

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Christopher Gardiner, Department Head
Mathematics

From: David Woike, Assistant Vice President
Academic Human Resources

Date: November 18, 2015

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Mathematics Department approved by the University Standing Committee on November 9, 2015. 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.

Thank you.

DEPARTMENT EVALUATION DOCUMENT

Department/School of MATHEMATICS

College of ARTS & SCIENCES

Date of Last DED Revision: 2/13/15

Date of Department Faculty Vote: 2/13/15

Yes 13 No 0 Abstain 0

APPROVALS:

[Signature] 4/1/15
Personnel Committee Chair (Date)

[Signature] 4/1/15
Department Head/School Director (Date)

[Signature] 4-23-15
Dean (Date)

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Human Resources
Eastern Michigan University

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 09 NOV 2015

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EASTERN MICHIGAN UNIVERSITY
Division of Academic Affairs
DEPARTMENT EVALUATION DOCUMENT
Department of Mathematics
College of Arts & Sciences

Faculty Evaluation
Criteria, Procedures and Techniques

Approved by Department Faculty: _____
Chair Department Personnel Committee

Approved by the Standing Committee
on Department Evaluation Documents,

4/19/88

Systems and Guidelines: _____

Revised: 02/15/94
10/13/98
10/19/99
02/02/00
11/19/10
02/13/15

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FACULTY EVALUATION

The evaluation process is intended to be collegial. The process has been developed to encourage departmental colleagues and Department Heads to provide colleagues with information on meeting the criteria required to advance (i.e. achieve reappointment, tenure, promotion or a satisfactory Professional Performance Evaluation) at Eastern Michigan University.

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.

A. Instructional Effectiveness

The required and most important criterion is instructional effectiveness. The teaching faculty shall give evidence of ability and commitment to lead students of varying capabilities into a growing understanding of the subject matter, tools, and materials of their disciplines. The faculty member shall demonstrate his/her continuing concern for instructional effectiveness through methods of presentation and evaluation of students. In support of teaching effectiveness, a faculty member must maintain a high level of knowledge and expertise in his/her discipline or area of specialization. In the case of non-teaching and library faculty, satisfactory professional performance shall be the equivalent of instructional effectiveness.

Evaluation techniques for all faculty members include, but are not limited to, self-evaluation, classroom visitations, student evaluations of teaching, department head evaluation, peer evaluations, and assessment of academic advising of students, if applicable.

B. Scholarly and/or Creative Activity

A faculty member shall give documented evidence of his/her contributions to his/her discipline or area of specialization or in an interdisciplinary specialization by scholarly investigation (e.g. research) and/or creative activity, and of its publication or other

dissemination in one of the following ways:

1. among practitioners in his/her discipline, or;
2. among a wider community.

It is intended that the faculty member shall utilize his/her expertise to address problems in his/her discipline or areas of specialization or in an interdisciplinary specialization through scholarly and/or creative activity which clearly contributes to the discipline, through:

1. Scholarly investigation, creative activity and/or research of an original and/or previously unreported nature, or;
2. Applied research, investigation, or scholarly analysis of existing research, information, and creative endeavors resulting in the development of new data, information, applications, and/or interpretations.
3. Faculty involvement in student research, which is subsequently jointly published or otherwise jointly disseminated, shall be considered as appropriate scholarly activity, insofar as said faculty involvement is shown to fulfill the expectations in 1 - 2 above.

Except as herein provided, professional development shall not be an acceptable substitute for Scholarly/Creative Activity.

Retraining

In recognition of the need to encourage the retraining of faculty to assume professional responsibilities in areas where available expertise is in short supply, completion by the faculty member of a retraining program which brings him/her to a specified level of skill in such area of need may be applied toward satisfaction of the scholarly/creative activity criterion for such purposes and for such period of time only as expressly approved in writing by the appropriate departmental committee, the Department Head, the College Dean and the Provost and Vice President for Academic Affairs.

Each of the two activities below may, under the conditions specified, be considered as partially fulfilling the Scholarly and/or Creative Activity criterion. The scholarly/creative activity criterion cannot be satisfied by any of these alone, or solely in combination with each other.

Professional Development

Professional development activities may be applied toward satisfaction of the Scholarly/Creative Activity criteria if the following criteria are satisfied:

1. The activities are clearly in addition to those necessary to maintain the level of knowledge and/or expertise in the faculty member's discipline or area of specialization required to fulfill the Instructional Effectiveness standards.

2. Acceptable professional development activities to substitute for Scholarly/Creative activity may include, but are not limited to:
 - a. Enrolling in approved classes at educational institutions
 - b. Training fellowships.
3. Prior to undertaking any professional development activity for which credit will be sought, a faculty member shall submit a written proposal for pre-approval to his/her department. The proposal shall outline the professional development activity, its duration and the projected benefits of the activity.

If approved by the Department Head and the Personnel Committee, the professional development, when completed, shall be evaluated to determine if it fulfills the above criteria.

Grant Development/Administration

Faculty are encouraged to engage in the process of seeking, obtaining and administering grants from outside agencies. The preparation of grant proposals from outside agencies, whether funded or not, shall be considered as scholarly/creative activity if said preparation involves scholarly/creative activity (e.g., research or teaching projects) of a substantial nature and the applicant provides an abstract documenting such activity and the importance of the endeavor to the discipline, the department, the college or university. The above conditions may also apply for the administration of a grant project insofar as proper evidence is presented which documents such grant administration meets the requirements as set forth in Article XV of the Agreement.

C. Service Activity

The faculty member must satisfy one of the criteria below.

1. The faculty member shall give evidence of identifying new needs in the department and assisting colleagues in department activities.
2. The faculty member shall give evidence of interest and activity that extends beyond the department into areas such as university and college-wide committees, AAUP service, student activities, and professionally related community affairs.

II. APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	<ul style="list-style-type: none">• Ph.D. or Ed.D.• Minimum 7 years experience at another accredited institution granting Bachelor's Degree or higher• Impressive record of scholarly/creative activity and excellence in teaching	None
ASSOCIATE PROFESSOR	<ul style="list-style-type: none">• Ph.D. or Ed.D.• Minimum 4 years experience at Assistant Professor rank at another accredited institution granting bachelor's degree or higher	None
ASSISTANT PROFESSOR	<ul style="list-style-type: none">• Ph.D. or Ed.D.• Suitable teaching experience and potential for scholarly/creative activity	None
INSTRUCTOR	<ul style="list-style-type: none">• M.A.	None

III. REAPPOINTMENT AND TENURE STANDARDS

Professor

Year	1	2	3
Evaluation	Interim	Full/R	Full/T
Instructional Effectiveness	A	DAA	DAA
Scholarly/Creative Activity	X	A	DAA in One & A In other
Service	A	A	

Associate Professor

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

Assistant Professor

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

Instructor

Year	1	2	3	4	5	6
Evaluation	Initial Interim	Initial Interim	Full/R	Comp. Interim	Comp. Interim	Full/T**
Instructional Effectiveness	A	A	DAA	DAA	DAA	DAA
Scholarly/Creative Activity	X	X	X*	X	X	A
Service	A	A	A	A	A	A

* Scholarly/Creative Activity is rated for advisory purposes only

** Instructors to obtain tenure must have minimum M.A. plus 18 hours of graduate credit
 (Rank at initial appointment shall determine the evaluation schedule.)

IV. PROMOTION STANDARDS

	Year Eligible	Academic Credentials	Instructional Effectiveness	Scholarly/ Creative Activity	Service
Full Professor Salary Adjustment	10 years as Full Professor at EMU	Ph.D. or Ed.D.	DAA	DAA in one and A in the other	
To Professor	5 years as Associate Professor at EMU	Ph.D. or Ed.D.	DAA	DAA in one and A in the other	
To Associate Professor	5 years as Assistant Professor at EMU	Ph.D. or Ed.D.	DAA	DAA in one and A in the other	
To Assistant Professor	2 years as instructor at EMU	Ph.D. or Ed.D.	DAA	DAA in one and A in the other	

V. EVALUATION TECHNIQUES

A. *Instructional Effectiveness*

1. Data Collection Procedures.

Each applicant must include a personal report of activities and accomplishments as well as documentation that states in clear and explicit terms both the quantity and quality of the activity claimed.

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

1. Prepares for teaching
 - a. Seeks latest information in the subject area(s) taught, by reading, attending professional conferences and workshops and/or by communicating with colleagues.
 - b. Regularly evaluates his/her own past teaching methods, procedures and course content.

2. Plans effectively for teaching
 - a. Meets the departmental expectations of his/her course.
 - b. Meets the specific objectives of his/her course as provided in the course syllabus given to the students at the beginning of the semester.

3. Practices good teaching methods
 - a. Informs students of the objectives of the course(s) and of units of study in the course(s)
 - b. Informs students about methods of study applicable to the attainment of course objectives.
 - c. Informs students of specific course assignments (e.g., date of exams, papers, etc.).
 - d. Presents material clearly and in an organized manner.
 - e. Fulfills obligations to students by meeting classes and making himself/herself available through office hours and conferences.
 - f. Establishes a classroom environment that stimulates thinking and is conducive to learning (e.g. effectively integrates technology in the classroom)
 - g. Evaluates students fairly in a way to measure attainment of course objectives.

Evaluation Reports.

1. Faculty member's own report of activities and accomplishments in this area.
2. Colleague evaluations of teaching based on classroom visitation and other evidence. See the appendix for forms.
3. Student evaluations of teaching utilizing the university-wide evaluation system.
4. Department Head evaluations of teaching based on classroom visitations and other evidence. See the appendix for forms.
5. Student evaluation of advising, if applicable.

2. Procedures of Classroom visitation by peers and department head.

1. The Personnel Committee and the Faculty Member to be observed each select a tenured member of the Department of Mathematics Faculty to be an observer. Each observer will make two classroom visitations. 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.
2. Each observer is to meet with the member to be observed in order to choose mutually agreeable times for the classroom observation.
3. It is preferred that the two classes that are observed be different. It is acceptable to observe the same class twice, if there are scheduling difficulties.
4. While observing each class and/or after both classes have been observed, the observer will fill out the Classroom Visitation Form from the Appendix.
5. The observer will then meet with the observed to go over the written reports, clarify any misunderstandings and make any necessary changes to the written report(s).
6. The observer will then submit the evaluation narrative to the Personnel Committee Chair. The reports from all the classroom visitors are to be added to the Instructional Effectiveness portion of the faculty member's documented evidence file.
7. The Department Head will also fill out the Classroom Visitation Form from the Appendix.

8. The Department Head and the faculty observers have 10 days to fill in the form and submit it to the observed faculty member.
9. All Full Evaluations (including Full Professional Performance Evaluations of tenured Faculty) must include classroom visitations by the Department Head and at least two members of the Personnel Committee. Responsibility for setting up classroom visitations rests with the parties doing the evaluation of the Faculty Member. Classroom visitations as a part of Full Evaluations occur after October 15, unless mutually agreed to by all parties involved.

3. Ratings

The Personnel Committee and the Department Head evaluate all evidence submitted. For Interim Evaluations, 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 and Full Professional Performance evaluations.

Exceptional (E): Awarded when the overall quality of instruction offered by the applicant shall be evaluated as that of a truly superior teacher. This rating should be given to applicants who demonstrate better than the DAA performance in each of the criteria listed in one through three of Data Collection Procedures on pages 9-10. Evaluators must document performance and activities as better in quality than distinctly above average.

Distinctly Above Average (DAA): Awarded for instruction judged to be outstanding. This rating should be given to applicants who demonstrate outstanding performance in each of the criteria listed in one through three of Data Collection Procedures on pages 9-10. Evaluators must document performance and activities as outstanding.

Average (A): This rating should be given to teachers who demonstrate at least acceptable performance in the criteria listed in one through three of Data Collection Procedures on pages 9-10. Evaluators must document performance and activities in these terms.

Below Average (BA): This rating should be given to teachers who do not meet the criteria for the average rating.

B. Scholarly and/or Creative Activity

1. Data Collection Procedures.

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. Scholarly and/or Creative Activity is not evaluated during Interim Evaluations. Areas of Scholarly and/or Creative Activities include, but are not limited to, the following:

1. Dissemination of results of scholarly investigation and/or creative activities at professional meetings and conferences.
2. Lectures and/or departmentally approved consultative activities for professional organizations, government agencies, other universities, departmental seminars, K-12 schools, businesses, etc., pertaining to the Department's area(s) of specialization, which disseminates new material.
3. Additional professional training above and beyond that required for the academic rank held so that a course or program can be initiated or maintained in the department, as specified in the Agreement.
4. Dissemination of results of post-doctoral fellowships.
5. Publication of scholarly research, books.
6. Dissemination of critical reviews of published professional materials.
7. Contribution of data or illustrative material to another's publication.
8. Acting as editorial referee on a manuscript for a publisher or journal which disseminates research in mathematics, mathematics education, or statistics.
9. Participation in the development of research grant proposals with department approval as permitted by the Agreement.
10. Involvement in student research projects such as undergraduate research symposium and master's research projects, provided dissemination occurs.
11. Interdisciplinary scholarly investigation and/or creative activities involving the department's area(s) of specialization.
12. Departmentally approved additional professional study to further one's knowledge in a departmental area of specialization.

2. Ratings

The Personnel Committee reserves the right to judge the quality of a particular Scholarly and/or Creative Activity. Judgment will take into consideration dissemination among practitioners in the faculty member's discipline, and among the wider community.

Exceptional (E): Given when a faculty member provides one of the following:

- a. documented evidence of significant impact in one or more of the areas listed in one through thirteen of Data Collection above or
- b. documented evidence of making a difference in two or more of the areas listed in one through thirteen of Data Collection above.

Evaluators must document performance and activities as better in quality than distinctly above average.

Distinctly Above Average (DAA): Given when a faculty member provides one of the following:

- a. documented evidence of making a difference in one or more of the areas listed in one through thirteen of Data Collection above or
- b. documented evidence of work in two or more of the areas listed in one through thirteen of Data Collection above.

Evaluators must document performance and activities as significantly better in quality than average.

Average (A): Given when a faculty member provides documented evidence of the contributions to his/her discipline or area of specialization from among the activities listed in one through thirteen of Data Collection above. Awarded when the research and scholarly/creative activity offered by the applicant has limited dissemination.

Below Average (BA): Given when a faculty member does not provide documented evidence of the contributions to his/her discipline or area of specialization that meet the criteria for at least an average rating.

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. Supportive evidence must be provided to indicate the quantity of different Service Activities and the quality of the effort expended in those activities.

Service Activities.

Service to the department may include, but is not limited to the following:

1. Participation in departmental meetings, colloquia, seminars, and other general activities of the department
2. Committee membership and participation (Personnel Committee, Instruction Finance Committee, Area/Course Committees, Search Committees, Scholarship Committee, Student Events Committee, Marketing Committee)

3. Course and/or curriculum development
4. Special program coordination/participation (Donald Buckeye Lecture Series, Colloquium Series, Scholarship and Awards Ceremony)
5. Department representative at university events (Explore Eastern, Presidential Scholarship, Honors Open House, Graduation, Moderator at undergraduate and graduate research symposiums)
6. Positions of leadership on departmental committees
7. Work with the Math Club, Putnam Exam, Modeling Competitions, Math Gems
8. Identification and resolution of new needs within the department
9. Extensive writing activities on behalf of the department (preparing reports, award nominations, newsletters, web content)
10. Developing workshops or written material to share expertise with colleagues
11. Serving as a coordinator for a special area such as advising, assessment, department Honors program, graduate program, actuarial program, and graduate assistantships

Service to the university, community, or profession may include, but is not limited to, the following:

1. Serving as the departmental representative on college and university committees and councils (Sabbatical Leave Committee, University Vetting Committee, Library Liaison)
2. Involvement in special interdisciplinary programs
3. Activities in state, national or international professional organizations, committees, task forces
4. Activity within the AAUP
5. Coordination of, or participation in special programs (e.g. MAA conference, Michigan Math Prize Competition)
6. Editorial work for a journal

It should be emphasized that the detailed lists of supportive measures, or activities under Service are not all inclusive. In other words, the failure of any other evidential activity to be listed does not preclude its being judged supportive of the criteria.

2. Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted. For Interim Evaluations, 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 rating awarded for Full Evaluations, Tenure, and Promotion.

The determination of each rating category shall be based on the quantity and quality of the effort on each service activity, recognizing that circumstances and individuals vary.

In determining the final rating the Department Head and Personnel Committee would consider the factors below:

1. The effort required in the performance of the activity
2. To what extent the activity has benefited students, colleagues, programs, the college, the university, the community, professional organizations, etc.

Rule of Thumb: One service unit is approximately 15 hours of service. For example, one hour per week for one semester.

Below Average: Awarded when the quality and quantity of service shall be evaluated as insufficient to obtain a rating of Average.

Average: Awarded when the quality and quantity of service shall be evaluated as that normally expected of one's fair share. This includes performing one's fair share of assigned departmental responsibilities and regularly participating in departmental meetings each year. Mere attendance at committee meetings does not, in and of itself, merit an Average rating. The Faculty Member must also demonstrate that he/she made significant contributions to the committee's activity and/or other activities described above.

The norm for such a rating would be to significantly participate in at least two service units per year.

Distinctly Above Average: Awarded when the quality and quantity of service shall be evaluated, in addition to the basis described for average, as substantially more than one's fair share.

The norm for such a rating would be to perform the amount of service appropriate for an average rating AND significantly participate in at least one additional service unit per year.

Exceptional: Awarded when the quantity and quality of service shall be evaluated, in addition to the basis described for distinctly above average, as far beyond that normally expected of faculty.

The norm for such a rating would be to perform the amount of service appropriate for a distinctly above average rating AND significantly participate in at least one additional service unit per year.

APPENDIX

Department Approved Student Evaluation Questions

Classroom Visitation Form

Observer's Duties

Department of Mathematics Approved Student Evaluation Questions

- 006. My instructor has an effective style of presentation.
- 017. My instructor displays enthusiasm when teaching.
- 084. I understand what is expected of me in this course.
- 125. Grades are assigned fairly and impartially.
- 193. The services in the math student service center are helpful.
- 194. I frequently attend the math student service center.
- 201. I would recommend this course to another student.
- 216. The instructor is reasonably accessible outside the classroom.
- 219. The instructor meets class regularly.

Department of Mathematics Classroom Visitation Form

Directions: Observe the faculty member teaching their class on two occasions (for two different courses, if possible). Complete this form for each class observed. Give a copy of the form to the faculty member and the chair of the personnel committee. Discuss your observations with the faculty member.

Faculty Observer: _____ Faculty Member Observed: _____ Date of Observation: _____ Class Visited: MATH _____	Briefly describe the lesson and the topics covered:
--	---

Circle a rating from 1 to 5

	1	2	3	4	5
Preparation of Lesson	Lesson was carefully planned; problems and activities thoughtfully sequenced; examples used were appropriate and helpful		Lesson was planned; different examples might have helped to better clarify the topics being discussed		Lesson needed better preparation; students may have found examples used to be inappropriate; examples tended to confuse students
Use of Time in lesson	Students were actively involved in the lesson; instructor maximized the use of class time		Some "learning" time was lost due to class procedures and/or as a result of planning		Learning time was unnecessarily lost
Pacing of the Lesson	Students were actively involved in the lesson for the entire class time		Lesson may have moved too fast or slow for students; instructor could do more to get feedback from students during the lesson to help with pacing		Students appeared to be lost and/or disinterested; instructor made little effort to modify lesson based on student feedback
Clarity of the	Instructor explained material		Instructor explained ideas		Students appeared to be confused

<p>Explanations</p>	<p>clearly; effectively used the board, overhead, and/or handouts to clarify explanations; invited student questions</p>	<p>clearly; more effective use of the board, overhead and/or handouts would make it easier for students to follow the explanations; more effective questioning may provide important feedback to the instructor on what the students understand</p>	<p>during the lesson; little effort was made to elicit questions from the class and/or students felt uncomfortable asking questions</p>
<p>Communication Skills</p>	<p>1 Instructor is easy to hear and understand; uses good expression</p>	<p>2 Instructor can be difficult to hear or understand</p>	<p>3 Students are missing concepts because of instructor's communication skills</p>
<p>Student Participation</p>	<p>1 Students were actively participating in the lesson</p>	<p>2 Students were paying attention and taking notes</p>	<p>3 Students often appeared to be disinterested or distracted</p>
<p>Relationship Between Students and Instructor</p>	<p>1 Friendly and professional atmosphere ; feeling of mutual interest and respect among students and instructor</p>	<p>2 Atmosphere was professional, neither ill will nor friendliness prevailed</p>	<p>3 Relationship between students and instructor appeared to be strained or inappropriate</p>
<p>Enthusiasm and Interest in the Material and Students</p>	<p>1 Instructor conveyed a genuine interest and enthusiasm for the material and the students</p>	<p>2 Instructor showed interest in the material and the students</p>	<p>3 Instructor can be perceived as having little enthusiasm or interest in the material and the students</p>

1. What are this instructor's observed strengths in this class?

2. What are this instructor's observed weaknesses in this class?

3. What could the instructor do to improve his/her instructional abilities in this class?

3. What is your overall rating of the teaching effectiveness of this instructor for this class?
(Choose from: below average; average; distinctly above average; or exceptional)

Observer's Duties

1. Attend two different (if possible) courses
2. Fill in the observation form for each class
3. Submit a copy of the form to the faculty as soon as possible, but no later than 10 working days from the date of the observation
4. Submit another copy to the PC chair and keep a copy for your own records
5. Discuss with the faculty the overall rating, weaknesses, improvements, etc.