



Faculty Performance Review and Development System Guidelines

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Table of Contents

| | |
|---|-----------|
| FACULTY PERFORMANCE REVIEW AND DEVELOPMENT SYSTEM..... | 1 |
| GUIDELINES | 1 |
| 1. INTRODUCTION..... | 4 |
| 2. DEFINITIONS AND ACRONYMS..... | 4 |
| 3. RESPONSIBILITIES | 6 |
| 3.1. Responsibilities of the Faculty Member | 6 |
| 3.2. Responsibilities of the Head of Department (HoD)/Director of Research Center..... | 7 |
| 3.3. Responsibilities of the Dean (Research Planning and Development for the Research Centers under Vice President for Research and Graduate Studies) | 7 |
| 3.4. Responsibilities at the VPAA level | 8 |
| 4. CONFIDENTIALITY OF DATA AND RESULTS..... | 8 |
| 5. FPRDS POLICY GUIDELINES | 8 |
| 5.1. Who is evaluated? | 8 |
| 5.2. General Guidelines..... | 9 |
| 5.3. Student Course Questionnaire Policy & Procedures | 10 |
| 6. PROCEDURE AND TIMELINE | 11 |
| 7. APPEAL PROCESS | 12 |
| 8. EVALUATION CRITERIA | 12 |
| 9. TEACHING AND LEARNING..... | 15 |
| 10. RESEARCH AND INNOVATION..... | 18 |
| 11. PROFESSIONALISM AND SERVICE | 21 |

TABLES

Table 1. Appraisal timeline 12

Table 2. Overall weighting of the components of the FPRDS 13

Table 3. Performance Indicators and Rubric for Teaching and Learning17

Table 4. Performance Indicators and Rubric for Research and Innovation20

Table 5. Performance Indicators and Rubric for Professionalism and Service23

FIGURE

FIGURE 1. FPRDS Flowchart 14

APPENDICES

Appendix 1. Student Course Questionnaire25

Appendix 2. Sample of Score Calculation.....29

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 three components:

- Teaching and Learning;
- Research and Innovation; and,
- Professionalism and Services.

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)/Directors of Research Centers 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

Mandatory Teaching Portfolio: Teaching portfolio should **not exceed 10 pages** and shall include:

- Challenges faced in teaching courses during the evaluation period;
- Improvements made to courses taught during the evaluation period;
- Analysis of students' grades for courses taught during the evaluation period;
- Suggestions for future improvements.

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 January of each year. This will enable the Head of Department (HoD)/Director of Research Center 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.

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

Faculty members: Include all faculty ranks (professor, associate professor, assistant professor, lecturer, and teaching assistants - on regular track, research track, and clinical track), academic advisors, library specialists, student support specialists, and the like.

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.

Research Track Faculty: Include Research Professors, Research Associate Professors, Research Assistant Professors, Research Associates, Senior Research Assistants, and Research Assistants.

Clinical Track Faculty: Include Clinical Professors, Clinical Associate Professors, Clinical Assistant Professors, Clinical Lecturers, and Clinical Teaching Assistants.

QU: Qatar University

VPAA: Vice President for Academic Affairs.

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. **All colleges are expected to develop its own criteria and priorities in all three areas of evaluation, and have them approved by VPAA.** 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/Director of Research Center, including teaching portfolio with emphasis on quality evidence rather than volume of pages. It is recommended that teaching portfolio should **not exceed 10 pages** and includes challenges faced in teaching courses, improvements made to the courses taught, suggestions for future improvements, and analysis of student grades; publications, conference papers, as well as other supporting documents;
- Submit all required documents and supporting evidence 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/Director of Research Center preliminary evaluation and notify him/her of any area of concern;
- Meet with the HoD/Director of Research Center 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 (assistant professors and lecturers).
- New faculty members joining QU will receive a copy (soft or hard) of the FPRDS as part of the Academic Orientation event offered by the VPAA office, and will be provided opportunities to participate in workshops on FPRDS, technology, active learning strategies, and other subjects.
- All faculty members shall agree with the HoD/Director of Research Center on the weighting for each component of the FPRDS in their action plan submitted during the previous evaluation period or during the first month after joining the department for the new faculty members; this agreement may be changed only in exceptional cases for unforeseen reasons.

3.2. Responsibilities of the Head of Department (HoD)/Director of Research Center

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

In line with the above, the HoD/Director of Research Center will

- Ensure that all faculty members have received the FPRDS materials, including any department or college level supplements, 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 three categories by specific reference to the criteria and rubrics defined prior to the evaluation process;
- 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/Director 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/Director and the faculty member, the action plan may be revised in response to extra-ordinary circumstances occurring during the new cycle of evaluation.

3.3. Responsibilities of the Dean (Research Planning and Development for the Research Centers under Vice President for Research and Graduate Studies)

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/Directors;

- 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 VPAA office;
- In the cases of research centers under VPRGS, the reports will be submitted to VPRGS who will review, approve, and submit to VPAA.
- In exceptional circumstances, when the Dean suspects an issue of fairness or inconsistency, he/she may request reconsideration by the HoD/Director or appoint a committee to review the evaluation(s).

3.4. Responsibilities at the VPAA level

- Ensure that new faculty members will receive these materials to familiarize themselves with the content prior to 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 (as specified in Section 2, Definitions and Acronyms).

The HoD shall evaluate all faculty members (including new faculty members) who are appointed as regular faculty during the evaluation period, including faculty members who have been on approved leave for a portion (or the whole) 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.

Faculty members on approved leave (sabbatical, unpaid, sick, Fulbright, secondment, ...) for all or most of the evaluation period will receive “Meet expectations” during the period of leave.

Faculty members on scholarship (studying master or Ph.D.) will be evaluated by HoD. They will receive “Meet expectations” as long as they are making satisfactory progression toward completing their degrees.

Students’ questionnaire results will be used in an aggregated form with a minimum number of 15 students.

5.2. General Guidelines

- The VPAA has the ultimate administrative responsibility for FPRDS policies, procedures and criteria, which will be reviewed periodically by the office of the VPAA;
- Colleges/research centers are expected to supplement the FPRDS to meet its specific environment and requirements, provided that such customization is approved by the VPAA. Faculty members must be made aware of such changes before the beginning of the evaluation cycle;
- The HoD/Director may form a department/center committee to provide advice in assessing any activities or domains included in the evaluation process;
- Performance expectations should be higher for senior faculty (associate and full professor) than for junior faculty (assistant professors and lecturers).
- Results of all student course 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 receive “Meet Expectations” will receive uniformly annual increment as per QU regulations and budget.
- Faculty members who receive “Meet Expectations” will automatically receive (unless the faculty request otherwise) the same evaluation the following year with the condition that the faculty must update his/her activities for that year using the evaluation system (currently Digital Measures).
- Faculty members who successfully pass their probation (during the first year) shall receive “Meet expectations”.
- Faculty failing to submit needed documents for performance evaluation will automatically receive “below expectations” score in their annual performance evaluation.

- Faculty members who receive “Below Expectation” will be required to develop a clear action plan to improve their performance. The action plan shall be approved by HoD and college dean.
- Faculty members who wish to contest an evaluation by the direct supervisor may submit a written appeal request to the next level of supervisor.
- Faculty members must use QU affiliation with all their publications used for performance evaluation once they join QU (Based on Authorship Policy).

5.3. Student Course Questionnaire Policy & Procedures

- 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 annual evaluation.
- 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 four weeks prior to the end of classes for the semester;
 3. The student opinion collection process should be closed before the final exams start;
 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 or as applicable to the college specifications.
 5. Developing the survey and administering it are the responsibility of the office of the VPAA;
 - 5.1. The office will notify students when the survey will begin and end, and remind students who have not yet completed the questionnaire to complete the survey prior to 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 VPAA 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;
 7. Heads of Department are expected to take the results into explicit account in their annual performance reviews of individual faculty member;

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.

8. Department heads are expected to include the summary of results for discussion in a departmental 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 consecutive 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/Director all required materials relating to teaching, research, service and faculty continuous development;
2. Four weeks before the spring mid-semester break, the HoD/Director 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/Director should have posted online the preliminary performance appraisal reports for individual faculty member;
4. After posting the preliminary reports, the HoD/Director 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/Director submits the final appraisal reports to the Dean for endorsement;
6. A faculty member may appeal the evaluation of the HoD/Director 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;
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/Directors 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/Directors posts online the preliminary performance appraisal reports | Beginning of the classes of spring Semester. | Three weeks before the spring mid-semester break |
| HoD/Directors shall meet with faculty members and discuss their performance evaluation | After posting the preliminary reports online | Before the spring mid-semester break |
| HoD/Directors 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/Director 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

- Faculty may appeal their performance evaluation by submitting an official appeal letter to the next level of supervisor (i.e. faculty in a department will appeal his evaluation to the college dean; HoD/Director will appeal his evaluation to the VPAA). In the case of research centers under VPRGS, the appeal will be to the VPRGS.
- The appeal shall be submitted in writing within five working days after the spring mid-semester break and must include the reasons and justifications for the appeal.
- The Dean (next level of supervisory) 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 three components of the FPRDS and weight ranges applicable to faculty members: Teaching & Learning (20-80%), Research and Innovation (20-80%); and Professionalism and Service (10-20%), as shown in Table 2. Each college may set their own weights (or weight ranges) for the three categories as long as it is within these ranges.

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 (%) |
|-----------------------------|------------|
| Teaching and Learning | 20 – 70* |
| Research and Innovation | 20 – 70* |
| Professionalism and Service | 10 - 20 |

* Except for Research track faculty, lecturers, teaching assistants and teaching track faculty members

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 (or significant contribution to) 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 80%.

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

| QUALITATIVE EVALUATION | SCORE |
|---------------------------|-----------------|
| Exceptional | Defined below * |
| Meet Expectations | 0.7 or higher |
| Below Expectations | Less than 0.7 |

* Each college may choose **up to 5%** of its faculty and evaluate them as “Exceptional”. In doing so, colleges shall consider the following:

- a. Colleges will chose the best performers (based on qualitative evaluation score) or other criteria in line with colleges’ own priorities;
- b. Academic administrators should be excluded from this 5% faculty consideration/competition;
- c. Dean may recommend 1 out of every 5 academic administrators to receive the “Exceptional” score, based on some qualitative evaluation or justification.

Faculty and/or administrators who receive “Exceptional” evaluation will be rewarded with an annual bonus.

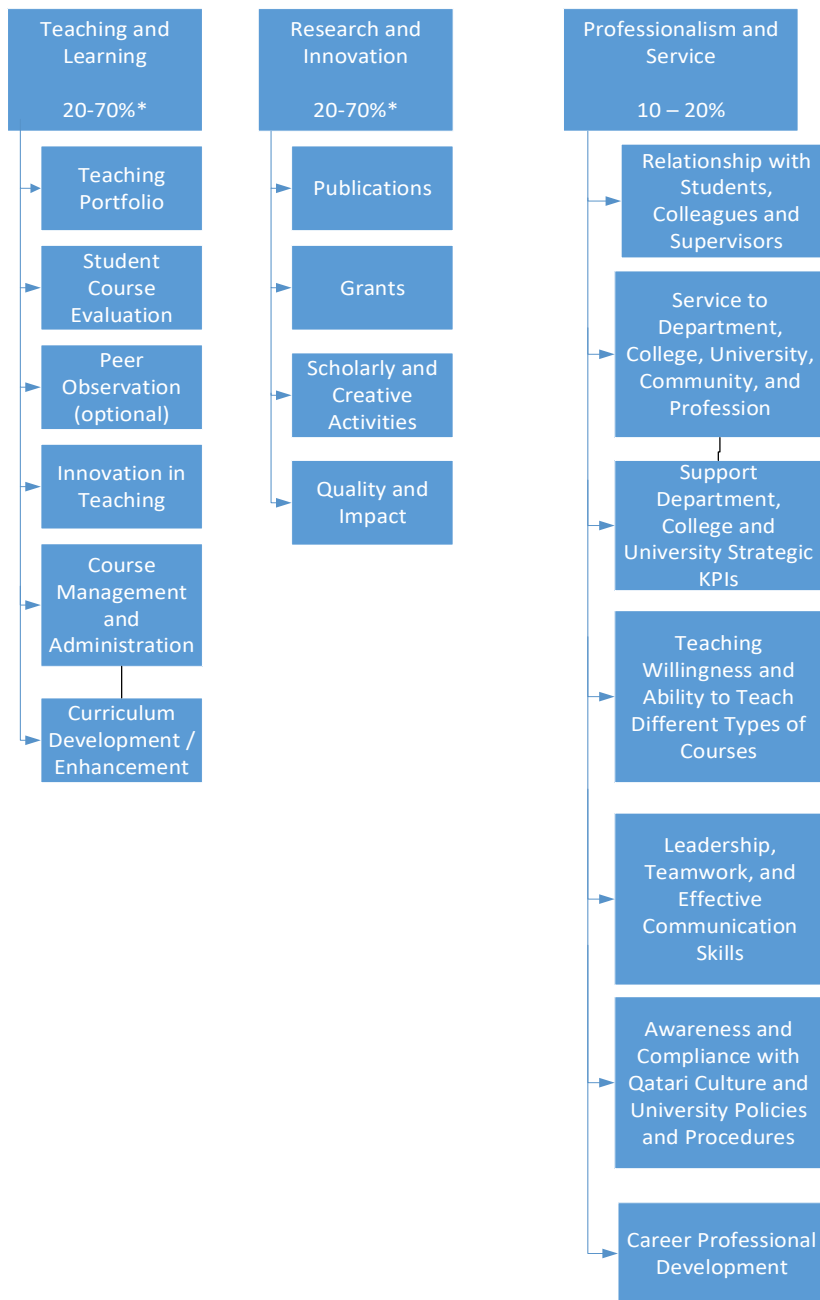


Figure 1. FPRDS flowchart

* Except for Research track faculty, lecturers, teaching assistants and teaching track faculty members

9. Teaching and Learning

Faculty members' teaching and learning weighting shall be guided by the number and quality of courses taught over the academic year, and it is recommended that these weights be as follow (based on QU employment categories):

1. Research track faculty - 15% to 35%
2. Clinical track faculty - 40% to 60%
3. Regular track faculty - 40% to 60%
4. Regular track faculty (Teaching Emphasis) – 60% to 80%
5. Lecturers – 60% to 80%
6. Teaching Assistants – 60% to 80%

The teaching and learning rubric contains six sections (Table 3):

- A. Teaching Portfolio;
- B. Feedback on the student course questionnaire (course evaluation);
- C. Peer observation / evaluation, (optional);
- D. Innovation in teaching and utilizing excellence themes in teaching;
- E. Course management and administration; and,
- F. Curriculum Development / Enhancement.

(A) The Teaching portfolio: Maximum 10 pages. Should include:

- Improvements made to the course taught during evaluation period;
- Challenges faced in teaching the course during evaluation period;
- Suggestions for future improvements;
- Analysis of student grades.

(B) Feedback on the student course questionnaire:

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

(C) Peer observations (Optional):

- This is an optional score based on the class visitation of CETL, if requested by college/department/center.

(D) Innovation in teaching and utilization of excellence themes in teaching:

- This section is composed of key indicators that contain evidence of
 - Utilization of excellence themes in teaching:
 - Learner centric;
 - Experiential;
 - Research-informed;
 - Entrepreneurial; and,

- Digitally-enriched.
- ⊖ Use of several teaching methods that ensure the effective participation/interaction of students in the educational process and the achievement of the course learning outcomes.

(E) Course management and administration:

- This section includes:
 - Evidence of reviewing course evaluations from previous semesters and incorporating the feedback into the current courses;
 - Covering the contents of the courses and using appropriate assessment tools (at least three different types of assessment);
 - Managing and coordinating the course in a professional manner;
 - Selecting appropriate and up-to date resource materials to students;
 - Providing clear information and expectations in course syllabi to prevent misunderstandings between faculty and his/her students.

(F) Curriculum development / enhancement:

- This section requires evidence of curriculum development / enhancement such as developing a new course, new concentration / minor / major or substantive changes to a course or courses.

Table 3. Performance Indicators and Rubric for Teaching and Learning

| # | Teaching/Learning Effectiveness | Meet Expectations (1) | Below Expectations (0) | Weight |
|---|--|---|--|------------------------------|
| 1 | <p>Teaching Portfolio: Maximum 10 pages. Should include:</p> <ul style="list-style-type: none"> Challenges faced in teaching these courses Improvements and actions made to the courses taught Suggestions for future improvements Analysis of student grades (including w). | Submission of completed portfolio addressing all components satisfactorily | <p>Failure to submit teaching portfolio</p> <p>Poor quality of teaching portfolio</p> <p>Lack of elements of the portfolio</p> | |
| 2 | Feedback on the student course questionnaire (course evaluation) | An average score of 2.8 (70%) or higher out of 4.0 | Less than 2.8 out of 4.0 | |
| 3 | Peer observation / evaluation (optional) | Satisfactory observation by peers | Non-satisfactory observation by peers | If not applicable, insert NA |
| 4 | Innovation in teaching and utilizing excellence themes in teaching | <p>Evidence of utilization of excellence in teaching (learner centric, experiential, research-informed, entrepreneurial, and digitally-enriched)</p> <p>Use of several teaching methods that ensure the effective participation of students in the educational process and the achievement of the course learning outcomes.</p> | <p>No evidence or poor evidence is provided</p> <p>No evidence or poor evidence is provided</p> | |
| 5 | Course management and administration | Evidence of effective course management and administration | No evidence of effective course management and administration | |
| 6 | Curriculum Development / Enhancement | Evidence of curriculum development / enhancement such as developing a new course, new concentration / minor / major or substantive changes to a course or courses | No evidence of curriculum development / enhancement | |
| | Final score: | | | |

10. Research and Innovation

The weighting for this component shall be in the range of 20 to 70 percent of the overall faculty performance (except for lecturers, teaching assistants, and teaching track faculty members), depending on the faculty work plan and activity for the evaluation period. It is recommended that the weights for research and innovation be as follow (based on QU employment categories):

1. Research track faculty - 60% to 70%
2. Clinical track faculty - 20% to 40%
3. Regular track faculty - 30% to 60%
4. Regular track faculty (Teaching Emphasis) – 0% to 30%
5. Lecturers – 0% to 30%
6. TAs – 0% to 20%

The following performance categories and rating guidelines are used to evaluate this component:

- Publications:
 - Peer-reviewed journal articles
 - Scholarly Books or Book chapters
 - Conference proceedings
- Grants / Research Funding
 - Awarded external funding
 - Submitted external grants
 - Role of the faculty (PI or co-PI)
 - Other sources of funding
- Scholarly and creative activities (i.e. Patents, awards, supervision of student research)
- Quality and impact of research (Citations, H-index ...)

The evaluation rubric uses rating points to enable relative weights for 4 major categories of research and innovation indicators (publications, research funding, scholarly and creative activities, and quality and impact) based on the quality and quantity of the reported research and innovation activities (Table 4). The total score for research and scholarship can be cumulated using a combination of any or all of the above 4 major categories to indicate the level of achievement of the faculty member under the overall “Research, and Innovation” 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 quality publications.**

(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 **last two calendar years and meet college/center requirements for quality**. 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/college. *To encourage high quality scholarship, the top tier publications shall be granted full credit in two successive evaluation periods (Table 4).*

(B) Grants/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 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).

(D) Quality and impact of research:

QU recognizes that quality of research output is also important. Use of quality indicators such as H-index, number of citations, high quality of journals (impact factor and/or Q1, Q2....) etc. It is up to individual colleges to decide on indicators of high quality/impact of research (Table 4).

Table 4: Performance Indicators and Rubric for Research and Innovation

| # | Research and Innovations | Meet Expectations (1) | Below Expectations (0) | Weight |
|---|--|---|---|--------|
| 1 | Publications: -Rated based on quality and quantity -Top tier carry the most weight | Papers published in Peer-reviewed Journals | No publications or Publications in non-referred journals | |
| | | Refereed book or book chapter published by a reputable publisher | Non refereed book or book chapter | |
| | | Referred full paper published in reputable conference proceedings | Non refereed full paper published in conference proceedings | |
| 2 | Grants | Lead Principal Investigator (LPI) OR PI in competitive grants received during the evaluation year | No evidence | |
| 3 | Scholarly and creative activities | Research excellence award received OR Registration of Patent | No evidence | |
| | | Supervision of student research activities (i.e. UREP) (not part of the workload) | No evidence | |
| | | Practical applications derived from research and with proven impact (i.e. software, tools, protocols, novel drugs, procedures used in clinics, research or education. | No evidence | |
| | | Presenting a paper (abstract or poster) in a recognized conference | No presentations | |
| 4 | Quality and impact | Evidence of quality and impact (Citations, H-index, Q1/Q2 publications, awards, other quality measures by discipline, ...) | No evidence of quality and impact | |
| | Final Score: | | | |

11. Professionalism and Service

The weighting for this component shall be in the range of 10 to 20 percent of the overall faculty performance, depending on the faculty work plan and activity for the evaluation period. Faculty members are expected to behave professionally and 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. Professionalism and service may be measured in many ways. Suggested items may include:

1. Relationship with students, colleagues, and supervisors
2. Service to department, college, university, community, and profession
3. Support department, college, and university strategic KPIs
4. Evidence of teaching willingness and diverse ability to teach different types of courses (undergraduate vs. graduate, senior projects, thesis supervision, ..)
5. Leadership, teamwork and effective communication skills
6. Awareness and compliance with Qatari Cultural and university policies and procedures
7. Career professional development.

The faculty member agrees with the Head of department on the type, scope and weight of the professionalism and 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. Suggested weights for professionalism and service is as follow (based on QU employment categories):

1. Research track faculty - 10% to 20%
2. Clinical track faculty - 10% to 20%
3. Regular track faculty - 10% to 20%
4. Regular track faculty (Teaching Emphasis) – 10% to 20%
5. Lecturers – 10% to 20%
6. TAs – 10% to 20%

The faculty professionalism and service is evaluated through evidence-based and shall be well documented and is based on the significance and impact of the activities as well as on the role played by the faculty in providing this such accomplishment.

1. Relationship with students, colleagues, and supervisors:
 - Conducts interactions with students, colleagues and supervisors in nearly all circumstances with a professional and ethical mind-set, sense of duty, and sense of accountability.
 - Demonstrates conduct that illustrates insight into his/her own behavior.
 - Shall not be subject to any disciplinary sanction or investigation or misconduct or behavioral incidents related to students, peers and supervisors
2. Service to department, college, university, community, and profession:
 - Evidence of constructive and impactful service to department, college, university, community, and profession;

- Evidence of editorial board membership or chairmanship and/or non-paid consultancy.
3. Support department, college, and university strategic KPIs:
 - Evidence of support to the strategic plans (KPIs) of department or college or university
 4. Teaching willingness and diverse ability to teach different types of courses (undergraduate vs. graduate, senior projects, thesis/project supervision...):
 - This should be documented by actual work load of faculty members.
 - Diversity in teaching courses (UG vs. Graduate courses, thesis supervision).
 5. Leadership, teamwork and effective communication skills:
 - Evidence of leadership, such as mentoring students and/or junior faculty members
 - Evidence of effective teamwork such as working together in teams/committees
 - Faculty effectively communicates with others (Technicians, Admin Assistants, TAs, RAs...)
 6. Awareness and compliance with Qatari Cultural and university policies and procedures:
 - Demonstrates awareness and compliance with Qatar University culture, policies, and procedures.
 7. Career professional development:
 - Attending workshops on teaching excellence themes 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
 - Registering for online training programs, participating in these programs, their follow-up sessions and the results received
 - Using different technology means to enhance teaching, assessment and research after taking workshops / training programs
 - Participating in training programs on research including follow-up sessions (on student engagement in research, grant writing, research techniques, etc.
 - Attending seminars on service-related issues (e.g., program assessment, program continuous improvement, accreditation, etc.)

It is the responsibility of the faculty member to provide all the necessary evidences that support his activities. The HoD evaluates these activities based on a holistic appreciation of the faculty member overall effectiveness, ethics, collegiality, professional behavior, impact and proactivity. The score must be in the range of 0 to 1 (Table 5).

Table 5: Performance Indicators and Rubric for Professionalism and Service

| # | Professionalism and Service | Meet Expectations (1) | Below Expectations (0) | Weight |
|---|---|---|---|--------|
| 1 | Relationship with students, colleagues, and supervisors | Conducts interactions in nearly all circumstances with a professional and ethical mindset, sense of duty, and sense of accountability. Demonstrates conduct that illustrates insight into his/her own behavior. Shall not be subject to any disciplinary sanction or investigation or misconduct or behavioral incidents related to students, peers and supervisors | Demonstrates repeated lapses in professional conduct wherein responsibility to students, peers, and/or the program are not met. These lapses may be due to an apparent lack of insight about the professional role and expected behaviors. Be a subject of sanction or investigation or complains from students or colleagues that must be documented | |
| 2 | Service to department, college, university, community, and profession | Evidence of constructive and impactful service to department, college, university, community, and profession; OR Evidence of editorial board membership or chairmanship and/or non-paid consultancy | No any evidence of such service to any party is presented | |
| 3 | Support department, college, and university strategic KPIs | Evidence of support to the strategic plans (KPIs) of department or college or university | No any evidence is presented | |
| 4 | Teaching willingness and diverse ability to teach different types of courses | Evidence of teaching willingness and diverse ability to teach different courses to different levels of students (UG and PG) and/or ability to supervise student thesis/projects | No any evidence is presented | |
| 5 | Leadership, teamwork and effective communication skills | Evidence of leadership, teamwork and effective communication skills | No any evidence is presented | |
| 6 | Awareness and compliance with Qatari Cultural and university policies and procedures. | Demonstrates awareness and compliance with Qatar University culture, policies, and procedures. | Evidence of failure of awareness or compliance with such societal and/or university parameters | |
| 7 | Career professional development | Evidence of professional self-development such as attending workshops, continuous professional development, etc. | No any evidence is presented | |
| | Final score: | | | |

12. 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 1.المقرر لأنه مقرر | | سجلت |
| 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 . التراكمي | | المعدل |
| 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"/> | |
| | لا ينطبق : هذا أول فصل لي في الجامعة | <input type="checkbox"/> |
| 3. Please indicate the number of Credit Hours you have completed 3.التي أتممتها | | عدد الساعات المعتمدة |
| 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. الجنسية | | 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 نهائيا | 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="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It was clear how course topics fitted into the course as a whole ظهر بوضوح مدى علاقة و ارتباط كل موضوع مع محتوى المقرر في مجمله. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Course lectures were well structured and planned كانت محاضرات المقرر منظمة ومخطط لها بشكل جيد. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly agree أوافق بشدة | Agree أوافق | Disagree لا أوافق | Strongly disagree لا أوافق نهائيا | No response لا جواب |
|--|------------------------------|--------------------------|--------------------------|--------------------------------------|--------------------------|
| 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="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Class attendance was beneficial to my understanding of the course topics حضور المحاضرات ساعدني على فهم محتوى المقرر | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Course topics and material were clearly explained during class كان شرح مادة المقرر واضحا | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly agree أوافق بشدة | Agree أوافق | Disagree لا أوافق | Strongly disagree لا أوافق نهائيا | No response لا جواب |
|---|------------------------------|--------------------------|--------------------------|--------------------------------------|--------------------------|
| 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="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I learned important things in this course تعلمت مفاهيم مهمة في هذا المقرر | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My interest in the subject matter has increased after taking this course دراسة هذا المقرر زاد اهتمامي بموضوعات المقرر | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly agree أوافق بشدة | Agree أوافق | Disagree لا أوافق | Strongly disagree لا أوافق نهائيا | No response لا جواب |
|--|------------------------------|--------------------------|--------------------------|--------------------------------------|--------------------------|
| 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="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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
 أوافق بشدة

Agree
 أوافق

Disagree
 لا أوافق

Strongly disagree
 لا أوافق نهائياً

No response
 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

Examples of Score Calculation

Example 1: Regular Track Faculty in College A with the following weights:

1. Teaching and Learning: 50%
2. Research and Innovation: 40%
3. Professionalism and service: 10%

| Teaching/Learning Effectiveness: | Meet Expectations (1) | Below Expectations (0) | Weight (50%) |
|--|---------------------------------|------------------------|---------------|
| Teaching Portfolio | 1 | | Equal weights |
| Student evaluation of faculty | | 0 | |
| Peer observation / evaluation, (optional) | N/A | | |
| Evidence of innovation in teaching and utilizing excellence themes in teaching | 1 | | |
| Student related issues | 1 | | |
| Course management and administration | | 0 | |
| Curriculum Development / Enhancement | 1 | | |
| Final score | 4 out of 6 (below expectations) | | 0.33 |

| Research and Innovation | Meet Expectations (1) | Below Expectations (0) | Weight (40%) |
|---------------------------------|--------------------------------|------------------------|---------------|
| Publications | 1 | | Equal Weights |
| Grants | | 0 | |
| Scholarly and creative activity | 1 | | |
| Quality and impact | 1 | | |
| Final score | 3 out of 4 (Meet Expectations) | | |

| Professionalism and Service | Meet Expectations (1) | Below Expectations (0) | Weight (10%) |
|--|-----------------------------|------------------------|---------------|
| Relationship with students, colleagues, and supervisors | 1 | | Equal Weights |
| Service to department, college, university, community, and profession. | | 0 | |
| Support department, college, and university strategic KPIs | 1 | | |
| Evidence of teaching willingness and diverse ability to teach different types of courses (undergraduate vs. graduate, senior projects, thesis supervision, ..) | 1 | | |
| Leadership, teamwork and effective communication skills | 1 | | |
| Awareness and compliance with Qatari Cultural and university policies and procedures. | 1 | | |
| Career professional development | | 0 | |
| Final score | 5 out 7 (Meet Expectations) | | 0.07 |
| Overall Score | Meet Expectations | | 0.70 |

The calculations are based on equal weights for each item under a given category.

Example 2: Regular Track Faculty in College A with the following weights:

1. Teaching and Learning: 50%
2. Research and Innovation: 40%
3. Professionalism and service: 10%

| Teaching/Learning Effectiveness: | Meet Expectations (1) | Below Expectations (0) | Weight (50%) |
|--|----------------------------------|------------------------|--------------|
| Teaching Portfolio | 1 | | 30% |
| Student evaluation of faculty | | 0 | 20% |
| Peer observation / evaluation, (optional) | N/A | | 0% |
| Evidence of innovation in teaching and utilizing excellence themes in teaching | 1 | | 20% |
| Student related issues | 1 | | 10% |
| Course management and administration | | 0 | 10% |
| Curriculum Development / Enhancement | 1 | | 10% |
| Final score | 0.7 out of 1 (Meet expectations) | | 0.35 |

| Research and Innovation | Meet Expectations (1) | Below Expectations (0) | Weight (40%) |
|---------------------------------|----------------------------------|------------------------|--------------|
| Publications | 1 | | 50% |
| Grants | | 0 | 10% |
| Scholarly and creative activity | 1 | | 20% |
| Quality and impact | 1 | | 20% |
| Final score | 0.9 out of 1 (Meet Expectations) | | 0.36 |

| Professionalism and Service | Meet Expectations (1) | Below Expectations (0) | Weight (10%) |
|--|--------------------------------|------------------------|--------------|
| Relationship with students, colleagues, and supervisors | | 0 | 20% |
| Service to department, college, university, community, and profession. | | 0 | 10% |
| Support department, college, and university strategic KPIs | 1 | | 30% |
| Evidence of teaching willingness and diverse ability to teach different types of courses (undergraduate vs. graduate, senior projects, thesis supervision, ..) | 1 | | 10% |
| Leadership, teamwork and effective communication skills | 1 | | 10% |
| Awareness and compliance with Qatari Cultural and university policies and procedures. | 1 | | 10% |
| Career professional development | | 0 | 10% |
| Final score | 0.6 out 1 (Below Expectations) | | 0.06 |
| Overall Score | Meet Expectations | | 0.77 |

These calculations are based on weights assigned for each item under a given category. Colleges may determine the weights within each category (i.e. a college may decide publications must count a minimum of 50% of research and innovations)