

DEPARTMENT EVALUATION DOCUMENT (DED)

Department of Africology and African American Studies

College of Arts & Sciences

Date of Last DED Revision: 02/21/2017

Date of Department Faculty Vote: 3/10/23

Yes 3 No 0 Abstain 0

APPROVALS:

Toni Pressley-Sanon 3/10/23
Personnel Committee Chair (Date)

[Signature] 3/10/2023
Department Head/School Director (Date)

[Signature] 5/23/2023
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON:
July 25, 2023

[Signature]
(SARAH FABIAN)

[Signature]
Jillian Graves

[Signature]
(Charles [unclear])

[Signature]
(ALANKRITA PANDEY
ENUAAP DED COMMITTEE)

[Signature]
Kesh [unclear]

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
PROFESSOR	<ol style="list-style-type: none"> 1. PH. D in Africology and African American Studies. 2. PH. D in a constituent discipline of Africology and African American Studies, 3. PH. D in an appropriate interdisciplinary field. 	<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> <p>Major publications. i.e., a substantial body of work of published scholarly accomplishment comparable to that reflected in the Ph.D. degree, and which significantly advances the corpus of knowledge in the writer's field, relative to Africology and African American Studies.</p>
ASSOCIATE PROFESSOR	Same requirements as set forth for appointment as full professor.	
ASSISTANT PROFESSOR	Same requirements as set forth for appointment as a full professor.	
INSTRUCTOR	Same requirements as set forth for appointment as full professor.	

NOTES:

1. For the purpose of this document, the designation "Africology and African American Studies" shall include "Africology," "African American Studies," "Afro-American Studies," "Black Studies," "Black American Studies," "Africana Studies," "Pan-African Studies," "Global African Studies," "African World Studies," "African Diaspora Studies," or any other analogous term used to describe the study of the African world, including the African continent and the African Diaspora.
2. The constituent disciplines of Africology and African American Studies are primarily contained within the social sciences and the humanities.

EVALUATION SCHEDULE YEAR

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

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

A. For Faculty Hired Prior to September 1, 2021, and not applying for the Research/Creative Activity Release

**Professor
REAPPOINTMENT AND TENURE STANDARDS**

Year	1	2	3
Evaluation		Full Evaluation	Tenure Evaluation (T)
Instructional Effectiveness		A	DAA
Scholarly Activity		Advisory Only	DAA (or A if DAA in Service)
Service		A	A DAA (or A if DAA in Scholarly Activity)

**Associate Professor
REAPPOINTMENT AND TENURE STANDARDS**

Year	1	2	3	4
Evaluation		Full Evaluation	Interim Meeting	Full Evaluation for Tenure (T)
Instructional Effectiveness		A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Scholarly Activity		Advisory Only	Advisory Only Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA (or A if DAA in Service)
Service		A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A DAA (or A if DAA in Scholarly Activity)

**Assistant Professor
REAPPOINTMENT AND TENURE STANDARDS**

Year	1	2	3	4	5
Evaluation		Initial Interim Meeting	Full Evaluation	Interim Meeting	Full Evaluation for Tenure
Instructional Effectiveness		A	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Scholarly Activity		X-If faculty requests, the evaluators shall give some indication as to whether or not his/her scholarly Activity is developing in a way that is appropriate for the department's standards.	Advisory Only	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA (or A if DAA in Service)
Service		A	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA (or A if DAA in Scholarly Activity)

Instructor

REAPPOINTMENT AND TENURE STANDARDS

Year	1	2	3	4	5	6
Evaluation		Interim Meeting	Full Evaluation/Reappointment	Interim Meeting	Interim Meeting	Full Evaluation for Tenure
Instructional Effectiveness		A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Scholarly Activity		X-If faculty requests, the evaluators shall give some	Advisory Only	X-If faculty requests, the evaluators shall give some	X-If faculty requests, the evaluators shall give some	DAA (or A if DAA in Service)

	indication as to whether or not his/her scholarly Activity is developing in a way that is appropriate for the department's standards.		indication as to whether or not his/her scholarly Activity is developing in a way that is appropriate for the department's standards.	indication as to whether or not his/her scholarly Activity is developing in a way that is appropriate for the department's standards.	
Service	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA (or A if DAA in Scholarly Activity)

1 B. For Faculty hired after September 1, 2021 and faculty applying for the research/creative release

Professor

REAPPOINTMENT AND TENURE Standards /Year	1	2	3
Evaluation		Full Evaluation	Tenure Evaluation
Instructional Effectiveness		A	DAA
Scholarly Activity		Advisory Only	DAA
Service		A	A

B. For Faculty hired after September 1, 2021, and faculty applying for the research/creative release.

Associate Professor

REAPPOINTMENT AND TENURE STANDARDS

Year	1	2	3	4
Evaluation		Full Evaluation	Interim Meeting	Full Evaluation for Tenure
Instructional Effectiveness		A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Scholarly Activity		Advisory Only	Advisory Only Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Service		A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A

B. For Faculty hired after September 1, 2021, and faculty applying for the research/creative release

Assistant Professor

REAPPOINTMENT AND TENURE STANDARDS

Year	1	2	3	4	5
Evaluation		Interim Meeting	Full Evaluation	Interim Meeting	Full Evaluation for Tenure
Instructional Effectiveness		Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Scholarly Activity		X-If faculty requests, the evaluators shall give some indication as to whether or not his/her scholarly Activity is developing in a way that is appropriate for the department's standards.	Advisory Only Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Service		Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A

B. For Faculty hired after September 1, 2021, and faculty applying for the research/creative release

Instructor

REAPPOINTMENT AND TENURE STANDARDS

Year	1	2	3	4	5	6
Evaluation		Interim Meeting	Full Evaluation	Interim Meeting	Interim Meeting	Full Evaluation for Tenure
Instructional Effectiveness		Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Scholarly Activity		X-If faculty requests, the evaluators shall give some indication as to whether or not his/her scholarly Activity is developing in a way that is appropriate for the department's standards.	Advisory Only Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	DAA
Service		Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A Faculty performance is reviewed by the DH and the Executive Committee without formal written evaluation	A

PROMOTION STANDARDS

To FULL PROFESSOR SALARY ADJUSTMENT 10 years as tenured professor at EMU	Ph.D. in Africology and African American Studies or a related discipline or interdisciplinary field
To PROFESSOR 5 years as associate	Ph.D. in Africology and African American Studies or a related discipline or interdisciplinary field
To ASSOCIATE 5 years as assistant PROFESSOR at EMU	Ph.D. in Africology and African American Studies or a related discipline or interdisciplinary field
To Assistant Professor 2 years as instructor at EMU	Ph.D. in Africology and African American Studies or a related discipline or interdisciplinary field
INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY ACTIVITY/SERVICE
TO PROFESSOR DAA	DAA in one and A in the other (Faculty who apply to hold a 3-3 teaching load must at least meet DAA in research and have 2 major and 1 minor activities)
TO ASSOCIATE PROFESSOR DAA	DAA in one and A in the other (Faculty who apply to hold a 3-3 teaching load must at least meet DAA in research and have 2 major and 1 minor activities)
TO ASSISTANT PROFESSOR DAA	DAA in one and A in the other (Faculty who apply to hold a 3-3 teaching load must at least meet DAA in research and have 2 major and 1 minor activities)

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:

- i. Instructional Conceptualization/ Development
 - a. Has a clear conception of his or her course(s) within the Department and within the University, and within the larger scheme of knowledge.
 - b. 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.
 - c. Has a clear conception of the evaluation procedures for measuring the attainment of the objectives above.
- ii. Instructional Preparation
 - a. Remains abreast of the latest developments in the subject areas 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.
- iii. 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 effective communication with students.

iv. Commitment to Students.

- a. Is 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.

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

Classroom visitation and or inspection of online course modules by 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 ten (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 for Instructional Effectiveness

The Executive Committee and the Department Head will evaluate all evidence submitted. For interim meetings, the Executive Committee and the Department Head will together meet with the applicant to discuss his/her performance, review positive elements, and suggest appropriate directions for improvement, if 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. Service as an editor, or member of an editorial board of a scholarly, professional publication.
3. Service as a reviewer of books or journals for scholarly/professional publications.
4. Service as a peer reviewer of proposals for funding agencies.
5. Service as a consultant in some areas of professional specialization.
6. 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.
7. The acquisition of grants, fellowships or other forms of funding derived through a competitive peer review process.
8. 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.
9. Presentation of scholarly papers at professional conferences/meetings. Such presentations must reflect substantial scholarly preparation.
10. Presentations before professional colleagues in such settings as university colloquia or departmental seminars. Such presentations must reflect substantial scholarly preparation.
11. Presentations before lay audiences to the extent that such reflect substantial scholarly preparation.
13. Retraining to acquire new expertise. Such retraining must reflect substantial scholarly activity and must otherwise meet the requirements of the Agreement.
14. Appointment as an adjunct, guest or visiting faculty member at another institution.
15. Formal recognition, by professional associations and other entities within the intellectual community, of scholarly or creative activity.
16. Any other evidence of scholarly or creative activity when established in accord with the requirements of the Agreement.

**For AAAS faculty hired after
September 2021 and faculty applying for the research/creative activity release, the
requirements for scholarship include the following list of Major and Minor Scholarly/Creative
Activities**

Department of Africology and African American Studies, Eastern Michigan University

(The research/creative activity release is based upon the following criteria: (1) completing a minimum of two (2) major and one (1) minor research/creative activities per five-year evaluation period; and (2) meeting a scholarly/creative activity rating of "Distinctly Above Average.")

Major:

1. Authoring or co-authoring a book by a reputable publisher. This counts as two major activities if there are at least two distinct chapters, not including the introduction and conclusion, which reflect original scholarly/creative activity by the faculty member. [Counts as two major activities.]
2. Publication of authored or co-authored textbook by a reputable publisher. [Counts as one major activity.]
3. Publication of edited or co-edited or translated book by a reputable publisher. Must include a forward or introduction by the faculty member presenting their own original scholarship. [Counts as one major activity.]
4. Publication of peer-reviewed article or book chapter (authored or co-authored). [Counts as one major activity.]
5. Publication of long-form (2,000 words or more) scholarly article, report, or essay, reflecting original scholarship/research of the faculty member, published by a reputable journal recognized by the discipline or other significant and reputable public outlet. [Counts as one major activity.]
6. Editing or guest editing an issue of a scholarly journal (when no course release is provided). Authoring RFP, coordinating review process, coordinating copy editing. Must include a forward or introduction by the faculty member providing their own original scholarship through analysis of works presented in the journal. [Counts as one major activity.]
7. Presentation or performance of creative/scholarly work at a regional conference, national conference, international conference, academic research center, or national/international research organization. Requires that the paper proposal or paper submission was invited, or peer reviewed for acceptance by conference organizers and that an original paper authored by the faculty member was produced for delivery at the conference. [Counts as one major activity.]
8. Authoring and delivering a keynote address at a national, regional, or international university or at a conference of an academic or professional organization. Requires that an original scholarly paper authored by the faculty member was produced for delivery at the conference. [Counts as one major activity.]
9. Authoring or co-authoring (PI or Co-PI) a grant proposal to a funding agency. For grant proposal to be considered a major activity, we recommend that the grant effort be:
 - An original scholarly/creative activity
 - Externally funded.
 - Awarded in an amount \$50,000 or greater.
 - Some aspect of the grant effort must be disseminated (e.g., grant report)
 - Grant reports cannot count as a separate major activity [Counts as one major activity.]
10. For scholarly/creative activities not identified above, a faculty member should seek pre-approval of the activity to determine whether the prospective activity qualifies as a "major." Preapproval will occur by application to the AAAS Executive Committee, which will submit a recommendation to the Department Head. The Department Head will submit a recommendation to the Dean, who shall respond within thirty working days.

Minor:

1. Publication of critical reviews of published creative/scholarly materials.
2. Acting as an editor or member of the editorial board of a creative/scholarly publication.
3. Being managing editor of a peer-reviewed journal (when no course release provided). Overseeing solicitation, review process, copy-editing, of multiple issues per year.
4. Editing or guest editing an issue of a scholarly journal (when no course release is provided). Authoring RFP, coordinating review process, coordinating copy editing.
5. Authoring a substantial critical review (3 or more pages) published in a refereed, national, professional journal or authoring a substantial document (such as a field report, annual report, or set of organized data) disseminated digitally or in hard copy.
6. Acting as reviewer on a manuscript for a publisher or journal.
7. Acting as an external grant reviewer.
8. Serving as an invited speaker in one's subject area at a local, national, or international professional meeting or conference.
9. Giving an invited creative or scholarly public performance at a local, regional, or international venue.
10. Acting as a consultant in an area of professional specialization, resulting in the dissemination of scholarly/professional activity.
11. Participation in the work of professional conferences in capacities other than as a presenter of research papers, resulting in the dissemination of scholarly activity (e.g., acting as respondent on a panel, vetting papers, assembling a panel, or facilitating a roundtable discussion).
12. Evidence of retraining and study to improve one's academic competencies in new areas needed by the department, as provided in the Agreement.
13. A major national or international fellowship promoting the creative/scholarly activity of the faculty member.
14. A minor external fellowship promoting the creative/scholarly activity of the faculty member.
15. Creation and/or maintenance of creative/scholarly forum in digital or new media venues, such as a podcast or professional blog or website.
16. Publication in print, digital or new media venues such as an academic podcast, blog posts, an op-ed piece, or an encyclopedia entry.
17. A short curricular publication, such as a model lesson plan.
18. Organizing a workshop, presentation, lecture, film series, forum, panel discussions, or similar productions in which faculty presents original scholarly/creative activity and/or facilitates the emergence of new scholarly/creative activity with university or community audiences.
19. Public dissemination of original research/creative works of community-engaged scholarship or creative activity. This includes activities, such as the curation of a public exhibition (physical or online), production of a podcast, coordination of a community class series, production of a digital archive or scholarly website, etc., which require substantial original research, creative activity, project management, and community collaboration by the faculty.
20. A grant proposal that involves an original scholarly/creative activity, is externally funded, awarded in an amount \$ 10,000 or greater, and disseminated (e.g., grant report).
21. For scholarly/creative activities not identified above, a faculty member should seek pre-approval of the activity to determine whether the prospective activity qualifies as a "minor." Preapproval will occur by application to the AAAS Executive Committee, which will submit a recommendation to the Department Head. The Department Head will submit a recommendation to the Dean, who shall respond within 30 working days.

2. Ratings for Scholarly Activity

In 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., distinctly above average, 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 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.

Distinctly Above Average (DAA) for faculty hired after September 1, 2021 and faculty applying for the research/creative release

For faculty hired after September 1, 2021 and faculty applying for the research/creative release, the Distinctly Above Average (DAA) rating is awarded when the whole of the applicant's scholarly and/or creative activity within the period being evaluated includes two major activities and one minor activity and has made an important impact on the knowledge base, insight or understanding of the discipline.

Average (A):

Average: Awarded when the whole of the applicant's scholarly and/or creative activity within the period being evaluated as that normally expected of faculty of the applicable rank.

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 or University initiatives to assist students.
8. Presentations or talks to campus groups.
9. Service as a formal or informal consultant or advisor to university administrators or offices.
10. Representing the Department, the College, or the University on assignments not otherwise included above.
11. Service as a liaison, or advisor to groups beyond the campus.
12. Service to professional organizations.
13. Professionally related presentations to or participation in programs in the external community.
14. Professionally related membership on boards, committees, and tasks forces in the broader community.
15. Any other relevant service activity as demonstrated by the faculty member.

2. Ratings for Service

The Executive committee and the Department Head will evaluate all evidence submitted. For interim meetings, the Executive Committee and the Department Head will meet with the applicant to discuss his/her performance, positive elements and suggest appropriate directions for improvement, if necessary. For the rating awarded for full evaluations for reappointment, tenure, and promotion, and for triennial evaluations, 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 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:

Exceptional (5) Outstanding (4) Average (3) Below Average (2) Not Applicable (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 of the above scores). What specific suggestions or comments would you make concerning how this class was conducted?

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.

Exceptional	Outstanding	Average	Below Average	Not Applicable (N/A)
5	4	3	2	

The instructor:

- ___ I. Defines the learning objectives of this course.
- ___ II. Effectively organizes learning modules/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 of the above scores).

What specific suggestions or comments would you make concerning how this online class was designed and conducted?

Signature of Evaluator: _____

Date: _____

Appendix C
Student Evaluation Questions
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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iv. WHAT IS YOUR OVERALL RATING OF IIS 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	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 viewpoints of others. My instructor is readily available for consultation.
- v. The flexibility of this course helps all kinds of students learn.
- vi. I am free to express and explain my own views in class.
- vii. This course has clearly stated objectives.
- viii. I understand what is expected of me in this course.
- ix. My instructor develops classroom discussion skillfully.
- x. Exams stress important points of the lectures/text.
- xi. The assigned reading is well integrated into the course.
- xii. Films in class were well integrated with course topics.
- xiii. Course assignments are interesting and stimulating.
- xiv. 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?