-year interval to a 3-year interval. The review conducted every third year addresses the previous three academic years of performance. Preparation of a portfolio and external review are not required for this review.
  - g. Exceptions in the 3-year interval are noted below:
    - The schedule for the PPR changes from the 3-year interval to annual as follows:
      - At the request of either the faculty member or the AC administrator. Should either party disagree that a change is needed, the dean will make a determination.
      - When a PPR results in a rating of *Performance Needs Improvement* or *Ineffective Performance* in any of the three subcomponents--teaching, scholarship, or service— or overall.

- A new 3-year periodic review cycle begins in the following situations:
  - Faculty member is promoted.
  - Successful completion of a professional development plan with an *Effective Performance* periodic review rating in each domain and overall.
  - Mutual agreement of a faculty member and his/her AC administrator.

In non-evaluation years, AC administrators are encouraged to meet with each faculty member at least annually to facilitate ongoing communication about performance expectations. Any actions to be taken by the faculty member or academic unit should be documented.

h. Table 2 lists the workflow for reviews by type of faculty position and year of employment.

**Table 2: Workflow of Review**

Type of Faculty	Year of Employment	Order of Review
Tenure-track	1,2,4,5	<ul style="list-style-type: none"> <li>• AC Administrator</li> <li>• Dean</li> </ul> Either the faculty or AC administrator may request review by the AC PRC with the following order of review: <ul style="list-style-type: none"> <li>• AC PRC</li> <li>• AC Administrator</li> <li>• Dean</li> </ul>
	3, 6	<ul style="list-style-type: none"> <li>• AC PRC</li> <li>• AC Administrator</li> <li>• Dean</li> </ul>
Tenured	After Year 6	<ul style="list-style-type: none"> <li>• AC PRC</li> <li>• AC Administrator</li> <li>• Dean</li> </ul>
Non-tenure-track (Clinical or Lecturer)	1,2,4,5	<ul style="list-style-type: none"> <li>• AC Administrator</li> <li>• Dean</li> </ul> Either the faculty or AC administrator may request review by the AC PRC, in which case the order of review will be: <ul style="list-style-type: none"> <li>• AC PRC</li> <li>• AC Administrator</li> <li>• Dean</li> </ul>
	3, 6, After Year 6	<ul style="list-style-type: none"> <li>• AC PRC</li> <li>• AC Administrator</li> <li>• Dean</li> </ul>

4. Faculty members creating a PPR will use the TWU Faculty Performance Review system to submit their review materials to the peer review committee for their academic component by

the deadline posted on the *Faculty Periodic Performance Review Calendar*. This calendar and the performance review system can be accessed through Pioneer Portal or on the [Faculty Performance Review website \(http://www.twu.edu/academic-affairs/faculty-performance-review\)](http://www.twu.edu/academic-affairs/faculty-performance-review).

Before discussing how to create a review, the following is a brief overview of the Faculty Performance Review (FPR) system.

Upon logging into the FPR system, a faculty member will see several links in a maroon bar near the top of the page. The 4 links currently shown are:

- Create My Review
- My Review Status
- My Worklist
- Completed Reviews

The following comments provide a few points of information about each link.

Create My Review – This link is used to access the page on which a periodic performance review or a post-tenure review can be created through data entry and the uploading of a variety of documents.

My Review Status – This page will display the current status of a review at any point in time after it is initially created. (It will not display that a review needs to be started -- only that one has been started and its current location in the system.) This means that a faculty member can always go this page to determine where and with whom the review currently resides in the system.

My Worklist – This page has entries for a faculty member or a reviewer only when that party is responsible for the next task needed for this review. The review will not progress to the next person in the workflow until the action requested in the My Worklist is completed. For example, if the PRC has completed its review by providing recommendations for performance ratings and uploading supporting documentation, the review is no longer in the PRC worklist. It is now in the worklist of the faculty member to request acknowledgement of the PRC recommendations. The review will not proceed to the next reviewer unless and until the faculty member provides that acknowledgment in the FPR system.

Completed Reviews – This page will serve as a historical archive for all reviews completed within the FPR system. Over time, a faculty member may collect many completed reviews – Periodic Performance Reviews (PPR), Promotion and Tenure reviews, or Post-Tenure reviews. Please remember that a PPR or Post-Tenure review is not considered complete until the faculty member acknowledges the Dean's

performance assessment, and a Promotion and Tenure application is not complete until the Board of Regents decision is documented in the FPR system.

#### 5. Personal Information section

The Personal Information section of the PPR is completed by responding to a variety of questions and uploading various documents. Here are a few suggestions as you proceed to complete your review:

- When a date field is present, please click on that field and use the calendar function provided.
- Before uploading a document, please save it in pdf format.
- When uploading a file, please be sure that the file name is concise yet descriptive of the content of the file (e.g., Peer Teaching Observation for AY 2019). Names should be limited to 50 characters. In addition to using descriptive file names, you are encouraged to use the File Description field that is part of the uploading process in the FPR system. Effective use of these two file description opportunities will greatly enhance the ability of reviewers to navigate through your application and supporting materials. Please note that this information is applicable to both faculty creating reviews and to those individuals who review materials in the FPR system and subsequently provide recommendations and upload documents.

Specific items that may need to be uploaded in the Personal Information section:

- a. Appointment letter from Provost. For PPR, this letter is only needed for reviews in years 1-5. This letter will have been provided at the time of initial appointment to TWU. Copies can be obtained, if needed, from your academic component, college, or Academic Resources.
- b. In the instance where a faculty member is assigned by the AC administrator to a position that places a heavier emphasis on teaching, scholarship, or administration, a written description of the assignment provided to the faculty by the AC administrator may be included as an attachment to the self-assessment. Upload a copy of this written description into the FPR system in the same location as the appointment letter from the Provost.

System notes:

- It is necessary to click on *Save* or *Save and Continue* to save the data entered on each page.
- When all required items on an electronic page of the website have been completed and the page is saved, the left hand column will reflect a green check mark for that page or section of the form.

#### 6. Format of Self-Reflections

The following information is relevant for the preparation of the self-reflections provided in any of the three domains of teaching, scholarship, or service.

- a. Each faculty member is expected to produce a self-reflection of teaching, scholarship, and service. Each area - teaching, scholarship, and service - is addressed individually and

submitted to the FPR system on separate pages. The faculty member is to limit the self-reflection for all three domains to a total of no more than six (6) pages, not including attachments, appendices, etc. Appendix A of these procedures provides guidance regarding the content of each section.

- b. The six (6) total pages of self-reflection may be divided between and among the three sections (Teaching, Scholarship, and Service) as deemed appropriate by the faculty to convey the nature of their performance accomplishments. If an Introduction to the self-reflection is desired, please include it at the beginning of the Teaching self-reflection. If a Conclusion for the overall self-reflection is desired, please include it at the end of the Service self-reflection.
- c. The self-reflection documents should have the following format characteristics: 1" margins on all sides; double spaced; Arial, Times New Roman, or Verdana font of 11 point or larger; and Arabic page numbers in the top right corner.
- d. If a faculty member's supporting documentation includes large files (exceeding 25 MB), it is recommended a faculty member make her/his materials available on an external storage site (e.g., Google Drive). When an external storage option is used, the self-reflection must include a clear reference to the materials and a working link for access by any reviewer.

## 7. Teaching Self-reflection

In this section, it will be necessary to upload the following items:

- a. Current Curriculum Vitae as compiled in Sedona.
- b. Workload reports for all semesters in the review period – see Appendix A for information regarding Workload Reports
- c. Teaching self-reflection – see Appendix B for suggestions regarding appropriate content.

## 8. Student Course Evaluations

- a. The quantitative data from Student Course Evaluations since Fall 2016 will be automatically populated. (Fall 2016 was the first year for the current TWU Student Course Evaluation system.) The faculty member may elect to include the qualitative data by checking the *Yes* box on the Student Course Evaluations page. The FPR system will display either all or none of the qualitative data, at the election of the applicant.
- b. For Student Course Evaluations prior to Fall 2016, the faculty member may scan and upload the evaluations for the earlier years in the review period. If you do not have access to reports from these years (copies you have retained, Pioneer Portal, etc.), you may request copies from the Office of Institutional Research and Improvement.
- c. It is necessary to click on the *Save* button at the bottom of this page, even if a faculty member does not select to include qualitative comments or to upload any supporting documents.

## 9. Peer Observation Report and AC Administrator Observation Report

- a. **[Not required for 2021-22 reviews]**

- b. If a faculty member chooses to include any information related to teaching observations, it is the responsibility of the faculty member to ensure that the teaching observations are completed prior to the PPR submission deadline.

#### 10. Scholarship/Creative Activities and Service Self-reflections

- a. See Appendix B for suggestions regarding potential content for Scholarship/Creative Activities and Service.
- b. The Scholarship/Creative Activities section may contain a number of uploaded files, and some may be large. See item 6.d above for options to provide access to such materials.

#### 11. Final Submission

- a. To submit the PPR for review, faculty should click *Final Submit*. This option will submit and close the review. No new materials or edits may be added after submission.
- b. If the review materials are accidentally submitted before the review has been completed appropriately, a request to have it rolled back must be submitted to [fpradmin@twu.edu](mailto:fpradmin@twu.edu). *Final Submit* must be performed by a faculty member according to the relevant deadline specified in the University PPR calendar. For all faculty other than 1<sup>st</sup> and 2<sup>nd</sup> year faculty, the deadline is January 20.
- c. Should a faculty member need to update the status of an item in the self-reflection (e.g., an article progresses from acceptance to publication), an email may be sent to the current level of review; and a brief statement of the factual change may be uploaded when the review is next acknowledged by the faculty member.

#### 12. Peer Review Committee

- a. Using the TWU Faculty Performance Review (FPR) system, the Peer Review Committee (PRC) will review the faculty member's self-reflection and other related materials. The PRC will make recommendations regarding ratings for each performance domain and overall performance. In addition, the PRC will provide candid and constructive feedback to the faculty member regarding areas where recent performance deserves recognition and commendation as well as suggestions and recommendations for improvement in performance and/or to better prepare for future promotion and/or tenure applications. In each case, it is recommended that the PRC reference the relevant TWU and AC criteria. The Chair of the PRC will submit the committee's recommendations for ratings, including supporting rationale for the ratings and recommendation(s). Minority report(s), if any, are also to be uploaded into the system. These entries are to be made on or before the dates specified on the *Faculty Performance Review Calendar*. The faculty member will receive an email that the final report and recommendations, including any minority report(s), are available for review. For the application to proceed to the next step of the review, the faculty member must acknowledge receipt of the PRC review. Similar acknowledgements will also be required at each subsequent step of review.

- b. Optional Action - At this time, faculty may upload a response to the recommendations and/or report. Guidelines for this response can be located in URP 02.342, the section entitled *Submission and Review of Portfolio*. This section states that a faculty member may upload a statement correcting factual errors in the report within seven days of receiving the report. The statement may not exceed one page. Once uploaded, the review materials will be available in the system for the next level of review.
13. The AC administrator will review the materials submitted by the faculty member and the PRC recommendations. The AC Administrator may also consider other information relevant to the faculty performance review process when preparing his/her recommendations for performance ratings and feedback to the faculty member regarding areas where recent performance deserves recognition and commendation as well as suggestions and recommendations for improvement in performance and/or to better prepare for future promotion and/or tenure applications. The recommendation(s) must be accompanied by a rationale and submitted no later than the date designated on the *Faculty Performance Review Calendar*. The faculty member will receive an email when recommendations are available for review. As described in number 12 above, the faculty member must acknowledge receipt of the reviewer recommendations for the review to advance. The faculty member continues to have the opportunity to provide a written statement correcting any factual errors.
14. The dean will review the materials housed in the FPR system as well as the recommendations from the PRC and the AC administrator. The dean will make a final determination regarding performance ratings and provide a statement of rationale for the decision. These determinations are to be recorded in the FPR system no later than the date specified on the *Faculty Performance Review Calendar*. The faculty member, AC Administrator, and Chair of the PRC will receive an email when these materials are available for review. Faculty member acknowledgment of receipt is required, and the opportunity to provide a written statement correcting any factual errors is also available. Acknowledgement of the Dean's review completes the PPR process within the FPR system. However, additional actions outside of the FPR system will be required if any of three following situations apply:
  - a. A rating of *Needs Improvement* requires the creation of an informal plan to address the areas in need of improvement.
  - b. A rating of *Ineffective Performance* requires the creation of a professional development plan.
  - c. A faculty member elects to appeal the results of a performance review by following URP 02.350 *Faculty Review Policies and Procedures (Grievance)*.



## Appendix A

### Faculty Workload Reports

The [Faculty Performance Review website \(https://twu.edu/academic-affairs/faculty-performance-review/\)](https://twu.edu/academic-affairs/faculty-performance-review/) includes a link to the TWU Faculty Workload SQL reports.

**Note: Faculty must request their workload reports from their academic component administrators.**

The Faculty Workload report at this link includes the large enrollment course multipliers in the calculation of faculty workload. This version of the report does NOT address other situations such as team teaching (2 or more faculty assigned to a single course) or combined sections (e.g., bracketing of undergraduate and graduate courses or cross-listing of courses; courses that appear to have multiple sections on the course schedule, but actually meet as a single section). These situations will require manual adjustment. If the academic component administrator determines that it is appropriate to make changes in the work units for any course, they will also need to create new totals for each section that includes a change as well as the total for the page. The current totals will not automatically adjust. With regard to the preparation of the SQL report, it is recommended that all of the semesters in an academic year (FA, SP, and SU) be combined into a single report for that year and that a separate report be prepared for each academic year. When printing, select the Print option that puts all columns on 1 page. This generates a more user friendly version for scanning/uploading.

## Appendix B

### Self-Reflection and Documentation

The self-reflections document the accomplishments of the faculty member in relationship to each of the University and AC criteria in the areas of Teaching, Scholarship and Creative Activities, and Service and the quality, relevance, and impact of the faculty member's work. In the self-reflections, it is not necessary to duplicate achievements listed on the curriculum vitae. The faculty member should, however, discuss how the items listed on the curriculum vitae demonstrate that University and AC criteria have been met. Selected supporting documentation must be included with each section. Particular attention should be given to accomplishments since the last review.

#### ***Introductory Narrative (included at the beginning of the Teaching self-reflection)***

The introductory narrative describes the faculty member's roles and responsibilities within the academic component, the college, and the university. Within the introductory narrative or within each section of teaching, scholarship, and service, the faculty member may provide a philosophy statement and explain how teaching, scholarship, and service are connected and integrated. The following is a list of types of documentation that may be included in PPR self-reflections or supporting documents. It is not meant to be exhaustive.

#### ***Teaching***

- Peer observations of teaching
- Peer examination of a teaching portfolio
- Analysis of student evaluations and learning outcomes
- Analysis of courses taught, number of preparations, class sizes, course levels, types of courses in relation to component criteria for promotion and tenure

- External review of course materials
- Honors or special recognitions for teaching
- Grants related to instruction
- Development of new programs and courses
- Teaching innovations
- Preparation of publications to be used in class
- Reports from alumni and their employers
- Recognition of the quantity and quality of mentoring
- Evidence of student achievement
- Service learning and internships directed
- Evidence of the quality and quantity of graduate student research and creative projects, independent studies, professional papers, theses and/or dissertations directed by the faculty member in those areas with graduate programs

### ***Scholarship and Creative Activities***

- Published/peer-reviewed works, articles, book reviews, bibliographies, essays, papers in anthologies, proceedings, translations, book chapters, books, monographs
- Published curriculum or training materials
- Artistic works (include venue), short stories, poems, dramatic works, musical composition or arrangement, choreography, exhibitions, performances, recitals, direction of works in the performing arts, recorded works in the performing arts, refereed or invited works
- Peer-reviewed presentations at professional meetings
- Non-referred works and non-juried creative works
- Contributions to the art of teaching, textbooks, articles on pedagogy, development of technological applications for teaching, audiovisual media for classroom use
- Internal and external grant proposals, grants, and contracts
- Honors and awards (explain the nature of the award and method of selection)
- Professional development for research, scholarship, and other creative activities
- Inventions, patents, and copyrights

### ***Service***

- Participation and leadership in university, college, and component committees and task forces
- Service to student organizations and student recruitment and retention activities
- Development of newsletters, brochures, in-service programs, non-credit continuing education courses, and professional conferences
- Recognition of the quantity and quality of advising
- Service to the profession (indicate state, regional, national, and international affiliations), membership and leadership in professional organizations, journal editorship, consulting projects, technical reports, panel chair or discussant, etc.
- Manuscript and grant reviews, adjudication of exhibits, performances, and designs
- Voluntary participation in local, regional, state, national or international non-profit organizations (role, years of service, major contributions, elected or appointed)
- Honors and awards related to service (explain nature of award and method of selection)