

CASP016- FACULTY EVALUATION POLICY

STATUS	<input checked="" type="checkbox"/> New Policy <input type="checkbox"/> Continuation of Existing Policy <input type="checkbox"/> Revised Policy
SCOPE	<input checked="" type="checkbox"/> All CAS <input type="checkbox"/> Some CAS (.....) <input type="checkbox"/> One CAS (.....)
TARGET AUDIENCE	<input checked="" type="checkbox"/> Staff: <input type="checkbox"/> All <input checked="" type="checkbox"/> Academic staff <input type="checkbox"/> Non-academic staff <input type="checkbox"/> Students: <input type="checkbox"/> All levels <input type="checkbox"/> UG <input type="checkbox"/> PG <input type="checkbox"/> All specialisations <input type="checkbox"/> Some (.....)

1 Rationale and Purpose

Incorporating principles of a good faculty performance appraisal is beneficial to the whole educational experience. It provides the faculty members with precious feedback from a variety of stakeholders, allowing them thus to improve their delivery methods to the benefit of students.

This policy is designed to foster an environment conducive to teaching and learning as per the international best practices, to encourage faculty members continue their professional growth, promote fairness and transparency, benefit faculty members through timely and accurate feedback in a way that protect their rights and dignity during the collection of data and reporting the results.

2 Definitions

For purposes of this policy, unless otherwise stated, the following definitions shall apply:

Academic advising	A task, assigned to teachers that consists of giving close advice to students on a regular basis.
Teacher portfolio	An account of the teacher's effort and achievements during the past academic years, written by the teacher him/herself.
Class observation	The practice whereby a small committee, often consisting of the H.o.D, one or two senior teachers and sometimes the Assistant Dean for Academic Affairs and Research, attends a teacher's lecture and writes an evaluation report about his/her performance

3 Policy content and principles

- 3.1 The Evaluation of the CAS Faculty Member Performance will be based on specific components that the CAS deem as important for an effective teaching and learning process. These components include, but may not be limited to:
- a. Teaching
 - b. College and Department work
 - c. Academic advising
 - d. Research
 - e. Community service
- 3.2 The Evaluation of the CAS Faculty Performance will be a comprehensive appraisal from multiple stakeholders including:
- a. Evaluation by the HoD (Form -1-)
 - b. Evaluation by the Assistant Dean for Academic Affairs (Form -2-)
 - c. Evaluation by students
 - d. Teacher Portfolio – (Form-1-)
 - e. Peer Evaluation (Form-3-)
- 3.3 The teaching component shall comprise the generally accepted academic responsibilities, including the planning of appropriate learning outcomes, delivery in the best possible method, assessment of the learning outcomes achieved, student research supervision, and curriculum review.
- 3.4 The CAS Faculty is expected to play an active role in the extension and support activities of the department to which he is a member of as well as the CAS community in general.
- 3.5 The CAS provides academic advising to its students to enable their better performance in academics through specifically assigned advisory roles to the faculty members. This policy defines this as an important part of the teaching and learning evaluation component of a CAS faculty.
- 3.6 The CAS expects the faculty contribution to the research agenda as outlined in its strategic plan. The faculty's contribution to research is an important part of faculty performance evaluation.
- 3.7 The CAS encourages its faculty to participate and contribute to the community through their respective colleges. CAS has defined in its strategic plan the importance of this dimension and hence will be an integral part of the faculty performance assessment exercises.
- 3.8 As the ultimate purpose of faculty evaluation is the improvement of their performance, evaluation shall lead to the development of a self-improvement plan.
- 3.9 Evaluation documents and materials prepared and gathered in this process are treated as confidential and limited to authorised personnel as determined in the procedures.

4 Legislative Compliance

Executive Bylaw od Royal Decree No. 62/2007

5 Supporting Materials

- Worksheet on the Policy and Procedures of Evaluating CAS Faculty Members, by Dr. Jehad AlKhalaf Bani-Younis, Assistant Dean for Academic Affairs, Ibri College for Applied Sciences (Approved by Academic Council #3, September 2011).
- Oman Academic Accreditation Authority Report on the Audit of Colleges of Applied Sciences- Sur- May 2013
- The Strategic Plan Project of the Colleges of Applied Sciences (CAS) 2013/2020
- College of Engineering Faculty Appraisal System- an ABET (Accreditation Board for Engineering and Technology) benchmarked document.
- AACSB (Association to Advance Collegiate Schools of Business) standard on Faculty Appraisal.

6 Appendices

- Appendix A: Worksheet on Policy and Procedures
Appendix B: Form-1- HoD Evaluation
Appendix C: Form-2- Assistant Dean Evaluation
Appendix D: Form-3- Peer Evaluation
Appendix E: Consolidated Evaluation Table (weightage)
Appendix F: Criteria for College and Departmental activities
Appendix G: Criteria for Student Advising
Appendix H: Criteria for Faculty Research Activities
Appendix I: Criteria for Community Service Activities

7 Approval Agency: Board of Trustees

8 Approval Dates

This policy was originally approved on: [14 September 2011]
This version was approved on: []
This version takes effect from: []
This policy will be reviewed by: []

9 Policy Sponsor: Director General of CAS

10 Contact: Directorate General of CAS