

Phillips Community College of the University of Arkansas
Institutional Report on the Annual Review of Faculty Performance
Academic Year: 2012-2013 Debby King, Ed.D.,
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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.

Instructional delivery and instructional design are the core components of the PCCUA Faculty Performance Review.

Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes with a minimum enrollment of 20 (if possible) for evaluation at the beginning of each semester. Students enrolled in the two classes are one source of the faculty member's evaluation.

Instructional design assessment is measured based on peer and division dean perceptions of faculty performance. The portfolio is used to display primary artifacts which document work which include syllabi, student learning objectives, demonstrations of instruction and assessment. College service, community service, and professional development activities are also a focus of this portion of the review. One peer reviewer, division dean or chair (depending on the division) and a faculty member who is assigned by the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, and other evidence. In addition, classroom management resources are used to evaluate course management.

Faculty who dispute assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The process allows the Faculty Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes to the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

2. How are faculty peers involved in faculty performance?

All faculty serve as peer reviewers. The College considers the peer evaluation a critical part of the evaluation of faculty. Each faculty portfolio is evaluated by two faculty members (peers) and the

instructor's dean, chair, or supervisor. The faculty evaluation tool was developed by faculty and any modifications made to the tool are done so based on recommendations made by the Faculty Senate. All but first year faculty are engaged in the evaluation of peers.

3. How are students involved in faculty performance?

Instructional delivery is assessed by students enrolled in courses taught by faculty. All students enrolled in a course are provided with an opportunity to evaluate the instructor. The evaluation tool provides a ranked response and also includes open ended response questions providing the student with an opportunity to identify strengths and weaknesses of an instructor. Two classes are identified by each faculty member for the evaluation. Typically, evaluations begin at the mid semester and the process continues for two weeks. Independent evaluators enter the classroom and administer the tool. It is administered near the end of a class session and the faculty member leaves the room and does not see the student evaluations. This ensures that the assessment is anonymous and allows each student to respond or comment without any fear of retribution from the instructor.

4. How are administrators involved in faculty performance?

Division deans and chairs evaluate the faculty portfolio and review the outcomes of the entire evaluation which is provided from the Office of Institutional Effectiveness. All full and part-time faculty, with the exception of first year faculty, are evaluated. Deans or chairs and two faculty members contribute to the evaluation outcome for each faculty and these scores are averaged. Once the evaluation outcomes for the portfolio are calculated and submitted to the Office of Institutional Effectiveness, the student evaluation is matched with the portfolio outcome. All of administrators review the overall assessment of teaching with each faculty member in their division. If a faculty member's evaluation reflects a poor performance in the instructional delivery or the instructional design area, this is discussed with that faculty member. An improvement plan is developed to help the faculty member improve areas which need development. Once all evaluations have been completed, the evaluation outcomes are forwarded to the Vice Chancellor for Instruction and outcomes are recorded by the Director of Assessment and Institutional Effectiveness.

PCCUA has two deans and two department chairs. In addition, the college has directors for both the Secondary Area Technical Center and the Adult Education programs.

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

All faculty members serve as peer evaluators. The portfolio evaluation is conducted by two peers and a supervisor. Of the two faculty evaluators reviewing the portfolio, one is selected by the faculty member from within the division and the other is an at-large faculty member appointed by the Faculty Association to review the portfolio. The contents of the portfolio include a highly individualized series of artifacts which demonstrate faculty instructional design and include syllabi, lessons, tests, and other evidence of effective instruction. Each faculty member completes the portfolio. What is included in the portfolio is determined by each faculty member and reflects instructional competency. The portfolio design allows the faculty member to highlight areas of growth or improvement. When the faculty member has submitted the portfolio and it has been evaluated by two peers and a dean/chair, the portfolio is forwarded to the Office of Institutional Effectiveness. The Director of

Institutional Effectiveness makes a summary of the student survey, portfolio outcome, including the college service outcomes. This summary is shared with the faculty member being evaluated and with the faculty member's supervisor. The dean or chair meets with the faculty member to discuss the outcomes and the assessment and the form is signed by the faculty member and supervisor. The signed evaluation form is sent to the Office of Institutional Effectiveness and shared with the Vice Chancellor for Instruction. This report is entered into the evaluation files and the portfolio is returned to the faculty member being evaluated. Recently, many of the faculty are providing on-line portfolios which the College strongly encourages. The meeting between the faculty member and the presiding dean or chair of the division provides an opportunity for the faculty member to make verbal or written comments about the outcome of the evaluation. If it is determined that an improvement plan is needed for the faculty member being evaluated, this plan is identified on the evaluation form.

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

Community Service, College Service, and Professional Development are included in the evaluation of faculty. Faculty are able to earn five service points for each activity identified within these three focus areas. Instructors have varying degrees of engagement in each area depending on individual interests. The tool is designed to reflect personal interest of faculty members and a high degree of engagement in one or two areas is greater than a low degree of engagement in professional development, college, or community activities. Sometimes a dean or supervisor desires to praise a faculty member for outstanding contributions, work, or achievements. This kind of recognition is written on the faculty evaluation outcome form.

Faculty are evaluated in three ways: 1) student evaluation of instruction, 2) portfolio evaluation by two faculty, 3) dean evaluation of portfolio. Once the evaluation is completed the dean reviews the outcome with the faculty member.

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 form is kept in the faculty evaluation file in the office of Institutional Effectiveness and forwarded to the Office of Instruction and placed in the faculty member's personnel file. The portfolio is returned to the faculty member. The person responsible for the Faculty Performance Review is Dr. Deborah King, Vice Chancellor for Instruction. All documents are filed with Debbie Hardy, Director of Assessment and Institutional Effectiveness.

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?

Performance reviews are not used for promotion or salary increases. The main purpose of the faculty evaluation is for professional growth and development.

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?

PCCUA has no non-English speaking instructors

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?

PCCUA has no College of Education although we do have a 2 + 2 educational transfer program with the University of Arkansas at Monticello.

PCCUA has a close relationship with local public schools, all of whom send students to the Secondary Area Technical Center. We are engaged in career coaching, GEAR Up after school and summer programs, and provide substitute teacher's training for one of the school districts. In addition, several PCCUA faculty and administrators serve on the Delta Bridge Educational Goal Team.

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 Faculty Performance Evaluation's primary use is for faculty improvement. It is used individually to gauge faculty instructional delivery and design. It was developed to be used individually with each faculty member. Used in this way, the performance evaluation has been an effective development tool. However, it has been useful to examine departmental faculty performance outcome trends to identify if efforts toward improving performance outcomes of faculty within departments is observable. Over the last three years, significant improvement has occurred among faculty within the Secondary Area Technical Center. This department has worked hard to make sure all its faculty are more knowledgeable of the evaluation process.

Instructional Delivery – 2.73 Instructional Design – 2.81

The student evaluations of 72 full time faculty resulted in an overall average of 2.80 for Instructional Delivery and 2.88 for Instructional Design (See Table 1). The student evaluations of an additional twenty-six (26) part-time faculty resulted in a 2.73 for Instructional Delivery and a 2.81 in Instructional Design.

Table 1: Instructional Delivery and Instructional Design

Division	Instructional Delivery			Instructional Design		
	2011	2012	2013	2011	2012	2013
3 Year Trend						
Overall Performance	2.81		2.80	2.89		2.88
Divisions						
Adult Ed	2.95	2.80	2.82	2.95	2.82	2.87
Allied Health	2.96	2.81	2.75	2.96	2.88	2.83
Applied Tech.	2.82	2.82	2.85	2.82	2.91	2.91
Arts and Sciences	2.78	2.78	2.77	2.78	2.85	2.87
Business & Information Systems	2.91	2.72	2.88	2.91	2.80	2.92
Career & Tech.	2.51	2.71	2.76	2.51	2.76	2.85

Table 2: Faculty Portfolio Evaluation Averages (62 full-time faculty were required to complete a portfolio)

3 Year Trend	2011	2012	2013	2011-13
Overall Portfolio Average	2.82	2.83	2.90	2.85
Division Averages				
Adult Ed	2.95	2.97	2.92	2.94
Allied Health	2.96	2.96	2.95	2.96
Applied Technology	2.82	2.87	2.92	2.87
Arts and Sciences	2.78	2.91	2.81	2.83
Business and Information Systems	2.91	2.93	2.97	2.93
Career and tech Ctr.	2.51	2.45	2.83	2.6

- 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.)

The Faculty Evaluation Committee has identified that there will be no substantive changes made to the faculty evaluation process or tool this year at PCCUA. The Faculty Association reviewed the evaluation tool and made no modifications.

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
 lowhigh

On a scale of 1-10 faculty give the Faculty Performance Evaluation a rate of 7. The evaluation process was developed by faculty with administrative input. May are tired of using the portfolio process because it is quite burdensome. The use of on-line portfolios is being encouraged by the College because it is so much easier to review the information.

Appendix A: Peer Evaluation Form (pp.6-16)

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.

1. Course Number Rating (R)
 _____ _____ (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:	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) (not awarded if required for employment)	<input type="checkbox"/> <input type="checkbox"/>			
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).**

Appendix B: Dean/Chair Evaluation (pp. 17-28)

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) (not awarded if required for employment)	<input type="checkbox"/> <input type="checkbox"/>			
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.)