



Faculty Performance Review and Development System Guidelines & Policies

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1. Introduction

Qatar University (QU) is a teaching and research institution committed to academic excellence and to the development of an outstanding faculty community, whose caliber and competence are essential to the fulfillment of its mission. In that regard, the Faculty Performance Review and Development System (FPRDS) is essential for the development of the university.

The FPRDS is based on the faculty members' responsibilities and expectations as detailed in the Faculty Handbook. Faculty members will be evaluated on their performances in the following four components:

- Teaching and Learning
- Research Scholarly and Creative Activities
- Service
- Continuous Faculty Development.

This document defines QU FPRDS guidelines that help faculty members understand their roles, assist them in preparing their annual evaluation records, and assist the Head of Departments (HoDs) and Deans in evaluating the performance of faculty members. Other purposes of this FPRDS shall include the following:

- Helping faculty members to capitalize on their areas of strengths and recognize areas in need of development or improvement;
- Recognizing meritorious performance;
- Improving the quality of teaching, research, and service;
- Providing opportunities for discussion and feedback in order to identify problems, obstacles, or difficulties that hinder progress and institution development; and
- Identifying and strengthening the roles of faculty members within the program, college, and the University.

A proper training program needs to be implemented for all parties involved in using this system for evaluating faculty members' performance throughout the university.

2. Definitions and Acronyms

Enhanced Course Portfolio: A document providing a record of information about the courses taught during the assessment period with a focus on one submitted course for evaluation, including the syllabus, all forms of assessment of student work, and reflections on ways to improve the content and delivery of the course in the future.

Evaluation period: The evaluation is done on courses already taught; therefore the evaluation period used for evaluating faculty members is defined to be the preceding two semesters. The evaluation period for the Scholarly endeavor will be over two calendar years. The evaluation process begins in the month of March of the academic year. This will enable the Head of Department to give the needed feedback to the faculty member who will work on the action plan for the next cycle.

FPRDS: Faculty Performance Review and Development System.

HoD: Head of Department or relevant administrator (as designated by the Dean) for colleges that do not have heads of departments.

Junior faculty members: Faculty members in their early years of teaching and research or those who just graduated with a PhD and joined QU as assistant professors or lecturers.

QU: Qatar University

VPCAO: Vice President and Chief Academic Officer.

3. Responsibilities

Performance review and development is a joint effort among several participants. The FPRDS may vary from one college to another but the present document sets out the minimum requirements for all cases. This section outlines the roles and responsibilities of the faculty member, Head of Department, Dean, and the responsibilities at the University level.

3.1. Responsibilities of the Faculty Member

- Complete the relevant FPRDS online forms and documents for evaluation by the HoD, including the Enhanced Course Portfolio, one full course for evaluation that is different each year, publications, conference papers, and action plan for improvement, as well as other supporting documents. As a general rule, faculty members are expected to adopt and implement the highest level of professionalism and collegiality in the work place and such a professional conduct can be taken into account as part of the evaluative process;
- Upload to the online system the syllabi of courses taught during the evaluation period;
- Submit all required documents on the online system by the deadline set by the University, together with additional materials the faculty member deems highly relevant to his or her performance evaluation for the period under review;
- Review the HoD preliminary evaluation and notify him/her of any area of concern;
- Meet with the HoD to discuss the faculty member's performance and finalize the evaluation;
- Submit an action plan for the next period which should include the weighting of evaluation criteria based on the expected allocation of faculty time and the needs of the department/college.

It should be noted that

- Performance expectations should be higher for senior faculty (associate and full professor) than for junior faculty.
- New faculty members joining QU will receive copy (soft or hard) about the FPRDS as part of the Academic Orientation event offered by the VPCAO office, and will be provided opportunities to participate in workshops on course portfolio development, technology, active learning strategies, and other subjects.
- All faculty members shall agree with the HoD on the weighting for each component of the FPRDS in their action plan; this agreement may be changed only in exceptional cases for unforeseen reasons.

3.2. Responsibilities of the Head of Department (HoD)

The Head of Department shall review all portfolios in the context of the requirements of this policy as well as the department's strategic plan and relevant program objectives and needs.

In line with the above, the HoD will

- Ensure that all faculty members have received the FPRDS materials by the first week of the evaluation period;

- Review all materials submitted online by the faculty member to ensure that they are consistent with the requirements and adequate for the purposes of performance evaluation;
- Secure any additional information from the individual faculty member required to undertake a fair and sound review of the faculty member's performance;
- Draft a preliminary evaluation report for discussion with the faculty member and post it online so it can be reviewed before a personal meeting with the faculty member;
- Meet individually with each faculty member to
 - a) discuss his/her performance according to the FPRDS criteria
 - b) present feedback on strengths and prospects for development and/or improvement,
- Approve the faculty member action plan for the next evaluation period during the evaluation meeting;
- Complete the faculty member individual evaluation report justifying the scores for each of the four categories by specific reference to the criteria;
- Provide faculty members time to review the evaluation report, and request a written response to the report when there is no agreement;
- Respond in writing/online to the faculty member; such response shall be included in the faculty member's file;
- Submit a final appraisal report with rationale and reference to specific evidence to the Dean for endorsement;
- Maintain the confidentiality of data submitted by the faculty for his/her appraisal and the evaluation results.

In case of disagreement between the HoD and faculty member on the content of the evaluation report, the faculty member may appeal to the Dean who will appoint a committee to make a recommendation on the case; the Dean's decision shall be final.

By mutual agreement between the HoD and the faculty member, the action plan (**the academic work plan for next year including teaching, research and service**) may be revised in response to extra-ordinary circumstances occurring during the new cycle of evaluation.

3.3. Responsibilities of the Dean

The Dean is the ultimate authority at the College level. In this regard, the Dean shall

- Monitor and support the adequate execution of the FPRDS;
- Receive the reports from the HoDs;
- Receive faculty appeal requests for re-evaluation and, when appropriate, manage the faculty re-evaluation process;
- When there is no HoD, designate an Associate Dean to assume the role of the HoD in the performance appraisal process;
- Prepare the final reports and submit them to the VPCAO office;
- In exceptional circumstances, when the Dean suspects an issue of fairness or inconsistency, he/she may request reconsideration by the HoD or appoint a committee to review the evaluation(s).

3.4. Responsibilities at the VPCAO level

- Ensure that new faculty members joining in the Spring semester will receive these materials to familiarize themselves with the content prior the period of their evaluation;
- Cooperate with the various university departments/colleges to implement the FPRDS;
- Implement and manage the online FPRDS forms and data collection systems, including managing the student course questionnaire and employing strategies to enhance its response rate;
- Prepare and submit the final faculty review and development report to the university administration;
- Provide the appropriate training to Heads of Departments and faculty members on the best use of the guidelines to optimize the results;
- Maintain the confidentiality of all data submitted by the faculty member for his/her appraisal and the evaluation results.

4. Confidentiality of data and results

All parties involved in the faculty appraisal process must maintain the confidentiality of all data and results made available to them at all times.

5. FPRDS Policy Guidelines

5.1. Who is evaluated?

The FPRDS applies to all full-time regular faculty members including lecturers in colleges (as specified in Section 2, Definitions and Acronyms).

The HoD shall evaluate all faculty members who are appointed as regular faculty/lecturers during the evaluation period, including faculty members who have been on leave for a portion of the evaluation period. The faculty member will be evaluated for the activities during this appointment period; in this case, the evaluation criteria and expectations should be adjusted to be proportionate to the appointment period.

New faculty members joining the university shall be evaluated using these guidelines starting from their second year of appointment. During their first year they will be evaluated within the college with a different system.

Faculty members who have part-time special assignments (e.g. program coordinators) are typically accommodated by the FPRDS through flexible weightings that are assigned to different roles and performance metrics (e.g. program coordinators shall be assigned higher weighting for the “Service” role).

Faculty members who are on leave or are on full-time special assignment (e.g. sabbatical leave, sick leave, full-time secondment, or Fulbright employment) shall have a customized review process with criteria congruent with the nature of the special assignment. The requirements shall be negotiated with the

Head of Department and approved by the Dean of the College prior to the starting date of the approved leave.

Students' questionnaire results will be used in an aggregated form with a minimum number of 15 students (details in section 9.C).

5.2. General Guidelines

- The VPCAO has the ultimate administrative responsibility for FPRDS policies, procedures and criteria, which will be reviewed at least once every four years by the office of the VPCAO;
- Colleges may supplement the FPRDS to meet its specific environment and requirements, provided that such customization is approved by the VPCAO. Faculty members must be made aware of such changes before the beginning of the evaluation cycle;
- The HoD may form a department committee to provide advice in assessing any activities or domains included in the evaluation process;
- The student course questionnaire, which is one of the FPRDS instruments, will be administered for all classes each semester. Results of all questionnaires that are conducted during the current evaluation period for courses taught by a faculty member will be included in the faculty evaluation;
- Courses offered over two semesters are to be evaluated differently than the courses offered for one semester: Student Course Questionnaire will be completed by the end of the 2nd semester.
- It is the responsibility of the faculty member to submit relevant supporting documents to provide recorded evidence of an accomplishment, such as publications, grants and committee work;
- All individuals involved in faculty evaluation should respect the confidentiality of the process;
- Faculty members who wish to contest an evaluation by the HoD may submit a written appeal request to the college Dean, who will manage the re-evaluation process.

5.3. Student Course Questionnaire Policy & Procedures

Policy

In its commitment to reflective practice and continuous improvement, the University seeks the opinions of students on the instruction they have received in all courses each semester. The results are used by the instructor for self-improvement purposes and by the university administration for decisions related to faculty retention, promotion and merit pay.

Procedures

1. All surveys shall be anonymous. No one, including the instructor, may know the name of the students who participate or any student's individual responses;
2. The opinions are gathered on-line beginning three weeks prior to the end of classes for the semester;
3. The student opinion collection process should be closed before the final exams;
4. In case two or more faculty members are involved in the teaching of a course, a separate evaluation should be done for each faculty member who taught at least one-third of the course.
5. Developing the survey and administering it are the responsibility of the Office of the Vice President/Chief Academic Officer;

- 5.1. The office will notify students by broadcast when the survey will begin and end, and remind students who have not yet completed the questionnaire a week before the end date;
- 5.2. The office will coordinate the generation and distribution of the following reports:
 - A report to the individual faculty member summarizing the results of the survey, with a copy to the Head of Department;¹
 - A summary report to the Head of Department on all surveys for instruction in his/her department;
 - An electronic file for the Deans and Vice President/CAO to access all results from all faculty members and departments.
6. Faculty members are expected to take the results of student surveys of their instruction into account in preparing for instruction and to comment on lessons learned in the “reflection” statement” in the performance review process;
7. Heads of Department are expected to take the results into explicit account in their annual performance reviews of individual faculty member;
8. Departments are expected to include the summary of results for discussion in a meeting, with a view to identifying any changes needed to ensure continuous improvement in the quality and delivery of their programs.

6. Procedure and Timeline

The evaluation period for all categories of faculty members is based on a calendar year; it begins with the spring semester and ends with the fall semester, Except Scholarly endeavor where the evaluation period is for two calendar years. Table 1 shows the appraisal process timeline.

1. At the end of the week before the start of classes of the spring semester, faculty members shall submit online to the HoD all required materials relating to teaching, research, service and faculty continuous development;
2. Four weeks before the spring mid-semester break, the HoD will send a statistical overview report to the Dean (not a detailed report by faculty member). This allows Deans to check for possible inconsistencies or discrepancies;
3. Three weeks before the spring mid-semester break, the HoD should have posted online the preliminary performance appraisal reports for individual faculty member;
4. After posting the preliminary reports, the HoD shall meet with faculty members and discuss their performance evaluation. At the end of the meeting, the faculty member shall sign the evaluation document indicating that he/she had agree/disagree on the appraisal;
5. Before the spring mid-semester break, the HoD submits the final appraisal reports to the Dean for endorsement;
6. A faculty member may appeal the evaluation of the HoD by submitting an appeal form to the Dean (see Section 7, Appeal process). Appeal requests should be made during the first week after the mid-spring break;

¹ The reports for individuals will ideally show the individual’s results in the context of those for the department, college and university and the summaries for departments should ideally show the department’s performance in the context of the results for the university as a whole, together with data on outliers, skewing, etc.

7. The Dean reviews the appeal applications and decides on appeals within ten working days of receiving the appeal.

Table 1. Appraisal Timeline

Steps	Start ²	End
Faculty members submit all files online	Open	End of week before start of classes of the spring semester
HoDs send a statistical overview report to the Dean (Not a detailed report by faculty member).	Before posting online the preliminary performance appraisal reports to faculty	Four weeks before the spring mid-semester break
HoD posts online the preliminary performance appraisal reports	Beginning of the classes of spring Semester.	Three weeks before the spring mid-semester break
HoD shall meet with faculty members and discuss their performance evaluation	After posting the preliminary reports online	Before the spring mid-semester break
HoD submits final appraisal reports to the Dean for endorsement	Before the spring mid-semester break	
Possible appeals from faculty members	Open after the meeting with the HoD and signing the report	One week following the spring mid-semester break
The Dean reviews the appeal applications and decides on appeals	First week after the spring mid-semester break	Within ten working days of receiving the appeal.

7. Appeal Process

- If a faculty member does not agree with the performance appraisal evaluation, he/she may appeal to the Dean for the re-evaluation of his/her file within five working days after the spring mid-semester break.
- The appeal shall be submitted in writing and must include the reasons and justifications for the appeal.
- The Dean shall notify the faculty member of his/her decision in writing within ten working days of receiving the appeal.

8. Evaluation Criteria

The flowchart in Figure 1 outlines the four components of the FPRDS and weight ranges applicable to regular faculty members: Teaching & Learning (10-70%), Research, Scholarly and Creative Activities (10-70%) ; Service (10-20%), and Continuous Faculty Development (5-10%) as shown in Table 2.

² All dates are given in reference to the QU official academic calendar.

Table 2. Overall weighting of the components of the FPRDS

COMPONENT	WEIGHT (%) ³
Teaching and Learning	10 - 70
Research, Scholarly and Creative Activities	10 - 70
University, Professional, and Community Service	10 - 20
Continuous Faculty Development	5 - 10

The ranges are allocated depending on the level of faculty effort attributed to each category; faculty members' teaching weighting shall be proportionate to the number of courses taught over the evaluation cycle. The weight for the teaching and learning component should be allocated in increments of 10-15% for each course taught. The total percentage of teaching and research should not be below 75%.

Lecturers who are teaching and not performing administrative duties can be accommodated with the following rating for teaching (60-80%); and (0-25%) for Scholarly Activities. The weighting for Service and Continuous Faculty Development will remain as for regular faculty members (see **Figure 1**).

The criteria for scoring the components are based on the rubrics provided in Sections 9,10,11 and 12. The overall evaluation score is a number between 0 and 4 (examples in Appendix 2.)

Translated into qualitative evaluation, the score will be as follows:

QUALITATIVE EVALUATION	SCORE
Exceptional	3.8 - 4.0
Exceed Expectations	3.4- 3.7
Meet Expectations	2.5 - 3.3
Below Expectations	2.4 and below

³ As indicated previously, different weights can be assigned to faculty members who have special assignments (p.8).

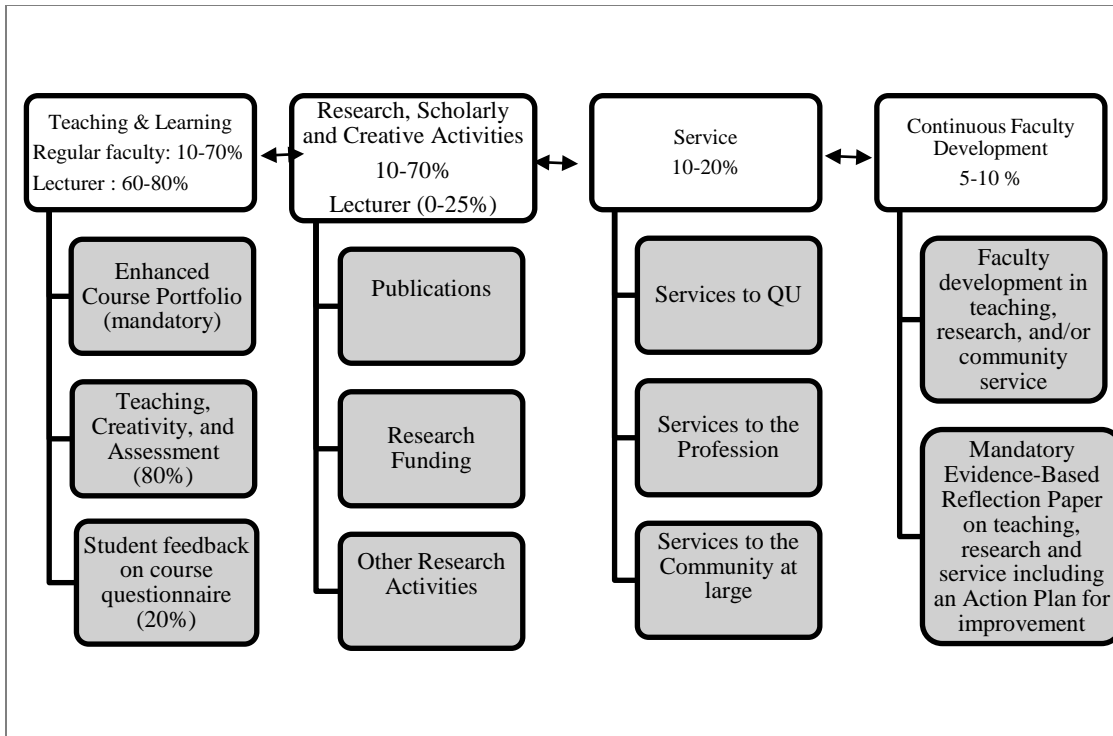


Figure 1. FPRDS flowchart

9. Teaching and Learning

Teaching and Learning is weighted between 10 and 70 percent of the total evaluation for professorial ranks; for lecturers who are teaching on a full time basis, the weighting is between 60 and 80 percent.

Faculty members' teaching weighting shall be guided by the number of courses taught over the academic year.

The rubric contains three sections (Table 3):

(A) The Enhanced Course Portfolio (mandatory):

Uploaded syllabi taught, assessment means, and teaching philosophy. Failure to submit this section will lead to have the rating scoring below 2.

(B) Teaching, Creativity, and Assessment (80%):

This section is composed of key indicators that contain evidence of (1) integration of active learning strategies, use of technology and effective student engagement in the course (50%), and (2) assessment methods to enhance student learning in the course (30%).

In case of common exams, the percentages will be changed as follows: (1) integration of active learning strategies, use of technology and effective student engagement in the course (60%), and (2) assessment methods to enhance student learning in the course (20%).

In case a faculty member scores "1.9 points or below" during an evaluation period, the HoD shall require the faculty member to improve the course and to submit one additional course for evaluation.

(C) Feedback on the student course questionnaire (20%):

This is the cumulative student feedback rating achieved by the faculty member on all courses taught during the evaluation period.

Table 3. Performance Indicators and Rubric for Teaching and Learning

SECTION A Enhanced Course Portfolio	
Mandatory	<ol style="list-style-type: none"> 1. All courses taught during the evaluation period, with all syllabi and all means for assessing student work 2. Teaching Philosophy: this category indicates the level to which the teaching philosophy is comprehensive and directly related to the specific courses taught during the assessment period. <ul style="list-style-type: none"> • Explicitly mentions the relation with the College and Department missions. • Provides clear explanations and references to the Program objectives and course learning outcomes • Indicates continuous improvement, innovation in teaching, and shows different types of evidence with reasoned reflection and in depth explanations related to teaching & learning. • Includes the instructor's own ideas and beliefs about teaching and learning in different areas as it applies to his/her real life teaching (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.)

SECTION B Teaching, Creativity, and Assessment indicators on Submitted Course			
Performance Rubric	(3.0 - 4.0 Points)	(2.0- 2.9 Points)	(1.9 Points and below)
50% ⁴	Evidence of integration of active learning strategies, use of technology and effective student engagement in the course.		
	<ul style="list-style-type: none"> ▪ Use of a variety of learning activities to encourage student engagement (i.e. different interactive lectures strategies, guided discovery approach, case studies, field study, other) to enhance students' critical thinking, communication skills and/or problem-solving skills showing compelling evidence on student engagement ▪ Course syllabus and student feedback show strong alignment ▪ Integrates creative technology in teaching and learning beyond the basic requirements for effectiveness (i.e. developed an e-learning environment, use of Blackboard , blended e-learning, and other) ▪ Has taken advantage of an optional formative class observation by the Head of Department (or nominated representative) and also an OFID representative, for continuous improvement. The feedback provided should show improvement in teaching and learning ▪ Other relevant points which supplement this category 	<ul style="list-style-type: none"> ▪ Use of some learning activities to enhance students' critical thinking, communication skills and/or problem-solving skills showing supporting evidence on student engagement ▪ Course syllabus and student feedback show alignment ▪ Integrates technology in teaching and learning (i.e. use of Blackboard, Blended e-learning, other) ▪ Other relevant points which supplement this category 	<ul style="list-style-type: none"> ▪ Limited or no use of learning activities to enhance students' critical thinking, communication skills and/or problem-solving skills showing little or no supporting evidence on student engagement ▪ Use minimal features of Blackboard as per college requirements*
30% ⁵	Evidence of assessment methods to enhance student learning in the course		
	<p>Adopted more than 3 different types of assessment methods (i.e. essay, quiz, exams, etc.) Provided evidence of effective innovative assessment methods for 3 different categories of assessment (diagnostic, formative, and summative), provided samples of student work at different performance levels, and showing how it helped improve student performance according to a rubric for formative assessment.</p>	<p>Adopted 3 different types of assessment methods (i.e. essay, quiz, exams, etc.) Provided evidence of effective assessment methods for 2 different categories of assessment (formative and summative*) and showing how it helped improve student performance according to a rubric for formative assessment.</p>	<p>Less than 3 different types of assessment methods (i.e. essay, quiz, exams, etc.) or No evidence provided on assessment showing student learning and meeting course learning outcomes</p>
Points			

⁴ In case of common exams, the percentages will be changed as follows: (1) integration of active learning strategies, use of technology and effective student engagement in the course (60%), and (2) assessment methods to enhance student learning in the course (20%).

⁵ *idem*

SECTION C
Cumulative Student Feedback from the Student Course Questionnaires

20%	The cumulative student feedback rating achieved by the faculty member.			
Scores	85.0% or Higher 3.0 – 4.0 points	75.0 - 84.9% 2.0 -2.9 points	(67.0 -74.9 %) 1.0- 1.9 points	Below 67.0% 0 points
Points				

10. Research, Scholarly and Creative Activities

The weighting for this component shall be in the range of 10 to 70 percent of the overall faculty performance, depending on the faculty work plan and activity for the evaluation period. The following performance categories and rating guidelines are used to evaluate this component:

- Publications
- Research Funding
- Other research, scholarly and creative activities

The evaluation rubric uses rating points to enable relative weights for 3 major categories of research productivity indicators (publications, research funding, and other research, scholarly and creative activities) based on the quality and quantity of the reported research activities (Table 4). The total score for research and scholarship can be cumulated using a combination of any or all of the above 3 major categories to indicate the level of achievement of the faculty member under the overall “Research, Scholarly, and Creative Activities” component. The University reputation rests on the output of refereed publications and especially on those with a demonstrable high impact and/or international recognition as top tier publication in the field. In consequence, the **highest weight of the evaluation shall be given to publications.**

Example of calculation of scores are provided in Appendix 2.

(A) Publications:

Publications are used to evaluate the research achievements of faculty members and are considered an important metric for the academic standing of the faculty member and the University. Furthermore, publications are required for promotion to higher academic ranks. Eligible publications for evaluation are those published during the evaluation period (previous Spring and Fall semesters). More credit shall be given to publications within the discipline’s top tier based on the prioritization of publication types as defined by the department/program (Appendices 2 and 3). *To encourage high quality scholarship, the top tier publications shall be granted full credit in two successive evaluation periods.*

A *suggested* approach to uniform ranking of publications across colleges is provided in Appendix 3.

(B) Research Funding:

Securing funding for one’s research ideas is an indication of scholarly achievement and status among peers. The university encourages faculty members to write and submit competitive research proposals for funding sources. Guidelines on calculation of score for this category based on the type of grant, the role assumed by the faculty, and the number of funded projects (Table 4).

(C) Other research, scholarly and creative activities:

QU recognizes that research productivity of faculty members can manifest in forms other than publications and grants such as research excellence awards received by faculty members, intellectual property, grant writing activities, co-supervision of student research, creative work, other types of scholarly work, and faculty mentorship (Table 4; Appendix 4).

Table 4: Performance Indicators and Rubric for Research, Scholarly and Creative Activities

Performance indicators for each category and scoring ranges			
Category	(3.0 - 4.0 Points)	(2.0 - 2.9 Points)	(1.9 Points and below)
Publications <i>-Rated based on quality and quantity</i> <i>-Carry the most weight</i>	Papers published in indexed journal with Impact factor or top tier international journal in the discipline	Paper published in peer-reviewed journal but without impact factor or in second tier journal in the profession.	Publications in non-peer reviewed outlets
	Refereed book by top publisher in the field	Refereed book	
	Peer-reviewed full paper published in reputable conference proceedings	Peer-reviewed full paper published in conference proceedings	
	Peer-reviewed book chapter by top publisher in the field	Peer-reviewed book chapter	
	Peer-reviewed publication in recognized international medium in the discipline	Peer-reviewed publication in recognized regional medium in the discipline	
Research Funding	Lead Principal Investigator (LPI) in external competitive grants received during the evaluation year (e.g., NPRP)	Co-PI in external competitive grants received during the evaluation year (e.g. NPRP) OR Contracts received during evaluation year	No evidence
Other research, scholarly and creative activities	Research excellence award received or patent filed	Patent disclosure submitted	No evidence
	Substantial engagement in research activities such as - Managing externally-funded grant beyond first year, - Engagement in external competitive proposals written and submitted during the evaluation year but not funded and/or - Non credited supervision of student research activities	Engagement in external competitive proposals written and submitted during the evaluation year but not funded, and/or co-supervision of student projects at the Master level	Co-supervision of student capstone/ graduation projects at the Undergraduate level
	Internationally recognized/ impact bearing creative work other than publications (as applicable in the field and with evidence of such a work)	Regionally recognized/ impact bearing creative work other than publications (as applicable in the field and with evidence of such a work)	Internally recognized/ impact bearing creative work other than publications (as applicable in the field and with evidence of such a work)
	Demonstrable evidence of high quality scholarly work (e.g. single /co-authored book under contract) that is ongoing but not yet published	Demonstrable evidence of scholarly work (e.g. an edited book under contract) that is ongoing but not yet published	Self-published work

11. Service

Faculty members are expected to employ their knowledge, expertise, and professional skills to benefit the University, the students, the discipline or profession, and the community at large in a manner consistent with the University mission. Preferably, service activities should be linked to the domain of expertise of the faculty member and fall in one of the following categories:

- Service to the University,
- Service to the profession and discipline,
- Service to the community at large.

The faculty member agrees with the Head of department on the type, scope and weight of the service activities that the faculty member should focus on during the period of evaluation. The weighting for this component shall be in the range of 10% to 20% of the overall faculty performance evaluation. Examples of service activities are provided in the subsequent parts of this section.

(A) Service to the University

QU faculty members are expected to contribute to the University efficiency and effectiveness. The following are examples of service to the University:

- Effective and constructive involvement in various department/college/university committees;
- Active participation in developing the field of specialization in the university (i.e., program development, active participation in launching a new program, etc.);
- Active participation in program assessment, evaluation, and continuous improvement efforts;
- Development of new university initiatives and/or bringing such initiatives to fruition;
- Leading the effort or contributing as a member of a task force to address issues facing the University or its community;
- Representing the University in public media forums;
- Contributing to student welfare through engagement in supporting extracurricular student activities, participating in student-faculty committees, or serving as advisor to student organizations.

(B) Service to the Profession

Faculty members are expected to be involved in service to the profession and discipline. The following are examples:

- Holding affiliations with professional associations in one's field of expertise
- Contributions of time and expertise to serve external professional organizations and societies
- Serving as an appointed or elected officer of an academic or professional association;
- Serving in areas of professional competence as a chair, an organizer or a program committee member for conferences, panel sessions, workshops, or meetings;
- Participating in external professional visits as an external program reviewer, competition judge, or accreditation organization representative;
- Serving as the editor or a member of editorial board of professional journals;
- Refereeing manuscripts submitted to journals or grant proposals submitted to competitive funding organizations.

(C) Service to the Community

QU faculty members are expected to be effectively involved in voluntary and non-compensated activities. The following are examples:

- Collaborative endeavors with schools, government agencies, and/or the industry;
- Consulting with private and public organizations;
- Making research outcomes understandable and useable by the public, or by policy makers;
- Having a media communication in popular and non-academic media including newsletters, newspapers, radio, and television on issues of general interest to the public;
- Offering presentations, workshops, short courses for the industry, the government, or the public;
- Evaluating programs or policies for external agencies;
- Recruiting or informational visits to schools;
- Serving as a member of a board.

11.2. Performance Indicators and Rubric for Service

The faculty service is evaluated through documented service accomplishments and is based on the significance and impact of the activities as well as on the role played by the faculty in providing this service accomplishment.

It is the responsibility of the faculty member to provide all the necessary evidences that support his service activities. The HoD evaluates these activities based on a holistic appreciation of the faculty member overall effectiveness, ethics, collegiality, impact and proactivity. The score must be in the range of 0 to 4 (Table 5).

Table 5: Performance Indicators and Rubric for Service

This is an overall score for service activities in at least one of the three evaluation categories: Service to the University, service to the profession and discipline, and service to the community at large.			
Scores	(3.0-4.0 Points)	(2.0-2.90 Points)	(1.9 Points and below)
Points			
HoD justification referring to evidence			

12. Continuous Faculty Development

This component counts for 5-10% of the full evaluation. It contains two sections: (1) faculty member development in teaching, research, and/or community service, and (2) a final mandatory reflection paper on teaching, research, service and continuous development.

(A) Faculty development in teaching, research, and/or community service (5-10%):

Qatar University stresses continuous professional development for all faculty members. In this regard, faculty members shall be involved in different types of training programs each one according to his/her needs for a continuous improvement that can serve the college/university.

Faculty development is evaluated through documented training and is based on the significance of the activities and their impact. The faculty member should agree with the HoD on a set of professional development activities such as those listed in Table 6. It is the responsibility of the faculty member to provide all the necessary evidence that support his continuous development. The HoD evaluates these activities based on a holistic appreciation of the faculty member's overall effectiveness, collegiality, impact and pro-activity. The score should be in the range of 0 to 4 (Table 6.)

Table 6: Performance Indicators and Rubric for Continuous Faculty Development

Indicators on Submitted Activity			
Scores	(3:0 - 4.0 Points)	(2.0 - 2.9 Points)	(1.9 Points and below)
Examples of PD activities	Evidence of <ul style="list-style-type: none"> attending workshops on active learning and assessment as explained in the reflection paper and action plan for improvement participating in follow-up sessions implementing new knowledge and/ or skills gained (i.e. presenting in front of participants how implementation took place and what was the added value in class, how it enhanced students learning, and inviting peer(s) for class observation) . 		
	Evidence of registering for online training programs, participating in these programs, their follow-up sessions and the results received		
	Evidence of using different technology means to enhance teaching, assessment and research after taking workshops / training programs		
	Evidence of participating in training programs on research including follow-up sessions (on student engagement in research, grant writing, research techniques, etc.),		
	Evidence of attending 3 or more seminars on service-related issues (e.g., program assessment, program continuous improvement, accreditation, etc.)		
Points			
HoD justification referring to evidence			

(B) Reflection Paper on teaching, research, service and faculty development:

The reflection paper is mandatory. It indicates how the faculty member sees his/her performance improving in teaching, research and service and how his /her students’ performance improved during the evaluation period. The reflection paper includes also an “action plan” for enhancement, taking into consideration the types of professional development and training needed in the three areas mentioned above. It also anticipates the weighting of time to be devoted to each of the mentioned areas for the next evaluation period. Elements that help in writing the reflection paper can be found in Table 7.

Failure to submit the Reflection Paper section will result in a *nil* score for the Continuous Faculty Development component.

Table 7.: Performance Indicators for the Reflection Paper

Mandatory	This section indicates the level to which the portfolio provides in-depth reflections and constructive suggestions for continuous improvement.
	<ul style="list-style-type: none">• Evaluates one’s own work referring to course and student learning outcomes based on student achievement and what needs improvement in the teaching and learning process• Links the reflection to the teaching philosophy and methods implemented;• Creatively adapts research on teaching and learning with evidence indicating the impact on the achievement of the course outcomes;• Explain and demonstrate the benefit of training programs attended, how these are related to the department objectives, how these helped improve the teaching/learning process and engaged students to maximize learning;• Develops a well-articulated action plan that shows clear steps for improving students’ learning, research and service.

APPENDICES

APPENDIX 1



استبيان خاص بمقرر دراسي / Student Course Questionnaire

عزيزي الطالب/ عزيزتي الطالبة،

إجاباتك الدقيقة على أسئلة هذا الاستبيان ستساعد جامعة قطر و أعضاء هيئة التدريس على تحسين العمل والأداء علما أن البيانات ستعامل بسرية تامة. لإتمام الإجابة على أسئلة الاستبيان، يجب اختيار إجابة واحدة فقط لكل سؤال.

Dear Student,

Your thoughtful responses to this questionnaire will be helpful to Qatar University and its faculty to continuously improve the quality of the learning experiences offered to students. **Your anonymity will be respected.** Please choose one response per statement.

1. Did you take this course as part of your مقرر 1		سجلت المقرر لأنه	
Required course in my Major	<input type="checkbox"/> إجباري في تخصصي	Minor	<input type="checkbox"/> تخصص فرعي
Elective course in my Major	<input type="checkbox"/> اختياري في تخصصي	Free electives	<input type="checkbox"/> اختياري حر
Core Curriculum Program	<input type="checkbox"/> متطلب عام	Others:	<input type="checkbox"/> غير ذلك:
2. Please indicate your current GPA		2 . المعدل التراكمي	
Below 2	<input type="checkbox"/> أقل من 2	Between 3 - 3.49	<input type="checkbox"/> بين 3 - 3.49
Between 2 - 2.49	<input type="checkbox"/> بين 2 - 2.49	3.5 or above	<input type="checkbox"/> 3.5 أو أكثر
Between 2.5 - 2.99	<input type="checkbox"/> بين 2.5 - 2.99	This is my 1 st semester: Not Applicable <input type="checkbox"/>	
		<input type="checkbox"/> لا ينطبق: هذا أول فصل لي في الجامعة	
3. Please indicate the number of Credit Hours you have completed		3. عدد الساعات المعتمدة التي أتممتها	
Less than 30 CH	<input type="checkbox"/> أقل من 30 ساعة	Between 60 - 90 CH	<input type="checkbox"/> بين 60 - 90 ساعة
Between 30 - 59 CH	<input type="checkbox"/> بين 30 - 59 ساعة	More than 90 CH	<input type="checkbox"/> أكثر من 90 ساعة
4. Please indicate your expected grade in this course		4. الدرجة التي أتوقع الحصول عليها في هذا المقرر	
A	<input type="checkbox"/> 90% أو أكثر	D or D+	<input type="checkbox"/> بين 70% - 60%
B or B+	<input type="checkbox"/> بين 90% - 80%	Fail	<input type="checkbox"/> أقل من 60%
C or C+	<input type="checkbox"/> بين 80% - 70%		
5. Please indicate your nationality: 5		6. Please indicate your gender 6. النوع	
Qatari <input type="checkbox"/> قطري		Male <input type="checkbox"/> ذكر	
Non-Qatari <input type="checkbox"/> غير قطري		Female <input type="checkbox"/> أنثى	

Please rate the extent to which you agree with the following statements by ticking the corresponding box:

	Strongly agree أوافق بشدة	Agree أوافق	Disagree لا أوافق	Strongly disagree لا أوافق نهائياً	No response لا جواب
I. Preparation and Organization 1. التحضير والتنظيم					
1. Course materials were well prepared covering topics listed in the syllabus أعدت مواد المقرر (المذكرات، ... إلخ) بطريقة جيدة ساعدت على تغطية محتواه.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It was clear how course topics fitted into the course as a whole ظهر بوضوح مدى علاقة وارتباط كل موضوع مع محتوى المقرر في مجمله.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Course lectures were well structured and planned كانت محاضرات المقرر منظمة ومخطط لها بشكل جيد.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Clarity and Understandability 2. الوضوح وقابلية الفهم					
1. I clearly understood the learning outcomes expected from this course فهمت، بشكل واضح، مخرجات التعلم المتوقعة من هذا المقرر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class attendance was beneficial to my understanding of the course topics حضور المحاضرات ساعدني على فهم محتوى المقرر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Course topics and material were clearly explained during class كان شرح مادة المقرر واضحاً	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
III. Stimulation of Interest 3. إثارة الاهتمام					
1. Course content delivery and teaching methods generated my enthusiasm for learning the subject matter أثارت طريقة التدريس حماسي نحو موضوعات المقرر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I learned important things in this course تعلمت مفاهيم مهمة في هذا المقرر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My interest in the subject matter has increased after taking this course دراسة هذا المقرر زاد اهتمامي بموضوعات المقرر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IV. Assessment and Feedback 4. التقييم والملاحظات					
1. Examinations and assignments covered the main topics of the course شملت الاختبارات و الواجبات الموضوعات الرئيسية لمحتوى المقرر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Feedback/comments received on graded material was useful and valuable
 حصلت على ملاحظات قيمة ومفيدة في الاختبارات و الواجبات المصححة

3. Evaluation criteria used in assessing student work were clear
 اتسمت معايير تقييم أعمال بالوضوح

4. Exams/assignments required thinking and/or analysis beyond memorization
 تتطلب الاختبارات/الواجبات التفكير أو التحليل

V. Instructional Methods and Use of Technology 5. طرق التدريس واستخدام التكنولوجيا في التعليم

1. A variety of activities were used in class to engage students and promote learning
 استعملت أنشطة متنوعة في الصف بهدف إشراك الطلبة في العملية التعليمية

2. My understanding was aided by practical examples and illustrations given in class
 ساعدت الأمثلة التطبيقية والتوضيحات الواردة في المقرر على فهمي للموضوع

3. Students were encouraged to do some independent study or to explore different viewpoints
 شجع المقرر الطلبة على القيام بدراسات حرة أو عرض وجهات نظر مختلفة

4. Educational technology was used effectively to promote learning
 استخدمت التكنولوجيا في التعليم بطريقة فعالة لتعزيز تعلم الطلبة

Strongly agree Agree Disagree Strongly disagree No response
 أوافق بشدة أوافق لا أوافق لا أوافق نهائياً لا جواب

VI. Faculty/Student Interaction 6. التفاعل بين الطالب وأستاذ المقرر

1. Instructor showed real interest in students and their learning
 أظهر أستاذ المقرر حرصاً واهتماماً حقيقياً بالطلبة وبتعلمهم

2. I was encouraged to interact with the instructor outside class (office hours, email, etc.)
 شجع أستاذ المقرر على التفاعل بينه وبين الطلبة خارج الصف (الساعات المكتبية، إلخ)

3. I was encouraged to participate in discussion, debate or other class learning activities
 شجعني أستاذ المقرر على المشاركة في النقاشات، المناظرات وغيرها من الأنشطة التعليمية الصفية

Optional Questions

1. Which aspects of this course or instructor were most valuable to your learning?

1. ما هي أفضل سمات هذا المقرر أو الأستاذ؟

2. What changes would you suggest to improve the course?

2. ما هي التغييرات التي تقترحها لتطوير هذا المقرر؟

3. Please feel free to make any other comments

3. يرجى منك، تقديم أية ملاحظات أخرى

Thank You

APPENDIX 2

Sample of Score Calculation

The criteria for scoring components are based on the rubrics provided in Sections 9,10,11 and 12. The overall evaluation score is a number between 0 and 4. In case of decimals, the number is rounded up to the nearest 10th.

The overall table of the weighting will be as following:

COMPONENT	WEIGHT (%) ⁶
Teaching And Learning	10 - 70
Research, Scholarly and Creative Activities	10 - 70
University, Professional, and Community Service	10 - 20
Continuous Faculty Development	5 - 10

The overall faculty performance evaluation score will be calculated using below formula:
The total of the (Percentage of the Weight) x (Score for each component)

Example:

COMPONENT	WEIGHT ALLOCATED (%)	SCORE
Teaching And Learning	40 %	3.5
Research, Scholarly and Creative Activities	30 %	3.0
University and Community Service	20 %	3.2
Continuous Faculty Development	10 %	2.8

Calculation :

$$(3.5 \times 40\%) + (3.0 \times 30\%) + (3.2 \times 20\%) + (2.8 \times 10\%) = 3.2 \text{ out of } 4.0$$

The faculty member meets expectations.

Example calculation for the Teaching & Learning Component

SECTION	WEIGHT (%)	SCORE
A. Course portfolio	0 %	NA
B. Teaching, Creativity, and Assessment indicators on Submitted Course.		
Part 1	50 %	3.3
Part 2	30 %	3.2
C. Student Feedback from the Course Questionnaires	20 %	2.4

Calculation :

$$\begin{aligned} \text{Overall score} &= (3.3 \times 50\%) + (3.2 \times 30\%) + (2.4 \times 20\%) \\ &= 1.65 + 0.96 + 0.48 \\ &= 3.1 \text{ out of } 4.0 \end{aligned}$$

⁶ As indicated previously, different weights can be assigned to faculty members who have special assignments (p.7).

Example calculation for the Research Component

COMPONENT	WEIGHT ALLOCATED (%) ⁷	SCORE
Publications	60 %	2.7
Research Funding	0 %	-
Other Scholarly And Creative Activities	40 %	3.5
TOTAL/Score	100%	3.0

Calculation : $2.7 \times 60\% + 3.5 \times 40\% = 3.0$ out of 4.0

⁷ This a hypothetical case where a faculty member has no research grants and has maximized the category “Other Research Activities.” Other cases may include maximizing score based on the two categories of publications and grants or three categories of publications, grants, and other research activities.

APPENDIX 3

Suggested Approach to Uniform Evaluation on Publications

Research Activity	Top Tier (based on quality and rigor of peer-review as known in the discipline)	Ranking ⁸	Second Tier (based on quality and rigor of peer-review as known in the discipline)	Ranking ⁹
Publications	Paper in indexed journal with Impact Factor or top tier international journal in the field		Paper in peer-reviewed journal but without impact factor	
	Refereed book by top publisher		Refereed book	
	Peer-reviewed full paper in conf. proceedings		Peer-reviewed abstract in conf. proceedings	
	Peer-reviewed book chapter by top publisher		Peer-reviewed abstract in conf. proceedings	
	Refereed edited book by top publisher in field		Edited book	
	Peer-reviewed book chapter by top publisher in field		Book chapter	
	Peer-reviewed publication in recognized international medium in the discipline		publication in recognized international medium in the discipline	

This ranking of publication type shall be completed at the beginning of the academic year and shared with faculty as a guide. For instance, a book may be the top ranked type of publication for social sciences but not for Engineering. A paper with high impact factor may be the top ranked type of publication for Sciences but not necessarily for humanities where a book or book chapter is more valued.

Rating Guidelines:

Faculty who publish in a top tier and a highly ranked type of publication as customary in the field must be given the highest evaluation in the research category.

The lowest rating under the sub-category “Publications” shall be given to those publishing in second tier and low ranked type of publications.

Other scores are left to the discretion of the Head of Department who shall take into account the quality (Table above) and quantity of publications when assigning the rating for this category.

⁸ Ranking: Order within each tier is discipline-specific but shall be agreed on within each academic department/program prior to evaluation and used for all faculties within the academic unit.

⁹ *idem*

APPENDIX 4

Examples of Indicators of Other Research Productivity

QU recognizes that research productivity of faculty members can manifest in forms other than publications and grants such as research excellence awards received by faculty members, patents, grant writing activities, co-supervision of student research, creative work, and faculty mentorship.

- ***Research excellence award received or patent filed/awarded***

This is a straightforward metric for a faculty member who received a research excellence or honorary award in his/her field of research from the university or other recognized professional organizations, or a faculty who filed a patent during the evaluation period. This subcategory was introduced to account for these types of distinction. However, receiving awards or patents is not required.

- ***Substantial engagement in research activities (examples of these are given below)***

- a. *External Competitive Proposals written and submitted but unfunded*

The university acknowledges the significance of the time and effort required to write and submit competitive research proposals to funding agencies. This sub-category was introduced to account for and reward this effort which is key to securing research funding.

- b. *Managing externally-funded grant beyond first year*

Research management and coordination of ongoing project take a significant amount of time and effort and, therefore, should be recognized as a research activity. Faculty who receive large externally funded projects will be rewarded the first year for the grant under the category “research funding”. In subsequent years, their management and coordination effort will be recognized under “Substantial engagement in research activities.” Scoring of the latter is at the discretion of the department head who can judge this category.

- c. *Service as co-advisor of student research*

While the main advisor for student research gets time compensation through counting of thesis/project credit hours, the co-advisor misses out on this compensation, despite the significant efforts he/she contributes toward student advising. This sub-category was introduced to address this lack of credit for research-related effort.

- d. *Creative work other than publications (as applicable and expected in the field)*

Some fields recognize specific types of creative work as major research and scholarly activities much like standard publications. While seeking uniformity of research evaluation, QU opted to provide this category to account for efforts by faculty in disciplines for which such creative activities are expected and common. This category applies only to those fields where creative scholarly work is expected and considered in academic evaluation.