

Annual Evaluation Guide for Chairs and Deans:

Mission Statement for Idaho State University College of Business

To develop students' professional abilities to ensure their meaningful long-term success.

Key Objectives

The primary mission of the College is to offer high quality professional educational programs in business. Excellent teaching and student learning are top priorities.

The research mission complements the instructional and public service missions of the College. Research focuses on a balance between discipline-based, pedagogical, and applied research.

The service mission of the College uses the expertise of its faculty and staff to assist and enhance economic development in the region and provide other assistance relevant to Idaho organizations and industry in the area.

Instruction (Teaching)

Effective instruction is generally the most important contribution of a faculty member to the College of Business at Idaho State University. Effective instruction is marked by student understanding, engagement, retention and application. These outcomes are most likely to be achieved when instructors are prepared, enthusiastic and considerate of students.

The normal teaching load at Idaho State University is 12 hours per academic semester. However, the general rule in the College of Business is that appropriately engaged full-time, tenured or tenure-track faculty members teach nine-hour loads each semester. Consistent with our mission statement, the College of Business places major emphasis on the quality of classroom instruction and improvement of the quality of curricula. Student appraisals of teaching will be a part of the overall instruction (teaching) evaluation plan. Student evaluations should not count more than 50% of the evaluation of a faculty member's performance in this category. At least 50% weight in the instruction (teaching) category must be attributed to other faculty and student interaction or faculty support activities in which the focus is on student gains in skills, knowledge, understanding, and personal growth.

For example when a faculty member demonstrates willingness individually or with colleagues to participate in trying new pedagogical techniques, curriculum changes, and other student improvement undertakings, the Chair has the obligation to evaluate faculty member efforts to be innovative by examining the objectives of the new undertakings in light of the resulting student appraisals and other assessments. Faculty members are encouraged to include an assessment mechanism for improvement activities where applicable. Chairs should recognize that success from innovation generally requires ongoing improvements.

Factors Used for Evaluation of Teaching

The following factors will be used for evaluation of teaching. This list is not intended to be all-inclusive. Other factors that promote department and college goals and objectives will also be considered.

Minimum Requirements

1. Prepares for class meetings
2. Communicates effectively with students
3. Uses pedagogical techniques appropriate to the subject matter and students
4. Requires students appropriately apply knowledge to realistic problems and situations
5. Requires students to demonstrate their understanding of content in written and/or verbal form
6. Provides assistance to students in integrating new knowledge with existing knowledge and use
7. Uses effective methods of evaluation (not just objective examinations) and provides useful feedback to students
8. Returns graded materials in a timely manner
9. Responds to questions effectively
10. Incorporates current knowledge in student experience
11. Organizes the course well, including clear instructional objectives understood by both student and faculty
12. Covers the course material effectively, as determined by course syllabi
13. Facilitates an environment conducive to learning in the classroom
14. Uses appropriate materials
15. Plans, organizes, and updates courses regularly
16. Holds regularly scheduled office hours
17. Meets scheduled classes
18. Maintains acceptable personal-professional relationships with students
19. Achieves a record of favorable student reaction to teaching performance
20. Prepares syllabi that feature clarity of instructional objectives, clear organization of material and equitable and understandable criteria of the evaluation of student work

Above Minimum Requirements (with positive expectations where appropriate)

1. Improves the quality of curricula
2. Assists students with career planning and development
3. Uses innovative instructional techniques that are reasonably expected to enhance the quality of the classroom experience
4. Participates in teaching-related faculty development activities and meetings
5. Uses voluntary peer evaluations
6. Uses voluntary evaluations by the department chairperson
7. Provides verifiable information regarding teaching abilities from independent sources, including alumni
8. Experiments occasionally to vary the organization of teaching and techniques or presentation
9. Engages in formal study to enhance professional growth in the teaching area
10. Coordinates multiple sections of classes
11. Receives favorable teaching ratings by peers through review of instructional materials
12. Receives favorable teaching ratings by peers through classroom observation
13. Receives favorable teaching reactions from alumni
14. Provides evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction
15. Shows breadth of teaching ability, for example, by effective teaching in different classroom settings, effective teaching of different types of students, preparation of new courses, or significant modification of established courses
16. Provides evidence of meritorious supervision of students in independent studies, internships, clinical experience, laboratories and fieldwork
17. Advises and mentors students creditably in their preparation of research projects, theses, and dissertations
18. Shows significant involvement in sponsoring student organizations and co-curricular activities
19. Develops reviews of teaching materials (textbooks, workbooks, reading packets, computer programs, curriculum guides, etc.)
20. Develops new teaching techniques (videotapes, independent study modules, computer activities, instructional technologies, etc.)
21. Serves as a master teacher to others (conducting teaching workshops, supervising beginning teachers, coaching performances, etc.)
22. Receives recognition of meritorious teaching by winning teaching awards
23. Writes successful competitive grant proposals related to teaching
24. Other Considerations (with positive expectations where appropriate)
 - Size of classes
 - Level of class and time at which it is taught
 - Whether the class requires substantial preparation
 - Whether the class requires new preparation
 - Whether the course is new, or an old course undergoing revision
 - Nature of and variability among students taking the course
 - Types of courses taught
 - Number and variety of preparations.