

## **Faculty and Administrative Evaluation System**

### **Faculty**

- **UNIT I** – Annual Report for Teaching Faculty Member
- **UNIT II** – Personal Recommendations for Faculty  
There is no form for Unit II.
- **UNIT III** – Evaluation of the Teaching Faculty Member by the Department Chair
- **UNIT IV** – Student Evaluation of the Learning Process at Elon University  
Forms available in 120 Alamance
- **UNIT IV** – Student Evaluation of the Learning Process for Faculty Teaching  
Graduate Courses  
Forms available in 120 Alamance
- **UNIT V** – Evaluation of Teaching Faculty Member by the Dean

### **Administrative**

- Evaluation of Department Chair
- Evaluation of Dean
- Evaluation of Provost/Vice President for Academic Affairs

**UNIT I - ANNUAL REPORT FOR TEACHING FACULTY MEMBER**

Faculty Member \_\_\_\_\_

Rank \_\_\_\_\_ Date \_\_\_\_\_

The teaching faculty member is expected to maintain an updated resume in the office of academic affairs, including an annual self-evaluation, commenting on the criteria listed below as appropriate. Refer to II-9 for illustrative examples of activities within each of the following categories.

I. The faculty member summarizes the activities and accomplishments of the prior calendar year, including the previous summer months. Each criterion for evaluation should be addressed and lettered as presented below.

- First Level Criterion - Teaching
- Second Level Criteria – Contributions to the Life of the University and Professional Activity

II. The faculty member presents a professional activity/development plan. Plans should focus on the upcoming calendar year, and relate to a long-range professional development plan.

III. Miscellaneous

Send copies to the Department Chair and Dean

(7/04)

**UNIT III - EVALUATION OF TEACHING FACULTY MEMBER  
BY THE DEPARTMENT CHAIR**

Name of Faculty Member Being Evaluated \_\_\_\_\_

Rank \_\_\_\_\_ Date \_\_\_\_\_

Name of Department Chair \_\_\_\_\_

The department chair is expected to prepare an annual evaluation of each departmental teaching faculty member, commenting on the criteria listed below as appropriate. Refer to II, 9 for illustrative examples of activities within each of the following categories.

**I. Criteria for Evaluation**

A. First Level Criterion - Teaching

B. Second Level Criteria - Contributions to the Life of the University and Professional Activity

**II. Progress on Professional Development Plan****III. Miscellaneous Comments**\_\_\_\_\_  
Department Chair's Signature\_\_\_\_\_  
Faculty Member's Signature\_\_\_\_\_  
Reviewed by Dean

c: Faculty Member, Dean

(7/04)

**Unit IV – Student Evaluation (Front Page)**

|                                    |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>MARKING INSTRUCTIONS</b>        | <b>INSTRUCTOR ID NUMBER</b>  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <small>USE BALLPENCIL ONLY</small> | <table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
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| <b>RIGHT MARK</b><br>●             | <b>WRONG MARKS</b><br>   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| INSTRUCTOR'S NAME: _____           | <b>TODAY'S DATE</b>  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| COURSE NUMBER AND SECTION: _____   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**STUDENT EVALUATION OF THE LEARNING  
PROCESS AT ELON UNIVERSITY**

**INSTRUCTIONS:** Darken only one response for each item. Leave the item blank and proceed to the next if you feel that the statement is not applicable or if you are not able to give a knowledgeable response. Please give each item careful and thoughtful consideration. Your opinions are anonymous and you should feel free to answer honestly.

Please indicate the extent to which you disagree or agree with each of the following statements using this scale:  
**1=Strongly Disagree    2=Disagree    3=Undecided    4=Agree    5=Strongly Agree**

**Course Organization and Goals**

1. The instructor has clear student learning objectives for the course.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
2. The instructor's class is well prepared and well organized.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

**Communication**

3. The instructor communicates course material clearly.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
4. The instructor displays interest in the subject.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
5. The instructor summarizes or emphasizes important points in class.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

**Faculty/Student Information**

6. The instructor stimulates my thinking about the subject.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
7. The instructor provides opportunities for student contact out of class.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
8. The instructor expresses concern about student progress in the course.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

**Assignments, Exams, and Grading**

9. The instructor provides useful feedback on exams and assignments.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
10. The instructor clearly indicates how my work will be evaluated.  
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

**The Student**

11. My class standing at Elon is  
 ① Freshman  
 ② Sophomore  
 ③ Junior  
 ④ Senior  
 ⑤ Other
12. The relationship of this course to my major is  
 ① In major field  
 ② Required for major  
 ③ Required for minor  
 ④ General Studies  
 ⑤ Elective Course
13. My cumulative grade point average is  
 ① 4.0-3.5  
 ② 3.4-3.0  
 ③ 2.9-2.5  
 ④ 2.4-2.0  
 ⑤ Under 2.0
14. My current grade in this course is  
 ① A  
 ② B  
 ③ C  
 ④ D  
 ⑤ F
15. I have put a lot of effort into this course compared to other courses  
 ① Strongly disagree  
 ② Disagree  
 ③ Undecided  
 ④ Agree  
 ⑤ Strongly Agree

**Please continue on  
the reverse side.**



**Unit IV – Student Evaluation (Back Page)**

In order to aid the developmental aspect of the evaluation, your constructive feedback on the following questions is appreciated.

**Open-ended Questions:**

1. Comment on aspects of the instructor's teaching style that helped the learning process.

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2. Comment on aspects of the instructor's teaching style that could be improved upon to help the learning process.

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### Unit IV – Student Evaluation Graduate Courses

| MARKING INSTRUCTIONS  |  | INSTRUCTOR ID NUMBER  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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|  USE NO. 2 PENCIL ONLY | RIGHT MARK  | WRONG MARKS  | <table border="1"><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr></table> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0   | 1  | 2   | 3  | 4 | 5 | 6 | 7 | 8 | 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 0   | 1  | 2   | 3  | 4 | 5 | 6 | 7 | 8 | 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 0   | 1  | 2   | 3  | 4 | 5 | 6 | 7 | 8 | 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| INSTRUCTOR'S NAME: _____  |  | TODAY'S DATE _____  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| COURSE NUMBER AND SECTION: _____  |  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

### STUDENT EVALUATION OF THE LEARNING PROCESS FOR FACULTY TEACHING GRADUATE COURSES

**INSTRUCTION:** Darken only one response for each item. Leave the item blank and proceed to the next if you feel that the statement is not applicable or if you are not able to give a knowledgeable response. Please give each item careful and thoughtful consideration. Your opinions are anonymous and you should feel free to answer honestly.

| THE COURSE   | Strongly Agree | ← → |   |   | Strongly Disagree |
|--|----------------|-----|---|---|-------------------|
| 1. The course provides an advanced level of theory, skills and/or techniques.                        | 5              | 4   | 3 | 2 | 1                 |
| 2. The course provides for a combination of theory and application.                                  | 5              | 4   | 3 | 2 | 1                 |
| 3. The course content and activities are consistent with objectives described in the syllabus.       | 5              | 4   | 3 | 2 | 1                 |
| 4. The course requires outside readings, research and/or reports appropriate to goals of the course. | 5              | 4   | 3 | 2 | 1                 |
| 5. Examinations evaluate comprehensive knowledge of the course content.                              | 5              | 4   | 3 | 2 | 1                 |
| 6. The textbook(s) and/or required readings are appropriate for the level and goals of the course.   | 5              | 4   | 3 | 2 | 1                 |
| 7. The course stimulates interest in continued learning and professional growth.                     | 5              | 4   | 3 | 2 | 1                 |
| 8. Overall, I rate this a good course.   | 5              | 4   | 3 | 2 | 1                 |

| THE INSTRUCTOR  | Strongly Agree | ← → |   |   | Strongly Disagree |
|---|----------------|-----|---|---|-------------------|
| 9. The instructor clearly specifies course expectations.                                      | 5              | 4   | 3 | 2 | 1                 |
| 10. The instructor clearly specifies grading criteria.  | 5              | 4   | 3 | 2 | 1                 |
| 11. The instructor assigns grades according to specified criteria.                            | 5              | 4   | 3 | 2 | 1                 |
| 12. The instructor stimulates thinking and discussion about course content.                   | 5              | 4   | 3 | 2 | 1                 |
| 13. The instructor encourages active participation during class.                              | 5              | 4   | 3 | 2 | 1                 |
| 14. The instructor stimulates interest in the field of study.                                 | 5              | 4   | 3 | 2 | 1                 |
| 15. The instructor demonstrates current knowledge of course material.                         | 5              | 4   | 3 | 2 | 1                 |
| 16. The instructor provides prompt and beneficial feedback on student progress in the course. | 5              | 4   | 3 | 2 | 1                 |
| 17. The instructor is available for student assistance outside class hours.                   | 5              | 4   | 3 | 2 | 1                 |
| 18. Overall, I rate this instructor a good teacher.   | 5              | 4   | 3 | 2 | 1                 |

| COMMENTS |
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**UNIT V - EVALUATION OF TEACHING FACULTY MEMBER  
BY THE DEAN**

Name of Faculty Member Being Evaluated \_\_\_\_\_

Rank \_\_\_\_\_ Date \_\_\_\_\_

Department \_\_\_\_\_

The narrative evaluation statements are based on all information available to the dean, including when possible the major performance interview with the teaching faculty member. Refer to II-9 for illustrative examples of activities within each of the following categories.

I. Criteria for Evaluation

A. First Level Criterion - Teaching

B. Second Level Criterion - Contributions to the Life of the University and Professional Activity

II. Progress on Professional Development Plan

III. Miscellaneous Comments

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

(7/04)

## Evaluation of Department Chair

To be completed by each member of the department.

Evaluations for chairs are normally conducted during March of each academic year. Evaluation forms are sent electronically to faculty members by the Office of Institutional Research and are to be completed by March 20<sup>th</sup> as follows:

### Chair's Evaluations

Responses are reviewed by the dean and are included as part of the annual review. The forms are returned to the individual being evaluated.

**Name of Department Chair Being Evaluated** \_\_\_\_\_  
Department \_\_\_\_\_

To what degree is each item below descriptive of this administrator?

| Highest | Average |   | Lowest |   | Do Not Know | Not Applicable |
|---------|---------|---|--------|---|-------------|----------------|
| 5       | 4       | 3 | 2      | 1 | X           | X              |

- \_\_\_\_\_ Provides initiative for the improvement of department curriculum.
- \_\_\_\_\_ Provides or encourages departmental extracurricular activities for student majors.
- \_\_\_\_\_ Encourages faculty development through workshops, research, professional meetings, or completion of advanced degree.
- \_\_\_\_\_ Gives personal support through constructive individual evaluation conferences or through other means.
- \_\_\_\_\_ Includes department members in decisions about use of department budget.
- \_\_\_\_\_ Includes department members in decisions about curriculum changes and/or waivers.
- \_\_\_\_\_ Effectively represents the department interests to the administration.
- \_\_\_\_\_ Effectively represents the faculty member to the administration.
- \_\_\_\_\_ Assigns duties equitably and appropriately.
- \_\_\_\_\_ Communicates effectively with department members.
- \_\_\_\_\_ Performs position-related duties with integrity, credibility, and fairness.

Department Meetings: Check those choices that apply.

1. Number of meetings: \_\_\_Adequate \_\_\_Too frequent \_\_\_Too infrequent
2. Effectiveness of Meetings: \_\_\_Highly effective \_\_\_Adequate \_\_\_Ineffective

Please make any comment that you feel would be helpful.

Administered annually (March 1) by the Office of Institutional Research

(6/09)



## Evaluation of Dean

To be completed by each member of the faculty.

Evaluations for deans are normally conducted during March of each academic year. Evaluation forms are sent electronically to faculty members by the Office of Institutional Research and are to be completed by March 20.

\_\_\_\_\_  
(Name of Dean being Evaluated)

These responses are reviewed by the provost and are included as part of the annual review. The forms are returned to the individual being evaluated.

Faculty Status of Person Completing this Form:

- Full-Time Teaching Faculty                       Part-Time Teaching Faculty  
 Admin. Staff with Faculty Rank                       Academic Support Staff with Faculty Rank  
 Other

To what degree is each item below descriptive of this administrator?

| Highest |   | Average |   | Lowest | Do Not Know | Not Applicable |
|---------|---|---------|---|--------|-------------|----------------|
| 5       | 4 | 3       | 2 | 1      | X           | X              |

- Provides positive leadership in conceiving and executing academic programs.  
 Follows the letter and intent of *Faculty Handbook* guidelines.  
 Handles routine duties effectively.  
 Delegates responsibility when appropriate.  
 Encourages faculty development through scholarly activities and research.  
 Communicates with and keeps the faculty informed.  
 Is approachable, accessible, considerate, and courteous.  
 Effectively mediates and arbitrates conflict.  
 Performs position-related duties with integrity, credibility and fairness.

Please comment on particular strengths or weakness related to the areas listed above. Feel free to make any additional comments that are appropriate.

Administered annually (March 1) by the Office of Institutional Research

(6/09)

## Evaluation of Provost

To be completed by each member of the faculty.

Evaluations for the provost are normally conducted during March of each academic year. Evaluation forms are sent electronically to faculty members by the Office of Institutional Research and are to be completed by March 20.

○ Provost's Evaluation

These responses are reviewed by the president and are included as part of the annual review. The forms are returned to the individual being evaluated.

Faculty Status of Person Completing this Form:

Full-Time Teaching Faculty

Part-Time Teaching Faculty

Admin. Staff with Faculty Rank

Academic Support Staff with Faculty Rank

Other

To what degree is each item below descriptive of this administrator?

|         |   |         |   |        |             |                |
|---------|---|---------|---|--------|-------------|----------------|
| Highest |   | Average |   | Lowest | Do Not Know | Not Applicable |
| 5       | 4 | 3       | 2 | 1      | X           | X              |

- Provides positive leadership in conceiving and executing academic programs.
- Follows the letter and intent of *Faculty Handbook* guidelines.
- Handles routine duties effectively.
- Delegates responsibility when appropriate.
- Encourages faculty development through scholarly activities and research.
- Communicates with and keeps the faculty informed.
- Is approachable, accessible, considerate, and courteous.
- Effectively mediates and arbitrates conflict.
- Performs position-related duties with integrity, credibility and fairness.

Please comment on particular strengths or weakness related to the areas listed above. Feel free to make any additional comments that are appropriate.

Administered annually (March 1) by the Office of Institutional Research

(6/09)