

DEPARTMENT EVALUATION DOCUMENT

Department/School of Sociology, Anthropology, and Criminology

College of Arts and Sciences

Date of Last DED Revision: May 12, 2022

Date of Department Faculty Vote: May 12, 2022

Yes 13 No 1 Abstain 0

APPROVALS:

[Signature] 16 August 2022
Personnel Committee Chair (Date)

[Signature] 8/16/22
Department Head/School Director (Date)

[Signature] 8/16/22
Dean (Date)

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EASTERN MICHIGAN UNIVERSITY

Division of Academic Affairs

DEPARTMENT EVALUATION DOCUMENT
Department of Sociology, Anthropology & Criminology
College of Arts & Sciences

Faculty Evaluation
Criteria, Procedures, and Techniques

Approved by Department Faculty: April 19, 2022

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Department of Sociology, Anthropology & Criminology
College of Arts & Sciences

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EVALUATION

Each department shall conduct faculty evaluations using criteria, procedures and techniques specified in its Departmental Evaluation Document and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) Article XV.

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.

DEPARTMENT STANDARDS

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.

Standards

The criteria for faculty evaluation must be applied to applicants engaged in varying disciplines.

Therefore each Departmental Evaluation Document is unique to its discipline. However, these standards are presented in a uniform format which is consistent with the requirements of the Agreement.

The standards for (1) appointment, (2) reappointment, (3) tenure, and (4) promotion are summarized in the following charts.

Measurement of these standards for this department is summarized and detailed in the Evaluation Techniques section of this document.

II. APPOINTMENT STANDARDS

| | ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA | EQUIVALENCIES OR EXCEPTIONS | Minimum Years of Professional Experience* |
|---------------------|--|-----------------------------|---|
| PROFESSOR | Ph.D. in appropriate discipline for the open posting | None | 8 |
| ASSOCIATE PROFESSOR | Ph.D. in appropriate discipline for the open posting | None | 4 |
| ASSISTANT PROFESSOR | Ph.D. in appropriate discipline for the open posting | None | 0 |
| INSTRUCTOR | Ph.D. in appropriate discipline for the open posting | None | 0 |

*Professional experience is defined as a tenure-track faculty position in Anthropology, Criminology, or Sociology or a combination of post-secondary teaching, research and leadership.

III. REAPPOINTMENT AND TENURE STANDARDS

PROFESSOR

| Year | 2 | 3 |
|-----------------------------|------|--------|
| Evaluation | Full | Tenure |
| Instructional Effectiveness | A | DAA |
| Scholarly/Creative Activity | X* | DAA |
| Service | A | DAA |

ASSOCIATE PROFESSOR

| Year | 2 | 3 | 4 |
|-----------------------------|------|-----------------|--------|
| Evaluation | Full | Interim meeting | Tenure |
| Instructional Effectiveness | A | DAA | DAA |
| Scholarly/Creative Activity | X* | X* | DAA |
| Service | A | A | A |

ASSISTANT PROFESSOR

Hired Before 2022:

| | | | | | |
|-----------------------------|---|-----------------|------|-----------------|--|
| Year | 1 | 2 | 3 | 4 | 5 |
| Evaluation | | Interim meeting | Full | Interim meeting | Tenure |
| Instructional Effectiveness | X | X | A | X | DAA |
| Scholarly/Creative Activity | X | X | X* | X | DAA or A (must have DAA in scholarship or service) |
| Service | X | X | A | X | DAA or A (must have DAA in scholarship or service) |

Hired After 2022:

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

PROMOTION STANDARDS

Hired Before 2022:

| | YEAR ELIGIBLE | ACADEMIC CREDENTIALS | INSTRUCTIONAL EFFECTIVENESS | SCHOLARLY /CREATIVE ACTIVITY | SERVICE |
|----------------------------------|---------------------------------------|----------------------|-----------------------------|--|----------|
| FULL PROFESSOR SALARY ADJUSTMENT | 10 years as full professor at EMU | PhD | DAA | DAA | DAA |
| TO PROFESSOR | 5 years as associate professor at EMU | PhD | DAA | DAA | DAA |
| TO ASSOCIATE PROFESSOR | 5 years as assistant professor at EMU | PhD | DAA | DAA or A *must have DAA in either scholarly activity or service | DAA or A |
| TO ASSISTANT PROFESSOR | 2 years as instructor at EMU | PhD | DAA | A | A |

Hired After 2022:

| | YEAR ELIGIBLE | ACADEMIC CREDENTIALS | INSTRUCTIONAL EFFECTIVENESS | SCHOLARLY /CREATIVE ACTIVITY | SERVICE |
|----------------------------------|---------------------------------------|----------------------|-----------------------------|------------------------------|---------|
| FULL PROFESSOR SALARY ADJUSTMENT | 10 years as full professor at EMU | PhD | DAA | DAA | DAA |
| TO PROFESSOR | 5 years as associate professor at EMU | PhD | DAA | DAA | DAA |
| TO ASSOCIATE PROFESSOR | 5 years as assistant professor at EMU | PhD | DAA | DAA | A |
| TO ASSISTANT PROFESSOR | 2 years as instructor at EMU | PhD | DAA | A | A |

PROFESSIONAL PERFORMANCE EVALUATIONS STANDARDS
Hired Before or After 9/1/15:

Required Ratings:

Instructional Effectiveness: Satisfactory
 Scholarly and Creative Activity: Satisfactory
 Service: Satisfactory*

*Satisfactory shall be defined as Average in Instructional Effectiveness, Scholarly Research and/or Creative Activity and Service

IV. EVALUATION TECHNIQUES

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

Instructional Effectiveness

Evaluation techniques for all Faculty Members shall include at least the following types of evaluation of teaching:

- Peer evaluations;
- Department Head evaluations;
- Student evaluations;
- Self evaluations.

Data Collection Procedures

Each applicant shall be observed on a minimum of three occasions during each evaluation cycle, twice by Personnel Committee Members and once by the Department Head. The Personnel Committee members shall serve as the pool of evaluators. The Personnel Committee does not contain a member of the Faculty member's own discipline (i.e., sociology, anthropology, or criminology), the Faculty Member may ask the Personnel Committee before the evaluation process begins to appoint a member of the SAC faculty in that discipline to participate in the classroom observation.

Evaluators

Evaluators will meet with the Faculty Member and agree on a class and date within the following two weeks for the classroom observation. The evaluator shall also communicate with the Faculty Member before the class and obtain relevant syllabi, handouts and other information about the class. Evaluators will use the classroom visitation form agreed upon by the Department and which shall name the observer.

The Personnel Committee and Department Head must complete his/her portion of the Full Evaluation and Recommendation Summary form. The Personnel Committee and Department Head must complete an evaluation report supported by narrative statements, which explain in clear and explicit terms how/why the applicant's activities do or do not satisfy the standards of performance in the Departmental Evaluation Document and the terms of the Agreement.

Data Collection Procedures

Self-evaluation: Each applicant must include a personal report of activities and accomplishments in Instructional Effectiveness.

Such a self-report should include evidence of the extent to which the candidate: (These are suggestions, not limitations on what may be included.)

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.
- b. Participates creatively in the subject area through development of teaching materials.
- c. Regularly evaluates his/her own 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.
- e. Attempts to reorganize a course to experiment with new or innovative techniques.

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 course assignments (e.g., dates of exams, papers, etc.)
- d. Endeavors to establish good communication with students.
- e. Promotes a classroom environment, which encourages 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, if applicable.
- d. Assists students with academic problems.

Evaluations Reports

1. The Faculty Member's personal report of activities and accomplishments.
2. Syllabi, bibliographies, tests and other materials that the Faculty Member uses in his/her instruction.
3. Student evaluations of teaching utilizing the University-wide evaluation system and the two "core" questions. The Faculty Member may include other questions if desired.
4. Colleague evaluations of teaching based on classroom visitation and other evidence (see procedure above).
5. Department Head evaluations of teaching based on classroom visitation and other evidence.

The Personnel Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Personnel Committee and the Department Head will meet together with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. 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, and Professional Performance Evaluation.

Evaluation Ranking for Instructional Effectiveness

Exceptional (E): Awarded when the quality of instruction shall be evaluated as that of a superior teacher. Evaluators must describe through specific details (or in the case of student evaluations, quantify) performance as better in quality than distinctly above average. In addition to meeting all of the criteria for Distinctly Above Average, this shall be evidenced by such factors as:

1. Takes a leadership role in curriculum planning and enhancement.
2. Participates creatively in the subject area through the development of new teaching materials.
3. Demonstrates a high degree of organizational knowledge of the discipline.

Distinctly Above Average (DAA): Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an outstanding teacher. Evaluators must describe through specific details (or in the case of student evaluations, quantify) performance as better in quality than average. In addition to the criteria for an Average rating, this shall be evidenced by such factors as:

1. Seeks latest information in the subject area(s) by reading, attending professional conferences and communicating with colleagues,
2. Actively involved in the development of new courses.
3. Has a significant impact on student learning.
4. Demonstrates a very good degree of organizational knowledge of the discipline.

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.

Satisfactory (S): At least an Average rating (see above) will be expected to receive a satisfactory rating on a Professional Performance Evaluation.

Below Average (BA): Denotes performance below the expectations for present rank as specified by student and peer evaluations.

Scholarly Research and/or Creative Activity

Faculty in the Department are eligible to 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; and b) The Faculty member met the DED Scholarly/Creative Activity rating of "Distinctly Above Average." Faculty are required to apply for the research/creative release (see DED Appendix B and DID Appendix E).

Data Collection Procedures

Scholarly Research and/or Creative Activity will be evaluated for each Faculty Member utilizing the criteria set forth in the Collective Bargaining Agreement and this Departmental Evaluation Document. Each applicant must include a personal report of his/her scholarly research and/or creative activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly research and/or creative activity is not evaluated during interim evaluations. Examples of scholarly research and/or creative activities include but are not limited to the following:

1. Published books and monographs. Unpublished research disseminated in the classroom. (The Department recognizes that keeping abreast of current literature and compiling information for lectures and class presentations are routine activities expected of a teacher and should not be considered research. "Research disseminated in the classroom" is interpreted as in-depth, original research that contributes to the discipline or area of specialization by scholarly investigation.)
2. Published articles in professional journals (as well as a letter of intent to publish an already completed work from a publisher other than a vanity press).
3. Published manuals and guides.
4. Published book reviews.
5. Work published in the proceedings of conferences (e.g., published papers).
6. Editorial work, if it involves dissemination of scholarly research and/or creative activity.
7. Participation in conference programs, both internal and external to the university (papers, organization of research sessions, and discussant).
8. Papers delivered at professional meetings.
9. Participation at professional meetings which involves dissemination of scholarly research and/or creative activity.
10. Completion of classes in the discipline or related disciplines and retraining efforts as permitted by the Agreement, that are approved in advance.
11. Participation in the development of research grant proposals as the Agreement language permits.
12. Seminar participation and professional involvement with others in the discipline, in which one's own scholarly research and/or creative activity is disseminated.
13. Extensive research in curriculum development resulting in dissemination of scholarly research and/or creative activity.
14. Fellowships and awards which result in dissemination of scholarly research and/or creative activity.
15. Interdisciplinary scholarly research and/or creative activity.
16. Faculty involvement in student research which is subsequently published.
17. Professional development is demonstrated by; for example, attendance at an NEB (or similar type of) seminar, developing a new skill, or participating in training for further research.

Ratings

Evaluation will be based on the quality of work as judged on the individual balance between the number of activities and degree of depth in and commitment to each by the Faculty Member,

recognizing that circumstances and individuals vary. In developing the summary statements regarding scholarly research and/or creative activity and designating a qualitative rating (i.e., Average, Distinctly Above Average, etc.), the Department Head and Personnel Committee will consider and address such factors as those listed below (wherever and whenever applicable). The following will be used in evaluating scholarly research and/or creative activity:

1. The effort required in the performance of the activity.
2. In what respects the candidate's activity has advanced insight or knowledge in his/her discipline or area of specialization.
3. How the candidate's activity has advanced his/her own professional growth.
4. In what respects the activity has benefited students, colleagues, the curriculum, the university, or a wider community.
5. What distinguishes the scholarly research and/or creative activity from the candidate's previous work.
6. In what form and for what audience it was published or disseminated, considering in addition:
 - a. The nature of the publication.
 - b. The reputation of the journal
 - c. Editorial board and policy, and
 - d. The degree of dissemination (i.e., local, state, national, international).
7. In what form other than publication the work was disseminated (e.g., lecture, consultative activity, workshop), considering in addition:
 - a. The nature of the audience (e.g., scientists, students)
 - b. The institution, agency, or organization (private, public, governmental), and
 - c. The degree of dissemination.
8. Whether or not critical reviews or assessments of published work exist, the credentials for the reviewer(s), and the evaluation by the audience for which it was intended.
9. Degrees, honors or awards bestowed on the applicant in recognition of the activity.
10. Other relevant material.

Ratings (Assigned on the basis of the foregoing considerations)

Exceptional (E): A continued record of high quality publications as evidenced by peer review, editorial board decisions, critical reviews or awards. The evaluators can describe the whole of the applicant's scholarly research and/or creative activity within the period being evaluated as having a significant impact on the knowledge base, insight or understanding of the discipline (e.g., provided the discipline with significant new facts or interpretations of old facts or directions of research, helped direct a publisher or a granting agency to support good work or discourage bad, etc.). Evaluators must describe in terms which show how quality and/or quantity exceed distinctly above average.

Distinctly Above Average (DAA): Awarded when there is a continued record of publication and the whole of the applicant's scholarly research and/or creative activity or research within the period being evaluated has produced results which make a difference in the level of knowledge or understanding of the intended audience. Evaluators must describe how quality and/or quantity exceed average. For faculty hired after September 1, 2021, and faculty applying for the research/creative release, DAA includes the completion of two major activities and one minor activity (see Appendix B).

Average (A): Awarded when there is a continued record of significant professional activities (lectures, papers, participation in professional conferences, etc.) that shows active involvement in the candidate's field of specialization. •

Below Average (BA): Denotes performance below the expectations for present rank (i.e., the lack of a continued record of significant professional activities such as lectures, papers, participation in professional conferences, etc.).

Service Activity:

Data Collection Procedures

Service activities will be evaluated for each Faculty Member utilizing the criteria set forth in the Agreement and this Departmental Evaluation Document. The applicant will clearly identify his/her service activities related to the department, the university and the community 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 to the department, university or community may include, but is not limited to, the following:

Service to the Department

1. Continued attendance at, and participation in, Department meetings.
2. Membership in a Department area of concentration committee.
3. Membership in an *ad hoc* committee (e.g., Search Committee).
4. Membership on standing Department committees such as Personnel, Finance, Research & Ethics, etc.
5. Serving in a leadership capacity in various co-curricular student activities of the Department (e.g., sponsoring or assisting student activities, speeches made in dormitories).
6. Other appropriate department service.

Service to the University

1. Membership on interdepartmental committees or councils.
2. Membership in a Council, Committee or Sub-Committee at the University level and offices in such a committee or the EMU-AAUP.
3. Membership in a Council, Committee or Sub-Committee at the University level.
4. Organizing or presenting at university programs and activities.
5. Development of cross-discipline curricula and programs.

Service to the Profession and the Community

1. Committee activity in professional organizations, including holding elected offices.
2. AAUP activity at chapter, state or national level.
3. Organizing external meetings or programs.
4. Participation in community educational activities or action (e.g., giving speeches, disseminating knowledge on radio, television, etc.).
5. Serving as editor, reviewer of manuscripts or grants or referee in external tenure/promotion decisions.

Evaluation Reports may include the following:

1. Faculty Member's own report of activities and accomplishments in this area.
2. Evaluations of intradepartmental service by colleagues, including evaluation by the Departmental Personnel Committee.
3. Evaluations of intradepartmental service by the Department Head.
4. Evaluations of college or university service by university officials and/or Faculty Members

qualified to judge.

5. Evaluations, whenever feasible and appropriate, by persons qualified to judge the Faculty Members professionally-related community activities and accomplishments.

Ratings

The Department intends that no minimum or maximum of activities should be set as requirements for evaluation of Service. Evaluation will be based on the quality of work as judged on the individual balance between the number of activities and the degree of depth in and commitment to each by the Faculty Member, recognizing that circumstances and individuals vary. However, some service to the department is required for a rating of Average or better.

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 normal department expectations. This shall be evidenced by such factors as:

1. Consistently assuming and executing leadership roles in committees, council, and/or boards.
2. Identifying, initiating the actions for, and satisfying the needs of the Department, University or Community.
3. A continuing record of involvement in service activities benefiting the Department, the University or the discipline.

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 Department expectations. This shall be evidenced by such factors as:

1. Frequent membership on committees and assuming major responsibilities for the successful conclusion of their work; sometimes assumes leadership roles.
2. Developing new solutions for the needs of the Department and seeing them through committees and administrative procedures.
3. Expanding the resources available to the Department.
4. Recognizing Departmental, University and Community needs and working towards fulfillment of those needs.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected or one's fair share. 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 and of other organizations to which the applicant belongs.
4. Performing other department service as needed.

Below Average (BA): Denotes performance below the expectations for present rank (i.e., less than that normally expected, such as failure to accept assignments and executing duties, volunteering or accepting committee or council nominations, attending and contributing to Department meetings, and performing other department service).

There are no differentials by rank for meeting these criteria except those implicit in the rating scale.

APPENDIX A
PEER AND DEPARTMENT HEAD CLASSROOM VISITATION FORM

Instructor evaluated _____
 Course _____
 Number of Students _____
 Date _____
 Evaluator _____

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Numbers 19 and 20 have deliberately been left blank. The instructor being evaluated and the evaluator are encouraged to add their own instructional characteristics. If the evaluator ranks the instructor other than "always" or "sometimes" on the scale, the evaluator should make comments below. The instructor will share syllabi and other available materials with the evaluator and the two will decide on a mutually agreeable time, within a 2-week time span, for the classroom observation. After the observation, the evaluator is to share his/her ratings with the instructor.

Organization and Clarity

| | Always | Sometimes | Not Sure | Rarely | Never |
|---|--------|-----------|----------|--------|-------|
| 1. Defines objectives for class presentation | _____ | _____ | _____ | _____ | _____ |
| 2. Is organized and clear | _____ | _____ | _____ | _____ | _____ |
| 3. Presents material appropriate to class level | _____ | _____ | _____ | _____ | _____ |
| 4. Explains important ideas simply & clearly | _____ | _____ | _____ | _____ | _____ |
| 5. Presents relevant examples | _____ | _____ | _____ | _____ | _____ |
| 6. Summarizes major points of lesson | _____ | _____ | _____ | _____ | _____ |
| Overall ranking in this category | _____ | _____ | _____ | _____ | _____ |

(comments) _____

Communication with and Responsiveness to students

| | Always | Sometimes | Not Sure | Rarely | Never |
|--|--------|-----------|----------|--------|-------|
| 7. Communicates clearly & audibly | _____ | _____ | _____ | _____ | _____ |
| 8. Demonstrates enthusiasm for subject | _____ | _____ | _____ | _____ | _____ |
| 9. Appropriate use of audio visual aids | _____ | _____ | _____ | _____ | _____ |
| 10. Encourages student participation | _____ | _____ | _____ | _____ | _____ |
| 11. Responds appropriately to student questions and comments | _____ | _____ | _____ | _____ | _____ |
| 12. Responds to nonverbal cues | _____ | _____ | _____ | _____ | _____ |
| 13. Presents material in more than one way | _____ | _____ | _____ | _____ | _____ |
| 14. Uses humor appropriately | _____ | _____ | _____ | _____ | _____ |
| Overall ranking in this category | _____ | _____ | _____ | _____ | _____ |

(comments) _____

Knowledge

| | Always | Sometimes | Not Sure | Rarely | Never |
|---|--------|-----------|----------|--------|-------|
| 15. Demonstrates command of subject | _____ | _____ | _____ | _____ | _____ |
| 16. Refers to relevant research | _____ | _____ | _____ | _____ | _____ |
| 17. Translates knowledge into appropriate lecture preparation | _____ | _____ | _____ | _____ | _____ |
| 18. Encourages critical thinking/analysis | _____ | _____ | _____ | _____ | _____ |
| Overall ranking in this category | _____ | _____ | _____ | _____ | _____ |

(comments) _____

Other

| | Always | Sometimes | Not Sure | Rarely | Never |
|-----------|--------|-----------|----------|--------|-------|
| 19. _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

General comments:

1. What were the instructor's major strengths

2. What suggestions do you have for improvement?

Open-ended questions:

APPENDIX B

RESEARCH/CREATIVE ACTIVITY EXPECTATIONS FOR 3-CREDIT COURSE RELEASE

MAJOR ACTIVITIES

See DID Appendix E for contractual information about the eligibility and application for the Research/Creative Activity Release. What constitute Major scholarly research and/or creative activities include but are not limited to the following:

1. Publication of an authored or co-authored book (includes textbooks) published (or in press) by a reputable publisher. The book must be the first edition published or a subsequent edition reflecting a significant quantity of original research/creative activity authored by the faculty member.
2. Books other than textbooks can count as two major activities if there are two distinct chapters by the faculty member (not including the introduction and conclusion) that reflect original scholarly/creative activity.
3. Publication of an edited or co-edited book (includes textbooks) (or in press) published by a reputable publisher. For an edited book to count as a major activity, it must include a forward or introduction by the faculty member providing original scholarship through analysis of works presented in the book.
4. Publication of edited or co-edited special issue (or in press) in a peer-reviewed and reputable journal. For an edited special issue in a peer-reviewed journal to count as a major activity, it must include a forward or introduction by the faculty member providing original scholarship through analysis of works presented in the journal.
5. Publication of an authored or co-authored article (or in press) in a reputable, peer-reviewed journal or scholarly forum. Each published article counts as a major activity, even if more than one article is published in the same journal or scholarly forum.
6. Publication of an authored or co-authored book chapter (or in press) by a reputable publisher. Two chapters published in the same book can count as two majors.
7. Publication of an article (or in press) by leading mainstream media (in both US and other countries) in digital or traditional media outlets. In order to count as a major activity, the article must be based on the faculty member's original research which has not already been disseminated elsewhere.
8. Publication of a research-informed manual or guide (or in press), which must:
 - a. Contain original scholarly/creative work of the faculty member
 - b. Be published by a reputable publisher recognized by the discipline.
 - c. Be the first edition published or a subsequent edition reflecting a significant quantity of original research/creative activity authored by the faculty member.
9. Principal Investigator or Co-Principal Investigator on an external research grant, which
 - a. involves original scholarly/creative activity
 - b. Is awarded in an amount \$50,000 or greater
 - c. Has some aspect of the grant effort disseminated (e.g., grant report, but the grant reports cannot count as a separate major activity).
10. Presentation as keynote or invited expert at a regional conference, national conference, international conference, other university, academic research center, or national/international organization which disseminates the faculty member's original scholarly research and/or

- creative activity in the form of a paper. The keynote must be presented at an international, national or recognized regional conference in the faculty's discipline or topic of specialization.
11. Peer-reviewed presentation at a regional conference, national conference, international conference, other university, academic research center, or national/international organization which disseminates original scholarly research and/or creative activity. Requires an original paper, authored by the faculty member, and was peer reviewed for acceptance to the conference in the faculty's discipline or topic of specialization.
 12. The production of research, ethnographic, or educational videos (e.g., those screened at the relevant conferences) and photos (e.g., professional organization photo contest and exhibition) that includes the dissemination of the faculty member's original research/creative activity.
 13. Author or co-author for a major research report prepared for a private, public, community, university, or labor organization. This can be applied research, investigation, or scholarly analysis of existing research, information, and creative endeavors resulting in the development of new data, information, applications and/or interpretations among a wider community.
 14. Archival deposits and language documentation materials including grammars, dictionaries, text collections, archives of primary data, electronic databases, corpora, critical additions of legacy materials, and pedagogical works designed for the use of speech communities, software, websites, or other digital media. The quantity/scope of these materials should be similar to that of an article or book chapter in order to count as a major activity.

MINOR ACTIVITIES

What constitute Minor scholarly research and/or creative activities include but are not limited to the following:

1. Published book reviews.
2. Work or abstract published in the proceedings of conferences (e.g., published papers).
3. Participation at professional meetings (on a panel, presentation of a paper or poster, discussant, or organizer), which involves dissemination of original scholarly research and/or creative activity.
4. Completion of professional development classes in the discipline or related disciplines, developing a new research skill, or grant development training.
5. Participation in the development of external research grant proposals that does not meet the criteria for a major activity.
6. Participation in webinars, podcasts, television, radio, and other media outlets that may ask for our expertise and/or experiences as academics in which one's own original scholarly research and/or creative activity is disseminated.
7. Significant collaboration in a sustained campaign to publicly disseminate original scholarly knowledge.
8. Faculty involvement in student research, which is subsequently published. 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.
9. Acting as a consultant in some area of professional specialization, resulting in the dissemination or application of scholarly activity or short professional report.
10. An external fellowship that furthers the faculty member's scholarly and creative activities.

11. A short curricular publication, such as a model lesson plan (e.g., a syllabus published in the American Sociological Society's peer-reviewed *Teaching Resources and Innovations for Sociology [TRAILS]*).
12. Publication such as a professional/academic blog post, an op-ed piece, or an encyclopedia entry.
13. Editorial work if it involves dissemination of original scholarly research and/or creative activity.
14. Creation of a professional website or blog whose metrics (visits, citations, inbound links) establish it to be analogous in effort, dissemination and impact as other minor activities.