

Faculty Evaluation Procedure

1. Office of the Dean of the College or Program Director emails Pre-Observation form to the individual faculty member asking for input.
2. Office of the Dean of the College or Program Director arranges the initial meeting with the faculty member (in their office) to complete the Pre-observation form, set up a classroom observation time and to review SLO and syllabus assignments.
3. Office of the Dean of the College or Program Director is present for one complete course meeting to observe the faculty member's performance.
4. Office of the Dean of the College or Program Director completes the written classroom observation.
5. Office of the Dean of the College or Program Director meets with the faculty member to review the pre-observation and obtain signatures.
6. Copy of pre-observation and classroom observation are emailed to the Office of the Dean or the College or Program Director and Human Resources.
7. Paper copies of all observations, syllabus and any handouts from the classroom observation are handed in to the Dean of the College for personnel file.

Faculty Pre-Observation Form

Instructor:	Course:
Observation Date:	Observation Day/Time:

1. What Student Learning Outcomes (SLOs) will be observed?
2. What teaching/learning activities will be used?
3. How does the lesson/activity plan provide for students to engage in work? (individual, pair work, and/or group work).
4. What will the students do?
5. How are you going to check student understanding and mastery of objectives?
6. Are there any skills/strategies you will monitor?
7. Are there any special circumstances of which the observer should be aware?
8. Which strategies from the ACUE Effective Pedagogy course will you be implementing?

Instructor Signature & Date

Administrator Signature & Date

Date of post-observation conference: _____

- Signatures Indicate the pre-observation comments have been read and discussed.

Faculty Performance Evaluation

Evaluation Rubric	
Exemplary (E)	<ul style="list-style-type: none"> - Exceeds expectations of the position - Superior performance is evident by all who observe - Demonstrates exceptional competence and excellence - Individual made a significant contribution to the College <p>(Only a few employees will perform at this level in any given year)</p>
Proficient (P)	<ul style="list-style-type: none"> - Displays competence and meets the expectations for the position - Competent performance is evident to observer - Knowledgeable and skillful
Marginal (M)	<ul style="list-style-type: none"> - Performance is below expectations for this position - Demonstrates potential that needs to be developed
Unsatisfactory (U)	<ul style="list-style-type: none"> - Performance is below expectations for this position - Substandard performance is evident to observer. - Inadequate performance is evident to observer



Teaching Observation		
Instructional Skills	E/P/M/U	Comments
Classroom Atmosphere Creates a class environment where students feel comfortable and respected and are willing to take risks. Expectations are high and clearly communicated.		
Instructional methods and techniques Uses adequate examples, visual presentations (board work, pictures, audio-visual materials, etc.) to teach concepts; uses a variety of techniques (individual, pair, group, other methods).		
Awareness of Student Needs Appropriate use of voice and body language, communication at appropriate level for students, awareness of students' understanding (or lack of), adaptation of lessons as needed.		
Student Engagement Minimal teacher talk time, student-centered activities and practice that are relevant to everyday life.		
Correction and Feedback Gives immediate feedback on students' questions and errors; knows what to correct and what to ignore, gives effective encouragement.		
Content Knowledge Has an adequate understanding of the subject matter that is taught.		
Critical Thinking Integrates critical thinking skills and incorporates activities that require critical thinking.		
Technology Technology if used, is relevant to the goals of the class and an effective use of time and effort.		

Comments on Teaching:

Other Comments: (including comments on College Scholarly Activity, College and Professional Service and External Scholarly Activity)

Rating Areas	Rating (E/P/M/U)
Teaching	
College Scholarly Activities	
Professional/Community Service	
Scholarly Activities	
Overall Rating	
Exemplary	Proficient
Marginal	Unsatisfactory

Overall Comments:

Evaluator Signature _____ Title _____ Date _____

Faculty Signature _____

Date _____

I acknowledge that I have had an opportunity to read and comment on the evaluation of my performance.

- Copies to the Instructor, Human Resources and the Dean of the College.