

EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

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Provost and Vice President for Academic Affairs

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To: Diane Hoadley, Dean, Lumpkin College of Business and Applied Sciences

Date: September 4, 2008

Subject: DAC Revision Approval; School of Business

Consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement (Agreement)*, the attached revised statement of Departmental Application of Criteria (DAC) is approved. This approval is consistent with your recommendation and is effective for evaluations commencing in January, 2009. Any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

The DAC, as approved, includes statements that duplicate or paraphrase contract language. An example is the first two pages of the DAC. Because DACs typically span two negotiated contracts, it is possible that duplicated or paraphrased language could change. A better strategy would be to make a reference to the contract. This is consistent with a general recommendation that DACs avoid, where possible, repeating or restating contractual language and requirements. If contract language were to change, the new language would supercede the DAC. Additionally, the list of required contents for the evaluation portfolio differs (albeit slightly) from the Guidelines for Evaluation Portfolios issued annually by the Provost. An alternative would be to reference the Guidelines.

In reviewing the II.A., the categories of materials and activities for teaching/performance of primary duties, I note that mentorship of student engagement in research is not included. I would encourage the faculty of the School of Business to seriously consider this apparent omission. Such mentoring is an explicit priority of mine and President Perry. In addition, it should be noted that the listings of categories of materials and activities are not exhaustive lists.

I note further that II.A.7. specifies statistical summaries of student evaluations and that elsewhere in the DAC, the inclusion of written comments on student evaluations appears to be permissive. Making the inclusion of student responses to open-ended items permissive, appears contrary to the spirit of the principle of wholeness as applied to student evaluations, a basic principle of such evaluations. If a student evaluation is done for a given course section, a compilation of all the completed evaluations should be included in the evaluation portfolio. Even if not required to be included, evaluators may request additional information during the evaluation process, including responses to open-ended items on student evaluations. The contractual authority of evaluators to request additional information from

the faculty member is not exclusive to the School Personnel Committee as might be implied in III.C.6.a.

I also noted the following for your further consideration:

- With regard to the evaluation of technology-delivered course sections (II.A.), the Office of Assessment and Testing has a secure confidential online student course evaluation option that is equivalent to the traditional paper bubble forms.
- The minimum requirement of two classroom visitations (one peer visitation and one Chair or Associate Chair visitation) during a five-year/10-semester evaluation period would not appear to provide a reasonable sampling of a faculty member's teaching performance.
- Item II.C.2. includes the relative importance of categories of evidence of achievement in teaching/performance of primary duties. Among peer classroom visitations, Chair classroom visitations, and student course evaluations, peer and Chair evaluations are generally valued more highly than student evaluations.
- Serving as an expert witness (III.A.5.d.) and consulting with other private or public entities (III.A.5.e.) would more appropriately be considered in the service area of evaluation. In general the service section of the DAC is well-conceived and clearly articulated.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the School of Business in the discussion and consideration of the DAC revision. The department is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; School of Business

cc: Chair, School of Business (with attachment)

**School of Business
Lumpkin College of Business and Applied Sciences**

**Application of Criteria for Retention, Promotion, Tenure
and Professional Advancement Increase**

Approved by School of Business Faculty on October 11, 2007

I. Introduction

The School of Business includes faculty members from a variety of disciplines. In evaluating faculty members, the evaluators shall recognize the diversity of these disciplines and respect their disparate natures including any differences reflected in teaching, research/creative activity and service.

A. University-Wide Purposes and Standards

In performing evaluations, evaluators shall consider the following information concerning purposes and standards as outlined in the EIU-UPI Faculty Agreement 2006-10 (hereafter "Agreement").

1. Purposes of Evaluation (Agreement, Section 8.1.a)

- a. To judge the degree of effectiveness of faculty member's performance;
- b. To identify the faculty member's strengths and weaknesses;
- c. To improve the faculty member's performance; and
- d. To provide a basis for retention, promotion, tenure, or professional advancement increase decisions.

2. Evaluation Periods (Agreement, Section 8.5)

a. Retention

- (1) Year 1: entire period of employment within Unit A
- (2) Year 2: entire period of employment within Unit A
- (3) All other years: period beginning immediately after the conclusion of the faculty member's last evaluation period for retention

b. Tenure: entire period of employment within Unit A

c. Promotion

- (1) Faculty member who has received no promotion at the University: period since most recent appointment to a Unit A position

(2) Other faculty: the shorter of (a) previous five years of employment within Unit A or (b) period since the beginning of the evaluation which resulted in faculty member's promotion to current rank at the University.

3. Performance Standards (Faculty Agreement, Section 8.6)

a. <u>Retention</u>	<u>Teaching</u>	<u>Research</u>	<u>Service</u>
Year 1	Satisfactory	Satisfactory	Satisfactory
Year 2	Satisfactory	Satisfactory	Satisfactory
Years 3 & 4	Highly Effective	Satisfactory	Significant
or			
Years 3 & 4	Highly Effective	Significant	Satisfactory
Year 5	Superior	Significant	Significant

For retention, these performance standards must be achieved during the entire evaluation period.

b. <u>Promotion to</u>	<u>Teaching</u>	<u>Research</u>	<u>Service</u>
Assistant Professor	Highly Effective	Satisfactory	Satisfactory
Associate Professor	Superior	Significant	Significant
Professor	Superior	Superior	Superior

For promotion, the evaluation period shall be considered as a single aggregate viewed as a whole.

c. <u>Tenure</u>	<u>Teaching</u>	<u>Research</u>	<u>Service</u>
	Superior	Significant	Significant

For tenure, these standards of performance must be achieved by probationary year 5 and sustained through the end of the evaluation period.

d. Professional Advancement Increase

The faculty member must demonstrate superior teaching/performance of primary duties. In addition, the faculty member must demonstrate either superior research/creative activity and significant service, or significant research/creative activity and superior service. In each evaluation area, the evaluation period shall be considered as a single aggregate viewed as a whole.

B. Evaluation Portfolio (Agreement 8.9.C)

By the date specified in the University Schedule for Personnel Actions, each faculty member to be evaluated for retention, promotion, tenure, or professional advancement increase shall submit evaluation portfolio(s) containing the materials required by the Department Application of Criteria. All evaluation portfolios shall include the following:

1. The assignment of duties form(s) for each academic year during the evaluation period;
2. A copy of the School Application of Criteria;
3. A copy of the faculty member's curriculum vitae;
4. A copy of Form A; and
5. A detailed table of contents of the portfolio.

C. Other General Considerations

1. All assigned duties shall be evaluated as part of the evaluation process.
2. All evidence submitted by the faculty member shall be considered as part of the evaluation process.
3. Materials and activities will be evaluated only under the area (Teaching/Performance of Primary Duties, Research/Creative Activity, or Service) and category in which they are listed in this School Application of Criteria. Except as provided in I.C.4., no material or activity shall be evaluated in more than one area or category.
4. Faculty members should designate the following materials and activities to the area(s) (Teaching/Performance of Primary Duties, Research/Creative Activity, and/or Service) deemed appropriate by the faculty member:
 - a. Consulting activities;
 - b. Fellowships;
 - c. Grants;
 - d. Interaction with external business or non-profit organizations;

- e. Interaction with non-academic professionals;
- f. International exchange, study or travel abroad;
- g. Internships;
- h. Software (other than instructional software) development;
- i. Union duties, responsibilities, and projects; and
- j. Other activities not listed in a specific area in this School Application of Criteria.

The faculty member should provide an explanation/justification of the area(s) to which the material or activity was designated.

D. Relative Emphasis of Teaching/Performance of Primary Duties, Research/Creative Activity, and Service

In general, teaching/performance of primary duties is the most important category; research/creative activity is ranked second in importance; and service is ranked last in importance.

II. Teaching/Performance of Primary Duties

For the Unit A faculty members, duties include teaching as well as non-teaching activities for which three or more credit units per academic year are assigned other than research and sabbatical assignments. For assigned duties other than research or sabbaticals (such as reassigned time for school or university related assignments), the faculty member shall provide appropriate documentation such as evaluations by supervisor(s) or others(s) based on the nature of the assignment.

A. Categories of Materials and Activities

The following materials and activities (which are *not* listed in order of importance) are appropriate for evaluation of Teaching/Performance of Primary Duties:

1. Classroom visitation evaluations;
2. Course materials;
3. Course syllabi;
4. Curriculum development;
5. Evidence of class activities that enhance teaching and learning;
6. Professional development activities;
7. Statistical summaries of student evaluations;
8. Summaries of course grades;
9. Unsolicited evaluation materials from current and/or former students;
10. Application of technology in the teaching/learning process;
11. Participation in primary duties on an interdisciplinary, interdepartmental, and intercollegiate basis;

12. Participation in instructional and other outreach activities including student engagement and mentoring, recruitment, or off-campus instruction;
13. Evidence of activities to assess student learning;
14. Other supporting documentation.

B. Methods of Evaluation

1. Student Evaluations

a. Number and Frequency

- (1) Tenured and tenure track faculty must submit statistical summaries of student evaluations from at least one class each semester during the evaluation period for which the faculty member was assigned teaching duties.
- (2) All annually contracted faculty must submit statistical summaries of student evaluations for all classes taught during the year of evaluation.
- (3) Faculty may, but are not required, to submit comments written by students on the evaluation forms.

b. Procedure

- (1) Student evaluations generally should be administered anytime between midterm and the last day of class.
- (2) Student evaluations will be conducted using the approved School of Business Student Evaluation form. Each faculty member may add four or fewer questions to the form.
- (3) Each class may evaluate an instructor only once using the approved form.
- (4) A staff member, graduate assistant, or faculty member other than the faculty member being evaluated, shall distribute, collect, and seal the student evaluations. The faculty member being evaluated should not be in the classroom while the student evaluations are being administered. The completed student evaluations must be returned to the chair's secretary in the sealed envelope.
- (5) For off-campus classes, student evaluations should be conducted in the same spirit as the on-campus evaluations. While reasonable modifications of the student evaluations procedures are acceptable, the faculty member being evaluated should not administer the evaluations or handle unsealed completed evaluations.
- (6) Upon receipt of the evaluations and statistical summaries from Testing Services, the chair shall distribute all evaluations and a statistical summary. The Chair would retain one statistical summary as a backup copy. The backup copy may be used for evaluation only as authorized by the faculty member.

- (7) Qualitative comments on student evaluations, if submitted by the faculty member as part of the portfolio, may be used for evaluation purposes; however, statistical summaries of student evaluations shall be more important than qualitative comments.

2. Classroom Visitation

a. Number and Frequency

- (1) For retention, for promotion before or at the same time as tenure, and for tenure, one annual classroom visitation by the chair and at least one annual classroom visitation by a faculty peer (a member of the School of Business Unit A faculty) are required of all tenure-track faculty.
- (2) For promotion after tenure and for professional advancement increase, one classroom visitation by the chair or associate chair and one classroom visitation by a faculty peer are required for the evaluation period.
- (3) In addition to the evaluations from the required visitations, a faculty member may submit evaluations from no more than two additional visitations by faculty peers for each year during the evaluation period.
- (4) For annually contracted faculty, one annual classroom visitation by the chair or associate chair is required.

b. Procedure

- (1) If a classroom visitation may be conducted by the chair or associate chair, the chair of the School of Business shall determine whether the chair or the associate chair will conduct the classroom visitation. Evaluations by the chair/ associate chair may be conducted using the approved School of Business Classroom Evaluation Form or in a format determined by the chair/associate chair.
- (2) The faculty member will select the faculty member(s) who will complete the peer classroom visitation. The faculty member shall select at least two different peers to conduct classroom visitations during the evaluation period for tenure. Whenever possible, the faculty member shall select senior faculty members to conduct peer classroom visitations. Peer evaluations will be conducted using the approved School of Business Classroom Evaluation Form.
- (3) The visiting chair or associate chair and peer shall coordinate visits to the classes with the faculty member being evaluated. No visit shall be conducted on a day on which a written examination is administered.
- (4) All evaluators shall provide a signed, completed copy of the evaluation to the faculty member and the chair no later than two weeks prior to the due date of the faculty member's portfolio. If any evaluator fails to do so, then the faculty member shall note the failure in the appropriate section of the portfolio. Such failure shall not prevent decisions concerning retention, promotion, tenure, or professional advancement increases.

3. Evaluation of Distance Learning/On-line courses. Evaluation of distance learning or on-line courses will be conducted in the same spirit as the evaluation of on-campus courses.
4. Professional Development Activities
 - a. Professional development activities may include participation in relevant seminars, workshops, fieldwork practica, professional organizations, achieving or maintaining professional certification, or any other continuing education undertakings.
 - b. For annually contracted faculty evidence of professional development activity in the area of Teaching is required.
- C. Relative Importance
 1. Primary duties will be evaluated in light of credit unit assignments as shown on the assignment of duties form.
 2. In general, in evaluating teaching, evaluations from classroom visitations by the chair/associate chair, evaluations from classroom visitations by faculty peers, evidence of class activities that enhance teaching and learning, and student evaluations shall be considered equal in importance and shall be considered most important. In general, in evaluating teaching, other materials and activities shall be considered of secondary importance.
 3. In evaluating primary duties other than teaching, the relative importance of materials and activities shall depend on the nature of the duties.
- D. Documentation
 1. Each faculty member is responsible for providing sufficient documentation for both quantitative and qualitative assessments of teaching/performance of primary duties.
 2. Documentation of professional development activities and curriculum development should include a description of each activity.
 3. The following documentation is required of all faculty members:
 - a. Classroom visitation evaluations as required under II.B.2.a
 - b. Course syllabi; and
 - c. Statistical summaries of student evaluations for the evaluation period.
 4. Student evaluations must be submitted from all classes in which the evaluations are administered. If written comments from any student evaluations are included in

the portfolio, all comments from that class must be included. Results from responses to all questions on the evaluation form, including responses to questions added by the faculty member, must be submitted.

5. Results from all evaluations by the chair or associate chair during the evaluation period must be submitted.

E. Assessing Teaching Performance

1. Evaluation of the faculty member's teaching/performance of primary duties will include both quantitative and qualitative assessments. In assessing the quality of teaching/performance of primary duties, the evaluators shall consider not only the factors required under II.D.3, but also additional factors if documented by the faculty member, such as:
 - a. Average class GPA;
 - b. Class size;
 - c. Course level;
 - d. Documented recognition of quality such as awards;
 - e. Nature and scope of any professional development activities;
 - f. Nature of the course;
 - g. Number of course preparations during the evaluation period;
 - h. Stated teaching objectives;
 - i. Use of innovative or non-traditional teaching methods;
 - j. Whether a course is a new preparation;
 - k. Whether a course is required;
 - l. Evidence of activities to assess student learning; and/or
 - m. Other appropriate factors.
2. All evidence submitted will be considered as part of the evaluation.
3. The following are intended as guidelines for evaluators with respect to the assessment of teaching/performance of primary duties. If a faculty member has not met the guideline for a specific performance standard, evaluators nevertheless may assess the faculty member as having achieved that performance standard based on consideration of the qualitative factors listed in section II.E.1. as well other documented activities such as professional development activities or curriculum development.
 - a. A rating of **Satisfactory** generally requires documentation of at least *two* of the following:
 - (1) Chair/associate chair classroom visitation evaluations indicating at least satisfactory performance;
 - (2) Peer classroom visitation evaluation indicating at least satisfactory performance;

- (3) Evidence of satisfactory class activities that enhance teaching and learning; or
 - (4) Student evaluations indicating at least satisfactory performance.
- b. A rating of **Highly Effective** generally requires documentation of at least *two* of the following:
- (1) Chair/associate chair classroom visitation evaluations indicating at least highly effective performance;
 - (2) Peer classroom visitation evaluation indicating at least highly effective performance; or
 - (3) Evidence of highly effective class activities that enhance teaching and learning; or
 - (4) Student evaluations indicating at least highly effective performance.
- c. A rating of **Superior** generally requires documentation of at least *two* of the following:
- (1) Chair/associate chair classroom visitation evaluations indicating superior performance;
 - (2) Peer classroom visitation evaluation indicating superior performance;
 - (3) Evidence of superior class activities that enhance teaching and learning; or
 - (4) Student evaluations indicating superior performance.

III. Research/Creative Activity

The outputs of faculty members' research/creative activity may include discipline-based scholarship, learning and pedagogical research, and contributions to practice. Outputs with multiple authors, as well as cross-functional research, are accepted and encouraged. In evaluating research/creative activity, the evaluators shall recognize the diversity of the various business disciplines and shall respect their differing natures and research methods.

A. Categories of Materials and Activities

The following materials and activities are illustrative only. They should not be considered exhaustive, nor are they listed in order of importance. Research activities may include, but are not limited to

- 1. Published works (including works accepted for publication)
 - a. Articles
 - (1) Articles in in-house journals
 - (2) Articles in pedagogical journals
 - (3) Articles in professional journals
 - (4) Articles in public/trade journals
 - (5) Articles in scholarly journals

- (6) Other published articles
 - b. Books
 - (1) Chapter(s) in scholarly books or monographs
 - (2) Monographs
 - (3) Scholarly books
 - (4) Other published books
 - c. Instructional materials
 - (1) Cases with instructional materials
 - (2) Instructional software
 - (3) Instructor's manuals
 - (4) Student guides
 - (5) Textbooks
 - (6) Other published instructional materials
 - d. Proceedings
 - (1) Proceedings of pedagogical meetings
 - (2) Proceedings of professional meetings
 - (3) Proceedings of scholarly meetings
 - (4) Other published proceedings
 - e. Other published works or works accepted for publication
2. Grants
- a. Grants originating outside the University
 - b. Grants awarded by the Council on Faculty Research
 - c. University-level award for research
3. Presentations
- a. Presentations at professional meetings or conferences
 - b. Presentations at research seminars
 - c. Presentations at scholarly meetings or conferences
 - d. Presentations at workshops
 - e. Serving as panel member or discussant at scholarly meetings, professional meetings, or research seminars
 - f. Other presentations
4. Works in Progress
- a. Completed works submitted for publication or for presentation
 - b. Works not yet completed

5. Other Activities

- a. Membership on editorial board of scholarly, professional, or pedagogical journals
- b. Serving as referee or reviewer for proceedings of scholarly, professional, or pedagogical meetings
- c. Serving as referee or reviewer for scholarly, professional, or pedagogical journals
- d. Participation in legal proceedings as an expert witness
- e. Acting as a consultant to a private or governmental body
- f. Public lectures of personal research
- g. Creating technologies to improve the teaching/learning process
- h. Writing for the local, national, or international media in area of expertise
- i. Other research/creative activities or intellectual contributions.

Relative Importance

1. Published works, grants, and presentations (including works accepted for publication) shall be considered the most important. Among published works, those works that have been subject to a review process, either peer-review or editorial review, and that are available for public scrutiny (indexed) shall be considered the most important.

Works in progress and other activities are of secondary importance.

B. Documentation

1. Each faculty member is responsible for providing documentation for assessments of research/creative activity. Works in progress should be documented in as much detail as possible to provide a basis for qualitative assessment.

C. Assessing Research/Creative Activity

1. Evaluation of the faculty member's research/creative activity will include both qualitative and quantitative assessments.
2. All evidence submitted will be considered as part of the evaluation.
3. Evaluators should recognize that research/creative activities involve a building process and outputs from those activities may vary from year to year. Evaluators, therefore, should remember that retention decisions are based on activities in shorter evaluation periods than tenure, promotion, and professional advancement increase decisions which are based on cumulative results of research/creative activities.

4. The following are intended as guidelines for evaluators with respect to quantitative assessment of research/creative activity. If a faculty member has not met the guideline for a specific performance standard, evaluators nevertheless may assess the faculty member as having achieved that performance standard based on consideration of qualitative factors, including resources made available to the faculty member.
 - a. The publication of a journal article in a top-tier journal as evidenced by acceptance rate of 10% or lower or other highly credible evidence offered by the faculty member shall be considered the equivalent of two journal articles.
 - b. Publications of journal articles with acceptance rate of greater than 50% shall be treated as other published works unless the faculty member presents credible evidence of its quality. This provision shall be effective only to portfolios submitted after June 1, 2010.
 - c. For purposes of retention, promotion, tenure, and professional advancement increase:
 - i. A rating of **Satisfactory** generally requires documentation of at least two intellectual contributions including at least one work (published or accepted for publication) or one presentation during the evaluation period.
 - ii. A rating of **Significant** generally requires documentation of at least four intellectual contributions during the evaluation period including at least two journal publications or accepted as a result of a review process. Submission of a final report to a grant-sponsoring agency is also acceptable.
 - iii. A rating of **Superior** generally requires documentation of at least six intellectual contributions during the evaluation period including at least three journal publications or accepted as a result of a review process. Submission of a final report to grant-sponsoring agencies is also acceptable.
5. In assessing research/creative activity for purposes of retention, evaluators shall consider whether the faculty member has demonstrated appropriate progress toward achieving the outputs described in III.C.4. At a minimum, the faculty member shall demonstrate evidence of work in progress and research/creative activity on a continuing basis.

6. To assist in its evaluation, the school personnel committee may:
 - a. request the faculty member to submit additional evidence concerning research/creative activity;
 - b. discuss with the faculty member any evidence submitted by the faculty member;
 - c. after securing written consent from the faculty member, obtain the evaluation of any evidence of research/creative activity from a faculty peer or peers in the faculty member's discipline within the School of Business.
7. Any additional evidence or evaluation so obtained by the school personnel committee shall be in writing and shall be made a part of the faculty member's portfolio.

IV. Service

All faculty members should be engaged in service activities appropriate to the faculty member's discipline and to the missions of the academic program, School of Business, and Eastern Illinois University.

A. Categories of Materials and Activities

The following materials and activities (which are *not* listed in order of importance) are appropriate for evaluation of Service activities:

1. Service to the School of Business including, for example:
 - a. Chairing a School committee;
 - b. Contributing to School-sponsored events;
 - c. Developing and/or maintaining external relationships between the School of Business and the business community;
 - d. Serving as an advisor or co-advisor to a School student organization;
 - e. Serving as a Discipline Unit Coordinator;
 - f. Serving as a member of a School committee; or
 - g. Serving the Discipline Unit.
2. Service to the College of Business and Applied Sciences including, for example:
 - a. Chairing a College committee;
 - b. Organizing a conference, symposium, or workshop; or
 - c. Serving as an advisor or co-advisor to a College student organization; or
 - d. Serving as a member of a College committee.

3. Service to the University including, for example:
 - a. Chairing a University committee or faculty governance organization;
 - b. Organizing a University conference, symposium, or workshop;
 - c. Serving as an advisor or co-advisor to a University student organization;
 - d. Serving as a member of a University committee or faculty governance organization; or
 - e. Serving as a University Writing Competence Examination scorer.

4. Service to Professional Organizations including, for example:
 - a. Serving on a committee;
 - b. Serving in a leadership role such as officer, standing committee chair, or other position;
 - c. Serving as a member of a professional organization;
 - d. Serving as a session chair, discussant, or program chair at a professional meeting; or
 - e. Otherwise planning, coordinating, or directing professional presentations or organization meeting.

5. Other Service Activities including, for example:
 - a. Guest lecturing in a class;
 - b. Presentation of paper or lecture to a group or organization other than professional organizations;
 - c. Presenting public lecture on topics related to faculty member's discipline; or
 - d. Relevant community service.

B. Relative Importance

The five general categories of service listed in Section IV. A. are of equal importance. Because faculty members will document widely differing activities and emphases in their service contributions, the nature and importance of those activities will be considered on the basis of the factors listed in Section IV.D.1. Service to the School of Business is expected.

C. Documentation

Each faculty member is responsible for providing sufficient documentation for both qualitative and quantitative assessments of service.

D. Assessing Service

1. Evaluators will review all materials submitted by the faculty member to document service and will consider factors such as:
 - a. The nature and extent of leadership provided;
 - b. The degree of participation and/or contribution;
 - c. The depth, scope, quality, and length of service;
 - d. The extent and nature of local, state, national, or international recognition of service; and/or
 - e. The relationship of the service to the missions of the academic program, School of Business, and University; and/or
 - f. Other appropriate factors.

2. Evaluation of the faculty member's service activities will include both quantitative and qualitative assessment based on the factors listed in IV.D.1. The following is intended to provide general guidance in evaluation of service activities. If a faculty member has not met the guideline for a specific performance standard, evaluators nevertheless may assess the faculty member as having achieved that performance standard based on other qualitative or quantitative factors. For purposes of tenure, promotion, and professional advancement increase:
 - a. A rating of **Satisfactory** generally requires documentation of at least one service activity during each year of the evaluation period.

 - b. A rating of **Significant** generally requires documentation of:
 - at least one service activity during each year of the evaluation period and
 - at least one service activity in two or more years of the evaluation period in which the faculty member has demonstrated significant leadership or significant participation or contribution.

 - c. A rating of **Superior** generally requires documentation of:
 - more than one service activity during each year of the evaluation period and
 - at least one service activity in most years of the evaluation period in which the faculty member has demonstrated superior leadership or superior participation or contribution.

**SCHOOL OF BUSINESS
STUDENT EVALUATION FORM**

**Respond to each of the following questions based on a scale of 1 through 5 where
1 = Strongly Disagree and 5 = Strongly Agree**

	Strongly Strongly Disagree				Agree
1. The course syllabus clearly stated what is expected of students in this course.	1	2	3	4	5
2. The instructor demonstrates command of the subject matter or discipline.	1	2	3	4	5
3. The instructor effectively organizes knowledge or material for teaching and learning.	1	2	3	4	5
4. The instructor presents knowledge or material effectively.	1	2	3	4	5
5. The instructor communicates effectively using the English language.	1	2	3	4	5
6. This material presented in the classroom contributed to my understanding of the subject matter of the course.	1	2	3	4	5
7. The instructor encourages and interests students in the learning process..	1	2	3	4	5
8. The instructor is readily accessible outside of class for face-to-face course sections or electronically for technology-delivered courses.	1	2	3	4	5
9.					
10.	1	2	2	3	5
11.	1	2	3	4	5
12.	1	2	3	4	5
	1	2	3	4	5

Each faculty member may include 4 or fewer additional questions.

School of Business
Classroom Visitation Evaluation Form

U=Unsatisfactory S=Satisfactory HE=Highly Effective SP=Superior N/O=Not Observed

Activity (All activities may not be observed.)	U	S	HE	SP	N/O	Comments (Additional comments may be included on the back or on an attachment.)
Command of subject matter						
Ability to organize material/knowledge for teaching and learning						
Ability to present material/knowledge for teaching and learning (for example, use of examples to clarify points, use of questions to enhance clarity, use of technology)						
Ability to analyze material/knowledge for teaching and learning (including logical synthesis of information)						
Ability to encourage and interest students in the learning process						
Oral English proficiency						
Overall rating of presentation (not an average of the above)						

Professor: _____ Evaluator: _____

Class: _____ Section: _____ Date: _____ Day: _____ Time _____ of _____ cla:

Evaluator's signature: _____
Signature: _____

Professor's

Procedure for Student Evaluations

- **MAKE SURE THE INSTRUCTOR IS NOT IN THE CLASSROOM!!!**
- **Verify with students that you are giving evaluations for the correct class and instructor.**
- **Write this code on the board _____**
- **If additional questions have been provided on a transparency, place the transparency on the overhead projector.**
- **Be sure to wait until everyone in attendance is seated and pass out the evaluation sheets to them. If comment sheets are provided, pass them out with the evaluation sheets.**
- **Read the following to the students:**

Hello, my name is _____ and I am administering the student evaluations for this class. Please complete the student evaluation form using a #2 pencil. I have pencils if you need one. In the upper right side of the sheet in the space labeled CODES, please write the code number that is on the board and darken the circles. Please complete all questions honestly and fairly. The information from these evaluations will be provided to the instructor only after final grades have been turned in.

- **If additional instructor questions have been provided add the following:**

Questions _____ - _____ are shown on the projector in the front of the room. Please be sure to complete those questions also.

- **State the following ONLY if the instructor has added questions requiring written comments:**

Please write your answers to questions _____ - _____ on the sheet of paper that I have distributed to you. Do not write any comments on the evaluation form.