**Evaluation Template for Full-Time Faculty**

**THE UNIVERSITY OF FINDLAY
Faculty Evaluation (Revised Spring 2017)
(Insert Academic Year)**

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

Date Submitted to Program Director/Chairperson/College Dean: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. To be completed annually by all tenure track faculty, continuing non-tenure track faculty, tenured faculty required by their college to complete an annual evaluation; and at least every third year by tenured faculty or those tenured faculty not seeking promotion. Non-tenure track faculty shall complete the sections of the form relevant to their primary responsibilities as well as additional responsibilities specified by their department and college. Regardless of NTT title, the high quality professional development section must be completed.

2. Please organize commentary for any individual section in one-three text pages. Faculty members who are on a three-year evaluation rotation will be able to extend the number of text pages.

3. Rubrics are constructed and Ratings are defined on the following scale:

Below Expectations   Meets Expectations   Exceeds Expectations

The process for faculty evaluation will be as follows: Faculty members complete a self-evaluation following the template. In programs facilitated by program directors, the self-evaluation is shared with the program director for comments and then goes to the chairperson for review and comments. The evaluation is then sent to the dean for review and comments. In programs facilitated by chairpersons, the self-evaluation is shared with chairperson for comments and goes to the dean for review and comments.

The self-evaluation with director, chair and dean comments is then sent back to the faculty member for additional comments. Deans, chairpersons, and/or program directors may also schedule face-to face meetings with the evaluated faculty member as part of the review process. Faculty members may add additional written comments and responses. The final self-evaluation with director, chair and dean comments and faculty comments after the reviews is forwarded to the VPAA by the college dean.

All faculty are encouraged to confer with their department chairpersons, college deans, and if appropriate, program directors, as they work on their self-evaluations. Time lines for submission will be established by each college so that final evaluation documents will be delivered to the Office of the Vice President for Academic Affairs and Dean of the Faculty no later than October 1.

***1. Effectiveness in teaching: Undergraduate, graduate, clinical supervision and/or coordination, and teaching in off-campus settings if applicable.***
Teaching Effectiveness requires that an instructor/professor should know their subject matter well and foster students’ development through excellence in teaching. The University expects that teaching constitutes at least 50% of a faculty member’s workload. It is expected that good teaching will involve the implementation of ongoing assessment to determine whether the course meets the stated objectives AND contributes to either general education or a particular program’s major/minor. (UF Faculty Manual, 2013) Teaching Effectiveness evidence can be considered, but is not restricted to, methods, which include classroom, laboratory/clinical/studio/performance supervision of student, field experience supervision, experiential learning supervision, and online evidence.

**Directions:** Summarize evidence of teaching effectiveness and provide reflective commentary that addresses student and peer evaluations as well as a self-assessment of the faculty member’s quality of teaching (e.g., this year vs. last and goals for the future).

**Rating: Below Expectations   Meets Expectations   Exceeds Expectations**

**Faculty Comments:**
**Program Director Comments (If Applicable):**
**Chair Comments:**
**College Dean Comments**:

***2. Scholarly activity, research, creative activity or other professional performance is defined as the scholarship of discovery, teaching, application and integration and may be evidenced by international, national, regional, and state-level, peer reviewed publications and presentations.***

In addition, creative work demonstrating originality and meeting standards of peer review should be included. All faculty members should develop a research agenda that will guide his/her work at the institution (attach to evaluation). Reviewers recognize that some accreditation organizations require faculty members to write, submit, and administer grants that support and enhance teaching/scholarship. If faculty members are not required by accrediting agencies to write grants, the absence of grant writing should not lower the score/rating for this element.

**Directions:** Summarize evidence and provide reflective commentary that addresses the faculty member’s efforts in this area. Please be aware of the University standards for tenure and promotion as outlined in the Faculty Manual. Please limit commentary to one to three text pages.

**Rating: Below Expectations   Meets Expectations   Exceeds Expectations**

**Faculty Comments:**
**Program Director Comments (If Applicable):**
**Chair Comments:**
**College Dean Comments**:

***3. The process of high quality professional development continues throughout a faculty member’s career with the acquisition, enhancement, and/or refinement of skills, knowledge and abilities.***

Planned professional development activities should be varied and directly related to identified goals for the academic year. Ideally, professional development activities could include combinations of self-study; on-campus training; online training; as well as local, state, regional, national, and international conferences, seminars, and/or workshops.

Note: If a faculty member attends a conference and delivers a paper/presentation, it should be described in the scholarship section. If a faculty member attends sessions to gain new knowledge/skills, etc. at the same conference, it should be identified in this section as well.

Directions: Summarize evidence and provide reflective commentary that addresses the faculty member’s efforts in this area. Please be aware of the University standards for tenure and promotion as outlined in the Faculty Manual.

**Rating: Below Expectations   Meets Expectations   Exceeds Expectations**

**Faculty Comments:**
**Program Director Comments (If Applicable):**
**Chair Comments:**
**College Dean Comments:**

***4. Professional service to the Institution includes academic advising, faculty governance and leadership at the program/departmental/college or university levels.***

Reviewers recognize that program and college leadership responsibilities are as important as university-wide responsibilities. Reviewers also recognize that all faculty members are not assigned to advise students and/or student organizations. If a faculty member is not assigned to advise, it should be noted and will not result in a lower rating for this section.

Reviewers expect faculty members to minimally serve on at least one college and one university committee. If University-level positions are not available, then the faculty member is expected to serve on three college/program/department committees/projects. Reviewers recognize that faculty members who assume chairperson responsibilities are providing significant service to the Institution.

**Directions:** Summarize evidence and provide reflective commentary that addresses the faculty member’s efforts in this area. Please be aware of the University standards for tenure and promotion as outlined in the Faculty Manual.

**Rating: Below Expectations   Meets Expectations   Exceeds Expectations**
**Faculty Comments:**
**Program Director Comments (If Applicable):**
**Chair Comments:**
**College Dean Comments:**

***5. Professional service to the community includes active involvement in community organizations and institutions such as church and school organizations.***

It also includes membership and participation in professional organizations as well as simple volunteer involvement in non-profit and/or charitable organizations. In addition, it includes contributions of professional expertise to endeavors undertaken in the community outside the institution. This would include performing a leadership or consultant role in a professional capacity at the local, state, regional, or national levels. Reviewers recognize that faculty members do not have to participate in all of these activities but may select a combination of activities that are most beneficial.

**Directions:** Summarize evidence and provide reflective commentary that addresses the faculty member’s efforts in this area. Please be aware of the University standards for tenure and promotion as outlined in the Faculty Manual.

**Rating: Below Expectations   Meets Expectations    Exceeds Expectations**

**Faculty Comments:**
**Program Director Comments (If Applicable):**
**Chair Comments:**
**College Dean Comments:**

***6. Department Chair/ Program Director Internal and/or External Responsibilities***

This section of the evaluation only applies to a faculty member whose contract includes internal or external professional responsibilities beyond expected teaching, scholarship, and service activities. If your contract requires work in other settings or for other organizations, describe these carefully in the dossiers you prepare for tenure and promotion. (Internal examples may include, but are not limited to, assigned department chair or program director duties, sabbatical leave activities, and grant related consulting or scholarly activities. External examples may include duties related to joint or shared contracts with other organizations).

**NOTE:** Please, summarize activities and provide reflective commentary on relevant contracted professional responsibilities and noteworthy accomplishments related to these activities. If the faculty contract does not require specific contracted professional responsibilities, no comment is required on that element.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ratings by Faculty Member**  | **Below Expectations** | **Meets Expectations**  | **Exceeds Expectations** | **Not Applicable**  |
| **Leadership** |   |   |   |   |
| **Administration** |   |   |   |   |
| **Professionalism** |   |   |   |   |
| **Teaching & Service** |   |   |   |   |

**Chair Comments or Program Director Comments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ratings by Dean** | **Below Expectations** | **Meets Expectations**  | **Exceeds Expectations** | **Not Applicable**  |
| **Leadership** |   |   |   |   |
| **Administration** |   |   |   |   |
| **Professionalism** |   |   |   |   |
| **Teaching & Service** |   |   |   |   |

**Chair Comments (If Applicable):**
**College Dean Comments:**

**Projected Allocation of Faculty Responsibilities for the INSERT YEAR (e.g., 2014-2015) Academic Year**

**Directions:** Please complete the following form to indicate the percentage of your planned teaching, scholarship, professional development and areas of service for the review cycle year. Percentages should total 100. List **Major Annual Goals** for each category. Categories with higher percentages will have more goals than categories with lower percentages. Reviewers expect that faculty members will be active in each of the five categories, but emphasis may vary. This form will provide the basis for the faculty member’s next evaluation.

It is highly recommended that faculty members review their last evaluation’s Goal Chart when organizing commentary for this year’s evaluation. They might want to include goal achievements and/or progress towards more long-range goals as part of this year’s evaluation.

|  |  |  |
| --- | --- | --- |
| **Categories** | **Percentage** | **Major Annual Goals**  |
|  1.  Teaching EffectivenessMust be at least 50% |   | 1. 2.3. |
|  2.  Scholarly/Creative ActivityMin 5% |   | 1.2. |
|  3.  HQPDMin 5% |   | 1. 2. |
|  4.  Service to the InstitutionMin. 5% |   | 1.2. |
|  5.  Service to the CommunityMin 5% |   | 1.2. |

                                         100%

**Faculty Signature: Review Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Director Signature (If Applicable): Review Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chair Signature: Review Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**College Dean Signature: Review Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_