

SOUTHEASTERN
UNIVERSITY
FACULTY EVALUATION
HANDBOOK



ACADEMIC YEAR
2007-2008

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Southeastern University Faculty Evaluation System

I. Introduction

Teaching and Evaluation

An important and indispensable aspect of a profession such as university teaching is faculty evaluation and assessment. Faculty evaluation should have as its primary focus the development of teachers which results in classroom excellence, but it also has the practical function of justifying promotion in rank. The students and the institution benefit from a faculty evaluation system that improves the teaching process, and the faculty benefit from a faculty evaluation system that documents and affirms their contribution. Evaluation is a necessary professional requirement for teachers.

Teaching and Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) specifically requires an ongoing process of faculty evaluation. 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

The instructor's performance outside of the classroom is an equally important part of the faculty member's contribution to the institution. It is important that administrative responsibilities are carried out in accordance with announced academic policies and procedures. These include fulfillment of:

- Academic policies – Professors are expected to adhere to general academic policies as covered in the current university catalog and faculty handbook.
- University responsibilities – Each faculty member is responsible to adhere to and assist in services vital to proper functioning of the university including functions overseen by the Academic Affairs Office and academic executive offices.
- College and Department responsibilities – Each faculty member is responsible to participate in activities vital to proper functioning of the individual colleges and departments.

The Criteria for Evaluation: The Annual Evaluation Portfolio

The system for faculty evaluation at Southeastern University seeks to gather data in a broad, fair, and consistent manner and seeks to have those data serve as criteria for evaluation. Data will be gathered in a variety of ways, from the self-report to the peer report and student evaluations. The totality of this assessment will comprise the Annual Evaluation Portfolio. The evaluation 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 examples of annual goals.) The areas of vocation 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

Professional Activities Report

The teaching 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*.

Near the end of each spring semester, the faculty member completes a *Professional Activities Report* in which he/she explains whether or not goals were met and provides comments. This report also includes lists of committees, sponsorships, and other contributions to the institution as well as a record of professional memberships, conferences and workshops attended, and papers presented or published. The *Professional Activities Report* also becomes part of the *Annual Evaluation 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 Director of Faith and Higher Learning or senior faculty member within the department acting on behalf of the supervisor. This evaluation form is based on questions asked of the students during the regular term (student course evaluation forms).

Student Course Evaluation

Each semester students will evaluate faculty in courses assigned by the Vice President for Academic Affairs. Evaluations will be conducted online. All faculty members including first-year and adjunct faculty members, regardless of previous experience, will have all their courses evaluated.

Peer Classroom Evaluation

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 evaluation form is based on the student evaluation form for comparative evaluative purposes.

Advisor Evaluation

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

Library Director Evaluation

In the case of librarian faculty, a Library Director Evaluation form may be included in the portfolio. In some cases it may substitute for teaching evaluation forms, or in some cases it may supplement them.

Department Chair (Dean) Summary Report

After receiving the *Professional Activities Report*, near the end of each spring semester, the department chair reviews all the preceding evaluation sources and completes the *Department Chair Summary Report*. This completes the *Annual Evaluation Portfolio* that is then reviewed by the faculty member in conference with the chair. Both parties sign the portfolio and it becomes part of the evaluation record of the faculty member.

The *Annual Evaluation Portfolio* includes the *Professional Activities Contract*, the *Professional Activities Report*, the *Department Chairperson's (Dean's) Summary Report*, the annual statistical report of *Student Evaluations*, the *Advising Evaluation Report*, the *Peer Evaluation Report (as applicable)*, and any pertinent materials related to the faculty member's teaching duties or related scholarship efforts.

The *Annual Evaluation 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 Evaluation/Conference with the Dean or Department Chair

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

The Vice President for Academic Affairs, in consultation with the college deans and/or department chairs, makes an assessment of the faculty member's performance based on the results of the *Annual Evaluation Portfolio*. The assessment provides faculty an opportunity to express their strengths as well as hear how their weaknesses may be addressed. The faculty member may enquire in writing to the department chair, college dean or the Vice President for Academic Affairs to discuss the results of his/her assessment. In this instance, the faculty member may also contact the Associate Academic Dean who can provide assistance as necessary.

In cases where the Annual Evaluation Portfolio seems lacking or weak, the Vice President for Academic Affairs may observe and evaluate the teaching of a faculty member or designate this process for monitoring purposes.

Faculty evaluations will take place according to the *Faculty Evaluation Calendar*.

Faculty Evaluation Calendar

Evaluation Activity	Person Responsible for Completing	Date(s) of Administration
Completed near the beginning of the fall term		
Professional Activities Contract	Faculty member	Early August to September
Conference with Dean or Dept. Chair	Faculty member <u>and</u> Dean or Dept. Chair	September to early October
During the term		
Supervisor Classroom Observation	Dean, Department Chair or Department Representative	During the fall or spring term.
Student Course Evaluations	Students (Directed by the Office of Faculty Evaluation and Assessment)	During the fall and spring terms near the end.
Peer Evaluation	Dean, Department Chair or Representative	During the fall or spring term.
Advisor Evaluation	Students (Directed by the Office of Faculty Evaluation and Assessment)	During the fall and spring terms near the end.
In instances of promotion and retention		
Promotion Recommendations	VPAA in consultation with the college dean/Department Chair/Department Director	Before the November Board of Regents meeting
Retention Recommendations	Department Chair to the college dean/Vice President for Academic Affairs	Before the November Board of Regents meeting
Completed at the end of the spring term		
Professional Activities Report	Faculty Member	By May 20 th (submitted before the conference with the dean or chair)
Conference with Dean or Dept. Chair	Faculty member <u>and</u> Dean or Dept. Chair	May 20 th through June
Filing of the Evaluation Portfolio: <ul style="list-style-type: none"> • Professional Activities Contract • Professional Activities Report <ul style="list-style-type: none"> ○ Supervisor Classroom Observation Form I and Form II ○ Student Course Evaluation Form I and Form II ○ Peer Classroom Observation Form I and Form II ○ Advisor Evaluation Form ○ Library Evaluation Form • Department Chair (Dean) Summary Report • Other Information 	Faculty member, Dean, and Department Chair. The Dean or Department Chair is responsible for ensuring that the annual evaluation portfolio is completed and filed in the college or department.	May 20 th through June

Southeastern University Faculty Evaluation System

II. Annual Evaluation 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 Evaluation 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***) – Professional development faculty members are considered 1) first year, 2) requested by the supervisor, and 3) requested by the faculty member
 - Advisor Evaluation Form (***for every instructor; fall/spring term***)
 - Library Director Evaluation 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 2007-2008

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)
_____ (DCAE/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)
_____ (DCAE/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.

Teaching Performance Goals*

*Answer the questions: "What do I want to accomplish this year?"
"How will I know whether I have accomplished it?"

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 learning

Advising Performance Goals*

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

- **Program Knowledge**
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

Scholarship/Professional Development Goals*

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*

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:

- **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:

- **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.

The Dean or Department Chair may use the space below to respond to the above work load summary and stated goals:

Signatures:

Faculty Member: _____

Dean/Department Chair: _____

Professional Activities Report

Name _____ Department _____

Academic Year _____ Date _____

General Information: This report provides an opportunity to furnish your dean or department chair 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 evaluation of your performance for this evaluation period. *Your Professional Activities Report becomes part of your permanent evaluation portfolio and will also be used in evaluation 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 evaluation 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.

5. List by title, date, setting and audience any talks, addresses, concerts, recitals, etc. you have given during the past year.
6. List by organization, name, date, location, etc. any professional meetings you have attended during the past year. Please indicate for each meeting the percentage of your expenses paid by university funding.
7. List by name of sponsoring organization, date, location, content, any seminars, graduate courses or workshops in which you have participated during the past year. Please indicate for each activity the percentage of your expenses paid by university funding.
8. List any professional or related services that you have rendered to your department, the university, the community, or to students or colleagues during the past year.
9. List all off-campus employment during the past year. Give name of employer, nature of activity and time commitment.

PART TWO: Professional Performance Self-Assessment

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

- I. Teaching 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 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 evaluation surveys were accurate reflections of your performance.

Use the following grading scale for these questions:

Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
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5. Overall, I believe that *student evaluation reports* demonstrate teaching effectiveness.

[1] [2] [3] [4]

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

[1] [2] [3] [4]

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

[1] [2] [3] [4]

8. Overall, I believe that *advising evaluations reports* demonstrate advising effectiveness.

[1] [2] [3] [4]

PART THREE: Evaluation 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.

Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 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 Evaluation 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:

Not applicable (no answer)	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 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 Evaluation 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:

Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
-----------------------------------	----------------------	-------------------	--------------------------------

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.)

Peer 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: _____

(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 Evaluation

(An electronic form of this evaluation 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 evaluation:

Question (First Page):

Have you seen your advisor during this open advising period?

- Yes

Leads students to Advisor Evaluation Survey – Page 26 below
Results will be provided to the professor and placed in the evaluation portfolio.

- No

Leads students to the General Advising Information Survey – Page 27 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 Evaluation 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.

Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
-----------------------------------	----------------------	-------------------	--------------------------------

- ___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:

(The advisor has the opportunity to respond to this evaluation. 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

___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 48th 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.

Library Director Evaluation 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.

Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 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 evaluation. In this instance, the librarian should attach a letter detailing his/her response to be placed on file in the portfolio.)

Library Director Evaluation 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 Director's signature: _____

(Copy should be provided to the librarian; the librarian has the opportunity to respond to this evaluation. 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, Advising, Scholarship, and Service *including supervisor evaluations, course evaluations, peer evaluations and advising evaluations:*

Teaching Effectiveness

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

Advising Effectiveness

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

Scholarship

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

Service to Students

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

Service to the University

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

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.

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 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 (August 1, 2007 to May 31, 2008)?

☐ YES ☐ NO

6. Do you recommend this instructor for developmental assistance?

☐ YES ☐ NO

Overview and Concluding Comments:

Annual Faculty Evaluation 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 evaluation will be filed in your official record. You may provide a written response to be filed with this evaluation. You have access to your official record upon request. Signing this document means that you have reviewed your evaluation 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 evaluation reports completed during the year:***
 - Supervisor Classroom Observation Form I
 - Supervisor Classroom Observation Form II
 - Student Course Evaluation Form I (***online reports***)
 - Student Course Evaluation Form II (***online reports***)
 - Peer Classroom Observation Form I (*as appropriate*)
 - Peer Classroom Observation Form II (*as appropriate*)
 - Advisor Evaluation Form (***online reports***)
 - Library Director Evaluation 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*)