

DEPARTMENT EVALUATION DOCUMENT

Department/School of Special Education and Communication Sciences and Disorder

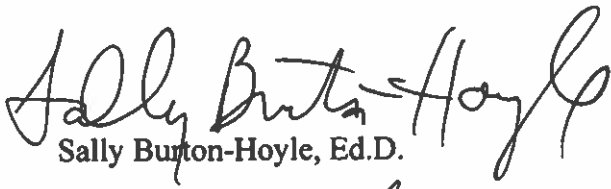
College of Education

Date of Last DED Revision: 2/21/17

Date of Department Faculty Vote: 1/11/2023

Yes 11 No 4 Abstain 0

APPROVALS:


Sally Burton-Hoyle, Ed.D.





Lidia Lee, Ph.D., CCC-A



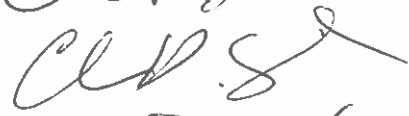

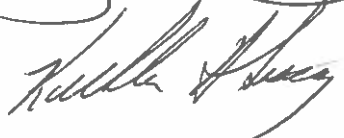


John Palladino, Ph.D.

Personnel Committee Co-Chairs (1/11/2023)


David C. Winters 1/13/2023
Department Head/School Director (Date)


Ryan G 15-JAN-2023
Dean (Date)



C. P. P.




DEPARTMENT EVALUATION DOCUMENT

Department of Special Education & Communication Disorders and Sciences
College of Education

FACULTY EVALUATION

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

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.*

- A. Instructional Effectiveness
- B. Scholarly and/or Creative Activity
- C. Service Activity

DEPARTMENT SPECIFIC CRITERIA for FULL EVALUATIONS

Instructional Effectiveness and/or Professional Performance (Professional Performance only applicable to Clinic Director and Audiologist)

Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments.

Supportive to this criterion is evidence of the extent to which the candidate:

1. **Prepares for teaching**
 - a. Seeks latest information in the subject area(s) taught by reading, attending professional conferences, and/or by communicating with colleagues.
 - b. Participates creatively in the subject area through the development of teaching materials.
 - c. Regularly evaluates his/her own past teaching methods, procedures, and course content.
2. **Plans effectively for teaching**
 - a. Has a clear idea of the function of his/her courses(s) within the department, within the university, and/or community, and of its roles in preparing students for careers.
 - b. Has a clear idea of the long-term objectives for the course(s) and for the day-to-day classroom activities.
 - c. Has a clear and relevant plan of action to accomplish both long and short term objectives.
 - d. Evaluates students so as to measure the attainment of objectives set forth.
3. **Practices good teaching methods**
 - a. Clearly informs students of the purposes and objectives of the course(s) and of units of study and skills in self-direction.
 - b. Helps students develop methods of study and skills in self-direction.
 - c. Keeps students informed of specific responsibilities (e.g. equipment usage, study requirements).
 - d. Endeavors to establish good communication with students.

- e. Promotes classroom procedures and surroundings which encourage learning.
- f. Regularly seeks information from students regarding their levels of attainment and informs them of his/ her estimation of performance.

4. Is committed to students

- a. Available to students who need his/her help.
- b. Works beyond regular classroom responsibilities to help students with independent learning experiences (e.g. special problems, independent study, thesis, and publications(s)), if applicable.
- c. Keeps up-to-date regarding practices and procedures necessary for academic advising.
- d. Assists students with academic problems.

Exceptional (E): Awarded when the overall quality of instruction offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluators must describe performance in terms of selected supporting activities as better in quality than distinctly above average (DAA).

Distinctly Above Average (DAA): Awarded for outstanding quality of instruction in some supporting activities. Evaluators must describe performance in terms of selected supporting activities as noticeably better in quality than average (A).

Average (A): The minimal acceptable level of performance for a good teacher. All listed supporting activities must be present in applicant's teaching performance at an acceptable level. Evaluators must describe performance in these terms.

Below Average (BA): Denotes performance below the expectations of average for present rank.

All supporting activities for Instructional Effectiveness are essential elements of teaching. These must all be practiced at some level to justify at least an Average rating in Instructional Effectiveness. The rating given is ultimately based on judgments of the quality, or degree of success achieved in performance of the activities, not merely their presence.

Scholarly and/or Creative Activity

Exceptional (E): (A) More than two major scholarship contributions, as delineated in Category 1: Major Contribution Standards; & (B) At least one minor scholarship contribution, as delineated in Category 2: Minor Contribution Standards. (see Appendix E & F; criteria concurring with Research/Creative Activity Release Program)

Data Collection Procedures/Rating Criteria for Distinctly Above Average (DAA), Average (A), and Below Average (BA)
Each applicant must include a personal report of his/her scholarly and/or creative activities and provide copies of papers, articles, books, publications, and/or other tangible documentation. Scholarly and/or creative activity is not evaluated during interim evaluations. Examples of scholarly and/or creative activities may include, but are not limited to the following:

1. Participation in meetings of professional societies or regional or local sub-groups of such societies which results in the dissemination of one's own scholarly activity
2. Lectures and/or approved consultative activities for professional organizations, government agencies, other agencies, etc., pertaining to the faculty member's area of specialization which are the result of one's own scholarly/creative activity
3. Additional relevant professional training above and beyond that required for the academic rank held or sought so that a course or program can be initiated or maintained in the department, as specified in the contract

4. Post-doctoral fellowship
5. Research in progress that has been disseminated
6. Published articles, handbooks, chapters, monographs, reports
7. Publication of a text or manual
8. Written critical reviews of published professional materials
9. Contribution of data or illustrative material to publication
10. Acting as editorial referee on a manuscript for a publisher or journal
11. Participation in the development of research grant proposals as specified in the Agreement
12. Project or grant director as specified in the proposal
13. Scholarly and/or creative work disseminated in the classroom and shown to be appropriate to the purposes of the classroom and constituting a substantial fraction of the semester's work (e.g. reviews of scholarly writing, concept outlines in new and expanding areas of knowledge, or original classroom exercises based on new concepts or interpretations)

Ratings

The Personnel Committee reserves the right to judge the quality of a particular scholarly and/or creative activity. Evaluation here will be based on the quality of work as judged on the individual balance between number of activities and degree of depth in and commitment to each by the faculty member, recognizing that circumstances and individuals vary. In developing the summary statements regarding scholarly activity and designating a qualitative rating (i.e. average, etc.); however, the Department Head and Personnel Committee should consider and address such questions or statements as those listed below (wherever or whenever replicable):

1. The effort required in the performance of the activity
2. In what respects the candidate's activity has contributed to his/her discipline
3. How the candidate's activity has advanced his/her own professional growth
4. In what respects the activity has benefited students, colleagues, the curriculum, university or community, etc.
5. What distinguishes the scholarly/creative activity from the candidate's previous work
6. In what form and for what audience was it published or disseminated, considering in addition:
 - a. nature of publication
 - b. reputation of the journal
 - c. editorial board and policy
 - d. degree of dissemination (i.e. local, state, national, international)
7. In what form, other than publication, was the work dissemination (e.g. lecture, consultative activity) considering in addition:
 - a. nature of audience (e.g. scientists, students)
 - b. institution or agency (private, public, governmental, etc.)
 - c. degree of dissemination (i.e. local, state, national, international)
8. Do critical reviews of the work exist and credentials of the reviewer
9. The level of acceptance and/or evaluation by the audience for which it was intended
10. Honors bestowed in recognition of the scholarly activity

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

Average (A): Awarded when the research and scholarly activity offered by the applicant offers a relatively small increment of knowledge or understanding or has restricted dissemination (e.g. one local presentation, no publication, etc.)

Below Average (BA): Denotes performance below the exceptions of average.

Service Activity

Data Collection Procedures

The applicant will clearly identify his/her service activities related to the Department and the university in a narrative text. Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort extended in those activities.

Service Activities

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

1. Attendance and participation at Departmental staff and program area meetings
2. Membership on Departmental, college or university standing committees
3. A role in local, state or national professional organizations... Activities under this service requirement may include, but are not limited to:
 - a. Legislative ad-hoc committees
 - b. State/national level advisory board/committees
 - c. Special task force membership
 - d. Other
4. Service to local, state or national organizations. Activities under this service requirement may include, but are not limited to:
 - a. State Department and ad-hoc committees
 - b. Consultant
 - c. Advisory to professional/lay organizations

Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted.

Exceptional (E): Awarded when the quantity and quality of service shall be evaluated, in addition to the basis described for distinctly above average, as far beyond that normally expected of faculty. This shall be evidenced by:

1. Regular attendance and meaningful contribution at Departmental staff and program area meetings; and either
2. Active and responsible membership on at least four different Departmental, college or university standing or ad-hoc committees since previous promotion; or
3. Demonstrated leadership role in local, state or national professional organizations. Activities under this service requirement may include, but are not limited to:
 - a. Legislative ad-hoc committees
 - b. State/national level advisory board/committees
 - c. Special task force membership
 - d. Other

Distinctly Above Average (DAA): Awarded when the quality and quantity of service shall be evaluated, in addition to the basis described for average, as substantially more than one's fair share. This shall be evidenced by:

1. Regular attendance at Departmental staff and program areal meetings; and either
2. Active and responsible membership on three Departmental, college or university standing or ad-hoc committees since previous promotion; or

3. Service to local, state or national organizations... Activities under this service requirement may include, but are not limited to:
 - a. State Department and ad-hoc committees
 - b. Consultant
 - c. Advisor to professional/lay organizations
 - d. Other

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

1. Regular attendance at Departmental staff and program area meetings.
2. Meets assigned responsibilities on two different Departmental, college or university standing or ad-hoc committees since previous promotion.

Below Average (BA): Denotes performance below the expectations of average for present rank.

TABLES – FACULTY EVALUATIONS:

TABLE A: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS APPOINTMENT STANDARDS FOR FACULTY HIRED ON/AFTER SEPTEMBER 1, 2015

TABLE B: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS REAPPOINTMENT AND TENURE STANDARDS

TABLE C: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS PROMOTION STANDARDS

APPENDICES:

Appendix A: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES ACADEMIC CLASSROOM VISITATION FORM

Appendix B: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS ONLINE COURSE EVALUATION

Appendix C: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS APPROVED ITEMS FOR INSTRUCTOR COURSE EVALUATION

Appendix D: DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS APPROVED ITEMS FOR INSTRUCTOR ONLINE COURSE EVALUATION

Appendix E: COMMUNICATION SCIENCES AND DISORDERS PROGRAM AREA SCHOLARLY AND/OR CREATIVE ACTIVITY STANDARDS

Appendix F: SPECIAL EDUCATION PROGRAM AREA SCHOLARLY AND/OR CREATIVE ACTIVITY STANDARDS

FACULTY EVALUATION – TABLE A

DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS and ADDITIONAL CRITERIA
PROFESSOR	<ul style="list-style-type: none">• Earned doctorate (in the discipline or related discipline)
ASSOCIATE PROFESSOR	<ul style="list-style-type: none">• Earned doctorate (in the discipline or related discipline)
ASSISTANT PROFESSOR	<ul style="list-style-type: none">• Earned doctorate (in the discipline or related discipline)
INSTRUCTOR	<ul style="list-style-type: none">• Master's Degree

FACULTY EVALUATION – TABLE B

DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS REAPPOINTMENT AND TENURE STANDARDS

Professor

Year	2	3
Evaluation	Full	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	Advisory Only	DAA*
Service	A	DAA

Associate Professor

Year	2	4
Evaluation	Full	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	Advisory Only	DAA*
Service	A	DAA

Assistant Professor

Year	3	5
Evaluation	Full	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	Advisory Only	DAA*
Service	A	DAA

Instructor

Year	3	6
Evaluation	Full	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	Advisory Only	DAA* in one & A in other
Service	A	

*Faculty hired after September 1, 2021, in the rank of Assistant or higher, must complete two major scholarly contributions and one minor scholarly contribution as delineated in Appendixes E and F (DAA for Scholarly/Creative Activity).

FACULTY EVALUATION – TABLE C

DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES AND DISORDERS PROMOTION STANDARDS

	YEAR ELIGIBLE	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/CREATIVE ACTIVITY	SERVICE
TO PROFESSOR	5 years as Associate Professor at EMU	DAA	DAA*/**	DAA
TO ASSOCIATE PROFESSOR	5 years as Assistant Professor at EMU	DAA	DAA*/**	DAA
TO ASSISTANT PROFESSOR	2 years as Instructor at EMU	DAA	DAA*/**	DAA

*Faculty hired after September 1, 2021, must complete two major scholarly contributions and one minor scholarly contribution as delineated in Appendixes E and F (DAA for Scholarly/Creative Activity).

** Faculty hired before September 1, 2021, must complete two major scholarly contributions and one minor scholarly contribution as delineated in Appendixes E and F (DAA for Scholarly/Creative Activity); in order to receive a Research/Creative Release.

APPENDIX A

DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES
ACADEMIC CLASSROOM VISITATION FORM

INSTRUCTOR: _____ COURSE: _____

OBSERVER: _____ CLASS FORMAT: (Check all that apply) DATE: _____

- _____ Lecture
- _____ Lecture/Discussion
- _____ Demonstration
- _____ Hands-on Lab
- _____ Cooperative/
- _____ Other: _____

Collaborative Learning

STUDENTS PRESENT _____

1 = Below Average 2 = Average 3 = Distinctly Above Average 4= Exceptional N/A = Not Applicable
(As evidenced by presentation during the visitation)

CLARITY: method used to explain or clarify concepts and principles

1.	Gives several examples of each concept	1	2	3	4	N/A
2.	Uses concrete, everyday examples to explain concepts and principles	1	2	3	4	N/A
3.	Repeats difficult ideas several times	1	2	3	4	N/A
4.	Points out practical applications of concept	1	2	3	4	N/A
5.	Writes key terms on chalkboard, overhead or uses computer	1	2	3	4	N/A
6.	Explains subject matter in familiar, conversational language	1	2	3	4	N/A

ENTHUSIASM: use of non-verbal behavior to solicit students attention and interest

7.	Speaks dramatically or expressively	1	2	3	4	N/A
8.	Makes eye contact with students	1	2	3	4	N/A
9.	Departs from prepared lectures if necessary	1	2	3	4	N/A
10.	Avoids distracting mannerisms	1	2	3	4	N/A

INTERACTION: techniques used to foster students' class participation

11.	Encourages questions or comments during lectures	1	2	3	4	N/A
12.	Corrects students' errors without criticizing	1	2	3	4	N/A
13.	Incorporates students' idea into lectures	1	2	3	4	N/A
14.	Presents challenging, thought-provoking ideas	1	2	3	4	N/A

ORGANIZATION: ways of organizing or structuring subject matter

15.	Uses headings and subheadings to organize	1	2	3	4	N/A
16.	Provides outline of lecture on chalkboard, overhead, in coursepack, or uses computer presentation.	1	2	3	4	N/A

17.	Gives preliminary overview of lecture at beginning of class	1	2	3	4	N/A
18.	Explains how each topic fits into the course as a whole	1	2	3	4	N/A
19.	Begins class with a review of topic covered last time	1	2	3	4	N/A

PACING: rate of information presentation, efficient use of time

20.	Stays with major theme of lecture	1	2	3	4	N/A
21.	Asks if students understand before proceeding to next topic	1	2	3	4	N/A

DISCLOSURE: explicitness concerning course requirements and grading criteria

22.	Advises students on how to prepare for tests and exams	1	2	3	4	N/A
23.	Tells students exactly what is expected on test and exams	1	2	3	4	N/A
24.	States objective of each lecture	1	2	3	4	N/A

SPEECH: characteristics of voice relevant to classroom teaching

25.	Speaks clearly	1	2	3	4	N/A
26.	Speaks at an appropriate pace	1	2	3	4	N/A
27.	Modulates voice (does not drone)	1	2	3	4	N/A

RAPPORT: quality of interpersonal relations between teacher and students

28.	Addresses individual student by name	1	2	3	4	N/A
29.	Shows tolerance of other points of view	1	2	3	4	N/A
30.	Talks with students before or after class	1	2	3	4	N/A

NARRATIVE: May include, but not limited to, content knowledge, depth, alternative, and/or innovative teaching approaches, learning environment.

APPENDIX B

DEPARTMENT OF SPECIAL EDUCATION and COMMUNICATION SCIENCES
ONLINE COURSE EVALUATION

INSTRUCTOR: _____ COURSE: _____

OBSERVER: _____ CLASS FORMAT: Online

STUDENTS PRESENT _____

1 = Below Average 2 = Average 3 = Distinctly Above Average 4 = Exceptional N/A = Not Applicable

Student Management/Communication Aspects

1. Student expectations are clearly defined and available.	1	2	3	4	N/A
2. Instructor contact information is posted in the syllabus.	1	2	3	4	N/A
3. The instructor clearly states which communication tools should be used and how.	1	2	3	4	N/A
4. The syllabus is complete, by the starting date of the course, and contains textbook requirements, a grading policy, and assignment/project/discussion deadlines.	1	2	3	4	N/A
5. A statement concerning the online student resources (i.e., student orientation course, distance education, librarian, access services, etc.) is provided in the syllabus, an announcement or an initial content item within the course.	1	2	3	4	N/A
6. Instructor provides opportunities for students to engage in interaction amongst students	1	2	3	4	N/A
7. Instructor provides opportunities for students to interact with instructor	1	2	3	4	N/A

Pedagogical Aspects

8. Course content is relevant to the course and unit objectives.	1	2	3	4	N/A
9. Learning objectives accommodate multiple learning styles.	1	2	3	4	N/A
10. Assignment expectations and directions are clearly stated and supported with examples and/or grading rubrics.	1	2	3	4	N/A
11. Assignment submission instructions are included with assignment directions.	1	2	3	4	N/A
12. Learning content is segmented and made available at the appropriate time.	1	2	3	4	N/A
13. Course tools (i.e., doc sharing, drop box, chat, journal, etc.) are used to maximize student and instructor efficiency and effectiveness.	1	2	3	4	N/A
14. Links to Internet resources, articles, etc. are provided when applicable.	1	2	3	4	N/A
15. Course discussions reflect course content and encourage participation from all students.	1	2	3	4	N/A
16. Course includes varied and multiple assessment styles (eg. quizzes, essays, videos, discussions)	1	2	3	4	N/A

Comments:

April, 2016

*Revised on October 31, 2016

APPENDIX C

Department Approved Items for *Instructor Course Evaluation*

1. My instructor displays a clear understanding of course topics.
2. My instructor has an effective style of presentation.
3. My instructor seems well-prepared.
4. My instructor stimulates interest in the course.
5. My instructor makes good use of examples and illustrations.
6. I understand what is expected of me in this course.
7. Grades are assigned fairly and impartially.
8. My instructor motivates me to do my best work.
9. I learned a lot in the course.
10. Instructor establishes mutual respect and rapport with students.

Additional items may be added to those listed above.

Revised 2011.

APPENDIX D

Department Approved Items for *Instructor Online Course Evaluation*

Overall rating of the teaching effectiveness of this instructor

Overall rating of this course

Syllabus is online and complete (goals and objectives, grading criteria, course requirements & policies)

The course was well organized

The instructor(s) demonstrated knowledge of the subject

The instructor communicated course ideas in a clear and understandable manner

The instructor used a variety of methods to assess learning

The assignments were relevant and helpful to my learning

The instructor encouraged student to analyze ideas and to think critically

The instructor provided appropriate feedback about my performance throughout the course

Free response questions

One thing I liked most about this course

Which feature in this course was the most helpful

What, if anything, could your instructor have done to better facilitate your learning in this course

(April, 2016)

APPENDIX E (February 2023)

COMMUNICATION SCIENCES AND DISORDERS PROGRAM AREA

Major & Minor Contribution Standards

Category 1: Major Contributions

- Original publication (peer-reviewed, including books [scholarly publisher])
- Invited chapters of books of original scholarship (scholarly publisher)
- Original published literature review (in a scholarly journal).
- Authoring or co-authoring (PI or Co-PI) a grant proposal to a funding agency. For grant proposal to be considered a major activity, we recommend that the grant effort be: (a) An original scholarly/creative activity, (b) Externally funded, (c) Awarded in an amount \$50,000 or greater, (d) Some aspect of the grant effort must be disseminated (e.g., grant report), and (e) Grant reports cannot count as a separate major activity.
- Authoring or co-authoring a book by a reputable publisher that reflect original scholarly/creative activity by the faculty member.
- Publication of an original work in an alternate refereed format, such as but not limited to a book or substantial monograph, in the faculty member's professional area.
- Editor of a national journal/book/monograph which reflect the faculty member's original scholarship
 - Editing of original scholarly/creative work represents scholarly contributions to one's field by means of setting standards for acceptance of scholarly work; guiding scholarly focus of publication and priorities in the field; and providing expertise in the field to influence the direction of national scholarly agendas within the field.
 - Editing journal would include writing an introduction and/or contributing original material as part of the editorial responsibilities.
- Invited or keynote national or international conference presentation.
 - Requires an original paper, authored by the faculty member submitted to the conference
 - Presented in faculty's discipline/scholarly area of expertise
- Presentation or performance of creative/scholarly work at a regional conference, national conference, international conference, academic research center, or national/international research organization. Requires that the paper proposal or paper submission was invited or peer reviewed for acceptance by conference organizers and that an original paper authored by the faculty member was produced for delivery at the conference.

Category 2: Minor Contributions

- Disseminated grant report for an original scholarly creativity which faculty member was a PI or co-PI.
- Publication (non-peer-reviewed professional publication).
- Educational training materials published by external stakeholders.
- Book review essays published in refereed professional media.
- Research seminar presented to professional organization, government agency, university.
- Mentoring for one student thesis, final project, or similar capstone student research, including serving as a mentor for the undergraduate symposium or graduate research fair and in which the faculty engages in original scholarly/creative work.
- Retraining and/or professional development activities which leads to new scholarly or creative activities, with prior written approval from both the department head and the personnel committee as it complies with Article XV.B.2.c. (1).
- Acting as a consultant in some area of professional specialization resulting in the dissemination of scholarly/professional activity.
- Annual grant report of a significant external grant (if grant reports are required more frequently, then a full year of grant reports are equivalent).
- Unfunded external/internal grant application where preparation of the grant proposal required scholarly activity (e.g., research or teaching projects) of a substantial nature, as defined by the program area.
- Acting as editorial referee or reviewer of published professional materials.
- Participation in the work of professional conferences in capacities other than as a presenter of research papers, resulting in the dissemination of scholarly activity (e. g. acting as respondent on a panel, vetting papers, assembling a panel, or facilitating a roundtable discussion).
- Evidence of scholarly/creative activity associated with efforts to obtain funding for special projects which have substantial instructional or research components, as provided for in the current Agreement.
- Preparation and dissemination of applied or interpretive research in reputable nonacademic media.

APPENDIX F (February 2023)

SPECIAL EDUCATION PROGRAM AREA

Major & Minor Contribution Standards

Category 1: Major Contributions

- Original publication (peer-reviewed, including books [scholarly publisher]).
- Invited chapters of books of original scholarship (scholarly publisher).
- Original published literature review (in a scholarly journal).
- Authoring or co-authoring (PI or Co-PI) a grant proposal to a funding agency. For grant proposal to be considered a major activity, we recommend that the grant effort be: (a) An original scholarly/creative activity, (b) Externally funded, (c) Awarded in an amount \$50,000 or greater, (d) Some aspect of the grant effort must be disseminated (e.g., grant report), and (e) Grant reports cannot count as a separate major activity.
- Authoring or co-authoring a book by a reputable publisher that reflect original scholarly/creative activity by the faculty member.
- Original publication of authored or co-authored textbook by a reputable publisher.
- Publication of an original work in an alternate refereed format, such as but not limited to a book or substantial monograph, in the faculty member's professional area.
- Editor of a national journal/book/monograph which reflect the faculty member's original scholarship
 - Editing of original scholarly/creative work represents scholarly contributions to one's field by means of setting standards for acceptance of scholarly work; guiding scholarly focus of publication and priorities in the field; and providing expertise in the field to influence the direction of national scholarly agendas within the field.
 - Editing journal would include writing an introduction and/or contributing original material as part of the Editorial responsibilities.
- Editing or guest editing an issue of a scholarly journal (when no course release provided). Authoring RFP, coordinating review process, coordinating copy editing). Must include a forward or introduction by the faculty member providing their own original scholarship through analysis of works presented in the journal.
- Invited or keynote national or international conference presentation
 - Requires an original paper, authored by the faculty member submitted to the conference
 - Presented in faculty's discipline/scholarly area of expertise
- Presentation or performance of creative/scholarly work at a regional conference, national conference, international conference, academic research center, or national/international research organization. Requires that the paper proposal or paper submission was invited or peer reviewed for acceptance by conference organizers and that an original paper authored by the faculty member was produced for delivery at the conference.

Category 2: Minor Contributions

- Disseminated grant report for an original scholarly creativity which faculty member was a PI or co-PI
- Presentation of research at national/regional/local meeting of professional organization
- Non-peer-reviewed professional publication, including a book review
- Educational training materials published by external stakeholders
- A short curricular publication, such as a model lesson plan.
- Publication in other venues such as a professional/academic blog post, an op-ed piece, or an encyclopedia entry.
- Preparation and dissemination of applied or interpretive research in reputable nonacademic media.
- Book review essays published in refereed professional media.
- Retraining and/or professional development activities which leads to new scholarly or creative activities, with prior written approval from both the department head and the personnel committee as it complies with Article XV.B.2 c (1).
- Research seminar presented to a professional organization, government agency, or university
- Mentoring for one student thesis, final project, or similar capstone student research, including serving as a mentor for the undergraduate symposium or graduate research fair and in which the faculty engages in original scholarly/creative work.
- Evidence of retraining and study to improve one's academic competencies in new areas needed by the department/college as provided by the EMU-AAUP agreement
- Consulting related to a faculty member's area of specialization
- Unfunded external/internal grant application where preparation of the grant proposal required scholarly activity (e.g., research or teaching projects) of a substantial nature, as defined by the program area
- Evidence of scholarly/creative activity associated with efforts to obtain funding for special projects which have substantial instructional or research components, as provided for in the current Agreement.
- Development of or a significant revision of a certification program that requires alignment with national accreditation and/or MDE standards and for which an extant literature review from peer-reviewed journals is included
- Activity within a professional organization and that leads to the dissemination of the results from a scholarly/creative activity
- Being managing editor of a peer-reviewed journal (when no course release provided). Overseeing solicitation, review process, copy-editing, of multiple issues per year. Must include a forward or introduction by the faculty member providing their own original scholarship through analysis of works presented in the journal.
- Overseeing solicitation, review process, copy-editing, of multiple issues per year.
- Editing or guest editing an issue of a scholarly journal (when no course release provided). Authoring RFP, coordinating review process, coordinating copy editing).
- Participation in the work of professional conferences in capacities other than as a presenter of research papers, resulting in the dissemination of scholarly activity (e.g. acting as respondent on a panel, vetting papers, assembling a panel, or facilitating a roundtable discussion.
- A report based on research or scholarly activity (e.g., expert witness governmental testimony), which results in an improvement in practices or policy changes or development of new programs or new learning on the part of an organization, professional society, or government agency