

Eastern Michigan University  
*Office of Academic Human Resources*  
Memorandum

To: Sufian Qrunfleh, Interim Department Head  
Marketing

From: Brian Pappas, Assistant Vice President  
Academic Affairs

Date: April 21, 2021

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Marketing Department approved by the University Standing Committee on January 13, 2021. Please take steps to assure that faculty members are aware of these approved changes. The revised copy will be posted for reference on the Academic Human Resources website, under the DOCUMENTS tab in July, and will be effective starting in the fall semester.

Thank you.

**DEPARTMENT EVALUATION DOCUMENT**

Department/School of Marketing

College of Business

Date of Last DED Revision: November 21, 2014

Date of Department Faculty Vote: December 9, 2016

Yes 17 No 0 Abstain 0

**APPROVALS:**

Harash Sachdev 12/9/2016  
Personnel Committee Chair (Date)

Kevin Huskey 12-9-16  
Department Head/School Director (Date)

Kenneth R. Pratt 6/3/19  
Dean (Date)

**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 1/13/2021**

Charles Cunningham (JA) 1/13/2021

Bin A. Pappan 4/21/21

Jacob Altman 1/13/2021

Mary Linblade 1/13/21

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## **EVALUATION**

Each department shall conduct faculty evaluations using criteria, procedures and techniques specified in its Departmental Evaluation Document and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) **Article XV**.

### **I. CRITERIA**

Candidates must satisfy all elements of the evaluation criteria provided herein as well as all terms and conditions of the EMU-AAUP Collective Bargaining Agreement. In case of conflict, the more stringent criteria shall apply.

**II APPOINTMENT STANDARDS**

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	An earned Doctorate in Business Administration with a Marketing related focus* from an AACSB accredited school and a record of Scholarly/Creative activity equal to or better than that necessary to receive an Average rating.	Note: JD (Juris Doctorate) is the equivalent of an earned Doctorate in Business Administration with a Marketing related focus from an AACSB accredited school within the law discipline.
ASSOCIATE PROFESSOR	An earned Doctorate in Business Administration with a Marketing related focus* from an AACSB accredited school and a record of Scholarly/Creative activity equal to or better than that necessary to receive an Average rating.	
ASSISTANT PROFESSOR	An earned Doctorate in Business Administration with a Marketing related focus* from an AACSB accredited school and a record of Scholarly/Creative activity equal to or better than that necessary to receive an Average rating.	
INSTRUCTOR	An earned Doctorate in Business Administration with a Marketing related focus* from an AACSB accredited school and a record of Scholarly/Creative activity equal to or better than that necessary to receive an Average rating.	

\* Marketing-Related (Includes but not limited to E-Commerce, International Business, Integrated Marketing Communications, Operations Management, and Supply Chain Management)

**III REAPPOINTMENT AND TENURE STANDARDS  
 PROFESSOR**

Year	1	2	3
Evaluation	Initial Interim	Full/R	Full/T
Instructional Effectiveness	A	A	DAA
Scholarly/Creative Activity	X	X*	DAA in one & A in the other
Service	A	A	DAA in one & A in the other

\* = Advisory Only

**ASSOCIATE PROFESSOR**

Year	1	2	3	4
Evaluation	Initial Interim	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	DAA
Scholarly/Creative Activity	X	X*	X	DAA in one & A in the other
Service	A	A	A	DAA in one & A in the other

\* = Advisory only

**ASSISTANT PROFESSOR**

Year	1	2	3	4	5
Evaluation	Initial Interim	Initial Interim	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	A	DAA
Scholarly/Creative Activity	X	X	X*	X	DAA in one & A in the other
Service	A	A	A	A	DAA in one & A in the other

\* = Advisory Only

**INSTRUCTOR**

Year	1	2	3	4	5	6
Evaluation	Initial Interim	Initial Interim	Full/ R	Comprehensive Interim	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	A	DAA	DAA
Scholarly/Creative Activity	X	X	X*	X	X	DAA in one & A in the other
Service	A	A	A	A	A	DAA in one & A in the other

\* = Advisory Only

**REAPPOINTMENT AND TENURE STANDARDS  
 For Untenured Faculty Hired After September 1, 2015**

**PROFESSOR**

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA (or A if DAA in Service)
Service	A	DAA (or A if DAA in Scholarly)

**ASSOCIATE PROFESSOR**

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA (or A if DAA in Service)
Service	A	DAA in one/A in the other

**ASSISTANT PROFESSOR**

Year	3	5
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA (or A if DAA in Service)
Service	A	DAA (or A if DAA in Scholarly)

**INSTRUCTOR**

Year	3	6
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	A
Service	A	A

\* =Advisory only.



**IV. PROMOTION STANDARDS**

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	Doctorate	DAA	DAA in one & A in the other	DAA in one & A in the other
TO PROFESSOR	5 years as associate professor at EMU	Doctorate	DAA	DAA in one & A in the other	DAA in one & A in the other
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	Doctorate	DAA	DAA in one & A in the other	DAA in one & A in the other
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	Doctorate	DAA	DAA in one & A in the other	DAA in one & A in the other

## V. EVALUATION TECHNIQUES

### A. Instructional Effectiveness

#### I. Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments (see the Evaluation Procedures Section for specific instructions concerning format).

Supportive to this criterion is evidence of the extent to which the candidate:

1. Prepares for Teaching
  - a. seeks latest information in the subject area(s) taught, by reading, attending professional conferences and/or by communicating with colleagues; and
  - b. regularly evaluates his/her own past teaching methods, procedures, and course content.
2. Plans effectively for teaching
  - a. has a clear idea of the function of his/her course(s) within the Department, within the University and/or community, and of its role in preparing students for careers;
  - b. has a clear idea of the long-term objectives for the course(s) and for the day-to-day classroom activities;
  - c. has a clear and relevant plan of action to accomplish both long and short term objectives; and
  - d. evaluates students so as to measure the attainment of objective set forth.
3. Practices good teaching methods
  - a. clearly informs students of the purposes and objectives of the course(s) and units of study in the course(s);
  - b. helps students develop methods of study and skills in self-direction;
  - c. keeps students informed of specific responsibilities (e.g., study requirements);
  - d. endeavors to establish good communication with students;
  - e. promotes classroom procedures and surroundings which encourage learning; and
  - f. regularly seeks information from students regarding their levels of attainment and informs them of his/her estimation of their performance.
4. Is committed to students
  - a. available to students who need his/her help;
  - b. works beyond regular classroom responsibilities to help students with independent learning experiences (e.g., special problems, independent study, thesis, publication(s));
  - c. keeps up-to-date regarding practices and procedures necessary for academic advising; and
  - d. assists students with academic problems.

## **II. Procedures of Classroom visitation by peers and department head.**

**The evaluation of faculty teaching online courses will follow the same procedures as the face-to-face class evaluation. In lieu of classroom visitation, there will be an online course website visitation. The rating scale for student evaluations in cases of online classes will be as per Form 2.**

### **Evaluation Reports:**

1. Faculty member's report of activities and accomplishments.
2. Classroom visitation procedures: For every Full Evaluation at least two members from the Personnel Committee must complete classroom evaluations. Each person visiting the applicant's classroom (including the Department Head) must discuss the time and date of the visit with the person being evaluated before the visit, making sure that an examination or other non-teaching activities are not scheduled for that date; all evaluators must complete Form (Appendix A) - Instructor Evaluation Report (see Page 19) and both the person being evaluated and the evaluator must sign the Form; within five (5) days the person being evaluated must be given a copy of the Form. The Faculty Member shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head.
3. Department Head evaluations, including a classroom visitation.
4. Department Personnel Committee evaluation, including classroom visitations by two members of the Personnel Committee.
5. Student evaluations will be made using the University-wide evaluation system, which includes a subset of ten (10) questions determined by a vote of Faculty Members in the Department (Form 1 or 2: Course Evaluation Survey). The mean score of this subset of questions for all student evaluations for all classes taught by the faculty member while in rank must be determined. The weights to be used for averaging the responses are shown in Ratings.

## **III. Ratings**

### **Course Evaluation Survey Response Category Weights**

strongly agree = 5  
agree = 4  
undecided = 3  
disagree = 2  
strongly disagree = 1

The following rating scale will be used to make evaluations:

**Course Evaluation Survey Average Rating Scale**

**Exceptional (E):** greater than 4.1 to 5.0

**Distinctly Above Average (DAA):** greater than 3.3 to 4.1

**Average (A):** greater than 2.6 to 3.3

**Below Average (BA):**

6. Teaching awards

7. Other areas

8. The Personnel Committee and the Department Head will evaluate all evidence submitted. For Interim meetings, the Personnel Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports will be made separately by the Personnel Committee and the Department Head giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion.

**Exceptional (E):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluators must describe (or in the case of student evaluations, quantify) performance as better in quality than distinctly above average.

**Distinctly Above Average (DAA):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an outstanding teacher. Evaluators must describe (or in the case of student evaluations, quantify) performance as better in quality than average.

**Average (A):** Awarded when the quality of the instruction offered by the applicant shall be evaluated as that of a good teacher. This is the minimum acceptable level of performance.

**Below Average (BA):** Awarded when the quality of the instruction offered by the applicant is below the standards of a good teacher. Evaluators must describe (or in the case of student evaluations, quantify) the deficiencies in performance.

**B. Scholarly and/or Creative Activity**

**1. Data Collection Procedures**

1. Each applicant must include a personal report of his/her scholarly and/or creative activities and provide copies of papers, articles, books, publications and/or other tangible documentation (see previous pages for specific instructions concerning format). Scholarly and/or creative activities include the following categories:

**Categories for Marketing-Related (Includes but not limited to E-Commerce, International Business, Integrated Marketing Communications, Operations Management, and Supply Chain Management) Faculty:**

I Professional monograph or textbook published by a college book publisher or by a reputable professional or scholarly organization. Refereed articles and refereed cases published in academic or professional journals.

II Refereed papers presented at academic national, international and regional conferences. Marketing-related cases involving fieldwork, and published in marketing-related texts or proceedings.

III Non-refereed articles, papers, or presentations based on high quality research work disseminated at regional, national and professional marketing-related conferences.

IV Working papers of journal or proceedings quality. High quality, original works disseminated in the classroom, among practitioners or among a wider community.

**Categories for Law Faculty:**

I Professional monograph or textbook published by a publisher paying royalties or by a reputable professional or scholarly organization. Casenotes or comments published in a law review. Articles published in academic or professional journals reviewed by one or more attorneys or professionals dealing, at least in part, with the legal and/or ethical and/or educational aspects of any subject.

II Articles or papers based on high quality research and dealing with, at least in part, the legal aspects of the subject which are presented at national, international, regional or state conferences and are refereed either prior to presentation or publication in proceedings. Appellate briefs involving substantial research and designed to have a significant impact on state or federal law.

III Non-refereed articles, papers or presentations dealing with, at least in part, the legal aspects of any subject which are disseminated at state, regional, national or international conferences.

IV Working papers dealing with, at least in part, the legal aspects of any subject which are of journal or proceedings quality. High quality and original works among practitioners or among a wider community.

## 2. Ratings

Faculty member must accomplish one of the above categories (or a combination as stated in the following Tables) while in rank to achieve a given rating. Proportional credit will be given in instances with six or more authors. A single scholarly activity may not be counted in more than one area. In meeting the scholarly activity requirements for tenure, or for promotion, each applicant must have at least two refereed journal articles included in his/her accomplishments.

**Table 2: Professor Ratings for Scholarly/Creative Activity**

Category	Number of Books/Articles*		Number of Papers/Cases		Number of Non-Refereed Articles		Number of Working Papers	
	I	-or-	II	-or-	III	-or-	IV	
2-Year Reappointment Rating								
E	5		9		12		48	
DAA	4		7		10		32	
A	3		5		8		16	
Tenure Rating*								
E	6		12		15		60	
DAA	5		10		13		40	
A	4		8		11		30	

Note:

E = Exceptional

DAA = Distinctly Above Average

A = Average

\*In meeting the scholarly/creative activity requirements for tenure, or for promotion, each applicant must have at least two refereed journal articles included in his/her accomplishments.

**Table 3: Associate Professor Ratings for Scholarly/Creative Activity**

Category	Number of Books/Articles*		Number of Papers/Cases		Number of Non-Refereed Articles		Number of Working Papers	
	<u>I</u>	-or-	<u>II</u>	-or-	<u>III</u>	-or-	<u>IV</u>	
<b>3-Year Reappointment Rating</b>								
E	3		7		9		30	
DAA	2		5		7		20	
A	1		3		5		10	
<b>Tenure Rating*</b>								
E	4		8		10		36	
DAA	3		6		8		24	
A	2		4		6		12	
<b>Promotion to Full Professor*</b>								
E	6		12		15		60	
DAA	5		10		13		40	
A	4		8		11		30	

Note:

E = Exceptional

DAA = Distinctly Above Average

A = Average

\*In meeting the scholarly/creative activity requirements for tenure, or for promotion, each applicant must have at least two refereed journal articles included in his/her accomplishments.

**Table 4: Assistant Professor Ratings for Scholarly/Creative Activity**

Category	Number of Books/Articles*		Number of Papers/Cases		Number of Non-Refereed Articles		Number of Working Papers	
	<u>I</u>	-or-	<u>II</u>	-or-	<u>III</u>	-or-	<u>IV</u>	
<b>3-Year Reappointment Rating</b>								
E	3		6		8		24	
DAA	2		4		6		16	
A	1		2		4		8	
<b>5-Year Reappointment Rating</b>								
E	3		7		9		32	
DAA	2		5		7		20	
A	1		3		5		10	
<b>Tenure Rating*</b>								
E	4		8		10		36	
DAA	3		6		8		24	
A	2		4		6		12	
<b>Promotion to Associate Professor*</b>								
E	4		8		10		36	
DAA	3		6		8		24	
A	2		4		6		12	

Note:

- E = Exceptional
- DAA = Distinctly Above Average
- A = Average

\*In meeting the scholarly/creative activity requirements for tenure, or for promotion, each applicant must have at least two refereed journal articles included in his/her accomplishments.



**Table 5: Instructor Ratings for Scholarly/Creative Activity**

Category	Number of Books/Articles*		Number of Papers/Cases		Number of Non-Refereed Articles		Number of Working Papers	
	I	-or-	II	-or-	III	-or-	IV	
<b>3-Year Reappointment Rating</b>								
E	2		3		4		12	
DAA	1		2		3		6	
A	0		1		2		3	
<b>5-Year Reappointment Rating</b>								
E	3		6		9		24	
DAA	2		4		6		12	
A	1		2		3		6	
<b>Tenure Rating*</b>								
E	4		8		10		36	
DAA	3		6		8		24	
A	2		0		0		0	
<b>Promotion to Assistant Professor*</b>								
E	4		8		10		36	
DAA	3		6		8		24	
A	2		0		0		0	

Note:

E = Exceptional

DAA = Distinctly Above Average

A = Average

\*In meeting the scholarly/creative activity requirements for tenure, or for promotion, each applicant must have at least two refereed journal articles included in his/her accomplishments.

**Exceptional (E):**

**Distinctly Above Average (DAA)**

**Average (A):**

**Below Average (BA):**

**PPE Scholarly/Creative Activity Ratings**

Scholarly/Creative Activity—the faculty member’s performance category will be based on the number of scholarly/creative activity points accumulated over the evaluation period. A rating of Average=2 points. Points will be earned as follows: referred journal articles, referred papers published in the proceedings of a conference, and published books (**or categories I, II for law faculty**) equal 2 points each. Non-refereed articles/paper/research/presentations/cases (**or categories III, IV for law faculty**) equal 1 point each.

**C. Service Activity**

**1. Data Collection Procedures**

The applicant will clearly identify his/her service activities related to the Department and the University in a narrative text (see the Evaluation Procedures Section for specific instructions concerning format). Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort extended in those activities.

**Service Activities:**

Service to the Department, University or community may include, but is not limited to, the following:

1. Departmental, College, University, business and public committee activities
2. Work with student organizations
3. Contributions toward curriculum development
4. Special assignments and offices held at Eastern Michigan University
5. Service to professional organizations and honor societies
6. Consulting
7. Other professionally related service activities

**2. Ratings**

The Personnel Committee and the Department Head will evaluate all evidence submitted in terms of the number of service units accomplished while in rank, and the quality of service rendered. For interim meetings, the personnel committee and the Department Head will together meet with

**the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports will be made separately by the Personnel Committee and the Department Head giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion.**

**Service Rating Requirements in Terms of Service Units:**

A Service Unit is defined as service on a committee for one academic year. Other types of service shall be equated to the service unit standard depending on effort expended in the performance of the service (this determination will be made by the Personnel Committee and the Department Head together.) A service unit at the College and/or University counts double; e.g., one academic year on the College of Business Development Board will be counted as two units. Candidates for Associate or Full Professor ranks must show at least two of the service units shown below at the College and/or University level. Service units are cumulative.

**Table 6: Professor Service Unit Ratings**

<u>Evaluation</u>	Year 2 <u>F</u>	Year 3 <u>T</u>	Promotion to Prof.	<u>PPE</u>
E	6	18	18	
DAA	4	14	14	
A	2	10	10	10

**Table 7: Associate Professor Service Unit Ratings**

<u>Evaluation</u>	Year 1 <u>II</u>	Year 2 <u>F</u>	Year 3 <u>CI</u>	Year 4 <u>T</u>	Promotion to Assoc.	<u>PPE</u>
E	3	6	9	14	14	
DAA	2	4	6	11	11	
A	1	2	3	8	8	8

**Table 8: Assistant Professor Service Unit Ratings**

<u>Evaluation</u>	Year 3 <u>F</u>	Year 4 <u>CI</u>	Year 5 <u>T</u>	Promotion to Assist.	<u>PPE</u>
E	4	6	10	10	
DAA	3	4	8	8	
A	2	3	6	6	6

**Table 9: Instructor Service Unit Ratings**

<u>Evaluation</u>	Year	Year	Year	Year	<u>PPE</u>
	3	4	5	6	
	<u>F</u>	<u>CI</u>	<u>CI</u>	<u>T</u>	
E	3	4	5	5	
DAA	2	3	4	4	
A	1	2	3	3	3

F = Full Evaluation

CI = Comprehensive Interim Evaluation

T = Tenure Evaluation

PPE = Professional Performance Evaluation for Tenured Faculty

E = Exceptional Performance

DAA = Distinctly Above Average Performance

A = Average Performance

**Exceptional (E)**

**Distinctly Above Average (DAA)**

**Average (A):**

**Below Average (BA)**

## APPENDIX A

### Classroom Visitation Report

Evaluatee: \_\_\_\_\_ Course Visited: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Evaluation semester/date: \_\_\_/\_\_\_/\_\_\_

#### PROFILES ITEMS

#### NARRATIVE

##### Learning Environment

Uses a variety of teaching techniques.  
Uses a variety of instructional materials.  
Gives attention to the emotional atmosphere of the classroom.  
Senses learning opportunities.  
Is dependable and punctual in meeting classes and returning student work.  
Motivates students through enthusiasm for the subject matter.  
Is available for course and career counseling.

##### Teaching Effectiveness

Communicates effectively with students.  
Writes with skill.  
Develops student participation.  
Demonstrates skill in evaluating student performance. Is excited about teaching.  
Emphasizes the development of student's thinking and analytical skills, rather than simple memorization.  
Approaches teaching with stamina and vigor.  
Personal appearance is consistent with professional standards.

##### Organization, Management, and Control

Prepares appropriate course syllabi, examinations, etc.  
Recognizes own errors and is willing to make adjustments.  
Is effective in classroom management.  
Handles student complaints effectively.  
Exhibits professionalism.

##### Subject Matter

Gives evidence of background preparation.  
Teaches the application of knowledge and theory, not just knowledge and theory themselves.  
Uses professional experience as examples in teaching.  
Illustrates the inter-relatedness of his/her discipline with other's disciplines.  
Gives evidence of maintaining up-to-date course material and introducing new course offerings when appropriate.

Evidence on which judgment is based:  
(continue on back or attach additional page(s)  
as is needed).

##### Overall Rating:

- Exceptional  
 Distinctly Above Average  
 Average  
 Below Average

(check one of the above boxes)

Evaluatee: \_\_\_\_\_ (Signature)      \_\_\_/\_\_\_/\_\_\_ (Date)

Evaluator: \_\_\_\_\_ (Signature)      \_\_\_/\_\_\_/\_\_\_ (Date)

### Classroom Teaching Observation

### APPENDIX B

### FORM 1: Student Evaluation Questions

**EASTERN MICHIGAN UNIVERSITY**  
**INSTRUCTOR AND COURSE EVALUATION FORM**

13781

PLEASE FILL IN 5 DIGIT SECTION ID

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

This evaluation is one of many possible sources of data for use in:  
1) student course selection,  
2) faculty development in teaching, and  
3) the evaluation of instructional effectiveness.

A summary of the responses to the CORE ITEMS will be published.

This evaluation is designed to be totally anonymous. Your instructor will neither see nor handle these forms until semester grades have been submitted.

CORE ITEMS and SUPPLIED QUESTIONS are based on different response formats.

**CORE ITEMS**  
A = MUCH ABOVE AVERAGE  
B = ABOVE AVERAGE  
C = AVERAGE  
D = BELOW AVERAGE  
E = MUCH BELOW AVERAGE

**SUPPLIED QUESTIONS**  
SA = STRONGLY AGREE  
A = AGREE  
U = UNDECIDED  
D = DISAGREE  
SD = STRONGLY DISAGREE

ONLY RESPONSES MADE IN PENCIL  
CAN BE SCANNED.

Please read each item carefully.

Sample Response (A B C D E)

CORE ITEM: WHAT IS YOUR OVERALL RATING OF THE TEACHING EFFECTIVENESS OF THIS INSTRUCTOR?  
CORE ITEM: WHAT IS YOUR OVERALL RATING OF THIS COURSE?

A	B	C	D	E
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD

My instructor displays a clear understanding of course topics.  
My instructor seems well-prepared for class.  
My instructor speaks audibly and clearly.  
My instructor displays enthusiasm when teaching.  
My instructor effectively blends facts with theory.  
My instructor makes good use of examples and illustrations.  
I understand what is expected of me in this course.  
The grading system was clearly explained.  
Assignments are related to goals of this course.  
I learned a lot in this course.

### COMMENTS

WHAT DID YOU LIKE MOST ABOUT THIS INSTRUCTOR AND COURSE?

WHAT DID YOU DISLIKE MOST ABOUT THIS INSTRUCTOR AND COURSE?

WHAT CONSTRUCTIVE SUGGESTIONS DO YOU HAVE FOR THIS INSTRUCTOR OR COURSE?

APPENDIX C

**FORM 2: Online Course Evaluation Survey**

**EASTERN MICHIGAN UNIVERSITY  
 INSTRUCTOR AND COURSE EVALUATION FORM**

13781

PLEASE FILL IN 5 DIGIT SECTION ID

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

This evaluation is one of many possible sources of data for use in:  
 1) student course selection,  
 2) faculty development in teaching, and  
 3) the evaluation of instructional effectiveness.

A summary of the responses to the CORE ITEMS will be published.

This evaluation is designed to be totally anonymous. Your instructor will neither see nor handle these forms until semester grades have been submitted.

CORE ITEMS and SUPPLIED QUESTIONS are based on different response formats.

**CORE ITEMS**  
 A = MUCH ABOVE AVERAGE  
 B = ABOVE AVERAGE  
 C = AVERAGE  
 D = BELOW AVERAGE  
 E = MUCH BELOW AVERAGE

**SUPPLIED QUESTIONS**  
 SA = STRONGLY AGREE  
 A = AGREE  
 U = UNDECIDED  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

ONLY RESPONSES MADE IN PENCIL  
 CAN BE SCANNED.

Please read each item carefully.  
 Sample Response **A B C D E**

CORE ITEM: WHAT IS YOUR OVERALL RATING OF THE TEACHING EFFECTIVENESS OF THIS INSTRUCTOR?  
 CORE ITEM: WHAT IS YOUR OVERALL RATING OF THIS COURSE?

A	B	C	D	E
A	B	C	D	E
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD
SA	A	U	D	SD

My instructor displays a clear understanding of course topics.  
 My instructor seems well-prepared for class.  
 My instructor effectively blends facts with theory.  
 My instructor makes good use of examples and illustrations.  
 I understand what is expected of me in this course.  
 The grading system was clearly explained.  
 Assignments are related to goals of this course.  
 I learned a lot in this course.

**COMMENTS**

WHAT DID YOU LIKE MOST ABOUT THIS INSTRUCTOR AND COURSE?  
 \_\_\_\_\_  
 \_\_\_\_\_

WHAT DID YOU DISLIKE MOST ABOUT THIS INSTRUCTOR AND COURSE?  
 \_\_\_\_\_  
 \_\_\_\_\_

WHAT CONSTRUCTIVE SUGGESTIONS DO YOU HAVE FOR THIS INSTRUCTOR OR COURSE?  
 \_\_\_\_\_  
 \_\_\_\_\_