

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Diane Winder, Department Head
Music & Dance

From: David Woike, Assistant Vice President
Academic Human Resources

Date: November 10, 2015

Re: Approved Template Version of DED

Attached is a copy of the approved Template Version of the Departmental Evaluation Document for the Music & Dance Department approved by the University Standing Committee on November 9, 2015. The approved Template Version will be posted for reference on the Academic Human Resources website, under the DOCUMENTS tab.

Thank you.

DEPARTMENT EVALUATION DOCUMENT

Department/School of Music and Dance

College of Arts and Sciences

Date of Last DED Revision: October 25, 2004

Date of Department Faculty Vote: March 9, 2011

Yes: 21 No: 0 Abstain: 0

APPROVALS:

Kevin Miller 3/9/11
Personnel Committee Chair (Date)

[Signature] 09 MAR 2011
Department Head/School Director (Date)

Phil Yarnall 3-14-12
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 4-12-12

[Signature]

Susan Moeller

Mary Gumbodi

Nonsa Selman

[Signature]

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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.

The Departmental Evaluation Document is intended to assist music and dance faculty members in the preparation and evaluation of applications for reappointment, tenure, promotion, and continued employment by the university (Professional Performance Evaluations).

Evaluation Narratives, a requirement of all Full Evaluations, describe how the applicant has met the department's criteria in each of the three areas under consideration: instructional effectiveness, scholarly and/or creative activity, and service. The applicant is responsible for describing and documenting, where appropriate, the activities presented for evaluation in terms of quantity and quality. It should describe the applicant's work in such a fashion that the reader can relate the applicant's performance to the established criteria cited in the DED and make an informed judgment about how well those expectations have been met. Student evaluations, samples of classroom materials, copies of articles, commendations, etc., should be included as documentation in an appendix and referenced where appropriate. The narrative itself, without supporting documents, should be freestanding and will become part of the applicant's personnel file. The narrative should include the following:

A. Instructional Effectiveness

1. Specific evidence of effectiveness in the teaching/advising process;
2. Activities which have improved the applicant's teaching;
3. Results of student, peer, and department head evaluations; and
4. The manner in which the applicant has met the criteria.

B. Scholarly and/or Creative Activity

1. List of specific items presented for evaluation and other approved activities with enough description to make them understandable to the reader;
2. The manner in which the results of these activities were disseminated;
3. The contribution the activities have made to the discipline;
4. A description of any judgments which have been made about these activities; and
5. The manner in which the applicant has met the criteria.

C. Service Activity

1. The specific activities presented for evaluation;

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2. **A description of the way in which these activities have contributed to the good of the organization/individuals being served; and**
3. **The manner in which the applicant has met the criteria.**

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II. APPOINTMENT STANDARDS*

*Note: THE M.F.A. is considered a terminal degree in dance.

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	MA + 60 hours	In the hiring process the department makes a determination regarding the rank of a person who does not have the additional hours beyond the master's degree. This equivalency is written and made a part of the faculty member's file. In hiring a person with extensive non-academic experience, a basic index of two years of professional experience equating to one year of academic experience may be applied. This is a guide, not an absolute.
ASSOCIATE PROFESSOR	M.A. + 36 hours	Same as above.
ASSISTANT PROFESSOR	M.A. + 18 hours	Same as above.
INSTRUCTOR	M.A.	No equivalencies

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III. REAPPOINTMENT AND TENURE STANDARDS

PROFESSOR

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

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	Rated, Advisory Only	X	DAA
Service	A	DAA	DAA	DAA

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	Rated, Advisory Only	X	DAA
Service	A	A	DAA	DAA	DAA

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INSTRUCTOR

Year	1	2	3	4	5	6
Evaluation	Initial Interim³	Initial Interim	Full/R	Comprehensive Interim	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	DAA	DAA	DAA	DAA
Scholarly/Creative Activity	X	X	Rated, Advisory Only	X	X	DAA
Service	A	A	DAA	DAA	DAA	DAA

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IV. PROMOTION STANDARDS

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	M.A. + 60 hours	DAA	DAA	DAA
TO PROFESSOR	5 years as associate professor at EMU	M.A. + 60 hours	DAA	DAA	DAA
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	M.A. + 36 hours	DAA	DAA	DAA
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	M.A. + 18 hours	DAA	DAA	DAA

Equivalencies for academic credentials for promotion may be met by the following:

1. A continuing record of publication in the field of specialization.
2. Editing professional publications.

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3. Extensive participation in professional organizations.
 4. Established reputation within the discipline as evidenced by awards, citations, commendations, etc.
 5. A record of extensive concert and/or theater performances which demonstrates the applicant's versatility as a soloist and/or ensemble member, or as a conductor, as well as a comprehensive knowledge or repertoire including a variety of periods and styles.
- Note:** Activities (while in rank) used as equivalencies for degrees or additional hours are to be used only to establish eligibility for promotion. The same activities cannot be used again to make the case for promotion. The department head will appoint an Ad Hoc Equivalency Committee to review each claim for equivalency and communicate its findings to the Personnel Committee.

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V. EVALUATION TECHNIQUES

A. Instructional Effectiveness

1. Data Collection Procedures Comprised of the Following:

- **Annual Faculty Activity Report** – completed each year by all faculty members (except for proba faculty in their first year) and submitted to the department head.
- **Evaluation Narrative** - Refer to specific criteria in each category.
- **Classroom/Studio Visitation Report or Online Visitation Report** – a requirement of all Interim and Full Evaluations. The department head and two of four nominees proposed by the applicant and selected by the department head will each evaluate the applicant in the classroom utilizing the “Classroom/Studio Visitation Report” or “Online Visitation Report” form. The Faculty Member is entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head. Classroom visits will be announced in writing three days in advance. The applicant and Personnel Committee will receive a copy of each completed visitation form within 10 days following the visit.
- **Student Evaluation of Instruction** – a requirement of all Interim and Full Evaluations. This evaluation of teaching effectiveness utilizes the Department of Music and Dance “Student Evaluation of Instruction” form. The Personnel Committee will prepare forms for all courses taught and forward them to the applicant. In the classroom, the applicant will designate a student to distribute, collect, and return evaluations to the Department of Music and Dance Office. The applicant shall leave the classroom during the evaluation. Completed evaluations will be forwarded to the Personnel Committee for processing. The applicant will receive a summary of evaluations results for each within 10 days of the completion of the evaluation.

Note: The above-mentioned student evaluations assist the Personnel Committee in determining the applicant’s overall rating in Instructional Effectiveness but do not replace the Academic Affairs Division’s “Instructor and Course Evaluations.” Applicants may include the results of one or both evaluations in their narrative.

Criteria for Narrative:

- a. Applicant prepares for teaching:
 - i. Seeks to maintain a high level of knowledge and achievement in his/her subject area(s) by reading books and professional journals, attending workshops, conferences and/or performances, interacting with colleagues, and participating in other relevant professional activities.
 - ii. Regularly evaluates his/her own teaching methods, materials, procedures, and course content.
 - iii. Maintains memberships in professional societies.
- b. Applicant plans effectively for teaching:
 - i. Clearly understands the function of his/her courses(s) within the department, university, and/or community.
 - ii. Clearly establishes and communicates the long-term objectives for his/her course(s).

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- iii. Develops a clear plan of action to achieve long-term objectives through classroom activities, outside of class assignments, and other relevant activities.
 - iv. Establishes an appropriate and clearly defined procedure to assess student achievement.
- c. Applicant practices good teaching methods:
- i. Defines objectives of each class session.
 - ii. Effectively organizes learning situations to meet class objectives.
 - iii. Encourages meaningful student participation in the learning process.
 - iv. Uses class time effectively.
 - v. Demonstrates enthusiasm for the subject matter.
 - vi. Communicates clearly and effectively to the level of the students.
 - vii. Explains important ideas clearly.
 - viii. Keeps students informed of their responsibilities.
 - ix. Demonstrates command of course subject matter.
 - x. Responds appropriately to student questions and comments.
 - xi. Encourages critical thinking and analysis.
 - xii. Incorporates innovative teaching methods and materials
 - xiii. Assesses student achievement
 - xiv. Provides students with timely and meaningful feedback.
- d. Applicant demonstrates commitment to students:
- i. Assists students outside of class as needed.
 - ii. Helps students with independent learning experiences (e.g., senior projects, honors projects, independent study, thesis, chamber music).

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

A requirement of all Interim and Full Evaluations. The department head and two of four nominees proposed by the applicant and selected by the department head will each evaluate the applicant in the classroom utilizing the "Classroom/Studio Visitation Report" or "Online Visitation Report" 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. Classroom visits will be announced in writing three days in advance. The applicant and Personnel Committee will receive a copy of each completed visitation form within 10 days following the visit.

3. Ratings

- a. To be assigned a rating of Exceptional, Distinctly Above Average, or Average, applicants must give evidence of satisfying all criteria listed under Instructional Effectiveness.
- b. Ratings will be determined by combining the average overall rating of the Classroom/Studio Visitation Reports with the average overall rating of the Student Evaluations of Instruction (each will be 50% of the total overall rating). Ratings will be determined by combining the average overall rating of the Classroom/Studio Visitation Reports with the average overall rating of the Student Evaluations of Instruction (each will be 50% of the total overall rating). Each of these ratings will be converted to a mathematical score on a four-point scale (E=4, DAA=3, A=2). These two mathematical scores will be averaged to arrive at the final overall rating for Instructional Effectiveness according to the following scale: Exceptional, 3.5-4.0; Distinctly Above Average, 3.0-3.5; and Average, 2.5-3.0.

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B. Scholarly and/or Creative Activity

I. Data Collection Procedures Comprise of the Following:

Annual Faculty Activity Report – completed each year by all faculty members (except for probationary faculty in their first year) and submitted to the department head.

Evaluation Narrative

Criteria for Narrative:

- a. Public music and/or dance performances of high quality, on-campus and/or off-campus, on stage, and/or through audio and/or video recordings. These may include:

For Music:

- i. Solo performance (with or without accompaniment)
- ii. Chamber music performance
- iii. Large ensemble performance
- iv. Accompanying
- v. Conducting
- vi. Performance of clinical music therapy

For Dance:

- i. Reconstructed and restaged dance works
- ii. Dance performances
- iii. Artistic direction
- iv. Choreographed and produced new works

- b. Publications that significantly contribute to the body of knowledge in the applicant's field of specialization. These may include:

- i. Books
- ii. Book chapters
- iii. Articles
- iv. Professional papers
- v. Musical compositions
- vi. Workbooks
- vii. Lab manuals
- viii. Book reviews
- ix. Concert reviews
- x. Reviews of published professional materials
- xi. Editorial work
- xii. Notated choreography

- c. Professional activities that significantly contribute to the body of knowledge in the applicant's field of specialization. These may include:

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- i. Lecture presentations
 - ii. Paper readings
 - iii. Consultative work
 - iv. Participation in professional conferences
 - v. Leadership roles in state and national professional organizations
- d. Retraining, professional development, grant development/administration, and doctoral dissertation research may in some instances be applied toward the partial fulfillment of the scholarly/creative activity requirement. Refer to Article XV of the Agreement between Eastern Michigan University and the EMU Chapter of the American Association of University Professors for guidelines and instructions.

2. Ratings

Note: Rating is based upon a record of achievement in one criterion or from a combination of activities in more than one criterion. The Personnel committee reserves the right to judge the quality and significance of all scholarly and/or creative activities.

Exceptional (E): The applicant must be building a significant body of scholarly/creative work and a meaningful portion of that work must be recognized at the national and/or international level. Examples include performances, presentations, or choreography at national or international conferences; with national or internationally recognized music, dance, and/or theater organizations; publications with national or international distribution; and other activities of national or international significance within the applicant's field of specialization.

Distinctly Above Average (DAA): The applicant must be building a significant body of scholarly/creative work and a meaningful portion of that work must be recognized at the state or regional level. Examples include performances or presentations at state or regional conferences; with state or regionally recognized music, dance, and theater organizations; publications with state or regional distribution; and other activities with state or regional significance within the applicant's field of specialization.

Average (A): The applicant must satisfactorily fulfill the scholarly/creative responsibilities inherent in his/her position and the significance of these activities will lie primarily within the department, university, and/or community. Examples include performing as part of a faculty recital and/or concert, conducting on campus performances by university ensembles, presentations of a scholarly/creative nature on campus, and the preparation of printed materials of a scholarly/creative nature for use on campus.

C. Service Activity

1. Data Collection Procedures Comprised of the Following:

Annual Faculty Activity Report – completed each year by all faculty members (except for probationary faculty in their first year) and submitted to the department head.

Evaluation Narrative

Note: Criteria cited under Scholarly/Creative Activity cannot be cited again under the Service Activity category. In addition, an individual service activity cannot be used to fulfill more than one service criterion. Criteria may be cited more than once if evidence is provided for separate and appropriate service activities for those criteria.

Criteria for Narrative:

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- a. Regularly attendance at, and participation in, departmental meetings.
- b. Membership in, and significant contributions to, a departmental committee.
- c. Participation in recruiting activities.
- d. Leadership of a departmental committee.
- e. Completion of a significant special task or assignment within the department.
- f. Service as a graduate or undergraduate student advisor beyond the normal scope of one's position.
- g. Membership in, and significant contributions to, an interdepartmental committee or council.
- h. Membership in, and significant contributions, a council, committee, or sub-committee as established by the faculty input system at the college level.
- i. Membership in, and significant contributions to, a council, committee, or sub-committee at the university level.
- j. Regular attendance at, and/or participation in, university ceremonial functions.
- k. Regular attendance at, and participation in, meetings of a professional society or regional or local sub-group of such a society as appropriate to the faculty member's discipline and/or specific area(s) of expertise.
- l. Service to a professional society or regional or local sub-group of such a society as appropriate to the faculty member's discipline and/or specific area(s) of expertise.
- m. Consultative work for professional and/or educational organization.
- n. Significant service to the EMU Chapter of the AAUP.
- o. Significant community service related to professional pursuits.
- p. Acceptance of overload assignments (at the applicant's discretion).
- q. Other service activities which contribute to the good of the department, university, and/or the faculty member's discipline and/or specific area(s) of expertise. The Personnel Committee reserves the right to judge the appropriateness of such activities for service consideration.

2. **Rotings**

Note: The Personnel Committee reserves the right to judge the significance of all service activities submitted for consideration. The quantified criteria requirements stated below are guidelines, not absolutes, and may be adjusted to reflect contributions well beyond or below the norm for a given criterion.

Exceptional (E): The applicant will give evidence of criteria a, b, and c and five additional service activities from the remaining list.

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Distinctly Above Average (DAA): The applicant will give evidence of criteria a, b, and c and three additional service activities from the remaining list.

Average (A): The applicant will give evidence of criterion a and c and two additional service activities from the remaining list.

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APPENDIX A
Classroom Visitation Report

Part a.

Faculty Member Evaluated _____ Course _____

Number of Students Present _____ Date _____

Evaluator _____

Instructions: Please consider each item carefully and assign the highest scores only for unusually effective performance. Comments may be added where desired.

Highest	Satisfactory	Lowest
5	3	1
4	2	

Part b. – Applicant plans effectively for teaching:

- _____ i. Clearly understands the function of the course within the Department, within the University and/or community, and its role in preparing students for careers.
- _____ ii. Clearly established and communicates the long-term objectives for the course.
- _____ iii. Develops a clear plan of action to achieve long-term objectives through classroom activities, outside of class assignments, and other relevant activities.
- _____ iv. Establishes an appropriate and clearly defined procedure to assess student achievement.

Part c. – Applicant practices good teaching methods:

- _____ i. Defines objectives for the class session.

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- _____ ii. Effectively organizes learning situations to meet class objectives.
- _____ iii. Encourages meaningful student participation in the learning process.
- _____ iv. Uses class time effectively.
- _____ v. Demonstrates enthusiasm for the subject matter.
- _____ vi. Communicates clearly and effectively to the level of the students.
- _____ vii. Explains important ideas clearly.
- _____ viii. Keeps students informed of their responsibilities.
- _____ ix. Demonstrates command of subject matter.
- _____ x. Responds appropriately to student questions and comments.
- _____ xi. Encourages critical thinking and analysis.
- _____ xii. Incorporates innovative teaching methods and materials.
- _____ xiii. Assesses student achievement appropriately.
- _____ xiv. Provides students with timely and meaningful feedback.

Part d.—Overall rating:

- Exceptional — only assigned when the applicant’s work is far in excess of expectations.
- Distinctly above average — assigned when the applicant’s work is well above expectations.

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- Average—assigned when the applicant's work is deemed satisfactory and commensurate with expectations.
- Below average—assigned when the applicant's work is deemed unsatisfactory and below expectations.

Did you have a pre-visit conference? _____ post-visit conference? _____

Evaluator's Signature _____

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CLASSROOM/STUDIO VISITATION PROCEDURES

1. Visitation reports are a requirement of all interim and full evaluations.
2. The department head and two of the four nominees proposed by the applicant and selected by the department head, will each evaluate the applicant in the classroom/studio utilizing the Department of Music and Dance Classroom/Studio Visitation Report form.
3. Evaluators will inform applicants of the visitation, in writing, at least three days in advance.
4. The applicant has the option to request a pre-visit and a post-visit consultation with the evaluator.
5. When possible, evaluators are encouraged to avoid visiting the same class/studio session.
6. Evaluators should schedule their visit for an entire class or studio session.
7. It is suggested that the evaluator arrive before and remain after the class/studio session to observe teacher/student interaction.
8. Evaluators should request a copy of the syllabus for the course/studio session to be visited for the purpose of assessing long-term objectives.
9. The applicant and the Personnel Committee will receive a copy of each completed visitation form within ten days following the visit.
10. Comments written by evaluators should follow the format established in the Department Evaluation Document (see "Instructional Effectiveness," sections 1.b.i-iv. and 1.c.i-xiv).

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APPENDIX B

Classroom Teaching Observation

Part a.

Only the Department head and the Personnel Committee of the Department of Music and Dance will read this evaluation. Unless signed, your evaluation will not be tabulated.

Instructor and Course Number Professor _____ Course _____
Number of Signed Evaluations _____
Number of Unsigned Evaluations _____
(Unsigned evaluations will not be tabulated.)

Part b.

CIRCLE ONLY ONE ANSWER IN EACH CATEGORY. COMMENTS MAY BE ADDED WHERE DESIRED.

- i. This instructor clearly understands the function of the course within the Department, within the University and/or community, and its role in preparing students for careers.
- | | | | | |
|-------|----------------|-------------------|----------|------------|
| Agree | Somewhat Agree | Somewhat Disagree | Disagree | No Opinion |
|-------|----------------|-------------------|----------|------------|

Comments:

- ii. This instructor clearly establishes and communicates the long-term objectives for the course.
- | | | | | |
|-------|----------------|-------------------|----------|------------|
| Agree | Somewhat Agree | Somewhat Disagree | Disagree | No Opinion |
|-------|----------------|-------------------|----------|------------|

Comments:

- iii. This instructor has developed a clear plan of action to achieve long-term objectives through classroom activities, outside of class assignments, and other relevant activities.

Agree	Somewhat Agree	Somewhat Disagree	Disagree	No Opinion
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Comments:

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iv. This instructor has established an appropriate and clearly defined procedure to assess student achievement.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

Part c.

i. This instructor defines objectives for each class session.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

ii. This instructor effectively organizes learning situations to meet class objectives.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

iii. This instructor encourages meaningful student participation in the learning process.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

iv. This instructor uses class time effectively.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

v. This instructor demonstrates enthusiasm for the subject matter.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

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Comments:

vi. This instructor communicates clearly and effectively to the level of the students. No Opinion
Agree Somewhat Agree Disagree

Comments:

vii. This instructor explains important ideas clearly. No Opinion
Agree Somewhat Agree Disagree

Comments:

viii. This instructor keeps students informed of their responsibilities. No Opinion
Agree Somewhat Agree Disagree

Comments:

ix. This instructor demonstrates command of course subject matter. No Opinion
Agree Somewhat Agree Disagree

Comments:

x. This instructor responds appropriately to student questions and comments. No Opinion
Agree Somewhat Agree Disagree

Comments:

xi. This instructor encourages critical thinking and analysis. No Opinion
Agree Somewhat Agree Disagree

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Comments:

xii. This instructor incorporates innovative teaching methods and materials.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

xiii. This instructor assesses student achievement.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

xiv. This instructor provides students with timely and meaningful feedback.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

Part d.

i. This instructor assists students outside of class as needed.
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

ii. This instructor helps student with independent learning experiences (e.g., honors projects, independent study, thesis, chamber music.)
Agree Somewhat Agree Somewhat Disagree Disagree No Opinion

Comments:

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- iii. Overall teaching effectiveness. NOTE: “Exceptional” should only be selected when the instructor’s teaching is truly superior. “Distinctly Above Average” should be selected when the instructor’s teaching is well above satisfactory. “Average” should be selected when the instructor’s teaching is satisfactory. “Below Average” should only be selected when the instructor’s teaching is unsatisfactory.

This instructor’s teaching is best described as:

Exceptional Distinctly Above Average Average Below Average No Opinion

Comments:

Part e.

Comments, which do not pertain to any of the above items:

Signature: _____
Note: Your evaluation will not be tabulated unless you have signed

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APPENDIX C

Student Evaluation Questions

- 006 My instructor has an effective style of presentation.
- 002 My instructor displays a clear understanding of course topics.
- 205 My instructor presents the course in a well-organized manner.
- 016 My instructor stimulates interest in the course.
- 213 I understand the course objectives.
- 020 My instructor makes me feel involved with this course.
- 025 My instructor has stimulated my thinking.
- 257 My instructor communicates clearly and effectively.
- 044 My instructor is actively helpful when students have problems.
- 254 My instructor provides individualized and specific feedback to students.
- 077 My instructor deals fairly and impartially with me.
- 084 I understand what is expected of me in this course.

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APPENDIX D

Online Evaluation Visitation Report

ONLINE EVALUATION VISITATION REPORT

Part a.

Faculty Member Evaluated _____ Course _____

Number of Students Present _____ Date _____

Evaluator _____

Instructions: Please consider each item carefully and assign the highest scores only for unusually effective performance. Comments may be added where desired.

<i>Highest</i>		<i>Satisfactory</i>		<i>Lowest</i>
5	4	3	2	1

Part b.— Applicant plans effectively for teaching:

_____ i. Clearly understands the function of the course within the Department, within the University and/or community, and its role in preparing students for careers.

_____ ii. Clearly established and communicates the long-term objectives for the course.

_____ iii. Develops a clear plan of action to achieve long-term objectives through classroom activities, out of class assignments, and other relevant activities.

_____ iv. Establishes an appropriate and clearly defined procedure to assess student achievement.

Part c.— Applicant practices good teaching methods:

_____ i. Unit objectives are posted, applicable to class content and course objectives.

_____ ii. Clear specific expectations of student assignments, due dates, method of submission and evaluative components are provided.

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- _____ iii. Regular faculty input on unit activities is evident.
- _____ iv. Instructions regarding online etiquette are provided.
- _____ v. Student to student interaction is required and evaluated.
- _____ vi. Class session utilizes multiple tools within the course management system (i.e., threaded discussion; weblibliography; internet links; online video; drop box; doc sharing; You Tube; or other technologies.
- _____ vii. Emphasizes conceptual understanding.
- _____ viii. Instructions regarding mechanisms to communicate with instructor regarding concerns and questions regarding the class session are provided.
- _____ ix. Clear statement, or rubric, of how unit activities will be evaluated is provided.
- _____ x. Demonstrates command of subject matter.

Part d.—Overall rating:

Exceptional—only assigned when the applicant's work is far in excess of expectations.

Distinctly above average—assigned when the applicant's work is well above expectations.

Average—assigned when the applicant's work is deemed satisfactory and commensurate with expectations.

Below average—assigned when the applicant's work is deemed unsatisfactory and below expectations.

Did you have a pre-visit conference? _____ post-visit conference? _____

Evaluator's Signature _____