

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

**To:** Victor Okafor, Department Head  
Africology and African American Studies

**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 Africology and African American Studies Department 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**

Department/School of Africology and African American Studies

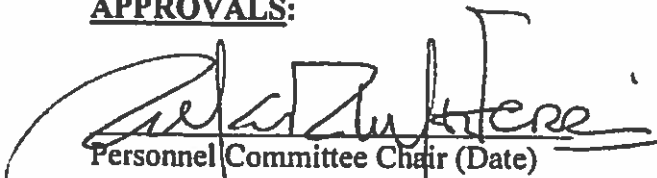
College of Arts & Sciences


Date of Last DED Revision: 2015

Date of Department Faculty Vote: 10.24.2016

Yes 2 No 1 Abstain 0

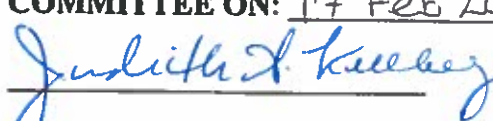

**APPROVALS:**

 10/24/2016  
Personnel Committee Chair (Date)

 10.24.2016  
Department Head/School Director (Date)

 10/24/2016  
Dean (Date)

**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 17 Feb 2017**

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# **DEPARTMENT EVALUATION DOCUMENT (DED)**

**DEPARTMENT OF AFRICOLOGY AND AFRICAN AMERICAN  
STUDIES**

**EASTERN MICHIGAN UNIVERSITY**

## **EVALUATION**

The Department of Africology and African American Studies shall conduct faculty evaluations using criteria, procedures and techniques specified in this Departmental Evaluation Document (DED) and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) Article XV.

## APPOINTMENT STANDARDS

**ACADEMIC CREDENTIALS  
OR  
AND ADDITIONAL  
CRITERIA**

**EQUIVALENCIES  
OR EXCEPTIONS**

<b>PROFESSOR</b>	<b>*PH. D. in African American Studies or a cognate discipline</b>	<p>The equivalencies below apply to all ranks.</p> <p>Equivalent degrees from non-U.S. Universities.</p> <p>The J.D. (Juris Doctor) for faculty utilizing law as a major discipline in teaching or research.</p>
<b>ASSOCIATE PROFESSOR</b>	<b>Same requirements as set forth for appointment as full professor.</b>	
<b>ASSISTANT PROFESSOR</b>	<b>Same requirements as set forth for appointment as a full professor.</b>	

\*For the purpose of this document, the designation "African American studies or a cognate discipline" shall include "Africology," "Afro-American studies," "Black Studies," "Black American studies," "Africana Studies," "Pan-African Studies," "Global African Studies," "African World Studies," "African Diaspora Studies," "African Languages and Literatures," "African Cultural Studies," or any other analogous term used to describe the study of the African world, including the African continent and the African Diaspora.

## REAPPOINTMENT AND TENURE STANDARDS

Professor

Year	1	2	3
<b>Evaluation</b>	<b>Initial Interim Evaluation(II)</b>	<b>Full Evaluation</b>	<b>Tenure Evaluation</b>
<b>Instructional Effectiveness</b>	A	A	DAA
<b>Scholarly Activity</b>		A ADVISORY ONLY	DAA in one and A in the Other
<b>Service</b>	A	A	

**Associate Professor**

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evaluation</b>	<b>Initial Interim Evaluation (II)</b>	<b>Full Evaluation (F)</b>	<b>Comprehensive Interim Evaluation (CI)</b>	<b>Tenure Evaluation (T)</b>
<b>Instructional Effectiveness</b>	A	A	A	DAA
<b>Scholarly Activity</b>		A  ADVISORY ONLY	A	DAA in one and A in the Other
<b>Service</b>	A	A	A	

**Assistant Professor**

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Evaluation</b>	<b>Initial Interim Evaluation</b>	<b>Initial Interim Evaluation</b>	<b>Full Evaluation (F)</b>	<b>Comprehensive Interim Evaluation (CI)</b>	<b>Tenure Evaluation (T)</b>
<b>Instructional Effectiveness</b>	A	A	A	A	DAA
<b>Scholarly Activity</b>			A  ADVISORY ONLY	A	DAA in one and A in the other
<b>Service</b>	A	A	A	A	



**REAPPOINTMENT AND TENURE STANDARDS  
For Untenured Faculty Hired After September 1, 2015**

**PROFESSOR**

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA (or A if DAA in Service)
Service	A	DAA (or A if DAA in Scholarly)

**ASSOCIATE PROFESSOR**

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA (or A if DAA in Service)
Service	A	DAA in one/A in the other

**ASSISTANT PROFESSOR**

Year	3	5
Evaluation	Full/R <sup>2</sup>	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA (or A if DAA in Service)
Service	A	DAA (or A if DAA in Scholarly)

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



## V. EVALUATION TECHNIQUES

### A. Instructional Effectiveness

#### 1. Data Collection Procedures

Each faculty member must include a personal report of activities and accomplishments.

Each faculty member must demonstrate effectiveness in the conceptualization, preparation, and delivery of instruction and must demonstrate commitment to students. Accordingly, the applicant must give evidence, including but not limited to the following, that he or she:

#### 1. Instructional Conceptualization/Development.

- a. The development of new courses or curriculum designs, or the reconceptualization or refinement of existing courses. Such activity must reflect substantial scholarly preparation e.g. extensive course or concept outlines, annotated bibliographies, etc.
- b. Has a clear conception of his or her course(s) within the Department and within the University, and within the larger scheme of knowledge.
- c. Has a clear conception of the short and long term objectives/learning outcomes for the courses and of the relationship of those objectives/learning outcomes to day-to-day classroom activities.
- d. Has a clear conception of the evaluation procedures for measuring the attainment of learning objectives.

#### 2. Instructional Preparation.

- a. Remains abreast of the latest developments in the subject area/s taught by reading, attending professional conferences and by communicating with colleagues.
- b. Evaluates regularly his or her teaching methods, procedures, course content, assignments and reading lists.
- c. Participate in the ongoing departmental process of curriculum review and development.
- d. Seeks opportunities to refine and/or strengthen the department's curriculum and the curriculum of the field generally.

#### 3. Instructional Delivery.

- a. Informs students of the objectives of the course(s) and of units of study in the course(s).
- b. Informs students about and helps them in developing effective methods of study applicable to the attainment of course objectives.
- c. Provides students with supplementary materials, e.g. reading lists, study questions, etc. designed to enlarge their comprehension of the subject matter under consideration.
- d. Informs students of the specifics of course assignments (e.g. due dates, length of papers, assignment components, etc.)

- e. Attempts to establish a classroom environment conducive to learning.
- f. Attempts to establish good communication with students.

4. Commitment to Students.

- a. Makes him or herself regularly available to students.
- b. Works beyond regular classroom responsibilities to help students with independent study, thesis, publication(s)
- c. Keeps current regarding practices and procedures necessary for academic advising
- d. Assists students with academic problems.

A. Evaluation Reports

The following shall be among the data used to determine the level of instructional effectiveness.

- 1. The faculty member's own report of activities and accomplishments in this area.
- 2. Department Head evaluations of teaching, including classroom visits.
- 3. Colleague evaluations of teaching, including classroom visits.
- 4. Student evaluations of teaching.
- 5. Student evaluation of advising.

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

Classroom visitation and/or inspection of online course modules by two peers and Department Head shall be conducted according to the following procedure:

- a. Faculty to be evaluated shall be consulted prior to dates for visitation being set.
- b. Separate Peer and Department Head evaluations of classroom visitations and/or inspection of online course modules shall be in writing and provided to the faculty member within five (5) working days following the classroom visit.
- c. Should they so desire, Faculty Members shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head.

3. Ratings

The Executive Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Executive Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion, and triennial evaluation will be made separately by the Executive Committee and the Department Head.

**Exceptional (E):**

**Exceptional (E):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluators must describe (or in the case of student evaluations, quantify,) performance as better in quality than distinctly above average.

**Distinctly Above Average (DAA):**

**Distinctly Above Average (DAA):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an outstanding teacher.

**Average (A):**

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

**Below Average (BA):**

Below Average (BA) denotes performance that is less than the expectations for present rank.

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

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

Each applicant must include a personal report of his/her scholarly and/or creative activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly and/or creative activity is not evaluated during interim evaluations. Examples of scholarly and/or creative activities include the following:

1. Published works such as books, articles, anthologies, critical reviews, manuals, study guides, conference proceedings and the like.
2. Preparation of grant or fellowship proposals for sponsored research. The proposal or application must reflect scholarly activity of a substantial nature, and must meet the other requirements set forth for grant activity in the contract.
3. The acquisition of grants, fellowships or other forms of funding derived through a competitive peer review process.
4. The submission of manuscripts, abstracts, or papers for consideration by publishers, professional organizations or funding agencies. Such submissions must reflect scholarly activity of a substantial nature.
5. Presentation of scholarly papers at professional conferences/meetings. Such presentations must reflect substantial scholarly preparation.
6. Presentations before professional colleagues in such settings as University colloquia or departmental seminars. Such presentations must reflect substantial scholarly preparation.
7. Presentations before lay audiences to the extent that such reflect substantial scholarly preparation.
8. Retraining to acquire new expertise. Such retraining must reflect substantial scholarly activity and must otherwise meet the requirements of the Agreement.
9. Receipt of post-doctoral fellowship awards.
10. Formal recognition of scholarly and/or Creative Activity, by professional associations and other entities within the intellectual community, of scholarly or creative activity.
11. Any other evidence of scholarly or creative activity when established in accord with the requirements of the Agreement.

### **2. Ratings**

Rating the performance of a faculty member in the area of scholarly and creative activity, the Department, in accord with the Agreement, must rely upon the documented evidence of and publication or other dissemination of such as submitted by the faculty.

The Department believes that while the quantity of activities is a factor, the rating assigned should reflect a judgment on the quality of the faculty member's performance in the scholarly and/or creative activity category. In developing the summary statements regarding scholarly

activity and in assigning a qualitative rating (i.e., average, distinctly above average, etc.), the Department Head and Executive committee shall consider and address such factors as:

1. The significance of the activity to the expansion of the corpus of knowledge;
2. The reputation and/or significance of the publisher, journal, sponsor or funding agency;
3. The degree of scholarly or creative effort represented by the activity;
4. The candidate's professional growth resulting from the activity;
5. The benefit of the activity to students, colleagues, the curriculum, the University, or the community;
6. The breadth of dissemination of the activity;
7. The forum for and the medium of dissemination;
8. Critical reviews of the activity, or honors or awards bestowed on the applicant in recognition of the activity.
9. The nature and extent of the recognition accorded the activity.

**Exceptional (E):**

Exceptional (E): Awarded when the whole of the applicant's scholarly and/or creative activity within the period being evaluated has a substantial impact on the knowledge base, insight, or understanding of the discipline, i.e., that it has led students beyond the level of current textbook knowledge, provided the facts or directions of research, helped direct a publisher or a granting agency to support good work or discourage bad, etc. Evaluators must describe how quality and/or quantity exceed distinctly above average.

**Distinctly Above Average (DAA)**

Distinctly Above Average (DAA): Awarded when the whole of the applicant's scholarly and/or creative activity within the period being evaluated has an important impact on the knowledge base, insight or understanding of the discipline. Evaluators must describe how quality and/or quantity exceed average.

**Average (A):**

Average: Awarded when the whole of the applicant's scholarly and/or creative activity within the period being evaluated has a must impact on the knowledge base, insight or understanding of the discipline.

**Below Average (BA):**

Below Average (BA) denotes performance that is less than the expectations for present rank.

**C. Service Activity**

**1. Data Collection Procedures**

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

**Service Activities**

Service to the Department, the University or the community may include, but is not limited to the following.

1. Beyond the precise demands of teaching, general assistance to the Department in promoting its goals and /or agenda, and in identifying program needs and possible solutions thereto.
2. Regular attendance at and participation in Departmental meetings.
3. Membership on Departmental committees.
4. Positions of leadership on Departmental committees.
5. Positions of leadership on College or University committees.
6. Beyond the expected requirements of classroom related advising, service as an informal or formal advisor or mentor to students or as advisor to student organizations or initiatives.
7. Participation in Departmental, College of University initiatives to assist students.
8. Appointment as an adjunct, guest or visiting faculty member at another institution.
9. Presentations or talks to campus groups.
10. Service as a formal or informal consultant or advisor to University administrators or offices.
11. Representing the Department, the College, or the University on assignments not otherwise included above.
12. Service as a liaison, or advisor to groups beyond the campus.
13. Service to professional organizations.
14. Professionally related presentations to or participation in programs in the external community.
15. Professionally related membership on boards, committees and tasks forces in the broader community.
16. Service as an editor, or member of an editorial board of a scholarly, professional publication.
17. Service as a reviewer of books or journals for scholarly/professional publications.
18. Service as a peer reviewer of proposals for funding agencies.
19. Service as a consultant in some areas of professional specialization.
20. Any other relevant service activity as demonstrated by the faculty member.

## **2. Ratings**

The Executive committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Executive Committee and the Department Head will meet together with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. For the rating awarded for full evaluations for reappointment, tenure and promotion, and for full Professional Performance Evaluation (PPEs), written reports setting forth the rationale for such will be made separately by the Executive Committee and the Department Head.

While the quantity of service activity is important, the Department does not set a minimum or maximum number of activities as a requirement for evaluations of service. Evaluation here will represent a qualitative judgment on the service activity, collectively assessed. In arriving at the final determination the following will be among the criteria considered.

1. The number of activities.
2. The significance or difficulty and/or sensitivity level in each.
3. The amount of time required as a norm by each activity;
4. The amount of time devoted by the faculty member to each.
5. The frequency of attendance at meetings.
6. The degree of leadership, skill, professionalism and /or commitment reflected in attention to the task or activity.
7. The level of initiative demonstrated in the particular task or activity.

On the basis of these, and other pertinent criteria, the applicant shall be rated as follows:

### **Exceptional (E)**

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

### **Distinctly Above Average (DAA)**

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.

### **Average (A):**

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected.

### **Below Average (BA)**

Below Average (BA) denotes performance that is less than the expectations for present rank.

**APPENDIX A**  
**Classroom Visitation Report**

**Classroom Visitation Report**  
**Department of Africology and African American Studies (AAAS)**  
**Eastern Michigan University**

Instructor evaluated \_\_\_\_\_ Course \_\_\_\_\_

Number of students present \_\_\_\_\_ Date \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Purpose:** The purpose of this classroom visitation is to provide a database for more accurate and equitable decisions on tenure, promotion, and re-appointment and to improve faculty performance.

**Instructions:** The observer should remain in the classroom for the full class period.

**Assignment of Scores:** Please consider each criterion below carefully, and assign the highest scores only for unusually effective performance.

<i>Exceptional</i>	<i>Outstanding</i>	<i>Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Not Applicable</i>
5	4	3	2	1	n/a

**The Instructor:**

- \_\_\_\_ i. Defines objectives for the class presentation.
- \_\_\_\_ ii. Effectively organizes learning situations to meet the objectives of the class presentation.
- \_\_\_\_ iii. Uses instructional methods encouraging relevant student participation in the learning process.
- \_\_\_\_ iv. Uses class time effectively.
- \_\_\_\_ v. Demonstrates enthusiasm for the subject matter.
- \_\_\_\_ vi. Communicates clearly and effectively to the level of the students.
- \_\_\_\_ vii. Explains important ideas simply and clearly.
- \_\_\_\_ viii. Demonstrates command of subject matter.
- \_\_\_\_ ix. Responds appropriately to student questions and comments.
- \_\_\_\_ x. Encourages critical thinking and analysis.

\_\_\_\_ Overall rating/Total Score (That is, the sum total of the above scores).

What specific suggestions or comments would you make concerning how this particular class?

\_\_\_\_\_  
\_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_

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



**APPENDIX B**  
**Online Teaching Observation**

**Online Teaching Observation Report**  
**Department of Africology and African American Studies (AAAS)**  
**Eastern Michigan University**

Instructor evaluated \_\_\_\_\_ Course \_\_\_\_\_

Number of students enrolled in the course \_\_\_\_\_ Date \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Purpose:** The purpose of this online teaching observation is to provide a database for more accurate and equitable decisions on tenure, promotion, and re-appointment and to improve faculty performance.

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

**Assignment of Scores:** Please consider each criterion below carefully, and assign the highest scores only for unusually effective performance.

<i>Exceptional</i>	<i>Outstanding</i>	<i>Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Not Applicable</i>
5	4	3	2	1	n/a

**The Instructor:**

- \_\_\_\_ i. Defines the learning objectives of this course.
- \_\_\_\_ ii. Effectively organizes learning units/sections to meet the objectives of the class.
- \_\_\_\_ iii. Uses digital instructional methods encouraging relevant student participation in the learning process.
- \_\_\_\_ iv. Uses online learning tools effectively.
- \_\_\_\_ v. Demonstrates enthusiasm for the subject matter.
- \_\_\_\_ vi. Communicates clearly and effectively to the level of the students.
- \_\_\_\_ vii. Breaks down important course ideas simply and clearly.
- \_\_\_\_ viii. Demonstrates command of subject matter.
- \_\_\_\_ ix. Responds appropriately to student emailed questions and comments.
- \_\_\_\_ x. Encourages critical thinking and analysis.

\_\_\_\_ Overall rating/Total Score (That is, the sum total of the above scores).

What specific suggestions or comments would you make concerning how this particular online class?

\_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_

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

**APPENDIX C**  
**Student Evaluation Questions for both In-person and Online Courses**  
**Department of Africology and African American Studies (AAAS)**

1. WHAT IS YOUR OVERALL RATING OF THE TEACHING EFFECTIVENESS OF THIS INSTRUCTOR?

Much Above Average 1	Above Average 2	Average 3	Below Average 4	Much Below Average 5
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2. WHAT IS YOUR OVERALL RATING OF THIS COURSE?

Much Above Average 1	Above Average 2	Average 3	Below Average 4	Much Below Average 5
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3. AAAS Core Questions

Strongly Agree 1	Agree 2	Undecided 3	Disagree 4	Strongly Disagree 5
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- i. My instructor has an effective style of presentation.
- ii. My instructor makes learning easy and interesting.
- iii. This course motivates me to take additional related courses.
- iv. My instructor teaches one to value the viewpoint of others.
- v. My instructor is readily available for consultation.
- vi. The flexibility of this course helps all kinds of students learn.
- vii. I am free to express and explain my own views in this course.
- viii. This course has clearly stated objectives.
- ix. I understand what is expected of me in this course.
- x. My instructor develops class discussion skillfully.
- xi. Exams stress important points of the lectures/text.
- xii. The assigned reading is well integrated into the course.
- xiii. Films in this course were well integrated with course topics.
- xiv. Course assignments are interesting and stimulating.
- xv. I would recommend this course to another student.

4. WHAT DID YOU LIKE THE MOST ABOUT THIS INSTRUCTOR AND COURSE?

5. WHAT CONSTRUCTIVE SUGGESTIONS DO YOU HAVE FOR THIS INSTRUCTOR OR COURSE?