

2022 Institutional Report on the Annual Review of Faculty Performance North Arkansas College

In accordance with Arkansas Code 6-63-104 and AHECB policy, North Arkansas College conducts a rigorous, consistently applied annual review of faculty that includes assessment by peers, students, and administrators. The evaluation by students and administrative staff is applied to all teaching faculty, both full-time and part-time, with full-time faculty additionally being evaluated by their supervisors and themselves (see below). These evaluations provide guidance and assistance to all faculty in their professional development and their fulfillment of academic responsibilities in the areas of teaching and service to the college.

As long as a faculty member is employed by North Arkansas College and for at least three years thereafter, evaluations, recommendations, and all other writings used in or resulting from this process are maintained and made available to the faculty member upon his or her written request. Such requests must be made to the faculty member's current or former supervisor or, when such individual is unavailable, to the Vice President of Academic Affairs.

Elements of the Faculty Performance Review Process

The annual faculty review and evaluation process at Northark includes the following:

- A. Peer evaluations
- B. Student evaluation of teaching
- C. Evaluation by administrators, specifically by faculty supervisors (department chairs or program directors)
- D. Faculty self-evaluations

1. How are faculty peers involved in faculty performance?

The performance evaluation for full-time faculty includes a section for peer evaluation. The evaluator uses the Faculty Peer Evaluation form to assess a colleague's classroom management, professionalism, scholarship, student and professional relationships, and contributions to the academic department.

2. How are students involved in faculty performance?

The evaluation process includes formal evaluation of the faculty member's teaching by students at the conclusion of each course. Faculty receive the results of these student assessments/appraisals to aid in making improvements to course instruction.

3. How are administrators involved in faculty performance?

Annual evaluations of faculty performance by supervisors (department chairs for academic faculty, program directors for technical and health professions faculty) are based on observation and, when available, evidence of achievement in teaching or professional performance, as well as evidence of such teaching materials as course outlines,

examinations, and supplementary materials. Each year, all faculty supervisors are required to conduct an evaluation of the performance of all faculty members in their division or department and ensure compliance with all criteria and procedures for evaluation. Before mid-term of each new faculty member's first appointment, faculty members are notified by their supervisors of these criteria and procedures and the accompanying instruments currently used to evaluate performance. After the evaluation process has concluded, supervisors and faculty members meet to review the evaluation documents, which are then signed by both parties. The evaluation form includes a space for faculty members to respond to their supervisors' recommendations.

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

Faculty evaluate their performance in the areas of instructional and professional responsibilities, using a faculty self-evaluation form specifically designed for this purpose. Additionally, the form contains a section titled Quality Improvement where the instructor identifies one change he or she will make in the next academic year in one of the following areas: Northark Strategic Goal: Student Success, Division and/or Department Strategic Initiatives, or Student Evaluations.

5. Describe how faculty knowledge and use of student support tools (e.g., early alert) and advising techniques (e.g., intrusive advising) are used to evaluate faculty performance.

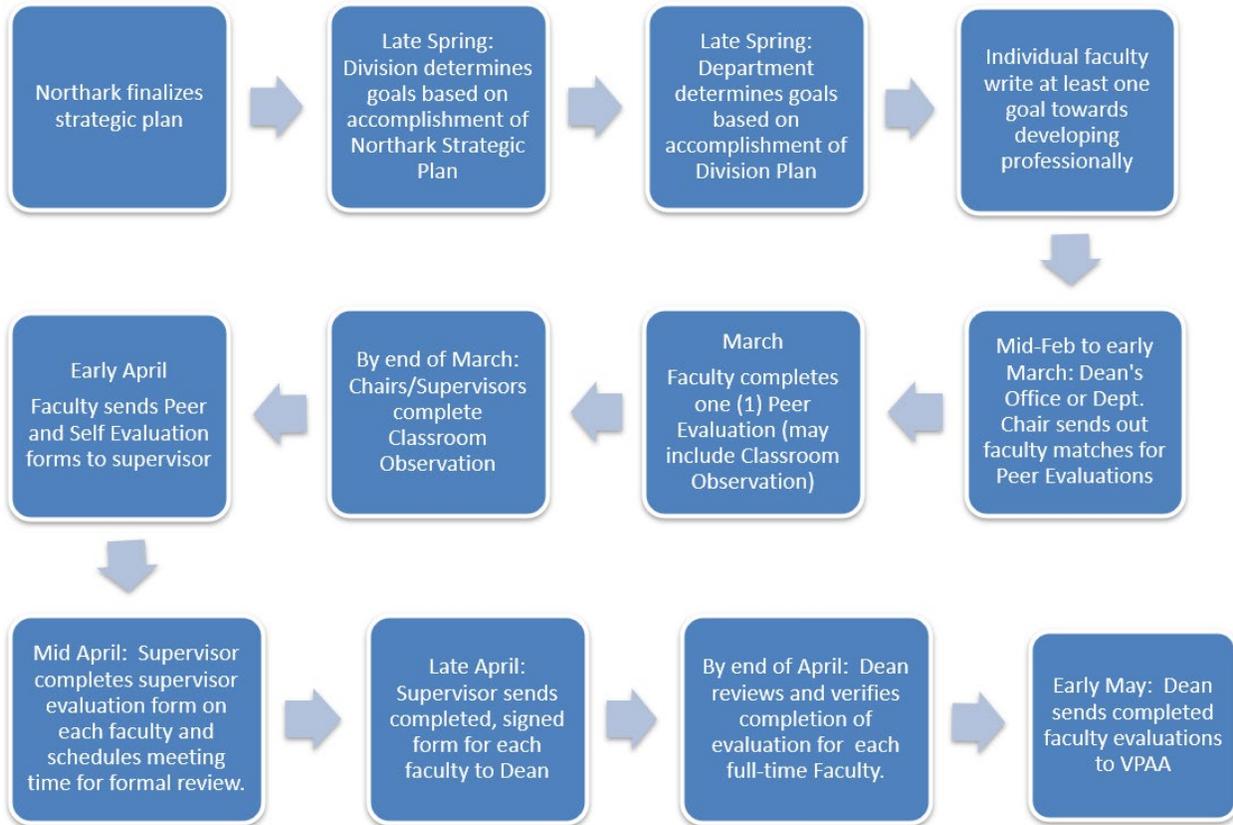
As described in Northark's 2020 report, the college has obtained a new CRM system named TargetX that includes retention-tracking capabilities. An internal, multidisciplinary team is deep into planning out its integration with the college's existing retention and advising operations, including its most effective avenue of use by faculty. When the system is eventually deployed, faculty use of it will be tied to their annual performance reviews.

As for advising techniques, faculty advising begins after students complete their first semester of classes at the college. Duties include registering students for classes for the following semester. Chairs and deans note the advisee loads for their faculty members and strive to make them equitable. Faculty advising is included as a criterion in the rank and promotion evaluation process.

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

A classroom visitation evaluation is conducted for all faculty members by their supervisors. Faculty members also have the opportunity to submit materials they desire to be considered in their evaluations.

The overall process for executing steps 1, 3, and 4 above (peer evaluation, administrator evaluation, and self-evaluation) is illustrated in the following diagram:



Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? Yes No

2. If yes, describe the procedures and persons responsible for the monitoring.

Supervisors are held accountable when faculty evaluations are not completed by a specific date each year. New employment contracts for the next fiscal year are not written or delivered to the returning non-classified employee for signature and approval until an evaluation with a satisfactory rating has been delivered to the employee and a copy to Human Resources.

3. If no, describe measures that are being taken to begin annual monitoring.

N/A

Use of Review Findings

1. How are faculty performance results used in decisions related to promotions, salary increases, or job tenure?

Faculty have a Rank and Promotion process that is separate from the annual performance evaluation process. Faculty evaluation results are used to determine the amount of merit bonuses in years when merit bonuses are given. The Faculty Compensation Committee reviews/approves the applications for rank and promotion. Supervisor and student evaluations are components of the application package.

2. Describe how faculty performance results are used at your institution to guide short- and long-term faculty development.

Chairs and deans convene to discuss possible opportunities for faculty development if there is a trend or gap in evaluations and student success rates. In addition, the assessment of student learning outcomes, including both the outcome data and the effectiveness of the assessment process, are reviewed for use in departmental action plans on an annual basis. Any faculty development needs that emerge from these discussions are shared with the two co-directors of the Employee Resource Center, who coordinate faculty development during the academic year.

3. Based on faculty performance results, identify any area(s) of improvement that are being examined for the next academic year.

As described in last year's report, a number of faculty need additional professional development for making use of the college's LMS, Canvas, in a more comprehensive and effective manner that conforms to institutionally required standards. Additionally, in recent years some faculty have consistently missed opportunities to participate more fully in required academic assessment practices. During AY2021-2022, the college's Center for Teaching and Learning was revised and relaunched as the Employee Resource Center (see the section on Notable Findings and Future Plans below). The ERC represents an enhancement to faculty development training that will in part address these specific areas of need, including improved use of Canvas for assessment, clarity of communication, and general organization of information.

Additionally, the ERC is currently looking into providing Quality Matters professional development training for faculty. Quality Matters (QM) online workshops help faculty grow beyond their current online learning expertise. The center is 1) tentatively planning to offer QM trainings starting in Fall 2022, and 2) exploring the possibility of training QM trainers on campus to continue to facilitate high-quality learning.

English Fluency of Teaching Faculty

1. How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?

When new faculty are hired at Northark, they must demonstrate effective communication skills in both their teaching demonstration and the interview process. Additionally, student course evaluations of existing faculty are regularly reviewed to check for, among other things, effective communication skills among faculty members.

2. What measures are in place to assist deficient faculty in becoming English-proficient?

For faculty with ineffective English-language communication skills, Northark provides relevant professional development and language support through its Center for Teaching and Learning. Professional development opportunities exist at the departmental level as well.

3. Summarize English deficiency findings and note action taken by the institution.

No significant deficiency findings have occurred during the past year.

Support for Accredited Public Schools

1. Describe how the institution’s related discipline faculty members work collaboratively with accredited public schools in Arkansas.

Northark education faculty work with public schools to provide classroom observation sites for freshman students. While North Arkansas College does not have a College of Education, the institution supports, works closely with, and partners extensively with area public schools. Additionally, the college’s Health Professions division has affiliation agreements with area public school systems to augment the health services provided to students and to enable these schools to serve as training sites.

More broadly, staff and faculty members work with area public schools to facilitate and arrange concurrent classes for high school students to receive college credit at Northark in academic transfer courses, health professions courses, and technical program courses. In Fall 2021 and Spring 2022 675 concurrent high school students enrolled in classes at Northark, an increase of 31 percent from the Fall-Spring 2020-2021. The college assigns a specific advisor to each concurrent student.

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

In Fall 2021, Northark hired a new vice president of academic affairs, who led the deans and Faculty Association president through a thorough review of the annual faculty review process to determine whether it was working as intended and as described in formal documentation. This team determined that, overall, the process is indeed working as intended, though a couple of areas of weakness or obscurity emerged.

One of these was the faculty peer review component. Among the three major instructional divisions at Northark—Arts, Sciences, Business, and IT; Health Professions; and Technical and Outreach Programs—the peer review component was not being deployed with equal consistency, nor was the specific means of deploying it calibrated for maximum or even, in some cases, minimally sufficient effectiveness to ensure delivery of meaningful and therefore useful data.

Another area of concern related to the process of gauging the level of faculty satisfaction with their current evaluation process. The review team found that no clear means of deriving this datum was in place.

2. Describe any plans or revisions to the annual faculty review process this year that have been developed as a result of the findings noted above.

To address the weakness in the peer evaluation component, the review team retooled this component to make peer reviews specifically appropriate to each of the respective instructional divisions.

To address the weakness in gauging faculty satisfaction with the annual evaluation process, the review team planned to add a relevant item to the faculty self-evaluation portion of the overall evaluation process, but then the team decided instead to combine this item with a wider plan to move the entire faculty evaluation process from a paper- and PDF-based activity to an all-electronic one powered by Cognito forms. At the time this review/report was written, the review team, consisting of the VPAA and deans, had conducted an initial meeting with Northark’s IT department to discuss the overall viability of this idea. Presently the soft plan is to work toward implementing this new approach in AY2022-2023.

As mentioned above in the section titled “Use of Review Findings,” Northark’s Center for Teaching and Learning underwent a relaunch during AY2021-2022. It began with a “soft” relaunch in January 2022 and then a full one in the summer, and it involved a name change from Center for Teaching and Learning to Employee Resource Center. The new ERC opened with two co-directors instead of one, and each co-director has carefully delineated responsibilities related to faculty professional development training and overall faculty support. These include both on-boarding of new faculty members and ongoing development for existing ones. One new faculty development project that has already made significant headway is the creation of short ERC-produced training videos focused on various matters related to faculty duties. Going forward, CTL offerings will link directly into the annual evaluation of faculty performance and will be continuously monitored and recalibrated as necessary to address specific needs that come to light.

Level of Faculty Satisfaction with Current Process

1. On the scale below, indicate the faculty’s overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.

1---2---3---4---5---6---**7**---8---9---10
low high

In all, 40 faculty members responded to the survey that obtained this rating. Of these, 28 (70 percent) rated their satisfaction at 7 or above, with the single highest concentration of responses (9, or 22.5 percent) giving a rating of 10.