



جامعة قطر
QATAR UNIVERSITY

الصحة
HEALTH

QU Health
Faculty Performance Development and Review
Guideline

Version number	1.0
Effective date	August 2020
Approved by QU Health Deans' Forum	May 2020
Approved by Qatar University Office of General Legal Counsel	November 2020
Date for review	August 2023

1. Introduction

Qatar University has adopted Faculty Performance Review and Development System Guidelines. QU Health Faculty Performance Review and Development Guideline describes how these are implemented, and aligned to related QU Health initiatives on Work Achievement.

Faculty members are evaluated on performance and achievement in components of:

1. Teaching and Learning
2. Research and Innovation
3. Professionalism and Services

The QU Health processes described in this guideline focus on an open and supportive face-to-face meeting between the faculty member and the respective Head of Department (HoD). Prior to the meeting, the faculty member should complete the submission of the QU Health Faculty Development and Review Documentation (Appendix 1). This involves documenting a personal development plan that both parties must agree on. The plan focuses on the coming year and medium to long-term career progression. Work achievement data are recorded and should also be referred to during the discussion. While the balance between the three components will vary between faculty members, the following table provides standard approximate ranges for established colleges and programs.

	Teaching and Learning (%)	Research and Innovation (%)	Professionalism and Services (%)*
Teaching assistant	80-90	0-10	5-15
Lecturer	70-80	10-30	5-15
Assistant professor	40-60	30-50	10-15
Associate professor	30-40	40-60	10-20
Professor	30-40	40-60	10-20

*Those in senior administrative positions (i.e. Deans, Associate Deans, Assistant Deans, Directors and Managers) will have higher service contribution

2. Responsibilities, confidentiality, policy guidelines, procedure and timeline and appeal process

The university guidelines define the responsibilities of each of the faculty member, Head of Department, Dean and Vice President and define confidentiality, commitment, policies, guidelines, procedures, timeline, and the appeal process.

The next sections describe the three elements of an evaluation. Faculty members are considered as 'meeting expectations' or be 'below expectations' for each of these three components individually and in general. Typically, those considered 'below expectations' will have made very little progress in meeting objectives, with little justification, and with less than expected performance in relation to the specified criteria.

3. Teaching and Learning

Faculty members must actively contribute to the following aspects of teaching and learning including, but not limited to: curriculum development, design, implementation and evaluation; delivery (e.g. lectures, workshops, problem based learning tutorials); assessment; innovation; and course coordination. All faculty members should develop leadership and managerial skills related to teaching and learning (e.g. course coordination, new course development etc.).

The discussion should begin with reflection on the previous development plan, focusing on the progress in meeting objectives. There should be emphasis on areas, skills, and tools which faculty members would like to develop and master during the coming year, and how they can achieve this. It is expected that peer review of teaching quality for all new faculty members is conducted, and thereafter as often as required (e.g. suboptimal performance, at faculty request etc.). The outcome of this review should be included in the discussion. The development plan for the next period should be documented, including the identification of key objectives and goals, stating measurable outcomes and key performance indicators where possible.

4. Research and Innovation

All faculty members are expected to be research active, with research achievements recorded in Digital Measures.

As with teaching and learning, the discussion should begin with reflection on the previous development plan, focusing on the progress in meeting objectives. There should be emphasis on areas, skills, and tools which faculty members believe that they would like to develop and master during the coming year, and how to achieve this. The development plan for the next period should be documented, including the identification of key objectives and goals, stating measurable outcomes and key performance indicators such as peer-reviewed publications, research grant applications, patents, student completions, research awards and invitations to deliver keynote presentations. Less research-experienced faculty members should be encouraged to seek support, primarily by joining an established research group, thus developing their skills, competence and confidence. Issues of training, conference attendance, equipment, software etc. should also be considered.

5. Professionalism and Services

All faculty members are expected to participate in service activities for the department, college, QU Health, university, and the wider healthcare and professional setting nationally and internationally. Professionalism is considered in terms of: relationships with students, colleagues and supervisors; ethics; collegiality; professional behavior; sense of duty; impact; proactivity; and awareness and compliance with university policies and procedures and Qatari culture.

As with other areas of performance, the discussion should begin with reflection on the previous development plan before considering those areas, skills and aspirations regarding the spectrum of posts and positions, and how to achieve this. There should be discussion of career progression in preparation for a potential future leadership role, including training, committee membership and other forms of contributions. Potential future leaders should be identified at an early stage for purposes of aligning the development plan accordingly. The development plan for the next period should be documented, including the identification of key objectives and goals, stating measurable outcomes and key performance indicators where possible.

6. Follow-up

The key to the personal development plan is to set SMART objectives (specific, measurable, achievable, realistic and, timely) for the next 12 months.

These objectives must be agreed upon between the faculty member and Head of Department, taking into account the strategic plan of the university, QU Health, college and department, the faculty member's work achievement profile, and the career ambitions and performance to date. A follow-up meeting should take place approximately six months after the review meeting to allow discussion of progress with meeting the objectives, providing an opportunity to revise the plan.

Follow-up meetings should take place about every three months for faculty members who are considered 'below expectations', or more frequently if required.

7. New faculty

New faculty members should meet with the Head of Department during their first week at the university. During the first month of work, objectives should be defined as a focus for the first year. Thereafter, monthly meetings should be held between the faculty member and Head of Department to follow up on progress and refine the objectives.

During the first month, an experienced mentor should be allocated to support the new faculty member in all academic activities during the first year of appointment. These activities may include: university policies and processes; college and department processes; approaches to teaching, learning and assessment; research processes; and university IT systems. Depending on the level of experience of the faculty member, the mentor may also attend teaching sessions to provide feedback and support.

8. APPENDIX 1 – QU Health Faculty Development and Review Documentation

Faculty member		Reviewer	
Position		Date of review	
College		Date of any follow-up	
Department			

Completing this documentation provides you the opportunity to:

1. Review and reflect on your performance and progress towards meeting your objectives over the past 12 months
2. Agree objectives for the coming 12 months
3. Consider your career development
4. Determine the development and learning requirements necessary to support you in performing your role, developing your career and achieving your objectives.

This document focuses on the following areas:

1. Teaching and Learning
2. Research and Innovation
3. Professionalism and Service.

Note that when completing the document, you are not required to list all of your activities. Please focus on **reporting by exception**, i.e. briefly describing those areas which are going extremely well and those areas in which you have faced challenges and are seeking to improve.

SECTION 1 – TEACHING AND LEARNING				Work Achievement %	
Outline the objectives relating to Teaching and Learning which were <u>set in your last review and your progress towards achieving these.</u>					
Objective	Timescale	Agreed targets	Progress (fully achieved/ partly achieved/ not achieved)	Comments	
Where do you feel that you have performed particularly well during the evaluation period? <i>(max 5 bullet points)</i>					
Where do you feel you could have improved and enhanced your performance during the evaluation period? For what reason? <i>(max 5 bullet points)</i>					
Briefly describe <u>key</u> achievements in terms of improvements made to courses taught during the evaluation period, including any challenges. Consider course innovations in relation to the excellence themes of learner-centric, experiential, research-informed, entrepreneurial and digitally enriched. Briefly comment on student grades. <i>(max 5 bullet points)</i>					
Give the cumulative student feedback received on <u>all</u> courses taught during the evaluation period, along with any comments. <i>(max 5 bullet points)</i>					

--

Briefly describe the outcomes of any peer observations of teaching conducted during the evaluation period (optional).
(max 5 bullet points)

--

Briefly describe key achievements in course management and administration during the evaluation period, if relevant.
(max 5 bullet points)

--

Briefly describe future plans for curriculum development and enhancement. *(max 5 bullet points)*

--

Teaching and Learning evaluation, completed by Head of Department

meets expectations below expectations

Outline the objectives relating to Teaching and Learning for the next 12 months. Progress towards achieving these will be monitored at an interval determined by the faculty member and Head of Department (normally 6 months).

Objective	Timescale	Agreed targets	Progress (fully achieved/ partly achieved/ not achieved)	Comments

SECTION 2 – RESEARCH AND INNOVATION				Work Achievement %	
Outline the objectives relating to Research and Innovation which were <u>set in your last review and your progress towards achieving these.</u>					
Objective	Timescale	Agreed targets	Progress (fully achieved/ partly achieved/ not achieved)	Comments	
Where do you feel that you have performed particularly well during the evaluation period? <i>(max 5 bullet points)</i>					
Where do you feel you could have improved and enhanced your performance during the evaluation period? For what reason? <i>(max 5 bullet points)</i>					
Briefly describe your <u>key</u> achievements and research impact during the evaluation period in relation to patents, peer-reviewed publications, awards, grant submissions etc. <i>There is no need to give a list of all patents, peer-reviewed publications, grant submissions etc. (max 5 bullet points)</i>					
Briefly describe future plans for research and innovation. <i>(max 5 bullet points)</i>					

Research and Innovation evaluation, completed by Head of Department

meets expectations

below expectations

Please outline the objectives relating to Research and Innovation for the next 12 months. Progress towards achieving these will be monitored at an interval determined by the faculty member and Head of Department (normally 6 months).

Objective	Timescale	Agreed targets	Progress (fully achieved/ partly achieved/ not achieved)	Comments

SECTION 3 – PROFESSIONALISM AND SERVICE

Work Achievement %

Outline the objectives relating to Professionalism and Service which were set in your last review and your progress towards achieving these.

Objective	Timescale	Agreed targets	Progress (fully achieved/ partly achieved/ not achieved)	Comments

Briefly describe how well you meet the standards of professionalism in terms of: relationships with students, colleagues and supervisors; ethics; collegiality; professional behaviour; sense of duty; impact; proactivity; and awareness and compliance with Qatari and cultural and university policies and procedures etc. Consider areas in which you feel you need to improve and enhance your performance, if relevant. (max 5 bullet points)

In terms of service, where do you feel that you have performed particularly well during the evaluation period? (max 5 bullet points)

In terms of service, where do you feel you could have improved and enhanced your performance during the evaluation period? For what reason? (max 5 bullet points)

Briefly describe your key achievements in relation to service, including: service to the department, college, university, community and profession; contribution to the department, college and university strategies; and leadership and teamwork. (max 5 bullet points)

Briefly describe future plans for achievements in relation to service. (max 150 words)

Professionalism and service evaluation, completed by Head of Department

- meets expectations below expectations

Please outline the objectives relating to Research and Innovation for the next 12 months. Progress towards achieving these will be monitored at an interval determined by the faculty member and Head of Department (normally 6 months).

Objective	Timescale	Agreed targets	Progress (fully achieved/ partly achieved/ not achieved)	Comments

SECTION 4 - CAREER ASPIRATIONS

What are your medium to longer-term (typically 3-5 year) career aspirations? *(max 5 bullet points)*

Section 5 – Summary of performance

Reviewer summary of performance

In all circumstances there should be some written notes made here by the Reviewer. Where relevant, clearly identify where the faculty member has performance below the standard expected, giving reasons.

Overall evaluation of performance, completed by Head of Department

meets expectations

below expectations

Faculty member comments

SECTION 6 – DEVELOPMENT PLAN

Please complete the development plan, which should be justified and aligned to the strategies of the department, college, university and the faculty members' career aspirations.

<p>WHAT development/learning action is recommended?</p>	<p>WHY is this being recommended? Please refer to University, QU Health, College, Department strategies and individual aspirations</p>	<p>HOW will this development take place? What resources are needed? How will they be made available?</p>	<p>WHO is responsible for taking action to make this happen?</p>	<p>WHEN will this take place?</p>	<p>APPROVED BY (Head of Department/ Dean)</p>

SECTION 7 – SIGN OFF

Reviewer

<p>Print name</p>		<p>Signature</p>		<p>Date</p>	
--------------------------	--	-------------------------	--	--------------------	--

Faculty member

<p>Print name</p>		<p>Signature</p>		<p>Date</p>	
--------------------------	--	-------------------------	--	--------------------	--