

**EASTERN MICHIGAN UNIVERSITY**

**Division of Academic Affairs**

**DEPARTMENT EVALUATION DOCUMENT**

**Department of Management**

**College of Business**

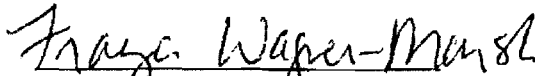
**Faculty Evaluation Criteria  
Procedures and Techniques**

**Approved by Department: 4/11/03**



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**John Waltman  
Chairperson  
Department Personnel Committee**



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**Fraya Wagner-Marsh  
Department Head**

**Approved by Departmental Evaluation Documents Committee:**

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**President  
EMU-AAUP**

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**Assistant Vice President  
Academic Affairs**

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**Assistant Vice President  
Academic Affairs**

**Supersedes Departmental Evaluation  
Document Approved by the Department 2-23-01**

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**DEPARTMENT EVALUATION DOCUMENT**

**Department of Management**

**College of Business**

**Faculty Evaluation**

**Criteria, Procedures and Techniques**

**Approved by Departmental Faculty: 4-8-86**

**Approved by the Standing Committee  
On Departmental Evaluation Documents,  
Systems and Guidelines: 4-1-86**

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Division of Academic Affairs  
College of Business  
Department of Management

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**Table of Contents**

FACULTY EVALUATION .....	1
CRITERIA.....	1
Instructional Effectiveness .....	1
Scholarly and/or Creative Activity .....	1
Retraining.....	2
Professional Development.....	2
Grant Development/Administration .....	2
Service Activity .....	3
 EVALUATION TECHNIQUES.....	3
Instructional Effectiveness .....	3
Scholarly and/or Creative Activity .....	3
Service Activity .....	3
 STANDARDS OF PERFORMANCE .....	4
PROCEDURES.....	4
Evaluations .....	4
Purposes .....	4
Schedule .....	6
Evaluation Schedule .....	6
DOCUMENTATION.....	7
Directions for Conducting Interim Evaluations .....	7
Directions for Conducting Comprehensive Interim Evaluations.....	7
Directions for Conducting the Full Interim Evaluation.....	8
Directions for Conducting the First Full Evaluation of Probationary Faulty Members .....	9
Directions for Conducting All Full Evaluations (including those for reappointment or tenure).....	10
Suggestions for Candidates Preparing Narratives .....	11
Suggestions for Evaluation of Materials Submitted for Full Evaluation .....	11
Directions for Preparing the Application for Promotion.....	12
Suggestions for Applicants .....	12
Suggestions for Candidates Preparing Promotions Narratives .....	13
Suggestions for Evaluation of Materials Submitted for Promotion Evaluation ....	13
Directions for Conducting Full Professional Evaluation Performance Evaluation	14
PROGRAMS FOR IMPROVEMENT.....	14
MANAGEMENT DEPARTMENT STANDARDS.....	14
Appointment Standards .....	15
Reappointment and Tenure Standards .....	15

Promotion Standards .....	20
Rating Scale.....	20
EVALUATION TECHNIQUES.....	20
Instructional Effectiveness .....	20
Data Collection Procedures.....	20
Evaluation Reports .....	22
Course Evaluation Survey Response Category Weights.....	22
Course Evaluation Survey Average Rating Scale.....	22
Ratings.....	23
Scholarly and/or Creative Activity .....	24
Data Collection Procedures.....	24
Points Assigned as Ratings.....	24
Rating Requirements.....	26
Scholarly/Creative Activity Points Required .....	27
Professional Performance Evaluation.....	28
Ratings/Points .....	29
Service Activity.....	29
Data Collection Procedures.....	29
Service Activities .....	29
Ratings .....	30
Summary of Deadlines .....	33

**Appendix 1 - Policy on Peer Evaluations of Instructional Effectiveness**

**Appendix 2 - Mandatory Department Items for Inclusion on the Instructor and Course Evaluation Form**

**Appendix 3 - Peer Review of Teaching Effectiveness**

**Appendix 4 - Definition of Refereed as Applied to Scholarly/Creative Activity**

## **FACULTY EVALUATION**

The Department of Management 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.

### **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.

#### **Instructional Effectiveness**

The required and most important criterion is instructional effectiveness. The teaching faculty shall give evidence of ability and commitment to lead students of varying capabilities into a growing understanding of the subject matter, tools, and materials of their disciplines. The faculty member shall demonstrate his/her continuing concern for instructional effectiveness through methods of presentation and evaluation of students. In support of teaching effectiveness, a faculty member must maintain a high level of knowledge and expertise in his/her discipline or area of specialization. In the case of non-teaching and library faculty, satisfactory professional performance shall be the equivalent of instructional effectiveness.

Evaluation techniques for all faculty members include, but are not limited to self-evaluation, classroom visitations, student evaluations of teaching, department head evaluation, peer evaluations, and assessment of academic advising of students. For full evaluations, the appropriate Teaching Effectiveness form will be used, which includes the provision for classroom visitations and examination of other teaching materials. Both the department head and one member of the Personnel Committee must visit the classroom and examine teaching materials. Refer to Appendix 1 for a description of this process.

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

A faculty member shall give documented evidence of his/her contributions to his/her discipline or area of 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. in the classroom, or
2. among practitioners in his/her discipline, or
3. among a wider community.

It is intended that the faculty member shall utilize his/her expertise to address problems in his/her discipline or areas of specialization through scholarly and/or creative activity that clearly contributes to the discipline, 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. Professional development shall be an acceptable substitute for scholarly/creative activity up to a maximum of 5 points.

### **Retraining**

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 him/her 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 and Vice President for Academic Affairs. If a Faculty Member wishes his or her retraining to be considered as Scholarly/Creative Activity, he or she must obtain written approval in advance of the retraining.

### **Professional Development**

Developmental activities are 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 the 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 instructional standards.

Prior to undertaking any professional activity for which credit may be sought, a faculty member shall submit a written proposal for pre-approval to the Department Head and Personnel Committee. The proposal shall outline the professional activity, its duration, and the projected benefits of the activity. The Department Head and the Personnel Committee will determine the acceptable equivalencies to research/creative activity for the proposed professional activity. The criteria for acceptability of professional development would include taking additional masters' or doctorate level courses to prepare for teaching a course or courses for which the department has a need and has experienced difficulty in assignment of faculty because of a lack of skills and/or knowledge.

### **Grant Development/Administration**

Faculty members are encouraged to engage in the process of seeking, obtaining and administering grants from outside agencies. The preparation of grant proposals from outside agencies, whether funded or not, shall be considered as scholarly/creative activity if said preparation involves scholarly activity (e.g., research or teaching projects) of a substantial nature. The above conditions may also apply for the administration of a grant project insofar as proper evidence is presented which documents that such grant administration meets the requirements as set forth in Article XV of the Agreement. Grant preparation or administration that does not qualify as scholarly/creative activity may be counted as service.

### **Service Activity**

For credit for service activity, the faculty member must satisfy one of the criteria below.

1. The faculty member shall give evidence of identifying new needs in the department and assisting colleagues in departmental activities.
2. The faculty member shall give evidence of interest and activity that extend beyond the department into such areas as university and college-wide committees, student activities, and professionally related community affairs. Service to the American Association of University Professors at departmental or university levels shall be as valid as other service at the department or university levels.

## **EVALUATION TECHNIQUES**

### **Instructional Effectiveness**

Evaluation techniques for all Faculty Members shall include at least the following types of evaluation of teaching:

- ◆ Peer evaluations
- ◆ Department Head evaluations
- ◆ Student evaluations
- ◆ Self evaluations

The Management Department shall utilize:

1. The procedure for classroom visitations attached as Appendix 1.
2. The set of approved questions are attached as Appendix 2.
3. The set of approved forms for Peer and Department Head classroom visitations (see Appendix 3).

**(Note:** Each Peer and Department Head evaluation must be in writing and provided to the Faculty Member within ten (10) days following the visit. Each written evaluation of the classroom observation is just one part of the evaluation of instructional effectiveness).

### **Scholarly/Creative Activity**

Scholarly/Creative Activity will be evaluated for each Faculty Member utilizing the criteria set forth in the Collective Bargaining Agreement and this Departmental Evaluation Document.

### **Service**

Service Activities will be evaluated for each Faculty Member utilizing the criteria set forth in the Collective Bargaining Agreement and this Departmental Evaluation Document.

## **STANDARDS OF PERFORMANCE**

In addition to satisfying the conditions set forth in the applicable Departmental Evaluation Document, all candidates for reappointment, tenure, and promotion must satisfy without exception

and irrespective of the terms of this Departmental Evaluation Document, application form, or other document to the contrary, all elements of the evaluation criteria provided herein and all other terms and conditions of the Agreement.

In those instances where a requirement set forth in the Agreement diverges from a requirement set forth in this Departmental Evaluation Document, the more stringent requirement shall apply, except as modified by the Agreement. Each Faculty Member must provide qualitative documented evidence that establishes that he/she has, in fact, satisfied the appropriate evaluation criteria. No activity shall count towards fulfilling an evaluation criterion without such qualitative documentation.

Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, tenure, and promotion decisions, unless, in accordance with Article XIV, partial service/rank credit is granted for experience prior to joining the faculty at EMU. The partial service/rank credit which a Faculty Member receives at the date of hire, and the Instructional Effectiveness, Scholarly/Creative Activity and Service documented during the period of time for which he/she is given credit at the initial date of hire, shall be creditable for reappointment, tenure, and/or promotion, insofar as: (a) the activities are consistent with the definitions set forth in the Agreement; (b) the activities fulfill the standards of the Faculty Member's Departmental Evaluation Document; and (c) the Faculty Member's application for reappointment, tenure, and/or promotion is in compliance with the terms and conditions of the Agreement.

## **PROCEDURES**

### **Evaluations**

The appropriate Departmental Committee must be given the opportunity to provide input prior to any decision being made on prior service rank credit.

### **Purposes**

Faculty performance is evaluated for seven purposes:

- I. Interim Evaluation** of probationary faculty members for reappointment
- II. Comprehensive Interim Evaluations** (for Faculty Members hired after January 1, 1997):
- III. Full Interim Evaluations** (conducted only if required following Interim or Comprehensive Interim Evaluation)
- IV. Full Evaluation of Probationary Faculty Members**
- V. Full Evaluation** of probationary faculty members for reappointment or tenure;
- VI. Full Evaluation** of faculty members applying for promotion; and
- VII. Professional Performance Evaluation** of tenured Faculty Members



## Schedule

Evaluations of probationary faculty members **hired prior to January 1, 1997** shall be conducted according to the following schedule.

### Evaluation Schedule\*

Years							
Initial Appoint. Rank	1	2	3	4	5	6	7
Professor	Interim	Full R/T	Interim	Full/T			
Associate Professor	Interim	Full/R**	Full R/T	Interim	Full/T		
Assistant Professor	Interim	Interim	Full R**	Full R/T	Interim	Full/T	
Instructor	Interim	Interim	Full/R**	Interim	Full R/T	Interim	Full/T

\*Rank at initial appointment shall determine the evaluation schedule

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

Evaluation of probationary Faculty Members hired after January 1, 1997 shall be conducted according to the following schedule:

### Evaluation Schedule\*

Years						
Initial Appoint. Rank	1	2	3	4	5	6
Professor	Interim	Full R	Tenure			
Associate Professor	Interim	Full/R**	Comp. Interim	Tenure		
Assistant Professor	Interim	Interim	Full R**	Comp. Interim	Tenure	
Instructor	Interim	Interim	Full/R**	Comp. Interim	Comp. Interim	Tenure

\*Rank at initial appointment shall determine the evaluation schedule

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

In those instances in which a Faculty Member is initially appointed in mid-academic year (i.e., at the beginning of the Winter term), the duration between such initial appointment and the following September 1, shall be deemed the first (1<sup>st</sup>) year of appointment, unless the Faculty Member decides not to use this initial period as the first (1<sup>st</sup>) year of appointment. The decision not to use this initial period as the first (1<sup>st</sup>) year of appointment shall be made: 1) by the Faculty Member by October 15 of the first calendar year of his/her appointment by Associate Professors and Professors, or 2) by October 15 of the second calendar year of his/her appointment by Assistant Professors and Instructors. The Faculty Member shall notify the Department Head of the member's decision in writing by October 15.

## **Documentation**

### **I. Directions for Conducting Interim Evaluations**

During the Interim Evaluation, the Faculty Member may request that the evaluators give some indication as to whether his/her Scholarly/Creative Activity is developing in a way that is appropriate for the department's standards.

1. Faculty member submits completed ANNUAL FACULTY ACTIVITY REPORT. (USE EMU-EMU/AAUP APPROVED FORM.) **Note:** In a faculty member's first year of employment at EMU, no Annual Faculty Activity Report is required. In a faculty member's first year, the evaluators use information obtained through classroom visits, review of instructional materials, and discussion with the faculty member to complete the review.
2. In all other interim evaluation years, the Faculty Member shall submit an Annual Faculty Activity Report to his/her Department Head by October 15, unless he/she is on leave and the leave time is not creditable. Instructional materials, such as syllabi, exams, assignments, etc., should accompany the Annual Faculty Activity Report. The evaluation should cover all Instructional Effectiveness and Service Activities prior to the previous August 31 that were not evaluated in any prior evaluation. The Department Head and appropriate departmental committee should meet with the Faculty Member to discuss his/her Instructional Effectiveness and Service activities and review the results of evaluation techniques for Instructional Effectiveness, including, but not limited to, self-evaluation, classroom visitations, student evaluations of teaching, Department Head evaluations, peer evaluations, and, where appropriate, assessment of academic advising of students. The Faculty Member may request that the evaluators give some indication of whether his/her Scholarly/Creative Activity is developing in a way consistent with departmental standards. Faculty are reappointed unless a potential performance problem in Instructional Effectiveness and/or Service is perceived and the department elects to conduct a formal, written Full Interim Evaluation.

### **II. Directions for Conducting Comprehensive Interim Evaluations**

For the Comprehensive Interim Evaluation, the Department Head and Personnel Committee shall review the Scholarly/Creative Activity for advisory purposes only.

1. During the Comprehensive Interim Evaluation, if the evaluators conclude that the Faculty Member's Instructional Effectiveness and Service fulfill the standards or performance required for reappointment, as provided in the applicable Departmental Evaluation Document and the Agreement, the committee as well as the Department Head shall complete and sign an Interim Evaluation/Recommendation for Reappointment form.
2. The completed Reappointment Evaluation Summary Form is given to the faculty member and on or before February 15, to the College Dean, the Provost and Vice President for Academic Affairs confirming that the Faculty Member's performance has been deemed appropriate for reappointment for a subsequent probationary year.

In those instances where the Department Personnel Committee and/or the Department Head perceive(s) that a performance problem pertaining to a Faculty Member's Instructional Effectiveness or Service may exist during an interim or comprehensive interim evaluation, the Department Head and Personnel Committee shall meet with the Faculty Member to discuss the perceived problem. Following the meeting, the Faculty Member may be required to submit to a Full Interim Evaluation.

In order to initiate this process the Department Head completes a REQUEST FOR SUBMISSION OF APPLICATION FOR FULL INTERIM EVALUATION form and gives it to the faculty member.

In all Comprehensive Interim Evaluation years, the Faculty Member shall submit an Annual Faculty Activity Report to his/her Department Head by October 15, unless he/she is on leave and the leave time is not creditable. The Department Head and appropriate departmental committee shall meet with the Faculty Member to discuss his/her Instructional Effectiveness, Scholarly/Creative Activity, and Service activities, and review the results of the required evaluation techniques of Instructional Effectiveness. Scholarly/Creative Activity is evaluated for advisory purposes only. Faculty are reappointed in those years designated for a Comprehensive Interim Evaluation unless a potential performance problem in Instructional Effectiveness and/or Service is perceived and the department elects to conduct a formal, written Full Interim Evaluation.

### **III. Directions for Conducting the Full Interim Evaluation**

Faculty Member is required to submit an application for Full Interim Evaluation must:

1. Complete the Application for Full Interim Evaluation Form
2. Write a narrative which describes how his/her activities have fulfilled the Agreement's and this document's criteria for reappointment at the appropriate year in the areas of Instructional Effectiveness and/or Service. If the perceived problem exists in only one of these two areas, only that one need be addressed. Supporting materials should be included in an appendix. The narrative regarding Instructional Effectiveness should include (1) courses taught, (2) results of students, peer, and Department Head evaluations, to the extent these are available, and (3) any other information the applicant believes helpful for evaluating his/her teaching and (where appropriate) advising of students. Regarding point 3, such materials as sample syllabi and other classroom materials may be included in an appendix. If the Applicant's Service is being evaluated, all Service activities should be listed and the manner in which they have contributed to the good of the appropriate unit should be indicated.

3. If, following the review of the Faculty Member's Application for Full Interim Evaluation, the evaluators conclude that the Faculty Member's instructional Effectiveness and/or Service fulfill the standards of performance required for reappointment, the evaluation(s) shall be reduced to writing and given to the Faculty Member, with a copy to the College Dean, and to the Provost and Vice President for Academic Affairs.
4. If following a review of the Faculty Member's Application for Full Interim Evaluation, the evaluators conclude that the Faculty Member's Instructional Effectiveness and/or Service do (es) not fulfill the standards of performance required for reappointment as provided in the Departmental Evaluation document and the Agreement, the evaluation(s) shall be reduced to writing, jointly if the Department Head and the Personnel Committee agree, or separately if they disagree. The evaluation shall be given to the Faculty Member who may respond within five (5) working days of the receipt of the written results of the evaluation(s). The Faculty Member may include in his/her response any and all evidence/documentation in support of his/ her Instructional Effectiveness and/or Service that he/she deems appropriate.
5. The Faculty Member's response to her/his evaluation(s) and the evaluation(s) shall be forwarded in turn to the Dean and the Provost and Vice President for Academic Affairs for their review. If the Provost and Vice President for Academic Affairs determines, subject to the provisions of Article XV and XVI of the Agreement, that a probationary Faculty Member's appointment shall not be renewed, he/she shall notify the Faculty Member by no later than March 15 of his/her decision.

**Note:** A positive Comprehensive Interim Evaluation does not insure that a subsequent Full Evaluation will result in reappointment or tenure. Applicants and evaluators should note the exact contract language regarding this point.

#### **IV. Directions for Conducting the First Full Evaluation of Probationary Faculty Members**

The faculty member scheduled for his/her first full evaluation shall submit, in addition to the Annual Faculty Activity Report, an application for evaluation by October 15 that provides a complete and documented statement of his/her Instructional Effectiveness, Scholarly and/or Creative Activity and Service Activity since his/her initial appointment. In the first full evaluation for Associate Professor (year 2), Assistant Professor (year 3) and Instructor (year 3), the Scholarly/Creative Activity evaluation is for advisory purposes only. A rating will be assigned, but this rating shall not be utilized for determining whether the Faculty Member is qualified for reappointment.

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 and forum, may be included in the application if the faculty member has a reasonable expectation that it will be accepted prior to March 1<sup>st</sup> 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.

Each faculty member must provide qualitative documented evidence that establishes that he/she has satisfied the appropriate evaluation criteria. Activities without such documentation shall not count toward fulfilling an evaluation criterion.

All full evaluations must include a review of the results of the required evaluation techniques for Instructional Effectiveness.

#### **V. Directions for Conducting All Full Evaluations (including those for reappointment or tenure)**

Faculty Members applying for reappointment or tenure during years when they are required to undergo a Full Evaluation are required to:

1. Complete an Annual Faculty Activity Report.
2. Complete the application for Full Evaluation Form by October 15 (**Note:** if the Candidate is simultaneously applying for promotion, he/she should check the "promotion" box on the Full Evaluation application. By February 1, he/she may then provide an update including activities between October 15 and February 1.) Scholarly/Creative Activity which has been submitted for review, but which has not yet been accepted for publication or dissemination in a specific form and 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 the March 1 or May 15 deadlines shall be deemed to satisfy the documentation requirement for the Full Evaluation.
3. Describe in a narrative statement, how he/she has met the department's criteria in each of the three areas under consideration: Instructional Effectiveness, Scholarly and/or Creative Activity, and Service. The applicant is responsible for describing and documenting, where appropriate, the activities presented for evaluation in terms of quantity and quality. The narrative should describe his/her work in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment about how well those expectations have been met. Student evaluations, samples of classroom materials, copies or articles, commendations, etc., should be included as documentation in an appendix and referenced where appropriate. The narrative, without supporting documents, should be freestanding and will become part of the applicant's personnel file.

#### **Suggestions for Candidates Preparing Narratives**

The following suggestions are intended to serve as a guide as the Applicant prepares the narrative:

Under INSTRUCTIONAL EFFECTIVENESS the applicant should be sure to include:

- Specific evidence of his/her effectiveness in the teaching/advising process;
- Evidence of activities which have improved his/her teaching;
- Results of self, student, peer, and department head evaluations;
- The manner in which the applicant has met the department criteria for teaching.

Under SCHOLARLY/CREATIVE ACTIVITIES the applicant should be sure to include:

- A listing of the specific items being presented for evaluation, e.g., publications, exhibits, performances, and other activities identified as appropriate in this department's evaluation document, with enough description to make them understandable to the reader
- The manner in which the results of these activities were disseminated
- The contribution the activities have made to the discipline
- A description of any judgments which have been made about these activities
- The manner in which the applicant has met the department/contract criteria for scholarly/creative activity.

Under SERVICE, the candidate should be sure to include:

- The specific activities being presented for evaluation
- A description of the way in which these activities have contributed to the good of the appropriate unit
- The manner in which the applicant has met the department's criteria for service.

In all cases, the applicant should refer to the appropriate marginal paragraphs of Article XV of the EMU AAUP contract.

### **Suggestions for Evaluation of Materials Submitted for Full Evaluation**

The Personnel Committee and the Department Head must complete its/his/her portion of the Full Evaluation and Recommendation Summary Form and an evaluation report which shall be supported by narrative statements which explain in clear and explicit terms how/why the applicant's activities do or do not satisfy the standards of performance in the Departmental Evaluation Document and the terms of the Agreement. Specifically, the departmental committee and the Department Head shall explain:

- a. The evaluation efforts which were conducted and their individual results
- b. The qualitative and, where applicable, quantitative basis for all assigned ratings.
- c. Precisely how and to what extent the activities claimed do or do not satisfy the standards of performance of the Faculty Member's Departmental Evaluation Document and the criteria of Article XV of the contract, in particular, how those activities claimed as Scholarly/Creative Activity have contributed to the discipline or the area of specialization.

Full evaluations shall be reviewed by the Dean in accordance with the standards of performance in the Departmental Evaluation Document and the terms of this Agreement. The Dean shall submit a copy of his/her evaluation to the Faculty Member explaining why the particular

judgment has been made. The faculty member shall have five (5) working days to respond. The recommendation at this level, together with any response from the Faculty Member, together with all prior recommendations and other materials previously forwarded by the Department Head, shall be forwarded to the Provost and Vice President for Academic Affairs.

All materials, as well as any rebuttals provided by the applicant, should then be forwarded to the Provost and Vice President for Academic Affairs who shall notify the Faculty Member by no later than May 31 of his/her decision.

**Note:** This evaluation covers all activity since initial appointment OR the last promotion, whichever is most recent.

## **VI. Directions for Preparing the Application for Promotion**

### **Suggestions for Applicants**

Faculty Members applying for Promotion are required to:

1. Complete the Annual Faculty Activity Report by October 15.
2. Submit application for promotion by February 1. The Faculty Member who is not simultaneously a candidate for tenure shall inform the Department Head in writing of his/her intent to apply for promotion by the previous October 15. Scholarly/Creative activities which have been submitted for review, but have not yet been accepted for publication or other dissemination in a specific form or forum (e.g., specific journal, conference, or exhibition) may be included in the February 1 application, if the Faculty Member has a reasonable expectation that they will be accepted prior to May 15. 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 May 15 shall be deemed to satisfy the documentation requirement for the promotion application.
3. Describe in a narrative statement, how he/she has met the department's criteria in each of the three areas under consideration: Instructional Effectiveness, Scholarly and/or Creative Activity, and Service. The applicant is responsible for describing and documenting, where appropriate, the activities presented for evaluation in terms of quantity and quality. The narrative should describe his/her work in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment about how well those expectations have been met. Student evaluations, samples of classroom materials, copies or articles, commendations, etc. should be included as documentation in an appendix and referenced where appropriate. The narrative, without supporting documents, should be freestanding and will become part of the applicant's personnel file.

### **Suggestions for Candidates Preparing Promotion Narratives**

The following suggestions are intended to serve as a guide as the Applicant prepares the narrative:

Under INSTRUCTIONAL EFFECTIVENESS the applicant should be sure to include:

- Specific evidence of his/her effectiveness in the teaching/advising process;
- Evidence of activities which have improved his/her teaching;
- Results of self, student, peer, and department head evaluations;
- The manner in which the applicant has met the department criteria for teaching.

Under SCHOLARLY/CREATIVE ACTIVITIES the applicant should be sure to include:

- A listing of the specific items being presented for evaluation, e.g., publications, exhibits, performances, and other activities identified as appropriate in this department's evaluation document, with enough description to make them understandable to the reader;
- The manner in which the results of these activities were disseminated;
- The contribution the activities have made to the discipline;
- A description of any judgments which have been made about these activities;
- The manner in which the applicant has met the department/contract criteria for scholarly/creative activity.

Under SERVICE, the candidate should be sure to include:

- The specific activities being presented for evaluation;
- A description of the way in which they have contributed to the good of the appropriate unit
- The manner in which the applicant has met the department's criteria for service.

**Note:** Faculty Members shall be responsible for retaining all original copies of completed student evaluation forms and summary reports, including handwritten comments, for the period under evaluation. During any evaluation for Instructional Effectiveness, the Faculty Member shall make available to the evaluators any and all copies of forms and reports, including handwritten comments, for such period

### **Suggestions for Evaluation of Materials Submitted for Promotion Evaluation**

The Personnel Committee and the Department Head must complete its/his/her portion of the Full Evaluation and Recommendation Summary Form and an evaluation report which shall be supported by narrative statements which shall explain in clear and explicit terms how/why the applicant's activities do or do not satisfy the standards of performance in the Departmental Evaluation Document and the terms of the Agreement. Specifically, the departmental committee and the Department Head shall explain:

- a. The evaluation efforts which were conducted and their individual results
- b. The qualitative and, where applicable, quantitative basis for all ratings which were assigned
- c. Precisely how and to what extent the activities claimed do or do not satisfy the standards of performance of the Faculty Member's Departmental Evaluation Document and the criteria of Article XV of the contract, and, in particular, how those activities claimed as Scholarly/Creative Activity have contributed to the discipline or the area of specialization.

Full evaluations shall be reviewed by the Dean in accordance with the standards of performance in the Departmental Evaluation Document and the terms of this Agreement. The Dean shall submit a copy of his/her evaluation to the Faculty Member explaining why the particular judgment has been made. The faculty member shall have five (5) working days to respond. The recommendation at this level, together with any response from the Faculty Member, together with all prior recommendations and other materials previously forwarded by the Department Head, shall be forwarded to the Provost and Vice President for Academic Affairs.

All materials, as well as any rebuttals provided by the applicant, should then be forwarded to the Provost and Vice President for Academic Affairs who shall notify the Faculty Member by no later than May 31 of his/her decision.

**Note:** This evaluation covers all activity since initial appointment OR the last promotion, whichever is most recent.

## **VII. Directions for Conducting Full Professional Performance Evaluations**

1. Complete the ANNUAL FACULTY ACTIVITY REPORT and provide to the Department Head by October 15.
2. At the beginning of the fifth year, for those faculty due a four-year faculty review, the Department Head reviews the previous four years of ANNUAL FACULTY ACTIVITY REPORTS and such other material voluntarily supplied by the faculty member due for a four-year review.
3. If the Department Head determines that the faculty member is performing at a satisfactory level in all three areas of evaluation (i.e., the faculty member meets the standard for an Average rating as established by the DED and contract) the Department Head writes a statement to that effect and provides copies to the faculty member, the Dean, and the Provost and Vice President for Academic Affairs.
4. If the Department Head determines that a Faculty Member's performance does not rise to the level of Average in the Departmental Evaluation Document, the Department Head shall bring this to the attention of the department's Personnel Committee
5. See Article XV for instructions if further evaluation is necessary.

**Note:** Faculty Members shall be responsible for retaining all original copies of completed student evaluation forms and summary reports, including handwritten comments, for the period under evaluation. During any evaluation for Instructional Effectiveness, the Faculty Member shall make available to the evaluators any and all copies of forms and reports, including handwritten comments, for such period.

**Programs for Improvement -- See Article XV for complete instructions.**

### **Management Department Standards**

The criteria for faculty evaluation must be applied to applicants engaged in varying disciplines. Therefore each department evaluation document is unique to its discipline. However, these standards are presented in a uniform format that is consistent with the requirements of Article XV of the Agreement.

The standards for 1) appointment, 2) reappointment and tenure and 3) promotion are summarized in the following charts.

Measurement of these standards for this department is summarized and detailed in the Evaluation Techniques section of this document.

**APPOINTMENT STANDARDS**

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES or EXCEPTIONS
PROFESSOR	Doctorate in appropriate discipline  Scholarly/Creative Activity: rated as DAA using the tenure requirement for the Associate Professor rank.	NONE
ASSOCIATE PROFESSOR	Doctorate in appropriate discipline  Scholarly/Creative Activity: rated as DAA using the tenure requirement for the Assistant Professor rank.	NONE
ASSISTANT PROFESSOR	A.B.D. in appropriate discipline	NONE
INSTRUCTOR	Master's degree in appropriate discipline	NONE

Note: If a new faculty member is to be hired at a Full Professor level, he/she must meet the total of Associate and Full Professor points requirements (e.g., 48 + 48=96).

**REAPPOINTMENT AND TENURE STANDARDS**

For each rank, a doctorate in an appropriate discipline is required for tenure to be granted.

For Faculty Hired **Before** January 1, 1997

**PROFESSOR**

Year	1	2		3	4
Evaluation	Interim <sup>1</sup>	Full R <sup>2</sup>	Tenure <sup>2</sup>	Interim <sup>1</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	DAA	DAA	DAA	DAA
Scholarly/Creative Activity	X	A	DAA in one & A in other	X	DAA in one & A in other
Service	A	A		A	

For Faculty Hired **After** January 1, 1997

**PROFESSOR**

Year	1	2	3
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Evaluation	Interim <sup>1</sup>	Full R <sup>2</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	DAA	DAA
Scholarly/Creative Activity	X	A	DAA
Service	A	A	DAA

### Footnotes for all tables

Note that the following footnotes apply to all tables referring to Reappointment and Tenure Standards:

<sup>1</sup>Instructional Effectiveness and Service Evaluation

<sup>2</sup>FR/T Full Evaluation: Reappointment/Tenure

<sup>3</sup>F/T - Full Evaluation/Final Tenure Decision

<sup>4</sup>F - Full Evaluation

For Faculty Hired **Before** January 1, 1997

ASSOCIATE PROFESSOR

Year	1	2	3		4	5
Evaluation	Interim <sup>1</sup>	Full R <sup>2</sup>	Full R <sup>2</sup>	Tenure <sup>2</sup>	Interim <sup>1</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	DAA	DAA	DAA	DAA	DAA
Scholarly/ Creative Activity	X	X*	A in both	DAA	X*	DAA in one & A in other
Service	A	A		A	A	

\* Scholarly/Creative rating is advisory only.

For Faculty Hired **After** January 1, 1997

ASSOCIATE PROFESSOR

Year	1	2	3	4
Evaluation	Interim <sup>1</sup>	Full R <sup>2</sup>	Comp. Interim <sup>1</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	DAA	DAA	DAA
Scholarly/ Creative Activity	X	X*	X*	DAA
Service	A	A	DAA	DAA

• Scholarly/Creative rating is advisory only.

**Footnotes for all tables**

Note that the following footnotes apply to all tables referring to Reappointment and Tenure Standards:

<sup>1</sup>Instructional Effectiveness and Service Evaluation

<sup>2</sup>FR/T Full Evaluation: Reappointment/Tenure

<sup>3</sup>F/T - Full Evaluation/Final Tenure Decision

<sup>4</sup>F - Full Evaluation

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For Faculty Hired **Before** January 1, 1997

ASSISTANT PROFESSOR

Year	1	2	3	4		5	6
Evaluation	Interim <sup>1</sup>	Interim <sup>1</sup>	Full R <sup>4</sup>	Full R <sup>2</sup>	Tenure <sup>2</sup>	Interim <sup>1</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	A	A	DAA	DAA	A	DAA
Scholarly/ Creative Activity	X	X	X*	A	DAA in one & A in other	X	DAA in one & A in other
Service	A	A	A	A		A	

\*Scholarly/Creative rating is advisory only.

For Faculty Hired **After** January 1, 1997

ASSISTANT PROFESSOR

Year	1	2	3	4	5
Evaluation	Interim <sup>1</sup>	Interim <sup>1</sup>	Full R <sup>4</sup>	Comp. Interim <sup>1</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	A	DAA	DAA	DAA
Scholarly/ Creative Activity	X	X	X*	X*	DAA
Service	A	A	A	DAA	DAA

\*Scholarly/Creative rating is advisory only.

**Footnotes for all tables**

Note that the following footnotes apply to all tables referring to Reappointment and Tenure Standards:

<sup>1</sup>Instructional Effectiveness and Service Evaluation

<sup>2</sup>FR/T Full Evaluation: Reappointment/Tenure

<sup>3</sup>F/T - Full Evaluation/Final Tenure Decision

<sup>4</sup>F - Full Evaluation

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For Faculty Hired **Before** January 1, 1997

## INSTRUCTOR

Year	1	2	3	4	5		6	7
Evaluation	Interim <sup>1</sup>	Interim <sup>1</sup>	Full R <sup>4</sup>	Interim <sup>1</sup>	Full R <sup>2</sup>	Tenure <sup>2</sup>	Interim <sup>1</sup>	Tenure <sup>3</sup>
Instructional Effectiveness	A	A	A	A	DAA	DAA	DAA	DAA
Scholarly/ Creative Activity	X	X	X*	X	A	DAA in one & A in other	X	DAA in one & A in other
Service	A	A	A	A	A		A	

\*Scholarly/Creative rating is advisory only.

For Faculty Hired **After** January 1, 1997

## INSTRUCTOR

Year	1	2	3	4	5	6
Evaluation	Interim <sup>1</sup>	Interim <sup>1</sup>	Full R <sup>4</sup>	Comp Interim <sup>1</sup>	Comp Interim	Tenure <sup>2</sup>
Instructional Effectiveness	A	A	DAA	A	A	DAA
Scholarly/ Creative Activity	X	X	X*	X*	X*	DAA in one & A in other
Service	A	A	A	A	A	

\*Scholarly/Creative rating is advisory only.

**Footnotes for all tables**Note that the following footnotes apply to all tables referring to Reappointment and Tenure Standards:<sup>1</sup>Instructional Effectiveness and Service Evaluation<sup>2</sup>FR/T Full Evaluation: Reappointment/Tenure<sup>3</sup>F/T - Full Evaluation/Final Tenure Decision<sup>4</sup>F - Full Evaluation

## PROMOTION STANDARDS

	Year Eligible	Instructional Effectiveness	Scholarly/ Creative Activity	Service
To Professor	5 years as associate professor at EMU	DAA	DAA in both	
To Associate Professor	4 years as assistant professor at EMU if hired prior to 1/1/97, 5 years as Assistant Professor at EMU if hired after 1/1/97	DAA	DAA in both	
To Assistant Professor	2 years as instructor at EMU	DAA	DAA in both	

### Rating Scale

**Exceptional (E)** denotes performance far in excess of the expectations for present rank.

**Distinctly Above Average (DAA)** denotes performance well above the expectations for present rank.

**Average (A)** denotes performance commensurate with the expectations for present rank.

**Below Average (BA)** denotes performance below the expectations for present rank.

## EVALUATION TECHNIQUES

### Instructional Effectiveness

#### Data Collection Procedures

Each applicant for a Full Evaluation must include a personal report of activities and accomplishments (see pages 7-10 for specific instructions concerning format). The following should be used as a guide for what to include in the Faculty Member's report on teaching effectiveness:

- Copies of syllabi for all courses taught during the period of the review including a description in the narrative of changes made in syllabi across time and the reason(s) behind the changes.

- Copies of tests or assignments that reflect the range of approaches utilized by the applicant to assess students. In the narrative, the applicant should comment on techniques used to assess the effectiveness of assessment methods and changes made over time.
- Descriptions in the narrative of material utilized in courses which are state of the art and efforts undertaken to improve teaching effectiveness.
- A self assessment of teaching effectiveness and the reasons behind that assessment.

The Faculty Member's narrative may also include documented information on:

- Supervision of for-credit student activities (e.g., independent studies, co-op experience, thesis work);
- Course development (e.g., new techniques, new courses, or course material new to the instructor and/or the department);
- Advising of students.

The criteria to support the candidate's review material will include the following:

#### 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; and demonstrating how this information is incorporated into course content and
- b. regularly evaluates his/her own past teaching methods, procedures, and course content and takes steps to improve teaching effectiveness.

#### 2. Plans effectively for teaching

- a. has a clear idea of the function of his/her course(s) within the Department, within the University and/or community, and of its role 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; and
- d. evaluates students so as to measure the attainment of objective set forth.

#### 3. Practices good teaching methods

- a. clearly informs students of the purposes and objectives of the course(s) and units of study in the course(s);
- b. helps students develop methods of study and skills in self-direction;
- c. keeps students informed of specific responsibilities (e.g., study requirements);
- d. endeavors to establish good communication with students;
- e. promotes classroom procedures and surroundings which encourage learning; and
- f. regularly seeks information from students regarding their levels of attainment and informs them of his/her estimation of their 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, publication(s))
- c. keeps up-to-date regarding practices and procedures necessary for academic advising

- d. assists students with academic problems.

## **Evaluation Reports**

The evaluation reports submitted by the Faculty Member being reviewed will include the following:

1. Faculty member's report of activities and accomplishments.
2. Classroom visitation procedures by peer: the person(s) selected to complete classroom evaluation(s) shall be mutually acceptable to both the person being evaluated and the Personnel Committee; each person visiting the applicant's classroom (including the Department Head) must discuss the time and date of the visit with the person being evaluated before the visit, making sure that an examination or other non-teaching activities are not scheduled for that date; all evaluators must complete Form 1: Instructor Evaluation Report(see Appendix) and both the person being evaluated and the evaluator must sign the Form; within ten (10) days the person being evaluated must be given a copy of the Form; and a copy must be placed in his/her Department Personnel File within ten (10) days.
3. Evaluation by Department Head, including a classroom visitation.
4. Department Personnel Committee evaluation, including classroom visitation by a member of the Personnel Committee.
5. Student evaluations will be completed using the University-wide evaluation system and will be submitted. These evaluations will use the question "What is your overall rating of the teaching effectiveness of this instructor?" The mean score for all sections taught will be calculated for this item. The weights to be used for averaging the responses are shown below:

### **Course Evaluation Survey Response Category Weights**

strongly agree = 5  
 agree = 4  
 undecided = 3  
 disagree = 2  
 strongly disagree = 1

The following rating scale will be used to determine evaluation rankings for student evaluations:

### **Course Evaluation Survey Average Rating Scale**

greater than 4.0 to 5.0 = exceptional  
 greater than 3.0 to 4.0 = distinctly above average  
 greater than 2.0 to 3.0 = average  
 2.0 or less = below average

6. Teaching awards given by the department, college, university or recognized professional organizations.
7. Other areas

The Personnel Committee and the Department Head will evaluate all evidence submitted by the Faculty Member. For Interim evaluations, the Personnel Committee and the Department Head together will meet with the applicant to discuss his/her performance and provide feedback or suggest appropriate directions for improvement, if such direction is necessary. The Personnel Committee and the Department Head will make separate written reports giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion.

### **Ratings:**

1. Exceptional (E): Awarded when the quality of instruction offered by the applicant across the range of teaching assignments includes the following types of data:
  - Clearly written and well organized syllabi that address the range of frequently reoccurring issues and shows reasonable effort to plan for contingencies that may arise in teaching.
  - Exams or assignments that require extensive application of course content and development of critical thinking skills rather than just memorization of concepts.
  - State-of-the-art information and a continual attempt to improve the quality of teaching.
  - Student evaluations that average greater than 4.0 for the overall assessment of teacher effectiveness for all courses taught during the period of the evaluation.
  - Classroom visitation rated as "exceptional" (utilizing the Department of Management Form).

Evaluators must describe (or in the case of student evaluations, quantify) performance as better in quality than distinctly above average.

2. Distinctly Above Average (DAA): Awarded when the quality of instruction offered by the applicant across the range of teaching assignments includes the following types of data:
  - Clearly written and well-organized syllabi that address the range of frequently recurring issues that may arise in teaching.
  - Exams or assignments that require some application or course content and development of critical thinking skills rather than just memorization of concepts.
  - State of the art information and a continual attempt to improve the quality of teaching.
  - Student evaluations that average between 3.5 and 4.0 for the overall assessment of teacher effectiveness for all courses taught during the period of the evaluation.
  - Classroom visitation rated as "distinctly above average" (utilizing the Department of Management Form).

Evaluators must describe (or in the case of student evaluations, quantify) performance as better in quality than average.

3. Average (A): Given when the quality of the instruction offered by the applicant shall be evaluated as that of a good teacher. This is the minimum acceptable level of performance and it is given when the quality of instruction offered by the applicant across the range of teaching assignments includes the following types of data:
  - Clearly written and well-organized syllabi.
  - Exams or assignments that assess students against course content.
  - State-of-the-art information.
  - Student evaluations that average between 3.0 and 3.5 for the overall assessment of teacher effectiveness for all courses taught by the Faculty Member during the period of the evaluation.

- Classroom visitation rated as "average" (utilizing the Department of Management Form).
4. Below Average: Given when the quality of the instruction offered by the applicant is below the standards of a good teacher. Evaluators must describe (or in the case of student evaluations, quantify) the deficiencies in performance. Given when the quality of instruction offered by the applicant across the range of teaching assignments includes the followings types of data:
- Syllabi that do not clearly convey basic elements of the course including the number of graded assignments, the weight of each assignment, dates of exams or assignments and the grading process.
  - Exams or assignments where the relationship between the course content and the assessment measures utilized in the course is difficult to see.
  - Multiple examples of course content that is out of date or inaccurate.
  - Student evaluations that average less than 3.0 for the overall assessment of teacher effectiveness for all courses taught by the Faculty Member during the period of the evaluation.
  - Classroom visitation rated as "average" (utilizing the Department of Management Form).

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

#### **Data Collection Procedures**

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 (see earlier discussion for specific instructions concerning format). Scholarly and/or creative activity is not evaluated during interim evaluations unless requested by the faculty member. Such evaluation is advisory only, and point allocations suggested are not binding on later evaluators during tenure decisions

Examples of scholarly and/or creative activities and points assigned to each include the following:

#### **Points Assigned as Ratings**

- 6-15 Refereed papers published in a text or journal (through conventional print or electronic dissemination) including empirical articles, literature reviews, and cases, depending upon the nature and quality of the journal involved, and any related paper presented (see Appendix 4 for definition of "refereed").
- 0-12 Nonrefereed but published works (through conventional print or electronic dissemination) including empirical articles, literature reviews and cases: The amount to be counted should be left to the discretion of the committee, keeping in mind the following guidelines:
- a. Applicants should not ordinarily expect 12 points to be given to nonrefereed, but published articles.
  - b. 12 points should be given only to nonrefereed articles when the editorial review for the article is as strict as for refereed articles, as when the article appears in a nationally important scholarly journal (e.g., Harvard Business Review). Publications meeting less rigorous standards will receive fewer points, the number based on the guidelines here and the qualitative judgment of the Department Personnel Committee and the Department Head.

- c. 0-4 points should be given to articles that relate to the discipline of the applicant and are geared to a general audience where editorial review is not as rigorous as the blind review process (e.g., published book reviews; articles in lay magazines).
  - d. 0 points should be given to works not scholarly in content (e.g., letters to the editor, or editorial assistance). These should be considered as service, not scholarly activity.
- 9-18 A monograph or book published by a college publisher or a reputable professional or scholarly organization. **Note** that the payment of royalties by the publisher is not an issue in determining points assigned to a publication.
- 3-8 Refereed convention papers or cases (see Appendix 4).
- 1-4 Chairing a conference symposium. The number of points assigned to be based on the faculty member's documentation of the contribution involved in assembling the symposia, and the quality of the conference as assessed by the qualitative judgment of the Department Personnel Committee and the Department Head.
- 1-2 Serving as a panelist on a conference symposium. The number of points to be based on the documented contribution made by the candidate to the symposium, and the quality of the conference as assessed by the qualitative judgment of the Department Personnel Committee and the Department Head.
- 1-4 Non-refereed scholarly papers or cases including those disseminated in an electronic format. (see Appendix 4).
- 1-4 Non-refereed publication of scholarly research tools in the form of publicly accessible web pages (e.g. annotated lists of websites on a given subject) However, pages posted on such sites as eCompanion, Web C-T or Blackboard that are intended to support instruction should be included under instructional effectiveness).
- 1-4 Publication of scholarly manuals including teaching manuals, digital materials and commercial video tapes that support instructional activities.
- 0-4 Grant proposals, and/or grant administrative activity of publishable quality according to the contract. The committee will judge the level of depth, completeness, and quality.

Other guidelines in assigning points to scholarly activities (In assigning points, evaluators must balance the need to fit an almost infinite variety of scholarly activity into a fair rating system):

1. Multiple authorship: The first and second-listed authors automatically receive full credit equal to the above points. If the faculty member is not a first or second author, he/she must provide documentation to show the committee that he/she participated extensively and equally with the other authors in all phases of the research and its write-up to receive full credit (the written concurrence of the other two authors that this effort was equal shall be considered adequate documentation). Less extensive participation will be awarded fewer points, the exact number to be determined by the Evaluators.

2. Where authorship is not clearly indicated in the publication, the Faculty Member shall provide detailed explanation on the role he/she played in the project under review. The Evaluators will rule on a case-by-case basis. In general, credit for research requires a greater contribution than editorial assistance, and some integral involvement in the plan of the research and its execution. Editorial assistance would more appropriately be included in professional service activity.
3. Point allocations: A refereed paper will normally receive 12 points, a book 15 points, and a refereed convention paper or case 6 points. The Evaluators, at their discretion, may assign additional points for outstanding achievement on books, awards (e.g. Best Paper at Conference, publications in top-tier journals, etc.). This will only be given based on unanimous agreement of the Personnel Committee and Department Head.

However, a paper that is similar to another scholarly activity (e.g., a conference presentation on the same topic) will receive fewer points. If the two activities are judged by the committee to be substantially the same, the activity likely to be assigned the smaller amount of points will be given no credit. Publications that are acknowledged by the publisher to be of less rigor, importance or value will be given less than the maximum number of points (e.g., Short Notes, Research Notes, etc.).

### **Rating Requirements**

For the purposes of Reappointment and Tenure the number of points needed from the list of approved scholarly and/or creative activities is cumulative from the date of appointment.

For the purposes of Promotion the number of points from the list of approved scholarly and/or creative activities is cumulative from the date of appointment or promotion to current rank (whichever occurred last).

Regardless of the number of points accumulated for scholarly/creative activity, no faculty member applying for promotion and/or tenure after September 1, 1992, shall receive an Average rating or higher for Scholarly and/or Creative Activity unless he/she has at least two (2) publications including blind reviewed papers published in a text or journal including empirical articles, conceptual papers, literature reviews, and cases; and monographs or books published by a college publisher or a reputable professional or scholarly organization. The payment or non-payment of royalties is not an issue in determining the points allocated.

## **SCHOLARLY/CREATIVE ACTIVITY POINTS REQUIRED**

### **PROFESSOR**

Year	1	2		3	4	Promotion
Evaluation	Interim	Reappt.	Tenure	Interim	Tenure	

Exceptional	X	30	60	X	60	60
Distinctly Above Average	X	24	48	X	48	48
Average	X	12	36	X	36	36

## ASSOCIATE PROFESSOR

Year	1	2	3		4	5	Pro-motion
Evaluation	Interim	Full/R*	Reappt.	Tenure	Interim	Tenure	
Exceptional	X	X	40	60	X	60	60
Distinctly Above Average	X	X	29	48	X	48	48
Average	X	X	15	24	X	24	24

## ASSISTANT PROFESSOR

Year	1	2	3	4		5	6	Pro-motion
Evaluation	Interim	Interim	Full/R*	Reappt.	Tenure	Interim	Tenure	
Exceptional	X	X	X	22	36	X	36	36

Distinctly Above Average	X	X	X	18	30	X	30	30
Average	X	X	X	9	24	X	24	24

### INSTRUCTOR

Year	1	2	3	4	5		6	7
Evaluation	Interim	Interim	Full/R*	Interim	Reappt.	Tenure	Interim	Tenure
Exceptional	X	X	X	X	22	30	X	30
Distinctly Above Average	X	X	X	X	18	24	X	24
Average	X	X	X	X	9	12	X	12

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

### Professional Performance Evaluations

Tenured faculty members in the Department of Management should engage in scholarly activity on a continuing basis appropriate to the missions of EMU and the College of Business. To count toward meeting the criteria of a rating of "satisfactory" in the PPE process, the outputs from a faculty member's scholarly/creative activity must be available for public scrutiny by academic peers or practitioners either through the print or electronic media (including online dissemination).

To achieve an overall rating of "satisfactory," the faculty member must achieve a rating of "average" in scholarly/creative activity. For tenured faculty at **all** ranks, this requires earning a minimum of 20 points. However, this number shall rise incrementally as follows: In the year this revised standard is adopted (that is, in the year that the present DED document is approved), the current standard will continue in effect for faculty then up for Professional Performance Evaluation. In the year following adoption of this revised standard, any faculty member who is up for Professional Performance Evaluation shall be required to earn a minimum of 15 points; in the second year following adoption, the minimum shall rise to 18 points; and in the third year following adoption, the minimum shall rise to 20 points.

To satisfy this requirement, a faculty member may present evidence of published (including electronically published) refereed journal articles or cases; non-refereed articles, monographs/books; book chapters, refereed convention papers or cases; non-refereed scholarly/creative papers or cases; presentations given to known/recognized professional

meetings; papers presented at faculty research seminars; and book-reviews in known journal/professional outlets. All such scholarly evidence submitted for review must be available for public scrutiny by academic peers or practitioners. Faculty members may submit other appropriate scholarly/research material for review by the department personnel committee/department head.

### **Ratings/Points**

Refereed papers published in a text or journal including empirical articles, literature reviews, and cases depending upon the nature and quality of the journal (12-15 points).

Non-refereed but works published under editorial scrutiny including empirical articles, literature reviews and cases. (3-12 points)

A monograph or book published by a college publisher or a reputable professional or scholarly organization. The payment or non-payment of royalties by the publisher is not an issue in determining points assigned. (15-18 points).

Refereed convention papers or cases (6-8 points).

Chairing a conference symposium (1-4 points)

Serving as a panelist in a conference symposium (1-4 points).

In evaluating grant proposals and/or grant administrative activity of publishable quality, the Personnel Committee will judge the level of depth, completeness, and quality and use these as criteria for assigning from 0-4 points.

### **Service Activity**

#### **Data Collection Procedures**

The applicant will clearly identify his/her service activities related to the department, the college, the university and the community in a narrative text. The applicant must provide evidence to support both the quantity of different service activities and the quality of the service extended in those activities as well as the breadth of the activities engaged in over the review period.

#### **Service Activities**

1. Service to the department, college or university may include, but is not limited to, the following:
  - a. The maintenance and development of departmental disciplinary interest groups.
  - b. Contribution to the work of standing and temporary committees (including task forces and projects with release-time or honorarium compensation) at the departmental, college and university level.
  - c. Curriculum development and refinement (but not course development, which is included in instructional effectiveness).
  - d. The maintenance and development of student organizations.

- e. The completion of special assignments and/or projects for one of the above areas (b, c, d).
- f. AAUP Service

**Note:** Simple attendance at department and college meetings is the minimum expectation and no credit will be given for such attendance, though lack of attendance can detract from one's service rating.

2. Service to the professional community related to the applicant's academic discipline may include, but is not limited to, the following:
  - a. The review/editing of material submitted by others for publication in professional or academic outlets.
  - b. Contributions to the work of committees, both standing and temporary, for professional organizations.
  - c. Contributions to a professional organization made as an officer or chairperson.
3. Service to business, political or community organizations must be related to the applicant's academic discipline and would include, but not be limited to, the following:
  - a. Contributions to the improved functioning of the group/client in business, political or community service.
  - b. Contributions to the products of the committees, both standing and temporary in business, political or community service.
  - c. Contributions made to an organization/group as an office holder or chairperson in business, political or community service. This area will be granted considerably lower or no credit unless the applicant can demonstrate significant and direct contributions to the Department, College or University. The determination of the value of these activities will be based on the assessment of the evaluators.

## **Ratings**

The Personnel Committee and the Department Head will evaluate all evidence submitted. Written the Personnel Committee and the Department Head will make reports separately giving the rationale for the rating awarded for full evaluations for reappointment, tenure, promotion and Full Professional Performance evaluations. The Applicant is responsible for fully documenting the amount of participation (e.g. letter from Committee Chair, etc.)

Service will be evaluated in terms of three criteria:

**Quality:** Evaluation of the quality of the applicant's service will be based upon the applicant's activities in relationship to the normal expectations of the group served. In the narrative the applicant should describe what the normal expectations of the group were. Typically, "normal expectations" include, but may not be limited to, regular attendance, punctuality, reasonable participation in discussions, group interaction, and contributions to the group's product/service. For consulting activities a contract will normally provide a description of expected activities. A faculty member's quality of service may also be supported by one or more letters from peer faculty members or administrators who write in support of the faculty member's application. A faculty member may also submit for general support service awards given at the departmental, college or university level.

An "average" quality rating will be awarded when the service activity results in the satisfactory completion of assignments normally expected as part of the service activity.

Examples of "distinctly above-average" service may include, but are not limited to one of the following:

1. Holding a leadership position in a group.
2. Providing service above and beyond the consulting contract, when consulting for a business or other organization.
3. Serving as chief editor or convention chairperson for a professional organization.
4. Receipt of a commendation or award for service to a group or organization.

The rating of "exceptional" should reflect not just effort, but also results. To achieve a rating of "exceptional," a person should be able to document how his/her efforts led to significant changes or benefits for the organization. Examples of "exceptional" service may include, but are not limited to a combination of *two or more* of the following for any one activity:

1. Holding a formal or informal leadership position in a group
2. Providing service above and beyond the service commitment as demonstrated by engaging in extra-role behaviors (e.g. preparing and or delivering special reports) on behalf of the group
3. Serving as chief editor or convention chairperson for a professional organization
4. Receipt of a commendation or award for service to a group or organization.

Each service activity will be awarded points based on the documented quality of service, according to the following scale:

- 4=Exceptional
- 3=Distinctly Above Average
- 2=Average
- 1=Below Average
- 0=Unsatisfactory

The quality points for each of the applicant's service activities will be averaged together to form an overall quality score for the applicant. Only service activities that are included in the applicant's application will be used to calculate the overall quality score. Only activities used to calculate the overall quality score can be used for breadth and quantity ratings.

**Quantity:** The quantity score for the applicant's service will be based on the number of activities the applicant has engaged in on a semester-by-semester basis, over the review period. A unit of activity should be identified as one semester in length (spring plus summer is considered one semester). Thus, a service activity that spans one year would be considered to be three units of service activity (if the activity was performed on a regular basis across all three semesters). Activities that require infrequent or irregular action should be given a unit value that reflects the amount of time involved in the activity. In no case should a full unit of activity credit be awarded for less than 30 hours of documented activity.

The overall quantity score will be calculated by totaling the number of activity units awarded and dividing by the number of years in the review period.

**Note:** At their discretion, the Evaluators may assign additional points for service that deserves a higher rating than Exceptional. Those being evaluated should submit documentation of such extraordinary efforts.

**Breadth:** The breadth evaluation category is used only for promotion, reappointment and tenure decisions. The applicant's breadth of service will be determined by examining the number of different groups served from five different areas of service:

1. Departmental--Each successful candidate for promotion, tenure, & reappointment must have a minimum of 1 unit (quantity) in department service at a 2.5 level quality (or greater) per year of review.
2. College
3. Wider university community, including AAUP service
4. Professional organization related to the applicant's academic discipline.
5. Business, political and community organizations where the service provided is related to the applicant's academic discipline (e.g., simply being a member of an organization does not qualify).

A total of five breadth points are possible over the review period. Only one breadth point will be awarded in any area, regardless of the number of times service was provided in that area. For example, an applicant serving three College of Business committees and two university committees earns five quantity points but only two breadth points.

Minimum points required for ratings (See point 1 above under "Breadth.")

		Annually	Over Period Being Evaluated
	Quality	Quantity	Breadth
Exceptional =	<u>2.5 and</u>	<u>8-9 and</u>	<u>4 +</u>
Or			
Exceptional =	2.5 and	10 and	3
Distinctly Above Average	2.5 and	5 -7 and	3
Average	2.0 and	4 and	2

For Professional Performance Evaluations, a Department of Management faculty member shall be given a rating of satisfactory for service if at least sixteen service units are documented (one service unit equals 30 hours of service) over the four years covered in the evaluation. A minimum of four (4) of these service units must be at the Departmental level. Quality of each service activity will also be examined and, if not assessed to be at least average, no points will be awarded that service activity.

**Summary of Deadlines:**

1. For those Faculty applying for reappointment or tenure during years when they are required to undergo a Full Evaluation: October 15.
2. For those Faculty simultaneously applying for tenure and promotion: October 15 (in such case, he/she should check the promotion box on that application and may later provide an update including activities between October 15 and February 1, by February 1).
3. For those Faculty applying for Promotion only; February 1, after notifying the Department Head by the previous October 15<sup>th</sup>.

## **Appendix 1**

### **Policy on Peer Evaluations of Instructional Effectiveness**

- 1) A peer will be considered someone who has similar academic credentials as the instructor being evaluated. The Personnel Committee in consultation with the instructor will assign a peer to make the classroom visit.
- 2) Peer evaluations should be completed prior to the 13<sup>th</sup> week of the semester.
- 3) Peers are expected to contact the faculty member and agree on a time for the classroom visit. Prior to the visit, a pre-visit meeting shall be held to review the syllabus and methods of assessment of classes taught that semester.
- 4) Peers will use the Peer Review of Teaching Effectiveness Form as the basis for their evaluation (see Appendix 3).
- 5) Peers must provide a written evaluation to the faculty member within one week of the classroom visit. Copies of the evaluation should also be given to the Personnel Committee and the Department Head.

## **Appendix 2**

### **Mandatory Department Items for Inclusion on the Instructor and Course Evaluation Form**

1. I improved my knowledge and skills in areas covered in this course.
2. The instructor covered at least 80% of the material outlined in the course syllabus.
3. My instructor is accessible to students during posted office hours as specified in the course syllabus.
4. A typical student who exerts a high level of effort will obtain a grade reflective of his/her true ability in this course.
5. My instructor showed respect for students in this course.
6. My instructor has an effective style of presentation
7. My instructor seems well-prepared for class.
8. My instructor stimulates interest in the course.
9. My instructor displays enthusiasm when teaching.
10. My instructor is actively helpful when students have problems.
11. I understand what is expected of me in this course.
12. Overall, evaluation methods (exams, papers, etc.) are fair.
13. Grades are assigned fairly and impartially in this course.
14. I learned a lot in this course.
15. My instructor presents this course in a well-organized manner.
16. My instructor presents material clearly.
17. The goals of this course are clearly stated and consistently pursued.
18. For this course, the assignments are reasonable.
19. What is your overall rating of the teaching effectiveness of this instructor?

**Appendix 3  
PEER REVIEW OF TEACHING EFFECTIVENESS**

**Instructor** \_\_\_\_\_

**Date** \_\_\_\_\_

**Course** \_\_\_\_\_

**Time** \_\_\_\_\_

**Observer/Evaluator**

**Ratings**

**1 = Below average**

**2 = Average**

**3 = Distinctly Above Average**

**4 = Exceptional**

**NA = Not Applicable**

CIRCLE THE APPROPRIATE RATING. COMMENTS *MUST* BE INCLUDED TO DOCUMENT RATINGS 1-4:

**Part I Classroom Visit**

**A. Organization**

YES NO 1. Begins class on time and in orderly fashion

YES NO 2. Previews lecture/discussion content

1 2 3 4 NA 3. Appears well-prepared for class  
COMMENTS:

1 2 3 4 NA 4. Keeps on the subject with few digressions  
COMMENTS:

1 2 3 4 NA 5. Manages class time efficiently; no race or gap at end  
COMMENTS:

**Ratings**

**1 = Below average**

**2 = Average**

**3 = Distinctly Above Average**

**4 = Exceptional**

**NA = Not Applicable**

1 2 3 4 NA      6.      Summarizes and reminds students of next class' topic  
COMMENTS:

**B. Presentation**

1 2 3 4 NA      1.      Uses professional and non-discriminatory/non-prejudicial language  
COMMENTS:

1 2 3 4 NA      2.      Speaks audibly and clearly  
COMMENTS:

1 2 3 4 NA      3.      Communicates interest in and enthusiasm for the subject  
COMMENTS:

1 2 3 4 NA      4.      Presentation style facilitates note taking (e.g., outline available,  
COMMENTS:      repetition, re-statement, questions to class)

**Ratings**

1 = Below average  
 2 = Average  
 3 = Distinctly Above Average

4 = Exceptional  
 NA = Not Applicable

1 2 3 4 NA 5. Chalkboard writing, overheads, etc., are legible  
 COMMENTS:

1 2 3 4 NA 6. Methods are appropriate to subject matter  
 COMMENTS:

1 2 3 4 NA 7. Professional Appearance  
 COMMENTS:

### **C. Respect**

1 2 3 4 NA 1. Actively solicits student feedback and participation  
 COMMENTS:

1 2 3 4 NA 2. Listens carefully to student comments and questions  
 COMMENTS:

1 2 3 4 NA 3. Praises students for meaningful contributions  
 COMMENTS:

YES NO 4. Uses student names  
 NA

### **Ratings**

1 = Below average

4 = Exceptional

2 = Average

NA = Not Applicable

3 = Distinctly Above Average

YES NO 5. Includes a wide range of students in instructor-student interaction

1 2 3 4 NA 6. Helps when students do not understand  
COMMENTS:

### D. Credibility and Control

1 2 3 4 NA 1. Uses appropriate authority to create environment conducive to learning  
COMMENTS:

1 2 3 4 NA 2. Is able to admit error and/or insufficient knowledge (as appropriate)  
COMMENTS:

1 2 3 4 NA 3. Open to alternative ideas (as appropriate)  
COMMENTS:

### E. Content

1 2 3 4 NA 1. Integrates assigned reading into class presentation  
COMMENTS:

1 2 3 4 NA 2. Uses relevant, useful and current material  
COMMENTS:

1 2 3 4 NA 3. Uses clearly-related charts, graphs, examples, etc.  
COMMENTS:

### Ratings

1 = Below average

2 = Average

3 = Distinctly Above Average

4 = Exceptional

NA = Not Applicable

1 2 3 4 NA 4. Clearly explains difficult terms  
COMMENTS:

1 2 3 4 NA 5. Carefully explains assignments  
COMMENTS:

## Part II: Evaluation of Teaching Materials

### A. Syllabus

1 2 3 4 NA 1. Comprehensive of Policies and Practices (Range of policies and practices addressed in the syllabus e.g., attendance, cheating, etc.)  
COMMENTS:

1 2 3 4 NA 2. Specificity of Policies and Practices (Extent to which policies and practices are clearly outlined in the syllabus e.g., dates of exams, procedure for contested exam questions, etc.)  
COMMENTS:

### B. Testing

1 2 3 4 NA 1. Multiple Measures - Extent to which multiple testing procedures are used.  
COMMENTS:

1 2 3 4 NA 2. Representativeness - Extent to which tests measure the content of the course  
COMMENTS:

### Ratings

1 = Below average

4 = Exceptional

2 = Average  
3 = Distinctly Above Average

NA = Not Applicable

1 2 3 4 NA      3.      Application - Extent to which the testing procedures require students to apply their knowledge to real world situations.

COMMENTS:

**Observer's general comments**

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Evaluation: should be based on a combination of numbers, written comments, and your overall professional impression of the class, review of the syllabus and any testing materials.

Syllabus was reviewed \_\_\_\_\_ (please initial)

Test(s) was reviewed \_\_\_\_\_ (please initial)

The rating is (check one):

\_\_\_\_\_ Below average

\_\_\_\_\_ Average

\_\_\_\_\_ Distinctly above average

\_\_\_\_\_ Exceptional

SIGNATURE OF EVALUATOR: \_\_\_\_\_ DATE \_\_\_\_\_

**Appendix 4**  
**Definition of Refereed as applied to Scholarly/Creative Activity**

A. Definition: The term "refereed" refers to papers subjected to the blind review process.

B. The blind review process generally has the following characteristics:

1. One or more individuals other than the general editor of the journal or magazine or conference organizer judges the manuscript for its significance of contribution to the field, technical adequacy, appropriateness to the journal and clarity of presentation.
2. These individuals are generally volunteers, and colleagues in the same general area of expertise.
3. The name of the author/s is/are generally withheld. The blind review generally indicates that the journal accepts articles exclusively on merit and not on the informal networking with the editorial staff which may be more a reflection of who the author knows.

C. Examples of nonrefereed work

The following are usually not considered examples of refereed work:

1. Papers selected solely based upon the judgment of the chief editor or conference coordinator.
2. Published works generally, unless they meet the requirements stated above.

D. Documentation of refereed status

The faculty applicant should document the review process if possible so that the committee can determine whether or not the paper was refereed. Documentation might include but is not limited to:

1. A copy of the Call for Papers or Instructions to authors submitting manuscripts.
2. A copy of the letter of acceptance from the journal and the copy of the report from reviewers (usually these are sent to the author as well) that suggest a refereed process took place.
3. A xerox copy out of a directory such as Cabell's which indicates whether or not the journal uses a blind review process.