Faculty

Evaluation

Plan

Annual Faculty Evaluation Plan (Revised 1/10/2018)

South Arkansas Community College

Plan for Faculty Evaluation

The revised plan for the evaluation of faculty was first reviewed by the Faculty Affairs Committee (FAC) and the Vice President for Learning (VPL) on July 2, 2015. Subsequent work sessions with the FAC, Academic Deans, and the VPL resulted in several revisions and occurred on July 16 and 28, 2015. The FAC, Academic Deans, and VPL presented the comprehensive plan to the faculty at the Fall 2015 Convocation on August 20, 2015. The Academic Affairs Council consideration took place on August 21, 2015, and Executive Cabinet on September 4, 2015. The comprehensive evaluation plan was enacted in the Fall 2015 semester. The evaluation plan was scheduled for formal review at the conclusion of the 2015 – 2016 academic year and every three years thereafter. As deemed necessary, additional and/or more frequent review and/or considerations of changes to the evaluation plan may be presented.

A review of the evaluation plan by the academic administration took place beginning in May, 2017, revealing concerns about clarity and consistency in the process. In Fall 2017, the Vice President for Academic Affairs (formerly known as the VPL), the associate vice presidents (AVPs) for academics, and the FAC began a revision concentrating on creating a clearer correspondence between the evaluation plan itself and the various instruments used to evaluate faculty. The FAC members sought input from the faculty at large as the evaluation plan was revised. The FAC reported on their work at Convocation on January 9, 2018, and delivered the revisions to the faculty on January 11, 2018, for their input before voting on a final revision document on January 18, 2018, which was forwarded through the shared governance system toward final approval.

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A Plan to Evaluate Faculty at South Arkansas Community College

Regardless of length of service, all full-time faculty at South Arkansas Community College (SouthArk) are evaluated annually. The first three years of a newly hired faculty member's service are considered as probationary, and the faculty member is formally assigned this status.

At the beginning of the first term of probationary status, the supervising dean and the faculty member will meet to discuss the evaluation process, including the criteria for evaluation, forms, and processes used.

The supervising dean and any assigned peers will observe classroom/laboratory teaching in the fall and spring semesters during the first three years of employment. Faculty members on probationary status are expected to participate fully in all elements of the comprehensive evaluation process.

Values That Define the Plan to Evaluate Faculty

SouthArk faculty values

- quality instruction
- colleagues working together to improve instruction
- input about the quality of teaching from students, colleagues, and administrators
- sharing effective instructional practices
- documentation of student learning
- knowing "how they are doing"
- knowing how they can improve teaching

SouthArk faculty values an evaluation process that

- protects faculty from unfair practices or bias in evaluation
- accounts for situations over which they have no control
- allows faculty members the option of placing a written response to an evaluation in their personnel file
- serves as a learning experience for all participants who understand that remediation or additional professional development may be necessary to implement the evaluation process or formally to address misunderstandings about its implementation and continued implementation
- acknowledges classroom observations as only one component of the evaluation plan
- recognizes the significance of the shared responsibility of implementation of the formal, annual process of evaluation by both faculty and college administrators

Goals of the Faculty Evaluation Plan

The goals of the faculty evaluation plan include

- continuing a tradition of professionalism among faculty
- strengthening the role of faculty as inquirers into the learning process
- helping faculty improve the quality of instruction
- communicating to faculty the expectation of instructional excellence
- documentation of the delivery of quality instruction by the faculty

- improving the confidence of faculty as professional educators
- evaluating faculty in a manner in which they view the evaluation process as a positive experience
- creating faculty development / avenues for professional development / teaching goals
- Assessment of achievement of previous faculty development / avenues supporting professional development / teaching goals
- fulfilling the evaluation requirements of the state and those of accrediting agencies
- optimizing the results of evaluation with reasonable effort for the mutual benefit of administration and faculty
- providing evaluation outcomes information for use in making decisions related to continued service, promotion, rank, or merit

Evaluation Criteria for Faculty (See Appendix A: *Evaluation of Full-Time Faculty, Part B: Expectations for Performance)*

Demonstrates Competence in the Teaching/Learning Process:

Instructional Duties/Responsibilities

- Provides a current syllabus and adheres to its contents
- Reviews and/or updates materials, supplements, and/or books annually
- Maintains accurate student records (i.e. roll book, attendance records, etc.)
- Submits accurate grade reports
- Meets deadlines for submitting grades, attendance verification reports, etc.
- Conducts class as scheduled and in accordance with established class times
- Adheres to FERPA guidelines when handling student information
- Sets and maintains office hours as posted
- Grades work and provides timely feedback on assignments
- Maintains appropriate, current certifications
- Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)
- Actively participates on assigned committees (minimum one)

Instructional Effectiveness

- Plans and delivers instruction that relates to subject matter
- Effectively manages the classroom environment
- Uses a variety of instructional strategies to promote student-centered learning
- Creates an environment that promotes higher-ordered thinking
- Demonstrates an established rapport with students
- Communicates with students in a clear, timely, and professional manner
- Uses the Learning Management System (LMS) on a regular basis to enhance instruction

Communication Skills and Teamwork

- Communicates with colleagues and others in a clear, timely, and professional manner
- Shows respect and consideration for faculty, staff, students, administrators, and visitors
- Engages in collaborative activities to enhance learning

Personal Qualities and Essential Functions

- Reports to work as scheduled
- Attends college functions (i.e., graduation, in-service, student award ceremonies, etc.)
- Uses available or applicable retention strategies

Evaluation Plan for Full-Time Faculty

Full-time faculty who have regular duties will be evaluated annually.

Evaluation includes, but is not limited to, the extent to which an individual faculty member met

A. annual goals set in conjunction with his or her dean, and
B. expectations with regard to
    - instructional duties/responsibilities
    - instructional effectiveness
    - communication skills and teamwork, and
    - personal qualities and essential functions.

The following evaluation instruments are used as a basis for determining the overall rating for the faculty member's performance for the applicable review period:

- Evaluation of Full-Time Faculty Form (**See Appendix A & B**)
- Classroom/Laboratory Observation – Supervising Dean using Category II of the Expectations for Faculty Performance in the Evaluation of Full-Time Faculty Form
- Classroom/Laboratory Observation – Peer using category II of the Expectations for Faculty Performance in the Evaluation of Full-Time Faculty Form
- Faculty-Provided Evidence
- Day-to-Day Observation by the Dean or Appropriate Administrator throughout the academic year
- Student End-of-Course Evaluation

The individual faculty member receives one of the following ratings as a result of the comprehensive evaluation process**(See Appendix A & B)**:

- Excellent (E)
- Above Average (A)
- Satisfactory (S)
- Unsatisfactory (U)

The Process of Faculty/Program Director Evaluation at SouthArk

STEP 1: (Required) Annual Faculty/Program Director Evaluation (See Appendices **A** & **B** for the form and Appendices **D** & **E** for the rubrics)

See Appendix H for the timeline.

Within the first three-to-five weeks of the fall semester, the faculty member completes and electronically submits to the supervising dean ***Part A: Annual Goals*** of the ***Evaluation of Full-Time Faculty / Program***

Director Form. On the ***Annual Goals*** form, the faculty member indicates what he/she believes to be achievable goals related to the categories of teaching, institutional and student service, shared governance, professional growth, and community service for the applicable review period (example: 2017 – 2018).Some of these may be "carry overs" from a previous review period, while others are "new" for the applicable review period. Each faculty member should provide documentation of any progress made toward the achievement of goals. Twelve-month faculty members may begin the goal setting process and subsequent meetings as early as the conclusion of the previous evaluation cycle by coordinating with the division dean.

STEP 2: (Required) Beginning-of-Year Meeting

Within the first three-to-five weeks of the fall semester each year, the faculty member contacts the supervising dean's office to schedule the ***Beginning-of-Year Meeting***. This meeting should be scheduled for up to one hour, and its purpose is for the faculty member and dean to discuss the merits of the faculty member's proposed goals for the review period. (See Appendix **G** for guiding questions for goal development.)

Discussion of the merits of what the faculty member is recommending should be discussed honestly and openly at this meeting. The goals submitted on the ***Part A: Annual Goals*** of the ***Evaluation of Full-Time Faculty/ Program Director Form (see*** **Appendices A & B*)*** may be mutually accepted by the faculty member and supervising dean, or – based upon the nature of the exchange – the faculty member may need to adjust her/his goals before agreement can be reached.

The meeting should conclude with the faculty member and supervising dean reaching ~~a~~ an agreement and signing *Part A: Annual Goals of the Evaluation of Full-Time Faculty/ Program Director Form* of the faculty member's goals and plans for the review period.

STEP 3: (Required) Classroom/Laboratory Observation Report – Supervising Dean and Peer

During the Beginning-of-Year Meeting cited in STEP 2 above, the faculty member and supervising dean reach an agreement regarding the "classroom visit" component of the process. This activity is characterized by both the supervising dean and a faculty peer conducting observations of the faculty member's teaching in one of three instructional settings~~;~~: online course, traditional classroom, or traditional laboratory. To facilitate consistency and thoroughness in the observations, the supervising dean and peer reviewer will document the faculty member's effectiveness by completing the ***category II of the Expectations for Faculty Performance in the Evaluation of Full-Time Faculty Form*** (see **Appendices A & B**). Although completed separately, both must use this same form when observing teaching. This instrument is intended to provide insight that assists both the faculty member as well as the administration in gauging teaching effectiveness. The formal observation by the supervising dean will be scheduled with the faculty member. Informal observations by the supervising dean may be announced or unannounced. The supervising dean also may observe other courses taught by the faculty member when deemed necessary. The supervising dean and faculty peer will take into consideration that an observation at any given time is only a sample of faculty teaching performance and that such performance addresses adherence to curriculum requirements.

For selection of the peer reviewer, the faculty member will suggest to the supervising dean two experienced peers who have no less than three years of full-time teaching experience; they also must provide evidence that they have completed required training at SouthArk on the evaluation process. This training will be offered as a breakout session at each semester's in-service, and it will be required of all deans and faculty upon initial hiring and subsequently at least every third year. Any faculty peer from any institutional division may be considered for this purpose. The supervising dean will ask one of the submitted peers to observe the teaching of the faculty member in a classroom/laboratory setting. To keep the observations unbiased, the peer reviewer and the supervising dean will not observe the same face-to-face or online session of a course in a given semester.

Whenever supervising deans or peer reviewers visit an online course for the purpose of observing teaching, they should apply the distance learning policies' "best practices."

By no later than one week following the teaching observations, the faculty member and supervising dean should meet to discuss the observations and to review the completed ***Classroom/Laboratory Observation Report***s.

STEP 4: (As needed/requested/required) Mid-Year Revision Meeting

Sometimes goal-setting and planning do not progress as intended. Therefore, it is very important for the faculty member to have the option of being able to review and revise a non-working goal/plan. If needed, the faculty member requests a ***Mid-Year Revision Meeting*** through the supervising dean's office. **Only the goal/s that is/are being recommended by the faculty member for revision is/are presented for discussion at the meeting**. To ensure that documentation of performance is taking place, the faculty member will need to update her/his ***Annual Goals form (see Appendices A & B)*** as it relates to any changes.

The meeting should conclude with the faculty member and supervising dean reaching an amicable "professional agreement" that represents acceptance – by both parties – of the faculty member's revised goal/s for the review period.

STEP 5: End-of-Year Meeting

Near the end of the academic year, the faculty member will

1. **Update the Part A: Annual Goals form (see Appendices A & B) that had been submitted to the supervising dean at the beginning of the year and revised at the Mid-Year Meeting, if applicable (see Steps 1, 2, and 4 above), noting whether and how each of the stated goals and objectives was accomplished**
2. **Send the document to the supervising dean**
3. **Meet with the dean to discuss the updated Annual Goals**
4. **Discuss with the dean Part B of the Faculty Evaluation form, Expectations for Faculty Performance (see Appendices A & B), which the dean has completed prior to the meeting. The dean will assign points on Part B based on appropriate instruments completed earlier in the spring semester, including**
   - **The supervising dean's formal observation of the faculty member's teaching (see Appendices A & B)**
   - **A peer's formal observation of the faculty member's teaching (see Appendices A & B)**
   - **Faculty-provided evidence (if needed)**
   - **The dean's informal observations of the faculty member's effectiveness in all areas outlined on Part B of the Faculty Evaluation form**
   - **Student evaluations**

Student End-of-Course Evaluation: Students will be directed to evaluate all courses each fall and spring semester. Summer course evaluations may be included if deemed necessary based upon a mutual agreement of a faculty member and supervising dean. Evaluations will be administered electronically when possible. The evaluation will be summarized and a confidential summary returned to the faculty member and supervising dean. The ratings will be considered by the supervising dean as one element of the overall evaluation for the faculty member.

Evaluation of Adjunct Faculty

The supervising dean or designee will evaluate adjunct faculty using the ***Evaluation of Part-Time Faculty Form (see Appendix C)*** by the end of their first term of employment. Rubrics for the Evaluation of Part-Time Faculty are available in Appendix F. ***Student-end-of-Course*** evaluations also will be issued and reviewed for all courses taught. Thereafter, if the part-time faculty member subsequently continues to teach (Fall to Spring, Spring to Summer, or Summer I to Summer II), the individual will be evaluated on the same cycle as full-time, probationary faculty. The supervising dean may determine that further evaluation is necessary or will conduct evaluation if the adjunct instructor teaches only summer courses. An adjunct faculty member's service to the institution may continue upon satisfactory evaluation and institutional need.

Appeals Process for All Faculty

A faculty member who wishes to appeal the results of the ***Faculty Evaluation process*** must do so by no later than one month after the close of the spring semester. Appeals will be addressed to the Vice President for Academic Affairs, who will review all completed documentation of classroom/laboratory teaching observations, evaluation summary, and contract recommendations for the applicable review period. The Vice President for Academic Affairs will provide a written response to the faculty member within two weeks of the request for appeal.

APPENDIX A: EVALUATION OF FULL-TIME FACULTY

Evaluation of Full-Time Faculty

Name_____ Position Title_____

Reviewer_____ Reviewer's Title_____ _____

Type of Evaluation: Annual_____ Special_____ Date_____

Summary of Evaluation Process

At the beginning of each fall term, all faculty members will complete the following *Part A: Annual Goals*, send it to the appropriate academic dean, and then meet with the dean to discuss and negotiate the faculty member's goals and objectives for the upcoming academic year.

Near the end of the academic year, the faculty member will update the Annual Goals, noting whether and how each of the stated goals and objectives was accomplished, then send the document to the academic dean. Then the faculty member will meet with the dean to discuss the updated Annual Goals, as well as to discuss *Part B: Expectations for Faculty Performance* below, which the dean has completed prior to the meeting. To complete Part B, the dean will base the assignment of points on Part B upon appropriate instruments completed earlier in the spring semester, including student evaluations, a peer observation, and the dean's formal and day-to-day observations. If the faculty member is in a program with a program director, a memo from the program director may be provided to the dean to verify the faculty member's content knowledge, compliance with programmatic regulations, and/or any other performance expectations required by an external accrediting body or discipline standards.

The dean will tally Parts A and B, all parts of which carry a point value, to arrive at an overall evaluation, as follows:

- Excellent [E] (89 +)
- Above Average [A] (71-88)
- Satisfactory [S] (58-70)
- Unsatisfactory [U] (57 or below)
  (*A Corrective Action Plan shall be attached to the evaluation of any employee who receives an unsatisfactory evaluation.)*

Part A. Annual Goals *(25 points possible)*

This document will be the record of the objectives and expectations established in agreement by the faculty member and supervising dean for the current academic year. The basis of the annual evaluation near the end of the academic year will be these annual goals and minimum duties and responsibilities for the faculty member's position. . See Appendix G for suggestions in selecting goals.

The faculty member may select any combination of goals with a potential total award of up to 25 points. Goals will be agreed upon with the department dean and signed by both the dean and faculty member at the beginning of the year. Faculty are permitted to review and edit goals with the dean during the year. At the end of the evaluation cycle, the faculty member will write a status update for each previously agreed upon goal.

Overall Professional Goals *[Point Scale in brackets for each goal set]*

1. Planned improvements in delivery of services for students: **teaching**
   (e.g., curriculum redesign, employment of new pedagogical techniques, etc.)
   [*10- Goal fully met, 8- Goal attempted and partially met, 6- Goal attempted but not met, 4- Goal planned and partially attempted, 2- Goal planned but not attempted, 0- No action taken]*
   Points Awarded _____

2. Planned **activities** you will employ **for improvement** of your program, division, or the college, ***or*** specific **additional responsibilities** you will take on to support your program/division/college
   (e.g., leading a recruitment initiative, serving on a task force/ committee outside of the shared governance structure, sponsoring a student organization, taking on an administrative/ additional role, programmatic activities beyond instruction, etc.)
   [*10- Goal fully met, 8- Goal attempted and partially met, 6- Goal attempted but not met, 4- Goal planned and partially attempted, 2- Goal planned but not attempted, 0- No action taken]*
   Points Awarded _____

3. List of activities in support of **shared governance (committees)** of the college
   (e.g., serving on additional committees, or taking on committee leadership, etc.)
   [*5- Goal fully met, 4- Goal attempted and partially met, 3- Goal attempted but not met, 2- Goal planned and partially attempted, 1- Goal planned but not attempted, 0- No action taken]*
   Points Awarded _____

4. List of planned activities in support of individual **professional growth** (professional associations, seminars, continuing education, course or degree work, or other in-service activities)
   [*5- Goal fully met, 4- Goal attempted and partially met, 3- Goal attempted but not met, 2- Goal planned and partially attempted, 1- Goal planned but not attempted, 0- No action taken]*
   Points Awarded _____

5. List of planned activities in the interest of **community service** and on behalf of your program, discipline, division, the college, or higher education**.** (e.g. the college wide service project, volunteering to assist with FASFA applications in the community, serving on a board related to the faculty members field)
   [*5- Goal fully met, 4- Goal attempted and partially met, 3- Goal attempted but not met, 2- Goal planned and partially attempted, 1- Goal planned but not attempted, 0- No action taken]*

Points Awarded _____

Part A Subtotal _____

Please sign and date for each meeting	**Initial Goal Setting**	**Goal Review and Edit (if applicable)**	**Final Goal Discussion**
Faculty Signature			
Dean Signature			

Part B: Expectations for Faculty Performance *(72 points possible)*

To be completed by the dean prior to the end-of-year meeting with the faculty member and discussed in that meeting. The rubrics for all sections of Part B are found in Appendix D.

Metrics: *D= Dean's observation, P= Peer observation, V= Student evaluations, E= Faculty-provided evidence, O=informal observation by the Dean*

Category I: Instructional Duties/Responsibilities (36 points possible)		**Metric**	**Met**	**Not Met**
1	Provides a current syllabus	V, E, O	Y	N
2	Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.)	E, O	Y	N
3	Submits accurate grade reports to the registrar	E, O	Y	N
4	Meets deadlines for submitting grades, attendance verification reports, book adoption, etc.	E, O	Y	N
5	Conducts class as scheduled and in accordance with established class times.	V, E, O	Y	N
6	Adheres to FERPA guidelines when handling student information	E, O	Y	N
7	Sets and maintains office hours as posted	V, E, O	Y	N
8	Grades work and provides timely feedback on assignments	V, E, O	Y	N
9	Maintains appropriate, current certifications	E	Y	N
10	Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)	E, O	Y	N
11	Attends meetings of assigned committees (minimum one committee assignment)	E, O	Y	N
12	Reports to work as scheduled	E, O	Y	N
Category I Subtotal (Y x 3)				

Reviewer Comments:_____

_____

_____

Category II: Instructional Effectiveness (21 points possible)		**Metric**	**U**	**S**	**A**	**E**
1	Plans and organizes instruction that relates to subject matter	D, P, V	0	1	2	3
2	Effectively manages the classroom environment	D, P, E	0	1	2	3
3	Uses a variety of instructional strategies to promote student-centered learning	D, P, E	0	1	2	3
4	Creates an environment that promotes higher-ordered thinking	D, P, V, E	0	1	2	3
5	Demonstrates an established rapport with students	D, P, V, E	0	1	2	3
6	Communicates with students in a clear and professional manner	D,P,V,E,O	0	1	2	3
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction	V, E, O	0	1	2	3
Category II Subtotal						

Reviewer Comments: _____

_____

_____

Metrics: *D= Dean's observation, P= Peer observation, V= Student evaluations, E= Faculty-provided evidence, O=informal observation by the Dean*

Category III: Communication Skills & Teamwork (9 points possible)		Metric	U	S	A	E
1	Communicates with colleagues and others in a clear, timely, and professional manner	D,P,V,E,O	0	1	2	3
2	Shows respect and consideration for faculty, staff, administrators, and visitors	E, O	0	1	2	3
3	Engages in collaborative activities to enhance learning	E, O	0	1	2	3
Category III Subtotal						

Reviewer Comments:_____
_____
_____

Category IV: Personal Qualities & Essential Functions (6 points possible)		Metric	U	S	A	E
1	Attends college functions (i.e., graduation, in-service, student award ceremonies, pinnings, student organization events, etc.)	E, O	0	1	2	3
2	Uses available or applicable retention strategies	E, O	0	1	2	3
Category IV Subtotal						

Reviewer Comments:_____
_____
_____

Part B Subtotal:_____

OVERALL EVALUATION

Part A Sub Score (25 possible)	
Part B Sub Score (72 possible)	
Total Score (97 possible)	

☐ **Excellent** (explain rating in reviewer comments below): 89+

☐ **Above Average:** 71-88

☐ **Satisfactory:** 58-70

☐ **Unsatisfactory:** 57 and below
(A Corrective Action Plan shall be attached to the evaluation for any employee who receives an unsatisfactory evaluation.)

Reviewer Comments:

_____
_____
_____
_____
_____

Reviewer's Signature **Date**

Employee Comments:

_____
_____
_____
_____
_____

Employee's Signature* **Date**

**Signature indicates that evaluation has been discussed with supervisor and does not necessarily mean agreement.*

APPENDIX B: EVALUATION OF PROGRAM DIRECTORS

Evaluation of Program Directors

Name_____ Position Title_____

Reviewer_____ Reviewer's Title_____

Type of Evaluation: Annual_____ Special_____ Date_____

Summary of Evaluation Process

At the beginning of each fall term, all faculty members will complete the following *Part A: Annual Goals*, send it to the appropriate academic dean, and then meet with the dean to discuss and negotiate the faculty member's goals and objectives for the upcoming academic year.

Near the end of the academic year, the faculty member will update the Annual Goals, noting whether and how each of the stated goals and objectives was accomplished, then send the document to the academic dean. Then the faculty member will meet with the dean to discuss the updated Annual Goals, as well as to discuss *Part B: Expectations for Faculty Performance* below, which the dean has completed prior to the meeting. To complete Part B, the dean will base the assignment of points on Part B upon appropriate instruments completed earlier in the spring semester, including student evaluations, a peer observation, and the dean's formal and day-to-day observations.

The dean will tally Parts A and B, all parts of which carry a point value to arrive at an overall evaluation, as follows:

- Excellent [E] (100 +)
- Above Average [A] (78-99)
- Satisfactory [S] (62-75)
- Unsatisfactory [U] (61 or below)
  (*A Corrective Action Plan shall be attached to the evaluation of any employee who receives an unsatisfactory evaluation.)*

Part A. Annual Goals *(25 points possible)*This document will be the record of the objectives and expectations established in agreement by the faculty member and supervising dean for the current academic year. The basis of the annual evaluation near the end of the academic year will be these annual goals and minimum duties and responsibilities for the faculty member's position. See Appendix G for suggestions in selecting goals.

The faculty member may select any combination of goals with up to 25 points total award. Goals will be agreed upon with the department dean and signed by both the dean and faculty member at the beginning of the year. Faculty are permitted to review and edit goals with the dean during the year. At the end of the evaluation cycle, the faculty member will write a status update for each previously agreed upon goal.

Overall Professional Goals *[Point Scale in brackets for each goal set]*

6. Planned improvements in delivery of services for students: **teaching**
(e.g., curriculum redesign, employment of new pedagogical techniques, etc.)
[*10- Goal fully met, 8- Goal attempted and partially met, 6- Goal attempted but not met, 4- Goal planned and partially attempted, 2- Goal planned but not attempted, 0- No action taken]*
Points Awarded _____

7. Planned **activities** you will employ to for improvement improve your program, division, or the college, *or* specific additional responsibilities you will take on to support your program/division/college
(e.g., leading a recruitment initiative, serving on a task force/ committee outside of the shared governance structure, sponsoring a student organization, taking on an administrative/ additional role, programmatic activities beyond instruction, etc.)
[*10- Goal fully met, 8- Goal attempted and partially met, 6- Goal attempted but not met, 4- Goal planned and partially attempted, 2- Goal planned but not attempted, 0- No action taken]*
Points Awarded _____

8. List of activities in support of **shared governance (committees)** of the college
(e.g., serving on additional committees, or taking on committee leadership, etc.)
[*5- Goal fully met, 4- Goal attempted and partially met, 3- Goal attempted but not met, 2- Goal planned and partially attempted, 1- Goal planned but not attempted, 0- No action taken]*
Points Awarded _____

9. List of planned activities in support of individual **professional growth** (professional associations, seminars, continuing education, course or degree work, or other in-service activities)
[*5- Goal fully met, 4- Goal attempted and partially met, 3- Goal attempted but not met, 2- Goal planned and partially attempted, 1- Goal planned but not attempted, 0- No action taken]*
Points Awarded _____

10. List of planned activities in the interest of **community service** and on behalf of your program, discipline, division, the college, or higher education**.** (e.g. the college wide service project, volunteering to assist with FASFA applications in the community, serving on a board related to the faculty members field)
[*5- Goal fully met, 4- Goal attempted and partially met, 3- Goal attempted but not met, 2- Goal planned and partially attempted, 1- Goal planned but not attempted, 0- No action taken]*

Points Awarded _____

Part A Subtotal _____

Please sign and date for each meeting	**Initial Goal Setting**	**Goal Review and Edit (if applicable)**	**Final Goal Discussion**
Faculty Signature			
Dean Signature			

Part B: Expectations for Program Director Performance *(72 points possible)*

To be completed by the dean prior to the end-of-year meeting with the faculty member and discussed in that meeting.

Metrics: *D= Dean's observation, P= Peer observation, V= Student evaluations, E= Faculty-provided evidence, O=informal observation by the Dean*

Category I: Instructional Duties/Responsibilities (36 points possible)		Metric	Met	Not Met
1	Provides a current syllabus	V, E, O	Y	N
2	Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.)	E, O	Y	N
3	Submits accurate grade reports to the registrar	E, O	Y	N
4	Meets deadlines for submitting grades, attendance verification reports, book adoption, etc.	E, O	Y	N
5	Conducts class as scheduled and in accordance with established class times.	V, E, O	Y	N
6	Adheres to FERPA guidelines when handling student information	E, O	Y	N
7	Sets and maintains office hours as posted	V, E, O	Y	N
8	Grades work and provides timely feedback on assignments	V, E, O	Y	N
9	Maintains appropriate, current certifications	E	Y	N
10	Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)	E, O	Y	N
11	Attends meetings of assigned committees (minimum one)	E, O	Y	N
12	Reports to work as scheduled	E, O	Y	N
Category I Subtotal (Y x 3)				

Reviewer Comments:_____

Category II: Instructional Effectiveness (21 points possible)		Metric	U	S	A	E
1	Plans and organizes instruction that relates to subject matter	D, P, V	0	1	2	3
2	Effectively manages the classroom environment	D, P, E	0	1	2	3
3	Uses a variety of instructional strategies to promote student-centered learning	D, P, E	0	1	2	3
4	Creates an environment that promotes higher-ordered thinking	D, P, V, E	0	1	2	3
5	Demonstrates an established rapport with students	D, P, V, E	0	1	2	3
6	Communicates with students in a clear and professional manner	D,P,V,E,O	0	1	2	3
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction	V, E, O	0	1	2	3
Category II Subtotal						

Reviewer Comments:_____

Metrics: *D= Dean's observation, P= Peer observation, V= Student evaluations, E= Faculty-provided evidence, O=informal observation by the Dean*

Category III: Communication Skills & Teamwork (9 points possible)		Metric	U	S	A	E
1	Communicates with colleagues, and others in a clear, timely, and professional manner	D,P,V,E,O	0	1	2	3
2	Shows respect and consideration for faculty, staff, administrators, and visitors	E, O	0	1	2	3
3	Engages in collaborative activities to enhance learning	E, O	0	1	2	3
Category III Subtotal						

Reviewer Comments:_____

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Category IV: Personal Qualities & Essential Functions (6 points possible)		Metric	U	S	A	E
1	Attends college functions (i.e., graduation, in-service, student awards, pinnings, student organization events, etc.)	E, O	0	1	2	3
2	Uses available or applicable retention strategies	E, O	0	1	2	3
Category IV Subtotal						

Reviewer Comments:_____

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Category V: Program Director (12-15 points possible)		Metric	U	S	A	E
1	Engages a program advisory group	E, O	0	1	2	3
2	Reviews curriculum annually and adjusts to meet the needs of employers or accreditors	E, O	0	1	2	3
3	Demonstrates programmatic leadership (leadership of program faculty, scheduling, etc.)	E, O	0	1	2	3
4	Demonstrates programmatic planning (goal setting, budget recommendations, etc.)	E, O	0	1	2	3
5	*Maintains programmatic accreditation or external agency endorsement*	*E, O*	*0*	*1*	*2*	*3*
Category V Subtotal						

Reviewer Comments:_____

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Part B Subtotal:_____

OVERALL EVALUATION

Part A Sub score (25 possible)	
Part B Sub score (84 possible)	
Total Score (109 possible)	

☐ **Excellent** (explain rating in reviewer comments below): 100+

☐ **Above Average:** 78-99

☐ **Satisfactory:** 62-77

☐ **Unsatisfactory:** 61 and below
(A Corrective Action Plan shall be attached to the evaluation for any employee who receives an unsatisfactory evaluation.)

Reviewer Comments:

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Reviewer's Signature **Date**

Employee Comments:

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Employee's Signature* **Date**

**Signature indicates that evaluation has been discussed with supervisor and does not necessarily mean agreement.*

APPENDIX C: EVALUATION OF PART-TIME FACULTY

Evaluation of Part-Time Faculty

Name_____ Position Title_____

Reviewer_____ Reviewer's Title_____

Type of Evaluation: Annual_____ Special_____ Date_____

Summary of Evaluation Process
Annually, academic deans will evaluate part-time faculty using the Expectations for Faculty Performance below. The dean will base the assignment of points using appropriate instruments completed earlier in the semester or semesters, including student evaluations as well as the dean's formal and day-to-day observations. If the faculty member is in a program with a program director, a memo from the program director may be provided to the dean to verify the faculty member's content knowledge, compliance with programmatic regulations, and/ or any other performance expectations required by an external accrediting body or discipline standards.

The dean will tally the evaluation results, all parts of which carry a point value to arrive at an overall evaluation, as follows:

- Excellent [E] (55 +)
- Above Average [A] (37-54)
- Satisfactory [S] (24-36)
- Unsatisfactory [U] (23 or below)

Expectations for Faculty Performance *(72 points possible)*

To be completed by the dean prior to the end-of-year meeting with the faculty member and discussed in that meeting.

Metrics: *D= Dean's observation, P= Peer observation, V= Student evaluations, E= Faculty-provided evidence, O=informal observation by the Dean*

Category I: Instructional Duties/Responsibilities (33 points possible)		**Metric**	**Met**	**Not Met**
1	Provides a current syllabus	V, E, O	Y	N
2	Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.)	E, O	Y	N
3	Submits accurate grade reports to the registrar	E, O	Y	N
4	Meets deadlines for submitting grades, attendance verification reports, book adoption, etc.	E, O	Y	N
5	Conducts class as scheduled and in accordance with established class times.	V, E, O	Y	N
6	Adheres to FERPA guidelines when handling student information	E, O	Y	N
7	Sets and maintains office hours as posted	V, E, O	Y	N
8	Grades work and provides timely feedback on assignments	V, E, O	Y	N
9	Maintains appropriate, current certifications	E	Y	N
10	Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)	E, O	Y	N
11	Reports to work as scheduled	E, O	Y	N
Category I Subtotal (Y x 3)				

Reviewer Comments:_____
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Category II: Instructional Effectiveness (21 points possible)		**Metric**	**U**	**S**	**A**	**E**
1	Plans and organizes instruction that relates to subject matter	D, P, V	0	1	2	3
2	Effectively manages the classroom environment	D, P, E	0	1	2	3
3	Uses a variety of instructional strategies to promote student-centered learning	D, P, E	0	1	2	3
4	Creates an environment that promotes higher-ordered thinking	D, P, V, E	0	1	2	3
5	Demonstrates an established rapport with students	D, P, V, E	0	1	2	3
6	Communicates with students in a clear and professional manner	D,P,V,E,O	0	1	2	3
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction	V, E, O	0	1	2	3
Category II Subtotal						

Reviewer Comments: _____-
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Metrics: *D= Dean's observation, P= Peer observation, V= Student evaluations, E= Faculty-provided evidence, O=informal observation by the Dean*

Category III: Communication Skills & Teamwork (6 points possible)		Metric	U	S	A	E
1	Communicates with colleagues, and others in a clear, timely, and professional manner	D,P,V,E,O	0	1	2	3
2	Shows respect and consideration for faculty, staff, administrators, and visitors	E, O	0	1	2	3
Category III Subtotal						

Reviewer Comments:_____
_____
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Category IV: Personal Qualities & Essential Functions (3 points possible)		Metric	U	S	A	E
1	Uses available or applicable retention strategies	E, O	0	1	2	3
Category IV Subtotal						

Reviewer Comments:_____
_____
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Part B Subtotal:_____

OVERALL EVALUATION

Total Score (63 possible)	

☐ **Excellent** (explain rating in reviewer comments below): 55+

☐ **Above Average:** 37-54

☐ **Satisfactory:** 24-36

☐ **Unsatisfactory:** 23 and below

Reviewer Comments:

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Reviewer's Signature **Date**

Employee Comments:

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Employee's Signature* **Date**

**Signature indicates that evaluation has been discussed with supervisor and does not necessarily mean agreement.*

APPENDIX D: RUBRIC FOR EVALUATION OF FULL-TIME FACULTY

	Category I: Instructional Duties/Responsibilities (36 points possible)	**Not Met** *0 points*	**Met** *3 points*	**Not Observable (NO)**
1	Provides a current syllabus	One or more syllabus is either late or was not created using the appropriate template [Exceptions on due dates will be made in the event that the course is added to the faculty schedule after the original syllabus due date]	All syllabi are turned in by the assigned date at the start of the semester, and each syllabus was created using the appropriate template	
2	Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.)	Faculty member cannot provide documentation of accurate student records, or inaccurate student records result in a complaint or error in the submission of grades or attendance.	Faculty member has documentation of accurate student records.	
3	Submits accurate semester grade reports to the registrar	The faculty member submits inaccurate grades.	The faculty member submits accurate grade reports.	
4	Meets deadlines for submitting grades, attendance verification reports, book adoption, etc.	The faculty member fails to meet one or more college deadlines for the submission of attendance, grade reports, etc.. [Exceptions may be granted with pre-approval from the dean, VP for Academics, and the registrar].	The faculty member meets all college deadlines for the submission of attendance, grade reports, etc..	
5	Conducts class as scheduled and in accordance with established class times.	The faculty member fails to conduct class as scheduled, or the faculty member fails to notify students and the dean about deviations from the schedule in a timely manner.	The faculty member conducts class as scheduled and, if the faculty member must deviate from the schedule, students and the dean are notified as soon as possible.	
6	Adheres to FERPA guidelines when handling student information	The faculty member has had a documented FERPA violation within the evaluation period.	The faculty member has not had a documented FERPA violation within the evaluation period.	
7	Sets and maintains office hours as posted	Faculty member fails to post or is not present during posted office hours with failure to notify the dean.	The faculty member sets and maintains office hours as posted. If the faculty member must deviate from the posted schedule, students and the dean are notified.	
8	Grades work and provides timely feedback on assignments	The faculty member fails to provide documentation of graded work and feedback to the students or has unresolved complaints regarding graded work and timely feedback.	The faculty member provides documentation of graded work and feedback to the students or has no unresolved complaints regarding graded work and timely feedback.	
9	Maintains appropriate, current certifications	The faculty member does not maintain all required degrees and credentials or fails to make progress toward the required degrees and credentials as noted in the annual letter of agreement from Human Resources.	The faculty member maintains all required degrees and credentials or makes progress toward the required degrees and credentials as noted in the annual letter of agreement from Human Resources.	
10	Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)	The faculty member fails to adhere to school policies/procedures	The faculty member does not fail to adhere to school policies/procedures	
11	Attends meetings of assigned committees (minimum one)	The faculty member cannot demonstrate attendance or excused absence from all meetings of the assigned committee.	The faculty member can demonstrate attendance or excused absence from all meetings of one committee assignment.	
12	Reports to work as scheduled	The faculty fails to report to work as scheduled or complaints about attendance are unresolved	The faculty does not fail to report to work as scheduled and any complaints about attendance are resolved	
	Category I Subtotal			

Course Observation Form for Dean and Peer Observations

Faculty Member		**Date and Time of Visit:**	
Course Name and Number		**Observer:**	

	Category II: Instructional Effectiveness (21 points possible)	**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Plans and organizes instruction that relates to subject matter.	Shows little to no attention to organization and planning for the course and has trouble keeping the lesson focused.	Shows enough organization and planning for the course to keep students on track.	Shows effective organization and planning for the course.	Shows highly effective organization and planning for the course.	
2	Effectively manages classroom environment	Has some problems with maintaining order in the classroom environment which may adversely affect learning.	Maintains order in the classroom environment.	Creates an environment in which students participate actively but show respect for each other and the instructor.	Creates a learning environment for students in which they feel safe and participate in orderly ways, showing respect for each other and the instructor.	
3	Uses a variety of instructional strategies to promote student-centered learning.	Presents the material essentially the same way for all learners with little to no regard for learning styles.	Accommodates students with different learning styles.	Actively accommodates students with different learning styles.	Actively accommodates students with different learning styles in a variety of effective ways.	
4	Creates an environment that promotes higher-ordered thinking.	Focuses primarily on the lower levels of revised Bloom's taxonomy, remembering and understanding, without regard to critical thinking skills.	Encourages the development of critical thinking skills by incorporating the application level of the revised Bloom's taxonomy in the curriculum.	Integrates the development of critical thinking skills by incorporating the analysis level of the revised Bloom's taxonomy in the curriculum.	Integrates development of critical thinking skills via learning activities which move students through the sequence of critical thinking skills with the goal of incorporating the evaluation and creating level of the revised Bloom's taxonomy in the curriculum as appropriate.	
5	Demonstrates an established rapport with students.	Treats students with little courtesy or actual rudeness during the observation period.	Attempts to treat students with dignity, respect, and courtesy during the observation period.	Treats students with dignity, respect, and courtesy for the majority of the observation period.	Consistently treats students with dignity, respect, and courtesy for the majority of the observation period.	
6	Communicates with students in a clear and professional manner.	Communicates subject matter in ways that often are difficult for students to understand.	Communicates subject matter adequately so that most students have no problem in understanding.	Communicates subject matter well with very few problems.	Communicates subject matter clearly and effectively.	
A: Criterion for Traditional Classes						
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction.	Fails to meet the minimum requirements of syllabus and grade posting in the LMS.	Posts the course syllabus and grades in the LMS course shell.	In addition to the course syllabus and grades, the faculty member has added two to three course elements in the LMS course shell to enhance instruction.	In addition to the course syllabus and grades, the faculty member has added four or more course elements in the LMS course shell to enhance instruction.	
B: Criterion for Hybrid and Online Classes						
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction.	Follows none/ few of the best practices outlined in SouthArk's distance learning procedures manual.	Follows many of the best practices outlined in SouthArk's distance learning procedures manual.	Follows most of the best practices outlined in SouthArk's distance learning procedures manual.	Follows all of the best practices outlined in SouthArk's distance learning procedures manual.	
	Category II Subtotal					

Category III: Communication Skills & Teamwork (9 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Communicates with colleagues, and others in a clear, timely, and professional manner	The faculty member fails to communicate with colleagues, and others in a clear, timely, and professional manner.	The faculty member does not fail to communicate with colleagues, and others in a clear, timely, and professional manner.	The faculty member initiates communication with colleagues and others in a clear, timely, and professional manner.	The faculty member initiates communication and promotes an environment of clear and timely communication.	
2	Shows respect and consideration for faculty, staff, administrators, and visitors	The faculty member is disrespectful or inconsiderate of faculty, staff, administrators, or visitors.	The faculty member does not fail to show respect or consideration for faculty, staff, administrators, or visitors.	The faculty member noticeably shows respect and consideration for faculty, staff, administrators, and visitors.	The faculty member promotes an environment of respect and consideration for faculty, staff, administrators, and visitors.	
3	Engages in collaborative activities to enhance learning	The faculty member does not attempt to collaborate with peers in either academics or student services to enhance the learning environment or the student experience.	The faculty member attempts to collaborate with peers in either academics or student services to enhance the learning environment or the student experience.	A collaborative effort with either academics or student services is implemented to enhance the learning environment or the student experience.	A collaborative effort with either academics or student services is implemented with notable positive results in the learning environment or the student experience.	
Category III Subtotal						

Category IV: Personal Qualities & Essential Functions (6 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Attends college functions (i.e., graduation, in-service, student award ceremonies, pinnings, student organization events)	The faculty member did not attend the minimum required activities of fall and spring convocation and one graduation ceremony.	The faculty member attends the minimum required activities of fall and spring convocation and one graduation ceremony.	The faculty member attends the minimum required activities plus two additional activities.	The faculty member attends the minimum required activities plus three or more additional activities	
2	Uses available or applicable retention strategies	The faculty member does not engage in student retention efforts.	The faculty uses early alert in accordance with the procedure for excessive absences.	To address student behavior, attendance, or grades, the faculty member uses early alert or an alternate effective retention strategy.	The faculty member frequently uses early alert or an alternate effective retention strategy. This addresses concerns and recognizes success resulting in a positive environment of retention.	

APPENDIX E: RUBRIC FOR EVALUATION OF PROGRAM DIRECTORS

	Category I: Instructional Duties/Responsibilities (36 points possible)	**Not Met** *0 points*	**Met** *3 points*	**Not Observable (NO)**
1	Provides a current syllabus	One or more syllabus is either late or was not created using the appropriate template [Exceptions on due dates will be made in the event that the course is added to the faculty schedule after the original syllabus due date]	All syllabi are turned in on the assigned date at the start of the semester and each syllabus was created using the appropriate template	
2	Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.)	Faculty member cannot provide documentation of accurate student records or inaccurate student records results in a complaint or error in the submission of grades or attendance.	Faculty member has documentation of accurate student records.	
3	Submits accurate semester grade reports to the registrar	The faculty member submits inaccurate grades.	The faculty member submits accurate grade reports.	
4	Meets deadlines for submitting grades, attendance verification reports, book adoption, etc.	The faculty member fails to meet one or more college deadlines for the submission of attendance, grade reports, etc.. [Exceptions may be granted with pre-approval from the dean, VP for Academics, and the registrar].	The faculty member meets all college deadlines for the submission of attendance, grade reports, etc..	
5	Conducts class as scheduled and in accordance with established class times.	The faculty member fails to conduct class as scheduled or the faculty member fails to notify students and the dean about deviations from the schedule in a timely manner.	The faculty member conducts class as scheduled and, if the faculty member must deviate from the schedule, students and the dean should be notified as soon as possible.	
6	Adheres to FERPA guidelines when handling student information	The faculty member has had a documented FERPA violation within the evaluation period.	The faculty member has not had a documented FERPA violation within the evaluation period.	
7	Sets and maintains office hours as posted	Faculty member fails to post or is not present during posted office hours with failure to notify the dean.	The faculty member sets and maintains office hours as posted. If the faculty member must deviate from the posted schedule, students and the dean should be notified.	
8	Grades work and provides timely feedback on assignments	The faculty member fails to provide documentation of graded work and feedback to the students or has unresolved complaints regarding graded work and timely feedback.	The faculty member provides documentation of graded work and feedback to the students or has no unresolved complaints regarding graded work and timely feedback.	
9	Maintains appropriate, current certifications	The faculty member does not maintain all required degrees and credentials or fails to make progress toward the required degrees and credentials as noted in the annual letter of agreement from Human Resources.	The faculty member maintains all required degrees and credentials or makes progress toward the required degrees and credentials as noted in the annual letter of agreement from Human Resources.	
10	Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)	The faculty member fails to adhere to school policies/procedures	The faculty member does not fail to adhere to school policies/procedures	
11	Attends meetings of assigned committees (minimum one)	The faculty member cannot demonstrate attendance or excused absence from all meetings of the assigned committee.	The faculty member can demonstrate attendance or excused absence from all meetings of one committee assignment.	
12	Reports to work as scheduled	The faculty fails to report to work as schedule or complaints about attendance are unresolved	The faculty does not fail to report to work as scheduled and any complaints about attendance are resolved	
	Category I Subtotal			

Course Observation Form for Dean and Peer Observations

Faculty Member		Date and Time of Visit:	
Course Name and Number		Observer:	

	Category II: Instructional Effectiveness (21 points possible)	Unsatisfactory *0 points*	Satisfactory *1 point*	Above Average *2 points*	Excellent *3 points*	NO
1	Plans and organizes instruction that relates to subject matter.	Shows little to no attention to organization and planning for the course and has trouble keeping the lesson focused.	Shows enough organization and planning for the course to keep students on track.	Shows effective organization and planning for the course.	Shows highly effective organization and planning for the course.	
2	Effectively manages classroom environment	Has some problems with maintaining order in the classroom environment which may adversely affect learning.	Maintains order in the classroom environment.	Creates an environment in which students participate actively but show respect for each other and the instructor.	Creates a learning environment for students in which they feel safe and participate in orderly ways, showing respect for each other and the instructor.	
3	Uses a variety of instructional strategies to promote student-centered learning.	Presents the material essentially the same way for all learners with little to no regard for learning styles.	Accommodates students with different learning styles.	Actively accommodates students with different learning styles.	Actively accommodates students with different learning styles in a variety of effective ways.	
4	Creates an environment that promotes higher-ordered thinking.	Focuses primarily on the lower levels of revised Bloom's taxonomy, remembering and understanding, without regard to critical thinking skills.	Encourages the development of critical thinking skills by incorporating the application level of the revised Bloom's taxonomy in the curriculum.	Integrates the development of critical thinking skills by incorporating the analysis level of the revised Bloom's taxonomy in the curriculum.	Integrates development of critical thinking skills via learning activities which move students through the sequence of critical thinking skills with the goal of incorporating the evaluation and creating level of the revised Bloom's taxonomy in the curriculum as appropriate.	
5	Demonstrates an established rapport with students.	Treats students with little courtesy or actual rudeness during the observation period.	Attempts to treat students with dignity, respect, and courtesy during the observation period.	Treats students with dignity, respect, and courtesy for the majority of the observation period.	Consistently treats students with dignity, respect, and courtesy for the majority of the observation period.	
6	Communicates with students in a clear and professional manner.	Communicates subject matter in ways that often are difficult for students to understand.	Communicates subject matter adequately so that most students have no problem in understanding.	Communicates subject matter well with very few problems.	Communicates subject matter clearly, and effectively.	
A: Criterion for Traditional Classes						
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction.	Fails to meet the minimum requirements of syllabus and grade posting in the LMS.	Posts the course syllabus and grades in the LMS course shell.	In addition to the course syllabus and grades, the faculty member has added two to three course elements in the LMS course shell to enhance instruction.	In addition to the course syllabus and grades, the faculty member has added four or more course elements in the LMS course shell to enhance instruction.	
B: Criterion for Hybrid and Online Classes						
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction.	Follows none/ few of the best practices outlined in SouthArk's distance learning procedures manual.	Follows many of the best practices outlined in SouthArk's distance learning procedures manual.	Follows most of the best practices outlined in SouthArk's distance learning procedures manual.	Follows all of the best practices outlined in SouthArk's distance learning procedures manual.	
	Category II Subtotal					

Category III: Communication Skills & Teamwork (9 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Communicates with colleagues, and others in a clear, timely, and professional manner	The faculty member fails to communicate with colleagues, and others in a clear, timely, and professional manner.	The faculty member does not fail to communicate with colleagues, and others in a clear, timely, and professional manner.	The faculty member initiates communication with colleagues and others in a clear, timely, and professional manner.	The faculty member initiates communication and promotes an environment of clear and timely communication.	
2	Shows respect and consideration for faculty, staff, administrators, and visitors	The faculty member is disrespectful or inconsiderate of faculty, staff, administrators, or visitors.	The faculty member does not fail to show respect or consideration for faculty, staff, administrators, or visitors.	The faculty member noticeably shows respect and consideration for faculty, staff, administrators, and visitors.	The faculty member promotes an environment of respect and consideration for faculty, staff, administrators, and visitors.	
3	Engages in collaborative activities to enhance learning	The faculty member does not attempt to collaborate with peers in either academics or student services to enhance the learning environment or the student experience.	The faculty member attempts to collaborate with peers in either academics or student services to enhance the learning environment or the student experience.	A collaborative effort with either academics or student services is implemented to enhance the learning environment or the student experience.	A collaborative effort with either academics or student services is implemented with notable positive results in the learning environment or the student experience.	
Category III Subtotal						

Category IV: Personal Qualities & Essential Functions (6 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Attends college functions (i.e., graduation, in-service, student awards, pinnings, student organization events))	The faculty member did not attend the minimum required activities of fall and spring convocation and one graduation ceremony.	The faculty member attends the minimum required activities of fall and spring convocation and one graduation ceremony.	The faculty member attends the minimum required activities plus two additional activities.	The faculty member attends the minimum required activities plus three or more additional activities.	
2	Uses available or applicable retention strategies	The faculty member does not engage in student retention efforts.	The faculty uses early alert in accordance with the procedure for excessive absences.	To address student behavior, attendance, or grades, the faculty member uses early alert or an alternate effective retention strategy.	The faculty member frequently uses early alert or an alternate effective retention strategy. This addresses concerns and recognizes success resulting in a positive environment of retention.	
Category IV Subtotal						

Category V: Program Director (12-15 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Engages a program advisory group	The program director does not hold the minimum advisory meeting annually	The program director holds a minimum of one advisory meeting annually.	The program director holds a minimum of one advisory meeting annually and engages the committee in person or collaborates through email at least two more times each year	The program director holds a minimum of one advisory meeting annually and engages the committee in person or collaborates through email at least three more times each year	
2	Reviews curriculum annually and adjusts to meet the needs of employers or accreditors	The program director fails to provide evidence of annual curriculum review.	The program director provides evidence of annual curriculum review.	The program director provides evidence of annual curriculum review and edits or validation from the program advisory board.	The program director provides evidence of annual curriculum review and edits or validation from an external source such as an accrediting agency, peer institution, or professional organization.	
3	Demonstrates programmatic leadership (leadership of program faculty, student and graduate communication)	Program director fails to communicate with full- or part-time program faculty and/ or fails to collect information from students/ graduates as required by the program.	Program director does not fail to communicate with full- or part-time program faculty and/ or to collect information from students/ graduates as required by the program.	Program director communicates with full- and part-time program faculty, including programmatic information and discipline-specific updates. The program director also collects information from students/ graduates as required by the program.	Program director mentors full- and part-time program faculty and communicates with full and part-time program faculty, including programmatic information and discipline-specific updates. The program director also collects information from students/ graduates as required by the program.	
4	Demonstrates programmatic planning (goal setting, budget recommendations, etc.)	Does not articulate program goals and does not provide basic guidance on program budget creation	Articulates program goals and provides basic guidance on program budget creation.	Articulates program goals and provides guidance on program budget creation, including specific cost and revenue breakdown.	Articulates program goals, provides guidance on program budget creation, including specific cost and revenue breakdown, and clearly links budget requests to strategic initiatives.	
5	*Maintains programmatic accreditation or external agency endorsement*	*The program is not accredited (externally endorsed) or lost accreditation.*	*The program is preliminarily accredited (externally endorsed),on probation with an action plan, or fully accredited with three or more actions that the program must complete and report back to the accrediting/ endorsing agency in order to maintain status.*	*The program is fully accredited (externally endorsed) with less than the maximum time allowable to next renewal or has one to two actions that the program must complete and report back to the accrediting/ endorsing agency in order to maintain status.*	*The program is fully accredited*	
Category V Subtotal						

APPENDIX F: RUBRIC FOR EVALUATION OF PART-TIME FACULTY

	Category I: Instructional Duties/Responsibilities (33 points possible)	**Not Met** *0 points*	**Met** *3 points*	**Not Observable (NO)**
1	Provides a current syllabus	One or more syllabus is either late or was not created using the appropriate template [Exceptions on due dates will be made in the event that the course is added to the faculty schedule after the original syllabus due date]	All syllabi are turned in on the assigned date at the start of the semester and each syllabus was created using the appropriate template	
2	Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.)	Faculty member cannot provide documentation of accurate student records or inaccurate student records results in a complaint or error in the submission of grades or attendance.	Faculty member has documentation of accurate student records.	
3	Submits accurate semester grade reports to the registrar	The faculty member submits inaccurate grades.	The faculty member submits accurate grade reports.	
4	Meets deadlines for submitting grades, attendance verification reports, book adoption, etc.	The faculty member fails to meet one or more college deadlines for the submission of attendance, grade reports, etc.. [Exceptions may be granted with pre-approval from the dean, VP for Academics, and the registrar].	The faculty member meets all college deadlines for the submission of attendance, grade reports, etc..	
5	Conducts class as scheduled and in accordance with established class times.	The faculty member fails to conduct class as scheduled or the faculty member fails to notify students and the dean about deviations from the schedule in a timely manner.	The faculty member conducts class as scheduled and, if the faculty member must deviate from the schedule, students and the dean should be notified as soon as possible.	
6	Adheres to FERPA guidelines when handling student information	The faculty member has had a documented FERPA violation within the evaluation period.	The faculty member has not had a documented FERPA violation within the evaluation period.	
7	Sets and maintains office hours as posted	Faculty member fails to post or is not present during posted office hours with failure to notify the dean.	The faculty member sets and maintains office hours as posted. If the faculty member must deviate from the posted schedule, students and the dean should be notified.	
8	Grades work and provides timely feedback on assignments	The faculty member fails to provide documentation of graded work and feedback to the students or has unresolved complaints regarding graded work and timely feedback.	The faculty member provides documentation of graded work and feedback to the students or has no unresolved complaints regarding graded work and timely feedback.	
9	Maintains appropriate, current certifications	The faculty member does not maintain all required degrees and credentials or fails to make progress toward the required degrees and credentials as noted in the annual letter of agreement from Human Resources.	The faculty member maintains all required degrees and credentials or makes progress toward the required degrees and credentials as noted in the annual letter of agreement from Human Resources.	
10	Adheres to school policies/procedures (i.e., assessment, student behavior, etc.)	The faculty member fails to adhere to school policies/procedures	The faculty member does not fail to adhere to school policies/procedures	
11	Reports to work as scheduled	The faculty fails to report to work as schedule or complaints about attendance are unresolved	The faculty does not fail to report to work as scheduled and any complaints about attendance are resolved	
	Category I Subtotal			

Course Observation Form for Dean and Peer Observations

Faculty Member:		Date and Time of Visit:	
Course Name and Number:		Observer:	

	Category II: Instructional Effectiveness (21 points possible)	**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Plans and organizes instruction that relates to subject matter.	Shows little to no attention to organization and planning for the course and has trouble keeping the lesson focused.	Shows enough organization and planning for the course to keep students on track.	Shows effective organization and planning for the course.	Shows highly effective organization and planning for the course.	
2	Effectively manages classroom environment	Has some problems with maintaining order in the classroom environment which may adversely affect learning.	Maintains order in the classroom environment.	Creates an environment in which students participate actively but show respect for each other and the instructor.	Creates a learning environment for students in which they feel safe and participate in orderly ways, showing respect for each other and the instructor.	
3	Uses a variety of instructional strategies to promote student-centered learning.	Presents the material essentially the same way for all learners with little to no regard for learning styles.	Accommodates students with different learning styles.	Actively accommodates students with different learning styles.	Actively accommodates students with different learning styles in a variety of effective ways.	
4	Creates an environment that promotes higher-ordered thinking.	Focuses primarily on the lower levels of revised Bloom's taxonomy, remembering and understanding, without regard to critical thinking skills.	Encourages the development of critical thinking skills by incorporating the application level of the revised Bloom's taxonomy in the curriculum.	Integrates the development of critical thinking skills by incorporating the analysis level of the revised Bloom's taxonomy in the curriculum.	Integrates development of critical thinking skills via learning activities which move students through the sequence of critical thinking skills with the goal of incorporating the evaluation and creating level of the revised Bloom's taxonomy in the curriculum as appropriate.	
5	Demonstrates an established rapport with students.	Treats students with little courtesy or actual rudeness during the observation period.	Attempts to treat students with dignity, respect, and courtesy during the observation period.	Treats students with dignity, respect, and courtesy for the majority of the observation period.	Consistently treats students with dignity, respect, and courtesy for the majority of the observation period.	
6	Communicates with students in a clear and professional manner.	Communicates subject matter in ways that often are difficult for students to understand.	Communicates subject matter adequately so that most students have no problem in understanding.	Communicates subject matter well with very few problems.	Communicates subject matter clearly, and effectively.	
A: Criterion for Traditional Classes						
7	Uses Learning Management System (LMS) on a regular basis to enhance instruction.	Fails to meet the minimum requirements of syllabus and grade posting in the LMS.	Posts the course syllabus and grades in the LMS course shell.	In addition to the course syllabus and grades, the faculty member has added two to three course elements in the LMS course shell to enhance instruction.	In addition to the course syllabus and grades, the faculty member has added four or more course elements in the LMS course shell to enhance instruction.	
B: Criterion for Hybrid and Online Classes						
7	Uses Learning Management System (LMS) on a regular basis to enhance	Follows none/ few of the best practices outlined in SouthArk's	Follows many of the best practices outlined in SouthArk's distance	Follows most of the best practices outlined in SouthArk's distance	Follows all of the best practices outlined in SouthArk's distance	

	instruction.	distance learning procedures manual.	learning procedures manual.	learning procedures manual.	learning procedures manual.	
	Category II Subtotal					

Category III: Communication Skills & Teamwork (6 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Communicates with colleagues, and others in a clear, timely, and professional manner	The faculty member fails to communicate with colleagues, and others in a clear, timely, and professional manner.	The faculty member does not fail to communicate with colleagues, and others in a clear, timely, and professional manner.	The faculty member initiates communication with colleagues and others in a clear, timely, and professional manner.	The faculty member initiates communication and promotes an environment of clear and timely communication.	
2	Shows respect and consideration for faculty, staff, administrators, and visitors	The faculty member is disrespectful or inconsiderate of faculty, staff, administrators, or visitors.	The faculty member does not fail to show respect or consideration for faculty, staff, administrators, or visitors.	The faculty member noticeably shows respect and consideration for faculty, staff, administrators, and visitors.	The faculty member promotes an environment of respect and consideration for faculty, staff, administrators, and visitors.	
Category III Subtotal						

Category IV: Personal Qualities & Essential Functions (3 points possible)		**Unsatisfactory** *0 points*	**Satisfactory** *1 point*	**Above Average** *2 points*	**Excellent** *3 points*	**NO**
1	Uses available or applicable retention strategies	The faculty member does not engage in student retention efforts.	The faculty uses early alert in accordance with the procedure for excessive absences.	To address student behavior, attendance, or grades, the faculty member uses early alert or an alternate effective retention strategy	The faculty member frequently uses early alert or an alternate effective retention strategy. This addresses concerns and recognizes success resulting in a positive environment of retention.	
Category IV Subtotal						

APPENDIX G: S.M.A.R.T GOAL SETTING

The following questions are intended to assist faculty members and their supervisors in the identification or development of **annual goals**.

Creating S.M.A.R.T. Goals

- **Specific:** Is the goal clearly worded enough to communicate to all relevant parties?
- **Measurable:** Is it possible to measure progress toward and accomplishment of this goal?
- **Attainable:** Are there factors outside the faculty member's control that may significantly prevent goal accomplishment?
- **Realistic:** Is it both ambitious enough to be considered part of a faculty member's annual goal set but achievable under the circumstances?
- **Timed:** Can it be accomplished in the timeframe designated?

APPENDIX H: OVERALL TIMELINE FOR THE EVALUATION OF FACULTY AND PROGRAM DIRECTORS

Overall Timeline for the Evaluation of Faculty and Program Directors

_____ At the start of the fall semester, faculty begin developing/ identifying their annual goals. Twelve month faculty members may begin the goal setting process and subsequent meetings as early as the conclusion of the previous evaluation cycle by coordinating with the division dean.

____Three to five weeks into the semester faculty must arrange to meet with their division dean and come to an agreement on these annual goals.

____Within the fall / spring semester, division deans and peers will conduct formal classroom observations. The report from the dean shall be presented to the faculty member within two weeks to allow that faculty member to provide any additional evidence that she or he feels enhances the dean's understanding of her/his teaching abilities. Following receipt of this report, the faculty member may request a meeting with the dean to discuss.

____Near the close of the fall semester, faculty re-evaluate their progress and expectations toward their annual goals. At this point, they may review and edit these goals with their division dean at the close of the semester.

____Throughout the academic year, faculty should turn in any evidence to the dean via email that reflects their goal attainment and performance by specifically addressing the contents of the Evaluation of Faculty form. Everything must be turned in four weeks prior to the end of the semester. At this point, program directors may also submit memos to the dean detailing the performance of program faculty as it pertains to content delivery, programmatic responsibilities, or accreditation requirements.

____No later than two weeks prior to the end of the spring semester, the dean will meet individually with all full-time faculty and program directors to discuss and sign the Evaluation of Full-Time Faculty/ Program Director Forms.

____Within two weeks of receiving the evaluation, faculty can appeal to their dean by providing evidence to support changing their score.