

DEPARTMENT EVALUATION DOCUMENT

Department of Geography and Geology

College of Arts and Science


Date of Last DED Revision: Apr. 18, 2022


Date of Department Faculty Vote: Apr. 18, 2022

Yes: 12 No: 3 Abstain: 0

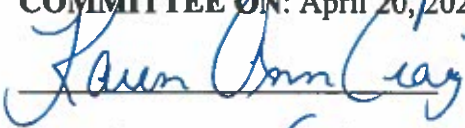





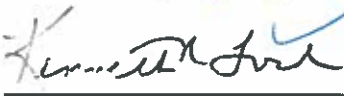

APPROVALS:


4/18/2022
Personnel Committee Chair (Date)


April 18, 2022
Department Head/School Director (Date)


4/22/2022
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: April 20, 2022

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EASTERN MICHIGAN UNIVERSITY
Division of Academic Affairs
College of Arts and Sciences

DEPARTMENT OF GEOGRAPHY AND GEOLOGY
DEPARTMENTAL EVALUATION DOCUMENT

Approved by Faculty April 18, 2022

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FACULTY 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**.

APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES or EXCEPTIONS
PROFESSOR	All program areas: Five (5) years as an Associate Professor and a doctoral degree in a field appropriate to the program area.	None
ASSOCIATE PROFESSOR	All program areas: Five (5) years as an Assistant Professor and a doctoral degree in a field appropriate to the program area.	None
ASSISTANT PROFESSOR	All program areas: Doctoral degree in a field appropriate to the program area.*	None
INSTRUCTOR	All program areas: Doctoral degree in a field appropriate to the program area.*	None

*ABD may be considered but degree must be completed prior to the end of the initial probationary appointment.

REAPPOINTMENT AND TENURE STANDARDS

For faculty hired prior to 9/1/2021 who do not receive the research/creative release

PROFESSOR

Year	1	2	3
Evaluation	Interim	Full	Full/Tenure
Instructional Effectiveness	A	DAA	DAA
Scholarly/Creative Activity	---	*	DAA in one & A in the other
Service	A	A	

ASSOCIATE PROFESSOR

Year	1	2	3	4
Evaluation	Interim	Full	Interim	Full/Tenure
Instructional Effectiveness	A	A	A	DAA
Scholarly/Creative Activity	---	*	---	DAA in one & A in the other
Service	A	A	A	

ASSISTANT PROFESSOR

Year	1	2	3	4	5
Evaluation	Interim	Interim	Full	Interim	Full/Tenure
Instructional Effectiveness	A	A	DAA	DAA	DAA
Scholarly/Creative Activity	---	---	*	---	DAA in one & A in the other
Service	A	A	A	A	

INSTRUCTOR

Year	1	2	3	4	5	6
Evaluation	Interim	Interim	Full	Interim	Interim	Full/Tenure
Instructional Effectiveness	A	A	A	DAA	DAA	DAA
Scholarly/Creative Activity	---	---	*	---	---	DAA in one & A in other
Service	A	A	A	A	A	

*Advisory only

**REAPPOINTMENT AND TENURE
STANDARDS**

*For faculty hired after 9/1/2021 and faculty hired before
9/1/2021 who do receive the Research/Creative Activity
Release*

PROFESSOR

Year	3	4
Evaluation	Full	Full/Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	DAA	DAA
Service	A	A

ASSOCIATE PROFESSOR

Year	3	5
Evaluation	Full	Full/Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	DAA	DAA
Service	A	A

ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full	Full/Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	DAA	DAA
Service	A	A

INSTRUCTOR

Year	3	6
Evaluation	Full	Full/Tenure
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	DAA	DAA
Service	A	A

PROMOTION STANDARDS

For Faculty Hired Prior to 9/1/2021 who do not receive a Research/Creative Activity Release

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA in one & A in the other	
TO PROFESSOR	5 years as associate professor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA in one & A in the other	
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA in one & A in the other	
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA in one & A in the other	

PROMOTION STANDARDS

*For faculty hired after 9/1/2021 or hired prior to 9/1/2021 who do receive a
Research/Creative Scholarly Release*

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA	A
TO PROFESSOR	5 years as associate professor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA	A
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA	A
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	All program areas: Doctoral degree in a field appropriate to the program area.	DAA	DAA	A

TECHNIQUES

Instructional Effectiveness

Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments (see elsewhere in this document for specific instructions concerning format). This report must address the following:

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 writing, research, or 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 student 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 informs them of his/her estimation of their performance.
3. Shows commitment to students by:
 - 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, and publication).
 - c. Keeping up-to-date regarding practices and procedures necessary for academic advising.
 - d. Assisting students with academic problems.
 - e. Sponsoring student organizations and activities.

Evaluation Reports

An evaluation report shall be prepared by the evaluator(s) which shall take into consideration the following information (if available):

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.
 - a. Prior to the start of the evaluation, two evaluators from the Personnel and Finance Committee will make arrangements with the Faculty Member a minimum of five (5) business days in advance for a classroom visitation for a particular course on a particular date. 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.
 - b. The Faculty Member will be asked to provide a syllabus, for the course being evaluated, briefly stating the dates of any exams and what material will be covered.
 - c. During the classroom visit, the evaluator is expected to remain unobtrusive and should not participate in any activities or enter into any discussions with students in the class. The evaluator should, whenever possible, remain for the entire class period.
 - d. After the classroom visitation occurs, the evaluator will be expected to provide the Faculty Member with written feedback using the appropriate department evaluation form, see Appendix A. Rationale for evaluative statements must be explained or documented. This feedback will be provided within five working days of the visit. In the event that there are multiple visits, the evaluator may choose to wait until after the final visit to provide the final written feedback. In such cases, the Faculty Member will be notified of the anticipated delay.
 - e. The evaluator will visit a class a second time if the applicant requests it and the evaluator's schedule allows for it (without unduly delaying the completion of the evaluation).
3. Student evaluations of teaching utilizing the University-wide evaluation system. At the minimum, this will include the two core items and the nine additional items listed in Appendix C.
4. Department Head evaluations of teaching based on classroom visitations and other evidence. The Department Head is expected to follow the same procedure as other evaluators outlined under (2), above.
5. Faculty Member's course syllabi, examinations and other written course materials.
6. Teaching awards.
7. Other relevant information/documents available to the committee and/or department head.

Ratings

The Personnel and Finance Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Chair of the Personnel and Finance 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 and Finance Committee and the Department Head giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion, and professional performance evaluations.

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

- Unusual ability to communicate ideas and information.
- Exceptional levels of student interest and response.
- Students take classes primarily because of instructor's reputation or as a result of previous experiences; they may elect to be majors or become otherwise professionally interested.
- Highly organized; very effective use of supporting materials.
- Shows extraordinary level of concern for student needs, both in availability and advising competence.
- Welcomes student meetings and conference at any time.
- Designs projects and activities with student participation specifically in mind.

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

- Good ability to communicate.
- High level of student interest.
- Good organization; evidence of imagination in approaches to teaching.
- Students clearly appreciative of instructor's ability: may take other courses offered by the instructor.
- Goes beyond basic requirements in identifying and reacting to student concerns.
- Often available for consultation or participation in student activities outside regular office hours and advising schedule.

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

- Meets all obligations routinely: is prepared for classroom situations.
- Presents materials competently: may lack inspiration.
- Student's generally positive or neutral regarding class experience.
- Maintains regular schedule of office hours.
- Available for advising at appropriate times.
- Normally willing to exceed minimum requirements only in unusual circumstances.

Scholarly and/or Creative Activity

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 (see elsewhere in this document for specific instructions concerning format). Scholarly and/or creative activity is not evaluated during interim evaluations. Examples of scholarly and/or creative activities include the following:

1. Publication of books, articles, review and other contributions to the professional literature (evidenced by submission of publications and their qualitative evaluation by peer faculty as indicated by 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 the university (evidenced by submission of abstracts, programs and/or reviews).
3. Work in progress, submissions, grant awards or applications which has been disseminated (Evidenced by appropriate documentation).
4. Dissemination of research to colleagues and related professionals outside the university (evidenced by appropriate documents).
5. Generation of new courses and programs which is the result of new scholarly research: personal re-education with prior approval in new directions to satisfy university and external need (evidence by appropriate documents).

Evaluation Reports

An evaluation report shall be prepared by the evaluator(s) which shall take into consideration the following information (if available):

1. Faculty Member's own report of activities and accomplishments. This should include an explanation of the significance of the work.
2. Complete bibliographical references to the publication or the presentation of any scholarly/creative activity.
3. Corroboration and/or evaluations of the candidate's performance in this area by students or other informed parties (including publishers, editors and any other professional sources).

Ratings

The Personnel and Finance Committee and Department Head shall assign a rating for scholarly and/or creative activity according to the criteria specified in Tables 1 and 2 (below). Activities other than those specified in Table 1 can be considered, providing the Faculty Member provides convincing written explanation of why such activities should be considered as fulfilling a scholarly/creative role in the respective discipline. If the Personnel and Finance Committee are uncertain or unclear of the quality or significance of the work in the faculty member's area of specialization or are uncertain whether multiples of the same item should be considered as multiple significant contributions, the Personnel and Finance Committee shall consult with other faculty members in that program area.

Table 1: Scholarly/Creative Activities and the Weight Applied to Them

	Scholarly/Creative Activity
Category 1/ Major Activity	Publication of an authored or co-authored book, substantial monograph, by a reputable (national/international marketed) publisher. It must be the first edition published or a subsequent edition reflecting a significant quantity of original research/creative activity authored by faculty member and include at least two chapters (outside the introduction and conclusion) of original scholarship. Counts as two major activities.
	Publication of an authored or co-authored textbook. Must be a first edition, by a reputable publisher (nationally/internationally marketed), includes significant original scholarly/creative activity in the book production, and is supported by author's rationale. Counts as one major activity.
	Publication of an edited or co-edited book by a reputable (nationally/internationally marketed) publisher. It should include a forward or introduction by the faculty member offering original scholarship through analysis of the contributions in the edited work.
	One substantial chapter of a book that includes original scholarship/creative activity (credit cannot be given for separate chapters if claimed as part of a larger edited/co-edited work described above).
	Publication of a peer-reviewed journal article, authored or co-authored.
	Receipt of a major external grant or competitive research award in the role of Principal Investigator [PI] or Co-Principal Investigator [Co-PI] or Project Director, \$50,000 or greater. Some aspect of the grant or award must be disseminated, including a grant report.
	Presentation of an original paper, authored by the faculty member, at a national, or international conference or seminar in the faculty's discipline, that is peer reviewed for acceptance to, or inclusion in, the conference or seminar.
	Author of peer-reviewed museum exhibition, publication (printed or digital format) or other museum-focused publication or product that demonstrates original scholarly activity, research, and/or creative work, in analysis of art or heritage artifact collections. These products must include public dissemination outside of traditional academic publications or audiences.
	Author or co-author of a peer-reviewed preservation (historic site or landscape) or public policy document that includes original scholarly/creative work. The product must include public dissemination.
	Patent obtained.

Category 2/ Minor Activity	Publication of the work in a refereed, peer-reviewed professional journal that does not meet Category 1/Major Activity criteria.
	Publication of the work in an alternate format, such as, but not limited to, a significant laboratory or class manual that contributes to the field, book, or substantial monograph, in the faculty member's professional area that does not meet Category 1/Major Activity criteria.
	Acting as an editorial referee or reviewer on a manuscript for reputable publisher or journal.
	Editor of a single-issue, peer reviewed journal issue.
	Acting as an external grant reviewer.
	Presentation and dissemination of a keynote address, paper, or other product (presentation, seminar, colloquium or workshop) at a regional, national, international, or professional conference that does not fulfill requirements of such work in Category #1.
	Receipt of an external grant or research award under \$50,000.
	Receipt of an external fellowship that encourages original scholarly/creative activity.
	Student mentoring which leads to a presentation or thesis that complies with Article XV.B.2.b (2)
	Annual grant report of a significant external grant (if grant reports are required more frequently, then a full year of grant reports are equivalent). Must not duplicate work related to a major grant activities included in Category #1.
	Unsuccessful major external grant where preparation of the external grant proposal required scholarly activity (e.g. research or teaching projects) of a substantial nature as it complies with Article XV.B.2.c (2).
	Publication of critical reviews of published professional materials (such as book reviews).
	Activity within a professional organization (other than a presentation of a research paper) which leads to the creation and dissemination of a white paper or other significant publication of the organization.
	Acting as a consultant in some area of professional specialization, or within an academic or professional organization, resulting in the dissemination of a white paper, policy brief, technical report, or best practice assessment.
	Retraining and/or professional development activities which leads to new scholarly or creative activities, with prior written approval from both the department head and the personnel & finance committee as it complies with Article XV.B.2 c (1)
	Community/public engagement activities that include research and implementation of public signage/interpretation, or collection of previously unresearched and unrecorded oral histories.

Table 2: Summary of the Minimum Requirements for the Different Rating Levels that Can Be Applied to Scholarly/Creative Activity

Rating	Minimum Requirements for Rating
Exceptional	Minimum of four items from Category 1/Major Activity (can be multiples of the same item) and two Category 2/Minor Activities.
Distinctly Above Average	Minimum of two items from Category 1/Major Activity (can be multiples of the same item) and one Category 2/Minor Activities.
Average	Minimum of one item from Category 1/ Major Activity and one Category 2/ Minor Activity.

Service Activity

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

Membership on committee at various levels of the university, e.g. department, college, all university, with particular credit for offices held (evidenced by appropriate documents and evaluation of contribution by chairperson of committee involved or by some other member).

Contributions to furthering the interests of the university in a larger sense, e.g. public lectures, community projects, or other community services (evidenced by appropriate documentation).

Data Collection procedures

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

Ratings

The Personnel and Finance Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Chair of the Personnel and Finance 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 and Finance Committee and the Department Head giving the rationale for the rating awarded for full evaluations for reappointment, tenure and promotion, and professional performance evaluations.

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:

- Recognized as a leader in the department and university or in the community. Advice and participation are sought.
- May chair committees at the university level or represent the university *extra-muros*; or may hold similar positions in the community.
- Services “cannot be done without.”

Distinctly Above Average (DAA): Awarded when the quality and quantity of service shall be evaluated, in addition to the basic described for average, as substantially more than one’s fair share. This shall be evidenced by such factors as:

- Consistent and successful participation in various areas of departmental and university governance; or in community activities.
- Invariably willing to serve and take on extra duties.
- 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:

- Willing to serve on departmental committees, or infrequently as departmental representative to other university bodies.
- Participates modestly in community activities.

APPENDIX A

Forms for Colleague Evaluation of Classroom and Online Teaching

Classroom teaching and online teaching are different presentation styles that require different types of evaluations. Thus, there are different forms for the evaluation of classroom and online teaching. Please see the following pages for the in-person and the on-line evaluation of classroom visitation.

Comments:

Rating (E, DAA, A, or BA):

Presentation Skills: Rate and comment on instructor's ability to communicate clearly, audibly, and effectively. For example: use of projected voice, rate of speech, use of intonation for emphasis; eye contact with students; appropriate use of humor; display of enthusiasm; effective use of the board, overhead, handouts, or any other materials to clarify explanations.

Comments:

Rating (E, DAA, A, or BA):

OVERALL RATING (E, DAA, A, or BA):

Overall Comments:

DEPARTMENT OF GEOGRAPHY AND GEOLOGY
REPORT OF ONLINE LESSON VISITATION

Faculty Member Evaluated: _____ Class number and title: _____ Date
of Visitation: _____ Class Size: _____ Class Style: _____
Evaluated by: _____ (Print)
(Signature)

Online lesson visitations are meant to evaluate a single lesson or unit of an online course, equivalent to one face-to face course meeting. To the extent possible, evaluators of online courses should have ample experience teaching in the online format. Prior to the online lesson visitation please arrange with the instructor a mutually convenient date for the visitation, and have the instructor arrange access to the single lesson or unit of the course. Comparable to an in-person class evaluation, an online course evaluation should include access to introductory materials (syllabus, etc.) and the unit that the students are working on during the time of the evaluation, including any relevant course materials or that unit (*e.g.* handouts, outlines, slide presentations, podcast, videos, threaded discussion, assignments, etc.). Prior to the visit, the evaluator shall discuss with the instructor the objectives, procedures, and format of the course, and the particular subject matter of the lesson or unit to be observed. During the online lesson visit, the evaluator is to remain unobtrusive and limit their evaluation to the current unit, as defined by the instructor (just as an in-person evaluation is limited to one class period of evaluation). After the visit, the evaluator shall prepare an online lesson visitation report using this form. Rationale for evaluative statements must be explained and/or documented. The original completed classroom visitation form is given to the Chair of the Personnel & Finance Committee and a copy is given to the instructor within five (5) working days of the classroom visitation.

Rating Scale:

Exceptional (E) denotes performance far in excess of the expectations for present rank.

Distinctly Above Average (DAA) denotes performance well above the expectations for present rank.

Average (A) denotes performance commensurate with the expectations for present rank. **Below Average**

(BA) denotes performance below the expectations for present rank.

Organization of Course: Use the class syllabus to rate and comment on the extent the instructor makes the course plan and/or objectives explicit, provides content that is sequenced and structured in a manner which enables learners to achieve the stated goals, provides clear expectations (*i.e.* due dates, method of submission, and evaluation) of student assignments.

Comments:

Rating (E, DAA, A, or BA):

Organization of Lesson: Rate and comment on the organization of the lesson. Is the information presented in a fashion that demonstrates a command of the material with a clear vision as to the objectives of the lesson? Are major concepts understandable and presented at a level appropriate for the class?

Comments:

Rating (E, DAA, A, or BA):

Teaching Ability: Rate and comment on the ability of the instructor to conduct the class (*or use implementation strategies*) in a manner appropriate for the online environment. For example, there is evidence of a clear and consistent teacher presence (*e.g.* quizzes, labs and/or threaded discussions offer frequent opportunities for interaction with the instructor, the material is up to date, assignments are graded in a timely manner, all the links are in working order, etc.); the course content is up-to-date; the instructor uses available online tools to support online instruction; the material is visually rich; the material encourages student participation and promotes critical thinking and analysis; the course design and assessment schedule help students stay on time and on task; there are frequent, low stake assessments that help students gauge how well they are mastering the material; large assignments/projects are broken down into smaller, graded components to help students and instructor identify problems areas early enough to address them.

Comments:

Rating (E, DAA, A, or BA):

OVERALL RATING (E, DAA, A, or BA):

Overall Comments:

APPENDIX B

Procedures for Classroom and Online Teaching Evaluations

Colleague and/or Department Head evaluations of teaching based on **classroom visitation** and other evidence.

1. Prior to the start of the evaluation, the two evaluators from the Personnel and Finance Committee will make arrangements with the Faculty Member a minimum of five (5) business days in advance a classroom visitation for a particular course on a particular date. 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. The Faculty Member will be asked to provide a syllabus, for the course being evaluated, briefly stating the dates of any exams and what material will be covered.
3. During the classroom visit, the evaluator is expected to remain unobtrusive and should not participate in any activities or enter into any discussions with students in the class. The evaluator should, whenever possible, remain for the entire class period.
4. After the classroom visitation occurs, the evaluator will be expected to provide the Faculty Member with written feedback using the appropriate department evaluation form, see Appendix A. Rationale for evaluative statements must be explained or documented. This feedback will be provided within five working days of the visit. In the event that there are multiple visits, the evaluator may choose to wait until after the final visit to provide the final written feedback. In such cases, the Faculty Member will be notified of the anticipated delay.
5. The evaluator will visit a class a second time if the applicant requests it and the evaluator's schedule allows for it (without unduly delaying the completion of the evaluation).

Colleague and/or Department Head evaluations of teaching based on **online visitation** and other evidence.

Online lesson visitations are meant to evaluate a single lesson or unit of an online course, equivalent to one face-to-face course meeting. Optionally (not required), the instructor may also provide access to an exam, laboratory, or threaded discussion that allows an assessment as to whether the material encourages relevant student participation and promotes critical thinking and analysis. To the extent possible, evaluators of online courses should have ample experience teaching in the online format.

1. Prior to the start of the evaluation, the two evaluators from the Personnel and Finance Committee will make arrangements with the Faculty Member a minimum of five (5) business days in advance a classroom visitation for a particular course on a particular date. 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. Comparable to an in-person class evaluation, an online course evaluation should include access to introductory materials (syllabus, etc.) and the unit that the students are working on during the time of the evaluation, including any relevant course materials for that unit (handouts, outlines, slide presentations, podcast, videos, threaded discussion, assignments, etc.). Prior to the visit, the evaluator shall discuss with the instructor the objectives, procedures, and format of the course, and the particular subject matter of the lesson or unit to be observed.
3. During the online lesson visit, the evaluator is to remain unobtrusive and limit their evaluation to the current unit, as defined by the instructor (just as an in-person evaluation is limited to one class period of evaluation).
4. After the classroom visitation occurs, the evaluator will be expected to provide the Faculty Member with written feedback using the appropriate department evaluation form, see Appendix A. Rationale for evaluative statements must be explained or documented. This feedback will be provided within five working days of the visit. In the event that there are multiple visits, the evaluator may choose to wait until after the final visit to provide the final written feedback. In such cases, the Faculty Member will be notified of the anticipated delay.
5. The evaluator will visit a class a second time if the applicant requests it and the evaluator's schedule allows for it (without unduly delaying the completion of the evaluation).

APPENDIX C

Student Evaluation Questions for Classroom and Online Courses

My Instructor displays a clear understanding of course topics.

My Instructor is able to simplify difficult materials.

My Instructor has an effective style of presentation.

My Instructor seems well-prepared for class.

My Instructor stimulates interest in the course.

My Instructor displays enthusiasm when teaching.

This course has effectively challenged me to think.

My Instructor emphasizes relationships between and among topics. I understand what is expected of me in this course.