

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

**To:** Don Ritzenhein, Department Head  
School of Communication, Media & Theatre Arts

**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 Communication, Media & Theatre Arts 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 Communication, Media & Theatre Arts

College of Arts & Sciences

Date of Last DED Revision: 11/16/2010

Date of Department Faculty Vote: November 7, 2016

Yes 18 No 0 Abstain 0

APPROVALS:

Christened Tanner 11/8/2016  
Personnel Committee Chair (Date)

Donald N. Tubgen 11/8/2016  
Department Head/School Director (Date)

Karla Hays 11/11/2016  
Dean (Date)

RECEIVED

NOV 11 2016

Human Resources  
Eastern Michigan University

RECEIVED  
NOV 08 2016  
Arts and Sciences Dean's Office

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

Judith A. Kallberg

Tricia Montague

Wade T. ...

[Signature]  
[Signature]

\_\_\_\_\_

\_\_\_\_\_

**EASTERN MICHIGAN UNIVERSITY**

**Division of Academic Affairs**

**DEPARTMENTAL EVALUATION DOCUMENT**

**Department of Communication, Media and Theatre Arts  
College of Arts and Sciences**

**Faculty Evaluation  
Criteria, Procedures and Techniques**

**Approved by Department Faculty:**

**Approved by the Standing Committee  
on Department Evaluation Documents  
Systems and Guidelines: \_\_\_\_\_**

**Revised:**

## Contents

	Page
I. Evaluation Criteria Rating Scale.....	1
II. Appointment Standards and Evaluation Schedule.....	1
III. Reappointment and Tenure Standards	
a. Hired Before 9/1/2015.....	2
b. Hired After 9/1/015.....	3
IV. Promotion Standards.....	4
V. Evaluation Techniques	
a. Evaluation Criteria.....	5
b. Data Collection Procedures.....	8
Appendix A Classroom and Online Teaching Observation.....	13
Appendix B Student Evaluation Questions for All Course Formats.....	14
Appendix C Student Evaluation Questions for Online Course.....	15

## EVALUATION

### 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.

#### RATING SCALE

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

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

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

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

### II APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	- Ph.D. or MFA - 5 years teaching experience at the Associate Professor level	
ASSOCIATE PROFESSOR	- Ph.D. or MFA - 4 years teaching experience at Assistant Professor level	
ASSISTANT PROFESSOR	- Ph.D. or MFA - 2 years teaching experience at college level or equivalent or related professional experience	ABD with letter of support that all requirements for the degree will be met by the beginning of the term hired.
INSTRUCTOR	-Ph.D. or MFA	ABD with letter of support that all requirements for the degree will be met by the beginning of the term hired.

#### INITIAL

#### APPOINTMENT RANK      EVALUATION SCHEDULE YEAR

	1	2	3	4	5	6
Professor			F	T		
Associate			F	I	T	
Assistant		I	F	I	T	
Instructor		I	F	I	I	T

F = Full Evaluation    T = Tenure Evaluation    I = Interim Meeting

### III REAPPOINTMENT AND TENURE STANDARDS

HIRED Before 9/1/2015

#### PROFESSOR

Year	1	2	3
Evaluation	Initial Interim	Full/R	Full/T
Instructional Effectiveness	A	DAA	DAA
Scholarly/Creative Activity	X	DAA in one and	DAA
Service	A	A in the other	DAA

#### ASSOCIATE PROFESSOR

Year	1	2	3	4
Evaluation	Initial Interim	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	DAA	DAA	DAA
Scholarly/Creative Activity	X	Advisory only	DAA in one And A in the other	DAA
Service	A	A	See above	DAA

#### ASSISTANT PROFESSOR

Year	1	2	3	4	5
Evaluation	Initial Interim <sup>1</sup>	Initial Interim <sup>1</sup>	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	DAA	DAA	DAA
Scholarly/Creative Activity	X	X	Advisory only	X	DAA in one and A in the other
Service	A	A	A	A	Same as above

### INSTRUCTOR

Year	1	2	3	4	5	6
Evaluation	Initial Interim <sup>3</sup>	Initial Interim	Full/R	Comprehensive Interim	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	A	A	DAA
Scholarly/Creative Activity	X	X	Advisory only	X	X	A
Service	A	A	A	A	A	A

<sup>1</sup> For tenure, a DAA rating in Instructional Effectiveness must be earned in the immediate past 2 years, as applicable.

### 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 (or A if DAA in Scholarly)

**ASSISTANT PROFESSOR**

Year	3	5
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)

**INSTRUCTOR**

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

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

**IV. PROMOTION STANDARDS**

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	Ph.D. or MFA	DAA	*DAA	*DAA
TO PROFESSOR	5 years as associate professor at EMU	Ph.D. or MFA	DAA	*DAA	*DAA
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	Ph.D. or MFA	DAA	*DAA	*DAA
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	Ph.D. or MFA	DAA	*DAA	*DAA

\*If a faculty member applying for promotion receives an Exceptional in the scholarly/creative or service he/she can receive an Average in the other category and meet the standards for promotion. NOTE: The faculty member must receive a minimum of a DAA in instructional effectiveness.



## V. EVALUATION TECHNIQUES

### EVALUATION CRITERIA

#### A. Instructional Effectiveness

The faculty member shall demonstrate his/her 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. The faculty member shall also demonstrate activities and accomplishments in the general categories such as preparedness, insight into teaching materials and classroom situations, creative use of communication channels, dependability, quality of presentations, time utilization, performance critiques, advising and co-curricular activities.

#### Criteria for Determination of Rating Categories

**Exceptional (E):** Awarded when the quality of instruction shall be evaluated as that of a truly superior teacher. In addition to the expectation for an average rating, this shall be evidenced by such factors as:

1. Exceptional student evaluations.
2. Participates creatively in the subject area through the development of new teaching materials.
3. Has a significant impact on student learning.
4. Actively involved in curriculum development

**Distinctly Above Average (DAA):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an outstanding teacher. In addition to the expectation for an average rating, this shall be evidenced by such factors as:

1. Consistently high student evaluations
2. Seeks latest information in the subject area(s) by reading, attending professional conferences and communicating with colleagues.
3. Actively involved in the development of new courses.

**Average (A):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of a good teacher. This shall be evidenced by such factors as:

1. Thorough preparation and planning for teaching.
2. Practices effective teaching methods.
3. Demonstrates commitment to students.

**Below Average (BA):** At least an average rating will be expected to receive a satisfactory rating on a Professional Performance Evaluation. The average rating is the same as noted above.

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

It is intended that the faculty member shall utilize his/her expertise to address problems in his/her discipline or area of specialization through scholarly and/or creative activity, which clearly contributes to the discipline.

**Criteria for Determination of Rating Categories**

**Exceptional (E):** Assigned when the candidate displays an outstanding record in one group or a combination of the following activities:

- a. A continued record of high quality public production, design, or performance on stage or through recordings and public presentation, both on-campus and off-campus.
- b. A continued record of publication which may include such items as books, articles, dramatic compositions, workbooks, lab manuals, book reviews, professional papers, editorial work, etc., that significantly advance the body of knowledge in the applicant's field of specialization.
- c. A continued record of significant professional activities which may include lectures, paper readings, in-depth research, consultative work, extensive involvement in curriculum development, participation in professional conferences, leadership roles in state and national professional organizations, directorship of statewide programs, etc., that advances the body of knowledge in the applicant's field of specialization.

The applicant must be building a significant body of scholarly/creative work and a meaningful portion of that work must be recognized at the national and/or international level.

**Distinctly Above Average (DAA):** Assigned when the record of Scholarly/Creative Activity meets all the requirements listed under average and in addition shows achievement in two of the following activities in the applicant's field of specialization:

- a. Service as editor of a professional publication if one's own scholarly work is disseminated.
- b. Service as a consultant in the applicant's field of specialization.
- c. Significant independent research if it results in the dissemination of scholarly and/or creative activity.
- d. Participant in conference programs.
- c. Creative contributions toward the presentation of public readings, lectures, or performances for screen, stage, radio, or video.
- f. Authorship of a published book in the candidate's field.
- g. Authorship of significant articles, book/stage/video reviews or professional papers.
- h. Authorship of published dramatic and documentary scripts.
- i. Extensive research in curriculum development if it results in dissemination of scholarly/creative work.

The applicant must be building a significant body of scholarly/creative work and a meaningful portion of that work must be recognized at the state and/or regional level.

**Average (A):** Assigned when the faculty member satisfactorily fulfills the scholarly/creative responsibilities inherent in his/her position and the significance of these activities lie primarily within the department, university and/or community. Examples include performing as part of the faculty recital series, directing or conducting on campus performances, and presenting or preparing written materials of a scholarly/creative nature on campus or in the community.

**Below Average (BA):** To receive a satisfactory rating on a Professional Performance Evaluation a faculty member needs an average rating consisting of two or more scholarly/creative activities within a three-year period.

**C. Service Activity**

It is intended that the faculty member shall utilize his/her expertise to make service contributions in the areas of:

1. Identifying new needs in the department and assisting colleagues in departmental activities.
2. Demonstrating interest and activity that extend beyond the department into areas such as university and college-wide committees, student activities, and professionally related community affairs.

**Criteria for Determination of Rating Categories**

**Exceptional (E):** Awarded when the quality and quantity of service shall be evaluated, in addition to the basis described for distinctly above average, as far beyond departmental expectations. This shall be evidenced by such factors as:

1. Consistently assuming and executing leadership roles in committee, council, or boards.
2. Identifying, initiating the actions for, and satisfying the needs of the Department and University or community.
3. A continuing record of involvement.

**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 departmental expectations. This shall be evidenced by such factors as:

1. Frequent membership on committees that demand a commitment in excess of that required for an average rating.
2. Identifying departmental and university or organizational needs and working towards fulfillment of those needs.
3. Availability and interest in cooperating with colleagues in their research and professional activities.

**Average (A):** Awarded when the quality and quantity of service shall be evaluated as that normally expected by the department. This shall be evidenced by such factors as:

1. Accepting assignments and executing the prescribed duties.
2. Volunteering or accepting nominations to serve on committees or councils.
3. Attending and contributing to meetings of the Department, the University or the community.

**Below Average (BA):** In the area of Service, a faculty member shall fulfill at least three service activities during the three year period under review, as defined herein, to be rated satisfactory on a full review.

## **DATA COLLECTION PROCEDURES**

### **A. Instructional Effectiveness**

Examples of documentation for instructional effectiveness activities include, but are not limited to, evidence of the following:

1. Preparation for teaching:
  - a. Maintenance of a high level of knowledge and achievement in his/her subject area(s) by reading books and professional journals, attending workshops, conferences and/or performances, interacting with colleagues, and participating in other relevant professional activities.
  - b. Creative participation creatively in the subject area through the development of teaching methods.
  - c. Regular evaluation of his/her own past teaching methods, procedures and course content.
  - d. Maintenance of memberships in professional societies.
  - e. Participates in seminars, workshops, and other forms of professional development to enhance teaching pedagogy.
2. Plans effectively for teaching:
  - a. Clear identification of the function of his/her course(s) and/or co-curricular activity(ies) within the Department, within the University and/or community, and of its role in preparing students for careers.
  - b. Clear identification of the long-term goals for the course(s) and/or co-curricular activity(ies) and of the day-to-day objectives.
  - c. A clear and relevant plan of action to accomplish both long and short term objectives through classroom activities, outside of class assignments, and other relevant activities.
  - d. Establishment of appropriate and clearly defined procedures to assess student achievement).
3. Practices good teaching methods

- a. Clear provision of information to students of the purposes and objectives of the course(s) and/or activity(ies) and of units of study in the course(s).
- b. Demonstrated assistance to students toward the development of methods of study and skills in self-direction.
- c. Information to students regarding their specific responsibilities (e.g., equipment usage, study requirements).
- d. Successful communication with students.
- e. Promotion of classroom procedures and surroundings, which encourage learning.
- f. Regular information seeking from students regarding their levels of attainment and informs them or his/her estimation of their performance.
- g. Effective organization of learning situations to meet class objectives.
- h. Encouragement of meaningful student participation in the learning process.
- i. Effective use of class time.
- j. Demonstration of enthusiasm for the subject matter.
- k. Clear and effective communication to students at their level.
- l. Clear explanation of important ideas.
- m. Demonstrated command of course subject matter.
- n. Appropriate responses to student questions and comments.
- o. Encouragement of critical thinking and analysis.
- p. Incorporation of innovative teaching methods and materials.
- q. Assessment of student achievement.
- r. Provision of timely and meaningful feedback to students with timely feedback.

4. Is committed to students:

- a. Availability to students who need his/her help.
- b. Work beyond regular classroom responsibilities to help students with independent learning experiences (e.g., special problems, independent study, thesis, publication(s)).
- c. Keeps up-to-date regarding practices and procedures necessary for academic advising.
- d. Effectiveness in helping students with academic problems.
- e. Assistance to students outside of class as needed.

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

Classroom Visitation Reports are a requirement of all Interim and Full Evaluations. The applicant in the classroom utilizing the "Classroom Visitation Observation" form (See Appendix A). The items used for evaluation on the form are:

- 1. Describe the instructor's teaching style and methods.
- 2. How does the instructor deal with content?
- 3. Describe the form and extent of student/instructor interaction.

Recognizing that instruction in the respective areas of Communication, Media and Theatre Arts Department may take place in co-curricular activities as well as in the classroom, instructional activities in all areas of an applicant's instructional responsibilities will be observed

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

The faculty member shall give documented evidence of his/her contributions to his/her discipline or area of specialization by scholarly investigation (e.g., research) and/or creative activity, and of its publication or other dissemination in one of the following ways:

1. among practitioners in his/her discipline, or
  2. among a wider community.
1. Scholarly investigation, creative activity and/or research of an original and/or previously unreported nature, which may take the form of:
    - a. Publication of scholarly research, journalistic work, books, lab manuals, workbooks, musical compositions, choreography, audio and video recordings, scripts and speeches. *(If publication is pending, a letter of intent to publish from a publisher other than a vanity press may be used as documentation).*
    - b. Publications in peer reviewed professional journals or paper presentations, panels, or workshops at professional conferences.
    - c. Publication of dramatic and documentary scripts via screen, stage, radio and video.
    - d. Production of fiction and nonfiction programming for electronic media, which is recognized through an academic, professional, or peer reviewed process.
    - e. Scripting of fiction and nonfiction programming for electronic media, which is recognized through an academic, professional, or peer reviewed process.
    - f. Professional theatrical and media work, such as design, acting, directing, or dramaturgy.
    - g. Written critical reviews of published professional materials, books, performances, and concerts.
    - h. Editorial work if it involves dissemination of scholarly/creative work.
    - i. Lectures and/or appropriate consulting activities for professional organizations, government agencies, other universities, etc., pertaining to the faculty member's area(s) of specialization.
  2. Professional training above and beyond that required for the academic rank held so that a course or program can be initiated or maintained in the department. Activities will be considered on a case-by-case basis with specific criteria and evaluation outcomes delineated for credit as scholarly/creative activity prior to the start of the experience. Professional development activities could include but are not limited to additional certification, additional professional experience in the discipline, or course work completion that provides training in an adjunct area (not coursework to update routine content in one's specialization).
6. Grant development/administration.
    - a. In addition to criteria in EMU-AAUP Agreement, the administration of a grant project

insofar as proper evidence is presented which documents that such grant administration meets the requirements as set forth in EMU-AAUP Agreement shall be considered to meet this criteria.

- b. Service on a review panel for grant proposals may also be considered scholarly/creative activity if the service involves the dissemination of scholarly work.

### **C. Service Activity**

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

1. Attendance at, and participation in, departmental meetings.
2. Membership in and significant contribution to a departmental committee.
3. Leadership of a departmental committee.
4. Membership in a department area of concentration committee.
5. Membership in an ad-hoc committee, e.g., Tenure and Promotion, or Search Committee.
6. Serving in the capacity of Undergraduate or Graduate Coordinator.
7. Completion of a significant special task or assignment within the department.
8. Participation in recruiting activities for the department beyond the normal scope of one's position.
9. Serving in a leadership capacity in various co-curricular student activities of the department.
10. Other appropriate departmental service

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

1. Membership in and significant contribution to an interdepartmental committee or council.
2. Membership in and significant contribution to a council, committee or sub-committee as established by the faculty input system at the college level.
3. Membership in and significant contribution to a council, committee or sub-committee at the university level.
4. Significant service to the AAUP at the chapter, state or national level.
5. Service to a professional society or regional or local sub-group of such a society as appropriate to the faculty member's discipline and/or specific area(s) of expertise.
6. Serving in an advisory capacity for professional and/or educational organizations.
7. Other extra-departmental service at the college or university levels or in the community.

## APPENDIX A

### Classroom and Online Teaching Observation

**Name of Instructor:**

**Class:**

**Date:**

***1. Describe the instructor's teaching style and method.***

***2. How does the instructor deal with content?***

***3. Describe the form and extent of student/instructor interaction.***



## **APPENDIX B**

### **Student Evaluation Questions All Course Formats**

Through the process of a department vote, the faculty approved that the following set of six items to be included on student evaluations in addition to the two university-wide questions. These questions provide additional information for the applicant and can be used during the review process but are not required.

These additional set items are:

1. My instructor displays a clear understanding of course topics.
2. My instructor displays enthusiasm when teaching.
3. My instructor is readily available for consultation.
4. My instructor respects divergent viewpoints.
5. The instructor meets class regularly.
6. My instructor respects students from diverse cultural backgrounds.

**APPENDIX C**  
**STUDENT EVALUATION QUESTIONS FOR ONLINE COURSE**

**CMTA Online Class – Course Evaluation Questions**

**Key: #1 = ranking based on voting**

**(1) = original numbers**

- #1. (6) - My instructor provides sufficient online resources to meet the needs of the course.**
- #2. (7) - My instructor provides responses to my online questions (consultations) within the time frame set forth in the syllabus.**
- #3 (2) - The course shell features and content are well-prepared and ready to use when needed.**
- #4 (9) - My instructor provides feedback/grades on my assignments within the time frame set forth in the syllabus.**
- #5 (1) - The delivery and design of the course shell is effective (at presenting course content).**
- #6 (11) - I understand what is expected of me in this course.**

**Runner's Up:**

- #7 (8) - My instructor displays a clear understanding of course topics.**
- #7 (4) - The grading system was clearly explained.**
- #8 (3) - The pacing of the course and course content is appropriate.**
- #8 (5) - Assignments are related to the goals of this course.**
- #9 (12) - I learned a lot in this course.**
- #10 (10) - My instructor makes good use of examples and illustrations.**