

## TEMPLATE FOR DIVISIONAL EVALUATION OF FACULTY MEMBERS

The purpose of this template is to provide guidance in the writing of divisional evaluation reports; it may be used either as a reminder of the topics to be included in a report written in narrative form, or as the basis for a report written in question-and-answer format.

### CATEGORY I

1. Assess the overall support and criticism in the SOTC/CAFE forms
2. Assess letters from students
3. Assess the comments on teaching in faculty letters
4. Assess the EPC report
5. Assess class visit reports
6. Assess other relevant material in the file such as the teaching statement, syllabuses, new course descriptions
7. Assess contributions to the pedagogical aspects of the program (e.g. new courses, reworked old courses, innovation in course design and pedagogical methods)
8. Assess contributions to the functioning of the program, division and college (for example participation in moderation and senior project boards, participation in programmatic, divisional, and college-wide discussion of curriculum, filling the curricular needs of the programs in which the evaluatee teaches, and the curricular needs of the college)
9. Summarize achievements and problems in teaching, and offer recommendations for the future if needed

### CATEGORY II

1. Describe the work in the profession accomplished so far, in the context of the particular discipline
2. Assess the plans for future work in the profession
3. Assess the quality of work in the profession as reflected in the outside evaluation letters
4. Assess the comments on work in the profession in faculty letters

5. Summarize achievements and problems in work in the profession, and offer recommendations for the future if needed

### CATEGORY III

1. Assess work in the college at the programmatic, divisional and college-wide levels done since the last evaluation (for example the ability to work with colleagues, especially those in related fields; providing leadership as needed in programmatic, divisional, and college-wide affairs; successful participation in faculty committees, and in hiring and evaluation processes; organizing speakers and other events on campus; participation in study-away programs; college outreach beyond the college community)
2. Assess the comments on work in the college in faculty letters
3. Assess impact on the intellectual and artistic life at the college
4. Summarize achievements and problems in work in the college, and offer recommendations for the future if needed

### OVERALL DIVISIONAL ASSESSMENT OF WORK AS A FACULTY MEMBER AT BARD

1. Assess the overall positive and negative aspects of the evaluatee in all three categories, as well as the potential for future contributions to the program, the division and the college

### RECOMMENDATION FOR OR AGAINST REHIRING/TENURE/PROMOTION

### DIVISIONAL VOTE