

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS
SURVEY FORM A

FOR REVIEW OF
A
DEAN, DIRECTOR, DEPARTMENT OR PROGRAM HEAD,
AND ASSOCIATE DEAN

UTDPP1047 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where in which input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of _____'s their performance. Faculty outside of the academic unit are invited to submit a form on domains where they have knowledge. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law.

Submitted by:

Signature (optional)

Date

Dean's Review: Faculty within the unit form.

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS
SURVEY FORM B

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Submitted by:

Signature (optional)

Date

Dean's Review: Faculty outside the unit form.

Please answer in the space provided under each question. If you need more room, please continue in the appropriate box on the facing page.

1. Comment on the academic administrator's efforts in support of faculty curricular objectives. Does he/she provide leadership and encouragement for developing and implementing effective student learning outcomes?
2. Comment on the academic administrator's efforts in support of faculty scholarly/creative objectives. Does he/she provide effective leadership and encouragement for the conducting of faculty's research and creative activities?
3. Comment on the academic administrator's efforts in developing and/or distributing resources in support of faculty activities. Is he/she effective in developing resources and/or is he/she equitable in the distribution of resources?
4. Comment on the academic administrator's efforts in creating new initiatives. Does he/she provide effective leadership/facilitation for new opportunities and growth within the academic unit?
5. Comment on the academic administrator's efforts in soliciting faculty input for decisions and in communicating the bases for decisions which are made. Is he/she effective in communicating information necessary for the effective running of the academic unit, including University policies, legislative developments, state and federal mandates and other issues affecting the faculty?

6. Comment on the academic administrator's efforts in the development and support of diversity among the faculty. Is he/she effective in increasing diversity among the faculty and supporting diverse elements of the faculty?
7. Comment on the academic administrator's efforts in delegating authority. Does he/she effectively distribute effort and responsibility in the academic unit?
8. Comment on the academic administrator's role in personnel matters. Is he/she accessible and does he/she display appropriate regard for confidentiality and procedural due process?
9. Comment on the academic administrator's general role as a leader of the academic unit. Does he/she provide decisive and clear guidance and direction of the unit's activities. Does he/she accept responsibility for decisions; are decisions reached in a timely fashion?
10. Comment on your knowledge of the academic administrator's role as an advocate for the academic unit both within and outside the institution.
11. Comment on the academic administrator's role as a representative of the University's interest as a whole. Is he/she effective in working for institutional objectives and balancing the interests of the academic unit with broader University goals?

Please answer in the space provided under each question. If you need more room, please continue in the appropriate box on the facing page.

1. Comment on the academic administrator's efforts in support of faculty curricular objectives. Does he/she provide leadership and encouragement for developing and implementing effective student learning outcomes?
2. Comment on the academic administrator's efforts in support of faculty scholarly/creative objectives. Does he/she help to provide opportunities that support the faculty's research and creative activities?
3. Comment on the academic administrator's efforts in creating new initiatives. Does he/she provide effective leadership/facilitation for new opportunities and growth within the University?
4. Comment on the academic administrator's efforts in soliciting faculty input for decisions and in communicating the bases for decisions which are made. Is he/she effective in communicating information necessary for the effective running of the academic unit, including University policies, legislative developments, state and federal mandates and other issues affecting the faculty?
5. Comment on the academic administrator's efforts in the development and support of diversity.

6. Comment on the academic administrator's efforts in delegating authority. Does he/she effectively distribute effort and responsibility in the academic unit?
7. Comment on the academic administrator's role in personnel matters. Is he/she accessible and does he/she display appropriate regard for confidentiality and procedural due process?
8. Comment on the academic administrator's general role as a leader of the academic unit. Does he/she provide decisive and clear guidance and direction of the unit's activities. Does he/she accept responsibility for decisions; are decisions reached in a timely fashion?
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