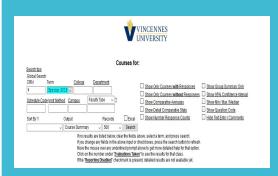
## Faculty Evaluation

## Techniques

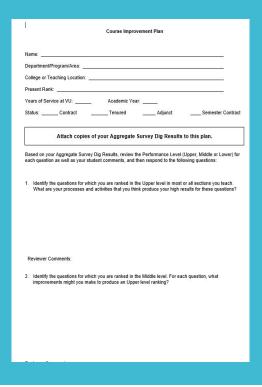
Presented By:
Jaci Lederman
Associate Professor and IT Department Chair –Vincennes University



## **Survey Dig**



## Course Improvement Plan



# Faculty/ Adjunct Evaluation Plan

**VINCENNES UNIVERSITY** 

**FACULTY** 

**EVALUATION** 

PLAN

Approved:

## Professional Growth Plan

Na	me:
De	partment/Program/Area:
Co	llege and Teaching Location:
Pr	esent Rank:
Ye	ars of Service at VU: Academic year:
Sta	atus: Contract Tenured
Ins	structions:
1.	By March 22 each faculty member submits their draft of a Professional Growth Plan (PGP). The evaluation cycle runs from March 1 - February 28-89.
2.	During the evaluation conference, the Chair and faculty member jointly finalize a PGP for the next evaluation year taking into consideration specific areas of instructional performance that may need
PC	attention, the professional development of the individual, and institutional goals. Chair and faculty m develop one goal for Teaching Effectiveness & Performance of Assigned Task and one goal for eith Professional Development or Service to University and/or Community Representative.
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## **Survey Dig**

## Course Improvement Plan

	Course Improvement Plan
VINCENNES UNIVERSITY  Sauchtes Good Search CON Tem College Describert	Name:
Section 2015	Attach copies of your Aggregate Survey Dig Results to this plan.  Based on your Aggregate Survey. Referencient the Performance Level (Upper, Middle or Lower) for each question as a reask you stude to minimum and then respond to the following questions:  1. Commands to selections for which you are ranked in the Upper level in most or all sections you teach. The selections are designed to the produce your high results for these questions?
Not isolate formation that is pract, delicated by an all additions that is sometiment of the sound of the sou	evielar Comments:  2. Identify the questions for which you are ranked in the Middle level. For each question, what improvements might you make to produce an Upper level ranking?

## Faculty/ Adjunct **Evaluation** Plan

VINCENNES UNIVERSITY

**FACULTY** 

**EVALUATION** 

PLAN

## **Professional Growth Plan**

Na	me:
De	partment/Program/Area:
Со	llege and Teaching Location:
Pre	sent Rank:
Ye	ars of Service at VU: Academic year:
Sta	tus: Contract Tenured
Ins	tructions:
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I. GC	develop one goal for Teaching Effectiveness & Performance of Assigned Task and one goal for eil  Professional Development or Service to University and/or Community Representative.  P FOR NEXT EVALUATION YEAR



## Survey Dig



Input/Output

## Course Improvement Plan

	Course Improvement Plan
Nai	me:
Dej	partment/Program/Area:
Col	lege or Teaching Location:
Pre	sent Rank:
Yea	ars of Service at VU: Academic Year:
Sta	tus: Contract Tenured Adjunct Semester Contract
	Attach copies of your Aggregate Survey Dig Results to this plan.
	Identify the questions for which you are ranked in the Upper level in most or all sections you teach. What are your processes and activities that you think produce your high results for these questions?
R	oviewer Comments:

# Faculty Evaluation Plan

**VINCENNES UNIVERSITY** 

**FACULTY** 

**EVALUATION** 

**PLAN** 

Approved:

## Professional Growth Plan

Na	ne:
Dep	partment/Program/Area:
Col	lege and Teaching Location:
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Yea	rs of Service at VU: Academic year:
Sta	tus: Contract Tenured
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PG	develop one goal for Teaching Effectiveness & Performance of Assigned Task and one goal for either Professional Development or Service to University and/or Community Representative.  P FOR NEXT EVALUATION YEAR
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Б О О Б	Professional Development of Service to University and/or Community Representative.  P FOR NEXT EVALUATION YEAR  EACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK  AL
I. 1 GO Ob	Professional Development or Service to University and/or Community Representative.  PFOR NEXT EVALUATION YEAR  EACHING EFFECTIVENESS & PERFORMANCE OF A SSIGNED TASK  AL  ective(s)

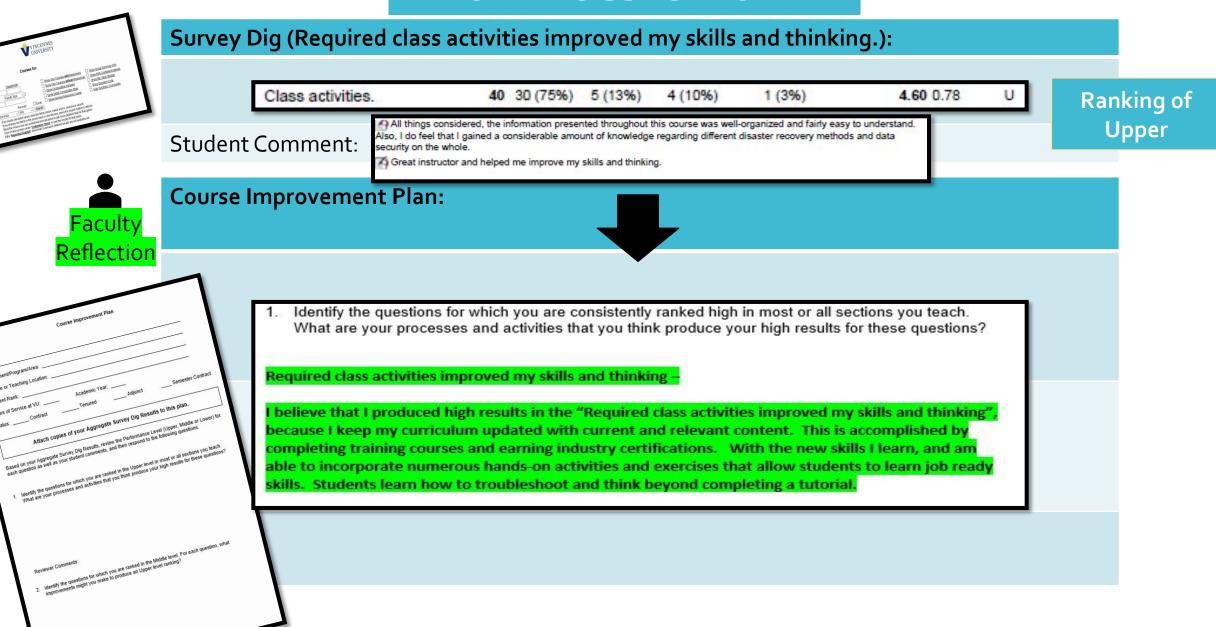
# Faculty Evaluation

## Example 1 – Upper

> Greater than 50% of responses Strongly Agree

Presented By:
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University





#### **Faculty Evaluation:**



Ranking of Upper





have met the university's faculty expectations. See page 7 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths **beyond faculty expectations.** (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

- C. Curriculum Development:
- 8. Maintain currency of the curriculum and reading materials
- I completed an industry course and passed the certification exam authorizing me to teach
  the content. With the new skills, I updated an out of date course for on campus and online
  delivery. The new content allows students to learn industry relevant knowledge and skills.

Faculty Reflection

FACULTY

VINCENNES UNIVERSITY

EVALUATION

PLAN

#### **Professional Growth Plan:**



Ranking of Upper



L TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK

Results - Fill out and turn in on March 22th of the following evaluation year.

II. PROFESSIONAL DEVELOPMENT

#### GOAL

A. Personal Advancement in the Discipline - 4. Maintain professional certification

#### Objective(s)

Earn certification in IOT (internet of things) to allow incorporation of IOT skills and knowledge into the current curriculum.

#### Resources Needed

Access to IOT training course (free), and funding for tools and materials. I will be submitting grant for tools and materials.

#### Assessment Method

Maintain score of Upper on Survey Dig for the category of -Required class activities improved my skills and thinking.

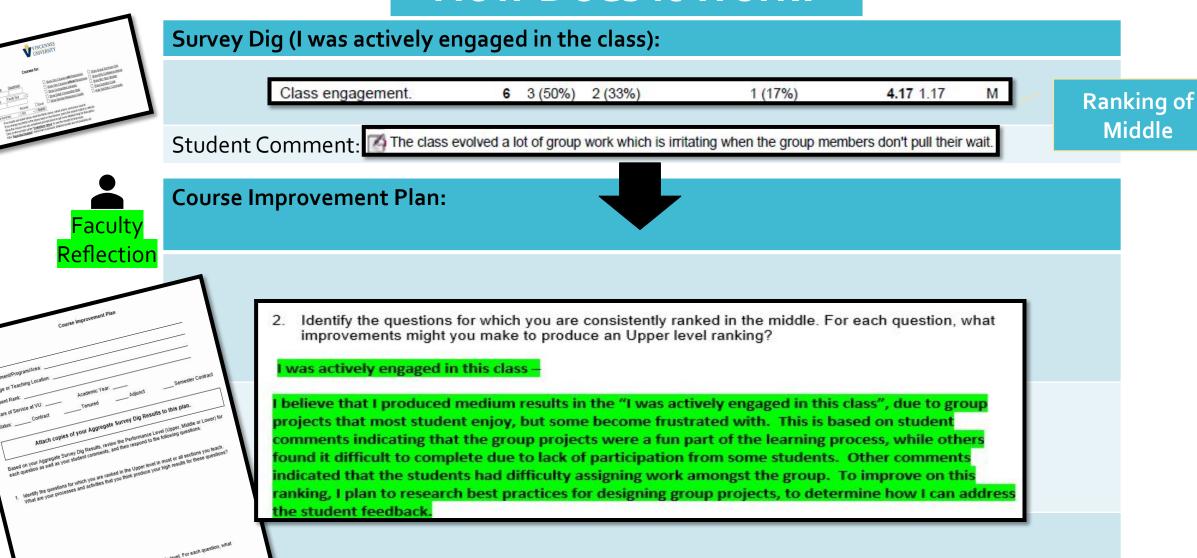
Results- Fill out and turn in on March 22<sup>nd</sup> of the following evaluation year

# Faculty Evaluation

# Example 2 – Middle Middle is default

Presented By:
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University





#### **Faculty Evaluation:**



#### I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)



have met the university's faculty expectations. See page 7 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths **beyond faculty expectations**. (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

#### B. Instructional Delivery:

- 4. Incorporate group-learning activities where applicable
- Incorporation of group learning for the final project for the course. To make the course
  materials come alive, students were divided up into teams to complete the final project.
  This allowed students to apply the skills learned in the course. Students commented that
  this was what was liked the most about the course.

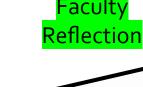
The actual process of planning the final project after we have worked the case study. It is different from learning about it but another to actually complete it

The topics covered, access to a number of project management document templates, as well as the hands on experience in project management made for an excellent learn environment.

The final project for this class was actually fun!

We had to all do a running case for a project and put ourselves in the shoes of a project manager and got to research details about what to do in certain situations whether it being ahead of schedule behind schedule or even progress in the project on whether we are finishing on time or late.

## Ranking of Middle



VINCENNES UNIVERSITY

FACULTY EVALUATION PLAN

#### **Professional Growth Plan:**



Ranking of Middle



Results - Fill out and turn in on March 22th of the tollowing evaluation year.

I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK

GOAL

Improve upon student Survey Dig scores for the category-I was actively engaged in this class.

Objective(s)

Research best practices for designing group projects. Evaluate current group project assignments to determine how to improve the experience. Specifically, determine how to improve engagement of all students on the teams.

Resources Needed

Online resources that provide best practices for group projects.

Shadow other Professors to get ideas on how to improve my group project assignments.

Obtain information from CTL on how Blackboard can be used to help teams communicate and collaborate.

Assessment Method

Improved score on Survey Dig from students for the category- I was actively engaged in this class.

Results- Fill out and turn in on March 22<sup>nd</sup> of the following evaluation year

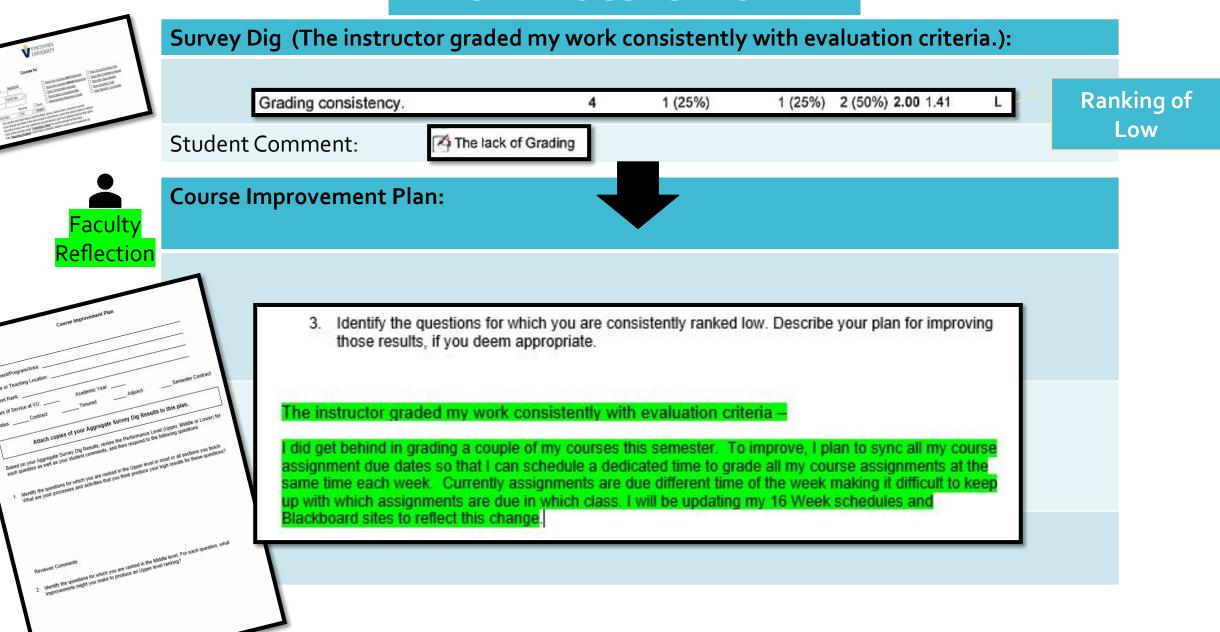
# Faculty Evaluation

## Example 3 – Low

>Greater than 20% of responses
Disagree or Strongly Disagree and
<=Greater than-Equal to 50%
Strongly Agree

Presented By:
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University





#### **Faculty Evaluation:**



I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)

1

have met the university's faculty expectations. See page 7 for a list of faculty expectations.

Grading students fairly and consistently

 The "L" on the Survey Dig in the "The instructor graded my work consistently with evaluation criteria" is an opportunity for improvement.

Using bullet points, describe in sufficient detail your strengths **beyond faculty expectations**. (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

"I created polls to assess the comfort level of the class before moving on to the next
content area." Students feel comfortable indicating they have questions using technology,
instead of the "raise your hand" method. I have found using these polls is a good way to
keep everyone on the same page, and builds confidence within the students that they will
get help no matter what the question or issue.

See student comment below from Survey Dig:

Like most:

How the professor would check on students making sure everyone was ready to move on before starting a new lesson.

Ranking of Low

VINCENNES UNIVERSITY

**Faculty** 

Reflection

FACULTY

PLAN



#### **Professional Growth Plan:**



Ranking of Low



Results - Fill out and turn in on March 22th of the following systuation year.

I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK

GOAL

Improve upon student Survey Dig scores for the category-Grading Consistency.

Objective(s)

Evaluate student assignments to determine and implement an improved system for consistently grading student assignments in a timely manner.

Resources Needed

Obtain training from CTL on assignment grading options (self-grading quizzes, rubrics, and creative assignment creations).

Shadow other Professors to get ideas on how to improve grading consistency.

Sync due dates across classes so that I can plan a consistent day/time each week to grade.

Assessment Method

Improved score on Survey Dig from students for the category-Grading Consistency.

Results- Fill out and turn in on March 22<sup>nd</sup> of the following evaluation year