Arkansas Public Higher Education Report on Faculty Performance Review

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Arkansas Department of Higher Education
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Faculty Performance Review Report 2009

Annual Report to the Arkansas Higher Education Coordinating Board

<u>Four-Year Institutions</u>
Arkansas State University-Jonesboro
Arkansas Tech University
Henderson State University
Southern Arkansas University-Magnolia
University of Arkansas, Fayetteville
University of Arkansas – Fort Smith
University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Arkansas for Medical Sciences
University of Arkansas at Pine Bluff
University of Central Arkansas

<u>Two-Year Institutions</u>
Arkansas Northeastern College
Arkansas State University-Beebe
Arkansas State University Mountain Home
Arkansas State University-Newport
Black River Technical College
Cossatot Community College of the University of Arkansas
East Arkansas Community College
Mid-South Community College
National Park Community College
North Arkansas College
NorthWest Arkansas Community College
Ouachita Technical College
Ozarka College
Phillips Community College of the University of Arkansas
Pulaski Technical College
Rich Mountain Community College
South Arkansas Community College
Southeast Arkansas College
Southern Arkansas University-Tech
University of Arkansas Community College at Batesville
University of Arkansas Community College at Hope
University of Arkansas Community College at Morrilton

REPORT ON ANNUAL REVIEW OF FACULTY PERFORMANCE
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Arkansas Code Annotated §6-63-104 and Arkansas Higher Education Coordinating Board (Board) policy 5.05.1 requires that each college and university conduct an annual performance review of faculty members. Pursuant to this statute, Arkansas Department of Higher Education (ADHE) staff is required to monitor the faculty evaluation processes adopted at public institutions, and make a report to the Coordinating Board and Legislative Council each year. Each institution must have on file with ADHE a plan detailing the procedures for faculty evaluation at each institution. Significant amendments to these plans are to be submitted for Board approval.

Institutions were required to submit a report to ADHE that describes the process followed during the 2008-2009 academic year. Those reports are summarized below.

Faculty Performance Review Activities

Faculty performance was assessed using a variety of methods including assessment by students, classroom visits by administrators, peer review, and self-evaluation activities. Findings were shared with faculty members being evaluated and, when appropriate, an improvement plan was jointly developed between the faculty member and the administrator who conducted the evaluation. Evaluation methods and timeframes of the process varied among institutions. All teaching faculty members including teaching assistants as well as full-time, part-time, adjunct, and visiting faculty were evaluated.

Institutional Monitoring of the Evaluation Process

Administrators at various levels were responsible for oversight of the evaluation process. Results, whether related to faculty performance or to the effectiveness of the process, were monitored and appropriate actions were taken. Evaluation results provided the basis for personnel promotion, merit salary increases, and reappointment decisions.

Notable Findings

Based on established faculty review processes, the performance of most faculty members exceeded satisfactory standards. The process itself was seen as a valuable tool for identifying procedural improvements for improved faculty performance and satisfaction.

Plans Developed as a Result of These Findings

Specific remedial or disciplinary actions were taken as a result of performance deficiencies revealed by the evaluation process. Most often this involved the development of professional improvement plans. In addition, changes in institutional process have been addressed when warranted.

Overall Sense of Satisfaction Concerning the Faculty Performance Review

Appropriate stakeholders were involved in the formulation of the institution's faculty performance evaluation plan. Most faculty members viewed the process as a useful tool for providing continuous assessment and improvement in instruction delivery and student learning.

Efforts in Working with Faculty Having Demonstrated Deficiencies in the Use of the English Language

The English language proficiency of faculty members at all institutions was assessed prior to employment and then on an ongoing basis through student and administrator evaluations of faculty members' classroom performances. A variety of means including increased use of PowerPoint presentations, required participation in English as a Second Language courses, and accent reduction training were used to remedy the few deficiencies that were found.

Compliance with Statutory Requirements that Colleges of Education Work Collaboratively with Accredited Public Schools

The collaboration between Colleges of Education and the public schools in their respective areas was documented in these reports. Institutions partnered with public schools through Educational Renewal Zone, secondary career centers, educational cooperatives, and other programs that encouraged high school students to pursue postsecondary education. Institutions also engaged in numerous activities that provided assistance with staff development and school improvement programs, including advisory councils, professional development, mentoring programs, teacher job fairs, and data collection and needs assessments.

Arkansas State University-Jonesboro
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2008-2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.**

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

    At the beginning of each academic year, faculty performance criteria, established by the colleges, departments, and the University Promotion, Retention and Tenure Committee (UPRTC), are distributed to and discussed with faculty. Chairs are given the responsibility to explain faculty evaluation instruments, ranking techniques used for merit pay, and promotion, tenure, teaching, service and advising expectations. Colleges and departments have discretion to formulate a review process that best fits their mission and the disciplines of their faculty; however, faculty must be reviewed annually using, at least, the following four basic elements:

    > 1) review of course syllabi and content;
    > 2) review of student's evaluation of teaching;
    > 3) review of English and communication proficiency; and
    > 4) review of annual faculty productivity.

    Department chairs are charged specifically with making faculty aware of pertinent university documents, regularly evaluating and critiquing faculty, implementing performance requirements, reviewing results of the basic elements listed above, making recommendations to college deans, and monitoring professional development plans. Performance results of faculty and the chairs' recommendations are forwarded to academic deans, who make merit salary, retention, promotion, and tenure recommendations to the Vice Chancellor for Academic Affairs and Research. In the case of pretenured and tenured faculty, the Vice Chancellor reviews and forwards recommendations to the Chancellor, who reviews and forwards recommendations to the President, who in turn review and forwards final recommendations to the ASU Board of Trustees. Toward the conclusion of each annual review process, the Board acts upon recommendations for salary, promotion, and tenure. At the beginning of each new review cycle, performance standards are reestablished by individual departments, colleges, and the UPRTC and communicated to faculty for the upcoming year.

2. How are faculty peers involved in faculty performance?

    Faculty peers have a major role in faculty performance by 1) determining, reviewing and revising performance criteria for promotion, retention, and tenure (PRT), 2) reviewing productivity, 3) reviewing student evaluation forms, 4) developing ranking techniques for merit salary increases, and 5) making recommendations to retain, promote, and remediate faculty. Each year, the faculty at-large are asked to review the standards for the university's overall criteria for promotion, retention, and tenure and make recommendations to the University PRT Committee. Additionally, faculty

committees review and recommend annually standards expected of all pretenure and tenured faculty in their department and make recommendations to the chair and dean for retention, promotion, and/or tenure. Departments have the discretion to devise discipline-specific evaluations, productivity weights, and ranking techniques. Two successive unsatisfactory ratings of a tenured faculty member trigger a review by department peers. Additionally, the Post Tenure Review policy allows three or more tenured faculty within a department to petition the department PRT Committee to conduct a substantive post-tenure review of another faculty member's professional performance. Some units assign senior faculty members to mentor junior faculty, offer workshops, critique course syllabi, collaborate on faculty development projects, and/or perform peer evaluations. Faculty peers also have opportunities to interact and provide input in department meetings, and in some instances, input is provided by disciplinary/specialty peers outside the university.

3. How are students involved in faculty performance?

Students evaluate instructional performance anonymously, which influences faculty promotion, retention, salary increases and professional development. Student evaluations are administered for each instructor by the chair or dean as part of the annual performance review process. Chairs use student evaluations with other assessment techniques to rank faculty in terms of annual performance. Chairs then develop a merit salary recommendation that correlates to these rankings.

4. How are administrators involved in faculty performance?

Each academic year, Deans review the department and college faculty performance review system and work with chairs to revise the process, if needed. At the beginning of each academic year, department chairs distribute performance criteria to the faculty. Chairs monitor performance, counsel faculty, review assessment results, and make recommendations to college deans. Deans review the assessment results, make salary, promotion, retention, and tenure recommendations to the Vice Chancellor for Academic Affairs and Research, and monitor chairs' supervision of correction plans for professional development, when necessary. The Vice Chancellor reviews and forwards recommendations to the Chancellor, the Chancellor reviews and forwards recommendations to the President, and the President reviews and forwards final recommendations to the ASU Board of Trustees for decisions.

5. How do faculty members self-evaluate their performance?

Faculty are able to self-examine their performance using their annual goal list, their annual productivity report, input from student evaluations, self-evaluation narratives and counseling with the department chair, training workshops, and other discipline specific activities. Student evaluations allow faculty to review areas questioning improvement, and productivity reports require faculty to document and assess their annual productivity used to progress toward promotion and tenure. Each year, pretenure and tenured faculty must develop annual goals and prepare a productivity report which provides documentation of performance in teaching, research, and service. Reports are submitted under the direction of the department chair, who forwards them to the dean, and upon request to the Vice Chancellor for Academic Affairs and Research. Faculty receive a written performance evaluation as part of the existing annual performance review process and are able to self-evaluate the production of their scholarly and academic endeavors established by their department and college. Additionally, pretenure faculty are required to undergo a comprehensive third-year review, which requires a similar self-examination by completing a comprehensive document of current productivity to identify that their professional development is active and progressing appropriately. Faculty may also use a peer or self-review evaluation form as a self-assessment tool and are encouraged to utilize the Interactive Teaching and Technology Center and the Office of Assessment Services.

6. Describe any other activities used to evaluate faculty performance.

   In addition to the four basic elements used for annual review by department chairs and deans, a variety of other activities can be used to review faculty performance, which may include:

   - third-year comprehensive review for pre-tenured faculty;
   - attainment of university, department or college goals and objectives;
   - program and/or course development;
   - service to the student population;
   - assessment of advising;
   - student and/or faculty mentoring;
   - professional development;
   - attainment of self-improvement goals;
   - publications and creative scholarship;
   - portfolios of research;
   - grant proposals submitted and grants awarded;
   - awards, recognitions and unsolicited letters of commendation;
   - documentation from students or university personnel relevant to faculty performance;
   - peer review of teaching;
   - classroom observations;
   - collaboration with faculty peers;
   - innovations in teaching;
   - advanced use of technology;
   - out-of-classroom learning programs;
   - exit surveys of graduating seniors;
   - alumni surveys;
   - examination of graduation check sheets;
   - review of theses;
   - supervision of undergraduate research; and
   - supervision of doctoral or master's students.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? _X_ Yes ___No

2. If yes, describe the procedures and persons responsible for the monitoring.

   The Vice Chancellor for Academic Affairs and Research functions as the Chief Academic Officer (CAO) and responsible party for monitoring the institutional faculty performance review process. The performance review system is also individually reviewed and monitored by departments, colleges, university faculty committees, and university administrators. Academic deans review the faculty performance review system to determine that the elements of review satisfactorily explain faculty rankings and that the rankings directly relate to merit salary recommendations. If necessary, deans work with chairs to refine the process. Additionally, each year the University PRT Committee reviews all department and college PRT criteria for clarity and conformity to university standards.

Use of Review Findings

1. How are performance results used in decisions related to promotions, salary increases or job tenure?

    Chairs rank all permanent faculty in the areas of teaching, research, and service. These annual rankings, along with other performance results and PRT recommendations, are monitored closely and used to identify faculty performance which deserves outstanding recognition, merit, promotion, and/or tenure. Alternately, these results are assessed to identify substandard performance which needs improvement. Unsatisfactory performance in any area of teaching, research, or service effectively prevents a recommendation for tenure or promotion. Annual evaluations are not used in a punitive measure.

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

    English fluency is reviewed 1) during initial interview of faculty candidates when they are asked to deliver a lecture, 2) by student evaluations of classroom instruction, 3) by supervisor's observation of a faculty member's teaching, and 4) by investigation of any student concern on a case-by-case basis. All student concerns are investigated and addressed immediately by the department chair for validity and/or corrective action. Corrective plans are implemented by the chair, who reports to the dean with the appropriate follow-up. Since non-native speakers are observed in lecture during the interview process, occurrences of poor English fluency are rare.

2. What measures are in place to assist deficient faculty in becoming English proficient?

    Should an English deficiency be identified, the department chair counsels the faculty member, implements a corrective plan of action, and takes all reasonable measures necessary to assist the faculty member in becoming proficient in English. A corrective plan may include English tutorials, accent reduction classes, classroom assistance, mentoring, or utilizing the individual in small classes or laboratories until the deficiency is corrected. The ultimate responsibility for acquiring English proficiency belongs to the faculty member. In instances where students have never experienced the sound of other national speakers, an initial adjustment period to become accustomed to the speaker's native accent may be necessary. When this occurs, faculty are asked to provide handouts, written board work, PowerPoint presentations, electronic Blackboard notes, or other methods to give students a visual version for all lecture notes. Additionally, the faculty member's office hours may be extended to increase instructor availability to students outside of the classroom.

3. Summarize English deficiency findings and note action taken by the institution.

    Although some international faculty members do generally receive lower ratings than American faculty members on the English fluency questions posed to students, few specific written complaints have been made. For the 2008 – 2009 academic year, nine cases of English deficiency were investigated. In one case, it was determined that audio equipment used for distance learning was the likely reason for students having difficulty understanding as no such comments were received from students who were in the classroom with the faculty member. Nevertheless, this faculty member has attended accent reduction training and continues to work diligently to improve his spoken English skills. Three faculty members received complaints regarding their language skills at the conclusion of the spring 2009 semester. These faculty members will be notified of this deficiency and will be directed to the proper group for assistance. A fifth report was regarding a visiting professor. This visiting professor, who did attend accent reduction training, will not be returning in the next

academic year. A sixth faculty member has been working closely with the program director and is implementing some suggestions for improvement. A seventh faculty member has been advised to slow down and repeat key points in his lecture; this seems to bring significant improvement in ease of understanding. An eighth faculty member received mixed reviews regarding fluency in one course, but high marks in another section of the same course. Strong marks for fluency were also received in other courses this year; the department chair regards the mixed reviews in one course as an anomaly. The ninth faculty member continues to work on his English language skills and supplements his lectures with visual aids for clarification of content.

College of Education Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

   All members of the professional education faculty are expected to be involved with Arkansas public schools. The following are a few examples of the College of Education's involvement.

   ### Department of Educational Leadership, Curriculum, and Special Education

   - Served as a process consultant on establishing theme schools with their three elementary schools.

   - Advance Placement Institute. Arkansas State University Co-Representative.

   - Arkansas Department of Higher Education, Educational Renewal Zone. Partner.

   - Arkansas State Department of Education. Member, Professional Standards Board.

   - Jonesboro High School. Member, Scholastic Audit Steering Committee.

   - Facilitator regarding creation of high school charter school.

   - Educational Renewal Zone. Partnership deliberations.

   - Provided demonstration lessons regarding the teaching of economic concepts.

   - Provided training in differentiated strategies for gifted learners seminar.

   - Presented a day-long workshop on enrichment for grades K-6.

   - Advisory Council for Advanced Learning Program..

   - Served on a committee working to update and define the mission and vision for Jonesboro School District.

   - Served as consultant with building-level and district level-leadership on incorporating an alternative education program for students with disabilities with the high school setting.

   - Consultant with school personnel **o**n the development and implementation of a transition fair for students with disabilities.

Department of Psychology and Counseling

- Conducted six-hour workshop, "*Problem-Solving, Curriculum-Based Measurement, and Response to Intervention.*"

- Presentations made at public schools about Positive Psychology.

- Evaluator of NCLB MSP grant.

Department of Teacher Education

- Scheduled and evaluated 31 literacy lessons taught by students in ECH 3053.

- Presented a read-about and poetry writing session during one reading teacher's annual Literacy Festival for reading students.

- Hosted a sixth grade Writing Contest.

- Chaperoned a field trip of sixth grade students to the Orpheum Theater in Memphis, TN.

- School. Supervised Field III students and interns.

- Meeting with Educational Renewal Zone advisors.

- Consultation-Partnership, Arkansas State University liaison.

Office of Professional Education Programs

- Collaborated with specialists, teachers, and principals to provide Benchmark training for interns.

- Attended meeting to collaborate with committee members of the Field Experience and Partnership Committee.

- Attended conference with principal, teacher, intern, Teacher Education Chair, and University Supervisor.

- Initiated speaker to talk to interns about classroom organizational skills and activities; and initiated math specialist to develop teaching strategies for the classroom.

- Worked collaboratively with public schools to place Mt. Home students for diversity.

- Worked collaboratively to plan seminars for interns to develop skills in Effective Literacy and Smart Start/Next Step.

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

    As the university broadens distance learning and research opportunities, student evaluations of faculty performance and assessment techniques for these courses will continue to evolve and be refined. The faculty review process will be adjusted accordingly.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.)

    At this time, no plan for significant revision of the annual faculty review process has been identified.

Level of Faculty Satisfaction with Current Process

1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

    1---2---3---4---5---6---7---**8**---9---10
    low   high

Report on Annual Review of Faculty Performance
Arkansas Tech University - 2009

In response to your request for the Report on the Annual Review of Faculty Performance, the following information is submitted:

1.   Faculty performance review activities

At the end of each semester, as required by law, all faculty members at Arkansas Tech University provide students with the opportunity for the student to evaluate faculty teaching. The results of the evaluations are tabulated by the Office of Institutional Research, transmitted to the departments, and then shared with the faculty member. Faculty members also participate in a peer review process in which they are evaluated by their colleagues, they perform a self-evaluation, and they are evaluated regularly by the chair of their department. Additionally, for faculty who are on tenure-track, a third year review is conducted. During the third-year review, each faculty member is required to submit his/her credentials as if he/she were being considered for tenure. The third year review process allows the faculty member to obtain specific feedback from peers, the department chair and the school dean, regarding progress toward a favorable tenure decision. The feedback provided during the third-year review process identifies both strengths and weaknesses and provides an opportunity for the faculty member to identify and work on any areas of weakness prior to a final tenure decision.

2.   Institutional monitoring of the review process

The annual Faculty Review Process is continuously monitored by the institution. Each faculty member is reviewed annually. The faculty member compiles documentation regarding his or her contributions in the areas of teaching, research and service. The documentation is reviewed by the Department Head, then by the Dean of the school and then it is forwarded to the Office of Academic Affairs where it receives an additional review.

3.   Use of review findings for promotions, salary increases or job tenure

The results of the evaluations are tabulated by the Office of Institutional Research, transmitted to the departments, and then shared with the faculty member. Faculty members also participate in a peer review process in which they are evaluated by their colleagues, they perform a self-evaluation, and they are evaluated regularly by the chair of their department. Additionally, for faculty who are on tenure-track, a third year review is conducted. During the third-year review, each faculty member is required to submit his/her credentials as if he/she were being considered for tenure. The third year review process allows the faculty member to obtain specific feedback from peers, the department chair and the school dean, regarding progress toward a

favorable tenure decision. The feedback provided during the third-year review process identifies both strengths and weaknesses and provides an opportunity for the faculty member to identify and work on any areas of weakness prior to a final tenure decision. Additionally, the results of the annual reviews are used in making decisions regarding promotion to each of the various faculty ranks.

4.   The process used to address students' concerns regarding instructors' English fluency and efforts in working with faculty who are found to be deficient

All potential faculty members must participate in an interview process prior to being offered a position with the university. As a part of the interview process they are asked to make a classroom presentation. Language proficiency skills are evaluated during both the interview, as the search committee interviews the prospective faculty member, and during the classroom presentation.

If a candidate makes it through the interview and presentation process and a student has concerns about the language proficiency of the faculty member, the first level of review is by the department chair. The chair conducts an investigation of the complaint and makes a recommendation to the dean of the school. Although the process is in place, the University has not received a formal complaint regarding language proficiency during the last nine years.

As a continuing check on English proficiency, the Student Evaluation of Teaching form, that is used by the university to evaluate faculty performance, contains an item specifically asking for a student rating of the English proficiency of the faculty member. The results of the Student Evaluation of Teaching and therefore the student's rating of English proficiency is provided to the department head, the dean of the school, and reviewed annually by the office of academic affairs.

5.   Activities conducted by the College of Education in support of public schools in Arkansas

Faculty members in the School of Education continue to be actively engaged with their partners in the PK-12 environment. The level of engagement and type of activity centers on faculty interests and expertise as well as invitations for specialized services. Examples of faculty activity include the following:

- Conducting technology-related workshops, particularly computer skills and the integration of computer technology into the curriculum

- Serving as members of study teams and school improvement teams for individual schools

- Conducting a variety of staff development activities including workshops in writing, science, legal responsibilities, discipline, inclusion, behavior

- Providing assistance to single sources such as grant writing, consultation on behavior management for individual students, and reading to classes

PK-12 faculty are members of advisory groups and ad hoc committees to make recommendations on issues related to curriculum, admission and retention policy and assessment. Of particular note is the TECH cohort model where a cohort of teachers in individual schools assumes responsibility for the induction of interns (student teachers). Cohort members are appointed as adjunct faculty members in the School of Education. Renewal sessions of one-week duration are held each summer prior to the start of the school year. The major focus has been on the use of Pathwise to mentor interns and beginning teachers.

6.   Overall satisfaction with the faculty performance review process

The current review process clearly meets the needs of the institution. However, as part of the on-going assessment initiative, the process is constantly being evaluated and areas of improvement are being sought. Using feedback from faculty regarding the evaluation process, the student evaluation of teaching form was revised to more accurately reflect the classroom behaviors of faculty.

The form that is used for the evaluation of teaching has been revised to include additional questions regarding the frequency of feedback on course materials, the starting and ending of classes on time, and the extent to which classes were being cancelled. The process generated good academic discussions and the final form was approved through all the appropriate channels including the faculty senate. This type of process is indicative of a viable evaluation process and indicates broad support from the faculty.

Over each of the previous five years, a greater percentage of the student evaluations were analyzed by the Office of Institutional Research. Currently, all of the evaluations are analyzed and reported by the Office of Institutional Research. This step was taken to insure the consistency of the analysis, to add credibility to the results of the evaluation process, and to increase the utility of the results. For the last two years, procedures have also been implemented that result in consistent evaluation of those courses delivered through distance learning methodology (web and/or compressed video).

7.   Notable findings gleaned from the process during the year

Arkansas Tech University prides itself on the quality of the teaching that takes place on this campus. Overall, faculty performance is above expectations and teaching remains a strong point. Earlier evaluations of the current review process have identified a need for more comprehensive mentoring of junior faculty. As a result of

these concerns, Arkansas Tech University created a Center for Teaching and Learning that began operation on July 1, 2003. The Center provides additional opportunities for faculty development.

Additionally, beginning in the fall semester of 2005, all new faculty contracts were issued with a start date two days earlier than returning faculty. The additional two days are used to provide an opportunity for a more comprehensive orientation process for new faculty before they are introduced to their colleagues in the departments.

8.   Plans developed as a result of these findings

The current evaluation process appears to be working well. We have had no complaints regarding English proficiency in the last nine years, and the results of the process are used to make improvements to teaching and learning. Based on this positive evaluation of the process, it will be continued as it currently exists.

9.   Level of faculty satisfaction with the current evaluation plan

Using a scale of 1 to 10, with 1 representing low satisfaction and 10 representing high satisfaction, the faculty's overall sense of satisfaction regarding the faculty review process would be 7 or higher.

2008-09
Henderson State University
Report on Annual Review of Faculty Performance

Elements of the Faculty Performance Review Process –
Institutional Monitoring of the Faculty Performance Review Process –

The Annual Faculty Review Process is monitored by the institution.

A full time (12 hour) teaching load or its equivalent will be assigned an 80% weight. However, the faculty member and his/her immediate supervisor may assign a weight less than 80% to teaching as long as that weight does not fall below 60%. The decision as to the relative importance to be given to teaching and each of the other evaluation areas shall take into account the University's mission statement, the academic unit or department's goals, any relevant accreditation standards, and the faculty member's goals. The faculty member will be evaluated in terms of the weighted goals.

The evaluation process at Henderson requires that each school year before the end of January, a peer will review all faculty members. The person being reviewed may choose the peer, with the supervisor's approval. The peer process could include review of syllabi and course materials, methods of presentation, classroom visits, tests and examinations, and self-evaluations. The peer will write a non-judgmental summary of the review. This summary will then be dated and signed by the peer and the person reviewed and placed in the latter's evidence file.

The process also requires that a standardized form will be used university-wide to enable the faculty member to collect information about the students' perceptions of courses and the faculty member.

In January or February of each year, immediate supervisors hold a conference with each faculty member of the department to frankly discuss the faculty member's strengths as a teacher and scholar. Concerns that the immediate supervisor may have are clearly stated. Following the conference, the supervisor writes a narrative report of the conference, evaluating the faculty member's performance (January to January). The supervisor then shares the report with the faculty member, and both must sign the evaluation report. The report is then forwarded to the appropriate Dean. The Academic Dean receives the recommendations from the Department Chair and makes recommendations to the V.P. for Academic Affairs, who then submits his/her recommendations to the President. Any changes along with written justifications must be sent to the faculty member prior to sending the report to the next administrative level.

Use of Review Findings –

Our faculty evaluation process is focused on determining quality of work in relation to teaching, scholarship and service. The results of these annual evaluations provide information needed for promotion and tenure decisions. On rare occasions the evaluation is used to determine continuation of appointments. If a faculty member receives negative evaluations two or three years in a row and, having been given direction and support for improvement does not improve, the evaluations may be used to support a decision to terminate the appointment. Positive evaluations are used when determining faculty awards for teaching, scholarship, and service.

English Fluency of Teaching Faculty –

We have had virtually no concerns expressed by our students in regard to deficiencies in English fluency on the part of faculty. We have very few international faculty members and those that are employed at HSU have strong command of English. With respect to Graduate Assistants who may be internationals, virtually none of them have teaching responsibilities. If a problem with English fluency were to be detected, the faculty member would be referred to our Intensive Language Institute.

College of Education Support for Accredited Public Schools –

We are actively involved with a variety of outreach programs at our public schools, not the least of which is our involvement with the Educational Renewal Zone program. Many of our faculty in Teachers College, Henderson are engaged in providing support to the students of our K-12 school districts. A noteworthy activity is the continued interaction with the Public School Partnership.

Notable Findings and Future Plans –

There were no notable findings during last year's evaluation process. There have been no changes in the faculty performance review process during the last several years and the Faculty Senate has not made any recommendations for changes to be implemented.

Level of Faculty Satisfaction with Current Process –

                    8.5

1---2---3---4---5---6---7---8---9---10
Low   High

Report on Annual Review of Faculty Performance
Southern Arkansas University-Magnolia
2008-2009

Faculty Performance Review Activities:

Southern Arkansas University has and will continue to utilize peer, student and administrator evaluations of its faculty. As a result of these evaluations, a summary assessment for 2008-2009 follows:

1. Nine faculty submitted applications for tenure. Six were granted their request.
2. Eleven faculty members submitted applications for promotion. Five were granted their request, seven were denied. One was promoted to full professor, four moved to associate professor.

Institutional Monitoring Of The Review Process:

The revised 1992-1993 promotion, tenure and appointment policies, procedures and criteria continue to be utilized by Southern Arkansas University with satisfactory results.

The Annual Faculty Performance Review Monitoring Committee met once during the year.

Notable findings Gleaned From The Process During The Year:

1. A student evaluation for online courses similar to regular classroom documents was developed and is being implemented.
2. Examine the Peer Evaluation Summary and Annual Summary of Professional Activities forms and their use.
3. Continue efforts to place the student evaluation of faculty forms for use online.
4. Consider a third year review of faculty to indicate where they are in the promotion and tenure process.

The Process Used To Address Student's Concerns Regarding Instructors' English Fluency And Efforts In Working With Faculty Who Are Found To Be Deficient:

Southern Arkansas University utilizes a two-step process to assess the English proficiency of its faculty.

1. During the interview process when hiring, faculty are expected to present a seminar or to teach a class for the search and selection committee, the faculty and students of the department.
2. As part of the course evaluation completed by students, there is an item on the assessment instrument that asks students to evaluate the English proficiency of the faculty member teaching the class.

These two checkpoints continue to provide an adequate mechanism for identifying any problems or potential difficulties.

2008-2009 English Proficiency Assessment: Southern Arkansas University found no major problems with the speaking ability of fluency of its faculty.

Activities Conducted By the College Of Education In Support Of Public Schools in Arkansas:

Southern Arkansas University College of Education collaborates with accredited P-12 schools in Arkansas in many ways. The College of Education consists of three academic departments – Teacher Education, Advanced Studies, and Professional Studies, all of which collaborate with accredited public schools in Arkansas. Moreover, the College of Education's Southwest-B Education Renewal Zone (ERZ) is a key provider and facilitator of educational services to public schools. This legislative initiative has provided Southern Arkansas University College of Education the means to go beyond the historical collaborative efforts to work more closely with P-12 schools to improve their overall performance. The College of Education faculty, as well as faculty from all other colleges of the University, have provided services and collaborated with P-12 schools under the auspices of the ERZ. These initiatives are a part of the ERZ strategic plan and are facilitated by the ERZ professional staff.

Listed below are three focus areas through which the Southern Arkansas University College of Education collaborates and serves P-12 schools via the Education Renewal Zone.

Focus 1: The COE develops meaningful collabration among higher education institution partners, education service cooperatives, schools, and communities participating in the ERZ. The College of Education recognizes that meaningful collaborations designed to maximize synergy will promote a wide variety of positive indicators directly related to overall school performance. The Director of the ERZ facilitates common purpose collaborations to mutually identify, analyze, and ultimately determine strategies for academic improvement in each of the ERZ schools.

Another main activity that the Director facilitates includes conducting quarterly Advisory Council meetings to keep a continuous flow of communication and collaboration among partners . The College of Education through the ERZ Director collects key data information on individual schools and how SAU/ERZ can assist our regional schools in meeting student acheivement goals. There is a process in place to initiate additional meetings, as necessary, to address emerging issues as they may impact partner schools. Moreover, to improve lines of communication, the Southwest-B ERZ sends out e-mails to consortium members for partners to review and then to provide valuable feedback to the ERZ office on both immediate and longer-term issues.

The Southwest-B Education Renewal Zone (ERZ) capitalizes on an infrastructure of committed educators across Southwest Arkansas who engage in regular, strategic collaborations that facilitate the achievement of indicators directly related to overall school performance. The Director facilitates meaningful collaborations by utilizing a variety of strategies. One key strategy is to conduct site visits with each participating ERZ school principal and school staff (as well as appropriate central office personnel including the district superintendent) to mutually identify, analyze, and ultimately determine strategies for instructional focus and support at their respective ERZ schools.

Another collaboration piece that offers customized interaction is the design, administation, and analysis of a needs assessment for each of the ERZ schools. A planning session involving the principal, key staff leaders, and the ERZ Director is conducted to plan and administer the implementation of the needs assessment. Then ERZ Director in cooperation with corresponding university faculty invest a considerable amount of time and resources collecting information and addressing the needs of our regional schools.

Another way the ERZ office facilitates collaboration from consortium partners is conducting weekly site visits to initiate various types of data collection, information dissemination, planning, and evaluation practices as a key strategies for engaging stakeholders in improving overall school performance. All partners are kept informed and given an equal opportunity for participation and evaluation in ERZ activities. In order to fully tap the resources available from institutions of higher education, the Director is constantly conducting an environmental scan to link opportunities at Southern Arkansas University (and beyond) with the needs of ERZ consortium members. This is accomplished by regularly attending departmental meetings, College of Education faculty meetings, university-wide faculty meetings, and even events hosted at other universities like the Co-Teach Training at Henderson State University and The University of Arkansas at Little Rock and the High School Redesign meetings with the Arkansas Department of Education in Little Rock where ERZ directors from across the state meet to determine key trends and important resources that are taken back to our regional school leaders and teachers. Furthermore, other leadership activities like the Director's role as a member of the NCATE committee, Assessment and General Education committees plus and a member of the College of Education Leadership Team all serve to inform the Director of significant events, resources, and trends that may impact ERZ schools.

Beyond the university involvement, the Director is a member of several committees that also function as opportunities to inform constituents and potential constituents of what the ERZ is and how it can benefit their organizations. The Director is active in Magnolia School District's Closing the Achievement Gap and Magnolia Discipline Policy Committees, Magnolia's Arkansas Communities of Excellence (ACE), Leadership Magnolia, and a board member of Magnolia Arts. The Director is part of the Columbia County Health Coalition and a part of the Columbia County Democratic Committee. On a statewide basis, the Director is an active part of the Leadership Academy's resource task force, and the Science, Technology, Engineering and Mathematics (STEM) coalition. On the national level, the Director is on the Educational Testing Services' National Assessment Committee for the Praxis Pre-Professinal Skills Test (PPST). Each of these memberships contribute to a broader understanding of resources available to partner schools and how the ERZ school leadership may maximize opportunities made known to them by the ERZ Director through deliberate collaboration.

Focus 2: The COE develops a comprehensive program of professional development to serve the needs of regional P-12 school districts .

Recognizing that quality professional development is paramount to organizational improvement, a large part of the culture of Southwest-B Educational Renewal Zone centers the shared value of continuous growth as an individual educator and as a fully functioning school unit.

The following initiatives have been facilitated by the Southwest-B ERZ that relate to professional development:

- ♦ *Arkansas Capacity Building Math Partnership* grant with 42 participants from 14 regional school districts
  - o 2008 Summer Math Institute
  - o 2009 Spring Science Invitational
  - o 2009 Summer Math Institute
- ♦ *Arkansas Capacity Building Science Partnership* grant with 21 participants from 12 regional school districts
  - o 2008 Summer Science Institute
  - o 2009 Spring Science Invitational
  - o Fouke Fine Arts Integration to *Arkansas Capacity Building Science Partnership*
  - o Hope Fine Arts Integration to *Arkansas Capacity Building Science Partnership*
  - o Butterfly lesson with Jim Edson
  - o Bird workshop with Tom Ulrich
- ♦ Co-Teach Model with Nevada School District which involves expert faculty members working with the school
- ♦ High School Redesign with Bradley, Fouke, and Hope School Districts
- ♦ Business in Heels with Prescott and Fouke School Districts
- ♦ Math and science instructional resources from the Center of Teaching Excellence in Science and Math serving 12 regional school districts
- ♦ ERZ Professional Development School focusing on middle level multidisciplinary instruction at Yerger Middle School in Hope
- ♦ Technology Essentials and Advanced Technology Essentials professional development partnership with South Central Service Center
- ♦ Substitute Teachers Professional Development with Fouke School District
- ♦ 2007 Arkansas Principal of the Year at 2008 Science Summer Institute
- ♦ Scholastic Audit Workshop with Larry Lock with the University of Arkansas at Little Rock and Arkansas Tech University via compressed interactive video serving Hope and Prescott School Districts.

The Director provides a comprehensive series of strategies in professional development to address the needs of the Southwest-B ERZ constituents. This process begins with the Director conducting site visits to consortium schools to meet with administrators, teachers, and other stakeholders to facilitate a clear understanding of the results of a needs assessment cross referenced to the strategic plan components and implementation scheme. That data from the needs assessment is utilized to shape custom professional development for each particular partner school and to bring about a data-driven focus area(s).

Another structure the Director uses to inform constituents of available professional development is to facilitate involvement from each partner school through quarterly advisory council meetings. This systemic process allows regularly disseminated professional development opportunities, including emerging strategies or initiatives such as the High School Redesign or the Co-Teach Model – both of which the Southwest-B ERZ is helping partner schools obtain. Part of this process model, for example, stressed that partner schools obtain, analyze, and incorporate data from a Strategic Plan Collection Instrument form for relative strength and forced ranking criterion to help determine the priorities and direction of the ERZ professional development emphasis. One of the outcomes of this data was the decision to submit the *Arkansas Capacity Building Math Partnership* grant to agree on a middle level (grades 4-8) math focus for the 2008-09 school year. In May 2008, the Director received official

notification that $467,000 was awarded to our consortium for a three-year grant beginning with the 10-day Summer Math Institute in July 2008 .

The first landmark grant the Southwest-B ERZ obtained was conceived and designed as an extremely innovative plan to provide professional development for teachers in rural Southwest Arkansas based on feedback from Action Team members. The *Arkansas Capacity Building Science Partnership* grant, a No Child Left behind Title II Part B federal grant administered by ADE, was funded for approximately $105,000 per year for three years beginning in 2006 to fill the professional development gap in the capacity building of science coaches. Compressed interactive video is used to deliver and share content into principle and remote locations, serving some rural teachers that would not have had the opportunity to capitalize on the training because of distance constraints. While the 2008-09 school year marks the final year for this particular funding source, plans are already being developed to replicate the current model for new prospective science coaches grant beginning in 2010 and to take the graduates of the existing cohort into the Master Science Coach Institute through a separate science grant.

The Math/Science Center for Excellence at SAU also acts as a resource for regional schools. Two experts, one especially trained in math (Lynne Nielson) and another in science (Mary Crisp), offer a variety of professional development training options that assist regional school districts. The ERZ continously helps dissiminate information about the center including during the 2008 Spring Science Invitational on February 14, 2008, at Southern Arkansas Univerity.

An example of pre-service professional development facilitated by the ERZ is the Pathwise training institution-wide at Southern Arkansas University to strengthen the impact of new and veteran teacher mentoring systems. After a needs assessment clearly showed the need for better Pathwise training during an Advisory Council meeting, the university and the college of education sought to insure that all higher education faculty members that are in the teacher preparation program university-wide would receive appropriate Pathwise training. This has resulted in the Pathwise vocabulary and methodologies being imbedded in the professors' syllabi for their courses.

The Director has also conducted a series of technology integration workshops for both SAU and the South Central Service Center entitled Technology Essentials and Advanced Technology Essentials. These technology workshops during the past 3 years were used as part of the technology professional development hours that the state requires. The workshop evaluations were extremely positive and focused on academic integration skills using technology as an instructional tool.

Pre-service teacher candidates, as part of their required coursework, also take several classes in technology at SAU as a part of a comprehensive strategy to develop teachers ready to deliver effective instruction in the new millennium as one of the major tools used to provide for a practical application of all the various theories and techniques used in 21st century instruction.

Focus 3: The COE develops strategies to recruit and retain highly-qualified teacher candidates as well as strategies to recruit and retain highly-qualified teachers for regional school districts with particular focus on hard-to-staff schools and hard-to-fill disciplines.

To help address that need, Southern Arkansas University conducted a Teacher Job Fair in April 2009 to connect the school districts with SAU graduates. Partners in the Southwest-B ERZ continue to maximize

resources available. For example, the Office of Teacher Recruitment and Retention at the Arkansas Department of Education assisted Bradley School District with brochures, staging artifacts, and other teacher recruitment resources.

The ERZ-developed teacher recruitment video, "Teacher Teach Me" video is used to generate interest in the teaching profession to audiences that may have a future teacher in their ranks. Some outstanding candidates in other professions just might be lured into the field of education with its promise of making a difference.

Southern Arkansas University's partnership with the University of Arkansas Community College at Hope (UACCH) in the "Two Plus Two Inclusive Early Childhood Education Program" helps recruit teacher candidates interested in teaching directly from the junior college level.

Part of the retention plan for Southwest-B ERZ's teachers is to provide 24 stipends or SAU graduate hours as part of the *Arkansas Capacity Building Science Partnership* grant where 22 regional science teachers are participating in the 2008 Science Summer Institute and the *Arkansas Capacity Building Math Partnership* grant where 43 regional math teachers participated in the 2008 Summer Math Institute.

In addition, the Technology Essentials and Advanced Technology Essentials workshops provided in collaboration with South Central Service Center serve as a retention strategy by arming the participants with additional skills that facilitate both classroom instruction and classroom management as they sharpen their technology skills with specific training.

Finally, the Southwest-B ERZ works directly with ERZ superintendents and principals in their efforts to fill vacancies by working with the Employment Resource Center at Southern Arkansas University.

Other College Participation

The Center for Teaching Excellence in Math and Sciences includes a Math Specialist and an Elementary School Science Specialist involved in outreach programs of workshops for teachers and administrators and special programs for elementary and secondary school students. The Center also provides teaching aides and instructional materials for distribution to the public schools in the service region of SAU. The Center also coordinates SAU faculty and staff "volunteers" as Center Affiliates working with the Math and Science Specialists. This service is provided by the College of Science and Technology.

Overall Satisfaction with the Faculty Performance Review Process at Southern Arkansas University-Magnolia:
The most recent data of the Annual Review of Faculty Committee resulted in a satisfaction of 7.1 out of a possible 10 scale.

June 16, 2009

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A REPORT ON THE ANNUAL REVIEW OF FACULTY PERFORMANCE
UNIVERSITY OF ARKANSAS, FAYETTEVILLE
ACADEMIC YEAR 2008-2009

Elements of the Faculty Performance Review Process
The overall annual faculty performance review process is established by a series of policies, and such reviews are long-standing and well-established at the University of Arkansas, Fayetteville. The policies and procedures governing the process are contained in detail in personnel documents available at the University of Arkansas, Fayetteville, Web Site. Copies of these documents were submitted to the Arkansas Department of Higher Education in 1991 and following years when the changes were such as to have an impact on the Institutional Plan dated May 1, 1990, and most recently revised in December of 1999 and approved by the Arkansas Higher Education Coordinating Board. Annual reviews are required by current University of Arkansas Board of Trustees Policy 405.1. Procedures for carrying out the annual review are set forth in the current version of a campus policy, *Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Annual and Post-Tenure Review, Promotion, and Tenure.* The Faculty Review Checklist, along with forms created by schools and colleges, is used to recommend the organization of materials to be analyzed in the review. These documents are available for review online at the following web site http://www.uark.edu/admin/vcacsey/vcaa/policies.html School, college, and department personnel documents are also required or allowed under board and campus policy. Copies of such documents or of the provisions in them for the annual review of faculty performance were provided with the report for 1991 and have been provided in subsequent years as changes were made. One new policy is appended to this report, that for the Walton College of Business, which was approved on June 11, 2008, and which was in force for the review of faculty performance during the 2008-2009 academic year.

Formal evaluations of faculty were conducted during the 2008-2009 academic year for the previous calendar year (2008) or academic year, consistent with the policies and procedures set forth in these personnel documents. A summary is provided here, consistent with Arkansas Department of Higher Education Policy. Peers, students, and administrators are and must be involved in the annual review of faculty performance, with administrators (with faculty rank) being responsible for the review. The requirement for such involvement is stated in Board of Trustees Policy 405.1. Faculty members prepare reports on their professional activities either for the academic or the calendar year as one step in the review and evaluation process. Faculty peers are most typically involved through participation in a unit committee (department or program),

one of those duties is to take part in the annual review of faculty performance. Students evaluate both course and instructor in all organized classes (those other than classes taught by individual instruction). This is an automated process in which certain core items for the evaluation have been identified by the University, others are identified by the school or college, and others may be identified by the instructor. Evaluation instruments are prepared for each class consistent with the specified items for the class.

This process will be under review in 2009-2010 consistent with recommendations from the Teaching Council approved at the March 2009 meeting of the Faculty Senate. The campus will be planning for the following: 1) using more standardized procedures for administering the faculty and course evaluation process, 2) implementing the process earlier in the semester for faster feedback to faculty members, 3) implementing training for department leadership to emphasize alternative evaluations for teaching excellence such as portfolios, exit interviews, and department generated assessment of learning objectives, 4) developing departmental guidelines for formative evaluation of classes, and 5) addressing other aspects of formative and summative evaluation of teaching.

The department chair or head is the administrator primarily responsible for the final evaluation of faculty performance. He or she assigns a rating to the performance of each faculty member in light of the workload assignment for the faculty member for the year whose performance is being reviewed and based upon the materials (including self-assessment statements submitted by the faculty member), the student evaluations, the peer evaluations, and the chair or head's own evaluation. Such ratings typically focus on teaching, research, and service as weighted percentages of the faculty member's workload. The dean reviews or provides for a review of ratings of college or school or library faculty and allocates funding for raises reflecting the ratings. Deans may confer regarding ratings of faculty members when some of their work has been contributed outside the college, such as in the Graduate School or Honors College.

Institutional Monitoring of the Review Process
Institutional monitoring of the annual faculty performance review is carried out by the department chair or head of each academic unit under the supervision of the dean of the school or college, and overall monitoring of the annual review and all other personnel evaluation decisions is the responsibility of the provost. The dean is responsible for assessing the consistency of the evaluation processes within his or her college; the provost is responsible for assessing the consistency of the evaluation processes across the institution, insuring compliance with policy, criteria, and procedures for annual reviews, and reporting to the chancellor on compliance, needs, problems, and solutions. Formal reports from each dean provide the basis for this report.

Use of Review Findings
The results of the annual reviews of faculty performance (with other appropriate information) serve as a basis for decisions on promotion, salary increases, reappointment, and work assignments. University of Arkansas policy provides that salary increases for faculty be made on the basis of merit and in a market context (as compared, for example, to cost-of-living raises). Fundamental to this policy and practice is the requirement that the annual review of faculty performance be sufficiently thorough and rigorous to serve as a basis for the fair and equitable

distribution of salary increases. In 2008-2009 evaluation of faculty members followed the usual processes to provide data, but no salary increases were projected for 2009-2010 except for equity adjustments and promotions. Typically, faculty members are ranked upon the basis of annual review results, with ratings assigned to reflect those rankings and some schools assigned ratings this year but most did not, in view of the decision not to award salary increases. Those faculty members eligible for consideration for promotion or tenure participate in both the annual review process and special processes of review for promotion and/or tenure. Those special processes include review of previous annual review findings along with a review of overall accomplishments since appointment or since the most recent promotion.

English Fluency of Teaching Faculty

The ability to communicate with students is assessed by administrators and peers as a part of employment decisions and workload assignments, and it is unusual for an individual whose fluency in English is not up to the task to be instructing students in a classroom. However, students are asked to report any inability to understand an instructor as a part of the evaluation process for teachers and courses. Should such an identification be made by a student, the instructor would be referred to one of the many instruction services provided on campus and would not be assigned to further teaching duties until or unless fluency were attained. No report was made in 2008-2009 of an instructor with English fluency difficulties. Most if not all deans report each year that no such identification has been made. On the other hand, new employees may be asked to participate in language development programs before they are assigned to any teaching duties.

College of Education Support for Accredited Public Schools

A major goal of the College of Education and Health Professions is to build and sustain critical strategic partnerships with public school districts in Arkansas to foster preparation opportunities for students and to facilitate policy discussions with school administrators. A number of public schools in Arkansas serve as practicum and internship sites for students in the college including programs serving future teachers, nurses, counselors and administrators, athletic trainers, and speech pathologists.

Through the college's Master of Arts in Teaching (M.A.T.) degree, future teachers serve as interns for a full academic year in Arkansas public schools. Enrollment of students in the subject areas of childhood education and secondary education have increased substantially over the past several years. To help meet the shortage of highly qualified teachers in Northwest Arkansas, the Department of Curriculum and Instruction offers a four-year teacher education program leading to the B.S.E. degree and licensure at the Global Campus at Rogers, Arkansas. The college has numerous web-based programs to serve the needs of public school districts across the state (educational technology, special education, physical education and select master's and doctoral degree programs).

The College of Education and Health Professions has numerous collaborative partnerships with public schools of Arkansas. The following initiatives provide examples of the college's commitment to collaborative partnerships:

The Arkansas Leadership Academy – This is a statewide collaboration of 44 partners who support reform of the educational system in the state. The collaboration provides direct services

to school districts, either through district support activities or through strategic leadership institutes.

Northwest Arkansas Writing Project – The "hands-on /minds-on" program involves teachers in creative workshops and institutes that give them new ideas to bring spark and creativity to their classroom writing curriculums. The institutes also enable teachers to develop professional and personal relationships with their peers and create a community of dedicated individuals striving to teach Arkansas children excellent writing skills.

The Research Advocacy Network (RAN) – RAN is an important component of efforts to move forward a partnership between the superintendents of leading school districts with the college and the university to improve education in public schools. This organization is comprised of the largest school districts in the state of Arkansas.

The Center for Mathematics and Science Education (CMASE) - The University of Arkansas Center for Math and Science Education (CMASE), one of 12 mathematics and science centers on university and college campuses around the state, provides quality resources and materials to the home, private and public education community. The Arkansas NASA Educator Resource Center, located within CMASE, is the state's dissemination point for education materials provided by NASA. Resources and school/classroom presentations are free of charge. The main objectives of both centers are to provide: (1) K-16 education outreach to the home, private and public Northwest Arkansas education community; (2) quality professional development for pre-service and in-service teachers at local, regional, state and national levels; (3) access points for dissemination of educational materials, resources and information; and (4) links to common education allies throughout the state and nation.

Office for Education Policy (OEP) – As a research office within the College of Education and Health Professions at the University of Arkansas, the OEP's mission is to serve as a resource to aid state legislators, school board members, and other policymakers in thoughtful decision-making concerning K-12 education in the State of Arkansas.

The National Office for Research on Measurement and Evaluation Systems (NORMES) - The goal of NORMES is to provide a readily accessible source for reliable educational achievement data in Arkansas. NORMES has been developed as a resource for educators, policymakers, parents, and other stakeholders in education to investigate and answer questions on public school systems. NORMES works with the Arkansas Department of Education to maintain school improvement data for every school district and school in the state of Arkansas.

Education Renewal Zone Partnership – The College of Education and Health Professions, the Northwest Arkansas and Education Service Cooperative, as well as the partner schools, their students, parents, and communities work together to provide and implement customized strategies, effective tools, and authentic partnerships to improve overall public school performance and student academic achievement.

UA Early Care and Education Projects - UA Early Care and Education Projects works with the Division of Child Care and Early Childhood Education in the Arkansas Department of Human Services to provide training for child-care providers and preschool teachers in the state.

The Professional Development Academy – This initiative is aimed at planning and delivering high quality professional development activities for teachers, administrators, nurses, etc.

In addition, the College has numerous grant funded projects that provide direct support services to the public schools in the state of Arkansas.

Notable Finding and Future Plans

Findings from the review process reflect continued outstanding achievement and performance for the majority of faculty members in all disciplines. Honors and awards for outstanding performance exist in all colleges and schools and for the institution as a whole. In addition, many faculty members are recognized by international, national, and regional groups for outstanding achievement and contributions. Such recognitions underscore the findings of the annual review process. Student performance and achievement continue to increase and represent an additional piece of evidence for the teaching strengths of the faculty.

Some faculty, however, are identified as not having reached their desired levels of performance in teaching, research, or service. These are in a distinct minority. The institution provides many opportunities for faculty development in the areas of teaching, research, and service, and these services may be recommended or required for the small number of faculty whose performance ratings suggest such a need. Similarly, increasingly the institution is finding ways to honor and recognize outstanding faculty for their teaching, research, and service. New awards for excellence in faculty advising were instituted recently by the campus.

Level of Faculty Satisfaction with the Current Evaluation Process

Generally speaking, the faculty performance review process at the University of Arkansas is viewed as achieving its main objectives. However, it is also seen as capable of being improved. Policy and procedure are scrutinized each year to note points of friction and ambiguity to be addressed. Committees in several colleges are considering revisions to personnel documents including review processes. The organization of materials for review (*Faculty Review Checklist)* is mentioned by some faculty as needing to be more specialized for different faculties. Ratings of the Review Process typically fall between 7 and 8 on a scale where 1 is low and 10 is high. Ratings of the process by faculties in the colleges reflect a slow upward movement from year to year. Many faculty members mentioned that the review process is improving in such comments as the following: "Faculty members are achieving a better understanding and a better/smooth implementation of the review process" and "I felt like I received positive feedback and was asked questions that motivated me to reflect on my teaching and professional activities." Some mentioned that the process takes too much time and others that it could be made more transparent and streamlined. In one school, a committee reviewed the process two years ago with a view to streamlining it to make it more consistent and less burdensome, but no changes were approved by the faculty, indicating a general satisfaction with the current process.

Institutional Report on the Annual Review of Faculty Performance
University of Arkansas at Fort Smith
Academic Year: 2008-2009

Elements of the Faculty Performance Review Process
1. *How are faculty peers involved in faculty performance?*
 Faculty peers are involved in the faculty performance process through a peer review process. Peer evaluations are performed by class observations and follow-up discussions. Some colleges have individual faculty who perform peer reviews, while other colleges have peer review teams. Results from the peer evaluations are incorporated into the faculty performance review process.

2. *How are students involved in faculty performance?*
 With the exception of the College of Education, which has completed evaluations online since 2002, evaluations have been distributed to students in the classroom and students are encouraged to evaluate their instructors. Beginning with the spring 2007 term, the university made the decision to have all students complete faculty evaluations using the online format. The results of evaluations are incorporated into the faculty performance review process.

3. *How are administrators involved in faculty performance?*
 The supervisor/dean reviews each faculty member's Faculty Professional Plan prior to approval of the plan. The supervisor/dean uses the plan as a tool in determining whether goals have been met by the faculty member. The supervisor/dean prepares an evaluation of each faculty member. Results of student evaluations, peer evaluations, Faculty Professional Accomplishments, and the Faculty Annual Evaluation completed by the supervisor/dean are provided to the provost. Administrators use the evaluation results in making decisions related to promotion and rank, in preparing contracts for the coming year, and in recognition of superior results and areas needing improvement.

4. *How do faculty members self-evaluate their performance?*
 Each faculty member prepares a Faculty Professional Plan in collaboration with the dean. The faculty member and the dean work as a team to ensure accomplishment of the goals listed in the plan and compare the plan against actual accomplishment of goals during the annual review.

Institutional Monitoring of the Faculty Performance Review Process
1. *Does the institution monitor the annual faculty review process?*
 Yes, UA Fort Smith monitors its annual faculty review process.

2. *If yes, describe the procedures.*
 As student evaluations are completed, they are collected by the Office of Institutional Effectiveness, where results are tabulated. Results of each faculty member's evaluations are forwarded to the respective dean and faculty member. After discussing results of student evaluations with faculty, the Faculty Annual Evaluation is completed by the supervisor/dean and reviewed by the Provost. Copies of all documents are provided to the faculty and placed in the personnel file of each faculty member.

Use of Review Findings

1. *How are performance results used in decisions related to promotions, salary increases, or job tenure?*

   Evaluation results are used for promotion and rank decisions, contracts for the coming year, and for recognition of superior results and areas needing improvement.

English Fluency of Teaching Faculty

1. *How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?*

   English fluency of faculty is evaluated by students as they complete the student evaluation of instructor form, and is evaluated by administrators during the interview and hiring process. In addition, English fluency is evaluated during the peer and supervisor evaluations of teaching, which is conducted annually.

2. *What measures are in place to assist deficient faculty in becoming English proficient?*

   Faculty members have the opportunity to visit the Learning Assistance Center for conversational English lessons. Faculty members who have expertise in ESL studies are available to provide assistance as well. Additionally, plans are in progress for the development of an ESL institute which would provide professional development opportunities for faculty members having difficulty with English fluency.

3. *Summarize English deficiency findings and note action taken by the institution.*

   Nine of UA Fort Smith's 217 full-time faculty members are foreign nationals. No English deficiency findings were reported.

College of Education Support for Accredited Public Schools

1. *If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?*

   The College of Education (COE) works collaboratively with accredited public schools in Arkansas in several ways. (1) Teacher candidates are required to spend numerous field service hours in public school classrooms. The COE works with its public school partners to ensure those placements are appropriate, relevant, and educational. All public school mentor teachers are required to be Pathwise trained. The COE hosts several Pathwise trainings for public school teachers throughout the year. (2) The COE has become a supplemental service provider for public school partners who are identified as low-performing by the Arkansas Department of Education. Pre-service teachers in the COE are trained to work as tutors for the students in those schools. (3) The COE has worked with ADE to provide training to math and science teachers through the Math/Science Center located on our campus. (4) Our COE has partnered with public schools through the Educational Renewal Zone (ERZ). The director of the ERZ works closely with public schools to identify professional development needs and to brainstorm ways to meet those needs. (5) Faculty and administrators are members of the COE Unit, a committee that creates and implements policy for UA Fort Smith teacher licensure programs. (6) The COE hosts planning sessions with public school teachers to gather input about program improvement. Additionally, superintendents and principals are regularly invited to the UA Fort Smith campus to strengthen our collaborative relations and discuss issues.

Notable Findings and Future Plans
1. *List any notable findings from the annual faculty review process conducted during the year that have implications for future annual faculty reviews.*

    No findings have been noted that have implications for future annual faculty reviews.

2. *Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2008, in order to be considered for approval by the AHECB at the August 2008 board meeting.)*

    No revisions are planned at this time.

Level of Faculty Satisfaction with Current Process
1. *On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.*

<div align="center">

1---2---3---4---5---6---7---<u>8</u>---9---10
low   high

</div>

3

University of Arkansas at Little Rock
Institutional Report on the Annual Review of Faculty Performance
2008-2009

In accordance with Arkansas statute (ACA 6-63-104) and AHECB policy, the University of Arkansas at Little Rock has completed its annual review of faculty performance for 2008-09.

Elements of UALR's Annual Faculty Performance Review Process

1. All full-time UALR faculty were evaluated by peers, by students and by their respective department chairs during the calendar year 2008. The Provost's Office instructed department chairs to prepare and discuss written performance evaluations with each faculty member, provide the faculty member an opportunity to respond to his or her written performance evaluation, monitor and evaluate faculty whose first language is not English, and summarize any developmental needs or problems identified in the performance review. Each faculty member's performance evaluation was reviewed by the chair and college dean and forwarded, along with summary documents, to the Provost's Office for review.
2. Faculty peers conduct direct classroom observations, review student evaluations and assess the annual self-evaluation submitted by the instructor.
3. Students complete anonymous course evaluations each semester.
4. Faculty peers submit their assessment to the department chair; the chair's assessment is submitted to the dean of the college; the dean reviews all of the assessments for her or his college and submits those assessments to the Associate Vice Chancellor for Academic Affairs in the Provost's Office.
5. Each faculty member is required to submit a self-evaluation of his or her teaching, scholarship and service annually.
6. Some departments use e-portfolios to evaluate faculty performance.

Institutional Monitoring of the Annual Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? Yes
2. The Associate Vice Chancellor for Academic Affairs, Dr. Jerry G. Stevenson, has primary responsibility for reviewing and monitoring the faculty performance review process at UALR each year. Department chair and dean submit a signed Excel spreadsheet to him indicating that the proscribed review process has been followed along with copies of each faculty annual review. He prepares a report for the chancellor and provost summarizing each unit's compliance with the published guidelines and identifies any notable findings. When warranted, he makes recommendations and works directly with individual chairs or deans to remediate identified concerns or issues identified through the annual performance review process.

Use of Review Findings
The assessment of faculty performance is used to determine the level of annual merit increases as well as forming the basis for recommending or not recommending promotion and tenure for the individual.

English Fluency of Teaching Faculty
1. The English proficiency of the faculty who learned English as a second language is monitored informally, through frequent conversations, occasional visits to their classrooms, and by reviewing papers and reports they have written. Another indirect measure is student evaluations of the courses taught by these faculty members. However, the department chair has primary responsibility to monitor and formally evaluate all teaching faculty whose first language is not English.
2. If a problem is identified via any of the evaluation activities describe above, the chair develops an individualized remediation plan in consultation with the instructor. Some successful strategies used by chairs range from referral to the *Intensive English Language Program* located on campus, active participation in *Toastmasters*, using *PowerPoint* to supplement lectures and providing typed handouts for students. Unannounced peer evaluations with feedback provided to the instructor and chair are utilized to monitor on-going progress. In addition, the *Academy of Teaching and Learning Excellence* located on campus provides mentoring, workshops and other developmental activities that can be utilized.
3. When deficiencies are noted, colleagues in the department conduct unannounced classroom visits and provide feedback to the faculty member and chair in order to help improve his or her English fluency.

College of Education Support for Accredited Public Schools

The following list demonstrates how UALR's College of Education and related faculty members work collaboratively with accredited public schools in Arkansas:

- Provides in-service training for teachers in the three metropolitan districts
- Offers Pathwise training for public school teachers and administrators
- Participates in the Central Educational Renewal Zone
- Sponsors the annual Advanced Placement Institute for public school teachers
- Provides summer literacy training for LR teachers and practicum with their students (Literacy Camp).
- Provides a math specialist and science specialist who provide content specific workshops for professional development.
- Partners with the Arkansas Leadership Academy and a member of the executive committee. That organization provides teacher institutes, master principal training, superintendent's leadership institutes and academic team training.
- Provides reading recovery, literacy coaching and comprehensive literacy training to multiple school districts in the state.

Notable Findings and Future Plans

1. Some annual reviews do not contain an explicit statement regarding progress toward tenure or post-tenure review. The AVCAA will recommend to the Provost that all annual reviews contain an explicit statement whether progress toward tenure, or post-tenure review, is satisfactory or unsatisfactory.
2. The UALR campus is satisfied with the current process and does not plan any significant revisions to UALR's current plan.

Sense of Satisfaction

UALR faculty's sense of satisfaction with the annual faculty review UALR Annual Faculty Performance Review process is 7 (reasonably satisfied).

3

University of Arkansas at Monticello

Institutional Report on the Annual Review of Faculty Performance

<div align="right">

Submitted by:
R. David Ray
Provost and Vice Chancellor for Academic Affairs
June 2009

</div>

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and make a report to the Coordinating Board and Legislative Council. This form will collect al the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a <u>summary</u> on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

   Faculty complete self evaluations; faculty are peer evaluated; the academic Unit Head evaluates each faculty member; and there is a review by the Provost. See Appendix 1, Annual Faculty Evaluation Procedures.

2. How are faculty peers involved in faculty performance?

   Each faculty member is evaluated by a minimum of two faculty peers. See Appendix 5, Annual Faculty Evaluation by Peer/Unit Head

3. How are students involved in faculty performance?
   Students complete a Student Evaluation of Teaching (Appendix 6) on each faculty member each semester. In addition to Likkert-style response questions, each student may provide written comments.

4. How are administrators involved in faculty performance?

   The academic Unit Head completes a formal evaluation on each faculty member, makes classroom observations and visits, and reviews the Student Evaluations of Teaching. The Provost reviews all evaluation documentation.

5. How do faculty members self-evaluate their performance?

   Faculty complete an annual Faculty Self Evaluation. See Appendix 4.

6. Describe any other activities used to evaluate faculty performance.

   None.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? _x__Yes ___No

2. If yes, describe the procedures and persons responsible for the monitoring.

   The Faculty Handbook provides a time table, description of procedures, and guidelines. Faculty evaluations are kept in the academic unit office as well as in the Office of Academic Affairs. See Appendix 2, Annual Faculty Evaluation Timetable and Appendix 3, Annual Faculty Evaluation Course of Action.

3. If no, describe measures that are being taken to begin annual monitoring. N/A

Use of Review Findings

1. How are performance results used in decisions related to promotions, salary increases or job tenure?

   Review of faculty performance records are used to gauge faculty activity, productivity, and improvement. These findings are used to determine continued employment of non-tenured faculty as well as consideration when promotions and salary increases are being considered.

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

   Faculty, administrators, students are invited to hear candidates for teaching positions give a presentation as part of the interview process; any potential problems are noted at this time. Peer evaluations and academic Unit Head evaluations should note any potential English-speaking fluency issues. Finally, the Student Evaluations of Teaching address the faculty member's ability to speak clearly and be understood.

2. What measures are in place to assist deficient faculty in becoming English proficient?

   Should a student raise a concern, the academic Unit Head would discuss these concerns with the faculty member, and after consultation with the Provost, seek intervention strategies.

3. Summarize English deficiency findings and note action taken by the institution.

   During the past year, there have been no complaints regarding faculty members with deficiencies in speaking English.

College of Education Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

   Academic Unit Heads and faculties of all supporting disciplines work with the School of Education to assure that students receive the necessary content-area training to be effective in the public schools. Further, the School of Education has multiple systematic measures to evaluate and improve the design and delivery of field and clinical experiences. Public school-based practitioners serve as adjunct faculty and supervise candidates in field experiences, clinical internships, and practicum experiences. Public school partners and academic units serve on the Teacher Education Committee and other advisory capacities. A formal Partnership Agreement with public school partners is signed annually by all partners. The

School of Education works through the Education Renewal Zone (ERZ) and the Math/Science Center to provide quality professional development opportunities for public school faculty as well as partner with area high schools for the "High School Redesign Project."

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

   There were no notable findings from the annual faculty review process.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2007 in order to be considered for approval by the AHECB at the August 2007 board meeting.)

   N/A

Level of Faculty Satisfaction with Current Process

1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

<div align="center">

1---2---3---4---5---6---**7**---8---9---10
  low   high

</div>

Based on input received from academic Unit Heads, the satisfaction level is 7 on this 10-point scale.

APPENDICES

1. Annual Faculty Evaluation Procedures

2. Annual Faculty Evaluation Timetables

3. Annual Faculty Evaluation Course of Action

4. Annual Faculty Self-Evaluation Form

5. Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director

6. Student Evaluation of Teaching

ANNUAL FACULTY EVALUATION PROCEDURES

Introduction

The annual review of each faculty member provides the primary basis for the Academic Unit Head's recommendations relating to merit salary adjustments, successive appointment for non-tenured faculty, promotion and tenure. Furthermore, this annual review is to provide guidance and assistance to all faculty in their professional development and academic responsibilities in the areas of (1) teaching, (2) service, (3) scholarship and (4) professional renewal. See Chapter Three of the Faculty Handbook for a detailed explanation of the criteria for these four areas.

Teaching

Teaching is the primary duty of most UAM faculty and it is essential that quality teaching be encouraged, recognized, and rewarded. Teaching may be defined in terms of providing for student learning in a variety of ways, including classroom or clinical instruction, team teaching, independent study or research supervision, multi-disciplinary teaching activities, course preparation and teaching strategies.

Service

Service is defined in terms of service to the university, the profession, and the community and may include activities such as work on university, departmental and professional committees; discipline-related community involvement; university, departmental, professional and administrative service; curriculum development; student advising and recruitment; direction of in-service education courses or programs; and public relations.

Professional Growth (Scholarship) and Development (Renewal)

Professional Growth and Development is defined in terms of those activities and work products that contribute to the professional growth of the faculty member and the academic discipline. Activities in this category may include, but are not limited to, active participation in and/or recognition by professional organizations; attendance at, participation in or sponsorship of workshops, institutes, symposia and conferences; research activities; writing grant proposals; receiving grant funds; publications; continuing academic preparation; and participation in professional activities external to the university which enhance performance in assigned responsibilities (such as editing, consulting, and clinical practice). In fields where appropriate, performances, concerts, exhibitions, and other creative endeavors contribute to professional growth and development.

The Evaluations

<u>PROBATIONARY FACULTY</u>

Tenure-track faculty prior to receiving tenure and non-tenure-track faculty in their first six years of service will use the following procedures. Teaching represents the unifying mission of the university throughout the faculty and the academic units.

<u>Student Evaluation</u>

The role of student evaluations is twofold: 1) to help the instructors improve the course; and, 2) to help administrators make more informed judgments about teaching effectiveness when making recommendations about salary, promotion and tenure. Students will assess each course late in the fall and spring semester using UAM's standardized format. Should a faculty member teach multiple sections of the same course during the year, departmental faculty shall decide if all sections of that course will be evaluated. After all campus grades are submitted, the results of each evaluation will be sent to the Academic Unit Head. Results are then distributed to the individual faculty member.

<u>Faculty Self Evaluation</u>

The role of the Faculty Self-Evaluation (using the standardized format) is to present the faculty member's accomplishments of the previous year. This Faculty Self Evaluation will be used for peer and administrative evaluations. It is the duty of each faculty member to demonstrate effective performance, as determined by departmental criteria, in all three (3) areas, and it is advisable to include as much detail as necessary for a fair and objective appraisal. Emphasis should be placed on the period since the last evaluation, or for new faculty, since employment. If requested, the Academic Unit Head will offer advice concerning formation of the evaluation. If there are legitimate mitigating factors that have limited the faculty member's performance, or if there are contributions to the department or university which are not presented elsewhere, statements should be attached to the Faculty Self Evaluation which clearly and concisely explain such factors.

<u>Faculty Peer Evaluation</u>

The role of peer assessment is to provide information based on the Faculty Self-Evaluation and familiarity with other documental knowledge. Each faculty member will be evaluated by a committee of at least three peers (if numerically possible) selected from within the department. The method of peer selection is to be determined by the faculty of each department, except that the faculty member being evaluated will be allowed to choose at least one member of the committee. In departments with fewer than three faculty members, two additional faculty from other departments will be chosen, one by the Academic Unit Head and one by the faculty member being evaluated. The Academic Unit Head will review each faculty member's submissions and then forward them to the faculty responsible for conducting the peer evaluation. <u>Each</u> member of the evaluation committee will study all documents provided by the faculty

member, consulting with the faculty member if necessary, and then submit to the Academic Unit Head (using the standardized format) a <u>signed</u>, <u>independently-conducted</u> evaluation.

Academic Unit Head's Evaluation

The Academic Unit Head's role is to review the Faculty Self Evaluation and supporting materials, in conjunction with the peer evaluations and results of student evaluations, plus any other documental knowledge, and to make recommendations to the Provost and Vice Chancellor for Academic Affairs (VCAA) relating to each faculty member concerning: 1) merit salary adjustments, 2) successive appointment for non-tenured faculty, and 3) guidance and assistance concerning the faculty member's professional development and academic responsibilities. The Academic Unit Head will prepare a Faculty Evaluation using the standardized format. The Unit Head will meet with each faculty member to discuss all issues relating to the evaluation and must provide a copy of the tentative evaluation to the faculty member. Faculty shall have prior access to their peer and tentative evaluations. An opportunity is provided for any faculty member to submit a written response.

Provost and Vice Chancellor for Academic Affairs' Evaluation

The role of the Provost and VCAA is to review the material, complete an assessment (using the standardized format); and, in consultation with the Academic Unit Head, make the final decision relating to each faculty member concerning: 1) merit salary adjustments, 2) successive appointment for non-tenured faculty, and 3) guidance and assistance concerning the faculty member's professional development and academic responsibilities. The Academic Unit Head's final evaluation and any additional materials (Faculty Self-Evaluation with all supporting materials, and student and peer evaluations) should be included.

NON-PROBATIONARY FACULTY

Tenured faculty and non-tenure-track faculty who have completed six years of service are required to undergo the full evaluation process at least once every five years. During the interim the evaluation will be as follows:

Student Evaluation

Faculty will be evaluated by at least one class per year. The course will be chosen by the Academic Unit Head. The faculty member may request an evaluation of additional classes of his/her choice.

Faculty Self-Evaluation

The faculty self-evaluation will consist of an update and/or addendum of relevant activities occurring during the previous year. It will include professional plans for the next year.

<u>Faculty Peer Evaluation</u>

Each faculty member will be evaluated by at least one peer during the year. The peer reviewer will be appointed by the Academic Unit Head. The faculty member may request additional peer reviewers of his/her choice.

<u>Academic Unit Head's and Provost/Vice Chancellor for Academic Affairs' Evaluation</u>

Administrative evaluations will consist of an update of the previous evaluation.

Complete Evaluations

A faculty member retains the option to have a full evaluation in any year by notifying the Academic Unit Head by November 15. Any faculty member receiving an "Unsatisfactory" or "Needs Improvement" rating on Overall Performance must have a full evaluation the following year. Faculty hired with tenure will submit a partial evaluation during their first semester and a complete evaluation during the second year.

Evaluation Disposition

The Academic Unit Head and Provost and VCAA will each provide to the faculty member a copy of their respective final evaluations. The Faculty Self-Evaluation, Peer, Student, Academic Unit Head, and Provost and VCAA's evaluations, and all written responses provided by faculty to any of the evaluations will be filed in each faculty member's permanent file. Since the Annual Faculty Evaluations will also be used in assessing faculty for tenure and promotion, each faculty member's permanent file should contain the Faculty Self Evaluation and the Student, Peer and administrative evaluations covering the previous six years.

The Process

<u>Utilizing Evaluations</u>

The Provost and VCAA, in consultation with the Academic Unit Head, will make the final decision relating to: 1) merit salary adjustments, 2) successive appointment for non-tenured faculty, and 3) guidance and assistance to each faculty member concerning professional development and academic responsibilities. Faculty who receive "Needs Improvement" or "Unsatisfactory" assessments in the categories of teaching, service, scholarship and professional renewal will be required to work with their Academic Unit Head to address the deficiencies before the next annual evaluation. Non-tenured faculty who receive non-reappointment or dismissal notices will also work with their Academic Unit Head to complete their present assignments satisfactorily.

Monitoring, Evaluating and Updating

Should individual faculty or administrators deem the process to be ineffective or unfair, they should submit a <u>signed,</u> <u>written</u> report to the Chair of the Faculty Council detailing the problems and recommending solutions. The Chair of the Faculty Council will then study all reports and seek counsel with Officers of the Academic Council and Faculty Council. If the problems are verifiable, the Chair will convene an ad hoc committee of the Faculty Council to assess the problems and recommend solutions to the Faculty Council prior to the end of the spring semester. The Chair will submit a written response to all individuals initiating reports.

ANNUAL EVALUATION TIMETABLES
BY FACULTY CATEGORY

Category

I	II	III	
Oct. 1	Oct. 1	Oct. 1	Unit Head notifies faculty of annual evaluation process and timetable.*
Nov. 15	Oct. 15	Dec. 1	Completed Faculty Self-Evaluations submitted to the Unit Head.
Dec. 1	Nov. 1	Dec. 15	Peer evaluations submitted to Unit Head.*
Dec. 4	Nov. 4	Dec. 18	Completed peer evaluations returned to individual faculty.
Jan. 25	Nov. 22	Feb. 20	Unit Head conducts evaluations and faculty consultations. Individual faculty must receive the tentative evaluation at least one day prior to the consultation.
Feb. 1	Dec. 1	Feb. 28	Unit Head submits evaluation and supporting material to VCAA. Optional faculty written rebuttal to VCAA.
Feb. 24	Dec. 10	Mar. 10	Faculty notified of final evaluation and current Information placed in permanent faculty file.

Deadlines which fall on a weekend or vacation day are extended to the next working day.

Category I   Tenure track faculty in the first year of service. Notice of non-reappointment is due by March 15.

Category II   Tenure track faculty in the second year of service. Notice of non-reappointment is due December 15.

Category III   All other faculty. Non-tenure faculty notice of non-reappointment is due by March 15.

* Teaching represents the unifying mission of the University throughout the faculty and the Academic Units. A minimum of one classroom observation is required per evaluation period, by a peer and/or chair/dean (or designee) for tenure-track faculty and instructors for the first five years of their appointment.

Appendix 3

ANNUAL EVALUATION COURSE OF ACTION

  I. Faculty member submits Faculty Self-Evaluation and supporting materials to Academic Unit Head. (A Faculty Self-Evaluation Form is located elsewhere on this site.)

 II. Academic Unit Head reviews Self-Evaluation and forwards to Peer Evaluation Committee. (A Peer-Evaluation Form is located elsewhere on this site.)

III. Peer Evaluation Committee members independently complete an assessment and return signed evaluations and supporting materials to the Academic Unit Head.

IV. Academic Unit Head reviews Faculty Self-Evaluations and supporting materials, peer evaluations, results of student evaluations, and prepares the tentative evaluation. (A Faculty Evaluation Form is located elsewhere on this site.)

    A. Faculty shall have access to their peer evaluations and the Academic Unit Head's tentative evaluations before consultations.
    B. Unit Head meets with each faculty member to discuss all issues relating to evaluation.
    C. An opportunity is provided for faculty to submit written responses.

 V. Academic Unit Head forwards final evaluations and all supporting materials to the Provost and Vice Chancellor for Academic Affairs (VCAA).

    A. Provost and VCAA reviews each evaluation and completes final assessment.
    B. Provost and VCAA sends copy of final evaluation to each faculty member.

VI. The Faculty Self-Evaluation, Peer, Student, Academic Unit Head, and Provost and VCAA's evaluations, and all written responses provided by the faculty to any of the evaluations, will be filed in each faculty member's permanent file.

FACULTY SELF-EVALUATION FORM

Name _____ Department_____

Rank _____ Date_____

The activities described below have all occurred in _____ except as noted.
                                                        (Calendar Year)

I.   <u>Teaching</u>

      A.   How do you communicate course objectives to your students? How do your examinations and other student evaluations reflect these objectives? (Please provide documentation.)

      B.   Demonstrate how your courses comply with departmental expectations, e.g. if your course is a prerequisite for another course; provide evidence that students are adequately prepared to progress.

      C.   Describe how you require students to "learn outside the classroom."
Do you require research, outside projects, or interdisciplinary assignments, etc.?

      D.   What activities do you require of your students which are designed to improve their (1) oral and written communication skills, and (2) quantitative and problem-solving skills?

      E.   Describe how you have modified and/or improved your courses during this past year. (Please provide documentation.)

      F.   Do you serve as an academic advisor? If yes, for which program do you advise? How many advisees to you advise? What do you do to ensure that your advisees are receiving good advice?

      G.   In summary, what has been your greatest contribution as an instructor during this past year?

      H.   List any other contribution to teaching not mentioned above.

      I.   List all agencies/programs to which you have submitted proposals for the funding of instructional programs.

II.   <u>Scholarly Activity and Professional Development</u>

      A.   List all publications during this period. Provide <u>separate</u> bibliographic listings for refereed and non-refereed publications.

      B.   Describe any off campus duty assignments, courses taken, workshops attended, etc.

      C.   List all presentations to <u>professional</u> organizations.

      D.   Describe any professional consulting activity during this period.

      E.   Research Support. List all proposals funded by:
            1. UAM
            2. External agencies
            3. Proposed

F.   In what other professional development activities have you engaged during this period?

III.   <u>Service</u>

    A.   Institutional
          Describe your on-campus service activities, e.g. committee membership, sponsoring student groups, etc.
    B.   Professional
          1. List professional organizations of which you are a member. Describe your contributions to these groups during this period, e.g. offices held, committee memberships, etc.
          2. Describe your professional contributions to the community. Do not include church or civic club membership, etc.
    C.   Describe any professional service activities not been listed above.

IV.   <u>Plan for Improvement</u> (to be accomplished prior to next faculty evaluation)

    A.   Teaching
    B.   Research
    C.   Service

ANNUAL FACULTY EVALUATION BY FACULTY PEER
OR CHAIR/DEAN/DIRECTOR

Faculty Member: _____ Rank: _____

Division/School/Library: _____ **_____**

Faculty Peer, Chair, Dean/Director: _____

Evaluation Period: _____ Date: _____

Background, Instructions & Guidelines: Annual evaluation provides the basis for recommendations relating to salary, successive appointment, promotion and tenure. Annual evaluations also provide guidance to faculty in their professional development and academic responsibilities.

1. **Teaching** (See Faculty Handbook Chapter 3; Appendix C)

____Excellent; ____Good; ____Satisfactory; ____Needs Improvement; ____Unsatisfactory

      Check all that apply:
      _____Classroom observation
      _____Faculty self-evaluation
      _____Student evaluation
      _____Peer evaluation
      _____Other (specify)

  Add narrative statements describing strengths/improvement areas on reverse side or attach a sheet if necessary.

2. **Scholarship** (See Faculty Handbook Chapter 3; Appendix C)

____Excellent; ____Good; ____Satisfactory; ____Needs Improvement; ____Unsatisfactory

  Add narrative statements describing strengths/improvement areas on reverse side or attach a sheet if necessary.

3. **Service** (See Faculty Handbook Chapter 3; Appendix C)

____Excellent; ____Good; ____Satisfactory; ____Needs Improvement; ____Unsatisfactory

  Add narrative statements describing strengths/improvement areas on reverse side or attach a sheet if necessary.

4. **Professional Renewal** (See Faculty Handbook Chapter 3; Appendix C)

____Excellent; ____Good; ____Satisfactory; ____Needs Improvement; ____Unsatisfactory

  Add narrative statements describing strengths/improvement areas on reverse side or attach a sheet if necessary.

5. **Overall Performance.**

____Excellent; ____Good; ____Satisfactory; ____Needs Improvement; ____Unsatisfactory

Add narrative statements describing strengths/improvement areas on reverse side or attach a sheet if necessary.

1.   **Teaching**

2.   **Scholarship**

3.   **Service**

4.   **Renewal**

5.   **Overall Performance**

_____   _____   _____   _____

Faculty Member   Date   Faculty Peer or Chair/Dean/Director   Date

The above signatures indicate that this evaluation has been read by the faculty member and discussed with the Academic Unit Head. The signatures do not mean that the faculty member is in total agreement with the evaluation.

Annual Evaluation/Review by Vice Chancellor for Academic Affairs Comments:

_____

Vice Chancellor for Academic Affairs   Date

(Add extra sheets as necessary)
Appoved by Faculty Assembly October, 1999
to be used beginning AY 2000-2001

Appendix 6
Student Evaluation of Teaching

Please give honest and thoughtful answers to the following questions. If a question does not apply to this course, leave it blank. Your individual responses will be anonymous. A Summary of the responses from the class will be provided to the course instructor after all semester grades have been submitted. Student ratings can help the instructor improve teaching and the course. They can also help the department make valid judgments about teaching effectiveness. The course instructor will not be present during the administration of this evaluation.

Student Self-Evaluation

1. This course is ---   A=Required, B=Elective, C=Audit

2. My current UAM grade point average (GPA) --------------------------------	A 3.6- 4.0	B 3.1- 3.5	C 2.6- 3.0	D 2.0- 2.5	E 0.5- 1.9
3. I am presently a ---	Fr	So	Jr	Sr	Other
4. Times I was absent from class ---	0	1	2	3	4+
5. My estimated weekly hours spent studying for this course were----------	0-2	3-5	6-8	9-11	12+
6. My final grade in this course will probably be ------------------------------	A	B	C	D	F

	Excel-lent	Very good	Good	Fair	Poor
7. My class participation was --	A	B	C	D	E
8. My interest in taking this course before I enrolled was--------------------	A	B	C	D	E
9. My current interest in this course is-------------------------------------	A	B	C	D	E
10. Amount I have learned---	A	B	C	D	E

Instructor Evaluation

11. Explains subject matter so that I understand--------------------------------	A	B	C	D	E
12. Speaks clearly---	A	B	C	D	E
13. Demonstrates knowledge of subject---	A	B	C	D	E
14. Uses appropriate teaching aids effectively----------------------------------	A	B	C	D	E
15. Promotes independent thought while offering proper guidance------------	A	B	C	D	E
16. Encourages effective communication skills----------------------------------	A	B	C	D	E
17. Is well prepared for class--	A	B	C	D	E
18. Is available for help during posted office hours-----------------------------	A	B	C	D	E
19. Shows concern for students--	A	B	C	D	E
20. Increases my desire to learn more about the subject------------------------	A	B	C	D	E
21. Comments on my work (texts/assignments) in ways that help me to learn	A	B	C	D	E
22. Shows interest in subject matter--	A	B	C	D	E
23. Establishes relevance of subject matter-------------------------------------	A	B	C	D	E
24. Overall effectiveness as a teacher--	A	B	C	D	E

Course Evaluation

25. Goals and objectives clearly stated and being accomplished---------------	A	B	C	D	E
26. Course content organized--	A	B	C	D	E
27. Exams based on lectures and assigned materials-----------------------------	A	B	C	D	E
28. Exam questions clearly written---	A	B	C	D	E
29. Grading procedures based on criteria in syllabus---------------------------	A	B	C	D	E
30. Course experiences relevant to subject matter------------------------------	A	B	C	D	E
31. Usefulness of textbook--	A	B	C	D	E
32. Usefulness of outside assignments--	A	B	C	D	E
33. Pace of presentation--	A=too slow	B=OK	C=too fast		

	Excel-lent	Very good	Good	Fair	Poor
34. Overall rating of this course	A	B	C	D	E

35. Additional Written Comments: this is your opportunity to offer additional comments. Please use the attached blank page.

ANNUAL FACULTY PERFORMANCE REVIEW
for the 2008-09 Academic Year

Submitted by

University of Arkansas for Medical Sciences
June, 2009

INSTITUTIONAL REPORT ON THE ANNUAL REVIEW
OF FACULTY PERFORMANCE
UAMS College of Medicine, 2008

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and make a report to the Coordinating Board and Legislative Council. This form will collect all the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please be brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form.

List the evaluation activities that constitute the Annual Faculty Performance Review at your institution (student evaluations, in-class observations, etc.). Indicate which of these activities includes an evaluation of faculty English fluency.

1. An extensive system of web-based student evaluations is in place in every course and clerkship taught in the College. English fluency may be addressed as indicated.

2. Departments periodically perform peer and administrative evaluations of courses taught (faculty members frequently monitor lectures and discussions led by other faculty members). Two basic science courses and two clinical clerkships are also evaluated by outside experts every year in a rotating fashion so that all courses and clerkships are evaluated over a period of a few years. Faculty performance can sometimes be included in these reviews. English fluency may be addressed.

3. Articles published/Presentations conducted are standard measures used by Departments and the College for promotion and tenure decisions. They are also enumerated in each Department's annual report to the College and are collected in the faculty affairs database in the Faculty Affairs office.

4. Participation in service related activities are tracked and reported in the faculty affairs database, as noted in #3 above, and also reported in the Annual Reports, especially in the Clinical Departments.

5. Grant activities are tracked extensively through the Departments and by the Executive Associate Dean for Research.

What procedures are in place to address faculty deficiencies in English fluency?

If a faculty member is determined to have a problem with English, such that it impacts on his/her teaching activities, they may be asked to attend English remediation sessions either through the Office of Human Resources, or sometimes at UALR. Sometimes, depending on the severity of the problem, the faculty member is taken out of the teaching rotation.

Does the institution monitor the annual faculty review process? ___x__ Yes _____ No
If the process is monitored, describe those procedures. If it is not, indicate corrective measures that are being implemented.

Each Course Director and his/her Chair meet annually with the Executive Associate Dean for Academic Affairs and the Associate Dean for Undergraduate Medical Education to review a

required annual "Course Report" from each course or clerkship. This discussion includes evaluation data collected on faculty. In addition, as part of the annual reviews and incentive plan discussions, each Chair meets with faculty members to discuss evaluation data.   All information is rolled up into a College Annual Report, which is then rolled up into a Campus Annual Report.

List any notable findings from the annual faculty review process that was conducted during the year that have implications for the annual faculty review process.

No notable findings were discovered that will impact on the process.

Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report.)

Not applicable.

On the scale below, indicate the faculty's overall sense of satisfaction concerning the faculty review process being used at your institution. If the faculty's sense of satisfaction is low (1 or 2), briefly describe the corrective measures that will be implemented.

Based on feedback obtained during annual discussion with the Chairs, as well as with the Course and Clerkship Directors, it appears that satisfaction with the process is quite high – in the range of 8 to 9 on the following 10 point scale.

	1	2	3	4	5	6	7	8	9	10
	Low							X	X	High

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.
Department chairs and direct supervisors conduct an annual performance review with all assigned faculty that entails detailed evaluation of performance in the areas of service, scholarship, and teaching. Each faculty member does a self-evaluation and drafts goals for the upcoming year. The Department Chair and other division heads or Dean also meet with individual faculty to help with the performance evaluation depending on job function of any given faculty member.

2. How are faculty peers involved in faculty performance?
Faculty may request peer evaluation as frequently as they desire, usually annually. Department chairs help coordinate these activities and assure compliance. The Assessment Committee is planning to develop a more formalized process for annual faculty-peer assessment.

3. How are students involved in faculty performance?
Students evaluate each instructor at least once annually with additional input given on course evaluations. Course evaluations are conducted on all courses. In addition, Senior's complete a Senior Exit Survey that assesses the curriculum and its delivery as well as a nationally developed graduating student survey by AACP-ACPE.

4. How are administrators involved in faculty performance?
Copies of the student-faculty and student –course evaluations are reviewed by the Associate Dean of Professional Education prior to distributing to the respective department chair. Depending on job function faculty performance maybe under the review of the Dean or Asst./Assoc. Deans.

5. How do faculty members self-evaluate their performance?
Each faculty completes annually a self-assessment that is shared directly with each faculty members' department chair for input and discussion. Additional input maybe sought from faculty mentors or other College administrators.

6. Describe any other activities used to evaluate faculty performance.
Faculty effectiveness is measured annually by comparison of UAMS COP students' performance on the North American Pharmacist Licensure Examination (NAPLEX) with the national average.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? __X_Yes ___No

2. If yes, describe the procedures and persons responsible for the monitoring.
The College of Pharmacy Assessment Committee reviews procedures and outcomes on an annual basis. Changes to the process are discussed and implemented as needed. An educational consultant is available to the Committee.

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?
Department chairs use performance results to help direct salary decision recommendations to the Dean. The promotion and tenure process is driven by performance indicators in the areas of teaching, scholarship, and service.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
Students may communicate directly to faculty or department chair but most commonly use the anonymous faculty evaluation to communicate issues with English fluency. Department chairs review English fluency at each faculty member's annual evaluation.

2. What measures are in place to assist deficient faculty in becoming English proficient?
Department chairs can direct Faculty to the Office of Educational Development (OED) for individual consults or individual Faculty members can self identify. OED conducts an assessment that includes in-class observation of the faculty member and one-on-one discussions with the faculty member. Individualized recommendations are made following the complete evaluation. In addition, coursework is available to faculty members in need of intensive study and guidance.

3. Summarize English deficiency findings and note action taken by the institution.
No findings were noted.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?
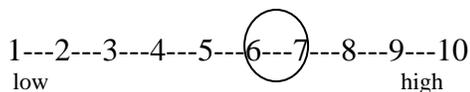NA

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
The 2008 Senior survey demonstrated that 76.6% of students felt that they had adequate opportunity to fairly evaluate faculty teaching (no 7.8% & no opinion 15.6%) and 80.5% felt that they had adequate opportunity to fairly evaluate courses (no 9.0% & no opinion 10.4%). Student-Instructor and Student-Course evaluations are reviewed for revision regularly. The College's programmatic assessment plan is in its second year of implementation. This plan allows transparency of the evaluation process and better informs stakeholders.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2007 in order to be considered for approval by the AHECB at the August 2007 board meeting.)
No change or revisions are planned for the annual faculty review process for the 2009-2010 academic year.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

1---2---3---4---5---(6---7)---8---9---10
low   high

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a <u>summary</u> on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process. **In January of each year, faculty submit an annual review form to their immediate supervisor summarizing accomplishments from the previous calendar year, a current and updated CV, goals for the previous calendar year and how those goals were met and goals for the upcoming year. These documents are reviewed with the faculty member with respect to promotion and/or tenure goals and a written summary is completed. One copy of the written summary goes to the faculty member and one copy remains with the annual review and is filed in the personnel file.**

2. How are faculty peers involved in faculty performance? **Faculty are required on an annual basis to obtain an evaluation of their teaching from a peer.**

3. How are students involved in faculty performance? **Students are required to evaluate each faculty member in each class enrolled each semester of enrollment.**

4. How are administrators involved in faculty performance? **Administrative evaluations are completed on faculty for teaching annually. An administrator does a comprehensive faculty evaluation each January.**

5. How do faculty members self-evaluate their performance? **Faculty complete a self evaluation of their goals as the goals pertain to the missions of teaching, service and research.**

6. Describe any other activities used to evaluate faculty performance. **Articles publications, presentations completed, grants funded, service projects.**

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _X_ Yes ___No
2. If yes, describe the procedures and persons responsible for the monitoring. **Annually faculty are evaluated by an administrator.**
3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure? **Faculty are expected to meet promotion and/or tenure guidelines and the annual review process is a procedure that documents the faculty member's readiness to be recommended by the Appointment, Promotion & Tenure Committee for promotion and/or tenure.**

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants? **When faculty are interviewed feedback is gathered about their ability to effectively communicate.**

2. What measures are in place to assist deficient faculty in becoming English proficient? **Provide an avenue for faculty to improve their English speaking and writing skills.**

3. Summarize English deficiency findings and note action taken by the institution. **None found.**

College of Education Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas? **Not applicable.**

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews. **No notable findings.**

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2007 in order to be considered for approval by the AHECB at the August 2007 board meeting.) **None planned.**

Level of Faculty Satisfaction with Current Process

1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

   Faculty were surveyed in 2009 and asked about their satisfaction. 46 of 103 faculty responded to the survey yielding a 45% response rate. The average of the scores was 8.35.

   1---2---3---4---5---6---7---8---9---10
   low   high

Annual Review of Faculty Performance
in the UAMS Fay W. Boozman College of Public Health
May 2009

Elements of the Faculty Performance Review Process
In addition to evaluation of teaching performance (conducted after every academic term for COPH courses via student evaluations), faculty undergo an annual review with their department chair. Recommendations for improvement or professional development are provided to individual faculty members at that time. Chairs also address research productivity and service contributions with faculty during the annual performance review, and help faculty set appropriate targets for performance in these areas. Minimum standards for research productivity, teaching, student mentoring, and community service have been established by the Dean's Executive Committee and are communicated to all faculty by their Department Chairs. The COPH Appointment, Promotion, and Tenure Committee also initiates an evaluation for all faculty in their third or fourth year of employment to ensure that assistant professors are progressing adequately toward promotion and/or tenure. This evaluation includes a review of evidence of teaching effectiveness. If any faculty members are identified as having weaknesses in this area, they will be identified to their Department Chairs, and strongly encouraged to participate in faculty development workshops (see below) as well as seek individual assistance from Department Chairs and the Associate Dean for Academic Affairs.

The College supports the development of instructional skills among its faculty in several ways. Faculty with interests in integrating technology into their courses, or in teaching using distance-accessible methods, are supported by the COPH's Director of Educational Technology, a faculty member with particular expertise in web-based instruction, who provides one-on-one mentorship to other faculty. The Associate Dean also mentors faculty in syllabus development and crafting of learning objectives and assessment strategies; she has provided this mentorship one-on-one to two junior faculty in the College in the past year and will be delivering one of the workshops described below. The COPH is continuing to develop its faculty mentorship program which supports faculty development in teaching, research, and service. Planned workshops for 2009-2010 include two on teaching effectiveness which will encourage critical self-evaluation and appropriate syllabus development.

Institutional Monitoring of the Review Process
The Office of the Associate Dean for Academic Affairs maintains records of all student evaluations of faculty teaching. At the end of each semester, student evaluation data are provided to the faculty member, his/her department chair, and the Dean, so that any issues requiring remediation may be addressed. In addition, the Dean and department chairs discuss annual faculty evaluations on an on-going basis. Exit interviews, conducted with graduating students, provide detailed evaluation of faculty performance with regard to the College's identified learning objectives and national standards of competency in public health; these data are reviewed in the Office of the Associate Dean for Academic Affairs and communicated to the Dean and Dean's Executive Committee.
The College tracks, on an ongoing basis, faculty research productivity in terms of grant applications submitted and grants awarded, manuscripts published, and presentations delivered. These data on research productivity, in addition to data regarding the teaching and service activities of the faculty, are compiled for semi-annual assessments by the RAND Corporation as part of the Master Tobacco Settlement Agreement and are used by the College's administration to evaluate overall faculty productivity and success and identify any needs for improvement, which are communicated to department chairs. Finally, periodic self-studies conducted for national accreditation by the Council on Education for Public Health (CEPH) require an assessment of the College faculty's level of preparation and their productivity in research, teaching, and service.

Use of Review Findings
Review findings are utilized by individual faculty for ongoing improvement of their teaching, research, and service activities, and findings also are used by department chairs and College administrators for continuous quality improvement of the College's activities overall. Faculty are strongly encouraged to use evaluations of their teaching, research, and service activities as part of their tenure and promotion portfolios. The RAND reports and CEPH self-study reports are reviewed with department chairs during Executive Committee meetings, and are available to all faculty for review and discussion as well.

English Fluency of Teaching Faculty
No concerns regarding the English fluency of instructors have been reported to the COPH department chairs or Dean's Office. However, if concerns arise in the future, the College will work carefully with that faculty member to incorporate goals regarding English proficiency into his/her professional development/mentorship plan and refer him or her to UALR's program focused on non-native speakers of English.

Notable Findings and Future Plans
Student evaluations have been extremely positive during the past year. With very few exceptions, on a scale of 1 to 5, faculty achieve an overall rating of 4.5 or above.   Response rates to the student evaluations are at 60% or higher for all courses. The majority of courses have a response rate of over 75%.

Graduating students have reported very favorable employer response regarding their training as well. The COPH faculty continue to expand their research productivity; faculty are funded by outside grants and contracts, on average, for 60% of their salary, representing a very high level of productivity and a significant leveraging of state resources. RAND evaluations also continue to be quite positive and emphasize the College faculty's increasing research productivity, engagement with community partners, and successful degree programs.

Overall Satisfaction with the Faculty Performance Review Process in the COPH
There have been no major concerns with the faculty review process at this time. The faculty are actively participating in the educational, research, and service missions of the College, and are engaged with ongoing improvement in the curriculum and in faculty development activities. The College rates the level of satisfaction with the process at an 8 of 10.

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process

7. Summarize the overall faculty performance review process.
   Students, graduates, faculty, and the administration review faculty performance through various methods described below. The information obtained through the review process is discussed with the faculty by the department chairmen and with the chairmen by the Dean with the goal of improving teaching effectiveness.

8. How are faculty peers involved in faculty performance?
   Departmental "peer review" of faculty is required annually. This involves direct observation of faculty teaching activities for lecture and laboratory courses, and review of on-line materials for Web-based courses by a faculty peer reviewer. Results of the peer review are provided to the department chairmen and discussed with the individual faculty members as a part of their annual evaluation.

9. How are students involved in faculty performance?
   Students complete course and faculty evaluations each semester for each course in which they are enrolled. Students also participate on many program advisory committees, which provide an additional evaluation component for CHRP programs. In addition, many CHRP programs conduct annual resource assessment surveys of students to determine the adequacy of faculty and other program resources. Students complete exit interviews with their program or division directors or department chairmen prior to graduation, during which time information regarding faculty teaching performance is obtained. Program graduates are also surveyed to determine faculty teaching effectiveness. The Associate Dean for Academic and Student Affairs interviews students who withdraw from CHRP about the educational environment and the educational programs. This information is shared with department chairmen as appropriate.

10. How are administrators involved in faculty performance?
    Department chairmen conduct annual reviews of faculty performance. Each department chairman's assessment of each department faculty member is summarized and discussed annually as a part of the chairman's annual review, which is conducted by the Dean of the CHRP.

11. How do faculty members self-evaluate their performance?
    Faculty are provided the results of all course and faculty evaluations performed by their students and their chairmen and the results of all peer evaluations performed by faculty peers, and they are

encouraged to use this information to improve teaching effectiveness. Faculty may also request that one or more of these classes be videotaped for their personal review and/or review by an educational expert in the UAMS Office of Educational Development.

12. Describe any other activities used to evaluate faculty performance.
The CHRP Dean's Office participates in all external program review activities to include review of program accreditation self studies.

In some programs the employers of graduates are also surveyed to help determine their assessment of the graduates' preparation for their employment. Areas of weakness, if any, are referred to the appropriate faculty for strengthening.

Performance of the graduates on standardized national and regional registry or certification examinations is also a measure of teaching effectiveness.

Institutional Monitoring of the Faculty Performance Review Process

4. Does the institution monitor the annual faculty review process? _X__Yes   ___No

5. If yes, describe the procedures and persons responsible for the monitoring.

The CHRP annual faculty review process is monitored. The Associate Dean for Administrative Affairs collects, analyzes, and maintains the records associated with student evaluations of instruction. The results of these evaluations are provided to the individual faculty member evaluated and to the chairman of his/her department at the end of each semester. Once each year, the Dean and chairman are also provided with summary information about the chairman's performances. This information is reviewed as a part of each of their annual evaluation, which normally occurs in June of each year. In addition, students complete exit interviews with their program or division director or department chairman prior to graduation, during which time information regarding faculty teaching performance is also obtained. Employers and graduates of CHRP are also surveyed on a regular basis to evaluate the effectiveness of CHRP instructional programs and faculty.

6. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings

4. How are performance results used in decisions related to promotions, salary increases or job tenure?
Faculty under consideration for merit increases in salary as well as those requesting promotion   and or tenure are evaluated by the CHRP Promotion and Tenure Committee based on various   materials, including evaluations of teaching effectiveness, submitted by the faculty member who   is under consideration.

English Fluency of Teaching Faculty

5. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
Student evaluations of instructors and courses, which are completed each semester, include an evaluation of faculty English fluency.

6. What measures are in place to assist deficient faculty in becoming English proficient?
   No faculty deficiencies in English fluency have been identified. Should such a deficiency be identified in the future, existing College policies and procedures regarding faculty performance would be employed to remediate the problem. Both the CHRP Department of Audiology and Speech Pathology's Speech and Hearing Clinic and the University of Arkansas at Little Rock's program for non-native English speakers are available as resources and would be used, as appropriate, to provide faculty assistance.

7. Summarize English deficiency findings and note action taken by the institution.
   No faculty deficiencies in English fluency have been identified.

Notable Findings and Future Plans

3. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
   Student ratings of faculty and courses are generally very good to excellent. Student performance on national board credentialing examinations is also superior, with most programs achieving at or near a 100% pass rate each year. This provides additional evidence of the high quality of instruction provided by CHRP faculty.

4. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above.
   No significant revisions to the annual faculty review process are planned at this time.

Level of Faculty Satisfaction with Current Process

2. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

<div align="center">

1---2---3---4---5---6---7---**8.25**---9---10
low   high

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UNIVERSITY OF ARKANSAS AT PINE BLUFF

Annual Review of Faculty Performance
Academic Year 2008-2009

I. Elements of the Faculty Performance Review Process

Faculty performance review consisted of four components: Student evaluation of faculty teaching; peer evaluation of faculty teaching; chair evaluation of faculty performance; and evidence of university and professional service.

Faculty members are evaluated by students during both the fall and spring semesters. Using a pre-printed Scantron sheet, students are asked to rate their course instructors on professionalism and class content. Faculty are also evaluated by their peers in accordance with established protocol. Both the student and peer ratings are included as components of the chairperson=s overall evaluation of faculty, which is signed by the faculty member. Deans also review the evaluation documents.

In the fall of each year, the faculty files a faculty development plan which is reviewed by the department chair. This is the mechanism for faculty self-evaluation and for faculty/ chair dialogue on areas of strength and opportunities for growth based on the evaluative data. The faculty development form is also signed by the faculty member.

II. Institutional Monitoring of the Faculty Performance Review Process

The annual faculty review process is monitored by the chairperson and dean of each school/division along with the Faculty/Staff Senate. The 2008-2009 Faculty Evaluation instrument incorporated revisions resulting from deans, chairs, Faculty/Staff Senate and faculty input in developing more detailed measures of faculty performance using twelve (12) criteria. (See attached).

III. Use of Review Findings

Evaluation results are used when awarding merit salary increases. Evaluation results are also used in formulating the faculty development plans.

Faculty evaluations are also used in addressing tenure, promotion, and assessment standards for discipline, school, and university accreditations.

IV. English Fluency of Teaching Faculty

Yes   __X__   No _____

The institution monitors faculty fluency in English. Students are able to review and evaluate the English fluency of faculty as a part of the AStudent Evaluation of Faculty@

process. Item #4 on the ΑStudent Evaluation of Faculty@ form explicitly asks students to evaluate the instructor=s spoken English. An item on the ΑPeer Evaluation@ form allows faculty to be evaluated on their Αclarity of expression.@ Ratings on these evaluations coupled with administrators= observation of faculty serve as a basis for the administrators= appraisal of the English fluency of faculty. For the units reporting in Fall 2008 and Spring 2009, the students= rating on fluency in English was 4.03 on a 5.0 scale, with 5.0 being the highest.

V.   College of Education Support for Accredited Public Schools

Under the umbrella of the Education Renewal Zone (ERZ), the College of Education works with P-12 schools by pairing University faculty members from related disciplines to assist schools with professional development, community forums, tutoring and workshops. Also, based on the individual needs of the schools, the ERZ identifies strategies to assist in improving public school performance and student academic achievement with the emphasis placed on the most academically distressed schools in Jefferson County. The School of Education partners with surrounding school districts for placement of interns and practicum students. Also, the faculty collaborates with the P-12 schools for professional development opportunities and the implementation of professional development (P-12) sites. Most recently the school developed an MAT program to accommodate the needs of school districts seeking to hire licensed teachers.

VI.   Notable Findings and Future Plans

The most notable development for 2008-2009 was the implementation of the revised and more comprehensive faculty evaluation process using more detailed measures of faculty performance. Monitoring of satisfaction with the data collection process and the measures, as well as use of the more extensive information, will be carried out.

VII. Level of Faculty Satisfaction with Current Process

On a scale of 1-10, the average rating for faculty was 8 for faculty satisfaction with the current evaluation process. Some faculty members expressed concerns about the weight attributed to research and generally felt that this should not be a consideration at the instructor level. Faculty stated that community service should not weigh as much because many cannot devote additional time. Faculty suggested that their community service could be increased if the University would select one or two community partnerships or projects in which faculty could participate, or assign community service projects to classes.

Attachment: New Evaluation Instruments

UNIVERSITY OF CENTRAL ARKANSAS
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2008-2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. How are faculty peers involved in faculty performance? **(See items c, d, e, and f below)**
2. How are students involved in faculty performance? **(See item b, below)**
3. How are administrators involved in faculty performance? **(See items a, c, d, e, and f below.)**
4. How do faculty members self-evaluate their performance? **(See items a, c, d, e, and f below.)**
5. Describe any other activities used to evaluate faculty performance.

UCA's faculty performance review process includes the following elements (involvement in these processes of various persons is indicated parenthetically above):

   (a) Annual faculty review with department chair/program leader
   (b) Formal student evaluations of instructors (This survey includes an evaluation of English fluency.)
   (c) Mid-probationary review for tenure-track faculty
   (d) Tenure review
   (e) Promotion Review
   (f) Post-tenure review

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process?

    X yes _____ no

2. If yes, describe the procedures.

   (a) The results of the annual faculty performance review conducted by the department chair or program leader are reported to the appropriate college dean. If noteworthy results are found in these evaluations, the dean reports those findings to the provost.
   (b) The results of the formal student evaluations are monitored by the department chair and used in the annual faculty performance review. They are also reviewed by the appropriate academic dean.
   (c) The process of mid-probation period review includes the department chair, the departmental tenure committee, and the college dean.
   (d) The review for tenure or promotion includes evaluation by a committee and chair at the departmental level, by a committee and dean at the college level, and by the provost at the university level.
   (e) The process for post-tenure review includes the department chair, the departmental tenure committee, and the college dean.

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings

1. How are performance results used in decisions related to promotions, salary increases, or job tenure?

   See the monitoring explanation above: the promotion and tenure processes involve centrally the performance review elements described in this report; the annual faculty performance review is also a critical element in decisions about recommendations for salary increases related to merit.

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty – full-time, part-time, and graduate teaching assistants?

   An item in the instrument used for evaluation of instructors by students asks students to rate instructors' English fluency. Responses to this rating are monitored, and academic deans are notified when an instructor is rated below an established threshold on this item for one or more courses. Students may in addition raise concerns with the relevant department chair. Faculty search committees and academic administrators, of course, appropriately consider English fluency in the instructor hiring process and in course placements.

2. What measures are in place to assist deficient faculty in becoming English proficient?

   Deficiencies are addressed on a case-by-case basis when a problem is discovered. A growth plan is developed by the department chair in consultation with the faculty member and others as appropriate. The plan may include referral to campus resources such as the Intensive English Program or the Speech-Language-Hearing Clinic.

3. Summarize English deficiency findings and note action taken by the institution.

   No significant deficiency findings have occurred during the past year. (Note that evidence from the evaluation of instructors by students is necessarily one semester behind: it covers the spring of the preceding academic year and the fall of the current academic year, because current-year spring course evaluations have not been processed when this report is prepared.)

College of Education Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

   The College of Education and the related discipline faculty work collaboratively with accredited public schools in Arkansas in a variety of ways. UCA faculty and public school personnel collaborate to place, evaluate, and mentor candidates during required internships. Public school faculty and administrators serve on advisory boards to assist with UCA professional education program planning and development. UCA faculty provide professional development for teachers and administrators. Public school faculty are voting members on the Professional Education Unit's curriculum committee.

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that have implications for future annual faculty reviews.

   The Annual Faculty Review Process is successful. No findings during the past year have implications for the process itself.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2009, in order to be considered for approval by the AHECB at the August 2009 board meeting.)

> **No plans to revise the overall process are currently in development. Elements within the existing process are continuously improved. For example, the university is planning to take the student evaluation of instructors to an online survey format (the content of the evaluation is not changing significantly with this change in survey format).**

Level of Faculty Satisfaction with Current Process

1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

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1-----2-----3-----4-----5-----6-----7-----8-----9-----10
low<----------------------------------------------->high
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> **Rating: 5–7. This rating is based on a healthy and vigorous conversation among faculty and academic administrators during the past academic year. The faculty are generally pleased with the review process and continue to work with the administration to improve its effectiveness. Some unease is, inevitably, involved in changing the mechanics of any part of the evaluation process – in this case a plan to move the student evaluation of instructors to an online survey.**

March 2009

ARKANSAS NORTHEASTERN COLLEGE

Institutional Report on the Annual Review
of Faculty Performance

April 24, 2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and make a report to the Coordinating Board and Legislative Council. This form will collect all the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please be brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form.

List the evaluation activities that constitute the Annual Faculty Performance Review at your institution (student evaluations, in-class observations, etc.). Indicate which of these activities includes an evaluation of faculty English fluency.

1. *Student Evaluation of Faculty (English fluency question included)*

2. *Peer Evaluation of Faculty (English fluency question included; in-class observation*

3. *Assistant Dean/Director Evaluation of Faculty (English fluency; in-class observation)*

4. *Self-evaluation of Faculty*

5. *Assistant Dean/Director Annual review and conference with recommendation for rehire with salary increase*

6. *Vice President review of faculty evaluations and recommendation for rehire with salary increase as approved by Board of Trustees*

7. *Presentation of faculty evaluations to Board of Trustees for review*

Does the institution monitor the annual faculty review process? _x__yes ___no
If the process is monitored, describe those procedures. If it is not, indicate corrective measures that are being implemented.

The process is reviewed at each management level of the College, and the results of all evaluations are presented to the Board of Trustees for their review.

ANC 2009

Use of Review Findings

The deans/chairpersons complete an annual review with the faculty. The review is a total of the student, peer, and dean/chairperson observation and review. Those faculty who meet the criteria of a 3.5 out 5 are recommended for rehire with raise as approved by the Board of Trustees. Those faculty who do not meet the criteria are recommended for two options: rehire without raise and put on probation until criteria are met; or recommendation for termination of employment. If the faculty member falls below the 3.5 criteria, a joint meeting with the dean/chairperson and Vice-President of Instruction is required. There have not been enough new monies from the state to give merit raises, but these criteria would be the basis for those raises. For the last 7 years, ANC has only been able to give cost of living raises.

What procedures are in place to address faculty deficiencies in English fluency?

Students are questioned on the faculty evaluation, and the Dean/Director makes a classroom observation. English as a second language classes are available if any instructor is deemed to have language or pronunciation deficiencies. There have been no indications of faculty English deficiencies from students or classroom observations in recent years.

List any notable findings from the annual faculty review process that was conducted during the year that have implications for the annual faculty review process.

In going through the Foundations of Excellence process, we found that our student evaluations do not cover all information that we would like to receive from the student. Since then, an ad hoc committee has been appointed to revise the student evaluation.

Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report.)

There are no immediate plans to revise the faculty review process. The process remains the same; we may just change the instrument that we use for student evaluations.

On the scale below indicate the faculty's overall sense of satisfaction concerning the faculty review process being used at your institution. If the faculty's sense of satisfaction is low (1 or 2), briefly describe the corrective measures that will be implemented.

1-----2-----3-----4-----5-----6-----7-----**8**-----9-----10
  Low   High

The general level of satisfaction with the review process has been high, an eight (8) on the scale. The faculty self-evaluation plans have proven to be a useful tool in encouraging the introduction of new technologies into the instructional process. All students in every class are given the opportunity to evaluate their instructor. We are going to include more questions on the student evaluation to obtain specific information for improvement of course and instructor. This feedback should provide a consistent and balanced input concerning the instructor's performance, which allows for a continuous assessment and improvement of the teaching and learning process.

Report of Annual Review of Faculty Performance
Institutional Report Summary

Arkansas State University-Beebe

Beebe, Arkansas

Report for 2008-2009

Theodore J. Kalthoff, Ph.D.

Vice Chancellor for Academic Affairs

501-882-8830
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May 20, 2009

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Institutional Report on the Annual Review
of Faculty Performance

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and make a report to the Coordinating Board and Legislative Council. This form will collect all the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please be brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form.

List the evaluation activities that constitute the Annual Faculty Performance Review at your institution (student evaluations, in-class observations, etc.). Indicate which of these activities includes an evaluation of faculty English fluency.

1. **Student Evaluations**--Each fall the regular faculty members, both tenured and non-tenured, are evaluated by students on a rating scale (attached at the end of this report) that covers the range of concerns about instruction and other aspects of faculty responsibility. First-year teachers are evaluated by students in all the classes they teach. Other faculty members are evaluated in two classes each. An instructor must receive a rating of at least 3.85 on the five-point scale to be eligible for merit pay. Any score of 3.70 or below calls for a specific review of that faculty member's instruction by the appropriate division chair and/or the vice chancellor for academic affairs.

2. **Peer Review**--Faculty members are also reviewed by peers, who visit their classes and evaluate them on the effectiveness of their classroom presentation. An overall rating of "outstanding" is necessary for merit pay. (This form is also included at the end of this report.)

3. **Self Evaluation**--Each faculty member seeking merit pay submits a letter of application detailing the accomplishments of the year. The letter is an opportunity for reflection and self-analysis. However, it is not required of individuals not seeking merit pay.

4. **Administrative Evaluations**--The administrative evaluation consists of a form (attached) that gives the division or department chair the opportunity to evaluate the quality of instruction as well as the instructor's effectiveness as a member of the campus community. The chair and the academic vice chancellor then confer about the final rating, also considering the accomplishments detailed in the application letter for those seeking merit pay. A faculty member must receive an administrative evaluation of "exceptional" to be considered for merit pay.

These activities are explained in detail in the Faculty Handbook excerpt included at the end of this report.

What procedures are in place to address faculty deficiencies in English fluency?

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The three main steps in the evaluation process all provide opportunities for evaluation of the instructor's fluency in English.

- The student evaluation questionnaire addresses the matter of understandability and also has an open-ended portion in which students are asked to discuss any problems they have encountered in any area including English fluency. On the student evaluation, **item one** asks students to rate their instructor on the following criterion: "The instructor speaks in a clear voice that I can understand." The likert-scale response options for students range from (1) "Could not understand", to (5) "Clearly understood."

- The peer review visit also provides an excellent opportunity for detecting this problem if it exists. On the peer evaluation form, item "F" asks reviewers to rate the instructor on the following criterion: "Voice is clearly and easily understood." Options for rating this item range from "Outstanding" to "Needs Attention." There is also an open-ended section that could be used to address concerns about fluency.

- The administrative evaluation is based on the chair's observation of the individual's teaching as well as the chair's other contacts with the individual throughout the semester. On the administrative evaluation, item number six asks the administrator to rate the instructor on the following criterion: "Communicates effectively in the classroom." Likert-scale options for rating this item range from (1) "Unsatisfactory", to (5) "Outstanding."

If deficiencies are discovered, the instructor, appropriate division chair, and vice chancellor for academic affairs would meet to create an improvement plan for the faculty member. This could include one-on-one work with an English professor on campus, as well as assistance from the campus Learning Center where videos, worksheets, and other instructional aids in language are available to provide help. Staff development funds are also available to assist faculty members in improving their professional skills, which could include English fluency.

Does the institution monitor the annual faculty review process? Yes
If the process is monitored, describe those procedures. If it is not, indicate corrective measures that are being implemented.

All completed evaluation reports are handled through the office of the academic vice chancellor, who examines each member's report in a review with the division chair and is responsible for initiating any solutions to problems that may have surfaced. The chancellor also reviews the evaluations and gives input on any possible areas of concern.

List any notable findings from the annual faculty review process that was conducted during the year that have implications for the annual faculty review process.

There were no findings this year that had implications for the process itself.

Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report.)

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No revisions are recommended at this time.

On the scale below indicate the faculty's overall sense of satisfaction concerning the faculty review process being used at your institution. If the faculty's sense of satisfaction is low (1 or 2), briefly describe the corrective measures that will be implemented.

1-----2-----3-----4-----5-----6-----7-----8-X----9-----10
low   high

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Appendix A

Plan for Annual Faculty Performance Review

(extract from the ASU-Beebe Faculty Handbook)

Annual Performance Evaluation Of Faculty

Once each year, prior to contract preparation, the Vice Chancellor for Academic Affairs evaluates the faculty, rating each faculty member as unsatisfactory, satisfactory, or exceptional. In order to arrive at a just evaluation, the Vice Chancellor for Academic Affairs examines the following items: (1) student evaluations, (2) peer evaluations, and (3) Division or Department Chair evaluations. The Vice Chancellor for Academic Affairs also uses personal observation, including classroom observation.

Faculty members who receive unsatisfactory evaluations are given a stated amount of time to correct deficiencies or face termination; they receive no annual raises, and the years for which unsatisfactory evaluations are received do not count toward tenure or promotion requirements.

Faculty members who receive overall satisfactory evaluations are considered to be good teachers and are eligible to receive base salary raises if any are given that year. A faculty member may receive a satisfactory evaluation that notes certain areas of improvement expected by the next evaluation.

Merit Pay

Only faculty members who receive exceptional evaluations are eligible for consideration for merit pay. The Vice Chancellor for Academic Affairs, after consulting with the Chairs, recommends to the Chancellor faculty eligible for merit pay. For the Vice Chancellor for Academic Affairs to consider a faculty member for merit pay, the faculty member must have received a student evaluation rating of at

least 3.85 on a 5.00 scale, two excellent ratings by peers during the current year, and an exceptional rating by the Chair for the current year.

Each year the Chancellor determines the amount of money available for salary raises. These amounts vary from year to year, depending on the amount of money available and the number of people recommended for merit pay. If only a small amount of money is available, it may all be allocated as merit pay. Since faculty members may not exceed their line-item maximum salary, some meritorious faculty members may be unable to receive full merit pay.

Faculty members seeking merit pay must write a memorandum requesting merit consideration to the Chair and Vice Chancellor for Academic Affairs by February 1 and provide support for the request. Since excellent teaching is expected of all faculty, those seeking merit pay must demonstrate that they have furthered the mission of the University with non-teaching activities. Such activities include, but are not limited to, the following: (1) community service, (2) institutional service, (3) student services, (4) professional membership and service, (5) publications and grants, and (6) professional development.

After conferring with the Chairs, the Vice Chancellor for Academic Affairs selects faculty from the exceptional evaluation list to be recommended to the Chancellor for merit pay. The Chancellor recommends all salary raises to the President of the University and to the Board of Trustees.

Student Evaluations

The faculty evaluation process begins with student evaluations, which are

administered during the fall semester (See Appendix D). The student evaluation form has 20 statements about the teacher and the course that the students rate on a scale of 1 to 5, with 5 being the best rating. There are additional statements that the students respond to, providing suggestions for improving the course and the delivery of instruction. General student information is also obtained when the students complete the evaluation form. The 20 evaluation questions are tabulated for all students in a class and for at least two classes of an instructor. The scores of all 20 questions are added and divided by twenty to get an average for each teacher. The average score for each question is shown for each class, each instructor, and the division. Results are tabulated and returned to the faculty, via the Chairs, at the beginning of the spring semester.

The Vice Chancellor for Academic Affairs examines all ratings below 3.70 on a 5.00 scale to determine if a corrective action is required. Faculty with a rating

less than a 3.50 on a 5.00 scale are not eligible for base pay raises, promotion, or granting of tenure during the next academic year.

To ensure fair treatment of all faculty members, a Faculty Evaluation Review Committee is appointed to review the student evaluations of all faculty who fall below 3.85, the cutoff for consideration for merit pay. The committee consists of three faculty members. Two members are permanent for the academic year and one member is temporary depending on the faculty member being reviewed. One of the permanent members is appointed by the Vice Chancellor for Academic Affairs; the other permanent member is appointed by the President of the Faculty Association. The temporary member is selected by the faculty member being reviewed. The committee Chair is appointed by the Vice Chancellor for Academic Affairs. The committee members should not have been involved in the evaluation of this faculty member during the current evaluation cycle. If one of the committee members has been involved in the evaluation of the faculty member during the current evaluation cycle, that member will be replaced for that review and another member appointed by the appropriate appointing authority. The review is conducted unless the affected faculty member declines in writing to the Vice Chancellor for Academic Affairs. The committee reviews such factors as the number of student evaluations completed, range of evaluation ratings (e.g. did one or two very low scores fall out of the "normal" range?), ACT scores of the students, proper fulfillment of prerequisites for the course, and GPA of the students. The faculty member may also provide a statement to the review committee for its consideration. The Faculty Evaluation Review Committee conducts the review and provides a recommendation to the Vice Chancellor for Academic Affairs, either concurring with the student evaluations or recommending the rating be changed to fall above the cutoff. If the Vice Chancellor for Academic Affairs agrees that the faculty member has been unfairly evaluated, he/she may assign the member a new rating. If the Vice Chancellor for Academic Affairs agrees that the original rating is fair, the faculty member may appeal to the Chancellor for final resolution.

Peer Evaluations
Peer evaluations consist of classroom observations by two faculty members (See Peer Evaluation, Appendix D). At least one of the peer evaluators is from outside the department; one is selected by the faculty member being evaluated, and the other is selected by the Vice Chancellor for Academic Affairs. Each evaluator provides a copy of his/her evaluation to the faculty member, the Chair, and the Vice Chancellor for Academic

Affairs.

A follow-up meeting with the faculty member and the evaluators may be scheduled during the spring semester. Faculty members must receive two excellent

evaluations in order to be considered eligible for merit pay, promotion, or tenure. Faculty members who receive less than excellent ratings and who believe they have received unfair peer evaluations may request an additional evaluation. This evaluator is selected by the Division Chair and comprises the third peer evaluation for the faculty member. If after this evaluation is completed, the faculty member still believes he or she has received unfair evaluations, he or she may appeal the peer evaluation to the Division Chair and Vice Chancellor for Academic Affairs. If they agree that the evaluation is not fair, they may assign a new evaluation rating. If they agree that it is fair, the faculty member may appeal to the Chancellor for final resolution.

Division or Department Chair Evaluations

The Chairs evaluate the faculty at the beginning of the spring semester. The form for Chair evaluations consists of 17 statements (See Evaluation of Faculty by Chair and Vice Chancellor, Appendix D). Responses to some of these items can be based, at least in part, on the student evaluations. Other items can be based on personal observations by the Chairs and on materials provided by the faculty member to the Chairs. Faculty members who receive an unsatisfactory evaluation by the Chair will not be considered for merit pay, promotion, or tenure.

Using the student evaluations, peer evaluations, Chair evaluations and personal observation, the Vice Chancellor for Academic Affairs will evaluate each faculty member as unsatisfactory, satisfactory, or exceptional. If the Vice Chancellor for Academic Affairs disagrees with any of the ratings by the Chairs, he or she may note disagreement on the Chair evaluation form or add an attachment. A faculty member judged to have only minor problems may receive a satisfactory rating and be eligible for base salary raises. Failure to respond and correct problems may result in an unsatisfactory rating on the next evaluation. For example, a faculty member who has received good student, peer, and Chair evaluations but has failed to keep posted office hours might receive a satisfactory evaluation with a note that posted office hours should be conscientiously maintained. Failure to keep posted office hours after the warning would be considered failure to respond to supervision and grounds for an unsatisfactory ratings with the next evaluation.

Faculty members who receive unsatisfactory ratings by the Vice Chancellor for Academic Affairs will not receive base salary raises, merit raises, promotion, or tenure the following academic year. Faculty may be rated unsatisfactory for a number of reasons including but not limited to the following:

1.   Failure to respond to supervision and to correct problems.

2.   Unsatisfactory student, peer, and chair evaluations in any given year.

3.   Two consecutive years of unsatisfactory evaluations by one of the following: students, peers, or chairs.

4.   Committing any of the following may result in an unsatisfactory evaluation and a

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recommendation for dismissal: Felonious act, moral turpitude, professional incompetence, unprofessional conduct, insubordination, or neglect of obligations.

Faculty members who believe they have been unfairly rated by their Chair may discuss the evaluation with the Vice Chancellor for Academic Affairs; faculty members who think they have been unfairly evaluated by the Vice Chancellor for Academic Affairs may discuss the evaluation with their Chair; if the Chair agrees that the evaluation is incorrect, he/she may appeal the rating to the Chancellor. The decision of the Chancellor is final.

The Vice Chancellor for Academic Affairs is responsible for ensuring that faculty evaluations are vigorously and consistently applied.

The Vice Chancellor for Academic Affairs reviews the process for faculty evaluation annually and seeks approval from the Senior Staff of any plans to modify the evaluation process. The Chancellor presents significant changes approved by the Senior Staff to the Arkansas Department of Higher Education annually as requested.

Source:

Faculty Handbook
Arkansas State University-Beebe

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Appendix B

Evaluation Instruments

StudEval2.pdf   EvalbyChair_VC.pdf   PEEREVAL2.PDF

Source:

Faculty Handbook
Arkansas State University-Beebe

Arkansas State University-Mountain Home

Report on Annual Review of Faculty Performance (2008-2009)

Submitted May 28, 2009

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

Faculty members are evaluated from four perspectives: peer, student, administration, and self. The evaluation process occurs throughout the academic year and culminates with the overall Academic Council faculty performance review that is mailed to faculty at the end of each academic year. This performance review is gleaned from each of the evaluation tools with weight distributed according to the following scoring criteria: Student Evaluations—50%; Peer Evaluations—20%, and Academic Council—30%.   The faculty member has the opportunity to discuss his/her overall administrative evaluation with the Vice Chancellor for Academic and Student Affairs and/or the division chair.

2. How are faculty peers involved in faculty performance?

PEER: In the spring of each academic year, all faculty members participate in the peer evaluation process. Division chairs develop a peer evaluation schedule whereby faculty must make arrangements to visit a colleague's class. Generally, a visiting faculty member will stay approximately 30 minutes in a class and will complete a Peer Evaluation Form. This form addresses core competencies in the classroom, and the evaluator is encouraged to make supporting remarks. Additionally, the faculty member provides an overall rating for his/her peer that indicates the following levels: unsatisfactory, needs improvement, satisfactory, or excellent. A copy of the completed Peer Evaluation Form is given to the division chair and to the faculty member who has been observed. All first-year faculty members are observed by their respective division chair.

3. How are students involved in faculty performance?

STUDENT: In the fall of each academic year, all faculty members have each class evaluated by students. The evaluation is comprised of 28 standard sliding-scale questions (Student Evaluation Form) and an open-ended response sheet (Student Evaluation of Teaching Effectiveness) where students may express their perceptions (See Appendices A and B). ASUMH students indicate a high level of satisfaction with faculty members. For the 2008-2009 student evaluations, the overall faculty average was 4.77 on a 5.0 scale.

4. How are administrators involved in faculty performance?

ADMINISTRATION: In the spring of each academic year, Academic Council (comprised of the four division chairs and the Vice Chancellor for Academic and Student Affairs) performs the overall faculty evaluation. Academic Council reviews all of the other evaluations (self, student,

1

and peer) and completes an overall faculty evaluation on each faculty member. Open-ended comments are made regarding a faculty member's performance and an overall performance level is indicated (unsatisfactory, needs improvement, satisfactory, excellent). Each member of Academic Council signs the overall faculty performance evaluations which are mailed out at the end of the academic year along with copies of the student evaluations.

5. How do faculty members self-evaluate their performance?

SELF: At the beginning of each academic year, faculty members submit a Faculty Individual Professional Development Plan (FIPD) to their division chair (See Appendix C). This document provides faculty members with a vehicle to assess their competencies and to formulate a plan of action to enhance and/or improve professional abilities and performance. The four categories addressed in an FIPD plan are A) *Development and delivery of instruction*—instructors focus on providing instruction that challenges and interests students. B) *Knowledge in discipline*—instructors focus on staying current in their specialized areas of emphasis. C) *Advising capabilities*—instructors focus on enhancing their abilities as advisors for students in diverse or specialized fields of study. D) *Committee service*—instructors focus on increasing their effectiveness as committee members and seek to improve their knowledge of the function, purpose, and goals of the particular committees on which they serve. The FIPD plan will be evaluated by the instructor and the respective division chair at the end of the academic year.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? **YES**

2. If yes, describe the procedures and persons responsible for the monitoring.

Academic Council is responsible for monitoring the faculty performance review process. See above (ADMINISTRATION) for the procedures used.

Use of Review Findings

1. How are performance results used in decisions related to promotions, salary increases or job tenure?

At ASUMH, faculty members do not hold tenure or receive promotions. Salary increases are typically based on cost-of-living increases and merit pay (called the Star Award). By March of each academic year, all faculty members are encouraged to apply for merit pay based on the following criteria: student club or organization sponsor, student mentoring and/or advisement, campus-wide events or activities, committees, online,CVN, and/or Internet-assisted teaching activities, community activities, professional development, and publications, grants, and presentations.

Faculty members submit their Star Award Applications to the Vice Chancellor for Academic and Student Affairs, and these applications are reviewed by Academic Council. A scale is used to

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provide objectivity to the endeavor (each criteria listed above is worth ten points for a total of 80 points). Depending on the amount of money allocated for the Star Awards, faculty members who score within a certain range will receive one, two, or three stars. The list is presented to the Chancellor who incorporates the recommendations into the budgeting process.

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

The first two questions on the Student Evaluation Form (administered in the fall) address the topic of English fluency in the classroom and read as follows:

1. **The instructor speaks in a clear voice that I can hear and understand.**
2. **The instructor uses correct grammar when speaking and writing.**

One question on the Peer Evaluation Form addresses the topic of English fluency in the classroom and reads as follows:

F. **Speaks in a clear voice that can be heard and understood.**

Academic Council uses the results from these evaluation tools as a means to determine if there is an area of concern regarding English fluency.

ASUMH employs only one non-native English speaking faculty member. This faculty member does not have any significant problems with student comprehension of his speaking abilities. He supplements his lectures with PowerPoint presentations and a 24-hour email help line.

2. What measures are in place to assist deficient faculty in becoming English proficient? **N/A**

3. Summarize English deficiency findings and note action taken by the institution. **N/A**

College of Education Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas? **N/A**

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews. **N/A**

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. **N/A**

Level of Faculty Satisfaction with Current Process

1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

<div align="center">

1---2---3---4---5—6---7---**8**---9---10

Low   High

</div>

> The overall level of faculty satisfaction with the current evaluation process is an 8.

Arkansas State University-Mountain Home

Report on Annual Review of Faculty Performance (2008-2009)

APPENDICES

A) Student Evaluation Form

B) Student Evaluation of Teaching Effectiveness Comment Sheet

C) Faculty Individual Professional Development Plan

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STUDENT EVALUATION FORM

BEFORE YOU BEGIN, VERTICALLY INSERT CODE 535301 IN THE PINK AND WHITE BOX LOCATED IN THE UPPER RIGHT-HAND CORNER OF THE SCANTRON SHEET. THEN, DARKEN IN THE CORRESPONDING NUMBERS.

Mark the response that reflects your opinion about each question using the "sliding scale" which applies to that question. Use a soft lead pencil to respond on the SCANTRON form.

5	4	3	2	1
Always		Sometimes		Rarely

1. The instructor speaks in a clear voice that I can hear and understand.
2. The instructor uses correct grammar when speaking and writing.
3. The instructor is fair in evaluating tests and assignments.
4. The instructor is prepared for class.
5. The instructor stays on the subject during this class.
6. The instructor uses all of the class time.
7. The instructor gives feedback on assignments and exams.
8. The instructor returns assignments and exams in a reasonable time.
9. The instructor encourages student participation.
10. The instructor is accessible outside the scheduled class period during posted hours.
11. The instructor demonstrates knowledge in the subject area.
12. The instructor treats students with respect.
13. The instructor creates an atmosphere that encourages learning.
14. The textbook and other instructional materials are appropriate for the course objectives.
15. Assignments are consistent with course objectives.
16. Adequate tests and assignments are given to ensure a fair evaluation.
17. Test questions are consistent with the course content.
18. Course content is consistent with the objectives in the syllabus for this course.
19. Course requirements (projects, assignments, etc.) were explained by the instructor.
20. Instructor expands subject material beyond textbook.

GENERAL STUDENT INFORMATION

21. Is this course in your major area of emphasis? (1) Yes (2) No
22. Your reason for taking this course: (1) Required (2) Elective (3) Interest Only
23. Your expected grade in this course: (1) F (2) D (3) C (4) B (5) A
24. How many times have you been absent in this class? (1) 0-3 (2) 4-6 (3) More than 6 times
25. Your year in college is: (1) Freshmen (2) Sophomore (3) Other
26. Your cumulative GPA is: (1) Below 2.0 (2) 2.0-3.0 (3) Above 3.0 (4) Don't Know
27. Gender: (1) Female (2) Male
28. Age: (1) Below 18 (2) 18-24 (3) 25-35 (4) 36 or older

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STUDENT EVALUATION OF TEACHING EFFECTIVENESS
COMMENT SHEET

INSTRUCTOR'S NAME:

INSTRUCTOR CODE: COURSE CODE:

COURSE TITLE: Section:

CLASS TIME: Room:

This sheet will be returned to your instructor after submission of your final grade.

The materials, aids, and methods used by this instructor

that have helped me are:

Some of the outstanding characteristics of this instructor are:

What could this instructor do to enhance/improve this course?

Additional comments:

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Faculty Individual Professional Development Plan

Arkansas State University-Mountain Home

Faculty Member:

Evaluation period for plan:

Date plan submitted:

Date plan evaluated:

   I.   **Professional activities and roles**
   II.   **Skills and knowledge**
         A) Development and delivery of instruction
            Strengths:

            Challenges:

         B) Knowledge in discipline
            Strengths:

            Challenges:

         C) Advising capabilities
            Strengths:

            Challenges:

         D) Committee service
            Strengths:

            Challenges:

   III.   **Goals for Professional Development**

        A) Development and delivery of instruction

        B) Knowledge in discipline

        C) Advising capabilities

        D) Committee service

   IV.   **Resources and estimated timeline**

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Arkansas State University – Newport
2008-2009 Report on Annual Review of Faculty Performance

This report is in response to the Arkansas statute (ACA 6-63-104) and AHECB policy requiring each college and university to conduct an annual review of each faculty member's performance.
The following is a list of evaluation activities that constitute the Annual Faculty Performance Review at Arkansas State University-Newport

Elements of the Faculty Performance Review Process

1. Peer evaluations are done in teams of four or five instructors in a focus group type setting.
2. Student evaluations are given to all classes, fall and spring, for each instructor
3. Division chairs evaluate each faculty member in their division. English fluency is one of the evaluation items.
4. Each faculty member completes a Professional Portfolio, which includes a personal strategic goals plan.
5. The Vice Chancellor for Academic Affairs reviews the faculty reports submitted by the division chairs. A report and recommendation for merit (when funds are available) is sent to the Chancellor.

Institutional Monitoring of the Faculty Performance Review Process/Use of Review Findings.
Does the institution monitor the process? x_yes .   If yes, describe the procedures.

The faculty performance is under the directive of the Vice Chancellor for Academic Affairs. Student evaluations occur in the fall and spring semesters. Peer group evaluations are done throughout both fall and spring semesters with reports due to the division chairs in late spring. Division evaluations include a classroom visit, a conference, and a professional portfolio submitted prior to the meeting with the division chair. The portfolio includes a Personal Strategic Goals Plan based upon the institutional strategic goals. A report is included indicating an update on the goals achieved at the time of the supervisor evaluation. The division chairs send a detailed report to the Vice Chancellor for Academic Affairs. The Vice Chancellor reviews the faculty report and meets with the chairs regarding those faculty members who need improvement and those who are meritorious. A report and recommendation for merit awards (when funds are available) is sent to the Chancellor. A plan is developed collaboratively with the Vice Chancellor, the Division Chairs, and the instructor to help those who have deficiencies in any area.

English Fluency of Teaching Faculty?

No full-time or part-time faculty have deficiencies in English fluency. If deficiencies were found, peer group evaluators would mentor the faculty member and the ESL instructor would give individualized help until deficiencies were removed.

College of Education Support for Accredited Public Schools

Although ASUN, as a community college, has no College of Education, it has an ADHE approved AAT program (with all three areas of emphases). Through its concurrent student program, ASUN has established a good rapport with all public schools in its service area.

Notable Findings and Future Plans

ASUN is currently evaluating its process to be more specific in how the process addresses possible merit pay issues. When completed, and contingent upon availability of funds, the proposed process will be submitted to the ASU Board of Trustees and to ADHE. The small amount of funds available for a possible merit plan has inhibited progress in that area.

Level of Faculty Satisfaction with Current Process

1-----2-----3-----4-----5-----6-----7-----8-----9X-----10
low   high

Submitted by: Dr. Larry Davis, Vice Chancellor for Academic Affairs
Date submitted: March 25, 2009

Black River Technical College
Annual Faculty Evaluation Report
June 30, 2009

The faculty evaluation program at Black River Technical College includes a three-part system designed to provide an objective measurement of job performance, goals, and objectives of each faculty member. The program consists of an administrator evaluation, student evaluations, and a self-evaluation.

A file is maintained on each full-time faculty member in the office of the chief academic officer. The file contains a current vita, annual goals and objectives, summary of student evaluations, self-evaluation, chief academic officer's evaluation, and certificates of any special workshops or conferences attended.

The purpose of the faculty evaluation program at Black River Technical College is to provide uniform reliable data to: improve the quality of instruction, promote faculty development, and provide more reliable support for personnel decisions.

At the beginning of each school year, each faculty member fills out a self-evaluation. It includes any college courses completed, or workshops attended by faculty members since the last evaluation. It also includes information on the number of credit hours taught, number of students enrolled on the eleventh day, and number of students completing each semester course. The personal goals and objectives of each faculty member are also listed on this form.

Near the end of the fall semester the student evaluation of faculty is conducted for all classes taught by the faculty member. New faculty members are evaluated in both the fall and spring semesters of the first year of his/her employment. The purpose of this evaluation is to enable the faculty member to see how the students perceive his/her teaching abilities, course organization, and overall teaching effectiveness.

The chief academic officer evaluation serves as a summary of the faculty member's performance based on the goals and objectives in the self-evaluation, student evaluations, and all aspects of the evaluation program. Salary increases are contingent upon the results of the faculty member's evaluation. The chief academic officer will recommend to the President those faculty members recommended for rehire from information gathered in this evaluation process.

All full-time faculty at Black River Technical College were evaluated this year, using the procedure described above. Eight was the overall rating from the faculty of the annual review process.

Presently, Black River Technical College has no faculty member that declares English as their second language. The proficiency of English is evaluated at the time of employment of a new faculty member. This skill is also evaluated by students on the student evaluation form.

THIS REPORT IS FILED FOR COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS.

(Filed by Steve Cole, June 18, 2009)

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a <u>summary</u> on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.

The process for faculty performance at Cossatot Community College of the University of Arkansas is a five-fold process. The first portion of the evaluation is the student evaluation process, which occurs in the spring and fall semesters for ALL instructors, even adjuncts. (This process was updated two years ago to be made available as an online survey, which has now produced a 62% response rate which has made the data gathered even more valuable.) The second portion of the process is the peer-review process, where at least FIVE peers (randomly chosen) comment in writing on the faculty member's performance. This is sent directly to the Division Chair over that faculty member. The third portion of the faculty review process is classroom observation (by peers). CCCUA does this for traditional as well as on-line instruction. The fourth portion of the process is the KEY RESULT performance measuring, where the faculty member addresses how they are doing in EACH KEY RESULT AREA that comes directly from their JOB DESCRIPTION. The final step in the process is the faculty member meeting directly with their immediate Division Chair. This is where ALL OF THE DATA LISTED ABOVE IS ACCUMULATED AND DISCUSSED. The KEY RESULT AREAS and JOB DESCRIPTIONS may change based on this final step of the evaluation. If there are areas that need to be improved upon, they are listed on the faculty member's Personal Development Plan (PDP).

2. How are faculty peers involved in faculty performance?

Peers are called upon to serve TWO purposes: (1) To comment (anonymously) to the Division Chair in writing regarding the faculty members performance in all of the KEY RESULT AREAS. (2) To assist in classroom (even online) observation.

3. How are students involved in faculty performance?

As mentioned above, students are requested to fill out a STUDENT EVALUATION of the instructor in the spring and fall semesters.

4. How are administrators involved in faculty performance?

The Division Chairs oversee the entire process, even making the final interview. Then, the results from this meeting and the accumulated data go directly to the Vice Chancellor where it is studied and then

passed along to the Chancellor of the college, who then may base the next year's employment on the results. Final copies of all materials then become part of the faculty member's permanent file.

5. How do faculty members self-evaluate their performance?

Each faculty member is part of the ongoing classroom and program assessment where end-of-course testing results (based on the outcomes of the course) are tabulated. Faculty members also are responsible to fill out their portion of the KEY RESULT AREA measurement.

6. Describe any other activities used to evaluate faculty performance.

There are no other activities surrounding the performance-measuring process.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? _**X**__Yes ___No

2. If yes, describe the procedures and persons responsible for the monitoring.

There are four main persons responsible for the monitoring of the process: Chancellor, Vice Chancellor, Division Chair, and Human Resources Department. (The responsibilities are listed above in the "process" of the evaluation.)

3. If no, describe measures that are being taken to begin annual monitoring.

N/A

Use of Review Findings

1. How are performance results used in decisions related to promotions, salary increases or job tenure?

Promotions within the college are made by looking at the OVERALL faculty members contributions, not just the evaluations, although this does play a large part in the final decision. All faculty MUST have a current evaluation to the Chancellor by the final local board meeting of the academic year. Salary increases (if applicable) and employment may be partially based on these evaluations. It should be noted here that CCCUA does not necessarily base any negative decisions of employment on ONE evaluation year, but rather an accumulation of more than one year. (Job tenure does not apply at CCCUA.)

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

Each student evaluation contains the question: "Does the instructor speak the English language fluently?"

2. What measures are in place to assist deficient faculty in becoming English proficient?

There are currently no measures in place. We have never had an occurrence of this happening.

3. Summarize English deficiency findings and note action taken by the institution.

N/A

College of Education Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

CCCUA works collaboratively with the area schools in FOUR specific areas: (1) Through Intro to Education and Observation, many of our students interact and observe area high school teachers. (2) Through the SECONDARY CAREER CENTER, CCCUA allows high school students to learn on the college campus while earning high school, and possibly, college credit. (3) Through COLLEGE CONNECTION, there are articulation agreements in place that guarantee college credit for high school courses taken (in certain subject areas.). (4) Through UPWARD BOUND, many high school students come to the CCCUA campus for after school tutoring.

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

In the past year, our college has joined the AQIP method of accreditation though the Higher Learning Commission. As part of this "process improvement" method, I asked the faculty and division chairs to closely inspect faculty job descriptions. The overall goal was to ensure that ALL of the objectives and key result areas from the descriptions could be PROVED using data collection. This has resulted in NEW job descriptions for ALL faculty members that contain KEY RESULTS and other methods of evaluations that can be PROVED using data.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above.

The above revision (considered minor) is the only part of the process that has been changed. The same steps of the process remain the same.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

1---2---3---4---5---6---7---**8---9**---10
low   high

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

    Faculty evaluations consist of a four-pronged process including self-evaluation, peer evaluation, student evaluation, and supervisor evaluation.

2. How are faculty peers involved in faculty performance?

    Each faculty member is evaluated by other faculty members within the department every other year except for new faculty who are evaluated using the Peer Evaluation form the first two years of full-time employment. The results of the peer evaluations are compiled by the appropriate department chair and included in the Summary of Evaluation.

3. How are students involved in faculty performance?

    During the fall semester students are given the opportunity of completing questionnaires dealing with different aspects of instruction. At least two classes taught by full-time faculty are surveyed. Classes for first year and second year faculty members and any faculty member receiving "needs improvements" or "unsatisfactory" on the previous annual evaluation are also surveyed during the spring semester. The completed questionnaires are routed to the Vice President for Academic Affairs for processing. The results of the student evaluation of instruction are sent to the appropriate department chair who reviews them prior to returning them to faculty after grades are submitted to the register's office.

4. How are administrators involved in faculty performance?

    Each department chair/supervisor uses the results from the above stated evaluations along with classroom visitation and general observations to prepare a summary evaluation for each faculty member of the department/unit. In a scheduled conference the department chair/director discusses the annual evaluation with each department/unit faculty member. A recommended course of action is then attached to the summary evaluation for any faculty member who receives any rating less than "satisfactory". Each department chair/supervisor submits the original completed summary evaluation for each faculty member to the Vice President for Academic Affairs. Within two weeks of the evaluation conference a faculty member may submit a written response concerning his or her evaluation to the Vice President for Academic Affairs. The Vice President reviews the evaluation materials and schedules a conference with the faculty member and the department chair to discuss the evaluation. The response will be attached to the summary evaluation.

    The Vice President for Academic Affairs reviews each summary evaluation and confers with the department chair or supervisor concerning any "unsatisfactory" or "needs improvement" rating. The summary evaluation and the recommendations for improvement become a part of each faculty member's personnel file in the Personnel Records Office. The Vice President for

Academic Affairs makes recommendations to the President concerning reemployment of faculty members.

5. How do faculty members self-evaluate their performance?
    Each faculty member completes a self-evaluation. These documents are submitted to the appropriate department chair or director. This evaluation consists of a self-evaluation using the Student Evaluation of Instruction form and a Self-Evaluation which includes: Strengths, Concerns, Plans for Improvement and Review of Concerns and Plans for Improvement from previous year.

6. Describe any other activities used to evaluate faculty performance.
    No other formal evaluative activities are used at this time.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _X_Yes ___No

2. If yes, describe the procedures and persons responsible for the monitoring.
    The Vice President for Academic Affairs monitors the performance review process. Each department chair or supervisor has the responsibility of insuring the completion of the in-class observations, self, peer, and supervisor components of the review and conducting the evaluation conference after completion of activities 1-5. The Office of Academic Affairs is charged with the responsibility of coordinating the administration of student evaluations. The Vice President of Academic Affairs reviews Performance Evaluation Summaries (Administrative Review) and reports any concerns to the President.

    The institutional plan is reviewed annually by a committee composed of representatives from each academic department and the Vice President for Academic Affairs. Any recommended changes in the plan are discussed in an open faculty meeting before a final recommendation is submitted to the President.

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?
    On the faculty salary scale, increases in salary occur with increased tenure (longevity) and increased educational credentials. Consequently, the faculty evaluations directly relate to salary and job tenure because they are the main factor used when determining contract renewal or continued job tenure for faculty at EACC.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
    The first method of evaluating proficiency with the English language is through the interview process and through the informal communications with peers that occur on a daily basis. However, the primary "official" method for evaluating the English proficiency of all teaching faculty at EACC is the Faculty Evaluation completed by the students. One of the comments students respond to on a Likert scale is "Speaks English clearly and understandably".

2. What measures are in place to assist deficient faculty in becoming English proficient?
    If faculty are identified as deficient in English, they would be referred to the College's Literacy Program. The Program works with individuals to improve English fluency utilizing ESL (English as a Second Language) instructional guidelines and other proven pedagogy. In addition,

the College's Learning Center utilizes PLATO to improve English grammar; therefore, the identified faculty would also be referred to the Center.

Progress reports from both the Literacy Program and the Learning Center would be forwarded periodically to the appropriate department chair and Vice President for Academic Affairs in order to monitor the situation.

3. Summarize English deficiency findings and note action taken by the institution.
   No English deficiencies were identified during the 2008-2009 Annual Review of Faculty Performance.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?
   NA

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
   No notable findings as a result of the annual review.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.)
   No recommended plans or revisions.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

$$1\text{---}2\text{---}3\text{---}4\text{---}5\text{---}6\text{---}7\;\bigcirc\;\text{---}9\text{---}10$$

low   high

March 2008

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2008-2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process. Faculty Performance is reviewed and evaluated annually through a combination of student, peer, self, and supervisor evaluation. Program Coordinators do a formative evaluation in the middle of the year and a summative at the end. Conferences with faculty are held on both occasions.
2. How are faculty peers involved in faculty performance? The VP of Learning and Instruction ensures that each full–time faculty member is evaluated by at least one peer. Results from these surveys are tallied and are incorporated into the annual evaluation of faculty by the designated supervisor. Adjunct faculty are evaluated through classroom visits by Program Coordinators, who are also faculty members.
3. How are students involved in faculty performance? All full-time and part-time faculty participate in student evaluations of instruction each semester. The student evaluation form contains 20 questions that apply to all courses and provide meaningful information about student learning. Forms are distributed the 10th week of the semester. Students are assured anonymity, and results shared with faculty at the end of the semester to improve performance.
4. How are administrators involved in faculty performance? The Program Coordinators use the new form provided by The State of Arkansas, Dept. of Finance and Administration, Office of Personnel Management. The Faculty Performance Evaluation form is used by supervisors to rate faculty performance (Exceeds Standard, Above Average, Satisfactory, and Unsatisfactory) on items related to each component of their job description as both formative and summative measures. At the end of each year, conferences are set with each faculty member and the respective Program Coordinator to discuss evaluation results and set goals for the upcoming year.
5. How do faculty members self-evaluate their performance? The faculty use the same form as supervisors to complete their annual self- evaluation. They are encouraged to provide comments and supporting details as well as professional goals for the next academic year.
6. Describe any other activities used to evaluate faculty performance. The VP of Learning and Instruction does informal classroom walkthroughs of full-time and part-time faculty to determine professional development needs.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _X__Yes   ___No
2. If yes, describe the procedures and persons responsible for the monitoring. The annual faculty review process is reviewed and monitored by a committee of faulty, Program Coordinators, and the VP of Learning and Instruction on a yearly basis.
3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure? MSCC has neither rank, nor tenure, and faculty are hired on annual contracts with no assurance of rehire beyond the current contract period. Faculty with below par evaluations are directed to

professional development activities to improve performance and their supervisor monitors an action plan for improvement. Those who continue to receive unsatisfactory performance ratings will not be retained by the college.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants? Students evaluate English fluency as part of their evaluations of instruction. Administrators do so as part of the interviewing and hiring process.
2. What measures are in place to assist deficient faculty in becoming English proficient? Should we employ faculty deficient in this area, appropriate training through enrollment in English classes would be provided through tuition waivers.
3. Summarize English deficiency findings and note action taken by the institution. MSCC has had no problems with faculty not being fluent in English.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas? NA

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews. No notable findings that would affect the process have arisen, and no plans for revising the process are in effect.
2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.) No revisions are recommended at this time.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

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1---2---3---4---5---6---7---8---9---10
low   high

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March 2008

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2008-2009

National Park Community College
Hot Springs, Arkansas

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and make a report to the Coordinating Board and Legislative Council. This form will collect all the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please be brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form.

Elements of the Faculty Performance Review Process
The National Park Community College annual faculty evaluation process includes student evaluation, faculty self-evaluation, and administrative review components. Full-time and adjunct faculty are evaluated by students in two or more class sections each semester; students access on-line evaluations through the NPCC Website. An evaluation report is generated for each class using the eListen software; reports are emailed to the Division Chairs for review and then to share with their individual faculty members. In addition, full-time faculty complete an on-line self-evaluation. Once completed a report is generated and emailed to the respective Division Chair. Peer evaluations/classroom observations may be completed for probationary faculty or requested by the Division Chair for continuing faculty.

At the beginning of every spring semester, Division Chairs review the self-evaluation reports and the student evaluation reports for each faculty member. Division Chairs then conduct a performance review with individual faculty based on the data provided in the reports. Both faculty and Division Chair sign a contract recommendation form for the upcoming academic year. The Division Chairs then meet with the Executive Vice President to review the contract recommendations for re-hiring before finally being sent to the President and Board of Trustees. In addition, Division Chairs complete an on-line self-evaluation and the Executive Vice President reviews the Division Chair self-evaluations and completes a similar evaluation process for each Division Chairperson.

List the evaluation activities that constitute the Annual Faculty Performance Review at your institution.

1. Online student evaluations of course and instruction completed each fall and spring semester for two or more classes.
2. Annual Classroom observations completed for probationary faculty (and as needed for continuing faculty) by Division Chair.
3. Assessment Coordinator meets with the Executive Vice President at the beginning of the spring semester to develop a timeline for the completion of the evaluation process.
4. Online Faculty Self-Evaluations completed at the beginning of each spring semester.
5. Division Chairs review the self-evaluation and student evaluation reports for each faculty member, and conduct a performance review based on the data. A contract recommendation form is completed and signed by both faculty and Division Chair.
6. The Executive Vice President reviews the contract recommendation forms with the Division Chairs for re-hiring recommendations.

National Park Community College

Does the institution monitor the annual faculty review process? __x_yes ___no
If the process is monitored, describe those procedures. If it is not, indicate corrective measures that are being implemented.
The Executive Vice President and the Division Chairs monitor the faculty evaluation process. All contract recommendations are forwarded to the Human Resources Department and presented to the Board of Trustees in the April Board meeting for approval with the upcoming fiscal year budget**.**

Use of Review Findings
The Division Chairs use the student evaluations and faculty self-evaluations to review each faculty member's performance as evidence for recommendation for continued employment at the College.

English Fluency of Teaching Faculty
The Administration is cognizant of the English fluency of all full-time and adjunct teaching faculty. At the present time, we have no faculty who are non-native English speakers. The student evaluation of course and instruction has a component that addresses the faculty's ability to communicate with students.

College of Education Support for Accredited Public Schools
National Park Community College does not have a College of Education department. However, our faculty work very closely with the surrounding public schools by offering concurrent classes and technical classes for juniors and seniors.

Notable Findings and Future Plans
Division Chairs may request evaluation reports at any time for evidence in making rehire decisions. By combining multiple course sections into one evaluation (i.e., all English Composition I classes were placed in one evaluation), Division Chairs not only receive individual faculty evaluation reports, but they now also receive an aggregate report that provides an overall picture of how all the classes (i.e., all English Composition classes) were evaluated as a group..

Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report.)

The on-line student evaluation of course and instruction evaluation tool and process is evaluated and updated annually in an effort to provide an evaluation process that is simple and meaningful for both students and faculty. No revisions are planned to the process at this time.

Level of Faculty Satisfaction with Current Process
On the scale below indicate the faculty's overall sense of satisfaction concerning the faculty review process being used at your institution. If the faculty's sense of satisfaction is low (1 or 2), briefly describe the corrective measures that will be implemented.

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1-----2-----3-----4-----5-----**6-----**7-----8-----9-----10
low   X   high

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Division Chairs and faculty are encouraged to express any recommendations and/or concerns about the faculty evaluation process to the Executive Vice President. The EVP meets with the Division Chairs prior to the annual implementation of the evaluations for any recommendations. The Assessment Coordinator is the administrator of the survey software and provides support to the faculty and students.

Report on Annual Review of Faculty Performance for North Arkansas College

Academic Year 2008-2009

North Arkansas College has successfully conducted and completed an appraisal of faculty performance for the 2008-2009 academic year. The appraisal process included the following elements:

- Student Evaluation: Students completed evaluations of instruction in each class taught during the fall semester, including both a series of objective questions and detailed written comments.

- Classroom Visitation: Each dean visited the classroom of each full-time faculty member in his or her division. This visitation occurred at least once during the academic year and included an evaluation of English fluency.

- Self Evaluation: All full-time instructors submitted a self evaluation to their respective dean. This evaluation included both instructional and professional responsibilities.

- Peer Evaluation: The evaluation process included faculty peer evaluations for all faculty members. At least two peers selected from the faculty member's division evaluated each faculty member. The dean selected one peer, and the faculty member being evaluated selected the other(s).

- Dean Assessment: Each dean completed a performance appraisal evaluation for each full-time instructor in his or her division. The assessment included both instructional and professional responsibilities.

All faculty members met with their respective deans for the purpose of a performance appraisal interview. The overall evaluation included information from student evaluations, classroom visitations, self-evaluations, and peer evaluations. All reports were signed and dated. Deficiencies in English fluency do not exist.

The Vice President of Learning monitored the entire process. This included reminders and updates on progress throughout the year, as well as a final report from each dean indicating that the review process had been consistently and rigorously applied.

Deans and most faculty members agreed that this annual faculty performance appraisal plan was thorough. Further, a satisfactory level of overall satisfaction exists with this review process. There are no revisions to the faculty review process for 2009-2010. On a scale of one (low) to 10 (high), the faculty's sense of overall satisfaction is eight. A Faculty Senate committee will consider revisions to the current faculty performance appraisal plan for the 2010-2011 academic year.

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a <u>summary</u> on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.
   - The purpose of the faculty evaluation process is two-fold. The **summative** portion of the evaluations, which happens in the fall semesters, is intended for administrative purposes only. This will be the instrument supervisors will use to make faculty retention decisions from year to year.
   - The second purpose of the evaluation process is **formative** in nature and is solely for professional development purposes. The teaching portfolio is the only element involved in this part of the process. The portfolio should NOT be used for administrative purposes if it is to be a meaningful endeavor. The portfolio will be developed by the instructor and shared with the supervisor and possibly peers if so desired. This will be done at the end of the academic year each spring.
2. How are faculty peers involved in faculty performance?
   - A peer evaluation is conducted by subject area faculty.
3. How are students involved in faculty performance?
   - Students complete a faculty evaluation form for both f/t and p/t faculty each semester.
4. How are administrators involved in faculty performance?
   - Deans/Department Chairs review all student and peer evaluations. They also conduct classroom observations for new faculty or those with needs for improvement. Improvement plans are developed for areas of deficiency.
5. How do faculty members self-evaluate their performance?
   - A self-evaluation form is completed or a portfolio summary is submitted.
6. Describe any other activities used to evaluate faculty performance.
   - Any classes selected for evaluation may be evaluated at the faculty's request.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _X_ Yes ___No
2. If yes, describe the procedures and persons responsible for the monitoring.
   - A review committee examines the process to make sure it is applied consistently, is efficient, and accomplishing its purpose of improving student learning through improved faculty teaching.
3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?
   - They do not enter into decisions about promotion or increases. The College does not have tenure, but a faculty member with consistent deficiencies may not be rehired.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
    - The student evaluation covers questions related to English and would reveal any areas of concern.
2. What measures are in place to assist deficient faculty in becoming English proficient?
    - Professional Development opportunities or tuition waiver for classes.
3. Summarize English deficiency findings and note action taken by the institution.
    - None have been noted.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?
    - The institution does not have a College of Education.

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
    - None have been noted.
2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.)
    - None

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

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1---2---3---4---5---6--X7---8---9---10
low   high

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Ouachita Technical College
Annual Review of Faculty Performance
Academic Year: 2008-2009

Summary

Ouachita Technical College includes all full-time and part-time faculty members in the faculty performance review process. The faculty performance process includes administrative, self, student, and peer evaluations. Formal rating instruments are utilized to ensure a standardized, objective method of evaluation.

Elements of the Faculty Performance Review Process

1. *How are faculty peers involved in faculty performance?*
   Faculty members use a standardized check sheet to review selected classes and class related documents, such as the syllabus, to review their peers. Each academic division holds a meeting each spring to discuss results of faculty peer performance reviews.
2. *How are students involved in faculty performance?*
   Students evaluate both full and part-time faculty each fall and spring semesters by completing a formal evaluation instrument. This instrument allows students to evaluate a faculty member on twenty items dealing with specific teaching competencies. Students also complete a free response section where they may comment on any improvements they feel may be necessary for the class.
3. *How are administrators involved in faculty performance?*
   Division chairs conduct classroom observations of faculty members each spring semester. The chairs utilize a formal instrument to rate the faculty member during the observation. This instrument rates the faculty member on pedagogical items such as delivery, knowledge of content, and utilization of diverse teaching methods. Classes taught by division chairs and new full-time faculty members are also observed by the Vice President of Instruction each year.
4. *How do faculty members self-evaluate their performance?*
   Faculty members are asked to review their results from the peer evaluations, the student ratings and from the classroom observations and then prepare a self-rating. The faculty member and the division chair then discuss areas of strength and areas for improvement in their teaching.
5. *Describe any other activities used to evaluate faculty performance.*
   The Community College Survey of Student Engagement (CCSSE) and the Faculty Survey of Student Engagement are given each year to a random sample of classes and faculty members. These surveys measure the level of student engagement in each class and an overall assessment of the level of engagement that faculty members perceive for their classes.

Institutional Monitoring of the Faculty Performance Review Process
1. *Does the institution monitor the annual faculty review process?* _X__Yes ___No
2. *If yes, describe the procedures.*
   The Vice President of Instruction oversees the faculty review process each semester and receives a copy of all self, peer, and student evaluations and classroom observation reports.

Use of Review Findings

1. *How are performance results used in decisions related to promotions, salary increases or job tenure?*
   A pattern of poor performance from evaluations could result in probation and subsequent non-renewal of contracts for faculty members.

English Fluency of Teaching Faculty

1. *How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?*
   All faculty members at Ouachita Technical College are native speakers of English.

College of Education Support for Accredited Public Schools

1. *If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?*
   N/A

Notable Findings and Future Plans

1. *List any notable findings from the annual faculty review process conducted during the year that have implications for future annual faculty reviews.*
   This past year, the faculty review process was conducted earlier in the semester so that any concerns could be identified and corrected on a more timely basis. Faculty reported that this was a favorable change and requested that we continue to conduct this process earlier in the semester.
2. *Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above.*
   No major or substantive revisions have been made. The faculty review process has been moved from the eight week to the sixth week of the semester so that potential concerns could be addressed earlier.

Level of Faculty Satisfaction with Current Process

1. *On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.*

<div align="center">

1---2---3---4---5---6---7---8---9---10
low   high

</div>

An average score of "9" indicates that the faculty members are satisfied with the annual review process.

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 2, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.
   a. **For this academic year, the Vice President for Academic Affairs conducted Performance Reviews only on the Division Chairs. Division Chairs conducted reviews on their divisional faculty. The faculty are provided a copy of the Performance Review Form in January so they can perform the self-evaluation portion. The form is then forwarded to their Division Chair for review and comments. Meetings are then coordinated with each full-time faculty member with the Division Chair in February to review the form and discuss goals, strengths and opportunities for improvement. If improvement is required, a plan of improvement is developed with an appropriate timeline. Classroom observations by the Division Chairs and VPAA and student classroom evaluations are also reviewed and discussed during the interview process. The VPAA and President reviews all completed Performance Reviews and are the final reviewers. Ozarka College currently does not perform peer reviews.**

   All the Performance Reviews must be completed by the March Board meeting so that Letters of Intent to Hire can be completed and approved by the Board.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _**XX**_Yes ___No
2. If yes, describe the procedures and persons responsible for the monitoring.
   a. **The procedures are mentioned above. The process was monitored by the Division Chairs, VPAA, and President.**

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?
   a. **Ozarka College does not have rank or tenure. Salary increases are dictated by positive Performance Reviews. If the Performance Review is below established standards, then the faculty member is denied the salary increase and placed on a plan of improvement.**

English Fluency of Teaching Faculty

   a. **During the 2008/09 school year, Ozarka College had no faculty with English fluency deficiencies and there have been no complaints by students concerning language proficiency problems of faculty members.**

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?
    a. **N/A**

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.)
    a. **With a new President starting July 1, there may be changes to the current Performance Review system.**

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

1---**2**---3---4---5---6---7---**8**---9---10
low   high

Institutional Report on the Annual Review of Faculty Performance
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
Academic Year: 2008-09
Submitted by Debby King, Ed.D
Vice Chancellor for Instruction

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

<u>Directions</u>: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a <u>summary</u> on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form? This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.
The Phillips Community College of the University of Arkansas (PCCUA) faculty performance review includes an evaluation tool which measures instructional delivery, instructional design, and course management.

The <u>instructional delivery</u> is evaluated using a student questionnaire administered to two classes, randomly selected by the dean of the division, each fall and spring semester. If either class selected has fewer than ten students enrolled, an additional class is selected until at least twenty students are asked to complete the student questionnaire.

The <u>instructional design</u> is evaluated using a teaching portfolio. The teaching portfolio is an open-ended collection of materials, selected by the instructor that documents his or her teaching performance. At a minimum the teaching portfolio includes syllabi for courses taught during the year and a description of college service, community service, and professional development activities. The teaching portfolio is reviewed by the division dean and a peer review committee. The peer review committee is composed of one faculty member selected by the instructor from the instructor's division, one faculty member selected by the division dean from the division, and one faculty member from another division selected by the Faculty Development Committee.

The <u>course management</u> segment of the evaluation is evaluated by the division dean and addresses issues related to management in instruction (interaction, submission of grades, reports, student documentation, and other reporting functions, classroom management).

Faculty members have recourse for peer evaluation outcomes which the instructor believes to be inaccurate or unfair. The evaluation appeal goes to a Faculty Evaluation Appeal Committee who reviews the issue and makes recommendations to the Vice Chancellor for Instruction. The Vice Chancellor reviews the appeal and makes the final decision whether to accept or reject the appeal.

2. How are faculty peers involved in faculty performance?
Faculty peers are part of the faculty evaluation process. The teaching portfolio is reviewed by the division dean and a peer review committee. The peer review committee is composed of one faculty member selected by the instructor from the instructor's division, one faculty member selected by the division dean from the division, and one faculty member from another division selected by the Faculty Development Committee.

3. How are students involved in faculty performance?
A student questionnaire is administered to two classes taught each fall and each spring semester. If either class selected has fewer than ten students enrolled, an additional class is selected until at least twenty students are asked to complete the student questionnaire. The student questionnaire is administered during the seventh or eighth week of each semester on a class day selected by the instructor. This questionnaire is anonymous and students have an opportunity to evaluate specific aspects of instruction and to write comments concerning instruction.

4. How are administrators involved in faculty performance?
Deans are part of the evaluation process and responsible for the course management portion of the evaluation. In addition the dean is responsible for reviewing the evaluation outcomes with each faculty member and signs the evaluation in the presence of the instructor.   The Vice Chancellor for Instruction reviews all faculty evaluations.

5. How do faculty members self-evaluate their performance?
The faculty members provide a portfolio which contains several artifacts related to instruction (syllabi, syllabi and course changes, projects, samples of grading, etc.). At the evaluation review the faculty member is asked to provide input into the results of the evaluation and there is an opportunity to write comments about the process, outcome, or supervision.

6. Describe any other activities used to evaluate faculty performance.
PCCUA considers college service, professional development, and community service important to faculty development. The evaluation requires that instructors provide evidence that at least five activities, workshops, or contributions have been made in these three service areas.

Institutional Monitoring of the Faculty Performance Review Process
1. **Does the institution monitor the annual faculty review process?** <u>X</u> Yes   ___No
2. **If yes, describe the procedures and persons responsible for the monitoring.**
The Director of Institutional Effectiveness monitors the evaluation process at PCCUA. A summary of the overall evaluation outcomes is provided to the Vice Chancellor for Instruction and Faculty Senate. In addition, the Vice Chancellor for Instruction reviews the evaluation outcomes for each faculty member and a copy of the evaluation is place in the personnel file.

3. **If no, describe measures that are being taken to begin annual monitoring.**
    N/A

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?

PCCUA has no tenure, merit based pay increases, or promotions based merely on performance outcomes. Although the faculty evaluation is not used for advancement, PCCUA has a reputation for advancing employees who work at the College. This is largely because it is sometimes difficult to find qualified applicants for administrative positions in rural areas. Therefore, there are occasions when a pattern of strong evaluations can be helpful to faculty who desire advancement.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

English fluency is evaluated as part of the written components of the portfolio.

2. What measures are in place to assist deficient faculty in becoming English proficient?

If through the evaluation process, there was an identified problem with English proficiency, a remediation plan would be developed for the faculty member. That has not been an issue at PCCUA.

3. Summarize English deficiency findings and note action taken by the institution.
There were no English deficiency findings.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

PCCUA has no College of Education. N/A

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

The Division of Adult and Developmental Education and the Division of Allied Health have the strongest average evaluations for departments. The Division of Arts and Sciences has the weakest average evaluations for the department. However, most faculty evaluations averages within divisions during the 2008-09 academic year were strong.

Full-time Faculty – 70 instructors evaluated
Instructional Delivery average = 4.54
Instructional Design average = 4.82

Adjunct Faculty – 41 instructors evaluated
Instructional Delivery average =4.09
Instructional Design average =4.35

Performance evaluations are being used to track differences among divisions. In addition, the

Assessment Committee examined outcomes and determined that adjunct evaluation outcomes Averages are lower than full time faculty evaluations. This suggests that it may be useful to provide constructive professional development opportunities to adjunct faculty. It has been determined that adjunct faculty will be required to receive professional development training in order to teach beginning in Fall 2009. Topics covered in the training are syllabus development, classroom management, and cooperative learning.

2. **Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 15, 2007 in order to be considered for approval by the AHECB at the August 2007 board meeting.)**

There are no substantive changes which will be made to the faculty evaluation. On-line faculty Use a team approach to the evaluation of the service portion of the portfolio. There will be a change for the third peer evaluator in the peer evaluation process. Instead of the faculty development committee selecting a 3rd peer evaluator; the faculty senate voted to have a faculty committee review all of the service portions of the portfolio. The committee consists of representatives from each division and this committee's evaluation will serve as the 3rd peer evaluator.

All questions on the evaluations will remain the same. In addition the actual process used will remain the same. However, the scoring of the evaluation will have some changes. There will no longer be five choices to select a range of levels of satisfaction or dissatisfaction. The five choices will be consolidated into two categories. One documents that whether an item was provided using a "yes' or "no" response. The other identifies if an artifact or process is "effective" or "needs improvement" forcing deans and peers to document what needs improvement. The peer and faculty will use the following scale in Section I Teaching:
2 – Effective
1 – Needs Improvement.

Each rating in College Service, Professional Development and Community Service will be from one of the following :

3 – Exceptional. This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis. To earn a rating of *exceptional* in College Service, Professional Development and Community Service the faculty member should have *over* 10 total points (see attachment 2).

2 – Effective. This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. To earn a rating of *effective* in College Service, Professional Development and Community Service, the faculty member should have 5 - 10 total points (see attachment 2).

1 – Needs Improvement. This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. To earn a rating of *needs improvement* in College Service, Professional Development and Community Service, the faculty member should have *less than* 5 total points.

Level of Faculty Satisfaction with Current Process
1. **On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.**

<div align="center">

1---2---3---4---5---6---7---8---9---10
low   high

</div>

 On a scale of 1-10, faculty have an overall satisfaction of the annual review process of 6. It is believed to be an adequate instrument but many faculty want to consider changing the process. After much discussion in Faculty Senate it was determined that changing the scoring for the evaluation would result in more useful outcomes.   Some faculty believe there is inflation and that by reducing the choices available for peer evaluators, they are more likely to accurately reflect work presented for evaluation.

Attachment 1: Peer Evaluation Form Used in Fall
Peer Evaluation of Faculty Member

Please use the scale below for each rating:

5-Exceptional. This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis.
4-Excellent. This is job performance that is at a fully effective level in all areas of job emphasis and *noticeably exceeds that level* in several important areas.
3-Fully Effective. This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level.
2-Needs Improvement. This is job performance that is short of fully effective. Further development and/or experience on the job is needed before fully effective performance can be achieved.
1-Unsatisfactory. This level of performance would cause virtually any knowledgeable observer to consider whether retention of this employee in his or her present job is justified.

Instructor Being Evaluated: _____

  I. **Teaching**

  A. Instructional Delivery Skills (average of questions 1-12 on student evaluations, will be recorded by dean)

  B. Instructional Design Skills

  1. Has current and relevant syllabi
      (Two current syllabi are provided)

  Administrative procedure #363.02 suggests the following sections be included in a course syllabus:
  - A general description of the course, that is, an "expansion of the catalog detailing what is expected of the course and why,"
  - A course outline including a schedule of assignments and class activities such as deadlines, examinations, guest lectures, and so forth,
  - An explanation of the conduct of the course that includes "information about types of examinations, absence policies, grading, participation, outside reading-whatever is expected of students and how it will be assessed."

B1 -1. Syllabi submitted:

  Course Number   Rating (R)
  1. _____   _____ (R1)

2.   _____   _____ (R2)

Average Rating B1 (R1+R2)/2= [_____]

Comments:

B2 - 2. Reviews and/or updates of course materials.
        (Areas of revision of syllabi submitted are indicated in Portfolio Section A
        or three examples of course materials that reflect significant revision since
        the last evaluation is included.)

        Comments:

Rating B2: [_____]

B3 - 3.   Uses evaluation methods that are related to and appropriate for course content. (Examples
        of two methods such as tests, assignments, or procedures used in the evaluation of students are
        included in Portfolio Section A.)

        Comments:

Rating B3: [_____]

B4 - 4.   Informs students of the objectives of the course. (Evidence is provided in Portfolio Section A
        that course objectives are communicated to students in handouts.)

Comments:

Rating B4: [_____]

Compute and record average peer rating for Instructional Design Skills and record below and also on Peer Evaluation of Faculty Member Summary.

Average Peer Rating for
Instructional Design Skills   **(B1+B2+B3+B4)/4 [_____] ▫**

▫ Record also on Peer Evaluation of Faculty Member Summary
   (last page)

II.   College Service   [Documentation not necessary]

<u>Activities</u>

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Comments:

Peer Rating for College Service   [_____] ◘

Record also on Peer Evaluation of Faculty Member Summary

III.   **Professional Development**   **[Documentation not necessary]**

     <u>**Activities**</u>

     _____

     _____

     _____

     _____

     _____

     _____

     _____

     _____

     _____

     _____

Comments:

     Peer Rating for Professional Development   [_____] ◘

◘ **Record also on Peer Evaluation of Faculty Member Summary**

IV.   **Community Service**   **[Documentation not necessary]**

       <u>**Activities**</u>

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Comments:

       Peer Rating for Community Service   **[_____] ◘**

       ◘ Record also on Peer Evaluation of Faculty Member Summary

             Peer Evaluation of Faculty Member Summary
                      Summary

                To be completed by peer team member

Instructor Being Evaluated: _____

Instructional Design Skills
    Peer Rating: [_____]

College Service
    Peer Rating: [_____]

Professional Development
    Peer Rating: [_____]

Community Service
    Peer Rating: [_____]

_____   _____
    Peer Evaluator's Signature   **Date**

NOTE: Send signed Peer Evaluation of Faculty Member Form and Summary to the Debbie Hardy, Director of Assessment

Attachment 2: Modified Peer Evaluation Form (all criteria are the same, the process for evaluation has not changed, the response to evaluation questions has changed from a 1-5 scale to a yes, no, or effective, needs improvement.

Peer Evaluation of Faculty Member

Please use the following scale for rating in Section I Teaching:
2 – Effective
1 – Needs Improvement

Please use the scale below for each rating in College Service, Professional Development and Community Service:

3 – Exceptional. This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis.
To earn a rating of *exceptional* in College Service, Professional Development and Community Service the faculty member should have *over* 10 total points.

2 – Effective. This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level.
To earn a rating of *effective* in College Service, Professional Development and Community Service, the faculty member should have 5 - 10 total points.

1 – Needs Improvement. This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year.
To earn a rating of *needs improvement* in College Service, Professional Development and Community Service, the faculty member should have *less than* 5 total points.

Instructor Being Evaluated: _____

      I.   **Teaching**

            A.   Instructional Delivery Skills (average of questions 1-12 on student evaluations, will be recorded by the dean)

            B.   Instructional Design Skills

                 1.   Has current and relevant syllabi
                       (Two current syllabi are provided)

Course Number of Syllabi

      1.   _____   2. _____

After reviewing the content of Syllabi in the Portfolio, place a check for either <u>Yes</u> or <u>No</u> for each item listed below:

Administrative procedure #363.02 **suggests** the following sections be included in a course syllabus:

<u>**Syllabus 1**</u>

<u>**Syllabus 2**</u>

	Yes	*No*	*Yes*
No			
Instructor Contact Information	☐	☐	☐
☐			
Title Page with Title of Course & Date	☐	☐	☐
☐			
Course Outline	☐	☐	☐
☐			
Class Activities	☐	☐	☐
☐			
Deadlines (assignments, projects, etc.)	☐	☐	☐
☐			
Assignments Listed	☐	☐	☐
☐			
Exams Listed	☐	☐	☐
☐			
Attendance Policy	☐	☐	☐
☐			
Grading Scale	☐	☐	☐
☐			
College Catalog Description of the Course	☐	☐	☐
☐			
College Core Competencies	☐	☐	☐
☐			
Campus Support Services	☐	☐	☐
☐			
ADA Policy	☐	☐	☐
☐			
FERPA Policy	☐	☐	☐
☐			
Insurance	☐	☐	☐
☐			
ACTS	☐	☐	☐
☐			

In addition to the requirements, the course syllabi **could** include the following:

Syllabus 1

Syllabus 2

		Yes	No	Yes
No				
☐	Pre/Co Requisites	☐	☐	☐
☐	Class Participation	☐	☐	☐
☐	Group Projects/Portfolio	☐	☐	☐
☐	Community Service/Activities	☐	☐	☐
☐	Computer Activities	☐	☐	☐
☐	Field Trips	☐	☐	☐
☐	Guests – appearances	☐	☐	☐
☐	Outside Reading/s	☐	☐	☐
☐	Textbook/Reading Assignments	☐	☐	☐

Total points (Tally the checks) (R1) _____ _____ **(R2)** _____ _____

Rating of 2 - Effective
Rating of 1 - Needs Improvement

*Place the proper number rating in the blank below for each syllabus.

Course Number   Rating (R)

1. _____   _____ (R1)

2. _____   _____ (R2)

Comments:

B1-1: TWO SYLLABI SUBMITTED:
        AVERAGE RATING B1: (R1 + R2)/2 =_____

B2 - 2. Reviews, modifies and/or updates course materials.

        Yes   No
        ☐   ☐

(Areas of revision of course submitted are indicated in Portfolio Section A or three examples of course materials that reflect significant revision since the last evaluation is included. **Should reflect revision within a 3 year period.)

    **☐   Not applicable
    This is a new instructor at PCCUA and is their first portfolio prepared for the evaluation

        Rating of 2 - Effective
        Rating of 1 - Needs Improvement

Place the proper number rating in the blank below for each syllabus.

Rating B2: Syllabus 1:_____   **Syllabus 2:**_____

Comments:

B3 - 3. Uses evaluation methods that are related to and appropriate for course content.
(Examples of **two methods** such as **tests**, **assignments, or projects, rubrics** used in the
evaluation of students are included in Portfolio Section A.)

        Other methods of evaluation:

        _____

        _____

        _____

        _____

        Rating of 2 - Effective
        Rating of 1 - Needs Improvement

*Place the proper number rating in the blank below for each syllabus.

Total points (Tally the checks) B3   _____

Comments**:**

B4 – 4. Informs students of the objectives of the course. (Evidence is provided in Portfolio
Section A that course objectives are communicated to students and included in the syllabus.)

Yes   No
☐   ☐

Rating of 2 - Effective
Rating of 1 - Needs Improvement

*Place the proper number rating in the blank below for each syllabus.

Rating B4: _____

Comments:

**Average Peer Rating for
Instructional Design Skills   (B1+B2+B3+B4)/4** _____

Record also on Peer Evaluation of Faculty member Summary (last page)

II.   **College Service**   **[Documentation not necessary]**

Faculty will receive one check in each box where they are a "member" of a committee and one additional check if they are the "Chair, President or Sponsor" of that committee. "One point" for "member" and "one additional point" for President, Chair, Sponsor.
(1 point member……………..2 total points member *and* President, Chair, Sponsor)

*Must attend two-thirds of all meetings before actually being a "member" of that committee and checking the box/s below or name a proxy if they have a class (ex: Secondary Center, labs, clinical, etc.):

Committees (minimum of 5): Sponsor	Member	President, Chair,
Faculty Senate Member	☐	President ☐
Faculty Development Member	☐	Chair ☐
Academic Standards Committee Member	☐	Chair ☐
Elections Committee Member	☐	Chair ☐
Curriculum Committee Member	☐	Chair ☐
Assessment Committee Member	☐	Chair ☐
Faculty Equity Committee Member	☐	Chair ☐
Distance Learning Committee Member	☐	Chair ☐
Instruction and Curriculum Team Member	☐	Chair ☐
College Council Team Member	☐	
Financial Aid Exceptions Member	☐	Chair ☐
Student Success Team Member	☐	Chair ☐
Institutional Planning & Effectiveness Team	☐	Chair ☐
Information Technology Team	☐	Chair ☐
Resource Development Committee Member	☐	Chair ☐
Achieving the Dream Member	☐	
Graduation Committee Member	☐	Chair ☐
Special Events Committee Member	☐	Chair ☐
Student Retention & Recruitment Member	☐	Chair ☐
Student Activities Committee Member	☐	Chair ☐
Student Club/Organization Member	☐	Sponsor ☐
Early Alert Committee	☐	
Carl Perkins	☐	
Title III	☐	
Career Pathways	☐	
Student Support Services	☐	
Presentation for college tours from area schools	☐	
Plan, set up and participate in career fair (2 pts)	☐	☐
Attend career days or Career Fairs	☐	
Guest lecturer in area schools	☐	

List Any Additional College Service Activities/Committees:

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

Over 10 points = Rating of 3 - Exceptional
5 – 10 points = Rating of 2 - Effective
Below 5 points = Rating of 1 - Needs Improvement

*Place the proper number rating in the blank below for each syllabus.

Total points (Tally the checks) and additional activities.
Peer Rating for College Service   _____

Comments:

III.   Professional Development [Documentation not necessary]

Please check the appropriate boxes.

Professional Development Activities (minimum of 5):

2 Additional Points For:
Presenter

Moderator Panelist

2pts

2pts   2pts

☐   Attend AATYC (2 points)   ☐☐   ☐   ☐

☐   State Conference/s for Your Discipline (2 points)   ☐☐   ☐   ☐

☐   Conference Name _____ (2 pts)   ☐☐   ☐   ☐

☐   Conference Name_____(2 pts)   ☐☐   ☐   ☐

☐   National/International Conference/s (2 pts)   ☐☐   ☐   ☐

☐   Conference Name _____(2 pts)   ☐☐   ☐   ☐

☐   Conference Name _____(2 pts)   ☐☐   ☐   ☐

☐   Book Discussion Group/s   ☐

☐   Book Group   ☐

☐   Book Group   ☐

☐   Book Group   ☐

Textbook Reviewer   ☐
One-time consulting (one visit)   ☐
Consulting (two or more contact visits) (2 pts)   ☐☐
Publications   (2 pts)   ☐☐
Graduate Class (2 pts)   ☐☐
Attend On Campus Workshop/s   ☐
Plan & present In-Service (2 pts)   ☐☐
Plan & present On Campus Workshops (2pts)   ☐☐
Design & implement personal web page (2 pts)   ☐☐
Membership in Professional Organizations
      Name _____   ☐
      Name _____   ☐
      Name _____   ☐
      Name _____   ☐

List Any Additional Professional Development Activities:

_____   ☐

_____   ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

_____ ☐

Over 10 points = Rating of 3 - Exceptional
5 – 10 points = Rating of 2 - Effective
Below 5 points = Rating of 1 - Needs Improvement

*Place the proper number rating in the blank below for each syllabus.

Total points (Tally the checks) and additional activities.
Peer Rating for Professional Development   _____

Record also on Peer Evaluation of Faculty Member Summary

Comments**:**

IV.   **Community Service (minimum of 5):**   **[Documentation not necessary]**

Faculty will receive one point for each Community Service Activity.

List All Community Service Activities: **Chair, Organizer, President**

_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐

       Over 10 points = Rating of 3 - Exceptional
       5 – 10 points = Rating of 2 - Effective
       Below 5 points = Rating of 1 - Needs Improvement

*Place the proper number rating in the blank below for each syllabus.

Total points for community service activities.
Peer Rating for Community Service   _____

Record also on Peer Evaluation of Faculty Member Summary

Comments:

Peer Evaluation of Faculty Member Summary

To be completed by peer team member

Instructor Being Evaluated: _____

Instructional Design Skills
  Peer Rating: _____

College Service
  Peer Rating: _____

Professional Development
  Peer Rating: _____

Community Service
  Peer Rating: _____

_____   _____

Peer Evaluator's Signature   **Date**

NOTE: Upon completion of evaluation: Forward entire Peer Evaluation of Faculty Member Form and Summary document to Debbie Hardy, Director of Assessment. (Do Not Remove last page.)

Attachment 3: Student Evaluation

Student Evaluation of Instruction Survey

Instructions: Please shade the appropriate circle for each question.

My instructor:

1. Starts and ends the class/lab on time.
   O **Always**   O **Usually**   O **Needs Improvement**

2. Is prepared for class/lab.
   O **Always**   O **Usually**   O **Needs Improvement**

3. Demonstrates enthusiasm for his or her subject.
   O **Always**   O **Usually**   O **Needs Improvement**

4. Gives tests/assignments reflecting course objectives/lessons taught.
   O **Always**   O **Usually**   O **Needs Improvement**

5. Encourages students' interest, attention, and participation.
   O **Always**   O **Usually**   O **Needs Improvement**

6. Presents material in a way I can understand.
   O **Always**   O **Usually**   O **Needs Improvement**

7. Grades and returns test/assignments within two(2) weeks.
   O **Always**   O **Usually**   O **Needs Improvement**

8. Provides homework, exercises, or other assignments to help me learn the information
   taught.   O **Always**   O **Usually**   O **Needs Improvement**

9. Is available, approachable, and easy to talk to.
   O **Always**   O **Usually**   O **Needs Improvement**

10. Informs students of their progress in the course.
    O **Always**   O **Usually**   O **Needs Improvement**

11. Uses class time to effectively teach the subject.
    O **Always**   O **Usually**   O **Needs Improvement**

12. Uses some of these teaching methods: lecture, group activities, demonstrations,
    discussions, and others. O **Always**   O **Usually**   O **Needs Improvement**

13. Demonstrates knowledge in his or her subject area. O **Yes**   O **No**

14. My grade is determined by a variety of factors (activities, tests, quizzes, assignments, lab work, outside readings, group work, etc.) Ο**Yes**   Ο **No**

15. Does this form allow you to say the things about the course and/or instructor that you feel are important?
    Ο **Excellent**   Ο **Unsatisfactory**

    (*If you rate it "unsatisfactory", please provide comments on what you would include*.
    Note: You may use the back your answer sheet for your personal comments on Teacher Effectiveness and General Course Value.

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PULASKI TECHNICAL COLLEGE
REVISED PLAN FOR ANNUAL REVIEW OF FACULTY PERFORMANCE
_____

I. DESCRIPTION

The primary purpose of faculty evaluation at Pulaski Technical College is to promote individual and institutional self-improvement. To ensure that faculty are aware of the expectations of their supervisor and are informed of their progress as members of Pulaski Technical College faculty, evaluations are completed on an annual basis. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the college. The college recognizes the need for a consistent system for evaluating its faculty. However, the college also recognizes the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the college's success and growth.[1]

All faculty members with teaching responsibilities will be evaluated annually on three components of their performance: teaching, service, and enrichment. Faculty members, at different points in their academic careers, often find that they want or need to direct more effort to one component or another of their responsibilities. The annual performance review allows each faculty member to determine the emphasis that he or she will place on each component of the evaluation and to select, within prescribed ranges, the weight of each component in the overall evaluation.

Because of the great diversity in possible approaches to teaching, the annual performance review, while maintaining a consistent process of evaluation, allows some flexibility to the faculty member. The process supports a multi-source faculty evaluation system that includes student, peer, administrative, and self-evaluation as described below.

- **Student Evaluation** – A student ratings form for evaluating instruction is administered to one or more of each full- and part-time instructor's classes during the spring and fall semesters. An evaluation of English fluency is included in the student ratings form.

- **Peer Evaluation** – Faculty submit a packet of teaching materials that is reviewed and evaluated by a panel of elected faculty peers.

- **Self-Evaluation** – Faculty submit a report of the year's service and enrichment activities and future goals.

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[1] Adapted from Georgia Perimeter College's Policy on Faculty Evaluation as quoted in Dr. Raoul Arreola's *Developing a Comprehensive Faculty Evaluation System. 2nd edition. (Anker, 2000).*

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- **Administrative Evaluation** – Full-time faculty are administratively evaluated in each performance component through a review of submitted materials which provide evidence of teaching, service, and enrichment activities. First-year faculty and part-time instructors are evaluated via classroom observation during their first term of teaching. A conference is held with each first-year faculty and part-time instructor concerning observations made during the visit. English fluency is addressed in this evaluation.

- **Performance Portfolio –** Student, peer, self, and administrator evaluation instruments are included in each faculty member's portfolio as evidence of teaching, service, and enrichment activities.

The system allows the faculty member to determine, within established ranges, the weights of these evaluations in determining the faculty member's teaching effectiveness rating. This need for flexibility is also reflected in the evaluation of service and enrichment. Faculty members may select from a wide range of activities in which to participate each year.

Annual Evaluation Procedures
The annual faculty performance review is based upon the evaluation period of January 1 – December 30. The annual evaluation procedure involves the following steps and approvals:

- **November 1 – December 1**
  In the fall of each calendar year, faculty members submit to his/her dean the Faculty Professional Plan for the *coming* evaluation period (Appendix A). In conference with the dean, each faculty member will choose the percentage that he/she wants each area to weigh in the overall evaluation, and the service and enrichment activities in which he/she will participate during the evaluation period. The Faculty Professional Plan will be provided by the dean. The dean and faculty member will sign the form. The dean will keep the originals, and return the copies to the faculty member.

  Each faculty will also submit the Course Materials Packet (Appendix A) to the dean for the *present* evaluation period. The dean will then forward the packet to the Peer Review Panel, for review. The packet guidelines allow faculty to choose to submit materials that best reflect their teaching ability from the following areas: innovative instruction, writing activities, revision of course materials, grading/feedback to students, instructional support materials, and instructional technology.

- **February 1**
  The Peer Review Panels will submit the Course Materials Packet and evaluation data to the deans. The deans will then return the packets and data to the faculty for inclusion in the Performance Portfolio.

- **February 15**
  Each faculty member will prepare and submit the Performance Portfolio (Appendix B) to his/her dean.

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- **February 16 – March 31**
  Through an evaluation of materials contained in the Performance Portfolio and the Course Materials Packet, the deans rate the overall quality of each faculty member's success in teaching, service, and enrichment. Using data generated by the student, peer, and administrative assessments, the deans calculate the individualized Overall Composite Rating (Appendix C) and prepare the Annual Performance Summary and Annual Performance Review (Appendix A) forms. The Annual Performance Review is a summative evaluation.

- **April**
  The deans will have an evaluation conference with each faculty member to discuss the Annual Performance Summary, Annual Performance Review, and Faculty Professional Plan (Appendix A). The evaluation conference should include suggestions for items to be included in the Faculty Professional Plan for the *coming* year. At the end of the evaluation conference, the faculty member will sign the Annual Performance Summary and Annual Performance Review. Within *three working days* of the evaluation conference, the faculty member should finalize the Faculty Professional Plan for the *coming* year and submit a signed original to the dean. Signed copies of the Annual Performance Summary, Annual Performance Review, and Faculty Professional Plan will be forwarded to the faculty member and the vice president for instruction by the dean.

  If the faculty member disagrees with the evaluation, he/she may write a memorandum of rebuttal or explanation of any parts of the evaluation with which there is disagreement. Within *five working days* of the evaluation conference, the faculty member should send the memorandum to the dean with copies to the vice president for instruction.

II. WHO SHALL BE EVALUATED

Full-time faculty members are assessed through all components (student, peer, administrator, and self) of the evaluation plan. (Full-time faculty members are defined as individuals on full-time appointment by Pulaski Technical College and paid from positions in the educational and general academic portions of appropriation acts and labeled "faculty.") All part-time instructors are assessed through the student and administrator components of the plan.

III. ASSESSMENT BY PEERS, STUDENTS, AND ADMINISTRATORS

The faculty evaluation plan includes students, peers, administrators, and self.

Students
A student ratings form is administered in one or more of each full- and part-time instructor's classes during the fall and spring semesters. An evaluation of English fluency is included. In hiring full-time faculty, the search committee evaluates English fluency before hiring. In hiring part-time faculty, the dean evaluates English fluency before hiring. Should English fluency become a problem after hiring, the faculty member would be notified and given ample opportunity to correct the deficiency via free enrollment in an English course, free tutoring with

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English faculty, and/or use of programs such as PLATO in the Learning Assistance Lab. (should this be Center?)

Student ratings scores on questions related to instructional design and delivery figure into the faculty's Composite Role Rating (CRR) of teaching. Any areas of improvement, as indicated by the student ratings scores, are addressed during the deans' meeting with individual faculty members as part of the faculty evaluation process.

Peers
Peer evaluation is primarily used for formative (improvement) versus summative (judgmental) purposes. The goal of peer evaluation is to develop and enact strategies that are useful in improving the quality of teaching and learning.

As part of the Performance Portfolio, each faculty member submits a packet of course materials used during the evaluation period. These materials will be reviewed and evaluated by a panel of faculty peers according to the following procedures:

- The college Peer Review Panels will be composed of three members who have at least one complete year of teaching experience at PTC.

- The selection of the faculty to these panels will be determined by the faculty member being evaluated and the appropriate dean during the mid-fall term, as follows:

  1. One reviewer chosen by the division dean;
  2. One reviewer chosen by the faculty member;
  3. One reviewer chosen by mutual agreement between the division dean and the faculty member. If no agreement can be reached, a random selection will be made.

- The same reviewers for a faculty member should not be chosen two consecutive years.

- Each full–time faculty member who has completed at least one full year of employment at Pulaski Technical College will be required to complete at least two(2) peer reviews each evaluation period with a maximum limit of five(5).

- Review reciprocity between faculty members will not be allowed during the same evaluation period. (No faculty member can be reviewed by and complete a review involving the same person during the same evaluation period.)

- Each panel member will complete a peer review checklist (Appendix A) of the course materials for the faculty member being evaluated. Each panel member will forward the completed peer review checklist (Appendix A) to the appropriate dean. The dean will then calculate the appropriate mean rating for each faculty member's course materials and report it on the Peer Review Overall Rating (Appendix A).

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The feedback from peer evaluations is used to make improvements in a faculty member's teaching. Scores generated from the Peer Review Overall Rating (Appendix A) figure into the faculty's CRR of teaching, specifically for the components of instructional design and content expertise.

Administration
The deans evaluate full-time faculty in the three areas of performance: teaching, service, and enrichment. Using the information provided in the Performance Portfolio, the Peer Evaluation Summary, and the student evaluations, the deans will evaluate the faculty member's teaching effectiveness. Using the information provided in the Professional Performance Report, the dean will award points for each service and enrichment activity. The service and enrichment CCR will be determined using the Service and Enrichment Rating Scale (Appendix C).

New full-time faculty who join the college in the *fall* term will be required to turn in a portfolio of activities completed during the fall term. New full-time faculty who join the college in the *spring* term will be required to submit a set of goals that should guide their professional growth during the first year of employment. In order to support a recommendation for contract renewal, the dean will evaluate the performance of new full-time faculty using the criteria shown in the Classroom Observation form (Appendix A). Part-time faculty will also be evaluated by department chairs during their first term of teaching via the Classroom Observation form. The completed observation form will be given to and discussed with each instructor. English fluency is addressed in this evaluation.

Self-Evaluation
The Professional Performance Report (Appendix A) is submitted to the dean for evaluation of the *past* year's activities and *coming* year's goals.

Performance Portfolio
The student, administrator, peer, and self-evaluation instruments will be included in each faculty member's portfolio to provide evidence of teaching duties, service, and enrichment activities.

IV. INSTITUTIONAL MONITORING OF ANNUAL FACULTY PERFORMANCE REVIEW

The faculty evaluation program is monitored closely by the vice president for instruction, deans, and the Faculty Senate. The Faculty Senate has created the Committee on Faculty Involvement to oversee parts of the evaluation system. Input may also be requested from the Director of Institutional Research.

V. INSTITUTIONAL EVALUATION OF ANNUAL FACULTY PERFORMANCE REVIEW

The most recent (May 2006) survey of faculty regarding issues on campus shows that "Current opportunities for professional development" received an average rating of 2.9 on a 5.0 scale (1—lowest level of satisfaction, 5—highest level of satisfaction). The Faculty Senate will assist in developing, distributing, and reviewing a regular evaluation of the faculty evaluation system and the faculty enrichment program. Improvements will be made based on the results of the evaluation and of any other issues that arise regarding the evaluation system. Pulaski Technical

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College recognizes the fact that a quality faculty evaluation is a living, breathing program, and it has a strong commitment to making adjustments and improvements as necessary.

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APPENDIX A:
FACULTY EVALUATION PLAN FORMS

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PULASKI TECHNICAL COLLEGE
ANNUAL PERFORMANCE SUMMARY
EVALUATION PERIOD: _____

FACULTY _____   DIVISION_____

I. COMPOSITE ROLE RATINGS

A. TEACHING (DECLARED WEIGHT = _____%)   **RATING**

Instructional Design
Students _____ (.25) + Peers _____ (.50) + Dean _____ (.25) = _____ (.25)   =   _____

Instructional Delivery
Students _____ (1.0) = _____ (.40)   =   _____

Content Expertise
Peers _____ (.75) + Dean _____ (.25) = _____ (.20)   =   _____

Course Management
Dean _____ (1.0) = _____ (.15)   =   _____

            TEACHING COMPOSITE ROLE RATING   =   _____

B. SERVICE (DECLARED WEIGHT = _____%)

    Dean _____ (1.0)   =   _____
        SERVICE COMPOSITE ROLE RATING   =   _____

C. ENRICHMENT (DECLARED WEIGHT = _____%)

    Dean _____ (1.0)   =   _____
    ENRICHMENT COMPOSITE ROLE RATING   =   _____

II. OVERALL COMPOSITE RATING

OCR CALCULATION					
ROLE	**COMPOSITE ROLE RATING**	**X**	**DECLARED WEIGHT**	**=**	**WEIGHTED COMPOSITE ROLE RATING**
Teaching		X		=	
Service		X		=	
Enrichment		X		=	
OVERALL COMPOSITE RATING				=	

Faculty Member's Acknowledgement: I have read and discussed my faculty evaluation for the evaluation period with my dean.
SIGNATURES:

_____   _____
FACULTY MEMBER   **DATE**

_____   _____
DEAN   **DATE**

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PULASKI TECHNICAL COLLEGE
ANNUAL PERFORMANCE REVIEW

Evaluation Period: _____

_____   _____
FACULTY MEMBER   **DEAN**

_____   _____
DEPARTMENT   **DIVISION**

TABLE OF CONTENTS

Faculty Member's Acknowledgement: I have reviewed the attached evaluations with my dean. If I wish to submit a written response, I will do so within five (5) working days of the evaluation conference. The response must be signed, dated, attached to the original evaluation form, and submitted to the Vice President for Instruction.

SIGNATURES:

_____   _____
FACULTY MEMBER   **DATE**

_____   _____
DEAN   **DATE**

_____   _____
VICE PRESIDENT FOR INSTRUCTION   **DATE**

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PULASKI TECHNICAL COLLEGE
CLASSROOM OBSERVATION
(TO BE USED FOR PART-TIME AND FIRST-YEAR FACULTY MEMBERS)

INSTRUCTOR: _____ COURSE: _____

DATE: _____ NUMBER OF STUDENTS PRESENT: _____

TIME:_____ NUMBER OF STUDENTS ENROLLED: _____

	DESCRIPTORS	Y	N	NA	COMMENTS
CONTENT	Presents material appropriate to course objectives				
	Presents material appropriate to student knowledge				
	Includes examples or illustrations to clarify concepts				
	Uses instructional aids where appropriate				
ORGANIZATION	Uses instructional time efficiently				
	Delivers lesson in a logical manner				
	Provides up-to-date goals/objectives				
PRESENTATION	Uses instructional methods effectively				
	Communicates the material with a sense of enthusiasm				
	Speaks about content with authority				
	Fluent in English language and is easily understood				
INT	Encourages student involvement				
	Demonstrates respect for students				
	Clarifies content when students fail to understand				
	Responds constructively to students				

Y = Yes   N = No   NA = Not Applicable

Additional Comments:

Faculty Signature: _____ Date: _____

Observer Signature: _____ Date: _____

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PULASKI TECHNICAL COLLEGE
COURSE MATERIALS PACKET

The following is a list of categories of course materials that should be included in your packet. Keep in mind that your dean and Peer Review Panel will review these materials. To facilitate their review, clearly identify each component of your materials packet. The faculty evaluation system recognizes that instructors select course materials from a variety of sources; however, materials not developed by an instructor should acknowledge the original source.

Category A – Syllabus
- Syllabus for each course taught.

Category B – Assessment of Student Achievement
- At least one (1) and not more than three (3) samples of materials demonstrating how you assess student achievement on expected learning outcomes identified in the common course outlines.
- These materials may include tests but are not limited to tests.

Category C – Evaluation Topics
Choose exactly three (3) categories from the list below, and submit no more than three (3) items for each selected category. Please label each document with the category, course name and number, and term:

- Sample of materials demonstrating innovative instruction.
- Sample of materials demonstrating the use of writing in a course.
- Sample demonstrating a revision of course materials.
- Sample of materials demonstrating grading techniques and comments to students.
- Sample of instructional support materials from one course designed to help students master concepts and content (i.e., study guides, original problem-solving sets, concept maps, annotated bibliographies, etc.).
- Sample of materials demonstrating efforts to incorporate technology into course content.

Faculty may include a narrative, not to exceed 75 words, to describe any course material items in order to make their purpose clear to the Peer Review Panel.

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Pulaski Technical College
Peer Review Checklist – page one

_____   _____

Faculty Member   Evaluation Period

Circle "*Yes*" or "*No*" for the following statements. Include a justification for each NO.

A. Syllabus

1. A syllabus is prepared for each course taught by the instructor.   Yes   No

2. Each syllabus is organized and contains all components
    according to PTC guidelines.   Yes   No

3. Course requirements in syllabus are present and understandable.   Yes   No

4. Grading procedure in syllabus is present and understandable.   Yes   No

5. Course instructional materials are organized and understandable.   Yes   No

7. Attendance requirements are organized and understandable.   Yes   No   N/A

B. Assessment of Student Achievement

8. Evaluation materials (tests/quizzes) are consistent with course
    requirements.   Yes   No

9. Assignments, if applicable, are consistent with course
    requirements.   Yes   No   N/A

10. Projects, if applicable, are consistent with course requirements   Yes   No   N/A

C. The faculty member has provided evidence for three of the following.
    (For those not selected by the faculty member, circle NS.)

11. Innovative Instruction   Yes   No   NS

12. Writing Activity   Yes   No   NS

13. Revision of Course Materials   Yes   No   NS

14. Grading/Feedback to Students   Yes   No   NS

15. Instructional Support Materials   Yes   No   NS

16. Instructional Technology   Yes   No   NS

D. Division Specific Items – Each division could compile their own list.
    (Items listed below are only examples)

17. An advisory committee file and an industry contact file are maintained.   Yes No N/A

18. Placement records are maintained.   Yes No N/A

19. The laboratory/shop is maintained for maximum utilization
    and efficiency.   Yes No N/A

20. Safety instruction and testing are incorporated into all appropriate
    laboratory/shop courses.   Yes   No N/A

To calculate score. Enter total number of questions that were answers yes or no. Total _____
              (DO NOT INCLUDE "N/A" OR "NS" RESPONSES IN THE TOTAL)
              Add up number of Yes responses. _____

Calculate the following percentages: 90% of total = _____; 80% of total = _____;
                                 70% of total = _____; 60% of total = _____.

If the number of "yes" responses = 90% of total, faculty member receives a rating of 5.
If the number of "yes" responses = 80% of total, faculty member receives a rating of 4.
If the number of "yes" responses = 70% of total, faculty member receives a rating of 3.
If the number of "yes" responses = 60% of total, faculty member receives a rating of 2.
If the number of "yes" responses is below 60% of total, faculty member receives a rating of 1.

Faculty Course Material Rating is _____

Additional Comments:

_____   _____
Reviewer   Date

PULASKI TECHNICAL COLLEGE
PEER REVIEW OVERALL RATING
(TO BE CALCULATED BY DEAN)

_____   _____
FACULTY MEMBER   **EVALUATION PERIOD**

INSTRUCTIONS

- Record the Course Materials Rating from each Peer Evaluation of Course Materials form for the indicated faculty member.

  - Add the ratings, and divide by *three*.
  - Round to two decimals.

RATING CALCULATIONS

- Peer Reviewer #1   Rating = _____

- Peer Reviewer #2   Rating = _____

- Peer Reviewer #3   Rating = _____

Course Materials Peer Rating = _____

_____   _____
DEAN   **DATE**

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PULASKI TECHNICAL COLLEGE
DEAN EVALUATION OF COURSE MATERIALS
PART A

FACULTY MEMBER   **EVALUATION PERIOD**

RATING SCALE

- **5 = EP – Exemplary Professional Performance**
  Consistently exceeds accepted standards of professional performance

- **4 = HP – High Professional Performance**
  Frequently exceeds accepted standards of professional performance

- **3 = SP – Standard Professional Performance**
  Consistently meets accepted standards of professional performance

- **2 = MP – Minimal Performance**
  Does not consistently meet accepted standards of professional performance

- **1 = UP – Unsatisfactory Performance**
  Does not meet minimal standards of professional performance

INSTRUCTIONS

- For purposes of peer evaluation of course materials, **professional performance** is defined as *the faculty member's ability to select, create, and use course materials*.
- Using the Course Materials Packet Criteria as a guideline, assign a rating value to each applicable category using the rating scale above.
- In Category C, rate the three topics chosen by the faculty member. For those topics not chosen, "NS" (*Not Selected*) should be written in the rating blank.
- On Part B – Page 2 of this form, provide justification for **_all_** ratings.
- Add the four rating values (1 from Category B + 3 from Category C), and divide by four to calculate the Course Materials Rating. Do not round.

CATEGORY CALCULATIONS

- Category A – Syllabus   Rating = Not Applicable
  (Comments only from Course Materials Review Panel)
- Category B – Assessment of Student Achievement   Rating = _____
- Category C – Evaluation Topics
  - Innovative Instruction   Rating = _____
  - Writing Activity   Rating = _____
  - Revision of Course Materials   Rating = _____
  - Grading/Feedback   Rating = _____
  - Instructional Support Materials   Rating = _____
  - Instructional Technology   Rating = _____

Course Materials Rating = _____

DEAN   **DATE**

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_____

FACULTY MEMBER   **DATE**

JUSTIFICATION INSTRUCTIONS
- Justification must be given for all ratings in Categories A – C.
- In Category C, justification should only be given for the three topics chosen by the faculty member.
- Comments should be in complete sentences.
- Suggestions for improvement should only be included if applicable

Category A – Syllabus

Category B – Assessment of Student Achievement

Category C – Evaluation Topics

- Innovative Instruction

- Writing Activity

- Revision of Course Materials

- Grading/Feedback

- Instructional Support Materials

- Instructional Technology

_____   _____
DEAN   **DATE**

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PULASKI TECHNICAL COLLEGE

_____   _____
FACULTY MEMBER   **DEAN**

_____   _____
DEPARTMENT   **DIVISION**

ROLE: TEACHING

One of the most generally held values at Pulaski Technical College is that teaching is the most important of the three roles used to measure faculty performance. **Teaching is defined as activities that facilitate, promote, and result in specific student learning.** The role of teaching is broken down into four components: instructional design, instructional delivery, content expertise, and course management.

Component	Weight
Instructional Design	**[25%]**

- Prepare syllabus
- Create presentations, demonstration, and projects
- Design curriculum
- Create and select assignments
- Create/revise course objectives
- Integrate college initiatives into course content (e.g., information literacy)
- Develop assessment plan/administer assessment tools

Instructional Delivery	**[40%]**

- Lead discussion
- Manage classroom
- Create optimal learning environment
- Prepare and grade exams
- Encourage active learning
- Incorporate college initiatives into activities
- Incorporate critical thinking into activities
- Provide small group interaction
- Incorporate technology

Content Expertise	**[20%]**

- Maintain currency in field
- Present accurate content
- Present appropriate level of content

Course Management	**[15%]**

- Select course materials including textbooks
- Request supplies
- Oversee supplies
- Prepare and maintain labs
- Manage equipment
- Select and request library materials
- Select and prepare additional resources
- Contact and arrange for guest lecturers
- Maintain office hours
- Counsel/advise/mentor students (e.g., job placement)
- Tutor one-on-one with students
- Turn in grades
- Complete administrative forms
- Report assessment results

TOTAL COMPONENT WEIGHT	**100%**

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PULASKI TECHNICAL COLLEGE
FACULTY PROFESSIONAL PLAN

EVALUATION PERIOD: _____ – _____

Instructions: Complete Parts I – III of this form during October 1 – November 1 of the academic year *prior* to the *coming* evaluation period. The faculty member should return two copies (original + copy) to the dean by the announced deadline. The dean will sign the forms, keep the original, and return the copy to the faculty member. The faculty member should include a signed copy of this document in his/her Performance Portfolio; the dean should include a signed copy of this document in the annual evaluation of the faculty member.

PART I – DECLARATION OF WEIGHTS

Instructions – Part I: The selected ranges for each of three role components should be indicated below. All selected percentages should be within the indicated ranges, in multiples of five (i.e., 5%, 10%, 15%), and must total 100%. The overall evaluation weights that a faculty member has chosen may be changed during the evaluation period with the approval of the dean and the vice president for instruction.

FACULTY ROLE MODEL
(TEACHING IS PRIMARY RESPONSIBILITY)

ROLE	ROLE WEIGHT RANGES	DECLARED WEIGHTS
TEACHING	Choose from 50% - 80%	_____ %
SERVICE	Choose from 10% - 30%	_____ %
ENRICHMENT	Choose from 10% - 30%	_____ %
TOTAL		**100 %**

ADMINISTRATIVE/FACULTY ROLE MODEL
(ADMINISTRATIVE DUTIES ARE 50% OR MORE)

ROLE	ROLE WEIGHT RANGES	DECLARED WEIGHTS
TEACHING	Choose from 10% - 40%	_____ %
SERVICE	Choose from 50% - 80%	_____ %
ENRICHMENT	Choose from 10% - 20%	_____ %
TOTAL		**100 %**

_____ _____
FACULTY MEMBER   **DATE**

_____ _____
DEAN   **DATE**

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PART II – SERVICE

Instructions – Part II: Under the appropriate items below, list the *service* activities that you plan to complete during the period under evaluation.

SERVICE TO DISCIPLINE, DEPARTMENT, AND DIVISION

☐ Participation in department and/or division meetings = **25** points (*Required)*

☐ Serve as department chair = **25** points

☐ Serve as program coordinator = **25** points

☐ Serve as course coordinator = **15** points

☐ Membership on departmental or divisional committee = **10** points per committee; maximum of **20** points

☐ Chair of departmental/divisional committee = **5** points in addition to membership points; maximum of **10** points

☐ Membership on departmental or divisional task force = **8** points per task force; maximum of **24** points

☐ Chair of departmental or divisional task force = **3** points in addition to membership points; maximum of **9** points

☐ Leader of divisional, discipline or department workshop or presentation = **10** points for preparation and original offering of presentation; **5** points for repeating previous presentation; maximum of **25** points

☐ Market degree and certificate programs = **10** points

☐ Mentor of new faculty member (*not available to department chairs, program coordinators, and course coordinators*) = **10** points per new faculty; maximum of **20** points

☐ Mentor of adjunct faculty groups (4 – 7 adjuncts); (*not available to department chairs, program coordinators, and course coordinators)* = **8** points per group; maximum of **16** points

SERVICE TO COLLEGE AND COMMUNITY

☐ Membership on college-wide committee = **13** points per committee; maximum of **26** points

☐ Chair college-wide committee = **5** points in addition to membership points; maximum of **10** points

☐ Elected officer of Faculty Senate = **25** points for president and vice-president; **23** points for secretary and treasurer; **20** points for divisional representative

☐ Leader of scholarly, pedagogical, or technological workshops, presentations, or courses provided for PTC faculty and staff = **8** points per **1** contact hour; maximum of **40** points

☐ Advise during registration periods = **10** points

☐ Advisor to student organizations/activities = **8** points

☐ Advisor/editor of college publication = **8** points

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FACULTY PROFESSIONAL PLAN
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PART II – SERVICE

SERVICE TO COLLEGE AND COMMUNITY

☐ Lead, coordinate, or participate in one-time event. (Individual points will be determined by Committee on Faculty Involvement based on faculty role and value to the community, the college image, the student body, or the faculty.)

☐ Plan or host ongoing event (e.g., lecture series) = **8** points per event; maximum of **16** points

☐ Participate in college's speakers' bureau = **3** points per event; maximum of **9** points

☐ Participate in college-sponsored fundraising activities = **5** points per activity; maximum of **10** points

☐ Participation in on-campus and off-campus public relations functions for the college (e.g., business expositions) = **5** points per function; maximum of **10** points

☐ Participation in graduation = **13** points

☐ Participation in local, state, or national civic activities and organizations that promote the college in the community = **5** points per activity/organization; maximum of **10** points

☐ Application of recognized academic or technical expertise in local, state, or national community *without pay* = **3** points per activity; maximum of **9** points

☐ Division Specific Service Activities: Approval and points for division specific activities to be determined by consensus of the Division, with a maximum of 25 points per activity.

ESTIMATED SERVICE POINTS FOR EVALUATION PERIOD = _____

SERVICE POINTS	SERVICE RATING SCALE
90 – 100	**5 = EP** – Exemplary Professional Performance
80 – 89	**4 = HP** – High Professional Performance
70 – 79	**3 = SP** – Standard Professional Performance
60 – 69	**2 = MP** – Minimal Performance
0 – 59	**1 = UP** – Unsatisfactory Performance

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PART III – ENRICHMENT (*SELECT __EITHER__ TRACK ONE OR TRACK TWO*)

TRACK ONE

Instructions: Under the appropriate items below, list the *enrichment* activities that you plan to complete during the period under evaluation.

PROFESSIONAL ORGANIZATIONS

☐ Held current membership in professional organization = **3** points each; maximum of **12** points

☐ Served on a committee of a professional organization = **5** points each; maximum of **20** points

☐ Held an elective/appointed office or chaired a committee of a state/local professional organization = **8** points each; maximum of **16** points

☐ Held an elective or appointed office or chaired a committee/board of regional or national professional organization = **10** points each; maximum of **20** points

FURTHER EDUCATION AND DEGREES

☐ Audited a college-level course (undergraduate or graduate) at an accredited institution = **5** points per course; maximum of **30** points

☐ Received credit for a college-level course (undergraduate or graduate other than dissertation or thesis hours) = **8** points per course; maximum of **48** points

☐ Completed an undergraduate or graduate degree from an accredited institution = **25** points

☐ Received continuing education hours = **3** points per 6-hour course; maximum of **24** points

☐ Obtained certification/licensure ***required*** for teaching credentials because of changes in the field = **10** points per certification/licensure; maximum of **20** points

☐ Obtained certification/licensure ***not required*** for teaching credentials = **8** points per certification/licensure; maximum of **16** points

☐ Participated in two (2) in-service day(s) in August and January **= 25** points

☐ Attended AATYC or on-campus in-service in lieu of attending AATYC = **13** points

☐ Participated in scholarly, pedagogical, or technological workshops or presentations provided for PTC faculty and staff (other than those provided on in-service day[s] and AATYC) = **5** points per **1** contact hour; maximum = **50** points

☐ Participated in workshops, summer institutes, and short courses not provided by PTC = **8** points each; maximum of **16** points

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FACULTY PROFESSIONAL PLAN
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PART III – ENRICHMENT --- TRACK ONE (*CONTINUED*)

SCHOLARLY AND/OR CREATIVE ACTIVITIES

☐ Attended an approved local, regional, or national professional conference = **10** points each; maximum of **50** points

☐ Presented at an approved local, regional, or national professional conference = **13** points per presentation; maximum of **52** points

☐ Served on a discussion roundtable/panel = **5** points each; maximum of **10** points

☐ Published an article, short story, or poem in a scholarly publication = **10** points each; maximum of **20** points

☐ Published an article, short story, or poem in a non-scholarly publication = **5** points each; maximum of **10** points

☐ Published a book or a new edition of a book = **25** points

☐ Published a book review in scholarly publication = **8** points per review; maximum of **16** points

☐ Served as editor of scholarly publication = **10** points each; maximum of **20** points

☐ Served as referee for scholarly publication = **8** points per submission refereed; maximum of **16** points

☐ Reviewed a manuscript for publication = **3** points per manuscript; maximum of **9** points

☐ Conducted research in field of expertise for publication or presentation = **8** points

☐ Created a work in your area of expertise which was performed, published, exhibited, and/or broadcast = **13** points each; maximum of **26** points

☐ Directed a work in your area of expertise which was performed, published, exhibited, and/or broadcast = **10** points each; maximum of **20** points

☐ Performed in a production in your area of expertise = **8** points each; maximum of **16** points

☐ Designed or implemented technical work for a media production = **8** points each; maximum of **16** points

☐ Division Specific Enrichment Activities: Approval and points for division specific activities to be determined by consensus of the Division, with a maximum of 25 points per activity.

ESTIMATED ENRICHMENT POINTS FOR EVALUATION PERIOD = _____

ENRICHMENT POINTS	ENRICHMENT RATING SCALE
90 – 100	**5 = EP** – Exemplary Professional Performance
80 – 89	**4 = HP** – High Professional Performance
70 – 79	**3 = SP** – Standard Professional Performance
60 – 69	**2 = MP** – Minimal Performance
0 – 59	**1 = UP** – Unsatisfactory Performance

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PART III – ENRICHMENT *(SELECT EITHER TRACK ONE OR TRACK TWO)*

TRACK TWO

Instructions: List the professional activities you plan to attend during the evaluation period. Professional development activities are defined as those activities whose primary purpose is to increase the participant's knowledge or skill in the practice of his or her profession. Faculty members accrue Professional Development Units (PDUs) based on the number of hours they participate in professional development activities. A faculty member would earn one PDU for every 6 (six) hours of participation in professional development activities.

Professional Development Activities Planned	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

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PART III – ENRICHMENT --- TRACK TWO (*CONTINUED*)

Faculty members accrue Professional Development Units (PDUs) based on the number of hours they participate in professional development activities. A faculty member would earn one PDU for every 6 (six) hours of participation in professional development activities.

Professional Development (PDU) Scale

PDUs Earned	Professional Development Scale
5	EP—Exemplary Professional Performance—5 points
4	HP—High Professional Performance—4 points
3	SP—Standard Professional Performance—3 points
2	MP—Minimal Professional Performance—2 points
1	UP—Unsatisfactory Professional Performance—1 point
0	NP—Non Professional Performance—0 points

After attending each professional development event the faculty member will complete a Professional Development Report.

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PART IV – GOALS

Instructions – Part III: List at least three goals for each component area for the *upcoming* evaluation period. For each goal you plan to attain, include the following information: activities you will undertake to achieve that goal; methods you will use to evaluate your efforts; and resources you will require to achieve the goal.

TEACHING
GOAL 1:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Required:
Evaluation Methods:
Resources Required:
SERVICE
GOAL 1:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Required:
Evaluation Methods:
Resources Required:
ENRICHMENT
GOAL 1:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Required:
Evaluation Methods:
Resources Required:

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PULASKI TECHNICAL COLLEGE
PROFESSIONAL PERFORMANCE REPORT

</div>

EVALUATION PERIOD: _____

_____   _____
FACULTY MEMBER   **DATE**

Instructions: Complete Parts I – III of this form for the academic *year under evaluation*. A signed copy should be included in each faculty member's Performance Portfolio and a copy retained for personal files.

PART I – SERVICE

Instructions – Part I: Under the appropriate items below, list the *service* activities that you *completed* during the period under evaluation.

SERVICE TO DISCIPLINE, DEPARTMENT, AND DIVISION

☐ Participated in department and/or division meetings = **25** points (*Required)*

☐ Served as department chair = **25** points

☐ Served as program coordinator = **25** points

☐ Served as course coordinator = **15** points

☐ Served on departmental or divisional committee = **10** points per committee; maximum of **20** points

☐ Chaired departmental/divisional committee = **5** points in addition to membership points; maximum of **10** points

☐ Served on departmental or divisional task force = **8** points per task force; maximum of **24** points

☐ Chaired departmental or divisional task force = **3** points in addition to membership points; maximum of **9** points

☐ Lead divisional, discipline or department workshop or presentation = **10** points for preparation and original offering of presentation; **5** points for repeating previous presentation; maximum of **25** points

☐ Marketed degree and certificate programs = **10** points

☐ Mentored new faculty member (*not available to department chairs, program coordinators, and course coordinators*) = **10** points per new faculty; maximum of **20** points

☐ Mentored adjunct faculty groups (4 – 7 adjuncts); (*not available to department chairs, program coordinators, and course coordinators)* = **8** points per group; maximum of **16** points

SERVICE TO COLLEGE AND COMMUNITY

☐ Served on college-wide committee = **13** points per committee; maximum of **26** points

☐ Chaired college-wide committee = **5** points in addition to membership points; maximum of **10** points

☐ Elected officer of Faculty Senate = **25** points for president and vice-president; **23** points for secretary and treasurer; **20** points for divisional representative

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PART I – SERVICE

SERVICE TO COLLEGE AND COMMUNITY

☐ Leader of scholarly, pedagogical, or technological workshops, presentations, or courses provided for PTC faculty and staff = **8** points per **1** contact hour; maximum of **40** points

☐ Advised during registration periods = **10** points

☐ Advised student organizations/activities = **8** points

☐ Advised/edited college publication = **8** points

☐ Lead, coordinated, or participated in one-time event. (Individual points will be determined by Committee on Faculty Involvement based on faculty role and value to the community, the college image, the student body, or the faculty.)

☐ Planned or hosted ongoing event (e.g., lecture series) = **8** points per event; maximum of **16** points

☐ Participated in college's speakers' bureau = **3** points per event; maximum of **9** points

☐ Participated in college-sponsored fundraising activities = **5** points per activity; maximum of **10** points

☐ Participated in on-campus and off-campus public relations functions for the college (e.g., business expositions) = **5** points per function; maximum of **10** points

☐ Participated in graduation = **13** points

☐ Participated in local, state, or national civic activities and organizations that promoted the college in the community = **5** points per activity/organization; maximum of **10** points

☐ Applied recognized academic or technical expertise in local, state, or national community *without pay* = **3** points per activity; maximum of **9** points

☐ Division Specific Service Activities: Approval and points for division specific activities to be determined by consensus of the Division, with a maximum of 25 points per activity.

TOTAL SERVICE POINTS FOR EVALUATION PERIOD = _____

SERVICE POINTS	SERVICE RATING SCALE
90 – 100	**5 = EP** – Exemplary Professional Performance
80 – 89	**4 = HP** – High Professional Performance
70 – 79	**3 = SP** – Standard Professional Performance
60 – 69	**2 = MP** – Minimal Performance
0 – 59	**1 = UP** – Unsatisfactory Performance

PROFESSIONAL PERFORMANCE REPORT

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PART II – ENRICHMENT (*SELECT EITHER TRACK ONE OR TRACK TWO*)

TRACK ONE

Instructions: Under the appropriate items below, list the *enrichment* activities that you completed during the period under evaluation.

PROFESSIONAL ORGANIZATIONS

☐ Held current membership in professional organization = **3** points each; maximum of **12** points

☐ Served on a committee of a professional organization = **5** points each; maximum of **20** points

☐ Held an elective/appointed office or chaired a committee of a state/local professional organization = **8** points each; maximum of **16** points

☐ Held an elective or appointed office or chaired a committee/board of regional or national professional organization = **10** points each; maximum of **20** points

FURTHER EDUCATION AND DEGREES

☐ Audited a college-level course (undergraduate or graduate) at an accredited institution = **5** points per course; maximum of **30** points

☐ Received credit for a college-level course (undergraduate or graduate other than dissertation or thesis hours) = **8** points per course; maximum of **48** points

☐ Completed an undergraduate or graduate degree from an accredited institution = **25** points

☐ Received continuing education hours = **3** points per 6-hour course; maximum of **24** points

☐ Obtained certification/licensure *required* for teaching credentials because of changes in the field = **10** points per certification/licensure; maximum of **20** points

☐ Obtained certification/licensure *not required* for teaching credentials = **8** points per certification/licensure; maximum of **16** points

☐ Participated in two (2) in-service day(s) in August and January = **25** points

☐ Attended AATYC or on-campus in-service in lieu of attending AATYC = **13** points

☐ Participated in scholarly, pedagogical, or technological workshops or presentations provided for PTC faculty and staff (other than those provided on in-service day[s] and AATYC) = **5** points per **1** contact hour; maximum = **50** points

☐ Participated in workshops, summer institutes, and short courses not provided by PTC = **8** points each; maximum of **16** points

FACULTY PROFESSIONAL REPORT

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PART II – ENRICHMENT --- TRACK ONE (*CONTINUED*)

SCHOLARLY AND/OR CREATIVE ACTIVITIES

☐ Attended an approved local, regional, or national professional conference = **10** points each; maximum of **50** points

☐ Presented at an approved local, regional, or national professional conference = **13** points per presentation; maximum of **52** points

☐ Served on a discussion roundtable/panel = **5** points each; maximum of **10** points

☐ Published an article, short story, or poem in a scholarly publication = **10** points each; maximum of **20** points

☐ Published an article, short story, or poem in a non-scholarly publication = **5** points each; maximum of **10** points

☐ Published a book or a new edition of a book = **25** points

☐ Published a book review in scholarly publication = **8** points per review; maximum of **16** points

☐ Served as editor of scholarly publication = **10** points each; maximum of **20** points

☐ Served as referee for scholarly publication = **8** points per submission refereed; maximum of **16** points

☐ Reviewed a manuscript for publication = **3** points per manuscript; maximum of **9** points

☐ Conducted research in field of expertise for publication or presentation = **8** points

☐ Created a work in your area of expertise which was performed, published, exhibited, and/or broadcast = **13** points each; maximum of **26** points

☐ Directed a work in your area of expertise which was performed, published, exhibited, and/or broadcast = **10** points each; maximum of **20** points

☐ Performed in a production in your area of expertise = **8** points each; maximum of **16** points

☐ Designed or implemented technical work for a media production = **8** points each; maximum of **16** points

☐ Division Specific Enrichment Activities: Approval and points for division specific activities to be determined by consensus of the Division, with a maximum of 25 points per activity.

TOTAL ENRICHMENT POINTS FOR EVALUATION PERIOD = _____

ENRICHMENT POINTS	ENRICHMENT RATING SCALE
90 – 100	**5 = EP** – Exemplary Professional Performance
80 – 89	**4 = HP** – High Professional Performance
70 – 79	**3 = SP** – Standard Professional Performance
60 – 69	**2 = MP** – Minimal Performance
0 – 59	**1 = UP** – Unsatisfactory Performance

FACULTY PROFESSIONAL REPORT

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PART II – ENRICHMENT *(SELECT <u>EITHER</u> TRACK ONE OR TRACK TWO)*

TRACK TWO

Instructions: List the professional activities you attended during the evaluation period. Professional development activities are defined as those activities whose primary purpose is to increase the participant's knowledge or skill in the practice of his or her profession. Faculty members accrue Professional Development Units (PDUs) based on the number of hours they participate in professional development activities. A faculty member would earn one PDU for every 6 (six) hours of participation in professional development activities.

	Professional Development Activities Planned
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

FACULTY PROFESSIONAL REPORT

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PART II – ENRICHMENT --- TRACK TWO (*CONTINUED*)

Faculty members accrue Professional Development Units (PDUs) based on the number of hours they participate in professional development activities. A faculty member would earn one PDU for every 6 (six) hours of participation in professional development activities.

Professional Development (PDU) Scale

PDUs Earned	Professional Development Scale
5	EP—Exemplary Professional Performance—5 points
4	HP—High Professional Performance—4 points
3	SP—Standard Professional Performance—3 points
2	MP—Minimal Professional Performance—2 points
1	UP—Unsatisfactory Professional Performance—1 point
0	NP—Non Professional Performance—0 points

After attending each professional development event the faculty member will complete a Professional Development Report.

FACULTY PROFESSIONAL REPORT
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PART II – ENRICHMENT --- TRACK TWO (*CONTINUED*)

Professional Development Report

_____   _____
Name of Attendee   Name of Event

_____   _____   _____
Date of Event   Start Time   End Time

_____   _____
Supporting Organization   Location of Event

_____
Leader of Event

Describe Event:

Reflect briefly on how this activity might contribute to your professional practice:

_____   _____
Faculty member's Signature   Date

_____   _____
Dean's Signature   Date

FACULTY PROFESSIONAL REPORT

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PART II – ENRICHMENT TRACK TWO

Professional Development Report

_____   _____
Name of Attendee   Name of Event

_____   _____   _____
Date of Event   Start Time   End Time

_____   _____
Supporting Organization   Location of Event

_____
Leader of Event

Describe Event:

Reflect briefly on how this activity might contribute to your professional practice:

_____   _____
Faculty member's Signature   Date

_____   _____
Dean's Signature   Date

PROFESSIONAL PERFORMANCE REPORT

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PART III – GOALS

Instructions – Part III: Under the appropriate items below, report on your goals for teaching, service, and enrichment.

REVIEW OF GOALS FOR CURRENT EVALUATION PERIOD

Report on your efforts to meet the goals you submitted *last* year for *this* evaluation period. For each goal, include the following information: activities you undertook to achieve the goal; methods you used to evaluate your efforts; and resources you required to achieve the goals.

TEACHING
GOAL 1:
Activities Undertaken:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Undertaken:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Undertaken:
Evaluation Methods:
Resources Required:
SERVICE
GOAL 1:
Activities Undertaken:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Undertaken:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Undertaken:
Evaluation Methods:
Resources Required:
ENRICHMENT
GOAL 1:
Activities Undertaken:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Undertaken:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Undertaken:
Evaluation Methods:
Resources Required:

PROFESSIONAL PERFORMANCE REPORT

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GOALS FOR UPCOMING EVALUATION PERIOD
List at least three goals for each component area for the *upcoming* evaluation period. For each goal you plan to attain, include the following information: activities you will undertake to achieve that goal; methods you will use to evaluate your efforts; and resources you will require to achieve the goal.

TEACHING
GOAL 1:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Required:
Evaluation Methods:
Resources Required:
SERVICE
GOAL 1:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Required:
Evaluation Methods:
Resources Required:
ENRICHMENT
GOAL 1:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 2:
Activities Required:
Evaluation Methods:
Resources Required:
GOAL 3:
Activities Required:
Evaluation Methods:
Resources Required:

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APPENDIX B:
PERFORMANCE PORTFOLIO

PULASKI TECHNICAL COLLEGE
ANNUAL FACULTY EVALUATION

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PERFORMANCE PORTFOLIO

EVALUATION PERIOD: _____

_____   _____
FACULTY MEMBER   **DEAN**

_____   _____
DEPARTMENT   **DIVISION**

TABLE OF CONTENTS

I. SELF EVALUATION
    A. Faculty Professional Plan
        1. Part I – Declaration of Weights
        2. Part II – Service Professional Plan
        3. Part III – Enrichment Professional Plan
        4. Part IV – Goals

    B. Professional Performance Report
        1. Part I – Service
        2. Part II – Enrichment
        3. Part III – Goals

    C. Course Materials Packet
        1. Syllabus
        2. Assessment of Student Achievement
        3. Evaluation Category Documents

II. PEER EVALUATION
    A. Peer Review Overall Rating

III. STUDENT EVALUATION
    A. Student Evaluation Form
    B. Student Comments

Faculty Member's Acknowledgement: To the best of my knowledge, the information included in my Performance Portfolio is accurate.

_____   _____
FACULTY MEMBER SIGNATURE   **DATE**

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PULASKI TECHNICAL COLLEGE
PERFORMANCE PORTFOLIO

</div>

The Performance Portfolio requires each faculty member to provide documentation for the annual faculty evaluation in the areas of teaching, service, and enrichment. The documents, which are shown in Appendix A, should be submitted by each faculty member in the Performance Portfolio.

General
- Faculty Professional Plan
- Professional Performance Report

The original forms of the above documents should be included in the Performance Portfolio and a copy of each form should be retained by faculty for his/her records.

Teaching
- Course Materials Packet
    - Syllabus
    - Assessment of Student Achievement
    - Evaluation Category Documents
- Student Evaluations
    - Student Evaluation Results
    - Student Comments
- Peer Evaluation
    - Peer Review Overall Rating
    - Peer Review Summary

Service
Activities completed during the evaluation period in the areas of service to the discipline, department, and division and service to the college and community should be submitted via the Professional Performance Report.

Enrichment (Track One or Track Two)
Activities completed during the evaluation period in the areas of professional development, professional organizations, further education and degrees, and scholarly and/or creative activities should be submitted via the Professional Performance Report.

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APPENDIX C:
OVERALL COMPOSITE RATING (OCR)

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DIFFERENTIATED ROLE MODELS

Because of the various roles faculty members play, the evaluation plan involves two differentiated role models: faculty role model and administrative/faculty role model.

Faculty Role Model
This role model is used for faculty whose primary responsibility is teaching.

Minimum Percentage	Roles	Maximum Percentage
50	Teaching	80
10	Service	30
10	Enrichment	30

Administrative/Faculty Role Model
This role model is used for faculty who spend *50%* or more of their time on administrative duties (e.g., program coordinators and department chairs).

Minimum Percentage	Roles	Maximum Percentage
10	Teaching	40
50	Service	80
10	Enrichment	20

ROLE COMPONENT WEIGHTS AND ACTIVITIES
The component weight matrix for the teaching role is as follows:

TEACHING: Role Component	Component Weight
Instructional Design	25%
Instructional Delivery	40%
Content Expertise	20%
Course Management	15%
Total Component Weight	**100%**

The rating scale for the service and enrichment roles is as follows:

Service/Enrichment Points	Service/Enrichment Rating Scale
90 – 100	**5 = EP** – Exemplary Professional Performance
80 – 89	**4 = HP** – High Professional Performance
70 – 79	**3 = SP** – Standard Professional Performance
60 – 69	**2 = MP** – Minimal Performance
0 – 59	**1 = UP** – Unsatisfactory Performance

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OVERALL COMPOSITE RATING SCALE
The Overall Composite Rating (OCR) scale has five levels:

5 = EP – Exemplary Professional Performance
   (Consistently exceeds accepted standards of professional performance)
   - **OCR = 4.50 – 5.00**

4 = HP – High Professional Performance
   (Frequently exceeds accepted standards of professional performance)
   - **OCR = 4.00 – 4.49**

3 = SP – Standard Professional Level
   (Consistently meets accepted standards of professional performance)
   - **OCR = 3.0 – 3.99**

2 = MP – Minimal Performance
   (Does not consistently meet accepted standards of professional performance)
   - **OCR = 2.0 – 2.99**
   - Enrichment required in order to address deficiencies and improve OCR

1 = UP – Unsatisfactory Performance
   (Does not meet minimal standards of professional performance)
   - **OCR = 0 – 1.99**
   - Enrichment required in order to address deficiencies and improve OCR

RESULTS TO BE EVALUATED
All professional activities and their results are to be evaluated. The specific activities and results to be reviewed for each faculty member depend on the written goals and objectives agreed upon by the dean and the faculty member in the preceding fall and amended by mutual consent in the course of the year. Faculty members should include all information they believe is pertinent to the annual evaluation process in the Performance Portfolio (Appendix B). However, only information related to the year being evaluated should be included.

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Rich Mountain Community College
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2008-2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a <u>summary</u> on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.

    Rich Mountain Community College uses a multi-method approach to faculty performance reviews. Student surveys, classroom observations, goal setting and review, and administrative input are used to provide faculty with valuable feedback. The process is designed to assist faculty in improving their in-class teaching techniques and out-of- class college involvement.

2. How are faculty peers involved in faculty performance?

    A rotation is used where a classroom observation is done each instructor every year. One year the chief academic officer conducts the observation then the next year a peer faculty member conducts the observation. All observations are conducted using a standard classroom observation form. For the 2008 – 2009 the observation will be conducted by the chief academic officer. For the 2009 – 2010 academic year, the observations were conducted by a faculty peer.

3. How are students involved in faculty performance?

    Each full-time and part-time faculty member was evaluated by students during the 2009 spring semester. The Student Instructional Report (SIR II) questionnaire, a national validated student opinion of instructor and instruction produced by the Educational Testing Service, was administered. The results were provided to each full-time and part-time faculty member with suggestions for improvement. Follow-up sessions with the Vice President for Academic Affairs were held with each full-time faculty member in the 2009 spring semester. Follow-up sessions with part-time faculty were held with division chairs and the Vice President for Academic and Instructional Affairs.

4. How are administrators involved in faculty performance?

    The Vice President for Academic and Instructional Affairs scheduled follow-up sessions with each full-time faculty member during the 2009 spring semester. The follow-up sessions provide opportunity to discuss the student evaluations and the classroom observations in order to identify strengths as well as areas which may need improvement. The meeting also allows for discussion of the faculty member's educational plans and professional development activities as well as his/her involvement with campus committees, professional organizations, and the local community as it may relate to the college. The meeting concludes with a discussion of the Professional Review Plan for the faculty member by the Vice President for Academic and Instructional Affairs. The criteria and forms for the evaluation are in the Faculty/Staff handbook and in the RMCC faculty evaluation process submitted to ADHE.

5. How do faculty members self-evaluate their performance?

    Each instructor is required to submit "Classroom Assessment Techniques" (CATs) each semester to outline the techniques used to assess student learning taking place in the classroom. On the annual professional review form, instructors are asked to set goals for the upcoming academic year, assess the past years goals and the extent to which they were accomplished. Past goal attainment is discussed with the Vice President for Academic and Instructional Affairs during the performance review meeting.

6. Describe any other activities used to evaluate faculty performance.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _X__Yes   ___No
2. If yes, describe the procedures and persons responsible for the monitoring.

    The faculty evaluation process is included in the institutional time-line for actions to be accomplished. The process is scheduled in the Vice President for Academic and Instructional Affairs' "important dates" for the instructional component each year. The president's office and the personnel office require all evaluations to be completed and filed before letters of intent to rehire are issued in the spring semester. All full-time and part-time faculty evaluations are filed in the Vice President for Academic and Instructional Affairs' office.

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?

    Rich Mountain Community College has neither promotion nor tenure. Due to budgetary constraints for the last eight years, dollars have not been available for merit based pay raises.

English Fluency of Teaching Faculty

    At this time, Rich Mountain Community College has no faculty with English fluency deficiencies and there have been no complaints by students concerning language proficiency problems of faculty members.

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
2. What measures are in place to assist deficient faculty in becoming English proficient?
3. Summarize English deficiency findings and note action taken by the institution.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

    Not applicable

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review

No changes planned.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process.
    If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

<div align="center">

1---2---3---4---5---6---7X----8---9---10
 low   high

</div>

March 2007

Report on the Annual Review of Faculty Performance
South Arkansas Community College
Academic Year: 2008-2009

Elements of the Faculty Performance Review Process

1. How are faculty peers involved in faculty performance?
The current approved plan to evaluate faculty contains provisions for an intensive evaluation of new faculty with less than three years of experience, a less intensive but ongoing evaluation of more senior faculty, and an evaluation process for part-time faculty.

The process to gather evaluative information includes the following.
1. Student end-of-course evaluations are completed every semester. The courses to be evaluated are selected by the Academic Deans and VP of Workforce Education; however, faculty members are given the opportunity for input regarding the selection of the courses to be evaluated. Decisions are not made unilaterally. The information gathered is summarized and reported to the administration and faculty.
2. There is also a required faculty self-evaluation, portfolio, or peer evaluation. The process to complete a peer evaluation is found in the plan to evaluate faculty.
3. A classroom observation is conducted by the appropriate Academic Dean, followed by a faculty evaluation conference.
4. A summative evaluation report is completed by the Academic Deans and provided to senior administration for the purpose of recommending continued employment of individual faculty members or corrective action.

2. How are students involved in faculty performance?
The Director of Institutional Effectiveness sends an end-of-course evaluation survey to the students in selected courses and asks them to complete the survey. Faculty members are not present when the survey is completed. The survey results are tabulated and summarized for distribution to the faculty and administration.

3. How are administrators involved in faculty performance?
Administrators complete classroom observations, meet with faculty to discuss the observations, and prepare the appropriate summative report.

4. How do faculty members self evaluate their performance?
A self-evaluation format is provided to faculty who choose to use this method to meet the requirements of evaluation.

Institutional monitoring of the faculty performance review process

1. Does the institution monitor the annual review process? Yes
2. If yes, describe the procedures.
The evaluation process was developed by the Academic Deans, the Vice President of Academic Affairs and Student Services, the Vice President of Workforce Education, and the Faculty Affairs Committee. This group, along with the Director of Institutional Effectiveness, monitors the program and recommends changes to senior administration. There is ongoing discussion about the evaluation process.

3. If no, describe the measures that are being taken to begin the annual monitoring. NA

Use of the review findings

1. How are performance results used in decisions related to promotions, salary increases or job tenure?
The evaluative information is provided to faculty and is used to plan individual professional development as well as in-service professional development. The administration may use evaluative information to recommend aggressive professional development for faculty and may use information to withhold salary raises or discontinue employment.

English fluency of teaching faculty

1. How do students and administrators review the English fluency of all teaching faculty—full time, part time, and graduate teaching assistants?
Students may formally report problems associated with English proficiency through the student end-of-course survey. They also have the option of visiting with an Academic Dean to report a communications concern. The Academic Deans observe the communication skills of faculty during classroom observations.
2. What measures are in place to assist deficient faculty in becoming English Proficient?
Academic Deans will provide support to faculty with reduced English proficiency by requiring them to enroll in English as a second language course or other English course. Faculty who need additional English education may use tuition waivers to pay for the cost.
3. Summarize English deficiency findings and not action taken by the institution.
As of this date, all faculty members are fluent in English.

College of Education support for accredited public schools

South Arkansas Community College (SACC) does not have an education department with a mission of supporting public school teachers. It does employ a Director of Education who supervises students in internship settings in elementary schools.

Notable findings and future plans

The college is pleased with the responses from students in the end-of-course surveys because the mean average of responses to questions was most commonly near 3.5 on a 4.0 scale. Also, members of the instructional staff find the student comments very useful as they look for ways to improve their courses.

In the future, the faculty and administration plan to continue refining the evaluation instruments to make sure they are clear and concise and elicit useful information for the college's institutional improvement process.

Overall satisfaction with the faculty performance review process
SACC rates the review process a score of nine out of a possible score of ten. In 2006-2007, the college chose to administer student end-of-course evaluations, via the internet, using a software program entitled Survey Monkey. Some faculty objected to this change stating that it was more time consuming and they expressed a concern that students would work together to complete the survey. Thus, there was an optional conventional option given to some faculty. Most of the older computers were also upgraded which allowed for less problems with the on-line survey. Other members of the faculty and administration believe the on-line version allows the Director of Institutional Effectiveness to return narrative comments to faculty faster and more efficiently. The new process to conduct end-of-course evaluations protects the identity of students as well as the old process.

Submitted by
Valeriano Cantu, Ed. D.
Vice President of Academic Affairs and Student Services
6/01/09

Southeast Arkansas College

Report on Annual Review of Faculty Performance for the 2008-2009 Academic Year

Southeast Arkansas College evaluates faculty using the following procedure:

The Student Evaluation of Instruction and Classroom Observation validate instructor performance.   Each faculty member, full-time and adjunct, is evaluated during his/her first semester of instruction. Semester evaluations continue for all faculty until an initial satisfactory evaluation is achieved. Regular adjunct faculty continue to be evaluated annually. However, following an initial satisfactory evaluation, full-time faculty members may be evaluated bi-annually, or as indicated, based on previous performance, by the Division Dean/Chair, Coordinator, or Vice President. During the 2009 Spring Semester, based on the recommendation of the Distance Learning Committee, the Assessment Team adopted a policy and tool for evaluation of on-line course instruction. The On-Line Course Evaluation instrument was further approved by the Instructional Affairs Council.

The Annual Review Process includes:
- Direct Observation by the Division Dean/Chair or Coordinator, as designated
- Student Evaluation of Instruction
- An Evaluation Conference which includes the establishment of personal and professional goals with the faculty member.

1. <u>Direct Observation by the Division Dean/Chair or Coordinator</u>
   Instructors are observed by the Division Dean/Chair or Coordinator once each year, by appointment.   New instructors, full-time and adjunct, are observed by the Division Dean/Chair or Coordinator within the first month of instruction. A scored evaluation tool, using a Likert Scale (1-5), is completed by the Division Dean/Chair or Coordinator for documentation purposes. The Division Dean/Chair or Coordinator provides the instructor with feedback following the observation— either immediately on-site or by appointment at a later date.   A copy of the Departmental rating of faculty is forwarded to the Vice President for Academic Affairs.

2. <u>Student Evaluation of Instruction</u>: Solicited Student evaluation of instruction is coordinated with the direct observation of instructors and establishes a more complete picture of instructor performance in meeting student outcomes. The Student Evaluation of Instruction is done via WebCT or by an online survey, based upon departmental preference. The Division Dean/Chair or Coordinator provides the Assessment Office with the names, course, and section number of faculty to be evaluated for the current semester. The departmental secretary enters the data in WebCT, if necessary, for those instructors preferring this method with written instructions for accessing the evaluation tool in WebCT provided to the Division Dean/Chair or Coordinator and instructors scheduled for evaluation. Student Evaluation of Instruction using WebCT occurs during the instructor's scheduled class period. Students who evaluate instructors via the online survey receive instruction to do so within a designated timeframe. The Assessment Office staff provides technical assistance to students completing the evaluation as needed. The Assessment Office downloads and calculates the evaluation results—then forwards

them to the Division Dean/Chair, Coordinator, or Vice President. Students may make unsolicited evaluations via the SEARK College Homepage at any time.

3. <u>Annual Evaluation Conference:</u> Faculty members are asked to schedule a time for an annual evaluation conference with the Division Dean/Chair or Coordinator. During this conference the results of both evaluations are discussed. Each instructor is requested to establish written personal and professional goals for ~~M~~aintenance and/or improvement based on the three (3) lowest and three (3) highest scores noted on the evaluations.

The bi-annual evaluation process includes the components of the annual review.

Few language proficiency problems have been reported on the SEARK College Campus. When complaints are received, the student and the instructor are counseled separately by the Division Dean/Chair to obtain clarity on the situation. The VP for Academic Affairs is notified and participates in the counseling and determination of an appropriate plan of action.

If complaints focusing on course content or instructor behavior are received at any time during the semester, the Division Dean/Chair and/or the VP for Academic Affairs conducts an immediate investigation. Documentation gathered may be considered in determining instructor contract renewal and/or disciplinary action. It may also be used as the basis for decisions on promotions, salary increases, and job retention. Information is shared with the President as warranted.

Student Evaluations of Instruction are a valuable source of student feedback on both individual instructors and the College as a whole. Everything from financial aid and registration concerns to parking and campus cleanliness can appear under "Comments" on the Evaluations. This section also reflects positive and negative comments on instruction in areas that were not covered on the evaluation form.

The Faculty Performance Evaluation procedure was approved by the SEARK College Assessment Team and is updated to address the College's need for assessment and continuous improvement of instruction. Peer review continues to be discussed but has not been refined as a means of positive review and reinforcement of faculty performance.

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2008-2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process. This is done through student opinion survey.
2. How are faculty peers involved in faculty performance? No
3. How are students involved in faculty performance? Through the student opinion surveys each semester.
4. How are administrators involved in faculty performance? Through observation
5. How do faculty members self-evaluate their performance? N/A
6. Describe any other activities used to evaluate faculty performance. Committee assignments

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? __X_ Yes   ___No
2. If yes, describe the procedures and persons responsible for the monitoring. CAO
3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure? Through recommendation for continued employment.
English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants? N/A
2. What measures are in place to assist deficient faculty in becoming English proficient? N/A
3. Summarize English deficiency findings and note action taken by the institution. N/A

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas? Institutional partnerships

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews. None
2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.) None

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

<div align="center">

1---2---3---4---5---6---7---8---9---10
low   high

</div>

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process – Full time faculty performance is reviewed annually during the spring semester. This process includes qualitative and quantitative components. These include student evaluations, division chair evaluations, classroom observations and self-evaluations. The evaluation findings are provided to the department chair and reviewed with the instructor. The Vice Chancellor for Academics must review, approve and sign faculty evaluations.
2. How are faculty peers involved in faculty performance? At this time UACCB does not utilize formal peer evaluations in the annual faculty performance process.
3. How are students involved in faculty performance? The student evaluations are weighted at a rate of 50% of the total score calculated for the faculty performance evaluation.
4. How are administrators involved in faculty performance? The Division Chairs complete an evaluation form (approved by faculty and administration). The Vice Chancellor reviews all faculty evaluations.
5. How do faculty members self-evaluate their performance? In the spring prior to the formal evaluation review, faculty members complete a self evaluation. This evaluation is used to set professional goals and objectives for the next academic cycle. In addition, this form reports service to the college, community and any professional development that has occurred over the past academic year.
6. Describe any other activities used to evaluate faculty performance. UACCB does not use other activities in evaluating faculty performance.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? _X__Yes ___No
2. If yes, describe the procedures and persons responsible for the monitoring. The Vice Chancellor for Academics reviews the evaluations with the Division Chairs. Budgetary requests are referred to the House of Counselors and other requests are made from the Vice Chancellor of Academics instructional budget
3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure? Performance evaluations are used to address goal attainment and future planning. Considerations for salary increases also include performance results.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
   In addition to a thorough interview process prior to hiring, all annual performance reviews include student evaluations. These evaluations, along with Division Chair reviews, are thoroughly reviewed for any challenges, including but not limited to, English fluency.
2. What measures are in place to assist deficient faculty in becoming English proficient? At present time no deficiency in English fluency has been noted within the faculty ranks. If, however, a faculty

member did not meet the expectation of English fluency, a formal plan for improvement would be established. This may include ESL tutoring, mentoring or intensive language and communication training.
3. Summarize English deficiency findings and note action taken by the institution. UACCB has no formal complaints regarding faculty's ability to communicate effectively.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas? Not Applicable.

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews. UACCB has no notable findings that would affect the process and there are no plans for revising the process.
2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. UACCB will not have any revisions for the academic year 2008-2009.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

<div align="center">

1---2---3---4---5---6---7---8---9---10
low   high

</div>

A rating of 8 would encompass the overall satisfaction with the formal faculty performance review process.

March 2009

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. This report is due to ADHE by June 1, 2009.

Elements of the Faculty Performance Review Process
1. Summarize the overall faculty performance review process.

Once each year, prior to contract preparation, the Vice Chancellor for Academics and the appropriate Division Deans administer a review of all faculty's performance (both full time and adjunct faculty). In order to arrive at a more accurate evaluation, the following items may be examined: (1) student evaluations, (2) peer evaluations, and (3) administrative evaluations. The Vice Chancellor for Academics reviews applicable data and division deans recommendation and provide the Chancellor with one of the following recommendations: (1) Retain the instructor; or (2) Do not retain the instructor.

One, two, three, or four evaluation forms will be used each evaluation period: a student form, a peer form, a self form, or an administrative form. Each form has one or more items to specifically address English fluency.

Faculty are evaluated during the first three (3) years of employment at the College, each fall and spring semester. A student, peer, and administrative evaluation are conducted each fall semester. A student, self, and administrative evaluation are conducted each spring semester.

Faculty who have been at UACCH longer than three (3) years are evaluated on a rotating plan.

Year 1:	A.	Student evaluation
	B.	Administrative evaluation
Year 2:	A.	Student evaluation
	B.	Peer evaluation
Year 3:	A.	Student evaluation
	B.	Self evaluation

Other evaluations may be used if deemed appropriate in any year.

Faculty who receive unsatisfactory evaluations are given a stated amount of time to correct deficiencies. The time usually will be one year or less.

A faculty member may receive a satisfactory evaluation that notes certain areas of improvement expected by the next evaluation. If sufficient improvement is not demonstrated by the next evaluation, the instructor may receive an unsatisfactory rating for failure to adequately respond to supervisor requests. Faculty members who receive unsatisfactory ratings for failure to adequately respond to supervision may appeal to the Chancellor.

The annual review includes full-time faculty and adjunct faculty. The review process will be monitored continuously with checkpoints each semester as the evaluations are made and will be evaluated each year.

2. How are faculty peers involved in faculty performance?
   Peer evaluations are conducted each fall during a faculty member's first three years of employment. After three years, peer evaluations are conducted on a rotating schedule.

3. How are students involved in faculty performance?
Student evaluations of instruction are performed each fall and spring for every course that a faculty member teaches.

4. How are administrators involved in faculty performance?
   Administrative evaluations take place during the fall or early spring of each year and are conducted by the division deans. This process includes classroom observations. Deans also conduct an evaluation and/or write an improvement plan with a faculty member at any time they think it is warranted.

5. How do faculty members self-evaluate their performance?
   On end-of-course assessments of each class, faculty reflect on various factors, including self-performance. In addition, faculty participate in a self-evaluation process.

   This year, the faculty agreed to participate in a pilot to consider if self-evaluations should be conducted each year. In Fall of 2009, faculty will decide if they would like to revise the schedule to include self-evaluations each year. The self-evaluation gives faculty the opportunity to meet one-on-one with their dean to make plans for continuous improvement.

6. Describe any other activities used to evaluate faculty performance.
   Faculty who are not performing well are placed on an improvement plan. Failure to meet the requests of the improvement plan are factored into the evaluation and continued employment process.

Institutional Monitoring of the Faculty Performance Review Process
1. Does the institution monitor the annual faculty review process? __X_Yes   ___No

2. If yes, describe the procedures and persons responsible for the monitoring.

The division deans and VC of Academics review the faculty evaluation process and documents yearly.

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings
1. How are performance results used in decisions related to promotions, salary increases or job tenure?
   At UACCH, faculty evaluations are utilized to foster continuous improvement and faculty development. There is no tenure or merit system at UACCH at this time. The process is designed to have a positive impact on student learning. Faculty who do not satisfactorily address areas of weakness as identified in the faculty evaluation process will not be recommended for re-hire by the appropriate division dean.

English Fluency of Teaching Faculty
1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?
   Both student and administrative evaluations address this issue. In addition, all candidates for teaching positions are rated on fluency.

2. What measures are in place to assist deficient faculty in becoming English proficient?
   No specific policies are in place at this time. The faculty selection process should prevent the employment of an instructor who is not fluent in English, and no current faculty have been identified as having deficiencies in English fluency.

3. Summarize English deficiency findings and note action taken by the institution.
   Currently, all faculty and staff are fluent in English.

College of Education Support for Accredited Public Schools
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas? NA

Notable Findings and Future Plans
1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.
   As in past years, division deans are working with selected faculty members through plans of improvement for areas which were identified as deficient by the faculty review process. In addition, the VCA is working with one dean on an improvement plan.

   Areas of concern in faculty performance evaluations play a significant role in the design of professional development. In this way, the UACCH faculty review process works well in the College's continual improvement processes.

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2009 in order to be considered for approval by the AHECB at the August 2009 board meeting.)
   As was noted in the 2008 report, the VCA and deans have been working with faculty to strengthen the self evaluation and goal setting part of the faculty evaluation process. A revised self-evaluation form was used for the 2008 – 2009 year. When faculty return in August, they will consider a continuation of a pilot where self-evaluations are conducted each year and make suggestions for any further revisions on the self-evaluation form. If feedback is positive on the continued pilot, then the VCA will request a revision in the annual faculty review plan by June 1, 2010, for consideration at the August 2010 AHECB board meeting.

Level of Faculty Satisfaction with Current Process
1. On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

   1---2---3---4---5---6---7---8---9---10
   low   high

8

University of Arkansas Community College at Morrilton
1537 University Boulevard
Morrilton, Arkansas 72110

INSTITUTIONAL REPORT ON THE ANNUAL REVIEW
OF FACULTY PERFORMANCE—ACADEMIC YEAR 2008-2009

This report is submitted to the Arkansas Department of Higher Education detailing the process followed and progress made during 2008-2009 in implementing the annual review of faculty performance as outlined by Arkansas statute (ACA 6-63-104) and Arkansas Higher Education Coordinating Board policy.

Elements of the Faculty Performance Review Process

1.   Summarize the overall faculty performance review process.

The College's Board of Trustees has an approved policy implementing the requirements of ACA 6-63-104 and AHECB policy regarding the evaluation of faculty. The approved policy includes an evaluation of faculty by self, peers, students, and administrators (supervisors) as part of the evaluation procedures. A copy of the *Faculty Evaluation Plan* (Revised 7/2005), which details the evaluation procedures, is available upon request.

The purposes of the faculty performance evaluation plan are to provide guidance and assistance to all faculty in their professional development and academic responsibilities; to assist faculty in improving courses taught at UACCM; to establish a process to determine strengths of faculty and areas which need improvement; to establish a basis for recognizing superior performance of individual faculty members; and to provide the primary basis for recommendations for renewal of faculty contracts.

2.   How are faculty peers involved in faculty performance?

Faculty are evaluated by an appointed mentor (peer) each year for the first three years of employment at UACCM. Thereafter, two peer evaluations are completed every third year. Peer evaluators complete a classroom observation form.

3.   How are students involved in faculty performance?

Faculty are evaluated by students in all of their classes at least one semester each year. These evaluations elicit the students' assessment of the English proficiency of the instructor being evaluated.

4.   How are administrators involved in faculty performance?

       Faculty are evaluated by their Division Chair (supervisor) each year for the first three
       years of employment with the college and then every third year thereafter. The
       supervisor evaluation includes an in-class observation by the supervisor, a review of
       the instructor's course syllabi and portfolio for at least one course, an assessment of
       the non-instructional responsibilities of the instructor, and a review of the faculty
       member's English fluency.

5.   How do faculty members self-evaluate their performance?

       Faculty members complete a self-evaluation every year for the first three years of
       employment with the college and then every third year coinciding with the supervisor
       evaluation. Faculty respond in narrative form to several questions/ prompts.

6.   Describe any other activities used to evaluate faculty performance.

       Not applicable.

Institutional Monitoring of the Faculty Performance Review Process

1.   Does the institution monitor the annual faculty review process? <u>Yes</u>

2.   If yes, describe the procedures and persons responsible for the monitoring.

       The Vice Chancellor for Instruction, the institution's Chief Academic Officer, is
       responsible for implementing and monitoring the annual faculty review process. The
       CAO reviews the results of the faculty evaluations to note any areas that reflect below
       average ratings on any of the evaluation instruments for the faculty. The peer, student,
       and administer (supervisor) evaluations are scheduled by the Vice Chancellor for
       Instruction.

3.   If no, describe measures that are being taken to begin annual monitoring.

       Not Applicable.

Use of Review Findings

1.   How are performance results used in decisions related to promotions, salary increases,
       or job tenure?

       The performance results are used in determining faculty member's eligibility for
       annual salary increases. The UACCM college faculty do not have tenure;
       consequently, performance reviews do not result in changes in rank for faculty.
       Satisfactory performance reviews are necessary for promotion or designation as
       department coordinators or department chairs. Unsatisfactory performance reviews
       are reviewed in reappointment to faculty positions.

English Fluency of Teaching Faculty

1.   How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

The student evaluations of faculty provide an opportunity for students to rate the English fluency of full-time and part-time faculty. UACCM does not utilize graduate teaching assistants. Administrators (supervisors) also rate the English fluency of all faculty during their evaluation processes.

2.   What measures are in place to assist deficient faculty in becoming English proficient?

Procedures to provide appropriate staff development activities to address English fluency deficiencies will be activated if any fluency deficiencies are detected through the evaluation procedures.

3.   Summarize English deficiency findings and note action taken by institution.

No deficiencies in English fluency among faculty have been detected through either the student evaluations or the administrator (supervisor) evaluations in 2007-2008.

College of Education Support for Accredited Public Schools

1.   If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?

Not applicable.

Notable Findings and Future Plans

1.   List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

There were not any notable findings obtained from the faculty review process in 2008-2009 that have implications for future annual faculty reviews.

2.   Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review plan must be submitted to ADHE separate from this report.)

No plans or revisions to the Annual Faculty Review Process have been developed as a result of the findings obtained from this review process. The Vice Chancellor for Instruction, who is responsible for monitoring the plan, works with the faculty to develop the instruments used in the faculty evaluation process.

Level of Faculty Satisfaction with Current Process

1.   On the scale below, indicate the faculty's overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

The general sense of satisfaction concerning the faculty performance review at UACCM seems to be that the have a slightly above average (6.5) satisfaction with the faculty review process. Faculty are interested in obtaining feedback which can be used to improve instruction and provide opportunities for professional growth. The main concern that faculty members have expressed about the faculty performance review process is that the process should yield information that will help them with their professional growth.

<div align="center">

Sense of Satisfaction Scale
(6.5)
1---2---3---4---5---6---7---8----9---10
low   high

</div>