S-UDLCD™ Faculty and Institutional Evaluation System:

A Research-Based Model for Student Retention, Faculty Effectiveness, and Institutional Success

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Abstract

The Strategic Universal Design for Learning Course Development (S-UDLCD™) Faculty & Institutional Evaluation System (2023) is a structured, research-based framework designed to assess faculty performance, enhance student retention and improve institutional effectiveness. Unlike traditional faculty evaluation models, such as Boyer's Model of Scholarship (1990) and Danielson's Framework for Teaching (1996), which focus on retrospective assessments and observational reviews, S-UDLCD™ incorporates predictive analytics, student engagement metrics and proactive faculty development interventions. By utilizing a data-driven, tiered approach to faculty evaluation, this system enables institutions to identify and support faculty growth in real-time, ensuring alignment with accreditation mandates, institutional performance metrics, and student success initiatives.

The S-UDLCD™ is structured around four core evaluation pillars: (1) Faculty Excellence and Student Engagement, focusing on empowering educators to elevate student success; (2) Teaching Innovation and Student Success, transforming learning through cutting-edge pedagogy; (3) Faculty Leadership and Institutional Development, cultivating leadership for institutional growth; and (4) Research, Innovation and Institutional Impact, driving scholarship for real-world change.

Through its structured faculty performance rubric, S-UDLCD™ categorizes faculty into Foundational, Progressing, Proficient and Transformational levels, providing clear pathways for faculty growth and leadership development. Institutions implementing the model can expect a projected 15-25% increase in student retention within three years, enhanced faculty teaching

effectiveness and improved institutional funding through accreditation compliance and performance-based models. By shifting faculty evaluation from static, retrospective assessments to a continuous improvement model, the S-UDLCD™ Faculty & Institutional Evaluation System (2023) provides a scalable, research-based framework for faculty development, student retention and long-term institutional success.

Keywords: faculty evaluation, universal design for learning, UDL, multi-tiered systems of support, MTSS, response to intervention (RTI), predictive analytics, institutional effectiveness, student retention, higher education, accreditation, performance-based funding, faculty engagement, data-driven decision-making

Introduction

The S-UDLCD™ Faculty and Institutional Evaluation System (2023) provides a research-based, structured framework for evaluating faculty performance, improving student retention and enhancing institutional effectiveness. This system integrates Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI) and predictive analytics to establish a data-driven evaluation process that aligns with accreditation standards and performance-based funding models (CAST, 2018; HLC, 2023; SACSCOC, 2023). Traditional faculty evaluation models, such as Boyer's Model of Scholarship (1990) and Danielson's Framework for Teaching (1996), have provided foundational approaches to assessing faculty effectiveness. However, these models remain limited in scope, focusing either on scholarly contributions or teaching effectiveness through observational assessments. They

lack predictive analytics, systematic faculty interventions, and alignment with institutional accreditation and performance-based funding models.

As institutions face increasing demands for faculty accountability, student retention and accreditation compliance, a more dynamic, intervention-driven faculty evaluation model is necessary. The S-UDLCD™ Faculty & Institutional Evaluation System addresses these gaps by integrating data-driven assessment, tiered faculty support, and real-time student engagement analytics, ensuring that faculty development aligns with both student success initiatives and institutional performance metrics.

Building upon the S-UDLCD™ Framework for Student Success™ (Narinesingh, 2023) and the Narinesingh Traffic Light Model™ for MTSS/RTI in Higher Education, this system introduces a faculty-centered, institutionally aligned evaluation process that incorporates real-time analytics, predictive modeling and faculty-driven interventions. By structuring faculty evaluation into four core pillars, the model ensures measurable indicators for faculty effectiveness, targeted interventions for professional growth and alignment with institutional goals.

The S-UDLCD™ Faculty and Institutional Evaluation System (2023) is unique in its emphasis on predictive analytics, real-time student monitoring, and proactive faculty development strategies. Institutions can implement this system to foster continuous faculty improvement, enhance student engagement and optimize accreditation compliance processes. Through structured evaluation, the S-UDLCD™ system provides institutions with a scalable, research-based model for faculty assessment and institutional effectiveness.

Literature Review

Faculty Evaluation Models in Higher Education

The evaluation of faculty performance has been widely studied as a critical factor in institutional effectiveness, student retention and accreditation compliance. Traditional models often focus on peer reviews, student evaluations and self-reflection, yet research indicates that data-driven and predictive analytics-based faculty assessments lead to stronger institutional outcomes (Tobin, 2018; Narinesingh, 2020).

Comparisons with Existing Faculty Evaluation Models

Faculty evaluation in higher education has evolved over time, with various models providing different assessment methodologies. While Boyer's Model of Scholarship (1990) and Danielson's Framework for Teaching (1996) remain widely used and has provided valuable insights into faculty performance, they fail to incorporate real-time faculty performance monitoring, predictive analytics, proactive professional development, intervention-based faculty development and real-time student engagement monitoring.

The S-UDLCD™ model builds upon these foundational frameworks by integrating data-driven decision-making and intervention strategies to enhance faculty effectiveness and institutional accountability. Faculty evaluation in higher education has traditionally relied on three primary approaches: scholarship assessment, observational evaluations and student feedback surveys (Boyer, 1990; Danielson, 1996). While each model has provided valuable insights into faculty performance, they often lack predictive analytics, intervention-based faculty development and real-time student engagement monitoring.

The S-UDLCD™ Faculty and Institutional Evaluation System (2023) advances faculty evaluation by integrating data-driven metrics, proactive faculty interventions and institutional alignment with accreditation standards. A comparative analysis of Boyer's Model of Scholarship and Danielson's Framework for Teaching demonstrates how the S-UDLCD™ model addresses the limitations of these traditional frameworks and creates a more dynamic, intervention-based evaluation process.

Boyer's Model of Scholarship (1990) remains one of the most widely accepted frameworks for faculty evaluation, particularly in research-intensive institutions. This model categorizes faculty contributions into four pillars: discovery, integration, application, and teaching. The discovery pillar focuses on advancing knowledge through research, while integration emphasizes interdisciplinary connections. The application pillar highlights the practical use of academic knowledge in solving real-world problems, and teaching evaluates the effectiveness of faculty in delivering instruction and mentoring students. Boyer's model has been instrumental in faculty tenure and promotion decisions, as it recognizes the broader scope of academic contributions beyond traditional research output. However, it does not assess faculty effectiveness in student engagement, classroom instruction or real-time academic interventions. Additionally, it lacks predictive analytics and data-driven assessment tools, limiting its ability to provide continuous faculty development pathways.

The S-UDLCD™ model expands upon Boyer's work by incorporating Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Response to Intervention (RTI), allowing institutions to assess faculty effectiveness in real-time and proactively intervene before

student retention issues arise. By shifting the focus from past academic achievements to ongoing instructional improvement and student success strategies, S-UDLCD™ ensures that faculty members receive the necessary support to enhance teaching effectiveness and institutional impact. While Boyer's model focuses on faculty scholarship, Danielson's Framework for Teaching (1996) is a widely used observational evaluation system that assesses instructional effectiveness. The framework organizes faculty assessment into four pillars: planning and preparation, the classroom environment, instruction and professional responsibilities. The planning and preparation pillar evaluates lesson structure, curriculum alignment and instructional design, while the classroom environment examines student engagement, inclusivity, and overall learning climate. The instruction pillar assesses teaching strategies, differentiation, and the effective use of assessments, and the professional responsibilities pillar considers faculty collaboration, ongoing professional growth, and ethical teaching practices.

While Danielson's framework provides a structured observational approach, it remains heavily reliant on peer evaluations and administrative reviews, making it a retrospective rather than a proactive development model. The model does not include real-time data tracking, predictive analytics, or systematic faculty interventions, leaving gaps in continuous improvement strategies. The S-UDLCD™ model advances beyond Danielson's framework by integrating predictive analytics, student engagement metrics, and proactive faculty support mechanisms, allowing institutions to identify struggling faculty early and provide targeted interventions. Unlike Boyer's scholarship-centered framework or Danielson's observational approach, the S-UDLCD™ model provides a comprehensive, data-driven faculty evaluation system that enhances institutional effectiveness through real-time monitoring and structured interventions. Boyer's model is

primarily retrospective, measuring faculty productivity based on research, while Danielson's model focuses on observed teaching behaviors without leveraging analytics for continuous development.

The S-UDLCD™ system builds upon these models by incorporating early warning systems that detect faculty challenges in instructional effectiveness and student engagement. Additionally, while Boyer's and Danielson's models do not explicitly align with accreditation requirements, the S-UDLCD™ model fully integrates with the Higher Learning Commission (HLC), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and performance-based funding models, ensuring institutional compliance with faculty evaluation standards.

The S-UDLCD™ system fundamentally shifts faculty evaluation from static, retrospective assessments to an ongoing, intervention-driven approach. Unlike traditional models, which emphasize faculty contributions to research or classroom instruction without immediate feedback mechanisms, the S-UDLCD™ model leverages predictive analytics, Universal Design for Learning (UDL), and tiered professional development to provide real-time faculty support. This allows institutions to ensure continuous faculty improvement, strengthen student engagement, and enhance overall institutional effectiveness. Through data-driven faculty assessment and structured interventions, S-UDLCD™ not only evaluates performance but also fosters professional growth, aligning faculty success with student retention and institutional priorities. While Boyer's and Danielson's models focus on past faculty contributions and instructional quality based on periodic evaluations, the S-UDLCD™ system shifts faculty assessment into a

proactive, data-informed model that continuously monitors faculty effectiveness. By leveraging student success metrics, predictive analytics and tiered faculty support systems, S-UDLCD™ provides a more responsive and dynamic framework that aligns with accreditation mandates and institutional performance funding requirements.

Table 1 presents a side-by-side comparison of Boyer's (1990) Model of Scholarship, Danielson's (1996) Framework for Teaching, and the S-UDLCD™ Faculty & Institutional Evaluation System (2023), highlighting the strengths and limitations of each in addressing faculty effectiveness, academic quality, and institutional needs. While Boyer's model primarily supports research-intensive universities and Danielson's framework is more commonly applied in K-12 education, the S-UDLCD™ model is designed to be scalable across all sectors of higher education in the US and globally. This includes HBCUs and MSIs, such as Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs). The model accounts for the unique challenges these institutions face, such as historical funding inequities, faculty development resource constraints, and student success interventions tailored for underrepresented populations.

Additionally, the S-UDLCD™ system supports a broad range of institution types, including research universities, community colleges, and private career-oriented institutions. The adaptability of the model ensures that faculty evaluation processes align with institution-specific accreditation standards, performance-based funding models, and student retention initiatives. These distinctions make the S-UDLCD™ model a more comprehensive, equity-focused, and data-driven alternative to traditional faculty evaluation frameworks. The following table provides

a detailed comparison of these models and their applicability to different types of higher education institutions.

Table 1

Comparison of Faculty Evaluation Models: Boyer (1990) Model of Scholarship, Danielson Framework for Teaching (1996) and S-UDLCD™ Faculty & Institutional Evaluation System (2023).

Feature	**Boyer (1990) - Model of Scholarship**	**Danielson (1996) - Framework for Teaching**	**S-UDLCD™ Faculty & Institutional Evaluation System (2023)**
Primary Focus	Faculty scholarship and research contributions	Faculty instructional effectiveness	Comprehensive faculty effectiveness, student engagement and institutional success
Assessment Approach	Retrospective – evaluates past publications and research contributions	Observational – based on classroom performance and peer reviews	Predictive and real-time – continuous faculty monitoring and intervention strategies
Approach to Faculty Development	Retrospective – based on prior scholarly work	Observational – relies on periodic faculty evaluations	Proactive – continuous assessment and real-time intervention strategies
Integration with Accreditation Standards	No formal alignment with accreditation requirements	Limited – focuses on teaching effectiveness without institutional-level accountability	Fully aligns with HLC, SACSCOC and performance-based funding models
Use of Predictive Analytics	None – No predictive modeling or student impact assessment	None – Relies on subjective observational data	Yes – Identifies faculty growth areas and predicts student success risks

Student Retention Impact	Indirect – Focuses on faculty research, not student engagement	Indirect – Focuses on faculty instructional strategies but lacks retention tracking	Direct – Uses student success data to measure faculty effectiveness and improve retention rates
Scalability Across Institutions	Primarily suited for research-intensive universities	Commonly used in K-12 and some higher education institutions	Adaptable across all higher education institutions, including research universities, community colleges, international universities, for-profit institutions, HBCUs and MSIs

Universal Design for Learning (UDL) in Faculty Development

The application of UDL principles in faculty evaluation ensures multiple means of faculty development, engagement, and assessment (CAST, 2018). Research supports that institutions adopting UDL frameworks in faculty assessment have seen higher student engagement, increased accessibility and improved instructional design models (Burgstahler, 2020).

The Role of Predictive Analytics in Student Retention

Studies have demonstrated that predictive analytics-based faculty interventions improve student retention and institutional effectiveness (Dawson et al., 2014). By integrating real-time student monitoring tools and faculty-driven interventions, institutions are better positioned to identify and support at-risk students before they disengage (Narinesingh, 2023).

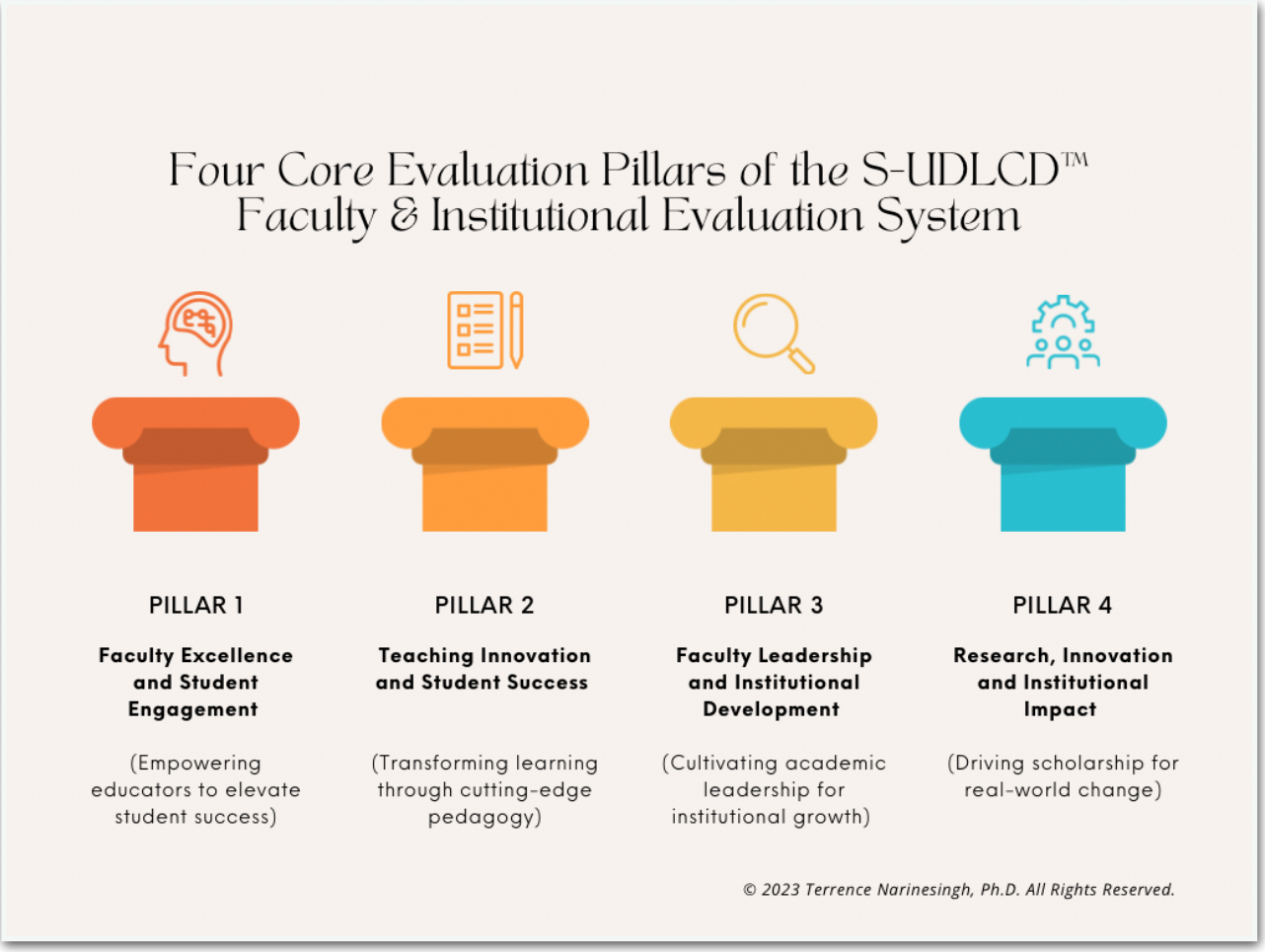
Four Core Evaluation Pillars of the S-UDLCD™

The S-UDLCD™ Faculty and Institutional Evaluation System (2023) is structured into four core evaluation pillars, each with measurable indicators, faculty growth strategies and intervention models that drive student success and institutional excellence. The Four Pillars of the S-UDLCD™ are: (1) Faculty Excellence and Student Engagement, focusing on empowering educators to elevate student success; (2) Teaching Innovation and Student Success, transforming learning through cutting-edge pedagogy; (3) Faculty Leadership and Institutional Development, cultivating leadership for institutional growth; and (4) Research, Innovation and Institutional Impact, driving scholarship for real-world change.

Each pillar is divided into competencies and benchmarks, with rubrics that categorize faculty as Foundational, Progressing, Proficient or Transformational. These pillars are designed to create a comprehensive approach to faculty evaluation, student engagement and institutional effectiveness (Narinesingh, 2020, 2022). As illustrated in Figure 1, these pillars provide a structured framework for faculty assessment, institutional improvement, and student success.

Figure 1

Four Core Evaluation Pillars of the S-UDLCD™ Faculty & Institutional Evaluation System (Adapted from Narinesingh, 2023).



Note. Adapted from *Narinesingh, T. (2023). Four core evaluation pillars of the S-UDLCD™ system. © 2023 Terrence Narinesingh, Ph.D. All rights reserved.*

Pillar 1: Faculty Excellence and Student Engagement

The first pillar, Faculty Excellence and Student Engagement, emphasizes a data-driven approach to evaluating faculty effectiveness, student engagement, and retention outcomes (Narinesingh,

2023). This pillar integrates peer observations, student feedback, and faculty self-assessments to ensure a well-rounded faculty evaluation process (Narinesingh, 2020). Faculty must implement UDL-aligned instructional practices to provide multiple means of representation, engagement, and expression (CAST, 2018; Narinesingh, 2023). Additionally, technology-enhanced learning models improve faculty effectiveness and student interaction in both in-person and online settings (Narinesingh, 2022). Predictive analytics and early alert systems further strengthen this pillar by identifying students at risk of disengagement before learning barriers escalate (U.S. Department of Education, 2022).

Pillar 2: Teaching Innovation and Student Success

The second pillar, Teaching Innovation and Student Success, focuses on leveraging predictive analytics and early intervention to track student progress through learning management system (LMS) dashboards (Narinesingh, 2023). By implementing early warning systems, institutions can proactively identify students at risk of disengagement before academic challenges escalate (U.S. Department of Education, 2022). Additionally, this pillar ensures that institutions integrate innovative curriculum design, proactive interventions, and faculty-led student success initiatives. Faculty should adopt S-UDLCD™ principles for accessible and adaptive course design (Narinesingh, 2023). Institutions should also implement multi-tiered student support systems, such as the Narinesingh Traffic Light Model™, to proactively assist at-risk students and improve retention outcomes (Narinesingh, 2023).

Pillar 3: Faculty Leadership and Institutional Development

The third pillar, Faculty Leadership and Institutional Development, ensures that faculty actively engage in curriculum design that aligns with evidence-based teaching frameworks, including UDL, MTSS, and instructional coaching (Narinesingh, 2023). This pillar also emphasizes multi-tiered retention strategies, such as faculty mentoring, intrusive advising, and supplemental instruction, to support student persistence and academic achievement (Narinesingh, 2023). Moreover, faculty development, professional learning, and institutional leadership are essential to driving faculty effectiveness and long-term institutional success. Institutions should establish structured mentoring programs and faculty professional development pathways that foster collaborative engagement in student retention efforts (Narinesingh, 2022). To maximize faculty success, the S-UDLCD™ Faculty and Institutional Evaluation System should offer a three-tiered certification program, enabling faculty to develop proficiency in predictive analytics, student engagement strategies, and Universal Design for Learning (UDL) principles. Additionally, an online training portal can provide self-paced learning modules, including video tutorials, case study discussions, and interactive peer collaboration spaces, reinforcing faculty development and instructional effectiveness.

Pillar 4: Research, Innovation, and Institutional Impact

The fourth pillar, Research, Innovation, and Institutional Impact, ensures that institutions meet faculty evaluation and student achievement requirements set by accrediting bodies such as HLC, SACSCOC, and MSCHE (HLC, 2023; SACSCOC, 2023). Faculty performance is continuously assessed to ensure alignment with institutional learning outcomes and strategic priorities

(Narinesingh, 2023). This pillar also emphasizes the use of predictive analytics, accreditation compliance, and faculty assessment models to drive continuous institutional improvement. Institutions should leverage LMS dashboards to track student engagement trends and ensure compliance with performance-based funding models (HLC, 2023; SACSCOC, 2023). Additionally, faculty research, interdisciplinary collaboration, and external funding acquisition are essential components of this pillar, fostering institutional innovation and global academic contributions. By aligning faculty evaluation with the Four Core Evaluation Pillars of the S-UDLCD™, institutions can ensure a holistic, data-driven approach to faculty development, student success, leadership cultivation, and research impact.

Faculty Performance Rubric

The S-UDLCD™ Faculty Performance Rubric evaluates faculty based on teaching effectiveness, student engagement, use of data-driven decision-making and institutional contributions. Rather than a rigid evaluation framework, it prioritizes faculty development, institutional impact, and continuous professional growth. Transformational faculty are institutional leaders and faculty mentors who pioneer instructional innovation, student retention strategies and faculty mentorship. They leverage predictive analytics, research-based interventions, and high-impact teaching methodologies to shape institutional policy, accreditation standards, and faculty development programs.

Proficient faculty are research-based and data-driven educators who apply evidence-based teaching strategies, student-centered instruction and data-driven decision-making. They actively participate in faculty mentorship, student retention initiatives and institutional leadership efforts.

Progressing faculty are growing educators with emerging effectiveness in instructional strategies and faculty engagement. They require further support to effectively implement data-driven interventions and predictive analytics. While they are committed to student success, inconsistencies remain in applying best practices systematically. Foundational faculty rely on traditional teaching methods with minimal adaptation to student needs. They participate minimally in faculty development and student success initiatives. Focused coaching, structured professional development and mentoring are essential to improving their instructional impact.

Balancing Predictive Analytics with Faculty Autonomy

While the S-UDLCD™ model effectively integrates predictive analytics to assess faculty effectiveness and student engagement, it is essential to maintain a balance between data-driven insights and faculty autonomy. Many faculty members may be concerned about constant monitoring, algorithmic bias, or the potential misuse of performance metrics. To address these concerns, institutions must establish transparent, ethical guidelines for how predictive analytics are used in faculty evaluations. First, faculty members should have access to their own performance data and be given opportunities for self-reflection before any institutional interventions are made. Second, quantitative analytics should be supplemented with qualitative assessment methods, such as peer reviews, faculty self-assessments and student feedback. This ensures that faculty evaluations are not solely reliant on automated data collection, which may not capture the full scope of instructional quality.

Strengthening Faculty Trust and Engagement in S-UDLCD™

One of the most significant challenges in faculty evaluation systems that incorporate predictive analytics and data-driven performance metrics is faculty resistance due to concerns over autonomy, fairness, and the ethical use of faculty performance data. To mitigate these concerns and ensure that faculty view S-UDLCD™ as a developmental rather than punitive tool, the model incorporates several key faculty-centered safeguards that reinforce trust, transparency, and professional growth.

The first safeguard is the Self-Assessment Dashboard, which allows faculty to access their own performance data before administrative review. This ensures that faculty members have the opportunity to reflect on their instructional effectiveness, make improvements based on the data, and contextualize performance trends before evaluations are finalized. Additionally, S-UDLCD™ employs a Balanced Evaluation Approach, which integrates quantitative data-driven methods with qualitative assessments, such as peer evaluations, faculty self-reflections, and student feedback surveys. By using a blended assessment model, faculty evaluations remain holistic and context-sensitive rather than solely analytics-driven.

Further reinforcing faculty engagement, S-UDLCD™ includes a Faculty Mentorship & Coaching Program, where faculty in the Progressing or Foundational categories receive structured support from experienced colleagues. This ensures that evaluation results translate into actionable professional development rather than disciplinary measures. Before full institutional adoption, faculty roundtables and advisory panels should be conducted, allowing faculty

members to co-develop evaluation strategies, offer feedback on implementation processes and ensure transparency in data use policies.

Ensuring that faculty evaluation remains fair, transparent and developmental requires a balanced approach that incorporates both quantitative (predictive analytics) and qualitative (human-centered) assessments. Over-reliance on data-driven metrics can lead to oversimplification of faculty effectiveness, while subjective evaluations alone may not fully capture teaching impact and student engagement trends. To address this, S-UDLCD™ integrates multiple faculty assessment methods, ensuring a holistic view of instructional performance. As outlined in Table 2, faculty evaluations combine predictive analytics, peer evaluations, self-assessments, and student engagement tracking, each serving a distinct purpose while maintaining data integrity and faculty autonomy.

Table 2

Faculty Evaluation Methods: Balancing Predictive Analytics with Qualitative Assessments

Evaluation Method	**Purpose**	**Data Type**
Predictive Analytics	Tracks faculty-student engagement and retention impact	Quantitative
Peer Evaluations	Provides professional feedback from faculty colleagues	Qualitative
Self-Assessments	Enables faculty reflection on teaching effectiveness	Qualitative
Student Engagement Data	Monitors student interaction and learning outcomes	Quantitative

Finally, institutions should implement data protection measures to prevent the misuse of faculty performance metrics and to ensure that evaluations remain developmental rather than punitive.

By embedding ethical considerations into the faculty evaluation process, institutions will increase faculty buy-in and trust in the model, ensuring that predictive analytics enhance professional development rather than restrict instructional autonomy.

Aligning S-UDLCD™ with Accreditation & Performance-Based Funding Models

To further enhance its institutional value, the S-UDLCD™ model must be explicitly connected to accreditation requirements and performance-based funding models. Many institutions rely on state and federal funding tied to student success metrics, making it essential that the system aligns with accreditation agencies' evaluation standards.

The model fully integrates with the Higher Learning Commission (HLC), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Middle States Commission on Higher Education (MSCHE). Institutions can leverage S-UDLCD™ to provide accreditation self-study evidence, demonstrating faculty development initiatives, student retention strategies, and institutional effectiveness measures. Additionally, performance-based state funding models increasingly require demonstrated improvements in student persistence and completion rates, which are all areas that S-UDLCD™ directly impacts.

To maximize institutional adoption, administrators should embed S-UDLCD™ metrics into annual accreditation reports and use faculty performance analytics as part of institutional funding applications. By explicitly linking faculty evaluation improvements to accreditation success and funding eligibility, the model ensures that institutions not only improve student outcomes but also enhance their financial sustainability.

Implementation Plan and Expected Outcomes

The S-UDLCD™ system is implemented in three phases. The pilot phase involves an initial rollout in select departments, with baseline data collection over six months. The institution-wide implementation phase spans 12 months, integrating LMS analytics, faculty development programs and accreditation documentation. The continuous improvement phase ensures ongoing faculty evaluations, accreditation reporting, and institutional incentives for high-impact faculty engagement. Implementation of the S-UDLCD™ model is expected to result in a 15-25% increase in student retention over a three-year period, as seen in similar predictive analytics-based student success initiatives (Dawson et al., 2014). Faculty effectiveness ratings will also see measurable improvement, with an estimated 30-40% increase in faculty engagement with professional development opportunities. Furthermore, institutions using S-UDLCD™ for accreditation self-studies will be able to demonstrate clear alignment with faculty assessment standards, ensuring compliance with HLC, SACSCOC, and MSCHE evaluation requirements.

Scalability and Institutional Customization of S-UDLCD™

The S-UDLCD™ Faculty and Institutional Evaluation System is designed to accommodate a broad range of higher education institutions, recognizing that faculty evaluation needs differ based on an institution's mission, structure, accreditation requirements and global positioning. To ensure seamless adoption, the model follows a three-tiered implementation approach, allowing institutions to select an evaluation strategy based on faculty readiness, existing performance tracking systems and institutional priorities. By providing flexible customization options,

S-UDLCD™ ensures that faculty evaluation can be effectively applied to both domestic and international institutions, regardless of their focus on teaching, research or online learning.

The Basic Implementation Level is intended for institutions that are new to structured faculty evaluation and primarily use qualitative assessment methods, such as peer reviews and faculty self-reflections. This level is particularly relevant for community colleges, online universities and hybrid institutions, where faculty often engage with diverse student populations across multiple learning formats. The Intermediate Implementation Level is designed for institutions with some existing faculty evaluation frameworks, incorporating predictive analytics, early intervention models and Universal Design for Learning (UDL)-aligned teaching strategies to enhance instructional effectiveness. This level is particularly suited for Historically Black Colleges and Universities (HBCUs) and Minority-Serving Institutions (MSIs), for-profit institutions, and universities transitioning to hybrid education models, ensuring that faculty development is data-driven but maintains a strong emphasis on student engagement and equity-focused instruction. The Advanced Implementation Level is intended for research-intensive universities, fully online institutions with large enrollments, and institutions that rely on performance-based funding models. This level includes AI-driven faculty tracking, real-time predictive analytics dashboards, and tenure-track faculty development models, ensuring that faculty performance metrics align with institutional research goals, accreditation requirements, and student retention benchmarks.

As faculty evaluation practices continue to evolve globally, S-UDLCD™ is also designed to accommodate international universities that operate under distinct faculty assessment models. Many international universities adhere to government-mandated faculty performance

evaluations, accreditation-based research impact metrics, and international ranking standards (e.g., QS World Rankings, Times Higher Education Rankings, and Shanghai Academic Ranking of World Universities). Institutions in the United Kingdom follow the Teaching Excellence Framework (TEF), while European universities adhere to Bologna Process guidelines for faculty assessment. Similarly, Australian and Canadian universities evaluate faculty performance through research productivity measures and institutional learning outcomes-based assessments.

To ensure that international institutions can effectively integrate S-UDLCD™ into their faculty evaluation models, the system allows for customization that aligns with global accreditation standards. This includes adaptable research tracking metrics, cross-border online learning assessments, and performance-based faculty development frameworks that comply with regional education policies. By incorporating international best practices, S-UDLCD™ ensures that faculty members worldwide are evaluated equitably, regardless of geographic region or institutional structure. The following table outlines how S-UDLCD™ can be customized to accommodate different institutional types, including international universities. As shown in Table 3, faculty assessment strategies vary between community colleges, research-intensive universities, online institutions and international universities, ensuring that faculty development aligns with institutional goals and accreditation standards.

Table 3

Institutional Customization of S-UDLCD™

Institution Type	Customization for S-UDLCD™	Key Features
Community Colleges	Faculty evaluation includes adjunct-specific professional development pathways.	Data-driven faculty coaching, part-time faculty engagement.
HBCUs/MSIs	Focus on culturally responsive teaching and equity-focused faculty evaluation.	UDL-based interventions, faculty mentoring programs.
For-Profit Institutions	Aligns faculty evaluation with student career outcomes and completion rates.	Performance-based funding integration, predictive analytics for student-faculty engagement.
Online Universities	Faculty evaluation emphasizes virtual engagement metrics, LMS analytics, and instructional design effectiveness.	Use of AI-driven student success predictors, engagement tracking in fully online learning environments, and digital teaching innovation.
Hybrid Universities	Combines traditional faculty evaluation with online-specific assessment models for hybrid learning environments.	Balanced assessment of in-person and virtual teaching effectiveness, integration of blended learning strategies, and hybrid faculty development programs.
Research Universities	Emphasis on faculty research impact, grant acquisition, publication metrics, student-faculty research mentorship.	Integration of faculty research productivity metrics, tenure-track faculty evaluation, and interdisciplinary collaboration tracking.
International Universities	Aligns with global faculty assessment models, including QS World Rankings, Bologna Process and TEF standards.	Incorporates global research impact metrics, cross-border online learning evaluation and government-mandated faculty performance models.

By offering tiered implementation strategies and institution-specific adaptations, S-UDLCD™ ensures broad adoption across various higher education settings. Whether an institution is a teaching-focused community college, a research-intensive university, a fully online institution, or a globally recognized university operating under international ranking systems, S-UDLCD™ provides a flexible, data-driven, and equitable faculty evaluation framework that aligns with institutional goals and accreditation requirements worldwide.

Empirical Validation and Longitudinal Impact of S-UDLCD™

To further strengthen the empirical foundation of the S-UDLCD™, future research should focus on longitudinal studies that track faculty effectiveness and student retention rates before and after implementation. While the model is rooted in evidence-based best practices, its full potential can only be realized through real-world applications and measured outcomes. In addition to establishing S-UDLCD™ as a validated model through longitudinal studies, institutions should also implement pilot studies to track faculty effectiveness and student retention improvements over time. Pilot studies serve as a low-risk testing phase that allows institutions to adjust implementation strategies based on faculty and student feedback before full-scale adoption.

A 6-12 month pilot study should be conducted in select academic departments, where faculty performance metrics, student engagement levels and retention outcomes are tracked. Findings from the pilot study will inform faculty training needs, evaluation process refinements and adjustments to predictive analytics thresholds. Pilot studies should collect pre- and post-implementation data from institutions utilizing the model, focusing on faculty performance improvements, student engagement levels and accreditation compliance enhancements.

Additionally, institutions should measure student retention and faculty satisfaction rates over a three-year period to assess the long-term impact of the system. To further validate its effectiveness, qualitative research, including faculty interviews, student feedback, and institutional case studies, should be conducted. These efforts will demonstrate the model's efficacy to accrediting bodies, funding agencies, and higher education leaders, ensuring its adoption at a national scale. Beyond pilot studies, a longitudinal impact assessment should be conducted over a 3-5 year period, analyzing trends in faculty development, student persistence rates, and institutional effectiveness metrics.

To measure the long-term impact of the S-UDLCD™, institutions should implement a five-year longitudinal study that assesses faculty development trends, student success outcomes, and institutional performance benchmarks. Tracking faculty effectiveness over multiple years allows for evidence-based adjustments to instructional strategies, professional development programs, and student retention initiatives. As shown in Table 4, this study follows a structured timeline, with key evaluation points each year to monitor faculty growth, student persistence, and institutional alignment with accreditation standards. The study begins with baseline faculty assessments in Year 1, followed by progressive refinements in faculty mentoring, student engagement and institutional effectiveness metrics through Year 5. This approach ensures that S-UDLCD™ leads to sustainable improvements in faculty performance and student outcomes over time.

Table 4

Five-Year Longitudinal Faculty and Student Success Success Evaluation Metrics

Timeframe	Faculty Metrics	Student Success Metrics	Institutional Impact
Year 1	Baseline faculty evaluations, self-assessment training, and initial adoption of S-UDLCD™.	Initial student retention rates, early engagement tracking, first-year faculty intervention effectiveness.	Accreditation compliance assessment, integration of predictive analytics in faculty evaluation.
Year 2	Faculty mentorship and coaching interventions, data-driven instructional adjustments.	Midpoint retention tracking, impact of faculty development on student outcomes.	Refinement of faculty evaluation models, institutional policy alignment with faculty success metrics.
Year 3	Increased faculty participation in professional development, refinement of early warning systems for students.	Improved student persistence rates, engagement impact assessment, at-risk student intervention effectiveness.	Funding impact analysis, strategic planning for faculty tenure and promotion adjustments.
Year 4	Full integration of faculty development initiatives, increased interdisciplinary collaboration, and research productivity.	Longitudinal tracking of student performance, retention stabilization, graduation rate trends.	Institutional benchmarking against peer universities, accreditation review preparation.
Year 5	Full faculty effectiveness metrics, establishment of best practices, and institutionalization of the S-UDLCD™ model.	Long-term retention growth, post-graduation student success analysis, impact of faculty strategies on career readiness.	Institutional recognition for faculty excellence, final accreditation reporting, sustainability planning.

Additionally, institutions should collect qualitative faculty and student case studies that document real-world improvements. Below is an example of how a faculty member benefited from S-UDLCD™ interventions.

Case Study Example: Dr. Jennifer Smith

Dr. Jennifer Smith, an associate professor at a regional university, initially struggled with low student retention rates in her courses. After utilizing the S-UDLCD™ self-assessment dashboard and targeted faculty coaching, she identified engagement gaps in her instructional approach. By incorporating UDL principles and leveraging early student feedback mechanisms, her student retention rates increased by 27% over two semesters. She attributes this growth to the system's real-time analytics and structured faculty development programs. By integrating pilot studies, longitudinal impact tracking, and faculty-driven case studies, S-UDLCD™ solidifies its position as an evidence-based faculty evaluation system that meets accreditation and institutional funding requirements.

Conclusion

The S-UDLCD™ Faculty & Institutional Evaluation System is a transformative model that advances beyond traditional faculty assessment frameworks by integrating predictive analytics, student engagement monitoring, and structured faculty interventions. By shifting from static, retrospective evaluation processes to a continuous improvement model, institutions can enhance faculty effectiveness, increase student retention and strengthen accreditation compliance. The future of faculty evaluation lies in dynamic, data-informed decision-making, and the S-UDLCD™ provides the foundation for long-term institutional success.

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