

Faculty and Staff

For Standards 24-26:

Use a check to indicate the information evaluated to assess the standards in this section:

- List of full time tenure-track faculty members, including a summary of their academic title, credentials, post-graduate training, and experience. (24)
- List of full time non-tenure track faculty members, including a summary of their academic title, credentials, post-graduate training, and experience. (24)
- List of faculty turn-over for the last 5 years and reasons for leaving and timing of replacements. (24)
- Number of part time, paid faculty and staff. (24)
- Number of voluntary faculty, with academic title/status and practice site. (24)
- Number of full time staff members and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel). (24)
- List of staff turn-over for the last 5 years and reasons for leaving and timing of replacements. (24)
- Calculation of student-to-faculty ratio (including students in all program pathways). (24)
- Teaching load of faculty members, including commitments outside the professional degree program. (24)
- Evidence of faculty and staff capacity planning and succession planning. (24)

- Description of faculty development programs and opportunities. (25)
- Description of staff development programs and opportunities. (25)
- Copy of the faculty handbook section relevant to policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention. (25)
- Copy of the faculty handbook **(to be made available on site)**. (25)
- Description of the process used to assess and confirm the credentials of faculty and staff. (25)
- Description of how the college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement. (25)
- Description of activities undertaken to ensure that faculty members, regardless of their discipline, have developed a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings. (25)
- Description of activities undertaken to ensure that faculty members, regardless of their discipline, have developed a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/administrative and clinical sciences. (25)
- Summarized list of faculty productivity in research and other scholarly activities, publications, service as an officer or committee member of school or college and external organizations, and other endeavors that promote the profession of pharmacy to society. (25)
- A list of faculty teaching responsibilities correlated with faculty professional and academic expertise. (25)
- Description of strategic planning for research productivity in line with the college or school's mission and goals. (25)
- Timeframe for research productivity. (25)
- Summarized evidence of faculty and administrators' participation in pharmacy professional and scientific organizations. (25)
- List of full and part-time paid faculty with pharmacy practice responsibilities, the nature of their practice, their percent effort in practice, and their pharmacy licensure status. (25)
- Description, if applicable, of how faculty, instructors, and teaching assistants involved in distance education are qualified through training or experience to manage, teach, evaluate, and grade students engaged in distance learning. (25)

- Description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff. (26)
- Description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review. (26)
- If utilized, examples of faculty portfolios, documenting teaching, research and service activities **(to be made available on site)**. (26)
- Examples of faculty and staff development programs offered or supported by the college or school. (26)

- Interpretation of the data from the AACPSurveys of Students, Faculty, Preceptors and Alumni.
- Raw data from the AACPSurveys of Students, Faculty, Preceptors and Alumni.
- Other documentation or data that provides evidence of meeting the standard.

Standard No. 24: Faculty and Staff—Quantitative Factors: The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

	S	N.I.
The college or school has a sufficient number of qualified full-time faculty to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.	●	○
The college or school has a sufficient number of qualified full-time staff to effectively deliver and evaluate the professional degree program.	●	○
Faculty receive adequate support staff resources.	●	○
Faculty have time for the following:		
<ul style="list-style-type: none"> effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, and oversight and provision of experiential education 	●	○
<ul style="list-style-type: none"> faculty mentoring 	●	○
<ul style="list-style-type: none"> student advising and mentoring 	●	○
<ul style="list-style-type: none"> research and other scholarly activities 	●	○
<ul style="list-style-type: none"> faculty development as educators and scholars 	●	○
<ul style="list-style-type: none"> service and pharmacy practice (where indicated by their position) 	●	○
<ul style="list-style-type: none"> participation in college or school and university committees 	●	○
<ul style="list-style-type: none"> assessment and evaluation activities 	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

Faculty and Staff are dedicated to the mission of the college. There are 21 active tenured or tenure-track faculty and five non-tenure track faculty positions (two teaching faculty and three research faculty) in the college's Department of Pharmacological and Pharmaceutical Sciences (PPS), with one vacant tenure track position. Two tenure track faculty members have significant administrative responsibilities as Department Chair and Assistant Chair. There are 13 active tenured or tenure-track faculty and 18 non-tenure track faculty positions in the college's Department of Clinical Sciences and Administration (CSA), with one vacant position. The 18 non-tenure track faculty positions include two non-tenure track research positions, six clinical track faculty with additional responsibilities as Assistant Department Chair, Assistant Dean, Associate Dean, and Dean, three clinical track faculty with responsibilities in the College's Experiential Program, and 7 clinical track faculty. In addition to teaching and scholarship responsibilities, these seven clinical track faculty members chair many of the major college committees and are faculty advisors for student organizations. PPS has approximately 35 volunteer faculty serving in the capacity as joint or adjunct faculty. These volunteer faculty members are primarily involved in graduate course teaching and Ph.D. student supervisory committees. CSA has approximately 18 volunteer adjunct faculty supporting the teaching and research mission of the department. Furthermore, adjunct faculty appointments in the CSA department may be considered for practitioners that precept 3 or more students per year. The number of paid full-time faculty has increased by 12 positions since 2004-2005 (26 hires and 14 departures) with six faculty added to each department. The departures were mainly due to family moves, new opportunities, or

retirement, and the replacement hiring has been within the normal recruitment time frame. Overall the college is successful in recruiting outstanding junior faculty members ([24-A](#); [24-B](#)).

Faculty teaching responsibilities are distributed in an equitable fashion to address the instructional needs of the college and allow for adequate time for faculty to engage in professional activities including didactic and/or experiential instruction, student mentoring/advising, clinical practice, research/scholarly activity time, faculty development, and service to the college, University, profession, and community. Based on the AACP Faculty Survey 2010, 64% of faculty agreed or strongly agreed that there are a sufficient number of qualified full-time faculty members to deliver and evaluate the professional degree program. Likewise, 92% of recent graduates surveyed indicate similar opinions. More specifically, the percentages of faculty who agreed or strongly agreed that they had adequate time for the various missions of the college are as follows: 82.9% for time to accomplish the teaching mission of the college, 75.6% for scholarship mission, and 83% for service mission. Faculty are mentored and given opportunities to improve their teaching and scholarship skills after starting their faculty appointments. According to the AACP 2010 Pharmacy Faculty Survey Summary Report 58.6% of faculty agreed/strongly agreed that the college provided programs to improve their teaching and facilitate student learning and 65% of faculty agreed/strongly agreed that programs were available to help them develop research and scholarship competencies ([2-C](#), n=41). The faculty agreed the preceptor to student ratio for both free-standing IPPEs and APPEs are adequate and students also agree preceptors provide them with individualized instruction, guidance, and evaluation that meet their needs as Doctor of Pharmacy students.

Assessments and evaluations of faculty are performed in multiple ways. Each faculty member has an annual performance review with the respective department chair. At that time faculty members conduct a self-assessment, evaluate their performance for the previous academic year, and set goals for the upcoming academic year ([24-C](#), [24-D](#)). The department chair provides input and a formal evaluation to each faculty member. Faculty agreed or strongly agreed (73.2%) that their performance assessment criteria were explicit and clear, and 78% agreed or strongly agreed that they receive formal feedback on performance on a regular basis ([2-C](#), n=41). Students have the opportunity to assess and evaluate instructors and courses and the students' evaluations are reviewed by each department chair, respective faculty member and course coordinator.

The Dean, department chairs, and faculty review and modify recruitment and retention plans based on the needs of the college to meet its mission. The college adapts its recruiting efforts to strategically fill open positions based on the current/future needs of the college and the best candidates available with faculty members participating in multiple levels of the interview and admission process. The college employs 34 administrative staff with distribution of effort between the two departments, Dean's Office, and other college areas. Individuals who have resigned in the past three years stated the reasons to be greater opportunity for advancement, relocation, and desire to go part-time. A small percentage of staff loss has been the result of inadequate job performance or reduction in force ([24-E](#)). Faculty members are given

appropriate access to support staff to ensure successful operation of the college. Recently, administrative staff have been centralized to help streamline activities to provide efficiency in the administrative effort. The support staff to salaried faculty ratio is approximately 0.7 to 1. Centralized activities and distribution of workload during high volumes has helped maintain adequate support staff availability for faculty. This system of support has evolved as the college has grown. On the Faculty survey, 75.6% agreed or strongly agreed that there is a sufficient adequate support staff resource (2-C, n=41).

Comments:

Faculty hiring plan:

- A. To recruit and fill the PPS Chair's position by the Fall of 2011.
- B. To recruit and fill the vacant PPS medicinal faculty position by the Spring of 2011.*
- C. To recruit and fill the vacant CSA clinical track position by the Spring of 2011.*

*Note: PPS and CSA positions have been frozen and position searches have been suspended pending budget changes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty have enough time to consider new methods of instruction. • Practice faculty have enough time to develop their practice sites before getting their student assignments. • The college has low rates of faculty turnover, and faculty vacancies are filled quickly. • Only qualified individuals are being given teaching responsibilities, and students consistently report that teaching is good. • The college or school encourages research and other scholarly activity and service without creating undue stress on the faculty. • The proportion of inexperienced to experienced faculty is balanced. • Faculty are able to schedule time to meet with students when needed and are available to students for advising. • Preceptors are able to spend time with students to meet the requirements of experiential education. • Faculty can find mentors if desired. • Faculty rarely complain about having enough support. • Faculty frequently participate in professional or social events. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • The college or school experiences lengthy delays in filling open positions. • The college or school has a high turnover of faculty or staff. • The mix of junior to senior faculty and representation of faculty across disciplines is unbalanced. • There is evidence of some stress among faculty, preceptors, or staff due to workload. • Research or other scholarly activity is being limited because of inadequate numbers of faculty and staff. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Faculty members don't have enough time to consider new methods of instruction. • Practice faculty members don't have enough time to develop their practice sites before getting their assignments. • The college or school has excessive rates of faculty or staff turnover, or there are routinely long delays in filling of faculty or staff vacancies. • Poorly qualified individuals are being given teaching responsibilities, or students have evidence or consistently report that teaching is poor. • Faculty show a drop in performance, research or professional activity in order to meet basic teaching responsibilities. • Faculty are routinely not available to students for advising or are unable to schedule time to meet with students. • There is evidence of insufficient support, such as, faculty or staff resigning due to workload. • Faculty rarely participate in professional or social events. • The college of school is not conducting capacity or succession planning. • Key disciplines are not adequately represented or accommodated in the faculty mix. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 25: Faculty and Staff—Qualitative Factors: The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the program.

	S	N.I.
The college or school has qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	●	○
Faculty possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.	●	○
Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	●	○
The college or school fosters the development of its faculty and staff, commensurate with their responsibilities in the program.	●	○
The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention are established and applied in a consistent manner.	●	○
The college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement.	●	○
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	●	○
Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum.	●	○
The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

Full-time faculty members have the appropriate education and training to contribute to the professional degree program. Verification of education and training credentials of employees is performed via reference checks during the interview process along with verified copies of academic transcripts and curriculum vitae. A list of faculty and their educational credentials is found in the ACPE Faculty Addendum ([25-A](#)). Twenty-three of 59 paid faculty have a degree in pharmacy (Bachelors of Science in Pharmacy and/or Doctor of Pharmacy). All faculty members with a practice component to their responsibilities have a license to practice pharmacy in the State of Texas. Teaching assignments are based on expertise in a given area gained by professional degree, graduate degree, post-graduate experiences, and real-life experiences. To assure the teaching needs are met by faculty with expertise in any given area, the focus of the college’s recruitment and retention efforts has first centered on meeting the needs of the curriculum. The strategic plan assures pursuit of research and service areas while complementing and advancing the curriculum. Volunteer and adjunct faculty receive informal and formal training on teaching by mentorship with paid faculty as well as student and peer evaluations. The college also offers preceptor training for existing and new preceptors through a continuing education (CE) program that satisfies the TSBP requirement for preceptor training.

The strategic planning of college research efforts are within the context of the college's mission, and research goals and a timeframe for completing these goals are available in the college's Strategic Plan. UHCOP faculty members are active in research and other scholarly activities, and all faculty members are encouraged to pursue scholarly activities as evidenced by the Promotion and Tenure (P&T) guidelines ([25-B](#), [25-C](#)) and the annual faculty report ([24-C](#), [24-D](#)). The college also has an Incentive Plan to encourage faculty to seek grants and contract funding to support their scholarly efforts ([25-C](#)). FY2010 was the most successful years for federal and overall funding in the college totaling almost \$6 million.

Faculty members are highly engaged in the promotion of the profession through service, and faculty members provide service to the college, University, profession, and community. Within the college faculty, members are engaged in the governance of the college through membership in standing committees ([5-M](#); [5-N](#)) and participation in *ad hoc* and department committees. The college faculty members not only provide active membership but also serve in leadership capacity in advancing the service mission of the college and the profession of pharmacy. Examples of high level leadership capacity include boards of director membership of national organizations, grant reviewers on NIH study sections, and editorial positions on major scientific journals, and national awards for research and service.

The College is in the process of evaluating the faculty development program. The college's two Department Chairs are charged with implementing faculty development processes such as new faculty orientation. Orienting the new faculty members to the college is done both formally and informally. All new employees are required to go through the campus orientation led by human resources and focused on the benefits package. The departments created a faculty mentorship program ([25-D](#), [25-B](#)). This orientation is designed to give an overview of the college and the curriculum while introducing the new faculty members to support services available on campus. New faculty are introduced at college and department meetings allowing for current faculty and staff to welcome its newest members. From here, the Department Chair and/or Assistant Chair meet regularly with the new faculty member to answer questions and discuss plans of action to get the new faculty member engaged in the college. These discussions focus on the value of mentoring, how to identify mentors, recommendations of faculty members who can serve as resources in particular areas such as practice, service, scholarship, and teaching. Campus resources to support faculty needs are also discussed (how to access specific resources, what to expect, etc). The AACP 2010 Pharmacy Faculty Survey Summary Report indicated that 78% of faculty agreed that they receive formal feedback on performance on a regular basis ([2-C](#), n=41). Copies of the tenure and non-tenure promotion documents are also given to each incoming faculty member. In addition, the Department Chairs meet frequently with new faculty members and at least annually with current faculty members to conduct their Self-Assessment. The faculty annual report ([24-C](#), [24-D](#)) along with the meeting is designed to document progress being made by each individual faculty member in meeting the mission of the college. The form was

designed using the criteria outlined in the college's P&T guidelines and therefore allows an annual self and administrative assessment towards promotion and/or tenure for each Faculty member.

New faculty are introduced at department and college meetings. Faculty development is supported by the central academic support units on campus. The Library, Information Technology, and Research Services offer services and support for faculty development. The college employs a full-time instructional designer who provides support to faculty regarding the use of new technology in the classroom, access to new resources for students, course development, and on-line software application. Each department hosts a seminar series that integrates the various missions of the college in an effort to create better collaboration and understanding across the faculty. The model being employed by this seminar is to encourage faculty development in all facets of the mission, such as teaching opportunities through integrated coursework, service opportunities, and scholarships through all activities related to teaching, learning, assessment, practice, and service. At any time faculty are welcome to make suggestions for speakers or topics. On average, faculty attend at least one scientific professional meeting annually. In addition to open seminars, the Dean has been a strong proponent for the development of leadership skills from within the faculty. The college has sponsored three AACP Leadership Fellows. Faculty are encouraged to establish leadership roles within professional organizations and the University.

Finally, this Self-Study process has served as a development tool to engage and bring the college faculty together. Staff development is the focus of the college's Central Business Administrator and the immediate supervisor of the particular staff member. The college's Staff Council meets monthly to discuss college events and planning and opportunities for continuing education and development. The monthly meeting also helps to develop a personal connection between the staff and was formally instituted in 2010 at the request of the staff.

Quality Improvements:

Initiate a formal faculty development process through the creation of a Faculty College and make it an item of the new strategic plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty have appropriate credentials and experience for their positions. • All disciplines are represented or accommodated. • Faculty and staff demonstrate a commitment of the mission and goals of the college or school. • The university or college or school has a commitment to faculty development. • Faculty development programs have documented, high levels of faculty participation. • Faculty understand the ways that they need to improve and are improving. • Faculty responsibilities are commensurate with their abilities. (The right people teaching the right courses) • Practice faculty are all licensed by the state. • Staff have development activities. • The college or school has evidence of scholarly activity and grants. • Educational support systems are being provided to voluntary faculty. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The university or college or school has provided development activities, but faculty and staff are not taking advantage of them. • Practice faculty are in the process of becoming licensed by the state. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • A small number of faculty or staff lack required qualifications or experience. • The faculty and staff are not diverse. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Little or no faculty or staff development is occurring. • Educational support systems are not being provided to voluntary faculty. • Faculty report that they are not growing professionally or do not see how they can improve. • Faculty report that they have no support for professional activities. • Practice faculty members are not licensed by the state. • A large number of faculty or staff lack required qualifications or experience. • Policies and procedures for faculty recruitment, promotion, tenure and retention are not established or not applied in a consistent manner. • Unlawful discrimination is evident in the selection of staff and faculty. • There is evidence of ineffective teaching. • There is little or no evidence of research or other scholarly activity. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review: The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in the professional degree program.

	S	N.I.
The college or school has an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities.	●	○
The college or school reviews the performance of faculty and staff on a regular basis.	●	○
Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.	●	○
The college or school has or provides support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.	●	○
Faculty receive adequate guidance on career development.	●	○
Faculty are able to attend one or more scientific or professional association meetings per year.	●	○
Faculty development programs are available to enhance a faculty member's academic skills and abilities.	○	●
The performance criteria for faculty are clear.	●	○
Expectations on faculty for teaching, scholarship and service are balanced.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

The college provides support for programs and activities for faculty and preceptor continuing professional development as educators, scholars, and practitioners. Examples of opportunities for professional development for faculty offered on campus include: 1) courses offered by IT, 2) courses offered by the University, 3) Faculty Brown-bag lectures, 4) Medical Grand Rounds within the Texas Medical Center, and 5) UHCOP department seminars. Faculty are encouraged to present research and attend major international scientific meetings. The college also provides opportunities for staff development through training, education, and professional activities that include: 1) monthly Staff meetings, 2) tuition discounts, 3) web-based and on-campus training for software, 4) customer service and management training, and 5) opportunities for involvement in campus committees.

Faculty and staff are evaluated regularly and systematically. Each is provided with opportunities for self-assessment. For staff, the appropriate supervisor submits a complete performance evaluation form annually ([26-A](#), [26-B](#), [26-C](#)). The performance evaluation form used in the evaluation process allows for an assessment by the staff member and supervisor in order to view the staff's view of their progress and future within the college. The evaluation form allows supervisors to indicate 1) how well the staff member knows the requirements of his/her job, 2) staff's willingness to perform as a team member, 3) how well the staff member accepts instruction/direction, 4) staff's willingness to assume new responsibilities, and 5) staff's effectiveness in working with college stakeholders. This allows the evaluator to measure the staff member's performance standards as well as include any development action plans for the individual for the next review period. New employees are on a probationary period for 90 days after their hire date and then evaluated by his/her supervisor to assess any specific work-related concerns. After the probationary period, the employee is given annual evaluations.

For faculty, an annual faculty report is completed by the faculty member prior to meeting with their Department Chair. The form has been developed based on the criteria in the college's P&T guidelines and includes the following: teaching, scholarship, and academic citizenship. The form also provides a place for faculty members to document professional development and career goals for the next academic year. The faculty member and supervisor meet and discuss progress and plans for the upcoming year. This form is used by all paid faculty members. Through this process, the Department Chair and faculty member are able to assess performance, develop a professional development plan, and discuss career goals. This continuous process enables the chair to provide guidance on professional development and career advancement for each faculty member; thus linking the performance review and professional development. Performance evaluation of paid faculty is also conducted through the P&T review process. The P&T Committee is responsible for reviewing and evaluating faculty merit for promotion and tenure. Promotion and tenure of an individual is based on the aspects which encompass the three broad categories of 1) teaching, 2) service, and 3) scholarship, research, and other creative work. Faculty (both tenure-track and non-tenure track) are required to develop portfolios/dossiers documenting their efforts in these three categories. These portfolios act as evidence of the effectiveness of faculty development and may be submitted to the P&T Committee for a pre-promotion review in addition to the full P&T review. In addition, teaching evaluations are completed by students. Each faculty member is evaluated by students at the completion of each didactic course or experiential rotation if precepting APPEs. Therefore, all faculty members including preceptors are evaluated by students. The college's faculty and staff are provided opportunities for professional development and are evaluated periodically. Overall attitudes toward professional development and performance reviews are positive. The performance review of the Dean and other administrators is addressed by an anonymous annual survey to faculty and staff. Each administrator is also reviewed by their direct supervisor annually. The Dean is reviewed by the Provost annually.

Quality Improvements:

As mentioned in the previous Standard No. 25 we have plans for the development of a Faculty College. The Faculty College will be overseen by the Office of Academic Affairs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school has a formal program of professional-development and offers a coordinated series of professional-development programs throughout the academic year for faculty and staff. • The college or school has an informal process for mentoring new faculty. • The system of evaluation is comprehensive, broad-based and includes self, peer, student, and supervisor assessments. • The dean and other administrators are reviewed periodically and that review includes input from other administrators, faculty, students, staff, and preceptors. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • A systematic and periodic evaluation exists, but it is either not comprehensive or not broad-based. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has no professional-development plan or it does not address certain categories of employee. • No professional development programs are supported or offered. • There is no evidence of continuing professional development of faculty or staff. • Faculty and staff evaluation procedures are neither comprehensive nor broad-based. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>