

# **FACULTY EVALUATION PLAN**

**UA-Pulaski Technical College**

**Committee on Faculty Involvement**

**Faculty Senate**

**Provost**

**Adopted 2014-2015**

**Revised: May 2021**

# UA-Pulaski Technical College Faculty Evaluation Plan

## I. PURPOSE STATEMENT

The primary purpose of faculty evaluation at UA-Pulaski Technical College is to promote individual and institutional self-improvement. To ensure that faculty are aware of the expectations of their supervisor and are informed of their progress as members of UA-Pulaski Technical College faculty, evaluations are completed on an annual basis, following the academic calendar. This evaluation, which serves as an assessment of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the college and places value on a number of sources of information such as students, observers, supervisors, faculty, and data sets. The college recognizes the need for a consistent system for evaluating its faculty. However, the college also recognizes the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the college's success and growth.

## II. WHO IS EVALUATED?

Full-time faculty members are assessed through all components (student, dean/chair/program director, and self) of the evaluation plan. (Full-time faculty members are defined as individuals on full-time appointment by UA-Pulaski Technical College and paid from positions in the educational and general academic portions of appropriation acts and labeled "faculty.")

New full-time faculty who join the college in the fall term will be required to complete a full evaluation, minus the report of progress on the prior year's goals. New full-time faculty who join the college in the spring term will be required to submit their goals for the upcoming year to their dean. The dean and department chair/program director will conduct classroom observations for all first-year instructors.

## III. EVALUATION CRITERIA

All faculty members with teaching responsibilities will be evaluated annually on three components of their performance: teaching, service, and enrichment.

### A. Teaching/Learning

### B. Service

### C. Enrichment

## IV. EVALUATION COMPONENTS

Because of the great diversity in possible approaches to teaching, the annual faculty evaluation, while maintaining a consistent process, allows some flexibility to the faculty member. The process supports a multi-source faculty evaluation system that includes student, peer, administrative, and self-evaluation as described below.

- Self-Evaluation – The self-evaluation form allows each instructor to submit a report of their effectiveness in teaching, their service and enrichment activities, their goals for the coming year, and their progress on the previous year's goals. To assist in the self-evaluation the college will provide certain data sets to each instructor such as student evaluations, grade distributions, course completion data, etc.

- Chair/program director/peer evaluation – Chair/program director/peer evaluation consists of two parts: classroom observations and a review of the blackboard shell connected to the course being observed. Chair/program director/peer evaluation is primarily used for formative (improvement) versus summative (judgmental) purposes. The goal of chair/program director /peer evaluations is to document evidence of excellence in teaching or potential areas for improvement. Faculty will be evaluated once every two years by the chair/program director of the department with peer evaluations occurring annually. Peer evaluators will be assigned by each instructor’s department chair/program director. Instructors should not reciprocate evaluations in the same evaluation period and should not be assigned the same evaluator from the previous evaluation period. An instructor must have completed at least two full semesters of Instruction before serving as a peer evaluator.
  - Classroom Observations – Each instructor will be observed for one full class period of teaching by a chair/program director/peer. Observers will use the provided forms to document evidence of excellence or areas for improvement.
- Data Analysis – Instructors will be provided several data sets reflecting student evaluations, grade distributions (including course success rates), withdrawal rates, course completion rates and retention/early alert usage rates. These data sets will not directly affect an instructor’s overall evaluation, but the instructor will be required to interpret and comment on these data sets as a component of their self-evaluation.
- Overall Evaluation –The instructor will meet with the chair/program director/peer to review the completed evaluation, and, in concert with the chair/program director, will summarize the evidence from the Self, chair/program director, and Data Analysis components used to determine this rating and document it in the Executive Summary, which will then be forwarded to the School dean.
- Scoring – All elements of the FEP are scored on a 5 point scale. The overall rating found on the Executive Summary is an average of the Self Evaluation, Peer, and Chair/Program Director scores. The classroom observation form includes items used in a face-to-face class and an online class. Use “n/a” for any item that is not applicable for the course being observed. N/A is not to be calculated in any scoring.

# **SECTION 1: EXECUTIVE SUMMARY**

*To be completed by the instructor's department chair*

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**Instructor**

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**School**

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**Department Chair**

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**Date**

- A. Overall Score for Self-Evaluation: \_\_\_\_\_
- B. Overall Score for Peer Review: \_\_\_\_\_
- C. Overall Score for Chair/Program Director Review: \_\_\_\_\_
- D. **OVERALL AVERAGE RATING** (*Please average the self, peer and chair review scores and place score here*): \_\_\_\_\_

*The overall rating is an average of the peer review, self-evaluation, and chair/program director review. If no chair/program review is done this academic year than the average should be taken between the peer and self-evaluation.*

**B. STRENGTHS:**

**C. AREA(S) FOR IMPROVEMENT:**

**D. PROGRESS ON THE PRIOR EVALUATION'S GOALS:**

**E. NEW GOALS AND PROFESSIONAL DEVELOPMENT PLAN FOR THE UPCOMING ACADEMIC YEAR:**

**Instructor's Acknowledgement:** I have reviewed the attached evaluations with my department chair. If I wish to submit a written response, I will do so within five (5) working days of the evaluation conference. The response must be signed, dated, attached to the original evaluation form, and submitted to the Provost.

**Signatures:**

\_\_\_\_\_  
**Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Department Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Dean**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Provost**

\_\_\_\_\_  
**Date**

# **SELF-EVALUATION**

*To be completed by the instructor. Write each section in narrative form. As part of your self-evaluation please score yourself in each of the following areas: Teaching, Service, and Enrichment with 5 being the highest or "best" score and 1 being the lowest or "worst". The Overall Self-Evaluation Score should be the average score between teaching, service, and enrichment scores.*

**Teaching Score:** \_\_\_\_\_

**Service Score:** \_\_\_\_\_

**Enrichment Score:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

## **A. TEACHING**

**Teaching Score:** \_\_\_\_\_

**Strengths:**

**Area(s) for improvement:**

**Student Evaluations and Retention Efforts:**

**Progress on goals from previous year:**

**Goals and professional development plan for the upcoming academic year:**

**B. Service to UAPTC over the past year:**

**Service Score:** \_\_\_\_\_

**C. Enrichment/professional development activities for the past year:**

**Enrichment Score:** \_\_\_\_\_

**D. Additional degrees, certifications, credentials and/or awards earned this past year (Please also attach a current CV):**

**Comments:**

**Signature:**

\_\_\_\_\_  
**Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Received by**

\_\_\_\_\_  
**Date**



## **CLASSROOM OBSERVATION**

*To be completed by peer, chair, program director, or dean in either a face-to-face, online, or virtual class.*

- |               |  |
|---------------|--|
| 5 4 3 2 1 n/a | 1. Creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content   |
| 5 4 3 2 1 n/a | 2. Distinguishes between relevant and irrelevant information, claims, or reasons in an efficient and effective manner  |
| 5 4 3 2 1 n/a | 3. Poses probing questions and problems once issues are identified.  |
| 5 4 3 2 1 n/a | 4. Connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues             |
| 5 4 3 2 1 n/a | 5. Little to no instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.       |
| 5 4 3 2 1 n/a | 6. Makes effective use of physical resources, including computer technology  |
| 5 4 3 2 1 n/a | 7. Ensures that the physical environment is safe and is accessible to all students, and that the arrangement of the space supports instruction   |
| 5 4 3 2 1 n/a | 8. Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation   |
| 5 4 3 2 1 n/a | 9. Is receptive to student needs and adjusts performance accordingly   |
| 5 4 3 2 1 n/a | 10. Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways |
| 5 4 3 2 1 n/a | 11. Objectives of lesson are clear   |
| 5 4 3 2 1 n/a | 12. Presentation holds most students' attention  |
| 5 4 3 2 1 n/a | 13. Instructor interacts with students either before, during or after the lesson   |
| 5 4 3 2 1 n/a | 14. Instructors voice is clear and easily understood   |
| 5 4 3 2 1 n/a | 15. Materials are free of grammatical errors   |

- |               |  |
|---------------|--|
| 5 4 3 2 1 n/a | 16. Required Blackboard items were placed appropriately. (Use Blackboard Checklist to complete this task).                           |
| 5 4 3 2 1 n/a | 17. A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.        |
| 5 4 3 2 1 n/a | 18. A variety of ways for learners to demonstrate knowledge is provided.   |
| 5 4 3 2 1 n/a | 19. Learning activities and other opportunities are developed to foster Student-Instructor communication and/or collaboration.       |
| 5 4 3 2 1 n/a | 20. Discussions are organized in clearly defined forums and/or threads and are easily accessible.                                    |
| 5 4 3 2 1 n/a | 21. Assessments and evaluations use multiple methods, such as quizzes/tests, discussions, essays, projects and/or surveys.           |
| 5 4 3 2 1 n/a | 22. Assessments and evaluations are conducted on an ongoing basis throughout the course and are appropriate for the stated outcomes. |
| 5 4 3 2 1 n/a | 23. Due dates of assignments are clearly stated throughout the course.   |
| 5 4 3 2 1 n/a | 24. Announcements are used regularly.  |

**Average Score: (5.0 Scale):** \_\_\_\_\_

**Comments:**

**Signature:**

\_\_\_\_\_  
**Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Observed by**

\_\_\_\_\_  
**Date**

### Blackboard Course Checklist

<i>Faculty Requirements</i>	<i>Description</i>	✓ <i>Complete</i>
Blackboard Shell Clean	The content, announcements, gradebooks, and all other materials are current (no information remaining from past semesters).	<input type="checkbox"/>
Start Here page	Upload your syllabus in <b>Word</b> Format Syllabus is in compliance with UA-PTC standard syllabus template Update required material section	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Faculty Information page (QM 1.8)	Add faculty information Contact information (email, phone, etc.) Email reply policy 2 business days. Contact policies / Preferred method Office hours/location Qualifications Background information Personal introduction	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Announcements (QM 1.1)	Personalize the standard announcement with the course information, your name, and preferred contact information. <b>Instructions in the first announcement should direct students on how to get started in the course and where to find various components.</b> Recommended weekly postings.	<input type="checkbox"/>
Course Schedule	Upload a copy of your complete course schedule in the Start Here menu and under the Course Schedule menu link in addition to the schedule included in the syllabus. Recommended adding specific dates and weeks to the course schedule.	<input type="checkbox"/>
Attendance Artifact and Grading Verification	Use UA-PTC Course Agreement or create a gradable attendance artifact (i.e. syllabus quiz, course agreement form) for students to complete within the first week of class prior to withdrawal date. Verify <b>attendance artifact is graded</b> in gradebook. Verify <b>grading policy of 1 week under the “Needs Grading”</b> section.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Course Content (QM 8.3 - accessibility)	Use the “Build Content” and “Assessments” menus to add content. When adding documents or links to a course, select the option <i>open in new window (_blank)</i> to ensure students using screen readers can access the information. With this option, all attachments open in a new tab. Students screen readers will not automatically go to the new tab so be sure that you explain that links will open this way. All items added need to be in word document. Under Course Content modules or weekly content is identified. Assignments are clearly identified.	<input type="checkbox"/>
Create a discussion thread in the discussion board (online faculty) (QM 1.9)	During the first week of class in an online course, <b>instructors must include a public discussion thread which requires peer-to-peer interaction and 100% instructor interaction with each, individual student in thread or gradebook comments.</b> Every discussion after that should show instructor presence.	<input type="checkbox"/>
Colors, graphics, fonts (QM 8.4)	To assist with readability, limit font styles to 1 or 2 selected from the Standardized Digital Course Style guide; do not rely on color to convey meaning. Assure that font size and style are selected to maximize legibility. Select graphics that are appropriate for college-level students.	<input type="checkbox"/>
Supplemental Content	<b>Course content should be supplemented</b> with items beyond lecture notes that could include any of the following: an attention getter or hook to maintain the attention of the students; ADA compliant videos or other visual content; elements that include storytelling (this is one excellent way to connect with others and share information); adding quizzes via games, songs, or other low stakes methods; or keep the course warm (conversation, activities, and academic actions flowing between students and all parties in the course).	<input type="checkbox"/>
Transcripts or closed captioning (QM 8.3)	<b>Transcripts or closed captioning</b> should be included for all video and audio materials added to your course. Note: YouTube videos often contain closed captioning.	<input type="checkbox"/>
Feedback Policies	All instructors have one week to provide feedback on assignments unless otherwise noted differently according to the Dean.	<input type="checkbox"/>

\*Templates for these items are available in the Instructor Resources menu link under Templates.

\*If you need help, please view the instructional materials in Instructor Resources.  
*References*

Baker College Instructor Course Readiness Checklist

Quality Matters™ Rubric Workbook for Higher Education (5th ed.). (2014). Annapolis, MD: MarylandOnline, Inc.

Updated: January 2021

# UA-Pulaski Technical College Faculty Evaluation Plan

## SPECIFIC FORM INSTRUCTIONS

### **Section 1: EXECUTIVE SUMMARY**

The department chair is to complete the Executive Summary prior to the evaluation review conference. All information in the Executive Summary must be based on the materials submitted by the instructor, and must follow the specific guidelines below. If the department chair believes that the instructor has either misrepresented or failed to include important information that may affect their evaluation, they must write an explanation of the discrepancies and provide clear, documented evidence in the Attachments section of the Evaluation.

The department chair will review the information in the Executive Summary with the instructor during the evaluation conference, and both the department chair and the instructor will sign the form, indicating that the department chair confirms the veracity of the information provided and that the instructor has read and understood the information provided. If the instructor disagrees with any information in the Executive Summary, they may submit a rebuttal within five days of the conference, which will be added to the Attachments section of the Evaluation.

#### **A. OVERALL RATING**

The overall rating is an average of the peer review, self-evaluation and chair/program director review. If no chair/program review is done this academic year than the average should be taken between the peer and self-evaluation.

### **Instruction**

To evaluate instruction, the department chair will review the instructor's Peer Evaluations, Self-Evaluation, and the analysis of Student Evaluations. These documents should provide evidence of the following:

- The instructor adopts classroom strategies and creates materials to foster student engagement, collaboration, and success in all course, department, and School objectives;
- The instructor fosters a positive learning environment in the classroom;
- The instructor updates and improves instructional materials and methods regularly;
- The instructor communicates with students – regarding grades, questions, etc. – in a timely manner;
- [...]

### **Service**

The department chair will review the instructor's report of service activities on the Self-Evaluation in order to assess their service to the college.

### **Enrichment / Professional Development**

The department chair will review the instructor's report of enrichment activities on the Self-Evaluation in order to assess their dedication to professional development.

#### **B. STRENGTHS**

The department chair will summarize any evidence of excellence documented in the instructor's evaluation materials. If the department chair wishes to include evidence that is not documented elsewhere, (s)he should attach supporting documents to the evaluation.

#### **C. AREA(S) FOR IMPROVEMENT**

The department chair will summarize any evidence of areas for potential improvements documented in the instructor's evaluation materials. If the department chair wishes to include evidence that is not documented elsewhere, (s)he should attach supporting documents to the evaluation.

#### **D. PROGRESS ON THE PRIOR EVALUATION'S GOALS**

The department chair will review the instructor's goals and professional development plan from the previous year's evaluation and provide an assessment of their progress toward these goals.

#### **E. NEW GOALS AND PROFESSIONAL DEVELOPMENT PLAN FOR THE UPCOMING ACADEMIC YEAR**

The department chair will summarize the instructor's goals and professional development plan for the upcoming year as provided in the Self-Evaluation form. If the department chair wishes to add to or modify these goals, any modifications should be based on evidence provided elsewhere in the evaluation or attached to the evaluation by the department chair.

## Section 2: SELF-EVALUATION

### SELF EVALUATION

The primary purpose of faculty self-evaluation at UA-Pulaski Technical College is to promote individual and institutional improvement. The college values the diversity of its faculty, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the college's success and growth. This self-evaluation is an opportunity for you to submit a report of your effectiveness in teaching, your service and enrichment activities, your goals for the coming year, and your progress on the previous year's goals.

To assist in the self-evaluation, Institutional Research will provide you with data such as student evaluations, grade distributions, course completion rates, etc. These data sets will not directly affect your overall evaluation, but you will be required to interpret and comment on them as a component of your self-evaluation.

This self-evaluation should be completed and submitted to your department after you have received feedback from your classroom observation, but no later than April 1<sup>st</sup>.

#### A. Teaching

The teaching section is divided into five parts: strengths, areas for improvement, data analysis, progress on current goals, and goals for the coming academic year. In a narrative format, discuss your teaching activities in each of these sections.

While this will require personal reflection, you will also be expected to respond to the feedback from your peer/supervisor evaluations and data from Institutional Research. The goals that you set for yourself in the final section should target specific areas for improvement with a clear professional development plan and should reflect department, School, and/or college-level objectives. Teaching activities to discuss should include but are not limited to the following:

- Course planning, preparation, design, and organization;
- Assessment of student progress at the class, department, and/or School levels;
- Communication with students (in and out of the classroom);
- Response to student evaluations, retention rates, etc.

Along with these topics, you may choose to discuss any characteristics of your teaching that you believe merit evaluation

#### B. Service

In a narrative format, discuss your service to the college over the last academic year. Service to the college may include, but is not limited to:

- Participation in college committees;
- The addition or use of co-curricular activities
- Contributions to the academic development of students outside the classroom (i.e., tutoring, advising, sponsoring student organizations/events, etc.);
- Contributions to the academic development of the college or a School/department (i.e., developing new classes/programs);
- Contributions to the instructor's academic discipline (i.e., publications, conference presentations, research, etc.);
- Voluntary work off campus that contributes to a positive public perception of the college.

If you are unsure whether an activity qualifies as service to the college, you may make a case for it here.

### **C. Enrichment / Professional Development**

In a narrative format, discuss your enrichment and professional development activities over the last academic year. Professional development activities may include, but are not limited to:

- Participation in educational opportunities such as workshops or courses offered by the Professional Development Institute at UA-PTC.
- Membership/participation in professional organizations;
- Participation in academic/professional conferences;
- Participation in discipline-related activities (i.e., research, publishing, certification, etc.);

If you are unsure whether an activity qualifies as enrichment or professional development, you may make a case for it here.

### **D. Additional degrees, certifications, credentials and/or awards earned this past year.**

Please list any and all new degrees, certifications, credentials and/or awards earned throughout the evaluation period. Last, when turning in your Self-Evaluation form please attach a current CV.

## **Section 3: CLASSROOM OBSERVATION**

### **CLASSROOM OBSERVATIONS**

Each instructor will be observed by a peer each year and by the chair/program director every other year. The assumption before the peer review process is that the instructor's teaching skills and classroom management skills are already adequate. The purpose of the peer review is to offer the instructor the chance to receive critical observations on instructional technique and classroom management in order to give the instructor positive, helpful feedback. Observers will use the provided forms to document evidence of excellence or areas for improvement.

Observations should be completed in the fall semester. Each instructor is responsible to communicate with their department chair/program director to set a date and time for observation. Once a peer observer is assigned, the instructor is similarly responsible for coordinating an observation date and time. Observations should not be conducted unannounced, but in the case that an instructor fails to set a schedule for observations, the department chair/program director may assign a time.

Peer observers will be chosen with the following guidelines: each instructor should be observed by a different peer each year, and observations may not be reciprocal. If a department does not have a chair/program director, observers will be assigned by the School dean. For inter-School observations, observers should be assigned by the deans of each School.



## Guidelines for Classroom Observations—Conducted fall term

1. Before the Observation
  - An observer is appointed.
  - Instructor and observer agree upon an observation date and time as well as a debriefing date and time.
2. Day of observation
  - Instructor has syllabus, handouts for the day, text, and/or any other materials that would be helpful for the observer.
  - Observer stays the entire class period.
  - Observer prepares written observation form and sends copy to instructor.
3. Debriefing
  - Instructor begins with impressions of the class, both positive and negative. Observer may comment, make suggestions.
  - Observer reviews observation form with instructor for discussion. If professional development is suggested, it is noted on the form.
  - Any other comments/suggestions are added to the observation form.
  - Instructor and Observer sign and date the form. Each keeps a copy, and a copy is attached to FEP.

# **General Information**

## **I. EVALUATION PROCESS AND SCHEDULE**

Faculty evaluations are to be completed once per Academic Year (August-May). Materials should be completed in the following order within the dates stated below.

### **August – December**

At the beginning of the fall term, faculty will meet with their chair/program director to review their professional development plan and goals for the academic year. Each instructor will be assigned a date for their chair/program director/peer observation. Instructors should schedule and complete classroom observations and schedule debriefings before Christmas break.

### **January – February**

At the beginning of the spring term, instructors will be given data sets that include student evaluations, grade distributions, success and course completion data. Using this data, and information gleaned from the chair/program director/peer review, instructors must complete their Self-Evaluation forms and submit all documents (Chair/program director Evaluation, Self-Evaluation, Data Analysis, and any other supporting documents) to their chair/program director for review. Once this has been done, the chair/program director will schedule a conference to review their evaluations with them.

### **February – April 1**

Chair/program directors/peers will conduct evaluation conferences with each instructor to review their evaluation, discuss goals for the coming year, and provide them with an overall assessment. The Executive Summary will be drafted at that time. Once approved, the complete evaluation packet will be submitted to the School dean.

An instructor may challenge the evaluation. If the instructor disagrees with the evaluation, he/she may write a memorandum of rebuttal or explanation of any parts of the evaluation with which there is disagreement. Within five working days of the evaluation conference, the faculty member should send the memorandum to the chair/program director with copies to the Provost. These documents will be attached to the evaluation to be kept on record.

### **April 1 – April 15**

Completed evaluation packets are reviewed by the School Dean and forwarded on to the Provost.

### **April 15 – May 15**

Completed evaluation packets are reviewed by the Provost.

### **June 1**

The Provost will submit the annual Faculty Evaluation Report to the Arkansas Department of Higher Education. Copies will be provided to deans, chair/program directors, and Chair/program director of Faculty Senate and Chair/program director of the Committee on Faculty Involvement.

### **Mid-August**

By mid-August of each year the Committee for Faculty Involvement will meet with the Provost and the Academic Deans and Chair/program directors to discuss the faculty evaluation process for the year to determine any improvements that need to be made.

## **II. INSTITUTIONAL MONITORING OF ANNUAL FACULTY PERFORMANCE REVIEW**

The faculty evaluation program is monitored closely by the Provost, Deans, Chair/program directors, and the Faculty Senate. The Faculty Senate has created the Committee on Faculty Involvement to oversee the evaluation system, and to assess the success and efficiency of the program and make revisions each year as necessary. CFI will assist in developing, distributing, and reviewing a regular evaluation of the faculty evaluation system. Improvements will be made based on the results of the evaluation and of any other issues that arise regarding the evaluation system. UA-Pulaski Technical College recognizes the fact that a quality faculty evaluation is a living, breathing program, and it has a strong commitment to making adjustments and improvements as necessary. Information on faculty goals will also be submitted to the Professional Development Institute and other appropriate committees to guide the development of appropriate faculty enrichment opportunities.

## **SCHOOL-SPECIFIC INSTRUCTIONS**

Individual Schools may have specific expectations or requirements for faculty. These requirements must be submitted to CFI and the Provost for review. During the first year of this new evaluation plan (2014-2015 Academic Year), each School will be tasked with determining and documenting any requirements and expectations for faculty in that School. These will be submitted to CFI, who will review them along with the Provost, and they will be incorporated into future versions of the FEP.