

**DEPARTMENTAL EVALUATION DOCUMENT
EASTERN MICHIGAN UNIVERSITY
COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF BIOLOGY**

This Departmental Evaluation Document received official approval as follows:

Approved by the Department Faculty

Vote: 10 Yes; 3 No; 4 Abstain


Date: 20 April 2022

Signature:


Chair of the Personnel Committee

Approved by the Department Head

Date: April 20, 2022

Signature: 

Approved by the Dean

Date: 

Signature: 4/20/2022

Approved by the University Departmental Evaluation Documents Committee

Date:

Signatures:

Department of Biology Decision Evaluation Document

Approved by the Department Evaluation Document (DED) Standing Committee on April 20, 2022.

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Faculty Evaluation

The department will conduct faculty evaluations using criteria, procedures, and techniques specified in this document (DED) and Article XV of the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) (herein denoted as the EMU-AAUP Agreement).

Criteria

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

Instructional Effectiveness

Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, promotion and tenure decisions. Supportive to this criterion is evidence that the candidate (See "Evaluation Techniques" section for details):

1. Prepares for teaching
2. Plans effectively for teaching
3. Practices good teaching methods, and
4. Is committed to students

Scholarly/Creative Activity

Scholarly/Creative Activities supportive of this area of evaluation are divided into three categories. Category 1 represents the highest level of commitment to scholarship by disseminating research through peer-reviewed publications, presentations at national/international meetings, receiving significant external awards; Category 2 represents disseminating scholarly activity through other avenues; and Category 3 represents disseminating student research (See "Evaluation Techniques" section for details). Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, tenure and promotion.

Service

Since the effective operation of all areas of the academic community greatly benefits from the involvement of faculty, Faculty Members are expected to contribute to the functioning of, and provide input on, the governance of the Department, University, and/or scientific community at large. Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, promotion and tenure decisions. Service credit will not be awarded for service activities conducted with release time from teaching. Such service activities should be reported in the Teaching Effectiveness section. Regular attendance at, and participation in, Biology Department Faculty meetings is required of all faculty members.

Standards

The standards for 1) appointment, 2) reappointment and tenure and 3) promotion are summarized in the following charts. The **Rating Scale** follows the chart for promotion. Measurement of these standards for this department is summarized and detailed in the **Evaluation Techniques** section of this document.

Appointment Standards

ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	
PROFESSOR	<p><u>Science Education:</u></p> <ul style="list-style-type: none"> • Ph.D., Ed.D. D.Sc. or D.A. • To be initially appointed: In addition to the above, a minimum of 7 years as an Associate Professor at a baccalaureate institution or equivalent experience and experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching. <p><u>Biology:</u></p> <ul style="list-style-type: none"> • Ph.D. or D.Sc. • To be initially appointed: In addition to degree requirements stated above, a minimum of 7 years as an Associate Professor at a baccalaureate institution or equivalent experience
ASSOCIATE PROFESSOR	<p><u>Science Education:</u></p> <ul style="list-style-type: none"> • Ph.D., Ed.D, D.Sc. or D.A. • minimum of 5 years as Assistant Professor at a baccalaureate institution or equivalent experience • To be initially appointed: In addition to the degree requirements listed above, experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching. <p><u>Biology:</u></p> <ul style="list-style-type: none"> • Ph.D. or D.Sc. • minimum of 5 years as Assistant Professor at a baccalaureate institution or equivalent experience
ASSISTANT PROFESSOR	<p><u>Science Education:</u></p> <ul style="list-style-type: none"> • Ph.D., Ed.D, D.Sc. or D.A. • In addition to the degree requirements listed above, experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching. <p><u>Biology:</u></p> <ul style="list-style-type: none"> • Ph.D. or D.Sc.
INSTRUCTOR	<p><u>Science Education:</u></p> <ul style="list-style-type: none"> • M.A. or M.S. and complete all requirements for doctorate, except for dissertation • In addition to the degree requirements listed above, experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching. <p><u>Biology:</u></p> <ul style="list-style-type: none"> • M.A. or M.S. and complete all requirements for doctorate, except for dissertation

Reappointment and Tenure Standards for faculty hired prior to 9/1/2015

PROFESSOR

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

** If an Exceptional is received in either Instructional Effectiveness or Scholarly/Creative Activity, then only an Average is required in Service.

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSOR

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

INSTRUCTOR

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

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

⁺ Ph.D. required (for Biology): Doctorate required (for Science Education)

Reappointment and Tenure Standards for faculty hired after 9/1/2015

PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA**
Scholarly/Creative Activity	X*	DAA**
Service	A	DAA**

** If an Exceptional is received in either Instructional Effectiveness or Scholarly/Creative Activity, then only an Average is required in Service.

ASSOCIATE PROFESSOR

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA
Service	A	A

ASSISTANT PROFESSOR

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

INSTRUCTOR

Year	3	6
Evaluation	Full	Full/T
Instructional Effectiveness	A	DAA
Scholarly/Creative Activity	X*	DAA
Service	A	A

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

+ Ph.D. required (for Biology): Doctorate required (for Science Education)

Promotion Standards

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
TO PROFESSOR	5 years as associate professor at EMU	<u>Science Education:</u> Ph.D. or Ed.D. or D.Sc. or D.A.	DAA*	DAA*	DAA*
		<u>Biology:</u> Ph.D. or D.Sc.	DAA*	DAA*	DAA*
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	<u>Science Education:</u> Ph.D. or Ed.D. or D.Sc. or D.A.	DAA	DAA	A
		<u>Biology:</u> Ph.D. or D.Sc.	DAA	DAA	A
TO ASSISTANT PROFESSOR	5 years as instructor at EMU	<u>Science Education:</u> Ph.D. or Ed.D. or D.Sc. or D.A.	DAA	DAA	A
		<u>Biology:</u> Ph.D. or D.Sc.	DAA	DAA	A

* If an Exceptional is received in either Instructional Effectiveness or Scholarly/Creative Activity, then only an Average is required in Service.

Rating Scale

Exceptional (E) denotes performance far in excess of the expectations for present rank as described on pages 8-14.

Distinctly Above Average (DAA) denotes performance well above the expectations for present rank as described on pages 8-14.

Average (A) denotes performance commensurate with the expectations for present rank as described on pages 8-14.

Below Average (BA) denotes performance below the expectations for present rank as described on pages 8-14.

Professional Performance Evaluation (PPE) Standards

EVALUATION AREA	RATING	REQUIRED MINIMUM
Instructional Effectiveness	Average*	DAA
Scholarly/Creative Activity	Average*	DAA in ONE and A in the other
Service	Average*	

Explanation/Definition of Ratings:

*To be deemed Satisfactory at PPE, the Faculty Member must meet the average rating criteria (standards) in the areas of Instructional Effectiveness, Scholarly/Creative Activity, and Service, as specified below. A Faculty Member whose performance does not meet the standards outlined shall be rated Unsatisfactory.

Instructional Effectiveness:

Average = DAA (see pages 8-14)

Scholarly/Creative Activity and Service:

Average = DAA in either Scholarly/Creative Activity or Service and A in the other (see pages 8-14)

Research/Creative Activity Release:

Faculty hired after September 1, 2021 and faculty applying for the research/creative activity release must also complete a minimum of two (2) major and one (1) minor research/creative activities, as identified in Appendix F, per five-year evaluation period in addition to meeting the scholarly/creative activity rating of "Distinctly Above Average".

Evaluation Techniques

Instructional Effectiveness

A. Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments. Evaluation techniques for all Faculty Members include, but are not limited to, self-evaluation, peer classroom visitations, student evaluations of teaching, Department Head evaluation, and assessment of academic advising of students. All Full Evaluations (including Full Professional Performance Evaluations of Tenured Faculty) must include classroom visitations by the Department Head and at least one member of the Personnel Committee. The Faculty Member being reviewed will be notified in advance of the visit. The Faculty Member being reviewed may request additional visitations, if he/she believes that a particular review does not fairly represent a normal classroom performance.

Supportive to this criterion is evidence that the candidate:

1. Prepares for teaching
 - a. Seeks latest information in the subject area(s) taught, by reading, attending professional conferences and/or by communicating with colleagues or by additional relevant coursework above that required for academic rank held or sought or by seminar attendance at other universities, attending workshops and public lectures by recognized authorities.
 - b. Participates creatively in the subject area through writing, research, and development of teaching materials.
 - c. Regularly evaluates his/her own past teaching methods, procedures, and course content.
2. Plans effectively for teaching
 - a. Has a clear idea of the function of his/her course(s) within the Department, within the University and/or community, and of its role in preparing students for careers.
 - b. Has a clear idea of the long-term objectives for the course(s) and for the day-to-day classroom activities.
 - c. Has a clear and relevant plan of action to accomplish both long and short term objectives.
 - d. Evaluates students so as to measure the attainment of objectives set forth.
3. Practices good teaching methods
 - a. Clearly informs students of the purposes and objectives of the course(s) and of units of study in the course(s).
 - b. Helps students develop methods of study and skills in self-direction.
 - c. Keeps students informed of specific responsibilities (e.g., equipment usage, study requirements).
 - d. Endeavors to establish good communication with students.
 - e. Promotes classroom procedures and surroundings that encourage learning.
 - f. Regularly seeks information from students regarding their levels of attainment and informs them of his/her estimation of their performance.
4. Is committed to students
 - a. Available to students who need his/her help.
 - b. Works beyond regular classroom responsibilities to help students with independent learning experiences (e.g., special problems, independent study, thesis, publications).
 - c. Keeps up-to-date regarding practices and procedures necessary for academic advising.
 - d. Assists students with academic problems.

B. Procedures of Classroom visitation by peers and department head

1. Faculty member's own report of activities and accomplishments in this area will be considered by peers and Department Heads.
2. Colleague evaluations of teaching based on classroom visitation and other evidence.
 - a. One member of the Personnel Committee and one additional faculty member will each visit at least one class session.
 - b. Faculty and evaluators will agree in advance on appropriate times for classroom visits.
 - c. There will be a post-visitation conference between the faculty member and each evaluator to discuss the evaluators' reports.
 - d. Standard approved evaluation forms will be used. See Appendices B and C.
3. Student evaluations of teaching utilizing the University-wide evaluation system supplemented by the departmental evaluation device or its equivalent will be considered by peers and Department Heads. Standard approved departmental questions must be used utilizing the University wide evaluation form will be considered by peers and Department Heads. See Appendix D and Appendix E.
4. Department Head evaluations of teaching based on classroom visitations and other evidence. Standard approved departmental evaluation forms will be used. See Appendix B.
5. Peer and Department Head evaluations of classroom visitations will be in writing and provided to the Faculty Member within ten (10) days following the classroom visitation. Under the supervision of the Department Head, copies of all peer and Department Head evaluations of classroom visitations will be maintained, systematically arranged, and filed in the Department Office, where they will be available to the Department Head and members of the Personnel Committee.
6. Student evaluations of advising if applicable.

C. Procedures of online course evaluation by peers and department head

1. Faculty member's own report of activities and accomplishments in this area will be considered by peers and Department Heads.
2. Colleague evaluations of teaching based on review of the online course in progress and other evidence.
 - a. One member of the Personnel Committee and one additional faculty member will review the online course in progress.
 - b. Faculty and evaluators will agree in advance on appropriate times for online course review, which shall occur over the period of a week.
 - c. There will be a post-review conference between the faculty member and each evaluator to discuss the evaluators' reports.
 - d. Standard approved evaluation forms will be used. See Appendix B.
3. Student evaluations of teaching utilizing the University-wide evaluation system supplemented by the departmental evaluation device or its equivalent will be considered by peers and Department Heads. Standard approved departmental questions must be used utilizing the University wide evaluation form will be considered by peers and Department Heads. See Appendix C and Appendix D.
4. Department Head evaluations of teaching based on classroom visitations and other evidence. Standard approved departmental evaluation forms will be used. See Appendix B.
5. Peer and Department Head evaluations of classroom visitations will be in writing and provided to the Faculty Member within ten (10) days following the classroom visitation. Under the supervision of the Department Head, copies of all peer and Department Head evaluations of classroom visitations will be maintained, systematically arranged, and filed in the Department Office, where they will be available to the Department Head and members of the Personnel Committee.
6. Student evaluations of advising if applicable.

D. Ratings

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

Exceptional (E): Awarded when the overall quality of instruction offered by the Faculty Member shall be evaluated as that of a truly superior teacher. Evaluators must describe performance in terms of selected supporting activities as better in quality than distinctly above average (DAA).

Distinctly Above Average (DAA): Awarded for clear demonstration of outstanding quality of instruction with effective incorporation of the majority of relevant supportive activities. Evaluators must describe performance in terms of selected supporting activities as noticeably better in quality than average (A).

Average (A): The minimal acceptable level of performance for a good teacher. All listed supporting activities must be present in the Faculty Member's teaching performance at an acceptable level. Evaluators must describe performance in these terms. A faculty member must meet all of the criteria below (1 - 7) to be considered to be performing at an Average (Satisfactory) level.

1. The syllabus adequately outlines course content, organization and grading standards.
2. Students are given course requirements in writing at the beginning of the course.
3. Exams reflect course content and objectives.
4. The standards used for grading, as provided to students in the course syllabus, are followed.
5. The Faculty Member is accessible to students during regular office hours and individual appointments.
6. Students are informed of academic progress in the course on a regular basis (before the date for automatic withdrawal as published in the catalog, if applicable).
7. The Faculty Member regularly meets classes and clearly presents up-to-date and appropriate course material.

Below Average (BA): Does not meet the Standards set forth above.

All the supporting activities for Instructional Effectiveness are essential elements of teaching. These must all be practiced at some level to justify at least an Average rating in Instructional Effectiveness. The rating given is ultimately based on judgments of the quality, or degree of success achieved in performance of the activities, not merely presence.

There are no differentials by rank for meeting these criteria except those implicit in the ranking scale. It should be emphasized that the detailed lists of supportive measures, or activities, under Instructional Effectiveness, are not all-inclusive. That is, the Personnel Committee and/or the Department Head may judge other evidential activity as being supportive of the criteria, however, documentation of other criteria may not be required.

Scholarly/Creative Activity

A. Data Collection Procedures

For all Full and Comprehensive Interim Evaluations for Reappointment/Tenure, and Promotion, each Faculty Member must include a personal report of his/her Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. These items will be used to show evidence of an active research program at EMU, including the involvement of students. Scholarly/Creative Activities supportive to this area of evaluation are divided into the following three categories:

Category 1

1. Publication (peer-reviewed, including books (scholarly publisher), invited chapters of books (scholarly publisher), and critical reviews of the literature (annual reviews type))
2. Presentation of research at national or international meeting
3. Receipt of extramural grant/fellowship (e.g., NSF, NIH, American Heart Association)

Category 2

1. Authorship of extramural research grant proposal
2. Research seminar presented to professional organization, government agency, university
3. Presentation of research at regional/local meeting of professional organization
4. Publication (non-peer-reviewed)
5. Publication of lab manual
6. Consulting related to faculty member's area of specialization
7. Book review
8. Professional Development (See Appendix A)
9. Retraining (See EMU-AAUP Agreement, Article XV)

Category 3

1. Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated outside the university (e.g., publication, national/regional meeting).
2. Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated within the university (e.g., Undergraduate Symposium, Honors thesis, classroom presentation).

It should be emphasized that the detailed lists of supportive measures, or activities, under Scholarly/Creative Activity, are not all-inclusive. That is, the Personnel Committee and/or Department Head may judge other evidential activity to be supportive of the criteria.

B. Ratings

A faculty member must fulfill the activities for all categories listed within each rating block (e.g. Exceptional: categories 1, 2 and 3. See table below). In the overall evaluation, to receive a rating of Average or above, the Faculty Member must include at least one activity in which Scholarly/Creative work is disseminated in some form. The Personnel Committee reserves the right to judge the quality of a particular Scholarly/Creative Activity. The committee will evaluate each item submitted under each category and will determine whether the submitted item qualifies for inclusion in that category. The decision will be based on the quality of each item, taking into account such criteria as: effort, impact and significance to the field, reputation of journal, etc. The Personnel Committee may find a single publication and/or grant to be of such significance as to satisfy the entire category 1 requirement.

APPLICATION OF STANDARD RATINGS FOR REAPPOINTMENT, TENURE AND PROMOTION AT ALL LEVELS

RATING	ACTIVITIES
EXCEPTIONAL (E)	<u>Category 1</u> Three Publications** and One Presentation and <u>Category 2</u> Any Three Activities from this Grouping*and <u>Category 3</u> Any Three Activities from this Grouping
DISTINCTLY ABOVE AVERAGE (DAA)	<u>Category 1</u> Two Publications** and One Presentation <u>Category 2</u> Any Two Activities from this Grouping*and <u>Category 3</u> Any Two Activities from this Grouping
AVERAGE (A)	<u>Category 2</u> Any Two Activities from this Grouping*and <u>Category 3</u> Any Two Activities from this Grouping
BELOW AVERAGE (BA)	Does Not Meet the Standards set Above

*Any One item from Category 1 can be substituted for Two items from Category 2.

**One Grant may substitute for One Publication. No more than one publication can be replaced.

Service

A. Data Collection Procedures

For all Full and Comprehensive Interim Evaluations for Reappointment/Tenure and Promotion, each Faculty Member 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 expended in those activities.

B. Service Activities

The activities below are categorized by both the scope of their work and by how they directly contribute to regular functions of the Biology Department. Service outside the department is valuable, but contributes less directly to “one’s fair share” of shared departmental concerns. Service credit will not be awarded for service activities conducted with release time from teaching. Such service activities should be report in the Instructional Effectiveness section.

Category 1:

1. Active membership in a departmental standing committee.
2. Active membership in an ad-hoc Search Committees for Biology Faculty.
3. Active membership in the Faculty Senate.
4. Active membership in the Advisory Council of the College of Arts & Sciences.
5. Active membership in the Scholarship and Awards Committee of the Biology Department.
6. Acting as Undergraduate, Graduate, or Pre-professional Coordinator
7. Other major departmental service designated as appropriate in advance by the Personnel Committee and Department Head.

Category 2a:

8. Active membership in any Departmental ad-hoc committee not designated in Category 1.
9. Active membership in a council, committee or sub-committee as established by the faculty input system at the interdepartmental, College, or University level that is not designated in Category 1.
10. Serving as a designated representative for the Biology Department to other boards and organizations of the University.
11. Co-op advisor
12. Other intra-departmental or extra-departmental service at the College or University levels or in the community, designated as appropriate by the Personnel Committee, and/or the Department Head.

Category 2b:

13. Service as an officer in or conference organizer for a local, state, national, or international professional organization as appropriate to the Faculty Member’s discipline and/or specific area(s) of expertise
14. Service on review panel for grant proposals
15. Service as an editor for a scholarly journal.

Category 3a:

16. Serving as an alternate for any activity above. Any time that an alternate is called upon to be an active member (e.g. the regular member is on sabbatical) should be documented and counted as active membership.
17. Representing Biology at Graduation and other official University recruiting, advising, or outreach events.
18. Peer observation of teaching, as appointed by the Personnel Committee.
19. Other service to the department, college, or university.

Category 3b:

20. Active membership (*i.e.*, serving as an officer) in local, state, national or international professional organizations as appropriate to the Faculty Member's discipline and/or specific area(s) or expertise.
21. Acting as editorial referee on a manuscript for a publisher or journal.
22. Other service to the scientific community

C. Ratings (5 year interval)

Exceptional (E): At least three years of service from category 1, five years of service from category 2 (3 of these can be from 2b) and 10 contributions from category 3 (5 of these can be from 3b).

Distinctly Above Average (DAA): At least two years of service from category 1, four years of service from category 2 (2 of these can be from 2b), and six contributions from category 3 (3 of these can be from 3b).

Average (A): At least one year's service from category 1, two years service from category 2 (1 of these can be from 2b) and four contributions from category 3 (2 of these can be from 3b).

Substitution rules:

Extra contributions under Category 1 may be substituted for Category 2 requirements. Extra contributions toward Category 2 can be counted toward Category 3 requirements.

In the event that a faculty member is nominated for a Category 1 activity, but not elected to that position, the faculty member may request that the Personnel Committee identify 2 Category 2 activities to substitute for this Category 1 activity. Any agreement for substituting into Category 1 should be noted in records available to all Biology faculty.

Appendix A

PROFESSIONAL DEVELOPMENT

Faculty members requesting the use of Professional Development to satisfy in part the Scholarly/Creative Activity requirements of the department must submit to the Department Head and Biology Personnel Committee a descriptive proposal of the activities to be undertaken. If approved, this proposal will serve as a written agreement. The proposal must include:

- i. a statement of the purpose for which the proposed activity is requested; activities must contribute to recognized departmental needs as well as the Faculty Member's professional development, and must involve training that the Faculty Member will subsequently employ in his/her Scholarly/Creative Activity at EMU.
- ii. a detailed description(s) of activities to be undertaken during the professional developmental period, *e.g.*, coursework, laboratory/field experiences, literature research, contacts with off campus laboratories, persons, organizations, etc.;
- iii. a description of the manner in which the professional development activities are integrated to fulfill the stated purpose, and the manner in which they will contribute to the Faculty Member's ongoing or future Scholarly/Creative Activity;
- iv. a calendar describing the timing of all activities and their duration;
- v. a description of the expected level of competence to be achieved by the Faculty Member; when the proposal includes more than one professional development activity, the performance level associated with each activity should be described separately;
- vi. a statement of the manner in which this professional development package combines with other scholarly endeavors to satisfy Departmental Scholarly/Creative Activity requirements during the evaluation period;

This proposal, or the negotiated resultant proposal, must be approved by both the Department Head and a majority of the Personnel Committee.

A brief written summary and, if requested, a personal interview at the completion of the professional development period will be used to assist the Department Head and the Personnel Committee in determining the satisfactory fulfillment of the development activity.

Appendix B

DEPARTMENT OF BIOLOGY REPORT ON PEER OBSERVATION OF TEACHING

Observer:

Instructor:

Class:

Title _____

Teaching Mode (Style: Lect., Lab., Recit., Discuss., Other _____)

Date:

1. Content organization (e.g., clear objectives, relationship to past and future classes, presented overview, presented topics in logical sequence, summarized major points)

Excellent Very Good Good Fair Poor

2. Presentation (e.g., projected voice, used intonation for emphasis, provided clear explanations, eye contact with students, defined unfamiliar terms, presented examples for clarification, related new ideas to familiar concepts, restated important ideas, used humor appropriately, limited use of repetitive phrases, appropriate pace for student note taking, displayed enthusiasm)

Excellent Very Good Good Fair Poor

3. Instructional materials and environment (e.g., writing on board was legible and organized, appropriate assigned readings for preparation, use of classroom discussion, exercises, and/or handouts to support lesson, appropriate use of audiovisual materials and computers, provided relevant written assignments, provided lecture outlines)

Excellent Very Good Good Fair Poor

4. Instructor-student interactions (e.g., acknowledged and encouraged student questions and discussion, maintained student attention, asked questions to monitor student understanding, answered questions satisfactorily, asked probing questions, restated questions when necessary, responded to non-verbal student behavior)

Excellent Very Good Good Fair Poor

5. Content knowledge and relevance (e.g., presented material at a challenging, yet appropriate level for student background and for goals of course, cited authorities to support statements, distinguished between fact and opinion, presented divergent viewpoints when appropriate, demonstrated command of subject matter)

Excellent Very Good Good Fair Poor

6. Suggestions for improvement:

Appendix C

DEPARTMENT OF BIOLOGY REPORT ON PEER REVIEW OF ONLINE TEACHING

Observer:

Instructor:

Class:

Title _____

Teaching Mode-Online

Date:

1. Content organization (e.g., clear objectives, relationship to past and future units, presents overview, presents topics in logical sequence, summarizes major points)

Excellent Very Good Good Fair Poor

2. Presentation (e.g., employs engaging online pedagogies, provides clear explanations, defines unfamiliar terms, presents examples for clarification, relates new ideas to familiar concepts, restates important ideas, uses humor appropriately)

Excellent Very Good Good Fair Poor

3. Instructional materials and environment (e.g., appropriate assigned readings for preparation, use of discussion, exercises, and/or reading materials to support lesson, appropriate use of audiovisual materials and computers, provides relevant written assignments, provides lecture outlines)

Excellent Very Good Good Fair Poor

4. Instructor-student interactions (e.g., provides multiple opportunities for instructor student interaction, including discussions, email and other formats, acknowledges and encourages student questions and discussion, maintains student attention, asks questions to monitor student understanding, answers questions satisfactorily, asks probing questions, restates questions when necessary)

Excellent Very Good Good Fair Poor

5. Content knowledge and relevance (e.g., presents material at a challenging, yet appropriate level for student background and for goals of course, cites authorities to support statements, distinguishes between fact and opinion, presents divergent viewpoints when appropriate, demonstrates command of subject matter)

Excellent Very Good Good Fair Poor

6. Suggestions for improvement:

Appendix D

CORE ITEMS FOR BIOLOGY COURSE/INSTRUCTOR EVALUATION BY STUDENTS

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

WHAT IS YOUR OVERALL RATING OF THIS COURSE?

MY INSTRUCTOR DISPLAYS A CLEAR UNDERSTANDING OF COURSE TOPICS

MY INSTRUCTOR SEEMS WELL-PREPARED FOR CLASS

MY INSTRUCTOR STIMULATES ENGAGEMENT WITH THE COURSE

MY INSTRUCTOR DISPLAYS ENTHUSIASM WHEN TEACHING

MY INSTRUCTOR READILY MAINTAINS RAPPORT WITH THIS CLASS

I WOULD RECOMMEND THIS INSTRUCTOR TO ANOTHER STUDENT

Appendix E

CORE ITEMS FOR BIOLOGY ONLINE COURSE/INSTRUCTOR EVALUATION BY STUDENTS

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

WHAT IS YOUR OVERALL RATING OF THIS COURSE?

MY INSTRUCTOR DISPLAYS A CLEAR UNDERSTANDING OF COURSE TOPICS

MY INSTRUCTOR HAS PREPARED A WELL ORGANIZED ONLINE COURSE

MY INSTRUCTOR HAS PREPARED AN INTERESTING ONLINE COURSE THAT ENCOURAGES STUDENT ENGAGEMENT WITH THE TOPIC

MY INSTRUCTOR'S PARTICIPATION IN THE COURSE STIMULATES STUDENT ENGAGEMENT WITH THE COURSE

MY INSTRUCTOR IS ACCESSIBLE AND PROVIDES TIMELY FEEDBACK

I WOULD RECOMMEND THIS INSTRUCTOR TO ANOTHER STUDENT

APPENDIX F

Approved Major and Minor Activities for Faculty Hired after September 1, 2021 and Faculty Applying for Research/Creative Release

Faculty in the Department/School receive a 3 credit hour release per semester from the contractual teaching load of 12 credit hours per semester or 24 credit hours per academic year for meeting the following criteria:

- a) The Faculty member completed two (2) major and one (1) minor research/creative activity per five-year evaluation period.
- b) The Faculty member met the DED Scholarly/Creative Activity rating of "Distinctly Above Average."

Faculty meeting these standards are eligible to receive the release for a five (5) year time period. Departments must review all interested faculty for release eligibility every five years.

Major Activities for Research/Creative Release

- Peer-Reviewed Publication that is one of the following types:
 - journal article (scholarly publisher)
 - book (scholarly publisher)
 - invited chapter of book (scholarly publisher)
 - critical review of the literature (annual reviews type)
- Presentation of research that meets **all** of the following criteria:
 - Is an oral presentation
 - Is given at a national or international meeting in the faculty member's area of research specialty
 - Is accompanied by a peer-reviewed original research paper that is authored by the faculty member
- Receipt of grant/fellowship that meets **all** of the following criteria:
 - Funding proposal is written or co-written by the faculty member
 - Is extramural (e.g. NSF, NIH, American Heart Association)
 - Funds support the faculty member's scholarly/creative activity
 - Is awarded in an amount of \$50,000 or greater
 - Is disseminated (e.g., grant progress report to funding agency)

Note, grant reports cannot count as a separate major activity

Minor Activities for Research/Creative Release

- Authorship of extramural research grant proposal
- Research seminar presented to professional organization, government agency, university
- Presentation of research at national/regional/local meeting of professional organization
- Publication (non-peer-reviewed)
- Publication of lab manual
- Consulting related to faculty member's area of specialization
- Book review
- Professional Development (See Appendix A)
- Retraining (See EMU-AAUP Agreement, Article XV)
- Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated outside the university (e.g. publication, national/regional meeting); supervision of the undergraduate/graduate scholarly endeavor must comply with MP 576 in so far as that the supervision includes original scholarly/creative work of the faculty member

- Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated within the university (e.g. Undergraduate Symposium, Honors thesis); supervision of the undergraduate/graduate scholarly endeavor must comply with MP 576 in so far as that the supervision includes original scholarly/creative work of the faculty member
- Other activities judged by the Personnel Committee and/or Department Head to be supportive of scholarly/creative work

Faculty electing the research release and meeting the standards may balance their teaching load over two (2) years as a result of a teaching load of more or less than 9 credit hours. Any additional credit hours needed to balance the load must be taught sooner if the five (5) year research release period is coming to an end.

Tenure-track faculty (typically those in years 0-5) will automatically receive the release until their first full evaluation (tenure evaluation).

Faculty with tenure at the associate professor level (typically those in years 6-10) will automatically receive the release until their full evaluation for promotion to "Professor," unless the period for evaluation has already passed.

Faculty with tenure who were recently promoted to the "Professor" level (typically those in years 11-15) or have received the Full Professor Salary Adjustment within the previous five years will automatically receive the release until their PPE.

Faculty with tenure at the "associate professor" or "professor" level who have completed at least one PPE since promotion will be eligible to apply for the research release by submitting a research dossier describing how their research efforts during the last 5-year period meet the DAA standard of the DED. Submission dates will follow the usual PPE dates.

Research dossiers submitted as described above will follow the same review of scholarly/creative activity as those for tenure and promotion as described in Article XV (personnel committee, department head, dean and Provost reviews) and the DED.

Faculty who do not qualify or pursue the research release will teach twelve (12) credit hour equivalents per semester or 24 credit hour equivalents per academic year as required by the contract. All faculty, including those not participating, may only receive equivalency credit as indicated in the Departmental Input Document (DID) MP 209: "The established credit hours of a course are used to determine teaching load. The Departmental Input Document (DID) indicates exceptions to this rule..."