

**Eastern Michigan University**  
*Office of Academic Human Resources*  
**Memorandum**

**To:** Sandra Murchison, Department Head  
School of Art and Design

**From:** David Woike, Assistant Vice President  
Academic Human Resources

**Date:** February 21, 2017

**Re:** Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the School of Art and Design approved by the University Standing Committee on February 17, 2017. Please take steps to assure that faculty members are aware of these approved changes. The revised copy will be posted for reference on the Academic Human Resources website, under the DOCUMENTS tab.

Thank you.

DEPARTMENT EVALUATION DOCUMENT

SCHOOL of ART AND DESIGN

COLLEGE of ARTS AND SCIENCES

Date of Last DED Revision: March 18, 2016

Date of Department Faculty Vote: March 18, 2016

Yes 16 No 0 Abstain 0

**APPROVALS:**

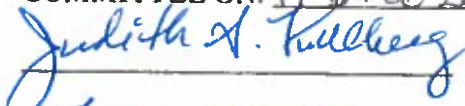
 3/29/16  
Personnel Committee Chair (Date)

 3/23/16  
Department Head/School-Director (Date)

 2/17/17  
Dean (Date)

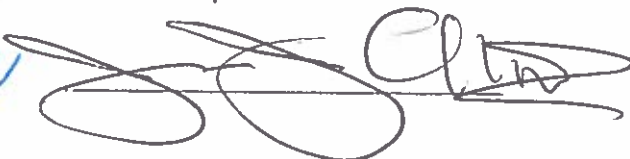
APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING

COMMITTEE ON: 17 Feb 2017

  
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**DEPARTMENT EVALUATION DOCUMENT**

**Eastern Michigan University  
School Of Art And Design**

**April 2016**

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**EVALUATION**

Each department shall conduct faculty evaluations using criteria, procedures and techniques specified in its Departmental Evaluation Document and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) **Article XV**. For untenured faculty members hired prior to 9/1/16: follow the Tenure and Promotion standards as outlined in Appendix C, the 2012 Art Department DED.

**I. CRITERIA**

*Candidates must satisfy all elements of the evaluation criteria provided herein as well as all terms and conditions of the EMU-AAUP Collective Bargaining Agreement. In case of conflict, the more stringent criteria shall apply.*

**II. APPOINTMENT STANDARDS**

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPATIONS
PROFESSOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i>  <i>Art Education: Ph.D. or Ed.D. in Art Education</i>  <i>Art History: PhD in appropriate discipline</i>	
ASSOCIATE PROFESSOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i>  <i>Art Education: Ph.D. or Ed.D. in Art Education</i>  <i>Art History: PhD in appropriate discipline</i>	
ASSISTANT PROFESSOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i>  <i>Art Education: Ph.D. or Ed.D. in Art Education</i>  <i>Art History: PhD in appropriate discipline</i>	
INSTRUCTOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i>  <i>Art Education: Ph.D. or Ed.D. in Art Education</i>  <i>Art History: PhD in appropriate discipline</i>	

### III. REAPPOINTMENT AND TENURE STANDARDS

Rank at the time of initial appointment shall determine the evaluation schedule of a faculty member.

#### PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA in one & A in other
Service	A	

#### ASSOCIATE PROFESSOR

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA in one & A in other
Service	A	

#### ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	A
Service	A	A

#### INSTRUCTOR

Year	3	6
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA in one & A in other
Service	A	

#### IV. PROMOTION STANDARDS

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE	
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	<i>Same as Appointment Standards</i>	DAA	E in one and A in other		
			OR			
			E	A	A	
TO PROFESSOR	5 years as associate professor at EMU	<i>Same as Appointment Standards</i>	DAA	E in one and A in other		
			Or			
			E	A	A	
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA in one A in the other		
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA in one A in the other		

#### V. EVALUATION TECHNIQUES

##### A. Instructional Effectiveness

##### 1. Data Collection Procedures

##### **A. Narrative**

The following outline should be used as a structure for writing the instructional effectiveness narrative. The outline is concisely organized into sections that cover core aspects of instructional effectiveness (curricular design, instructional delivery & engagement, and evaluation of outcomes).

Each section has matching criteria. In the narrative the applicant must give consideration towards each section and its corresponding evaluation criteria. Because this outline builds on interrelationships between sections it is important that the applicant develop familiarity with the full outline to understand how its organization relates to clearly defined criteria as well as the natural inter-relationships between sections. If content has been covered in a previous section then that section may be referenced as evidence.

##### 1. Curricular Design Overview

- a. List courses and number of times taught in the period being evaluated
- b. Describe your general approach to curricular design including:
  - i. Format of courses taught (online, studio, lecture, etc.)
  - ii. Course level(s) taught (i.e., major, non-major; upper, lower; undergrad, grad, etc.)
  - iii. How course materials/content are organized in relation to the specific objectives of each course taught

*The following are the criteria for which you will be evaluated under this category of Curricular Design*

- That the objectives of courses are clearly stated
- That courses cover appropriate content, with clear expectations in relation to course objectives

2. Instructional Delivery and Engagement

- a. How is course content presented to students (demonstrations, lectures, presentations, group work, student-centered learning activities, etc.) to facilitate student learning?
- b. How do materials (i.e. handouts, readings, etc.) support these modes of delivery as applicable?
- c. How do you create an environment that facilitates learning?
  - i. Describe your general approach to classroom management and student engagement
  - ii. What strategies do you employ to stimulate class discussion and student thinking?
- d. Relate to sections A1 Curricular Design Section A1 and A2 Instructional Delivery.

*The following are the criteria for which you will be evaluated under this category of Instructional Delivery*

- That instructional activities of the course are appropriate to stated objectives
- That there is agreement between announced objectives, learning experiences and evaluation of outcomes
- That the instructor creates a classroom environment that facilitates learning
- That the instructor invites questions and is willing and able to stimulate class discussion and student thinking

3. Evaluation of Student Performance

- a. Describe your general approach to the following evaluation techniques applicable to students' artifacts and performances
  - i. Projects, exams, written assignments, etc
  - ii. Presentations
  - iii. Critiques, student peer-to-peer evaluations, etc.
- b. Relate to sections A1 Curricular Design Section A1 and A2 Instructional Delivery A3 Engagement.

*The following are the criteria for which you will be evaluated under this category of Evaluation of Student Performance.*

- Evaluation criteria are clear, available to the students, and equitably applied
- That exams, projects, papers, performances, etc. are fair and complete, both as they cover content in a course and measure student competence in meeting course objectives
- Course outcomes are clearly aligned with learning experiences and stated objectives

**B. Evaluations**

This section should expand upon and/or give context to the student, peer and Department Head/School Director comments. Response may address approaches to effectively dealing with special circumstances such as class size, number of preparations and new course. Reference and respond to the following evaluations.

1. Summary of student evaluations

- a. Numerical
- b. Written

2. Any Formal Peer and Department Head/School Director evaluations

In person

- a. Organization of materials
- b. Clarity of presentation
- c. Demonstration
- d. Rapport with students

Online

- e. Organization and clarity of course content
- f. Effective use of Student Assessment Methods
- g. Rapport with Students/Methods of Student Engagement



3. Self Evaluation

- a. Brief written reflection: Describe areas of instructional strength
- b. Supporting artifacts: Include artifacts to support written reflection
- c. Growth Opportunities: Identify any areas in which you would like to develop if given the time and resources

*The following are the criteria for which you will be evaluated under this category of Evaluations.*

- Addresses recurring and relevant student, peer, and Department Head/School Director comments
- Provides a summary analysis of numerical data from student evaluation forms
- Demonstrates agreement between evaluation feedback and stated course objectives

**C. Additional Responsibilities**

Provide a brief description or listing of the following applicable duties.

1. Number of advisees and availability for advising
2. Regularly held office hours
3. Professional development activities (if applicable) related to instructional effectiveness
  - a. Attendance of routine local lectures, openings, or departmental workshops do not require documentation.
  - b. If the activity directly supports research in the area of teaching effectiveness, evidence must be provided
4. Activities/responsibilities performed as equivalency credit for a reduced teaching load
5. Graduate student engagement such as serving as a faculty mentor, on thesis committees, and meeting for extracurricular critiques.
6. Other teaching activities not directly tied to a course or counted under service including non-instructional release time.

*The following are the criteria for which you will be evaluated under this category of Responsibilities.*

- That the instructor be available for and committed to advising students
- That the instructor fulfills obligations to students by meeting classes and otherwise making him/herself available through office hours and conferences
- If applicable, teaching equivalencies duties/responsibilities are clearly stated

When pertinent, the following may be evaluated.

- Other efforts put forth by the instructor to improve his/her teaching effectiveness such as professional development activities
- Contributions made to graduate programs.
- Other contributions made to academic programs.

**D. Appendix**

The following items should be included in the appendix.

- Recent syllabi and course materials from the courses taught within the evaluation period
- Documentation of professional development activities and other responsibilities
- Copies of evaluations

**2. Procedures of classroom visitation by peers and Department Head/School Director**

The procedures shall be followed when conducting classroom visitations:

- All Full Evaluations (including Full Professional Performance Evaluations of tenured Faculty) must include classroom visitations by the Department Head/School Director and at least two members of the Personnel Committee. Responsibility for setting up classroom visitations rests with the parties doing the evaluations of the Faculty Member. Classroom visitations as a part of Full Evaluations occur after October 15, unless mutually agreed to by all parties involved.

- For faculty hired prior to Fall 2015, the Faculty Evaluation Committee and the Faculty Member to be observed each select a tenured member of the Art Department Faculty to be an observer. Each observer will make one classroom visitation. The Faculty Member shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head/School Director.
- Each observer is to arrange with the member to be observed to choose mutually agreeable times for the classroom observation, and in advance of that meeting will furnish the observer with syllabi, assignments, rubrics, and other applicable materials.
- While observing the class and/or after the class has been observed, the observer will fill out the Classroom Visitation Evaluation form and the Teaching Effectiveness: Evaluation By Colleagues form in Appendix B.
- The observer will submit the evaluation forms to the appropriate committee. The reports from all the classroom visitors are to be added to the Instructional Effectiveness portion of the faculty member's documented evidence file.
- The Department Head/School Director will also use the Classroom Visitation Forms from the Appendix.
- The Department Head/School Director and the faculty observers have 5 days to fill in the form and submit it to the observed faculty member.

*For online courses:*

For online courses the above procedures will be followed unless noted below:

- The observer is to arrange with the faculty member to be observed to provide access to course materials and course shell for online observation. At minimum the faculty member will furnish the observer with syllabi, assignments, rubrics, and other applicable materials.
- The observer will fill out the Classroom Visitation Evaluation for Online Courses form and the Teaching Effectiveness: Evaluation by Colleagues form in Appendix B.

### **3. Ratings**

**Exceptional (E):** The applicant will receive a rating of Exceptional in Instructional Effectiveness when demonstrating excellence in all three of the categories in the Narrative Section A (Curricular Design Overview, Instructional Delivery and Engagement, and Evaluation of Student Performance), evidence excellence in Section B Evaluations, and demonstrate exceeding the responsibilities outlined in section C Other Responsibilities.

**Distinctly Above Average (DAA):** The applicant will receive a rating of Distinctly Above Average in Instructional Effectiveness when demonstrating excellence in two of the categories in the Narrative Section A, and competence in the other (Curricular Design Overview, Instructional Delivery and Engagement, and Evaluation of Student Performance), and evidence superior competency in Section B Evaluations, and demonstrate meeting the responsibilities outlined in section C Other Responsibilities.

**Average (A):** The applicant will receive a rating of average in Instructional Effectiveness when they evidence competency in two of the three categories in the Narrative Section A (Curricular Design Overview, Instructional Delivery and Engagement, and Evaluation of Student Performance), evidence competency in Section B Evaluations, and evidence meeting the responsibilities outlined in section C Other Responsibilities.

**Below Average (BA):** The rating of Below Average in Instructional Effectiveness is given to applicants who do not meet the standards listed above for Average.

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

### **1. Data Collection Procedures**

When a matrix is comprised of three rows, the weighting of scores is averaged (i.e. two highs and a low equal a medium) as follows:

High + High + High	=	High
High + High + Medium	=	High
High + Medium + Medium	=	Medium
High + Medium + Low	=	Medium
High + Low + Low	=	Medium
Medium + Medium + Medium	=	Medium
Medium + Medium + Low	=	Medium
Medium + Low + Low	=	Low
Low + Low + Low	=	Low

When a matrix is comprised of two criteria, one of which is marked with an asterisk, the following applies:

High* + High	=	High
High* + Medium	=	High
High + Medium*	=	Medium
High* + Low	=	Medium
High + Low*	=	Medium
Medium* + Medium	=	Medium
Medium* + Low	=	Medium
Medium + Low*	=	Low
Low* + Low	=	Low

Should an activity fall outside of matrix categories, it is possible to describe the activity, include a reason for deviating from the matrices and provide a written rationale for its appropriate ranking in the applicant's personal report.

Refer to the appropriate subsection: Studio, Art History, and Visual Art Education.

**A. Studio Faculty**

For each exhibition choose either chart 1a. or 1b.

*1a. Exhibition*

	HIGH	MEDIUM	LOW
A. Type or nature	Solo or two-person exhibition	Juried exhibition, group invitational	Juried art fair, membership exhibition
B. Significance of venue*	Research university main gallery, nationally important museum, nationally important gallery, urban project space, traveling exhibition from one of the above	Non-research university, college or community college gallery, state or regionally important museum, state or regionally important gallery, suburban project space, large art center, traveling exhibition from one of the above	Cooperative gallery, small art center, travelling exhibition from one of the above, benefit exhibition, EMU galleries, public exhibition space

*1b. Exhibition*

	HIGH	MEDIUM	LOW
A. Type or nature	Solo or two-person exhibition	Juried exhibition, group invitational	Juried art fair, membership exhibition
B. Significance of venue	Research university main gallery, nationally important museum, nationally important gallery, urban project space, traveling exhibition from one of the above	Non-research university, college or community college gallery, state or regionally important museum, state or regionally important gallery, suburban project space, large art center, traveling exhibition from one of the above,	Cooperative gallery, small art center, travelling exhibition from one of the above, benefit exhibition, EMU galleries, public exhibition space
C. Prizes received and/or reviews written (if applicable)	First or second place award received, "Juror's choice" award received, sole subject of exhibition review	Third place or honorable mention received, extended mention in group exhibition review	

2. *Publication of artwork\*\**

	HIGH	MEDIUM	LOW
A. Nature or format	Book	Periodical or catalogue	Newspaper
B. Involvement	Solo artist	One of two artists  One or two subjects / artists in review, article or interview	One of multiple artists  One of more than two subjects / artists in review, article or interview
C. Significance of publication or audience	The general public by a nationally recognized publisher  The art and/or academic community at large,  A scholarly or artistic specialty within a specific discipline on a national or international scale	The general public by a regionally recognized publisher	The general public by a local publisher

\*\*Curating and authorship of articles are dealt with in art history/scholarly matrix.

3. *Online publications and exhibitions\*\**

Same content featured across multiple blogs or websites should only count once.

	HIGH	MEDIUM	LOW
A. Involvement	Solo subject of article, Solo online exhibition	One subject in an article about a group  Participant in a juried group online exhibition	Participant invitational group online exhibition
B. Repute of site*	Site is supported by nationally or internationally important institution (museum, gallery, organization) or individual (critic, gallery director, artist)	Site is supported by regionally important institution (museum, gallery, organization) or individual (critic, gallery director, artist)	Site is supported by locally important institution (museum, gallery, organization) or individual (critic, gallery director, artist)

\*\*Curating and authorship of articles are dealt with in art history/scholarly matrix.

*4. Client work and commissions*

	HIGH	MEDIUM	LOW
A. Role	Work done as an individual	Work done as part of a team	Work done as a consultant
B. Significance of client*	Client with national or international reputation or reach	Client with regional reputation or reach	Client with local reputation or reach

*5. Conferences, Workshops, Presentations, and Artist Lectures*

	HIGH	MEDIUM	LOW
A. Scope of the organization*	International or national multi-discipline or national single discipline	Regional or state multi-discipline or single discipline	Any art related organization that is local in scope
B. Role or type of participation	Speaker or demonstrator	Creator/organizer of panel, Panel member or professional consultant	Discussant or moderator

Include information on workshops attended under section 8. Retraining and Professional Development.

*6. Grants*

	HIGH	MEDIUM	LOW
A. Role or type of participation	Principal researcher or author of grant proposal	Member of research team or co-author or grant proposal	Editor
B. Scope and nature of the research or of the grant giving organization*	International, national or state organization	Regional or local organization; Very competitive internal grant (fewer than 30% awarded)	Internal grant (More than 30% awarded)

*7. Residencies*

	HIGH	MEDIUM	LOW
A. Scope of the organization*	International or national	Regional or state	local
B. Role or type of participation	Invited, visiting or master artist	Resident artist funded by residency	Resident artist not funded by residency

*8. Retraining and Professional Development*

	HIGH	MEDIUM	LOW
A. Type or credit earned	Graduate seminar or advanced coursework	Undergraduate coursework	Noncredit, correspondence course, workshop attended, or graduate thesis hours
B. Amount of credit earned (semester hours)	3	2	0-1
C. Degree earned	Graduate with formal coursework	Undergraduate	Diploma, certificate, license, or other formal acknowledgment

**B. Art History Faculty**

*1. Curated Exhibitions*

	HIGH	MEDIUM	LOW
A. Scope of exhibition	Exhibition with substantive aesthetic and/or intellectual content and requiring significant time to organize and curate	Exhibition with an organizational theme and content using local or regional resources or personal contacts	Exhibition of works by local or regional known artists requiring limited intellectual or organizational work
B. Involvement	Solo curator or leader of a curatorial team	One of two curators or a member of a curatorial team with significant contributions beyond that of other members	Part of a group of co-curators in which work was more or less equally distributed
C. Significance of venue**	Nationally recognized museum	Public university gallery outside EMU or a venue of similar scope such as a local museum or nationally recognized private gallery	Local private gallery or in a space in public building not primarily intended for exhibiting artworks, such as a local library, office building, Ford Gallery

\*\*for exhibitions with more than one venue the rating should be based on the highest value venue

*2. Publications*

	HIGH	MEDIUM	LOW
A. Nature or format	Peer-reviewed book or article, including peer-reviewed academic web-journals	Invited or non-peer-reviewed academic publication including web-journals	Pamphlet or brochure, newspaper article, self published piece
B. Involvement	Solo author or 1 of 2	Editor or 1 of multiple authors	Reviewer, interviewer, or commentator
C. Audience disseminated to	Reaching the academic community at large	Regional publisher reaching a regional audience	Reaching a local audience

*3. Conferences, Workshops, Professional Organizations*

	HIGH	MEDIUM	LOW
A. Scope of the organization	International, national or regional multi-discipline or national single discipline	State multi-discipline or state single discipline	Any art related organization that is local in scope
B. Role or type of participation*	Speaker or demonstrator	Creator/organizer of panel; panel member or professional consultant	Discussant or moderator

*4. Grants*

	HIGH	MEDIUM	LOW
A. Role or type of participation	Principal researcher or author of grant proposal	Member of research team or co-author or grant proposal	Editor
B. Scope and nature of the research or of the grant giving organization*	International, national or state organization	Regional or local organization; Very competitive internal grant (fewer than 30% awarded)	Internal grant (more than 30% awarded)



*5. Retraining and Professional Development*

	HIGH	MEDIUM	LOW
A. Type or credit earned	Graduate seminar or advanced coursework	Undergraduate coursework	Noncredit, correspondence course, workshop attended, or graduate thesis hours
Amount of credit earned (semester hours)	3	2	0-1
Degree earned	Graduate with formal coursework	Undergraduate	Diploma, certificate, license, or other formal acknowledgment

*6. Exhibitions*

Refer to the studio faculty scoring matrix above.

**C. Visual Art Education Faculty**

*1. Publications (paper and digital)*

	HIGH	MEDIUM	LOW
A. Nature or format	Peer reviewed book or double blind peer-reviewed journal, including peer-reviewed academic web journals	Invited or non-peer-reviewed academic publication including web journals	Newspaper article, self-published article or book, exhibition/educational pamphlet or brochure
B. Involvement	Single author, 1 of 2 authors, lead author of a journal article, main editor of a book or academic journal	1 of multiple authors, 1 of multiple editors	Reviewer, interviewer
C. Audience disseminated to	Multinational or national academic community	Regional or state academic community	Local academic community

*2. Curated Exhibitions and/or Education Outreach (physical or online)*

	HIGH	MEDIUM	LOW
A. Scope of exhibition	Exhibition with significant intellectual content and/or education outreach component	Exhibition with average intellectual content and/or education outreach component	Exhibition with some intellectual and/or education outreach content
B. Involvement	Solo curator; project manager of a curator team (more than 2 curators)	One of two curators	One of a team of curators
C. Significance of venue and/or scope of audience	Held in internationally or nationally recognized Museum or gallery, or hosted by a international or national professional association  Reaching international or national audience	Held in regional museum or gallery, or hosted by a state or regional professional association  Reaching regional audience	Held in local gallery  Reaching local audience

*3. Conferences, Workshops, and Professional Organizations*

	HIGH	MEDIUM	LOW
A. Scope of the organization	International or national professional multi-discipline or arts/education conferences	Regional or state professional multi-discipline or arts/education conferences	Local professional multi-discipline or arts/education conferences or institutions
B. Role or type of participation	Presenter or workshop leader or organizer of panel discussion	Moderator or discussant of a conference panel	Member of a panel discussion
C. Audience	International or national academic community	Regional or state academic community	Local academic community

*4. Grants*

	HIGH	MEDIUM	LOW
A. Role or type of participation	Principal researcher or author of grant proposal	Member of research team or co-author of grant proposal	Editor
B. Scope and nature of the research, activity, or project; or of the grant giving organization*	International, national or state organization	Regional or local organization; (fewer than 30% awarded)	Internal grant (more than 30% awarded)

*5. Artwork Centered Creative Activities*

Refer to the studio faculty scoring matrices (1 through 4 above).

*6. Retraining and Professional Development*

	HIGH	MEDIUM	LOW
A. Type or credit earned	Graduate	Undergraduate	Noncredit
B. Amount of credit earned	3	2	1-0
C. Degree earned	Graduate	Undergraduate	Diploma, certificate, license, or other formal acknowledgment

**2. Ratings**

For the purpose of calculating ratings two mediums is the equivalent of one high and two lows is the equivalent of one medium. An un-factored high is a high that is not the result of the combination of two mediums.

**A. Studio Art**

Exceptional (E): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is at an exceptional level based upon the following scoring: 10 equivalent high factors.

Distinctly Above Average (DAA): Awarded when the quality of Scholarly and/or Creative Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is at a very productive level based upon the following scoring: 8 equivalent high factors.

Average (A): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is at a reasonably productive level based upon the following scoring. This is the minimum acceptable level of performance: 5 equivalent high factors.

Below Average (BA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary to achieve a ranking of average.

**B. Art History**

Exceptional (E): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a truly superior scholar and/or artist. To be awarded Exceptional in Scholarly and/or Creative Activity a total of 4 highs or greater, which must include at least 1 juried (peer-reviewed) publication and 2 conference presentations of national or international scope.

Distinctly Above Average (DAA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a scholar and/or artist productive to an outstanding degree. To be awarded Distinctly Above Average in Scholarly and/or Creative Activity a total of 3 high factors, which must include at least 1 juried (peer-reviewed) publication or 2 conference presentations of national or international scope.

Average (A): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as that of a reasonably productive scholar and/or artist. This is the minimum acceptable level of performance. To be awarded Average in Scholarly and/or Creative Activity a total of 1 high and 2 medium factors, which must include 1 high for conference presentations of national or international scope.

Below Average (BA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary for achieving a rating of Average.

### **C. Art Education**

Exceptional (E): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a truly superior scholar and/or artist. 4 highs or greater, which must include at least 1 juried (peer-reviewed) publication and 2 conference presentations of national or international scope.

Distinctly Above Average (DAA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a scholar and/or artist productive to an outstanding degree. 3 high factors, which must include 2 conference presentations of national or international scope or 1 national juried art exhibition.

Average (A): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as that of reasonably productive scholar and/or artist. This is the minimum acceptable level of performance. 1 unfactored high and 2 medium factors.

Below Average (BA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary for achieving a rating of Average.

### **C. Service Activity**

#### **1. Data Collection Procedures**

The applicant will clearly identify her/his service activities related to the department and the university or community utilizing the following matrices. Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort to expand in those activities. A short narrative description of the service may be provided in addition to supportive evidence.

When a matrix is comprised of three rows, the weighting of scores is averaged (i.e. two highs and a low equal a medium) as follows:

High + High + High	=	High
High + High + Medium	=	High
High + Medium + Medium	=	Medium
High + Medium + Low	=	Medium
High + Low + Low	=	Medium
Medium + Medium + Medium	=	Medium
Medium + Medium + Low	=	Medium
Medium + Low + Low	=	Low
Low + Low + Low	=	Low

Should an activity fall outside of matrix categories, it is possible to describe the activity, include a reason for deviating from the matrices and provide a written rationale for its appropriate ranking in the applicant's personal report.

#### **Service Activities**

The importance and value of service on a departmental, college or university committee is based on four principal factors. Each factor below will be weighed separately and given a rating of high, medium or low according to the chart above.

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

*1. Committees*

Please specify in your document if the committee is ad hoc, otherwise it will be assumed that the committee is a standing committee.

	High	Medium	Low
Nature of Work	Provide input to activities or policies directly affecting personnel, budget, and curricular policies/procedures at the department-wide level or higher.	Provide Input to decision making which implements policies within a specific area of the department.	Implementing defined tasks
Time involved	Meetings and duties entail at least 32 hrs/year	Meetings and duties entail between 16 - 31 hrs/year	Meetings and duties entail up to 15 hrs/year
Role	Chairperson	Other officer	Member

*2. Curricular and related services*

The value of a Faculty Member's activities in curricular and related services (e.g., student group faculty representative, organizing field trips, time spent in curriculum planning and development, originating new programs) will be based on time involved in the activity.

	High	Medium	Low
Time involved	Research/planning and duties entail at least 32 hrs/year	Research/planning and duties entail between 16 - 31 hrs/year	Research/planning or duties entail up to 15 hrs/year

*3. Other academic services*

The value of a Faculty Member's activities in the area of other academic services (e.g. maintaining/coordinating a program or area without released time, utilizing expertise in a visual area, such as consultancy, etc.) will be evaluated in terms of time spent in that activity and given a rating of high, medium or low.

	High	Medium	Low
Time involved	Research/planning and duties entail at least 32 hrs/year	Research/planning and duties entail between 16 - 31 hrs/year	Research/planning or duties entail 5-15 hrs/year or single events (such as graduation or a recruiting event)

*4. Service to professional organization*

The importance and value of participation in professional organizations and related activities is based upon three principal factors.

Each factor below will be weighed separately and given a rating of high, medium or low according to the chart below. These will be averaged to determine the final rating.

	High	Medium	Low
Scope of the organization	National or regional multidiscipline or discipline	State multidiscipline or regional and state single discipline	Any art or art-related organization which is local in scope
Role or type of participation	Officer, director, officially recognized leader, evaluator	Service on committees	Other services beyond general membership responsibilities
Time investment	Activity which occupied at least 32 hrs/year	Research/planning and duties entail between 16 - 31 hrs/year	Research/planning or duties entail up to 15 hrs/year

**2. Ratings**

For the purpose of calculating ratings two mediums is the equivalent of one high and two lows is the equivalent of one medium. An un-factored high is a high that is not the result of the combination of two mediums.

Exceptional (E): Awarded when the quantity and quality of service shall be evaluated, in addition to the basis for distinctly above average, as far beyond that normally expected of faculty. Five high factors, or the equivalent, are required.

Distinctly Above Average (DAA): Awarded when the quality of service shall be evaluated, in addition to the basis for distinctly above average, as far beyond that normally expected of faculty. Five medium factors, or the equivalent, are required.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected; one's fair share. Three medium factors, or the equivalent, are required.

Below Average (BA): Awarded when the quality and quantity of service shall be evaluated as below that required for an average rating.

Rating for Professional Performance Evaluations: In the area of service, achievement of a rating of Average shall be deemed satisfactory performance. A Faculty Member shall fulfill at least three service activities during the five-year period under review, as described above, in order to receive a satisfactory Professional Performance Evaluation. In addition, a Faculty Member shall attend and participate actively in a majority of department faculty meetings.

## **APPENDIX A – STUDENT EVALUATION CRITERIA**

### **Student Evaluation Questions – Studio (ARTS)**

Approved student evaluation questions for Studio Art (ARTS) courses:

1. The instructor offers alternatives when critiquing my work.
2. The instructor uses beneficial class critiques in teaching.
3. The instructor uses beneficial individual critiques in teaching.
4. I understand the course objectives.
5. I can determine my standing in the class prior to final grades.
6. The instructor suggests investigation of other artists' work.
7. The instructor is reasonably accessible outside the classroom.
8. The instructor emphasizes various approaches to problem-solving.
9. The instructor can clarify information or assignments.
10. The instructor meets class regularly.

**Student Evaluation Questions – Art Education (ARTE)**

Approved student evaluation questions for Art Education (ARTE) courses:

1. The instructor knows the material well.
2. The instructor organizes course content to promote learning.
3. The instructor emphasizes and uses various teaching approaches and strategies.
4. The instructor encourages student questions and comments.
5. The instructor can suggest alternate ideas or research for class assignment.
6. The instructor gives feedback when assessing my assignments.
7. The instructor meets class regularly.
8. The instructor is reasonably accessible outside the classroom.
9. The instructor seems to have genuine concern for students.
10. The instructor clearly states course objectives.
11. The instructor informs me of my grades on assignments.



**Student Evaluation Questions – Art History (ARTH)**

Approved student evaluation questions for Art History (ARTH) courses:

1. The instructor knows the material well.
2. The instructor holds the attention of the class.
3. The instructor organizes the material well.
4. The instructor paces the class appropriately.
5. The instructor speaks to the level of the class.
6. He/she uses clear language and good, grammatical English.
7. Images are identified when they appear.
8. The instructor distinguishes opinions from fact.
9. The instructor is clear about the class objectives.
10. The instructor encourages students' questions.
11. He/she answers questions fully.
12. The instructor can suggest reading to the student.
13. The instructor is conscientious about keeping office hours.
14. He/she is available outside of regularly schedule office hours (if necessary).
15. The instructor seems genuinely concerned about students.

**Student Evaluation Questions – Online**

Approved student evaluation questions for online courses:

1. The instructor knows the course content well.
2. The instructor organizes the course content well.
3. The course content is appropriate to the level of the class.
4. He/she uses clear language and good, grammatical English.
5. The instructor distinguishes opinions from fact.
6. The instructor is clear about the class objectives.
7. The instructor encourages students' questions.
8. He/she answers questions fully.
9. The instructor can suggest reading to the student.
10. The instructor responds to student e-mails and questions in a timely manner.
11. The instructor seems genuinely concerned about students.

**APPENDIX B – CLASSROOM OBSERVATION**

**Classroom Visitation Evaluation**

Evaluator's Name: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Course Title: \_\_\_\_\_

Section No. \_\_\_\_\_

Date Visited: \_\_\_\_\_

Assess the following:

*Organization of Material*

*Clarity of Presentation*

*Demonstration of Materials*

*Rapport with Students*

*Summary*

**Classroom Visitation Evaluation for Online Courses**

Evaluator's Name: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Course Title: \_\_\_\_\_

Section No. \_\_\_\_\_

Date Visited: \_\_\_\_\_

Assess the following:

*Organization and clarity of Course Content*

*Effective Use of Assessment Methods*

*Rapport with Students/Methods of Student Engagement*

*Summary*

**Teaching Effectiveness: Evaluation By Colleagues**

Instructions:

Choose one of the following after each question.

- “A” Indicates exceptional performance
- “B” Indicates distinctly above average performance
- “C” Indicates average performance
- “D” Indicates below average performance
- “E” Indicates this item does not apply or insufficient information is available to the evaluator, and that this item is not to be used in any way in the evaluation

	A	B	C	D	E
1. His/her class appears to be clear about objectives sought and evaluated in class critiques.					
2. Can suggest reading in his/her general field.					
3. Encourages and willingly talks with students about art-related matters.					
4. Attends lectures and other events on/off campus in his/her discipline/area.					
5. Is available to meet with students outside of regular office hours if necessary.					
6. Seems to have a genuine concern for and interest in his/her students.					
7. Seeks advice and ideas from others about the course he/she teaches.					
8. Discusses teaching in general with colleagues.					
9. Is informed about the work of colleagues.					
10. Expresses concern about the quality of his/her teaching.					
11. Is aware of current developments in his/her field.					
12. Manifests attitudes which simulate student response and growth.					
13. Is conscientious about keeping appointments with students.					
14. Is enthusiastic about his/her subject.					
15. Continues research and development in his/her own scholarly and creative work.					

**APPENDIX C – 2012 ART DEPARTMENT DED**



The following changes to the ART Department DED dated 01-18-2000 were approved by Art Department Faculty on 12-17-2010.

A handwritten signature in black ink, appearing to read 'Colin Blakely', with a long horizontal flourish extending to the right.

**Colin Blakely**  
**Department Head, Art**



**DEPARTMENT OF FINE ARTS EVALUATION DOCUMENT**  
**(12-17-2010 REVISION)**

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## DEPARTMENT of FINE ARTS EVALUATION DOCUMENT

### 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).

#### A. 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.

##### *1. Instructional Effectiveness*

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

##### *2. 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 an interdisciplinary specialization by scholarly investigation (e.g. research) and/or creative activity, and its publication or other dissemination in one of the following ways:

- In the classroom, or;
- Among practitioners in his/her discipline, or;
- 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:

- Scholarly investigation, creative activity and/or research of an original and/or previously unreported nature, or;
- 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;
- 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 and/or 2 above.

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

#### **a. 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 Personnel or Advisory 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.

Each of the three activities below may, under the conditions specified, be considered as partially fulfilling the scholarly and/or creative activity criterion. The scholarly/creative criterion cannot be satisfied by any of these alone, or solely in combination with each other.

#### **b. PROFESSIONAL DEVELOPMENT**

Professional development activities may be applied toward satisfaction of the Scholarly/Creative Activity criterion insofar as the 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 or Advisory Committee, the professional development, when completed, shall be evaluated to determine if it fulfills the criteria for such professional development contained in the Department Evaluation Document.

#### **c. 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, shall be considered as Scholarly/Creative Activity if said preparation involves scholarly activity (e.g., research or teaching projects) of a substantial nature and the applicant provides an abstract documenting such activity and the importance of the endeavor to the discipline, the department, the college or the 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 set forth in Article XV of the Agreement.

#### **d. DOCTORAL DISSERTATION RESEARCH**

Doctoral dissertation research undertaken by tenured faculty for whom 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 or Advisory Committee and Department Head provide a qualitative statement supporting the importance of the doctoral research.

### **3. Service**

The Faculty Member must satisfy one of the criteria below.

The Faculty Member shall give evidence of identifying new needs in the department and assisting colleagues in departmental activities.

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, and professionally related community affairs.

## **B. EVALUATION TECHNIQUES**

### **1. 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-evaluation

Departments shall utilize:

A set of approved questions for Student Evaluation. See Appendix A.

A set of approved forms for peer and Department Head Classroom Visitations. See Appendix B.

A Student Evaluation of Advising. See Appendix C.

A procedure for classroom visitations. See Appendix D.

(Note: Peer and Department Head evaluations must be in writing and provided to the Faculty Member within ten (10) days following the visit. These written evaluations of the classroom observations are just one part of the evaluation of Instructional Effectiveness.)

## **2. 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.

## **3. 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.

## **C. 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.

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

Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, tenure, and promotion decisions, unless, in accordance with Article XIV, partial service/rank credit is granted for experience prior to joining the faculty at EMU. The partial service/rank credit which a Faculty Member receives at the date of hire, and the Scholarly/Creative Activity completed 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 activity is consistent with the definition of Scholarly/Creative Activity set forth in the Agreement; (b) the activity fulfills 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.



## D. PROCEDURES

### 1. Evaluations

There are seven types of evaluation of faculty performance:

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

### 2. Schedule

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

#### a. Evaluation Schedule (For Faculty Hired Prior to January 1, 1997)

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

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

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

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

**b. Evaluation Schedule (For Faculty Hired After January 1, 1997)**

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

Initial Appointment	Years					
	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.

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 year of appointment, unless the Faculty Member decides not to use this initial period as the first year of appointment. The decision not to use this initial period as the first year of appointment shall be made: 1) by the Faculty Member by October 15 of the first calendar year of his/her appointment by Associate Professors and Professors, or 2) by October 15 of the second calendar year of his/her appointment by Assistant Professors and Instructors. The Faculty Member shall notify the Department Head of his/her decision in writing by October 15.

**3. Procedures for Conducting Evaluations**

**a. 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 or Advisory Committee, and shall focus primarily on Instructional Effectiveness.

In all other interim evaluation years, the Faculty Member shall submit an Annual Faculty Activity Report by October 15. Instructional materials, such as syllabi, assignments,

etc., should accompany the Annual Faculty Activity Report. The evaluation shall 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 the Personnel or Advisory 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 manner that is consistent with departmental standards. If the Faculty Member's performance has been deemed appropriate for reappointment for a subsequent probationary year, the Department Head shall inform the Dean and Provost and Vice President of Academic Affairs by February 15. 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.

#### **b. Comprehensive Interim Evaluations**

In all Comprehensive Interim Evaluation years, the Faculty Member shall submit an Annual Faculty Activity Report by October 15. The Department Head and Personnel or Advisory 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.

#### **c. Full Interim Evaluation**

If the Department Head or the Personnel or Advisory Committee perceive a problem in Instructional Effectiveness and/or Service during an Interim or Comprehensive Interim Evaluation, the Department Head and 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 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, jointly if there is agreement between the Department Head and the Committee, or separately if there is disagreement. The evaluation shall be given to the Faculty Member who may respond within five 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.

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 of 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.

#### **d. 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.

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.

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.

All Full Evaluations must include a review of the results of the required evaluation techniques for Instructional Effectiveness.

### **e. 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 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 may simultaneously apply for promotion, if applicable, by checking the appropriate box on the application form, or a Faculty Member applying for tenure may submit a separate promotion application under letter **f.** below.

### **f. 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 reappointment or 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 or before 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.

#### **g. 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. (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 the Departmental Evaluation Document, he/she shall bring his/her concerns to the attention of the department's Personnel or Advisory Committee. Together, the Department Head and the 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, the procedures in Article XV of the Agreement will be followed.

#### **4. 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.

In most instances, only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, tenure or promotion. However, a Faculty Member who has service as a full time temporary employee outside the Bargaining Unit (e.g., Lecturer) or full time tenure track professional experience at another institution of higher education, or related professional experience, may receive credit at the time of his/her initial appointment for a proportion of his/her experience for the purpose of tabulating service/rank credit to determine his/her eligibility for consideration for tenure and/or promotion, provided that the conditions set forth in Article XIV of the Agreement are met. Service/rank credit for prior experience must be set forth in writing and granted prior to the Faculty Member's initial date of appointment, or it is barred from further consideration.

Scholarly/Creative work completed elsewhere in years for which a Faculty Member has received service/rank credit for prior experience toward tenure and/or promotion may be counted for purposes of reappointment, tenure, and promotion.

### ***5. Directions for Preparing Interim Evaluations and Comprehensive Interim Evaluations***

#### **a. 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 by October 15. The Faculty Member should make available his/her instructional materials, and for the Comprehensive Interim Evaluation, any Scholarly/Creative Activity to be reviewed.

#### **b. 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 or Advisory 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 of the Agreement. They shall include in their discussion a review of both the positive elements thereof as well as those elements of the Faculty Member's performance where improvement might reasonably be expected. If the Faculty Member undergoes a Full Evaluation, the Department

Comprehensive Interim Evaluation, the Department Head and Personnel or Advisory Committee shall review the applicant's 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 to 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 this Departmental Evaluation Document and the Agreement, the 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 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 or Advisory 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.

## ***6. Directions for Preparing the Application for Full Interim Evaluation***

### ***a. Applicants***

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

Complete the Application for Full Interim Evaluation Form.

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, materials such 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.



### **b. Evaluators**

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.

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 this 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 or Advisory 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.

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 of the Agreement.

## **7. Directions for Preparing the Application for All Full Evaluations**

### **a. Applicants**

Faculty Members applying for Reappointment or Tenure are required to:

Complete an Annual Faculty Activity Report by October 15.

Complete the Application for Full Evaluation Form by October 15.

Describe in a narrative statement, how he/she has met the department's criteria in each of the three areas under consideration: Instructional Effectiveness, Scholarly and/or Creative Activity, and Service. The applicant is responsible for describing and documenting, where appropriate, the activities presented for evaluation in terms of quantity and quality. The narrative should describe his/her work in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment as to 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 freestanding and will become part of the individual's personnel file. The narrative should include the following:

***(1) 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 Departmental Evaluation Document criteria.

***(2) Scholarly and/or Creative Activity:***

A 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 Departmental Evaluation Document criteria.

***(3) 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 Departmental Evaluation Document criteria.

**b. Evaluators**

The Personnel or Advisory Committee and Department Head must complete the appropriate 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 or Advisory Committee and the Department Head shall explain:

- The evaluation efforts which were conducted and their individual results.
- In narrative and, where applicable, quantitative basis the strengths which were

- 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 Agreement, and, in particular, how those activities claimed as Scholarly/Creative Activity have contributed to the discipline or area of specialization.

Personnel or Advisory Committee and Department Head evaluations are forwarded first to the Dean, then to the Provost and Vice President for Academic Affairs for review.

Full evaluations shall be reviewed by the Dean in accordance with the standards of performance in the Departmental Evaluation Document and the terms of the Agreement. The Dean shall submit a copy of his/her evaluation to the Faculty Member, who shall have five (5) working days to respond.

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 March 15 of his/her decision.

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

### **a. Applicants**

Faculty Members applying for Promotion are required to:

Complete an Annual Faculty Activity Report by October 15.

Complete the Application for Promotion Form by February 1, unless the applicant is simultaneously applying for tenure. If the applicant filed 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.

Describe in a narrative how he/she has met the department's criteria in each of the three areas under consideration: Instructional Effectiveness, Scholarly and/or Creative Activity, and Service. The applicant is responsible for describing and documenting, where appropriate, the activities presented for evaluation in terms of quantity and quality. The narrative should describe his/her work in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment as to 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:

#### **(1) 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 Departmental Evaluation Document criteria.

#### **(2) Scholarly and/or Creative Activity:**

- A list of specific items presented for evaluation and other approved activities with enough description to make them understandable to the reviewer.

- 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 Departmental Evaluation Document criteria.

**(3) 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 Departmental Evaluation Document criteria.

**b. Evaluators**

The Personnel or Advisory Committee and Department Head must complete the appropriate 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 this Departmental Evaluation Document and the terms of the Agreement. Specifically they shall explain:

- The evaluation efforts which were conducted and their individual results.
- The qualitative and, where applicable, quantitative basis for all ratings which were assigned.
- 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 in Article XV of the Agreement, and, in particular, how those activities claimed as Scholarly/Creative Activity have contributed to the discipline or area of specialization.

The Personnel or Advisory committee and Department Head evaluations and all materials provided by the applicant are forwarded to the Dean for review.

Full evaluations shall be reviewed by the Dean in accordance with the standards of performance in the Departmental Evaluation Document and the terms of the Agreement. The Dean shall submit a copy of his/her evaluation to the Faculty Member, who shall have five (5) working days to respond.

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 May 31 of his/her decision.

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

## **9. Directions for Professional Performance Evaluation of Tenured Faculty**

### **a. Applicants**

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

### **b. Evaluators**

The Department Head shall review the Annual Faculty Activity Reports applicable to the four year evaluation period (i.e., the last four 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 department's Personnel or Advisory Committee. Together, the Department Head and the Personnel or Advisory 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 or Advisory 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 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 or Advisory 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.

### **10. 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 Agreement 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 shall only be implemented where serious or long term problems exist.

If the Department Head and Personnel or Advisory 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 or Advisory 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 of the Agreement, 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 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 or Advisory 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 save a copy of the report to be placed in the department personnel file.

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.

### **11. 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 or Advisory 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 the 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 or Advisory 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 also be sent 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 or Advisory 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.

## **E. DEPARTMENT STANDARDS**

### **1. APPOINTMENT STANDARDS**

#### **RANK ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA**

##### **a. PROFESSOR**

5 years as Associate Professor or equivalent professional experience.

MFA, doctorate in appropriate discipline, or equivalent degree(s)

or

MFA in Art Education, or Masters in Art Education plus a separate Master's or MFA in Studio Art;

or

Master's Degree in Art History and a separate graduate degree.

##### **b. ASSOCIATE PROFESSOR**

4 years as Assistant Professor or equivalent professional experience

MFA, doctorate in appropriate discipline, or equivalent degree(s)

or

MFA in Art Education, or Master's in Art Education plus a separate Master's or MFA in Studio Art;

or

Master's Degree in Art History and a separate graduate degree.

##### **c. ASSISTANT PROFESSOR**

MFA or doctorate in appropriate discipline;

or

MFA in Art Education, or Master's in Art Education plus a separate Master's or MFA in Studio Art;

or

Master's Degree in Art History and a separate graduate degree

##### **d. DIRECTOR**

Master's Degree in appropriate field of study



**2. REAPPOINTMENT AND TENURE STANDARDS FOR FACULTY HIRED  
PRIOR TO JANUARY 1, 1997**

**a. PROFESSOR**

Year	1	2		3	4
Evaluation	Interim	Full R	Tenure	Interim	Full/Tenure
Instructional Effectiveness	A	A	DAA	A	DAA
Scholarly/creative Activity	X	A	E in one & A in other	X	DAA in one & A in other
Service	A	A		A	

**b. ASSOCIATE PROFESSOR**

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

**c. ASSISTANT PROFESSOR**

Year	1	2	3	4		5	6
Evaluation	Interim	Interim	Full R	Full R	Tenure	Interim	Full/Tenure
Instructional Effectiveness	A	A	A	A	DAA	A	DAA
Scholarly/creative Activity	X	X	X*	A	A	X	A
Service	A	A	A	A	A	A	A

**d. INSTRUCTOR**

Year	1	2	3	4	5		6	7
Evaluation	Interim	Interim	Full R	Interim	Full R	Tenure	Interim	Full/Tenure
Instructional Effectiveness	A	A	A	A	A	DAA	A	DAA
Scholarly/creative Activity	X	X	X*	X	A	A	X	A
Service	A	A	A	A	A	A	A	A

\*Scholarly/creative activity rating is advisory only.

**3. REAPPOINTMENT AND TENURE STANDARDS FOR FACULTY HIRED AFTER JANUARY 1, 1997**

**a. PROFESSOR**

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

**b. ASSOCIATE PROFESSOR**

Year	1	2	3	4
Evaluation	Interim	Full/R	Comprehensive Interim	Full/Tenure
Instructional Effectiveness	A	A	A	DAA
Scholarly/creative Activity	X	X*	X	DAA in one & A in other
Service	A	A	A	

**c. ASSISTANT PROFESSOR**

Year	1	2	3	4	5
Evaluation	Interim	Interim	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	A	DAA
Scholarly/creative Activity	X	X	X*	X	A
Service	A	A	A	A	A

**d. INSTRUCTOR**

Year	1	2	3	4	5	6
Evaluation	Interim	Interim	Full/R	Comp. Interim	Comp. Interim	Full/T
Instructional Effectiveness	A	A	A	A	A	DAA
Scholarly/creative Activity	X	X	X*	X	X	DAA in one & A in other
Service	A	A	A	A	A	

\*Scholarly/creative activity rating is advisory only.

**4. PROMOTION STANDARDS**

**a. TO PROFESSOR**

RANK	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE	
TO Professor	5 years as associate professor at EMU	Same as Appointment Standards or M.A. plus 60 hours <sup>1</sup>	DAA	E in one and A in other		
			or			
			E	A	A	

**b. TO ASSOCIATE**

RANK	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
TO Associate	4 years as assistant professor at EMU if hired before 1/1/97. 5 years as assistant professor at EMU if hired after 1/1/97.	Same as Appointment Standards Or M.A. plus 36 hours <sup>1</sup>	DAA	DAA in one and A in other	

**c. TO ASSISTANT**

RANK	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE
To Assistant	2 years as instructor at EMU	Same as Appointment Standards Or M.A. plus 18 hours <sup>1</sup>	DAA	DAA in one and A in other	

<sup>1</sup> These requirements apply only to those hired prior to July 1984

**F. EVALUATION TECHNIQUES**

**1. Instructional Effectiveness/Professional Effectiveness**

**a. Data Collection Procedures**

**(1) Instructional Effectiveness**

The applicant must include a personal report of activities and accomplishments (see table of contents for location of specific instructions concerning format). The report will include the relevant materials in which are in Appendix A of this document. The following criteria will be considered:

- That instructional activities of the course are clearly stated.
- That there is agreement between announced objectives, learning experiences and evaluation of outcomes.
- That materials for a course are clearly organized and presented.
- That the instructor is willing and able to answer appropriate questions.
- That the instructor is willing and able to stimulate class discussion and student thinking.
- That exams, projects, papers, etc. are fair and complete, both as they cover materials in a course and measure student learning.

- That the instructor fulfills obligations to students by meeting classes and otherwise making him/herself available through office hours and conferences.
- That the instructor be available for and committed to advising students.
- Other efforts put forth by the instructor to improve his/her teaching effectiveness such as professional development activities.
- That the instructor is able to effectively deal with special circumstances such as class size, number of preparations and new courses.

### *(2) Professional Effectiveness of Visual Resources Librarian*

The applicant must include a personal report of activities and accomplishments (see table of contents for location of specific instructions concerning format). The report will include the relevant materials in which are in the appendix to this document. The following criteria will be considered:

- That the Visual Resources Librarian recruits and trains a staff of student assistants who are sufficiently instructed to meet the needs of the library user.
- That, if necessary, the Visual Resources Librarian is available beyond posted hours.
- That the Visual Resources Librarian gives sufficient assistance on questions or problems related to visual resources library holdings.
- That the Visual Resources Librarian is informed about the equipment and its maintenance.
- That the Visual Resources Librarian follows proper channels of communication when relating problems that may occur in the visual resources library.
- That the Visual Resources Librarian is conscientious and punctual in keeping appointments during his/her working hours.
- That the Visual Resources Librarian can suggest and/or locate visual material on the basis of stylistic, ethnographic, iconographic or aesthetic criteria.
- That the Visual Resources Librarian demonstrates awareness and is knowledgeable about the visual resources of the Art Department and the University.
- That the Visual Resources Librarian builds the collection of visual material so that it reflects the needs of all users.
- That the Visual Resources Librarian develops and uses systems and procedures that will insure the preservation and longevity of the collection.

Faculty of all ranks are to be rated by the same standards. The above list is not to be considered exhaustive. Additional criteria may be used where relevant and appropriate. For Full Evaluations, the Department Personnel or Advisory Committee, with the assistance of the Evaluation Data Collection Committee, will initiate administration of both colleague and student/user evaluations.

The method for selecting colleagues who will evaluate a Faculty Member in the area of Instructional Effectiveness/Professional Effectiveness is as follows: The Faculty Member to be evaluated will be informed that an evaluation will be conducted by the Department Personnel or Advisory Committee and will select two Faculty Members whom he/she considers qualified to evaluate him/her in accordance with the qualifications below. The Personnel or Advisory Committee will select, by lot, two additional Faculty Members to complete evaluation forms for the Faculty Member to be evaluated.

The questions on the Evaluation by Colleagues questionnaire assume the evaluator must meet two of the following qualifications or must choose to make a formal classroom/visual resources library visitation.

The procedures for conducting these evaluations are handled by the Evaluation Data Collection Committee. Please see Appendix D for appropriate instruction sheets.

- A Faculty Member who has given joint or group critiques to individual students and/or classes in conjunction with the applicant may use these critiques as a basis for evaluation.
- A Faculty Member who has visited the applicant's classes or the Visual Resources Library to obtain specific information and/or methods of presentation, may use this experience as a basis for evaluation.
- Faculty Members who have conferred with each other over a period of one or more semesters concerning problems and objectives of a student who may be registered in classes with both instructors may use this experience as a basis for evaluation.
- A Faculty Member for whom the applicant has given a guest critique, lecture, or demonstration since his/her last promotion, may use this experience as a basis for evaluation.
- Faculty Members who have conferred with the Visual Resources Librarian over a period of one or more semesters concerning course considerations which require close coordination with visual resources library resources, may use this experience as a basis for evaluation.

#### **b. Evaluation Reports**

- Faculty Member's own report of activities and accomplishments in this area.
- Colleague evaluations of teaching/professional effectiveness based on classroom or visual resources library visitations and other evidence (see Appendix B).
- Student evaluations of teaching utilizing the university wide evaluation system supplemented by the departmental evaluation device or its equivalent (see Appendix A).
- Department Head evaluations of teaching based on classroom visitations and other evidence.
- Student evaluation of advising, if applicable.
- User evaluations of professional effectiveness of the Visual Resources Librarian (see Appendix A).
- Evaluation results for will be reported in terms of modal values (most frequent response).

#### **c. Ratings.**

The Personnel or Advisory Committee and the Department Head will evaluate all evidence submitted. For Interim Evaluations, a single copy of the Interim Evaluation Recommendation for Reappointment Form will be completed and signed by the Department Head and Personnel or Advisory Committee Chair. For full evaluations for reappointment, tenure and promotion, written reports will be made separately by the Personnel or Advisory Committee and the Department Head giving the rationale for the ratings awarded.

**Exceptional (E):** Awarded when the quality of instruction or professional effectiveness offered by the applicant shall be considered that of a truly superior teacher/librarian.

Evaluators must describe performance in terms of selected supporting activities as better in quality than distinctly above average (DAA).

**Distinctly Above Average (DAA):** Awarded when the quality of instruction/professional effectiveness offered by the applicant shall be evaluated as outstanding in some supportive activities. Evaluators must describe performance in terms of selected supporting activities as noticeably better in quality than average (A).

**Average (A):** Awarded when the quality of instruction/professional effectiveness offered by the applicant shall be evaluated as that of a good teacher/librarian. This is the minimum acceptable level of performance. All listed supporting activities must be present and at an acceptable level in the applicant's teaching/professional effectiveness performance. Evaluators must describe performance in those terms.

**Below Average (BA):** Awarded when the quality of instruction/professional effectiveness offered by the applicant shall be evaluated as being below the standard necessary for an average (A) rating.

#### **d. Ratings for Professional Performance Evaluations**

In the area of Instructional/Library Effectiveness, achievement of a rating of Average shall be deemed satisfactory performance. The quality of instruction/professional effectiveness offered by the Faculty Member shall be deemed that of a good teacher/librarian, as described above, in order to receive a satisfactory rating on a Professional Performance Evaluation.

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

### **a. Data Collection Activity**

Each applicant must include a personal report of his/her Scholarly and/or Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation (see pages 13-17 for specific instructions concerning format). Scholarly and/or Creative Activity is not evaluated during Initial Interim Evaluations or Interim Evaluations, but is during the Comprehensive Interim Evaluation for advisory purposes only.

### **b. Acceptable Activities.**

Ratings have been specified for each acceptable activity. The categories into which Scholarly and/or Creative Activity have been divided include, but are not limited to, those listed.

#### **(1) Exhibitions**

The importance and value of an exhibition or other creative activity is based on three principal factors:

- The type or nature of the exhibition or activity;
- The area of the art community open to or impacted by the exhibition;
- The repute, import, and amount of exposure provided by the place of occurrence.

Each factor will be weighted separately and given a high, medium or low rating according to the chart below. These will be totaled to determine the final rating.

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
<b>A</b> type or nature	Juried exhibition, One or two person exhibition, Public Commission	Group invitational, Juried art fair, Membership exhibition, Public art exhibition, Private commission	Non-juried exhibition, Continuing exhibition
<b>B</b> area open to or impacted	National or inter- national (more than one country)  Awards or prizes received	Regional (more than one state),  State (the entire state)	Local (within Washtenaw county)
<b>C</b> repute, import, exposure place of occurrence	Nationally important museum,  Nationally important private gallery,  Private university gallery,  Traveling exhibition from one of above	State or regionally important museum,  State or regionally important gallery,  College gallery,  Cooperative gallery,  Public building or location	Studio tour/exhibition

**(2) Publications**

The importance and value of a publication or related creative activity is based upon three principal factors:

- The nature or format of the publication or activity;
- The involvement or role of the applicant in that publication or activity;
- The audience disseminated to, as reflected by:
  - the repute, import, and amount of exposure provided by the publisher or promulgator.
  - the geographical area of distribution.
  - the character of the audience

Each factor will be weighted separately and given a high, medium or low rating according to the chart below. These will be totaled to determine the final rating



	HIGH	MEDIUM	LOW
<b>A</b> nature or format	Books, radio or TV series, disseminated manuscripts	Magazine, scholarly journal, catalog booklet, brochure article, review, radio or TV program illustrations	Newspaper article, newspaper, newsletter, poster logo, slide set, visual aids, newspaper review
<b>B</b> involvement	Author, director, editor, producer, illustrator, designer, director	Reviewer, interviewer, commentator,	Subject of review or interview,
<b>C</b> audience disseminated to	The general public by a nationally recognized publisher or promulgator  The academic community at large or a scholarly specialty within a specific discipline on a national scale by the academic press	The general public by regionally recognized publisher or promulgator	The general public by the local media.  The local academic community by the academic press and/or small press.  A narrow interest group of a specific discipline on a regional or local basis by the academic press.  Any audience by a vanity press.

### (3) Conferences, Workshops, Professional Organizations

The importance and value of participation in conferences, workshops, professional organizations and related activities is based upon two principal factors:

- The scope of the organization as reflected by:
  - the breadth or specificity with regard to the disciplines within the field of art,
  - the geographical range of the organization;
- The role or type of participation by the Faculty Member in the organization or activity.

Each factor will be weighted separately and given a high, medium or low rating according to the chart below. These will be totaled to determine the final rating.

	HIGH	MEDIUM	LOW
<b>A</b> scope of the organization	National or regional multidiscipline or national single discipline.	State multidiscipline or regional and state single discipline.	Any art-related organization that is local in scope
<b>B</b> role or type of participation	Speaker or demonstrator	Panel member, or professional consultant.	

#### (4) Grants

Research and activities related to obtaining grants are in many respects closely related. The elements giving each its importance and value are somewhat different; however, the conditions may be based on two principal factors:

- The role or type of participation;
- The scope and nature of the research or of the grant giving organization. The notion of scope and nature must be differentiated as it relates to research or to grants. Scope and nature related to research will be reflected by the audience to which it is significant and the degree of specificity within the field of art. Scope as it relates to grant giving organizations will be reflected by the geographical and subject range across which grants are given. The role or type of participation by the Faculty Member will be a factor.

Each factor will be weighted separately and given a high, medium or low rating according to the chart below. These ratings will be considered in determining the final rating.

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
<b>A</b> Role or type of participation	Principal researcher or author of grant proposal.  Significant to a wide audience in the general field of art  Significant to a limited audience within a narrow discipline of the field of art.	Member of research team or co-author or grant proposal.  Significant to the development of one's personal art work.	
<b>B</b> Scope and nature of the research or of the grant giving organization	National organization giving grants covering a broad or narrow range of subjects.	State or local organizations giving grants covering a broad or narrow range of subjects.  Regional organization giving grants covering a broad or narrow range of subjects	Regional organization giving grants within a narrow range of subjects.  Grants available only to EMU faculty.

**(5) Classroom or Related Instructional Functions**

Some research or creative activities do not result in work products or, for other reasons, are not published or disseminated in any manner other than in the classroom. These Scholarly and/or Creative Activities which exceed the expected maintenance of a high level of knowledge in one's field in support of Instructional Effectiveness may be considered as Scholarly and/or Creative Activity.

The Faculty Member will submit a description of the activity and a statement as to its application or dissemination within the classroom or related instructional function. Such activities, supported by proper documentation, will be considered by the evaluators and assigned a rating of low, medium or high.

**(6) Retraining**

Where retraining is for the purpose of initiating or maintaining a course or program within the department or university, that endeavor may be substituted for Scholarly and/or Creative Activity, as specified in the Agreement. This retraining will be evaluated according to amount of credit earned, the type of retraining, graduate vs. undergraduate, and degree vs. other diplomas earned. Such activity will be evaluated and assigned a rating of low, medium or high.

	HIGH	MEDIUM	LOW
<b>A</b> Type of credit earned	Graduate	Undergraduate	Noncredit
Amount of credit earned	3	2	1
Degree earned	Graduate	Undergraduate	Diploma, certificate, license, or other formal acknowledgment

**(7) Professional Development**

Substantive professional development activities undertaken by faculty to enhance their delivery of classroom instruction and/or expand their professional knowledge base may be an acceptable substitute for scholarly/creative activity insofar as these activities are clearly in addition to those necessary to maintain the level of knowledge and/or expertise in the faculty member's discipline or area of specialization required to fulfill Instructional Effectiveness standards. Prior to undertaking any professional activity for which credit may be sought, a faculty member shall submit a written proposal for pre-approval to his/her department. This proposal should outline the professional activity, its duration, and the projected benefits of the activity. If approved by the department head and the appropriate departmental committee, the professional development, when completed, shall be evaluated to determine if it fulfills the criteria for such activity.

Where professional development is for the purpose of extending the scope of a Faculty Member's expertise within the discipline and area of that Faculty Member's current teaching position, or in a related discipline, such an endeavor may be substituted for Scholarly and/or Creative Activity, as specified in the Agreement. Proposals for such professional development activity must contain a clearly stated goal and a specific plan of activities (which may include a sequential series of events designed to achieve that goal).

Categories for the nature of the activity include but are not limited to:

- potential for earning college level credit (low)
- advanced course work beyond appointment standard requirements (medium)
- serious examination of new knowledge within the discipline of the Faculty Member leading to enhanced delivery of classroom instruction (or the potential for same) (medium)
- receipt of certification, or other extended professional training (high)

Categories for the duration and intensity of the activity include but are not limited to:

- 5-10 days of full time involvement (low) semester long but less than full time involvement (low)
- semester long full time involvement (medium)
- year long but less than full time involvement (medium)
- year long full-time involvement (high)

Any activity which is less than two weeks in duration and not a full time activity will not be considered as appropriate for credit in the area of professional development (please note that duration can be intermittent).

**(8) Interdisciplinary Scholarly and/or Creative Activity**

Where it can be shown that interdisciplinary scholarly and/or creative activity undertaken by a faculty member is related, directly or indirectly, to his/her discipline or area of specialization, such activity shall be considered in the evaluation process.

The importance and value of interdisciplinary scholarly and/or creative activities is based on three principal factors:

- The type or nature of the activity;
- The involvement or role of the applicant in the activity;
- The repute, import and amount of exposure provided through dissemination of the results of such activity.

	HIGH	MEDIUM	LOW
<b>A</b> type or nature	Juried exhibition, presentation, books or publications and/or other juried/refered activities	Invitational Exhibitions, presentations, books, publications or other invitational activities	Non-juried/refered exhibitions, presentations or other activities
<b>B</b> role of the applicant	Activity in which the faculty member is involved in a principal role (e.g., Author, director, producer, illustrator, designer, etc.)	Activity in which the faculty member is involved in a secondary role (e.g., Reviewer, interviewer, commentator, providing technical assistance, etc.)	Subject of review, interview, etc., activities disseminated through a vanity press or studio tour/ exhibition.
<b>C</b> repute, import and amount of exposure	Exhibition, publication or other activity disseminated nationally or internationally	Exhibition, presentation or other activity disseminated State-wide or regionally (more than one state).	Exhibition, or other activity disseminated (within Washtenaw county)

### **c. Ratings.**

The Personnel or Advisory Committee reserves the right to judge the quality of a particular Scholarly and/or Creative Activity. The Personnel or Advisory Committee and the Department Head will evaluate all evidence submitted. Written reports will be made separately by the Personnel or Advisory Committee and the Department Head giving the rationale for the rating awarded for Full Evaluations for reappointment, tenure and promotion.

Evaluations of rating factors for each Scholarly and/or Creative Activity should be recorded on form in Appendix D. Equivalencies for rating factors are: two medium equals one high; two low equals one medium. However, an evaluation of Average (A), Distinctly Above Average (DAA), or Exceptional (E) must include at least one rating above low.

**Exceptional (E):** Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a truly superior scholar and/or artist. Four high factors, or the equivalent, are required.

**Distinctly Above Average (DAA):** Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a scholar and/or artist productive to an outstanding degree. Three high factors, or the equivalent, are required.

**Average (A):** Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as that of a reasonably productive scholar and/or artist. This is the minimum acceptable level of performance. Three medium factors, or the equivalent, are required.

**Below Average (BA):** Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary to receive an Average (A) rating.

### **d. Ratings for Professional Performance Evaluations**

In the areas of Scholarly and/or Creative Activity, achievement of a rating of Average shall be deemed satisfactory performance. A faculty member shall complete at least two acceptable activities during the four year period under review, as described above, in order to receive a satisfactory Professional Performance Evaluation.

## **3. Service**

### **a. Data Collection Procedures.**

The applicant will clearly identify his/her service activities related to the department and the university or community in a narrative text (see pages 13-17) for specific instructions concerning format). Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort expended in those activities

### **b. Service Activities.**

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

**(1) Committees**

The importance and value of service on a departmental college, or university committee is based on four principal factors:

- Nature of work involved;
- Time involved;
- Impact of work done;
- Faculty Member's individual role on a particular committee.

Each factor will be weighted separately and given a rating of high, medium or low according to the chart below. These will be totaled to determine the final rating.

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
<b>A</b> nature of work	Formulating policy directly affecting personnel and allocation of funds	Decision making which implements policies	Implementation of defined tasks
<b>B</b> time involved	Meets weekly or approximately 40 hours per year	Meets bi weekly or approximately 20 hours per year	Meets irregularly or approximately 10 hours per year
<b>C</b> impact	University	College	Department
<b>D</b> role	Chairperson	Secretary or other officer	Member

**(2) Curricular and Related Services**

The value of a Faculty Member's activities in curricular and related services; (e.g., organizing field trips, course planning and development, originating new programs) will be based on two principal factors:

- Time spent in research and planning;
- Time spent in meeting or activity

Each factor will be weighted separately and given a rating of high, medium or low according to the chart below. These will be totaled to determine the final rating.

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
<b>A</b> Time spent in research and planning	Research/Planning which occupies a one week period or longer	Research/Planning which occupies a 2-4 day period	Research/Planning which occupies a 1 day period
<b>B</b> time spent in meeting or activity	Activity which occupies a one week period or longer	Activity which occupies a 2-4 day period	Activity which occupies a 1 day period

**(3) Other Academic Services**

The value of a Faculty Member's activities in the area of other academic services (e.g., curating an exhibition, maintaining a studio area without released time, consultancy, utilizing expertise in a visual area, etc.) will be evaluated in terms of time spent in that activity and given a rating of high, medium, or low.

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
<b>A</b> other academic services	Activity which occupies a one week period or longer.	Activity which occupies a 2-4 day period.	Activity which occupies a 1 day period.

**(4) Service to Professional Organizations**

The importance and value of participation in professional organizations and related activities is based upon two principal factors:

- The scope of the organization as reflected by:
- The breadth or specificity with regard to the disciplines within the field of art.
- The geographical range of the organization;
- The role or type of participation by the Faculty Member in the organization or activity.

Each factor will be weighted separately and given a high, medium, or low rating according to the chart below. These will be totaled to determine the final rating.

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
<b>A</b> scope of the organization	National or regional multidiscipline or single discipline	State multidiscipline or regional and state single discipline	Any art or art-related organization that is local in scope
<b>B</b> role or type of participation	Officer, director or officially recognized leader	Service on committees.	Other services beyond general membership responsibilities.

**c. Ratings.**

The Personnel or Advisory Committee and the Department Head will evaluate all evidence submitted. For Interim Evaluations, the Personnel or Advisory Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such improvement is necessary.

For Interim Evaluations, a single copy of the Interim Evaluation Recommendation or Reappointment Form will be completed and signed by the Department Head and Personnel or Advisory Committee Chair. For Full Evaluations for reappointment, the same



promotion, written reports will be made separately by the Personnel or Advisory Committee and the Department Head, giving the rationale for the rating awarded.

Evaluations of rating factors for each service activity should be recorded on form in Appendix D. Equivalencies for rating factors are: two medium equals one high; two low equals one medium. However, an evaluation of Average (A), Distinctly Above Average (DAA), or Exceptional (E) must include at least one rating above low.

**Exceptional (E):** Awarded when the quantity and quality of service shall be evaluated, in addition to the basis for distinctly above average, as far beyond that normally expected of faculty. Five high factors, or the equivalent, are required.

**Distinctly Above Average (DAA):** Awarded when the quality and quantity of service shall be evaluated, in addition to the basis described for average, as substantially more than one's fair share. Five medium factors, or the equivalent, are required.

**Average (A):** Awarded when the quality and quantity of service shall be evaluated as that normally expected; one's fair share. Three medium factors, or the equivalent, are required.

**Below Average (BA):** Awarded when the quality and quantity of service shall be evaluated as below that required for an average rating:

#### **d. Rating for Professional Performance Evaluations**

In the area of service, achievement of a rating of Average shall be deemed satisfactory performance. A Faculty Member shall fulfill at least three service activities during the four year period under review, as described above, in order to receive a satisfactory Professional Performance Evaluation. In addition, a Faculty Member shall attend and participate actively in a majority of department faculty meetings.

## STUDENT EVALUATION

## STUDIO FACULTY

Instructor \_\_\_\_\_ Class \_\_\_\_\_ Sec. I.D. \_\_\_\_\_ Semester/Year \_\_\_\_\_

## DEPARTMENT EXTENSION OF THE UNIVERSITY-WIDE COURSE EVALUATION

Instructions: Circle one of the letters after each question and transfer that answer to the NCS sheet provided.

“SA” Indicates strongly agree

“A” Indicates agree

“U” Indicates undecided

“D” Indicates disagree

“SD” Indicates strongly disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The instructor offers alternatives when critiquing my work.      | SA | A | U | D | SD |
| 2. The instructor uses beneficial class critiques in teaching.      | SA | A | U | D | SD |
| 3. The instructor uses beneficial individual critiques in teaching. | SA | A | U | D | SD |
| 4. I understand the course objectives.                              | SA | A | U | D | SD |
| 5. I can determine my standing in the class prior to final grades.  | SA | A | U | D | SD |
| 6. The instructor suggests investigation of other artists' work.    | SA | A | U | D | SD |
| 7. The instructor is reasonably accessible outside the classroom.   | SA | A | U | D | SD |
| 8. The instructor emphasizes various approaches to problem-solving. | SA | A | U | D | SD |
| 9. The instructor can clarify information or assignments.           | SA | A | U | D | SD |
| 10. The instructor meets class regularly.                           | SA | A | U | D | SD |

Please comment on any exceptional qualities or shortcomings that you feel are relevant in assessing your instructor.

## ART EDUCATION FACULTY

Instructor \_\_\_\_\_ Class \_\_\_\_\_ Sec. I.D. \_\_\_\_\_ Semester/Year \_\_\_\_\_

## DEPARTMENT EXTENSION OF THE UNIVERSITY-WIDE COURSE EVALUATION

Instructions: Circle one of the letters after each question and transfer that answer to the NCS sheet provided.

“SA” Indicates strongly agree

“A” Indicates agree

“U” Indicates undecided

“D” Indicates disagree

“SD” Indicates strongly disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The instructor knows the material well.  | SA | A | U | D | SD |
| 2. The instructor is organized.   | SA | A | U | D | SD |
| 3. The instructor emphasizes and uses various teaching approaches and strategies. | SA | A | U | D | SD |
| 4. The instructor encourages student questions and comments.                      | SA | A | U | D | SD |
| 5. The instructor can suggest alternate ideas or research for class assignment.   | SA | A | U | D | SD |
| 6. The instructor gives feedback when assessing my assignments.                   | SA | A | U | D | SD |
| 7. The instructor meets class regularly.  | SA | A | U | D | SD |
| 8. The instructor is reasonable accessible outside the classroom.                 | SA | A | U | D | SD |
| 9. The instructor seems to have genuine concern for students.                     | SA | A | U | D | SD |
| 10. The instructor clearly states course objectives.                              | SA | A | U | D | SD |
| 11. The instructor informs me of my grades on assignments.                        | SA | A | U | D | SD |

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## ART HISTORY FACULTY

Instructor \_\_\_\_\_ Class \_\_\_\_\_ Sec. I.D. \_\_\_\_\_ Semester/Year \_\_\_\_\_

## DEPARTMENT EXTENSION OF THE UNIVERSITY-WIDE COURSE EVALUATION

Instructions: Circle one of the letters after each question and transfer that answer to the NCS sheet provided.

“SA” Indicates strongly agree

“A” Indicates agree

“U” Indicates undecided

“D” Indicates disagree

“SD” Indicates strongly disagree

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. The instructor knows the material well.   | SA | A | U | D | SD |
| 2. The instructor holds the attention of the class.  | SA | A | U | D | SD |
| 3. The instructor organizes the material well.   | SA | A | U | D | SD |
| 4. The instructor paces the class appropriately.   | SA | A | U | D | SD |
| 5. The instructor speaks to the level of the class.  | SA | A | U | D | SD |
| 6. The instructor uses clear language and good, grammatical English.                       | SA | A | U | D | SD |
| 7. The instructor identifies images when they appear.                                      | SA | A | U | D | SD |
| 8. The instructor distinguishes opinions from fact.  | SA | A | U | D | SD |
| 9. The instructor is clear about the class objectives.                                     | SA | A | U | D | SD |
| 10. The instructor encourages students' questions.   | SA | A | U | D | SD |
| 11. The instructor answers questions fully.  | SA | A | U | D | SD |
| 12. The instructor can suggest reading to the student.                                     | SA | A | U | D | SD |
| 13. The instructor is conscientious about keeping office hours.                            | SA | A | U | D | SD |
| 14. The instructor is available outside of regularly schedule office hours (if necessary). | SA | A | U | D | SD |
| 15. The instructor seems genuinely concerned about students.                               | SA | A | U | D | SD |

Professional Effectiveness: Evaluation by Users

Instructions: Circle one of the letters after each statement.

"A" Indicates that you strongly agree with the statement

"B" Indicates that you agree with the statement

"C" Indicates that you neither agree nor disagree with the statement

"D" Indicates that you disagree with the statement

"E" Indicates that you strongly disagree with the statement

1. The Visual Resources Librarian recruits and trains a staff of student assistants who are sufficiently instructed to meet the needs of the library user. A B C D E
2. If necessary the Visual Resources Librarian is available beyond posted hours. A B C D E
3. The Visual Resources Librarian gives sufficient assistance if you have a question or problem related to the library resources. A B C D E
4. The Visual Resources Librarian is informed about the equipment and the maintenance of the equipment. A B C D E
5. The Visual Resources Librarian follows proper channels of communication when relating problems that may occur in the visual resources library. A B C D E
6. The Visual Resources Librarian is conscientious and punctual in keeping appointments during his/her working hours. A B C D E
7. The Visual Resources Librarian can suggest and/or locate visual material on the basis of stylistic, ethnographic, iconographic or aesthetic criteria. A B C D E
8. The Visual Resource Librarian demonstrates an awareness and is knowledgeable about the visual resources of the Art Department and the University. A B C D E
9. The Visual Resources Librarian builds the collection of visual material so that it reflects the needs of all users. A B C D E
10. The Visual Resources Librarian develops and uses systems and procedures that will insure the preservation and longevity of the collection. A B C D E

**APPENDIX B**

**TEACHING EFFECTIVENESS: EVALUATION BY COLLEAGUES**

Instructions: Circle one of the letters after each question.

"A" Indicates exceptional performance

"B" Indicates distinctly above average performance

"C" Indicates average performance

"D" Indicates below average performance

"E" Indicates this item does not apply or insufficient information is available to the evaluator, and that this item is not to be used in any way in the evaluation.

1. His/her class appears to be clear about objectives sought and evaluated in class critiques. A B C D E
2. Can suggest reading in his/her general field. A B C D E
3. Encourages and willingly talks with students about art-related matters. A B C D E
4. Attends lectures and other events on/off campus in his/her discipline/area. A B C D E
5. Is available to meet with students outside of regular office hours if necessary. A B C D E
6. Seems to have a genuine concern for and interest in his/her students. A B C D E
7. Seeks advice and ideas from others about the course he/she teaches. A B C D E
8. Discusses teaching in general with colleagues. A B C D E
9. Is informed about the work of colleagues. A B C D E
10. Expresses concern about the quality of his/her teaching. A B C D E
11. Is aware of current developments in his/her field. A B C D E
12. Manifests attitudes which stimulate student response and growth. A B C D E
13. Is conscientious about keeping appointments with students. A B C D E
14. Is enthusiastic about his/her subject. A B C D E
15. Continues research and development in his/her own scholarly and/or creative work. A B C D E

VISUAL RESOURCES LIBRARIAN

Professional Effectiveness: Evaluated by Colleagues

Instructions: Circle one of the letters after each question.

- \*A\* Indicates exceptional performance
- \*B\* Indicates distinctly above average performance
- \*C\* Indicates average performance
- \*D\* Indicates below average performance
- \*E\* Indicates this item does not apply or insufficient information is available to the evaluator, and that this item is not to be used in any way in the evaluation.

1. The Visual Resources Librarian recruits and trains a staff of student assistants who are sufficiently instructed to meet the needs of the library user. A B C D E
2. He/she can provide art historical information or suggest further sources when needed. A B C D E
3. He/she responds to the occasional urgent need of the user of the visual resources library and is accommodating and helpful under such pressure. A B C D E
4. He/she keeps the equipment in good working condition. A B C D E
5. He/she uses proper methods to insure the maintenance and conservation of the slide collection. A B C D E
6. The Visual Resources Librarian gives enough serious attention to new slide requisitions to meet your needs. A B C D E
7. He/she maintains current and accurate records of the location of equipment, equipment requests, slides and slide catalogues. A B C D E
8. The Visual Resources Librarian does scholarly research and/ or creative activity. A B C D E
9. He/she is aware of current developments in the field of Visual Resources Librarianship. A B C D E
10. The Visual Resources Librarian meets the needs of the various areas within the department equitably. A B C D E



**CLASSROOM VISITATION EVALUATION**

Evaluators Name \_\_\_\_\_

Instructor's Name \_\_\_\_\_

Course Title \_\_\_\_\_ Section No. \_\_\_\_\_

Date Visited \_\_\_\_\_

Assess the following:

Organization of Material

Clarity of Presentation

Demonstration of Materials

Rapport with Students

Summary:

APPENDIX C

STUDENT EVALUATION OF ADVISING

\_\_\_ Regularly Scheduled Advising Period

\_\_\_ Other

Advisor's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Major \_\_\_\_\_

Please check the appropriate boxes. Include additional comments if necessary.

1. Was your advisor helpful in completing your schedule? Yes \_\_\_ No \_\_\_
2. Did your advisor seem to understand the program requirements? Yes \_\_\_ No \_\_\_
3. Did your advisor seem interested in helping you? Yes \_\_\_ No \_\_\_
4. If your advisor was uncertain of program requirements or procedure, did he/she consult with, or refer you to someone else? Yes \_\_\_ No \_\_\_

ADDITIONAL COMMENTS:

Please leave this form in the box provided in the Advising Area, or give it to the Department Secretary.

**APPENDIX D**

**Instructions for Colleagues And Classroom Visitation Evaluation**

Name of faculty to be evaluated    Semester and year  
(facsimile of label to be attached to envelope)

Semester and year

PROFESSOR \_\_\_\_\_

**EVALUATION MATERIAL ENCLOSED:**

1. Peer evaluation by colleague
2. Classroom Visitation

In compliance with our Faculty Departmental Evaluation Document, you have been chosen to evaluate for the purpose of tenure, promotion and/or reappointment.

These evaluations (peer evaluation and classroom visitation by colleagues) should be completed and returned to Art Department Senior Secretary, room 114 Ford, by 5:00pm on October 12. Please return forms in this envelope. You may remove your name but do not remove the name of the person being evaluated (at top of the envelope).

Thank you,

Evaluation Data Collection Committee

Evaluation by Colleagues

And

Classroom Visitation Evaluation

**Instructions for Visual Resources Librarian: User Evaluation**

Name of faculty to be evaluated Semester and year  
(facsimile of label to be attached to envelope)

Semester and year

Dear Slide Library User:

You are being asked to evaluate the Visual Resources Librarian for purposes of reappointment, tenure, and/or promotion. Would you please fill out the form and return it to the Art Department Senior Secretary, room 114 Ford, by 5:00 p.m., date \_\_\_\_\_.

Thank you for your cooperation.

The Art Department

Visual Resources Librarian: User Evaluation

**Cover sheet for Student Evaluation Form**

Name of faculty to be evaluated Semester and year  
(facsimile of label to be attached to envelope)

Semester and year

**DEPARTMENT EXTENSION OF THE UNIVERSITY-WIDE COURSE EVALUATION**

**ALL EVALUATIONS ARE TO BE COMPLETED AND RETURNED TO THE ART OFFICE SECRETARY, ROOM 114 FORD BY 5:00 PM, THURSDAY, OCTOBER 9, 1997.**

This envelope contains teaching Evaluation Forms for the instructor, course and I.D. number are on the envelope.

**INSTRUCTIONS FOR ART DEPARTMENT COURSE AND TEACHER EVALUATION**

**To instructor:**

1. Administer this evaluation between Fri., Oct. 3 and Thurs., Oct. 9, 1997 (5:00 p.m.)
2. Appoint a STUDENT MONITOR, and give him/her this envelope and a supply of pencils.
3. Allow 15 minutes for the completion of this evaluation.
4. Leave the classroom while students respond to the questionnaire.

Name of Student Monitor: \_\_\_\_\_

**To Student Monitor:**

You have been asked by your instructor to administer this questionnaire. Please sign your name above and do the following:

**PLEASE READ THIS ALOUD BEFORE PASSING OUT QUESTIONNAIRE AND NCS SHEETS.**

Dear Student: The evaluation which you are about to make will play an important part in assessing your instructor's tenure and general teaching effectiveness. Therefore, we ask that you consider these statements carefully in an objective and fair manner. Please write any additional constructive criticism or comments in the space provided. Thank you.

The Art Department Personnel or Advisory Committee

1. Distribute a questionnaire and answer sheet to each student.
2. Write the instructor's name, course name, and section I.D. on the blackboard. You will find this information on the top of this envelope.
3. Have each student place this information on the computer tally sheet.
4. When the students have completed the evaluation, put completed computer tally sheet and questionnaires into this envelope.
5. Seal the envelope and take it immediately following the class period to the Senior Secretary, in 114 (115) Ford Hall.

**STUDENT EVALUATION  
STUDIO FACULTY**









Addendum to Article XV.B

The Faculty Member shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head.