

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Sanjib Chowdhury, Interim Department Head
Management

From: David Woike, Assistant Vice President
Academic Affairs

Date: April 11, 2019

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Management Department approved by the University Standing Committee on March 25, 2019. Please take steps to assure that faculty members are aware of these approved changes. The revised copy will be posted for reference on the Academic Human Resources website, under the DOCUMENTS tab.

Thank you.

DEPARTMENT EVALUATION DOCUMENT

Department/School of Management

College of Business

Date of Last DED Revision: March 28, 2016

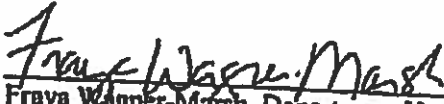
Date of Department Faculty Vote: October 25, 2016

Yes 13 No 0 Abstain 0

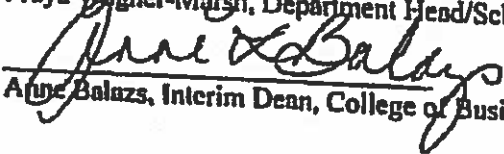
APPROVALS:



Sanjib Chowdhury, Personnel Committee Chair



Fraya Wagner-Marsh, Department Head/School Director



Anne Balazs, Interim Dean, College of Business

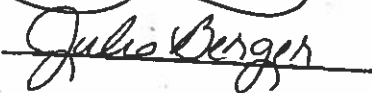
APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 3/25/19



 3/25/19









FACULTY EVALUATION

The Department of Management conducts faculty evaluations using criteria, procedures and techniques specified in this 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**.

I. CRITERIA

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

II. EVALUATION TECHNIQUES

A. Instructional Effectiveness

1. Data Collection Procedures

Each applicant for a Full Evaluation must include a personal report of activities and accomplishments. The following should be used as a guide for what to include in the Faculty Member's report on teaching effectiveness:

- Copies of syllabi for all courses taught during the period of the review, including a description in the narrative of changes made in syllabi across time, and the reason(s) behind the changes.
- Copies of tests or assignments that reflect the range of approaches utilized by the applicant to assess students. In the narrative, the applicant should comment on techniques used to assess the effectiveness of assessment methods and changes made over time.
- Descriptions in the narrative of state-of-the-art materials/methods utilized in courses and efforts undertaken to improve teaching effectiveness.
- A self-assessment of teaching effectiveness and the reasons behind that assessment.

The Faculty Member's narrative may also include documented information on:

- Supervision of for-credit student activities (e.g., independent studies, co-op experience, thesis work);

- Course development (e.g., new techniques, new courses, or course material new to the instructor and/or the department);
- Advising of students.

The criteria to support the candidate's review material will include the following:

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, and demonstrates how this information is incorporated into course content; and
 - b. evaluates his/her own past teaching methods, procedures, and course content regularly and takes steps to improve teaching effectiveness.

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; and 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 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., study requirements);
 - d. endeavors to establish good communication with students;
 - e. promotes classroom procedures and surroundings which encourage learning; and
 - f. seeks information regularly 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.

The evaluation reports submitted by the Faculty Member being reviewed will include the following:

1. Faculty member's report of activities and accomplishments.
2. Classroom visitation procedures by peer: the person(s) selected to complete classroom evaluation(s) shall be mutually acceptable to both the person being evaluated and the Personnel Committee; each person visiting the applicant's classroom (including the Department Head) must discuss the time and date of the visit with the person being evaluated before the visit, making sure that an examination or other non-teaching activities are not scheduled for that date; all evaluators must complete Form 1: Instructor Evaluation Report (see Appendix A), and both the person being evaluated and the evaluator must sign the Form; within five (5) days the person being evaluated must be given a copy of the Form; and a copy must be placed in his/her Department Personnel File within ten (10) days.
3. Evaluation by Department Head, including a classroom visitation.
4. Department Personnel Committee evaluation, including classroom visitation by two faculty members representing the Personnel Committee.
5. Student evaluations will be completed using the University-wide evaluation system and will be submitted. These evaluations will use the question "What is your overall rating of the teaching effectiveness of this instructor?" The mean score for all sections taught will be calculated for this item. The weights to be used for averaging the responses are shown below:

Course Evaluation Survey Response Category Weights

- strongly agree = 5
- agree = 4
- undecided = 3
- disagree = 2
- strongly disagree = 1

The following rating scale will be used to determine evaluation rankings for student evaluations:

Course Evaluation Survey Average Rating Scale

greater than 4.0 to 5.0 = exceptional
greater than 3.0 to 4.0 = distinctly above average
greater than 2.0 to 3.0 = average
2.0 or less = below average

6. Teaching awards given by the department, college, university or recognized professional organizations.

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

Classroom visitation procedures: the person(s) selected to complete classroom evaluation(s) shall be mutually acceptable to both the person being evaluated and the Personnel Committee; each person visiting the applicant's classroom (including the Department Head) must discuss the time and date of the visit with the person being evaluated before the visit, making sure that an examination or other non-teaching activities are not scheduled for that date; all evaluators must complete Form 1: Instructor Evaluation Report (see Appendix A) and both the person being evaluated and the evaluator must sign the Form; within five (5) days the person being evaluated must be given a copy of the Form; and a copy must be placed in his/her Department Personnel File within ten (10) days.

3. **Ratings**

1. **Exceptional (E):**

Awarded when the quality of instruction offered by the applicant across the range of teaching assignments includes the following types of data:

- Clearly written and well organized syllabi that address the range of frequently recurring issues and shows reasonable effort to plan for contingencies that may arise in teaching.
- Exams or assignments that require extensive application of course content and development of critical thinking skills rather than just memorization of concepts.

- State-of-the-art information and a continual attempt to improve the quality of teaching.
- Student evaluations that average greater than 4.0 for the overall assessment of teacher effectiveness for all courses taught during the period of the evaluation.
- Generally, classroom visitations rated as "exceptional" (utilizing the Department of Management Form).

Evaluators must describe (or in the case of student evaluations, quantify) performance as better in quality than distinctly above average.

2. Distinctly Above Average (DAA):

Awarded when the quality of instruction offered by the applicant across the range of teaching assignments includes the following types of data:

- Clearly written and well-organized syllabi that address the range of frequently recurring issues that may arise in teaching.
- Exams or assignments that require some application or course content and development of critical thinking skills rather than just memorization of concepts.
- State of the art information and a continual attempt to improve the quality of teaching.
- Student evaluations that average greater than 3.0 to 4.0 for the overall assessment of teacher effectiveness for all courses taught during the period of the evaluation.
- Generally, classroom visitations rated as "distinctly above average" (utilizing the Department of Management Form).

Evaluators must describe (or in the case of student evaluations, quantify) performance as better in quality than average.

3. Average (A):

Given when the quality of the instruction offered by the applicant shall be evaluated as that of a good teacher. This is the minimum acceptable level of performance and it is given when the quality of instruction offered by the applicant across the range of teaching assignments includes the following types of data:

- Clearly written and well-organized syllabi.
- Exams or assignments that assess students against course content.
- State-of-the-art information.

- Student evaluations that average greater than 2.0 to 3.0 for the overall assessment of teacher effectiveness for all courses taught by the Faculty Member during the period of the evaluation.
- Generally, classroom visitations rated as "average" (utilizing the Department of Management Form).

4. Below Average:

Given when the quality of the instruction offered by the applicant is below the standards of a good teacher. Evaluators must describe (or in the case of student evaluations, quantify) the deficiencies in performance. Given when the quality of instruction offered by the applicant across the range of teaching assignments includes the followings types of data:

- Syllabi that do not clearly convey basic elements of the course including the number of graded assignments, the weight of each assignment, dates of exams or assignments and the grading process.
- Exams or assignments where the relationship between the course content and the assessment measures utilized in the course is difficult to see.
- Multiple examples of course content that is out of date or inaccurate.
- Student evaluations that average less than or equal to 2.0 for the overall assessment of teacher effectiveness for all courses taught by the Faculty Member during the period of the evaluation.
- Generally, classroom visitations rated as "below average" (utilizing the Department of Management Form).

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 (see earlier discussion for specific instructions concerning format). Scholarly and/or creative activity is not evaluated during interim evaluations unless requested by the faculty member. Such evaluation is advisory only, and point allocations suggested are not binding on later evaluators during tenure decisions

Examples of scholarly and/or creative activities and points assigned to each include the following:

Points Assigned as Ratings

- 9-18 Peer-reviewed journal articles (through conventional print or electronic dissemination) including empirical articles, literature reviews, and cases, depending upon the nature and quality of the journal involved, and any related paper presented (see Appendix D for definition of "peer-reviewed journal").
- 0-12 Non-peer-reviewed but published works (through conventional print or electronic dissemination) including empirical articles, literature reviews and cases: The amount to be counted should be left to the discretion of the committee, keeping in mind the following guidelines:
- Applicants should not ordinarily expect 12 points to be given to non-peer-reviewed, but published articles.
 - 12 points should be given only to non-peer-reviewed journal articles when the editorial review for the article is as strict as for peer-reviewed articles, as when the article appears in a nationally important scholarly journal (e.g., Harvard Business Review). Publications meeting less rigorous standards will receive fewer points, the number based on the guidelines here and the qualitative judgment of the Department Personnel Committee and the Department Head.
 - 0-4 points should be given to articles that relate to the discipline of the applicant and are geared to a general audience where editorial review is not as rigorous as the blind review process (e.g., published book reviews; articles in lay magazines).
 - 0 points should be given to works not scholarly in content (e.g., letters to the editor, or editorial assistance). These should be considered as service, not scholarly activity.
- 9-18 A monograph or book published by a college publisher or a reputable professional or scholarly organization. Note that the payment of royalties by the publisher is not an issue in determining points assigned to a publication.
- 3-8 Peer-reviewed convention papers or cases.
- 1-4 Chairing a conference symposium. The number of points assigned to be based on the faculty member's documentation of the contribution involved in assembling the

symposia, and the quality of the conference as assessed by the qualitative judgment of the Department Personnel Committee and the Department Head.

- 1-2 Serving as a panelist on a conference symposium. The number of points to be based on the documented contribution made by the candidate to the symposium, and the quality of the conference as assessed by the qualitative judgment of the Department Personnel Committee and the Department Head.
- 1-4 Non-peer-reviewed scholarly papers or cases including those disseminated in an electronic format. (see Appendix D for peer-reviewed journal definition).
- 1-4 Non-peer-reviewed publication of scholarly research tools in the form of publicly accessible web pages (e.g. annotated lists of websites on a given subject) However, pages posted on such sites as Canvas, Web C-T or Blackboard that are intended to support instruction should be included under instructional effectiveness).
- 1-4 Publication of scholarly manuals including teaching manuals, digital materials and commercial video tapes that support instructional activities.
- 0-4 Grant proposals, and/or grant administrative activity of publishable quality according to the contract. The committee will judge the level of depth, completeness, and quality.

Other guidelines in assigning points to scholarly activities (In assigning points, evaluators must balance the need to fit an almost infinite variety of scholarly activity into a fair rating system):

1. Multiple authorship: The first and second-listed authors automatically receive full credit equal to the above points. If the faculty member is not a first or second author, he/she must provide documentation to show the committee that he/she participated extensively and equally with the other authors in all phases of the research and its write-up to receive full credit (the written concurrence of the other two authors that this effort was equal shall be considered adequate documentation). Less extensive participation will be awarded fewer points, the exact number to be determined by the Evaluators.
2. Where authorship is not clearly indicated in the publication, the Faculty Member shall provide detailed explanation on the role he/she played in the project under review. The Evaluators will rule on a case-by-case basis. In general, credit for research requires a greater contribution than editorial assistance, and some integral

involvement in the plan of the research and its execution is expected. Editorial assistance would more appropriately be included in professional service activity.

3. **Point allocations:** A peer-reviewed paper or a monograph will normally receive 12 points, and a peer-reviewed convention paper or case 6 points. The Evaluators, at their discretion, may assign additional points for outstanding publications. This will only be given based on unanimous agreement of the Personnel Committee and Department Head.

However, a paper that is similar to another scholarly activity (e.g., a conference presentation on the same topic) will receive fewer points. If the two activities are judged by the committee to be substantially the same, the activity likely to be assigned the smaller amount of points will be given no credit. Publications that are acknowledged by the publisher to be of less rigor, importance or value will be given less than the maximum number of points (e.g., Short Notes, Research Notes, etc.).

2. Rating Requirements

For the purposes of Reappointment and Tenure, the number of points needed from the list of approved scholarly and/or creative activities is cumulative from the date of appointment.

For the purposes of Promotion, the number of points from the list of approved scholarly and/or creative activities is cumulative from the date of appointment or promotion to current rank (whichever occurred last).

Regardless of the number of points accumulated for scholarly/creative activity, no faculty member applying for promotion and/or tenure, shall receive an Average rating or higher for Scholarly and/or Creative Activity unless he/she has at least two (2) publications that are blind reviewed papers, published in a department- approved, peer-reviewed journal, including empirical articles, conceptual papers, literature reviews, and cases.

SCHOLARLY/CREATIVE ACTIVITY POINTS REQUIRED

PROFESSOR

Year	
Evaluation	Tenure
Exceptional	60
Distinctly Above Average	48
Average	36

ASSOCIATE PROFESSOR

Year	
Evaluation	Tenure/Promotion
Exceptional	60
Distinctly Above Average	48
Average	24

ASSISTANT PROFESSOR

Year	
Evaluation	Tenure/Promotion
Exceptional	36
Distinctly Above Average	30
Average	24

INSTRUCTOR

Year	
Evaluation	Tenure/Promotion
Exceptional	30
Distinctly Above Average	24
Average	12

*Scholarly/Creative Activity is rated for advisory purposes only.

Professional Performance Evaluations

Tenured faculty members in the Department of Management should engage in scholarly activity on a continuing basis appropriate to the missions of EMU and the College of Business. To count toward meeting the criteria of a rating of "average" in the PPE process, the outputs from a faculty member's scholarly/creative activity must be available for public scrutiny by academic peers or practitioners either through the print or electronic media (including online dissemination).

To achieve an overall rating of “satisfactory,” the faculty member must achieve a rating of ‘average’ in scholarly/creative activity. For tenured faculty at all ranks, this requires earning a minimum of 20 points.

To satisfy this requirement, a faculty member may present evidence of published (including electronically published) peer-reviewed journal articles or cases; non-peer-reviewed articles, monographs/books; book chapters, convention papers or cases; non-peer-reviewed scholarly/creative papers or cases; presentations given to known/recognized professional meetings; papers presented at faculty research seminars; and book reviews in known journal/professional outlets. All such scholarly evidence submitted for review must be available for public scrutiny by academic peers or practitioners. Faculty members may submit other appropriate scholarly/research material for review by the department personnel committee/department head.

Ratings/Points

Peer-reviewed journal articles, including empirical articles, literature reviews, and cases, depending upon the nature and quality of the journal (9-18 points).

Non-peer-reviewed, but works published under editorial scrutiny, including empirical articles, literature reviews and cases. (0-12 points)

A monograph or book published by a college publisher or a reputable professional or scholarly organization. The payment or non-payment of royalties by the publisher is not an issue in determining points assigned. (9-18 points).

Peer-reviewed convention papers or cases (3-8 points).

Chairing a conference symposium (1-4 points)

Serving as a panelist in a conference symposium (1-2 points).

In evaluating grant proposals and/or grant administrative activity of publishable quality, the Personnel Committee will judge the level of depth, completeness, and quality and use these as criteria for assigning from 0-4 points.

C. Service Activity

1. Data Collection Procedures

The applicant will clearly identify his/her service activities related to the department, the college, the university and the community in a narrative text. The applicant must provide evidence to support both the quantity of different service activities and the quality of the service extended in those activities, as well as the breadth of the activities engaged in over the review period.

Service Activities

1. Service to the department, college or university may include, but is not limited to, the following:
 - a. The maintenance and development of departmental disciplinary interest groups.
 - b. Contribution to the work of standing and temporary committees at the departmental, college and university level.
 - c. Curriculum development and refinement (but not course development, which is included in instructional effectiveness).
 - d. The maintenance and development of student organizations.
 - e. The completion of special assignments and/or projects for one of the above areas (b, c, d).
 - f. AAUP Service

Note: Simple attendance at department and college meetings is the minimum expectation, and no credit will be given for such attendance, though lack of attendance can detract from one's service rating.

2. Service to the professional community related to the applicant's academic discipline may include, but is not limited to, the following:
 - a. Review/editing of material submitted by others for publication in professional or academic outlets.
 - b. Contributions to the work of committees, both standing and temporary, for professional organizations.
 - c. Contributions to a professional organization made as an officer or chairperson.

3. Service to business, political or community organizations must be related to the applicant's academic discipline and would include, but not be limited to, the following:
 - a. Contributions to the improved functioning of the group/client in business, political or community service.
 - b. Contributions to the products of the committees, both standing and temporary, in business, political or community service.
 - c. Contributions made to an organization/group as an office holder or chairperson in business, political or community service. This area will be granted considerably lower or no credit unless the applicant can demonstrate significant and direct contributions to the Department, College or University. The determination of the value of these activities will be based on the assessment of the evaluators.

Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted. The Personnel Committee and the Department Head will make written reports separately, giving the rationale for the rating awarded for full evaluations for reappointment, tenure, promotion and Full Professional Performance evaluations. The Applicant is responsible for fully documenting the amount of participation (e.g. letter from Committee Chair, etc.)

Service will be evaluated in terms of three criteria:

Quality: Evaluation of the quality of the applicant's service will be based upon the applicant's activities in relationship to the normal expectations of the group served. In the narrative the applicant should describe what the normal expectations of the group were. Typically, "normal expectations" include, but may not be limited to, regular attendance, punctuality, reasonable participation in discussions, group interaction, and contributions to the group's product/service. For consulting activities, a contract will normally provide a description of expected activities. A faculty member's quality of service may also be supported by one or more letters from peer faculty members or administrators who write in support of the faculty member's application. A faculty member may also submit for general support service awards given at the departmental, college or university level.

An "average" quality rating will be awarded when the service activity results in the satisfactory completion of assignments normally expected as part of the service activity.

Examples of "distinctly above-average" service may include, but are not limited to, one of the following:

1. Holding a leadership position in a group.
2. Providing service above and beyond the consulting contract, when consulting for a business or other organization.
3. Serving as chief editor or convention chairperson for a professional organization.
4. Receipt of a commendation or award for service to a group or organization.

The rating of "exceptional" should reflect not just effort, but also results. To achieve a rating of "exceptional," a person should be able to document how his/her efforts led to significant changes or benefits for the organization. Examples of "exceptional" service may include, but are not limited to, a combination of *two or more* of the following for any one activity:

1. Holding a formal or informal leadership position in a group
2. Providing service above and beyond the service commitment as demonstrated by engaging in extra-role behaviors (e.g. preparing and or delivering special reports) on behalf of the group
3. Serving as chief editor or convention chairperson for a professional organization
4. Receipt of a commendation or award for service to a group or organization.

Each service activity will be awarded points based on the documented quality of service, according to the following scale:

- 4 = Exceptional
- 3 = Distinctly Above Average
- 2 = Average
- 1 = Below Average
- 0 = Unsatisfactory

The quality points for each of the applicant's service activities will be averaged together to form an overall quality score for the applicant. Only service activities that are included in the applicant's application will be used to calculate the overall quality score. Only activities used to calculate the overall quality score can be used for breadth and quantity ratings.

Quantity: The quantity score for the applicant's service will be based on the number of activities the applicant has engaged in on a semester-by-semester basis, over the review period. A unit of activity should be identified as one semester in length (summer A plus

summer B). Thus, a service activity that spans one year would be considered to be three units of service activity (if the activity was performed on a regular basis across all three semesters). Activities that require infrequent or irregular action should be given a unit value that reflects the amount of time involved in the activity. In no case should a full unit of activity credit be awarded for less than 30 hours of documented activity.

The overall quantity score will be calculated by totaling the number of activity units awarded and dividing by the number of years in the review period.

Note: At their discretion, the Evaluators may assign additional points for service that deserves a higher rating than Exceptional. Those being evaluated should submit documentation of such extraordinary efforts.

Breadth: The breadth evaluation category is used only for promotion, reappointment and tenure decisions. The applicant's breadth of service will be determined by examining the number of different groups served from five different areas of service:

1. Departmental -- Each successful candidate for promotion, tenure, & reappointment must have a minimum of 1 unit (quantity) in department service at a 2.5 level quality (or greater) per year of review.
2. College
3. Wider university community, including AAUP service
4. Professional organization related to the applicant's academic discipline.
5. Business, political and community organizations where the service provided is related to the applicant's academic discipline (e.g., simply being a member of an organization does not qualify).

A total of five breadth points are possible over the review period. Only one breadth point will be awarded in any area, regardless of the number of times service was provided in that area. For example, an applicant serving three College of Business committees and two university committees earns five quantity points but only two breadth points.

Minimum points required for ratings (See point 1 above under "Breadth")

		Annually	Over Period Being Evaluated
	Quality	Quantity	Breadth
Exceptional = OR	<u>2.5 and</u>	<u>8-9 and</u>	<u>4 +</u>
Exceptional =	2.5 and	10 and	3
Distinctly Above Average	2.5 and	5 -7 and	3
Average	2.0 and	4 and	2

For Professional Performance Evaluations, a Department of Management faculty member shall be given a rating of satisfactory for service if at least sixteen service units are documented (one service unit equals 30 hours of service) over the four years covered in the evaluation. A minimum of four (4) of these service units must be at the Departmental level. Quality of each service activity will also be examined and, if not assessed to be at least average, no points will be awarded that service activity.

Academic Credentials and Additional Criteria

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES or EXCEPTIONS
PROFESSOR	<ul style="list-style-type: none"> • Doctorate in appropriate discipline • Scholarly/Creative Activity: rated as DAA using the tenure requirement for the Associate Professor rank. 	NONE
ASSOCIATE PROFESSOR	<ul style="list-style-type: none"> • Doctorate in appropriate discipline • Scholarly/Creative Activity: rated as DAA using the tenure requirement for the Assistant Professor rank. 	NONE
ASSISTANT PROFESSOR	<ul style="list-style-type: none"> • A.B.D. in appropriate discipline (Must be a doctorate in the appropriate discipline to be considered for tenure and promotion) 	NONE
INSTRUCTOR	<ul style="list-style-type: none"> • Master's degree in appropriate discipline (Must be a doctorate in the appropriate discipline to be considered for tenure and promotion) 	NONE

Note: If a new faculty member is to be hired at a Full Professor level, he/she must meet the total of Associate and Full Professor points requirements (e.g., 48 + 48 = 96).

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

For each rank, a doctorate in an appropriate discipline is required for tenure to be granted.

Evaluation Schedule for Untenured Faculty Hired After September 1, 2015

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

PROFESSOR

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

Footnotes for all tables

Note that the following footnotes apply to all tables referring to Reappointment and Tenure Standards:

*Scholarly/Creative rating is advisory only

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSOR

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

INSTRUCTOR

Year	3	6
Evaluation	Full R	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	X*	DAA in one & A in other
Service	A	

PROMOTION STANDARDS

	Year Eligible	Academic Credentials	Instructional Effectiveness	Scholarly/ Creative Activity	Service
Full Professor Salary Adjustment	10 years as full professor at EMU	Doctorate in appropriate discipline	DAA	DAA	DAA
To Professor	5 years as associate professor at EMU	Doctorate in appropriate discipline	DAA	DAA	DAA
To Associate Professor	5 years as Assistant Professor at EMU	Doctorate in appropriate discipline	DAA	DAA	DAA
To Assistant Professor	2 years as instructor at EMU	Doctorate in appropriate discipline	DAA	DAA	DAA

APPENDIX A

Classroom Visitation Report

Policy on Peer Evaluations of Instructional Effectiveness

- 1) Two peers representing the department of management Personnel Committee will conduct instructional effectiveness by classroom visits.
- 2) Peer evaluations should be completed after October 15 for tenure and reappointment and after February 1st for promotion.
- 3) Peers are expected to contact the faculty member and agree on a time for the classroom visit.
- 4) Peers will use the Peer Review of Teaching Effectiveness Form as the basis for their evaluation (see below).
- 5) Peers must provide a written evaluation to the faculty member within Five (5) working days of the classroom visit. Copies of the evaluation should also be given to the Personnel Committee and the Department Head.

(Observation Report next pages)

PEER REVIEW OF TEACHING EFFECTIVENESS

Instructor _____

Date _____

Course _____

Time _____

Observer/Evaluator

Ratings

1 = Below average

4 = Exceptional

2 = Average

NA = Not Applicable

3 = Distinctly Above Average

CIRCLE THE APPROPRIATE RATING. COMMENTS *MUST* BE INCLUDED TO DOCUMENT RATINGS 1-4:

Part I Classroom Visit

A. Organization

YES NO 1. Begins class on time and in orderly fashion

YES NO 2. Previews lecture/discussion content

1 2 3 4 NA 3. Appears well-prepared for class
COMMENTS:

1 2 3 4 NA 4. Keeps on the subject with few digressions
COMMENTS:

1 2 3 4 NA 5. Manages class time efficiently; no race or gap at end
COMMENTS:

Ratings

1 = Below average

2 = Average

3 = Distinctly Above Average

4 = Exceptional

NA = Not Applicable

1 2 3 4 NA 6. Summarizes and reminds students of next class' topic
COMMENTS:

B. Presentation

1 2 3 4 NA 1. Uses professional and nondiscriminatory/nonprejudicial language
COMMENTS:

1 2 3 4 NA 2. Speaks audibly and clearly
COMMENTS:

1 2 3 4 NA 3. Communicates interest in and enthusiasm for the subject
COMMENTS:

1 2 3 4 NA 4. Presentation style facilitates note taking (e.g., outline available,
COMMENTS: repetition, restatement, questions to class)

Ratings

1 = Below average

2 = Average

3 = Distinctly Above Average

4 = Exceptional

NA = Not Applicable

1 2 3 4 NA 5. Chalkboard writing, overheads, etc., are legible
COMMENTS:

1 2 3 4 NA 6. Methods are appropriate to subject matter
COMMENTS:

1 2 3 4 NA 7. Professional Appearance
COMMENTS:

C. Respect

1 2 3 4 NA 1. Actively solicits student feedback and participation
COMMENTS:

1 2 3 4 NA 2. Listens carefully to student comments and questions
COMMENTS:

1 2 3 4 NA 3. Praises students for meaningful contributions
COMMENTS:

YES NO 4. Uses student names
NA

Ratings

1 = Below average

2 = Average

3 = Distinctly Above Average

4 = Exceptional

NA = Not Applicable

YES NO 5. Includes a wide range of students in instructor-student interaction

1 2 3 4 NA 6. Helps when students do not understand
COMMENTS:

D. Credibility and Control

1 2 3 4 NA 1. Uses appropriate authority to create environment conducive to learning
COMMENTS:

1 2 3 4 NA 2. Is able to admit error and/or insufficient knowledge (as appropriate)
COMMENTS:

1 2 3 4 NA 3. Open to alternative ideas (as appropriate)
COMMENTS:

E. Content

1 2 3 4 NA 1. Integrates assigned reading into class presentation
COMMENTS:

1 2 3 4 NA 2. Uses relevant, useful and current material
COMMENTS:

1 2 3 4 NA 3. Uses clearly-related charts, graphs, examples, etc.
COMMENTS:

Ratings

1 = Below average

2 = Average

3 = Distinctly Above Average

4 = Exceptional

NA = Not Applicable

1 2 3 4 NA 4. Clearly explains difficult terms
COMMENTS:

1 2 3 4 NA 5. Carefully explains assignments
COMMENTS:

Observer's general comments

Evaluation: should be based on a combination of numbers, written comments, and your overall professional impression of the class, review of the syllabus and any testing materials.

The rating is (check one):

Below average

Average

Distinctly above average

Exceptional

SIGNATURE OF EVALUATOR: _____ DATE _____

APPENDIX B

Procedure for Online Classroom Observation

The department of management uses the following procedure for conducting online classroom observations by the department head and personnel committee members:

- Department of management inform the faculty regarding the need for online classroom visitation.
- The faculty and the department head/personnel committee member schedule a time to meet
- During the meeting the faculty opens one unit (usually the current unit or one of the past units) for the department head/personnel committee member to review.
- The department head/personnel committee can only review one unit. In addition to the unit, they may look at the course home that has the syllabus, schedule and course policy information.
- Based on this review the following questions will be answered.

PEER REVIEW OF ONLINE TEACHING EFFECTIVENESS

Instructor _____

Date _____

Course _____

Time _____

Observer/Evaluator

Ratings

1 = Below average

2 = Average

3 = Distinctly Above Average

4 = Exceptional

NA = Not Applicable

CIRCLE THE APPROPRIATE RATING. COMMENTS MAY BE INCLUDED TO DOCUMENT RATINGS 1-4:

YES NO 1. Clearly offers syllabus, schedule, course policy information

YES NO 2. Clearly indicates the office hours and how students can interact with the instructor.

YES NO 3. The online course appears well-structured

1 2 3 4 NA 4. The unit has all the information needed for the students to perform their assignments
COMMENTS:

1 2 3 4 NA 5. Uses professional and nondiscriminatory/nonprejudicial and neutral language
COMMENTS:

1 2 3 4 NA 6. Text, pictures, audio, video, etc are used effectively to aid learning.
COMMENTS:

1 2 3 4 NA 7. Text, pictures, audio, video, etc are appropriate for the subject matter
COMMENTS:

1 2 3 4 NA 8. Text, pictures, audio, video, etc have professional appearance
COMMENTS:

1 2 3 4 NA 9. Uses relevant, useful and current material
COMMENTS:

1 2 3 4 NA 10. Integrates required reading into class assignments effectively
COMMENTS:

1 2 3 4 NA 11. Uses multiple online assignments (quiz/exam, discussion/paper, etc)
COMMENTS:

1 2 3 4 NA 12. Assignments are clearly explained
COMMENTS:

1 2 3 4 NA 13. Uses effective rubric to evaluate online assignments
COMMENTS:

Observer's general comments

Evaluation: should be based on a combination of numbers, written comments, and your overall professional impression of the class, review of the syllabus and any testing materials.

The rating is (check one):

Below average

Average

Distinctly above average

Exceptional

SIGNATURE OF EVALUATOR: _____ DATE _____

APPENDIX C

Student Evaluation Questions

Mandatory Department Items for Inclusion on the Instructor and Course Evaluation Form

1 = Least Positive to 5 = Most Positive

1. I improved my knowledge and skills in areas covered in this course.
2. The instructor covered at least 80% of the material outlined in the course syllabus.
3. My instructor is accessible to students during posted office hours as specified in the course syllabus.
4. A typical student who exerts a high level of effort will obtain a grade reflective of his/her true ability in this course.
5. My instructor showed respect for students in this course.
6. My instructor has an effective style of presentation
7. My instructor seems well-prepared for class.
8. My instructor stimulates interest in the course.
9. My instructor displays enthusiasm when teaching.
10. My instructor is actively helpful when students have problems.
11. I understand what is expected of me in this course.
12. Overall, evaluation methods (exams, papers, etc.) are fair.
13. Grades are assigned fairly and impartially in this course.
14. I learned a lot in this course.
15. My instructor presents this course in a well-organized manner.
16. My instructor presents material clearly.
17. The goals of this course are clearly stated and consistently pursued.
18. For this course, the assignments are reasonable.
19. What is your overall rating of the teaching effectiveness of this instructor?

Student Evaluation Questions

Mandatory Department Items for Inclusion on the Instructor and Course Evaluation Form for Online Classes

1 = Least Positive to 5 = Most Positive

1. What is your overall rating of the teaching effectiveness of this instructor?
2. What is your overall rating of this course?

Management Core Questions:

1. My instructor responds to my e-mailed requests in a reasonably timely manner.
2. My instructor applies the same standards to everyone regardless of sex, age, or race/ethnicity.
3. My instructor effectively presents the online course material.
4. My instructor provides complete course assignments and instructions.
5. After completing this course, I have greater interest in, and appreciation for, the course subject matter.
6. I understand what is expected of me in this course.
7. My final grade will accurately reflect my overall performance.
8. My instructor uniformly applies standards specified in the syllabus or at the course website when assigning grades.
9. I learned a lot in this course.
10. My instructor's course material is presented in a well-organized manner.
11. My instructor's course material is presented clearly.
12. The goals of the course are clearly stated and consistently pursued.

APPENDIX D

Department of management has a process for recognizing articles as published in acceptable peer-reviewed journals (PRJs). PRJs are defined as the following:

- These journals are of acceptable quality as recognized in any recognized quality listing in the field of management (not directories),
- They follow a process of independent review prior to publication (not just editorial review but having multiple blind reviews),
- They provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter;
- Their editors and the editorial boards/committees are widely acknowledged in the field of management as possessing expertise in the field.

The above process was developed based on the following definition of peer-reviewed journal, recommended by FAC and approved by the faculty on January 24, 2012.

“Peer review is defined as a process of independent review prior to publication of a faculty member’s work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous.” In addition, peer-reviewed journal articles (discipline based scholarship, contributions to practice, and/or learning and pedagogical research) exclude the following (not an exhaustive list): Research monographs; Scholarly books; Chapters in scholarly books; Textbooks; Proceedings from scholarly meetings; Papers presented at academic or professional meetings; Faculty research seminars; Non-refereed publications in trade journals; Book reviews; Published cases with instructional materials which are not published in a peer-reviewed journal; Instructional software; Publicly available materials describing the design and implementation of new curricula or courses.