

Arkansas Public Higher Education Report on Faculty Performance Review

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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 2014-2015 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.

Institutional Report on the Annual Review of Faculty Performance

Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.

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 Provost and Vice Chancellor for Academic Affairs and Research. In the case of pre-tenured and tenured faculty, the Provost and Vice Chancellor for Academic Affairs and Research reviews and forwards recommendations to the Chancellor, who reviews and forwards recommendations to the President, who in turn reviews 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 re-established 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 pre-tenure 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 Provost and Vice Chancellor for Academic Affairs and Research, and monitor chairs' supervision of correction plans for professional development, when necessary. The Provost and Vice Chancellor for Academic Affairs and Research 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, pre-tenure 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 Provost and Vice Chancellor for Academic Affairs and Research. Faculty receive a written performance evaluation as part of the existing annual performance review process and are able to self-evaluate the production of their scholarly and academic endeavors established by their department and college. Additionally, pre-tenured

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, these activities 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 Provost and Vice Chancellor for Academic Affairs and Research functions as the Chief Academic Officer (CAO) and responsible party for monitoring the institutional faculty performance review process. The performance review system is also reviewed individually 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 the 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 English fluency is observed 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 2014 – 2015 academic year, one case of English deficiency was reported:

- One faculty member in the College of Business was identified who's spoken English skills needed improvement. The department chair met with this assistant professor and referred him to the Speech and Hearing Center on campus. He enrolled in their training program in the fall of 2014 and met twice weekly (2 hours) one-on-one with a clinical student (under the direct supervision of licensed Communication Disorder faculty members) in the ASU Speech and Hearing Center for dialect modification and reduction. After evaluation at the end of the fall semester, there was considerable improvement; however, it was recommended that he continue his training during the spring 2015 semester. He is continuing his training in the program this spring.

College of Education and Behavioral Science Support for Accredited Public Schools

1. If applicable, how does the institution's College of Education and Behavioral Science 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 examples of the College of Education and Behavioral Science's involvement.

- Assist/volunteer managing public school athletic events
- Guest Speaker at Health and Wellness Elementary School—Jonesboro School District
- Students participated in Early Field Experiences at Health and Wellness Elementary School—Jonesboro School District
- University supervisor for student interns
- Assist with writing grants – Fuel up to Play 60 – Health Wellness and Environmental Studies (HWESS) Magnet School
- Presenter–Morning Movement Instructor–HWESS
- Coordinator for The Great Arkansas Workout – Governor's Council on Fitness (AGCF) for 750+ 4th graders from various schools in Arkansas
- Coordinator for The Great Northwest Arkansas Workout–AGCF sponsors 450+ 4th graders from various Northwest Arkansas schools
- In-service and workshop presenter for Southwest Education Cooperative Service – Teachers in Southwest Arkansas Delta
- Participated as a Science Fair Judge at Valley View Schools
- Volunteered as Assistant Track and Field Coach at Macarthur Junior High School
- Partnership with Osceola School District (High School Special Education) and PE 4703-Adaptive Physical Education
- Special Olympics Sports Training Sessions for P-12 teachers, staff and coaches
- Nettleton District Wellness Committee
- Officiated junior and senior high school track & field meets for area schools
- Coordinated Special Olympic Area 7 games for P-12 athletes
- Conferenced with superintendents, principals and/or teachers to discuss Field I, II, and III intern concerns
- University supervisor for student interns
- Recruited area educators to seek Master's degree
- Collaborated with area high schools (Paragould, Green County Tech and Nettleton) to provide Athletic Training Clinical settings
- Athletic Training program endorses implementation of Sports Medicine Curriculum at Beebe High School

- Athletic Training faculty speak to high school Sports Medicine students from Bentonville High School and Alma High School
- Implementation and assessment of PBIS (Positive Behavior Interventions and Supports) – Brookland Elementary School
- Tier I and II Training with area public schools
- Conducted Pre-Service teachers seminars
- Coordinated & conducted Universal Team Sharing/Planning day with area public schools
- Conducted Student Leadership Forum and workshop with area public schools
- Consultation and Overview PBIS–Oak Grove Middle School
- Developed and disseminated Fast Facts newsletters to area public schools
- Evaluation and Professional Development (STEM)–Rural STEM Education Center
- Project Launch–Grant funded to work with children from birth through 3rd grade
- Prevention Services Program–Craighead County schools
- Evaluation of character development program in public preschool programs
- Bullying prevention (with Education Renewal Zone) conference on bullying for local public school personnel
- Member, Wynne High School Community Advisory Council
- Member, Jonesboro Public School District Health, Human Service and Law Academy Advisory Board
- Participated in recruiting activities in public schools
- Rising Stars Program Partnership with Nettleton Schools
- Membership on Universities K-20 Center Advisory Board
- Invited speaker for Northeast Arkansas School Psychology Conference
- Arkansas Science Festival Outreach program and Field Trip open to all public schools
- Arkansas Science Festival Arc Attack Performance for area public schools
- Classroom Student Investigations program (CSI) Summer Camp Outreach program is open to all public schools
- Collaborated with public school administrators to place students in internship and practicum sites (Pre-K—12)
- ASU Society for Neuroscience and Brain Bee Competition–Nettleton Public Schools
- ASU Society for Neuroscience and Science Fund Day–area public schools
- Contributed to Regional Junior High Quiz Bowl Competition with area public schools
- Served as Northeast Arkansas Science Fair judges at area public schools
- Teamed with MacArthur Junior High School to establish an after school art club
- Conducted a pilot study with Jonesboro’s Visual and Performing Arts Magnet School regarding the attitudinal changes of young people regarding aging and older adults
- Organized and facilitated meetings with Westside Middle School related to the NWP/ADWP High Needs School Professional Development Grant (\$20,000)
- Organized a one-week summer mini-writing institute for Westside Middle School teachers
- Visited the Westside School District’s School Board Meeting to share the experiences and achievements from the NWP/ADWP High Needs School PD Grant
- Organized and arranged visits to three Northeast Arkansas schools with author, Crystal Allen, who facilitated her “Strikewriters” writing event at the schools—Marion Intermediate School, Nettleton’s Fox Meadow Intermediate, and Nettleton’s Intermediate Center (now University Heights Intermediate)
- Organized a service learning visit to Jonesboro’s Math and Science Magnet School with 20 middle level pre-service teachers who facilitated “Reading Roundtables” in two classrooms
- Served as a Community Member on Westside Middle’s accreditation visit

- Served as a panelist to report to the Governor's Common Core Council (Little Rock Capitol)
- Served as President of School Board at St. Joseph School (Conway); President of the PTO, 4th grade Home Room Mom; served on the Technology Committee and Bazaar Committee at St. Joseph School (Conway)
- *Online Science Institute: Enhancing Chemistry Teaching and Student Learning*: lead instructor provided 15 hours of professional development for Arkansas chemistry teachers via online course
- Judge—Science Fair at Riverside High School (7-12)
- Judge—Science Fair at Nettleton Junior High
- Chemistry tutor: two individual sessions with two high school chemistry students via Skype; provided sessions for the students each Wednesday January through May
- Completed administrative work on *Fostering Science Learning: Physical Science, Common Core, and Nature of Science*, a \$67,345 No Child Left Behind U. S. Department of Education grant sponsored by the Arkansas Department of Higher Education. During spring semester, the final professional development session held classroom observations conducted in Manila, Blytheville and Ridgefield Christian Academy, final equipment/materials orders were completed, and the final grant report and budget were submitted. Partnered with Osceola and Blytheville School Districts
- Completed administrative work on *Strengthening Understanding of Body Systems*, a \$6,600 grant sponsored by the Arkansas STEM Coalition and Arkansas Committed to Education Foundation to provide professional development and equipment for science teachers in two elementary/middle schools in Northeast and Northcentral Arkansas. Work included writing the final report and completing the final budget for the grant. Partnered with Osceola and Maynard School Districts.
- Continued Co-PI work on partner grant with the Arkansas Children's Hospital Research Institute (ACHRI), *Bridging Request in Support of the ACHRI Childhood Obesity Prevention Research Program* (\$119,834). Work included meetings with grant staff in Little Rock and review of garden-based science curriculum for recommendations regarding how to align the curriculum with Next Generation Science Standards to make it nationally competitive for adoption in middle level science classroom
- Completed work on *Common Core Boot Camp-Year 3 Number Sense and Algebraic Thinking*, a \$150,429 No Child Left Behind Mathematics and Science Partnership Program, U. S. Department of Education, grant sponsored by the Arkansas Department of Education. During the spring and summer professional development sessions in Melbourne, AR, (Northeast Education Service Cooperative and Ozarka College) were held with 21 grades 3-7 mathematics teachers in Northcentral Arkansas. Partnered with Southside School District. Eighty-two hours of professional development
- Visited several area schools for Floods, Droughts, and Earthquakes grant classroom observation/mentoring follow-up. Visited with administrators, math and science teachers for the month of April
- Visited Marion Junior High School for Measure Up for 7 and 8 grant classroom observation/mentoring follow-up. Visited with administrators, math and science teachers
- Visited several area schools for Floods, Droughts, and Earthquakes grant classroom observation/mentoring follow-up. Visited with administrators, math and science teachers during the month of May
- Visited several area schools for Measure Up for 7 and 8 grant classroom observation/mentoring follow-up. Visited with administrators, math and science teachers August and September

- Observation/mentoring follow-up at Oak Grove Elementary School for *Math Innovations* professional development classroom
- Presented at Nettleton High School to Jonesboro Chamber of Commerce *Arkansas Scholars*
- Visited Paragould Junior High and High School for *Math Innovations* professional development classroom observation/mentoring follow-up. Also visited with administrators, math and science teachers
- Judged science fairs at Jonesboro area schools
- Presented at speaking events for high school students on benefits of college education, recruited for ASU/MH, presented scholarship information, explained application process, and discussed SAT for a total of 14 students
- Conducted parent involvement classes each month for Flippin Headstart Program
- Attended and active participant at the Literacy Fair for 3rd graders at Flippin Elementary School to help promote reading (book motivation displays, read-aloud, and pre-reading activities with students)
- Provided workshops regarding Intervention Implementation Training, Paraprofessional Core Training, Intervention & Due Process Training
- Provided consultation for budget development to central office
- Attended numerous school board meetings
- Students Taking Action Against Racism (STAAR) Workshop (Forrest City)
- Technology Grant Committee (Nettleton School)
- Advisory Board Member, Health, Human Service and Law Academy—Jonesboro High School
- Member, Jonesboro Learning Center Board of Directors
- Faculty Advisor for Northeast Arkansas' Principals' Association
- Special Education Compliance Consultant (Marion)

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 were present during the annual faculty review process, which had 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, 2015 in order to be considered for approval by the AHECB at the July 2015 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---**8.2**---9---10
low high

Report on Annual Review of Faculty Performance Arkansas Tech University – 2014/2015

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 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 head 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 head and the college 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

Does the institution monitor the annual faculty review process? Yes.

The annual Faculty Review Process is continuously monitored by the institution. Each faculty member is reviewed annually. Each 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 (on the Ozark campus the review is completed by the Chief Academic Officer as the final reviewer), then by the dean of the college, 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 head 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 head and the college 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 head. The department head conducts an investigation of the complaint and makes a recommendation to the dean of the college. Although the process is in place, the University has not received a formal complaint regarding language proficiency during the last fourteen 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 college, and reviewed annually by the Office of Academic Affairs.

If we have an instance in which a faculty member is determined to be deficient in English, we have an English Language Institute (ELI) that exists to provide assistance to individuals for whom English is a second language. The ELI would be the most appropriate referral for one of our faculty identified as deficient in English.

5. College of Education Support of Accredited Public Schools

Faculty members in the College 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 College of Education. Renewal sessions of one-week duration are held each summer prior to the start of the school year. A recent 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 name was changed during this past academic year (2013/14) to the Center for Excellence in Teaching and Learning to further emphasize the idea of excellence in both teaching and learning. The Center provides additional opportunities for faculty development. Beginning during the summer of this year (2015), the Center will have oversight from a half-time tenured faculty member who will serve as Director.

In 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 fourteen 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 and it was recently updated to make it more appropriate for those courses being taught online. In an attempt to further streamline the process and make the evaluations more accessible to students, the evaluations are now being offered on line, rather than through paper forms.

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 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 four years, procedures have also been implemented that result in consistent evaluation of those courses delivered through distance learning methodology.

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.

2014-2015 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, through both the offices of the academic deans and the provost's office.

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 and 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 Provost and 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 and ensuring quality of work in relation to teaching, scholarship and service, as well as consistency and equity in term of faculty workload assignments. The results of these annual evaluations provide information needed for ongoing instructional quality review and maintenance as well as more specific needs linked to institutional promotion and tenure decisions. As such, on occasion the evaluations are used to determine continuation of appointments. If a faculty member receives negative evaluations two or three years in a row and, does not respond appropriately to action plans reflecting the concerns articulated in the evaluations, the evaluations are key to supporting 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 very few concerns over the past year expressed by our students in regard to deficiencies in English fluency on the part of our faculty. We have relatively few international faculty members, and those that are employed at HSU have strong command of the English language, both spoken and written. With respect to Graduate Assistants who may be internationals, very few of them have indirect or direct teaching responsibilities. If a problem with English fluency is detected, the faculty member or graduate assistant would be referred to appropriate specialists in our Teachers College, Henderson for developmental assistance.

College of Education Support for Accredited Public Schools –

We are actively involved with a variety of outreach programs at our public schools throughout our service area, 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, Partners in Education (PIE).

Notable Findings and Future Plans –

Though an individual faculty member up for tenure and promotion was denied tenure and given a terminal contract this year (he left the institution over the summer and is no longer employed at HSU), based on the sequence of annual evaluations and resultant action plans described above, there were no notable findings during this 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 – 9.0

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

**Institutional Report on the
Annual Review of Faculty Performance
Academic Year: 2015-2016**



Southern Arkansas University

Institutional Report on the Annual Review of Faculty Performance

Academic Year: 2015-2016

Elements of the Faculty Performance review Process

1. Summarize the overall faculty performance review process.

Southern Arkansas University uses materials from peer, student, and administrative evaluations to conduct the required annual performance of faculty members.

2. How are faculty peers involved in faculty performance?

Please see handbook at <http://web.saumag.edu/faculty-staff/>.

3. How are students involved in faculty performance?

The University has a student evaluation form with scaled items as well as a place for comments. An appropriate form has also been developed for use for online courses.

4. How are administrators involved in faculty performance?

Department chairs meet individually with non-tenured faculty to establish an annual development plan. The development plans are reviewed by the deans before submission to the vice president for academic affairs. The chair completes the Faculty Evaluation and Progress form for each faculty member in the department. This review encompasses the faculty accomplishments and achievements in teaching, research, and service. The Faculty Evaluation and Progress documents are then submitted to the dean for review and comment. Copies of development plans and the faculty evaluations are maintained in the Human Resources office

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

Faculty members describe proposed steps for improvement in teaching, research, and service on the professional development forms. On the same form, chairs review the plans for improvement and offer suggestions for productive activities. All faculty also designate the areas on the Faculty Evaluation forms that they believe should be evaluated more thoroughly and intensively. A process for appeal is in place if the faculty member and chair cannot agree on the weights assigned the areas of teaching, research, and service. Faculty meet with their chairs to review the scoring and comments on the faculty evaluations and have the opportunity to respond on the forms to the chair's observations. Faculty members complete the Annual Summary of Professional Activity by describing their teaching, service, and research accomplishments throughout the calendar year. The annual summaries are available as a basis for peer reviews. Faculty members receive copies of all evaluation reports pertaining to their performance.

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

All of the activities described above fulfill the requirements set by the state of Arkansas for evaluation of faculty.

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 Human Resources office is responsible for providing the necessary forms and documents. As previously described, chairs, deans, and the vice president for academic affairs all have responsibilities in the process. Recommendations for faculty improvement are guided by these documents. The Annual Faculty Performance Review committee meets to review the process and consider suggestions for revisions. The Faculty Senate also has oversight of “facilitation of teaching and research.”

Use of Review Findings

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

Each of the documents previously listed are used in the promotion and tenure process. As listed in the *Faculty Handbook* (p. 64):

- 1. Demonstrated effectiveness as a teacher is a necessary criterion and is a primary consideration in all promotion decisions.*
- 2. Scholarly activity – broadly defined to include published and unpublished research, creative works, and professional academic growth – is a consideration in all promotion decision.*
- 3. Service to the University, the profession, and the community is a consideration in all promotion decisions.*

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 hiring process includes a public forum for teaching a class. Students are encouraged to attend the open forum so that they may offer their comments on the ability to understand the prospective faculty member.

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

The student assessment instrument has a question regarding the ability to understand faculty members. These responses are available for administrators to evaluate the instructor. In addition, when a student has a concern, he or she may talk to the chair for follow-up and to see what extra measures might need to be taken to remedy the situation. Mentors are sometimes assigned to assist with proficiency.

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

During the last year there were no complaints.

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 partnered with service area schools for teaching field experience placement; included school personnel in its various governance committees; invited school students to visit the campus to familiarize them with the college experience and for recruitment purposes. *For a detailed response, please see the College of Education Support for Accredited Public 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.

Beginning in the fall of 2014, student evaluations of faculty were submitted through the Blackboard course management system. This approach has improved the efficiency of the process and provided timely feedback. The level of participation by students, however, remains a source of concern. The Academic Quality Improvement (AQIP) Action Project Committee conducted a full-scale analysis of the evaluation process. Based upon the Committee's recommendation, the Faculty and Staff Professional Development Committee was established to survey needs for professional development activities and to plan for offering such activities. The Academy for Professional Development was established in 2015 to coordinate and publicize university professional development events.

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

A general consensus is emerging among faculty and administration that the peer process does not yield constructive results for adequate evaluation. The academic colleges are exploring and developing plans for evaluations to strengthen peer review.

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.

No recent survey has been conducted.

1—2—3—4—5—**6**—7—8—9—10
Low High

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?

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

Southern Arkansas University College of Education collaborates with accredited P-12 schools in Arkansas by various methods. The College of Education consists of three academic departments – Teacher Education (TED), Health, Kinesiology, & Recreation (HKR), and Counseling & Professional Studies (CPS), all of which collaborate with accredited public schools in Arkansas. In addition, the Southern Arkansas University Education Renewal Zone (SAU ERZ) which works



within College of Education is a key provider and facilitator of educational services to public schools. Since its inception in June 2005, the SAU ERZ continues to be a leader on both the state and national levels, focusing on improving student academic achievement. In harmony with legislative Act 106 of the 2nd Extraordinary Session of 2003 of the General Assembly of the State of Arkansas, the SAU ERZ uses its

strong collaboration throughout our region to function within a consortium which now includes 46 regional schools from 14 school districts, 3 regional educational service cooperatives, and Southern Arkansas University. Southern Arkansas University College of Education has the infrastructure and funding to go beyond the historical collaborative efforts to work more closely with P-12 schools in harmony with other service providers to improve overall K-12 school performance. The College of Education faculty, as well as faculty from all other colleges of the University, have provided services and collaborated with P-12 schools under the auspices of the ERZ. These initiatives are detailed in the SAU ERZ Strategic Plan and are facilitated by the ERZ professional staff in close collaboration with COE faculty as well as faculty from other colleges for Southern Arkansas University.

The following are our partner ERZ schools as of the 2013-2014 school year and their status as a Priority School or a Focus School (if applicable) using the accountability system developed by the Arkansas Department of Education - demonstrating the enormous need of our ERZ schools to continue to receive technical support from the SAU ERZ, the College of Education, and the entire Southern Arkansas University faculty and the resources we offer:

Ashdown: Margaret Daniels Primary
C.D. Franks Elementary
L.F. Henderson Intermediate (Focus School)
Ashdown Junior (Focus School)
Ashdown High (Focus School)

Dierks: JoAnn Walters Elementary
Dierks High

Foreman: Oscar Hamilton Elementary
Foreman High (Focus School)

Fouke: Fouke Elementary
Paulette Smith Middle
Fouke High

Genoa: Genoa Central Elementary
Gary E. Cobb Middle
Genoa Central High

Hope: Clinton Primary
Beryl Henry Elementary
Yerger Middle
Hope High

Horatio: Horatio Elementary
Horatio High

Junction City: Junction City Elementary,
Junction City High;

Lafayette: Lafayette County High (Priority School)
Lafayette County Elementary

Magnolia: Walker Pre-Kindergarten Center
Kindergarten Center at East Side Elementary
East Side Elementary (Focus School)
Central Elementary (Focus School)
Magnolia Junior (Focus School)
Magnolia High (Focus School)

Mineral Springs: Mineral Springs Elementary
Mineral Springs High

Nevada: Nevada Elementary
Nevada High (Focus School)

Prescott: Prescott Elementary
McRae Middle (Focus School)
Prescott High

Texarkana: College Hill Elementary
Edward D. Trice Elementary
Fairview Elementary
Union Elementary (Focus School)
Vera Kilpatrick Elementary
College Hill Middle (Focus School)



North Heights Jr. High (Focus School)
Arkansas High (Priority School)

These regional schools compromise 14 school districts and 24 elementary schools, 8 middle/junior high schools, and 14 high schools for a total of 46 schools in all. As noted above, of the 46 schools, 15 schools (32.6%) have been designated as Priority or Focus Schools. One change for the 2014-2015 school year is that Stephens School District (with Stephens High and Stephens Elementary) which was part of our consortium last year was consolidated with 3 adjacent school districts due to 3 consecutive years of enrollment below 350 students.

The obvious challenge for higher education is to function as a viable resource for PreK-12 schools, particularly those that are designated as a Focus or a Priority School or wherever a single child scores basic or below basic on the state benchmark exams. The mission of the SAU ERZ and the entire College of Education founded on the premise of collaboration and partnerships to efficiently to better serve our constituents. In collaboration with fellow agencies like the Arkansas Department of Higher Education, the Arkansas Department of Education, education service cooperatives, university STEM Center and other service providers, the College of Education continues to deliver effective support and quality technical assistance to meet the perennial and emerging needs of our K-12 school partners across our region and state.

The following three focus areas describe the approach that Southern Arkansas University, the College of Education, and the SAU ERZ utilizes to collaborate and serve PreK-12 schools during the 2014-2015 school year:

Focus 1: The COE develops meaningful collaboration among higher education institution partners, education service cooperatives, schools, and communities participating in the ERZ.

Throughout the 2014-2015 school year, SAU and the College of Education made a concerted effort to develop powerful collaborations among higher education institution partners, education service cooperatives, schools, and communities participating in the ERZ. The impact of truly working together as a regional consortium catalyzes a synergistic approach to enhancing teaching and learning. The challenges that Southwest Arkansas faces are more similar than different, and the SAU ERZ Director facilitated what are essentially regional professional learning communities to mutually identify, analyze, and ultimately determine the best strategies for overall school improvement for each of our partners.

Throughout the 2014-2015 school year, SAU and the College of Education made a concerted effort to develop powerful collaborations among higher education institution partners, education service cooperatives, schools, and communities participating in the ERZ. The impact of truly working together as a regional consortium catalyzes a synergistic approach to enhancing teaching and learning. The challenges that Southwest Arkansas faces are more similar than different, and the SAU ERZ Director facilitated what are essentially regional professional learning communities to mutually identify, analyze, and ultimately determine the best strategies for overall school improvement for each of our partners.



The Director also conducts a quarterly series of ERZ Advisory Council meetings as a vehicle to deliver the most up-to-date communication regarding key educational issues. This collaboration among partners underscores the vital nature of information exchange in the era of escalating mandates coupled with dwindling resources. By working together, The College of Education through the ERZ Director facilitates data collection and analysis regarding individual schools and districts that ultimately



assists in improving student academic achievement. If new issues emerge, the ERZ uses a system to address these challenges as they may affect partner schools. Furthermore, Moreover, a variety of communication strategies like sending out e-mails, minutes, and survey needs assessments to ERZ partners provide valuable data for Southern Arkansas University. This system keeps two-way communications between

the College of Education and our partner schools at the forefront of collaboration strategies designed to mutually formulate instructional or operational solutions.

The Director of SAU ERZ also conducts personal site visits to each participating ERZ school to work with the principal and school staff, as well as central office support personnel like the district superintendent, curriculum coordinators, and area supervisors to mutually support their schools in collaboration with Southern Arkansas University.

An additional way the ERZ collaborates with regional school district partners is coordinate resources with the ADE School Improvement Advisors and school leadership to facilitate designated professional development, student learning needs, college and career readiness skills, Common Core State Standards identification, and PARCC technical support. The ERZ Director has worked with ADE school improvement supervisors from all three education service cooperative regions including South Central,



DeQueen, and Southwest education service cooperatives to assist in the needs of our partner students and staff.

Southern Arkansas University also collaborated with the Arkansas Department of Higher Education on October 30, 2014 by hosting the statewide Arkansas PARCC Conference at Pulaski Technical College in North Little Rock. This PARCC Conference provided K-12 administrators and teachers, regional professors, university administrators, and pre-service candidates the chance to receive hands on training on assessment strategies for the Common Core in literacy and mathematics, focusing on how to better coordinate the resources of higher education to support PreK-12 schools.



Not to be overlooked as a prime example of collaboration includes coordinating with the SAU STEM Center's Science and Math Specialists in the delivery of various types of workshops, model lessons, data collection, information dissemination, planning, and evaluation practices to support student academic performance. One of our federal grants, The Southern Arkansas University Math Science Common Core Integration Project, is a great example how the College of Education collaborates with the College of Science and Technology to provide much needed professional development services to regional math and science teachers.

One of the main initiatives for the Arkansas Department of Education (ADE) is to use the Literacy Design Collaborative as a primary tool for Common Core integration. The SAU ERZ Director is a state trainer for this ADE effort to address literacy. Dr. Roger Guevara is also a national Literacy Design Collaborative Juror, which added to the resources we can provide for our partners.

The ERZ Director also provided professional service as a national Education Testing Service



Examiner for both the School Superintendent Assessment (SSA) and the School Leaders Licensure Assessment (SLLA) during the 2014-2015 academic year. This professional experience allowed

for the analysis of leadership performance standards as they are nationally normed and assessed.

The ERZ Director participates as a member of several community and regional committees as part of the ERZ outreach and collaborative mission. The Director is active in Magnolia School District's Closing the Achievement Gap and Magnolia Discipline Policy Committees, Magnolia's Arkansas Communities of Excellence (ACE), and a board member of Leadership Magnolia. On a statewide basis, the Director is an active part of the Science, Technology, Engineering and Mathematics (STEM) coalition and assists the Arkansas Department of Higher Education on PARCC related issues. On the national level, the Director helps represent Arkansas with PARCC's Higher Education Leadership Team and also is a member of the Educational Testing Services' National Assessment Committee for the Praxis Pre-Professional Skills Test (PPST). The opportunity to participate in each of these key committees contributes to a better understanding of resources available to partner schools and how the ERZ maximizes deliberate collaboration to address common challenges.

The following is a list of collaboration with various partners on a national scale in which Southern Arkansas University ERZ participated:

National

- a) Presenter for the PARCC State Postsecondary Convening, Loews New Orleans Hotel, New Orleans, LA, June 16-17, 2014
- b) Presenter for the 2014 Math Science Partnership National Conference, Washington Marriott Wardman Park Hotel; Washington, DC, September 29- October 1, 2014
- c) Participant for the 5th Annual Complete College America National Conference, Miami Beach, FL, December 1 – 2, 2014
- d) Presenter for the PARCC National Postsecondary Partner Briefing, Renaissance Hotel, Washington DC, December 15, 2014

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

Quality professional development is key to improving a school or school district. This focus on producing quality professional development is a major emphasis for the College of Education and the SAU ERZ.

The SAU ERZ Director has provided several professional development opportunities to meet the challenges of the ERZ partner schools. In most cases for these grants, a formal needs assessment is conducted to ascertain professional development needs by conducting site visits to schools and meeting with the school leadership and instructional staff to determine exactly what needs must be addressed. Initiatives such as the Literacy Design



Collaborative, PARCC awareness, Common Core Integration Strategies, Increasing Rigor and Relevance through Questioning Techniques, Parental Involvement through College Readiness, and Shaping School Culture are examples of how the SAU ERZ addresses professional development directly to partner ERZ schools.



A great advantage of our professional development design is the ability to obtain external funding for the SAU ERZ's initiatives. This past year the following grants were generated by the Director of the SAU ERZ:

1. MSP Year

1: \$220,507 (current year funding) This is a Math Science Partnership federal grant focused on science blended with Common Core mathematics impacting 44 regional K-12 math or science teachers grades 3-5 in a 16-day research

study. (Professors: Mr. Daniels, Dr. White, Ms. Brummett; Director: Dr. Guevara)

2. MSP Year 3: \$209,879 (current year funding) This is a Math Science Partnership federal grant focused on Common Core mathematics blended with science impacting 40 regional K-12 teachers grades 3-8 in a 16-day research study. (Professors: Mr. Daniels, Dr. White, Ms. Brummett; Director: Dr. Guevara). Total 3 year funding approximately \$650,000.

3. eSTEM Academy: \$12,589 (current year funding) This is an Arkansas Science and Technology Authority grant focused on a residential learning experience in STEM and Language Arts for 20 rising 5th graders from Union and College Hill Elementary Schools in Texarkana. Students, teachers, parents, professors, STEM Center specialists, and administrators worked side by side for 3 days and 2 nights. (Professors: Dr. White, Ms.

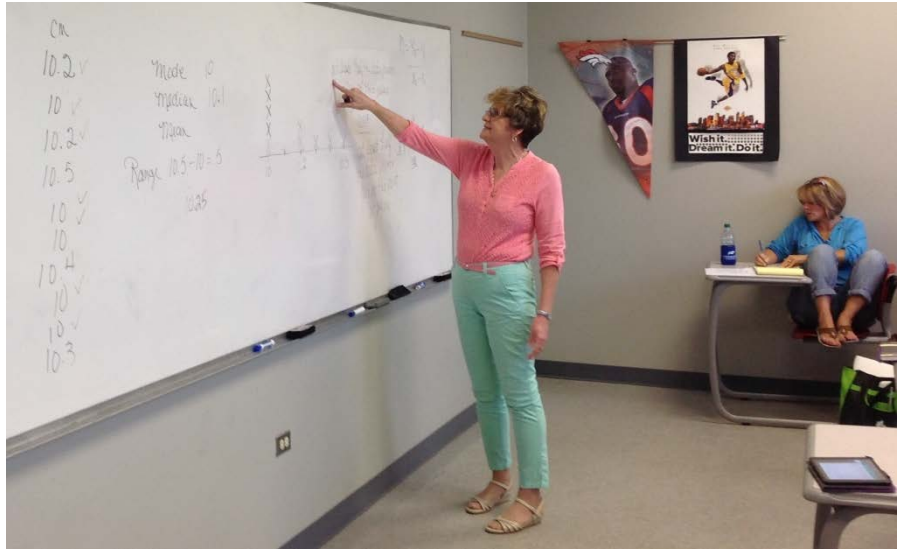


Brummett, and STEM Specialists Ms. Johnson and Ms. Merritt; Director: Dr. Guevara).

4. STEM for 8th to 10th Grade Girls – We can Build it and Make it Go!: \$2,000.00 (current year funding) This is a Women's Foundation of Arkansas grant focusing exclusively on girls and engineering, specifically robotics building and

mentorship by successful female STEM mentors. (Professor: Dr. White; Director: Dr. Guevara).

5. Blended Algebra I and Physical Science: \$68,035 This is an federal NCLB Improving Teacher Quality grant using forensics to bridge concepts from algebra and physical science impacting 28 regional math and science instructors teaching grades 8 – 10. Boold splatters, bullet holes, and police car skid marks



were common place in this 10 day summer institute (Professors: Dr. White, Ms. Baxter, and STEM Specialists Ms. Johnson and Ms. Merritt; Director: Dr. Guevara).

6. Technology Boot Camp: \$68,045 This is an federal NCLB Improving Teacher Quality grant focusing on STEM projects to bridge theoretical concepts to practical classroom implementation strategies. 22 regional math and science instructors teaching grades 3-5 experienced robot building, “iPad Apps for science by Christa”, land sailboats, and car engineering and design in this 10 day summer institute (Professors: Dr. White, Ms. Brummett, and STEM Specialists Ms. Johnson and Ms. Merritt; Director: Dr. Guevara).

In all \$581,055 of external funds were used to purchase iPads, science equipment, math manipulatives, app cards, and more plus provide participants with a very nice stipend. We cannot say enough about the high quality of expertise demonstrated by each of our professors/specialists. Perhaps it is best summarized by external evaluator Dr. Mike Hall who stated



when he visited in July, “The one thing that strikes me most is the collegiality of the participants and the instructors. There genuinely seems to be a deep level of respect in both directions that allows for a wonderful workshop. I think all of the participants learned something valuable during the day I visited and from

all indications, the entire training.... Overall this is a wonderful project and could serve as a model of professional development for many others.”

The following is a snapshot of professional development provided by the SAU ERZ:

1. Project Based Learning

- a. 08/14/14 @ Camden
- b. 11/12-13/14 @ Hope

2. Questioning Techniques

- a. 07/23/14 @ Prescott
- b. 11/4/14 @ Prescott
- c. 1/7/15 @ Prescott
- d. 1/19/15 @ Genoa Central
- e. 2/2/15 @ Prescott

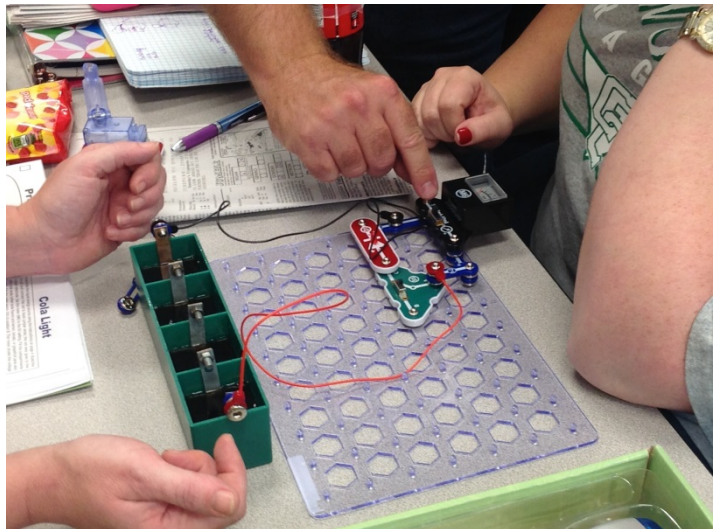


3. Literacy Design Collaborative (LDC)

- a. 07/15/14 LDC Camden @ SCSC
- b. 07/21-22/14 SCSC Administrative Retreat
- c. 08/13/14 Interdisciplinary @ Camden
- d. 08/26/14 @ Texarkana
- e. 9/10/14 @ Arch Ford
- f. 9/12/14 LDC @ Magnolia
- g. 9/24/14 LDC @ Magnolia
- h. 10/2/14 LDC @ Hope
- i. 10/09/14 LDC @ Magnolia
- j. 1/29/15 LDC @ Hope with SWAEC

4. PARCC and Next Generation Science Standards

- a. 10/30/14 PARCC Summit @ Pulaski Technical College
- b. *The South Arkansas Integrated Science and Mathematics Initiative: Year Two project activities will provide 100 contact hours of professional development. Essential activities include a two-week, 60-hour summer institute in June and August of 2014. The summer institute will use Compressed Interactive Video (CIV) to reach participants at both South Central Service Cooperative (East Team) and at Texarkana (West Team) at Arkansas High School. In addition, 4 of the 6 Saturdays will also use CIV. Two Saturday professional development days totaling 12 contact hours and at least 2 site visit to each participating teachers'*



classrooms have been completed by trained RTOP professors as of May 2015. The 2014 Summer Institute dates included 6/23-6/27 and 8/4-8/8.

5. Strategic Planning

- a. 08/15/14 @ Magnolia
- b. 10/16/14 @ Magnolia
- c. 11/17/14 @ Magnolia
- d. 12/11/14 @ Magnolia
- e. 1/14/15 @ Magnolia
- f. 1/30/15 @ Magnolia
- g. 2/4/15 @ Magnolia
- h. 2/20/15 @ Magnolia
- i. 3/11/15 @ Magnolia
- j. 4/6/15 @ Magnolia

6. Technical Support

- a. 08/25/14 @ Ashdown
- b. 9/11/14 @ Lafayette County
- c. 9/16/14 @ Lafayette County
- d. 9/26/14 @ Fouke
- e. 9/26/14 @ Genoa Central
- f. 10/22/14 @ Ashdown
- g. 11/17/14 @ Texarkana
- h. 11/20/14 @ Dierks
- i. 11/20/14 @ Mineral Springs
- j. 12/16/14 @ Hope
- k. 2/19/15 @ Texarkana
- l. 2/19/15 @ Genoa Central
- m. 3/30/15 @ Texarkana
- n. 4/22/15 @ Magnolia
- o. 4/23/15 @ Foreman



In sum, the professional development opportunities cited above serve a region of Arkansas that is much needed with premium services. Southern Arkansas University provided these professional development and technical support opportunities during the 2014-2015 school year. SAU is committed to meeting the regional needs of our school partners for 2015-2016 and is addressing all challenges determined by needs assessments, requests by partner schools, legislation, and/or external funding opportunities.

Focus 3: The COE and the SAU ERZ develop strategies to recruit and retain highly-qualified teacher candidates as well as strategies to recruit and retain highly-qualified teachers for regional school districts with particular focus on hard-to-staff schools and

hard-to-fill disciplines.

Some academic disciplines such as special education, math, and science are particularly hard to fill in this area of the state. Southern Arkansas University is focused on meeting the recruitment and retention challenges for our entire region. This concerted effort to place highly qualified teachers for our partner schools is an essential service that the College of Education has provided throughout the 2014-2015 school year for our regional school partners. The College of Education and the SAU ERZ's strategic approach for attracting and retaining highly qualified



teachers include building a strong program for outstanding pre-service teacher candidates and providing quality professional development for current teachers. SAU's College of Education pre-service teacher program was deemed "Exemplary" during the spring 2013 audit.

In addition, the COE has worked closely with the College of Liberal and Performing Arts and the College of Mathematics and Sciences to support teachers by providing professional development as a strategy for retention. The following are other examples of SAU's recruitment and retention initiatives during the 2014-2015 school year:

- Collaborated with the SAU Employment Center to disseminate all fall, spring, and summer pre-service teacher candidate lists to our regional partners before graduation;
- Coordinated with the SAU Employment Center to effectively communicate SAU's Annual Teacher Fair in spring 2015 to over 30 regional school districts in order to recruit

teacher candidates for their schools;

- Articulated with the University of Arkansas Community College at Hope (UACCH), University of Arkansas Community College at Cossatot, Rich Mountain Community College, and DeQueen to deliver several teacher preparation courses in off campus locations, making it easier for some students to continue their education.
- Finally, the following classes incorporated a practicum and/or an internship experience which aides in the recruitment process for our regional school partners:
 - MAT
 - MAT 6033 Internship I →20
 - MAT 6043 Internship II →21
 - MAT 6053 Student Teaching I →2
 - MAT 6063 Student Teaching II →2
 - GT
 - GATE 6203 Practicum for Gifted and Talented P-8 →6
 - GATE 6223 Practicum for Gifted and Talented 7-12 →1
 - SPED
 - SPED 6783 Directed Internship P-4→ 3
 - SPED 6883 Directed Internship 4-12→ 8
 - LMIS
 - LMIS 6203 Practicum in K-12 Library Media→ 9
 - COUN
 - COUN 6493 Practicum in Counseling→ 23
 - COUN 6653 Internship I in Elementary School Counseling→ 4
 - COUN 6673 Internship II Elementary School Counseling→ 6
 - COUN 6803 Internship I in Secondary School Counseling → 4
 - COUN 6823 Internship II in Secondary School Counseling → 3
 - EDAS
 - EDAS 6223 Administrative Internship and Project→ 7
 - EDAS 6303 Superintendent Internship & Graduate Project→ 0





**A REPORT ON THE ANNUAL REVIEW OF FACULTY PERFORMANCE
UNIVERSITY OF ARKANSAS, FAYETTEVILLE
ACADEMIC YEAR 2014 – 2015**

Elements of the Faculty Performance Review Process

The annual faculty performance review process is established by a series of defined policies, which 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 (ADHE) 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.

Formal evaluations of faculty were conducted during the 2014 – 2015 academic year for the previous calendar year or academic year, consistent with the policies and procedures set forth in the personnel documents. A summary is provided here, consistent with ADHE policy. Students, peers, and administrators are 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 the first 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. Student course evaluations are all online, and the administration and oversight for CoursEval (the on-line evaluative tool) is handled through Information Technology and the Provost's office.

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 interdisciplinary programs 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, merit 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. 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. If identification is 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 fluency was attained. No report was made in the past year of an instructor with English fluency difficulties. 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 of Education and Health Professions (COEHP) works comprehensively with area schools, and schools throughout the State of Arkansas. School collaboration includes internship locations for teacher preparation, school counselors, clinical sites for nursing students, administrator training and licensure, and technology specialists. COEHP administrators attend

all regularly scheduled Educational Service Unit Coop meetings. Key COEHP administrators have developed the Teach for Arkansas program that involved close collaboration with the Department of Education. Faculty also work with districts for adult education licensure. The COEHP's Arkansas Leadership Academy conducts numerous trainings for public school administrators. The COEHP faculty conduct numerous trainings in a variety of subjects such as English Second Language, Kid's Write, Arkansas Studio Project, Northwest Arkansas Writing Project, College Ready Writers Program, Project Connect, Autism Support, Autism Clinic, Athletic Training, Adopt a Classroom, and others. In addition to training, College faculty provide support for school personnel through action research, training, resource distribution, and compliance training.

Notable Findings 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 new ways to honor and recognize outstanding faculty for their teaching, research, and service.

Three colleges are currently reviewing and revising their personnel documents. Personnel documents establish criteria and procedures at the college and departmental level for annual faculty performance.

Level of Faculty Satisfaction with the Current Evaluation Process

In general, 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 identify things needing to be addressed. Individual units are encouraged to review and update their personnel documents to reflect changes to personnel and work assignments on the campus. Ratings of the Review Process typically fall between 6.5 and 9 on a scale where 1 is low and 10 is high. The general level of satisfaction with the review process is acceptance, but a sense of need for refinement persists.

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

APPENDIX A**Dale Bumpers College of Agricultural Food and Life Sciences****Use of Review Findings**

Annual faculty reviews are used by both the department head and the associate vice presidents for the purpose of merit-based salary increases, if available in any given year. Typically a three-year-average of performance is taken into account when allocating salary merit-raise pools.

The Faculty Service Review documents and the annual department head evaluations are included in the Personnel Document for both consideration of promotion, tenure, and third-year review.

Fay Jones School of Architecture**Notable Findings and Future Plans**

The (former) Interior Design Program was approved for independent department status at the start of this fiscal year, (effective July 1, 2013). Accordingly, the College Personnel Document and its provisions concerning annual review, including the election and composition of the Peer Review Committee, has been revised to reflect this change, and a discrete personnel document for Interior Design faculty has been submitted and is under review by the School's new dean, Peter MacKeith. At the same time, efforts have been made to update the existing Landscape Architecture department personnel document to reflect current campus protocols, including increased focus on the role and importance of post-tenure review; parallel work to update the Architecture department personnel document has been requested.

This entire process plays a particularly important role as self, student and peer evaluations constitute a significant bulk of the documentation presented for tenure and promotion. In 2014, two Assistant Professors applied for the rank of Associate Professor with tenure. Extensive annual reviews helped to prepare both professors for the rigorous of tenure and promotion.

Working with our new dean, we will continue to review and improve upon definitions of clinical appointments relative to the needs of the School of Architecture. As we conclude our first year featuring all first year students in a comprehensive design studio, our need for clinical faculty able to forge interdisciplinary ties between the School's academic units has increased. We are modifying our Personnel Documents to reflect this need and address the evaluation and promotion criteria for clinical faculty who play a crucial role in design education.

J. William Fulbright College of Arts and Sciences**Changes Implemented for 2014/15**

Based on the College Personnel Document (implemented in 2009) the ratings of 0 – 3 are used in each evaluation category, as mentioned above. 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/research/creativity, and service. An important tool in this process is the chairs' expository statements analyzing faculty performance in each area and overall. The dean has

emphasized to the chairs the importance of their expository statements when reviewing the faculty. As the provost has pointed out in many forums (Faculty Senate and Campus Faculty meetings), all faculty need to be productive and participating so that some faculty are not unfairly burdened and having to work harder.

The UA *Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure* document was recently updated to include a statement on collegiality (APS 1405.11, under section II.A). As a result, the collegiality component was added to the annual evaluation form for evaluation purposes only as a weighting has not been attached to this component. The chairs and directors were given the following instructions which were included in their annual letter from the dean regarding the evaluation process:

Please note that the evaluation guidelines in the above-mentioned Evaluative Criteria document now include **collegiality**:

Each faculty member should be actively engaged as a collegial contributor to the life of the academic unit (e.g., department, school, college, university) and should exhibit respect and cooperation in shared academic and administrative tasks. (II. A.)

In order to address this part of the evaluation, we have added a space at the bottom of the evaluation form for you to add a statement outlining the collegiality of faculty members under review. In most cases, such a statement would read: "Faculty Member X is meeting expectations for collegiality in each of the three areas of evaluation: teaching, research, and service." However, while most faculty in the College are collegial, you may face rare exceptions. In these cases, please make an "evidence-based" statement on collegiality; that is, you should produce documentation for lapses in collegiality. For example, if a faculty member has missed 75% of her or his classes and has been called into your office repeatedly, and you can produce written evidence for the tenor of those meetings, then you should cite collegiality as a problem on the merit form, making sure to reference previous meetings. No faculty member, however, should be "surprised" by a negative assessment of unprofessional, non-collegial behavior.

Additionally, as chairs addressed collegiality for their departmental faculty, the dean addressed collegiality for the chairs and directors. Since this is the first year for this additional evaluation component, we do not yet know if this effort will produce the desired effect of improving collegiality.

Sam M Walton College of Business

Faculty Satisfaction on the Annual Review Process

The college used an internal survey to evaluate department chairs and the Associate Deans. The survey is based on four different dimensions – excellence, professionalism, innovation, collegiality—all measured on a scale from 1 (Poor) to 5 (Excellent). Based on these evaluations the college gets a 4.77 based on the average of the ratings for department chairs and associate deans, although this can only be considered a proxy for the overall sentiment of the college since these evaluations involve faculty and staff. When converted to the University's 10 point scale, this comes to a **9.54**. The comments did not raise any concerns regarding the annual review process.

This year, we implemented a new evaluation component that measures the performance of each Department Chair and Associate Dean, as told by their direct reports. The evaluation includes all faculty and staff that report directly to them – measured on a scale from 1 (Poor) to 5 (Excellent). Based on these scores, the college earned a score of 4.65. When converted to the University's 10-point scale, this comes to a **9.3**. All comments were positive and consistent with the positive scores.

The distribution of overall evaluations of full-time faculty members with less than 50 percent administration was as follows:

Distribution of Overall Evaluations

Excellent	60.67
Very Good	35.96
Good	3.37
Acceptable	0
Unsatisfactory	0

College of Education and Health Professions**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, clinical sites for nursing students, administrator training and licensure, and technology specialists. COEHP administrators attend all regularly scheduled Educational Service Unit Coop meetings. Key COEHP administrators have developed the Teach for Arkansas program that involved close collaboration with the Department of Education. Faculty also work with districts for adult education licensure. The COEHP's Arkansas Leadership Academy conducts numerous trainings for public school administrators. The COEHP faculty conduct numerous trainings in a variety of subjects such as English Second Language, Kid's Write, Arkansas Studio Project, Northwest Arkansas Writing Project, College Ready Writers Program, Project Connect, Autism Support, Autism Clinic, Athletic Training, Adopt a Classroom, and others. In addition to training, College faculty provide support for school personnel through action research, training, resource distribution, and compliance training.

College of Engineering**Level of Faculty Satisfaction with Current Process**

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. Departments continue to evaluate their review processes and update them periodically as needed to insure they are aligned with department and college strategic goals.

School of Law

Notable Findings, Plans and Overall Satisfaction with the Review Process

The law school is fortunate to have a talented and hard-working faculty, who make contributions, both in and outside the classroom, in a myriad of ways. They are responsible for a wide array of scholarship, including publications on matters of national and international importance, as well as topics of particular interest to Arkansas and the region. The faculty also continues to be very service-oriented, engaging in service to the law school in the form of committee work, to the University, to the local community, to the Arkansas and American Bar Associations, and to the wider legal communities which serve the state, the country and the world. Finally, the faculty continues to place its greatest emphasis on teaching.

As part of our strategic planning process, our strategic planning committee has considered faculty qualifications, among other topics enumerated by the American Bar Association's recently revised accreditation standards. The faculty is satisfied with the current direction and goals in the area of faculty qualifications, which includes evaluation, and there has been no substantial disagreement or need for an expanded discussion or debate on this particular topic. Overall satisfaction in this area is also due in part due to the 2013 adoption of a revised set of internal procedures to accompany and complement the law school's Personnel Document.

University Libraries

The library's specific review standards and procedures for work performed during this time period were based on those stipulated in the revised personnel document for the University Libraries entitled "Policies Governing Faculty and Non-Classified Service in the University of Arkansas Libraries," which was approved by Provost and Vice Chancellor for Academic Affairs Robert V. Smith on September 19, 2000.

The Dean of Libraries, continued her responsibility to assess the consistency of the evaluation process within the library and ensured that the evaluation process was carried out accordingly. The period of time covered in this review period was January 1, 2014 – December 31, 2014.

Institutional Report on the Annual Review of Faculty Performance
University of Arkansas at Fort Smith
Academic Year: 2014-2015

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.
- Using student evaluations, peer reviews, and an evaluation of materials contained in the faculty member's portfolio, the dean reviews and rates the overall quality of the faculty member's success in teaching/learning, scholarly/creative activities, and service. 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 past calendar year), Faculty Professional Accomplishments, supervisor and peer reviews (one from each), and student evaluations.
- Faculty members and their respective deans agree on a Faculty Professional Plan for the current calendar 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 May 1 of the next calendar year.
- New faculty members submit a Faculty Professional Plan to the appropriate dean in the fall.

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, UAFS made the decision to have all students complete faculty evaluations using an 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 Provost/Vice Chancellor of Academic Affairs. 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 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 - UAfS monitors the annual faculty review process.
2. *If yes, describe the procedures and person responsible for the monitoring.*
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, department head 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/Vice Chancellor of Academic Affairs. Copies of all documents are provided to the faculty. The original documents are placed in the personnel file of each faculty member. The Provost/Vice Chancellor of Academic Affairs is responsible for monitoring the evaluation process.
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?*
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 who have expertise in ESL studies are available to provide assistance.
3. *Summarize English deficiency findings and note action taken by the institution.*
Of 236 full-time faculty members, thirteen are foreign nationals. Four part-time faculty members are foreign nationals. No English deficiency findings have been reported.

School of Education Support for Accredited Public Schools

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

The School of Education (SOE) works collaboratively with accredited public schools in Arkansas in several ways. (1) Teacher candidates are required to spend numerous field service hours in public school classrooms. The SOE works with its public school partners to ensure those placements are appropriate, relevant, and educational. (2) The SOE has worked with ADE to provide training to math and science teachers through the Math/Science Center located on our campus. (3) Our SOE 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. (4) Faculty and administrators are members of the SOE Teacher Education Council (TEC), a council that creates and implements policy for UAFS teacher licensure programs and provides assistance in all aspects related to the teacher education program. (5) The SOE hosts planning sessions with public school teachers to gather input about program improvement. (6) The SOE has established professional development schools to enhance professional clinical practice, and additionally, superintendents and principals are regularly invited to the UAFS campus to strengthen our collaborative relationships and discuss issues.

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.*

NA

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, 2015, in order to be considered for approval by the AHECB at the July 2015 board meeting.)*

NA

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 at Little Rock
Institutional Report on the Annual Review of Faculty Performance
Submitted June 1, 2015

In accordance with Arkansas statute (ACA 6-63-104) and AHECB policy, the University of Arkansas at Little Rock has completed its annual review of faculty performance for the calendar year 2014. Note that UALR conducts annual reviews of faculty for a calendar year rather than an academic year because the reviews are completed in March (self-evaluations submitted in January), which is prior to the end of the academic year. Therefore, this report serves as the 2014-2015 ADHE report.

Elements of Faculty Performance Review Process

1. All full-time UALR faculty members were evaluated by peers, by students and by their respective department chairs during the calendar year 2014. The Provost's Office instructed department chairs to prepare and discuss written performance evaluations with each faculty member, provide the faculty member an opportunity to respond to his or her written performance evaluation, monitor and evaluate faculty whose first language is not English, and summarize any developmental needs or problems identified in the performance review. Each faculty member's performance evaluation was reviewed by the chair and college dean. The deans were asked to write a summary document for the college identifying highlights and areas of concern. All faculty evaluations were forwarded, along with summary documents, to the Provost's Office for review.
2. Faculty peers review student evaluations and annual self-evaluations submitted by the faculty member. They may also conduct direct classroom observations, faculty interviews and other assessment procedures to assist in their evaluation of the faculty member. Faculty peers submit their assessment to the department chair; the chair's assessment is submitted to the dean of the college; the dean reviews all of the assessments for her or his college, writes a college level summary, and submits those assessments and summary documents to the Executive Vice Chancellor and Provost.
3. Students complete anonymous course evaluations each semester for each course taught by the faculty member.
4. In addition to the annual review process described in number 1 above, department chairs serve as mentors and/or assign mentors to faculty members in their department.
5. Each faculty member is required to submit a self-evaluation of his or her teaching, scholarship and service annually as the first step in the performance review process. These are submitted to chairs in January.
6. Some departments use e-portfolios to evaluate faculty performance and some use a midterm survey of students to determine what is or is not working in the classroom. Many departments or programs have accreditation requirements that specify faculty performance requirements that are incorporated into the annual review process. The UALR College of Business is an example of this practice.

Institutional Monitoring of the Annual Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? Yes
2. The Associate Vice Chancellor for Academic Affairs/Faculty Relations and Administration has primary responsibility for reviewing and monitoring the annual faculty performance review process. Department chairs and college deans submit a signed spreadsheet that lists all faculty members and attests that the appropriate review process was followed, along with copies of each faculty member's signed annual performance review report. When warranted, the Provost or the Associate Vice Chancellor makes targeted recommendations and works directly with individual chairs or deans to remediate identified concerns or issues identified through the annual performance review process.

Use of Review Findings

The assessment of faculty performance is used to determine the level of annual merit increases (if available). They may also be used as the basis for recommending or not recommending promotion and tenure for an individual faculty member, although additional materials and application are required for those actions. A probationary faculty member's pre-tenure review may substitute for an annual review in the year that it is conducted.

English Fluency of Teaching Faculty

1. Academic department chairs have primary responsibility to monitor and formally evaluate all teaching faculty and teaching graduate assistants whose first language is not English. In addition, the English proficiency of faculty who learned English as a second language is monitored informally through frequent conversations, occasional visits to their classrooms while they are teaching, and by reviewing papers and reports they have written. The department chair also reviews student evaluations of the courses taught by these faculty members.
2. If a problem is identified via any of the evaluation activities described above, the chair develops an individualized remediation plan in consultation with the instructor. Some successful strategies required or recommended by chairs range from referral to the *Intensive English Language Program*, participation in workshops provided by the *Communication Skill Center*, the effective use of *PowerPoint* to supplement lectures, the effective use of *Blackboard* or other digital media for supplementary materials, and 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*, a faculty-led teaching academy, provides mentoring, workshops and other developmental activities that can be utilized to enhance overall teaching effectiveness.
3. No notable English deficiencies were identified by chairs and deans.

UALR College of Education and Health Professions Support for Accredited Public Schools

The UALR College of Education and Health Professions (CEHP) works collaboratively with faculty in other disciplines in a wide variety of venues to support accredited public schools in Arkansas with the following activities:

- CEHP provides field and internship supervision in the public schools
- CEHP participated in a college-wide community service project with over 200 college students, faculty, staff, and administrators involved in The Love Your School childhood obesity prevention program which provided nutrition education classes to more than 2,600 students in Little Rock Public Schools
- Through Project Strive, CEHP provides an indirect effort in training in-service teachers with additional essential skills for teaching mathematics and science
- Members of CEHP deliver professional development to teachers in schools, at district and educational cooperative professional development centers, and at state conferences, such as the AEA meeting and discipline specific teacher education conferences
- The CEHP Center for Literacy provides Instructional Coaching and Reading Recovery training in public schools
- Education faculty are partnering with Jacksonville State University to deliver needed technology and training in high needs and rural public schools in Arkansas through the Investing in Innovation (i3) grant
- Local school districts are supported through the STEM grant partnership and the UALR Teach program collaboration across the College of Education and Health Professions and the College of Arts, Letters and Sciences, and with public resources
- Annual stakeholder meetings held by CEHP education faculty are designed to support local schools by collecting focus group input and including adjunct instructors from local districts who work with the college in teacher preparation
- Local schools are supported through annual meetings with the superintendents and principals of partner schools to discuss needs and methods to address and support them as ongoing partners in education
- CEHP faculty participate in the Promise Neighborhood Initiative, which provides support to the residents and children in the university district
- The READ practicum summer reading program supported a school through measures for NCLB adequate yearly progress (AYP)
- CEHP faculty provide focus groups aimed at supporting Latino parents and their children with educational and other issues

- The Jodie Mahony Center for Gifted Education and Advanced Placement provides teacher training, curriculum materials, and educational programs designed to meet the educational needs of advanced learners
- CEHP faculty collaborate regularly on ADE task forces
- CEHP faculty participate regularly in student mentoring and tutoring programs in local public schools

Notable Findings and Future Plans

1. None
2. UALR is not planning any revisions at this time.

Level of Faculty Satisfaction with Current Process

UALR faculty members are generally satisfied with the current process.

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

University of Arkansas at Monticello

Institutional Report on the
Annual Review of Faculty Performance

Submitted to:
Arkansas Department of Higher Education

Submitted by:
Dr. Jimmie Yeiser
Provost and Vice Chancellor for Academic Affairs
May 2015

Institutional Report on the Annual Review of Faculty Performance

Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2012

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

The annual Faculty Performance Review process includes student evaluations, peers, supervisory review, and administrative review (Appendices A, B).

2. How are faculty peers involved in faculty performance?

Annually, each faculty member is reviewed by 1-3 faculty peers (Appendix C). A tenured faculty member is typically reviewed by one peer annually, then by three peers every fifth year of service. Non-tenured faculty is evaluated by 3 faculty peers annually.

3. How are students involved in faculty performance?

Faculty performance is evaluated by students using a standard electronic (CoursEval) form with a Likert scale as well as an open-ended question for all courses and faculty. Students respond to a set of five questions (Appendix D); academic units are given the opportunity to add an additional two questions; faculty are given the opportunity to add another two questions about their specific course. Students receive an email and email reminders from CoursEval during a University designated two-week time frame asking them to complete the evaluation and assuring their anonymity. Compiled results are sent to the Provost, academic dean of each unit for his/her specific faculty, and to faculty individually.

Students evaluate non-tenured faculty in all courses annually. Each tenured faculty member is evaluated by students in one course annually and in all courses every fifth year.

4. How are administrators involved in faculty performance?

While teaching in the classroom, faculty are observed in the classroom and evaluated based on this (Appendix C) and other observations of performance, student evaluations, peer evaluations and the faculty's self evaluation. All faculty evaluations are presented to the Provost for final administrative review.

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

Each faculty member completes a self-evaluation instrument (Appendix E) that follows a standard format. Faculty self-evaluate their accomplishments in teaching, service, scholarship, and professional renewal. Each faculty member 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 meetings, and in feedback from service in University committees.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? ☒ Yes ☐ No

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

The evaluation performance data for faculty in his/her academic unit is reviewed by each dean. The Provost reviews all evaluation performance data for all faculties as part of a broad institutional review of faculty performance.

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?

Faculty progression toward promotion and tenure or leadership opportunities or merit pay increases is supported by their satisfactory performance documented in the data.

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?

Question #3 in the Student Evaluation of Teaching, states: “The instructor demonstrates effective oral and written communication skills. 1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Disagree 5) Strongly disagree”. This question directly addresses the instructor’s oral and written communication skills. Also, at the time of the initial interview and during classroom visits, peers and the Dean, evaluate individual faculty member’s communication skills.

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

UAM seeks to hire faculty who are English proficient. Furthermore, should students raise concerns of the English proficiency of a faculty member, the Dean will 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.

No formal complaints from students regarding faculty members with deficiencies in speaking English were shared 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 working together 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 the STEM 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.

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

Appendix A

ANNUAL EVALUATION TIMETABLES BY FACULTY CATEGORY

Category			
<u>I</u>	<u>II</u>	<u>III</u>	
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 B

ANNUAL EVALUATION COURSE OF ACTION

- I. Faculty member submits his/her Faculty Self-Evaluation and supporting materials to Academic Unit Head. (A Faculty Self-Evaluation Form is located in Appendix C of the UAM FACULTY HANDBOOK also located on the UAM homepage under the Faculty tab.)
- II. Academic Unit Head reviews the Self-Evaluation and forwards to Peer Evaluation Committee. (A Peer-Evaluation Form is located in Appendix C of the UAM FACULTY HANDBOOK also located on the UAM homepage under the Faculty tab.)
- 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 in Appendix C of the UAM FACULTY HANDBOOK also located on the UAM homepage under the Faculty tab.)
 - 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 C

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

Faculty Member: _____ Rank: _____

Division/School/Library: _____ Faculty Peer, Chair, Dean/Director: _____

Evaluation Period: _____ Date: _____

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

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

____ Excellent; ____ Good; ____ Satisfactory; ____ Needs Improvement; ____ Unsatisfactory

Check all that apply:

____ Classroom observation

____ Faculty self-evaluation

____ Student evaluation

____ Peer evaluation

____ Other (specify)

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

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

____ Excellent; ____ Good; ____ Satisfactory; ____ Needs Improvement; ____ Unsatisfactory

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

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

____ Excellent; ____ Good; ____ Satisfactory; ____ Needs Improvement; ____ Unsatisfactory

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

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

____ Excellent; ____ Good; ____ Satisfactory; ____ Needs Improvement; ____ Unsatisfactory

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

5. Overall Performance.

____Excellent; ____Good; ____Satisfactory; ____Needs Improvement; ____Unsatisfactory

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

1. Teaching

2. Scholarship

3. Service

4. Professional Renewal

5. Overall Performance

_____ Faculty Member	_____ Date	_____ Faculty Peer <u>or</u> Chair/Dean/Director	_____ Date
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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 D

Student Evaluation of Teaching

The following questions are asked to students through CoursEval. Results are anonymous and are sent to the Provost, academic Deans, and faculty after each semester ends.

1. The instructor is willing to help the students learn.

1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Disagree 5) Strongly disagree

2. The instructor shows interest in and knowledge of the subject.

1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Disagree 5) Strongly disagree

3. The instructor demonstrates effective oral and written communication skills.

1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Disagree 5) Strongly disagree

4. I would recommend this instructor to other students.

1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Disagree 5) Strongly disagree

5. I have more knowledge and a deeper understanding of the subject matter as a result of this course

1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Disagree 5) Strongly disagree

Open Response:

What did you like and dislike most about this course?

Appendix E

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

D. Renewal

INSTITUTIONAL REPORT ON THE ANNUAL REVIEW OF FACULTY PERFORMANCE UAMS College of Medicine, 2015

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

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

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

1. An extensive system of web-based student evaluations is in place in every course and clerkship taught in the College. This is done through an automated system that guarantees virtual 100% compliance. English fluency may be addressed as indicated.
2. Departments periodically perform peer and administrative evaluations of courses taught (faculty members frequently monitor lectures and discussions led by other faculty members). In most years, two basic science courses and two clinical clerkships are also evaluated by outside experts every year in a rotating fashion so that all courses and clerkships are evaluated over a period of a few years. Faculty performance can be included in these reviews. English fluency may be addressed.
3. Articles published/Presentations conducted are standard measures used by Departments and the College for promotion and tenure decisions. They are also enumerated in each Department's budget hearings with the College and are collected in the faculty affairs database in the Faculty Affairs office.
4. Participation in service related activities is tracked and reported in the faculty affairs database, as noted in #3 above, especially in the Clinical Departments.
5. Grant activities are tracked extensively through the Departments and by the Executive Associate Dean for Research and the Vice Chancellor for Research.

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

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

Does the institution monitor the annual faculty review process? ☒ Yes ☐ No

If the process is monitored, describe those procedures. If it is not, indicate corrective measures that are being implemented.

Each Course and Clerkship Director usually involving his/her Chair prepare an annual report from each course or clerkship. These reports are reviewed by the Associate Dean for Undergraduate

Medical Education and the Curriculum Committee. The Associate Dean for Undergraduate Medical Education and the Executive Associate Dean for Academic Affairs, meet with each course and clerkship director and their Chair when the Associate Dean or Curriculum Committee feels that it is appropriate to review these reports. They are also sent to the Dean of the College of Medicine. In addition, as part of the annual reviews and incentive plan discussions, each Chair meets with faculty members to discuss evaluation data. The graduating students in the UAMS College of Medicine complete an anonymous Graduation Questionnaire, which is administered through the Association of American Medical Colleges. Questions and comment sections are included which pertain to faculty performance. These results are reviewed by the Dean's office, the Curriculum Committee, and comments directed at courses or clerkships and the faculty involved are forwarded to their Chair.

These activities are also monitored by our accreditation body, the Liaison Committee on Medical Education. Our last accreditation site visit was in November 2014. As part of that visit, the LCME reviewed our evaluation processes to ensure we were in compliance with their standards. As a result of that visit, the College of Medicine has received the full eight years of accreditation by that body.

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

No notable findings were discovered that will impact on the process. However, a revised Faculty Promotion and Tenure document was approved by the Faculty, the Chancellor, and the President of the University five years ago and has been implemented. An updated and revised set of College of Medicine By-Laws was presented to the Faculty two years ago and was adopted by vote of the entire faculty. Nothing in it will significantly change the faculty review process.

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

Not applicable.

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

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

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

UNIVERSITY OF ARKANSAS AT PINE BLUFF

Office of the Vice Chancellor for Academic Affairs

Annual Review of Faculty Performance

Academic Year 2014-2015

I. Elements of the Faculty Performance Review Process

Student evaluation of faculty teaching, peer evaluation of faculty teaching, chair evaluation of faculty performance, and evidence of university and professional service are the four basic elements of the Annual UAPB Faculty Performance Review Process. Faculty are evaluated by students during both the Fall and Spring semesters. The evaluation instrument is a 20-item pre-printed scantron sheet that allows students to rate instructors on professionalism, instructional skills, appropriateness of class content, the instructional environment and other factors that promote teaching and learning (see Appendix A). For purposes of this report, seven (7) items were selected for in-depth examination of student assessment of faculty teaching. Results of student evaluation scores by schools on the seven items selected for review are shown in Appendix B. Across all academic divisions, mean student ratings on the selected items ranged from a low of 4.2 to a high of 4.9 on a 5.0 scale.

Peer evaluations of faculty teaching are accomplished through classroom visitations by a departmental Peer Review Committee appointed by the department chair. The final evaluation element is the chair's assessment of faculty performance in university, community, and professional service. Following the chairperson's review of the student, peer, and chair evaluations with each faculty member, the faculty member develops a Faculty Development Plan which is presented to the department chair for review. This review provides a means for faculty self-evaluation and dialogue between faculty and department chair on areas of strength and opportunities for growth identified from the evaluation data. The Faculty Development Plan is signed by each faculty member and the department chair to acknowledge concurrence of performance expectations for the ensuing year.

II. Institutional Monitoring of the Faculty Performance Review Process

The annual faculty review process is initiated by the chair of each department with the review of each faculty member's Faculty Development Plan and the appointment of the Departmental Peer Review Committee. All elements of faculty evaluation are monitored by the dean of each school. The Faculty/Staff Senate also monitors the Faculty Performance Review Process via its role in approving all performance appraisal instruments. The most recent action pertaining to the Faculty Performance Review Process was the purchase of Student Evaluation of Faculty Software (SmartEval) in 2015 that allows for a more comprehensive item analysis and for data computations that yield greater insights into the faculty members' effectiveness in the classroom.

III. Use of Review Findings

Faculty evaluation results are critical elements of university assessments and are used extensively in the following four university functions:

- Awarding merit-based salary increases or bonuses
- Creation and assessment of faculty development plans
- Promotion and Tenure Review
- Preparation of discipline, school, and university documents submitted for review by various accrediting councils and commissions

IV. English Fluency of Teaching Faculty

The ability of teaching faculty to communicate fluently in the English language is monitored via formal evaluation instruments (student and peer), student reports of language barriers between faculty and students, and administrative observations by the chairpersons and the deans.

Review of student responses to the evaluation statement, “the instructor’s spoken English was easily understood,” resulted in an average rating of 4.6 across all academic units (see Appendix B). This 4.6 rating is significantly higher than the overall 3.65 on this item for the 2012-2013 Academic Year. Because overall ratings oftentimes mask isolated cases where language is a barrier to effective teaching, all academic deans and department chairpersons are asked to monitor English fluency and to make adjustments in teaching assignments that diminish the negative impact of a language barrier. In one school, when a language barrier was reported by students and observed by administrators, the instructor was assigned limited teaching time and allowed to teach only “on-line” courses. The institution continues to monitor language challenges and adjust faculty assignments to reduce barriers to learning in the classroom. Ability to be understood when speaking the English language is a factor in determining faculty appointments and course assignments.

V. College of Education Support for Accredited Public Schools

The School of Education (SOE) at the University of Arkansas at Pine Bluff (UAPB) has a significant impact on education in Arkansas via its partnerships with public schools. Currently, the SOE works collaboratively with twenty-eight accredited public school districts. Most of these school districts are located within the Delta Region where a significant degree of poverty (second highest in the United States according to the 2010 Census) exists. UAPB addresses barriers to school success by bringing together sectors in the community to create a common agenda and reinforce and strengthen existing educational initiatives that help increase student outcomes from preschool through postsecondary education. The goal of these partnerships is to improve student performance on the common core and prepare students for college career readiness by preparing and placing students in partnership districts for pre-professional experiences, directed teaching and ultimately employment. Specifically, the needs of public partnership schools are addressed by providing guest speakers, guest lecturers, research findings on best practices, and

participation in co-teaching activities. Transition programs are also provided to assist students from partnership districts as they transition from these accredited public schools to our university. Public school faculty are invited to present jointly and receive information about best practices at annual research forums and conferences at the university, most notable is the Mary E. Benjamin Conference on Educational Access. Finally, student groups are invited to participate in campus tours, class visitations, theatrical and musical performances, athletic events and career planning initiatives.

VI. Notable Findings and Future Plans

Observation of summary data compiled by the UAPB Teaching, Learning, and Advising Center (the campus unit that maintains and compiles results of student evaluations of faculty) revealed the following trends:


1. Overall scores on evaluation items by schools for Spring 2015 were all in the range of 3.4 to 4.9 on a 5.0 scale. Fewer than 8% of the average scores across all academic divisions were less than 4.0.
2. There were no appreciable differences in the faculty evaluations for face-to-face and on-line courses.

VII. Level of Faculty Satisfaction with Current Process

The current evaluation process used in the faculty assessment program for 2013-2014 was amended in 2008 with the substitution of a new student evaluation of instructor form. The new form was created by a committee composed of faculty representatives of each academic school. School representatives provided faculty input from their respective units/schools, thus faculty approval of the evaluation document was secured prior to employing the assessment instrument in faculty evaluation. All changes to the UAPB governance policies including the faculty evaluation process require Faculty/Staff Senate approval. Departmental Senators voice the opinions of their colleagues during Senate deliberations. There have been no concerns raised by faculty regarding the evaluation process.

During Spring Semester 2014 a new Faculty/Staff Handbook that includes a section on “Faculty Assessment” was approved by the Faculty/Staff Senate and Chancellor Alexander. The document was also reviewed and approved by the Arkansas Department of Higher Education’s legal staff. The document is in final stages of review.

For the past two semesters, a faculty committee has reviewed the 1996 UAPB Faculty Evaluation Handbook and developed a new document which sets evaluation standards in alignment with expectations for current faculty performance standards. It is anticipated that the document will begin its journey through the university policy approval process very soon and will be in effect during the 2015-2016 Academic Year.

STUDENT EVALUATION OF FACULTY																																																																																																																																																												
 <p> A= Means you agree completely with the statement and no improvement is needed. B= Means the statement is right most of the time. C= Means that the statement is right sometimes, but needs improvement. D= Means that the statement is wrong more times than it is right and needs serious improvement. E= Means that you completely disagree with the statement. NA= Means that this question does not apply in this class. </p>																																																																																																																																																												
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The instructor's speech and so on was easily understood.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>5. The instructor was able to answer questions in class during a Test hour.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>6. The instructor is comfortable lecturing.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>7. The lectures and materials were well organized and presented.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>8. Laboratory exercises allowed me to learn important things for doing class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>9. The instructor was able to clearly explain difficult concepts.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>10. I had to look up some material.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>11. The instructor used a variety of instructional methods and made an effective teaching style.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>12. The notes were accurate, clear and filled with content relevant.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>13. The grading was fair.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>14. The syllabus provided a clear understanding of the expectations required of each grading period in this class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>15. Other topics had extra credit.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>16. I learned a lot in this class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>17. I had to leave frequently during class due to this class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>18. The classroom environment (light, temperature and so on) was good.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>19. The text book (or alternate written up, etc.) material was well written and useful.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>20. I felt the class met my needs to the point you expect to receive in the course.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>											A	B	C	D	E	NA	1. I received the information about this class for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. The instructor was well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. 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The notes were accurate, clear and filled with content relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. The grading was fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. The syllabus provided a clear understanding of the expectations required of each grading period in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Other topics had extra credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. I learned a lot in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. 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STUDENT EVALUATION OF FACULTY



A= Means you agree completely with the statement and no improvement is needed.

B= Means the statement is right most of the time.

C= Means that the statement is right sometimes, but needs improvement.

D= Means that the statement is wrong more times than it is right and needs serious improvements.

E= Means that you completely disagree with the statement.

NA= Means that this question does not apply to this class.

EXAMPLES

WRONG

WRONG

WRONG

RIGHT

INSTRUCTIONS

1. Use No. 2 pencil
2. Do NOT use a pen
3. Erase completely
4. Make no stray marks

Mark sheet accordingly.

A B C D E NA

1. I received the instructional hours that I paid for.

(A) (B) (C) (D) (E) NA

2. The instructor was well prepared for class.

(A) (B) (C) (D) (E) NA

3. Tests and assignments were graded and returned in a reasonable time.

(A) (B) (C) (D) (E) NA

4. The instructor's spoken English was easily understood.

(A) (B) (C) (D) (E) NA

5. The instructor was happy to answer questions in class or during office hours.

(A) (B) (C) (D) (E) NA

6. The instructor is enthusiastic about teaching.

(A) (B) (C) (D) (E) NA

7. The lectures and activities were well organized and presented.

(A) (B) (C) (D) (E) NA

8. Laboratory exercises allowed me to learn important things by doing them.

(A) (B) (C) (D) (E) NA

9. The instructor was able to clearly explain difficult concepts.

(A) (B) (C) (D) (E) NA

10. I had to think, not just memorize.

(A) (B) (C) (D) (E) NA

11. The teacher used a variety of instructional methods and made use of effective teachings aids.

(A) (B) (C) (D) (E) NA

12. The tests were accurate, clear and fit the content covered.

(A) (B) (C) (D) (E) NA

13. The grading was fair.

(A) (B) (C) (D) (E) NA

14. The syllabus provided a clear understanding of the expectations, requirements and grading system for this class.

(A) (B) (C) (D) (E) NA

15. Class begins and ends on time.

(A) (B) (C) (D) (E) NA

16. I learned a lot in this class.

(A) (B) (C) (D) (E) NA

17. I had adequate preparatory classes leading up to this class.

(A) (B) (C) (D) (E) NA

18. The classroom environment (chairs, temperature and equipment) was good.

(A) (B) (C) (D) (E) NA

19. The text book (or alternative written supporting material) was well written and useful.

(A) (B) (C) (D) (E) NA

20. Indicate the letter that corresponds to the grade you expect to receive in the course.

(A) (B) (C) (D) (E) NA

APPENDIX B

University of Arkansas at Pine Bluff Office of the Vice Chancellor for Academic Affairs Aggregate Scores by Schools Spring 2015

Overall Scores by Division

School	# Classes	I received the instructional hrs that were paid for	Well Prepared	Clearly explained difficult concepts	Tests were accurate, clear and fit the course content	Spoken English was easily understood	Happi questi off
Agriculture, Fisheries, Human Sci	97	4.8	4.7	4.7	4.7	4.6	
Arts and Sciences	556	4.6	4.6	4.5	4.5	4.5	
Business	69	4.6	4.4	4.2	4.4	4.3	
Education	115	4.6	4.6	4.6	4.6	4.7	
University College	27	4.7	4.7	4.6	4.6	4.7	
Military Science	10	4.3	4.7	4.6	4.3	4.9	
Total	874						

Scores by Departments/Schools

Department/School	# Classes	I received the instructional hrs that were paid for	Well Prepared	Clearly explained difficult concepts	Tests were accurate, clear and fit the course content	Spoken English was easily understood	Happi questi off
School of Agriculture, Fisheries and Human Sciences							
Agriculture	47	4.8	4.7	4.7	4.7	4.6	
Aquaculture/Fisheries	27	4.7	4.8	4.7	4.6	4.4	
Human Sciences	23	4.8	4.7	4.7	4.6	4.7	
Total	97						

Scores by Departments/Schools, continued

Department/School	# Classes	I received the instructional hrs that were paid for	Well Prepared	Clearly explained difficult concepts	Tests were accurate, clear and fit the course content	Spoken English was easily understood	Happ questi of
School of Arts and Sciences							
Addiction Studies	7	4.7	4.6	4.4	4.5	4.7	
Art	20	4.6	4.3	4.1	4.0	4.2	
Biology	37	4.7	4.8	4.7	4.7	4.6	
Chemistry	33	4.6	4.5	4.3	4.4	4.3	
Computer Science	5	4.9	4.6	4.7	4.5	4.9	
English	98	4.6	4.6	4.5	4.4	4.6	
Industrial Technology	30	4.6	4.7	4.6	4.6	4.6	
Mathematics	63	4.5	4.5	4.3	4.5	4.4	
Music	184	4.6	4.6	4.6	4.5	4.7	
Social and Behavioral Sciences	76	4.7	4.6	4.5	4.5	4.6	
Total	553						
School of Business							
Accounting	13	4.7	3.9	3.4	3.9	4.2	
Business Education	8	4.3	4.1	3.7	4.4	4.1	
Business Admn & Economics	48	4.7	4.6	4.4	4.5	4.4	
Total	69						

Scores by Departments/Schools, continued[illegible]

UNIVERSITY OF CENTRAL ARKANSAS
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014–2015

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, 2015.

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.

No significant deficiency findings have occurred during the past 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 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. Public school faculty are voting members on the Professional Education Unit's curriculum committee.

Notable Findings and Future Plans

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

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

2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution's annual faculty review

plan must be submitted to ADHE separate from this report and received by June 1, 2015, in order to be considered for approval by the AHECB at the July 2015 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: 4–8. The faculty are generally pleased with the review process and continue to work with the administration to improve its effectiveness.

Arkansas Northeastern College
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

Elements of the Faculty Performance Review Process

The evaluation of each faculty member is completed once each year and is based on input from student evaluations, peer observation, Dean/Director observation of instruction, Self-Evaluation that includes an action plan for improvement, an annual review and conference, and a review by the Chief Academic Officer. The following is a list of the components of the evaluation packet for a faculty member.

- Student Evaluation of Faculty in all courses every semester (Spring, 2014 through Fall, 2014)
- Peer Evaluation of Classroom Instruction (Fall, 2014)
- Dean/Director Observation of Instruction (Fall, 2014)
- Self-evaluation of Faculty (Spring, 2015)
- Dean/Director Annual review and conference with recommendation for rehire with a salary increase as approved by the Board of Trustees (Spring, 2015)
- Chief Academic Officer review of faculty evaluations and recommendation for rehire with a salary increase as approved by Board of Trustees (Spring, 2015)
- Presentation of faculty evaluations to the Board of Trustees for review (April, 2015)

Institutional Monitoring of the Faculty Performance Review Process

Does the institution monitor the annual faculty review process? X Yes No

Describe the procedures and persons responsible for the monitoring.

All faculty evaluation packets are assembled by the Dean and reviewed with each faculty member during the annual conference. The Dean then submits all evaluations to the Office of the Chief Academic Officer for review. All evaluations are reviewed by the Chief Academic Officer who then makes a formal request for rehire to the President. The evaluations of faculty are presented to the President for review and he, in turn, submits a formal request for rehire to the Board of Trustees. All faculty evaluations are presented to the Board for their review at that time.

Use of Review Findings

The Deans/Directors complete an annual conference with each faculty member during which each component of the evaluation is discussed. An overall score is calculated using the average of all student evaluations, the peer observation score, the Dean's observation score, and the Dean's rating of the faculty member's professionalism. For those faculty who meet the criteria of a 3.5 or above (out of 5), the recommendation will be for rehire with a salary adjustment if approved by the Board of Trustees. If an instructor receives an overall rating below 3.5, then an administrative review with the Dean/Director and the Chief Academic Officer will occur. This review will result in one of the following recommendations to the President for Board action:

- 1. Rehire with no salary increase until specific behavior improvements have been demonstrated.*
- 2. Do not rehire. Notification will be given before or during March of the current year of intent not to reissue an instructor contract in the coming fiscal year.*

English Fluency of Teaching Faculty

The instructor's English fluency is rated on the student evaluation of instruction form, the Dean's Observation of Instruction form, and the Peer Evaluation of Instruction form. 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 during the 2014-2015 Academic Year.

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.

A Committee has been appointed to review the student evaluation instrument used in the 2014-2015 Academic Year. The members of the committee are investigating using online student evaluations and a pilot is in place to track response rates. Once this committee has finished its work, then each of the evaluation instruments used in the review process will be assessed and updated if needed.

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, 2015 in order to be considered for approval by the AHECB at the July 2015 board meeting.)

There are no immediate plans to revise the faculty review process. The process remains the same.

Level of Faculty Satisfaction with Current Process

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 surveyed and asked to rate the annual evaluation process on a scale of 1 to 10 and to indicate any concerns or comments about the process. The overall rating was 8.05, with 50 out of 67 responding. Overall, many faculty members were satisfied with the evaluation process, but there were several comments concerning the student evaluations, including their validity, the emphasis placed on them, and the student's ability to rate certain items. These concerns will be forwarded to the committee charged with updating the student evaluations.

**Report of Annual Review of Faculty Performance
Institutional Report Summary**

Arkansas State University-Beebe

Beebe, Arkansas

Report for 2014-15

Theodore J. Kalthoff, Ph.D.

Vice Chancellor for Academic Affairs

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

May 26, 2015

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

Report on Annual Review of Faculty Performance (2014-2015)

Submitted by Dr. Martin Eggensperger, Vice Chancellor for Academic Affairs

June 1, 2015

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 at the end of each academic year. This performance review is gleaned from each of the evaluation tools and includes Student Evaluations, Peer Evaluations, and Administrative evaluations. The faculty member has the opportunity to discuss his/her overall administrative evaluation with the Vice Chancellor for Academic Affairs and/or the appropriate 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. 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 (Appendix A: Peer Evaluation Form).

3. How are students involved in faculty performance?

STUDENT: In the fall of each academic year, and in the spring upon demand, all faculty members have classes evaluated by students. The evaluation is comprised of 28 standard sliding-scale questions (Appendix B: Student Evaluation Form) and open-ended response

questions (Appendix C: Student Evaluation of Teaching Effectiveness) where students may express their opinions. Faculty members could request either paper surveys or online surveys. This option significantly increased the number of respondents per class. ASUMH students indicate a high level of satisfaction with faculty members.

4. How are administrators involved in faculty performance?

ADMINISTRATION: In the spring of each academic year, Academic Council (comprised of the four division chairs and the Vice Chancellor for Academic Affairs) conducts the overall faculty evaluations. Academic Council reviews all elements of the evaluation process and the appropriate division chair completes an overall faculty evaluation on each faculty member (Appendix D: Administrative Evaluation of Faculty). Open-ended comments are made regarding a faculty member's performance and an overall performance level is indicated (unsatisfactory, needs improvement, satisfactory, excellent). The Vice Chancellor for Academic Affairs and the appropriate division chair sign the overall faculty performance evaluations that are shared with the faculty member at the end of the academic year.

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

SELF: Currently, faculty members are required to complete two training events each semester. These opportunities have proven to be vital in the training of faculty and in their self-evaluation of issues such as curriculum, teaching performance, and knowledge of technology.

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?

Yes

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

The 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 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. Because of limited funding, ASUMH has been unable to provide STAR awards for the last four academic years.

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 and in the spring upon demand) 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.

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.

The Institutional Academic Evaluation Process Committee (IAEPC) completed six matrices--one for each component of academic evaluation--detailing all of Phase 1 of the academic evaluation process. The matrices were submitted to the Faculty Senate for recommendations by July 7, and Phase 1 was implemented in the fall. Although no further recommendations were made, we anticipate future minor revisions.

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

Level of Faculty Satisfaction with Current Process

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

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

Low

High

The overall level of faculty satisfaction with the current evaluation process is 7.5.

APPENDICES

- A) Peer Evaluation Form
- B) Student Evaluation Form
- C) Student Evaluation of Teaching Effectiveness—Open-ended Comments
- D) Administrative Evaluation of Faculty Form

APPENDIX A

Arkansas State University-Mountain Home Peer Evaluation for Faculty

Instructor's Name: _____

Name of Class: _____

Evaluator's Signature: _____

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

CRITERIA FOR USE IN EVALUATION:	UNSATISFACTORY (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
- B: Appropriate instructional techniques are used
- C: Students are interested and engaged
- D: Opportunity is provided for interaction with students
- E: Instructor responds appropriately to students
- F: Speaks in a clear voice that can be heard and understood
- G: Instructor has command of the classroom
- H: Presentation is free of grammatical error (oral and written)

1	2	3	4	
1	2	3	4	
1	2	3	4	
1	2	3	4	
1	2	3	4	
1	2	3	4	
1	2	3	4	
1	2	3	4	

ORGANIZATION:

- I: Session is organized
- J: Instructor is prepared
- K: Instructor used class time appropriately

1	2	3	4	
1	2	3	4	
1	2	3	4	

OVERALL RATING:

(initial selected rating)

1	2	3	4	
----------	----------	----------	----------	--

Additional Comments or Suggestions: (use additional sheet if more space is needed)

Please submit a signed copy to the appropriate division chair.

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 were 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**Arkansas State University-Mountain Home****Administrative Evaluation of Faculty****2011-2012 Academic Year**

NAME:									
This form will be completed by Academic Council.									
Academic Council will respond to each evaluation factor by selecting the number which most accurately describes the observation of the faculty member.									
1 = Unsatisfactory		2 = Needs Improvement		3 = Satisfactory		4 = Excellent			
<u>Student Evaluation Category</u>									
1 Respects students' diverse background and needs.....						1	2	3	4
2 Uses testing procedures that adequately measure students' skills and/or knowledge.....						1	2	3	4
3 Maintains office hours and is available to students.....						1	2	3	4
4 Maintains an appropriate atmosphere for learning.....						1	2	3	4
5 Returns assignments and gives feedback in a reasonable time.....						1	2	3	4
6 Stays on the subject.....						1	2	3	4
7 Explains course requirements.....						1	2	3	4
8 Expands subject material beyond the textbook, where applicable.....						1	2	3	4
9 Is prepared for teaching assignments and class time is organized.....						1	2	3	4
Comments:									
<u>Peer Evaluation Category</u>									
1 = Unsatisfactory		2 = Needs Improvement		3 = Satisfactory		4 = Excellent			
10 Communicates effectively in the classroom						1	2	3	4
11 Utilizes allotted class time appropriately.....						1	2	3	4
12 Speaks in a clear voice that can be heard and understood.....						1	2	3	4
13 Uses proper oral and written grammar.....						1	2	3	4
Comments:									

Academic Council Category									
1 = Unsatisfactory	2 = Needs Improvement	3 = Satisfactory	4 = Excellent						
14 Attends scheduled classes regularly and punctually.....				1	2	3	4		
15 Accepts and responds well to supervision.....				1	2	3	4		
16 Upgrades curriculum and applies current techniques in field.....				1	2	3	4		
17 Assigns grades based on academic performance not minimal compliance.....				1	2	3	4		
18 Participates actively and effectively in academic advising of students.....				1	2	3	4		
19 Works well with other faculty members.....				1	2	3	4		
20 Uses syllabi to reflect course content, instruction expectations, and grading criteria....				1	2	3	4		
21 Attends and contributes to committees and instructional meetings.....				1	2	3	4		
22 Pursues professional development activities.....				1	2	3	4		
23 Maintains an appropriate and professional appearance.....				1	2	3	4		
24 Supports and implements writing and technology across the curriculum component...				1	2	3	4		
25 Follows OSHA and university safety standards, when applicable.....				1	2	3	4	N/A	
Comments:									

Based on a review of student evaluations, peer evaluations, and academic council evaluations, the faculty member is rated as follows:

<input type="checkbox"/>	UNSATISFACTORY
<input type="checkbox"/>	NEEDS IMPROVEMENT
<input type="checkbox"/>	SATISFACTORY
<input type="checkbox"/>	EXCELLENT

Scoring Criteria:

Student - 50%	Peer-20%	Academic Council -30%

Provost and Vice Chancellor for Academic and Student Affairs	Date
Division Chair of Arts and Mathematics	Date

Report on Faculty Performance: ACA 6-63-104 and AHEC policy 5.05

Mid-South Community College

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

The MSCC process is administered by the College's Associate Vice Presidents, program coordinators, and lead instructors. Instruction, Professional Development, and Service are the focal points of the evaluation. In each section, faculty are provided performance standards and asked to provide evidence that demonstrates the extent to which he/she met the standard. The AVPs, program coordinator, or lead instructor also provides an assessment of the instructor in each section. At the end of the review process, the AVPs, program coordinator, or lead instructor can provide comments on strengths and opportunities for improvement to be pursued next year. Both parties sign the completed form and a copy with signatures is provided to the faculty, AVPs for Learning and Instruction, program coordinator, or lead instructor, and Human Resources.

2. How are faculty peers involved in faculty performance?

The current Performance Review process does not include a formal peer evaluation component. However, some academic departments utilize peer evaluation. The instructors in these departments solicit feedback from peers on their teaching through classroom observations. The comments from this evaluation are not included in the formal evaluation process though program coordinators or lead faculty members may review these and discuss with faculty.

How are students involved in faculty performance?

Students evaluate instructors as part of a formal evaluation process that includes the Student Evaluation for Instruction questionnaire. It is administered in all college classes at MSCC during the latter part of the semester after the final date for students to drop. The data is collected and disseminated to instructors after final grades have been submitted and the semester check-out process is complete.

How are administrators involved in faculty performance?

The AVPs, program coordinators, or lead instructors conduct the faculty performance evaluations. The AVPs reviews ALL faculty performance evaluations and supporting materials/documentation introduced to support the performance review.

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

As mentioned in question 1, faculty are provided the performance standards and asked to evaluate his/her performance on each of the standards.

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? ☒ Yes ☐ No
2. If yes, describe the procedures and persons responsible for the monitoring.

The Senior Vice President for Learning and Instruction supervises the AVPs, program coordinators, and lead instructors and makes sure all have completed their faculty evaluation procedures, intervening if/when necessary.

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 no tenure system for faculty. At present, performance review is not directly tied to salary increases.

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 search/hiring process, from the Student Evaluation of Teaching Questionnaire, and from other student feedback.

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

This is not an issue at MSCC.

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

Not Applicable

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; however, we will attempt to increase the number of individual classroom observations for full-time and adjunct faculty alike.

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, 2012 in order to be considered for approval by the AHECB at the July 2012 board meeting.)

No plans or 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--5.5--6---7---8---9---10

low

high

This year we conducted a survey of full-time faculty to determine their satisfaction with the process. Using the question above and sending it out to faculty using Survey Monkey to obtain anonymous results, the rating came in at 5.5.

Arkansas State University – Newport 2014-2015 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 (ASUN):

Elements of the Faculty Performance Review Process

1. The ASUN Faculty Performance Review Process continues to be an on-going process of assessing effectiveness and adjusting procedures to insure student success and improving student learning.
2. Annual goals are established by faculty members with their supervisors before mid-September each year.
3. Feedback and assessment of teacher effectiveness are provided throughout the year by peers, students, self-assessments, and supervisors through the following means: student evaluation surveys following classes, by in-class observations conducted by supervisors and /or peers, and by small group discussions. These activities are conducted for both on-site and on-line instruction; all faculty, full-time and adjunct, participate in this feedback and assessment cycle.
4. Peer evaluations are conducted informally in small groups through discussion of topics based on individual need. The Assistants to the Deans have assumed the direction of this initiative and have been active in formulating a plan that expands the present peer performance review program with a plan to initiate dialogue, encourage mentoring, and offer pedagogical learning opportunities through professional development to improve student learning and instruction.
5. Students are asked to evaluate each faculty member at the end of the fall and spring semesters. This year the student evaluation process has been reviewed and expanded to include assessment/satisfaction surveys and encompasses all faculty members: full time faculty members, adjunct faculty to include everyone teaching via distance. This year student evaluations have been completely reviewed and revised and have incorporated a rubric to show the range of responses as well as listing all student comments. These student evaluation summaries are now being sent to the appropriate faculty members, the appropriate Dean, and the Vice Chancellor for Academic Affairs to allow for self assessment by each faculty member as well as ensuring greater accountability.
6. Deans evaluate all faculty members they supervise. Both face-to-face and online "observations" are completed annually. The office of Academic Affairs completed a review of all faculty credentials and their teaching portfolios during 2014-2015. Beginning with Spring Term 2014, each Dean has had the opportunity to speak individually with each faculty member, both full time and part time. English fluency is one of the evaluation items.
7. Beginning Spring Term 2014, the faculty members participated in a review and assessment of their own student evaluations, their teaching philosophy, any anecdotal evidences of their teaching effectiveness to include peer comments and suggestions, their success in following up on their goals for the term, and comments about professional development and personal, professional enhancement of their individual academic fields as well as their pedagogy.
8. The Deans and Vice Chancellor for Academic Affairs review all collected data in the annual performance appraisal report they submit on each faculty member to HR. The appraisal requires supervisors to evaluate faculty on job knowledge, quality, planning/organizing, productivity, initiative, coordination/team work, dependability, public relations, and professional conduct and decorum. Appraisals are reviewed and discussed during individually scheduled meetings. The Vice Chancellor for Academic Affairs then reviews and discusses each of these reports with each supervisor. These reports form the basis for merit recommendations to the Chancellor to be given when funds are available.

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 review process is under the directive of the Vice Chancellor for Academic Affairs and monitored throughout the semester. The Deans are responsible for meeting with the faculty in Fall Term, mid-year, and again at the end of each academic year. They also schedule individual classroom observations during the year. The Vice Chancellor works closely with the Deans throughout the year and reviews final documents. A plan is developed collaboratively with the Vice Chancellor, the Deans, the Assistants to the Deans, and the instructor to help those who have deficiencies in any area.

English Fluency of Teaching Faculty

No full-time or part-time faculty has deficiencies in English fluency. If deficiencies were found, an improvement plan for removing those deficiencies would be developed.

College of Education Support for Accredited Public Schools

Although ASUN, as a community college, has no College of Education, it always had a robust AAT program until ADHE determined the AAT to be in abeyance for review. To meet the needs of our student population and the community, ASUN, in collaboration with ASU-Beebe and ASU-Mountain Home, presented and had approved an AS in Education to serve these students.

Faculty members have always worked closely with each of the surrounding schools. Through its concurrent education program, ASUN has established a good rapport with all public schools in its service area. The ASUN concurrent education program has been strengthened and improved this year by appointing a Dean to supervise concurrent educational programs whose mandate is to provide a robust review and to encourage regular and collegial, collaborative pedagogical exchanges between the public schools and ASUN.

Notable Findings and Future Plans

A faculty committee with representation from all three campuses is working with the Deans and Assistant to the Deans to review and revise processes in place and establish activities that will more closely align all three campuses with orientation, assessment, and renewal and review for full-time faculty and adjunct faculty whether teaching on-site or on-line. This has been an extensive expansion of the process began academic year 2011-12 to include the Marked Tree and Jonesboro campuses to ensure that they were included in the same process as the Newport campus faculty to foster academic cohesion and consistency.

- The Dean for Distance Education has strengthened, monitored, and assisted on-line faculty and concurrent faculty by developing student success strategies in these areas and promoting student learning in external programs. All faculty who teach on-line courses will have completed the certification process and must be duly certified by Fall Term 2015.
- The Deans of General Education and Applied Sciences have provided peer on-site assistance to faculty at all three campuses, helped align all three campus schedules and programs to create consistency and equity, and engaged more faculty members in the assessment, review, and scheduling processes.
- This year the deans working together have created Standard Operating Procedures for areas like onboarding new faculty, credentials reviews, distance education certification, faculty observations, and professional development. These procedures have been written to ensure that the processes we use are consistent and encompass all three ASUN locations.
- The previous orientation process has been expanded to include all faculty: new and veteran full-time faculty, adjunct faculty, concurrent, and distance learning faculty. The Dean of Distance Education has created an on-line certification process required of all faculty members who teach via distance; this includes ongoing, on-line teaching evaluations both by students and peer faculty members.

- The use of Quality Matters rubrics from distance education for assessment and review of face-to-face class syllabi and faculty pedagogy has been required for all faculty who teach on-line.
- Continuing expansion of student advising training and the promotion of working across the college structure has resulted in encouraging increased collegial communication. Faculty members have been working closely with Student Affairs staff members in New Student Orientations and in all efforts to increase retention and to promote student success.

The majority of the ASUN faculty members at all three campuses are pleased with the changes, the hard work of the Deans and the Assistants to the Deans, but everyone recognizes that there remains room for improvement and that there are always limitations of time, space, and human energy. During the past year, peer review was conducted on at least one online course per faculty member and will be continued. This model has been found successful and will be replicated for face-to-face courses. This assessment and assistance model is predicated on a formal, internal, peer assessment process which utilizes the Quality Matters rubric. This committee, Deans, Assistant to the Deans, and the Vice Chancellor will continue to meet and refine the Faculty Performance process during the upcoming academic year.

Level of Faculty Satisfaction with Current Process

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

Submitted by: Dr. Martha S. Shull, Vice Chancellor for Academic Affairs
Date submitted: May 17, 2015

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.
The faculty evaluation program at Black River Technical College includes a four-part system designed to provide an objective measurement of job performance, goals and objectives of each faculty member. The program consists of an administrative evaluation, student evaluation, peer observation and a self-evaluation. A file is maintained on each full-time faculty member in the respective vice-president's office. The file contains a vita, summary of student evaluations, summary of classroom observation, final administrative evaluation document and any special workshops or conferences attended.
2. How are faculty peers involved in faculty performance?
Division Chairs and Department heads conduct classroom observations of faculty on an annual basis. Faculty without a designated department head are observed by the respective vice-president. Faculty are assigned a peer review partner. They complete a pre & post observation conference in addition to the actual observation. This information is provided in their portfolio and is included on the final administrative evaluation document.
3. How are students involved in faculty performance?
Near the end of the fall and spring semesters the student evaluation of faculty is conducted for all classes taught by the faculty member. The purpose of the evaluation is to enable the faculty member to see how the students perceive his/her teaching abilities, course organization, and overall teaching effectiveness. Students complete the evaluations online and are assured that their responses are confidential until final grades are submitted and that the faculty member receives a compiled list of comments without any individual student identifiers.
4. How are administrators involved in faculty performance?
The respective vice-president's evaluation serves as a summary of the faculty member's performance based on the goals and objectives from their self-evaluation, student evaluations, class and peer observation and all aspects of the evaluation program. The respective vice-president will recommend to the President the status (renewal of contract, issuance of probationary contract or non-renewal of contract) of each faculty member.
5. How do faculty members self-evaluate their performance?
Prior to March 1st, each faculty member fills out a self-evaluation. It includes any college courses completed, workshops attended, and other activities relating to academic service since the previous evaluation. It also includes the number of credit hours taught, number of students enrolled on 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.
6. Describe any other activities used to evaluate faculty performance.
Typically there are no other activities utilized 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 entities responsible for monitoring this process include Board of Trustees, President, Vice-President of General Education, Vice-President of Technical Education, Division Chairs, Department Heads, and Human Resources Department

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?
Black River Technical College does not have faculty tenure. The overall evaluation is considered in circumstances for potential promotions. Salary increases typically are not impacted unless a faculty member receives a probationary contract and when this occurs, no increase is given. Faculty members who have attained an additional degree/credential are eligible for increase according to college policy.

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 assessed at time of hire; then monitored thru classroom observations, peer observation, and the student evaluation process.**
2. What measures are in place to assist deficient faculty in becoming English proficient?
While BRTC has never had this issue; our plan would include offering professional development opportunity to improve English fluency.
3. Summarize English deficiency findings and note action taken by the institution.
There have been no findings, thus, no actions taken.

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?
This is not applicable for BRTC

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. **This is our fourth year with the current review process. The faculty prepares portfolios and submits prior to their evaluations annually. The portfolios have been very helpful and provide the faculty with a sense of pride in their accomplishments during the academic year. This has been the third year that Division Chairs have participated; they continue to be most helpful in the evaluation process to the respective Vice Presidents.**
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, 2015 in order to be considered for approval by the AHECB at the July 2015 board meeting.) **We were very proactive with the online evaluations of courses and faculty completed by our students in order to improve the participation rates. Rates did improve but we still did not reach the 60% goal in every course or faculty member.**

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. **8.5**

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

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

***THIS REPORT IS FILED FOR COSSATOT COMMUNITY COLLEGE OF
THE UNIVERSITY OF ARKANSAS (UA Cossatot.***

(Filed by Dr. Maria Parker, May 19, 2015)

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. An electronic copy of this report is due to ADHE by June 1, 2013

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

The process for faculty performance at UA Cossatot 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 four 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). UA Cossatot 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.

Faculty teaching online courses are also subject to two course reviews per semester. The first is a technical review of the required elements of the course. The second is a content review to ensure that all outcomes are being met. Additionally, each faculty member is required to serve on at least one college committee. Committee chairs evaluate all member contributions annually. Both of these elements are key indicators on the faculty performance evaluation.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? ☒ 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 UA Cossatot 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 UA Cossatot.)

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?

UA Cossatot works collaboratively with the area schools through Intro to Education and Observation, many of our students interact and observe area high school 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.

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.

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

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

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 Dean. However, the Dean and the Vice President of Instruction reserve the right to schedule additional observations as deemed necessary.

Each full-time faculty member will have a minimum of three classes evaluated by students in the fall of each year. If a faculty member teaches online then one of the sections chosen will be an online section. Additional classes, in the fall or spring, may be evaluated by students at the request of the faculty member or if deemed necessary by the Dean.

Each full-time faculty member will participate in an annual peer review conducted in the spring semester.

Each full-time faculty member will participate in the Employee Performance Evaluation process in the spring of each year.

Part-time faculty members will have all sections evaluated by students in the fall of each year. Additional classes, in the fall and/or spring, may be evaluated by students at the request of the faculty member or if deemed necessary by the Dean.

Part-time faculty members will normally be observed annually by the Dean or designee. However, the Dean and the Vice President of Instruction reserve the right to schedule additional observations as deemed necessary.

2. How are faculty peers involved in faculty performance?

Each faculty member is required to participate in an annual peer review. Peer reviewers will be chosen by the Vice President of Instruction and the Dean. Peer reviewers may be chosen from outside the division.

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.

Results are submitted to the Administrative Assistant for Instructional Affairs. The report is sent to the reviewed faculty member as well as the Dean.

3. How are students involved in faculty performance?

Each full-time faculty member will have a minimum of three classes evaluated by students in the fall of each year. If a faculty member teaches online then one of the sections chosen will be an online section. Additional classes, in the fall or spring, may be evaluated by students at the request of the faculty member or if deemed necessary by the Dean.

Part-time faculty members will have all sections evaluated by students in the fall of each year. Additional classes, in the fall and/or spring, may be evaluated by students at the request of the faculty member or if deemed necessary by the Dean

4. How are administrators involved in faculty performance?

The Division Chair/Dean conducts the annual observation and reviews results with the faculty member. The results of the student evaluations are sent to the Division Chair/Dean to review and discuss with the faculty member. The Division Chair/Dean meets with each full-time faculty member and conduct an employee performance review. The performance review results are submitted to the Vice President of Instruction and a copy is placed in the employee's personnel file.

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

At the end of each semester, all faculty must complete an assessment summary form for each of their courses. On this form, faculty review the course outcomes identified in the syllabus and list strategies to implement to improve student success in those areas.

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

Every other year, the College participates in the Noel Levitz Survey and the Community College Survey of Student Engagement.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? ☒ Yes ☐ No

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

The Administrative Assistant for the Vice President of Instruction is responsible for ensuring the faculty evaluations, peer reviews, and annual performance reviews are conducting and turned in by the appropriate deadline.

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?

In order to advance in rank, full time faculty members must be credited with a "Satisfactory" or better job performance evaluation in all duty areas of the Employee Performance Evaluation in three of the preceding four year.

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 hiring process, each full-time candidate has face to face interaction with the Vice President of Instruction and the President. Part-time candidates meet with the Division Chair/Dean in

their instructional area. This interaction measures the English fluency of hires. The student evaluation form of course/instructor rates the faculty for effective communication skills.

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

None

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

At this time, all COTO faculty are English proficient at this time.

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?

As part of the Associate of Arts in Teaching, students must take Foundations of Education. In this course, students are required to observe 15 hours during the semester. The hours of observation must be at a public school and must be divided up in the following way: 5 hours at the P-4th grade level; 5 hours at the 5-8th grade level; and 5 hours at the 9-12th grade level. At least one of those 5 hour observations must be conducted at a culturally diverse school. Students are required to complete a form during each observation and obtain the observing teacher's signature as proof of their hours of observation. The observations are scheduled by contacting either the Principal or Vice Principal of the school.

The concurrent enrollment coordinator is the liaison between the high school and COTO regarding general education, transferable academic courses. This generally involves two programs, the Dual Enrollment Accelerated Learning (DEAL) Program and the Concurrent Enrollment Program (CEP).

The DEAL program consists of a partnership between the college and a school district to enroll high school students in on-campus classes for which they receive dual high school credit. The CEP program partners with participating high schools to provide general education courses on the high school campus.

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 need for faculty development in online education courses was identified.

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, 2015 in order to be considered for approval by the AHECB at the July 2015 board meeting.)

The College is looking into professional development opportunities for online faculty for the upcoming year. Also, this year the faculty rank policy was implemented that links employee performance evaluation results to faculty rank.

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
Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.

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 associate vice president and included in the Summary of Evaluation.
3. How are students involved in faculty performance
During the fall and spring semesters, students complete 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.
4. How are administrators involved in faculty performance?
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 associate vice president who reviews them prior to returning them to faculty after grades are submitted to the register's office. Each associate vice president/supervisor uses the results from the student evaluations along with classroom visitation and general observations to prepare a summary evaluation for each faculty member of the department/unit.
5. How do faculty members self-evaluate their performance?
Prior to their meeting with the associate vice president, each faculty member is given a copy of the evaluation form to do a self-evaluation using the same form the associate vice president uses. These documents are submitted to the appropriate associate vice president as part of the overall evaluation.
6. Describe any other activities used to evaluate faculty performance.
No other formal activities are used in the evaluation 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 Vice President for Academic Affairs monitors the performance review process. Each associate vice president 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 for Academic Affairs reviews Performance Evaluation Summaries (Administrative Review) and reports any concerns 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 longevity and increased educational credentials. Consequently, the faculty evaluations directly relate to salary and job longevity because they are the main factors 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 and Learning Express to improve English grammar; therefore, the identified faculty would also be referred to the Learning Center.
3. Summarize English deficiency findings and note action taken by the institution.
No English deficiencies were identified during the 2013-2014 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, 2015 in order to be considered for approval by the AHECB at the July 2015 board meeting.)
No recommended plans or revisions.

Level of Faculty Satisfaction with Current Process

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

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

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

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. **An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.**

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

The National Park College annual faculty evaluation process has multiple components including the fall and spring semester Student Evaluation of Course & Instructor, Full-time Faculty Self-Evaluation, and Division Chair and Executive Vice President Administrative review. Students are sent an on-line evaluation link via campus email and given the opportunity to evaluate all faculty, both full-time and adjunct, in every class in which they are enrolled. This link is emailed usually during the month of November in the fall semester and April in the spring semester, and is available to students for 4-6 weeks. Once the evaluations have closed, an evaluation report is generated for each instructor using CourseEval software once grades have been submitted for the semester. The reports are accessible online anytime by the Division Chair and their respective faculty. In addition, full-time faculty and Division Chairs complete a self-evaluation early in the Spring semester.

Division Chairs review the evaluation reports for each faculty member to identify any issues that need addressing. In addition to the evaluation reports, the Division Chair will also do classroom observation as a part of the faculty evaluation process. The Division Chair will hold appointments with each faculty to review performance based on the student evaluation data, classroom observation, and self-evaluation. 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 recommendations for re-hiring. The signed contracts are sent to the President for recommendation to the Board of Trustees. Additionally, Division Chairs complete a self-evaluation and the Executive Vice President reviews the Division Chair self-evaluations and completes a similar evaluation process for each Division Chairperson.

Peer evaluations/classroom observations are completed for probationary faculty and may be requested by the Division Chair for any full-time and adjunct faculty at any time.

2. How are faculty peers involved in faculty performance?

At this time faculty peer review is completed at the discretion of the Division Chair and Executive Vice President, but is not a part of the annual review. However, individual faculty may request peer evaluation as a part of their own self-evaluation for continuous improvement.

3. How are students involved in faculty performance?

Students enrolled are emailed the links for evaluating their instructors/classes through their NPC email account each fall and spring semester.

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

4. How are administrators involved in faculty performance?

The Institutional Research Analyst uses the CourseEval software to administer the evaluations to the students via NPC email. The software automatically creates reports and Division Chair and faculty have access to the reports as soon as grades are posted. Division Chairs and faculty are asked each academic semester for recommended changes to the process.

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

Faculty complete a self-evaluation at the beginning of each Spring semester and the evaluation is used by the Division Chair as a piece of the annual performance review.

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

Unscheduled evaluations may be requested by the Executive Vice President and/or Division Chair as needed.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? ☒ yes ☐ no

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

The Executive Vice President and the Division Chairs monitor the faculty evaluation process for improvement. 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.

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

See above.

Use of Review Findings

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

The Division Chair uses the evaluation reports, faculty self-evaluation, and classroom observation in the review of each faculty member's performance. The Division Chair uses the review process to discuss progress and/or recommendations for improvement with each faculty, and as evidence for recommendation for continued employment at the College and salary increases.

English Fluency of Teaching Faculty

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

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. Students are given the opportunity on the Student Evaluation of Course and Instructor to report any barriers, such as language barriers, they experienced to the learning process in the classroom.

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

At this time, it is the responsibility of the respective Division Chairs to identify faculty who are not English proficient and to consult with the Executive Vice President concerning measures to assist them in becoming English proficient.

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

3. **Summarize English deficiency findings and note action taken by the institution.**
No actions needed at this time.

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?**
National Park College does not have a College of Education department. However, our faculty work very closely with the surrounding public schools by offering concurrent classes off campus, as well as technical classes for juniors and seniors on the NPC campus. Students enrolled in the Associate of Science in Education degree do classroom observation in the local public 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.**
There are no notable findings to report at this time.
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, 2014 in order to be considered for approval by the AHECB at the July 2014 meeting.)**
- The student evaluation of course and instruction and faculty evaluation process is evaluated annually in an effort to provide an evaluation process that is simple and meaningful for both students and faculty.
 - The electronic evaluation software has been used for many semesters and improvements have been made each semester to facilitate a smooth evaluation process. Division Chairs and faculty provide feedback to the Institutional Research Analyst for recommendations for improvement.

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 the corrective measures that will be implemented.**

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

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

Report on Annual Review of Faculty Performance for North Arkansas College

Academic Year 2014-2015

North Arkansas College has successfully conducted and completed an appraisal of faculty performance for the 2014-2015 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 department chair visited the classroom of each full-time faculty member in his or her department. 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 department chair. 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 department chair selected one peer, and the faculty member being evaluated selected the other(s).
- Department Chair Assessment: Each department chair completed a performance appraisal evaluation for each full-time instructor in his or her division. The assessment included both instructional and professional responsibilities.

Yes. Institutional monitoring of the Faculty Performance Review Process is conducted. All faculty members met with their respective department chair for the purpose of a performance appraisal interview. The overall evaluation included information from student evaluations, classroom visitations, self-evaluations, and peer evaluations. Deficiencies in English fluency do not exist. The performance results were not used in decisions related to promotions, salary increases, or tenure.

The Executive Vice President of Learning monitored the entire process. This included reminders and updates on progress throughout the year, as well as communicating and verifying with each dean the confirmation that the review process had been consistently and rigorously applied in the instructional departments.

Deans, department chairs, 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. On a scale of one (low) to 10 (high), the faculty's sense of overall satisfaction is 6. Northark's Faculty Senate will collaborate with Human Resources during the 2015-2016 academic year to continue to provide quality improvement of the faculty evaluation form to include college, division, and department strategic goals and initiatives.

Report on Faculty Performance: ACA 6-63-104 and AHEC policy 5.05

Northwest Arkansas Community College

Submitted by Dr. Ricky Tompkins, Vice President for Learning/CAO

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

The NWACC process is administered by the College's academic deans. The process includes three areas of focus all aimed at strengthening teaching and student learning: Instruction, Professional Development, and Service to College and Community. In each section, faculty are provided specific questions and examples of success, and asked to provide a body of evidence to illustrate the extent of their progress. They are asked to self-assess their performance in each area by assigning a score, prior to an evaluation conference with the Dean. The Dean also provides an assessment rating and provides explanation for their rating. The format also includes a means for integrating student feedback by utilizing data from the "Learner Evaluation of Faculty Performance Questionnaire" that is administered for all college classes. At the end of the review process, the academic dean can provide comments to note strengths, opportunities, and areas of focus for next year. Both parties sign the review notes and copies of the completed form with signatures are provided to the faculty, the Dean, and Human Resources.

2. How are faculty peers involved in faculty performance?

Faculty peers are not formally involved with the Performance Review process at this time. However, in some academic units, a process has been established where faculty seek feedback from peers on their teaching through peer review of teaching-learning materials assembled as a teaching portfolio. For these faculty, the contents or even the entire portfolio may be included in evaluation process. We continue providing support and development opportunities for faculty in academic areas less familiar with faculty portfolio use and peer assessment.

3. How are students involved in faculty performance?

As mentioned previously, a formal feedback process for students has been developed and centralized at the College, the Learner Evaluation of Faculty Performance Questionnaire." It is administered in all classes through an online survey tool. We have established annual dates for administering the student feedback survey. The data is collected and will be disaggregated to associate with appropriate sections of the Faculty Performance Review form and process.

4. How are administrators involved in faculty performance?

College academic deans, sometimes with support from program or discipline chairs, conduct the faculty performance evaluations. This includes reviewing each faculty person's self-assessment, student feedback on their teaching, and all supporting materials/documentation introduced to support the performance review. The Vice President for Learning/CAO can provide input when requested by the academic dean.

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

The role of self-assessment was addressed previously in question no. (1).

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? ☒ Yes ☐ No

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

The Vice President for Learning/CAO makes sure all deans have completed their faculty evaluation procedures, intervening if/when necessary. The College established a process for continuous improvement of the process that began in the fall 2012, where a committee of deans and faculty reviewed progress and recommended minor ongoing revisions and improvements.

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?

NWACC has no tenure system for faculty. At present, performance review is not directly tied to salary increases. However, any employee on probation for disciplinary or performance reasons, including faculty, may not receive institutionally approved compensation increases. Naturally, any faculty person seeking advancement is not supported if their performance review indicates challenges or concerns that would limit their effectiveness in other 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?

During the search/hiring process, from the Learner Evaluation of Faculty Performance Questionnaire, from classroom observations, and from other student feedback.

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

It is not a problem we have had to address.

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?

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.

See response no. (2) below.

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, 2012 in order to be considered for approval by the AHECB at the July 2012 board meeting.)

There are currently no plans for revision of the annual faculty review 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.

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

low

high

We have not conducted a formal survey of faculty satisfaction regarding the evaluation process. There is a Faculty Senate committee who works with academic leadership on the faculty evaluation process that meets regularly throughout the academic year. As stated earlier, this committee is not recommending any changes to the faculty evaluation process.

If you have additional questions, you may contact me at rtompkins1@nwacc.edu or 479-619-4325.

Thank you.

Dr. Ricky Tompkins

Vice President for Learning/CAO

5/12/15



Ozarka College

Providing life-changing experiences through education

Institutional Annual Report of Faculty Performance Review Academic Year: 2014-2015

Executive Summary: The review of faculty performance routinely occurs through three avenues: (a) self-assessment, (b) peer-review, and (c) student assessment. The institution engages in evaluation of all faculty and employees through a collaborative designed and approved annual evaluation form which is vetted through institutional channels to include the office of the President. The President shares findings with the Board of Trustees to make determination of contract renewal and compensatory adjustments. When performance deficiencies arise, academic leadership addresses the behaviors and designs plans to align behaviors with supervisory expectations. Additionally, the office of academic affairs utilizes resources from departments such as Adult Education to remedy deficiencies in English fluency with faculty members through education programs such as English as a second language. Following the annual evaluation process, the Division Chairs and the Associate Vice President of Academics meet with respective faculty members to discuss strengths and weaknesses of the evaluation process. These findings combined with relevant findings from annual employee surveys guide enhancements to the faculty performance review process. Findings from the employee survey indicated faculty members were satisfied with the process awarding a 7.8 and 8.0 for adjunct and full-time faculty members respectively on a scale from 1 to 10. In the prior years, faculty had expressed a desire to add additional explanatory information when assessing the appropriateness of performance on the evaluation form. The office of Academic Affairs, in collaboration of faculty leadership, took steps to successfully remedy this need. In sum, Ozarka College has a comprehensive faculty performance review process which occurs on an annual basis. The outcomes of the review process are vetted to the highest levels of administration in the institution and these outcomes may impact future employment and compensation. Interventions are applied when performance deficiencies are identified.

Section 1: Element of the Faculty Performance Review Process

The two Division Chairs and Associate Vice President of Academics serve as the primary evaluators of faculty performance. These academic leaders evaluate faculty performance routine classroom observations and subsequent feedback as well as completing the annual performance review form. Faculty members self-report their performance and their goals for improving performance on the evaluation form. Students influence the review of faculty performance through routine end-of-course student surveys, where students evaluate the course and the performance of the instructor. Division Chairs submit completed annual performance reports to the Provost & Executive Vice President of Learning for review. Next, the President reviews all annual performance reports and then provides a report to the Board of Trustees. Administration and Division Chairs assess multiple key performance indicators such as enrollment, retention, and graduation indices to provide additional information when assessing faculty performance.

Section 2: Institutional Monitoring of the Faculty Performance Review Process

The institution monitors faculty performance on an annual basis through the approved faculty evaluation form and through classroom observation evaluations. Division Chairs and the Associate Vice President of Academics complete both the classroom observations and the annual evaluations. The Provost & Executive Vice President of Learning vets all faculty evaluations and forwards the evaluations with additional comments to the office of the President. The Provost & Executive Vice President of Learning conducts performance reviews for the Associate Vice President of Academics and the Division Chairs with similar methodology as faculty members. The office of the President reviews these evaluations.

Section 3: Use of Review Findings

The President shares faculty performance findings with the Board of Trustees to make determination of contract renewal and compensatory adjustments. In addition, the performance findings guide the development of annual goals and the recommended professional development for faculty members.

Section 4: English Fluency of Teaching Faculty

Students have opportunity to express their assessment of faculty English fluency in their end-of-course evaluations. Academic leaders have opportunity to assess faculty English fluency during classroom observations. After reviewing student course evaluation and classroom observations, Ozarka College did not experience any complications in this area during the 2014/2015 academic year. However, when such complications arise, faculty members receive corrective training through programs such as English as a second language.

Section 5: College of Education Support for Accredited Public Schools

The faculty members of Ozarka College firmly support state outcomes through our collaborative efforts such as: (a) enhancing the model of developmental education, (b) developing statewide reverse transfer agreements, (c) sharing best practices in education during statewide conferences, (d) sharing educational performance data to guide state initiatives, (e) developing articulation agreements with secondary and University partners.

Section 6: Notable Findings and Future Plans


Faculty members are anecdotally expressing a sincere satisfaction with the evaluation process because of the inclusion of standardized descriptive language which clarifies the assessment of performance. The inclusion of descriptive language of scoring performance assessments has enabled evaluators to provide comparable performance reviews. The Provost & Executive Vice President of Learning had met with academic leaders during the summer of 2013 to discuss improvement options. These academic leaders developed descriptive language as a supplement to the evaluation forms. The faculty members and Division Chairs mutually expressed great

appreciation for using this supplemental information in the evaluation process. Based on this feedback, the College plans to continue utilizing this supplemental descriptive language to enhance the faculty evaluation process.

Section 7: Level of Faculty Satisfaction with Current Process

Findings from the employee survey indicated faculty members were satisfied with the process awarding a 7.8 and an 8.0 for adjunct and full-time faculty members respectively on a scale from 1 to 10.

Report Respectfully Submitted By,

A handwritten signature in black ink, appearing to read "Dennis C. Rittle", followed by a long horizontal flourish.

Dennis C. Rittle, PhD
Provost & Executive Vice President of Learning
Ozarka College
Melbourne, AR 72556
dennis.rittle@ozarka.edu
870-368-2004 (office)

Institutional Report on the Annual Review of Faculty Performance
Phillips Community College of the University of Arkansas
Academic Year: 2014-2015

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 reporting purposes.

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? An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

No changes were made to the faculty evaluation process at Phillips Community College of the University of Arkansas (PCCUA) during the 2014-15 academic year. Three areas of faculty performance were evaluated: instructional delivery, instructional design, and course management.

Instructional Delivery

Faculty must demonstrate competency in instructional delivery which is measured using student evaluations and comments. A comprehensive student evaluation is administered by an impartial facilitator to two randomly selected classes each fall and spring semester. Faculty must have twenty students for the evaluation.

Instructional Design

Instructional design is measured by reviewing faculty teaching portfolios. Documents which faculty include in the teaching portfolio focus on syllabi, students learning outcomes, and assessment. College service, community service, and professional development activities are included in the portfolio also. The division dean, and a peer review committee evaluate the artifacts submitted for the portfolio review by faculty. A peer review committee 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 reviews the portfolio. (See Appendix A: Peer Evaluation Form, pp 15-27).

Course Management

Course management examines the instructors' interaction with students and faculty, submission of grades, reports, student documentation, other reporting functions, and classroom management.

Faculty Evaluation Appeal

The Faculty Evaluation Appeal process is available if a faculty member disagrees with any aspect of the portfolio evaluation. The issue may be related to impartial, unfair or inaccurate evaluation of the documents submitted. Appeals are reviewed by the Faculty Evaluation

Appeal Committee which 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?

All faculty serve as peers and are part of the evaluation process. Both the division dean and a peer review committee review the portfolio. This peer review committee consists of one faculty member selected by the instructor from the instructor's division, one faculty member selected by the division dean from the division, and one faculty member from another division selected by the Faculty Development Committee. (See Appendix A: Peer Evaluation Form, pp 6-10 & 15-16)

3. How are students involved in faculty performance?

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

4. How are administrators involved in faculty performance?

Deans are responsible for the course management portion of the evaluation and for reviewing the evaluation outcomes with each faculty member. After the evaluation meeting, the dean signs the evaluation in the presence of the instructor. The Vice Chancellor for Instruction reviews all faculty evaluations.

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

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

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

College service, professional development, and community service are an important part of faculty development and are measured in the faculty evaluation process. The evaluation requires that instructors provide evidence that at least five activities, workshops, or contributions have been made in these three service areas. . (See Appendix A: Peer Evaluation Form, pp 10-14)

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 Director of Institutional Effectiveness monitors the evaluation process at PCCUA. A summary of the overall evaluation outcomes is provided to the Vice Chancellor for Instruction and Faculty Senate. In addition, the Vice Chancellor for Instruction reviews the evaluation outcomes for each faculty member and a copy of the evaluation is placed in the personnel file.

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

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

Use of Review Findings

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

N/A

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? Full-time, part-time, and graduate teaching assistants?

N/A No English as a second language faculty or staff.

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

If through the evaluation process, there were an identified problem with English proficiency, a remediation plan would be developed for the faculty member.

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

There were no English deficiency findings.

College of Education Support for Accredited Public Schools

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

PCCUA has no College of Education. N/A

Notable Findings and Future Plans

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

The most notable finding in this year's review process is the difference between full and part time instructional delivery and instructional design. Although the difference is slight, faculty

have suggested that more training about the evaluation process could be shared with part-time faculty.

Another finding was that the instructional delivery portion of the evaluation tends to be lower than the instructional design. The Faculty have discussed this and believe the greater number of people contributing to the instructional delivery (at least twenty students) portion of the evaluation may have some impact on this difference.

Student Evaluation of Instruction-(Calendar Year 2014)

A. Number of full-time faculty evaluated – **65**

Divisions	Instructional Delivery	Instructional Design
Adult Ed	2.86	2.83
Allied Health	2.77	2.89
Applied Tech	2.80	2.87
Arts & Sciences	2.76	2.84
Business & Information Systems	2.82	2.89
Career & Technical Center	2.74	2.87
Overall Average-full-time	2.79	2.87

B. Number of Part-Time faculty evaluated- **33**

Overall Average-Part-Time

Instructional Delivery = **2.76** Instructional Design= **2.84**

	Instructional Delivery			Overall Delivery Average	Instructional Design			Overall Design Average
3 Year Trend	2012	2013	2014	2012-2014	2012	2013	2014	2012-2014
Full-Time	2.80	2.78	2.79	2.79	2.88	2.85	2.87	2.87
Part-Time	2.73	2.70	2.76	2.73	2.81	2.84	2.84	2.83

Faculty Evaluation- 2015 (Calendar Year 2014)

Number of faculty completing portfolio evaluation – **64**

Faculty Portfolio Evaluation Divisions Overall Average = 2.75

Divisions	Portfolio Average
Adult Ed	2.59
Allied Health	2.95
Applied Tech	2.86
Arts & Sciences	2.85
Business & Information	2.91

Systems	
Career & Technical Center	2.75

3 Year Trend	2013	2014	2015	2013-2015
Overall Portfolio Average	2.90	2.86	2.82	2.86

- 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, 2015 in order to be considered for approval by the AHECB at the July 2015 board meeting.)**

There are no substantive changes which will be made to the faculty evaluation. Last year there was a slight change for the third peer evaluator in the peer evaluation process. Instead of the faculty development committee selecting a 3rd peer evaluator; the faculty senate voted to have a faculty committee review all of the service portions of the portfolio. The committee consists of representatives from each division and this committee's evaluation serves as the 3rd peer evaluation.

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

On a scale of 1-10, faculty have an overall satisfaction of the annual review process of 7. It is believed to be adequate. There will be an effort to encourage on-line submission of portfolios.

Appendix A: Peer Evaluation Form

Peer Evaluation of Faculty Member _____

Please use the scale below for rating faculty.

Teaching Rating Scale (Use for Section I- B1: 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 and B3-3 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.

B. Instructional Design Skills (average of questions 14-15 on student evaluations.

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

B1-1: Administrative procedure #363.02 **suggests** the following sections be included in a course syllabus and communicated to the students: **After reviewing the content of syllabi in the portfolio check “Yes” if the items listed below are included in the syllabi.**

Course Name and Number _____	<u>Syllabus 1</u>	<u>Syllabus 2</u>
	<u>Yes</u>	<u>Yes</u>
1. Title of Course & Date	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor Name and Contact Information	<input type="checkbox"/>	<input type="checkbox"/>
3. Credit Hours	<input type="checkbox"/>	<input type="checkbox"/>
4. College Catalog Description of the Course	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Learning Outcomes/Course Objectives	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>
7. Course Policies and Procedures (Ex. types of examinations, absence policies, grading, participation, outside reading, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
8. Academic Honesty Policy (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
9. Campus Support Services (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
10. ADA Policy	<input type="checkbox"/>	<input type="checkbox"/>
11. FERPA Policy	<input type="checkbox"/>	<input type="checkbox"/>
12. Insurance	<input type="checkbox"/>	<input type="checkbox"/>
13. ACTS	<input type="checkbox"/>	<input type="checkbox"/>
14. College Core Competencies	<input type="checkbox"/>	<input type="checkbox"/>
15. Group Projects/Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
16. Community Service/Activities	<input type="checkbox"/>	<input type="checkbox"/>
17. Computer Activities	<input type="checkbox"/>	<input type="checkbox"/>
18. Field Trips	<input type="checkbox"/>	<input type="checkbox"/>
19. Textbook/Reading Assignments	<input type="checkbox"/>	<input type="checkbox"/>
20. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
Total	Syllabus 1 _____	Syllabus 2 _____

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 (Such as PowerPoint's, assignments, course outlines, etc.).

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: _____

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 must be identified within each syllabus for an exceptional rating and 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/outcomes 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: _____

Peer Rating for Instructional Design Skills

(B1+B2+B3+B4)/4 _____

Record on Peer Evaluation Faculty Member Summary (last page)

II. College Service or Activity Attendance

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:**

College Committees or Activities:

	Member/ Participant	Any Office, Chair, Sponsor
1. Academic Standards Committee	<input type="checkbox"/>	<input type="checkbox"/>
2. Achieving the Dream	<input type="checkbox"/>	
3. Assessment Committee	<input type="checkbox"/>	<input type="checkbox"/>
4. Attend Career Days or Career Fairs	<input type="checkbox"/>	
5. Career Pathways	<input type="checkbox"/>	
6. Carl Perkins (proposals, workshops, etc.)	<input type="checkbox"/>	
7. College Council Team	<input type="checkbox"/>	
8. Curriculum Committee	<input type="checkbox"/>	<input type="checkbox"/>
9. Distance Learning Committee	<input type="checkbox"/>	<input type="checkbox"/>
10. Early Alert Committee	<input type="checkbox"/>	<input type="checkbox"/>
11. Elections Committee	<input type="checkbox"/>	<input type="checkbox"/>
12. Faculty Association	<input type="checkbox"/>	<input type="checkbox"/>
13. Faculty Development	<input type="checkbox"/>	<input type="checkbox"/>
14. Faculty Equity Committee	<input type="checkbox"/>	<input type="checkbox"/>
15. Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>
16. Financial Aid Exceptions	<input type="checkbox"/>	<input type="checkbox"/>
17. Graduation Committee	<input type="checkbox"/>	<input type="checkbox"/>
18. Guest Lecturer in Area Schools	<input type="checkbox"/>	
19. IDEA Grant (write or direct)	<input type="checkbox"/>	
20. Information Technology Team	<input type="checkbox"/>	<input type="checkbox"/>
21. Institutional Planning & Effectiveness Team	<input type="checkbox"/>	<input type="checkbox"/>
22. Instruction and Curriculum Team	<input type="checkbox"/>	<input type="checkbox"/>
23. Plan, Set Up and Participate in Career Fair (2 pts)	<input type="checkbox"/>	<input type="checkbox"/>
24. Presentation for College Tours from Area Schools	<input type="checkbox"/>	
25. Resource Development Committee	<input type="checkbox"/>	<input type="checkbox"/>
26. Special Events Committee	<input type="checkbox"/>	<input type="checkbox"/>
27. Student Activities Committee	<input type="checkbox"/>	<input type="checkbox"/>
28. Student Club/Organization	<input type="checkbox"/>	<input type="checkbox"/>
29. Student Retention & Recruitment	<input type="checkbox"/>	<input type="checkbox"/>
30. Student Success Team	<input type="checkbox"/>	<input type="checkbox"/>
31. Student Support Services	<input type="checkbox"/>	

<u>Additional College Service Committees or Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total college services and additional activities points _____

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 College Service _____

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

III. Professional Development

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

Professional Development Activities:	1 st Day/2 nd Day	Additional 2 Points each: Presenter, Moderator, Panelist		
1. Attend AATYC	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Attend Workshops/Webinars				
Name _____	<input type="checkbox"/>			
Name _____	<input type="checkbox"/>			
Name _____	<input type="checkbox"/>			
Name _____	<input type="checkbox"/>			
Name _____	<input type="checkbox"/>			
3. Book Discussion Group		<input type="checkbox"/> <input type="checkbox"/>		
Book Group	<input type="checkbox"/> <input type="checkbox"/>			
Book Group	<input type="checkbox"/> <input type="checkbox"/>			
Book Group	<input type="checkbox"/> <input type="checkbox"/>			
4. Consulting (two or more contact visits 2 pts)		<input type="checkbox"/> <input type="checkbox"/>		
5. Design & Implement Personal WebPage (2 pts)		<input type="checkbox"/> <input type="checkbox"/>		
6. Graduate Class (2 pts-see statement below)		<input type="checkbox"/> <input type="checkbox"/>		
(not awarded if required for employment)				
7. One-Time Consulting (one visit)		<input type="checkbox"/>		
8. Membership in Professional Organizations				
Name _____	<input type="checkbox"/>			
Name _____	<input type="checkbox"/>			
Name _____	<input type="checkbox"/>			
9. National/International Conference/s (2 pts max)				
Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. Organized and Planned a State, Regional, or National Workshop or Convention for Educators.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
11. Plan & Present In-Service (2 pts)	<input type="checkbox"/> <input type="checkbox"/>			
12. Plan & Present On Campus Workshops (2pts)		<input type="checkbox"/> <input type="checkbox"/>		
13. Publications (2 pts)	<input type="checkbox"/> <input type="checkbox"/>			
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)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
15. State Conference/s for Your Discipline (2 pts max)				
Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
16. Textbook Reviewer		<input type="checkbox"/>		

<u>Additional Professional Development Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total professional development and additional activities points _____

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 Professional Development _____ **▣**

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

IV. Community Service or Community Attendance

Faculty will receive one point for each Community Service attendance or activity.
List All Community Service attendance and activities below:

Community Service Activities:

1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐
5. _____ ☐
6. _____ ☐
7. _____ ☐
8. _____ ☐
9. _____ ☐
10. _____ ☐

Chair, Organizer, President

- | |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

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 (all pages)
to Debbie Hardy, Director of Student Success (Do not remove last page).**

Dean Evaluation of Faculty Member

Please use the scale below for rating faculty.

Teaching Rating Scale (Use for Section I B1: 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: _____

V. Teaching

- A. Instructional Delivery Skills (average of questions 1-13 on student evaluations.
- B. Instructional Design Skills (average of questions 14-15 on student evaluations.
 - 1. Has current and relevant syllabi (Two current syllabi are provided)

B1-1. Administrative procedure #363.02 **suggests** the following sections be included in a course syllabus and communicated to the students: **After reviewing the content of syllabi in the portfolio, indicate (check Yes) if the items listed below are included in the syllabi.**

Course Name and Number _____

	<u>Syllabus 1</u>	<u>Syllabus 2</u>
	<u>Yes</u>	<u>Yes</u>
1. Title of Course & Date	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor Name and Contact Information	<input type="checkbox"/>	<input type="checkbox"/>
3. Credit Hours	<input type="checkbox"/>	<input type="checkbox"/>
4. College Catalog Description of the Course	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Learning Outcomes/Course Objectives	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>
7. Course Policies and Procedures (ex. types of examinations, absence policies, grading, participation, outside reading, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
8. Academic Honesty Policy (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
9. Campus Support Services (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
10. ADA Policy	<input type="checkbox"/>	<input type="checkbox"/>
11. FERPA Policy	<input type="checkbox"/>	<input type="checkbox"/>
12. Insurance	<input type="checkbox"/>	<input type="checkbox"/>
13. ACTS	<input type="checkbox"/>	<input type="checkbox"/>
4. College Core Competencies	<input type="checkbox"/>	<input type="checkbox"/>
15. Group Projects/Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
16. Community Service/Activities	<input type="checkbox"/>	<input type="checkbox"/>
17. Computer Activities	<input type="checkbox"/>	<input type="checkbox"/>
18. Field Trips	<input type="checkbox"/>	<input type="checkbox"/>
19. Textbook/Reading Assignments	<input type="checkbox"/>	<input type="checkbox"/>
20. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL

Syllabus 1 ____

Syllabus 2 ____

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 (such as PowerPoint's, assignments, course outlines, etc).

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:

Rating B2-2: _____

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 must be identified within each syllabus for an exceptional rating and 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/outcomes 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 Division Dean Rating for Instructional Design Skills $(B1+B2+B3+B4)/4$ _____ ☐

☐ Record as D-1B on Division Dean Evaluation Faculty Member Summary (last page)

C. Course Management

Rating of 3– Exceptional Improvement	Rating of 2 – Effective	Rating of 1 - Needs
--------------------------------------	-------------------------	---------------------

C1 –1. Keeps scheduled office hours.

Rating C1: _____

Comments:

C2 –2. Meets classes as scheduled for prescribed time.

Rating C2: _____

Comments:

C3 –3. Submits required reports and documents as requested (office schedules, grade reports, etc.)

Comments:

Rating C3: _____

C4 –4. Attends required division and college-wide meetings.

Rating C4: _____

Comments:

**Average Division Dean Rating for
Instructional Design Skills**

(C1+C2+C3+C4)/4 _____ ▣

▣Record as D-IC on Division Dean Evaluation of Faculty member Summary (last page)

VI. College Service or Activity Attendance

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:**

College Committees or Activities:

	Member/ Participant	Any Office, Chair, Sponsor
32. Academic Standards Committee	<input type="checkbox"/>	<input type="checkbox"/>
33. Achieving the Dream	<input type="checkbox"/>	
34. Assessment Committee	<input type="checkbox"/>	<input type="checkbox"/>
35. Attend Career Days or Career Fairs	<input type="checkbox"/>	
36. Career Pathways	<input type="checkbox"/>	
37. Carl Perkins (proposals, workshops, etc.)	<input type="checkbox"/>	
38. College Council Team	<input type="checkbox"/>	
39. Curriculum Committee	<input type="checkbox"/>	<input type="checkbox"/>
40. Distance Learning Committee	<input type="checkbox"/>	<input type="checkbox"/>
41. Early Alert Committee	<input type="checkbox"/>	<input type="checkbox"/>
42. Elections Committee	<input type="checkbox"/>	<input type="checkbox"/>
43. Faculty Association	<input type="checkbox"/>	<input type="checkbox"/>
44. Faculty Development	<input type="checkbox"/>	<input type="checkbox"/>
45. Faculty Equity Committee	<input type="checkbox"/>	<input type="checkbox"/>
46. Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>
47. Financial Aid Exceptions	<input type="checkbox"/>	<input type="checkbox"/>
48. Graduation Committee	<input type="checkbox"/>	<input type="checkbox"/>
49. Guest Lecturer in Area Schools	<input type="checkbox"/>	
50. IDEA Grant (write or direct)	<input type="checkbox"/>	
51. Information Technology Team	<input type="checkbox"/>	<input type="checkbox"/>
52. Institutional Planning & Effectiveness Team	<input type="checkbox"/>	<input type="checkbox"/>
53. Instruction and Curriculum Team	<input type="checkbox"/>	<input type="checkbox"/>
54. Plan, Set Up and Participate in Career Fair (2 pts)	<input type="checkbox"/> <input type="checkbox"/>	
55. Presentation for College Tours from Area Schools	<input type="checkbox"/>	
56. Resource Development Committee	<input type="checkbox"/>	<input type="checkbox"/>
57. Special Events Committee	<input type="checkbox"/>	<input type="checkbox"/>
58. Student Activities Committee	<input type="checkbox"/>	<input type="checkbox"/>
59. Student Club/Organization	<input type="checkbox"/>	<input type="checkbox"/>
60. Student Retention & Recruitment	<input type="checkbox"/>	<input type="checkbox"/>
61. Student Success Team	<input type="checkbox"/>	<input type="checkbox"/>
62. Student Support Services	<input type="checkbox"/>	

<u>Additional College Service Committees or Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total college services and additional activities points _____

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:

Division Dean Rating for College Service _____ ☐

☐Record as D-II on Dean Evaluation of Faculty member Summary (last page)

VII. Professional Development

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

Professional Development Activities:		1 st Day/2 nd Day	Additional 2 Points each: Presenter, Moderator, Panelist		
17.	Attend AATYC	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
18.	Attend Workshops/Webinars				
	Name _____	<input type="checkbox"/>			
	Name _____	<input type="checkbox"/>			
	Name _____	<input type="checkbox"/>			
	Name _____	<input type="checkbox"/>			
	Name _____	<input type="checkbox"/>			
19.	Book Discussion Group		<input type="checkbox"/> <input type="checkbox"/>		
	Book Group	<input type="checkbox"/> <input type="checkbox"/>			
	Book Group	<input type="checkbox"/> <input type="checkbox"/>			
	Book Group	<input type="checkbox"/> <input type="checkbox"/>			
20.	Consulting (two or more contact visits 2 pts)		<input type="checkbox"/> <input type="checkbox"/>		
21.	Design & Implement Personal WebPage (2 pts)		<input type="checkbox"/> <input type="checkbox"/>		
22.	Graduate Class (2 pts-see statement below)		<input type="checkbox"/> <input type="checkbox"/>		
	(not awarded if required for employment)				
23.	One-Time Consulting (one visit)		<input type="checkbox"/>		
24.	Membership in Professional Organizations				
	Name _____	<input type="checkbox"/>			
	Name _____	<input type="checkbox"/>			
	Name _____	<input type="checkbox"/>			
25.	National/International Conference/s (2 pts max)				
	Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
26.	Organized and Planned a State, Regional, or National Workshop or Convention for Educators.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
27.	Plan & Present In-Service (2 pts)	<input type="checkbox"/> <input type="checkbox"/>			
28.	Plan & Present On Campus Workshops (2pts)		<input type="checkbox"/> <input type="checkbox"/>		
29.	Publications (2 pts)	<input type="checkbox"/> <input type="checkbox"/>			
30.	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)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
31.	State Conference/s for Your Discipline (2 pts max)				
	Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Conference Name _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
32.	Textbook Reviewer		<input type="checkbox"/>		

<u>Additional Professional Development Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total professional development and additional activities points _____

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:

Division Dean Rating for Professional Development _____ **■**

■ Record as D-III on Dean Evaluation of Faculty member Summary (last page)

VIII. Community Service or Community Attendance

Faculty will receive one point for each Community Service Activity. List All Community Service Activities below:

Community Service Activities:

Chair, Organizer, President

- | | | |
|-----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

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:

Division Dean Rating for Community Service

_____ ☐

☐ Record as D-IV on Dean Evaluation of Faculty member Summary (last page)

Division Dean Evaluation of Faculty Member Summary

Instructor Being Evaluated: _____ Evaluation Year: _____

I. Teaching

A. Instructional Delivery Skills **Rating (S-IA):** [_____]
 (Average of questions 1-13 on student evaluation)

B. Instructional Design Skills

1. Students' Evaluation of Instructional Design Skills **Rating (S-IB):** [_____]
 (Average of questions 14-15 on student evaluation)

2. Dean's Evaluation of Instructional Design Skills **Rating (D-IB):** [_____]

C. Course Management Skills **Rating (D-IC):** [_____]

II. College Service **Rating (D-II):** [_____]

III. Professional Development **Rating (D-III):** [_____]

IV. Community Service **Rating (D-IV):** [_____]

Dean's Signature

Date

NOTE: Upon completion of evaluation: Forward entire Dean Evaluation of Faculty Member Form and Summary document to Debbie Hardy, Director of Student Success. (Do Not Remove last page.)

Pulaski Technical College
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

Elements of the Faculty Performance Review Process

In addition to fostering greater student learning at Pulaski Technical College, faculty evaluation strives to promote individual and institutional self-improvement. Faculty at PTC are evaluated on an annual basis to ensure awareness of supervisory expectations and provide feedback on their progress. PTC recognizes and values diversity among its faculty and understands that progress may occur in many ways. The faculty performance review process at PTC builds on the recognition that contributions to the college's success and growth occur in many ways.

Building on those values, the faculty performance review process at Pulaski Technical College has 4 components: 1) Teaching Observation, 2) Instructional Materials Portfolio Review, 3) Self-Evaluation, and 4) Executive Summary. The review process is on a 3-year cycle, with department chairs/program directors providing the review in Year 1, with peer reviews in years 2 and 3.

The faculty performance review process begins in the fall term when department chairs and program directors discuss and schedule individual teaching observations with each fulltime faculty member. Written feedback on that observation is given to each faculty member. Faculty also submit Instructional Materials Portfolios which are reviewed by chair/program director with written feedback also provided in the FEP.

In the spring term, faculty members are given copies of student evaluations, course success rates, grade distributions and withdrawal rates. In the Self-Evaluation, faculty is asked to analyze these data sets and provide written feedback on improvements they might make based on the data. In this self-evaluation they are also asked to comment on their strengths, list areas for improvement, create and list goals for the coming year and design a professional development plan. They also outline their service and professional enrichment activities for the year.

By April 1, Sections 1, 2, and 3 are reviewed by the chair/program director and an Executive Summary is created. This summary is discussed in a one-on-one meeting with the chair/program director and faculty member. It is signed by both and forwarded to the division dean and on to the vice president for learning in May. The vice president for learning reviews each FEP looking for best practices that can be shared as well as common professional development needs that can be scheduled through the college Professional Development Institute. In the subsequent fall term, faculty are invited to submit reviews of the process and offer suggestions for improvement. These suggestions are reviewed by administration and a faculty committee to update the Faculty Evaluation Plan at PTC.

Institutional Monitoring of the Faculty Performance Review

Pulaski Technical College, through the office of the vice president for learning and division deans, monitors the annual faculty review process. Division deans monitor the specific activities that are to take place in both fall term and spring term to make sure timelines are followed.

The deans and the vice president for learning review the completed FEPs to identify best practices which can be passed on to other faculty as well as common professional development needs.

Use of Review Findings

At the faculty level---Individual performance results are reviewed by the department chair and division dean. Minor deficiencies are discussed with the faculty member. Major deficiencies are also brought to the attention of the vice president for learning. In each case, suggestions are made to the faculty member on how to correct the problem. This generally resolves the issue. However, if this does not correct the problem, then other methods, including disciplinary, are used, up to and including termination.

At the institutional level--The review also serves to identify best practices that can be duplicated across campus. The review also provides data to the college Professional Development Institute, so that needed professional development can be developed during the summer to offer to faculty in the fall term.

While only one component of retention and graduation rates, faculty performance greatly impacts both, so the college anticipates an increase in each as a result of a good performance review plan.

English Fluency of Teaching Faculty

Deans, chairs, and program directors communicate and interact with faculty on a regular basis and as a result English fluency problems can be easily noted. Students also have the opportunity to evaluate English fluency through the Student Evaluation.

English fluency is also evaluated during the hiring process when the department chair/dean evaluates English fluency before recommending the potential faculty member for hire. 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 Technical College does not have a means of remediating English deficiencies. If not corrected then consideration would be given to nonrenewal of their contract.

No English deficiency findings were noted during 2014-2015, therefore, no action was taken.

College of Education Support for Accredited Public Schools

Pulaski Tech does not have a College of Education.

Notable Findings and Future Plans

The division deans and the vice president for learning reviewed the faculty evaluation plan during the 2014-2015 academic year. As a result of that review, the following recommendations were made: 1) that the data sets provided to faculty be further disaggregated to include mode of delivery (face-to-face v. online) so faculty can further see where specific improvements can be made, 2) That assessment data be made available to each faculty member for analysis, 3) That the FEP address adherence to assessment policies of the college, and 4) That more training be provided to faculty, chairs, program directors, and deans on the implementation of the FEP.

As a result of these findings, the PTC Committee on Faculty Involvement (a sub-committee of the Academic Affairs Standing Committee) will meet in fall 2015 to evaluate the FEP process and the product that comes from it. Additionally further FEP training for deans and chairs is already being planned for Convocation Week at PTC in August 2015.

Level of Faculty Satisfaction with Current Process

No formal survey of faculty satisfaction with the Faculty Evaluation Plan was taken this year. However, the Committee on Faculty Involvement will conduct a survey as part of the continuous improvement process this fall. Anecdotal information thus far has indicated that this process is an improvement over the process of the past several years.

Rich Mountain Community College
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

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, 2015.

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 2014 – 2015 academic year, the observations were conducted by a faculty peer. For the 2015 – 2016 the observation will be conducted by the chief academic officer.

3. How are students involved in faculty performance?

Each full-time and part-time faculty member was evaluated by students each 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 2015 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 2015 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? ☒ 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 nine 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, 2011 in order to be considered for approval by the AHECB at the August 2011 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--X-7-----8---9---10
low high

2014-2015 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? ☒ 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.

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

While the changes to the end-of-course evaluation met the need for revision, the general process was reviewed by Faculty Affairs Committee and the newly employed VPL. The review process began in February 2015 and continued through Summer 2015. In August 2015, after having approved by the Faculty Affairs Committee, Academic Affairs Council and President's Cabinet, a first cycle of the more comprehensive plan was introduced. It will be reviewed in April/May 2016 for revisions and a formal request will be given to ADHE for consideration in advance of the start of the 2016 – 2017 year.

Level of Faculty Satisfaction with Current Process

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

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

In the 2014-2015 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. 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 in consultation with the Vice President for Learning and the Director of Distance Education plan to implement plans to strictly conduct end-of-course evaluations through the institutional learning management system (LMS).



Submitted by
Mickey D. Best, Ph.D.
Vice President for Learning

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2013

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.
During the first two years of employment, evaluation is intensive and consists of student evaluations for every class, classroom observation once each semester, and self-evaluations once a year. After the initial two years, student evaluations continue and one observation is conducted. After the fourth year of employment, student evaluations continue and no observations are conducted unless deemed necessary. In addition, faculty are evaluated based upon assessment data, student success and retention data, and professional development activities.
2. How are faculty peers involved in faculty performance?
The faculty senate appoints a faculty evaluation review committee which reviews the evaluation process annually and makes any recommendations for changes to the Vice Chancellor for Academics.
3. How are students involved in faculty performance?
Student Evaluations of Teaching are conducted for every class.
4. How are administrators involved in faculty performance?
The Vice Chancellor for Academics is responsible for the faculty evaluation process. The results of the various processes for evaluation are discussed with individual faculty members. Areas of strength and areas needing improvement are noted. Goals and deadlines for improvement are set if necessary.
5. How do faculty members self-evaluate their performance?
Faculty complete the “*Faculty Self-Evaluation Form*” at the end of each academic year and submit to the Vice Chancellor for Academics.
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? ☒ Yes ☐ No
2. If yes, describe the procedures and persons responsible for the monitoring.
The Vice Chancellor for Academics is responsible for the faculty evaluation process and meets annually with the Planning, Assessment, and Research Office to review the annual student report on teaching process and the Faculty Senate to review the overall evaluation process. The faculty performance review process is clearly stated and outlined in the Faculty Policy Manual.

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?
SAU Tech does not promote or increase faculty salaries based on the evaluation process. The College does not have tenured 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?
This is accomplished during the initial interview process prior to employment. Faculty members are also reviewed for English deficiencies through the Classroom Observation Report conducted by the Vice Chancellor for Academics. Students rate the English proficiency of faculty on the student evaluation of teaching.
2. What measures are in place to assist deficient faculty in becoming English proficient?
Instructors may take Communication Arts courses at no cost from the College. ESL instruction is also available at no cost through the college's Adult Education Program.
3. Summarize English deficiency findings and note action taken by the institution.
No deficiencies were found in the 2012-2013 academic year.

College of Education Support for Accredited Public Schools

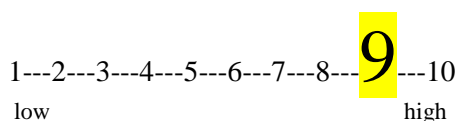
1. If applicable, how does the institution's College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?
Teacher Education Program faculty visits all service area high schools each academic year to maintain relationships with principals, counselors, and teachers in order to place teacher education observation students in area school classrooms.

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.
A joint administrative-faculty committee was formed and met during the 2015 spring semester to review the Faculty Policy Manual which included a review of the faculty evaluation 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, 2013 in order to be considered for approval by the AHECB at the July 2013 board meeting.)
One change was made to the evaluation process. The deadline for conducting evaluations was changed from February 15 to March 1 (or the first workday after).

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.
A poll was taken at the March 2015 Faculty Senate meeting to determine faculty satisfaction with the current faculty review process.



Southeast Arkansas College

Report on Annual Review of Faculty Performance for the 2014 - 2015 Academic Year

Southeast Arkansas College evaluates faculty using the following procedure:

The Student Evaluation of Instruction and Classroom Observation validate instructor performance and capture data on student satisfaction. 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 continues to be evaluated annually. However, following an initial satisfactory evaluation, full-time faculty members may be evaluated bi-annually, or as indicated, based on feedback, by students, the Division Dean/Chair, Coordinator, or Vice President. The Coordinator for Distance Learning oversees the evaluation of online course faculty. These evaluations are scheduled to be conducted annually for each course offered.

The Annual Review Process may include:

- 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. Direct Observation by the Division Dean/Chair or Coordinator:
Instructors may be 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 semester 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 annually.
 2. Student Evaluation of Instruction: Solicited Student Evaluation of Instruction is coordinated with the direct observation of instructors if conducted, to establish 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 are given to students by their respective instructors. These evaluations are scheduled to be completed within a designated timeframe and may be completed from any computer through accessing the College website www.seark.edu. This academic year, evaluations were scheduled and proctored by the Institutional Systems staff. E-mails and telephone calls were made to guarantee students in the scheduled classes were able to participate in the Student Evaluation of Instruction process. The Institutional Systems Office staff provides technical assistance to students completing the evaluation as needed. The Institutional

Report on Annual Review of Faculty Performance for the 2014-2015 Academic Year

Systems Office downloads evaluation results and analyses of the data. Results are forwarded to the respective Division Dean/Chair, Coordinator, or Vice President.

3. Annual Evaluation Conference: 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. Questions referencing 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 and areas of student satisfaction 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. This academic year, the College's Faculty Senate also played a major part in revamping the Faculty Performance Evaluation Tool. Faculty Senate will continue to review and update the evaluation tool annually. Peer review continues to be discussed, but has not been refined as a means of positive review and reinforcement of faculty performance.

Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2014-2015

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2015. Answer all of the questions or requests for information.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.
2. How are faculty peers involved in faculty performance?
3. How are students involved in faculty performance?
4. How are administrators involved in faculty performance?
5. How do faculty members self-evaluate their performance?
6. Describe any other activities used to evaluate faculty performance.

The University of Arkansas Community College at Batesville (UACCB) requires a faculty performance review annually for all full-time faculty. The Vice-Chancellor (VCA), Division Chairs, Students, and Faculty members (self-evaluation) participate in the review process. UACCB does not utilize peer review at this time.

In spring semester, students evaluate the faculty member in each course taught. Student course evaluations are tallied and provided to each Division Chair for inclusion in the annual review. Division Chairs meet with each individual faculty member for the annual evaluation. Self-evaluation forms, evaluation forms completed by the Division Chair, and student course evaluations are discussed in the annual review. Upon completion, the Division Chair provides the VCA with the evaluation/recommendation and the VCA signs off on the process after reviewing the document.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? ☒ Yes ☐ No
2. If yes, describe the procedures and persons responsible for the monitoring.
3. If no, describe measures that are being taken to begin annual monitoring.

The institution monitors the review process through the Office of the Vice Chancellor of Academics. The VCA is responsible for ensuring that all full-time faculty have been evaluated by the end of spring semester. Faculty not evaluated are not eligible for any raise consideration.

Use of Review Findings

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

UACCB does not have a tenure process. Faculty evaluations are considered in promotions and/or salary increases in that they must be completed. UACCB does not have a merit raise system at this time for faculty.

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?
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.

At the present time, all UACCB faculty are fluent English speakers. If a situation arose in which a faculty member was not fluent in English, then the administration could recommend the faculty member attend ESL classes, which are currently held at no-cost on campus.

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?

UACCB 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.
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, 2015 in order to be considered for approval by the AHECB at the July 2015 board meeting.)

No notable findings. However, the time required to administer, collect, and evaluate student evaluations of faculty has long been a concern. Electronic student evaluations of faculty were piloted in the Fall Semester 2014 with good success. All faculty were evaluated by students using the electronic student evaluations in the Spring Semester 2015. The response rate was just over 50% and the time to administer, collect, and evaluate the forms was greatly reduced. Evaluations were delivered to Division Chairs in a timelier manner and, in general, the evaluations contained many more comments which provided invaluable additional information.

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

Academic Year: 2014-15

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 reporting purposes.

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. An electronic copy of this report is due to ADHE by June 1, 2015

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, (3) administrative evaluations, and (4) course success rates. 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.

UACCH follows a faculty evaluation schedule that ensures that all stakeholders provide information on a faculty member's performance:

Faculty Evaluations during the first two (2) years of employment with the college

Year 1 Evaluations

- A. Student
- B. Peer
- C. Self
- D. Administrative

Year 2 Evaluations

- A. Student
- B. Peer
- C. Self
- D. Administrative

Faculty Evaluations after two (2) years of employment with the college (on a rotating plan each fall)

- Year A:
- A. Student Evaluation
 - B. Self-Evaluation
 - C. Peer Evaluation

- Year B:
- A. Student evaluation
 - B. Self-Evaluation

C. Administrative Evaluation

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 deems 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 is 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 two years of employment. After two years, peer evaluations are conducted on a rotating schedule. Peer evaluations follow a form/rubric for feedback from the observer.

3. How are students involved in faculty performance?

Students complete instructor evaluations every semester in every course taught at UACCH. These evaluations are completed electronically and released to the instructors following the posting of final grades for the semester.

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 and a review of overall performance. Deans may 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 annually. For uniformity of information, a form/rubric is provided to faculty for the self-evaluation.

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 processes.

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. -- NA

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 reviewed for fluency.

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

As with any issue of improvement for faculty, administration is 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. No current faculty have been identified as having deficiencies in English fluency.

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

At this time, all UACCH faculty are proficient 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?

As a two-year college, UACCH does not have a College of Education. However, UACCH does work very closely with all the school districts in our service area. Areas of cooperation include,

but are not limited to, concurrent enrollment, recruitment of students, Career Coach program, Southwest Arkansas College Preparatory Academy, UACCH Kids' College program, placement of Introduction to Education students in observation hours, support at career and financial aid nights, career exploration, etc. In addition, the Southwest Arkansas Educational Cooperative is located on the UACCH campus.

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 significant findings were noted concerning 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, 2014 in order to be considered for approval by the AHECB at the July 2014 board meeting.)

UACCH wishes to have all faculty evaluations done annually regardless of years of employment. The due date for evaluations will be January 30th of each year.

Level of Faculty Satisfaction with Current Process

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

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

Respectfully submitted,



May 18, 2015

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

**INSTITUTIONAL REPORT ON THE ANNUAL REVIEW
OF FACULTY PERFORMANCE—ACADEMIC YEAR 2014-2015**

This report is submitted to the Arkansas Department of Higher Education detailing the process followed and progress made during 2014-2015 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 purpose of the faculty performance evaluation plan is 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.

How are faculty peers involved in faculty performance?

Faculty members are assigned peer mentors by the Vice Chancellor for Academic Services that they will collaborate with for a two years period. The faculty members meet in the fall and share teaching ideas and develop a plan of work for the year. Worksheets are completed with goals and a review of the method to meet those goals. Mentors also visit each other's classrooms and complete an evaluation form on that visit.

2. How are students involved in faculty performance?

UACCM uses an online program for delivering student evaluations of faculty members. By using the online program, each faculty member is evaluated by all their classes each semester. These evaluations elicit the students' assessment of the English proficiency of the instructor being evaluated.

3. How are administrators involved in faculty performance?

Faculty members are evaluated by their Division Chair (supervisor) each year. The supervisor evaluation includes an in-class observation by the supervisor, a review of the instructor's course syllabi, an assessment of the non-instructional responsibilities of the instructor, student evaluations, the mentor review, and a review of the faculty member's English fluency.

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

Faculty members complete a self-evaluation every year coinciding with the supervisor evaluation. Faculty members respond in narrative form to several questions/ prompts. This self-evaluation is reviewed by the Division Chair and Vice Chancellor for Academic Services and used as a guide during the review with the faculty member.

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 Academic Services, 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 student and administrator (supervisor) evaluations are scheduled by the Vice Chancellor for Academic Services.

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

Not Applicable.

Use of Review Findings

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

The performance results are used in determining faculty member's eligibility for annual salary increases. The UACCM college faculty do not have tenure; consequently, performance reviews do not result in changes in rank for faculty. Satisfactory performance reviews are necessary for promotion or designation as department coordinators or department chairs. Unsatisfactory performance reviews are reviewed in reappointment to faculty positions.

English Fluency of Teaching Faculty

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

The student evaluations of faculty provide an opportunity for students to rate the English fluency of full-time and part-time faculty. UACCM does not utilize graduate

teaching assistants. Administrators (supervisors) also rate the English fluency of all faculty during their evaluation processes.

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

Procedures to provide appropriate staff development activities to address English fluency deficiencies will be activated if any fluency deficiencies are detected through the evaluation procedures.

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

No deficiencies in English fluency among faculty have been detected through either the student evaluations or the administrator (supervisor) evaluations in 2014-2015.

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.

Faculty were asked to comment on a specific question related to their job duties or academic policies during the self-evaluation process. Last year faculty commented on the advising process with recommendations that were implemented. This year faculty were asked about the attendance policy with the majority agreeing with the current policy.

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.)

The Vice Chancellor for Academic Services will meet with a faculty group upon their return this fall and develop the specific question to be asked next year.

Level of Faculty Satisfaction with Current Process

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

The general sense of satisfaction concerning the faculty performance review at UACCM seems to be above average (7%) satisfaction with the faculty review process

based on comments on the faculty evaluation form. Faculty are interested in obtaining feedback which can be used to improve instruction and provide opportunities for professional growth.

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