

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Lynn Nybell, School Director
School of Social Work

From: David Woike, Assistant Vice President
Academic Human Resources

Date: May 12, 2017

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the School of Social Work 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 Social Work

College of CHHS

Date of Last DED Revision: _____

Date of Department Faculty Vote: 11 / 11 / 16

Yes 23 No 0 Abstain 0

APPROVALS:

[Signature] 11/18/16 Barbara Walters
Personnel Committee Chair (Date)

[Signature] 11/20/16
Department Head/School Director (Date)

[Signature] 12/5/16
Dean (Date)

RECEIVED

DEC 06 2016

Human Resources
Eastern Michigan University

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: May 11, 2017

Judith A. Kellberg

[Signature]

Tricia McTaggart

Julio Berger

[Signature]

[Signature] 11/17/16

Kenneth W. Rusinich

Walter A. [Signature]

DEPARTMENT EVALUATION DOCUMENT: SCHOOL OF SOCIAL WORK

PHILOSOPHY

The evaluation process is intended to be collegial. The procedures for evaluation outlined in the document are intended to be conducted so that school colleagues and School Directors provide faculty members with information that enables them to better meet the criteria for advancement (i.e., reappointment, tenure, promotion) and to recognize and enhance their contributions to the University and their fields of study.

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.

Data Collection Procedures:

Instructional Effectiveness

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 activities claimed.

Supportive to this criterion is evidence that the candidate:

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

2. **Plans effectively for teaching**
 - a. Has a clear conception of their course(s) within the School and with the University.
 - b. Has a clear conception of the long term objectives for the course(s) and/or the day-to-day classroom activities.
 - c. Has a clear conception of the evaluation procedures which will enable them to measure the attainment of objectives set forth.

3. **Practices good teaching methods**
 - a. Informs students of the objectives of the course(s) and of units of study in the study of the course(s).
 - b. Engages students in activities that lead to competency development.
 - c. Informs students of specific course assignments (e.g., dates of exams, papers, etc.).
 - d. Attempts to establish a classroom environment conducive to learning.
 - e. Evaluates students so as to measure the attainment of course objectives.

Evaluation Reports

1. The Faculty Member's own report of activities and accomplishments, including documented office hours and a description of advising activities.

2. School Director evaluations of teaching, including classroom visits. These written evaluations shall be provided to the Faculty Member within five (5) working days following the visit. Rationale for evaluative statements must be explained and/or documented.
3. Colleague evaluations of teaching, including classroom visits. These written evaluations, naming the observer, shall be provided to the Faculty Member within five (5) working days following the visit. Rationale for evaluative statements must be explained and/or documented.
4. Student evaluations of teaching.
5. Student evaluations of advising, if applicable.
6. If assigned administrative release time to serve as MSW, BSW, or field placement director, evaluation of that role will be included as part of the teaching (instructional effectiveness) evaluation, and carried out in accord with the procedures outlined in DED.

Appendix I: Approved Questions for the Student Evaluation Form for Lecture (Non-Online) Courses

Appendix 2: Approved Procedures for Classroom Visitations for Lecture (Non-Online) Courses

Appendix 3: Approved Classroom Visit Report Form (Non-Online Courses)

Appendix 4: Approved Questions for the Student Evaluation Form for Online Courses

Appendix 5: Approved Procedures for Online Course Observations

Appendix 6: Approved Online Course Observation Report Form

Ratings

The Personnel Committee and School Director will evaluate all evidence submitted. Written reports will be made separately by the Personnel Committee and the School Director giving the rationale for the ratings awarded for Full Evaluations for reappointment, tenure, promotion and Full Professional Performance evaluations.

Exceptional (E): Awarded when the faculty member satisfactorily fulfills the criteria listed under Average and Distinctly Above Average, as well as the following:

1. Demonstrates strong interest in the teaching process using a range of teaching techniques.
2. Develops original teaching materials, e.g. assignment, slides, videotapes, overhead projector materials, games, exercises, stimulations, case materials, innovative supplementary handouts for either classroom or field agency use.

3. Promotes improved teaching by sharing knowledge, insights, method, and materials with colleagues, field agency personnel, and with others in the helping professions.
4. Is available to work with students on independent studies and/or graduate theses. These items can be considered either under instructional effectiveness or service.

Distinctly Above Average (DAA): Satisfactorily fulfills the criteria under Average, as well as the following:

1. Gives evidence of a sense of responsibility to teaching by demonstrating an ever increasing knowledge of the content area being taught.
2. Demonstrates flexibility in approach to course material and the methods used in presenting material.
3. Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience and in mutual exploration of the subject matter.
4. Fosters open communication with students around the subject matter, course content and process.

Average (A): Awarded when the faculty member satisfactorily fulfills the following criteria:

1. **Responsibility to teaching**
 - a. Meets classes regularly.
 - b. Returns graded materials promptly.
 - c. Is readily available to field supervisors and students in field placement and keeps records on the liaison contacts made, when liaison is part of the faculty member's teaching load.
 - d. Holds regular office hours in order to assist students' functioning and performance related to coursework.
 - e. Fulfills academic advising obligation.
2. **Course Content**
 - a. Clearly states expectations in course outlines, including course description, objectives, specific requirements, grading procedures, and content outlines.
 - b. Develops appropriate bibliographical references.
 - c. Teaching content is as specified in course description.
3. **Classroom Delivery**
 - a. Is capable of delivering course content in a clear and organized way.
 - b. Demonstrates respect for the student in the learning situation.
 - c. Transmission of the values of the profession.
 - d. Expresses the philosophy and the ethics of the profession as identified in the current National Association of Social Worker's Code of Ethics through teaching and professional behavior. (Refer to the NASW Code of Ethics)
4. **Evaluation**
 - a. Gives evidence of continuous self-evaluation of teaching.

- a. Strives to fairly and objectively evaluate student performance.
- b. Demonstrates that evaluation measures adequately cover the material presented.

Below Average (BA): Is awarded when the applicant has not met the criteria specified for the ranking of average.

Scholarly/Creative Activity

Each applicant must include a personal report of their Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly/creative activity which has been submitted for review, but which has not yet been accepted for publication or other dissemination, in a specific form or forum may be included in the application if the Faculty Member has a reasonable expectation that it will be accepted prior to March 1 of the following year. Such Scholarly/creative activities for which documented acceptance in the originally specified form (including editorially required modifications) and forum of dissemination is received prior to March 1 shall be deemed to satisfy the documentation requirement for the Full Evaluation. In instances of co-authored materials, the faculty member will delineate their specific contribution.

Examples of Scholarly/creative activities include, but are not limited to, the following (not in priority order):

2. Publications

- a. Books
- b. Monographs
- c. Journal articles
- d. Chapter in books
- e. Papers published in proceedings
- f. Manuals and workbooks
- g. Media materials, including videotapes, films, audio cassettes and other teaching materials when disseminated outside the university
- h. Book reviews
- i. Miscellaneous publications, including editorials, letters, newsletter articles, pamphlets, brochures, project summaries and reports.

3. Editorships

- a. Books
- b. Manuals
- c. Journals
- d. Conference proceedings
- e. Monographs (series editor)
- f. Media and other instructional materials when disseminated outside the

candidate's previous work.

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

Exceptional (E): Awarded when the evaluators can describe the whole of the applicant's Scholarly/Creative Activity or research within the period being evaluated as having a significant impact on the knowledge base, insight or understanding of the school discipline by the intended audience (i.e., provided the discipline with significant new facts or interpretations or directions or research, helped direct a publisher or a granting agency to support good work or discourage bad, etc.). Evaluations must describe in terms which show quality and/or quantity exceed distinctly above average.

Distinctly Above Average (DAA): Awarded when the whole of the applicant's Scholarly/Creative Activity or research within the period evaluated has produced results which make a difference in the level of knowledge *or* understanding of the intended audience. Evaluations must describe how quality and/or quantity exceed average.

Average (A): Awarded when the research and Scholarly/Creative Activity offered by the applicant offers a relatively small increment of knowledge or understanding or has restricted dissemination.

Below -Average (BA): Awarded when the applicant has not met the criteria specified for the ranking of average.

Service Activity

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.

Evaluation Report

The Personnel Committee and the School Director will evaluate all evidence submitted. For Interim Evaluations, the Personnel Committee and the School Director 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 School Director giving the rationale for the rating awarded for Full Evaluations for Reappointment, Tenure and Promotion and Full Professional Evaluations, and Full Professor Salary Adjustment.

Criteria

The applicant will clearly identify service activities related to the school, college, university and community-in a narrative text. Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort extended in those activities.

Data will be collected from:

1. Faculty member's written self-evaluation.
2. Letters of support by faculty colleagues.
3. Collateral documentation, where available.
4. School Director.

Service Activities

The Faculty Member will clearly identify service activities related to the school, college, university, and community in a narrative text. Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort extended in those activities.

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

1. Chairs one or more committee, e.g., school, college, university, professional, community.
2. Accepts and completes specific assignments related to school activities.
3. Serves as representatives to professional, community committees, task forces and/or other activities.
4. Provides service to the AAUP.
5. Serves as representative to professional, community committees, task forces and/or other activities.
6. Participates in student and/or alumni activities (e.g. Student Social Work Organizations, Alumni Association).
7. Participates in professionally related community affairs.
8. Member of professional organizations at the local, state, or national level.
9. Fulfills leadership responsibilities for professional meeting/presentation at the local, state, or national level
10. Serves as a consultant to social agencies or other social welfare organizations.

Ratings

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.

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

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected: one's fair share. The faculty member must:

1. Participate in school meetings.
2. Participate in school committees.
3. Hold office hours for students for professional and career advising.
4. Participate in such activities as orientation, registration, and in ceremonial academic functions, such as convocations and commencements.

Below Average (BA): Is awarded when the applicant has not met the criteria specified for the ranking of average

Additional service activities required for rank and rating:

| Rank | Exceptional | Distinctly Above Average |
|-----------------------------------------|--------------------|---------------------------------|
| Instructor | 2 | 1 |
| Assistant Professor | 3 | 2 |
| Associate Professor | 4 | 3 |
| Professor | 5 | 4 |
| Full Professor Salary Adjustment | 5 | 4 |

SCHOOL STANDARDS

School of Social Work Appointment Standards appears below. These provide information on credentials and qualifications necessary for appointment at each rank.

The School of Social Work Reappointment and Tenure Standards appear on the next two pages. Note that the evaluation schedules depend on rank at initial appointment.

Finally, this section includes the School of Social Work Standards for Promotion. Note that the Evaluation schedules depend on rank.

APPOINTMENT STANDARDS

| Rank | Credentials/Criteria | Equivalencies/Exception |
|---------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Professor | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | |
| Associate Professor | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | |

| | | |
|---------------------|-------------------------------------------------------------------------------------------------------------------|--|
| Assistant Professor | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | |
| Instructor | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | |

Reappointment and Tenure Standards

Evaluation of untenured Faculty Members hired before September 1, 2015 shall be conducted according to the standards below. Rank at initial appointment shall determine the evaluation schedule.

PROFESSOR

| Year Evaluation | 1 Interim | 2 Full/R* | 3 Tenure |
|-----------------------------|-----------|-----------|----------|
| Instructional Effectiveness | A | A | DAA(E)** |
| Scholarly/Creative Activity | X | X* | A(E) |
| Service | A | A | A(E) |

ASSOCIATE PROFESSOR

| Year Evaluation | 1 Interim | 2 Interim/Full/R | 3 Comp. Interim | 4 Tenure |
|-----------------------------|-----------|------------------|-----------------|----------|
| Instructional Effectiveness | A | A | A | DAA(E)** |
| Scholarly/Creative Activity | X | X* | X | A(E) |
| Service | A | A | A | A(E) |

ASSISTANT PROFESSOR

| Year Evaluation | 1 Interim | 2 Interim | 3 Full/R* | 4 Comp. Interim | 5 Tenure |
|-----------------------------|-----------|-----------|-----------|-----------------|----------|
| Instructional Effectiveness | A | A | A | A | DAA(E)** |
| Scholarly/Creative Activity | X | X | X* | X | A(E) |
| Service | A | A | A | A | A(E) |

INSTRUCTOR

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

*Scholarly/Creative Activity is reviewed for advisory purposes only

** There must be an E in one of these three categories.

Evaluation of untenured faculty members hired AFTER September 1, 2015, shall be conducted according to the standards below. Rank at initial appointment shall determine the evaluation schedule.

PROFESSOR

| | | |
|-----------------------------|--------|----------|
| Year | 2 | 3 |
| Evaluation | Full/R | Full/T |
| Instructional Effectiveness | A | DAA{E}** |
| Scholarly/Creative Activity | X* | A{E} |
| Service | A | A{E} |

ASSOCIATE PROFESSOR

| | | |
|-----------------------------|--------|----------|
| Year | 2 | 4 |
| Evaluation | Full/R | Full/T |
| Instructional Effectiveness | A | DAA{E}** |
| Scholarly/Creative Activity | X* | A{E} |
| Service | A | A{E} |

ASSISTANT PROFESSOR

| | | |
|-----------------------------|--------|----------|
| Year | 3 | 5 |
| Evaluation | Full/R | Full/T |
| Instructional Effectiveness | A | DAA{E}** |
| Scholarly/Creative Activity | X* | A{E} |
| Service | A | A{E} |

INSTRUCTOR

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

** Scholarly/Creative Activity rating is advisory only*
***There must be an E in one of these three categories*

PROMOTION STANDARDS

| | Year Eligible | Academic Credentials | Instructional Effectiveness | Scholarly/Creative Activity Service |
|-------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------|
| To Professor *Full Professor Salary Adjustment adheres to these criteria as well | 5 Years as an associate at EMU | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | E | E in one area and A in the other |
| To Associate Professor | 5 years as assistant at EMU | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | E or----- DAA | DAA in one and E in one and A in the other |
| To Assistant Professor | 2 years as an instructor at EMU | Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience | DAA | DAA in one and A in the other |

Appendices

Appendix 1: Approved Questions for the Student Evaluation Form for Lecture (Non-Online) Courses

Appendix 2: Approved Procedures for Classroom Visitations for Lecture (Non-Online) Courses

Appendix 3: Approved Classroom Visit Report Form (Non-Online Courses)

Appendix 4: Approved Questions for the Student Evaluation Form for Online Courses

Appendix 5: Approved Procedures for Online Course Observations

Appendix 6: Approved Online Course Observation Report Form

Appendix 1: Approved Questions for the Student Evaluation Form for Lecture (Non-Online) Courses

What is your overall rating of the teaching effectiveness of this instructor?
What is your overall rating of this course?

- I understand easily what my instructor is saying.
- My instructor displays a clear understanding of course topics.
- My instructor has an effective style of presentation.
- My instructor seems well prepared for this class.
- In this course, many methods are used to involve me in learning.
- I understand what is expected of me in this course.
- The amount of material covered was reasonable.
- My instructor develops classroom discussions skillfully.
- Grades are an accurate assessment of my knowledge in this course.
- Assignments are related to the goals of this course.
- My instructor respects students from diverse cultural backgrounds.
- My instructor respects students regardless of sex, age, or race.
- My instructor returns papers quickly enough to benefit me.
- My instructor explains labs and/or assignments clearly.

Appendix 2: Approved Procedures for Classroom Visitations for Lecture (Non-Online) Courses

Philosophy of Class Visits

Our goal is to establish a classroom visit process, centered on encouragement and inspiration. The premises on which our classroom visit process is based, is as follows.

Class visits are about determining the views that students, the instructor, and others take on social work and teaching;

Class visits involve multi-dimensional process including preparation discussion between visitor and instructor, class visits, and post visit discussions, as time permits and both parties agree;

Class visits are viewed as a part of a continuous and continuing process that is collegial and cooperative;

Class visits are not threatening but instead serve as an opportunity to assess strengths and areas for continued growth;

Class visits serve as an opportunity to inform the department in how it can assist in improving reaching outcomes.

Steps in the Class Visit Process

Two members of the School Personnel Committee visit a class/classes for each faculty member being evaluated. The colleague will provide at least one week's notice of the date of the intended visit.

Visitor contacts faculty member in advance to confirm class visit date and place and to arrange pre-visit.

Faculty member prepares for pre-visit via self-appraisal and ensures that visitor receives relevant course materials.

Faculty member and visitor discuss: 1) General information about the class including what is the topic of the class? What teaching approaches will be used (lecture, homework discussion, handouts, video presentation, computer demonstrations); 2) Objectives of the specific session to be observed; 3) Activities that will occur in the session; 4) Any specific areas in which the faculty member desires feedback; 5) The specific checklist or form to be used by the visitor; 6) Will the class be generally typical? If not, what will be different?

Class visit takes place.

After the class visit, the visitor analyzes or reviews the class visit and prepares a report. A separate written class report completed independently by each visitor is delivered to the faculty member within five (5) days of the classroom visit.

The faculty member and visitor are encouraged to discuss the class visit, including strengths and any suggestions for improvement, as their schedules permit. However, the visitor must provide the faculty member with the report within five (5) working days.

Upon receipt of the report, the faculty member has ten (10) working days to write a response about the class visit. This response is turned in to the School's Director.

Recommendations for how the School can assist in strengthening classroom outcomes are directed to the School Director, Personnel Committee, and Instruction Committee for action within two weeks of the visit.

Visitor Preparation: Points to Consider Before the Visit (Pre-Visit Meeting)

It is recommended that the faculty person comes to the pre-visit meeting prepared to discuss the following questions:

What is the topic of the class?

Where does it fit in the BSW/MSW program curriculum?

What kind of students are in the class?

What teaching approaches will be used?

What are the goals of the class session?

What will students be doing to reach the goals?

What should students gain from the session?

What have students been asked to do to prepare for this class?

What was done in earlier classes to lead up to this one?

Will this class be generally typical? If not, what will be different?

Possible Questions for After the Visit (Optional Component)

This post-visit is highly encouraged for the growth and learning of both parties. It does not contractually need to take place within the five business days after the visit.

In general, how do you think the course is going?

In general, how do you think the class went?

How did you feel about your teaching during the class?

Did students accomplish the goals that you had planned for this class?

What is working well for you so far in this course?

Is there anything that has not worked well in this course so far?

Does that usually go well? Is there anything that did not work well in the class? Is that a typical problem for you?

What are your teaching strengths?

Have you noticed anything that you are improving on or any personal goals that you met?

What are your teaching problem areas that still need improvement?

Do you have any suggestions or strategies for improvements?

Appendix 3: Approved Classroom Visit Report Form (Non-Online Courses)

**Eastern Michigan University
School of Social Work**

Approved Classroom Visit Report Form (Non-Online Courses)

***Note that this report must be returned to the faculty member within five business days of the class visit.**

Instructor's Name: _____

Evaluator's Name: _____

Course Visited: _____

Date of Visit: _____

Organization

| Criterion | Observed | Not Observed | Not Applicable |
|---------------------------------------------------------------------|-----------------|---------------------|-----------------------|
| Instructor appears well-prepared for class | | | |
| Class session is well-organized | | | |
| Orients students to overview of class session at beginning of class | | | |
| Stays with major themes of intended lesson plan | | | |
| Instructor uses class time effectively | | | |

Comments:

Clarity and Delivery

| Criterion | Observed | Not Observed | Not Applicable |
|--------------------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|
| Delivers course content in a clear and organized way | | | |
| Presents material at an appropriate pace | | | |
| Utilizes a range of teaching techniques/modalities | | | |
| Provides examples of key concepts | | | |
| Points out practical application of key concepts | | | |
| Explains subject matter in familiar, conversational language | | | |
| Instructor was aware when students were having difficulty in understanding a topic and responded effectively | | | |

Comments:

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Student Interactions

| Criterion | Observed | Not Observed | Not Applicable |
|-------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|
| Encourages questions and comments during lectures/class time | | | |
| Course provides opportunities for sharing/discussion among the students | | | |
| Course uses a range of knowledge building/application techniques that require active engagement | | | |
| Incorporates students' ideas into discussions as appropriate | | | |
| Responds to or challenges students' comments without criticizing | | | |

Comments:

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|--|
| |
|--|

Rapport

| Criterion | Observed | Not Observed | Not Applicable |
|-------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|
| Fosters open communication with students around the subject matter, course content, and process | | | |
| Instructor includes activities that challenge student thinking | | | |
| Demonstrates respect for students in the learning situation | | | |
| Demonstrates openness to differing points of view | | | |

Comments:

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Enthusiasm and Tone

| Criterion | Observed | Not Observed | Not Applicable |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|
| Instructor demonstrates enthusiasm about course material | | | |
| Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience | | | |
| Instructor modulates voice to pique and maintain student interest | | | |

Comments:

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Identity with the Profession

| Criterion | Observed | Not Observed | Not Applicable |
|---------------------------------------------------------------------------------------|----------|--------------|----------------|
| Assists students in understanding how class concepts relate to social work profession | | | |

Comments:

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Strengths:

Suggestions/Areas for Consideration: (Note that these can relate to circumstances beyond the instructor's control such as technological issues, course sequencing, or classroom structural limitations. Such feedback may be helpful in highlighting systemic concerns that impact other instructors.)

Evaluator Signature: _____ Date: _____

Appendix 4: Approved Questions for Student Evaluation Form for Online Courses

What is your overall rating of the teaching effectiveness of this instructor?

What is your overall rating of this course?

I understand easily what my instructor is saying.

My instructor displays a clear understanding of course topics.

My instructor has an effective style of presentation.

My instructor seems well prepared for this class.

In this course, many methods are used to involve me in learning.

I understand what is expected of me in this course.

The amount of material covered was reasonable.

My instructor develops classroom discussions skillfully.

Grades are an accurate assessment of my knowledge in this course.

Assignments are related to the goals of this course.

My instructor respects students from diverse cultural backgrounds.

My instructor respects students regardless of sex, age, or race.

My instructor returns papers quickly enough to benefit me.

My instructor explains labs and/or assignments clearly.

The course shell for this class was easy to navigate.

The course materials I needed were easy to locate in the course shell.

Appendix 5: Approved Procedures for Online Course Observations

Philosophy of Online Class Observations

Our goal is to establish an online class observation process, centered on encouragement and inspiration. The premises on which our observation process is based is:

Class observations are about determining the views that students, the instructor, and others take on social work and teaching;

Class observations involve multi-dimensional process including preparation discussion between visitor and instructor, the visitor's observation of the online course site, and post visit discussions as time permits and both parties agree;

Class observations are viewed as a part of an ongoing process that is collegial and cooperative;

Class observations are an opportunity to assess strengths and areas for continued growth;

Class observations are an opportunity to inform the department about how it can assist in improving reaching outcomes.

Steps in the Class Visit Process

Two members of the School Personnel Committee will observe an online module for each faculty member whose online course is being evaluated. The colleagues will provide at least one week's notice of a one-week date range of the intended observation. The faculty member contacts EMU Extended Programs to authorize the visitors to access the online course(s) to be observed during the observation date range.

The visitor contacts the faculty member in advance to confirm observation date range and to arrange a pre-observation conference.

The faculty member prepares for pre-observation via self-appraisal.

The faculty member and visitor discuss: 1) General information about the course; 2) teaching approaches that will be used in the course module; 3) any specific areas about which the faculty member desires feedback; and 5) the observation guide (see below) that the visitor will use.

The course module observation takes place.

After the module observation, the visitor analyzes or reviews the observation and prepares a report using the approved Online Course Observation Evaluation Document. A separate written evaluation document will be completed independently by each visitor and will be delivered to the faculty member within five (5) days of each online course module observation.

The faculty member and visitor are encouraged to discuss the observation, including strengths and any suggestions for improvement, as their schedules permit. However, the visitor must provide the faculty member with the report within five (5) working days.

Upon receipt of the report, the faculty member has ten (10) working days to write a

response about the class visit. This response is turned in to the School's Director. Recommendations for how the School can assist in strengthening course outcomes are directed to the School Director, Personnel Committee, and Instruction Committee for action within two weeks of the visit.

Visitor Preparation: Points to Consider Before the Observation (Pre-Observation Meeting)

It is recommended that the faculty person comes to the pre-visit meeting prepared to discuss the following questions:

What is the topic of the class?

What is/are the goals of the course?

Where does it fit in the BSW/MSW program curriculum?

What ~~online~~ teaching approaches are used?

What kind of students are in the class?

What will students be doing to reach the goals?

What should students gain from the course?

Have you or your students been experiencing any Canvas-related problems that have interfered with your ability to teach the class?

Has Extended Programs provided the support you need to address this/these problem(s)?

Possible Questions for After the Visit (Optional Component)

This post-visit is highly encouraged for the growth and learning of both parties. It does not contractually need to take place within the five business days after the visit.

In general, how do you think the course is going?

How did you feel about your teaching in the course module? Is that different from or similar to your experience teaching the course on campus?

Are students accomplishing the goals of this course?

What is working well for you so far in this course online? Is that different from or similar to your experience teaching the course on campus?

Is there anything that has not worked well in this online course so far? (For technical/Canvas problems): Has Extended Programs provided the support you need to address this/these problem(s)?

What are your online teaching strengths?

Have you noticed anything that you are improving on, or any personal goals that you met?

What are your online teaching problem areas that still need improvement?

Do you have any suggestions or strategies for improvements?

Appendix 6: Approved Online Course Observation Report Form

**Eastern Michigan University
School of Social Work**

Approved Online Course Observation Report Form

***Note that this report must be returned to the faculty member within five business days of the class visit.**

Instructor's Name: _____

Evaluator's Name: _____

Course Observed: _____

Dates of Observation: _____

Organization

| Criterion | Observed | Not Observed | Not Applicable | |
|--------------------------------------------------------------------------|-----------------|---------------------|-----------------------|--|
| Lesson is well- organized | | | | |
| Learning objectives and assessment techniques are closely aligned | | | | |
| Links to Internet resources, articles, etc. are provided when applicable | | | | |

Comments:

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Clarity and Delivery

| Criterion | Observed | Not Observed | Not Applicable | |
|------------------|-----------------|---------------------|-----------------------|--|
| | | | | |

| | | | | |
|-----------------------------------------------------------------------------------|--|--|--|--|
| | | | | |
| Student expectations are clearly defined and available | | | | |
| Instructor specifies how student work should be submitted | | | | |
| Design of the lesson accommodates multiple learning styles | | | | |
| Lesson content is relevant to the course and unit objectives | | | | |
| Navigation is clear, consistent, familiar, and intuitive | | | | |
| Learning content is segmented and made available at the appropriate time | | | | |
| Tools used in lesson maximize student and instructor efficiency and effectiveness | | | | |

Comments:

Student Interactions

| Criterion | Observed | Not Observed | Not Applicable | |
|-------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|--|
| Student-to-instructor interaction is mandatory | | | | |
| Student-to-instructor interaction is facilitated through the appropriate communication tools | | | | |
| Lesson discussions reflect course content and encourage participation from all students | | | | |
| Lesson provides opportunities for sharing/discussion among the students | | | | |
| Lesson uses a range of knowledge building/application techniques that require active engagement | | | | |

Comments:

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Rapport

| Criterion | Observed | Not Observed | Not Applicable | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|--|
| Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience | | | | |
| Lesson includes instructor introductions and/or sharing | | | | |
| Instructor includes activities that challenge student thinking | | | | |
| Demonstrates respect for students in the learning situation | | | | |
| Demonstrates openness to differing points of view | | | | |

Comments:

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Identity with the Profession

| Criterion | Observed | Not Observed | Not Applicable | |
|---------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|--|
| Assists students in understanding how class concepts relate to social work profession | | | | |

Comments:

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Technical Aspects

| Criterion | Observed | Not Observed | Not Applicable | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|-----------------------|--|
| Hyperlinks to websites, downloadable files, etc. work properly | | | | |
| Multimedia objects serve an instructional purpose and are compliant with the minimum technical requirements of the course management system | | | | |
| Technology is used to support, promote, and enhance learning by presenting content in a variety of formats to address multiple learning styles and by leveraging online resources for practical application and real-world examples | | | | |
| Lesson employs visual media (beyond text) either embedded or linked to promote engagement in learning | | | | |

Comments:

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Strengths:

Suggestions/Areas for Consideration: (Note that these can relate to circumstances beyond the instructor's control such as technological issues, course sequencing, or classroom structural limitations. Such feedback may be helpful in highlighting systemic concerns that impact other instructors.)

Evaluator Signature: _____ Date: _____