

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

Standard 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.

1) Description of Compliance:

University policies and procedures governing COP faculty are found in the ULM Faculty Handbook ([Appendix 7-3](#)). As of January 2008, 60 individuals hold faculty positions, of which 54 are full-time. The mix and balance of academic titles and experience within each discipline are adequate ([Appendix 24-1](#)). The COP has a total of 26 support staff consisting of classified and unclassified personnel, plus 44 graduate assistants ([Appendix 24-2](#)).

As of January 2008, COP professional student enrollment is 403 and the ratio of students to faculty/instructor is 6.71:1 ([Appendix 24-3](#)). Student enrollment has been gradually adjusted to optimize student to faculty ratio. Based on the faculty survey, 90% of the faculty believed that current faculty numbers and program resources are sufficient to accommodate present student enrollment. In addition, 82% of COP faculty agreed that the College has a sufficient number of qualified full-time faculty to effectively deliver the professional degree program, and 88% agreed that the expected portion of faculty time spent on teaching is appropriate. Faculty believed that they have sufficient time to advise and mentor students, and 85% of faculty felt time spent on College and/or clinical service was appropriate. Eighty percent of faculty agreed that they have adequate laboratory and/or clinical resources/space for their research and/or scholarship needs, and 80% believed that time spent on research is appropriate. Ninety-six percent of the faculty felt that the computer resources of COP are adequate for their academic responsibilities, and 74% of the faculty felt that they received adequate support of staff resources ([Appendix 9-5](#)).

The student to preceptor ratio for practice experiences is in accordance with Louisiana Board of Pharmacy Regulations and ACPE Standards and Guidelines. In general, student to preceptor ratios are 1:1 for Introductory Pharmacy Practice Experiences (IPPEs) and 1:1 or 2:1 for Advanced Pharmacy Practice Experiences (APPEs). Most practice faculty are given six months to develop experiential practice sites prior to precepting students. As of January 2008, the College has 22 faculty preceptors. For 2006-2007, each faculty member precepted students for eight months. In 2007-08, non-tenure track faculty will precept eight months and tenure-track faculty will precept students for seven months. Faculty with additional research and/or administrative responsibilities have decreased

experiential teaching loads. Faculty preceptors practice and teach in a variety of ambulatory and acute care settings ([Appendix 24-4](#)). The College also has 595 volunteer preceptors who practice in ambulatory, acute care, institutional, and community settings among others.

In a survey of graduating students, 63% felt that their IPPEs were valuable in helping them achieve their professional competencies. Fifty-five percent of students felt that their IPPE permitted their involvement in direct patient care responsibilities in both community and institutional settings while 54% agreed their IPPE sites were of high quality. Seventy-seven percent of students agreed their APPE sites were of high quality, and 75% believed their APPEs were of a scope, intensity, and duration necessary to support achievement of professional competencies. It should be noted that IPPEs were voluntary for this survey group, and 29-36% of students surveyed chose “unable to respond” concerning IPPEs.

2) Checklist:

	Ok	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:		
• effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, and oversight and provision of experiential education	●	○
• faculty mentoring	○	●
• student advising and mentoring	●	○
• research and other scholarly activities	●	○
• faculty development as educators and scholars	●	○
• service and pharmacy practice (where indicated by their position)	●	○
• participation in college or school and university committees	●	○
• assessment and evaluation activities	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

There was a high rate of faculty turnover in 2005 related to personal/family issues, administration changes, and to some extent, compensation packages. Enhanced compensation packages, an improved research environment, and stabilization of the College appear to have corrected underlying problems. Ninety-six percent of faculty surveyed agreed that they were satisfied with their current job;

however, monitoring of faculty retention should remain a priority. Relevant advanced capacity planning for large scale catastrophic events such as Hurricanes Katrina and Rita is lacking. Although the capacity to handle such events is present, a formal plan should be developed.

4) Quality Improvements:

The College is in the midst of a major curricular change which may significantly impact the faculty mix needed to appropriately provide the program. A complete review of faculty needs and current funding of faculty positions should be conducted in conjunction with curriculum development. Formal faculty mentoring programs are provided by each department.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>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>	<p>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>	<p>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 or school is not conducting capacity or succession planning.</p>
<p><input checked="" type="checkbox"/> Meets the Standard</p>	<p><input type="checkbox"/> Partially Meets the Standard</p>	<p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 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.

1) Description of Compliance:

Full-time faculty have the appropriate credentials to participate in the Doctor of Pharmacy program. A list of faculty and their educational credentials can be found in ([Appendix 24-1](#)).

The COP adheres to University policies and procedures concerning hiring of full and part-time faculty and un-classified employees. This process includes submission of a pre-employment application form to the departmental search committee for verification of academic and professional credentials, employment history, and references, as well as performance of appropriate background checks by the ULM Office of Human Resources. The College adheres to the University process [of award or denial of tenure](#), as described in the ULM Faculty Handbook. The COP abides by ULM's [Equal Employment Opportunity Policy](#).

Faculty positions are based primarily upon teaching and research needs. Each department defines the professional qualifications to be met by prospective candidates. The CAS Department Head, Associate Dean of Academic Affairs, and the Office of Experiential Education collaborate to ensure a proper mix of faculty to cover required and elective practice experiences. Recruitment of practice sites and external preceptors by the Office of Experiential Education aims to meet introductory pharmacy practice and advanced pharmacy practice experience needs.

Faculty are encouraged to develop a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical, social/administrative and clinical sciences and contemporary pharmacy practice and future trends in a variety of settings. Faculty engage in research activities and scientific interactions that cultivate such understanding as well as practice experience and medication therapy management for those faculty with professional licensure. In 2006-2007, the COP instituted an interdepartmental research symposium to encourage interdisciplinary research collaboration. Faculty retreats provide an additional means by which the College seeks to enhance faculty awareness of the scholarly interests and pursuits of their colleagues.

Of the faculty members who completed the on-line survey, 94% agreed that their colleagues possessed appropriate academic and professional expertise. Additionally, 86% agreed that their

colleagues “possess contemporary knowledge and abilities in current educational philosophy and techniques” and 74% agreed that programs are available to them to improve their teaching and to facilitate student learning. To further develop and/or improve teaching skills, several on-campus opportunities are made available to faculty on a regular basis, including University Week and the Academy for Teaching Excellence. Each department offers various instructional development opportunities, including individualized assessment and advising of junior faculty through mentor partnerships with senior faculty, as well as development workshops focused on Blackboard™ use, grantsmanship, team-teaching, and teaching portfolio development. The *Education Scholars Program* and its recommended references are available to COP faculty. Attendance at professional meetings has afforded opportunities for participation in continuing education and seminars that address teaching topics. COP faculty regularly attend the AACCP Annual Meeting including the New Teacher’s Seminar.

Scholarly activity is required by the COP mission, and faculty scholarly productivity is evaluated as a part of annual performance evaluations. Faculty agree (98%) that they are encouraged to contribute to knowledge through scholarly research. These respondents agree (82%) that their colleagues possess commitment to the pursuit of research and other scholarly activities. COP scholarly activities are funded by public and private agencies ([Appendix 25-3](#)). Faculty grantsmanship and scholarly output from 2004 through 2007 are summarized in ([Appendix I-10](#)).

Each faculty member in the College has membership in at least one professional and/or scientific organization with 78% holding membership in two or more. Faculty actively participate in organizational committees, on editorial boards, and as peer reviewers for scientific and professional journals.

Faculty participating in the *Education Scholars Program* receive training in effective teaching in a distance-learning model. Additional training is under development. New faculty members are encouraged to use start-up funds to purchase resources and to attend professional development seminars and seminars relating to distance education.

2) Checklist:

	Ok	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.	●	○

3) Comments:

The COP faculty are trained in a wide range of complementary disciplines and have exhibited an increasing capability to engage in fruitful cross-disciplinary interaction. Faculty pursue a wide variety of research interests of high significance for improvement of health care. COP faculty continue to develop and strengthen cutting-edge intra- and inter-disciplinary research collaborations with academic institutions both within and outside Louisiana.

While detailed policies developed and implemented at the level of the College's various academic departments are consistent with regard to recognition of the essential qualifications of excellence in teaching, research, and service, there are discrepancies among these units regarding specificity of requirements and minimum criteria for promotion and tenure, as well as measurable benchmarks for assessment of progress and achievement in those areas. The College should explore the feasibility of standardizing guidelines and policies across departments.

The COP is in the process of revising the strategic plan and curriculum. Based on needs assessment, the COP should evaluate allocation of all new or open positions to ensure an appropriate faculty composition to accomplish the College mission.

4) Quality Improvements:

Although scholarly activity is part of the College’s mission, scholarly productivity is not at the desired level. Maximization of the College’s research capabilities may be accomplished by faculty development in this area focusing on grantsmanship, faculty mentoring, in-house proposal review and self-assessment and identification of barriers to accomplishing scholarly activities. Intradepartment grants are being offered in the Department of Clinical and Administrative Sciences to foster grant writing and research skills.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>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>	<p>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>	<p>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>
<p><input checked="" type="checkbox"/> Meets the Standard</p>	<p><input type="checkbox"/> Partially Meets the Standard</p>	<p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 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.

1) Description of Compliance:

Over the past three years the College and the University have increased support of programs for the development of faculty and preceptors. Through the Teaching and Learning Resource Center, the University offers a wide variety of faculty development programs throughout the year. At the beginning of the Fall and Spring semesters, a concentration of programs is offered. Faculty are encouraged to attend those programs that meet their development needs. Assistance is also offered at the College and departmental levels. Faculty orientation is provided by the Associate Dean of Academic Affairs and/or by the department head or designee. The Office of Experiential Education provides preceptor training for faculty and volunteer preceptors. Since the spring of 2006, the College has supported the development of teaching skills by funding a site license for *Education Scholar Program* offered through AACCP. A program was developed for clinical faculty to enhance research methodology and design skills. The Department of Clinical and Administrative Sciences (CAS) provides funding for travel and registration for faculty to attend grant writing workshops. Other faculty development opportunities are provided on an as-needed basis during College or departmental faculty meetings.

Support for meeting promotion and tenure requirements is tailored to meet different and unique needs of individual faculty members. Each new faculty member in Basic Pharmaceutical Sciences (BPS) is assigned a committee of senior faculty members to guide him or her through the pre-tenure years. The committee reviews the faculty member's progress annually. In addition, a year three review of faculty progress is completed, and the faculty member is provided with specific feedback regarding the strengths and weaknesses of his or her portfolio as well as recommendations to address any noted deficiencies.

CAS has implemented a faculty mentor program designed to facilitate the successful development of non-tenure track and tenure track faculty members. The program provides for the formalized development of mutually agreed upon mentor relationships between new faculty members and more senior faculty members. New faculty may choose one or more mentors in the area of service, teaching, and scholarship with final approval of the department head. Provisions are made for

changes in mentor relationships if either party is not satisfied. Mentors provide ongoing documentation of discussions with advisees. In the year preceding promotion and tenure, advisees work closely with their mentor(s) to prepare a dossier that accurately reflects their accomplishments.

The annual faculty performance partnership planning and review process that has been implemented by all Colleges of the University provides the faculty and the department head or designee with the opportunity to reflect on the faculty member's past accomplishments and to set goals for the coming year. Faculty and unclassified staff evaluations are done on an annual basis and involve self-assessment. Classified staff are evaluated using a standardized system required by the State of Louisiana Civil Service System, which provides limited self-assessment. Classified staff evaluations include appropriate input from supervisors. At a minimum, staff have annual performance planning and review sessions that address support competence, commitment to skills development, collegiality, and service to the program.

Evidence of continuing professional development is evaluated annually. Faculty members provide a copy of their annual report ([Appendix 26-1](#)) to their department head, along with a self-assessment of their performance and a proposed partnership plan for the upcoming year. The COP annual faculty evaluation addresses teaching, scholarship, service, and University citizenship ([Appendix 26-2](#)). The faculty evaluation process includes student, but not peer, input. The use of teaching portfolios is encouraged, but not officially used in the evaluation process.

Faculty are asked to evaluate the Dean through a University online survey each year ([Appendix 26-3](#)). Recently, the College instituted 360 degree evaluations of all administrators ([Appendix 26-4](#)). Pharmacy students evaluate the Office of Student and Professional Affairs each year. The COP has no current mechanism allowing pharmacy preceptors or students to evaluate the administrative leaders of the College.

2) Checklist:

	Ok	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.	<input type="radio"/>	<input checked="" type="radio"/>
The college or school reviews the performance of faculty and staff on a regular basis.	<input checked="" type="radio"/>	<input type="radio"/>
Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>
Faculty receive adequate guidance on career development.	<input type="radio"/>	<input checked="" type="radio"/>
Faculty are able to attend one or more scientific or professional association meetings per year.	<input checked="" type="radio"/>	<input type="radio"/>
Faculty development programs are available to enhance a faculty member's academic skills and abilities.	<input checked="" type="radio"/>	<input type="radio"/>
The performance criteria for faculty are clear.	<input checked="" type="radio"/>	<input type="radio"/>
Expectations on faculty for teaching, scholarship and service are balanced.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school has addressed the guidelines for this standard.	<input checked="" type="radio"/>	<input type="radio"/>

3) Comments:

The College has comprehensive annual faculty performance partnership planning and review processes that include self-assessment. This allows every faculty member to establish a plan for the next academic year and to review it periodically with his or her supervisor throughout the year.

Each academic department has a formal plan for mentoring faculty. In addition, the College has a director of faculty development. The College receives considerable assistance in providing faculty development opportunities from the University on a regularly scheduled basis.

4) Quality Improvements:

The availability of faculty development programs currently in place must be communicated more effectively and faculty participation should be encouraged. Future programs should help faculty improve teaching and facilitate student learning, provide guidance on career development, and help faculty further develop scholarship skills. Coordinated faculty development opportunities must be provided by the College on a regularly scheduled basis throughout the year and be available to all faculty. Faculty development is now housed in the Office of Assessment and Outcomes Research, which will provide a toolbox of faculty development programs and opportunities. Determination of individual faculty developmental needs will be made at the Department Head and individual faculty level and will be facilitated by appropriate use of the formal mentoring programs and the annual faculty performance planning process. In particular, over the next two years, the College will offer

general faculty development in skills to teach diverse learners, evaluation of student achievement of desired competencies, consistent socialization, leadership, and professionalisms in students, and seminars to refine distance education skills. In the past, faculty orientation was left to the departments; in the future, the COP will provide a standardized formal faculty orientation for all new faculty, which will be enhanced by individual departmental offerings.

The faculty evaluation process does not include input from peers. A College-wide peer teaching evaluation should be developed and implemented. A formalized system for capturing student and preceptor evaluation of the COP administration should be developed and implemented.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>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.</p> <p>The college or school has an informal process for mentoring new faculty.</p> <p>The system of evaluation is comprehensive, broad-based and includes self, peer, student, and supervisor assessments.</p> <p>The dean and other administrators are reviewed periodically and that review includes input from other administrators, faculty, students, staff, and preceptors.</p> <p><input type="checkbox"/> Meets the Standard</p>	<p>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.</p> <p>A systematic and periodic evaluation exists, but it is either not comprehensive or not broad-based.</p> <p><input checked="" type="checkbox"/> Partially Meets the Standard</p>	<p>The college or school has no professional-development plan or it does not address certain categories of employee.</p> <p>No professional development programs are supported or offered.</p> <p>There is no evidence of continuing professional development of faculty or staff.</p> <p>Faculty and staff evaluation procedures are neither comprehensive nor broad-based.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>