

**DEPARTMENT EVALUATION DOCUMENT**

Department/School of Health Promotion and Human Performance

College of Health and Human Services

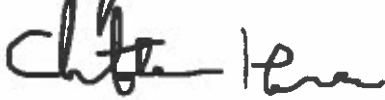
Date of Last DED Revision: October 2018

Date of Department Faculty Vote: 4-22-2022

Yes 18 No 0 Abstain 2

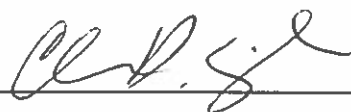



**APPROVALS:**

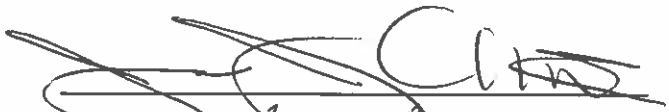


  
\_\_\_\_\_  
Personnel Committee Chair (Date) 4/22/2022

  
\_\_\_\_\_  
Department Head/School Director (Date) 4/22/2022

  
\_\_\_\_\_  
Dean (Date) 4/12/2023

**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: March 17, 2023**

  
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## **DEPARTMENT EVALUATION DOCUMENT**

### **FACULTY EVALUATION**

The evaluation process is intended to be collegial. The process has been developed to encourage departmental colleagues and Department Heads to provide colleagues with information on meeting the criteria required to advance (i.e., achieve reappointment, tenure, promotion or a satisfactory Professional Performance Evaluation) at Eastern Michigan University.

Each department shall conduct faculty evaluations using criteria, procedures and techniques specified in its Departmental Evaluation Document and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) Article XV.

## II. APPOINTMENT STANDARDS

### APPOINTMENT STANDARDS FOR HPHP FACULTY

	<b>ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA</b>	<b>EQUIVALENCIES for EXCEPTIONS</b>
PROFESSOR	Terminal degree in appropriate discipline	None
ASSOCIATE PROFESSOR	Terminal degree in appropriate discipline	None
ASSISTANT PROFESSOR	Terminal degree in appropriate discipline	None
INSTRUCTOR	Terminal degree in appropriate discipline	None

**III. REAPPOINTMENT AND TENURE STANDARDS FOR HPHP FACULTY**

**REAPPOINTMENT AND TENURE STANDARDS FOR HPHP FACULTY HIRED BEFORE 9-1-2021 AND NOT RECEIVING THE RESEARCH/CREATIVE ACTIVITY RELEASE**

**PROFESSOR**

<b>Year</b>	<b>2</b>	<b>3</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/ Creative Activity</b>	A	DAA in one & A in other
<b>Service</b>	A	

**ASSOCIATE PROFESSOR**

<b>Year</b>	<b>2</b>	<b>4</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/ Creative Activity</b>	X*	DAA in one & A in other
<b>Service</b>	A	

**ASSISTANT PROFESSOR**

<b>Year</b>	<b>3</b>	<b>5</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/ Creative Activity</b>	X*	DAA in one & A in other
<b>Service</b>	A	

**INSTRUCTOR**

<b>Year</b>	<b>3</b>	<b>6</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/ Creative Activity</b>	X*	A
<b>Service</b>	A	A

**\*Scholarly/Creative Activity is rated for advisory purposes only.**

**REAPPOINTMENT AND TENURE STANDARDS FOR HPHP FACULTY HIRED AFTER 9-1-2021 OR FACULTY RECEIVING THE RESEARCH/CREATIVE RELEASE**

**PROFESSOR**

<b>Year</b>	<b>2</b>	<b>3</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/Creative Activity</b>	A	DAA
<b>Service</b>	A	A

**ASSOCIATE PROFESSOR**

<b>Year</b>	<b>2</b>	<b>4</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/Creative Activity</b>	X*	DAA
<b>Service</b>	A	A

**ASSISTANT PROFESSOR**

<b>Year</b>	<b>3</b>	<b>5</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/Creative Activity</b>	X*	DAA
<b>Service</b>	A	A

**INSTRUCTOR**

<b>Year</b>	<b>3</b>	<b>6</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	A	DAA
<b>Scholarly/Creative Activity</b>	X*	DAA
<b>Service</b>	A	A

\*Scholarly/Creative Activity is rated for advisory purposes only.

**IV. PROMOTION STANDARDS FOR HPHP FACULTY**

	<b>YEAR ELIGIBLE</b>	<b>ACADEMIC CREDENTIALS</b>	<b>INSTRUCTIONAL EFFECTIVENESS</b>	<b>SCHOLARLY/ CREATIVE ACTIVITY</b>	<b>SERVICE</b>
<b>FULL PROFESSOR SALARY ADJUSTMENT</b>	10 years as full professor at EMU	Terminal degree in the appropriate discipline	DAA	DAA	DAA
<b>To PROFESSOR</b>	5 years as associate professor at EMU		Or----- E	Or----- DAA	Or----- A
<b>To ASSOCIATE PROFESSOR</b>	5 years as assistant professor at EMU	Terminal degree in the appropriate discipline	DAA	DAA	DAA
			Or----- E	Or----- DAA	Or----- A
<b>To ASSISTANT PROFESSOR</b>	2 years as instructor at EMU	Terminal degree in the appropriate discipline	DAA	DAA	DAA
			Or----- E	Or----- DAA	Or----- A
			Or----- DAA	Or----- E	Or----- A

## V. EVALUATION TECHNIQUES

Candidates must satisfy all elements of the evaluation criteria provided herein as well as all terms and conditions of the EMU-AAUP Collective Bargaining Agreement. In case of conflict, the more stringent criteria shall apply.

### A. Instructional Effectiveness

#### **Data Collection Procedures**

Each applicant must include a personal report that addresses the elements of the evaluation criteria listed below, activities and accomplishments, as well as documentation that states in clear and explicit terms both the quantity and quality of the activity claimed.

Evaluation documentation includes:

1. The Faculty Member's own report of activities and accomplishments in this area.
2. Department Head evaluations of teaching, including classroom visits.\*
3. Colleague evaluations of teaching, including classroom visits.\*
4. Student evaluations of teaching.
5. Student evaluation of advising, if applicable.

\*These documents are typically provided by the evaluators, but may be provided by faculty member if available and desired.

#### **Procedures of Classroom visitation by peers and department head.**

1. Visitation reports are a requirement of all full evaluation
  1. The department head and two individuals appointed by the Personnel Committee will evaluate the applicant in the classroom utilizing the School of Health Promotion and Human Performance (HHP) Classroom Visitation and Evaluation Forms for years in which the faculty member is going up for an interim meeting or a full evaluation for reappointment, tenure, or promotion. Additionally, the applicant may request two additional tenured faculty members of the applicant's choice to evaluate a classroom session.
    1. The evaluator and applicant will mutually agree on the visitation date at least five working days in advance.
4. The applicant has the option to request a pre-visit and a post-visit consultation with the evaluator.
  1. When possible, evaluators are encouraged to avoid visiting the same class session.
  1. Evaluators should schedule their visit for an entire class session.
  1. It is suggested that evaluators arrive before and remain after the class session to observe teacher/student interaction.
8. Each classroom visitation shall be in writing and provided to the Faculty Member within five (5) working days following the classroom visit.
9. Comments written by evaluators should be consistent with the Departmental Evaluation Document and Classroom Visitation and Evaluation Forms.
10. If the applicant's instructional observation is taking place in an online course, the applicant, peer evaluators, and department head evaluator must adhere to all of the aforementioned procedures of classroom visitation by peers and department head in this section. Additionally, the online course evaluation format (e.g. instructor or student course perspective) must be mutually agreed upon by the applicant and the peer/department head evaluator.

## **Instructional Effectiveness Criteria**

Applicant prepares for teaching:

- Demonstrates a thorough, complete and up-to-date knowledge of the subject matter content.
- Establishes reasonable quality oriented standards of performance and evaluates each student objectively according to those standards.
- Seeks to maintain a high level of knowledge and achievement in their subject area(s) by reading books, professional journals, attending workshops, conferences and/or interacting with colleagues.
- Maintains memberships in professional societies.

Applicant plans effectively for teaching:

- Is well organized and places emphasis on the relationship and application of knowledge and skills as well as specific facts.
- Is very sensitive to student participation in the teaching/learning situation and constantly strives to measure achievement effectively.
- Establishes reasonable quality oriented standards of performance and evaluates each student objectively according to those standards.
- Clearly understands the function of their course(s) within the program, department, university and/or community.

Applicant practices good teaching methods:

- Presents the material in a manner that brings attention immediately to the topic, problem area, or skill.
- Is enthusiastic about teaching and able to hold the student's attention by gesture, voice, expressions and general delivery.
- Possesses variety of teaching styles and techniques.
- Returns exams, quizzes, homework projects, etc., within a reasonable span of time.
- Meets classes on time.
- Defines objectives for each class session.
- Effectively organizes learning situations to meet class objectives.
- Encourages meaningful student participation in the learning process.
- Keeps students informed of their responsibilities.
- Provides students with timely and meaningful feedback.

## **Ratings**

The Personnel Committee and the Department Head will evaluate all evidence submitted. For Interim Meetings, the Personnel Committee and the Department Head will together meet with the applicant to discuss their performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports will be made separately by the Personnel Committee and the Department Head giving the rationale for the ratings awarded for Full Evaluations for reappointment, tenure and promotion.

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

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluations must describe (or in case of student evaluation, quantify) performance as clearly superior.

- Student evaluations generally have a rating of at least A (Much Above Average) or B (Above Average) on the student evaluation form.
- Peer evaluations generally have a rating of Exceptional on the classroom visitation and evaluation forms.
- Department Head/School Director evaluations generally have a rating of Exceptional on the classroom visitation and evaluation forms.



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

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of an outstanding teacher. Evaluators must describe (or in the case of student evaluation, quantify) performance as better than average.

- Student evaluations generally have a rating of at least B (Above Average) on the student evaluation form.
- Peer evaluations generally have a rating of Distinctly Above Average on the classroom visitation and evaluation forms.
- Department Head/School Director evaluations generally have a rating of Distinctly Above Average on the Classroom visitation and evaluation forms.

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

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of a good teacher. Evaluators must describe (or in the case of student evaluation, quantify) performance as average. This is the minimum acceptable level of performance.

- Student evaluations generally have a rating of at least C (Average).
- Peer evaluations generally have a rating of Average on the classroom visitation and evaluation forms.
- Department Head/School Director evaluations generally have a rating of Average on the classroom visitation and evaluation forms.

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

Awarded when the quality of Instructional Effectiveness offered by the applicant is evaluated as less than Average.

## **B. Scholarly and/or Creative Activity**

### **Data Collection Procedures**

Each applicant must include a personal report of their Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly/Creative Activity is not evaluated during Interim Meetings. Full Evaluation for Reappointment is for advisory purposes only. Examples of Scholarly/Creative Activities include, but are not limited to, the following (not in priority order):

Pursuant to criteria listed in AAUP-EMU contract.

Professional development, grant development/administration, and doctoral dissertation research, and may, under the conditions specified, be considered as partially fulfilling the scholarly and/or creative activity criterion. The scholarly and/or creative activity criterion cannot be satisfied by any of these alone, or solely in combination with each other.

### **Evaluation Reports**

1. The applicant must provide a narrative statement for each activity describing in clear and explicit terms how and to what extent the activity has met the criteria in the Departmental Evaluation Document and the Agreement.
2. The Personnel Committee should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.
3. The Department Head should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.

## Scholarly and/or Creative Activity Criteria

### Scholarly/Creative Activity Point Scale Standards of Performance for HPHP Faculty

#### Publications

Book	10
Book chapters	8
Book editing	5

#### Articles/Reviews

	<u>Peer-Reviewed</u>	<u>Non-Peer-Reviewed but Published</u>
International	10	5
National	10	5
Regional	8	4
State	6	3
Local	4	2

Online publications will be counted with the same values as print publications

#### Peer-Reviewed Presentations\*

International  
National  
Regional  
State  
Local

#### Keynote\*\*

10  
10  
8  
6  
4

#### Non-Keynote

8  
8  
6  
4  
3

\*Poster presentations will be worth the same values as oral presentations

\*\* The keynote sets the tone of a convention and carries out the theme of the conference. Keynote presentations are defined as ones that are generally the main speech/presentation at a conference and usually address the entire group of conference attendees (<http://www.wakinguptolife.com/documents/KeynoteSeminarWorkshopDefinition.pdf>).

#### Grants

International/National  
State/Local  
Internal

#### Funded

10  
7  
5

#### Unfunded

3  
2  
1

#### Additional Scholarly/Creative Activities

Technical Reports 5  
Patents 10  
Non Peer-Reviewed/Invited Presentations  
International/National 4  
Regional 3  
State 2  
Local 1

Faculty hired after September 1, 2021 or faculty applying for Research/Creative Activity Release:

In meeting the points required for a rating of Distinctly Above Average the activities must include Two Major and One Minor Activities (See Appendix E).

Should a given scholarly and/or creative activity fall outside of the provided point scale, it is possible to include the scoring of that activity by describing it and providing a rationale for deviating from the matrices and explaining how it is scored.

## **Ratings**

The Personnel Committee reserves the right to judge the quality of a particular Scholarly/Creative Activity for assigning points. Evaluation will be based on the quality of the work, taking into account the number of activities and the degree of depth in and commitment to each by the Faculty Member, and recognizing that circumstances and individuals vary. In developing the summary statements and deciding on ratings (i.e., average, distinctly above average, etc.) both the Department Head and Personnel Committee should consider the above criteria list as well as such factors as the following (not in priority order):

- The degree to which the candidate's activity has advanced insight or knowledge in the discipline.
- The effort required in the performance of the activity.
- What distinguishes the activity from the contributions of others or from the candidate's previous work.

On the basis of the foregoing considerations, one of the following ratings will be assigned:

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

Awarded when a faculty member provides documented evidence of the contribution to their area of specialization that is evaluated to be clearly superior. Using the above chart, an Exceptional Rating would be reflected by earning 45 points or more.

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

Awarded when a faculty member provides documented evidence of the contributions to their area of specialization that is evaluated to be better than average. Using the above chart, a Distinctly Above Average Rating would be reflected by earning 35 points to 44 points.

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

Awarded when a faculty member provides documented evidence of the contribution to their area of specialization that fulfills the minimum acceptable level of performance. The minimum acceptable level of performance is defined as the achievement of one of the accepted criteria in a three-year period. Using the above chart, an Average Rating would be reflected by earning 25 to 34 points.

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

Awarded when a faculty member provides documented evidence of the contribution to their area of specialization that is evaluated to have earned fewer than 25 points.

## **C. Service Activity**

### **Data Collection Procedures**

The applicant will clearly identify their Service activities in a narrative text. Supportive evidence must be provided to indicate the quantity of each Service activity and the quality of the effort expended in each activity. A description of the role, contribution and level of participation in each of the activities presented for evaluation with supporting evidence or documentation must be provided.

### **Evaluation Report**

The Personnel Committee and the School Director will evaluate all evidence submitted. For Interim Meetings, the Personnel Committee and the School Director will together meet with the applicant to discuss their performance and suggest appropriate directions for improvement if such a direction is deemed necessary by the Personnel Committee or the School Director. For Full Evaluations for reappointment, tenure and promotion, written reports will be made separately by the Personnel Committee and the School Director giving the rationale for the rating awarded.

## **Service Activity Criteria**

The Faculty Member must satisfy both of the criteria below:

1. The Faculty Member must give evidence of service in the school.
2. The Faculty Member must give evidence of interest and activity that extends beyond the school into areas such as University and college-wide committees, student activities, professionally related community affairs, and grant activities, either disciplinary or interdisciplinary if not counted as Scholarly/Creative Activity. If activity is counted as Scholarly/Creative Activity, it cannot be counted as service.

## **Service Activity Levels**

Each Service activity level lists various service activities performed by faculty. Faculty members may submit evidence of other Service activities for consideration. Each Service activity must be addressed in the narrative and supported by evidence that demonstrates it being categorized as a Level 1, 2, or 3 Service activity. Faculty members can also make a case for a Service activity to be rated at a higher level by using their narrative and supporting evidence to do so. All Service activities must be professionally related.

A few activities in each of the level lists refer to a low, medium or high amount of work. The following general guidelines for these amounts were developed for committee and/or council work and should be used as a basis for determining work amount:

- Low amount - committee/council member attends at least 50% of scheduled meetings per academic year, provides verbal input; chair/co-chair responsibilities are scheduling and conducting meetings, compiling input information and forwarding recommendations for administrator approval
- Medium amount - committee/council member attends at least 75% of meetings per academic year, creates content applicable to committee/council (i.e., teaching observations); chair/co-chair responsibilities are scheduling and conducting meetings, task assignment and follow up with members, compiling input information and forwarding recommendations for administrator approval
- High amount - committee member attends 100% of meetings per academic year and produces outcome content applicable to committee/council (i.e., write up of assigned segments of full evaluations); chair/co-chair responsibilities are scheduling and conducting meetings, task assignment and follow up with members, compiling input information (i.e., full evaluation reports) and forwarding recommendations for administrator approval

### **Level 1 Service Activities**

- Attendance, active participation, and performance of a low amount of work for committees/councils - school (Finance), college (Human Subjects, Grade Grievance), university (Library Acquisition, Union Steward), discipline-related community or professional organizations, boards, agencies
- Performance of special task requiring a low amount of work that is assigned by School Director/Dean/EMU Administrator (memorandum of task expectations, how expectations were met, and dates of expectation of achievement required as evidence)
- Minor revision (three or less courses revised) of a major, minor, master's degree or certificate program (program final approval from Records & Registration required as supporting evidence)
- Development and successful implementation of a new course
- Representing school, college, University for a campus or community event (i.e., campus open house)
- Student Activities Assistance – low amount of assistance provided (type of activity and amount of assistance, how activity meets service to school/college/university, and dates of activity)
- Student Activities Attendance (type of activity attendance, how attendance meets service to college/university, and dates of activity)
- Performing leadership role in professional meetings/presentations (local, state, national/international)
- Serving as a consultant to external agencies and performing low amount of work in that position
- Participation in community affairs, events, workshops

### **Level 2 Service Activities**

- Attendance, active participation, and performance of a medium amount of work for committees/councils - school (Instruction, Faculty Affairs, Scholarship), college (Professional Programs, Assessment), university (Faculty Senate), discipline-related community or professional organizations, boards, agencies
- Performance of special program or school task requiring a medium amount of work that is assigned by School Director/Dean/EMU Administrator (memorandum of task expectations, how expectations were met, and dates of expectation achievement required as supporting evidence)
- Major revision (four or more courses revised; or one new) of a major, minor, master's degree or certificate program (program final approval from Records & Registration required as supporting evidence)
- Serving as an officer for a professional organization and performing a medium amount of work in that position
- Student Activities Assistance – a medium amount of assistance provided (type of activity and amount of assistance, how activity meets service to college/university, and dates of activity)
- Alumni task for program, school, college/university (memorandum of task expectations, how expectations were met, and dates of expectation achievement must be included)
- Serving as a consultant to external agencies and performing a medium amount of work in that position
- Review of materials either completely or partially completed and submitted by others for presentation in professional or academic outlets

### **Level 3 Service Activities**

- Attendance, active participation, performance of a high amount of work for committees/councils - school (Personnel), college (Faculty Advisory Council), university, discipline-related community or professional organizations, boards, agencies
- Performance of special program or school task requiring a high amount of work that is assigned by School Director/Dean/EMU Administrator (memorandum of task expectations, how expectations were met, and dates of expectation achievement required as supporting evidence)
- Creation of a new major, minor, master's or certificate program; or two or more new courses developed (program final approval from Records & Registration required as supporting evidence)
- Review of materials completed and submitted by others for publication in professional or academic outlets
- Serving as an officer for a professional organization and performing a high amount of work in that position
- Serving as a consultant to an external agency and performing a high amount of work in that position
- Student Activities Assistance – a high amount of assistance provided (type of activity and amount of assistance, how activity meets service to College/University, and dates of activity).

### **Ratings:**

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

Awarded when the quality and quantity of Service Activity performed has not met the specified expectations of Average Service Activity for the period under review.\*

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

Awarded when the quality and quantity of Service Activity performed has met the specified expectations of providing:

- a) one (1) Level 1 service activity within the school

**AND**

- b) one (1) Level 1 service activity external to the school.

The majority of the work done for each of these activities must occur within the period under review.\*

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

Awarded when the quality and quantity of Service Activity performed has met the specified expectations of Average Service Activity **AND** exceeded it by providing:

- a) one (1) Level 3 service activity within the school **AND** one (1) Level 2 service activity external to the school;

**OR**

- b) two (2) Level 2 service activities within the school **AND** one (1) any level service activity external to the school.

The majority of the work done for each of these activities must occur within the period under review.\*

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

Awarded when the quality and quantity of Service Activity performed has met the specified expectations of Distinctly Above Average Service Activity **AND** exceeded it by providing:

- a) one (1) Level 3 service activity within the school **AND** one (1) Level 3 service activity external to the school;  
**OR**
- b) two (2) Level 3 service activities within the school **AND** one (1) any level service activity external to the school.

The majority of the work done for each of these activities must occur within the period under review.\*

\*The period under review refers to the time since the faculty member's appointment or last promotion (whichever is applicable).

## APPENDIX A

### School of Health Promotion Human Performance Eastern Michigan University

#### Classroom Visitation Report

Faculty Member's Name \_\_\_\_\_ Date \_\_\_\_\_  
 Course \_\_\_\_\_  
 Time \_\_\_\_\_

**Instructions:** Please consider each item carefully and assign the rating that best describes the faculty member's performance. Comments may be added where desired. This form is to be used after Visitation Form and after perusal of syllabus and/or other pertinent information

Exceptional <b>E</b>	Distinctly Above Average <b>DAA</b>	Average <b>A</b>	Below Average <b>BA</b>
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#### **PART I - Effective Planning**

- \_\_\_\_\_ Clearly understands the function of the course within the Department, within the University and/or community, and its role in preparing the students for careers.
- \_\_\_\_\_ Clearly establishes and communicates the long-term objectives for the course.
- \_\_\_\_\_ Develops a clear plan of action to achieve long-term objectives through classroom activities, outside of class assignments, and other relevant activities.
- \_\_\_\_\_ Establishes an appropriate and clearly defined procedure to assess student achievement.

#### **PART II - Teaching Methods**

- \_\_\_\_\_ Class Organization (equipment, activities relative to topic, logical sequence, effective use of classroom time)
- \_\_\_\_\_ Presentation (clarity, voice modulation, body language, class atmosphere, variety of teaching techniques)
- \_\_\_\_\_ Knowledge of Subject Matter (depth of understanding, art of questioning, concrete and pertinent examples)
- \_\_\_\_\_ Instructor/Student Interaction (rapport, student-centered classroom, mutual respect, appropriate student-teacher feedback).

**PART III - Overall Rating**

\_\_\_\_\_ Exceptional - only assigned when the applicant's work is far in excess of expectations.

\_\_\_\_\_ Distinctly above average - assigned when the applicant's work is well above expectations.

\_\_\_\_\_ Average - assigned when the applicant's work is deemed satisfactory and commensurate with expectations.

\_\_\_\_\_ Below Average - assigned when the applicant's work is deemed unsatisfactory and below expectations.

Did the applicant request a pre-visit conference? \_\_\_\_\_ post-visit conference? \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_

**APPENDIX B**

**School of Health Promotion Human Performance  
Classroom Teaching Observation Form**

Faculty Member's Name \_\_\_\_\_ Date \_\_\_\_\_  
Course \_\_\_\_\_ Time \_\_\_\_\_

**I. Class Organization (equipment, activities relative to topic, logical sequence, effective use of classroom time)**

**II. Presentation (clarity, voice modulation, body language, class atmosphere, variety of teaching techniques)**

**III. Knowledge of Subject Matter (depth of understanding, art of questioning, concrete and pertinent examples)**

**IV. Instructor/Student Interaction (rapport, student centered classroom, mutual respect, appropriate student-teacher feedback)**

**OVERALL EVALUATION**

\_\_\_\_\_  
Faculty Evaluator

\_\_\_\_\_  
Date

I have received a copy of this evaluation. The evaluator has reviewed it with me. My signature below only acknowledges that I have read this document.

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date



## APPENDIX C

### STUDENT EVALUATION OF INSTRUCTION QUESTIONS (ALL COURSE FORMATS)

**CORE ITEMS:** A = Much Above Average, B = Above Average, C = Average, D = Below Average, E = Much Below Average

1. What is your overall rating of the teaching effectiveness of this instructor?
2. What is your overall rating of this course?

**ADDITIONAL ITEMS:** SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

1. My instructor seems well-prepared for class.
2. My instructor makes good use of examples and illustrations.
3. I am free to express and explain my own views in class.
4. I understand what is expected of me in this course.
5. My instructor respects students regardless of sex, age, or race.
6. I can apply information/skills learned in this course.

## APPENDIX D

Eastern Michigan University College of Health and Human Services  
School of Health Promotion and Human Performance

### Online Course Observation

Faculty/Instructor Observed: \_\_\_\_\_ Date: \_\_\_\_\_

Course #: \_\_\_\_\_

Course Name \_\_\_\_\_

Evaluator \_\_\_\_\_

Scale: Y =Yes N=No D = Difficult to Evaluate N/A = Not applicable to Course

<b>Student Management/Communication Aspects</b>	<b>Y</b>	<b>N</b>	<b>D</b>	<b>N/A</b>
Student expectations are clearly defined and available.				
The instructor clearly states how communication tools should be used.				
The syllabus is complete, by the starting date of the course, and contains textbook requirements, a grading policy, and assignment/project/ discussion deadlines				
A statement concerning the online student resources (i.e., Student Orientation Course, Distance Education, Librarian, Access Services, etc.) is provided in the syllabus, an announcement or an initial content item within the course.				
<b>Pedagogical Aspects</b>				
Learning objectives and performance expectations are identified for each unit as well as the course.				
Course content is relevant to the course and unit objectives.				
Learning objects accommodate multiple learning styles.				
Assignment expectations and directions are clearly stated.				
Course site navigation is clear, consistent, familiar, and intuitive				
Course management tools are used to maximize student and instructor efficiency and effectiveness.				
Opportunity for student feedback and questions is integrated throughout the course shell.				
Student-to-content interaction is facilitated through the course shell and online environment.				
<b>Technical Aspects</b>				
Hyperlinks to websites, downloadable files, etc., work properly.				
Course content is accessible to all students on any computer that meets the minimum technical requirements.				
Course management technology serves an instructional purpose and are compliant with minimum technical specifications of course website. the minimum technical requirements of the course management system.				
Technical support instructions are noted throughout the course.				

Additional Comments:

Overall Rating:

Below Average	Average	Distinctly Above Average	Exceptional

Evaluator Signature and Date: \_\_\_\_\_

Faculty/Instructor Signature and Date: \_\_\_\_\_

## APPENDIX E – RESEARCH AND CREATIVE ACTIVITY RELEASE (RCAR)

To assist departments in understanding the criteria for determining minor and major activities, the parties agree the following definitions shall be included in all future revisions to the Department DED for departments participating in RCAR:

1. "Scholarly creative activity" shall be defined as described in Article XV.B.2.b; and,
2. "Disseminated" is defined as work that is presented to practitioners in the Faculty Member's discipline or a wider community as described in Article XV.B.2.a; and
3. "Documented" means that the dissemination of the scholarly creative activity is producible in some form by practitioners in the discipline. This includes papers, recordings, scripts, playbills, photos, slides or other media that document the activity. The form in which scholarly creative activity is "documented" can be department specific based on the best practices of the discipline.

### Criteria for Minor and Major Activities

To facilitate departmental classification of scholarly creative activities as minor or major it is agreed that the following criteria shall be used to differentiate between minor and major scholarly creative activities and inserted into all future revisions to the Department DED for departments participating in RCAR.

1. Criteria for Minor Scholarly Creative Activities - **Minor** Scholarly Creative Activity must meet all of the following criteria:
  - a . be a scholarly creative activity;
  - b . be disseminated; **and**,
  - c . be documented
  - d. Applying these criteria to grants, grant development **must**:
    - i. involve scholarly/creative activity of a substantial nature in preparing the grant proposal itself where the Faculty Member is the primary author or co-author
    - ii. documents the importance of the grant to the discipline or interdisciplinary area, the department, the college or University;
    - iii. and, be prepared for and submitted to an outside agency, whether funded or not.

Examples of pre-approved Minor Scholarly/Creative Activities are department- specific and include:

- a. Peer-Reviewed Publication – Book Editing
- b. Peer-Reviewed State Publication
- c. Peer-Reviewed Local Publication
- d. Peer-Reviewed Conference Presentation – State
- e. Peer-Reviewed Conference Presentation – Local
- f. Non Peer-Reviewed Publications
- g. Non Peer-Reviewed Conference Presentations

- h. Technical Reports
- i. Funded Internal Grants

## 2. Criteria for Major Scholarly Creative Activities

a. A Major Scholarly Creative Activity must meet all of the following criteria:

- i. be a scholarly creative activity;
- ii. be disseminated external to EMU's community;
- iii. be documented; and reviewed and accepted by an external-to-EMU organization of peers or practitioners within the discipline. The term "review" is specific to the best practices of each discipline. For scholarly work, this can include refereed or peer reviewed work; for creative activities, this can include acceptance of submitted work by reputable sources widely recognized in the discipline; and for applied research, this can include acceptance of submitted work by reputable organizations widely recognized in the discipline(s).

b. Applying these criteria to grants, grant development must:

- i. involve scholarly creative activity of a substantial nature in preparing the grant proposal itself where the Faculty Member is the primary author or co-author;
- ii. document a new scholarly creative activity within the proposal and its importance to the discipline or interdisciplinary area, the department, the college or University;
- iii. be prepared and submitted to an external-to-EMU organization of international, national, regional (multi-state), or state recognition; and,
- iv. be funded

c. Examples of pre-approved Major Scholarly/Creative Activities are department- specific and include:

- a) Publication – Book
- b) Publication – Book Chapter
- c) Peer-Reviewed International Publication
- d) Peer-Reviewed National Publication
- e) Peer-Reviewed Regional Publication
- f) Peer-Reviewed Conference Presentation – International
- g) Peer-Reviewed Conference Presentation – National
- h) Peer-Reviewed Conference Presentation – Regional
- i) Funded External Grants (International, National, State, Local)
- j) Patents