

ANNUAL REVIEW
Of
FACULTY PERFORMANCE

Prepared by

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SOUTHERN ARKANSAS UNIVERSITY
Annual Review of Performance of Faculty
1995

The following is our procedure for conducting peer, student and administrative evaluations required by Act 244 of 1989. The procedure was developed by an Ad Hoc Committee on Annual Review of Performance. Act 244 requires state colleges and universities to conduct an annual review of the performance of all full-time faculty. The Act states: "This review shall include assessment by peers, students, and administrators and shall be utilized to insure a consistently high level of performance and serve in conjunction with other appropriate information as a basis for decisions on promotion, salary increases, and job retention. This review shall not be used to demote a tenured faculty member to a non-tenured status."

I. GENERAL PROCEDURES

A. Evaluation Materials Storage and Access

All original material generated by peer, student and administrative evaluations is kept on file in the Personnel Office for a period of three (3) years. Summaries of peer and student evaluations are kept on file indefinitely. Access to the files will be limited to those who have a personnel need to see them. Faculty shall have access to and may obtain copies of their own files. Peer evaluation records will only be distributed as "blind" copies that do not reveal the identity of the peer evaluators. A log is kept of all entrances to the files.

B. Peer Evaluation Procedures

A peer, for evaluation purposes, shall:

1. Be a full-time faculty member with at least a 6 semester credit hour teaching load or its equivalent per semester;
2. Have been employed as a full-time faculty member at SAU for more than one year;
3. Be a member of the same department; (Note: Faculty holding dual appointments, excluding instructors in the Methods and Materials courses in Education, shall evaluate and be evaluated in both departments.)
4. Include department chairs, but not deans.

A department, for evaluation purposes, shall be defined by the administration. (For current departmental organization see Appendix B.)

The peer evaluation process, as outlined in the timeline chart (Appendix C), will begin when all faculty meet with their supervisors prior to December 1 of each year to prepare a Faculty Evaluation and Progress Review (FEPR) Form Appendix____, page____ for the subsequent calendar year. Faculty and supervisors will negotiate the distribution of points among the performance categories listed on the FEPR Form. The forms from each department will then

be forwarded to the appropriate dean for approval. Peer evaluation Forms (p. 4) will be distributed to each faculty peer during the evaluation period and be used as one of the instruments of evaluation. The Personnel Office will distribute the compiled evaluation results to the school chairs and deans and other authorized personnel upon request.

Peer evaluations will be conducted from January 15-February 15. After department chairs have completed their evaluations of their own faculty and forwarded their recommendations to their respective School Dean, Peer Evaluation Forms will be distributed to departmental peers. Evaluation shall consist of each peer's assessment of their peers' performance in the categories to be evaluated (the circled categories on the Peer Evaluation Form). Clarifying instructions will accompany each peer form. The main results of the peer evaluation will be transferred and used to complete Faculty Evaluation and Progress Review Form and be used for salary, promotion and tenure recommendations.

In order to provide a common knowledge base for peer evaluation, Annual Summary of Professional Activity forms will be available to peer evaluators from respective departmental chairs. These forms will have been completed by each faculty member by January 15 and will comprise their statement of professional performance during the previous calendar year.

When peer evaluation has been completed, the departmental chair will be responsible for each department's Peer Evaluation forms being forwarded to the University Personnel Office. At the end of the evaluation process and compilation, by the University Personnel Office, faculty will receive a summary of their own peer evaluations. A faculty member may request in writing to the Personnel Office "blind" copies of his or her own peer evaluations. Faculty may exercise the right to respond in writing to any peer evaluation, such response to be included as a part of the member's personnel file maintained in the University Personnel Office.

II. STUDENT EVALUATION PROCEDURES

Faculty who are in their first three years of employment of SAU will be evaluated in every course during every semester of that period. (Note Appendix C).

Faculty in their fourth year of employment or beyond will be evaluated at least in every course taught over a three year period. These faculty must also be evaluated in a minimum of two courses per year. The cycle of course to be evaluated during the three year period will be agreed upon by the individual faculty member and appropriate departmental chair(s).

Faculty members of their immediate supervisors may request and be granted a student evaluation during any semester. The Student Evaluation Form on (Appendix) will be used as the instrument for faculty evaluations.

All student evaluations shall be conducted at the beginning of a class session during the last three (3) weeks of class by the department chair or other faculty member designated by that chair. Arrangements for student evaluations of off-campus courses will be made by the respective school dean.

Completed evaluations shall go to the respective deans. The deans will code the forms and collate the comments. The coded forms, the collated comments, and the raw material, sealed in an envelope, will go to the Director of Planning and Personnel. The Director of Planning and Personnel will prepare a summary of the evaluations and type the collated comments. These documents will be distributed to the respective deans, who will in turn distribute them to the faculty being evaluated.

III. ADMINISTRATIVE EVALUATION PROCEDURES

Preparation of Development Plan for the Non-Tenured Faculty Members. By September 15 the department chair will request the faculty members to prepare the professional development plan, using the form entitled "Development Plan for _____" (Appendix). Plans will be forwarded to the Dean and the Vice President for Academic Affairs for approval.

Preparation of the Faculty Evaluation and Progress Review Form. Prior to December 1 the department chair and each faculty member will meet and determine the number of points to be assigned, for the following calendar year, to each of the categories on the Faculty Evaluation and Progress Review Form (pp. 16-17). The department chair and faculty member should use the information entitled "Criteria and Date Sources" (Appendix) in reaching concurrence.

Progress Report Meeting for Non-tenured faculty. By November 30 the supervisor/department chair and the faculty member will meet and discuss development progress made, date and initial the "Development Plan for _____" in the appropriate space.

Between November 15 and January 15, all faculty will submit one copy of their "Annual Summary of Professional Activity" (Appendix) to their supervisor and one copy to their school dean (or equivalent). This report provides self-evaluation data which may enhance a faculty member's evaluation for the purposes of promotion, tenure, position retention and/or salary increases.

IV. PROMOTION AND TENURE PROCEDURES

Faculty Application for Tenure and/or Promotion will follow the Procedure outlined in Appendix B.

1994-95 Schedule

- Dec. 9, 1994 The faculty member will notify the departmental chair and the dean of the school, in writing, of his/her intention to initiate an application for tenure or promotion by December 9, 1994.
- Jan. 20, 1995 Copies of the completed application (including the Annual Summary of Professional Activity Report) of the faculty member and all documents supporting the application shall be submitted to the chair of the department no later than January 20, 1995.
- Feb. 10, 1995 The chairs of the departments will send their ranked recommendations on the applications, plus all supporting documents to the School's Faculty Tenure and Promotion Council by February 10, 1995.
- Mar. 3, 1995 The School Faculty Council will send its ranked recommendations on the applications, plus all supporting documents to the Dean of the School by March 3, 1995.
- March 17, 1995 The Deans of School will submit their ranked recommendations on the their applications to the university Tenure & Promotion Council.
- April 7, 1995 The Tenure & Promotion Council will prepare its ranked recommendations to be presented to the Vice President for Academic Affairs by April 7, 1995.
- May 5, 1995 Tenure and Promotion recommendations submitted to the President and to the SAU Board of Trustees.

Between January 15 and March 1, the departmental chair will evaluate each faculty member on the "Faculty Evaluation and Progress Review Form" by assigning points attained, and determining the total, and writing any comments on the form.

- a. Data for consideration include the student evaluations, student comments, faculty self-evaluation through the "Annual Summary of Professional Activities", faculty load, and professional contribution to departmental operation.

- b. Additional data may be collected for evaluation and documentation, see Form D of tenure/promotion recommendation document. Supervisors may solicit evaluative comments concerning external contractually assigned activities of faculty.
- c. An evaluation communication meeting with each faculty member should be held between January 15 and March 1 to discuss points attained and any written comments. At the meeting the following details will be completed:
 - i) the faculty writes comments on the form, if they so desire,
 - ii) date the form,
 - iii) select the date for the start of the new evaluation cycle planning meeting,
 - iv) the faculty member signs the form (by signing the form, the individual indicates only that they have read the form).
 - v) the chair signs the form.

If faculty members wish to challenge the evaluation results of their supervisor, the faculty member shall write a letter, within one week of receiving their annual evaluation report, to the supervisor explaining the problem. Faculty members may request an evaluation by a supervisor at a level above that from which they are normally evaluated. Appeals may continue to the level of the Vice President for Academic Affairs for final resolution.

The department chair will use the results obtained on the "Faculty Evaluation Agreement and Progress Review Form" and comparisons of faculty members' ratings and accomplishments within the department in determining job retention recommendations an/or to assign salary increase requests in the budget request for the following year.

Peer Evaluation Form

Peer Evaluator I.D. No. _____

Name _____ Department _____

DIRECTIONS: The purpose of the peer evaluation is to provide supportive data for promotion, tenure, merit pay, and/or faculty development. When filling out the Peer Evaluation Form, faculty are typically expected to provide evidence in each of these three categories: teaching, scholarship, and support services. Descriptions for each of the ten (10) categories are found on pages 18-19. The source of information for peer evaluation is the Annual Summary of Professional Activity. Additional verifiable knowledge can be included in the comments section. Please note that random numbers are now used as peer identifiers. If you have a good reason you may choose "No Response" but must so indicate on the perforated section. The confidential personnel folder is available only to the faculty member upon written request. Identity of the peer evaluators will only be available with a subpoena.

() Check the Appropriate Circled Criteria	Needs to Improve on this Criterion	Performs Below the Average on this Criterion	Performs in a Satisfactory Way on this Criterion	Performs Above the Average Level on this Criterion	Performs at an Exceptional Level on this Criterion
I. Teaching					
A. Teaching					
B. Student Advising					
II. Scholarly Activities					
A. Research					
B. Professional Activities					
C. Professional Development					
III. Support Services					
A. Committee Work					
B. Recruiting					
C. Public Service					
IV. Other					
A. Administration					
B. Other					

Comments: (Attach additional sheets for comments if needed)

Peer Evaluator No. _____ Name of Evaluator _____

In order to maintain confidentiality of the evaluator, the evaluator's name only appears on this bottom section.

I, for good reason, do not evaluate this peer.

Signature

ANNUAL SUMMARY OF PROFESSIONAL ACTIVITY

Name _____ Rank _____

School: _____ Department: _____

I. TEACHING

A. Teaching:

1. Number of assigned students contact hours (lecture, lab, other):
Spring _____ Fall _____
2. Number of class preparations (lecture, lab, other):
Spring _____ Fall _____
3. Total number of students:
Spring _____ Fall _____
4. Contractual, curriculum-related activities (band, choir, etc.):
Spring activities _____ Contact hours _____ No. students _____
Fall activities _____ Contact hours _____ No. students _____
5. Activities directed toward instructional improvement:
 - (a) List any procedures you have used in your classes which you feel contribute to the improvement of instruction (such as audio-visual aids, panels, reports, readings, etc.)
 - (b) Name any outside specialist or consultant you have used in your classes.
 - (c) List all field trips or class visits to businesses, industries, schools, etc.

Annual Summary of Professional Activity (Page #2 of 6)

- (d) List any other activities you have organized which contribute to the improvement of instruction (such as teacher-student conferences, special activities, experimental teaching methods, etc.)

6. Indicate any honor or recognition received by students under your direction.

B. Student Advising

1. Number of Advisees
Spring _____ Fall _____
2. List any procedure you have used in the past year to improve advising.
3. Name any student organizations for which you act as sponsor.

II. SCHOLARLY ACTIVITIES

A. Research

1. Publications:

(a) Books: (Published or accepted for publication.)

<u>Title</u>	<u>Publisher</u>	<u>Date of Publication</u>
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(b) Articles: (Published or accepted for publication.)

<u>Title</u>	<u>Publisher</u>	<u>Date of Publication</u>
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2. Unpublished research: (monographs, institutional studies, reports of special committees, etc.)

<u>Topic</u>	<u>Completion Date</u>
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3. Research in Progress:

<u>Topic</u>	<u>Completion Date</u>
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Annual Summary of Professional Activity (Page #4 of 6)

B. Professional Activities:

1. Professional organizations: (List membership held in professional societies this year. If you held office, please indicate.

2. Professional meetings attended: (National, Regional, State, Local)

<u>Name of Organization</u>	<u>Place of Mtg.</u>	<u>Formal Role on Program?</u> (EXPLAIN)
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3. Performances, Exhibits and {Presentations:

<u>Type of Performances</u>	<u>Place</u>	<u>Date</u>
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C. Professional Development:

1. Graduate study: (List any graduate study completed during the past year.)

<u>Course</u>	<u>Semester Hours</u>	<u>Institution</u>
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2. Travel: (List travel during the past year which you feel is related to your professional growth.)

other applications will be forwarded for further review.

An applicant who receive a negative recommendation from the President may appeal by letter to the SAU Board of Trustees.

Documentation of Criteria for Promotion and Tenure. Applications for promotion and tenure should include documentation of all criteria to be considered. Unless otherwise specified, evidence presented should be for the time period since the last promotion or since the initial appointment if no promotion has been received.

Applications should follow the outline presented below. Concise, well-organized documentation is encouraged.

A. Required General Information

1. Table of contents
2. Current resume
3. Copy of the most recent Annual Summary of Professional Activity
4. Copy of all developmental plans (for non-tenured faculty only)

B. Documentation of Teaching Effectiveness

Required Documentation

1. Student Evaluations
 - (a) Summary of all student evaluations from the past three years.
 - (b) Identification of evaluations for each course by semester, year, course prefix and number, course section, and course title.
 - (c) All written student comments for each course with appropriate identification.
 - (d) If desired, faculty member's written responses to the student evaluations and to the written comments.
2. Peer Evaluations
Summaries of required Peer Evaluation Forms from the past three years.
3. Courses Taught
 - (a) Listing of all courses taught during the past three years.
 - (b) Examples of course syllabi for three courses taught during the past three years.

Optional Documentation

4. Supplemental Peer Evaluation(s)
 - (a) Written peer evaluations based upon observation of teaching performance, and/or
 - (b) Written peer evaluations based upon viewing a video tape of teaching.
 - (c) Description of conditions under which evaluations (a) or (b) were conducted.
5. Alumni Evaluations
 - (a) Solicited or unsolicited testimonial letters. (Specify whether solicited or unsolicited.)
 - (b) Summary of alumni accomplishments, as reported in the last three Annual Summaries of Professional Activity.

D. Documentation of Service

1. Institutional Service

- (a) Summary of student advising responsibilities, including field(s), number of advisees, and an evaluation of effectiveness of advising.
- (b) List of university committees, offices held, written work and studies completed.
- (c) Summary of activities directed toward fund raising.
- (d) Summary of activities related to sponsorship of student group(s).
- (e) Summary of activities directed to student recruitment.
- (f) Description of consultation provided to other departments or areas of the university.
- (g) Summary of contributions to self-studies of department, school, or university.
- (h) Summary of responsibilities for teaching non-credit courses, workshops or seminars.
- (i) Summary of non-teaching or administrative duties.

2. Professional Service

- (a) List of membership in professional organizations.
- (b) List of offices held in professional organizations.
- (c) Summary of participation in professional organizations, attendance at meetings.
- (d) Summary of work on professional organization committees.
- (e) Summary of activities related to organization of professional conferences, workshops, or seminars.
- (f) List of presentations at professional conferences, workshops, or seminars.

3. Community Service

- (a) List of membership(s) in community organizations.
- (b) List of offices held in community organizations.
- (c) Summary of other participation in community service activities.

6. **Student Performance Assessments**
Summaries of student accomplishments, as reported in the last three Annual Summaries of Professional Activity, for example, admissions to graduate and professional schools, performance on standardized examinations, job placement, honors and awards, and course examination results.
 7. **Pedagogical Methodologies**
 - (a) Summary of innovative pedagogical methodologies used in teaching, as reported in the last three Annual Summaries of Professional Activity.
 - (b) Summary of help sessions and tutorial work used in supporting instruction.
 8. **Individualized Student Supervision**
Summaries of student supervision, e.g., undergraduate research, practicums, independent study courses, and direction of theses and honor projects.
 9. **Awards and Honors Received for Teaching Effectiveness.**
 10. **Additional documentation which supports teaching effectiveness.**
- C. Documentation of Research, Creative Works, and Scholarly Activity**
1. Bibliography of publications. Copies of publications should be available upon request.
 2. Solicited and unsolicited reviews of faculty member's published works by experts in the field.
 3. Summaries of faculty member's creative shows, recitals, etc.
 4. Critiques of above creative shows, recitals, etc.
 5. Summaries of reviews and critiques made by faculty member of other's research and creative works.
 6. Descriptions, including programs, of faculty member's scholarly presentations.
 7. Documentation of significant expansion of faculty member's knowledge laterally and/or vertically related to faculty member's discipline, e.g., new undergraduate and graduate credits earned, self-study, seminars and workshops, additional degrees and certificates.
 8. Documentation of significant curricular development and curricular research by faculty member.
 9. Description of grant proposals submitted by faculty member and funding received.
 10. Summary of attendance at professional meetings with indication of level of participation.
 11. Summaries of unpublished and in-progress research by faculty member.

3. Other: (Workshops, seminars, program of study or personal development.)

III. SUPPORT SERVICES

- A. Committee Work: (List the committees on which you serve. If you are chair, please indicate. Indicate significant committee accomplishments during the year.)

1. Standing Committees:

2. Ad Hoc Committees:

- B. Recruiting: List any activity you participated in that is related to student recruitment, directly or indirectly.

- C. Public Service:

1. List public meetings (on or off campus) which you presented, promoted, sponsored or participated in.

2. List memberships in civic clubs or other community groups.
Indicate offices held.

3. List any other activities that fall under the general heading of community service.

IV. OTHER

A. Administration: List administrative responsibilities, and significant accomplishments during the year.

B. Other: ADD ANY ADDITIONAL INFORMATION ABOUT YOUR PROFESSIONAL PERFORMANCE THAT IS NOT COVERED ELSEWHERE IN THIS ANNUAL SUMMARY.

FACULTY EVALUATION AND PROGRESS REVIEW FORM

DATE _____ Page 1 of 2

NAME _____ DEPT _____
 RANK _____

	Criteria	Number of Points		Attained
		Range	Distribution	
1.	Teaching	<u>50-80</u>	_____	_____
2.	Student Advising	_____	_____	_____
3.	Research	_____	_____	_____
4.	Professional Activities	_____	_____	_____
5.	Professional Development	_____	_____	_____
6.	Committee	_____	_____	_____
7.	Recruiting	_____	_____	_____
8.	Public Service	_____	_____	_____
9.	Administration	_____	_____	_____
10.	Other	_____	_____	_____
		<u>100</u>	<u>100</u>	_____

Evaluation Ranking Scale

Total Points Attained

- UNSATISFACTORY: Performance is below professional standards. Less than 70
- SATISFACTORY: Performance meets high professional standards. 70-84
- OUTSTANDING: Performance is exceptionally effective and productive. 85-94
- DISTINGUISHED: Performance is notably outstanding, deserving consideration for merit-increase 95-100

ON A SEPARATE SHEET, TYPE COMMENTS EXPLAINING THE SCORE GIVEN, AND ATTACH. 50 points are distributed among the items in the criteria, through consultation, between the faculty member being evaluated and that faculty member's supervisor.

 Faculty Signature Dept. Chair Signature School Dean Signature

(The faculty member's signature indicates they have reviewed the form, but does not necessarily imply that they agree with the evaluation)

Faculty Evaluation and Progress Review Form - Page #2

Dean's Comments:

Supervisor's Comments:

Faculty Member's Comments:

This evaluation took place on _____
The Development Planning session is scheduled for _____

(date)

Signed _____
(Faculty Member)

(Supervisor)

(Dean)

CRITERIA AND DATA SOURCES FOR FACULTY DEVELOPMENT AND EVALUATION PROCESS

Criteria	Brief Description of Activities	Number of Points Minimum	Data Required	Sources Optional
1. Teaching	Activities directed toward student learning which include classroom and experimental instruction. Work on general and special committees at SAU/or school or division to which faculty member is assigned; work includes attendance at meetings, contributions to committee work, and efforts to expedite work of committee.	50-80	Student rating, Self rating, Peer rating	Supervisor rating
2. Student Advising	Activities include assisting the students in career choices and selecting courses that will be most beneficial to them in their vocation as well as their avocation, analyzing their needs and determining that they are following the prescribed course of study, advising with students on their personal problems and helping them derive the greatest benefit from their college careers.	-	Self rating Peer rating	Supervisor rating, Student rating
3. Research	Investigation or experimentation which results in either the discovery of new facts and their correct interpretation, or the revision of accepted conclusions in light of newly discovered facts, or the practical application of such new or revised conclusions. Specific activities include publications, presentation of research at professional meetings, grants, speaking or consulting invitations, or unpublished research.	-	Self rating Peer rating	Supervisor rating Citations
4. Professional Activities	Those activities directly related to the contribution a faculty member makes to his profession. Activities would include membership in professional association(s), leadership/participation in association(s), presentation of papers (other than research) at meetings, recitals, art exhibits; and coordinator/consultant activities in carrying out professional association goals.	-	Self rating Peer rating	Supervisor rating Membership card Name on program
5. Professional Development	Activities directed toward improving one's skills as a teacher including increased knowledge in one's own teaching responsibility, general understanding of the process of higher education, and methods appropriate to teaching responsibilities. Such activities include sabbatical studies, seminars, special courses, workshops, preparation of syllabi, work on curriculum, evaluative activities, special projects, surveys, etc.	-	Self rating Peer rating Supervisor rating	Development Forms
6. Committee Work	Work on general and special committees at SAU/or school or division to which faculty member is assigned; work includes attendance at meetings, contributions to committee work, and efforts to expedite work of committees.	-	Self rating Peer rating	Supervisor rating, Committee Member rating
7. Recruiting	Activities related to attracting and maintaining students at SAU include personal attention to visiting students, follow-up contact with prospective students, attending alumni meetings, and helping to sponsor workshops, tournaments, etc., designed to bring potential students to the campus.	-	Self rating Peer rating	Supervisor rating, Admission office rating
8. Public Service	Service performed without charge, promoting program, activities of federal, state or local government, or program activities or service of non-profit organizations or designed to serve the general public.	-	Self rating Peer rating	Supervisor rating
9. Administrative	Activities performed in administration and management of a department or program including administration of budget allocation, coordination of class scheduling, carrying out of mission and objectives of the unit, routine business management, communication of university actions to the department or program, supervision of personnel, and providing leadership.	-	Student rating,	

CRITERIA AND DATA SOURCES FOR FACULTY DEVELOPMENT AND EVALUATION PROCESS

Criteria	Brief Description of Activities	Number of Points Minimum	Data Required	Sources Optional
10. Other	Submit documentation/list in descriptive form for the special activities not defined above.	-	Self rating Peer rating	Supervisor rating, Written documentation
Floating Points	To be assigned to any one or more of the above categories as determined by a faculty member and his immediate supervisor.	20-50		
TOTAL POINTS		<u>100</u>		