

**DEPARTMENT EVALUATION DOCUMENT**  
**Department/School of World Languages**  
**College of Arts and Sciences**

Date of Last DED Revision: March 22nd, 2023

Date of Department Faculty Vote: 03/22/23

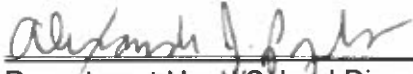
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**APPROVALS:**



03/27/2023

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03/29/2023

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03/30/2023

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**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE**

ON: \_\_\_\_\_



EASTERN MICHIGAN UNIVERSITY  
Division of Academic Affairs

**DEPARTMENT EVALUATION DOCUMENT**  
**Department of World Languages**  
**College of Art & Sciences**

TABLE OF CONTENTS

I. CRITERIA .....	3
II. APPOINTMENT STANDARDS.....	3
III. REAPPOINTMENT AND TENURE STANDARDS.....	3
A. Faculty hired prior to September 1, 2021 .....	3
B. Faculty hired on or after September 1, 2021 .....	4
IV. PROMOTION STANDARDS.....	6
A. Faculty hired prior to September 1, 2021 .....	6
B. Faculty hired on or after September 1, 2021 .....	6
V. EVALUATION TECHNIQUES	
A. Instructional Effectiveness.....	7
1. Data Collection Procedures.....	7
2. Procedures of Classroom visitation by peers and department head.....	8
3. Rating.....	8
4. Guidelines for Ratings.....	9
B. Scholarly and/or Creative Activity.....	10
1. Data Collection Procedures.....	10
2. Ratings.....	10
C. Service Activity.....	11
1. Data Collection Procedures.....	11
2. Ratings.....	11
3. Guidelines for Ratings .....	12
APPENDIX A: Classroom Visitation and Online Course Evaluation Report.....	13
APPENDIX B: Classroom Teaching Observation and Online Course Evaluation....	14
APPENDIX C: Student Evaluation Questions.....	18
APPENDIX D: List of Major and Minor Scholarly/Creative Activities .....	19
APPENDIX E: List of Service Activities .....	21

## EVALUATION

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**.

### I. CRITERIA

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. (Note: Interim meetings without ratings will be held in years 2 and 4. See contract line 2384-2388 Article XV.F.1)

### II. APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS & ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	Doctorate in appropriate area 5 years as associate professor at EMU	Academic credentials from foreign universities will be evaluated individually by the department personnel committee.
ASSOCIATE PROFESSOR	Doctorate in appropriate area 5 years as associate professor at EMU	
ASSISTANT PROFESSOR	Doctorate in appropriate area	
TENURE-TRACK INSTRUCTOR	Master's degree in appropriate area	

### III. REAPPOINTMENT AND TENURE STANDARDS

A. Faculty hired **prior** to September 1, 2021 and not applying for research creative release

#### PROFESSOR

Year	2		3	
Evaluation	Full Reappointment		Tenure	
Instructional Effectiveness	E	DAA	DAA	DAA
Service	A	DAA in one & A in other	DAA	A in one & E in other
Scholarly/ Creative Activity	A		DAA	

### ASSOCIATE PROFESSOR

Year	2	4	
Evaluation	Full/Rpt	Tenure	
Instructional Effectiveness	DAA in one & A in other	E	DAA
Service		A	DAA in one & A in other
Scholarly/ Creative Activity	X*	A	

### ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full/R	Tenure+
Instructional Effectiveness	A	DAA
Service	A	A
Scholarly/ Creative Activity	X*	A

### INSTRUCTOR

Year	3	6
Evaluation	Full/Rpt	Tenure+
Instructional Effectiveness	A	DAA
Service	A	A
Scholarly/ Creative Activity	X*	DAA

\*Scholarly/Creative Activity is rated, but advisory only.

+Ph. D. needed

B. Faculty hired **on or after** September 1, 2021 and faculty applying for the research/creative release.

### PROFESSOR

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

\* Scholarly/Creative Activity rating is advisory only.

**ASSOCIATE PROFESSOR**

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

*\* Scholarly/Creative Activity rating is advisory only.*

**ASSISTANT PROFESSOR**

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

*\* Scholarly/Creative Activity rating is advisory only.*

**INSTRUCTOR**

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

*\* Scholarly/Creative Activity rating is advisory only.*

#### IV. PROMOTION STANDARDS

##### A. Faculty hired prior to September 1, 2021 and not applying for research creative release

To Rank	Year Eligible	Academic Credentials	Instructional Effectiveness	Scholarly/ Creative Activity	Service
To Professor	5 years as associate professor	Doctorate in appropriate area	DAA                      DAA      DAA -----OR----- DAA                      E in one and A in the other		
To Associate Professor	5 years as assistant professor.	Doctorate in appropriate area	E                              A              A -----OR----- DAA                      DAA in one and A in the other		
To Assistant Professor	2 years as instructor	Completed all requirements for Doctorate in appropriate areas except for dissertation (A.B.D.)	DAA	A	A

##### B. Faculty hired on or after September 1, 2021 and faculty applying for the research/creative release.

To Rank	Year Eligible	Academic Credentials	Instructional Effectiveness	Scholarly/ Creative Activity	Service
Full professor salary adjustment	10 years as full professor at EMU	Doctorate in appropriate area	DAA	DAA	DAA
To Professor	5 years as associate professor at EMU	Doctorate in appropriate area	DAA	DAA	DAA
To Associate Professor	5 years as assistant professor at EMU	Doctorate in appropriate area	DAA	DAA	A
To Assistant Professor	2 years as instructor at EMU	Doctorate in appropriate area	DAA	DAA	A

## V. EVALUATION TECHNIQUES

### A. INSTRUCTIONAL EFFECTIVENESS

#### 1. Data Collection Procedures

Each faculty member must include a personal report of activities and accomplishments as described in this document. The faculty member must demonstrate effectiveness in the development of curricula, preparation, and delivery of instruction and must demonstrate commitment to students. The faculty is expected to fulfill requirements which may include, but are not limited to the following:

#### Development of Curricula

- a. Define clearly the goals of the course.
- b. Define clearly the short and long term objectives/learning outcomes of the courses and the relationship of those objectives/learning outcomes to day-to-day classroom activities.
- c. Plan clear evaluation procedures for measuring the attainment of the objectives above.

#### Instructional Preparation

- a. Be well-prepared for class meetings.
- b. Read and study in the field of specialization or in new fields related to departmental programs and needs.
- c. Evaluate regularly their teaching methods, procedures, course content, assignments and reading lists.
- d. Participate in the ongoing departmental process of curriculum review and development and accreditation processes.
- e. Attend conferences, conventions, or other professional gatherings.
- f. Seek opportunities to refine and/or strengthen the department's curriculum and the curriculum of the field generally.
- g. Maintain a high level of skill in the language(s) and culture(s) taught by engaging in such activities as travel to increase and/or update skills and knowledge.

#### Instructional Delivery

- a. Explain the subject matter clearly.
- b. Inform students of the objectives of the course(s) and of units of study in the course(s).
- c. Deliver material in a way that is conducive to student learning and that can be adapted to different learning needs.
- d. Provide students with supplementary materials (e.g. reading lists, study questions, etc.) designed to enlarge their comprehension of the subject matter under construction.
- e. Inform students of the specifics of course assignments (e.g. due dates, length of papers, assignment components, etc.)
- f. Provide regular assessment to the students of their progress in the course.

- g. Establish and maintain an atmosphere in the classroom that is conducive to learning by doing such things as projecting enthusiasm for the course material, stimulating interest in the subject matter, and encouraging students to perform to the best of their abilities.

### Commitment to Students

- a. Be sensitive to and respect the students' individual intellectual abilities.
- b. Exhibit fairness and impartiality in dealings with students.
- c. Be regularly available outside the classroom to confer with students.
- d. Keep current regarding practices and procedures necessary for academic advising.
- e. Support departmental co-curricular activities involving students.
- f. Work beyond regular classroom responsibilities to help students with independent study, thesis, publication(s), etc.
- g. Assist students with academic problems

Sample evidence: In addition to the contractual materials you may want to include

- Subject-area evaluations
- Unsolicited letters from students
- Any other supporting documents the faculty member may wish to offer

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

Classroom visitations, whether online or face to face, by two members from the Personnel Committee and the Department Head shall be conducted according to the procedure outlined in Appendix A. Two additional members are afforded the faculty for classroom evaluations.

## **3. 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 faculty member to discuss their his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports giving the rationale for the ratings awarded for full evaluations for reappointment, tenure, and promotion will be made separately by the Personnel Committee and the Department Head.

**Exceptional (E):** Denotes teaching judged by the evaluators to represent sustained work of a clearly superior quality and which is far in excess of the expectations for present rank. Awarded to the superior teacher.

**Distinctly Above Average (DA):** Denotes teaching judged by the evaluators to represent work in quality and quantity that is higher than the ordinary level of activity and which is well above the expectations for the present rank. Awarded to a very good teacher.



**Average (A):** Denotes teaching judged by the evaluators to represent work in quality and quantity that reflects the ordinary level of activity and which is commensurate with the expectations for present rank. Awarded to the good teacher.

**Below Average (BA):** Denotes teaching judged by evaluators to represent work that does not rise to the level of average.

#### 4. Guidelines for Ratings

1. In the case of non-teaching faculty (e.g., program directors or others on released time), satisfactory professional performance as judged by the Personnel Committee shall be the equivalent of Instructional Effectiveness. Goals and objectives will be clearly stated at the beginning of such assignments.
2. The overall evaluation rating for Instructional Effectiveness shall include the following components:
  - a. Colleague evaluations of Instructional Effectiveness (and academic advising, where applicable.)
  - b. Student evaluations of Instructional Effectiveness (and academic advising, where applicable.) The candidate is responsible for making a summary of data in the area of student evaluations of teaching, utilizing the university-wide and departmental set of items and according to the following guidelines: Whenever possible the data should include as many different courses as possible and reflect the reactions of students over the entire period under evaluation in order to maximize the reliability of the data. The percentages listed below are meant as a general guide and not as a rigid and inflexible system.

Below Average	00—59%
Average	60—69%
Distinctly Above Average	70—80%
Exceptional	81—100%

In the case of Full evaluations for reappointment, tenure, promotion, or Full Professional Performance Evaluation, the percentages refer to the minimum number of responses in the top categories [i.e., A and B for the university-wide items; Strongly Agree and Agree for the departmental items] needed to qualify for each rating. (The faculty member has the right to include other items, but only those approved in the Departmental Set are to be used for calculations.) The percentages below apply to Full evaluations:

Below Average	00—24%
Average	25—49%
Distinctly Above Average	50—74%
Exceptional	75—100%

The applicant shall be allowed to present arguments for the exclusion of data drawn from any questionnaire item that they consider inappropriate or unreliable.

3. In calculating the rating for Instructional Effectiveness, the candidate and the evaluation committee(s) shall weigh teaching and academic advising in such a way that the weight given to advising shall take into account the candidate's work assignments and the quality of the data available.
4. Both components listed above are assigned a numerical equivalent according to the following scale:

Below Average	= -1
Average	= 1
Distinctly Above Average	= 2
Exceptional	= 3

5. The points earned by the candidate for each component are then multiplied as follows:

Peer evaluations	= 4 times the points earned
Student evaluations	= 1 time the points earned

6. The candidate's weighted score is then converted to its descriptive equivalent according to the following scale:

Below Average	= less than 5
Average	= 5 – 7
Distinctly Above Average	= 8 – 10
Exceptional	= 11 – 15

## B. SCHOLARLY AND/OR CREATIVE ACTIVITY

### 1. Data Collection Procedures

Each applicant must include a personal report of their scholarly and/or creative activities and provide copies of papers, articles, books, publications and/or other tangible documentation. The candidate is expected to engage in Scholarly and/or Creative Activity by pursuing activities such as those listed in Appendix D. The candidate is not expected to pursue all of these activities, nor are they listed in order of importance.

Activities other than those specified in the list can be considered, providing the faculty member provides convincing written explanation of why such activities should be considered as fulfilling a scholarly/creative role in the respective discipline.

See Appendix D for a list of scholarly/creative activities and the weight applied to them.

### 2. Ratings

The Personnel Committee and the Department Head shall assign a rating for scholarly and/or creative activity according to the criteria specified below.

**Exceptional (E):** Awarded for the completion of three major activities at minimum.

**Distinctly Above Average (DAA):**

For faculty hired on or before September 1, 2021: awarded to the very good teacher for scholarly/creative activity judged by the evaluators to represent work in quality or quantity that is higher than the ordinary level of activity and which is well above the expectations for present rank.

For faculty hired on or after September 1, 2021 and faculty applying for the research/creative release: awarded for the completion of two major activities and one minor activity at a minimum.(See Appendix D for approved major and minor scholarly/creative activities.)

**Average (A):** Awarded for the completion of minimum one major activity.

**Below Average (BA):** No major activities and one or fewer minor activities.

C. SERVICE ACTIVITY

1. Data Collection Procedures

The faculty member will clearly identify their service activities related to the department, college, university and community in a narrative. Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort extended in those activities. The activities listed in Appendix E may be considered by the department as satisfying this criterion, but this listing is not exhaustive and other activities may in the judgment of the Personnel Committee be considered. The candidate is not expected to pursue all of these activities, nor are they listed in order of importance.

Activities other than those specified in the list can be considered, providing the faculty member provides a convincing written explanation of why such activities should be considered as fulfilling a service role..

2. Ratings

The Personnel Committee and the Department Head shall assign a rating for service activity according to the criteria specified below.

**Exceptional (E):** Denotes service judged by the evaluators to represent sustained work of clearly superior quality and which is far in excess of the expectations for present rank. Awarded to the candidate whose service is far beyond “one’s fair share”.

**Distinctly Above Average (DAA):** Denotes service judged by the evaluators to represent work in quality and quantity that is unmistakably higher than the ordinary level of activity and which is well above the expectations for present rank. Awarded to the candidate whose service is substantially more than “one’s fair share”.

**Average (A):** Denotes service judged by the evaluators to represent work in quantity and quality that reflects the ordinary level of activity and which is commensurate with the expectations of present rank. Awarded to the candidate whose service is “one’s fair share”.

The candidate must participate regularly and effectively in department and the appropriate Area Committee meetings. Mere attendance at such meetings, however, would not in and of itself earn an AVERAGE rating. The candidate must also demonstrate regular assumption of (an) other function(s) within the department or Subject-area (e.g., chairperson, coordinator, etc.); or serve periodically in some capacity outside the department; or serve the profession or the community in a professionally related endeavor; or demonstrate in the department or Subject-area the carrying out of responsibilities in quality and quantity that exceeds mere attendance and discussion at regular meetings.

**Below Average (BA):** Denotes service judged by the evaluators to present work that does not rise to the level of average.

### **3. Guidelines for Ratings**

No minimum or maximum number of activities shall be required to fulfill the requirements for Service. The determination of each rating category shall be based on the quality of the work as judged on the individual balance between the number of activities and the degree of the depth in and commitment to each by the candidate, recognizing that circumstances and individuals vary. In developing the narrative statements regarding Service and assigning a qualitative rating (e.g. average, etc.), however, the Personnel Committee should consider and address such statements or questions as those listed below (wherever and whenever applicable):

- a. The effort required in the performance of the activity.
- b. In what respects the activity has benefited students, colleagues, programs, the college, the university, the community, professional organizations, etc.
- c. What the quality of the participation in the activity described is.
- d. For what committee, organization, group, etc., the service activity was performed, including the scope of the activity.
- e. Whether or not evaluations of the activity exist and the credentials of the evaluator(s)
- f. Degrees, honors, or awards bestowed on the candidate in recognition of the activity.

**APPENDIX A**  
**Classroom Visitation and Online Course Evaluation Report**

**Procedures for Classroom Observations:**

1. The Classroom Teaching Observation form shall be used for all evaluations of Instructional Effectiveness required by the Department Evaluation Document.
2. Prior to the classroom visit, the observer is to
  - a. arrange with the faculty member a convenient time for the observation.
  - b. obtain from the faculty member a copy of the course syllabus and lesson plan.
3. No more than two observers shall be present at one time. During the observation the observer should be as unobtrusive as possible. The observer(s) shall remain in the class the whole time.
4. After the visit has been completed, the observer shall write an observation report using the Classroom Teaching Observation form.
5. Separate Peer and Department Head evaluation reports of classroom observations shall be provided to the faculty member within five (5) working days following the classroom visit. The report shall be signed by both the evaluator and the faculty member being observed.
6. Should they so desire, faculty members shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head. This agreement must be reached by October 15, if the Faculty Member is being evaluated for reappointment or tenure; by February 1, if the Faculty Member is being evaluated for promotion or for a Full Professor Salary Adjustment.

**Procedures for Online Course Evaluations:**

1. The Online Course Evaluation form shall be used for all evaluations of Instructional Effectiveness required by the Department Evaluation Document.
2. Prior to the online course evaluation, the evaluator is to arrange a convenient time with the faculty member for the evaluation.
3. After the visit have been completed, the observer shall write an observation report using the Online Teaching Evaluation form.
4. Separate Peer and Department Head evaluation reports of inspection of online courses shall be provided to the faculty member within five (5) working days following the online course observation. The report shall be signed by both the evaluator and the faculty member being observed.
5. Should they so desire, faculty members shall be entitled to additional peer evaluations by faculty chosen by mutual agreement of the faculty member and the Department Head.

**APPENDIX B**  
**Classroom Teaching Observation and Online Course Evaluation**

**CLASSROOM TEACHING OBSERVATION FORM**

Faculty member evaluated \_\_\_\_\_ Course \_\_\_\_\_

Observer \_\_\_\_\_ Date observed \_\_\_\_\_

*Instructions:* Please consider each item carefully and assess them using the criteria below. Use this list as a guide to making observations, not as a list of required behaviors. Comments may be added if desired.

**Exceptional (E)**  
**Distinctly Above Average (DAA)**

**Average (A)**  
**Below Average (BA)**

**I. PREPARATION FOR LESSON**

\_\_\_\_\_ The lesson plan communicates clear and appropriate objectives for the lesson.

\_\_\_\_\_ The activities are effectively organized to meet learning objectives

Comments:

**II. DELIVERY OF LESSON**

The faculty member being observed...

\_\_\_\_\_ is prepared and organized.

\_\_\_\_\_ communicates ideas and expectations clearly and effectively to the level of the students.

\_\_\_\_\_ presents relevant examples to clarify points.

\_\_\_\_\_ encourages meaningful student participation in the learning process.

\_\_\_\_\_ demonstrates knowledge of the subject.

\_\_\_\_\_ demonstrates enthusiasm for the subject matter.

\_\_\_\_\_ uses methods and materials in a manner conducive to learning.

\_\_\_\_\_ creates a comfortable, non-threatening learning environment.

\_\_\_\_\_ responds appropriately to students' questions and comments.

\_\_\_\_\_ is sensitive to students' needs and learning styles.

\_\_\_\_\_ uses class time effectively.

Comments:

### III. ASSESSMENT

The faculty member being observed...

\_\_\_\_\_ monitors students achievement appropriately

\_\_\_\_\_ provides students with timely and meaningful feedback.

Comments:

### IV. SUMMARY COMMENTS

1. What are the faculty member's strengths as demonstrated in this observation?

2. What suggestions, if any, do you have for improvement?

### V. OVERALL RATING

**Exceptional (E):** Denotes teaching of a clearly superior quality and which is far in excess of expectations.

**Distinctly Above Average (DAA):** Denotes teaching of a quality that is higher than the ordinary level of activity and which is well above expectations.

**Average (A):** Denotes teaching of a quality that reflects the ordinary level of activity and which is commensurate with expectations.

**Below Average (BA):** Denotes teaching does not rise to the level of average.

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty member's Signature \_\_\_\_\_ Date \_\_\_\_\_

## ONLINE COURSE EVALUATION FORM

Faculty member evaluated \_\_\_\_\_ Course \_\_\_\_\_  
Evaluator \_\_\_\_\_ Date observed \_\_\_\_\_

*Instructions:* The evaluator should go through the online course syllabus, its component sub-units/sections and course requirements, as well as any other teaching material that the instructor makes available for purposes of this online teaching evaluation.

Please consider each item carefully and assess them using the criteria below. Use this list as a guide to making observations, not as a list of required behaviors. Comments may be added if desired.

**Exceptional (E)**  
**Distinctly Above Average (DAA)**

**Average (A)**  
**Below Average (BA)**

### I. PREPARATION AND ORGANIZATION OF COURSE

- \_\_\_\_\_ The modules and resources are effectively organized and the plan communicates clear and appropriate objectives for the lesson.
- \_\_\_\_\_ The activities are effectively organized to meet learning objectives

Comments:

### II. DELIVERY OF THE COURSES

The faculty member being observed...

- \_\_\_\_\_ communicates ideas and expectations clearly and effectively to the level of the students.
- \_\_\_\_\_ presents relevant examples to clarify points.
- \_\_\_\_\_ encourages meaningful student participation in the learning process.
- \_\_\_\_\_ demonstrates knowledge of the subject.
- \_\_\_\_\_ designs the online course to be motivating and user-friendly.
- \_\_\_\_\_ uses methods and materials in a manner conducive to learning.
- \_\_\_\_\_ creates a comfortable, non-threatening learning environment.
- \_\_\_\_\_ responds appropriately to students' questions and comments.
- \_\_\_\_\_ is sensitive to students' needs and learning styles.

Comments:



### III. MONITORING AND ASSESSMENT OF COURSE

The faculty member being observed...

\_\_\_\_\_ communicates clear expectations of students' assignments, due dates, methods of submission, and grading criteria.

\_\_\_\_\_ monitors students achievement appropriately

\_\_\_\_\_ provides students with timely and meaningful feedback.

\_\_\_\_\_ sets realistic deadlines for completion of course work.

Comments:

### IV. SUMMARY COMMENTS

1. What are the faculty member's strengths as demonstrated in this evaluation of the online course?
  
  
  
  
  
  
  
  
  
  
2. What suggestions, if any, do you have for improvement?

### V. OVERALL RATING

- Exceptional (E):** Denotes teaching of a clearly superior quality and which is far in excess of expectations.
- Distinctly Above Average (DAA):** Denotes teaching of a quality that is higher than the ordinary level of activity and which is well above expectations.
- Average (A):** Denotes teaching of a quality that reflects the ordinary level of activity and which is commensurate with expectations.
- Below Average (BA):** Denotes teaching does not rise to the level of average.

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty member's Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX C**  
**Student Evaluation Questions**  
**All course format**

- 002 My instructor displays a clear understanding of course topics.
- 006 My instructor has an effective style of presentation.
- 007 My instructor seems well prepared for class.
- 016 My instructor stimulates interest in the course.
- 041 My instructor makes good use of examples and illustrations
- 044 My instructor is actively helpful when students have problems.
- 084 I understand what is expected of me in the course.
- 125 Grades are designed fairly and impartially.
- 202 I would recommend this instructor to another student.

**Appendix D**  
**List of Major and Minor Scholarly/Creative Activities**

For faculty hired after September 1, 2021, and faculty applying for the research/creative release, a rating of Distinctly Above Average in Scholarly and Creative Activity requires two major and one minor activities in the evaluation period.

**Category 1 - Major Scholarly Work:**

- a. Author or co-author a first edition book published by a reputable publisher recognized by the discipline, or in press. (Counts as two major activities if there are at least two distinct chapters, not including the introduction and conclusion, that reflect original scholarly/creative activity.)
- b. Author or co-author second or subsequent edition book by a reputable publisher reflecting a significant quantity of original research/creative activity.
- c. Publish an article or a book chapter in a peer reviewed publication (authored or co-authored).
- d. Publish a first edition academic textbook with a credible publisher.
- e. Publish an original, critical translation, with a reputable publisher or in a peer-reviewed journal, of a book, journal article, or book chapter.
- f. Present an original authored or co-authored paper at an international, national or recognized regional conference in the faculty member's discipline for which proposals are peer reviewed and formally accepted or for which an invitation to be a keynote speaker was received.
- g. Receive external grant award in an amount of \$50,000 or greater. The grant effort must be an original scholarly/creative activity and include some disseminated work (e.g., grant report).
- h. Publish an edited or co-edited book or journal issue by a reputable publisher with a foreword or introduction by the faculty member providing original scholarship through analysis of the works included.

**Category 2 - Minor Scholarly Work:**

- a. Author or co-author an extramural grant proposal.
- b. Receive an external grant /fellowship funding award that does not qualify as a major activity. It could be an unfunded grant proposal. The grant effort must be an original scholarly/creative activity and include some disseminated work (e.g., grant report).
- c. Publish (non-peer-reviewed) book, book chapter, or article.
- d. Publish educational materials or research in non-traditional platforms (blogs, websites, newsletters, recordings etc.) which reflects original research/creative activity disseminated by the faculty.
- e. Collaborate in undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and which is disseminated (e.g., publication, national/regional meeting, Undergraduate Symposium, Honors thesis).
- f. Supervise an undergraduate/graduate scholarly endeavor (e.g., thesis or dissertation) in so far as that the supervision includes original scholarly/creative work of the faculty member. (See description in EMU-AAUP Agreement, MP576)

- g. Present research at government agencies, universities, regional/local meetings of professional organizations without peer review. For such internal research, the presentation must be made widely available.
- h. Participate in the work of professional conferences in capacities other than as a presenter of research papers (e.g., participating in a panel discussion, providing original comments on presentations by others, serving as a member of the program committee), resulting in the dissemination of scholarly activity.
- i. Publish critical reviews of published professional materials.
- j. Act as a consultant related to faculty member's area of specialization which results in the dissemination of original scholarly/creative activity.
- k. Act as an editor or member of the editorial board of a professional publication, resulting in the dissemination of scholarly activity.
- l. Act as editorial referee on a manuscript for a publisher or journal.
- m. Participate in Professional Development as specified in the current Agreement and this Departmental Evaluation Document. Prior written approval from the Department Head is required.
- n. Retrain as provided in the Agreement. (See EMU-AAUP Agreement, Article XV)

Sample evidence might include:

- complete bibliographical references to the publication or dissemination of the results of scholarly/creative activity in appropriate professional journals and/or their presentation or display at appropriate professional gatherings/showings or among a wider community.
- copy of the published work
- awards, certificates, written acknowledgements of scholarly work
- copy of conference programs showing presentation listing, and copy of the presentation abstract
- copy of conference/workshop/symposium programs attended

## **APPENDIX E**

### **List of Service Activities**

- a. Serve as a chair or member of the departmental Personnel Committee or the departmental Instruction and Finance Committee.
- b. Serve as the Chairperson of a Subject-area.
- c. Serve as an official academic advisor in student organizations or initiatives.
- d. Serve as a chair or an executive officer, or board member of college or university-wide committees.
- e. Serve as a language consultant or external language examiner (e.g. OPI/AAPPL tester, AP reader, etc.)
- f. Serve as a chair, an executive officer, or board member of a professional organization.
- g. Participate regularly and effectively in Subject-area and general departmental meetings.
- h. Participate in Departmental, College or University initiatives to support or assist students.
- i. Supervise student research for conference presentations.
- j. Identify significant departmental needs and designing desirable responses, such as new courses, curricula, teaching techniques, facilities, or activities.
- k. Take responsibility for department, college, university, or community activities.
- l. Serve as a member of college or university-wide committees.
- m. Serve in professionally related community activities, including local, state, national, and international.
- n. Represent the Department in recruitment efforts, such as Explore Eastern, Graduate Open House, etc.
- o. Represent the Department at Commencement.
- p. Represent the Department, the College, or the University on assignments not otherwise included above.
- q. Serve in professional organizations.
- r. Serve as a liaison or advisor to groups beyond the campus.
- s. Serve in the AAUP.
- t. Write letters of recommendation.
- u. Conduct assessments of students (entrance and/or exit language testing, Presidential Scholarship Competition, Fulbright Scholarships, etc.)
- v. Promote programs and prepare recruitment materials.
  
- w. Participate in any other relevant service activity as demonstrated by the faculty member.

Sample evidence might include:

- The candidate's Annual Faculty Activity Report.
- Documentation on the nature and dates of the service performed.
- Other documentation offered by the candidate.
- Corroboration and/or evaluations of the candidate's performance in the area by students, colleagues within the department, colleagues or other informed parties outside the department or university.