

**Eastern Michigan University**  
*Office of Academic Human Resources*  
**Memorandum**

**To:** Philip Rufe, Interim School Director  
School of Engineering Technology

**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 Engineering Technology 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**

School of Engineering Technology

College of Technology

Date of Revision: January 13, 2017

Date of Department Faculty Vote: January 13, 2017

Yes 11 No 2 Abstain 3

**APPROVALS:**

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1/26/2017  
(Date)

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1/26/2017  
(Date)

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**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 11 MAY 2017**

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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).

### I. EVALUATION CATEGORIES

Faculty member due for evaluation will be evaluated for the following categories. Candidates must satisfy all elements of the evaluation criteria provided herein this document, as well as all terms and conditions of the EMU-AAUP Collective Bargaining Agreement. In case of conflict, the more stringent criteria shall apply.

- A. Instructional Effectiveness
  
- B. Scholarly and/or Creative Activity
  
- C. Service Activity

#### INITIAL

#### APPOINTMENT RANK

#### EVALUATION SCHEDULE YEAR

	1	2	3	4	5	6
Professor		F	T			
Associate		F	I	T		
Assistant		I	F	I	T	
Instructor		I	F	I	I	T

F = Full Evaluation

T = Tenure Evaluation

I = Interim Meeting

## II APPOINTMENT STANDARDS

(for untenured faculty hired after September 1, 2015)

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	An earned doctorate and evidence of successful teaching experience required.	In rare instances a person who has distinguished him/herself, maybe recommended for employment as a faculty member. The required credentials for appointment will be different than the typical faculty member. The required credentials for appointment must be appropriately linked to the program needs and will be developed by the Personnel committee and department head and will be clearly set forth in the recommendation for appointment.
ASSOCIATE PROFESSOR	An earned doctorate and two years appropriate professional practice or evidence of successful teaching experience required.	Same as above
ASSISTANT PROFESSOR	An earned doctorate and evidence of successful teaching experience required.	Same as above
INSTRUCTOR	An earned doctorate	Same as above

**III STANDARDS FOR REAPPPOINTMENT AND TENURE \*, \*\* (for untenured faculty hired after September 1, 2015)**

**PROFESSOR**

Year	2	3
Evaluation	Full Evaluation	Tenure Evaluation
Instructional Effectiveness	DAA	DAA or E if DAA in Scholarly
Scholarly / Creative Activity	Advisory rating	DAA or E if DAA in Instructional
Service	DAA	DAA

**ASSOCIATE PROFESSOR**

Year	2	3	4
Evaluation	Full Evaluation	Interim Evaluation	Tenure Evaluation
Instructional Effectiveness	A	Interim Meeting	DAA
Scholarly / Creative Activity	Advisory rating	Interim Meeting	DAA
Service	A	Interim Meeting	DAA

**ASSISTANT PROFESSOR**

	2	3	4	5
<b>Evaluation*</b>	<b>Interim Evaluation</b>	<b>Full Evaluation</b>	<b>Interim Evaluation</b>	<b>Tenure Evaluation</b>
<b>Instructional Effectiveness</b>	<b>Interim Meeting</b>	<b>A</b>	<b>Interim Meeting</b>	<b>DAA</b>
<b>Scholarly / Creative Activity</b>	<b>Interim Meeting</b>	<b>Advisory rating</b>	<b>Interim Meeting</b>	<b>DAA</b>
<b>Service</b>	<b>Interim Meeting</b>	<b>A</b>	<b>Interim Meeting</b>	<b>DAA</b>

**INSTRUCTOR**

	2	3	4	5	6
<b>Evaluation</b>	<b>Interim Evaluation</b>	<b>Full Evaluation</b>	<b>Interim Evaluation</b>	<b>Interim Evaluation</b>	<b>Tenure Evaluation</b>
<b>Instructional Effectiveness</b>	<b>Interim Meeting</b>	<b>A</b>	<b>Interim Meeting</b>	<b>Interim Meeting</b>	<b>DAA</b>
<b>Scholarly / Creative Activity</b>	<b>Interim Meeting</b>	<b>Advisory rating</b>	<b>Interim Meeting</b>	<b>Interim Meeting</b>	<b>DAA</b>
<b>Service</b>	<b>Interim Meeting</b>	<b>A</b>	<b>Interim Meeting</b>	<b>Interim Meeting</b>	<b>DAA</b>

\*In all interim Evaluation years, faculty performance is reviewed without formal evaluation. The evaluators shall give some indication to the faculty member as to whether or not his/her performance is developing in a way that is appropriate for the school's tenure or reappointment standards.

**\*\* In the faculty member's first Full evaluation a rating shall be assigned to the Faculty Member's performance in Scholarly/Creative Activity, but this rating shall be advisory only.**

### IV PROMOTION STANDARDS

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
TO PROFESSOR	5 years as associate professor at EMU	An earned doctorate..	DAA or E if DAA in Scholarly	DAA or E if DAA in Instructional	*Minimum DAA
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	An earned doctorate.	DAA	DAA	*DAA
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	An earned doctorate.	DAA	DAA	*DAA

### Salary Adjustment Criteria

RANK	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
PROFESSOR	10 years as professor at EMU	Same as professor	DAA or E if DAA in Scholarly	DAA or E if DAA in Instructional	*Minimum DAA



## **EVALUATION TECHNIQUES**

Materials to be submitted for evaluation for tenure should include everything since appointment. In the case of application for promotion either materials since the last promotion if individual has been promoted at EMU, or since initial appointment if not.

### **A. INSTRUCTIONAL EFFECTIVENESS**

#### **1. Data Collection Procedures**

Each applicant must include a narrative 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.

#### **2. Procedures of Classroom visitation by faculty and department head.**

A. Department Head's evaluations of teaching, including classroom visits.  
See Appendix A for approved procedure and form.

B. Colleagues' evaluations of teaching, including classroom visits.  
See Appendix A for approved procedure and form.

3. The Faculty Member's Evaluation Application must include, but is not necessarily limited to, the following materials.

- The Faculty Member's own report of activities and accomplishments in this area.
- Students' evaluations of teaching.  
See Appendix B for approved questions to be included on the Student Evaluation Form.
- Students' evaluations of advising, if appropriate (i.e. if Faculty Member's assigned responsibilities include advising).

### **Evaluation Criteria**

Evaluation of Teaching Effectiveness will be based on the following criteria. These criteria specify the minimum requirements; however, applicants are not limited to the stated criteria.

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 his/her own past teaching methods, procedures and course content.
2. Plans effectively for teaching
- a. Has a clear conception of his/her course(s) within the Program and/or Department and within the University.
  - b. Has a clear conception of the long-term objectives for the course(s) and for the day-to-day classroom activities.
  - c. Incorporates current information and recent developments in the discipline if and when appropriate.
  - d. Has a clear conception of the evaluation procedures that will enable him/her 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 course(s).
  - b. Informs students about the process(es) applicable to the attainment of course objectives.
  - 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.
4. Demonstrates effective student advising (if assigned advising responsibilities)
- a. Seeks current information regarding general education and Program requirements.
  - b. Communicates regularly with advisees to assist in academic and career planning

## **Ratings**

The Evaluation Committee and the Department Head will evaluate all evidence submitted giving equally weighted consideration to 1) Faculty Member's own report of activities; 2) Department Head's evaluations of teaching, 3) Colleagues' evaluations of teaching; 4) Students' evaluations of teaching; and considering students' evaluation of advising (if assigned advising responsibilities). For Interim Evaluations, the Evaluation 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 Evaluation 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.

### **Below Average (BA):**

Awarded when the applicant does not meet the criteria for Average; i.e., the applicant does not demonstrate adequate preparation for teaching, does not demonstrate effective planning for teaching, or does not demonstrate application of effective teaching methods

### **Average (A):**

Awarded when the applicant demonstrates: (1) adequate preparation for teaching, (2) effective planning for teaching, (3) development and application of effective teaching methods, and (4) appropriate academic advising (if so assigned).

### **Distinctly Above Average (DAA):**

Awarded when the applicant meets the criteria for Average, and in addition (5) incorporates a variety of teaching/learning methods and (6) evaluates methods for effectiveness.

### **Exceptional (E):**

Awarded when the applicant meets the criteria for Distinctly Above Average, and in addition, (7) demonstrates innovation, and (8) continually evaluates and, if appropriate, (9) refines teaching methods.

## **B. SCHOLARLY AND/OR CREATIVE ACTIVITY**

In those instances where a Faculty Member has cited activities, which appear in refereed journals or are published by reputable sources, or are presented in a clearly refereed format, reference to these activities and inclusion of copies of these materials (where feasible) shall be deemed to satisfy the documentation requirements.

*SCHOLARLY AND/OR CREATIVE ACTIVITY* must include at least 5 points earned through the publication of article/articles in refereed scholarly journal(s) related to the applicant's discipline and which are disseminated and retrievable

Scholarship related to the discipline, clearly refereed, disseminated, and retrievable may be considered for reappointment, promotion, and tenure. Other evidence of scholarly/creative activity must be accompanied by a narrative addressing point 3 below. Evidence of scholarship must be accompanied by such a narrative or it will not be counted.

### **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 Department Evaluation Document and the EMU-AAUP Agreement.

### **Evaluation Criteria**

Evaluation of scholarly and/or creative activity will be based on the following criteria:

1. Scholarship or creative activity must be original work: new or applied.
2. Scholarship or creative activity must add to the body of knowledge of the discipline.
3. Scholarship or creative activity must be refereed/peer reviewed; if the applicant requests consideration of scholarly or creative activity that is not refereed/peer reviewed, the applicant must meet the alternative for refereed/peer reviewed by indicating point e. below and least 2 of the 4 other criteria:
  - a. Extent of effort and research required to produce the activity.
  - b. Extent of dissemination and the impact of the activity on students, colleagues, the profession, and/or the community.
  - c. Reputation of the publisher, journal, conference, or audience.
  - d. Independent assessment ratings or evaluations, published critical review of activity, etc.
  - e. Advancement of the discipline or profession.
4. Scholarship or creative activity must be disseminated and retrievable.

## Data Collection Procedures and Point Values

Scholarly/Creative activity within your academic discipline may only be counted once, documentation must be provided, and include the following table:

<b>Group 1</b>	<b>Point per item /activity</b>
Articles in peer reviewed journals authored or co-authored, published or accepted for publication that contribute to the faculty member's discipline and are consistent with their scholarly agenda.	3-5 points
Books authored or co-authored, published or accepted for publication that contribute to the faculty member's discipline and are consistent with their scholarly agenda.	3-5 points
Journal editorship of a professional peer reviewed journal.	3-5 points
Books edited or co-edited, published or accepted for publication that contribute to the faculty member's discipline and are consistent with their scholarly agenda.	3-5 points
Book chapters authored or co-authored, published or accepted for publication that contribute to the faculty member's discipline and are consistent with their scholarly agenda.	3-5 points
Original scholarly monograph, peer-reviewed that contribute to the faculty member's discipline and are consistent with their scholarly agenda.	3-5 points
<b>Group 2</b>	
Articles in non-peer reviewed journals authored or co-authored, published or accepted for publication	1-2 points
Abstracts in peer reviewed proceedings authored or co-authored, published or accepted for publication	1 point
Presentations at professional meetings, colloquia, or workshops; other lectures or presentations describing scholarly or creative contributions.	1-2 points
Articles in refereed proceedings authored or co-authored, published or accepted for publication that contribute to the faculty member's discipline and are consistent with their scholarly agenda.	1-3 points
Reviews authored or co-authored, published or accepted for publication.	1 point
Design, development, implementation/deployment of Computer software.	1-2 points
U.S. and foreign patents applied for and/or issued.	1-3 points
Professional retraining that complies with the EMU-AA UP (2015-2019) contract as described in Article XV. (with prior approval)	1 point
Grant development and administration as described in Article XV of the EMU-AA UP contract.	2-3 points
Significant fellowships and awards that recognize scholarly and/or creative achievement (Sabbaticals, Fulbright awards, FRF's, New Faculty awards)	2-3 points
Editorial referee for a scholarly journal or conference proceedings.	1-3 points
Professional development activities as described in Article XV of the EMU-AAUP (2015-2019) contract	1 point
Preparing proposals for grants from outside agencies, whether funded or not, as described in Article XV of the EMU-AAUP (2015-2019) contract.	1-2 points
Reviewing research papers of a peer-reviewed journal/ conference proceedings as	1 point

described in Article XV of the EMU- AAUP contract para 574-575	
Faculty collaboration in student research; creative design, development including successful implementation and formal presentation of students research projects including doctoral dissertation, master thesis, graduate projects, undergrad /honor research projects, independent study etc. as described in Article XV of the EMU-AAUP (2015-2019) contract paragraph 576.	1 point

**Ratings:**

The Evaluation Committee reserves the right to accept or modify the candidate's allocation of points for a particular Scholarly/Creative Activity. The number of points will be determined by the Committee based on:

- The contribution which the candidate's activity advances insight or knowledge in the discipline
- The effort required in the performance of the activity
- What distinguished the activity from the candidate's previous work

No numerical rounding is permissible. Only whole numbers will be used for rating.

One of the following ratings will be assigned:

Exceptional (E): 25 points

Distinctly Above Average (DAA): 20 points

Average (A): 10 points

Below Average (BA): Less than 10 points

**C. SERVICE ACTIVITY**

**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. Individual service activity may be verified by any member of the faculty, committee chairpersons, or others involved with the activity.

**Evaluation Report**

The Evaluation Committee and the Department Head will evaluate all evidence submitted. For Interim Evaluations, the Evaluation 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 Evaluation 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.

Many faculty of SET engage in service activities beyond the normal expectations of university faculty. Typical workload includes activities not required in other academic areas. Examples include laboratory/studio preparation and maintenance, marketing and promotional activities, recruiting, off-campus and online academic programs, developing and sustaining program advisory committees, recruitment and retention activities, program advising, and pursuing external and in-kind support. Such unique contributions of these activities will be given additional weight in the evaluation of service.

Examples of Service include, but are not limited to, the following (not in priority order):

- Attendance and participation in Program, Department, College, University, professional, and/or other professionally related meetings.
- Participation in non-teaching University related activities such as input committees, graduation or honor ceremonies, and/or student organization activities.
- Leadership or participation in the organization of special programs or events for the Program, Department, College, University, profession, and/or professionally related community organizations.
- Participation or leadership in major tasks in the Program, Department, College, University, profession, and or professionally related community organizations.
- Leadership in the Program, Department, College, University, profession, and/or professionally related community organizations as a chairperson, director, officer, or board member.

### **Evaluation Criteria**

The Faculty Member shall assist colleagues in Program and Departmental activities and satisfy the criteria below: (see page 36 for ratings)

- The Faculty Member shall give evidence of identifying and responding to new needs in the Program/Department.
- The Faculty Member shall give evidence of interest and activity that extends beyond the Department into areas such as University and College-wide committees, AAUP service, student activities, and professionally related activities.
- Service activities, which are intended to benefit the program and school, may be valued more than other activities.

## **Ratings**

### **Below Average (BA):**

Awarded when the service did not meet the criteria for Average.

### **Average (A):**

Awarded when the applicant has 1) actively participated in Program and Department meetings, 2) assisted colleagues in Program and Department activities, and 3) actively participated in service beyond the Department in such areas as University and College-wide committees, AAUP service, student activities, and professionally related activities. A continuing record of involvement in program and school committees and activities.

### **Distinctly Above Average (DAA):**

Awarded when the service meets the criteria for Average, and in addition (4) has assumed responsibility for major tasks (e.g., serving as ad hoc committee chair; generating reports or proposals), and/or (5) has organized special programs or events in the Program, Department, College, University, Profession, or professionally related community organization, and/or (6) has identified and responded to new needs in the Program or Department.

### **Exceptional (E):**

Awarded when the applicant meets the criteria for Distinctly Above Average, and in addition successfully (7) assumed leadership responsibility within the School, College, University, profession, and/or professionally related community organization as a chairperson, director, officer, or board member; engage in development activities.



## APPENDIX A

### CLASSROOM VISITATION

#### SET DIRECTOR & PERSONNEL COMMITTEE CLASSROOM VISITATION PROCEDURE

##### PERSONNEL COMMITTEE EVALUATION

The SET Personnel Committee will evaluate the faculty member undergoing interim/full evaluation. The faculty member whose classes are to be observed may select a colleague to conduct a classroom visitation. The Head of the Department will also follow the procedures defined in this document when evaluating instructional effectiveness through classroom visitation. There shall be no distinction between live and online classes for the purpose of evaluation, and the approved form shall be used for any class: face-to-face, online, or any other format. In the case of online or hybrid classes, the personnel committee and the department head will make an appointment to assess the online component in conjunction with and in the presence of the instructor. Online student course evaluations shall be consistent with those distributed in live classes. Personnel committee members doing the online/hybrid evaluation must have online/hybrid experience. If Personnel Committee members lack online/hybrid experience, an alternate with such experience should be selected for the purpose of classroom visitation. If the Department Head/School Director lacks online/hybrid experience she/he will seek assistance from a representative with appropriate experience for the purpose of the classroom visitation.

##### PRE-VISIT ARRANGEMENTS

The Personnel Committee will arrange at least two visitations at the convenience of the faculty. The Personnel Committee will arrange to review the class syllabus and other materials prior to the visitation.

##### CLASSROOM VISIT

Committee members should attend two different classes. Each member of the Committee should use the attached criteria as a guide to structure their observations, making notes as needed to clarify or document their observations. .

##### POST-VISIT REPORT & MEETING

Each Committee member and the Department Head shall individually prepare a written evaluation using this classroom visitation form of instructional effectiveness using information from the meetings with the faculty member, the materials submitted, and the classroom visit. The format of this report shall follow the classroom visitation form. Rationale for the evaluation statements must be explained and/or documented. This must be presented to the faculty member within ~~ten (10)~~ <sup>five (5)</sup> working days following the classroom visit. The faculty member then has ~~five (5)~~ <sup>ten (10)</sup> working days to respond and/or to supply additional information. The Chair will submit copies of the evaluation reports prepared by the Committee members and the Department Head and any additional information supplied by the faculty member to

the SET Personnel Committee. The SET Personnel Committee will review the information and schedule a meeting to discuss teaching effectiveness with the faculty member undergoing interim/full evaluation.

### **For Online and Hybrid Courses**

#### **Prior to Viewing Course Shell:**

- The evaluator, a member of the Personnel Committee and the School Director will contact the faculty member to arrange a specific class to view/discuss. 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 School Director. (The evaluation should last a minimum of 50 minutes.)
- The faculty member being evaluated will provide the evaluators with the student view of the course shells being taught. The evaluator will indicate to the faculty member what class they plan to view.

#### **During the Evaluation:**

- The evaluator should arrive on time at the predetermined location to view the online class with the faculty member.
- The faculty member will be asked questions and provide responses.
- The faculty member will be asked to provide student and instructor views of the shell for the purposes of discussion. Instructors view to be provided only when meeting with reviewer face-to-face so as not to violate student privacy.

#### **After the Visit:**

- The evaluator must complete the on-line evaluation form.
- The evaluator must make arrangements for a meeting with the faculty member to discuss the observation and evaluation.
- The faculty member must sign the evaluation form indicating that he/she has reviewed the completed evaluation form and had an opportunity to ask questions about it.
- The faculty member shall receive a copy of this evaluation form, within five (5) days following the classroom visit.

**SET**  
**OBSERVATION CRITERIA FOR COLLEAGUE AND SCHOOL DIRECTOR CLASS VISITATION**

Select the criteria appropriate to the class being observed. Not all items may apply. Use as a guide in writing the narrative regarding the instructional effectiveness of the faculty member being observed.

**I. LECTURE CLASS**

**a. Teacher Organization**

- Appears well prepared for class
- Begins class on time in an orderly, organized fashion
- Reviews topics from previous class as transition, if appropriate
- Explains how topics fit into the overall course
- Makes clear transition from one topic to another
- Summarizes periodically the points previously made
- Digresses from the main point only when necessary
- Summarizes, provides closures at end of topic or class

**b. Presentation Techniques**

- Selects appropriate teaching methods to enhance student learning
- Modifies physical classroom environment to enhance learning if necessary
- Incorporates appropriate visual support tools to increase student comprehension; for example: Whiteboard, videos, slides, overhead transparencies, computer generated visuals, handouts, etc.
- Varies pace of class to enhance student attentiveness
- Defines new or unfamiliar terms; restates difficult ideas as needed
- Uses concrete examples/practical applications to explain concepts
- Communicates a sense of enthusiasm about the topic
- Uses humor in a positive fashion, if appropriate
- Responds to distractions effectively yet constructively
- Establishes and maintains eye contact with students
- Speaks audibly and clearly without monotone delivery or distracting mannerisms e.g. vocalized pauses, distracting gestures or physical habits, etc.

**IV. LABORATORY/STUDIO/PRACTICE EXPERIENCE**

- Organizes session well and uses time effectively
- Explains procedures and/or assignments clearly; demonstrates, if appropriate
- Effectively utilizes equipment & technology appropriate to session
- Makes good use of examples and illustrations
- Discusses practical application of subject matter
- Provides opportunities for dialogue about the activity with peers and/or instructor
- Provides assistance throughout session as needed

**II. LIVE CLASS RAPPORT**

- Encourages student involvement & interaction with instructor and/or classmates
- Encourages & responds to questions/comments during class
- Recognizes & responds when students do not understand
- Answers student questions appropriately
- Receptive to student suggestions
- Able to admit error and/or insufficient knowledge when applicable
- Incorporates students' ideas into lecture/discussion when appropriate
- Shows tolerance for other points of view; treats students equitably
- Encourages respectful behavior among students
- Talks with students before and after class

**III. Online Courses**

- Student expectations are clearly defined and available
- Course content is relevant to the learning objectives
- Navigation is clear and consistent
- Information is segmented to clarify content areas
- Student assignments facilitate communication, interaction and learning
- Assignment expectations and directions are clearly stated

**School of Engineering Technology**

**Evaluation of Instructional Effectiveness  
Criteria for Classroom/Online Visitation**

Professor \_\_\_\_\_

Date \_\_\_\_\_

**Course Planning**

*Prepares for teaching*

*Plans effectively for teaching*

**Course Delivery**

*Practices good teaching methods*

At Professor \_\_\_\_\_'s invitation, committee members completed peer observations of the (DATES), meetings of the (YY) class.

**Evaluation of Students' Learning**

*Discuss assignments, examinations, and/or other evaluation procedures. Rationale for evaluative statements must be explained and/or documented.*

**Summary**

*Summary statement*

*Suggestions for Professor XX to consider*

**Evaluator's Signature**

\_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX B**

### **CORE SET OF QUESTIONS FOR STUDENT EVALUATION FOR FACE-TO-FACE AND ONLINE COURSES OF TEACHING EFFECTIVENESS**

- **My instructor presents the course in a well-organized manner.**
- **My instructor is helpful when I have questions.**
- **My instructor displays a clear understanding of course topics.**
- **My instructor seems well prepared for class.**
- **My instructor provides input/feedback in a timely manner.**
- **My instructor communicates clearly and effectively.**
- **My instructor provides clear and effective instructional materials.**