MEMO TO: All Non-tenure Eligible Faculty

FROM: Cory Hansen, Interim Director, Division of Teacher Preparation
Sherman Dorn, Director, Division of Educational Leadership and Innovation
Jane Legacy, Chair, Non-tenure Eligible Faculty Personnel Evaluation Committee (NTE PEC)

DATE: December 12, 2014

RE: Annual Review Guidelines 2014

The purpose of this memo is to provide information about the annual review process requirements for Non-tenure Eligible Faculty. Should you have further questions, please contact your division director.

Background: The governing body of Arizona’s universities, the Arizona Board of Regents (ABOR), requires an annual review of all faculty members. Each academic unit has bylaws and Standards of Academe (SOA) that specify review policies that are aligned with ABOR policy. The policies and bylaws require that an elected committee evaluate each faculty member based on the Standards of Academe and provide a written review to the Division Director. The Division Director writes the final review. You can find the bylaws and SOA on the college Blackboard site “Mary Lou Fulton Teachers College Faculty and Staff Information” under “guidelines.”

In order to conduct these reviews consistently and in compliance with policies, the NTE Personnel Evaluation Committee and the Directors are providing the following procedures to faculty for the completion of the portfolios covering the 2014 calendar year. The procedures also apply to faculty who served only part of the year (for example, fall semester) except where modifications are noted.

Due Date: The annual review is due Friday, January 30, 2015 (the last Friday of January per the College Standards of Academe). Submit by midnight.

Time Period: The evaluation period covers January 1, 2014, to December 31, 2014, or any portion of that year the faculty member was employed, excluding contracted summer work such as teaching summer school.

How to Submit: Access the Blackboard shell under Blackboard > Organizations > MLFTC Non-Tenure Eligible Faculty Member Org and follow the directions posted on the Announcements page.

What to Submit: The Standards of Academe requires the following materials be submitted:
  • Annual Evaluations from the Division Director for the past two years (these should already be uploaded on the Blackboard site)
• Annual Vita Supplements for the last three years (for 2013, use the template posted on Blackboard and attached to this email). Note that there are some changes to the template designed to make it easier/clearer.
• Personal Statement
• Course evaluation scores (use the self-calculating template on Blackboard and attached)
• Course syllabi
• Annual Goals for 2014 signed by the Division Director

Submit the files in the following order. Please save these files under the appropriate titles as noted below. File templates are available on Blackboard:

✓ Annual evaluation from the Division Director (these should already be on the Blackboard site)

✓ Annual Vita Supplements for the last three years. Please save as:
  o Lastname2014AVS
  o Lastname2013AVS
  o Lastname2012AVS

✓ Personal Statement saved as Lastname2014PersonalStatement [for more information on this statement, please see below]

✓ Student Evaluation Summary Table saved as Lastname2014EvaluationSummaryTable. Access course evaluation information here: http://www.asu.edu/evaluate. The template for this table is in Excel format and accompanies this notice. It can also be found on Blackboard. Directions are on the template and the calculations are automatic once you enter the data.

✓ Syllabi for all courses taught in 2014 saved as Lastname2014SyllabusXXXnnn (Course prefix and number Example: Sidlik2014SyllabusTEL311).
  o One syllabus is sufficient for multiple sections of the same course.
  o Do not include summer course syllabi or course evaluations, as the evaluation covers the academic year only.
  o All syllabi should follow the MLFTC Syllabus Template for either certification courses or non-certification courses. If syllabi are not in current template form, please follow the MLFTC Syllabus Template for all future courses.

✓ Goals for 2014 signed by the Division Director saved as Lastname2014Goals [scan and submit].

Why does the AVS form look different this year from two years ago? (Reprise from 2013 guidelines)

We have added a section for faculty to report the results of student evaluation of field experiences, including student teaching and apprentice teaching. These evaluations are conducted through a TK-20 survey. As this is the first effort at providing a table for this purpose, you may need to edit the table to fit your particular supervision assignment, if that was part of your job.
What should be included in the Personal Statement?

The personal statement consists of a three-page (1500 word maximum) narrative self-evaluation of your efforts for the year in teaching, leadership, and service relevant to your annual goals and consistent with the Standards of Academe (SOA). Use the Non-Tenure Evaluation rubric provided in Blackboard to understand expectations held by the NTE Personnel Committee.

Please begin your personal Statement by completing this table. Please add additional lines for each addition goal under each category.

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Goal Review (Evidence)</th>
<th>Impact on future goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Goal #1: Teaching – Desire to use more technology in my instruction. Used this and that...</td>
<td>Describe how you have or why you have not achieved this goal</td>
<td></td>
</tr>
<tr>
<td>2014 Goal #2: Service – University, College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Goal #3: Scholarship/Community</td>
<td></td>
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</tr>
</tbody>
</table>

Describe why your accomplishments meet (or don’t meet) your goals. Not meeting goals is not necessarily a reason for a lower rating if there is an explanation and critical self-reflection about how you have adjusted your efforts to achieve the goals or describe how the goal has been amended to meet changed circumstances. (Normally, changes to goals should go through the Division Director for approval, but with the pace of change recently, this did not always happen.)

Overall Teaching Statement (including teaching leadership) that would act as an overall statement about teaching (what you liked, what you did not like, what you plan to change in the future).

The personal statement provides the context for the Personnel Evaluation Committee and your Division Director to understand your work. It is not a restatement of the Annual Vita Supplement, but an interpretation. As the College has incorporated many new programs and positions, do not assume the committee members understand your assignment, so describe what your job entails – teaching, supervision of student or apprentice teachers, professional development, or other work. Also discuss any unusual context for your work, particular challenges (teaching a new course, teaching online for the first time, having an unusually large number of students, or other challenges) and how you addressed them. Where service is linked to teaching, you may want to point out that link.
Leadership in teaching can be discussed in terms of your active participation to improve instruction (such as the development of new courses, mentoring faculty or collaborating with other faculty and/or course coordinators in instructional design). As you prepare your statement, review the guidelines rubric used by the Committee to conduct the review. This will focus your attention on the elements on which you are being reviewed.

Overall Service Statement that would be used for people to write about their service

Service is of two types: 1) good citizenship, and 2) special contributions demonstrated in one or more of the following areas: a) college or university, b) professional and c) governmental or community. Good citizenship includes participation in all required meetings and events (e.g., Convocation and commencement) which is assumed as part of job responsibilities. Your narrative should address your contributions to the college outside of teaching classes. It is important to note how your service is related to the work and mission of the college. Your community and professional service activities should be identifiable as representing the college in the endeavor. For example, providing professional development to teachers at a school would further our goal of advancing Pre-K-12 education, while volunteering at the Humane Society, while worthy, is a personal endeavor and not normally relevant to the College. Ideally, the outcome of your service will have an impact on the college, university or community that you can describe.

Examples of each level of service are as follows:

- **University and/or College Level**: Includes active committee participation or participation in MLFTC faculty groups that address tasks or issues (e.g., Task Forces or Working Groups, curriculum reform work, recruitment of students, faculty search committees, standing committees in the college) or, in some cases, participation in University level committees with faculty from other colleges.
- **Community Level**: Includes active participation with area schools, community boards or agencies where you represent the college. Serving as an official liaison of the college to other entities is another example. (This would typically be listed in your annual goals, or would involve an invitation from the Dean or Division office to represent the College.)
- **Professional Level**: Includes active participation in professional organizations, such as serving in a leadership role in CEC or another professional organization. Membership in professional organizations is worthy, but leadership is especially noteworthy, and should result in some observable outcome.

Please note the following from the Standards of Academe Section 7.1: “The quality of service rendered is more important than the quantity of service. In general, service as special contribution and leadership of service as citizenship demonstrate a higher level of quality than ordinary service as citizenship. In addition, the level of activity and time commitment of the service rendered, as well as the products created and the influence of the service rendered, provide further evidence of the quality of service. Accomplishment and significance of the service are what are most valued in judging the quality of service for the purposes of the various levels of personnel review.”
The expectation is that service should entail regular participation and consistent contributions. The narrative should include other indicators of leadership in service along with other lines of evidence as needed. The narrative on service must be relevant to the faculty member’s goals. Also, faculty members are encouraged to link their service with their teaching. Note that, “Meaningful service may be strategic to the faculty member’s interests, teaching, and/or scholarly agenda, but must be in support of the general good rather than private or commercial interests” (SOA 7.1).

Finally, with respect to service, note the following: “To exceed expectations, faculty must make special contributions in their service or fulfill leadership roles on college, campus, or university committees or in professional, governmental or community endeavors. Service that exceeds expectations is accompanied by demonstrable evidence (e.g., an end-of-year report or other product) that indicates the faculty member’s special contributions and/or leadership.” (SOA 7.2)

Frequently asked questions:

Where do I get my student evaluation scores?
http://asu.edu/evaluate

What if I am not sure if a particular accomplishment should be described as teaching or as service?
Answer: There is often overlap among the categories, and there is no harm in describing a particular activity as having elements of both teaching and service.

What if my portfolio is submitted late?
Answer: Any portfolio that is submitted without all of the required material electronically will not be reviewed and will be designated by the PEC as “unable to evaluate.”

What if I fail to submit?
Answer: A faculty member who fails to submit may be rated as a “1” – failure to meet expectations. This is an essential requirement of all faculty positions.