

SOUTHEASTERN  
UNIVERSITY  
FACULTY DEVELOPMENT  
AND ASSESSMENT  
HANDBOOK



ACADEMIC YEAR  
2008-2009

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# Southeastern University Faculty Development and Assessment System

## I. Introduction

An important and indispensable aspect of university teaching is faculty development. At its core resides an invaluable resource, *faculty* who are committed to the general and academic ideals of the university. It is clear that regular constructive feedback not only improves the quality of interaction between faculty and their students, but also among faculty and between their counterparts in respective environments. The practical aspect of development is affirmation of the faculty member's contribution to the vocation of instruction. Students and the institution benefit from a well-planned faculty system that improves the teaching process. Assessment therefore, as a professional requirement, is not only helpful for direct feedback to the instructor but also serves as the basis for formative development.

### Teaching and Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) specifically requires an ongoing process of faculty assessment. The Comprehensive Standards state:

- The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status (3.7.2).
- The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results (3.31)
- The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs ( 3.9.3); and
- The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission (Core Requirement 2.5).

### Administrative Responsibilities

Southeastern University believes that the instructor's duties outside of the lecture hall are as important as the class lecture itself. It is important that the faculty member's contribution to the university be documented in accordance with published:

- Academic responsibilities – Professors are expected to be able to follow (much like a road map) important academic policies and guidelines (examples being the Southeastern University catalog and faculty handbook).
- University responsibilities – Each faculty member is responsible to adhere to and assist the university in services vital to its proper functioning as a whole and to its extended communities/surrounding relationships.
- College and department responsibilities – Each faculty member needs to be engaged in activities vital to proper functioning of the individual colleges and departments.

## **The Criteria for Assessment: [The Annual Faculty Development and Assessment Portfolio](#)**

The system for faculty assessment at Southeastern University seeks to gather data in a broad, fair, and consistent manner and seeks to have those data serve as criteria for development. Data will be gathered in a variety of ways, from the self-report, to the peer and supervisor reports, to student assessments. The totality of these assessments will comprise the *Annual Faculty Development Assessment Portfolio*. The assessment tools are described as follows.

### [Professional Activities Contract](#)

Every fall, each faculty member writes goals for the academic year. Each goal must be no longer than 250 words and must include both performance outcomes and self-development activities. Separate goals are written for each area of the teaching vocation. (Meeting as a college or department should help clarify what is expected for this section. See your dean or department chair for additional examples of annual goals; templates are provided within [pages 9 -12](#).) The general areas of vocational commitment are:

1. [Teaching Performance Goals](#)
2. [Advising Performance Goals](#)
3. [Scholarship/Professional Development Goals](#)
4. [Service Goals](#)
  - (a) to the students
  - (b) to the university
  - (c) to the community-at-large
  - (d) to the community of faith
5. [Librarianship Goals \(For Librarians Only\)](#)

The goals are negotiated and mutually agreed upon by the faculty member and the dean or department chairperson. They are written in measurable terms and serve as the basis for assessment. Once goals have been agreed upon, they become part of the faculty member's *Professional Activities Contract*.

### [Professional Activities Report](#)

Near the end of each spring semester, the faculty member completes a *Professional Activities Report* in which he/she explains whether or not *Professional Activities Contract* goals were met with written documentation and comments. This report might include for example, lists of committees, sponsorships, and other contributions to the institution, as well as a record of professional memberships, conferences, workshops attended, and papers presented or published. The *Professional Activities Contract* and the *Professional Activities Report* become part of the *Annual Faculty Development and Assessment Portfolio*.

### [Supervisor Classroom Observation](#)

The dean or department chair (or designee) will observe the faculty member during one class per year. The designee can be the Coordinator of Faculty Development and Assessment or senior faculty member within the department acting on behalf of the supervisor. This assessment form is based on the student assessment form for comparative assessment purposes.

### [Student Course Assessment](#)

Each semester students will evaluate faculty in courses as overseen generally by the Academic Affairs Office. All student course assessments will be conducted online. Faculty members including first-year and adjunct faculty members, regardless of previous experience, will have all of their courses evaluated.

### [Peer Classroom Assessment](#)

Peers designated by the department chair may observe the faculty member during one class session per year. This is considered mandatory in only three instances: if the faculty member requests an observation, during the first contract year for new faculty, and at the discretion of the department chair, college dean or Vice President for Academic Affairs. This assessment form is based on the student assessment form for comparative assessment purposes.

### [Advisor Assessment](#)

Students will assess faculty on a semester basis. This will be done in electronic format.

### [Library Dean Assessment](#)

In the case of library faculty, a Library Dean Assessment form may be included in the portfolio. It may substitute for or supplement teaching assessments.

### [Department Chair \(Dean\) Summary Report](#)

After receiving the *Professional Activities Report*, near the end of each spring semester, the department chair or dean reviews all the preceding assessment sources and completes the *Department Chair Summary Report*. This completes the *Annual Faculty Development and Assessment Portfolio* that is then reviewed by the faculty member in conference with the chair and/or dean. The faculty member and supervisor both sign the portfolio and it becomes part of the assessment record for the faculty member.

The *Annual Faculty Development and Assessment Portfolio* includes the *Professional Activities Contract*, the *Professional Activities Report*, the *Department Chairperson's (Dean's) Summary Report*, the annual statistical report of *student assessments*, the *Advising Assessment Report*, *Peer Assessment reports (as applicable)*, and pertinent materials related to the faculty member's teaching duties or related scholarship efforts. The *Annual Faculty Development and Assessment Portfolio* is kept on file within the college or academic department. Portions of the portfolio may be kept by the faculty member in his/her office. Electronic files when possible are recommended.

### [Annual Faculty Development and Assessment Conference with the Dean and/or Departmental Staff](#)

The dean or department chair meets with each faculty member during October and May of every year.

The Coordinator of Faculty Development and Assessment meets with the college deans and/or department chairs as necessary, to assist in assessment of the faculty member's development and to answer questions about the *Annual Faculty Development and Assessment Portfolio*. The assessment provides faculty an opportunity to express their strengths as well as hear how they might address their weaknesses. The faculty member may make an appointment or enquire in writing to the department chair, college dean or the Vice President for Academic Affairs to discuss the results of his/her assessment. As necessary, the faculty member may also contact members of the Academic Affairs Office to assist in setting up needed meetings.

*In cases where the Annual Faculty Development and Assessment Portfolio seem lacking or weak, the Vice President for Academic Affairs may observe and evaluate the teaching of a faculty member or this process may be designated.*

Faculty assessments will take place according to the [Faculty Assessment Calendar](#) (next page). Additional meetings as applicable (see calendar) will be arranged by the Coordinator of Faculty Development and Assessment.

## Faculty Assessment Calendar

Assessment Activity	Person Responsible for Completing	Date(s) of Administration
<b>Completed near the beginning of the fall term</b>		
Professional Activities Contract	Faculty member	No later than September 21 <sup>st</sup>
Conference with Dean or Dept. Chair	Faculty member <u>and</u> Dean or Dept. Chair	No later than October 15 <sup>th</sup> (Faculty Development and Assessment Office schedules meeting with the deans/chairs and again in January)
<b>During the term</b>		
Supervisor Classroom Observation	Dean, Department Chair or Department Representative	During the fall or spring term.
Student Course Assessment	Students (Directed by the Faculty Development and Assessment Office and Academic Affairs)	During the fall and spring terms near the end
Peer Assessment	Dean, Department Chair or Representative	During the fall or spring term.
Advisor Assessment	Students (Directed by the Faculty Development and Assessment Office and Academic Affairs)	During the fall and spring terms near the end
<b>In instances of promotion and retention (Meetings scheduled by Faculty Development and Assessment Office)</b>		
Promotion Recommendations (regarding information compiled from the previous year)	VPAA in consultation with the college dean/department chair, Committee on Rank	Before the November Board of Regents meeting and into the month of January
Retention Recommendations	Department Chair to the college dean/library dean/Vice President for Academic Affairs	Before the November Board of Regents meeting and into the month of January
<b>Completed at the end of the spring term</b>		
Professional Activities Report	Faculty Member	May 15 <sup>th</sup> (submitted before the conference with the dean or chair)
Conference with Dean or Dept. Chair	Faculty member <u>and</u> Dean or Dept. Chair	No later than May 15 <sup>th</sup>
Filing of the Faculty Development and Assessment Portfolio: <ul style="list-style-type: none"> <li>• Professional Activities Contract</li> <li>• Professional Activities Report <ul style="list-style-type: none"> <li>○ Supervisor Classroom Observation Form I and Form II</li> <li>○ Student Course Assessment Form I and Form II</li> <li>○ Peer Classroom Observation Form I and Form II</li> <li>○ Advisor Assessment Form</li> <li>○ Library Assessment Form</li> </ul> </li> <li>• Chair (Dean) Summary Report</li> </ul>	Faculty member, Dean, and Department Chair. The Dean or Department Chair is responsible for ensuring that the Annual Faculty Development and Assessment portfolio is completed and filed in the college or department	After conferences with the faculty members and respective supervisors are completed. (For assistance, meetings are scheduled with the deans/chairs by the Faculty Development and Assessment Office.)

**Southeastern University  
Faculty Development and Assessment System**

## **II. Annual Faculty Development and Assessment Portfolio**

- Professional Activities Contract (***filled out by the instructor – year beginning***)
- Professional Activities Report (***filled out by the instructor – year end***)

***Completed during the year:***

- Supervisor Classroom Observation Form I and Form II (***once during the year***)
  - Student Course Assessment Form I and Form II (***for every course; fall/spring term***)
  - Peer Classroom Observation Form I and Form II (***once during the year; not for every faculty member***) – for first year faculty members, by request, or if requested by the supervisor
  - Advisor Assessment Form (***for every instructor; fall/spring term***)
  - Library Dean Assessment Form (***library faculty members only***)
- Department Chair (Dean) Summary Report (***filled out by the dean/dept. chair – year end***)

## Professional Activities Contract

For Academic Year 2008-2009

Name \_\_\_\_\_ Title/Rank \_\_\_\_\_

College/Department \_\_\_\_\_ Date \_\_\_\_\_

### Professional Workload

#### A. Projected workload for fall semester

1. Total credit hours of teaching \_\_\_\_\_ (total)  
\_\_\_\_\_ (dept/college)  
\_\_\_\_\_ (dept/college overload)  
\_\_\_\_\_ (special evening/weekend or online)
2. Total number of advisees \_\_\_\_\_
3. Number of committee assignments \_\_\_\_\_
4. Number of sponsorships/commitments \_\_\_\_\_ (university) \_\_\_\_\_ (community)
5. Credit hours of released time \_\_\_\_\_

#### B. Projected workload for spring semester

1. Total credit hours of teaching \_\_\_\_\_ (total)  
\_\_\_\_\_ (dept/college)  
\_\_\_\_\_ (dept/college overload)  
\_\_\_\_\_ (special evening/weekend or online)
2. Total number of advisees \_\_\_\_\_
3. Number of committee assignments \_\_\_\_\_
4. Number of sponsorships/commitments \_\_\_\_\_ (university) \_\_\_\_\_ (community)
5. Credit hours of released time \_\_\_\_\_

#### C. Off-Campus Employment:

*List all off-campus employment, current and projected, for this academic year, including employer name, nature of activity and time commitment. Refer to the Faculty Handbook for policies and approval procedures.*

*Please attach an explanation of any other factors that will affect your workload.*

## PERFORMANCE GOALS OVERVIEW (Template for Goals Setting)

*Source Impact for Teaching (50% - 70%)*

Role Components	SOURCES				Component Weight
	Student	Self	Peer	Supervisor	
Instructional Delivery Skills	✓	✓	✓	✓	
Instructional Design Skills	✓	✓	✓	✓	
Content Expertise		✓	✓	✓	
Course Management	✓	✓	✓	✓	
Faith Integration	✓	✓	✓	✓	
<b>Total Source Impact Weight</b>					100%

Notes:

*Source Impact for Advising (5% - 15%)*

Role Components	SOURCES				Component Weight
	Student	Self	Peer	Supervisor	
Schedule and Program Review	✓	✓	✓	✓	
Advising Skill	✓	✓	✓	✓	
Availability to students	✓	✓	✓	✓	
Spiritual and Vocational Counseling	✓	✓	✓	✓	
<b>Total Source Impact Weight</b>					100%

Notes:

*Source Impact for University Service (10% - 25%)*

Role Components	SOURCES				Component Weight
	Student	Self	Peer	Supervisor	
Committee Assignments		✓	✓	✓	
Campus Life Events		✓	✓	✓	
Chapel		✓	✓	✓	
Collegiality and Integrity		✓	✓	✓	
Student Relationships	✓	✓	✓	✓	
Administration		✓	✓	✓	
<b>Total Source Impact Weight</b>					100%

Notes:

*Source Impact for Community Service (5% - 10%)*

Role Components	SOURCES				Component Weight
	Student	Self	Peer	Supervisor	
Church Activity		✓	✓	✓	
Community Organizations and Services		✓	✓	✓	
<b>Total Source Impact Weight</b>					100%

Notes:

*Source Impact for Scholarship and Professional Development (10% - 25%)*

Role Components	SOURCES				Component Weight
	Student	Self	Peer	Supervisor	
Research and Publications		✓	✓	✓	
Conferences and Continuing Education		✓	✓	✓	
Professional Organizations (Discipline Specific)		✓	✓	✓	
<b>Total Source Impact Weight</b>					100%

Notes:

*Source Impact for Librarianship (50%-70%)*

Role Components	SOURCES				Component Weight
	Student	Self	Peer	Supervisor	
Knowledge of Librarianship	✓	✓	✓	✓	
Helpfulness to Library Users	✓	✓	✓	✓	
Quality of Work	✓	✓	✓	✓	
Problem Solving Skills	✓	✓	✓	✓	
Faith Integration	✓	✓	✓	✓	
<b>Total Source Impact Weight</b>	<i>Librarians only complete this form</i>				100%

Instructions: Determine component weights for the five general source impact areas as shown; sign and date this form:

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Teaching Performance Goals (50%-70%)\*

\*On an attached sheet of paper or cut and pasted from this manual, please answer the questions:

“What goals do I want to accomplish this year?”

“How will I know whether or not I have accomplished my goals?”

\*See the Performance Goals Template (previous page): include the component weights you would like placed on each goal. The checks represent various sources of assessment impact.

\*To assist with derivation of the component weights and to provide help with a summary of stated goals for the year, the Faculty Development and Assessment Office will meet with the respective colleges and departments at the beginning of the academic year and during the academic year as necessary.

Comments about *teaching*, for example, might involve reference to successful performance in the areas of:

- **Instructional Delivery Skills**  
Interactive ability that promotes or facilitates learning including organized class presentations, effective communication, proper enthusiasm and motivation
- **Instructional Design Skills**  
Conditions of instruction which optimize learning, retention, and learning transfer including selection of instructional resources, library materials, class equipment and supplies
- **Content Expertise**  
Knowledge of subject matter and material
- **Course Management**  
Successful implementation of course material according to the mission of the college/department and the official Intended Learning Outcomes of the class; being organized, on time, consistent, reliable; using class time properly; handling course content with skill and proficiency
- **Faith Integration**  
Integration of faith in teaching and learning

## Advising Performance Goals (5%-15%)\*

Comments about *advising*, for example, might involve reference to successful performance in the areas of:

- **Schedule and Program Review**  
Understanding of university curriculum and program requirements for students; ability to refer properly to policies, available support faculty/staff and other resources
- **Advising Skill**  
Understanding of the advising process including proper use of forms and files, use of computerized software, etc.; ability to listen, process, and successfully act concerning expressed student needs; assisting with student planning
- **Availability to Students**  
Accessibility to students for curriculum planning, advice and help
- **Spiritual and Vocational Advising**  
Attention to career concerns and a displayed interest in foundational values for students

## Scholarship/Professional Development Goals (10%-25%)\*

Comments about *scholarship and professional development*, for example, might involve reference to successful performance in the areas of:

- **Research and Publications**  
Engaging in scholarly pursuits such as writing and submitting articles for publication, including newspaper articles, journals, books, chapters in books, editorials, etc; involvement or support of research promoting scholarship and professional development
- **Conference and Continuing Education**  
Attendance and participation in professional development events including conferences, seminars, meetings, training events, etc; this would include not only training offered off-campus but also by Southeastern University staff, for example, Southeastern-sponsored seminars, faculty and staff training, etc.
- **Professional Organizations (Discipline-Specific)**  
Membership in professional organizations specific to the area of expertise and discipline
- **International Service**  
Support or participation in areas of international service, for example, missions trips, study abroad groups with students, etc.

## Service Goals (percentages below)\*

To the students, university, community—at-large, and to the community of faith:

Comments about *service goals*, for example, might involve reference to successful performance in the areas of:

**Student and University Service (10%-25%):**

- **Student Relationships**  
Valuing, encouraging and strengthening students with a loving pastoral concern
- **Campus Life Events**  
Participation in university events where attendance is required or suggested, for example, Preview Days, Fire Fall activities and orientation sessions
- **Chapel**  
Chapel attendance; attendance in special revival services and chapel meetings
- **Committee Assignments**  
Committee meeting attendance and punctuality; appropriate participation in assigned committee activities
- **Collegiality and Integrity**  
Cooperative attitude toward policies, guidelines and mission of the university; equitable sharing of responsibility among colleagues; expressed spirit of camaraderie with colleagues; personal and theological integrity; respect for biblical and theological traditions of the university; cultivation and valuing of a quality family life
- **Administration**  
Effectiveness in fulfilling executive duties; meeting goals and objectives of the respective divisions

**Community Service (5%-10%):**

- **Church Activity**  
Participation in church activities as stated in the faculty handbook, faculty contracts, university board statements and other criteria used for employment at Southeastern University
- **Community Organizations and Service**  
Participation in community development opportunities including events scheduled at the university, city commission activities, local conferences, seminars, meetings, community training, participation in advising boards, etc.

**Librarianship Goals (For Library Faculty Only, replaces Teaching Goals) (50%-70%)\***

- **Knowledge of Librarianship**  
Familiarity and skill with current best practices in the field; currency and competency in the librarian's area of specialization
- **Helpfulness to Library Users**  
Teaching skills; demonstration of approachability, helpfulness, and high quality research skills in interactions with students, faculty, and other library users
- **Quality of Work**  
Work done in librarian's area of specialization is of the highest quality both with regard to application of knowledge and with regard to care and diligence in approaching work responsibilities
- **Problem Solving Skills**  
Librarian shows skill in approaching problems with creativity and insight and searches for opportunities to use challenges as steps to positive change
- **Faith Integration**  
Integration of faith in learning/librarianship

**The Dean or Department Chair may use the space below or a separate sheet of paper to respond to the above work load summary and stated goals.**

**\*See the highlighted explanation at the top of page 10**

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**Signatures:**

Faculty Member: \_\_\_\_\_

Dean/Departmental Staff/Chair: \_\_\_\_\_

## Professional Activities Report

Name \_\_\_\_\_ Department \_\_\_\_\_

Academic Year \_\_\_\_\_ Date \_\_\_\_\_

**General Information:** This report provides an opportunity to furnish your dean or department chair/supervisor and those to whom he/she is administratively responsible with information regarding your professional activities and your contributions to your college or department within the past academic year. Your department chair will consult this report in composing his/her assessment of your performance for this assessment period. *Your Professional Activities Report becomes part of your permanent development and assessment portfolio and will also be used in assessment for promotion and retention.*

### **PART ONE: Courses and Activities Listing**

Please respond to the following items with reference to the last 12 months.

1. List by discipline and course number all the courses you taught during the assessment period. For team-taught classes, specify your proportionate contribution.
2. List those committees of your department and those committees of the college on which you have served during the year. If you chaired any of these committees, please indicate.
3. List your current membership(s) in professional and/or honor societies. If you have been an officer of such a society during the last year, please describe the office you held.
4. List any papers, books, articles, or reviews you have written and any papers you have refereed. Describe any research or other creative professional activity that you have engaged in or participated.



## **PART TWO: Professional Performance Self-Assessment**

Please comment on the following aspects of your professional performance during the past year.

**I. Teaching (Librarianship) Effectiveness.** List your teaching effectiveness goals from your *Professional Activities Contract* and indicate whether you feel you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

**II. Advising Effectiveness.** List your advising effectiveness goals from your *Professional Activities Contract* and indicate whether you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

*Note: You may want to attach a portfolio of your teaching/advising materials (syllabus, handouts, etc.) from courses of your choice or you may want to indicate that they are on file and available upon request.*

**III. Scholarship.** List your scholarship goals from your *Professional Activities Contract* and indicate if you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

**IV. Service to Students.** List your service goals from your *Professional Activities Contract* and indicate if you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

*Note: You may want to attach a copy of any papers you have presented at professional meetings or references of books or journal articles that you've written. Attach any letters, clippings, etc. that will illustrate the kinds of service that you have provided to students. You may elect to indicate that your materials are kept on file and will be available upon request.*

**V. Service to the University.** List your service goals from your *Professional Activities Contract* and indicate whether you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

**VI. Service to the Community-at Large.** List your service goals from your *Professional Activities Contract* and indicate whether you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

*Note: Attach any letters, clippings, etc. that will illustrate the kinds of service you performed. You may elect to indicate that your materials are kept on file and will be available upon request.*

**VII. Service to the Community of Faith.** List your service goals from your *Professional Activities Contract* and indicate whether you attained each one. Where applicable, reference the method you used to measure your success.

- Discuss any activities that you consider to be noteworthy and describe any of your strengths that should be recognized.

*Note: Attach any letters, clippings, etc. that will illustrate the kinds of service you performed. You may elect to indicate that your materials are kept on file and will be available upon request.*

## Goals and Self-Assessment Statement

Answer Questions 1 -4 using the following rating scale:

**SA = Substantially Achieved the goals**

**PA = Partially Achieved the goals**

**DN = Did NOT achieve the goals**

1. I attained my teaching (librarianship) goals for the academic year

SA     PA     DN

2. I attained my advising goals for the academic year

SA     PA     DN

3. I attained my scholarship goals for the academic year

SA     PA     DN

4. I attained my service goals for the academic year

SA     PA     DN

Questions 5- 8 relate to whether you as a faculty member believe that the following assessment surveys were accurate reflections of your performance.

Use the following grading scale for these questions; if not applicable (for peer reports), please note:

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Agree</b> 3	<b>Strongly Agree</b> 4
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5. Overall, I believe that *student assessment reports* demonstrated my teaching effectiveness.

1     2     3     4

6. Overall, I believe that *peer observation reports* demonstrated my teaching effectiveness.

1     2     3     4

7. Overall, I believe that *supervisor observation reports* demonstrated effectiveness.

1     2     3     4

8. Overall, I believe that *advising assessments reports* demonstrated my advising effectiveness.

1     2     3     4

## PART THREE: Assessment Forms, Surveys, and Summaries

### Supervisor Observation Form I

Course Number and Title \_\_\_\_\_

Date Course was Observed \_\_\_\_\_

Instructor's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_

**Instructions to the Observer:** Please answer the following questions based on the teaching activity and/or student responses observed in this class. Use the following scale. If the question is **not applicable**, do not answer.

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Agree</b> 3	<b>Strongly Agree</b> 4
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1. The instructor appeared to be knowledgeable about the lecture topic/exercise.
2. The instructor clearly presented the subject matter.
3. The instructor exhibited enthusiasm in teaching.
4. The instructor appeared to stimulate curiosity.
5. The instructor appeared to have an understanding attitude toward the students.
6. The objectives of the presentation were clearly communicated.
7. The instructor seemed able to capture the attention of the students.
8. The classroom presentation appeared well organized.
9. The instructor made effective use of class time.
10. The texts and other assigned and/or required readings appeared valuable.
11. The instructor gave opportunity to assess the students' understanding of the material presented.
12. The spirit and morale of this class appeared "upbeat."
13. The instructor was helpful and responsive to questions/comments from the students.
14. The instructor seemed prepared and organized.
15. The instructor used examples demonstrating an infusion of faith in the classroom.

Observer's Signature: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_

*(By signing above, the instructor acknowledges that the observer is performing his/her duty at Southeastern University. The signature does not imply that the instructor necessarily agrees with the observer's ratings. The instructor can respond to this observation by providing a letter to be placed in his/her portfolio.)*

## Supervisor Observation Form II Open ended (Essay) Questions

**Instructions to the Observer:** Answer the following essay questions in your own words as honestly and carefully as you can. Please list strengths and suggestions for improvement in each of the following areas. Use the back of this form or additional paper as needed.

1. The Instructor Strengths and Suggestions for Improvement:

2. Methodology Strengths and Suggestions for Improvement:

*Note: suggest any changes in instructional strategy or methods, e.g., cooperative learning, group work, discussion, problem-based instruction, individual and team presentations, more appropriate use of technology, etc.*

3. Class Content Strengths and Suggestions for Improvement:

4. Other comments:

Observer's Signature: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_

*(By signing above, the instructor acknowledges that the observer is performing his/her duty at Southeastern University. The signature does not imply that the instructor necessarily agrees with the observer's ratings. The instructor can respond to this observation by providing a letter to be placed in his/her portfolio.)*

## Student Course Assessment Form I (Online Assessment)

1. My student classification is:  
 (1) freshman    (2) sophomore    (3) junior    (4) senior    (5) non-degree seeking student  
 (6) graduate student
2. My overall G.P.A. is:  
 (1) 1.9 or less    (2). 2.0-2.49    (3) 2.5-2.99    (4) 3.0-3.49    (5) 3.5-4.0
3. This course is:  
 (1) requirement for my major  
 (2) a requirement for my minor  
 (3) my choice for a general elective course  
 (4) my choice for an elective course within my major  
 (5) simply a course in which I was interested but was not required in any way

**Please answer the questions below using the following scale:**

<b>Not applicable (no answer)</b>	<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Agree</b> 3	<b>Strongly Agree</b> 4
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4. The instructor appeared to have a thorough knowledge of the subject.
5. The instructor effectively communicated the subject matter.
6. The instructor seemed genuinely interested in what she/he was teaching.
7. The instructor appeared to be concerned whether students learned the material.
8. The instructor consistently displayed a caring and accepting attitude toward students.
9. The instructor clearly specified course assignments.
10. The instructor adequately answered questions raised by students.
11. The assigned readings/assignments were helpful in acquiring a better understanding of the course.
12. Exams reflected what was taught in the course material.
13. The course was well organized.
14. The spirit and morale of this class was high.
15. The instructor used class time well.
16. The instructor was well prepared for each class.
17. The instructor returned written work and/or posted test grades within a reasonable amount of time.
18. The instructor effectively demonstrated his/her Christian faith in this class.
19. The instructor effectively integrated faith and learning in this class
20. I would recommend this instructor to a fellow student.

## Student Course Assessment Form II (Online Assessment)

**Instructions:** Answer the following essay questions in your own words as honestly and carefully as you can. DO NOT PUT YOUR NAME ON THIS PAGE. Your professor will not receive your responses until after the grades are posted at the end of this semester.

**Professor's I.D.#** \_\_\_\_\_

1. What did you find most helpful about this course or what did you like best about this course?

2. What suggestions, if any, do you have about how the course might be improved?

3. Do you have any other comments you would like to make about this course and/or the instructor?

*(The data on this segment will be transmitted directly back to the instructor for personal enrichment and feedback.)*

## Peer Observation Form I

Course Number and Title \_\_\_\_\_

Date Course was Observed \_\_\_\_\_

Instructor's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_

### Instructions to the Observer:

Please answer the questions below using the following scale. If **not applicable** don't answer:

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Agree</b> 3	<b>Strongly Agree</b> 4
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1. The instructor appeared to be knowledgeable about the lecture topic/exercise.
2. The instructor clearly presented the subject matter.
3. The instructor exhibited enthusiasm in teaching.
4. The instructor appeared to stimulate curiosity.
5. The instructor appeared to have an understanding attitude toward the students.
6. The objectives of the presentation were clearly communicated.
7. The instructor seemed able to capture the attention of the students.
8. The classroom presentation appeared well organized.
9. The instructor made effective use of class time.
10. The texts and other assigned and/or required readings appeared valuable.
11. The instructor gave opportunity to assess the students' understanding of the material presented.
12. The spirit and morale of this class appeared "upbeat."
13. The instructor was helpful and responsive to questions/comments from the students.
14. The instructor seemed prepared and organized.
15. The instructor used examples demonstrating an infusion of faith in the classroom.

Observer's Signature: \_\_\_\_\_

*(A copy of this observation should be provided to the dean or department chair; the dean or department chair should provide a copy to the instructor. The instructor has the opportunity to respond to this observation. In this instance, the instructor should attach a letter detailing his/her response to be placed on file in his/her portfolio.)*



## Advisor Assessment

*(An electronic form of this assessment is to be activated each term as the students are contacted with the Class Climate Scantron survey system; before completing this form, the student will be asked if he/she has seen the advisor. The advisor will be given an opportunity to verify this information and respond.)*

The following summarizes the format of the electronic advisor assessment:

### Question (First Page):

Have you seen your advisor during this open advising period?

- Yes

**Leads students to Advisor Assessment Survey – Page 27 below  
Results will be provided to the professor and placed in the assessment portfolio.**

- No

**Leads students to the General Advising Information Survey – Page 28 below  
Results will be provided to the Office of Academic Advising  
*(Rational: This would provide some insight into the needs of students and provide feedback regarding the system and effectiveness of advisor contacts.)***

## Advisor Assessment Survey (Online Assessment)

Advisor's Name \_\_\_\_\_

Please respond to questions 1-8 using the following scale:

If the question is **not applicable**, do not answer.

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Agree</b> 3	<b>Strongly Agree</b> 4
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- \_\_\_1. My advisor is generally available during the posted office hours.
- \_\_\_2. My advisor appears to have a thorough knowledge of the general academic requirements at Southeastern University.
- \_\_\_3. My advisor appears to have both current and thorough knowledge of the requirements in my major area.
- \_\_\_4. My advisor helps me to explore and identify career goals and options.
- \_\_\_5. My advisor suggests alternatives when appropriate.
- \_\_\_6. My advisor encourages me to assume responsibility for my actions.
- \_\_\_7. My advisor is friendly and approachable.
- \_\_\_8. Overall, I am generally satisfied with my advisor's advising.

**Additional Comments:**

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*(The advisor has the opportunity to respond to this assessment. In this instance, the advisor should attach a letter detailing his/her response to be placed on file in the portfolio.)*

## General Advising Information Survey (Online Assessment)

### Please respond to questions 1-7:

\_\_\_1. Do you understand the current Advising System and procedures?

- Yes
- No

\_\_\_2. How long have you been assigned to your current Academic Advisor?

- 0 to 6 Months
- 7 Months to 1 Year
- 1 to 1 ½ Years
- 1-1 ½ Years to 2 Years
- Over 2 Years

\_\_\_3. During the past year, how often did you attempt to communicate with your advisor?

- Never **[If you chose this response, then please SKIP TO ITEM #7]**
- Once
- Twice
- Three Times
- Four or Five Times

\_\_\_4. During the past year, how often did you actually communicate with your advisor?

- Never
- Once
- Twice
- Three Times
- Four or Five Times

\_\_\_5. Were the number of meetings you attended with your advisor sufficient to your needs?

- Yes
- No

\_\_\_6. Overall, how well does the Academic Advising System currently offered by this institution meet your needs?

- Fully meets my needs
- Partially meets my needs
- Does not meet my needs

Please explain below in what ways the needs **are** or **are not** being met

\_\_\_7. Have you declared your major?

- Yes
- No

**Note:** Every student who is accepted for enrollment as a degree-seeking student must declare a major. A *Declaration of Major* form must be filed with the Office of the Registrar by the 48<sup>th</sup> earned hour, the end of the first semester of the sophomore year. A student may change his/her program of study by filing a new *Declaration of Major* form with the Office of the Registrar any time during his/her period enrollment. The Advising Office appreciates any feedback about your advising experience here at SEU.

## Library Dean Assessment Form I

Librarian's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

**Instructions to the Librarian Evaluator:** Please answer the following questions based on the professional activities of the librarian you are evaluating.

Please answer the questions below using the following scale:

If the question is **not applicable**, do not answer.

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Agree</b> 3	<b>Strongly Agree</b> 4
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1. The librarian demonstrates a thorough knowledge of the duties s/he is required to perform.
2. The librarian is approachable and helpful to students.
3. The librarian exhibits teamwork skills aimed toward furthering library services at Southeastern.
4. The librarian is responsive, polite, and helpful to colleagues.
5. The library work done by the librarian is free of errors to the extent that it does not cause other employees to do additional work.
6. The librarian is able to demonstrate creative problem-solving skills in his/her area of responsibility.
7. The librarian demonstrates excellent supervisory skills.
8. The librarian uses his/her time effectively.
9. The librarian is well-organized and prepared for library and University responsibilities.
10. Overall, I can rate this librarian's contribution to the library this year has been positive.

Director's signature: \_\_\_\_\_

(Copy should be provided to the librarian; the librarian has the opportunity to respond to this assessment. In this instance, the librarian should attach a letter detailing his/her response to be placed on file in the portfolio.)

## Library Dean Assessment Form II Open ended (Essay) Questions

**Instructions to the Librarian Evaluator:** Answer the following essay questions in your own words as honestly and carefully as you can. Please list strengths and suggestions for improvement in each of the following areas. Use the back of this form or additional paper as needed.

1. The Librarian (relationships)

Strengths:

Suggestions for Improvement:

2. Methodology (librarianship skills)

Strengths:

Suggestions for Improvement:

3. Other comments:

Library Dean's signature: \_\_\_\_\_

(Copy should be provided to the librarian; the librarian has the opportunity to respond to this assessment. In this instance, the librarian should attach a letter detailing his/her response to be placed on file in the portfolio.)

**This form must be kept on file in the  
College Office or Departmental Office**

**Department Chair (Dean) Summary Report**

Instructor's Name \_\_\_\_\_

Instructor's Rank \_\_\_\_\_ Academic Year \_\_\_\_\_

Dean/Department Chairperson \_\_\_\_\_

**Summary about Teaching (Librarianship), Advising, Scholarship, and Service *including supervisor assessments, course assessments, peer assessments and advising assessments:***

**Teaching (Librarianship) Effectiveness**

Goals: Indicate whether the instructor attained his/her goals, and make comments as appropriate.

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**Advising Effectiveness**

Goals: Indicate whether the instructor attained his/her goals, and make comments as appropriate.

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**Scholarship**

Goals: Indicate whether the instructor attained his/her goals, and make comments as appropriate.

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**Service to Students**

Goals: Indicate whether the instructor attained his/her goals, and make comments as appropriate.

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**Service to the University**

Goals: Indicate whether the instructor attained his/her goals, and make comments as appropriate.

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**Service to the Community-at-Large and to the Community of Faith**

Goals: Indicate whether the instructor attained his/her goals, and make comments as appropriate.

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## Summary Page:

To be completed by the Dean or Department Chair

Answer Questions 1 -4 using the following rating scale:

**SA = Substantially Achieved the goals**

**PA = Partially Achieved the goals**

**DN = Did NOT achieve the goals**

1. To what degree did the instructor attain his/her teaching (librarianship) goals?

SA     PA     DN

2. To what degree did the instructor attain his/her advising goals for the academic year?

SA     PA     DN

3. To what degree did the instructor attain his/her scholarship goals for the academic year?

SA     PA     DN

4. To what degree did the instructor attain his/her service goals for the academic year?

SA     PA     DN

5. Did this instructor effectively contribute to the work of the university, college and department during the contract year?

YES     NO

6. Do you recommend this instructor for developmental assistance?

YES     NO

Overview and Concluding Comments:

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## Annual Faculty Development and Assessment Portfolio

Instructor's Name \_\_\_\_\_

Instructor's Rank \_\_\_\_\_ Academic Year \_\_\_\_\_

Dean or Department Chairperson \_\_\_\_\_

Dean or Department Chairperson's Signature \_\_\_\_\_

Date \_\_\_\_\_

### Personal Data

Date of initial employment \_\_\_\_\_ Total years college teaching experience \_\_\_\_\_

#### To the Instructor:

This assessment will be filed in your official record. You may provide a written response to be filed with this assessment. You have access to your official record upon request. Signing this document means that you have reviewed your assessment portfolio and are aware of, but it does not mean necessarily that you agree with, the contents and conclusions presented herein.

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Contents of the Portfolio:

- Professional Activities Contract
- Professional Activities Report
  - including observation reports and assessment reports completed during the year:***
    - Supervisor Classroom Observation Form I
    - Supervisor Classroom Observation Form II
    - Student Course Assessment Form I (***online reports***)
    - Student Course Assessment Form II (***online reports***)
    - Peer Classroom Observation Form I (*as appropriate*)
    - Peer Classroom Observation Form II (*as appropriate*)
    - Advisor Assessment Form (***online reports***)
    - Library Dean Assessment Form (*library faculty members only*)
- Department Chair (Dean) Summary Report
- Other Information provided by the instructor and dean/department chair (*electronic forms and self-filing are encouraged*)

**-Helpful Communique from the Faculty Development and Assessment Committee and the VPAA-  
Role of the Faculty Development and Assessment Coordinator – May 30, 2008**

The VPAA in consultation with the Faculty Development and Assessment Committee has named **Dr. Steve Fettke** the new **Coordinator of Faculty Development and Assessment**, and has authorized him to monitor the Faculty Development and Assessment system and assist Deans and Department Chairs in their duties of faculty development and assessment.

In the past, the faculty evaluation system was perceived by most faculty as punitive and largely if not solely based on student evaluations. To change the perception, the committee has been renamed *Faculty Development and Assessment* from *Faculty Evaluation*. The Faculty Development and Assessment Committee thus wishes the emphasis to be changed from the potentially negative connotation *evaluation* carries to the positive connotation *assessment* carries, as understood as emphasizing *Faculty Success rather than Faculty Evaluation*, by which was perceived as finding ways to punish or terminate faculty. Also, instead of only attempting to find those who are doing a poor job, it is the goal of the VPAA and the committee to try first to find those doing a good job in the five areas of assessment—teaching (or librarianship), advising, university service, community service, and scholarship--and find ways to give them appropriate affirmation. Finally, in the developmental process, the VPAA and committee have authorized Dr. Fettke to prepare some kind of *Best Practices* emphasis or seminar which will be conducted regularly whereby professors' *Best Practices* may be shared with other faculty. This will be a part of the Faculty Development process, and will include discussion and reflection in regard to the five areas of assessment—teaching (or librarianship), advising, university service, community service, and scholarship. The goal of the Faculty Development and Assessment Committee is for all faculty to achieve new levels of spiritual, intellectual, and personal depth. **All of these efforts can be integrated with the Faith Integration process Dr. Robby Waddell, Coordinator of Center for Faith and Higher Learning, leads.**

Sadly, sometimes there are faculty who have difficulties in the classroom for various reasons. While the VPAA and the committee hope to change the perception of *evaluation* to *assessment, success, and development*, there will probably be some who will need extra help or whose work will be sub-standard. *It is also Dr. Fettke's responsibility to provide any assistance you might need in cases like these, as well as to serve as a liaison with the Faculty Development and Assessment Committee.* It is important to begin to deal with potential difficulties with faculty in October rather than in February so that there can be careful deliberation and decisions made as to what steps will need to be taken.

It is Dr. Fettke's responsibility to meet with Deans and Department Chairs **regularly** so that he can report to the committee on how the assessment part of all colleges and departments are progressing. His responsibility *is* to meet with deans/chairs at least once in the fall, typically in October, after the *Professional Activity Contracts* have been completed, then at the beginning of the Spring term in January. These meetings can be brief—ten minutes or so—unless, of course, faculty/staff have issues requiring discussion or if suggestions need to be passed on to the committee; Dr. Fettke will be very respectful of the staff members' valuable time. It is then Dr. Fettke's duty to report to the Faculty Development and Assessment Committee and to the VPAA.

Thank you for the very hard work that you do in maintaining high standards for our university. May we find God's grace to strengthen us in this task!

**Coordinator's Checklist for Meetings\* with  
Deans/Chairs and Report Format for Faculty  
Development and Assessment Committee** \*by October 15th

**[Acknowledgment of Understanding for the Deans/Chairs]**

Dean/Department Chair \_\_\_\_\_ Meeting Date \_\_\_\_\_

\_\_\_\_\_ Are you aware of the Annual Assessment Process Calendar? Any questions?

\_\_\_\_\_ Do you have a Professional Activities Contract from each member of your department or college?

\_\_\_\_\_ Have you had discussion and reflection with each member of your faculty about his/her Professional Activities Contract? Were these interviews successful? Difficult? How would you describe them?

\_\_\_\_\_ Are there particular faculty whom you would like to affirm both in your college/department and among the faculty of the university? Please list their names and particular strengths and/or accomplishments: teaching, advising, university service, community service, scholarship.

\_\_\_\_\_ Are there particular faculty who need extra assistance in becoming successful teachers or about whom you would like to consult with someone?

\_\_\_\_\_ Do you have ideas or suggestions for the Faculty Development and Assessment Committee that might make the whole assessment system and process better and/or improve its perception by faculty?

Thank you for helping make our Assessment and Development processes successful.

\_\_\_\_\_  
Dean/Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coordinator of Faculty Dev and Assessment

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Date