

EASTERN MICHIGAN UNIVERSITY
DEPARTMENT EVALUATION DOCUMENT
School of Social Work
College of Health and Human Services

Date of Department Faculty Vote: September 15, 2023
Yes = 14, No = 0 Abstain = 0

Approvals:



Jillian Graves, PhD, MSW
Associate Professor and Personnel Committee
Chair

9/20/2023

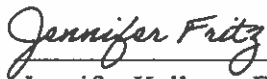
Date



Janet Okagbue-Reev
Professor and Interim Director, School of Social
Work

9/21/2023

Date

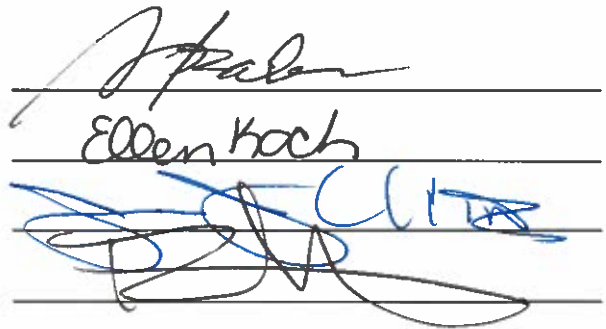


Jennifer Kellman Fritz, PhD, LMSW, MA
Dean, College of Health and Human Services

9/21/2023

Date

Approved by the Departmental Evaluation Documents Standing Committee on: _____



Eden Koch

DEPARTMENT EVALUATION DOCUMENT: SCHOOL OF SOCIAL WORK

As stated in the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP), the evaluation criteria, techniques, and procedures to be carried out by the School of Social Work are described in this document.

CRITERIA

The School of Social Work Department Evaluation Document (DED) outlines evaluation criteria and procedures determined by the School of Social Work faculty. The faculty member is required to speak to the requirements and provide supplemental documentation/evidence for three areas: Instructional Effectiveness, Service Activity and Scholarship and/or Creative Activity.

All activities engaged in for course releases (director positions, grants, etc.) may be recognized under teaching, scholarship, and/or service, without duplication. While the faculty member shall list all course releases under Instructional Effectiveness, the faculty member may determine whether to describe the activity as Instructional Effectiveness, Service Activity, and/or Scholarship/Creative Activity. The faculty member shall provide narrative and evidence as articulated under the respective area.

For Interim Meetings, please refer to Article XV(F) in the Collective Bargaining Agreement.

Instructional Effectiveness

Each faculty member must include a personal narrative of activities and accomplishments as well as documentation that clearly and explicitly supports or illustrates the activities claimed. *The faculty member selects and is required to only write to their selected highest rating.* Faculty are strongly encouraged to use the numbering system below, providing a description of accomplishment under each item and provide supporting documentation. In the event that the description and/or evidence does not address the requirement, they will be evaluated using the lesser rating.

Note. Those items with an asterisk may be difficult to provide evidence. While evidence is not required, the narrative should describe the item in detail.

Supporting Materials

1. School Director observation of teaching, if available. These written evaluations shall be provided to the Faculty Member within five (5) working days following the visit. Rationale for evaluative statements must be explained and/or documented.
2. Colleague peer observation of teaching, if available. These written evaluations, naming the observer, shall be provided to the Faculty Member within five (5) working days following the visit. Rationale for evaluative statements must be explained and/or documented.
3. Student evaluations of teaching.
4. Student evaluations of advising, if applicable.
5. Course materials.

Appendix 2: Approved Questions for the Student Evaluation Form for Lecture (Non-Online) Courses

Appendix 3: Approved Procedures for Classroom Visitations for Lecture (Non-Online) Courses

Appendix 4: Approved Classroom Visit Report Form (Non-Online Courses)

Appendix 5: Approved Questions for the Student Evaluation Form for Online Courses

Appendix 6: Approved Procedures for Online Course Observations

Appendix 7: Approved Online Course Observation Report Form

Ratings

The Personnel Committee and School Director will evaluate all evidence submitted. Written reports will be made separately by the Personnel Committee and the School Director giving the rationale for the ratings awarded for Full Evaluations for reappointment, tenure, promotion and Full Professional Performance evaluations.

Exceptional (E): Awarded when the faculty member satisfactorily fulfills the following criteria:

1. Meets classes regularly.*
2. Returns graded materials promptly. *
3. Is readily available to field supervisors and students in field placement and keeps records on the liaison contacts made when liaison is part of the faculty member's teaching load. *
4. Holds regular office hours in order to provide professional guidance and assist performance related concerns.
5. Clearly states expectations in course outlines, including course description, objectives, specific requirements, grading procedures, etc. consistent with the master syllabus.
6. Is capable of delivering course content in a clear and organized way.
7. Demonstrates respect for the student in the learning situation.
8. Engages in ethical behavior and fosters professional development consistent with the National Association of Social Work *Code of Ethics*.*
9. Gives evidence of continuous self-evaluation of teaching.
10. Gives evidence of an ever-increasing knowledge of the content area being taught.
11. Demonstrates flexibility in approach to course material and the methods used in presenting material.
12. Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience and in mutual exploration of the subject matter. *
13. Solicits feedback and demonstrates advancement of knowledge in teaching methods when appropriate.
14. Demonstrates strong interest in the teaching process using a range of teaching techniques.
15. Develops original teaching materials, e.g., assignment, slides, games, exercises, simulations, case materials, innovative supplementary handouts for either classroom or field agency use, multimedia products, online resources, websites resources, video materials, etc.
16. Promotes improved teaching by sharing knowledge, insights, method, and materials with colleagues, field agency personnel, and with others in the helping professions.
17. Is available to work with students on independent projects including but not limited to independent studies, honors projects, dissertation committees, Undergraduate and

Graduate Research Symposiums, graduate theses, Halle Social Justice projects, McNair Scholars projects, supervising research assistants or research GAs, or other similar activities. These items can be considered either under instructional effectiveness or service.

Distinctly Above Average (DAA): Awarded when the faculty member satisfactorily fulfills the following criteria:

1. Meets classes regularly. *
2. Returns graded materials promptly. *
3. Is readily available to field supervisors and students in field placement and keeps records on the liaison contacts made when liaison is part of the faculty member's teaching load. *
4. Holds regular office hours in order to provide professional guidance and assist performance related concerns.
5. Clearly states expectations in course outlines, including course description, objectives, specific requirements, grading procedures, etc. consistent with the master syllabus.
6. Is capable of delivering course content in a clear and organized way.
7. Demonstrates respect for the student in the learning situation.
8. Engages in ethical behavior and fosters professional development consistent with the National Association of Social Work *Code of Ethics*.*
9. Gives evidence of continuous self-evaluation of teaching.
10. Gives evidence of an ever-increasing knowledge of the content area being taught.
11. Demonstrates flexibility in approach to course material and the methods used in presenting material.
12. Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience and in mutual exploration of the subject matter. *
13. Solicits feedback and demonstrates advancement of knowledge in teaching methods when appropriate.

Average (A): Awarded when the faculty member satisfactorily fulfills the following criteria:

1. Meets classes regularly. *
2. Returns graded materials promptly. *
3. Is readily available to field supervisors and students in field placement and keeps records on the liaison contacts made, when liaison is part of the faculty member's teaching load. *
4. Holds regular office hours in order to provide professional guidance and assist performance related concerns.
5. Clearly states expectations in course outlines, including course description, objectives, specific requirements, grading procedures, etc. consistent with the master syllabus.
6. Is capable of delivering course content in a clear and organized way.
7. Demonstrates respect for the student in the learning situation.
8. Engages in ethical behavior and fosters professional development consistent with the National Association of Social Work *Code of Ethics*.*
9. Gives evidence of continuous self-evaluation of teaching.

Below Average (BA): Is awarded when the faculty member has not met the criteria specified for the ranking of average.

Scholarly/Creative Activity

Untenured Faculty Members hired after September 1, 2021 and faculty who receive the Research/Creative Activity Release shall be evaluated according to the standards below. Faculty hired before August 31, 2021 and who have not received the Research/Creative Activity Release can elect to use the following criteria or the 2017 DED Scholarship criteria (see below). Rank at initial appointment shall determine the evaluation schedule.

Faculty members must include a personal report of their Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation referenced in the narrative. Scholarly/creative activity which has been submitted for review, but which has not yet been accepted for publication or other dissemination, may be included in the application if the faculty member has a reasonable expectation that it will be accepted prior to March 1 of the following year. In instances of co-authored materials, the faculty member will describe their specific contribution. Scholarly/Creative Activities supportive to this area of evaluation are divided into three categories: Major, Minor, and Supplemental. A full list of these activities can be found in Appendix 1.

Note. For research/creative activities not identified in the DED, faculty should seek pre-approval of the activity to determine whether the prospective activity qualifies as a "major" or "minor" activity. Pre-approval will occur by application to the personnel committee, who will submit a recommendation to the Department Head, who will then submit a recommendation for approval by the Dean. The Dean shall respond within 30 working days. All pre-approvals must be secured prior to the formal submission of application.

Upon submitting a research/creative activity for pre-approval, the faculty member must provide the title of each scholarly contribution, method of dissemination with a brief description of the scholarship, their contribution (when such an item is co-authored/co-contributor), the effort required in the performance of the activity, and a narrative specific to impact on the social work profession. The personnel committee, Department Head, and Dean will determine if the effort required in the performance of a majority activity is greater than that of a minor activity and will use one of the following as the criteria for approval:

- The degree to which the activity has advanced insight or knowledge in the social work profession.
- The degree to which the activity has benefited students, colleagues, the curriculum, the university, or a wider community.
- Qualities that distinguish the activity from the contributions of others or that builds upon the faculty member 's previous work.
- Demonstrate the role of original scholarship and use of research methodologies.

Evaluation Reports

For desired rating the faculty member must provide the title of each scholarly contribution, method of dissemination with a brief description of the scholarship and their contribution (when such an item is co-authored/co-contributor). *The faculty member selects and is required to only write to their selected highest rating.* In the event that the description and/or evidence does not

address the requirement, they will be evaluated using the lesser rating. The faculty member **must** describe the effort required in the performance of the activity (whether it is a major or minor activity) and provide a narrative specific to **impact** on the social work profession.

In response to impact on the social work profession, the faculty member must discuss at least one of the following:

- The degree to which the activity has advanced insight or knowledge in the social work profession.
- The degree to which the activity has benefited students, colleagues, the curriculum, the university, or a wider community.
- Qualities that distinguish the activity from the contributions of others or that builds upon the faculty member's previous work.
- Demonstrate the role of original scholarship and use of research methodologies.

Faculty members are responsible for identifying and articulating their level of contribution using the major, minor, supplemental list in Appendix 1.

Exceptional (E): Awarded when the faculty member's Scholarly/Creative Activity or research within the period being evaluated has produced the criteria listed under Distinctly Above Average as well as one additional (1) Major activity or two (2) Minor activities.

Distinctly Above Average (DAA): Awarded when the faculty member's Scholarly/Creative Activity within the period being evaluated has produced two (2) Major activities **and** one (1) Minor activity. Supplemental activities cannot be used to substitute a Minor or Major activity.

Average (A): Awarded when the faculty member's Scholarly/Creative Activity within the period being evaluated has produced one (1) Major activity or two (2) Minor activities. Two (2) Supplemental activities can be substituted for one (1) Minor activity.

Below Average (BA): Awarded when the faculty member has not met the criteria specified for the ranking of average.

2017 DED Scholarship Criteria

Faculty hired before August 31, 2021 and who have not received the Research/Creative Activity Release can elect to use the following criteria or the 2017 DED criteria (see below). Faculty must respond to each rating up to and including the desired rating. Rank at initial appointment shall determine the evaluation schedule.

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 which has been submitted for review, but which has not yet been accepted for publication or other dissemination, in a specific form or forum may be included in the application if the Faculty Member has a reasonable expectation that it will be accepted prior to March 1 of the following year. Such Scholarly/creative activities for which documented acceptance in the originally specified form (including editorially required modifications) and forum of dissemination is received prior to March 1 shall be deemed to satisfy the documentation requirement for the Full Evaluation. In instances of co-authored materials, the faculty member will delineate their specific contribution.

Examples of Scholarly/creative activities include, but are not limited to, the following (not in priority order):

1. Publications
 - a. Books
 - b. Monographs
 - c. Journal articles
 - d. Chapter in books
 - e. Papers published in proceedings
 - f. Manuals and workbooks
 - g. Media materials, including videotapes, films, audio cassettes and other teaching materials when disseminated outside the university
 - h. Book reviews
 - i. Miscellaneous publications, including editorials, letters, newsletter articles, pamphlets, brochures, project summaries and reports.
2. Editorships
 - a. Books
 - b. Manuals
 - c. Journals
 - d. Conference proceedings
 - e. Monographs (series editor)
 - f. Media and other instructional materials when disseminated outside the university.
 - g. Miscellaneous publications, including newsletters, pamphlets, brochures, project summaries and reports.
 - h. Peer review for professional journals.
3. Grant development (as specified in the AAUP contract)
 - a. Principal investigator
 - b. Major leadership role in preparation and writing
 - c. Participation in preparation and writing
 - d. Peer review of grants
 - e. Administration of grants which result in scholarly/creative activity.
4. Presentations
 - a. Papers delivered at conferences
 - b. Workshops and/or in-service training sessions
 - c. Panel participation
 - d. Other conference presentations
 - e. Non-conference presentations -- professional, community, university

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 DED 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 DED and the Agreement.

3. The School Director should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the DED and the Agreement

The Personnel Committee reserves the right to judge the quality of a particular Scholarly/Creative Activity. 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 School Director and Personnel Committee should consider 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.
- Qualities that distinguish 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 the evaluators can describe the whole of the applicant's Scholarly/Creative Activity or research within the period being evaluated as having a significant impact on the knowledge base, insight or understanding of the school discipline by the intended audience (i.e., provided the discipline with significant new facts or interpretations or directions or research, helped direct a publisher or a granting agency to support good work or discourage bad, etc.). Evaluations must describe in terms which show quality and/or quantity exceed distinctly above average.

Distinctly Above Average (DAA): Awarded when the whole of the applicant's Scholarly/Creative Activity or research within the period evaluated has produced results which make a difference in the level of knowledge or understanding of the intended audience. Evaluations must describe how quality and/or quantity exceed average.

Average (A): Awarded when the research and Scholarly/Creative Activity offered by the applicant offers a relatively small increment of knowledge or understanding or has restricted dissemination.

Below Average (BA): Awarded when the applicant has not met the criteria specified for the ranking of average.

Service Activity

The faculty member will clearly and explicitly describe their service activities related to the school, college, university, and community in a narrative text. For each identified activity, the faculty member shall describe their contribution to the service activity as well as the impact/quality of the activity. All identified activities must have supporting evidence that illustrates the service activity and the faculty member's contribution. *The faculty member selects and is required to only write to their selected highest rating.* It is strongly advised that faculty establish sub-headings. In the event that the description and/or evidence does not address the requirement, they will be evaluated using the lesser rating.

Supporting evidence may include:

1. Letters of support by faculty colleagues/chairs of committees.
2. Collateral documentation/evidence.
3. School Director letter/documentation.

Service to the school, college, university, or community may include, but is not limited to, the following:

1. Chairs one or more committee, e.g., school, college, university, professional, community.
2. Accepts and completes specific assignments related to school activities.
3. Serve as representative and active member to school, college, or university committees, professional, community committees, task forces and/or other activities.
4. Provides service to the AAUP.
5. Serves as Faculty Liaison/Advisor in student and/or alumni activities (e.g. Student Social Work Organizations, Alumni Association)
6. Serves as a Faculty Advisor to work with students on independent projects including but not limited to independent studies, honors projects, dissertation committees, Undergraduate and Graduate Research Symposiums, graduate theses, Halle Social Justice projects, McNair Scholars projects, supervising research assistants or research GAs, etc. These items can be considered either under instructional effectiveness or service.
7. Participates in professionally related community affairs.
8. Fulfills leadership responsibilities for professional meeting/presentation at the local, state, or national level.
9. Serves as a consultant to social agencies or other social welfare organizations.

Ratings

Exceptional (E): Awarded when the quantity and quality/impact of service shall be evaluated as far beyond that normally expected of faculty. This shall be evidenced by:

1. Regular and consistent attendance and meaningful contribution in school meetings.
2. Regular and consistent attendance and meaningful contribution in at least one standing school committee per academic year.
3. Participation in student engagement activities (e.g., orientation, IPE events, ceremonial academic functions, picnics, Halle Social Justice events, etc.).
4. Additional service activities required by the desired rank: three (3) for Instructor; five (5) for Assistant Professor; seven (7) for Associate Professor; and, nine (9) for Professor and Full Professor Salary Adjustment.

Distinctly Above Average (DAA): Awarded when quantity and quality/impact of service shall be evaluated as substantially more than one's fair share. This shall be evidenced by:

1. Regular and consistent attendance and meaningful contribution in school meetings.
2. Regular and consistent attendance and meaningful contribution in at least one standing school committee per academic year.
3. Participation in student engagement activities (e.g., orientation, IPE events, ceremonial academic functions, picnics, Halle Social Justice events, etc.).

4. Additional service activities required by the desired rank: two (2) for Instructor; three (3) for Assistant Professor; five (5) for Associate Professor; and, seven (7) for Professor and Full Professor Salary Adjustment.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected: one's fair share. This shall be evidenced by:

1. Regular and consistent attendance and meaningful contribution in school meetings.
2. Regular and consistent attendance and meaningful contribution in at least one standing school committee per academic year.
3. Participation in student engagement activities (e.g., orientation, IPE events, ceremonial academic functions, picnics, Halle Social Justice events, etc.).
4. Additional service activities required by the desired rank: one (1) for Instructor; two (2) for Assistant Professor; three (3) for Associate Professor; and, four (4) for Professor and Full Professor Salary Adjustment.

Below Average (BA): Is awarded when the faculty member has not met the criteria specified for the ranking of average.

SCHOOL STANDARDS

School of Social Work Appointment Standards appears below. These provide information on credentials and qualifications necessary for appointment at each rank.

The School of Social Work Reappointment and Tenure Standards appear on the next two pages. Note that the evaluation schedules depend on rank at initial appointment.

Finally, this section includes the School of Social Work Standards for Promotion. Note that the Evaluation schedules depend on rank.

APPOINTMENT STANDARDS

Rank	Credentials/Criteria	Equivalencies/Exception
Professor	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	
Associate Professor	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	
Assistant Professor	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	
Instructor	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	

Reappointment and Tenure Standards

Evaluation of untenured Faculty Members hired after September 1, 2021 and faculty who receive the Research/Creative Activity Release shall be conducted according to the standards below. Rank at initial appointment shall determine the evaluation schedule.

PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA (E)**
Scholarly/Creative Activity	X*	DAA (E)**
Service	A	A (E) **

ASSOCIATE PROFESSOR

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA (E)**
Scholarly/Creative Activity	X*	DAA (E)**
Service	A	A (E) **

ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA (E)**
Scholarly/Creative Activity	X*	DAA (E)**
Service	A	A (E) **

INSTRUCTOR

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

**Scholarly/Creative Activity rating is advisory only*

***There must be an E in one of these three categories*

PROMOTION STANDARDS

Rank	Year Eligible	Academic Credentials	Instructional Effectiveness	Scholarly/Creative Activity	Service
Full Professor Salary Adjustment	10 Years as a Full Professor at EMU	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	DAA	DAA	A
To Professor	5 Years as an Associate Professor at EMU				
To Associate Professor	5 Years as an Assistant Professor at EMU				
To Assistant Professor	6 Years as an Instructor at EMU				
			There must be an E in one of these three categories		

Faculty Members hired before August 31, 2021 and who have not received the Research/Creative Activity Release will be evaluated according to the standards below. Rank at initial appointment shall determine the evaluation schedule.

PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA (E)**
Scholarly/Creative Activity	X*	A (E)**
Service	A	A (E) **

ASSOCIATE PROFESSOR

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA (E)**
Scholarly/Creative Activity	X*	A (E)**
Service	A	A (E) **

ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA (E)**
Scholarly/Creative Activity	X*	A (E)**
Service	A	A (E) **

INSTRUCTOR

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

**Scholarly/Creative Activity rating is advisory only*

***There must be an E in one of these three categories*

PROMOTION STANDARDS

Rank	Year Eligible	Academic Credentials	Instructional Effectiveness	Scholarly/Creative Activity & Service
Full Professor Salary Adjustment	10 Years as a Full Professor at EMU	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	E	A
To Professor	5 Years as an Associate Professor at EMU		OR	
To Associate Professor	5 Years as an Assistant Professor at EMU		DAA	E in one and A in the other
To Assistant Professor	6 Years as an Instructor at EMU	Doctorate, and an MSW from a CSWE-accredited program plus five (5) years post-MSW social work practice experience	DAA	A**

APPENDICES

Appendix 1: List of Major, Minor, and Supplemental Research/Scholarly Activities

Appendix 2: Approved Questions for the Student Evaluation Form for Lecture (Non Online) Courses

Appendix 3: Approved Procedures for Classroom Visitations for Lecture (Non Online) Courses

Appendix 4: Approved Classroom Visit Report Form (Non Online Courses)

Appendix 5: Approved Questions for the Student Evaluation Form for Online Courses

Appendix 6: Approved Procedures for Online Course Observations

Appendix 7: Approved Online Course Observation Report Form

Appendix 1: List of Major, Minor, and Supplemental Scholarly/Creative Activities

Definitions:

“Scholarly/creative activity” shall be defined as described in Article XV.B.2.b; and,

“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

“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.

For reference, Article XV.B.2 reads as follows:

2. *Scholarly/Creative Activity*

The manner in which each of the Scholarly/Creative Activities listed below is counted toward fulfilling the evaluation criteria of each department is governed by its Departmental Evaluation Document.

- a. *The Faculty Member shall give documented evidence of their contribution to their discipline or area of specialization within the discipline or in an interdisciplinary specialization by scholarly investigation (e.g., research) and/or creative activity, and of its publication or other dissemination in one of the following ways:*
 - (1) *among practitioners in their discipline; or*
 - (2) *among a wider community.*
- b. *It is intended that the Faculty Member shall utilize their expertise to address problems in their discipline or in an interdisciplinary specialization through scholarly and/or creative activity that clearly contributes to the discipline, specialization, or interdisciplinary area through:*
 - (1) *Scholarly investigation, creative activity and/or research of an original and/or previously unreported nature; or*
 - (2) *applied research, investigation, or scholarly analysis of existing research, information, and creative endeavors resulting in the development of new data, information, applications, and/or interpretations.*
 - (3) *In disciplines where practice and tradition include Faculty involvement in student research which is subsequently published or otherwise disseminated, such research shall not be barred from consideration as appropriate scholarly activity, insofar as said Faculty involvement is shown to fulfill the expectations in Section 2.b.(1) or 2.b.(2) above.*
 - (4) *In recognition of the need to encourage the retraining of Faculty to assume professional responsibilities in areas where available expertise is in short supply, completion by the Faculty Member of a retraining program which brings them to a specified level of skill in such area of need may be applied toward satisfaction of the Scholarly/Creative Activity criterion for such purposes and for such period of time only as expressly approved in writing by the appropriate departmental committee, the Department Head, the college Dean and the Provost. In those instances where written approval of a retraining program is not obtained in advance, retraining shall be barred from consideration when the Faculty Member’s Scholarly/Creative Activity is evaluated.*
- c. *Each of the three (3) activities below may, under the conditions specified, be considered as partially fulfilling the Scholarly/Creative Activity criterion. The Scholarly/Creative Activity criterion cannot be satisfied by any of these alone, or solely in combination with each other.*

(1) *Professional Development*

Professional development shall be an acceptable substitute for Scholarly/Creative Activity, only as specifically allowed in Departmental Evaluation Documents amended after September 1, 1993.

EMU and the Association recognize the value of substantive professional development activities that may be undertaken by Faculty to enhance their delivery of classroom instruction and/or expand their professional knowledge base. In order to encourage Faculty to engage in such endeavors, professional development activities may be applied toward satisfaction of the Scholarly/Creative Activity criterion insofar as these activities are clearly in addition to those necessary to maintain the level of knowledge and/or expertise in the Faculty Member's discipline or area of specialization required to fulfill the Instructional Effectiveness standards (Article XV.B.1.) of this Agreement, subject to the following conditions:

Prior to undertaking any professional activity for which credit may be sought, a Faculty Member shall submit a written proposal for pre-approval to their department. The proposal shall outline the professional activity, its duration and the projected benefits of the activity. If approved by the Department Head and the appropriate departmental committee, the professional development, when completed, shall be evaluated to determine if it fulfills the criteria for such professional development contained in the Departmental Evaluation Document.

(2) *Grant Development/Administration*

EMU and the Association recognize the need to encourage Faculty to engage in the vital process of seeking, obtaining and administering grants from outside agencies. The preparation of grant proposals for outside agencies, whether funded or not, and/or the administration of a grant project, shall be considered as Scholarly/Creative Activity (unless preparation is done during release time from instruction; it would then be considered Instructional Effectiveness) if said preparation involves scholarly activity (e.g., research or teaching projects) of a substantial nature. The applicant must document such activity and the importance of the endeavor to the discipline or interdisciplinary area, the department, the college or University, as set forth in Article XV.B.2.b. above.

(3) *Doctoral Dissertation Research*

Doctoral dissertation research undertaken by Faculty in those departments where the doctorate is not recognized as the terminal degree or required for the purpose of achieving tenure shall be considered as Scholarly/Creative Activity in the year(s) in which such research is undertaken, provided the applicant furnishes documentary evidence of the nature of the research and provides an abstract documenting the importance of the endeavor to the discipline and the appropriate departmental committee and Department Head provide a qualitative statement supporting the importance of the doctoral research.

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.

a. **Criteria for Minor Scholarly/Creative Activities**

- i. A Minor Scholarly/Creative Activity must meet all of the following criteria:

- a) be a scholarly/creative activity;
 - b) be disseminated; and,
 - c) be documented.
- ii. Applying these criteria to grants, grant development must:
 - a) 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;
 - b) documents the importance of the grant to the discipline or interdisciplinary area, the department, the college or University; and,
 - c) be prepared for and submitted to an outside agency, whether funded or not.
 - iii. Examples of pre-approved Minor Scholarly/Creative Activities are department- specific and **may include, but are not limited to:**
 - a) Author of an article published in a journal that was not refereed for acceptance
 - b) Referee of a manuscript submitted to a professional publication
 - c) Publication of critical reviews
 - d) Editor of a professional publication
 - e) Professional development as described in Article XV.B.2.c.1
 - f) Grant administration as described in Article XV.B.2.c.2
 - g) Doctoral dissertation research undertaken by the faculty as described in Article XV.B.2.c.3
- b. Criteria for Major Scholarly/Creative Activities
- i. A Major Scholarly/Creative Activity must meet all of the following criteria:
 - a) be a scholarly/creative activity;
 - b) be disseminated external to EMU's community;
 - c) be documented; and,
 - d) be 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).
 - ii. Applying these criteria to grants, grant development must:
 - a) 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;
 - b) document a new scholarly/creative activity within the proposal and its importance to the discipline or interdisciplinary area, the department, the college or University;
 - c) be prepared and submitted to an external-to-EMU organization of international, national, regional (multi-state), or state recognition; and,
 - d) be funded.
 - iii. Examples of pre-approved Major Scholarly/Creative Activities are department- specific and **may include, but are not limited to:**
 - a) Journal publication in peer reviewed journal recognized by the profession.
 - b) First edition of a book or book chapter published by a reputable publisher recognized by the discipline.
 - c) Presentation of an original work authored by the Faculty Member at an international,

national, or recognized regional (across multiple states) conference in the Faculty Member's discipline where the application or submission process was competitive and either:

1. the body responsible for holding the conference reviewed and accepted a paper equivalent in rigor to iii.a and iii.b above.
5. Or
2. the body responsible for holding the conference reviewed and accepted an abstract or proposal, and consistent with Article XV, the Faculty Member provided documentation to the satisfaction of the Personnel Committee, Department Head and Dean that the work was equivalent in rigor to iii.a and iii.b above.

d) Approved patent.

List of Activities

Faculty members must include a personal report of their Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation referenced in the narrative.

Major

- Peer-reviewed journal articles
- Writing, editing, or co-editing a book or book chapter from an academic publisher, editing must include original work* completed by the author and disseminated externally to EMU's community.
- Manuals/Protocols/Modules if representing original research and analysis* and disseminated in a public forum
- Authoring or co-authoring a funded grant proposal to an agency outside of EMU (unless preparation is done during a release time from instruction, then it is included with instructional)
- Conference presentation on originally scholarly work in an international, national or recognized regional conference where the submission process was competitive.
- Invited presentation (e.g. keynote, panel, community), requiring an original analysis or research* submitted to the conference and presented in faculty areas of expertise
- Expert testimony (e.g. policy, legal, panel reports, Delphi)
- Legal briefs
- Program development and evaluations that consist of original research and analysis* that is disseminated outside of EMU

*all references to original research will refer to the contract's language about the definitions of scholarship (see Article XV.B.2)

Minor

- Editor for a special issue of a journal and/or a professional publication
- Author of a paper that was submitted but not referred for publication.
- Non-peer-reviewed professional publication
- Op-eds or commentaries/viewpoints, podcast or media presentations of scholarly work
- Book chapters (not peer-reviewed)

Supplemental (used only for average ratings and not for the research release)

- **Book review.**
- **Workshop/CE**
- **Mentoring student research**
- **Consultant on grants**
- **Anything that was not accepted (e.g. conference abstracts, grants, proposals)**
- **Media releases, press releases, contributions to news articles (quotes, etc), interviews on blogs radio, TV that showcase research completed by the faculty who is being reviewed.**

Appendix 2: Approved Questions for the Student Evaluation Form for Lecture (Non-Online) Courses

What is your overall rating of the teaching effectiveness of this instructor?

What is your overall rating of this course?

My instructor displays a clear understanding of course topics. My instructor has an effective style of presentation.

My instructor seems well prepared for this class. In this course, many methods are used to involve me in learning. I understand what is expected of me in this course.

The amount of material covered was reasonable.

My instructor develops classroom discussions skillfully. Grades are an accurate assessment of my knowledge in this course. Assignments are related to the goals of this course.

My instructor respects students from diverse cultural backgrounds. My instructor respects students regardless of sex, age, or race.

My instructor returns papers quickly enough to benefit me. My instructor explains labs and/or assignments clearly.

Appendix 3: Approved Procedures for Classroom Visitations for Lecture (Non-Online) Courses

Philosophy of Class Visits

Our goal is to establish a classroom visit process, centered on encouragement and inspiration. The premises on which our classroom visit process is based, is as follows.

Class visits are about determining the views that students, the instructor, and others take on social work and teaching;

Class visits involve a multi-dimensional process including preparation discussion between visitor and instructor, class visits, and post visit discussions, as time permits and both parties agree;

Class visits are viewed as a part of a continuous and continuing process that is collegial and cooperative;

Class visits are not threatening but instead serve as an opportunity to assess strengths and areas for continued growth;

Class visits serve as an opportunity to inform the department in how it can assist in improving reaching outcomes.

Steps in the Class Visit Process

Two members of the School Personnel Committee visit a class/classes for each faculty member being evaluated. The colleague will provide at least one week's notice of the date of the intended visit.

Visitor contacts faculty member in advance to confirm class visit date and place and to arrange pre-visit

Faculty member prepares for pre-visit via self-appraisal and ensures that visitor receives relevant course materials.

Faculty member and visitor discuss: 1) General information about the class including what is the topic of the class? What teaching approaches will be used (lecture, homework discussion, handouts, video presentation, computer demonstrations); 2) Objectives of the specific session to be observed; 3) Activities that will occur in the session; 4) Any specific areas in which the faculty member desires feedback; 5) The specific checklist or form to be used by the visitor; 6) Will the class be generally typical? If not, what will be different?

Class visit takes place.

After the class visit, the visitor analyzes or reviews the class visit and prepares a report. A separate written class report completed independently by each visitor is delivered to the faculty member within five (5) working days of the classroom visit.

The faculty member and visitor are encouraged to discuss the class visit, including strengths and any suggestions for improvement, as their schedules permit. However, the visitor must provide the faculty member with the report within five (5) working days.

Upon receipt of the report, the faculty member has ten (10) working days to write a response about the class visit. This response is turned in to the School's Director.

Recommendations for how the School can assist in strengthening classroom outcomes are directed to the School Director, Personnel Committee, and Instruction Committee for action within two weeks of the visit.

Visitor Preparation: Points to Consider Before the Visit (Pre-Visit Meeting)

It is recommended that the faculty person comes to the pre-visit meeting prepared to discuss the following questions:

What is the topic of the class?

Where does it fit in the BSW/MSW program curriculum?

What kind of students are in the class?

What teaching approaches will be used?

What are the goals of the class session?

What will students be doing to reach the goals?

What should students gain from the session?

What have students been asked to do to prepare for this class?

What was done in earlier classes to lead up to this one?

Will this class be generally typical? If not, what will be different?

Possible Questions for After the Visit (Optional Component)

This post-visit is highly encouraged for the growth and learning of both parties. It does not contractually need to take place within the five business days after the visit.

In general, how do you think the course is going? In general, how do you think the class went?

How did you feel about your teaching during the class?

Did students accomplish the goals that you had planned for this class?

What is working well for you so far in this course?

Is there anything that has not worked well in this course so far?

Does that usually go well? Is there anything that did not work well in the class? Is that a typical problem for you?

What are your teaching strengths?

Have you noticed anything that you are improving on or any personal goals that you met? What are your teaching problem areas that still need improvement?

Do you have any suggestions or strategies for improvements?

Appendix 4: Approved Classroom Visit Report Form (Non-Online Courses)

**Eastern Michigan University
School of Social Work**

Approved Classroom Visit Report Form (Non-Online Courses)

*Note that this report must be returned to the faculty member within five business days of the class visit.

Instructor's Name:

Evaluator's Name:

Course Visited:

Date of Visit:

Organization

Criterion	Observed	Not Observed	Not Applicable
Instructor appears well-prepared for class			
Class session is well-organized			
Orients students to overview of class session at beginning of class			
Stays with major themes of intended lesson plan			
Instructor uses class time effectively			

Comments:

Clarity and Delivery

Criterion	Observed	Not Observed	Not Applicable
Delivers course content in a clear and organized way			
Presents material at an appropriate pace			

Utilizes a range of teaching techniques/modalities			
Provides examples of key concepts			
Points out practical application of key concepts			
Explains subject matter in familiar, conversational language			
Instructor was aware when students were having difficulty in understanding a topic and responded effectively			

Comments:

Student Interactions

Criterion	Observed	Not Observed	Not Applicable
Encourages questions and comments during lectures/class time			
Course provides opportunities for sharing/discussion among the students			
Course uses a range of knowledge building/application techniques that require active engagement			
Incorporates students' ideas into discussions as appropriate			
Responds to or challenges students' comments without criticizing			

Comments:

Rapport

Criterion	Observed	Not Observed	Not Applicable
Fosters open communication with students around the subject matter, course content, and process			
Instructor includes activities that challenge student thinking			
Demonstrates respect for students in the learning situation			
Demonstrates openness to differing points of view			

Comments:

Enthusiasm and Tone

Criterion	Observed	Not Observed	Not Applicable
Instructor demonstrates enthusiasm about course material			
Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience			
Instructor modulates voice to pique and maintain student interest			

Comments:

Identity with the Profession

Criterion	Observed	Not Observed	Not Applicable
Assists students in understanding how class concepts relate to social work profession			

Comments:

Strengths:

Suggestions/Areas for Consideration: (Note that these can relate to circumstances beyond the instructor's control such as technological issues, course sequencing, or classroom structural limitations. Such feedback may be helpful in highlighting systemic concerns that impact other instructors.)

Evaluator Signature: _____ Date: _____

Appendix 5: Approved Questions for Student Evaluation Form for Online Courses

What is your overall rating of the teaching effectiveness of this instructor?

What is your overall rating of this course?

My instructor displays a clear understanding of course topics.

My instructor has an effective style of presentation.

My instructor seems well prepared for this class.

In this course, many methods are used to involve me in learning.

I understand what is expected of me in this course.

The amount of material covered was reasonable.

My instructor develops classroom discussions skillfully.

Grades are an accurate assessment of my knowledge in this course.

Assignments are related to the goals of this course.

My instructor respects students from diverse cultural backgrounds.

My instructor respects students regardless of sex, age, or race.

My instructor returns papers quickly enough to benefit me.

My instructor explains labs and/or assignments clearly.

The course shell for this class was easy to navigate.

The course materials I needed were easy to locate in the course shell.

Appendix 6: Approved Procedures for Online Course Observations

Philosophy of Online Class Observations

Our goal is to establish an online class observation process, centered on encouragement and inspiration. The premises on which our observation process is based is:

Class observations are about determining the views that students, the instructor, and others take on social work and teaching;

Class observations involve a multi-dimensional process including preparation discussion between visitor and instructor, the visitor's observation of the online course site, and post visit discussions as time permits and both parties agree;

Class observations are viewed as a part of an ongoing process that is collegial and cooperative; Class observations are an opportunity to assess strengths and areas for continued growth;

Class observations are an opportunity to inform the department about how it can assist in improving and reaching outcomes.

Steps in the Class Visit Process

Two members of the School Personnel Committee will observe an online module for each faculty member whose online course is being evaluated. The colleagues will provide at least one week's notice of a one-week date range of the intended observation. The faculty member contacts EMU Extended Programs to authorize the visitors to access the online course(s) to be observed during the observation date range.

The visitor contacts the faculty member in advance to confirm observation date range and to arrange a pre-observation conference.

The faculty member prepares for pre-observation via self-appraisal.

The faculty member and visitor discuss: 1) General information about the course; 2) teaching approaches that will be used in the course module; 3) any specific areas about which the faculty member desires feedback; and 5) the observation guide (see below) that the visitor will use.

The course module observation takes place.

After the module observation, the visitor analyzes or reviews the observation and prepares a report using the approved Online Course Observation Evaluation Document. A separate written evaluation document will be completed independently by each visitor and will be delivered to the faculty member within five (5) working days of each online course module observation.

The faculty member and visitor are encouraged to discuss the observation. Including strengths and any suggestions for improvement, as their schedules permit. However, the visitor must provide the faculty member with the report within five (5) working days.

Upon receipt of the report, the faculty member has ten (10) working days to write a response about the class visit. This response is turned in to the School's Director. Recommendations for how the School can assist in strengthening course outcomes are directed to the School Director, Personnel Committee, and Instruction Committee for action within two weeks of the visit

Visitor Preparation: Points to Consider Before the Observation (Pre-Observation Meeting)

It is recommended that the faculty person comes to the pre-visit meeting prepared to discuss the following questions:

What is the topic of the class?

What is/are the goals of the course?

Where does it fit in the BSW/MSW program curriculum?

What online teaching approaches are used?

What kind of students are in the class?

What will students be doing to reach the goals?

What should students gain from the course?

Have you or your students been experiencing any Canvas-related problems that have interfered with your ability to teach the class?

Has Extended Programs provided the support you need to address this/these problem(s)?

Possible Questions for After the Visit (Optional Component)

This post-visit is highly encouraged for the growth and learning of both parties. It does not contractually need to take place within the five business days after the visit.

In general, how do you think the course is going?

How did you feel about your teaching in the course module? Is that different from or similar to your experience teaching the course on campus?

Are students accomplishing the goals of this course?

What is working well for you so far in this course online? Is that different from or similar to your experience teaching the course on campus?

Is there anything that has not worked well in this online course so far? (For technical/Canvas problems): Has Extended Programs provided the support you need to address this/these problem(s)?

What are your online teaching strengths?

Have you noticed anything that you are improving on, or any personal goals that you met? What are your online teaching problem areas that still need improvement?

Do you have any suggestions or strategies for improvements?

Appendix 7: Approved Online Course Observation Report Form

Eastern Michigan University
School of Social Work

Approved Online Course Observation Report Form

*Note that this report must be returned to the faculty member within five business days of the class visit.

Instructor's Name:

Evaluator's Name:

Course Observed:

Dates of Observation:

Organization

Criterion	Observed	Not Observed	Not Applicable
Lesson is well-organized			
Learning objectives and assessment techniques are closely aligned			
Links to Internet resources, articles, etc. are provided when applicable			

Comments:

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Clarity and Delivery

Criterion	Observed	Not Observed	Not Applicable
Student expectations are clearly defined and available			
Instructor specifies how student work should be submitted			
Design of the lesson accommodates multiple learning styles			
Lesson content is relevant to the course and unit objectives			

Navigation is clear, consistent, familiar, and intuitive			
Learning content is segmented and made available at the appropriate time			
Tools used in lesson maximize student and instructor efficiency and effectiveness			

Comments:

Student Interactions

Criterion	Observed	Not Observed	Not Applicable
Student-to-instructor interaction is mandatory			
Student-to-instructor interaction is facilitated through the appropriate communication tools			
Lesson discussions reflect course content and encourage participation from all students			
Lesson provides opportunities for sharing/discussion among the students			
Lesson uses a range of knowledge building/application techniques that require active engagement			

Comments:

Rapport

Criterion	Observed	Not Observed	Not Applicable
Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience			
Lesson includes instructor introductions and/or sharing			
Instructor includes activities that challenge student thinking			
Demonstrates respect for students in the learning situation			
Demonstrates openness to differing points of view			

Comments:

Identity with the Profession

Criterion	Observed	Not Observed	Not Applicable
Assists students in understanding how class concepts relate to social work profession			

Comments:

Technical Aspects

Criterion	Observed	Not Observed	Not Applicable
Hyperlinks to websites, downloadable files, etc. work properly			

Multimedia objects serve an instructional purpose and are compliant with the minimum technical requirements of the course management system			
Technology is used to support, promote, and enhance learning by presenting content in a variety of formats to address multiple learning styles and by leveraging online resources for practical application and real-world examples			
Lesson employs visual media (beyond text) either embedded or linked to promote engagement in learning			

Comments:

Strengths:

Suggestions/Areas for Consideration: (Note that these can relate to circumstances beyond the instructor's control such as technological issues, course sequencing, or classroom structural limitations. Such feedback may be helpful in highlighting systemic concerns that impact other instructors.)

Evaluator Signature: _____ Date: _____