

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Alexandria Oakes, Department Head
Physics and Astronomy

From: David Woike, Assistant Vice President
Academic Affairs

Date: October 9, 2017

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Physics and Astronomy Department approved by the University Standing Committee on May 11, 2017. 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 Physics & Astronomy
College of Arts and Sciences


Date of Last DED Revision: March 31, 2016

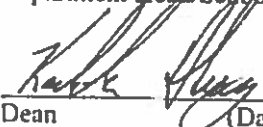
Date of Department Faculty Vote: March 28, 2016

Yes 9 No 0 Abstain 1

APPROVALS:

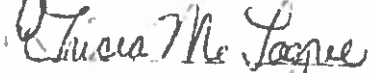
 3/31/16
Personnel Committee Chair (Date)

 3/31/16
Department Head/School Director (Date)


 4/26/16
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 5-11-17

















Department of Physics and Astronomy
Eastern Michigan University

DEPARTMENT EVALUATION DOCUMENT

Approved revision: 4/12/12

Proposed revision: 3/25/16

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Department Evaluation Document

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

I.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.

Evaluation techniques for all Faculty Members shall include at least the following types of evaluation of teaching:

- Peer evaluations;
- Department Head evaluations;
- Student evaluations;
- Self-evaluations.

Departments shall utilize:

1. Questions on the EMU Student Evaluations forms approved by the department (A.2.1).

2. A set of approved forms for Peer and Department Head Classroom Visitations and/or Online Course Material Evaluations (A.2.2).
3. A procedure for classroom visitations (A.2.3)

(Note: Peer & Department Head classroom evaluations must be in writing and provided to the Faculty Member within five (5) days following the visit. This written evaluation of the classroom observation is just one part of the evaluation of instructional effectiveness.)

I.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 of interdisciplinary 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, or;
3. Faculty involvement in student research which is subsequently jointly published or otherwise jointly disseminated shall be considered as appropriate Scholarly/Creative Activity, insofar as said faculty involvement is shown to fulfill the expectations in 1 - 2 above.

I.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 departmental activities.
2. The Faculty Member shall give evidence of interest and activity that extend beyond the department into areas such as university and college-wide committees, AAUP service, student activities, and professionally-related community affairs.

II. DEPARTMENT STANDARDS

APPOINTMENT STANDARDS

| | Academic Credentials and Additional Criteria | Equivalencies or Exceptions |
|---------------------|--|-----------------------------|
| Professor | Doctorate (plus 5 years college teaching experience and/or research/field experience or a combination of the two) | None |
| Associate Professor | Doctorate (4 years teaching in college/university and/or research/field experience or a combination of the two) | None |
| Assistant Professor | Doctorate | None |
| Instructor | Doctorate | None |

III. REAPPOINTMENT AND TENURE STANDARDS FOR FACULTY

Rank at initial appointment governs the evaluation schedule.

Evaluation Schedule

| Initial Appointment | Year | | | | | |
|---------------------|------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Professor | | F | T | | | |
| Associate Professor | | F | I | T | | |
| Assistant Professor | | I | F | I | T | |
| Instructor | | I | F | I | I | T |

F = Full Evaluation

T = Tenure Evaluation

I = Interim Meeting

Professor

| Year | 2 | 3 |
|-----------------------------|--------|-------------------------------|
| Evaluation | Full/R | Full/T |
| Instructional Effectiveness | DAA | DAA |
| Scholarly Creative Activity | X* | DAA in one and A in the other |
| Service | A | |

*Scholarly/Creative Activity is rated but advisory only.

Associate Professor

| Year | 2 | 4 |
|---------------|--------|--------|
| Evaluation | Full/R | Full/T |
| Instructional | A | DAA |

| | | |
|------------------------------|----|-------------------------------|
| Effectiveness | | |
| Scholarly/ Creative Activity | X* | DAA in one and A in the other |
| Service | A | |

*Scholarly/Creative Activity is rated but advisory only.

Assistant Professor

| | | |
|------------------------------|--------|-------------------------------|
| Year | 3 | 5 |
| Evaluation | Full/R | Full/T |
| Instructional Effectiveness | A | DAA |
| Scholarly/ Creative Activity | X* | DAA in one and A in the other |
| Service | A | |

*Scholarly/Creative Activity is rated but advisory only.

Instructor

| | | |
|------------------------------|--------|-------------------------------|
| Year | 3 | 6 |
| Evaluation | Full/R | Full/T |
| Instructional Effectiveness | A | DAA |
| Scholarly/ Creative Activity | X* | DAA in one and A in the other |
| Service | A | |

*Scholarly/Creative Activity is rated but advisory only.

IV. PROMOTION STANDARDS

| | Year Eligible | Academic Credentials | Instructional Effectiveness | Scholarly/ Creative Activity | Service |
|------------------------|---------------------------------------|----------------------|-----------------------------|---------------------------------|---------|
| To Professor | 5 years as associate professor at EMU | Doctorate | DAA | DAA in one and A in the other | |
| To Associate Professor | 5 years as assistant professor at EMU | Doctorate | DAA | DAA in one and A in the other | |
| To Assistant Professor | 2 years as instructor at EMU | Doctorate | DAA | DAA in one and A in the other | |

V. DEPARTMENT EVALUATION TECHNIQUES AND RATINGS

V.A Instructional Effectiveness

V.A.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 that the candidate:

1. Prepares for teaching by:
 - a. Seeking latest information in the subject area(s) taught, by reading, attending professional conferences and/or by communicating with colleagues.
 - b. Participating in the subject area through the development of teaching materials.

- c. Regularly evaluating his/her own past teaching methods, procedures, and course content.
 - d. Having 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.
 - e. Having a clear idea of the long-term objectives for the course(s) and for the day-to-day classroom activities.
 - f. Having a clear and relevant plan of action to accomplish both long- and short-term objectives.
 - g. Evaluating students so as to measure the attainment of objectives set forth.
2. Practices good teaching methods by:
- a. Clearly informing students of the purposes and objectives of the course(s) and of units of study in the course(s).
 - b. Helping students develop methods of study and skills in self-direction.
 - c. Keeping students informed of specific responsibilities (e.g. equipment usage, study requirements).
 - d. Endeavoring to establish good communication with students.
 - e. Promoting classroom procedures and surroundings which encourage learning.
 - f. Regularly seeking information from students regarding their levels of attainment and informing them of the estimation of their performance.
3. Shows commitment to students in ways such as:
- a. Being available to students who need his/her help.
 - b. Working beyond regular classroom responsibilities to help students with independent learning experiences (e.g. special problems, independent study, thesis, publications(s)).
 - c. Keeping up-to-date regarding practices and procedures necessary for academic advising and mentoring.
 - d. Assisting students with academic problems.

Evaluation Reports

1. Faculty member's own report of activities and accomplishments in this area.
2. Peer evaluations of teaching based on classroom visitation or online course material evaluation and other evidence.
3. Student evaluations of teaching utilizing the university-wide evaluation system.

4. Department Head evaluations of teaching based on classroom visitations or online course material evaluation and other evidence.
5. Student evaluation of advising, if applicable.

Note that:

1. Questions on the EMU Student Evaluation forms approved by the Department are given in Appendix A.
2. Forms for peer and Department Head classroom visitations are shown in Appendix B.
3. A procedure for classroom visitations is given in Appendix C.

V.A.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 ratings awarded for Full Evaluations for reappointment, tenure and promotion and Full Professional Performance Evaluations.

Exceptional (E): Awarded for performance far in excess of the expectations for present rank. The quality of instruction offered by the applicant should be that of an outstanding 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 for performance above the expectations for present rank. The quality of instruction offered by the applicant should be that of an accomplished teacher. Evaluators must describe (or in the case of student evaluations, quantify.) performance as better in quality than Average.

Average (A): Awarded for performance commensurate with the expectations for present rank. The quality of the instruction offered by the applicant should be that of a good teacher. This is the minimum acceptable level of performance.

Below Average (BA): Assigned when the performance does not meet the criteria for the Average rating.

V.B Scholarly and/or Creative Activity

V.B.1 Data Collection Procedures

Each applicant must include a personal report of his/her Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly/Creative Activity is only evaluated during evaluation of the applicant for Tenure unless the Faculty Member requests an advisory evaluation. Examples of Scholarly/Creative Activities include, but are not limited to, the following (not in priority order):

1. Publication of books, articles, reviews and other contributions to the professional literature (evidenced, for instance, by publications in refereed journals).
2. Dissemination of research to professional meetings at international, national, state or local levels, or to gatherings of students and/or colleagues within or outside the university (evidenced by submission of abstracts, programs and/or reviews).
3. Grant awards or applications which have been disseminated (evidenced by appropriate documentation).
4. Generation of new courses, programs and instructional materials, such as software programs which have been disseminated.
5. Personal re-education, in accordance with the contract, in new directions to satisfy university and external needs, evidenced by appropriate documents.
6. Dissertation (Doctorate) research for those with a Master's Degree.

Evaluation Reports

1. The applicant must provide a narrative statement for each activity describing in clear and explicit terms how and to what extent the activity has met the criteria in the Departmental Evaluation Document and the Agreement.
2. The Personnel Committee should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.
3. The Department Head should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.

V.B.2 Ratings

The Personnel Committee reserves the right to judge the quality of a particular Scholarly/Creative Activity. Evaluation will be based on the quality of the work, taking into account the number of activities and the degree of depth in and commitment to each by the Faculty Member, and recognizing that circumstances and individuals vary. In developing the summary statements and deciding on ratings (i.e., average, distinctly above average, etc.) both the Department Head and Personnel Committee should consider such factors as the following (not in priority order):

- The degree to which the candidate's activity has advanced insight or knowledge in the discipline.
- The effort required in the performance of the activity.
- What distinguishes the activity from the contributions of others or from the candidate's previous work.

On the basis of the foregoing considerations, one of the following ratings will be assigned:

Exceptional (E):

- Adds distinction to the department and the university through publication of books, articles in refereed professional journals and/or computer software.
- Active and recognized participation in professional organizations at national and international levels, in ways which disseminate scholarly/creative activity.

Distinctly Above Average (DAA):

- Actively participates in professional organizations at local, state, and/or national levels in ways which disseminate scholarly/creative activities.
- Maintains an active, ongoing program of research, including the periodic dissemination of its results.

Average (A):

- Participates in some scholarly and/or creative activity which results in some dissemination of scholarly results, either within or outside the university.

Below Average (BA):

- Assigned when the performance does not meet the criteria for the Average rating.

V.C Service Activity

V.C.1 Data Collection Procedures

The applicant will clearly identify his/her Service Activities 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.
3. Leadership positions on department committees.
4. Supervision or sponsorship of Departmental activities such as colloquia, seminars, and student activities, such as sponsoring student organizations and activities.
5. Undertaking a principal role in course or curriculum development.
6. Department AAUP representative.
7. Program advising.

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

1. Membership and participation on college or university committees or other academic activities.
2. Leadership positions on college or university committees.
3. Professionally related activities outside the university.
4. University AAUP service.

Evaluation Report

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 for Reappointment, Tenure and Promotion and Full Professional Performance Evaluations.

The department intends that no minimum or maximum number of activities should ever be set as requirements for evaluation of Service. Evaluation here will be based on the quality of work as judged on the individual balance between number of activities and the degree of depth in and commitment to each by the faculty member, recognizing that circumstances and individuals vary.

V.C.2 Ratings

Normally the Faculty Member will satisfy the Service criteria either within the department or outside the department; however, in some cases the Personnel Committee and/or the Department Head may determine a Faculty Member's rating based on a combination of within the department and outside the department activities.

Exceptional (E): 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. This shall be evidenced by such factors as:

1. Recognized as a leader in the department, university or in the community. Advice and participation are sought after.
2. May chair committees at the university level or represent the university extramuros or may hold leadership positions in the community.

Distinctly Above Average (DAA): 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. This shall be evidenced by such factors as:

1. Consistent attendance in various areas of departmental and university governance, or in community activities.
2. Invariably willing to serve and take on extra duties.
3. Chairs committees at departmental level.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected - one's fair share. This shall be evidenced by such factors as under (a) or (b) below:

a. Within the department

- An instructor shall have a record of attendance in departmental activities.
- An assistant professor shall have a record of regular and active participation in departmental meetings, colloquia, seminars, and other general activities of the

department. An associate professor, in addition to the requirements listed for the assistant professor, shall have shown evidence of leadership in department activities, such as chairing a standing committee, supervising a system of laboratories, or similar activities.

- A professor, in addition to the requirements listed for the lower ranks, shall have shown evidence of major leadership in some of the affairs of the department, such as chairing one of the major standing committees of the department, undertaking a principal role in course or curriculum development in the department, or equivalent activities.

b. Outside the department:

- An instructor shall have evidence of attendance in college or university activities.
- An assistant professor shall have a record of regular and active service on a college or university committee or equivalent activity.
- An associate professor, in addition to the requirements listed for the assistant professor, shall have a record of extra service, such as active membership on a university committee, chairing or serving as secretary or an equivalent activity.
- A professor, in addition to the requirements for the lower ranks, shall have shown evidence of major leadership within the university in terms of major university committee leadership within the university in terms of major university committee leadership, college or curriculum leadership, or equivalent activities.

Note: Service to professional and relevant community organizations may be counted in lieu of the above-described college or university service activities.

Below Average (BA): Assigned when the performance does not meet the criteria for the Average rating.

A APPENDICES ON FORMS AND GUIDELINES

APPENDIX A.1.1
Department Approved Student Evaluation Questions

- | | |
|---|--------------------|
| 1. My instructor displays a clear understanding of course topics. | (002) ¹ |
| 2. My instructor is able to simplify difficult materials. | (003) |
| 3. My instructor seems well-prepared for class. | (007) |
| 4. My instructor displays enthusiasm when teaching. | (017) |
| 5. My instructor makes good use of examples and illustrations. | (041) |
| 6. My instructor is actively helpful when students have problems. | (044) |
| 7. My instructor is readily available for consultation. | (051) |
| 8. The grading system was clearly explained. | (126) |

¹ The numbers on the extreme right represent the respective three-digit question numbers on the list of questions on the EMU Instructor and Course Evaluation sheet

APPENDIX A.1.2
Classroom Visitation Form
Department of Physics and Astronomy, EMU

Pre-visit data

Visitation date, time, and room # _____

Course # and Course Title _____

Name of Evaluatee with Rank _____

Name of Evaluator (visitor) with Rank _____

Observations while taking class notes (on a separate sheet) from a back seat

Class starting time _____ Class or visitation ending time _____

Motivation (if new topic), preview, and session goals

Any teaching material provided by the instructor to the class

Lecture audibility from back seats _____ good _____ satisfactory _____ poor _____ other

Remarks if other is checked:

Visibility of board work/presentation from back seats _____ good _____ satisfactory

_____ poor _____ other

Remarks if other is checked:

Eye contact with the class _____ good _____ satisfactory _____ poor

Pace of lecture _____ too fast _____ fast _____ appropriate _____ slow _____ too slow

Does the instructor engage the class' attention while proceeding through a derivation or explanation? If so, what means (e.g. invites prompting, asks relevant questions, addresses students directly) were used?

Class Atmosphere _____ interactive _____ attentive _____ authoritative _____ tense
_____ disruptive

Response to student questions

Feedback on homework, tests, or student level of attainment.

Comments on instructor's preparation and overall presentation (may attach separate sheet).

APPENDIX A.1.3

Guidelines for the Class Visit Process

1. All classroom visits requiring Department Head or peer evaluations of instructional effectiveness shall be conducted as described below. Reports of the peer visits shall be forwarded to the Personnel and Finance Committee. The Evaluatee may request up to two additional Evaluators. Such requests must be made no later than three business days following the receipt by the Evaluatee of the above mentioned peer classroom visit reports. Following that request, the Evaluatee shall meet with the Department Head to identify up to two faculty members who are acceptable as Evaluators. These additional reports shall follow all the procedures outlined here. The Personnel and Finance Committee shall create the appropriate timeline for classroom visitations.
2. The class visit should be preceded by a pre-visit communication (initiated by the Evaluator) with the Faculty Member (Evaluatee) whose class is to be visited and the Evaluatee should be informed about the coming visit at this time, which should be at least one week in advance of the visit date.
3. The class session to be visited should be a typical session, not an exam session.
4. The visitor should occupy one of the back seats before the class starts.
5. The class visit should be followed by an informal post visit communication.
6. The Evaluator should
 - a. be an experienced teacher or equal in rank to the Evaluatee.
 - b. commend strengths and suggest problem areas, if any, needing improvement.
7. The Evaluatee
 - a. may specify the areas in which feedback is desired.
 - b. should be open to change and suggestions.
 - c. should avoid defensive behaviors
8. The feedback on the visit should be
 - a. descriptive as well as evaluative.
 - b. unambiguous and informative.
 - c. concrete with specific examples.
 - d. presented in the context of potential for change, if required.
 - e. the written report should be neat, legible, well written and constructive and must be provided to the Evaluatee within five (5) working days of the visit.
9. Peer and Departmental Head evaluations of classroom visitations must be in writing and provided to the Faculty Member within five (5) working days following the classroom visit.

APPENDIX A.2.1
Department Approved Online Student Evaluation Questions

1. Course instructions made it clear how to get started and where to find various course components.
2. Appropriate visual and auditory tools were integrated within the course to achieve learning objectives
3. In this course, many methods are used to involve me in learning.
4. The design/interactivity of this course is appropriate for internet delivery.
5. Difficult topics are structured in easily understood ways.
6. Content was organized and course materials were visually and functionally consistent throughout the course
7. The instructor listed deadlines for course assignments.
8. Delivery of course materials is timely.
9. Delivery of exams is timely.
10. The instructor provided timely feedback to questions and course assignments.
11. My instructor is readily available for consultation.
12. The grading system was clearly explained.

APPENDIX A.2.2
Online Course Components Evaluation Form
Department of Physics and Astronomy, EMU

Pre-visit data

Course # and Course Title _____

Name of Evaluatee with Rank _____

Name of Evaluator (visitor) with Rank _____

Circle the type of course: Purely online or Hybrid

Summary of presented materials

Topic(s) covered by provided materials: _____

Brief summary of the materials that were distributed:

How appropriate were the presented materials for the topic and course:

_____ highly appropriate _____ somewhat appropriate _____ not appropriate _____ other

Remarks if other is checked:

Auditory/visual quality of the presented materials _____ good _____ satisfactory

_____ poor _____ other

Remarks if other is checked:

Are the materials presented in a way that is conducive to independent student learning (both from a pedagogical perspective and a site navigability perspective)?

Are the materials sufficient to prepare a student for assignments that are typically associated with this topic at this course level?

Is the course structured in a way that allows students adequate means of communicating with the instructor to assist in the learning process?

Comments on instructor's preparation and overall presentation of materials (may attach separate sheet).

APPENDIX A.2.3

Guidelines for the Evaluation of Online Course Components

1. All online classes requiring Department Head or peer evaluations of instructional effectiveness shall be conducted as described below. When possible, a faculty member who has, during the evaluation period, had a teaching load associated with 25% or more online material shall have at least one (1) Online Course Evaluation. Following evaluation, reports of the evaluation shall be forwarded to the Personnel and Finance Committee. The Evaluatee may request up to two additional Evaluators. Such requests must be made no later than three business days following the receipt by the Evaluatee of the above mentioned peer classroom visit reports. Following that request, the Evaluatee shall meet with the Department Head to identify up to two faculty members who are acceptable as Evaluators. These additional reports shall follow all the procedures outlined here. The Personnel and Finance Committee shall create the appropriate timeline for online evaluations.
2. The online evaluation should be preceded by a pre-evaluation communication (initiated by the Evaluator) with the Faculty Member (Evaluatee) and the Evaluator shall request access to a single lesson or unit of the course, equivalent to one face-to-face course meeting worth of material in a form that is as close as practical to that which a student enrolled in the course will see. The Evaluatee shall have two (2) weeks from the date of this request to provide the Evaluator with access to the required materials. This material should make it clear how the students access the information and what material they have access to. Additionally, the Evaluatee may also provide access to accompanying assignments that the students need to complete. The Evaluatee may request to meet with the Evaluator in person to provide additional explanation.
3. The Evaluator should
 - a. be an experienced teacher or equal in rank to the Evaluatee.
 - b. commend strengths and suggest problem areas, if any, needing improvement.
4. The Evaluatee
 - a. may specify the areas in which feedback is desired.
 - b. should be open to change and suggestions.
 - c. should avoid defensive behaviors
5. The feedback on the visit should be
 - a. descriptive as well as evaluative.
 - b. unambiguous and informative.
 - c. concrete with specific examples.
 - d. presented in the context of potential for change, if required.

- e. the written report should be neat, legible, well written and constructive and must be provided to the Evaluatee within five (5) working days from when access to the required material is provided to the Evaluator.