School of Business
RST Plan for activities during 2015

1. General School Policies and Procedures

1.1 School Review Bodies
1.1.1 School Salary and Promotion Committee (SSPC)
1.1.1.1 Composition of the SSPC

The School Salary & Promotion Committee (SSPC) will consist of the School Director and five tenured faculty members elected by vote of the School’s faculty. Faculty members are eligible for election to the SSPC only if they will have been employed in the School a minimum of two years with a full-time faculty appointment prior to the start of the term. Committee members will be elected for terms of two academic years. The Director is not eligible to serve as the chair of the SSPC. Once faculty members have completed their two-year terms, they are ineligible to serve on the Committee for a one-year period unless there is not a sufficient number of faculty available to replace Committee members whose terms are expiring.

1.1.1.2 Procedure for Election of the SSPC

Each September at the School of Business regular meeting an election shall be held for membership on the School Salary & Promotion Committee (SSPC) for the academic year.

1.1.1.3 Definition of Peer Group for Promotion and Salary Review

The peer group for promotion and salary consists of all faculty in the School of Business.

1.1.2 Renewal and Tenure Review Body (RTRB)

1.1.2.1 Composition of the RTRB/RTRBs and voting procedure

All tenured members of the School comprise the RTRB. For 2015/2016 the members are:

Jack Borke
Wendy Brooke
Roxane Gunser
John Hammermeister
Susan Hansen
Marge Karsten
Syed Moiz
Louis Nzegwu
Machelle Schroeder
Scott White

Comment [WU1]: How is the Chair of the SSPC selected?

Comment [WU2]: In the paragraph above it says they are elected for a 2 year term.

Comment [WU3]: I think their needs to be a description of how the chair is selected and what the voting procedure will be.
Additional faculty who have been granted tenure as of September, 2015.

1.1.2.2 Composition of an Interdisciplinary RTRB and voting procedure (if applicable)

N/A

1.2 Procedure for Approving the School RST Plan/Sub-Plans by the School Faculty

School RST plans are reviewed and voted on by all tenured/tenure-track faculty at a regular School business meeting.

1.3 Procedures for Evaluation of School Faculty

1.3.1 Peer Evaluations

Salary & Promotion:
SSPC members will independently review each file for the purposes of salary and inequity review indicating their assessment of the faculty member’s (a) teaching effectiveness, (b) scholarly and professional activities, and (c) university and community service. Prior to the scheduled SSPC meeting, committee members will submit assessments to the SSPC chair. The SSPC chair will provide a summary evaluation by averaging all responses. The SSPC will review the summary for the purpose of reaching consensus on final recommendations. The SSPC chair will also provide the results from the prior two years to be used for reference as necessary. A peer evaluation form may be found in Appendix A

Retention & Tenure:
Tenured faculty will independently review each probationary file for the purposes of a renewal or tenure decision indicating their assessment of the faculty member’s (a) teaching effectiveness, (b) scholarly and professional activities, and (c) university and community service. Prior to the scheduled tenured faculty meeting, tenured faculty members will submit assessments to the RTRB chair who will provide a summary evaluation by averaging all responses. The peer evaluation form may be found in Appendix A.

1.3.2 Student Evaluations

For probationary faculty student evaluations are collected each semester. Evaluations will be conducted by administrative support staff or other tenured faculty. Tenured faculty may choose to not collect course evaluations every semester. Course evaluations must be collected in one semester at least once every 3 years. If evaluations are collected, faculty may 1) designate a student to administer the evaluations or 2) coordinate with administrative support staff for administration of the evaluation.

The following scale will be used in assessing and distance student evaluations:

- Exceeds Expectations - 4.2 - 5.0
- Meets Expectations – 4.1 to 3.5
- Does Not Meet Expectations – 3.4 or lower
(scores will be rounded up)
The Director will incorporate on campus and distance student evaluations. Distance student evaluations will only be considered if the return rate is at least 50% per class. Both print and on-line classes which are taught as part of load or overload are to be included in the analysis. If a faculty member does not collect student evaluations in on-campus classes for the purpose of RST evaluation, distance teaching evaluations will not be included in the evaluation. The course evaluation form used by the School may be found in Appendix B.

1.3.3 Additional Types of Evaluation (if applicable)

As part of the peer evaluation process, tenured faculty members in the School will attend at least two classes for all probationary faculty. By October 1 for Fall observations and March 1 for Spring observations, the chair of the RTRB will remind tenured faculty of the need to schedule these appointments. Tenured faculty conducting these classroom reviews will notify non-tenured faculty members of the approximate period of time during which they will attend classes by October 15 for Fall and by Spring Break for Spring. Those conducting peer classroom observations will submit reports of their findings to the RTRB chair using the standard School peer observation report found in Appendix C. A copy of the appropriate peer observation report will be placed in non-tenured faculty members’ RST files prior to RTRB review.

1.4 Procedures for Evaluation of Faculty with Non-Teaching Assignments

Faculty with administrative responsibilities or unusual assignments shall be evaluated based in accordance with Section 6.3.5 of the Faculty Handbook.

2. Renewal of Probationary Faculty

2.1 School Criteria for Evaluation of Teaching, Professional/Scholarly/Creative Activity, and Service

2.1.1 Teaching Effectiveness

Teaching effectiveness will constitute 60% of the overall evaluation.

Broad principles that guide the evaluation of teaching effectiveness:

- Teaching effectiveness is demonstrated by an on-going willingness to improve one’s classroom teaching
- Quality teaching is the most important activity in the School
- The faculty member expects high quality work of their students
- Feedback is essential to good teaching; faculty member takes time to provide feedback (individual, corporate, written, verbal) to students
- A combination of activities/behaviors are to be considered when assessing teaching effectiveness
- If applicable, teaching effectiveness will include input from distance coordinators for faculty who teach at a distance.
- Teaching overloads is at the discretion of the faculty member
The URSTC’s procedures state that teaching is an array of activities that provide students opportunities for learning. Thus teaching effectiveness can be demonstrated in a number of ways. The School considers the following range of activities as representative examples of how faculty can demonstrate teaching effectiveness. This should not be considered as an inclusive or exhaustive listing of what constitutes effective teaching, and it is not expected that faculty engage in all the following activities:

a. Engaging students in the classroom by the use of strategies which encourage student engagement
b. Providing learning opportunities beyond the classroom
c. Providing student support for learning
d. Demonstrating a commitment to teaching and concern for student learning by the use of experiential learning, trying new pedagogical approaches, or incorporating service learning
e. Designing course activities to encourage critical thinking
f. Selection of course/teaching session content evidenced by the revision or development of curriculum
g. Mastery of content by faculty member
h. Course/teaching session organization
i. Appropriateness of instructional materials
   (the above three objectives can be demonstrated through classroom observation)
j. Appropriateness of course objectives
k. Appropriateness of evaluation devices, teaching methodology, as demonstrated by learning activities and assessments which challenge students
l. Student achievement based on performance on projects, as demonstrated by examples of student work
m. Support of School instructional efforts by meeting baseline School expectations regarding availability to students and colleagues, timely completion of tasks, etc.
n. Communicating effectively with students
o. Appropriate use of technology in ways that support student learning

2.1.2 Professional, Scholarly, and Creative Activity

Scholarly and Professional Activities weight: 20%

2.1.3 Service to the University and to the Community

Service to the University & community weight: 20%

In addition to URST guideline definitions, service also includes activities such as: enrollment development, alumni relations, fundraising, training and developmental activities, professional service to professional organizations, service presentations, public and community service, unpaid independent studies, and creation and maintenance of employer relations which benefit the School.

2.2 Ancillary Materials required by the School for Inclusion in the RST File (if applicable)

N/A
3. Granting of Tenure

3.1 School Criteria for Evaluation of Teaching, Professional/Scholarly/Creative Activity, and Service

3.1.1 Teaching Effectiveness

Teaching effectiveness will constitute 60% of the overall evaluation.

Broad principles that guide the evaluation of teaching effectiveness:

- Teaching effectiveness is demonstrated by an on-going willingness to improve one’s classroom teaching
- Quality teaching is the most important activity in the School
- The faculty member expects high quality work of their students
- Feedback is essential to good teaching; faculty member takes time to provide feedback (individual, corporate, written, verbal) to students
- A combination of activities/behaviors are to be considered when assessing teaching effectiveness
- If applicable, teaching effectiveness will include input from distance coordinators for faculty who teach at a distance.
- Teaching overloads is at the discretion of the faculty member

The URSTC’s procedures state that teaching is an array of activities that provide students opportunities for learning. Thus teaching effectiveness can be demonstrated in a number of ways. The School considers the following range of activities as representative examples of how faculty can demonstrate teaching effectiveness. This should not be considered as an inclusive or exhaustive listing of what constitutes effective teaching, and it is not expected that faculty engage in all the following activities:

a. Engaging students in the classroom by the use of strategies which encourage student engagement
b. Providing learning opportunities beyond the classroom
c. Providing student support for learning
d. Demonstrating a commitment to teaching and concern for student learning by the use of experiential learning, trying new pedagogical approaches, or incorporating service learning
e. Designing course activities to encourage critical thinking
f. Selection of course/teaching session content evidenced by the revision or development of curriculum
g. Mastery of content by faculty member
h. Course/teaching session organization
i. Appropriateness of instructional materials
   (the above three objectives can be demonstrated through classroom observation)
j. Appropriateness of course objectives
k. Appropriateness of evaluation devices, teaching methodology, as demonstrated by learning activities and assessments which challenge students
l. Student achievement based on performance on projects, as demonstrated by examples of student work
m. Support of School instructional efforts by meeting baseline School expectations regarding availability to students and colleagues, timely completion of tasks, etc.
n. Communicating effectively with students
o. Appropriate use of technology in ways that support student learning
3.1.2 Professional, Scholarly, and Creative Activity

Scholarly and Professional Activities weight: 20%

3.1.3 Service to the University and to the Community

Service to the University & community weight: 20%

In addition to URST guideline definitions, service also includes activities such as: enrollment development, alumni relations, fundraising, training and developmental activities, professional service to professional organizations, service presentations, public and community service, unpaid independent studies, and creation and maintenance of employer relations which benefit the School.

3.2 Ancillary Materials required by the School for Inclusion in the RST File (if applicable)

N/A

4. Promotion to Full Professor

4.1 School Criteria for Evaluation of Teaching, Professional/Scholarly/Creative Activity, and Service

4.1.1 Teaching Effectiveness

Teaching effectiveness will constitute 60% of the overall evaluation.

Broad principles that guide the evaluation of teaching effectiveness:

- Teaching effectiveness is demonstrated by an ongoing willingness to improve one’s classroom teaching
- Quality teaching is the most important activity in the School
- The faculty member expects high quality work of their students
- Feedback is essential to good teaching; faculty member takes time to provide feedback (individual, corporate, written, verbal) to students
- A combination of activities/behaviors are to be considered when assessing teaching effectiveness
- If applicable, teaching effectiveness will include input from distance coordinators for faculty who teach at a distance.
- Teaching overloads is at the discretion of the faculty member

The URSTC’s procedures state that teaching is an array of activities that provide students opportunities for learning. Thus teaching effectiveness can be demonstrated in a number of ways. The School considers the following range of activities as representative examples of how faculty can demonstrate teaching effectiveness. This should not be considered as an inclusive or exhaustive listing of what constitutes effective teaching, and it is not expected that faculty engage in all the following activities:

a. Engaging students in the classroom by the use of strategies which encourage student engagement
b. Providing learning opportunities beyond the classroom
c. Providing student support for learning
d. Demonstrating a commitment to teaching and concern for student learning by the use of experiential learning, trying new pedagogical approaches, or incorporating service learning
c. Designing course activities to encourage critical thinking
f. Selection of course/teaching session content evidenced by the revision or development of curriculum
g. Mastery of content by faculty member
h. Course/teaching session organization
i. Appropriateness of instructional materials
   (the above three objectives can be demonstrated through classroom observation)
j. Appropriateness of course objectives
k. Appropriateness of evaluation devices, teaching methodology, as demonstrated by learning activities and assessments which challenge students
l. Student achievement based on performance on projects, as demonstrated by examples of student work
m. Support of School instructional efforts by meeting baseline School expectations regarding availability to students and colleagues, timely completion of tasks, etc.
n. Communicating effectively with students
o. Appropriate use of technology in ways that support student learning

4.1.2 Professional, Scholarly, and Creative Activity

Scholarly and Professional Activities weight: 20%

4.1.3 Service to the University and to the Community

Service to the University & community weight: 20%

In addition to URST guideline definitions, service also includes activities such as: enrollment development, alumni relations, fundraising, training and developmental activities, professional service to professional organizations, service presentations, public and community service, unpaid independent studies, and creation and maintenance of employer relations which benefit the School.

4.2 Ancillary Materials required by the School for Inclusion in the RST File (if applicable)

N/A

5. Salary and Inequity

5.1 School Criteria for Evaluation of Teaching, Professional/Scholarly/Creative Activity, and Service

5.1.1 Teaching Effectiveness

Teaching effectiveness will constitute 60% of the overall evaluation.
Broad principles that guide the evaluation of teaching effectiveness:

- Teaching effectiveness is demonstrated by an on-going willingness to improve one’s classroom teaching.
- Quality teaching is the most important activity in the School.
- The faculty member expects high quality work of their students.
- Feedback is essential to good teaching; faculty member takes time to provide feedback (individual, corporate, written, verbal) to students.
- A combination of activities/behaviors are to be considered when assessing teaching effectiveness.
- If applicable, teaching effectiveness will include input from distance coordinators for faculty who teach at a distance.
- Teaching overloads are at the discretion of the faculty member.

The URSTC’s procedures state that teaching is an array of activities that provide students opportunities for learning. Thus teaching effectiveness can be demonstrated in a number of ways. The School considers the following range of activities as representative examples of how faculty can demonstrate teaching effectiveness. This should not be considered as an inclusive or exhaustive listing of what constitutes effective teaching, and it is not expected that faculty engage in all the following activities:

a. Engaging students in the classroom by the use of strategies which encourage student engagement
b. Providing learning opportunities beyond the classroom
c. Providing student support for learning
d. Demonstrating a commitment to teaching and concern for student learning by the use of experiential learning, trying new pedagogical approaches, or incorporating service learning
e. Designing course activities to encourage critical thinking
f. Selection of course/teaching session content evidenced by the revision or development of curriculum
g. Mastery of content by faculty member
h. Course/teaching session organization
i. Appropriateness of instructional materials
   (the above three objectives can be demonstrated through classroom observation)
j. Appropriateness of course objectives
k. Appropriateness of evaluation devices, teaching methodology, as demonstrated by learning activities and assessments which challenge students
l. Student achievement based on performance on projects, as demonstrated by examples of student work
m. Support of School instructional efforts by meeting baseline School expectations regarding availability to students and colleagues, timely completion of tasks, etc.
n. Communicating effectively with students
o. Appropriate use of technology in ways that support student learning

5.1.2 Professional, Scholarly, and Creative Activity

Scholarly and Professional Activities weight: 20%
5.1.3 Service to the University and to the Community

Service to the University & community weight: 20%

In addition to URST guideline definitions, service also includes activities such as: enrollment development, alumni relations, fundraising, training and developmental activities, professional service to professional organizations, service presentations, public and community service, unpaid independent studies, and creation and maintenance of employer relations which benefit the School.

5.1.4 School Guidelines for Determining Merit or High Merit

The SRB will recommend merit for faculty who are rated at least Meets Expectations.

The SRB will allocate high merit for faculty who meet the following criteria:

1. The faculty member’s student evaluations must be assessed as Exceeds Expectations.
2. The faculty member must be rated as Exceeds Expectations in the Teaching category of peer evaluation.
3. The faculty member must be rated as: Meets or Exceeds Expectations in each of the two categories of peer evaluation: Scholarly and Professional Activities and University and Community Service

5.2 Ancillary Materials required by the School for Inclusion in the RST File (if applicable)

N/A

6. Post-tenure Review

6.1 School Criteria for Evaluation

Faculty will complete the Post Tenure review in accordance with URSTPC guidelines.

6.2 School Policy on Professional Development Tied to Post-tenure Review

To the extent reasonably possible, professional development funds and other resources will be made available to assist faculty who do not meet School standards in the post tenure review.
### Appendix A

<table>
<thead>
<tr>
<th>Teaching Effectiveness</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Expertise</td>
<td>Attending conferences focusing on the scholarship of teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuing education courses, conferences, and workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other activities that enhance content expertise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Instructional Delivery</td>
<td>Development of innovative teaching methods or media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Changing classroom approach in response to student performance or feedback from peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other activities that enhance instructional delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Course Design &amp; Management</td>
<td>Revisions to existing courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New courses developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using varied forms of electronic media to support instructor accessibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course load (# of: students / preps / times previously taught)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Honors, awards, or grants received in recognition of teaching excellence/ improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other activities that enhance course design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Extending the classroom</td>
<td>Supervision and of student research projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervision of independent studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervision of student internships</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course-related research projects involving outside organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consultation on student research projects, independent studies or other projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other activities that engage students outside the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The number of students assigned to you for advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advising a student group related to an academic discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizing or chaperoning student field trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing letters of recommendation for, employment, graduate school, or scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other activities that support students outside the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Teaching Effectiveness Rating</th>
<th>Doesn't Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly &amp; Professional Development</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1. Scholarly Activities</td>
<td>• Attended a professional conference</td>
<td>• Gave a presentation at a professional conference</td>
<td>• Served as a discussant/panel member at a professional conference • Published work in a non-referred journal • Developed instructional materials for an existing textbook • Published a book, or an article in a refereed journal • Other activities that enhance professional expertise</td>
</tr>
<tr>
<td>2. Further Education</td>
<td>• Participated in scholarly, pedagogical, or technical workshops • Participated in webinars or other online activities • Other activities which enhance professional education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Professional Organizations</td>
<td>• Holds current membership in professional organization • Served on a committee of a professional organization • Held an elective or appointed office of a professional organization • Other activities that enhance the profession</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Scholarly/Professional Rating</th>
<th>Doesn’t Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>
### University & Community Service

<table>
<thead>
<tr>
<th>Overall Service Rating</th>
<th>Doesn’t Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

- Attends faculty meetings regularly
- Membership on School committees
- Chair of School committees
- Leader/organizer of School presentation/workshop
- Mentor of new faculty

- The faculty member is genuinely interested in assisting colleagues.
- They are sought out by colleagues on academic and other matters.
- They express interest and concern for the quality of their teaching.
- They engage in other activities that enhance the progress of the School.
- They are members of a campus committee.
- They are chair of a campus committee.
- They are the leader/organizer of a campus presentation/workshop.
- They participate in college-sponsored outreach activities.
- They engage in other activities that enhance the University mission.

- They make their talents and time available to the noncampus community.
- They are asked to serve as a consultant to other organizations.
- They engage in other activities that support the noncampus community.
Appendix B

Instructor Evaluation Form (on-campus)

SCHOOL OF BUSINESS  Course: ___________________________
Evaluation of Instructor: _________________________

The School considers student evaluation of instructors to be very important. Please complete this form. The evaluation is confidential. Instructors do not have access to student evaluations of teaching until final course grades have been turned in.

PLEASE USE PENCIL • DO NOT WRINKLE OR FOLD THIS FORM

Fill in the letter that best describes your perception of the instruction of this course.

- A - I strongly agree with this statement.
- B - I agree with this statement
- C - I have a neutral opinion regarding this statement
- D - I disagree with this statement.
- E - I strongly disagree with this statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses speech that is understandable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Seems well prepared for class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses examples and illustrations that clarify the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explains course material clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Gives exams, quizzes or other assessments that are related to assigned material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Shows enthusiasm for subject material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Incorporates current material into the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Communicates effectively with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Encourages classroom participation from students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Presentations/discussions enhance the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Sets high standards for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Explains evaluation criteria.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Graded work is made available to students within two weeks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Assigns homework, projects, casework or papers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Uses class time for student discussions, presentations or questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Presents material in an organized manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Instructor starts class on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Covers the material stated in the syllabus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT PROFILE

Anticipated grade in this course: 
Gender: 
List your major ____________________________________________.
If your major is Business Administration, please list your area of emphasis__________________________________.
(Please answer the questions on the back side of this sheet.)
PLEASE RESPOND TO THESE THREE STATEMENTS

A. Identify specific things your instructor has done especially well in teaching this course.

B. Identify specific things you believe could be done to improve the teaching of this course.

C. Other constructive comments:
Instructor Evaluation form (distance)

Evaluate the instructor as related to the interactions you had with him or her during the course. It is important to remember that your instructor should not be assessed for any content issues in the course. The evaluation is strictly based on his/her performance.

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 The Instructor provided a response to my questions (e.g., ‘Ask the Professor’, ‘Raise Your Hand’, etc.) within 2 working days.</td>
<td>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Usually; 5 = Always; 0 = Not Applicable</td>
</tr>
<tr>
<td>#2 The instructor communicated in a respectful tone that encouraged learning.</td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
<tr>
<td>#3 The instructor’s answers to questions (e.g., ‘Ask the Professor’, ‘Raise Your Hand’, etc.) were helpful in understanding the course content.</td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
<tr>
<td>#4 I felt comfortable contacting the instructor to ask questions or seek clarification.</td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
</tbody>
</table>

Evaluate the instructor as it relates to individual and group assignments

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5 The instructor provided a response to assignments and exams or graded them within 7 working days of the due date.</td>
<td>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Usually; 5 = Always; 0 = Not Applicable</td>
</tr>
<tr>
<td>#6 The instructor used appropriate grading criteria (e.g., rubrics or answer key) when grading assignments, exams and projects.</td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
<tr>
<td>#7 The instructor’s feedback on assignments was helpful for improving my skills related to this course.</td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
<tr>
<td></td>
<td>Evaluate the overall course management by instructor</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>#8</td>
<td>The instructor was knowledgeable in the course management system</td>
</tr>
<tr>
<td></td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
<tr>
<td>#9</td>
<td>The instructor used his/her knowledge of the subject matter to enhance course quality.</td>
</tr>
<tr>
<td></td>
<td>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 0 = Not Applicable</td>
</tr>
</tbody>
</table>
Appendix C

CLASSROOM VISIT EVALUATION FORM

School of Business

Name of Evaluator:
Name of Faculty Member Evaluated:
Class:
Date/Time:

Please conduct your evaluation based on the following four categories. It will be most valuable to the instructor and the School Director if you specify strengths and suggestions for improvement for each category.

Preparation and Organization

Mode of Delivery
Rapport with Students

General Comments