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October 2, 2012

Dr. Ehab Abourashed
Chairperson, Department of Pharmaceutical Sciences, and Departmental Employees

> RE: OFFICIAL TRANSMITTAL OF PRESIDENTIAL APPROVAL OF YOUR
>   DEPARTMENT APPLICATION OF CRITERIA

Dear Dr. Abourashed and Departmental Employees:

I have reviewed your revised Department Application of Criteria (DAC) which was recently submitted to the Office of the Provost. Based on my review, I hereby approve the DAC for the Department of Pharmaceutical Sciences. A copy of the approved DAC is included in this communication. Please share the approved DAC with the appropriate departmental employees.

Thank you for your efforts in preparing the DAC for your department as one which reflects accountability and academic excellence.

Sincerely,

Wayne Watson
President

Attachment: Approved DAC

Department Application of Criteria

Department of Pharmaceutical Sciences

College of Pharmacy

Chicago State University

2012 – 2015

Nadeem Fazal, for DPC

Ehab A. Abourashed, Dept. Chair

10/2/12

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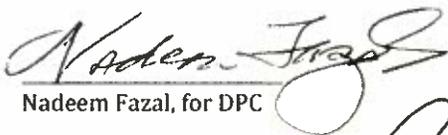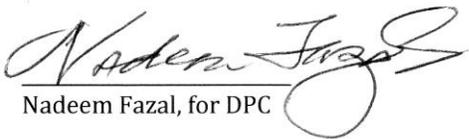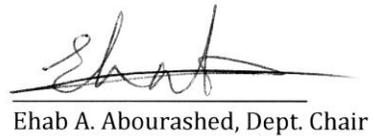# Department Application of Criteria

Department of Pharmaceutical Sciences

College of Pharmacy

Chicago State University

2012 – 2015

Nadeem Fazal, for DPC

Ehab A. Abourashed, Dept. Chair

1

Chicago State University Mission and Vision

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

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Preamble

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The purpose of the Departmental Application of Criteria (DAC) is to improve faculty performance and teaching effectiveness through the provision of a structured series of performance indicators and a multi-tiered system of evaluation. The evaluation process is organized to help faculty identify areas of strength and weakness and to assist faculty in documenting growth and development. The DAC is not intended nor should be construed to address areas that constitute 'conditions of employment'. It addresses the college and university requirement for continual growth and development of faculty in the areas of teaching/primary duties, research/scholarly activity and service. The DAC is organized according to these areas and, for each, identifies categories of accepted activities, their relative importance and methods of evaluation.

The mission of the Department of Pharmaceutical Sciences is to empower students with the foundation of knowledge essential to the professional pharmacy curriculum. While providing the highest quality instruction in pharmaceutical sciences, the faculty introduces and develops skills of critical thinking, problem solving and life-long learning in future pharmacists. The members of the faculty serve as role models, nurturing interpersonal skills in pharmacy students during their professional development. In turn, the Department of Pharmaceutical Sciences enhances the scholarly development of these faculty members by encouraging them to strive for excellence in critical inquiry. The Department also endeavors to contribute significantly to the Chicago State University College of Pharmacy by excelling in service both within and outside of the College. The activities that constitute growth and development of faculty in this department are directly related to the achievement of this mission.

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Composition and Functions of the Department Personnel Committee (DPC)

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Due to the current limited number of tenured faculty and faculty at the rank of Associate Professor or higher at the department of pharmaceutical sciences, its DPC will be formed as a committee of the whole faculty of the department. All DPC members will be responsible for reviewing annual retention portfolios when they are submitted. DPC members reviewing promotion portfolios will be at the same or a higher rank as the rank applied for. Only tenured faculty will be eligible to evaluate tenure portfolios. In case there is no sufficient number of tenured faculty in the DPC, external tenured faculty will be recruited from other CSU departments as members of a special committee to evaluate the submitted portfolio(s). The composition of the DPC will be restricted to tenured faculty and eventually tenured faculty as soon as a sufficient number is reached.

I.   Categories of Materials and Activities, Relative Importance, and Methods of Evaluation

A.   Teaching/ Performance of Primary Duties

Guidelines for Evaluation of Teaching/Performance of Primary Duties

It is the responsibility of the Department Personnel Committee (DPC) to arrive at a judgment of the degree of effectiveness of performance in teaching/performance of primary duties based on the evidence presented in the portfolio. For the purpose of assigning a performance standard to the degree of effectiveness of teaching, the criteria in Table 1 will be followed. Guidelines for the evaluation of performance of teaching and primary duties shall be assigned an overall evaluation level which reflects the division of duties as determined by the division of assigned cues. Thus, the two aspects of the category Teaching/Performance of Primary Duties are to be weighted in the evaluation in proportion to the assignment of CUEs for that aspect. Because each of these aspects is quite different, the categories, importance, criteria, and guidelines for each aspect will be covered in two parallel sections: A1) Teaching, and A2) Performance of Primary Duties. The teaching section is first and the performance of primary duties follows immediately after. Materials to be evaluated listed throughout this document are examples and are not intended to be all inclusive. In the case of discrepancy between the two aspects of teaching and performance of primary duties, the DPC must decide on the overall rating.

Relative Importance of Teaching Activities

Activities defined in the yearlong workload plan are most important. Other activities are equally important to each other.

Relative Importance for Criteria for Classroom and Laboratory Performance

Course materials, classroom and site visitations, and student evaluations submitted for evaluation of a faculty member will be weighted equally.

Methods of Evaluation

1. Classroom Evaluations

A minimum of three classroom evaluations will be conducted per evaluation cycle: 2 peer evaluations and a Department Chair evaluation for the same course. The faculty member will select one peer observer and the second will be assigned by the DPC. Observers will complete the evaluation and provide a general rating of the faculty member's teaching according to the following criteria: (1) clarity of presentation, (2) mastery of subject material, (3) appropriate level of student involvement and (4) classroom management. Department Chairs are additionally responsible for evaluation of student assessment materials. Observers are responsible for rating the faculty member in each domain as exceeds expectations, meets expectations or does not meet expectations.

Upon receiving the observer evaluations the DPC will assign an observation rating based on the following criteria:
Superior: Faculty exceeds expectations in all four criteria
Significant: Faculty exceeds expectations in three of the four criteria and meets expectations in one criterion.
Highly Effective: Faculty exceeds expectation in two of the four criteria and meets expectations in two criteria.
Effective: Faculty meets expectations in all four criteria
Highly Satisfactory: Faculty meets expectations in three of the criteria, including subject mastery and presentation clarity
Satisfactory: Faculty meets expectations in subject mastery and presentation clarity
Unsatisfactory: Faculty does not meet expectations for a Satisfactory rating

Upon assignment of observation ratings, the DPC will develop a single rating based on the following scale:
Superior: 66% of all evaluations must be Superior and assessment ranking must exceed expectations
Significant: 66% of all evaluations must be Significant or higher and assessment ranking must meet expectations
Highly Effective: 66% of all evaluations must be Highly Effective or higher
Effective: 66% of all evaluations must be Effective or higher
Highly Satisfactory: 67% of all evaluations must be Highly Satisfactory or higher
Satisfactory: 66% of all evaluations must be Satisfactory or higher
Post-tenure faculty
Exemplary: 66% of all evaluations must be Significant or higher and evaluation of assessment must exceed expectations
Adequate: 66% of all evaluations must be Effective or higher

2. Student Evaluations

The faculty member will submit a summary of all university-authorized student evaluations conducted during the evaluation period. The evaluation questions are grouped into three categories: (i) Professionalism, (ii) Content/Knowledge and (iii) Presentation skill. Faculty must submit student evaluation summaries with each category listed which will be evaluated according to the following rating scale:

Superior: Faculty must achieve a mean 3.75 rating in all three categories
Significant: Faculty must achieve a mean 3.75 rating in two of the three categories and a 3.5 in the third
Highly Effective: Faculty must achieve a mean 3.5 rating in all three categories
Effective: Faculty must achieve a mean 3.5 rating in two of the three categories and a 3.0 in the third
Highly Satisfactory: Faculty must achieve a mean 3.0 rating in all three categories
Satisfactory: Faculty must achieve a mean 3.0 rating in two of the three categories.

In the event of unusual circumstances, such as low response rates, experimental pedagogy, the faculty member and Department chair may submit statements to provide clarity for DPC consideration.

The methods described above will also be applied to evaluate any online or hybrid courses that may be offered by the department.

A1.   Teaching

Activities	Materials to be Evaluated

a) Classroom and laboratory performance	1. The yearlong workload form and any revised faculty workloads completed by the evaluation.
	 2. The course syllabus, the final exam, and a representative hour exam for each different course taught during the evaluation period for each different course taught during the evaluation period.
	 3. All peer and/or chair evaluations during the evaluation period.
	 4. A summary of all student course evaluation(s).
	 5. If applicable, the following additional materials may be submitted:
	    a. Materials from tutoring and help sessions.
	    b. Evidence of training/mentoring students/assistants.

b) Curriculum/Course development or revision	Original instructional materials such as new lab experiments, original homework problems, novel/original learning aids, updates to lecture material to reflect current standards of practice, etc.
c) Professional development for teaching improvement	Documentation of participation in activities that contribute to course development and improved teaching.

A2.   Performance of Primary Duties (Including Duties formally assigned CUEs during the academic year, other than teaching)

Relative Importance of Performance of Primary Duties

The division of workload between teaching and primary duties, as according to the yearlong, will dictate the relative importance of these two categories.

Activities	Materials to be Evaluated
a) Academic advising of pharmacy learning communities	Calendar of meetings and/or synopsis of activities and evaluations conducted with small learning groups.
b) Serving as chair for a major standing committee (Curriculum, Assessment, Academic Standing, and Admission)	Submission of end of year report of committee activities.
c) Training of personnel	Where appropriate, evidence of personnel training (i.e. tutors, chemical disposal training, residents, lab assistants, etc.) should be documented.
d) Professional development for program improvement	Documentation of workshops, training courses or other development programs related to the duty.
e) Program performance plus attendance at required meetings and completion of reports	1. Documentation of attendance at College and University meetings as appropriate. 2. Documentation of the maintenance of appropriate and accessible records and copies of submitted reports. 3. Copies of the results of assessment instruments, progress reports, surveys, questionnaires and/or annual evaluation reports as appropriate 4. If release time has been granted for research, then a narrative summary of the research performed must be included. Details of the conduct of research however will still be reported Part II Research Scholarly Activity, A. Conduct.
f) Program improvement/acquisition of resources	Documentation of significant improvements to a program and/or acquisition of resources to improve a primary duty activity should be provided and explained.
g) Other duties	Documentation of participation in teaching activities which are not included in the CUE assignments, e.g. guest lecturing in other COP courses (syllabus, lecture, and exam); teaching awards (copy of award certificate or equivalent); APPE academic rotations (copy of preceptor assignment letter); other similar activities

Other Supporting Materials

Any other materials may be submitted which serve to document the candidate's performance of their primary duties.

B. Research/Creative Activity

Guidelines for Evaluation of Research/Creative Activity

It is the responsibility of the DPC to arrive at a judgment of the degree of effectiveness of performance in research/creative activity based on the evidence presented in the portfolio. Research output will be evaluated as sufficient in accordance with the infrastructure available to the candidate. Research activities are mutually exclusive with activities credited as either Teaching/Primary duties or Service. For the purpose of assigning a performance standard to the degree of effectiveness of research/creative activity, the criteria in Table 1 will be followed. The two aspects of the category Research/Scholarly Activity will be evaluated in two parallel sections: B1) The Conduct of Research, and B2) Research Productivity.

Relative Importance of Conduct of Research Activities
All activities in the conduct of research area will carry equal weight with the exception of B1a.

Relative Importance of Research Productivity Activities

The publication of peer reviewed articles and being PI/Co-PI on a successful, competitive grant are the most important and of equal value. These two activities are evaluated cumulatively based on activities completed at CSU. All other activities are of equal value and are evaluated according to the guidelines in Table 1.

B1. The Conduct of Research

Activities	Materials to be Evaluated
a) Develop a research plan	Research plan.
b) Research performance	A synopsis of research/scholarly progress since the last evaluation, as well as evidence of equipment/laboratory procurement, library research, and other formative activities.
c) Student research training	A statement of how students are involved in research, the student's names and their specific contribution to the research effort.
d) Upgrade of research lab/tools/resources	Evidence of improvements made to research infra-structure.
e) Professional development for research improvement	Documentation of attendance at workshops or other development activity.

Materials which may be submitted in the evaluation portfolio include anything appropriate for documenting the B1 activities.

B2. Research Productivity

Activities	Materials to be Evaluated
a) Peer reviewed publications	Copies of all publications and abstracts.
b) PI/Co-PI/Contributor on a successful, competitive, external grant	The cover page, abstract, and grant award letters of successful grants.
c) Non-peer reviewed publications, internal grants, or non-competitive grants	1. Evidence to support authorship or co-authorship of a book, book chapter or review article. 2. The cover page, abstract, and grant award letters of successful internal grants.
d) Faculty or student presentations	1. Conference proceedings which list the candidate's presentations and /or contributions. 2. Conference proceedings which list student presentations and contributions for which the candidate served as mentor.

e) Pending or unsuccessful grants, publications, or presentations	1. Representative samples of research, grants, or manuscripts in progress. 2. If applicable, Grant or manuscript reviewer's comments of successful and unsuccessful grants may be submitted.
f) Co-PI/Contributor/Consultant on collaborative grant activities at CSU and/or with other institutions (which don't otherwise qualify as a B1 activity)	Evidence of participation (in roles other than PI or co-PI) in successful collaborative grant activities at CSU and/or with other institutions. These may include professional correspondence and thank you letter.
g) Other Activities	Evidence of other research activities and productivity, e.g. research awards; honors/recognition; adjunct position; other similar activities.

C. Service

Guidelines for the Evaluation of Service

It is the responsibility of the DPC to arrive at a judgment of the degree of effectiveness of performance in service based on the evidence presented in the portfolio following the criteria outlined in Table 1. All activities receiving credit for service provision must be professional discipline-related or related to health professional education and/or promotion. Service activities are also mutually exclusive with activities in the categories of teaching/primary duties and research/scholarly activity. Activities listed in this section are provided as examples and are not intended to be all inclusive. The DPC is to provide guidance to faculty regarding activities that may receive credit for service provision. For purposes of evaluation, Service will be evaluated through two separate measures: C1) Internal activities, and C2) External activities. The internal and external areas of evaluation encompass the major areas of service activities provided to the department, college, university, profession and community, as well as activities that lead to achieving the university's vision and mission.

Relative Importance of Service Activities

Service on required departmental, college or university committees is considered the most important. All other service is considered equally important.

C1. Internal Activities

Activities	Materials to be Evaluated
a) Participation in assigned department, college, and university standing committees	A list of committees assigned and a letter from the chair of the committee confirming attendance at meetings.
b) Participation in department, college, and assigned university *adhoc* committees	A list of committees assigned and a letter from the chair of the committee confirming attendance at meetings.
c) Participation in university wide committees that are not assigned	A list of committees and evidence of attendance at meetings.
d) Advisor of student groups recognized by the College of Pharmacy and/or Chicago State University	Evidence of serving as advisor to a student group recognized by the College of Pharmacy and/or Chicago State University.
e) Administrative duties	Evidence of providing assistance to the Chairperson or other member of the administration.
f) Internal (university-wide) presentations or guest lectures	Documentation of presentations representing the COP or guest lectures in non-COP courses.
g) Admissions Interviews	Documentation of participation in at least 80% of the assigned interview dates for program candidates.
h) Supervision of students	Documentation of assisting in the supervision of students for courses not otherwise designated in the faculty members workload, including helping colleagues proctor exams or helping with workshops.
i) Faculty Candidate Interviews	Itineraries of candidate interview schedules
j) Additional Service Activities	Documantation of participating in other activities for COP or CSU.

C2. External Activities

Activities	Materials to be Evaluated
a) Presentations	Documentation of presentations outside of the university.
b) Membership in Professional Organization	Documentation of self-funded organization membership.
c) Service to the profession.	Documentation of service to professional organizations.
d) Service as a grant, book, or manuscript reviewer	Letters of acknowledgment of the review activity.
e) Mentor program	Documentation of participating as a mentor.
f) Service as a conference organizer	Evidence documenting organizing a conference.
g) Community or government volunteers	Evidence of participation in community or government activities where the applicant's expertise is applicable.
h) Serving as member of a M.S. or Ph.D. student advisor committee	Documentation of serving as a member of a M.S. or Ph.D. student advisor committee.
i) Additional Service Activities	Representing the department and/or university at external functions. Guest lecturing outside the College.

II. PERSONNEL RECOMMENDATIONS

In order to receive a positive personnel recommendation a candidate must be judged to have met the performance standard in each area (teaching/performance of primary duties, research/creative activity, and service), as required by the Faculty Agreement for the requested personnel action.

Personnel Action	Evaluation Cycle	Teaching/Primary Duties	Research/Scholarly Activity	Service
Retention: All faculty	Probationary Year 1	Satisfactory	Appropriate	Appropriate
	Probationary Year 2	Satisfactory	Satisfactory	Satisfactory
	Probationary Year 3	Effective	Highly Satisfactory	Highly Satisfactory
	Probationary Year 4	Highly Effective	Effective	Effective
	Probationary Year 5	Significant	Highly Effective	Highly Effective
Tenure	Year 6	Superior	Significant	Significant
Promotion: Assistant to Associate Professor		Superior	Significant	Significant
Promotion: Associate to Full Professor		Superior	Superior	Superior

III. ANNUAL EVALUATION OF TENURED EMPLOYEES

The annual evaluation for tenured employees not being considered for promotion or PAI is a limited process to identify areas of strength and weakness and to improve performance. The evaluation shall consist of the review of the following required material and other professionally related materials by the Department Chair:

Required student course evaluations; materials submitted by the employee to substantiate performance in the areas of teaching/primary duties, research/scholarly activity and service materials in the employee's personnel file.

Following review of the documents, the Department Chair shall write a brief evaluation statement and send it to the Dean for review. A copy of the evaluation statement shall be sent to the employee. The employee may attach a written response to the evaluation statements for inclusion in the personnel file.

Post-tenure performance descriptor	Teaching/Primary duties	Research/Scholarly activity	Service
Adequate	Effective	Effective	Highly Effective
Exemplary	Significant	Significant (one year)	Significant (one year)

Failure to meet the "Adequate" standard for two consecutive years in any given area shall trigger a one-year appraisal as defined in Article 19.4, C.3 of the 2010-2015 Faculty Contract and following procedures established by the University's Professional Development Mentoring Committee (PDMC).

IV. ANNUAL EVAUATION OF UNIT B EMPLOYEES

Unit B faculty are evaluated on performance of teaching/primary duties only. Submission of the portfolio to the Department Chair for evaluation should include supportive documentation as previously defined for Unit A faculty. Unit B faculty are expected to achieve at minimum a "Satisfactory" rating, however, that does not guarantee reappointment.

V. PERFORMANCE EVALUATION CRITERIA

A. Teaching/Primary Duties

A1. Teaching	A2. Primary Duties
a) Classroom and laboratory performance	a) Academic advising of pharmacy learning communities
b) Curriculum/Course development or revision	b) Serving as chair for a major standing committee (Curriculum, Assessment, Academic Standing, and Admission)
c) Professional development for teaching improvement	c) Training of personnel
	d) Professional development for program improvement
	e) Program performance plus attendance at required meetings and completion of reports
	f) Program improvement/acquisition of resources
	g) Other Duties

B. Research/Scholarly Activity

B1. The Conduct of Research	B2. Research Productivity
a) Develop a research plan	a) Peer reviewed publications
b) Research performance	b) PI/Co-PI/Contributor on a successful, competitive, external grant
c) Student research training	c) Non-peer reviewed publications, internal grants, or non-competitive grants
d) Upgrade of research lab/tools/resources	d) External faculty or student presentations
e) Professional development for research improvement	e) Pending or unsuccessful grants, publications, or presentations
	f) Co-PI/Contributor/Consultant on collaborative grant activities at CSU and/or with other institutions (which don't otherwise qualify as a B1 activity)
	g) Other Acticvities

C. Service

C1. Internal Activities	C2. External Activities
a) Participation in assigned department, college, and university standing committees	a) Presentations
b) Participation in department, college, and assigned university *adhoc* committees	b) Membership in Professional Organization
c) Participation in university wide committees that are not assigned	c) Service to the profession.
d) Advisor of student groups recognized by the College of Pharmacy and/or Chicago State University	d) Service as a grant, book, or manuscript reviewer
e) Administrative duties	e) Mentor program
f) Internal (university-wide) presentations or guest lectures	f) Service as a conference organizer
g) Admissions Interviews	g) Community or government volunteers
h) Supervision of students	h) Serving as member of a M.S. or Ph.D. student advisor committee
i) Faculty Candidate Interviews	i) Additional Service Activities
j) Additional Service Activities	

TABLE 1: Faculty Performance Criteria

Performance Descriptor	Teaching/Primary Duties	Research/ Scholarship	Service
Appropriate	NA	B1a	C1a plus 1 other C1 or C2 activity
Satisfactory	Receive a "**Satisfactory**" rating or better in classroom observations and student evaluations related to A1a plus two A1 or A2 activity	B1a plus one other B1 or B2 activity	Two C1a activities plus two other C1 or C2 activity
Highly Satisfactory	NA	B1b plus two other B1 or B2 activities	Two C1a activities plus one other C1 activity **AND** one C2 activity
Effective	Receive an "**Effective**" rating or better in classroom observations and student evaluations related to A1a plus one other A1 activity **AND** two A2 activities	B1b plus one other B1 or B2 with the exception of B1a **AND** one other B2 activity	Two C1a activities plus two other C1 activities **AND** one C2 activity
Highly Effective	Receive a "**Highly Effective**" rating or better in classroom observations and student evaluations related to A1a plus one other A1 activity **AND** two A2 activities	B1b **AND** one B2a or B2b plus two other B1 or B2 activities with the exception of B1a	Two C1a activities plus two other C1 activities **AND** two C2 activities
Significant	Receive a "**Significant**" rating or better in classroom observations and student evaluations related to A1a plus one other A1 activity **AND** two A2 activity	One year: B1b plus two other B1 or B2 activities with the exception of B1a **AND** two B2a or B2b Cumulative: B1b plus three B2a **or** B2b **AND** six other B1 or B2 activities with the exception of B1a	One year: Two C1a activities plus four other C1 activities **AND** three C2 activities Cumulative: Ten C1a activities plus Ten other C1 activities **AND** six C2 activities
Superior	One year: Receive a "**Superior**" rating or better in either classroom observations or student evaluations with a "**Significant**" plus two other A1 activities **AND** three A2 activities Cumulative: Receive same evaluation ratings as above plus Six A1 activities **AND** eight activities	One year: B1b plus three (B2a **or** B2b) **AND** two other B1, with the exception of B1a, or B2 activities Cumulative: B1b plus four B2a or B2b **AND** six other B1 or B2 activities with the exception of B1a	One year: Two C1a plus six other C1 activities **AND** four C2 activities Cumulative: Ten C1a activities plus twelve other C1 activities **AND** eight C2 activities

*Note: Completion of multiple activities that fall under the listed categories in the above table count as separate activities.
For example, publishing two peer-reviewed papers counts as two B2(a) activities
#The above-mentioned criteria are applicable to both tenure-track and tenured faculty as appropriate.

Chicago State University College of Pharmacy
Peer/Chairperson Observation & Evaluation Form

Faculty Name: _____ **Course Name:** _____ **Semester:** _____ **Date:** _____

	Criteria	Comments (*if any*)	Rating (*select one*)
1	**Clarity of Presentation** The Faculty Member: • Clearly states, either orally or in writing (e.g., handout/syllabus) the objectives for the subject area. • Provides an overview of what is planned for the class period. • Has lecture objectives that align with the overall course objectives. • Uses appropriate pedagogy to convey material (e.g., lecture, discussion, demonstration, etc.) • Speaks clearly and audibly. • Speaks at an appropriate pace.		☐ **Exceeds Expectations** ☐ **Meets Expectations** ☐ **Needs Improvement**
2	**Mastery of Subject Material** The Faculty Member: • Appears well prepared for class presentations. • Appears knowledgeable and up-to-date about subject area. • Presents material at a depth that is appropriate to the type of course and student level. • Explains concepts effectively, providing examples when appropriate. • Explains difficult concepts or problems effectively.		☐ **Exceeds Expectations** ☐ **Meets Expectations** ☐ **Needs Improvement**
3	**Appropriate Level of Student Involvement** The Faculty Member: • Stimulates discussion and classroom interaction. • Uses eye contact effectively. • Is responsive to students' comments and feedback.		☐ **Exceeds Expectations** ☐ **Meets Expectations** ☐ **Needs Improvement**
4	**Classroom Management** The Faculty Member: • Uses appropriate instructional supports (PowerPoint, overheads, other AV) effectively. • Demonstrates enthusiasm toward the subject area. • Answers students' questions clearly and directly. • Begins and ends classes on time (Uses class time effectively). • Creates an atmosphere conducive to learning.		☐ **Exceeds Expectations** ☐ **Meets Expectations** ☐ **Needs Improvement**

Additional Comments, if any:

Overall Rating:

Select an overall rating for the faculty using the following scale:

☐	**Superior**	Faculty exceeds expectations in all four criteria
☐	**Significant**	Faculty exceeds expectations in three of the four criteria and meets expectations in one criterion
☐	**Highly Effective**	Faculty exceeds expectation in two of the four criteria and meets expectations in two criteria
☐	**Effective**	Faculty meets expectations in all four criteria
☐	**Highly Satisfactory**	Faculty meets expectations in three of the criteria, including subject mastery and presentation clarity
☐	**Satisfactory**	Faculty meets expectations in subject mastery and presentation clarity
☐	**Unsatisfactory**	Faculty does not meet expectations for a Satisfactory rating

Observer's Name: _____   **Date:** _____