

PERSONNEL DOCUMENT
COLLEGE OF EDUCATION



Approved August 22, 1994 by College of Education Faculty
Approved February 12, 1995 by Vice-Chancellor for Academic Affairs
Approved February 16, 1995 by Chancellor
Approved March 2, 1995 by President

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APR 12 1995

UNIVERSITY OF ARKANSAS

OFFICE OF THE PRESIDENT

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April 12, 1995

Dr. Daniel E. Ferritor, Chancellor
University of Arkansas
425 Administration Building
Fayetteville, Arkansas 72701

Dear Dan:

I have reviewed the Personnel Document developed by the College of Education at the University of Arkansas. I approve the policy and commend the faculty of the College for their good work in developing this personnel document.

Sincerely,

B. Alan Sugg
President

Enclosure

FEB 17 1995



Office of the Chancellor

425 Administration Building
Fayetteville, Arkansas 72701
(501) 575-4148

February 15, 1995

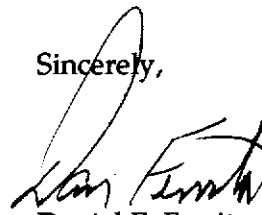
Dr. B. Alan Sugg, President
University of Arkansas System
University Tower Building, Suite 601
1123 South University Avenue
Little Rock, AR 72204

Dear President Sugg:

Enclosed for your review is a personnel document developed by the College of Education and approved by their faculty on August 22, 1994. The document needs final approval so that it can be implemented.

If you approve, please sign and return the document to my office. Please let me know if you have any questions or need further information.

Sincerely,



Daniel E. Ferritor
Chancellor

DEF:jm
Enclosure
cc: Dr. Donald Pederson

PERSONNEL DOCUMENT
COLLEGE OF EDUCATION
UNIVERSITY OF ARKANSAS

This document governs departmental procedures in the selection, retention, promotion, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective July 1, 1993. It has been approved by the College of Education faculty, the Dean of the College of Education, the Vice Chancellor for Academic Affairs, the Chancellor, and the President of the University of Arkansas, as indicated by the signatures below.

These policies are required to be consistent with and complementary to policies and procedures of the institution, as set forth in "Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Promotion, and Tenure," and those of the Board of Trustees as set forth in board policy 405.1. In case of conflict, the board policy, the campus policy, and the policy of the College of Education will have authority in that order. Copies of the campus document and board policy statement are published annually in the *Faculty Handbook*, but revisions occur regularly, and care should be taken to consult the current document. A copy of the current Faculty Review Checklist is also printed in the *Faculty Handbook*; it is recommended for use in annual review and by faculty being considered for reappointment, promotion, tenure, or for appointment as university or distinguished professor.

APPROVALS

Dean R. [Signature]
Chair, Faculty Evaluation Committee

8/22/94
Date

[Signature]
Dean, College of Education

9-6-94
Date

D. G. [Signature]
Vice-Chancellor for Academic Affairs

2/12/95
Date

[Signature]
Chancellor

2/16/95
Date

[Signature]
President

3/2/95
Date

8/22/94

PERSONNEL DOCUMENT

COLLEGE OF EDUCATION

Approved by Faculty at Faculty Meeting on August 22, 1994

Faculty Evaluation Committee

Dean Gorman, Chair	HKRD
Marianne Neighbors	NURS
Rick Roessler	RHAB
Nancy Talburt	Consultant
Gary Taylor	CIED
Cecelia Thompson	VAED
Bill VanZandt	ELCF

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I. INTRODUCTION

The mission of the College of Education in teaching, research/scholarship/creative activity, and service is furthered by the faculty of the college within academic programs. This personnel document is designed to encourage faculty achievement consistent with the goals and objectives of the college and its programs and to facilitate the fair and equitable review of faculty performance. All decisions in selection, retention, promotion, and termination of faculty shall be made on the basis of professional merit, the competent and regular performance of assigned duties, and the quality of or potential for contribution to the University. Exceptions are based on financial exigency or reduction or elimination of programs. The potential for contribution to the University shall include consideration of enhancement of campus racial or sexual diversity; otherwise judgments based on attributes of the candidate that are not relevant to professional performance such as race, color, religion, gender, sexual preference, national origin, handicap, or veteran's status are prohibited.

II. INITIAL APPOINTMENT, PROMOTION, AND TENURE

The awarding of rank at initial appointment and/or after a period of service to the University shall be dependent upon prior professional experience and qualifications as well as board policies and general standards developed by the college and department faculty and stated herein. The criteria for awarding rank at initial appointment or after a period of service are identical.

A. CRITERIA FOR INITIAL APPOINTMENT TO TENURE-TRACK POSITIONS AND PROMOTION AFTER A PERIOD OF SERVICE TO THE UNIVERSITY: RANK

1. Assistant Professor

- a. Doctoral (terminal) degree from an accredited university in area of specialization.
- b. Documented evidence of performance in at least the first two of the following three areas: teaching, research/scholarship/creative activity, and service.
- c. Potential to meet Associate Professor expectations.

2. Associate Professor

- a. Doctoral (terminal) degree from an accredited university in area of specialization.
- b. Documented evidence of sustained performance consistent with high national standards in at least the first two of the following areas: teaching, research/scholarship/creative activity, and service.
- c. Potential to meet Professor expectations.

3. Professor

- a. Doctoral (terminal) degree from an accredited university in area of specialization.
- b. National and/or international recognition in area of specialization and demonstrated evidence of sustained performance consistent with high national standards in at least the first two of the following three areas: teaching, research/scholarship/creative activity, and service.

4. University Professor

Appointees must meet criteria for professor and possess recognition for sustained excellence in teaching, research, scholarship or creative activity relative to the professor's discipline. Candidates must provide documentation of exemplary service to the University in their professions through public and professional activity.

5. Distinguished Professor

Appointees must meet the criteria for professor and be recognized nationally and internationally as intellectual leaders for extraordinary accomplishments in teaching; published works, research, creative accomplishment in the performing arts; or in other professional endeavors.

B. CRITERIA FOR RECOMMENDING TENURE

The recommending of tenure requires departmental approval by a majority of tenured associate professors, professors, university professors and distinguished professors in the department in which the candidate is applying. The applicant must meet the minimal requirements set forth in the criteria for appointment to the rank of associate professor and show evidence of the ability to sustain performance at an acceptable level. Assistant professors are not eligible to receive tenure. Promotion to rank of associate professor and tenure can occur concurrently. The criteria for recommending tenure at initial appointment or after a period of service to the University are identical. Additional information is provided in the Faculty Handbook.

C. CRITERIA FOR INITIAL APPOINTMENT TO NON-TENURE TRACK AND PROFESSIONAL POSITIONS

1. Research Assistant
 - a. A bachelor's degree from an accredited institution. Ability to perform specific assignments.
2. Research Associate
 - a. A master's degree from an accredited university in area of specialization or closely related field and ability to perform specific assignments:

or

 - b. A bachelor's degree from an accredited university, three years of experience in area of specialization, and ability to perform specific assignments.
3. Lecturer
 - a. Knowledge and experience in area of specialization.
 - b. Performance in teaching in area of specialization.
 - c. A master's degree from an accredited institution and experience in area of specialization.
4. Instructor
 - a. Master's degree from accredited university in area of specialization.
 - b. Expertise (college credit, experience, work products) in area of specialization.
 - c. Performance in teaching in area of specialization.
5. Research Assistant Professor
 - a. Doctoral (terminal) degree in appropriate discipline or equivalent credentials, qualifications, or experience.
 - b. Ability and experience in areas appropriate to the specific position.
 - c. Documented evidence of performance in research/scholarship/creative activity and demonstrated proficiency in the area of service and/or teaching.

6. Research Associate Professor

- a. Doctoral (terminal) degree in appropriate discipline.
- b. Documented evidence of sustained performance in research/scholarship/creative activity and service areas appropriate to the specific position and consistent with high professional standards.
- c. Demonstrated contributions in securing external funding from public and/or private sources.

7. Research Professor

- a. Doctoral (terminal) degree in appropriate discipline .
- b. National and/or international recognition in area of specialization, documented evidence of sustained performance in research/scholarship/creative activity and service areas appropriate to the specific position and consistent with high professional standards.
- c. Documented leadership in securing external funding from public and/or private sources.

8. Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor

These ranks are used for temporary appointments for one semester or one year for persons who meet the general criteria and standards for appointment to the corresponding professorial rank without the prefix of "Visiting." Appointments at these ranks are to be used to enrich the learning and research environment through temporary appointments of scholar-teacher-artists who normally have permanent employment elsewhere.

9. Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor

These ranks are used to establish official association of a teacher-scholar-artist with a department in the college to accomplish some specific purpose for a specified time. Appointments must be renewed annually and are typically without salary. An appointment to an adjunct title requires meeting the criteria and standards for appointment to the rank without the prefix "Adjunct."

10. Emeritus Ranks

Emeritus ranks are conferred by the Board of Trustees according to board policies. Recommendations for appointments to emeritus ranks originate with departments, and a positive recommendation requires meritorious service at the rank and at lower faculty ranks for an appropriate number of years as specified by board policies.

11. Graduate Teaching Assistant

Appointments of Graduate Teaching Assistants are made to graduate students enrolled in college programs. Appointees are expected to be full-time graduate students. Graduate teaching assistants are usually appointed for 50% of full time with duties of teaching under the supervision of faculty members, assisting faculty members with teaching, or tutoring. Appointees must have a bachelor's degree from an accredited institution plus ability and experience in areas appropriate to the specific position.

12. Graduate Research Assistant

Appointments of Graduate Research Assistants are made to graduate students enrolled in college programs. Appointees are expected to be full-time graduate students. Graduate research assistants are usually appointed for 50% of full time with duties of research under the supervision of faculty members or assisting faculty members with research. Appointees must have a bachelor's degree from an accredited institution plus ability and experience in areas appropriate to the specific position.

13. Other Non-Classified Staff

Positions in this category include administrative support positions. They are non-faculty, non-tenure track and are not part of the state classification system.

a. Project/Program Manager

- (1) Master's degree from an accredited institution.
- (2) Experience in area of specialization.

b. Project/Program Director

- (1) Master's degree from an accredited institution.
- (2) Experience and sustained performance in area of specialization
- (3) Documented leadership capabilities.

III. WORK ASSIGNMENT

Each department of the college shall provide for a yearly work assignment for non-tenured faculty holding a tenure track position. This assignment will provide the opportunity for an individual to make acceptable progress towards meriting tenure. For tenured faculty, the work assignments will represent a compromise among the needs of the college, department, and program, and the goals and capabilities of the individual faculty member.

IV. ANNUAL EVALUATION PROCEDURES: FACULTY

A. GENERAL PROCEDURES

The performance of all faculty members must be evaluated by the Department Head. These performance evaluations are to be the basis of recommendations for reappointments, annual merit pay increases, promotion and tenure.

1. PURPOSES

The Faculty Evaluation System in the College of Education at the University of Arkansas is designed to serve the following purposes:

a. Development

- (1) To provide a means of encouraging excellence (teaching, research/scholarship/creative activity, and service) by recognizing, rewarding, and reinforcing meritorious performance.
- (2) To increase the likelihood that faculty will work together in a collegial manner.
- (3) To provide information that can be used by the institution and the faculty member to improve performance.

b. Evaluation

- (1) To serve as the basis for decisions about renewal, merit, promotion, and tenure.
- (2) To serve as a means for letting faculty know how their peers and supervisors view their performance.
- (3) To provide a means whereby differences in faculty assignment can be evaluated and compared fairly.

c. Due Process

- (1) To provide a means for protecting faculty from arbitrary actions, favoritism, and discrimination.
- (2) To document compliance with university policy and thus provide protection for the individual and the institution.

2. CRITERIA AND STANDARDS

Faculty members are expected to perform in the areas specified by their individual workload assignments. Workload assignments may vary among faculty; however, faculty will be expected to provide both qualitative and quantitative evidence of achievement in their assigned workload areas. Criteria for evaluating achievement in the areas of teaching, research/scholarship/creative activity, and service are listed below.

a. Teaching

Teaching includes both classroom instruction and formal contact with assigned advisees.

Teaching encompasses all assignments for which a grade sheet is signed at the end of each term. Supervision of independent study, internship, practicum, specialist projects, master's theses, and dissertations are considered part of teaching. Teaching includes conducting training for professional groups for inservice or continuing education.

Qualitative and quantitative evidence of teaching may include, among other items

- (1) Development of materials such as course outlines, workshop syllabi, examinations, and supplementary materials.
- (2) Awards, including the funding of teaching-training proposals by external agencies after competitive review.
- (3) Participation in unit examination activities, such as written and oral examination for honors or graduate degree candidates.
- (4) Student/trainee evaluation of instruction.
- (5) Training for professional groups.
- (6) Clinical supervision.
- (7) Off-campus teaching.
- (8) Videotape of instruction.
- (9) Letters from past students detailing quality of instruction.
- (10) Case studies.
- (11) Teaching portfolios illustrating professional growth.

Advising is defined as those tasks associated with the formal contact between a faculty member and an assigned advisee. Advising consists of planning a degree program of study and insuring that program certification requirements are met. Advising also means those activities which assist persons who are interested in or applicants to a program or degree. A full complement of advisees should be defined by the faculty in a department or program and is routinely included for every teaching and administrative faculty member. Specific advisee assignments and records of contacts are available within each program.

Qualitative and quantitative evidence of advising may include, among other items

- (1) Recruiting of students.
- (2) Planning of appropriate academic sequences of courses.
- (3) Knowing academic rules and regulations.
- (4) Knowing the University and its service and support agencies for referral purposes.
- (5) Scheduling regular office hours and additional hours at registration time for student advisement.
- (6) Keeping advisees aware of any special times, events and requirements including necessary standing, scores, or prerequisites for courses in which to register.
- (7) Maintaining current records on advisees and updating files during each registration period.
- (8) Serving on thesis, specialist, and/or dissertation committees.
- (9) Student evaluations.

b. Research/Scholarship/Creative Activity

Research is defined to include all scholarly inquiry which serves to increase the body of knowledge and to enhance practice in a faculty

member's discipline. Research, therefore, encompasses descriptive, historical, qualitative and experimental studies, published articles in refereed journals, presentations and other creative works which are recognized by state, regional, or national professional societies and associations. Grants, computer software development, scholarly works and creative works which are recognized by peers to increase the body of knowledge and/or enhance practice within the faculty member's discipline are also included under this definition.

Qualitative and quantitative evidence of research/scholarship/creative activities may include among other items

- (1) Refereed publications.
- (2) Non-refereed publications.
- (3) Books and/or chapters in books.
- (4) Refereed conference proceedings.
- (5) Professional awards.
- (6) Funded proposals by external agencies after competitive review.
- (7) Papers presented at state, regional, national, and international professional meetings and seminars.
- (8) Technical reports on projects completed or in progress.
- (9) Evidence of professional recognition by outside agencies, groups, or other individuals in the field.
- (10) Computer software or media development.
- (11) External professional critiques (peer reviews).
- (12) Creative research.
- (13) Citation Rate.
- (14) Directing dissertation/thesis research.
- (15) Book and literature reviews.

c. Service

Service is defined as all committee assignments and other special assignments at the program, department, college, campus, state, regional, national and/or international levels which are assumed, elected, or appointed to facilitate the fulfillment of the unit's mission or the attainment of its goals. Included are (1) election or appointment to professional association boards, committees, commissions, or study groups, and (2) election or appointment to state boards, commissions, or other regulatory or legislative bodies. In summary, service includes professional involvement, in-service training programs, professionally-related community activities, and university related efforts.

Qualitative and quantitative evidence of service activities may include, among other items

- (1) Involvement in the work of professional societies.
- (2) Committee activities.
- (3) Participation in activities in connection with funding agencies.
- (4) Service to the public through consultation or other activities in the area of academic or professional competence of the faculty member.
- (5) Service as an editor or reviewer for professional journals.
- (6) Administrative activities.
- (7) Professionally-related community service and members of civic organizations

- (8) School collaboration.
- (9) Providing assistance and opportunities for graduate students in areas of publishing, professional presentations and securing grants.

3. EVALUATION AREAS

Evaluation Areas: Teaching/Research/Scholarship/Creative Activity, and Service

In each of the evaluation areas of teaching/research/scholarship/creative activity, and service, the qualitative evaluation of a faculty member will be based on standards of excellence. In general, ratings of 0 or 1 denote unsatisfactory performance, ratings of 2-3 denote below average performance, ratings of 4-6 denote average performance, ratings of 7-8 denote above average performance, and ratings of 9-10 denote excellence. Weightings of a faculty member's evaluations are generally consistent with workload assignments, though not identical to them.

a. (1) Teaching Evaluation 0-10

The quality of teaching is the primary consideration for merit ratings in teaching. Teaching activities include classroom and laboratory assignments; supervision of honors projects, senior theses, and independent study projects or courses; supervision of interns; presentation of workshops; and other pedagogical efforts.

- 0 A rating of 0 will be given when no material is submitted to support teaching. Refusal to carry out assigned duties.
- 1 A rating of 1 will be given when little material is presented for teaching review or when there is a clear pattern of unsatisfactory performance. Typically, receives low student evaluations.
- 2-3 Ratings of 2-3 require evidence of involvement in teaching activities. Typically, receives below average student evaluations.
- 4-6 Ratings of 4-6 require evidence of active involvement in teaching activities. Periodically updates class outlines and classroom learning experiences based upon student feedback and current trends in the field. Communicates ideas/information to students in an organized manner. Typically, receives average student evaluations.
- 7-8 Ratings of 7-8 require evidence of above average teaching ability. Systematically current and thoroughly knowledgeable in subject matter. Effectively communicates ideas/information to students and is sensitive to student needs. Shows evidence of professional growth/development in the area of teaching e.g., development of a teaching portfolio. Typically, receives above average student evaluations.
- 9-10 Ratings of 9-10 denote excellence in teaching. Recognized expert in teaching by peers and students. Extremely effective at communicating ideas/information, provides innovative learning experiences and possesses the insight/wisdom to promote maximum learning within the classroom. Recognized for excellent teaching e.g. - teaching awards/recognition, private/public funding for inservice/preservice teacher preparation programs, excellent student evaluations.

Departments are encouraged to delineate special considerations such as teaching a course for the first time, difficulty of course content, and number of students in class.

a. (2) Advising
Evaluation 0-10

The quality of advising is the primary consideration for merit ratings in advising. Advising is critical not only to students, but to the college's reputation.

- 0 A rating of 0 will be given when no material is presented to support advising. Refusal to carry out assigned duties.
- 1 A rating of 1 indicates little record of participation in advising and few, if any steps taken to become involved. Poor quality of advising.
- 2-3 Ratings of 2-3 require evidence of involvement in advising activities. Below average quality of advising.
- 4-6 Ratings of 4-6 require evidence of active participation in advising activities. Maintains up-to-date files on all advisees and shows evidence of establishing formal times for advising. Possesses a knowledge of curriculum options and degree program planning. Communicates information to advisees in an organized and timely manner. Average quality of advising.
- 7-8 Ratings of 7-8 require evidence of above average advising ability. Up-to-date and thoroughly knowledgeable in advising matters. Effectively communicates/disseminates information to advisees and is sensitive to student concerns. Assists in the guidance or recruitment of students.
- 9-10 Ratings of 9-10 denote excellence in advising. Recognized expert in advising by peers and students. Extremely effective at communicating/disseminating information and possesses the insight/wisdom to effectively deal with student concerns. Recognized for excellent advising e.g. - advising awards/recognition.

b. Research/Scholarship/Creative Activity
Evaluation 0-10

The quality of research/scholarship/creative activity is the primary consideration for the merit rating in research. Ratings from 0 to 10 should indicate evidence of increasing significance (merit) of recognition for research/scholarship/creative activity. Such evidence includes awards and prizes; publication of results; invitations to lecture, exhibit, or perform; and competitive grant support of work.

- 0 A rating of 0 will be given when no material is presented to support research ability. Refusal to carry out assigned duties.
- 1 A rating of 1 indicates little record of research or artistic research. Research of poor quality.
- 2-3 Ratings of 2-3 require evidence of involvement in research or artistic research. Below average quality of research.
- 4-6 Ratings of 4-6 require evidence of active research/scholarship/creative activity. Evidence of significant progress on major projects and/or dissertation research. Presentations at state conferences and/or publications in state or non-refereed journals. Average quality of research.

- 7-8 Ratings 7-8 require publication of research results in books or peer-reviewed journals, or artistic creativity through public performances or exhibitions. Award of competitive external funds, invited or peer-reviewed presentations at professional meetings. Evidence of above average quality of research.
- 9-10 Ratings of 9-10 require evidence of national recognition for excellence indicated by publication in premier national or international journals or in books that are favorably recognized (e.g., published by well-known, respected publishing houses and/or reviewed and deemed highly significant after publication); invitations to participate in national or international meetings, exhibitions, or performances; and major competitive funding awards.

c. **Service
Evaluation 0-10**

Evaluation of service is an assessment of the quality of academically-related efforts devoted to department, college, and university activities; professional societies and organizations; local, state, regional, national or international governing or advisory boards and committees; and similar contributions of a community, educational, or professional nature.

- 0 A rating of 0 will be given when no material is presented to support service. Refusal to carry out assigned duties.
- 1 A rating of 1 indicates little record of service performed. Poor quality of service.
- 2-3 Ratings of 2-3 require evidence of involvement in service activities. Below average contributions to service functions.
- 4-6 Ratings of 4-6 require evidence of active participation in service activities at the college, local and state levels. Average contributions to service functions.
- 7-8 Ratings of 7-8 require evidence of strong contributions to various service functions of the program, department, college, campus, and the state. Serves on key committees for the college, the campus, professional societies, and/or the community. Provides editorial, consultative, and/or training services to groups and organizations.
- 9-10 Ratings of 9-10 require evidence of service activities in key leadership positions for units on campus and/or within the community. Serves colleagues and the unit in exemplary ways which enhance the fulfillment of the unit's mission. Serves in leadership positions in state, regional, or national societies related to the faculty member's discipline. Recognized for excellent service e.g. - elected to Board of Directors, service awards/recognition.

d. **Composite Score**

The faculty members' final rating reflects the judgment of the Department Head who considers the following: departmental workload assignment, Department's Head initial rating, and peer evaluations.

4. **PROCEDURES FOR SELF, PEER, AND DEPARTMENT HEAD EVALUATION**

There is no single established role for all faculty within the College of Education. Indeed, faculty roles are expected to vary according to strengths and special assignments.

SELF EVALUATION

Each faculty member may evaluate him/herself in relation to each criterion as a member of the College of Education. This evaluation must be submitted to the department peer evaluation team by February 1. (See Appendix A for Faculty Annual Evaluation Information Sheet).

PEER EVALUATION

Each department may devise its own peer evaluation system, provided a minimum of three faculty colleagues are included in the peer evaluation process. Faculty members comprising the peer evaluation team may schedule class visitations. Peer evaluations are due to the Department Head by February 15.

ADMINISTRATIVE EVALUATION

The Department Head will complete by February 25 an evaluation of all faculty members which include input from faculty, coordinator(s) and director(s). Department Head evaluations will account for 100% of the individual's overall evaluation. (See Appendix B for Faculty Annual Review Form).

B. PRE-TENURE REVIEWS

During the period that a faculty member spends in a non-tenured, tenure-track position, a thorough review of the faculty member's professional career will be conducted annually based on annual review results. The purpose of the review will be to assess the candidate's progress toward a positive recommendation for promotion and/or tenure, and to provide him or her with advice and analysis resulting from the review. The results of pre-tenure reviews will be very important in future deliberations on awarding promotion and/or tenure. A Pre-Tenure Review Form (Appendix C) should be given to each non-tenured, tenure-track faculty member by February 28, outlining the previous year's performance.

Faculty may request two calendar years prior to applying for tenure, a review by the departments' promotion/tenure review committee. The committee will provide written feedback to the applicant and Department Head regarding progress towards attaining promotion and/or tenure.

C. REAPPOINTMENTS

The Department Head is responsible for initiating and conducting the annual evaluation of each faculty member in his or her department and for initiating the process of deciding whether to recommend reappointment of each non-tenured faculty member who is on tenure-track. However, the Department Head's recommendation regarding reappointment is to be made only after consultation with the Department's Promotion/Tenure Review Committee and with the faculty member involved.

When it becomes necessary to recommend non-reappointment of a tenure-track, non-tenured faculty member, the procedures and deadlines prescribed by Section IV.B of Board Policy 405.1 must be followed. The Department Head recommends non-reappointment by a letter to the Dean with a copy to the faculty member. Assuming agreement, the Dean sends a letter of non-reappointment to the candidate with copies to the Vice Chancellor for Academic Affairs and the Department Head.

All appointed non-tenured faculty in continuing positions should be notified of reappointment recommendations on a schedule that conforms to that of Board Policy 405.1. However, for temporary faculty members who are appointed for terms of a year or less, the letters of appointment will serve as notification by specifying

the terms and responsibilities of the appointments and stating that the contracts do not extend beyond the end of the appointment period. (Such a statement does not preclude future appointments.) When such letters are sent by a Department Head, a copy should be sent to the Dean.

NOTE: The Office of Academic Affairs provides an annual calendar of critical deadlines.

V. ANNUAL EVALUATION PROCEDURES: NON-CLASSIFIED STAFF

This section governs departmental procedures in the evaluation of non-classified staff. The performance of non-classified staff must be reviewed annually by the Department Head. These performance reviews are to be the basis of recommendations on successive appointments, annual merit pay increases, work assignment, and termination.

A. ANNUAL REVIEW

Personnel are reviewed on an annual basis by the appropriate supervisor and or administrator. The annual review shall provide the primary basis for assessment pertaining to successive appointment, merit increase, work assignment, and termination. The period covered by the review is the fiscal year--July 1 through June 30. Administrative staff should have explicit annual workload assignments with formal updates as necessary.

B. CRITERIA AND PROCEDURES FOR ANNUAL REVIEW

The criteria by which individuals shall be reviewed are in the area of performance and are reflected in the Non-Classified Staff Evaluation Form (Refer to Appendix D). Each staff member will present to his or her supervisor by July 15 a written summary of general duties, a narrative self-evaluation of performance during the year being reviewed (including specific accomplishments, areas for improvement, and any job-related course work completed), and a blank performance evaluation form.

The supervisor will complete the appraisal form and discuss the entire evaluation with the employee. The supervisor may add comments if desired. The completed evaluation should be signed by both employee and supervisor, and then submitted to the Dean of the College of Education for review and signature. The supervisor will seek out additional performance evaluations as appropriate.

C. TERMINATION OF EMPLOYMENT

Non-classified staff shall be notified of termination of employment by written notice at least thirty days in advance of the date the employment is to cease.

VI. SELECTION AND OPERATION OF PROMOTION/TENURE REVIEW COMMITTEES

Faculty may not serve in peer review positions which allow or require them to participate in a recommendation on appointment to a rank higher than their own or on the granting of tenure when they themselves are not tenured. The only exception to the above stated policy is that tenured professors are eligible to review candidates and make recommendations for promotion to the rank of either University Professor or Distinguished Professor. In keeping with University policy, candidates must be reviewed by both a departmental and college review committee.

A. DEPARTMENTAL PROMOTION/TENURE REVIEW COMMITTEE (minimum of 3 tenured professors)

Comprised of all tenured associate professors, professors, university professors and distinguished professors, this committee "recommends" or "does not recommend" candidates for reappointment, promotion and/or tenure within the department. This written recommendation (promotion and/or tenure) is forwarded to the College Review Committee and appropriate administrative offices. Reappointment or non-reappointment recommendations are sent directly to the Department Head.

B. COLLEGE PROMOTION/TENURE REVIEW COMMITTEES FOR ASSOCIATE PROFESSOR AND PROFESSOR

1. ELIGIBILITY

To be eligible to serve on these committees (and to vote for representatives to serve), a person must have at least a half-time appointment in the College of Education.

2. SELECTION PROCEDURES/RECOMMENDATIONS

Every department within the college elects one faculty member to serve on each of the promotion/tenure review committees. Faculty are elected for two-year staggered terms and members are eligible for re-election.

This committee "recommends" or "does not recommend" candidates for promotion and/or tenure to the Dean of the College of Education. The decision to "recommend" requires approval by a majority of the committee members.

C. COLLEGE REVIEW COMMITTEE FOR UNIVERSITY PROFESSOR AND DISTINGUISHED PROFESSOR

Five members within the College of Education will serve on the College Review Committee for University/Distinguished Professor. Faculty within the College who previously have been appointed to either University or Distinguished Professor will be asked to serve on the University/Distinguished Professor Review Committee.

Each faculty member who wants to be considered for promotion and/or tenure should submit materials according to the University's *Faculty Review Checklist* following the format exactly. The faculty member should review the Faculty Handbook section entitled Evaluation Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Promotions, and Tenure. Refer to Calendar of Critical Deadlines.

**VII. APPEAL PROCEDURES: NON-REAPPOINTMENT,
DISMISSAL, ANNUAL REVIEWS,
TENURE, AND PROMOTION**

A faculty member having a grievance should refer to the appropriate section of the University of Arkansas Faculty Handbook for procedural instructions and information regarding appeal procedures.

APPENDIX A

FACULTY ANNUAL EVALUATION INFORMATION SHEET

COLLEGE OF EDUCATION

Calendar Year _____

Name _____
(Last) (First) (Middle Initial)

Program Area _____

Highest Degree Earned _____ Date Awarded _____

Date of Employment at UA _____

Rank _____ Date of Rank _____

I. TEACHING INFORMATION _____ % of load (from load form)

A. Credit Load (List all courses, enrollments, and locations in following order - Spring, Summer, Fall) Indicate overload courses with **OL**.

Course Number	Course Title	Term: (Spring Summer Fall)	Number Students	Specify Location	Overall Student Ratings*
---------------	--------------	-------------------------------------	--------------------	---------------------	--------------------------------

* Submit all end-of-course student evaluation rating summaries (maximum of ten; do **not** include individual student rating forms) with the exception of classes with fewer than five students enrolled. Label as Appendix I-A.

B. Credit Hour Generating Independent Study/Directed Research/Dissertation Hours (in following order: Spring, Summer, Fall). Total the credit hours at the end.

Course Number	Course Title	Number Students	Number of Credit Hours	Term: (Spring Summer, Fall)
---------------	--------------	--------------------	---------------------------	--------------------------------

C. Credit hours generated for Internships, Practicums, Student Teaching or Clinical Experiences where faculty member is responsible for supervision. (List in following order: Summer, Spring, Fall). Show total credit hours/term.

Course Number	Course Title	Number Students	Number of Credit Hours	Term: (Spring, Summer, Fall)
---------------	--------------	-----------------	------------------------	------------------------------

D. Describe activities oriented toward improving instruction or curriculum in your classes such as development/revision of course outlines/materials, development of new courses.

E. Other forms of evaluation.

(1) Other forms of student feedback e.g., instructor developed formative ratings, written student comments, letters of thanks, etc. Attach as Appendix I-E-1.

(2) Other forms of teaching evaluation (peer visits, peer letters, etc.) List below and attach as Appendix I-E-2.

F. List your Contributions to Conducting Workshops and/or Special Training Activities for Professional Groups for In-Service or Continuing Education.

G. List Specific Contributions to Improvement of Campus Teaching/Training (i.e., workshops, seminars, guest lectures in colleague's class, etc.)

H. Awards/Honors Received in Recognition of Teaching

Advising _____ % of load (from load form)	Spring	Summer	Fall
I. Number of Undergraduate Advisees	_____	_____	_____
J. Number of Advisees Seeking Certification Only (Do not duplicate from advisees)	_____	_____	_____
K. Number of Graduate Advisees	_____	_____	_____
L. Number of Committees Chaired:	Spring	Summer	Fall
Masters	_____	_____	_____
Specialist	_____	_____	_____
Doctorate	_____	_____	_____
M. Number of Committees as a Member of Committee	Spring	Summer	Fall
Masters	_____	_____	_____
Specialist	_____	_____	_____
Doctorate	_____	_____	_____

N. List Specific Contributions to Improvement of Advisement. (Includes such activities as recruiting of students, referring of students, office hours, maintenance of advisee records, etc.)

II. RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY ___% of load (from load form)
(January 1 through December 31 during Evaluation Year)

A. Research/Scholarship/Creative Activity

1. Grants carried over from last evaluation period (Pre-January 1) (agency, dates, amount)
2. Grant Proposals Submitted during Evaluation Period (Title of project, funding agency, annual and total dollar amounts requested, role of faculty member.)
- 2-a. Grants Awarded during Evaluation Period (Title of project, funding agency, annual and total dollar amounts requested, role of faculty member.)
3. Describe Your Research Agenda and Describe Current Research in Progress
4. Research Projects Completed This Year
5. Research Presentations at Professional Meetings. Indicate whether invited, refereed, or non-refereed and give title, date(s) and audience (organization and size)
6. Scholarly Awards (source, date)
7. Directing of master's thesis and dissertation research (list approved thesis and dissertation titles.)

B. Publications/Performance/Exhibitions (Use A.P.A. form)

1. Refereed Publications (List under following categories: published, submitted or in progress. If submitted, indicate name of journal.)
2. Non-Refereed Publications (List under following categories: published, submitted or in progress. If submitted, indicate name of journal and number of pages.)
3. Books and/or Chapters of Books (List under following categories: published, submitted or in progress. If submitted, indicate name of journal, and number of pages.)
4. Book Reviews (List under following categories: published, submitted or in progress. If submitted, indicate name of journal and number of pages.)
5. Abstracts (List under following categories: published or submitted. If submitted, indicate name of journal and number of pages.)
6. Non-Research Based Presentations [Indicate whether invited, refereed, or non-refereed, and give title, date(s), describe audience (organization and size) and indicate whether local, state, regional, national, or international.]
7. Other Scholarly Activity or Creative Activity not included elsewhere. (Computer software, media development, credential reviewer, editorial boards, referee for journal, etc.)

III. PROFESSIONAL AND PUBLIC SERVICE ACTIVITIES

___% of load (from load form)

- A. Professionally Related Public Service (List Community Honors, Committees, Boards, Memberships, etc.)
- B. Professional Service to Your Profession and the Field
 - 1. List Professional Associations in which you hold memberships.
 - 2. Professional Meetings Attended (List under following categories: state, regional, national, and international. Show date, location, and how funded.)
 - 3. Participation in Professional Organizations (Offices held, committee memberships, etc.) List only activities not included elsewhere (presentations, referee, journal editorial board, etc. should be included under scholarship.)
 - 4. Service to the field (Consulting--include client, nature of service, time spent, dates)
- C. University Service
 - 1. Departmental/Program (Describe nature of work; for committees, list title of committee and state nature of your involvement--member, officer, etc.)
 - 2. College of Education (Describe nature of work; for committees, list title of committee and state the nature of your involvement--member, officer, etc.)
 - 3. University (Describe nature of work; for committees, list title of committee and state the nature of your involvement--member, officer, etc.)
 - 4. Other Service Contributions or School-University Collaboration. Include special assignments, functions, activities. Describe nature of contribution and your role.
- D. **Administrative Service** ___% of load (from load form)
(List specific administrative accomplishments.)
- E. Qualitative, evaluative, ratings, or assessment data - honors, awards, etc. for A,B,C,D, i.e., put here any documentation illustrating how "good" or "well done" the assigned duties were performed, e.g., a community service award or citation for administrative excellence.

Proposed Directions for Completing the Faculty Annual Information Sheet

- 1. The form is available on diskette from **your** chair. Use the diskette to reduce the typing load.
- 2. Print or type all information.
- 3. All information listed should be for activities during the period January 1-December 31.
- 4. Number all pages. Label each Appendix to correspond to the appropriate section on the form.
- 5. Make copies of anything submitted since all materials are retained in your personnel file in the department head's office.

6. Be very careful to follow the directions on the form. The data requested were necessary to make a fair assessment of your performance. Failing to include data may negatively influence the reviewer(s).

Re: Evaluation of Teaching

- A. Student Ratings -- Spend some time thinking about how you can display the results so that a reviewer can **quickly** and **accurately** come to a decision about what your students say. Don't hesitate to include your self-assessment. Provide a typed summary of **all** student comments by course rather than attaching Xerox copies of individual comments.
- B. Peer visits -- Peer visits are strongly recommended, both for formative and summative reasons. Note: There are some excellent forms available in books on faculty evaluation.

Scholarly Activity

- A. To the extent possible, avoid being redundant. Listing the same activity in two-three different places gives the impression of "padding."
- B. Provide a brief description of two-four sentences about each publication. Titles often do not convey the content.
- C. One or two articles in prestigious journals in your field may be worth more than five-six in other journals that serve a general audience. Say something about the nature (selectivity, circulation, etc., etc.) of the journals where you published.

**APPENDIX B
FACULTY ANNUAL REVIEW FORM**

1. Name _____
2. Program/Area _____
3. Present Rank _____
4. Department Head's and Peer Evaluations of Annual Accomplishments:

	%	RT		%	RT	Research Scholarship/ Creative Activity	%	RT		%	RT		%	RT
<u>Teaching</u>	___	___	<u>Advising</u>	___	___		___	___	<u>Service</u>	___	___	<u>Composite</u>	___	___
Excellent	___		Excellent	___		Excellent	___		Excellent	___		Excellent	___	
Above Average	___		Above Average	___		Above Average	___		Above Average	___		Above Average	___	
Average	___		Average	___		Average	___		Average	___		Average	___	
Below Average	___		Below Average	___		Below Average	___		Below Average	___		Below Average	___	
Unsatisfactory	___		Unsatisfactory	___		Unsatisfactory	___		Unsatisfactory	___		Unsatisfactory	___	

KEY: % = percent weightings according to workload assignment.
 RT = rating mean score for each area evaluated.
 Circled Score = Department Head's Evaluation.
 Non-Circled Score = Annual Peer Evaluations.

5. Written appraisal and identification of areas needing improvement

6. Assignment for following year

7. Comments by faculty member

8. I have read and discussed Departmental Appraisal _____
Signature of Faculty Member

9. I have prepared and discussed this document with Faculty person identified

Signature of Department Head

(Copy to Faculty Member, Department Head, and Dean's Office)

APPENDIX C
PRE-TENURE REVIEW FORM
NON-TENURED TENURE-TRACK POSITION
COLLEGE OF EDUCATION

1. Name _____
2. Program/Area _____
3. Academic Year and Rank of First Appointment at UAF _____
4. Academic Years of Appointment to Present Rank _____
5. Number of Years in Full-time Service in Present Rank _____

6. Department Head's Evaluation of Progress Toward Tenure/Promotion and Annual Peer Evaluations in the following areas:

Teaching	%	RT	Advising	%	RT	Research/ Scholarship/ Creative Activity	%	RT	Service	%	RT	Composite	%	RT
Excellent	___	___	Excellent	___	___	Excellent	___	___	Excellent	___	___	Excellent	___	___
Above Average	___	___	Above Average	___	___	Above Average	___	___	Above Average	___	___	Above Average	___	___
Average	___	___	Average	___	___	Average	___	___	Average	___	___	Average	___	___
Below Average	___	___	Below Average	___	___	Below Average	___	___	Below Average	___	___	Below Average	___	___
Unsatisfactory	___	___	Unsatisfactory	___	___	Unsatisfactory	___	___	Unsatisfactory	___	___	Unsatisfactory	___	___

KEY: % = percent weightings according to workload assignment.
RT = rating mean score for each area evaluated.
Circled Score = Department Head's Evaluation.
Non-Circled Score = Annual Peer Evaluations.

7. Written appraisal and identification of areas needing improvement _____
8. Assignment for following year _____
9. Comments by faculty member _____
10. I have read and discussed Departmental Appraisal _____
Signature of Faculty Member
11. I have prepared and discussed this document with Faculty person identified _____

Signature of Department Head

(Copy to Faculty Member, Department Head, and Dean's Office)

Note - Faculty may request two calendar years prior to applying for tenure a review by the Departments' Promotion/Tenure Review Committee.

APPENDIX D

**NON-CLASSIFIED STAFF
Performance Evaluation**

July 1, 19___, to June 30, 19___

Name _____

Department _____

Supervisor _____

Date _____

	Needs improvement	Satisfactory	Very Good	Commendable	Not Applicable
1. Use of professional and technical skills					
2. Quality of work					
3. Quantity of work					
4. Creativity and initiative					
5. Adaptability and cooperation					
6. Responsibility and dependability					
7. Ability to evaluate facts and make decisions					
8. Planning, scheduling, and organizing work					
9. Effectiveness in dealing with patrons and colleagues					
10. Guidelines and development of staff					
11. Contribution toward library objectives and goals					
12. Ability to receive and apply constructive criticism and suggestions					
13. Other					

Note: If a particular rating element does not apply, "Not Applicable" should be chosen.

Supervisor's comments:

Employee's comments:

I have discussed this evaluation with the employee concerned:

Signature of Supervisor _____ Date

I have read this evaluation of my performance and have reviewed it with my supervisor:

Signature of Staff Member _____ Date

Signature of Dean _____ Date