



Directions for Faculty Member Evaluation

The academic achievement, personal development, and success of OVU's students are directly related to the content knowledge, professionalism, and effective teaching skills of our faculty members. A key component in professional development is self-reflection and open feedback from our students, peers, and supervisors. Professional development and continuous improvement require a commitment of time and thought.

In the first four semesters of teaching (two years), fulltime faculty members will undergo an annual evaluation. After the initial period of employment, fulltime faculty members will complete this process every three years. Each year, they will submit to their deans the Faculty Member Evaluation form, the Faculty Member Data Update form, and an updated vita.

Deans will be evaluated by the Vice-President for Academic Affairs using the same process.

Evaluation Elements

1. Self-evaluation using the Faculty Member Evaluation form and the Faculty Member Data Update forms (annually)
2. Updated professional portfolio and/or curriculum vita (annually)
3. Course evaluations by students (annually)
4. Advisor evaluations by your advisees (annually)
5. Classroom observation by your school chair, dean, or a peer (annually, then every three years)
6. Evaluation by supervisor using the attached form (annually, then every three years)
7. Evaluation conference with your school chair or dean (annually, then every three years)

Evaluation Responsibilities of Individual Faculty Members

1. Each year, submit to your dean the Faculty Member Evaluation form as a self-evaluation, the Faculty Member Data Update form, and an updated vita.
2. Schedule a classroom observation by your school chair, dean, or a peer (annually, then every three years).
3. Schedule a time to share the resulting documents with your school chair or dean (annually, then every three years).

Evaluation by Supervisor (annually, then every three years)

1. Review the faculty member's self-evaluation, course evaluations, advisor evaluations, class observation form, and updated portfolio and/or curriculum vita.
2. Complete the Faculty Member Evaluation form.
3. Conduct a conference with the faculty member.
 - a. Discuss any observations and concerns.
 - b. Specifically compare the supervisor evaluation and self-evaluation forms and identify areas of strength and weakness for the faculty member.
 - c. Following the review, the dean and the faculty member each has an opportunity to write comments on the supervisor evaluation form.
 - d. Each person signs the form; copies are given to the dean and the faculty member.
4. This information will be kept in the office of the Vice President for Academic Affairs and in the supervising dean's office.

Faculty Member Evaluation (Self or Supervisor)

Faculty Member's Name: _____ Date _____

Supervisor's Name: _____ Evaluator: _____ Self _____ Supervisor

Indicate if basic requirements for faculty member have been met over the last evaluation period.

Basic Requirements		
Meets full work load equivalency	Met	Unmet
Keeps at least 10 regular office hours per week	Met	Unmet
Actively participates in 2 or more committees	Met	Unmet
Maintains an advisee load	Met	Unmet

Indicate if the following tasks have been met over the last evaluation period.

ACTIVITY	Comment on needed improvement, exemplary performance or other pertinent information.		
1. Professionalism			
1.1 Maintains appropriate classroom behavior	Yes	No	N/A
1.2 Personally maintains proper dress code	Yes	No	N/A
1.3 Responds to administrative requests appropriately	Yes	No	N/A
1.4 Maintains current curriculum vita	Yes	No	N/A
1.5 Sets and accomplishes goals	Yes	No	N/A
2. Course administration			
2.1 Follows course descriptions and learning outcomes in courses taught	Yes	No	N/A
2.2 Takes regular attendance	Yes	No	N/A
2.3 Enforces school attendance policy	Yes	No	N/A
2.4 Requires tasks and assessments to assign a fair final grade	Yes	No	N/A
2.5 Provides effective feedback to students in timely manner.	Yes	No	N/A
2.6 Encourages class to complete faculty/course evaluations	Yes	No	N/A
2.7 Maintains appropriate behavior in the classroom	Yes	No	N/A

3. Syllabi			
3.1 Each syllabus contains all required elements	Yes	No	N/A
3.2 Provides syllabi to students	Yes	No	N/A
3.3 Each syllabus contains a Faith & Learning statement	Yes	No	N/A
3.4 Provides syllabi to Office of Academic Affairs	Yes	No	N/A
4. Professional development			
4.1 Attends faculty meetings	Yes	No	N/A
4.2 Attends faculty workshops	Yes	No	N/A
4.2 Holds membership in a professional association	Yes	No	N/A
4.3 Participates in professional development activities	Yes	No	N/A
5. Fostering campus community			
5.1 Meets regularly with advisees	Yes	No	N/A
5.2 Is accessible to students	Yes	No	N/A
5.3 Attends Chapel and Assembly regularly	Yes	No	N/A
5.4 Seeks informal interaction with students	Yes	No	N/A
6. Going above and beyond			
6.1 Hosts students at home	Yes	No	N/A
6.2 Mentors at least one student per year	Yes	No	N/A
6.3 Presents at professional conferences	Yes	No	N/A
6.4 Attends student events (e.g., games, performances)	Yes	No	N/A
6.5 Takes active role in church life	Yes	No	N/A
6.6 Participates in community service	Yes	No	N/A
6.7 Secures grants	Yes	No	N/A
6.8. Publishes in discipline	Yes	No	N/A
6.9 Progressing toward degree, if applicable	Yes	No	N/A

EVALUATION OF COURSES: Mark the teaching/learning strategies used in some or all the courses taught this year.

Instructional Methods

- | | | |
|---|--|--|
| <input type="checkbox"/> Field trip(s) | <input type="checkbox"/> Group work | <input type="checkbox"/> Guest speaker(s) |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Simulations | <input type="checkbox"/> Learning activities/games |
| <input type="checkbox"/> Hands-on materials | <input type="checkbox"/> Student presentations | <input type="checkbox"/> One-on one instruction |
| <input type="checkbox"/> _____ | | |

Interaction with Instructor and Classmates

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Class discussion | <input type="checkbox"/> Group work | <input type="checkbox"/> Peer tutoring |
| <input type="checkbox"/> Sakai forums | <input type="checkbox"/> _____ | |

Instructional Technology

- | | | |
|---|---|--|
| <input type="checkbox"/> Movies/videos | <input type="checkbox"/> PowerPoint | <input type="checkbox"/> Sakai |
| <input type="checkbox"/> Specialty software | <input type="checkbox"/> Textbook website | <input type="checkbox"/> Overhead projector |
| <input type="checkbox"/> Document camera | <input type="checkbox"/> Smartboard/Mimeo | <input type="checkbox"/> Digital response device |
| <input type="checkbox"/> _____ | | |

Assignments/Assessments

- | | | |
|---|---|---|
| <input type="checkbox"/> Chapter summaries | <input type="checkbox"/> Project-based learning | <input type="checkbox"/> Research using library resources |
| <input type="checkbox"/> Website evaluation | <input type="checkbox"/> Worksheets | <input type="checkbox"/> Research using websites |
| <input type="checkbox"/> Papers/essays | <input type="checkbox"/> Presentations | <input type="checkbox"/> Textbook companion website |
| <input type="checkbox"/> Class discussion | <input type="checkbox"/> Field Experience | <input type="checkbox"/> Objective test questions |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Journal/reflections | <input type="checkbox"/> Open-ended test questions |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> Hands-on activities | <input type="checkbox"/> Rubrics |
| <input type="checkbox"/> Group tasks/discussion | <input type="checkbox"/> _____ | |

Comments by Supervisor:

Comments by Faculty Member:

Signature of Faculty Member	Date	Signature of Supervisor	Date
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OVU Faculty Member Data Update

Name: _____

Academic Year: _____

Please check each college in which you teach a course.

Arts and Sciences

Business

Biblical Studies and Behavioral Sciences

Education

1. Courses taught this year (note if it is an independent study):

2. List any updates on your curriculum vita: progress made toward degree, new degree, professional affiliations, conferences attended, presentations, publications, grants, awards, etc.

3. List which OVU committees you serve on and your responsibilities on the committees:

4. Church home, church activities/responsibilities, community involvement/service:

Signature of Faculty Member

Date

Classroom Observation Summary

Faculty Member's Name: _____ Observer's Name: _____

Date: _____ Time: _____ Course Observed: _____

Directions:

- 1) Please use the list of teacher behaviors below as a guide to making observations, not as a list of required characteristics.
- 2) Check the box that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

1. Organization	Accomplished Well	Some Emphasis	Not Observed
1.1 Began/ended class on time & in an orderly way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Had a clear learning outcome/objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Focused on the main topic(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Summarized main points at the end of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Appeared well prepared for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2. Teaching-Learning Process	Accomplished Well	Some Emphasis	Not Observed
2.1 Used teaching methods appropriate for the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Used appropriate instructional supports (e.g., print, technology, audiovisual materials, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assisted student attentiveness by varying pace or activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Presented from strategic place(s) in the classroom (can see what students are doing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Writing in visual presentation was large/legible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Spoke audibly and clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Communicated enthusiasm for content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Explained ideas with clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Related new ideas to familiar concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Used humor appropriately to strengthen retention & interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 Cited authorities to support statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Presented divergent views when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13 Demonstrated command of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Made lesson content relevant with real world applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15 Explained tasks/assignments effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16 Presented challenging questions to stimulate discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Accomplished Well	Some Emphasis	Not Observed
3. Instructor-Student Interactions			
3.1 Respect diverse points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Knew and used students' names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Treated class members equitably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Created an effective learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Accomplished Well	Some Emphasis	Not Observed
4. Assessment			
4.1 Solicited students' participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Listened to student comments and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Asked questions to monitor students' understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Restated questions and answers when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Responded to wrong answers constructively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Overall:

1. What were the instructor's major strengths as demonstrated in this observation?

2. What suggestions do you have for improving this instructor's skills?

Signature of Faculty Member

Date

Signature of Observer

Date