# Arkansas Public Higher Education
# Report on Faculty Performance Review

## Academic Year 2009-10




Volume 1
Academic Affairs

December 2010

Arkansas Department of Higher Education
**114 East Capitol Avenue, Little Rock, Arkansas 72201**

**UAMS**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.*

**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. **Article 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 and 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 1, 2010 in order to be considered for approval by the AHECB at the July 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 2010 and asked about their satisfaction. 45 of 98** faculty responded to the survey yielding a 46% response rate. The average of the scores was 7.6.

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

# Faculty Performance Review Report 2010

Annual Report to the Arkansas Higher Education Coordinating Board

Four-Year Institutions
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

Two-Year Institutions
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

Agenda Item No. 12
Higher Education Coordinating Board
July 30, 2010

# REPORT ON ANNUAL REVIEW OF FACULTY PERFORMANCE

Arkansas Code Annotated §6-63-104 and Arkansas Higher Education Coordinating Board (AHECB) policy 5.5 require 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 2009-2010 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: 2009-2010**

Arkansas statute (ACA 6-63-104) and AHECB policy require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure . . . .

**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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.**

**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 Executive Vice Chancellor and Provost. In the case of pretenured and tenured faculty, the Executive Vice Chancellor and Provost 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 Executive Vice Chancellor and Provost, and monitor chairs' supervision of correction plans for professional development, when necessary. The Executive Vice Chancellor and provost 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 Executive Vice Chancellor and Provost. 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 Institutional Research, Planning, and Assessment.

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 Executive Vice Chancellor and Provost 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 2009 – 2010 academic year, nine cases of English deficiency were reported. In two cases, faculty members who received complaints were teaching at least one class via compressed video network (CVN), which seems to result in a higher number of student complaints. For now, those CVN responsibilities will be assigned to different professors. Additionally, part of the teaching plan for one of these two faculty members will include efforts to slow down presentation and incorporate specific strategies to assess the student's comprehension. With regard to the second faculty member, the chair of his department will consult with the director of the English as a Second Language program and will meet with the faculty member to discuss remediation options. Two other faculty members have been counseled to slow down and it has been acknowledged that this strategy is effective for both. A fifth faculty member has purchased an instructional book and audio CD package that is specifically designed to help master the American accent. Four additional faculty in another department have been/will be made aware of the complaints received and will be asked to seek out help in remediating his or her problem.

**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**

- Arkansas/AdvancED/CASI accreditation visit member, Hot Springs, AR
- Guest speaker to school convocation, Wynne Junior High School
- Crowley's Ridge Cooperative in-service presenter
- Consultant for group desiring to establish a private K-8 school in Oxford, MS
- Consultant with Maynard School superintendent for developing the 2009-2010 school budget
- Utilization of Department Advisory Council consisting of practitioners to revise the Ed.S. in Educational Leadership
- Education Renewal Zone
- Special Education consultant, co-teaching project
- Served on the Advisory Council for Paragould School District

**Department of Health, Physical Education and Sport Sciences**

- Keynote speaker at Jonesboro Public Schools
- Presented a 3-hour state workshop ,"Keeping Kids Healthy and Fit" for 30+ preschool educators at:
    - Conway
    - North Little Rock
    - Pine Bluff
    - Little Rock
    - Harrison
- Guest speaker at Jonesboro High School Career Program
- Worked with Jonesboro High School to train special need athletes for track and field competitions
- Supervised Adapted Physical Education After-school Program for Children's Therapy Services of Arkansas

**Department of Teacher Education**

- Workshop: *A Dialogue on Diversity for Culturally Responsive Teaching,* presented at Great Rivers Educational Service Cooperative, June 12, 2009. (27 classroom teachers attended)
- African-American Read-In at Jonesboro Math and Science Magnet School, February 2009
- 25 Books Campaign, Central Elementary, Blytheville, AR, April 2009
- Workshop: *Support for Parental Involvement for Culturally Diverse Students*, presented at Nettleton Junior High School, August 11, 2009
- Worked with Marked Tree High School with locating tutors for tutoring program for $7^{th}$ and $8^{th}$ grade struggling readers
- Worked with Marion Jr. High School in developing vocabulary Inservice for teachers
- Worked with Valley View Jr. High School with Benchmark testing, April 14-17, 2009
- Worked with Valley View Jr. High School curriculum development, April 22, 2009.
- Cabot Public School District – Ward Central Elementary, Staff Development, "Language and Literacy Development in Preschool Children," Cabot, AR, April 21, 2009
- Cabot Public School District – Ward Central Elementary, Staff Development, "Language and Literacy Development in Kindergarten Children," Cabot, AR April 28, 2009
- Mississippi County Economic Opportunity Council, Staff Development, "Facilitating the Development of Young Children – National Guidelines" Blytheville, AR May 27, 2009
- Mississippi County Economic Opportunity Council, Staff Development, "Childhood Infant and Toddler Frameworks ," Blytheville, AR May 28, 2009
- Mississippi County Economic Opportunity Council, Staff Development, "Enhancing Language Skills of Young Children: Guidelines for Adults," Blytheville, AR May 29, 2009
- Family and Consumer Sciences Annual Staff Development, "Preparing High School Students To Pursue a College Degree in Early Childhood Education- An Introduction to Teaching Young Children," Little Rock, AR July 23, 2009

- Mississippi County Economic Opportunity Council, Staff Development, "Update Your Learning Centers with a Focus on Skill Development," Blytheville, AR May 28, 2009
- The Learning Center, Staff Development, "Developmentally Appropriate Art Inclusive for All Children," August, 13, 2009
- Children's Literature and Literacy Development for Preschoolers, Mississippi County Economic Opportunity Council, Blytheville, AR, August 15, 2009

**Crowley's Ridge Educational Services Cooperative (CRESC)**

- Collaborated with the teacher coordinator at Crowley's Ridge Educational Services Cooperative (CRESC) to write and evaluate grant activities, designed for high school teachers
- Conducted workshops at the Cooperative addressing motivation

**Great Rivers Educational Services Cooperative (GRESC)**

- Collaborated and partnered with the Great Rivers Educational Services Cooperative (GRESC) in Helena West-Helena to provide professional development for teachers
- Written two grants to fund rockets launching at Cherokee Elementary School, Highland School District
- Science Fair judge for 2009:
    - Anne Camp Middle School
    - Blessed Sacrament
    - VPA-Jonesboro
    - Cherokee Elementary, Highland School District
- Workshop for area schools (TEXTS)
- Served on committee for Brookland Public Schools to rewrite goals of the school.
- RTI for Teachers**.** Professional development for faculty at Fox Meadow Elementary
- Participated in Professional Development session for secondary education teachers with the Educational Renewal Zone
- How to Engage Parents in Literacy Learning. Professional Development for Cabot Public School District, Arkansas
- Worked with 1st grade teachers at Fox Meadow Elementary on a Literacy Grant to purchase quality literature for classrooms
- Worked with interns and Field II students at the Jonesboro Microsociety; Health, Wellness, and Environmental Science; and Math/Science Magnet Schools.
- Conducted professional development sessions for K-6 teachers for the Science Coaches Academy (MSP No Child Left Behind Grant) during the spring and fall of 2009.
- Collaborated with faculty from the Department of Psychology and College of Science to plan and implement (taught) a two week NSF summer camp for 25 teachers and 76 7-12th grade students
- Collaborated with faculty from the College of Science and the Northeast Arkansas Partnership for Math and Science to teach a year-long series of workshops for middle school teachers (Mississippi County Science Academy) (MSP No Child Left Behind Grant)
- Taught two days and a follow-up Saturday for the Science Academy for Middle School Teachers at the North Central Educational Cooperative at Melbourne, AR. This is a MSP grant from No Child Left Behind.
- Taught two days at the Concepts in Middle School Science workshop, a two week workshop for middle school teachers during the summer of 2009 (No Child Left Behind Grant) through the Northeast Arkansas Partnership for Mathematics and Science
- Regular meetings scheduled with the District Literacy Coordinator for Mountain Home schools, Merlina McCullough to strengthen the partnership between ASU and the Mountain Home School District
- Bi-monthly meetings scheduled for goal setting with Nelson Wilks Herron Elementary and ASU
- Facilitated a book-talk with the literacy coaches, the literacy coordinator, and teachers

**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 1, 2010 in order to be considered for approval by the AHECB at the July 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 - 2010

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

1. Elements of the Faculty Performance Review Process

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 Faculty Performance 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

The results of the student 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. English Fluency of Teaching Faculty

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 ten 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. College of Education Support of Accredited Public Schools

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 management, learning problems, data-driven decision making and instructional supervision

- 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. Notable Findings and Future Plans

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.

The current evaluation process appears to be working well. There have been no complaints regarding English proficiency in the last ten 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.

7. Level of Faculty Satisfaction with Current 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 six 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).

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.

# 2009-10
# 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

# Southern Arkansas University
# 2009-2010 Institutional Report on the Annual Review of Faculty Performance

Southern Arkansas University
100 East University
Magnolia, Arkansas 71753

2009-2010 Institutional Report on the Annual Review of Faculty Performance

**Elements of the Faculty Performance Review Process**

1. The University uses student evaluation of classes and peer review of faculty. The administrative process also encompasses the Annual Summary of Professional Activity which is administered annually by the chair of each department.
2. The University has a peer review form for departmental faculty to complete. Department chairs receive these, as do deans. They are also available to the vice president for academic affairs
3. There is a student evaluation form which includes a page for student comments
4. Chairs are required to administer an annual development plan with faculty that indicates areas of improvement and development that the faculty member and chair agree upon for the coming year. A portion of this review includes looking at the previous year's plan for steps taken to address earlier issues. Administrators also examine student and peer evaluations.
5. There is an Annual Summary of Professional Activity that each faculty member completes at the end of the calendar year. These are available for chairs, deans, and other administrators to use in order to assess a professor's development
6. There are accreditation activities related to the University and special areas. An example is SPA reports that are required for NACATE accreditation.

**Institutional Monitoring of the Faculty Performance Review Process**

1. The institution monitors the review process by means of the Annual Faculty Review Monitoring committee
2. The University committee reviews, along with the chairs, deans, and vice president for academic affairs.

**Use of Review Findings**

Development plans are part of the promotion and tenure process and are included a faculty member's portfolio. Also included are student evaluations and the Annual Summary of Professional Activity

**English Fluency of Teaching Faculty**

1. The interview process includes the chairs, deans, vice president for academic affairs, and the president. Another component is the class presentation that candidates must provide and it is open to faculty and students.
2. Mentors are used to visit classes and offer suggestions for improvement
3. See above

**College of Education Support for Accredited Public Schools**

See attached Appendix A, B, and C

**Notable Findings and Future Plans**

The committee agreed to meet early next fall to examine the current peer review process and look and ways to make it more effective. There was also interest in seeking a student evaluation of teaching form for labs and activity courses.

**Level of Satisfaction with Current Process:** 1—2—3—4—5—6—7—8—9—10

2009-2010 Institutional Report on the Annual Review of Faculty Performance

## College of Education Support for Accredited Public Schools

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

Faculty members from Southern Arkansas University were actively involved in providing professional services to area public schools. The nature of their services was diverse and varied according and relevant to their content area expertise. For detailed information please refer to the following Appendices.

Appendix A - Southern Arkansas University Faculty Service to Regional School Districts Compilation

Appendix B – Dr. Kincaid's outreach to Arkansas Public Schools

Appendix C – Mr. Steven Ochs' Report

Appendix A

## Southern Arkansas University Faculty Service to Regional School Districts Compilation

| SAU Faculty Member Name and Department | Activity | School District Serviced |
|---|---|---|
| Jane Becnel – English & Foreign Languages Dept. | Professional Development - ACT Get Ready for College Summer Institute | Genoa, Magnolia, and Lafayette |
| Dr. Kathryn Benson – Dept of Teacher Education | Reviewed portfolios of teacher candidates with principals and Pathwise mentors | Barton, Camden, Fordyce, Hope, Texarkana, Rison, Watson Chapel |
| Dr. Kim Bloss – Graduate School | Mentoring – Business in Heels<br><br>Chairing a panel of judges for Annual Teacher Excellence Award | Prescott, Fouke, and Lafayette<br><br>El-Dorado |
| Christa Brummett - Biology | Professional Development – Arkansas Capacity Building Science Partnership | Bearden, Camden-Fairview, El Dorado, Emerson-Taylor, Hampton, Harmony Grove, Huttig, Junction City, Magnolia, Mt. Holly, Norphlet, and Parkers Chapel |
| Dr. Rudy Buckman- Counseling | Technical Assistance and Professional Learning Community – ERZ Advisory Council Meetings | Ashdown, Bradley, Dierks, Fouke, Genoa Central, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana |
| Dr. James Clark – Management, Marketing, and MIS Department | Mentoring – Guys in Ties | Prescott, Fouke, and Lafayette |
| Mary Crisp - Science | Professional Development - ACT Get Ready for College | Genoa, Magnolia, and Lafayette |

| | | |
|---|---|---|
| | Summer Institute | |
| Tim Daniels - Biology | Professional Development – Arkansas Capacity Building Science Partnership | Bearden, Camden-Fairview, El Dorado, Emerson-Taylor, Hampton, Harmony Grove, Huttig, Junction City, Magnolia, Mt. Holly, Norphlet, and Parkers Chapel |
| Department of English | Sponsor and Organize the Youth Writing Festival | Open to all area schools |
| Dr. Roger C. Guevara – Professional Studies Dept. | Research, Professional Development, Mentoring, Technical Assistance and Professional Learning Community | Ashdown, Bearden, Blevins, Bradley, Camden-Fairview, DeQueen, Dierks, El Dorado, Emerson-Taylor, Fouke, Genoa Central, Hampton, Harmony Grove, Hope, Huttig, Junction, Lafayette, Magnolia, Mt. Holly, Mineral Springs, Nevada, Norphlet, Parkers Chapel, Prescott, Stephens, Strong, Texarkana, and Van Cove |
| Dr. Ben Johnson | Technical Assistance and Professional Learning Community – ERZ Advisory Council Meetings | Ashdown, Bradley, Dierks, Fouke, Genoa Central, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana |
| Dr. Margaret (Debe) Kincaid-Math Dept. | Professional Development – Arkansas Capacity Building Math Partnership<br><br>Mathematics related work (Appendix B) | Ashdown, Blevins, Camden, DeQueen, Emerson-Taylor, Genoa, Lafayette, Hope, Magnolia,<br><br>Stephens, and Van Cove |
| Judge Larry – Teacher Education | Technical Assistance and Professional Learning Community – ERZ Advisory Council Meetings | Ashdown, Bradley, Dierks, Fouke, Genoa Central, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana |
| Dr. Brian Logan – Accounting, Finance, and Economics Dept. | Mentoring – Guys in Ties | Prescott, Fouke, and Lafayette |

| | | |
|---|---|---|
| Dr. Jennifer Logan – Accounting, Finance, and Economics Dept. | Mentoring – Business in Heels | Prescott, Fouke, and Lafayette |
| Beth McDowell – Math Dept. | Research – College Readiness Site Visits at Regional Junior & High Schools | Ashdown, Fouke, Lafayette, Prescott, Texarkana |
| Dan May – Art and Design | Conducting workshop | Magnolia |
| Zaidy MohdZain | Technical Assistance and Professional Learning Community – ERZ Advisory Council Meetings<br><br>A judge in the Annual Teacher Excellence Award | Ashdown, Bradley, Dierks, Fouke, Genoa Central, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana<br><br>El-Dorado |
| Caroline Neely – Math Dept. | Research – College Readiness Site Visits at Regional Junior & High Schools | Ashdown, Fouke, Lafayette, Prescott, and Texarkana |
| Dr. Bill Nielsen - Mathematics and Computer Science Dept. | Professional Development – Arkansas Capacity Building Math Partnership and Professional Learning Community | Ashdown, Blevins, Camden, DeQueen, Emerson-Taylor, Genoa, Lafayette, Hope, Magnolia,<br><br>Stephens, and Van Cove |
| Dr. Lynn Nielsen - Mathematics and Computer Science Dept. | Professional Development and Mentoring – Arkansas Capacity Building Math Partnership and Professional Learning Community | Ashdown, Blevins, Camden, DeQueen, Emerson-Taylor, Genoa, Lafayette, Hope, Magnolia,<br><br>Stephens, and Van Cove |
| Stephen Ochs | Technical Assistance and Professional Learning Community – ERZ Advisory Council Meetings, fine arts integration with core content<br><br>Working with students to make concrete art** | Ashdown, Bradley, Dierks, Fouke, Genoa Central, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana |

| | | |
|---|---|---|
| | (Appendix C) | Hope and Fouke |
| Shelia Pearson – Management, Marketing and MIS Dept. | Mentoring – Business in Heels | Prescott, Fouke, and Lafayette |
| Dr. Shannin Schroeder | Professional Development - ACT Get Ready for College Summer Institute | Genoa |
| Matt Sutherland – Math Dept. | Professional Development and Mentoring – Arkansas Capacity Building Math Partnership | Ashdown, Emerson-Taylor, Hope, Lafayette, Magnolia, Prescott, DeQueen, Fouke, and Texarkana |
| Dr. Lisa Toms- College of Business | Mentoring – Business in Heels | Prescott, Fouke, and Lafayette |
| Mark Trout - Management, Marketing and MIS Dept. | Mentoring – Guys in Ties | Prescott, Fouke, and Lafayette |
| Ronnie Watson - Management, Marketing and MIS Dept. | Mentoring – Guys in Ties | Prescott, Fouke, and Lafayette |
| Dr. Gayle White | Mentoring – Business in Heels | Prescott, Fouke, and Lafayette |
| Dr. Scott White | Professional Development and Mentoring – Arkansas Capacity Building Science Partnership | Bearden, Camden-Fairview, El Dorado, Emerson-Taylor, Hampton, Harmony Grove, Huttig, Junction City, Magnolia, Mt. Holly, Norphlet, Parkers Chapel, Smackover, and Union |
| Dr. Joe Winstead | Technical Assistance and Professional Learning Community – ERZ Advisory Council Meetings | Ashdown, Bradley, Dierks, Fouke, Genoa Central, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana |

Appendix B -

OUTREACH TO ARKANSAS PUBLIC SCHOOLS

Debe Kincaid, Ph.D.

2009 – 2010 Academic Year

1. Co-chair of Arkansas Department of Education task force charged with constructing/delivering 6 days of professional development for algebra II teachers. My responsibilities included selecting university mathematics faculty from four-year institutions to partner with selected high school teachers to develop the curriculum for the project. Once the curriculum was complete, I served as the lead instructor for the training held at Southern Arkansas University. My colleagues in this venture were Mrs. Glenda Smith, Algebra II teacher at Magnolia High School, as Mrs. Lynne Nielsen, Mathematics Specialist at SAU.

2. Southern Arkansas University was funded for a Middle School Partnership grant through ADE, beginning in July of 2008. During the summers of 2008 and 2009 I participated in two weeks of professional development provided by researchers in Cognitively Guided Instruction from the University of Texas at Austin. My role was to extend the conversations about content/pedagogy of the middle school to that appropriate for secondary educators. Further, as part of this initiative, I visited classroom teachers in De Queen, Mena, Ashdown, Van Cove, and LaFayette County. While my intention was to be an observer, with follow-up conference to offer reflections on the lesson, in most cases the teachers included me in the lesson, making it a teaming event. I felt this reflected a true feeling of partnership that we had tried very hard to establish through the summer institutes.

3. For the last five years I have worked with the teachers and administrators in Clarendon, Arkansas, in Monroe County. This is a very disadvantaged area in the Mississippi delta. During the 2008-2009 school year, they had only one licensed mathematics teacher at the high school. As he was also the football coach, he only taught math for two periods. All other math courses were delivered through computerized instruction or through CIV, using instructors from the Arkansas School of Math and Science. As this approach was disastrous, Clarendon was able to hire two instructors from the *Teach for America* program. I worked with both of them in August to make their transition to Clarendon a smooth one. I also continued to mentor the teachers at Clarendon Elementary school in their approaches to teaching mathematics. I spent an entire day with a new teacher who was having difficulty in virtually every area of instruction, including planning, classroom management, assessment, and content delivery. I also worked with the elementary and secondary math coaches and principals, as well as the central office curriculum director, discussing curriculum, instruction, and assessment problems, as well as staffing issues. Clarendon has many difficult situations to address, but no school has worked harder to served their population.

4. Southern Arkansas University participates with Magnolia High School and Taylor High School to offer College Algebra and Trigonometry through concurrent credit on their campuses. I have visited both teachers who deliver these courses to assure that they are meeting the guidelines of this effort and

to support them as needed. Both Stephanie Baxter (Magnolia) and LaJuan Cannon (Taylor) do an excellent job and expressed appreciation for our partnership. This semester I had a student (I'll call her Jill.) in Math for Teachers I who confided in me in April that she was having misgivings about becoming a teacher. She is academically gifted, but worried about her ability to handle a classroom, as she is quite and rather shy. She is currently a middle school math-science major. I called Kittena Bell, Math Coordinator at Magnolia Public Schools, and asked her to set up a time for Jill to meet with Stephanie Baxter, just to talk about teaching. I did this because Jill reminded me so much of Stephanie when she was in my class several years ago. I offered to teach Stephanie's class while they met. The meeting was successful in that not only is Jill now committed to completing her middle school degree, but she has a mentor in Stephanie. This is an example of how communication with the public schools helps SAU faculty do a better job with our students.

5. I continue to work with ADE on a contract they have with Teachscape, a company that produces on-line professional development. Teachscape is currently working of a series of modules directed at Algebra II teachers. One aspect of the contract is that the video component of the modules must feature Arkansas teachers. I have worked with teachers in Hot Springs, Walnut Ridge , and Alma to prepare them for taping by reviewing the lesson plan with them, attending the taping to provide support, and then provide input to Teachscape about pieces to highlight. I've also provided commentary about the lessons for use in the modules.

Appendix C

To: Dr. Ben Johnson, Dean of Liberal and Performing Arts
Southern Arkansas University
Magnolia, AR 71754

From: Steven Ochs
Professor of Art
P.O. Box 9249
Southern Arkansas University
Magnolia, AR 71754
Cell: 870-904-3512

May 10th, 2010

Dear Dr. Johnson,

With regards to the contributions made by the SAU Department of Art and Design for our regional public schools, I would like to offer a few personal projects as some of the more recent collaborations.

As a member of the Southwest-B Educational Advisory Board (ERZ) Advisory Board, I have joined efforts with area schools, educational coops, and other professors of Southern Arkansas University. When working with this diverse group of individuals, I find that they exchange ideals, share resources, and offer expertise for the common goal that quality education is the future for all of us here in Southwest Arkansas.

1. Science Coaching: Digital Photography Workshop. Funded by the grant: "Arkansas Capacity Building Science Partnerships" and conducted at the South Central Service Coop, Camden, June 2008

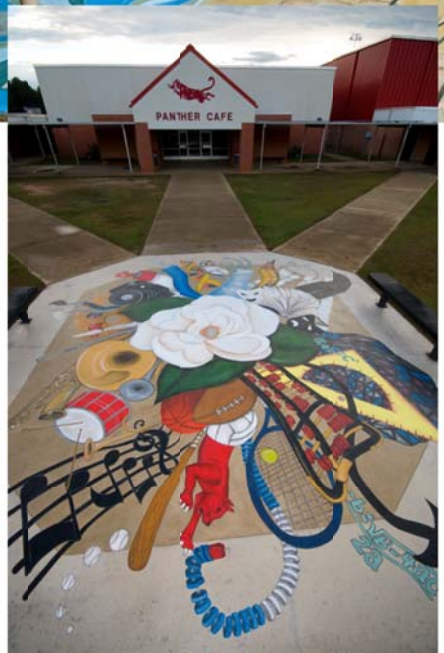
   Twenty-seven complete kits were provided along with the technical training on how they could be used to enhance the teaching of science.

   On June 4-5/2007, I also provided a photographic workshop for regional teachers in the use of the Olympus 510. South Central Coop.

2. Decorative Concrete Murals. Working with art and science teachers, their students, and SAU art majors. We created site-specific concrete murals for school campuses. From April to Nov 2008

***Fouke Public Schools, Fouke AR***

***Beryl Henry School, Hope, AR***



***Magnolia High School***

3. Presented at the "Foundations in Art Theory and Education" National conference in Portland Oregon on April 2, 2009. Along with Dr. Guevara, another member of our panel was Bent Mikkelsen, Chief Editor of Professional Trades Publications. Together, we addressed art professors around the country to become active in service learning and community based education.

4. Art Teacher's workshop on ceramic instruments. Conducted at SAU Brinson Fine Art Building, Nov 24, 2008

On Jan 19, 2010, Graphic Design Professor, Dan May and myself provided an in-service for the Magnolia Art teachers on 3-D typography and computer applications.

5. Ceramic workshops and demonstrations for Central Elementary School grades 4th-6th. April 7th, 2010. Provided wheel demonstrations for Magnolia's High School art class on April 2nd.

6. Dan May and myself designed the Central Elementary 2009-2010 Yearbook cover with the assistance of 4th-6th graders. The kids and I took measurements, cut wood, constructed shelves, painted, and assembled a 3-D "I Spy" theme.

7. Kindergarten Art Workshop, Magnolia Public Schools. "Application of the ADE Visual Frameworks". Held at the Brinson Art Building and

conducted on Nov, 24th, 2009.

8. Advanced Ceramics students are assigned public presentations of their final research projects. Presented to the Magnolia High School Art Class. April 2008.

9. Watchdog Dog Dad Program. Through out the 2009-2010 school year, I have donated the first Wednesday of each month to assist with the 4th-6th grade art classes at Central Elementary School in Magnolia; provided historical information to support the day's lesson, provided clay for six classes and later, fired their projects at SAU, helped install their regional art exhibition.

I believe it is very important that all of the faculty at SAU play some role in assisting the public schools. They are partners with us in teacher training and the success of their students directly impacts our community, economy, and the future of SAU.

Dr. Johnson, I hope that these few examples help others understand that the faculty in the Department of Art and Design are very much supportive of learning throughout the community and we will continue to explore new opportunities for collaboration in the future.

Thank You,

Steven E. Ochs

# A REPORT ON THE ANNUAL REVIEW OF FACULTY PERFORMANCE UNIVERSITY OF ARKANSAS, FAYETTEVILLE ACADEMIC YEAR 2009-2010

## Elements of the Faculty Performance Review Process

The 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. Copies of these documents were submitted to the Arkansas Department of Higher Education in 1991 and in following years when the changes were such as to have an impact on the Institutional Plan 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 at the following web site http://provost.uark.edu/74.php. School, college, and department personnel documents are also required or allowed under board and campus policy. Two new policies are appended to this report, those for the Fulbright College of Arts and Sciences and for the Walton College of Business, both of which were used for the first time this year. A new document for the College of Engineering is now moving through the review and final approval process.

Formal evaluations of faculty were conducted during the 2009-20010 academic year for the previous calendar year (2009) or academic year, consistent with the policies and procedures set forth in the 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 whose 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 continued under review in 2010-2011 consistent with recommendations from the Teaching Council. One recommendation that has resulted from this process is that the evaluation process is implemented slightly earlier in the academic term for faster feedback to faculty members. The campus will be planning for the following: 1) using more standardized procedures across campus for administering the faculty and course evaluation process, 2) 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 including the evaluation of classes too small for evaluation by the automated process.

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 and results 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. This year, in 2009-2010, findings of annual reviews for both years were considered in ranking faculty members on the basis of annual review results for raises and future workload assignments. 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**

The College works comprehensively with area schools and schools throughout the State of Arkansas. School collaboration includes internship locations for teacher preparation, school counselors, administrator training and licensure, and technology specialists. Faculty also work with districts for adult education licensure. In addition to training, College faculty provide support for school personnel through action research, training, resource distribution, and compliance training.

**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. Ratings of the Review Process typically fall between 6.5 and 9 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.

Individual faculty members cited lack of consistency of evaluation outcomes more often than any other concern. For example, some felt that high performing units (departments) and lower performing units had similar distributions of salary increases. Some mentioned that there are supervisors (department chairs) who give consistently lower ratings than others. Some cited inconsistency in rating of scholarly performance regardless of quality of journal, press, or association where work is published and suggested use of benchmarks for what is considered "serious" publication. Some mentioned inconsistency between annual review results and promotion and tenure decisions. Computation of overall rating for the year was mentioned as a variable that could be improved with more consistent use of a known formula. Also mentioned was the number of levels of performance. Fulbright went to 4 levels this year (0-4) which many felt was an improvement but others felt was not so good as having more levels. Others felt that titles of categories of levels could be improved.

Other issues cited included the amount of time and effort required in the annual review process especially as it relates to the typical raise available: "I give the faculty evaluation process a 4; it's a lot of work for no reward." The organization of materials for review (*Faculty Review Checklist)* is mentioned by some faculty as needing to be more specialized for different faculties. Development of a shorter form for reporting activities was also mentioned.

Many faculty members expressed appreciation for colleagues and leadership, particularly at the department level, and for the general fairness of the process for most faculty members.

[See Appendix A for excerpts from school, college, and library faculty reports. ]

# APPENDIX A

## Dale Bumpers College of Agricultural Food and Life Sciences

*Annual Review Process*

The annual review process was not modified from the previous year and incorporates uniformly all three land-grant functions of teaching, research, extension and/or service. Annually, faculty submit a Faculty Service Review Form (FSR) that documents faculty accomplishments in teaching, research and extension/service. Student evaluation summaries for each class are included in the document for use in evaluation of teaching effectiveness. In addition, faculty members attach their current job assignment and an annual plan of work that documents their goals for the next calendar year as well as time devoted to formal classroom instruction and student advising.

The department head evaluates the faculty member based on the faculty member's stated goals and objectives from the previous year and stated accomplishments as documented in the FSR. A common rating system was developed for all faculty members in the college and Division of

Agriculture that was used again. The form rates individual faculty on their performance in all areas of their appointment and is weighted based on their respective appointment for that year.

## Fay Jones School of Architecture

*Notable Findings and Future Plans*

On July 1, 2010, the Interior Design Program, currently situated in the Bumpers College of Agricultural, Food and Life Sciences, will join the Fay Jones School of Architecture. Necessarily, the College Personnel Document and its provisions concerning annual review, including the election and composition of the Peer Review Committee, will be revised.

*Level of Faculty Satisfaction with Current Process*

Discussions concerning the election of peer review committee members, together with informal comments from the Peer Review Committee suggest that the faculty are reasonably satisfied (7 on a scale of 1 – 10, in which 10 is high) with the annual review process.

## J. William Fulbright College of Arts and Sciences

*Changes Implemented for 2009/10*

The newly revised College Personnel Document (attached) was approved and implemented in time for this evaluation period. The ratings of 0 – 3 were used for the first time in each evaluation category. Our continuing goals are to make the annual faculty review process more efficient, and to better assess the strengths of individual faculty in the areas of teaching, scholarship and research. An important tool in this process is the chairs' expository statements analyzing faculty performance in each area and overall.

*Appeals in 2009/10*

At this point, there have been no appeals of chairs' evaluations in 2009/10 to the dean's office.

*Faculty's Overall Sense of Satisfaction Concerning the Faculty Performance Review*
The department chairs polled their faculty this spring using a scale of 1 (low) to 10 (high) to determine their sense of satisfaction concerning the faculty review process. The polling resulted in an overall college average of 6.3. This average is slightly lower than it has been in the past. Faculty also submitted comments on their annual review process.

## Walton College of Business

*Faculty Satisfaction on the Annual Review Process*
On a scale of 1-10, with 10 being the best, I rate overall faculty satisfaction with the annual review process to be an 8, based upon the most recent faculty satisfaction survey and faculty response in their evaluation of Department Chairs and the Dean as part of the Kansas State University IDEA evaluation system.

*Data for 2009 Evaluation of Faculty Members*
The distribution of overall evaluations of full-time faculty members with less than 50 percent administration was as follows:

| | |
|---|---|
| Excellent | 58 percent |
| Very Good | 37 percent |
| Good | 5 percent |
| Acceptable | 0 percent |
| Unsatisfactory | 0 percent |
| Total | 100.0% |

## College of Education and Health Professions

*Notable Findings and Future Plans*
Departmental inconsistencies have resulted in a plan for the college to address the unit's personnel document and the initial work to codify each department's process of evaluation protocol.

No new aspects of process for 2010, although the College of Education and Health Professions hopes to establish a revised personnel document and evaluation process for 2013.

*Level of Faculty Satisfaction with Current Process*
Faculty are generally comfortable with the process of peer evaluation (giving a rating of 8 out of 10) with the majority of the responsibility being placed on the department head to complete the evaluation. There is a feeling, however, that is being addressed that calls for a calibration between the annual review process and tenure and promotion decisions, where excellent ratings each year should result in a fair and consistent process of positive tenure and promotion voting.

## College of Engineering

*Results*
Results of the faculty evaluation process are reflected in salary adjustments for the following year. The following data reflects the end result of the 2009-10 evaluation process for tenured

and tenure-track faculty in the College of Engineering. This also includes promotion/tenure changes that will be effective July 1, 2010.

| *Rank* | *FY10 No.* | | *Avg % Increase* | *Std Dev %* | *Avg $* | *Std Dev $* |
|---|---|---|---|---|---|---|
| Distinguished Professor | 5 | (a) | .60% | 0.54% | $ 971 | $ 947 |
| University Professor | 1 | | 7.33% | * | $7,000 | * |
| Professor | 33 | (b) | 2.65% | 2.79% | $2,767 | $2,762 |
| Associate Professor | 26 | | 3.18% | 2.95% | $2,540 | $2,290 |
| Assistant Professor | 21 | | 1.54% | 1.73% | $1,207 | $1,361 |

(a) One faculty member with a distinguished professor title serves as a departmental chairperson and is currently serving on an NSF assignment and is excluded from this report. Two distinguished professors received no raise due to:
   a. Conversion from 12 month to 9 month appointment in January 2010
   b. One distinguished professor declined a raise for FY2011

(b) Two faculty with professor titles are serving as interim department chairpersons and are excluded from this report.

*Faculty Performance Review Process Satisfaction*
The faculty performance review process is evaluated by each department yearly to assess the effectiveness of the process. Faculty are given an opportunity to provide feedback on the review process to the department head. This information is used to make improvements in the evaluation process in an effort to make it more efficient and to better assess the strengths of the individual faculty members. Currently several departments are evaluating their review processes to align them with their strategic goals.

## School of Law

*Use of Review Findings*
The Dean relies on student evaluations, peer evaluations, faculty activities reports and personal interviews with faculty in awarding merit pay increases to full-time faculty members. Part-time teaching faculty members are generally paid a fixed rate of compensation. The written class evaluations, evaluations by the appropriate program director, and the evaluation by the Associate Dean serve as a primary basis for determining whether an adjunct or other part-time teaching faculty member will be invited to teach in the future.

*Level of Faculty Satisfaction with Current Process*
The faculty failed during the most recent formal review of the overall process to approve major changes to the current process. The discussions at the faculty meetings at which these changes were considered seemed to indicate that the majority of the faculty is relatively satisfied with the overall process. On the other hand, some uncertainties have developed in the process of reviewing programmatic tenure-track faculty. The longest serving programmatic tenure-track

faculty members are only completing their third year in that status, and the expectations will inevitably become clearer as more experience is gained in evaluating programmatic faculty

Note: The programmatic law faculty consists of those members of the faculty who hold tenure or are on the tenure track and teach in the Clinical Legal Education Program or the Legal Research and Writing Program. There are two main differences between the programmatic faculty and the other tenured and tenure-track faculty. One is that the scholarship standards for programmatic faculty are somewhat different, in recognition of the more student-intensive nature of the teaching duties of the members of the legal writing and clinical faculties. The second is that tenure, when awarded, is tenure in the particular program, the legal writing or clinical program, in which the member has his or her primary duties.

## University Libraries

Library faculty members rated their level of satisfaction with current processes as 7.33.

**Institutional Report on the Annual Review of Faculty Performance**
**University of Arkansas at Fort Smith**
**Academic Year: 2009-2010**

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***Elements of the Faculty Performance Review Process***

***1. Summarize the overall faculty performance review process.***

- A written statement of "Faculty Professional Accomplishments" is prepared annually by each faculty member and submitted to the dean.
- The dean reviews and rates the overall quality of the faculty member's success in teaching/learning, scholarly/creative activities, and service through the use of student evaluations, peer reviews, and an evaluation of materials contained in portfolios. The dean prepares the "Faculty Annual Evaluation" document using the "Administrative Review Form." The dean meets with each faculty member to review the evaluation.
- A copy of the final "Faculty Annual Evaluation" with original signatures and all documentation is submitted to the Office of the Provost. The final "Faculty Annual Evaluation" consists of the following documents: faculty annual evaluation, faculty professional plan (for current academic year), faculty professional accomplishments, supervisor and peer review (one from each), and student evaluations.
- Faculty members and their respective deans agree on a "Faculty Professional Plan" for the next academic year. Each plan must address goals in each of the following areas: teaching/learning; scholarly/creative activities; and service to the university, community, and profession. The "Faculty Annual Evaluation" packet is due April 25th of the next academic year.
- New faculty submit a "Faculty Professional Plan" in the fall to the appropriate dean.

***2. 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.

***3. How are students involved in faculty performance?***

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.

***4. 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 Senior Vice Chancellor/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.

***5. 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.

***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?***

Yes - UA Fort Smith monitors the 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, chairperson or director 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/Senior Vice Chancellor. 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 center in the College of Student Success 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.***
Eleven of UA Fort Smith's 223 full-time faculty members are foreign nationals. No English deficiency findings were reported.

***<u>College of Education Support for Accredited Public Schools</u>***

***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.

- 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.
- 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.
- The COE has worked with ADE to provide training to math and science teachers through the Math/Science Center located on our campus.
- 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.
- Faculty and administrators are members of the COE Unit, a committee that creates and implements policy for UA Fort Smith teacher licensure programs.
- 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.

***<u>Notable Findings and Future Plans</u>***

***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 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, 2010, in order to be considered for approval by the AHECB at the July 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.***

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

6/1/10

# University of Arkansas at Little Rock
# Institutional Report on the Annual Review of Faculty Performance
# 2009-2010

**Elements of UALR's Annual Faculty Performance Review Process**

1. Full-time faculty are evaluated by peers, students and department chairs each calendar year. The Provost's Office issues instructions to 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 is then 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 next 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 to the department chair and the departmental personnel/peer review committee.
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. Dr. Jerry G. Stevenson, the Associate VC for Academic Affairs, has primary responsibility for reviewing and monitoring the faculty performance review process. 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, Dr. Stevenson makes recommendations and works directly with deans and/or chairs to identify strategies to remediate identified concerns or issues.

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

**English Fluency of Teaching Faculty**

1. English proficiency of faculty is monitored through frequent conversations, occasional visits to classrooms, and by reviewing papers, reports and student evaluations. In addition, each department chair is responsibility for monitoring and formally evaluating 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* provides mentoring, workshops and other developmental activities that can be utilized.
3. If a deficiency is noted, colleagues and the chair may conduct unannounced classroom visits in order to provide feedback in order to help improve his or her English fluency. No deficiencies were noted this year.

**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:

- Provide in-service literacy training for Magnolia School District
- Partner with Yale University 21st Century Schools in Arkansas (146 schools)
- Provide judges for Science Fairs
- Joint grant writing with the LRSD to provide an administrative leadership academy
- Provides in-service training for teachers in the three metropolitan districts
- Offer Pathwise training for public school teachers and administrators
- Participate in the Central Educational Renewal Zone
- Sponsor the annual Advanced Placement Institute for public school teachers
- Provide summer literacy training for LR teachers and practicum with their students (Literacy Camp).
- Provide 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. Funding for professional development and travel needs to be increased.
2. The campus is satisfied with the current process and does not plan any significant revisions to current procedures.

**Sense of Satisfaction**

UALR faculty's sense of satisfaction with the annual faculty review UALR Annual Faculty Performance Review process is 8 (reasonably satisfied).

# University of Arkansas at Monticello

# Institutional Report on the Annual Review of Faculty Performance

**Submitted to:**
**Arkansas Department of Higher Education**

**Submitted by:**
**R. David Ray**
**Provost and Vice Chancellor for Academic Affairs**
**June 2010**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.***

**Elements of the Faculty Performance Review Process**

1. Summarize the overall faculty performance review process.

   The Faculty Performance Review process is an inclusive process that includes input from student evaluations, peers, supervisory review, and administrative review.

2. How are faculty peers involved in faculty performance?

   Each faculty member is reviewed by 1-3 peers annually. Tenured faculty is typically reviewed by one peer then every fifth year of service by three peers. Non-tenured faculty is grouped based on length of employment with peer evaluations made accordingly.

3. How are students involved in faculty performance?

   Student evaluation of faculty performance is completed on a standard format that allows for written comments. Tenured faculty are fully evaluated (student evaluations in all classes) once every five years. Non-tenured faculty are evaluated similarly to the faculty peer evaluations based on length of employment.

4. How are administrators involved in faculty performance?

   Deans observe faculty teaching and evaluate based on this and other observations of performance, student evaluations, peer evaluations and the faculty's self evaluation. The Provost is the final administrative review of all information.

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

Faculty completes a self-evaluation following a standard format in which they evaluate themselves on the basis of teaching, service, scholarship, and professional renewal. Faculty is encouraged to provide specific examples of methods/practices in each area.

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

Other methods of review include observation of faculty interaction with students in an advisory setting, as advisors for student organizations, in faculty meeting, and in feedback from University committee service.

**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.

Each Dean reviews the evaluation performance data for faculty in his/her academic unit. The Provost reviews all evaluation performance data for all faculty as part of a broad institutional review of faculty performance.

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?

Evidence of satisfactory performance supports faculty effort toward promotion and tenure or leadership opportunities.

**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?

Several questions on the Student Evaluation of Teaching survey are directly related to communication skills of the faculty member. Also, at the time of the initial interview, and during classroom visits, peers and the Dean evaluate the faculty's communication skills.

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

UAM makes every effort to hire faculty who are English proficient. Should students raise concerns, the Dean would discuss these concerns with the faculty member in question, and after consultation with the Provost, seek intervention strategies.

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

There were no formal complaints from students regarding faculty members with deficiencies in speaking English during the past academic year.

**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 School of Education is committed to collaboration with stakeholders and partners to collaborate in the design, delivery, and evaluation of program components and the field and clinical experiences of candidates for licensure programs. The School of Education's Partnership Coordinator collaborates with partnership schools' personnel and administrators to assign and arrange placements for students seeking licensure. Feedback from school-based partners is obtained through multiple systematic structures and assessments to improve design and delivery. Further, school-based practitioners serve as adjunct faculty. A formal collaboration exists in the UAM Partnership Agreement. The Education Renewal Zone and Math/Science Center provide quality professional development opportunities for public school faculty.

**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 that would imply that changes are needed in the review process. Last year's annual faculty evaluations indicated that the large majority of UAM faculty performed in an "outstanding" professional manner.

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, 2010 in order to be considered for approval by the AHECB at the July board meeting.)

There are no significant revision plans with the annual review of faculty performance.

**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

## LIST OF APPENDIX


| | |
|---|---|
| Annual Faculty Evaluation Timetable | Appendix 1 |
| Annual Faculty Evaluation Course of Action | Appendix 2 |
| Annual Faculty Self-Evaluation Guidelines | Appendix 3 |
| Annual Faculty Evaluation by Peer/Dean | Appendix 4 |
| Student Evaluation of Teaching | Appendix 5 |

# Appendix 1

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 by 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 1
# 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.

## Appendix 3
# FACULTY SELF-EVALUATION FORM

Name _____ Department_____

Rank _____ Date_____

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

I. Teaching

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. Scholarly Activity and Professional Development

A. List all publications during this period. Provide separate 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 professional 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. Service

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. Plan for Improvement (to be accomplished prior to next faculty evaluation)

A. Teaching
B. Research
C. Service

## Appendix 4
# 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.

(over, please)

1. **Teaching**

2. **Scholarship**

3. **Service**

4. **Professional 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)
Approved by Faculty Assembly October, 1999
to be used beginning AY 2000-2001

## Appendix 5
## 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<br>3.6-<br>4.0 | B<br>3.1-<br>3.5 | C<br>2.6-<br>3.0 | D<br>2.0-<br>2.5 | E<br>0.5-<br>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-<br>lent | Very<br>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.

# UNIVERSITY OF ARKANSAS AT PINE BLUFF

**Annual Review of Faculty Performance**
**Academic Year 2009-2010**

## 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 using a standard form. 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. In 2008-2009 the Faculty Evaluation instrument was revised to incorporate a more detailed set of measures of faculty performance. The Teaching, Advising and Learning Center is now refining the electronic scoring procedures for the revised document.

## III. Use of Review Findings

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

Faculty evaluations are used in reviews for tenure and promotion. This data is also used in preparing reports for discipline, school, and university accreditation reviews.

## 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 AStudent Evaluation of Faculty@ form explicitly asks students to evaluate the instructor=s spoken English. An item on the APeer Evaluation@ form allows faculty to be evaluated on their Aclarity of expression.@ Ratings on these evaluations coupled with administrators= observation of faculty serve as a basis for the administrators= assessment of the English fluency of faculty. For the units reporting in Fall 2009 and Spring 2010, the students= rating on fluency in English for face-to-face courses was 3.08 on a 5.0 scale, with 5.0 being the highest. In Spring 2010, the rating was 3.17. The Spring 2009 to Spring 2010 ratings show a decrease from 4.03% to 3.08% in the students' assessment of faculty's fluency in English. This decrease will be a priority item for review and resolution by faculty, deans, chairs and the Office of Academic Affairs.

## 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. The recently approved MAT degree program is being implemented with ten (10) students enrolled. This program was designed to help accommodate the needs of school districts seeking to hire licensed teachers.

## VI. Notable Findings and Future Plans

Future plans include updating the software for use in collecting, compiling and presenting the evaluation data as well as implementing on-line survey data entry. Also, an item will be added to the survey to assess faculty satisfaction with the current evaluation process.

## VII. Level of Faculty Satisfaction with Current Process

Qualitative responses on faculty satisfaction with the evaluation process include:

1. "The faculty is very receptive to the evaluation process because they know in advance what is required" (University College).
2. Several faculty from the school were on the committee that helped develop the current evaluation form. (School of Agriculture, Fisheries and Human Sciences)

The evaluation form and process were reviewed and approved by the Faculty/Staff Senate in 2008-2009. No faculty dissatisfaction with the process was reported by the schools for 2009-2010.

**UNIVERSITY OF CENTRAL ARKANSAS**
**Institutional Report on the Annual Review of Faculty Performance**
**Academic Year: 2009-2010**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

**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. Submit report as a Word document by June 1, 2010, to jeanne.jones@adhe.edu..

**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. 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.

**A pattern of deficiency in English fluency over several semesters – with no evidence of positive movement in the problem, despite mentoring – was one among a number of factors resulting in the decision not to extend one tenure-track faculty member's appointment beyond the following year. No other significant deficiencies have been noted.** (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 overall 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 1, 2010, in order to be considered for approval by the AHECB at the July board meeting.)

   **No plans to revise the overall process are currently in development. Elements within the existing process are continuously improved.**

**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

**Rating: 3–6. The faculty are generally pleased with the review process and continue to work with the administration to improve its effectiveness. The lower overall rating this year results from serious concerns among faculty about weak response rates as the university has changed in the student evaluation of faculty to an online survey. The administration is working with the faculty to address this concern.**

# ARKANSAS NORTHEASTERN COLLEGE

## Institutional Report on the Annual Review of Faculty Performance

**March 22, 2010**

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.***

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 8 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 2009-2010**

**Theodore J. Kalthoff, Ph.D.**

**Vice Chancellor for Academic Affairs**

**501-882-8830**
**tjkalthoff@asub.edu**

**May 12, 2010**

# 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?***

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.)***

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***

# 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

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**

# Appendix B

## Evaluation Instruments

StudEval2.pdf

EvalbyChair_VC.pdf

PEEREVAL2.PDF

## Source:

## Faculty Handbook
## Arkansas State University-Beebe

# Arkansas State University-Mountain Home

# 2009-2010 Institutional Report on the Annual Review of Faculty Performance

Submitted to:

Arkansas Department of Higher Education

May 26, 2010

# Arkansas State University-Mountain Home

## Report on Annual Review of Faculty Performance (2009-2010)

## Submitted May 26, 2010

**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 Provost and 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 arrange 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 (See Appendix A). 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 question (Student Evaluation of Teaching Effectiveness) where students may express their perceptions (See Appendices B and C). ASUMH students indicate a high level of satisfaction with faculty members. For the 2009-2010 student evaluations, the overall faculty average was 4.75 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 Provost and Vice Chancellor for Academic and Student Affairs) performs the overall faculty evaluation. Academic Council reviews all of the other evaluations

(self, student, and peer) and completes an overall administrative 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.

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 D). This document provides faculty members with a means 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) when funding is available. 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 Provost and Vice Chancellor for Academic and Student Affairs, and these applications are reviewed by Academic Council. A scale is used to 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. Again, this merit system is incorporated when funding is available.

**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 concerns with student comprehension of his speaking abilities. He supplements his lectures with PowerPoint presentations and a 24-hour email help line.

Even though this faculty member has received "satisfactory" on his student evaluations, he has taken it upon himself to seek assistance from the Faculty Resource Specialist in improving his diction and pronunciation of English.

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.

- In an effort to improve and strengthen the faculty evaluation procedure, ASUMH revised its Faculty Dismissal Policy during the 2009-2010 academic year. If a faculty member receives an annual administrative evaluation with an overall performance of "Needs Improvement" or "Unsatisfactory," that faculty member will have to undergo steps to remediate deficiencies.

- In an additional effort to improve and strengthen the faculty evaluation procedure, students completed the evaluation of courses online for the 2009-2010 academic year. The evaluation was modified into an online questionnaire (Survey Monkey), and the link was provided to students through email and Blackboard, ASUMH's learning management system. This change was made to improve student completion of the course evaluation and to reduce time taken from a class to conduct the paper evaluation.

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**

- The revised Faculty Probation Policy was approved by the ASU Board of Trustees in the spring of 2010.

- ASUMH will continue giving the student evaluation in an online format because of the high return rates.

**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

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 (2009-2010)

# APPENDICES

A) Peer Evaluation Form

B) Student Evaluation Form

C) Student Evaluation of Teaching Effectiveness—Open-ended Comments

D) Faculty Individual Professional Development Plan

**APPENDIX A**

# PEER EVALUATION FORM

**Instructor's Name:** _____

**Name of Class:** _____

**Evaluator's Signature:** _____

INSTRUCTIONS: Place a check mark in the appropriate column. Any criterion marked "Outstanding" or "Needs Attention" must be justified in the comments sections. Initial the block for your overall rating of this instructor.

| CRITERIA FOR USE IN EVALUATION: | UNSATISFACORY (definitely needs improvements) 1 | NEEDS IMPROVEMENT (areas of concern, as noted) 2 | SATISFACTORY (performing at the expected level) 3 | EXCELLENT (clearly exceptional, above expected as noted) 4 |
|---|---|---|---|---|

| | | Comments: |
|---|---|---|
| **COMMUNICATION:** | | |
| A: Intent of lesson is clear | 1 2 3 4 | |
| B: Appropriate instructional techniques are used | 1 2 3 4 | |
| C: Students are interested and engaged | 1 2 3 4 | |
| D: Opportunity is provided for interaction with students | 1 2 3 4 | |
| E: Instructor responds appropriately to students | 1 2 3 4 | |
| F: Speaks in a clear voice that can be heard and understood | 1 2 3 4 | |
| G: Instructor has command of the classroom | 1 2 3 4 | |
| H: Presentation is free of grammatical error (oral and written) | 1 2 3 4 | |
| **ORGANIZATION:** | | |
| I: Session is organized | 1 2 3 4 | |
| J: Instructor is prepared | 1 2 3 4 | |
| K: Instructor used class time appropriately | 1 2 3 4 | |
| **OVERALL RATING:** | | |
| (initial selected rating) | 1 2 3 4 | |

**APPENDIX B**

# STUDENT EVALUATION FORM

## (Provided to students in an online format)

**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**

**APPENDIX C**

## STUDENT EVALUATION OF TEACHING EFFECTIVENESS COMMENTS

**(Open-ended comments are made at the end of the online student evaluation)**

**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:**

---

**APPENDIX D**

# 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**

# Arkansas State University – Newport
# 2009-2010 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 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 a grant-funded University Center, upper division ASU-Jonesboro teacher education courses are offered through CVN on the ASUN campus. 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 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 plan will be submitted to the ASU Board of Trustees and to ADHE. This current budget year, with state funding cuts, has continued to make progress difficult, with a limited amount of funds available to fund merit awards.

**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 9, 2010

# Black River Technical College

Annual Faculty Evaluation Report

June 30, 2010

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.

**Institutional Report on the Annual Review of Faculty Performance**
**Academic Year: 2009-2010**

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

## *(Filed by Steve Cole, May 25, 2010)*

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.

**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 three years ago to be made available as an online survey, which has now produced over a 60% 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 and PERSONAL DEVELOPMENT PLAN (PDP) 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 five main entities responsible for the monitoring of the process: Chancellor, Vice Chancellor, Division Chair, Human Resources Department, and the CCCUA Board of Visitors (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

**EACC**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.

**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, informal peer evaluation, student evaluation, and supervisor evaluation.

2. How are faculty peers involved in faculty performance?

   New faculty members are evaluated by other faculty members within the department the first two years of full-time employment. Experienced faculty are encouraged to voluntarily utilize the peer evaluation process, but it is not required. 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. Classes for other faculty are randomly surveyed so no faculty are exempted from the evaluation process. The completed questionnaires are routed to the Vice President for Academic Affairs office 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 longevity because they are the main factor used when determining contract renewal or continued employment 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

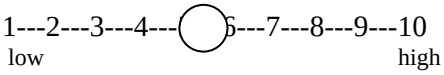
**Notable Findings and Future Plans**

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, 2010 in order to be considered for approval by the AHECB at the July 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.



**MSCC**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a Word *document* by June 1, 2010 to *jeanne.jones@adhe.edu*.**

**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 is 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 uses 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 is 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, 2010 in order to be considered for approval by the AHECB at the August 2010 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.

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

# National Park Community College

## Institutional Report on the Annual Review of Faculty Performance
## Academic Year: 2009-2010

## 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 multiple components including the fall and spring semester Student Evaluations of Course & Instructor, Full-time Faculty Self-Evaluations, and Division Chair and Executive Vice President Administrative review. Full-time and adjunct faculty are evaluated by students in two or more class sections each semester. Students access the on-line evaluations through the NPCC Website or through NPCC Webmail. An evaluation report is generated for each instructor using the eListen software; reports are emailed to the Division Chair and instructor for review. 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 each 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. The signed contracts are sent to the President for recommendation to the 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 are 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.

**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 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 for full-time and adjunct faculty. 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.

*A temporary revision was made for the Spring 2010 Student Evaluations of Course & Instructor. With the previous MIS system student id's for a class could be imported in to the evaluation for security. Only students enrolled in a class could access the Website class evaluation. In the past year, NPCC has implemented a new MIS system with stricter security permissions. A program to import the student id's had not been developed in time to deploy the evaluations on the NPCC Website for the Spring 2010 semester. The Executive Vice President, the Division Chairs, and the Assessment Coordinator met to discuss the security issues if evaluations were deployed to the NPCC Website without student id's as respondent keys. The decision was made for the evaluation links to be emailed to the individual faculty, who could in turn forward the link to only those students on the class roster. Along with the security issues, the Executive Vice President, the Division Chairs, and the Assessment Coordinator discussed changes to the questions and format of the evaluation.*

*The Assessment Coordinator builds and deploys the evaluations and has been assured by the Computer Resources Department that the security/process for importing the student id's will be developed in time for the Fall 2010 evaluation process.*

**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.

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

*A lower satisfaction rating is a direct result of the temporary revision to the process. Several NPCC Webmail issues surfaced with the Spring 2010 semester. Once the evaluation reports are reviewed by the Division Chairs, the Executive Vice President, the Division Chairs, and the Assessment Coordinator will meet to discuss additional revisions to the format/questions for the upcoming Fall 2010 Student Evaluations of Course & Instructor. Faculty will be pleased to hear that the evaluations will once again be available on the NPCC Website and secured with student id's.*

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 2009-2010**

North Arkansas College has successfully conducted and completed an appraisal of faculty performance for the 2009-2010 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 performance results were not used in decisions related to promotions, salary increases, or tenure.

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 2010-2011. On a scale of one (low) to 10 (high), the faculty's sense of overall satisfaction is eight. A Faculty Senate committee may consider revisions to the current faculty performance appraisal plan for the 2011-2012 academic year.

**Northwest Arkansas Community College**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a *Word document* by June 1, 2010 to *jeanne.jones@adhe.edu*.**

**Elements of the Faculty Performance Review Process**

1. Summarize the overall faculty performance review process. Each year, by May, every faculty member, both full-time and part-time, will complete a "Faculty Performance Review" (please see attached form). **The first three sections of the form itemize and give examples of documents that each faculty member collects in order to compile a portfolio to share with other faculty members in a formative manner. The final two sections require faculty to collect and confirm data to share with his or her supervisor to demonstrate adequate job performance in a summative manner. The form is administered by the faculty's supervisor who also scores faculty performance and comments on each section. Student evaluation information is also included on the form. Faculty found to be in need of assistance in any area are then required to complete a personal improvement plan to be monitored by the supervisor.**
2. How are faculty peers involved in faculty performance? **Faculty peers will review the portfolios and, if desired classroom reviews.**
3. How are students involved in faculty performance? **Students complete a faculty evaluation form for full- and part-time faculty each spring semester, and the data is entered on the "Faculty Performance Review" form in the appropriate column.**
4. How are administrators involved in faculty performance? **Full-time administrators, typically the Deans, will administer the "Faculty Performance Review" form for full-time faculty, and Department Chairs/Program Coordinators will administer the form for part-time faculty.**
5. How do faculty members self-evaluate their performance? **Faculty members will compile a portfolio of materials documenting his or her compliance with the criteria listed in the "Faculty Performance Review" form.**
6. Describe any other activities used to evaluate faculty performance. **Any classes selected for evaluation may be evaluated at the faculty member'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. **The "Faculty Performance Review" form is used by all faculty in every division, college-wide, and the form and the summative information therein is ultimately collected and stored in Human Resources as part of the faculty member's permanent record. The Department Chairs/Program Coordinators, Deans, and Human Resources personnel examine the process to make sure it is applied consistently, is efficient, and is 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 who does not successfully create and complete a personal improvement plan in areas where he or she needs assistance may not be rehired. It is important to the process that the review be completed in May so that faculty in need of assistance have until February of the following year to successfully complete the personal improvement plan.**

**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? **NorthWest Arkansas Community College offers 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. **It was found that certain modifications of the process were needed in order to insure that the faculty review process was consistent college-wide.**
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, 2010 in order to be considered for approval by the AHECB at the July board meeting.) **While the general process (both summative and formative evaluation) has not changed, there have been minor procedural modifications. In order to insure that the faculty review process was consistent college-wide, the "Faculty Performance Review" form was created, and full-time faculty will be evaluated by a full-time administrator.**

**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-**X**--9---10
low high

# I. Elements of the Faculty Performance Review Process as approved by OTC Faculty Council, March 2010

## *Faculty Evaluation Plan*

In order to enhance accountability to the public, Ouachita Technical College has developed and implemented an annual plan to review faculty performance. Performance evaluation at OTC is an assessment of a faculty member's professional competency in an instructional role and as a contributor to institutional goals. This comprehensive performance evaluation provides formative guidance and direction to facilitate and promote faculty growth and improvement.

METHODS OF EVALUATION:

STUDENT EVALUATION

The purposes of student evaluation are to provide a comparative element, broad-scope feedback, and a general assessment of instructor effectiveness as perceived by students.

ADMINISTRATIVE EVALUATION / SELF-EVALUATION

The purposes of administrative evaluation are to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of a faculty professional development plan. Subsequent reflection and self-evaluation assist the faculty in establish goals, acknowledging strengths, and developing strategies for improvement. This information, along with student and administrative evaluations, provides valuable insights into creating professional development plans for growth and improvement.

FULL TIME FACULTY EVALUATION CYCLE

1. During the first three (3) years of employment as a faculty member, the faculty member will normally be observed annually in the classroom by the division chair. However, the division chair and the Vice President of Instruction reserve the right to schedule additional observations as deemed necessary.

2. Each full-time faculty member will have a minimum of two classes evaluated by students in the fall and in the spring of each year. Additional classes may be evaluated by students if deemed necessary by the Division Chair.

3. Each full-time faculty member will participate in an annual peer review conducted in the spring semester.
    a. Peer reviewers will be chosen by the Vice President of Instruction and the Division Chair. Peer reviewers may be chosen from outside the division.
    b. Peer reviewers may review no more than one person each year and may not review the same person within a three (3) year time period.

c. During the first year of employment of the faculty member, the division chair and a peer reviewer will conduct a classroom observation. Subsequent years of the peer review process will consist of an interview between the faculty member and his or her peer reviewer.

4. A comprehensive evaluation of Faculty shall be conducted by the direct supervisor on an annual basis. This evaluation will be conducted using guidelines developed by the state Office of Personnel Management. Classroom evaluations and reviews as well as standard employee responsibilities will be included.

PART TIME FACULTY EVALUATION CYCLE

1. Part time faculty members will have all sections evaluated by students in the fall and in the spring of each year.

2. Part time faculty members will normally be observed annually by the Division chair/department chair. However, the division chair and the Vice President of Instruction reserve the right to schedule additional observations as deemed necessary.

## II. 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.

   The Department and Division Chairs monitor each review and report annually to the Vice President of Instruction. The Vice President then reports to the President of the College who then reports to the Board of Trustees. The Division Chairs, the Faculty Council, and the Instructional affairs team review the process itself during the natural course of the evaluation cycle. Suggested improvements relating to the efficacy and appropriate nature of the evaluations are considered throughout the cycle. Process changes must be presented to the faculty council and approved by the Instructional Affairs Team and the Presidents Executive 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? They are considered when determining which faculty members have demonstrated the capacity to take on additional responsibilities. Our college uses a standard faculty pay plan and does not offer a tenure track.

**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? During the initial interview, administrators consider the language fluency of faculty candidates. Each evaluation of instruction requests feedback regarding English fluency.
2. What measures are in place to assist deficient faculty in becoming English proficient? So far no professional development has been required.

3. Summarize English deficiency findings and note action taken by the institution. No actions have been taken as no deficiencies have been found yet.

**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. We noticed a need to standardize faculty performance evaluations across the divisions and the College itself. As a result, we have decided to use the Office of Personnel Management format for faculty performance evaluations.
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, 2010 in order to be considered for approval by the AHECB at the July board meeting.) We have included our employee performance evaluation in the faculty overall plan.

**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**
**Ozarka College**
**Academic Year: 2009-2010**

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, 2010.

**Elements of the Faculty Performance Review Process**

1. Summarize the overall faculty performance review process.
    a. **The Vice President for Academic Affairs conducts Performance Reviews only on the Division Chairs. Division Chairs conducts 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 2009/10 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, 2010 in order to be considered for approval by the AHECB at the July 2010 board meeting.)
    a. **There are no changes anticipated 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.

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

**2009-2010 Institutional Report on the Annual Review of Faculty Performance**
**Phillips Community College of the University of Arkansas**
**Deborah King, Ed.D. Vice Chancellor for Instruction**
**P.O. Box 785 Helena, AR 72342**
**dking@pcccua.edu**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure.

## I. Elements of the Faculty Performance Review Process

### 1. Summarize the overall faculty performance review process.

During the 2009-10 academic year there were some minor changes to the faculty evaluation process but none of the changes resulted in substantive changes to the evaluation instrument. The Phillips Community College of the University of Arkansas (PCCUA) faculty are evaluated by examining instructional delivery, instructional design, and course management. The 2009-10 Faculty Evaluation Survey indicated that 90% of the faculty responders felt the slight changes made to the evaluation process and the detailed scoring directions made assembling and scoring portfolios easier.

Faculty are evaluated for instructional delivery by administering a comprehensive student evaluation to two randomly selected classes each fall and spring semester. No fewer than twenty students can evaluate an instructor.

Faculty are evaluated for instructional design by a review of the instructor teaching portfolio. PCCUA use artifacts for the teaching portfolio which focus on syllabi, measurement, and outcomes. An additional aspect of this portfolio is the documentation of college service, community service, and professional development activities. Both the division dean, and a peer review committee evaluate instructional design by examining materials included in the portfolio. The peer review committee is composed of one faculty member selected by the instructor from his or her 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.

Faculty are evaluated for their skills in course management by examining instructors' interaction with students and faculty, submission of grades, reports, student documentation, other reporting functions, and classroom management.

PCCUA has a Faculty Evaluation Appeal process in place if a faculty member believes a peer or dean has provided an inaccurate or unfair evaluation outcome. The Faculty Evaluation Appeal Committee reviews appeals 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 are integral to the evaluation process. They serve as peer evaluators for the portfolio of at least two other faculty members and play a major role in evaluation appeals by serving on the Faculty Evaluation Appeal Committee. Faculty determine the kind of changes which are made to the evaluation document.

**3. How are students involved in faculty performance?**

Students complete a questionnaire for faculty members being evaluated in at least two classes taught by that faculty member. This is done each fall and spring semester. In order to ensure that a student can adequately assess instruction, the evaluation is not administered until the eighth week of classes. Students complete the survey anonymously to ensure they have the freedom to make critical comments without fear of retribution. The instrument allows the student to respond to specific aspects of instruction but also provides an opportunity for the student to provide responses to questions or make general comments to open ended questions. Each campus has a classified employee designated to administer the student evaluation. Instructors are required to leave the classroom during the student evaluation process.

4. **How are administrators involved in faculty performance?**

All faculty are evaluated by a dean or program director. Evaluation meetings are scheduled by deans or program directors to discuss the faculty evaluation outcomes. Both the faculty member and the dean sign the evaluation. Once this is completed the Vice Chancellor for Instruction reviews the faculty evaluation outcomes.

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

Faculty members do not provide an evaluation score for their own work; however they are responsible for compiling the portfolio and sharing artifacts which demonstrate the quality for instructional design such as syllabi, syllabi and course changes, projects, samples of grading, and other kinds of assignments which are

evaluated. When the dean meets with the faculty member about the evaluation outcomes, that instructor is asked to provide input into the evaluation and to make comments on the reporting form.

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

   Faculty service related to the college, professional development, and the community are important to PCCUA and are included in the faculty evaluation process. Last year, faculty increased the number of service activities in each service category to ten points for instructors who wanted to be considered exceptional. This number of activities was too high and was not useful in identifying exceptional instructors. In fact, PCCUA found that quality and commitment to service (sometimes only one external service) was more important than involvement in many activities. Based on this observation by faculty and reinforced by the Faculty Evaluation Survey outcomes, the number of service activities has be reduced to five which was the initial requirement before the 2009-10 academic year.

## II. 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.**
   Deborah King, Vice Chancellor for Instruction and Debbie Hardy, Director of Assessment and institutional Effectiveness

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

## III. Use of Review Findings

1. **How are performance results used in decisions related to promotions, salary increases or job tenure?**
   Performance reports are not used to influence promotion and tenure because PCCUA has no tenure.

## IV. 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?**
   There is a question on the student evaluation about English fluency; however, PCCUA has no foreign or non-English speaking instructors employed.

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.**
4. N/A

**V. 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

**VI. 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.**

**Faculty Portfolio Evaluation 2009**

PCCUA had 65 full time faculty who submitted portfolios. For the 2009-10 academic year, the College adopted a three point scale, prior to 2009-10 a four point scale had been used. The combined average portfolio score for all divisions is 2.66. The breakdown by division is listed: Allied Health is 2.95,Arts and Sciences is 2.57, Business and Information Systemsis2.73, Developmental and Adult Ed is 2.77, Applied Technology is 2.56, and Career and Technical Center is 2.35 (all first time portfolios).

| **Division** | **2009-10*** | **2008-09** | **2007-08** |
|---|---|---|---|
| Adult and Developmental Education | 2.77 | 4.92 | 4.93 |
| Allied Health | 2.95 | 4.91 | 4.93 |
| Applied Technology | 2.56 | 4.87 | 4.61 |
| Arts and Sciences | 2.57 | 4.75 | 4.81 |
| Business and Information Systems | 2.73 | 4.88 | 4.87 |
| Career and Technical Center | 2.35 | N/A | N/A |
| *Scale changed to 3.0 | | | |

It is believed that the low score received by the Career and Technical Center faculty is directly related to two issues. First, all faculty submitting portfolios in that division were doing it for the first time. Doing a portfolio requires having a good idea of what needs to be included. It usually takes a couple of years to become proficient in this process. Second, that group of faculty cannot be as actively involved in college and professional development activities as other faculty. Part of the problem with this group of faculty is that their work schedule will not allow them to miss classes during the work day when many college committees meet. In order to accommodate this group, the college plans to provide more options for the Career and Technical Center faculty to become engaged.

**Student Evaluation of Instruction Report**

The number of full time faulty receiving student evaluations was 76. An additional 53 adjunct faculty received student evaluations. The instructional design scoring was based on a three point scale.

| AVERAGE OF ALL DIVISIONS | Delivery | Design |
|---|---|---|
| Full time instructional delivery and design | 2.80 | 2.50 |
| Part-time instructional delivery and design | 2.74 | 2.35 |

It is not surprising that full time instructors have a slightly higher average in both delivery of instruction and design. In the fall of 2010, the college will review the

PCCUA Faculty Evaluation with adjunct faculty so that they are aware of all aspects of instruction which are evaluated. In addition, new full time and adjunct faculty will be assigned a faculty mentor. Hopefully, this action will result in better preparing the new instructors for the classroom and the evaluation process.

3. **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, 2010 in order to be considered for approval by the AHECB at the July board meeting.)**

The Faculty Association voted to modify some portions of the evaluation and to make the process for evaluation more streamlined. The changes were not substantive and the format of the evaluation tool and the numeric points awarded to each segment of the evaluation have been approved by Faculty Senate for the 20010-11 year. In order to be considered exceptional, Faculty Senate agreed to reduce the number of activities required by faculty for community service, college and development activities. The rating scale was reduced to a three point scale from a four point scale. (See Peer Evaluation-attached)

## VII. 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**

Faculty were administered a PCCUA Faculty Evaluation Survey. Of those who responded, 95% agreed to the changes made to the Faculty Evaluation and 98% indicated they were more satisfied with the modified evaluation tool. This would be equivalent to a 9.8 on a 10 point scale.

**PCCUA Faculty Evaluation (Modifications written in red font)**

**Peer Evaluation of Faculty Member_____**

**Please use the scale below for rating faculty.**

## Teaching Rating Scale (Use for Section I B1-a and b: Teaching)

**Rating Scale**
**3 – Exceptional (15 or higher per syllabus)**
**2 – Effective (13-14 per syllabus)**
**1 - Needs Improvement (12 or below per syllabus)**

**Teaching Rating Scale for Questions B2-2, B3-3, and B4-4 – follow rating scale listed for each question.**

**College Service, Professional Development and Community Service Rating Scale**

**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 *6 or above* 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 *4-5* 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 *3 or less* total points.**

**Instructor Being Evaluated: _____**

## I. Teaching

**A.** Instructional Delivery Skills (average of questions 1-13 on student evaluations, will be recorded by the dean)

**B.** Instructional Design Skills (average of questions 14-15 on student evaluations, will be recorded by the dean)

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

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

**B1-a.** Administrative procedure #363.02 **requires** the following sections be included in a course syllabus:

**Course Name and Number** _____ _____

| | **Syllabus 1** | **Syllabus 2** |
|---|---|---|
| | *Yes* | *Yes* |
| 1. Title of Course & Date | ☐ | ☐ |
| 2. Instructor Name and Contact Information | ☐ | ☐ |
| 3. Credit Hours | ☐ | ☐ |
| 4. College Catalog Description of the Course | ☐ | ☐ |
| 5. Student Learning Outcomes | ☐ | ☐ |
| 6. Course Outline of assignments and class activities (ex. deadlines, fixed number of examinations, field trips, appearances by guests, etc. outline can be included as separate document) | ☐ | ☐ |
| 7. Conduct of the Course (ex. types of examinations, absence policies, grading, participation, outside reading, etc.) | ☐ | ☐ |
| 8. Academic Honesty Policy (Allied Health or other programs may provide program handbook) | ☐ | ☐ |
| 9. Campus Support Services (Allied Health or other programs may provide program handbook) | ☐ | ☐ |
| 10. ADA Policy | ☐ | ☐ |
| 11. FERPA Policy | ☐ | ☐ |
| 12. Insurance | ☐ | ☐ |
| 13. ACTS | ☐ | ☐ |

**Points (Tally the checks)** **Sub-total (B1-a)** **Syllabus 1___** **Syllabus 2 ___**

***Must have ALL of the "required" items above to receive a rating of *Effective.***

**B1-b.** In addition to the previous items, the course syllabi **could** also include the following:

**Course Name and Number** _____ _____

| | Syllabus 1 | Syllabus 2 |
|---|---|---|
| | *Yes* | *Yes* |
| 1. College Core Competencies | ☐ | ☐ |
| 2. Group Projects/Portfolio | ☐ | ☐ |
| 3. Community Service/Activities | ☐ | ☐ |
| 4. Computer Activities | ☐ | ☐ |
| 5. Field Trips | ☐ | ☐ |
| 6. Textbook/Reading Assignments | ☐ | ☐ |
| 7. Other _____ | ☐ | ☐ |

**Sub-Total (B1-b)** **Syllabus 1____** **Syllabus 2 ____**

**Total points (B1-a and B1-b)** ____ ____

**** Must have ALL of required items on previous page (B1-a) and at least 2 of the additional items listed above in each syllabus to receive a rating of *Exceptional*.**

**Rating Scale**
**3 – Exceptional (15 or higher per syllabus)**
**2 – Effective (13-14 per syllabus)**
**1 - Needs Improvement (12 or below per syllabus)**

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

| | Course Number | Rating (R) |
|---|---|---|
| 1. | _____ | _____ (R1) (Syllabus 1) |
| 2. | _____ | _____ (R2) (Syllabus 2) |

Comments:

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

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

**Course Name and #**_____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

**Course Name and #**_____ Yes ☐ Syllabus 2 No ☐ Syllabus 2

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

****☐ Not applicable**

This is a new instructor at PCCUA and it is their first portfolio prepared for the evaluation.

**If a new instructor, place "NA" in rating for B2-2 and do not include in final average peer rating for instructional design skill.**

**Rating Scale (Place the proper number rating in the blank below)**
**3 – Exceptional (both syllabi answered "Yes" above)**
**2 – Effective (answered "Yes" for one syllabus above)**
**1 - Needs Improvement (answered "No" above)**

Comments: **RatingB2-2: _____**

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

**Course Name and #**_____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

**Course Name and #**_____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

**Rating Scale (Place the proper number rating in the blank below)**
**3- Exceptional (lists two (2) or more methods on both syllabi)**
**2 – Effective (lists one (1) method above)**
**1 - Needs Improvement (lists zero (0))**

Comments**:** **Rating**
**B3:**_____

**B4 – 4. Informs students of the objectives of the course.** (Course objectives are communicated to students and included in the syllabus.)

**Course Name and #**_____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

**Course Name and #**_____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

**Rating Scale (Place the proper number rating in the blank below)**
**3 - Exceptional (both syllabi includes clear objectives)**
**2 - Effective (answered "Yes" above for one syllabus)**
**1 - Needs Improvement (answered "No" above)**

**Comments:** **Rating B4: _____**

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

**◘Record on Peer Evaluation Faculty Member Summary (last page)**

## II. College Service [Documentation not necessary]

**Faculty will receive one check in each box where they are a "member/participant" of a committee and one additional check if they are the "Any Office, Chair, Sponsor" of that committee. "One point" for "member/participant" and "one additional point" for Any Office, 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 (can be anyone in the department) if the faculty member has a class (ex: Secondary Center, labs, clinical, etc.). If there is to be a vote on an issue at the meeting, the faculty member can type a statement expressing their vote with their signature and send with their proxy:**

| Committees or Activities (minimum of 5): | Member/ Participant | Any Office, Chair, Sponsor |
|---|---|---|
| 1. Academic Standards Committee Member | ☐ | ☐ |
| 2. Achieving the Dream Member | ☐ | |
| 3. Assessment Committee Member | ☐ | ☐ |
| 4. Attend Career Days or Career Fairs | ☐ | |
| 5. Career Pathways | ☐ | |
| 6. Carl Perkins (proposals, workshops, etc.) | ☐ | |
| 7. College Council Team Member | ☐ | |
| 8. Curriculum Committee Member | ☐ | ☐ |
| 9. Distance Learning Committee Member | ☐ | ☐ |
| 10. Early Alert Committee | ☐ | ☐ |
| 11. Elections Committee Member | ☐ | ☐ |
| 12. Faculty Development Member | ☐ | ☐ |
| 13. Faculty Equity Committee Member | ☐ | ☐ |
| 14. Faculty Senate Member | ☐ | ☐ |

| Committees or Activity | Points |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

15. Financial Aid Exceptions Member ☐ ☐
16. Graduation Committee Member ☐ ☐
17. Guest Lecturer in Area Schools ☐
18. IDEA Grant (write or direct) ☐
19. Information Technology Team ☐ ☐
20. Institutional Planning & Effectiveness Team ☐ ☐
21. Instruction and Curriculum Team Member ☐ ☐
22. Plan, Set Up and Participate in Career Fair (2 pts) ☐ ☐
23. Presentation for College Tours from Area Schools ☐
24. Resource Development Committee Member ☐ ☐
25. Special Events Committee Member ☐ ☐
26. Student Activities Committee Member ☐ ☐
27. Student Club/Organization Member ☐ ☐
28. Student Retention & Recruitment Member ☐ ☐
29. Student Success Team Member ☐ ☐
30. Student Support Services ☐
31. Title III ☐

**Total college services and additional activities points _____**

**<u>Rating Scale</u> (Place the proper number rating in the blank below)**
**6 or above points = Rating of 3 - Exceptional**
**4-5 points = Rating of 2 - Effective**
**3 or less points = Rating of 1 - Needs Improvement**

Comments:

**Peer Rating for College Service**
**_____◘**

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

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

**Please check the appropriate boxes. *Give one point for attending each day of a conference – maximum of 2 points.**

| **Professional Development Activities (minimum of 4):** | **1st Day/ 2nd Day** | **Additional 2 Points each: Presenter, Moderator, Panelist** |
|---|---|---|
| 1. Attend AATYC | ☐☐ | ☐☐ ☐☐ ☐☐ |
| 2. Attend Workshops | | |
| Name_____ | ☐ | |
| Name_____ | ☐ | |
| Name_____ | ☐ | |
| Name_____ | ☐ | |
| Name_____ | ☐ | |
| 3. Book Discussion Group | ☐☐ | |
| Book Group | ☐☐ | |
| Book Group | ☐☐ | |
| Book Group | ☐☐ | |
| 4. Consulting (two or more contact visits 2 pts) | ☐☐ | |
| 5. Design & Implement Personal WebPage (2 pts) | ☐☐ | |
| 6. Graduate Class (2 pts-see statement below) (not awarded if required for employment) | ☐☐ | |
| 7. One-Time Consulting (one visit) | ☐ | |
| 8. Membership in Professional Organizations | | |
| Name _____ | ☐ | |
| Name _____ | ☐ | |
| Name _____ | ☐ | |
| 9. National/International Conference/s (2 pts max) | | |
| Conference Name _____ | ☐☐ | ☐☐ ☐☐ ☐☐ |
| Conference Name _____ | ☐☐ | ☐☐ ☐☐ ☐☐ |
| Conference Name _____ | ☐☐ | ☐☐ ☐☐ ☐☐ |
| 10. Organized and Planned a State, Regional, or National Workshop or Convention for Educators. | ☐☐☐☐☐ | |
| 11. Plan & Present In-Service (2 pts) | ☐☐ | |
| 12. Plan & Present On Campus Workshops (2pts) | ☐☐ | |
| 13. Publications (2 pts) | ☐☐ | |
| 14. Specific Teaching Institutes or Seminars which require great effort of the participant. (ex. Great Teacher's Workshop, National Endowment of Arts, Discipline Content Conference, Institute or Seminar- **5 pts awarded**) | ☐☐☐☐☐ | |
| 15. State Conference/s for Your Discipline (2 pts max) | | |
| Conference Name _____ | ☐☐ | ☐☐ ☐☐ ☐☐ |
| Conference Name_____ | ☐☐ | ☐☐ ☐☐ ☐☐ |
| Conference Name_____ | ☐☐ | ☐☐ ☐☐ ☐☐ |
| 16. Textbook Reviewer_____ | ☐ | |

**Total professional development and additional activities points** _____

**Rating Scale (Place the proper number rating in the blank below)**

| **Additional Committees or Activities** | **Points** |
|---|---|
| _____ | _____ |
| _____ | _____ |

**4-5 points = Rating of 2 - Effective**
**3 or less points = Rating of 1 - Needs Improvement**

Comments**:**

**Peer Rating for Professional Development** **_____◘**

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

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

**Faculty will receive one point for each Community Service Activity (minimum of 5):**

| **List All Community Service Activities:** | **Chair, Organizer, President** |
|---|---|
| _____ ☐ | ☐ |
| _____ ☐ | ☐ |
| _____ ☐ | ☐ |
| _____ ☐ | ☐ |

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

_____ ☐ ☐

**Total points for community service activities** _____ _____

**Rating Scale (Place the proper number rating in the blank below)**
**6 or above points = Rating of 3 – Exceptional**
**4-5 points = Rating of 2 – Effective**
**3 or less points = Rating of 1 - Needs Improvement**

Comments:

**Peer Rating for Community Service** _____◘

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

# Peer Evaluation of Faculty Member Summary

## To be completed by peer team member

**Instructor Being Evaluated: _____Evaluation Year:_____**

**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.)**

## Pulaski Technical College

## Institutional Report on the Annual Review of Faculty Performance
## Academic Year: 2009-10

### Elements of the Faculty Performance Review Process

1. Under the supervision of the dean of each division, each full-time faculty member will be evaluated by a process that supports a multi-source Faculty Evaluation Plan (FEP) that includes student, peer, administrative and self-evaluation. The process allows the faculty member to determine, within established ranges, the weights of these evaluations in determining the faculty member's teaching effectiveness rating. The evaluation period is the calendar year (not the academic year). At the end of the calendar year the dean will meet with the faculty member to discuss the results of these evaluations and to make recommendations for improvement.

2. Faculty Peer Evaluation – Faculty submit a packet of teaching material that is reviewed and evaluated by a panel of elected faculty peers.

3. Student Evaluation – A student ratings form for evaluating instruction is administered to one or more of each full-time instructor's classes during the fall and spring semesters. An evaluation of English fluency is included in the student ratings form.

4. Administrative Evaluation – Full-time faculty are administratively evaluated in each performance component – teaching, service and enrichment -- through a review of submitted materials which provide evidence of teaching, service and enrichment activities. First year faculty are evaluated via classroom observation during their first term of teaching. A conference is held with each first year faculty concerning observations made during the visit. English fluency is addressed during this evaluation.

5. Self-Evaluation – Faculty submit a report of the year's service and enrichment activities and future goals.

6. No other faculty evaluation activities are used.

### Institutional Monitoring of the Faculty Performance Review

1. Yes, the institution monitors the annual faculty review process.

2. The process is monitored by the division dean and the vice president for instruction. If problems are found in any part of the evaluation they

are addressed by the division dean in collaboration with the vice president for instruction.

3. Not applicable.

**Use of Review Findings**

1. Performance results are reviewed by the division dean and if deficiencies are found they are discussed with the vice president for instruction. To correct the problem, a progressive discipline process is followed beginning with an informal discussion of the problem with the faculty member with suggestions on how to correct the problem which usually resolves the issue. If this does not correct the problem then other disciplinary methods are used up to and including termination.

**English Fluency of Teaching Faculty**

1. The administration (dean) talks with the instructor on a regular basis and as a result English fluency problems can be noted. Additionally, English fluency is evaluated in the Administrative Evaluation. Students have the opportunity to evaluate English fluency through the Student Evaluation.

2. In hiring full-time faculty, the search committee evaluates English fluency before recommending a potential faculty member for hiring. In hiring part-time faculty, the department chair/dean evaluates English fluency before recommending the potential faculty member for hiring. Should English fluency become a problem after hiring, the faculty member would be notified and given ample opportunity to correct the deficiency on their own since Pulaski Tech does not have a means of remediating English deficiencies. If not corrected then consideration would be given to nonrenewal of their contract.

3. No English deficiency findings were noted during 2009-10, therefore, no action was taken.

**College of Education Support for Accredited Public Schools**

1. Pulaski Tech does not have a College of Education.

**Notable Findings and Future Plans**

1. No notable findings were discovered. Pulaski Tech will continue using its current Faculty Evaluation Plan.

2. There are no plans or revisions to the Faculty Evaluation Plan that have been developed. We will continue to use the FEP as it is currently written.

**Level of Faculty Satisfaction with Current Process**

1. Pulaski Technical College does not routinely survey its faculty as to their level of satisfaction regarding the faculty review process. I would judge the overall satisfaction level to be about five.

**Rich Mountain Community College**
**Institutional Report on the Annual Review of Faculty Performance**
**Academic Year: 2009-2010**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.**

**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 2010 – 2011 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 2010 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 2010 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 2010 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 plan must be submitted to ADHE separate from this report and received by June 1, 2010 in order to be considered for approval by the AHECB at the August 2010 board meeting.)

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.

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

**SACC**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

**Elements of the Faculty Performance Review Process**

1. Summarize the overall faculty performance review process.

The process to gather evaluative information includes the following.

Student end-of-course evaluations are completed every semester on at least one course per semester per instructor. The courses to be evaluated are selected by the administration; 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. How are faculty peers involved in faculty performance?

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. 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.

4. How are administrators involved in faculty performance?

Administrators complete classroom observations, meet with faculty to discuss the observations, and prepare the appropriate summative report. 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.

5. 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.

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

N/A

**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 Academic Deans, the Vice President of Learning, the Vice President of Student Services, the Faculty Affairs Committee, and the Director of Institutional Effectiveness monitor the program and recommend changes to senior administration. There is ongoing discussion about the evaluation process.

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?

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 note action taken by the institution.

As of this date, all faculty members 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?

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**

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 college is pleased with the responses from students in the end-of-course surveys because the 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.

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, 2010 in order to be considered for approval by the AHECB at the July 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

In the 2009-2010 academic year, all end of course evaluations were delivered through an on-line survey tool. Instructors who taught in a classroom were given the option of taking their class to a computer lab and having a proctor administer the evaluation or having the evaluation emailed to all of their students. Those instructors who taught online courses only had unproctored evaluations through email. The length of time to return the results to the instructors diminished significantly and the workload associated with the entry of free response questions has been eliminated. Anecdotal response from the students indicates that they are satisfied with the new format because of their ability to type a greater amount than they could write in the previously provided spaces, the increased anonymity due to randomly generated token ids, as well as their appreciation of additional time to complete it without taking away time with their instructors. Many faculty have also appreciated not losing class time to the evaluation process and having the opportunity to be evaluated by multiple sections of the same course or entirely different courses within the same semester. Due to the benefits of digital end of course evaluations, the Director of Institutional Effectiveness plans to continue their usage and hopes to work with the student orientation directors and the SouthArk Success instructors in order to make the course evaluation process easier for less computer savvy students.

**Submitted by**
**Valeriano Cantú, Ed. D.**
**Vice President of Learning**
**6/01/10**

# Southeast Arkansas College

**Report on Annual Review of Faculty Performance for the 2009 - 2010 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. The Coordinator for Distance Learning oversees the evaluation of on-line courses. These evaluations are scheduled to be conducted annually for each course offered.**

**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 learning outcomes. The Student Evaluation of Instruction is conducted online through Survey Methods. 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. Instructions for online evaluation of instructors is given to students by the respective instructors. These evaluations are scheduled to be completed within a designated timeframe and may be completed from any computer through accessing the College exchange server. 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 the results to the respective 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 maintenance 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.**

**SAU-T**
**Institutional Report on the Annual Review of Faculty Performance**
**Academic Year: 2009-2010**

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, 2010.

**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, 2010 in order to be considered for approval by the AHECB at the August 2010 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.

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

**UACCB**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.**

**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.
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 the faculty and administration)
5. How do faculty members self-evaluate their performance? 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 Chancellors Advisory Council 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 analyzed 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. (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, 2010 in order to be considered for approval by the AHECB at the July board meeting.) UACCB will not have any revisions for the academic year 2010-2011.

**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

A rating of 8 would encompass the overall satisfaction with the formal faculty performance review process.

**UACCH**
**2009-2010 Institutional Report on the Annual Review of Faculty Performance**

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education 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. According to the statute:

> . . . . each state-supported institution of higher education in Arkansas shall conduct a rigorous, consistently applied, annual review of the performance of all full-time faculty members. This review shall include assessments by peers, students, and administrators and shall be utilized to ensure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job tenure. . . .

***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. Submit report as a Word document by June 1, 2010 to jeanne.jones@adhe.edu.**

**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' recommendations 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.

UACCH has just completed a pilot to change the evaluation system to a two-year rotating schedule, with faculty peforming self-evaluations each year. Faculty Senate approved this change this spring, and UACCH will be requesting ADHE Coordinating Board approval for this change for next 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. If the dean or vice chancellor deem it necessary, a faculty member can be placed on a written improvement plan at times other than the annual review.

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. Under the newly proposed system, peer evaluations will be conducted on a two-year 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?** Formal administrative evaluations take place during the fall or early spring of the scheduled 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. Annual administrative reviews of performance take place each year.

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.

   In 2009, the faculty agreed to participate in a pilot to consider if self-evaluations should be conducted each year. In Spring of 2010, faculty recommended revising 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 stipulations of the improvement plan is 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 addressing language deficiency are in place at this time. However, as with any issue of improvement for faculty, administration would be required to support the faculty member in

their efforts to take corrective action. In addition, 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.
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, 2010 in order to be considered for approval by the AHECB at the July board meeting.)
   In 2009, the faculty agreed to participate in a pilot to consider if self-evaluations should be conducted each year. In Spring of 2010, faculty recommended revising 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. The process will be revised from a three-year to a two-year rotation of formal administrative and peer evaluation, with self-evaluations and student evaluations being conducted each year. The self-evaluation form was revised as well.

**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

# University of Arkansas Community College at Morrilton
# 1537 University Boulevard
# Morrilton, Arkansas 72110

## INSTITUTIONAL REPORT ON THE ANNUAL REVIEW OF FACULTY PERFORMANCE—ACADEMIC YEAR 2009-2010

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 some 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? Yes

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 facultydo 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 2009-2010.

**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 2009-2010 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.

Sense of Satisfaction Scale
**(6.5)**
1---2---3---4---5---6---7---8----9---10
low high