

Institutional Report on the Annual Review of Faculty Performance
Phillips Community College of the University of Arkansas
Submitted By Deborah King, Ed.D.
Vice Chancellor for Instruction
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?** 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
	2012	2013	2014		2012	2013	2014	
3 Year Trend				2012-2014				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 Systems	2.91
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"/>	

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:	<u>1st Day/2nd Day</u>	<u>Additional 2 Points each: Presenter, Moderator, Panelist</u>		
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"/>			
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"/>			
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:

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:

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"/>	

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.)