

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 Perceptions of Teaching
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)

(This top section will contain information to allow for the identification of the section and the instructor.)

Student Perceptions of Teaching

INSTRUCTIONS: Please read each of the following items and respond by darkening one response option for each item. Please give each item careful and thoughtful consideration. If your instructor provided specific statements for items number 14-18, please make sure to complete them. If your instructor did not provide specific statements for those items then leave them blank. If you feel that an item is not applicable, or if you are not able to give a knowledgeable response, please use the "N/A or Don't Know" response.

RESPONSE SCALE	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	N/A or Don't Know
		①	②	③	④	⑤	⑥

PART 1:

1. The classes were well-prepared and well-organized.	①	②	③	④	⑤	⑥	N/A
2. Course assignments fostered analytical and/or creative thinking.	①	②	③	④	⑤	⑥	N/A
3. The instructor set clear goals and objectives in the course.	①	②	③	④	⑤	⑥	N/A
4. The instructor was available outside of class (during office hours, electronically, or both).	①	②	③	④	⑤	⑥	N/A
5. The instructor communicated clear guidelines related to graded work.	①	②	③	④	⑤	⑥	N/A
6. The instructor displayed enthusiasm for the subject.	①	②	③	④	⑤	⑥	N/A
7. The instructor set a high standard for achievement that students were encouraged to meet.	①	②	③	④	⑤	⑥	N/A
8. The instructor challenged students to think critically about course material.	①	②	③	④	⑤	⑥	N/A
9. The instructor supported a class environment of mutual respect.	①	②	③	④	⑤	⑥	N/A
10. The instructor expected students to support assertions with evidence and/or reasoning.	①	②	③	④	⑤	⑥	N/A
11. The instructor gave me feedback that helped me learn.	①	②	③	④	⑤	⑥	N/A
12. The instructor facilitated my learning of the subject matter.	①	②	③	④	⑤	⑥	N/A
13. The instructor expected students to take responsibility for their own learning.	①	②	③	④	⑤	⑥	N/A
14. (Instructor supplied item)	①	②	③	④	⑤	⑥	N/A
15. (Instructor supplied item)	①	②	③	④	⑤	⑥	N/A
16. (Instructor supplied item)	①	②	③	④	⑤	⑥	N/A
17. (Instructor supplied item)	①	②	③	④	⑤	⑥	N/A
18. (Instructor supplied item)	①	②	③	④	⑤	⑥	N/A

PART 2:

1. I have consistently put a lot of effort into meeting course objectives.	①	②	③	④	⑤	⑥	N/A
2. I completed readings and assignments by the due date.	①	②	③	④	⑤	⑥	N/A

PART 2 -Continued-

3. How many absences did you have in this class?

- No absences
- 1-2 absences
- 3-5 absences
- More than 5 absences

4. My class standing at Elon is

- First Year
- Second Year
- Third Year
- Fourth or Final Year

5. How is this course related to your major or minor?

This course is ...

- Required for my major
- Elective in my major
- Required for my minor
- Elective in my minor
- General Studies requirement
- A general elective

6. My cumulative GPA is

- 4.0—3.5
- 3.4—3.0
- 2.9—2.5
- 2.4—2.0
- Under 2.0
- Unknown

7. My current grade in this course

- A
- B
- C
- D
- F

PART 3


INSTRUCTIONS: Your constructive feedback on the following items is appreciated. If your instructor provided specific statements for item number 3, please complete it.

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

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

3. (Item provided by the instructor)

Unit IV – Student Evaluation Graduate Courses

Class Climate **Graduate Teaching Evaluation Form TEMPLATE [Copy]** 

During Fall Semester 2012 and Winter Term 2013, graduate teaching evaluations contained reversed poles, with 1 as the highest score rather than 5. This was fixed for evaluations starting spring 2013, where 5 was once again the highest number (strongly agree). (This note can be removed 8/15/2018)

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

Instructions: Put an X in the box corresponding to your answer. Please give each item careful and thoughtful consideration. Your opinions are anonymous and you should feel free to answer honestly.

The Course

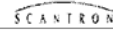
	<i>Strongly Disagree</i>			<i>Strongly Agree</i>		<i>N/A or Unable to respond</i>
1. The course provides an advanced level of theory, skills and/or techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The course provides for a combination of theory and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The course content and activities are consistent with objectives described in the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The course requires outside readings, research and/or reports appropriate to goals of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Examinations evaluate comprehensive knowledge of the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The textbook(s) and/or required readings are appropriate for the level and goals of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The course stimulates interest in continued learning and professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall, I rate this a good course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Instructor

9. The instructor clearly specifies course expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor clearly specifies grading criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor assigns grades according to specified criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor stimulates thinking and discussion about course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class Climate

Graduate Teaching Evaluation Form TEMPLATE [Copy]



The Instructor (Continue)

	<i>Strongly Disagree</i>			<i>Strongly Agree</i>		<i>N/A or Unable to Respond</i>
13. The instructor encourages active participation during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor stimulates interest in the field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The instructor demonstrates current knowledge of course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The instructor provides prompt and beneficial feedback on student progress in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The instructor is available for student assistance outside class hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Overall, I rate this instructor a good teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. (Instructor supplied item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. (Instructor supplied item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. (Instructor supplied item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. (Instructor supplied item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. (Instructor supplied item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

**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 20th 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
- Admin. Staff with Faculty Rank
- Other
- Part-Time Teaching Faculty
- Academic Support Staff with Faculty Rank

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.

o 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)