

EASTERN MICHIGAN UNIVERSITY

Division of Academic Affairs

DEPARTMENT EVALUATION DOCUMENT

Department of Nursing

College of Health and Human Services

Faculty Evaluation

Criteria, Procedures, and Techniques

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TABLE OF CONTENTS

Faculty Evaluation	5
Criteria	5
Instructional Effectiveness	5
Scholarly/Creative Activity	5
Professional Development	6
Advanced Degree/Certification Education	6
Retraining	7
Involvement in Student Research	7
Grant Development/Administration	7
Service Activity	8
Evaluated Areas	8
Instructional Effectiveness	8
Scholarly/Creative Activity	9
Service Activity	9
Standards of Performance	9
Types of Evaluation	10
Schedule of Evaluation	10
Procedures for Conducting Evaluations	11
Interim Evaluation for Reappointment	11
Comprehensive Interim Evaluation	11
Full Interim Evaluation	12
First Full Evaluation of Probationary Faculty Members.....	13
Full Evaluation of Probationary Faculty Members for Reappointment or Tenure	13
Full Evaluation for Promotion	14
Professional Performance Evaluations of Tenured Faculty	14
Directions for Preparing Applications	15
Interim Evaluations & Comprehensive Interim Evaluations	16
Applicants	16
Evaluators	16
Full Interim Evaluations	17
Applicants	17
Evaluators	17
Full Evaluations	18
Applicants	18
Instructional Effectiveness	18
Scholarly and/or Creative Activity	19
Service	19

Evaluators	19
Promotion	20
Applicants	20
Instructional Effectiveness	21
Scholarly and/or Creative Activity	21
Service	21
Evaluators	21
Professional Performance Evaluations of Tenured Faculty	22
Applicants	22
Evaluators	23
Full Professional Performance Evaluations of Tenured Faculty	24
Unsatisfactory Performance - Programs for Improvement ...	25
Departmental Standards	26
Appointment Standards	27
Evaluation Schedules: Reappointment and Tenure	28
Promotion Standards	29
Evaluation Techniques	31
Instructional Effectiveness	31
Data Collection Procedures	31
Evidence for meeting criteria	31
Evaluation Reports	32
Ratings and Criteria	32
Below Average (BA)	33
Average (A)	33
Distinctly Above Average (DAA)	34
Exceptional (E)	34
Scholarly and/or Creative Activity	35
Data Collection Procedures	35
Examples of Scholarly/Creative Activity	35
Principles of Multiple Authorship	35
Evaluation Reports	36
Ratings and Criteria	36
Below Average (BA)	37
Average (A)	37
Distinctly Above Average (DAA)	37
Exceptional (E)	37
Service Activity	38
Data Collection Procedures	38
Service Activities	38
Evaluation Reports	39
Ratings and Criteria	39

Below Average (BA)	39
Average (A)	39
Distinctively Above Average (DAA)	40
Exceptional (E)	40

Appendix A

Departmental Form for Colleague Evaluation of Instructional Effectiveness: Classroom Teaching	42
--------------------------------------------------------------------------------------------------------	----

Appendix B

Departmental Form for Colleague Evaluation of Instructional Effectiveness: Clinical Teaching	45
-------------------------------------------------------------------------------------------------------	----

Appendix C

Self-Evaluation of Instructional Effectiveness: Classroom Teaching	48
--------------------------------------------------------------------	----

Appendix D

Self-Evaluation of Instructional Effectiveness: Clinical Teaching	51
-------------------------------------------------------------------	----

Appendix E

Standardized Items: Student Evaluation Form for Instructor and Course Evaluation	54
-------------------------------------------------------------------------------------------	----

Appendix F

Procedure for Classroom and Clinical Visits	56
---------------------------------------------------	----

FACULTY EVALUATION

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

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

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. 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 visitation and /or clinical site visitations, student evaluations of teaching, Department Head evaluation, peer evaluations, and assessment of academic advising of students, if applicable.

Scholarly and/or Creative Activity

A Faculty Member shall give documented evidence of his/her contributions to his/her discipline or area of specialization or in an interdisciplinary specialization by Scholarly investigation (e.g. research) and/or Creative Activity, and of its publication or other dissemination in one of the following ways:

1. In the classroom, or;
2. Among practitioners in his/her discipline, or;
3. Among interdisciplinary communities, or;
4. 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 or in an interdisciplinary specialization through Scholarly and/or Creative Activity which 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, or;
3. Faculty involvement in student research which is subsequently jointly published or otherwise jointly disseminated shall be considered as appropriate Scholarly Activity, insofar as said faculty involvement is shown to fulfill the expectations in 1 - 2 above.

Except as provided in this document, professional development shall not be an acceptable substitute for Scholarly/Creative Activity.

Professional Development

Professional development activities may be applied toward satisfaction of the Scholarly/Creative Activity criteria insofar as these activities are clearly in addition to those necessary to maintain the level of knowledge and/or expertise in the Faculty Member's discipline or area of specialization required to fulfill the Instructional Effectiveness standards.

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

The following areas of professional development are acceptable substitutes for scholarly/creative activity: ***advanced degree education, retraining, grant development/administration and faculty involvement in student research.***

Advanced Degree Certification/Education

In recognition of nursing's history of faculty prepared at the Master's level, scholarly work leading toward the doctoral degree may be applied toward satisfaction of the scholarly/creative activity criterion. Doctoral dissertation research undertaken by faculty in those departments where the doctorate is not recognized as the terminal degree or required for the purpose of achieving tenure shall be considered as scholarly/creative

activity in the year(s) in which such research is undertaken, provided the applicant furnishes documentary evidence of the nature of the research and provides an abstract documenting the importance of the endeavor to the discipline and the Personnel Committee and Department Head provide a qualitative statement supporting the importance of the doctoral research. Advanced education leading to certification (e.g. CNS, N.P., etc) is also acceptable.

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.

Involvement in student research

Nursing practice and education can include faculty involvement in student research. When such research is subsequently published or otherwise disseminated, such research shall not be barred from consideration as appropriate scholarly activity, insofar as said faculty involvement is shown to fulfill the following expectations: Scholarly investigation, creative activity and/or research is of an original and/or previously unreported nature; or the applied research, investigations, or scholarly analysis of existing research, information, and creative endeavors results in the development of new data, information, applications, and/or interpretations; as well as faculty involvement in student research which is subsequently jointly published or otherwise jointly disseminated shall be considered as appropriate Scholarly Activity.

Grant Development/Administration

Faculty 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, and/or the administration of a grant project, shall be considered as Scholarly/Creative Activity if said preparation involves Scholarly Activity (e.g., research or teaching projects) of a substantial nature. The applicant must document such activity and the importance of the endeavor to the discipline or inter-disciplinary area, the department, the college or university. The above conditions may also apply for the administration of such 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. The Scholarly/Creative Activity criterion cannot be satisfied by grant activities alone, or solely in combination with Retraining and/or Professional Development.

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 areas such as university and college-wide committees, AAUP service, student activities, professionally related community affairs, and grant activities, either disciplinary or interdisciplinary if not counted as Scholarly/Creative Activity.

EVALUATED AREAS

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.

Department of Nursing shall utilize:

1. A set or sets of approved questions for the Student Evaluation Form comprised of the two core items plus no fewer than an additional six items appropriate for the course format (Appendix E).
2. A set of approved forms for Peer and Department Head Classroom Visitations (Appendices A, B, C, and D).
3. A procedure for classroom/clinical visitations (Appendix F).

(Note: Each individual Peer & Department Head classroom/clinical visitation observation and related evaluative statements shall be in writing, shall name the observer, and shall be provided to the Faculty Member within ten (10) working days following the visit. Rationale for the evaluative statements must be explained and/or documented. This written evaluation of the classroom/clinical 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

The criteria for faculty evaluation must be applied to applicants in varying disciplines. Therefore, each document is unique. To clarify the role of Departmental Evaluation Documents in specifying the ways in which contract requirements may be met, EMU and the Association hereby reaffirm and make clear their intent that, in addition to satisfying the conditions set forth in the applicable Departmental Evaluation Documents, all candidates for reappointment, tenure, and promotion must satisfy without exception and irrespective of the terms of any 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. (Article XV, Paragraph 515)

In those instances where a requirement set forth in the Agreement diverges from a requirement set forth in this Departmental Documents, 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 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 data 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. (Article XV, Paragraph 517)

TYPES OF EVALUATION

There are seven types of evaluation of faculty performance:

1. Interim Evaluation of probationary Faculty Members for reappointment (for all faculty);
2. Comprehensive Interim Evaluation (for Faculty Members hired after January 1, 1997);
3. Full Interim Evaluation (conducted only if required following Interim or Comprehensive Interim Evaluation);
4. First Full Evaluation of probationary Faculty Members (for all faculty);
5. Full Evaluation of probationary Faculty Members for reappointment or tenure (for all faculty);
6. Full Evaluation of Faculty Members applying for promotion;
7. Professional Performance Evaluation of tenured Faculty Members.

SCHEDULE

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

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

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

(Rank at initial appointment shall determine the evaluation schedule.)

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 (1st) year of appointment, unless the Faculty Member decides not to use this initial period as the first (1st) year of appointment. The decision not to use this initial period as the first (1st) 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 or Instructors. The Faculty Member shall notify the Department Head of his/her decision in writing by October 15.

PROCEDURES FOR CONDUCTING EVALUATIONS

1. Interim Evaluation for Reappointment

In the Faculty Member's first year of employment at EMU, no Annual Faculty Activity Report is submitted. His/her interim evaluation during that year is conducted using information obtained through classroom visits, review of instructional materials and discussions with the Department Head and the Personnel Committee, and shall focus primarily on Instructional Effectiveness.

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 Personnel 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.

2. Comprehensive Interim Evaluation

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 Personnel 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.

3. Full Interim Evaluation

If a Department Head or Personnel Committee perceive a problem in Instructional Effectiveness and/or Service 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. If so required, he/she must submit an Application for Full Interim Evaluation within thirty (30) calendar days of this notification. The application shall cover the record of Instructional Effectiveness and/or Service performed prior to the date of the Full Interim Application and not included in any prior evaluation.

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 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 and given to the Faculty Member, with a copy to the Dean and the Provost and Vice President for Academic Affairs.

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 does 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 there is agreement between the Department Head and the Personnel Committee, or separately if there is disagreement. 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 response any and all evidence/documentation in support of his/her Instructional Effectiveness and/or Service that he/she deems appropriate.

The Faculty Member's response to his/her 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 Articles XV. and XVI., 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.

4. First Full Evaluation of Probationary Faculty Members

In the year the Faculty Member is scheduled for his/her first full evaluation, he/she shall submit, in addition to the Annual Faculty Activity Report, an application for evaluation by October 15 which 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 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.

5. Full Evaluation of Probationary Faculty Members for Reappointment or Tenure

Each year that a Faculty Member is scheduled for a full evaluation, he/she shall submit, in addition to the Annual Faculty Activity Report, an application for evaluation by October 15 which provides a complete and documented statement of his/her Instructional Effectiveness, Scholarly and/or Creative Activity and Service activity since the last full evaluation or since his/her initial appointment, whichever is more recent.

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 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.

Candidates can simultaneously apply for promotion, if applicable, by checking the appropriate box on the application form, or a Faculty Member applying for tenure can submit a separate promotion application under number 6 below.

6. Full Evaluation for Promotion

Applications for promotion are due by February 1, and shall include evidence of the Faculty Member's Instructional Effectiveness, Scholarly and/or Creative Activity, and Service since his/her last promotion or initial appointment (where applicable).

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 which have not yet been accepted for publication or other dissemination in a specific form and forum (e.g., a specific journal, conference, or exhibition) may be included in the February 1 application, if the Faculty Member has a reasonable expectation that it 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.

The Faculty Member eligible simultaneously for Tenure and Promotion in the same academic year shall have the option of indicating via a check box on the Reappointment/Tenure application form that the application for Full Evaluation submitted on October 15 is also an application for Promotion. An update covering any activities since October 15 may be provided on February 1.

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.

7. Professional Performance Evaluation of Tenured Faculty

Every four-year period, the Department Head shall review a tenured Faculty Member's Annual Faculty Activity Reports for that period and any other available

relevant materials, including Instructional Effectiveness evaluation materials set forth in the Agreement. Upon determining that the Faculty Member's performance meets or exceeds the department's standards for satisfactory (or average in all three areas), as defined in this Departmental Evaluation Document, he/she shall so state in writing to the Faculty Member, the Dean, and the Provost and Vice President for Academic Affairs. (Note that the Faculty Member is not required to initiate this review or to provide any material for it other than the Annual Faculty Activity Reports.)

If, upon completing the review of the Annual Faculty Activity Reports, the Department Head determines that a Faculty Member's performance does not rise to the level of average in all three areas in the Departmental Evaluation Document, he/she shall bring his/her concerns to the attention of the Personnel Committee. Together the Department Head and the Personnel Committee shall review the Annual Faculty Activity Reports and any relevant information/documents (e.g., student evaluations, letters received, etc.) available to them. If their joint review concludes that there appear to be no deficits in the Faculty Member's performance, they shall say so in writing and place a copy of this statement in the Faculty Member's departmental personnel file, with a copy to the Faculty Member, the College Dean, and the Office of the Provost and Vice President for Academic Affairs for inclusion in the University personnel file.

If the joint review confirms that there appear to be deficits, the procedures in Article XV of the Agreement will be followed.

DIRECTIONS FOR PREPARING APPLICATIONS

Directions for preparing applications are on the following pages. Note that full interim evaluations and full professional performance evaluations are for special situations only and are not regularly scheduled events.

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.

Directions for Preparing Interim Evaluations and Comprehensive Interim Evaluations

Applicants

In a Faculty Member's first year of employment at EMU, no Annual Faculty Activity Report is required.

In all other Interim and Comprehensive Interim Evaluation years, a Faculty Member must 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 Faculty Member should make available his/her instructional materials, and for the Comprehensive Interim Evaluation, any Scholarly/Creative Activity to be reviewed.

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 of Instructional Effectiveness, the Faculty Member shall make available to evaluators any and all copies of forms and reports, including handwritten comments, for such period.

Evaluators

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.

In all other Interim and Comprehensive Interim Evaluation years the Department Head and Personnel Committee shall meet with the Faculty Member to discuss his/her Instructional and Service activities, and review the results of the required evaluation techniques of Instructional Effectiveness set forth in Article XV. They shall include in their discussion a review of both the positive elements they see as well as those elements of the Faculty Member's performance where improvement might reasonably be expected by the time the Faculty Member undergoes a Full Evaluation. For the Comprehensive Interim Evaluation, the Department Head and Personnel Committee shall review the Scholarly/Creative Activity for advisory purposes only. During the Interim Evaluation the Faculty Member may request that the evaluators give some indication as to whether or not his/her Scholarly/Creative Activity is developing in a way that is appropriate for the department's standards.

If, in either the Initial Interim Evaluation, the Interim Evaluation, or the Comprehensive Interim Evaluation, the evaluators conclude that the Faculty Member's Instructional Effectiveness and Service fulfill the standards of performance required for reappointment, as provided in the applicable Departmental Evaluation Document and the Agreement, the Personnel Committee and the Department Head shall complete and sign an Interim Evaluation/Recommendation for Reappointment form which shall be placed in the Faculty Member's personnel file, with a copy provided to the Faculty Member.

By February 15 of each year the Department Head shall inform the Dean and the Provost and Vice President for Academic Affairs in writing, that the Interim Evaluation has been completed and that the Faculty Member's performance has been deemed appropriate for reappointment for a subsequent probationary year.

In those instances where the Personnel Committee and/or the Department Head perceive(s) that a performance problem pertaining to a Faculty Member's Instructional

Effectiveness and/or Service may exist, they 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.

Directions for Preparing the Application for Full Interim Evaluation

Applicants

Faculty Members 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 the two areas, only that area need be addressed. Supporting materials should be included in an appendix. The narrative regarding Instructional Effectiveness should include: (1) courses taught, (2) results of student, 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.

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 of Instructional Effectiveness, the Faculty Member shall make available to evaluators any and all copies of forms and reports, including handwritten comments, for such period.

Evaluators

1. 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 Dean and the Provost and Vice President for Academic Affairs.
2. 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 does not fulfill the standards of performance required for reappointment as provided in the applicable Departmental Evaluation Document and the Agreement, the evaluation(s) shall be reduced to writing, jointly if there is agreement between the Department Head and the Personnel Committee, or separately if there is disagreement. 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.

3. The Faculty Member's response to his/her 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 Full 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 in Article XV.

Directions for Preparing the Application for All Full Evaluations

Applicants

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

1. Complete the Annual Faculty Activity Report.
2. Complete the Application for Full Evaluation Form by October 15.
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. It 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 of articles, commendations, etc. should be included as documentation in an appendix and referenced where appropriate. The narrative itself, without supporting documents, should be free-standing and will become part of the applicant's personnel file. The narrative should include the following:

Instructional Effectiveness:

- Specific evidence of effectiveness in the teaching/advising process;
- Activities which have improved the applicant's teaching;
- Results of student, peer and Department Head evaluations; and
- The manner in which the applicant has met the standards of the DED and the Agreement.

Scholarly and/or Creative Activity:

- List of specific items presented for evaluation and other approved activities 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; and
- The manner in which the applicant has met the standards of the DED and the Agreement.

Service

- The specific activities presented for evaluation;
- A description of the way in which they have contributed to the good of the appropriate unit; and
- The manner in which the applicant has met the standards of the DED and the Agreement.

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 of Instructional Effectiveness, the Faculty Member shall make available to evaluators any and all copies of forms and reports, including handwritten comments, for such period.

Evaluators

Each evaluator (Personnel Committee and Department Head) must complete 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 Personnel Committee and the Department Head shall explain:

- 1) The evaluation efforts which were conducted and their individual results.
- 2) The qualitative and, where applicable, quantitative basis for all ratings which were assigned.
- 3) 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 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 no later than March 15 of his/her decision.

Directions for Preparing the Application for Promotion

Applicants

Faculty Members applying for Promotion are required to:

1. Complete the Annual Faculty Activity Report by October 15.
2. Complete the Application for Promotion Form by February 1, unless the applicant is simultaneously applying for tenure. If the applicant filed an application for tenure on the previous October 15, he/she should check the promotion box on that application, and may provide an update including activities between October 15 and February 1 by February 1. If not simultaneously applying for tenure, notify the Department Head by October 15 of the intent to apply for promotion.
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. It 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, etc. should be included as documentation in an appendix and referenced where appropriate. The narrative itself, without supporting documents, should be free-standing and will become part of the applicant's personnel file. The narrative should include the following:

Instructional Effectiveness:

- Specific evidence of effectiveness in the teaching/advising process;
- Activities which have improved the applicant's teaching;
- Results of student, peer and Department Head evaluations; and

- The manner in which the applicant has met the standards of the DED and the Agreement.

Scholarly and/or Creative Activity

- List of specific items presented for evaluation and other approved activities 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; and
- The manner in which the applicant has met the standards of the DED and the agreement.

Service:

- The specific activities presented for evaluation;
- A description of the way in which they have contributed to the good of the appropriate unit; and
- The manner in which the applicant has met the standards of the DED and the agreement.

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.

Evaluators

The Personnel Committee and Department Head must complete his/her portion of the Promotion 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 Personnel Committee and Department Head shall explain:

- 1) The evaluation efforts which were conducted and their individual results.
- 2) The qualitative and, where applicable, quantitative basis for all ratings which were assigned.

- 3) 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 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.

Directions for Professional Performance Evaluation of Tenured Faculty

Applicants

The tenured Faculty Member scheduled for Professional Performance Evaluation shall provide the Department Head with his/her Annual Faculty Activity Report.

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.

Evaluators

The Department Head shall review the Annual Faculty Activity Reports applicable to the four (4) year evaluation period [i.e. the last four (4) years' performance of a tenured Faculty Member] to determine whether the Faculty Member's performance is satisfactory. (If the Department Head has information, which indicates a significant problem in Instructional Effectiveness or if the Faculty Member has no record of Service, the Department Head may conduct a review more frequently.) If, upon completing a review of four Annual Faculty Activity Reports and available relevant material, the Department

Head (guided by the Departmental Evaluation Document) determines that a Faculty Member's performance meets or exceeds the department's standards for average, he/she shall so state in writing and place a copy of this statement in the Faculty Member's departmental personnel file, with a copy to the Faculty Member, the College Dean, and the Office of the Provost and Vice President for Academic Affairs for inclusion in the University personnel file.

If, upon completing the review of the Annual Faculty Activity Reports, the Department Head determines that a Faculty Member's performance does not rise to the level of average in the Departmental Evaluation Document, he/she shall bring his/her concerns to the attention of the Personnel Committee. Together the Department Head and the Personnel Committee shall review the Annual Faculty Activity Reports and any relevant information/documents (e.g., student evaluations, letters received, etc.) available to them. If their joint review concludes that there appear to be no deficits in the Faculty Member's performance, they shall say so in writing and place a copy of this statement in the Faculty Member's departmental personnel file, with a copy to the Faculty Member, the College Dean, and the Office of the Provost and Vice President for Academic Affairs for inclusion in the University personnel file.

If the joint review confirms that there appear to be deficits in the Faculty Member's performance, he/she shall be given the opportunity to discuss his/her situation with the Personnel Committee and the Department Head in order to determine how deficits might be corrected. If the deficits in the Faculty Member's performance are minor in nature and appear to be correctable within a period of one (1) academic year or less, the Department Head shall inform the Dean in writing of the department's concern, with a copy to the Faculty Member, and the Office of the Provost and Vice President for Academic Affairs for inclusion in the University personnel file.

The following year the Department Head and the Personnel Committee shall meet with the Faculty Member and review that year's Annual Faculty Activity Report to determine if the deficit(s) in performance has/have been corrected. If the deficit(s) has/have been corrected, they shall say so in writing and place a copy of the statement in the Faculty Member's departmental personnel file, with a copy to the Faculty Member, the Dean, and the Office of the Provost and Vice President for Academic Affairs for inclusion in the University personnel file.

Directions for Conducting a Full Professional Performance Evaluation of Tenured Faculty

If after completing a Professional Performance evaluation of a tenured Faculty Member, and implementing all provisions under the contract for correcting deficits, the performance problems remain; or if the deficits identified in the Professional Performance Evaluation are so serious as to take more than one year to correct, the department shall initiate a Full Professional Performance Evaluation. This Full

Professional Performance Evaluation is to be conducted according to the standards and processes, and with the possible sanctions outlined in the Agreement.

It is expressly agreed that Full Professional Performance Evaluations are not to be substituted for routine Professional Performance Evaluations, but only implemented where serious or long-term problems exist.

If the Department Head and Personnel Committee disagree concerning the performance of the Faculty Member, the Department Head may call for a Full Professional Performance Evaluation.

During the Full Professional Performance Evaluation of a Faculty Member not seeking promotion, the Personnel Committee and Department Head shall meet with the tenured Faculty Member to discuss his/her Instructional Effectiveness, Scholarly/Creative Activity and Service Activity, the Annual Faculty Activity Reports applicable to the period under review, and the results of the required evaluation techniques set forth in Article XV. and any documentation the Faculty Member wishes to provide, to determine whether the Faculty Member's performance is satisfactory. If the Faculty Member's performance is determined to be satisfactory, the Department Head shall provide a written report that shall detail the evaluation and the basis for the determination that the Faculty Member is performing at a satisfactory level, which shall include appropriate reference to department standards set forth in the Departmental Evaluation Document and specific accomplishments of the Faculty Member in each of the three (3) areas of evaluation.

In those instances where the evaluators conclude that a Faculty Member has not performed at a satisfactory level, the Department Head shall reduce the evaluation to writing, clearly stating the basis for the determination. The Personnel Committee members shall signify their concurrence or non-concurrence and sign the evaluation, which shall then be given to the Faculty Member who may respond within five (5) working days of his/her receipt of the evaluation. The Faculty Member may include in his/her response any and all evidence/documentation in support of his/her performance that he/she deems appropriate.

Upon completion of any Full Professional Performance Evaluation the Department Head shall meet with the College Dean to review the results of the evaluation(s).

In those instances where the Dean concurs with the department's evaluation(s) of satisfactory performance, the written report shall be forwarded to the Office of the Provost and Vice President for Academic Affairs for inclusion in the Faculty Member's University personnel file and a copy provided to the Faculty Member.

In those instances where the Dean does not concur with the department's evaluation(s) of satisfactory or unsatisfactory performance, the Dean shall reduce his/her objections to writing, and shall return the evaluation to the department for further consideration. The department and/or the Faculty Member may respond to the Dean within five (5) working days of receipt of the Dean's objection and may include in the response any and all evidence/documentation in support of the evaluation of a Faculty Member's performance.

If, after this further consideration, the Dean concurs with the department's evaluation of satisfactory, he/she shall say so in a letter to be placed in the department personnel file, with a copy to the Faculty Member, the Department Head, and the Office of the Provost and Vice President for Academic Affairs for inclusion in the University personnel file.

Unsatisfactory Performance-Programs for Improvement

In the event there is a final determination by the Dean of the college that the Faculty Member's performance for the period covered by the Full Professional Performance Evaluation is unsatisfactory, the Dean shall schedule a meeting to consult with the Department Head, the Personnel Committee, the Faculty Member, the Director, Academic Human Resources, and a representative of the EMU-AAUP, to explore the structure for a program to assist the Faculty Member in correcting his/her unsatisfactory performance, which shall be set forth in a program and timetable for improvement of not less than one year's duration. The Program for Improvement shall set out expectations and assessment procedures based on the criteria in the Departmental Evaluation Document and the Agreement. If there is disagreement between any of the aforementioned parties as to: a) whether a Program for Improvement should be written; b) the contents of the Program for Improvement; or, c) the assessment of the Faculty Member's performance, the College Dean shall have the final responsibility for developing the Program for Improvement.

When the Program for Improvement is finalized, it shall be presented to the affected Faculty Member. Copies shall be forwarded to the Office of the Provost and Vice President for Academic Affairs and the Association.

Extensions of Programs for Improvement beyond the timelines originally established shall be possible, under the following conditions:

- A meeting of all the parties (Department Head, Personnel Committee, and Faculty Member) shall be convened to discuss a proposed extension.
- Specific reasons for the desirability of an extension shall be presented by the Department Head.
- An extension proposal must be finalized by the Dean of the college and presented to the Faculty Member no later than thirty (30) days prior to the expiration of the original Program for Improvement. A copy shall be provided to the Association.

In the event there is a dispute pertaining to the appropriateness of a particular Program for Improvement, a Grievance may be filed commencing at Step Three of the Grievance Procedure set forth in Article VII. However, grievances of procedural violations in the Full Professional Performance Evaluation process must be filed at the appropriate step of the Grievance Procedure (Step One, Two) as provided for in Article VII, subject to the timelines provided therein. For purposes of determining the timelines for filing grievances at Step Three of the Grievance Procedure, University actions in the Full Professional Performance Evaluation process shall be construed to have occurred when

the Association receives a copy of the Program for Improvement (original or extension) from the Dean.

Once a Program for Improvement has been established, timelines in the program shall govern any further evaluation of areas of deficiency or extensions of the program. The Faculty Member's progress shall be assessed by the Department Head in consultation with the Personnel Committee at assessment points specified in the Program for Improvement.

The Department Head shall report the results of evaluations conducted at any interim assessment points provided in a Program for Improvement, and the final results of the assessment of a Faculty Member's compliance with a Program for Improvement to the Dean of the college who shall determine if the Faculty Member has satisfactorily completed the Program for Improvement. If he/she so concludes, he/she shall inform the Faculty Member in writing and provide a copy to the Provost and Vice President for Academic Affairs, the Faculty Member, and the Association.

DEPARTMENTAL STANDARDS

Appointment Standards (See page 27)

Reappointment and Tenure Standards (See page 28)

Promotion Standards (See page 29)

Appointment Standards

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES or EXCEPTIONS
PROFESSOR	<ul style="list-style-type: none"> -Master's Degree with specialty in Nursing, and a -Doctorate in Nursing or other related fields, and a -Current Nursing License in Michigan -8 years combined clinical & teaching experience (at least 4 years teaching) and - Evidence of scholarly/creative activities commensurate with rank (see promotion standards for rank) 	None
ASSOCIATE PROFESSOR	<ul style="list-style-type: none"> - Master's Degree with specialty in Nursing, and - 36 hours in addition to a Masters, and a. -Current Nursing license in Michigan -6 years combined teaching & clinical experience (at least 2 years teaching), and - Evidence of scholarly/creative activities commensurate with rank (see promotion standards for rank) 	None
ASSISTANT PROFESSOR	<ul style="list-style-type: none"> - Master's Degree with specialty in Nursing, and - 18 hours in addition to a Masters, and a - Current Nursing license in Michigan, and - 4 years combined teaching & clinical experience (at least 2 years teaching), and - Evidence of scholarly/creative activities commensurate with rank (see promotion standards for rank) 	<ul style="list-style-type: none"> - 1 year full-time teaching experience in nursing = 4 credits beyond Master's Degree - 1 year full-time clinical work experience = 4 credits beyond Master's Degree -Any combination of full-time teaching in nursing and/or clinical work experience in nursing for a total of 12 of the 18 hours needed beyond the Master's degree is acceptable as long as it is documented.
INSTRUCTOR	<ul style="list-style-type: none"> - Master's Degree with specialty in Nursing, and a - Current Nursing license in Michigan, and - 2 years clinical experience 	None

EVALUATION SCHEDULES

Reappointment and Tenure Standards

(For Faculty Hired after January 1, 1997)

Initial Appointment

Rank Professor

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

Rank Associate Professor

Year	1	2	3	4
Evaluation	Interim	Full/R *	Comp.Interim	Tenure
Instructional effectiveness	A	DAA	DAA	DAA
Scholarly Activity	X	X	X	DAA in one & A
Service	A	A	A	In other

Rank Assistant Professor

Year	1	2	3	4	5
Evaluation	Interim	Interim	Full/R *	Comp. Interim	Tenure
Instructional Effectiveness	A	A	DAA	DAA	DAA
Scholarly Activity	X	X	X	X	DAA in one and
Service	A	A	A	A	A in other

Rank Instructor

Year	1	2	3	4	5	6
Evaluation	Interim	Interim	Full R	Comp. Interim	Comp. Interim	Tenure
Instructional Effectiveness	A	A	DAA	DAA	DAA	DAA
Scholarly Activity	X	X	X	X	X	DAA in one and A
Service	A	A	A	A	A	In other

Legend: A = Average

DAA = Distinctly Above Average

X = Not Evaluated

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

Rank at initial appointment shall determine the evaluation schedule.

Promotion Standards: Nursing

(For Faculty hired after January 1, 1997)

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/CREATIVE ACTIVITY	SERVICE
TO PROFESSOR	5 years as Associate Professor at EMU	-Master's Degree with specialty in Nursing, and a -Doctorate in Nursing or other related fields, and a - Current Nursing License	DAA	DAA in one and A in the other	
TO ASSOCIATE PROFESSOR	5 years as an Assistant Professor at EMU	-Master's Degree with specialty in in Nursing, and a - 36 hours beyond Masters, and a - Current Nursing License	DAA	DAA in one and A in the other.	

TO ASSISTANT PROFESSOR	2 years as instructor at EMU	-Master's Degree with specialty in Nursing, and - 18 hours beyond Masters, and a - Current Nursing License	DAA	DAA in one and A in the other.
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Equivalencies accepted for appointment to rank of Assistant Professor apply to promotion.

Legend: A= Average DAA=Distinctly Above Average

EVALUATION TECHNIQUES

Instructional Effectiveness

Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments as well as documentation that states in clear and explicit terms both the quantity and quality of the activity claimed.

The required and most important criterion is instructional effectiveness. The teaching faculty should give evidence of ability and commitment to lead students of varying capacities into a growing understanding of the subject matter, tools, and materials of their disciplines. The Faculty Member should demonstrate his/her continuing concern for instructional effectiveness through methods of presentation and evaluation of students. The Faculty Member must maintain a high level of knowledge and expertise in his/her discipline.

Supportive to this criterion is evidence that the candidate:

1. Prepares for teaching
 - a. Seeks the latest information in the subject area(s) taught, by reading, attending professional conferences and/or by communicating with colleagues.
 - b. Regularly evaluates his/her own teaching methods, procedures and course content.
2. Plans effectively for teaching
 - a. Has a clear conception of his/her course(s) within the Department and within the University.
 - b. Has a clear conception of the long-term objectives for the course(s) and for the day-to-day classroom activities.
 - c. Has a clear conception of the evaluation procedures which will enable him/her to measure the attainment of objectives set forth.
3. Practices good teaching methods
 - a. Informs students of the objectives of the course(s) and of units of study in the course(s).
 - b. Informs students about methods of study applicable to the attainment of course objectives.

- c. Informs students of specific course assignments (e.g., dates of exams, papers, etc.)
- d. Attempts to establish a classroom environment conducive to learning.
- e. Evaluates students so as to measure the attainment of course objectives.

Evaluation Reports

1. The Faculty Member's own report of activities and accomplishments in this area. This is achieved in narrative form in the Faculty Member's application.
2. Department Head evaluations of teaching, including classroom visits.
3. Colleague evaluations of teaching, including classroom and/or clinical visits. See Appendices A & B for the Departmental Forms for Colleague Evaluation of Classroom and Clinical Teaching.

NOTE: The Department Head and the Personnel Committee evaluate the applicant in the classroom and/or clinical setting. The chairperson of the Personnel Committee shall meet with the Faculty Member at least 10 working days before the scheduled visit to share the name of the evaluators and the written Peer and Department Head forms for the evaluation. Copies of the written Peer and Department Head evaluations are provided to the Faculty Member within 10 working days of the visit in a follow-up meeting before being placed in the departmental file. The Faculty Member may request a second classroom visit with the same or with a different peer evaluator. Additionally, student evaluation of classroom or clinical teaching using the University form or an approved departmental form, assessment of academic advising using the approved departmental form and the Annual activities Report with service activities is also reviewed. For complete contractual requirements including unsatisfactory performance, refer to the Agreement.

4. Student evaluations of teaching. See Appendix E for the Standard Questions agreed upon by Department and printed on the Computerized University Student Evaluation Forms.
5. Student evaluation of advising, if applicable.
6. Examples of teaching materials (course outlines, handouts, visual aids, syllabi, etc).
7. Support letters from students, colleagues and professionals beyond the University.
8. Evidence of participation in activities to promote professional growth both in educational techniques and in field of specialization.

Criteria and Ratings For Instructional Effectiveness

The Personnel Committee and the Department Head will evaluate all evidence submitted for Interim Evaluations. The Personnel Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports will be made separately by the Personnel Committee and the Department Head, giving the rationale for the ratings

awarded for Full Evaluations for reappointment, tenure and promotion and Full Professional Performance evaluations.

Below Average (BA):

Any Activity that falls below the criteria for average.

Average (A):

Awarded when the Faculty Member fulfills the criteria stated below.

1. Prepares for teaching by performing activities such as
 - Giving evidence of on-going self-evaluation of one's teaching methods, techniques, procedures, tools and learning experiences
 - Giving evidence of on-going self-development by remaining up-to-date with one's discipline through journals, professional conferences and collegial interaction.
2. Plans effectively for teaching by performing activities such as:
 - Clearly stating expectations for class/clinical including class/clinical objectives and description, specific requirements, grading procedures and content outlines.
 - Identifying clinical/class learning experiences that are supportive of the course/clinical objectives.
3. Practices good teaching methods by performing activities such as:
 - Delivering class/clinical content in a clear and organized way.
 - Teaching clinic/course content as specified in course syllabi and overall program objectives.
 - Demonstrating respect for students in the learning situation.
 - Expressing and demonstrating the philosophy and ethics of the represented professionals (e.g. Code of Ethics of the American Nurses Association)
 - Assisting in developing syllabus by identifying appropriate objectives required/ recommended reading for assigned topics and other requirements related to specific agency and learning experiences.
4. Shows commitment to students by performing activities such as:
 - Meeting class/clinical as scheduled
 - Returning assignments promptly
 - Being readily available to students in the clinical sitting.

- Holding office hours per agreement to assist students in functioning and performance related to course and clinical work.
5. Practices evaluation methods by performing activities such as:
- Fairly and objectively evaluating student performance in the clinical and classroom environment.
 - Demonstrating that evaluation measures adequately cover the material presented.

Distinctly Above Average (DAA):

Awarded when the Faculty Member satisfactorily fulfills the criteria for Average (stated above) and

1. Gives evidence of a sense of responsibility to teaching by demonstrating an increasing knowledge of the content area being taught.
2. Demonstrates flexibility in one's approach to class/clinical material and the methods used in presenting the material.
3. Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching/learning experience and in mutual exploration of the subject matter.
4. Identifies resources and learning experiences that will facilitate the student's own learning.
5. Fosters open communication, with students, regarding curricular issues and advising.

Exceptional (E):

Awarded when the faculty member fulfills all criteria for Average and Distinctly Above Average (stated above) and

1. Demonstrates strong interest in the teaching process by using a wide range of teaching techniques.
2. Develops original teaching material, e.g., assignments, slides, videotapes, overhead projector materials, games, exercises, simulations, case materials, innovative supplementary handouts for either the classroom or clinical use.
3. Promotes improved teaching by sharing knowledge, insights, methods, and materials with colleagues, clinical agency personnel, and with others in the health care/education profession.
4. Maintains professional competence in area of expertise or specialization in nursing.

Scholarly and/or Creative Activity

Data Collection Procedures

Each applicant must include a personal report of his/her Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly/Creative Activity is not evaluated during Interim Evaluation (except the Comprehensive Interim Evaluation where it is evaluated for advisory purposes only).

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

1. A commercially marketed text or monograph
2. A chapter in a book.
3. An article published in a refereed journal or text.
4. A presentation of original or previously unreported scholarly/creative activity
5. A poster presentation with accompanied manuscript of original, innovative or unreported scholarly/creative activity.
6. Production of instructional media software (slide-tape, videotape, audiotape, computer assisted instruction, interactive video).
7. A grant involving substantial and significant scholarly/creative activity as defined by the Agreement
8. Development and/or teaching of at least one new course based on substantial scholarly/creative activity.
9. Retraining program as defined by the AAUP contract and approved by the appropriate departmental committee, the Department Head, the College Dean, and the Provost and Vice President of Academic Affairs.
10. Editorial referee for a publisher of a journal, which results in Scholarly/Creative Activity and where dissemination occurs.

Principles of Multiple Authorship of Scholarly Activities

To receive full credit for the authorship of the activity:

1. Each author should participate sufficiently in the activity to take public responsibility for the content.
2. Participation should include these three steps:

- a. Conception or design of the work represented by the activity or analysis and interpretation of the data, or both.
 - b. Drafting or revising the activity for critically important content.
 - c. Final approval of the completed activity.
3. The Faculty Member involved must provide explanation and documentation of each author's participation.

Evaluation Reports

1. The applicant must provide a narrative statement for each activity describing in clear and explicit terms how and to what extent the activity has met the criteria in the Departmental Evaluation Document and the Agreement.

A Faculty member shall give documented evidence of his/her contribution 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.

However, the fact that an applicant may cite an activity which is included in Departmental Evaluation Document does not mean that it will automatically count toward fulfilling obligations in the areas of scholarly/creative activities. 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 toward fulfilling an evaluation criterion without such qualitative documentation unless otherwise provided herein.

2. The Personnel Committee should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.
3. The Department Head should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.

Ratings and Criteria

The Personnel Committee reserves the right to judge the quality of a particular

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

- The degree to which the candidate's activity has advanced insight or knowledge in the discipline.
- The effort required in the performance of the activity.
- What distinguishes the activity from the contributions of others or from the candidate's previous work.
- In what respect the activity has benefited students, colleagues, the curriculum, university community or profession.
- In what form and for what audience was it published or disseminated:
 - Nature of publication
 - Refereed or non-refereed journal
 - Editorial board policy
 - Degree of dissemination (local, state, national or international)
- Evidence of critical reviews of the work exist, and the identification of credentials of the reviewer.
- Additional degrees, honors, or awards bestowed on the applicant in recognition of the activity.

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

Below Average (BA): Awarded when the scholarly/creative activity does not meet the standard for AVERAGE.

Average (A): Awarded when the scholarly/creative activity provides a contribution to the discipline of nursing or related disciplines.

Distinctly Above Average (DAA): Awarded when the scholarly/ creative activity provides an important contribution to the discipline of nursing or related disciplines.

Exceptional (E): Awarded when the scholarly/ creative activity provides a significant contribution to the discipline of nursing or related disciplines.

The criteria for awarding the overall rating in the category of scholarly/creative activity are the following:

Exceptional: One exceptional scholarly/creative activity per 2 years

DAA: One distinctly above average scholarly/creative activity per 2 years

A: One average scholarly/creative activity per 2 years

Service Activity

Data Collection Procedures

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

Service Activities

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

1. Participates actively in departmental committees (Faculty as a Whole and Standing Committees).
2. Accepts specific departmental activity assignments beyond the contractual requirement when it does not compromise primary responsibilities to instructional effectiveness and scholarly/creative activity and service.
3. Posts and holds office hours for professional and career advising of students.
4. Participates in departmental, college, and university activities, such as orientation, pinning, commencement, and/or honors convocation.
5. Assumes position(s) of leadership, (e.g., chairperson, president, director, coordinator), of departmental, college, university, professional, community, any or task force committees or activities.
6. Serves as a representative/member on departmental, college, university, professional, community, and/or task force committees and/or activities.
7. Participates in student and/or alumni activities (e.g., Student Nurses' Association, Class Advisor).
8. Participates as an officer and/or active member of professional organizations at the local, state, regional, and/or national level.
9. Participates in professionally related community activities.
10. Serves as a coordinator for organizing professional presentations at the local, state, and/or national level (e.g., conferences, meetings, symposia, workshops, and so forth).
11. Serves as a consultant to health care agencies or other appropriate health care organizations.

Evaluation Report

The Personnel Committee and the Department Head will evaluate all evidence submitted. For Interim Evaluations, the Personnel Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports will be made separately by the Personnel Committee and the Department Head giving the rationale for the rating awarded for Full Evaluations for Reappointment, Tenure and Promotion and Full Professional Performance Evaluations.

Ratings and Criteria

Criteria for Determination of Each Rating Category for all Ranks

1. 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, as indicated in the succeeding criterion.
2. There are no differentials by rank for those meeting these criteria except those implicit in the rating scale.
3. Both intradepartmental and extradepartmental activities vary greatly in level of responsibility, frequency of meetings, and work load. Also, there is often a significant difference in the responsibilities of leaders and members of committees. Finally, the quality of participation is more important than length of service. These factors shall be taken into account by the Department Head and the Personnel Committee in developing the summary statements regarding Service and designating a qualitative rating (e.g., average, distinctly above average, and exceptional).

Below Average (BA): Awarded when the Service activity does not meet the standard for Average.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected and equitable. The Faculty Member will provide substantiating evidence of the following required activities:

1. Participates actively in departmental committees (Faculty as a Whole and Standing Committee(s)).
2. Accepts and completes specific assignments related to departmental activities.
3. Holds office hours per agreement for professional and career advising of students.
4. Participates in departmental, college, and university activities, such as orientation, pinning, commencement, and/or honors convocation.

In addition to fulfilling the above, four required activities, the Faculty Member will provide evidence of completion of one additional service activity per year.

Distinctly Above Average (DAA): Awarded when the quality of service shall be evaluated, in addition to the basis described for average. This shall be evidenced by the Faculty Member fulfilling the four required activities of the department plus two additional service activities per year judged as high quality.

Exceptional (E): Awarded when the quality and quantity of service shall be evaluated, in addition to the basis described for distinctly above average. This shall be evidenced by the Faculty Member fulfilling the four required activities of the department plus three additional service activities per year judged as very high quality.

APPENDIX A**Departmental Form for Colleague Evaluation of
Instructional Effectiveness: Classroom Teaching**

APPENDIX A

**EASTERN MICHIGAN UNIVERSITY
Department of Nursing**

Colleague Evaluation of Instructional Effectiveness: Classroom Teaching

Faculty Member Being Evaluated

Date

Instructions: Circle the number of the response which best describes the faculty member's performance for each item. If an item is not applicable, circle "NA."

Responses:

1 – Below Average 2 – Average 3 – Distinctly Above Average 4- Exceptional

Teaching Effectiveness:

- | | | | | | |
|-----------------------------------------------------------------------|---|---|---|---|----|
| 1. Uses a variety of learning experiences and instructional material. | 1 | 2 | 3 | 4 | NA |
| 2. Accommodates varied learning styles of students. | 1 | 2 | 3 | 4 | NA |
| 3. Exhibits effective communication skills. | 1 | 2 | 3 | 4 | NA |
| 4. Discusses recent developments in the field. | 1 | 2 | 3 | 4 | NA |
| 5. Presents origin of ideas and concepts. | 1 | 2 | 3 | 4 | NA |
| 6. Presents facts and concepts from related fields. | 1 | 2 | 3 | 4 | NA |
| 7. Emphasizes conceptual understanding. | 1 | 2 | 3 | 4 | NA |
| 8. Shows interest and concern in quality of teaching | 1 | 2 | 3 | 4 | NA |
| 9. Is well prepared. | 1 | 2 | 3 | 4 | NA |
| 10. Explains clearly. | 1 | 2 | 3 | 4 | NA |
| 11. Applies knowledge and experience | 1 | 2 | 3 | 4 | NA |
| 12. Invites students to share knowledge and experiences | 1 | 2 | 3 | 4 | NA |
| 13. Recognizes if class is understanding material presented. | 1 | 2 | 3 | 4 | NA |

14. Identifies what is considered most important.	1	2	3	4	NA
15. Respects students as persons	1	2	3	4	NA
16. Discusses points of view other than their own	1	2	3	4	NA
17. Covers thoroughly the content stated in the objective	1	2	3	4	NA
18. Depth of material is appropriate to the level of the student	1	2	3	4	NA
19. A-V aids appropriately contribute to presentation.	1	2	3	4	NA
20. Responds to students' questions	1	2	3	4	NA

**Evaluation: Faculty being evaluated shall provide example
of exam questions and course objectives to evaluator.**

21. Evaluates content of course regularly	1	2	3	4	NA
22. Exam questions reflect course objectives	1	2	3	4	NA

Other:

23. Post office hours per EMU-AAUP contract.	1	2	3	4	NA
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Comments (optional):

Signature of Evaluator

APPENDIX B

**Departmental Form for Colleague Evaluation of
Instructional Effectiveness: Clinical Teaching**

APPENDIX B

**EASTERN MICHIGAN UNIVERSITY
Department of Nursing**

Colleague Evaluation of Instructional Effectiveness: Clinical Teaching

Faculty Member Being Evaluated

Date

Instructions: Circle the number of the response which best describes the faculty member's performance for each item. If an item is not applicable, circle "NA."

Responses:

1 – Below Average 2 – Average 3 – Distinctly Above Average 4- Exceptional

Use of discussion and/or questioning strategy:

- | | | | | | |
|-------------------------------------------------------------------------------------------|---|---|---|---|----|
| 1. Schedules conferences to discuss identified topics. | 1 | 2 | 3 | 4 | NA |
| 2. Is readily available for on-going discussion of client care problems and/or questions. | 1 | 2 | 3 | 4 | NA |
| 3. Encourages exploration of alternative approaches to nursing problems. | 1 | 2 | 3 | 4 | NA |
| 4. Encourages student-initiated discussion and interaction | 1 | 2 | 3 | 4 | NA |
| 5. Clarifies or corrects incomplete or incorrect answers to questions. | 1 | 2 | 3 | 4 | NA |

Psychomotor Skill Development:

- | | | | | | |
|-----------------------------------------------------------------------------------------------------|---|---|---|---|----|
| 6. Facilitates student independence appropriate to course level without compromising client safety. | 1 | 2 | 3 | 4 | NA |
| 7. Gives guidance in a clear, direct manner. | 1 | 2 | 3 | 4 | NA |
| 8. Provides learning experiences that facilitate student skill development. | 1 | 2 | 3 | 4 | NA |

Providing Information:

- | | | | | | |
|---------------------------------------------------------------------------------|---|---|---|---|----|
| 9. Encourages students to become active participants in the learning processes. | 1 | 2 | 3 | 4 | NA |
|---------------------------------------------------------------------------------|---|---|---|---|----|

- | | | | | | |
|-------------------------------------------------------------------------------------------------|---|---|---|---|----|
| 10. Provides explanations that are clear and concise. | 1 | 2 | 3 | 4 | NA |
| 11. Identifies resources and learning experiences which will facilitate students' own learning. | 1 | 2 | 3 | 4 | NA |
| 12. Identifies learning experiences that are appropriate to course objectives. | 1 | 2 | 3 | 4 | NA |

Evaluation:

- | | | | | | |
|----------------------------------------------------------------------|---|---|---|---|----|
| 13. Provides positive reinforcement. | 1 | 2 | 3 | 4 | NA |
| 14. Provides constructive criticism and suggestions for improvement. | 1 | 2 | 3 | 4 | NA |
| 15. Identifies inappropriate behaviors. | 1 | 2 | 3 | 4 | NA |

General:

- | | | | | | |
|-----------------------------------------------------------------------------------------|---|---|---|---|----|
| 16. Respects students as persons. | 1 | 2 | 3 | 4 | NA |
| 17. Is fair in dealing with learners. | 1 | 2 | 3 | 4 | NA |
| 18. Is patient with learners. | 1 | 2 | 3 | 4 | NA |
| 19. Is knowledgeable of clinical practice use. | 1 | 2 | 3 | 4 | NA |
| 20. Allows flexibility in learning situations within constraints of course and setting. | 1 | 2 | 3 | 4 | NA |
| 21. Provides opportunities for students to ask questions, express opinions, etc. | 1 | 2 | 3 | 4 | NA |
| 22. Provides a good role model of professional behavior. | 1 | 2 | 3 | 4 | NA |
| 23. Provides constructive written feedback on assignments. | 1 | 2 | 3 | 4 | NA |
| 24. Provides opportunities for students to read anecdotal records. | 1 | 2 | 3 | 4 | NA |
| 25. Student assignments correspond to course expectations. | 1 | 2 | 3 | 4 | NA |
| 26. Post office hours per EMU-AAUP contract. | 1 | 2 | 3 | 4 | NA |

Signature of Evaluator

APPENDIX C

Self-Evaluation of Instructional Effectiveness: Classroom Teaching

APPENDIX C

EASTERN MICHIGAN UNIVERSITY Department of Nursing

Self-Evaluation of Instructional Effectiveness: Classroom Teaching

 Faculty Member

 Date

Instructions: Circle the number of the response which best describes your performance for each item. If an item is not applicable, circle “NA.”

Responses:

1 – Below Average 2 – Average 3 – Distinctly Above Average 4- Exceptional

Teaching Effectiveness:

- | | | | | | |
|----------------------------------------------------------------------|---|---|---|---|----|
| 1. Use a variety of learning experiences and instructional material. | 1 | 2 | 3 | 4 | NA |
| 2. Accommodate varied learning styles of students. | 1 | 2 | 3 | 4 | NA |
| 3. Exhibit effective communication skills. | 1 | 2 | 3 | 4 | NA |
| 4. Discuss recent developments in the field. | 1 | 2 | 3 | 4 | NA |
| 5. Present origin of ideas and concepts. | 1 | 2 | 3 | 4 | NA |
| 6. Present facts and concepts from related fields. | 1 | 2 | 3 | 4 | NA |
| 7. Emphasize conceptual understanding. | 1 | 2 | 3 | 4 | NA |
| 8. Show interest and concern in quality of teaching | 1 | 2 | 3 | 4 | NA |
| 9. Am well prepared. | 1 | 2 | 3 | 4 | NA |
| 10. Explain clearly. | 1 | 2 | 3 | 4 | NA |
| 11. Apply knowledge in the classroom. | 1 | 2 | 3 | 4 | NA |
| 12. Invite students to share knowledge and experiences | 1 | 2 | 3 | 4 | NA |
| 13. Recognize if class is understanding material presented. | 1 | 2 | 3 | 4 | NA |

14. Identify what is considered most important.	1	2	3	4	NA
15. Respect students as persons	1	2	3	4	NA
16. Discuss points of view other than my own	1	2	3	4	NA
17. Cover thoroughly the content stated in the objective	1	2	3	4	NA
18. Depth of material is appropriate to the level of the student	1	2	3	4	NA
19. A-V aids appropriately contribute to presentation.	1	2	3	4	NA
20. Respond to students' questions	1	2	3	4	NA

Evaluation:

21. Evaluate content of course regularly	1	2	3	4	NA
22. My exam questions reflect course objectives	1	2	3	4	NA

Comments (optional):

(Signature)

APPENDIX D

Self-Evaluation of Instructional Effectiveness: Clinical Teaching

APPENDIX D

**EASTERN MICHIGAN UNIVERSITY
Department of Nursing**

Self-Evaluation of Instructional Effectiveness: Clinical Teaching

Faculty Member

Date

Instructions: Circle the number of the response which best describes your performance for each item. If an item is not applicable, circle "NA."

Responses:

1 – Below Average 2 – Average 3 – Distinctly Above Average 4- Exceptional

Use of discussion and/or questioning strategy:

- | | | | | | |
|-------------------------------------------------------------------------------------------|---|---|---|---|----|
| 1. Schedules conferences to discuss identified topics. | 1 | 2 | 3 | 4 | NA |
| 2. Am readily available for on-going discussion of client care problems and/or questions. | 1 | 2 | 3 | 4 | NA |
| 3. Encourage exploration of alternative approaches to nursing problems. | 1 | 2 | 3 | 4 | NA |
| 4. Encourage student-initiated discussion and interaction | 1 | 2 | 3 | 4 | NA |
| 5. Clarify or correct incomplete or incorrect answers to questions. | 1 | 2 | 3 | 4 | NA |

Psychomotor Skill Development:

- | | | | | | |
|----------------------------------------------------------------------------------------------------|---|---|---|---|----|
| 6. Facilitate student independence appropriate to course level without compromising client safety. | 1 | 2 | 3 | 4 | NA |
| 7. Give guidance in a clear, direct manner. | 1 | 2 | 3 | 4 | NA |
| 8. Provide learning experiences that facilitate student skill development. | 1 | 2 | 3 | 4 | NA |

Providing Information:

- | | | | | | |
|------------------------------------------------------------------------------|---|---|---|---|----|
| 9. Encourage students to become active participants in the learning process. | 1 | 2 | 3 | 4 | NA |
|------------------------------------------------------------------------------|---|---|---|---|----|

- | | | | | | |
|-----------------------------------------------------------------------------------------------|---|---|---|---|----|
| 10. Provide explanations that are clear and concise. | 1 | 2 | 3 | 4 | NA |
| 11. Identify resources and learning experiences which will facilitate students' own learning. | 1 | 2 | 3 | 4 | NA |
| 12. Identify learning experiences that are appropriate to course objectives. | 1 | 2 | 3 | 4 | NA |

Evaluation:

- | | | | | | |
|---------------------------------------------------------------------|---|---|---|---|----|
| 13. Provide positive reinforcement. | 1 | 2 | 3 | 4 | NA |
| 14. Provide constructive criticism and suggestions for improvement. | 1 | 2 | 3 | 4 | NA |
| 15. Identify inappropriate behaviors. | 1 | 2 | 3 | 4 | NA |

General:

- | | | | | | |
|----------------------------------------------------------------------------------------|---|---|---|---|----|
| 16. Am available for conferences by appointment or during office hours. | 1 | 2 | 3 | 4 | NA |
| 17. Respects students as persons. | 1 | 2 | 3 | 4 | NA |
| 18. Am fair in dealing with learners. | 1 | 2 | 3 | 4 | NA |
| 19. Am patient with learners. | 1 | 2 | 3 | 4 | NA |
| 20. Am knowledgeable of clinical practice use. | 1 | 2 | 3 | 4 | NA |
| 21. Allow flexibility in learning situations within constraints of course and setting. | 1 | 2 | 3 | 4 | NA |
| 22. Provide opportunities for students to ask questions, express opinions, etc. | 1 | 2 | 3 | 4 | NA |
| 23. Provide a good role model of professional behavior. | 1 | 2 | 3 | 4 | NA |
| 24. Provide constructive written feedback on assignments. | 1 | 2 | 3 | 4 | NA |
| 25. Provide opportunities for students to read anecdotal records. | 1 | 2 | 3 | 4 | NA |
| 26. Students assignments correspond to course expectations. | 1 | 2 | 3 | 4 | NA |

 Signature

APPENDIX E

**Department of Nursing
Standardized Items:
Student Evaluation Form
For
Instructor and Course Evaluation**

APPENDIX E

**EASTERN MICHIGAN UNIVERSITY
Department of Nursing**

**Standardized Items: Student Evaluation Form
For Instructor and Course Evaluation
NUR SET***

Instructions: Please read each item carefully. Select response and mark in pencil.

Responses:

SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

- | | |
|-----------------------------------------------------------------|---------------------|
| 1. This course has effectively challenged me to think. | SA A U D SD |
| 2. This course builds understanding of concepts and principles. | SA A U D SD |
| 3. My instructor suggests specific ways I can improve. | SA A U D SD |
| 4. I understand what is expected of me in this course. | SA A U D SD |
| 5. Assignments are related to goals of this course. | SA A U D SD |
| 6. I like the way the instructor conducts this course. | SA A U D SD |

Comments:

What did you **like most** about this instructor and course?

What did you **dislike most** about this instructor and course?

What constructive suggestions do you have for this instructor or course?

APPENDIX F

**Department of Nursing
Procedure for Classroom and Clinical Visits**

APPENDIX F

EASTERN MICHIGAN UNIVERSITY Department of Nursing

Procedure for Classroom and Clinical Visits

The Department Head and the Personnel Committee evaluate the applicant in the classroom and/or clinical setting.

The chairperson of the Personnel Committee shall communicate with the Faculty Member at least 10 working days before the scheduled visit to share the name of the evaluators and the written Peer and Department Head forms for the evaluation.

The faculty being evaluated and the faculty evaluator/Department Head agree upon the date and classroom and/or clinical to be visited. The faculty being evaluated shall provide a copy of the objectives for the class or clinical at the beginning of the visit.

The faculty being evaluated shall inform the students of the date, time and purpose of the faculty/Department Head classroom and/or clinical visit.

Copies of the written Peer and Department Head evaluations are provided to the Faculty Member within 10 working days of the visit before being placed in the departmental file.

The Faculty Member may request from the Personnel Committee a second classroom visit with the same or with a different peer evaluator.