

DEPARTMENT EVALUATION DOCUMENT

Department/School of Health Sciences

College of HHS

Date of Last DED Revision: 7/21/2016

Date of Department Faculty Vote: 2/12/2024

Yes 15 No 0 Abstain 1

APPROVALS:

[Signature] 2-13-2024
Personnel Committee Chair (Date)

[Signature] 2/12/2024
Department Head/School Director (Date)

Jennifer Fritz 2/13/2024
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: _____

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

**School of Health Sciences
Evaluation Document**

FACULTY EVALUATION

The evaluation process is intended to be collegial. The process has been developed to encourage school colleagues and Directors/Department Heads to provide colleagues with information on meeting the criteria required to advance (i.e., achieve reappointment, tenure, promotion or a satisfactory Professional Performance Evaluation) at Eastern Michigan University.

Each school 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.

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. SCHOOL STANDARDS

INITIAL APPOINTMENT STANDARDS

	Academic credentials and Additional Criteria	Equivalencies or Exceptions
Professor	<ul style="list-style-type: none">- Doctorate in appropriate field- Five years teaching experience at the college or university level at the rank of Associate Professor	None
Associate Professor	<ul style="list-style-type: none">- Doctorate in appropriate field- Four years teaching experience at the college or university level at the rank of Assistant Professor	None
Assistant Professor	<ul style="list-style-type: none">- Doctorate in appropriate field	None
Instructor	<ul style="list-style-type: none">- Doctorate in appropriate field	None

III. REAPPOINTMENT AND TENURE STANDARDS

SCHOOL STANDARDS FOR FACULTY REAPPOINTMENT AND TENURE

Those hired before September 1, 2021

Professor

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

Associate Professor

Year	2	4
Evaluation	Full R*	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	X *	DAA in one and A in the other
Service	A	

Assistant Professor

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

Instructor

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

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

Rank at the date of hire shall determine the evaluation schedule.

Ratings are based on the evaluation criteria listed below.

SCHOOL STANDARDS FOR FACULTY REAPPOINTMENT AND TENURE
 Those hired after September 1, 2021 and those receiving the research/creative activity release.

Professor

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

Associate Professor

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

Assistant Professor

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

Instructor

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

*Scholarly/Creative Activity is rated, but advisory only.
 Rank at the date of hire shall determine the evaluation schedule.
 Ratings are based on the evaluation criteria listed below.

IV. PROMOTION STANDARDS FOR FACULTY

Criteria for faculty hired before September 1, 2021.

	Year Eligible*	Academic Credentials	Instructional Effectiveness	Scholarly/Creative Activity	Service
To Professor	5 years as associate professor at EMU	Doctorate in appropriate field	DAA	DAA	DAA
To Associate Professor	5 years as assistant professor	Doctorate in appropriate field	DAA	DAA in one and A in the other	
To Assistant Professor	2 years as instructor at EMU	Doctorate in appropriate field	DAA	A	A

*per EMU-AAUP Contract

Criteria for faculty hired after September 1, 2021 and those receiving the research/creative activity release.

	Year Eligible*	Academic Credentials	Instructional Effectiveness	Scholarly/Creative Activity	Service
To Professor	5 years as associate professor at EMU	Doctorate in appropriate field	DAA	DAA	DAA
To Associate Professor	5 years as assistant professor	Doctorate in appropriate field	DAA	DAA	A
To Assistant Professor	2 years as instructor at EMU	Doctorate in appropriate field	DAA	DAA	A

*per EMU-AAUP Contract

V. EVALUATION TECHNIQUES

A. INSTRUCTIONAL EFFECTIVENESS

1. Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments as well as documentation that states in clear and explicit terms both the quantity and quality of the activity claimed.

Supportive to this criterion is evidence that the candidate:
(These are suggestions, not a limitation on what may be included)

a. Prepares for Teaching

1. Seeks the latest information in the subject area(s) taught, by reading, attending professional conferences and/or by communicating with colleagues.
2. Regularly evaluates his/her own teaching methods, procedures and course content.

b. Plans effectively for teaching

1. Has a clear conception of his/her course(s) within the School and within the University.
2. Has a clear conception of the long-term objectives for the course(s) and for the day-to-day classroom activities.
3. Has a clear conception of the evaluation procedures which will enable him/her to measure the attainment of objectives set forth.

c. Practices good teaching methods

1. Informs students of the objectives of the course(s) and of units of study in the course(s).
2. Informs students about methods of study applicable to the attainment of course objectives.
3. Informs students of specific course assignments (e.g., dates of exams, papers, etc.).
4. Attempts to establish a classroom environment conducive to learning.
5. Evaluates students so as to measure the attainment of course objectives.

All Full and Interim Meetings (including Full Professional Performance Evaluation of Tenured Faculty) must include classroom visitations by the Department Head and at least two members of the Personnel Committee.

Evaluation Reports

1. Faculty member's own report of activities and accomplishments in this area, as well as specific evidence of his/her effectiveness in the teaching and advising processes.
2. Evaluation of teaching based on classroom observations and other evidence by a member of the Personnel Committee, (forms in Appendices A and B) as selected by the applicant, if available at the time of submission. The procedure that must be used for classroom visitations is included below.

3. Student evaluation of teaching using the university-wide evaluation system, including faculty approved subset. (Appendix C)
4. Student evaluation of advising (Appendices D and E), if applicable.
5. Results of Department Head evaluation of teaching based on classroom visitation and other evidence (approved forms in Appendix A and B), if available at time of submission.
6. Examples of teaching materials (e.g., course outlines, handouts, syllabi, etc.).
7. Record evidence of special education opportunities offered to students, if applicable and available.
8. Support letters from students, colleagues and professionals beyond the university, if desired.
9. Field Agency evaluation of the faculty member's role as field liaison during semesters in which field placement liaison is part of teaching load.
10. Evidence of activities which have improved his/her teaching

2. Policy and Procedure for Classroom Visit by Peers

- a. The Personnel Committee Chair will notify faculty in writing (email or letter) of the window of time the committee members are to visit the classroom.
- b. Faculty must inform the Personnel Committee Chair within three days of the notifications of class(es) not suited for visitations because of examinations, planned field trips, etc.
- c. Personnel Committee members who cannot perform the class visitation within the indicated time must inform the faculty in writing of the specific day they plan to visit.

Length of Visits

The length of class visits and how many classes to visit is to be determined case-by-case by individual committee members and the faculty member. Generally, each evaluator will observe one session equivalent to one period of a regularly scheduled class (i.e., 75 minutes).

Number of Visitors

The number and timing of classroom visits will be as defined in the master contract. As the School of Health Sciences is composed of multiple programs, it is preferred that at least one classroom visit be conducted by the member of the Personnel Committee representing the faculty member's discipline.

Evaluation Report

Each individual peer and Department Head evaluation of classroom visitations using the Classroom Teaching Observation forms (Appendices A and B) and related evaluative statements shall be in writing, shall name the observer, and shall be provided to the faculty member within five (5) days following the observation. The Faculty Member 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

The Personnel Committee and the Department Head will evaluate all evidence submitted. For Interim Meetings, 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 rating awarded for Full Evaluations for reappointment, tenure and promotion and Full Professional Performance evaluations.

Exceptional (E): Awarded when the faculty member fulfills all criteria for Average and Distinctly Above Average (stated below) as well as:

1. Shows evidence of strong interest in the teaching process:
 - a. Expresses interest and concern about the quality of his/her teaching.
 - b. Presents facts and concepts from related fields.
 - c. Presents the origins of ideas and concepts.
 - d. Emphasizes ways of solving problems rather than providing solutions.
 - e. Develops and disseminates evaluations to gather data on one's own teaching effectiveness.
2. Develops original teaching materials (e.g., assignments, slides, video recordings, handouts) for use in the classroom or field agency.
3. Promotes improved teaching which is evidenced by:
 - a. Being sought by colleagues for advice on academic matters.
 - b. Seeking advice from others about the courses he/she teaches.
 - c. Discussing teaching in general with colleagues.
4. Maintains professional competency in area of expertise or specialization.

Distinctly Above Average (DAA): Awarded when the faculty member fulfills all criteria for Average (stated below) as well as:

1. Gives evidence of a sense of responsibility to teaching by demonstrating an ever increasing knowledge of the content area being taught.
2. Demonstrates a flexibility in one's approach to course materials and the methods used in presenting material.
3. Stimulates student enthusiasm and interest in subject matter by encouraging student involvement in the teaching-learning experience and in mutual exploration of the subject matter.
4. Fosters open communication with students around the subject matter, course content and process.
5. Maintains professional competency in area of expertise or specialization.

Average (A): Awarded when the faculty member fulfills criteria stated below:

1. Prepares for teaching by performing the following activities:
 - a. Gives evidence of on-going self-evaluation.
 - b. Gives evidence of on-going self-development by remaining up-to-date with one's discipline through journals, professional conferences and collegial interaction.
2. Plans effectively for teaching by performing the following activities such as:
 - a. Clearly states expectations in the course outlines, including course descriptions, objectives, specific requirements, grading procedures and content outlines.
3. Practices good teaching methods by performing the following activities such as:
 - a. Delivers course content in a clear and organized manner.
 - b. Demonstrates respect for students in the learning environment.
 - c. Develops additional bibliographical references.

- d. Expresses the philosophy and ethics of the discipline.
4. Shows commitment to students by performing the following activities such as:
 - a. Meets classes regularly.
 - b. Returns graded material promptly.
 - c. Holds regular office hours in order to assist students in functioning and performance related to coursework.
 - d. Is readily available to field supervisors and students in field placement and keeps careful records on the liaison contacts made, when field liaison in part of the faculty member's teaching load.

Below Average (BA): Given when the faculty member does not fulfill the criteria for an average rating.

B. SCHOLARLY AND CREATIVE ACTIVITY

1. Data Collection Procedures

Each applicant must include a personal report of his/her Scholarly/Creative Activities and provide copies of papers, articles, books, publications, and/or other tangible documentation. Including a description of the following is suggested: the overall research plan, the manner in which the results of these activities were disseminated; the contribution the activities have made to the discipline; a description of any judgments which have been made about these activities; and documentation of the manner in which the applicant has met the school/contract criteria for scholarly/creative activity. These items will be used to document evidence of an active research program at EMU, including the involvement of students. Scholarly/Creative Activities supportive to this area of evaluation are divided into Major and Minor categories, as listed in Appendix F.

Definitions, per EMU-AAUP 2022-26 Master Contract, Research/Creative Activity Release MOU Appendix A:

- "Scholarly/creative activity" shall be defined as described in Article XV.B.2.b; and,
- "Disseminated" is defined as work that is presented to practitioners in the Faculty Member's discipline or a wider community as described in Article XV.B.2.a; and
- "Documented" means that the dissemination of the scholarly/creative activity is producible in some form by practitioners in the discipline. This includes papers, recordings, scripts, playbills, photos, slides or other media that document the activity. The form in which scholarly/creative activity is "documented" can be department specific based on the best practices of the discipline.

2. Ratings

To achieve a given rating, a faculty member must fulfill the activities for all categories listed within each rating block (e.g., Exceptional: 3 or more Major activities AND 3 or more Minor activities); see table below and Appendix F. In the overall evaluation, to receive a rating of Average or above, the Faculty Member must include at least one activity in which Scholarly/Creative work is disseminated in some form. The faculty member will present a list and descriptions of items within each category. Pre-approved scholarly/creative activity items are included in Appendix F. The personnel committee will evaluate each item submitted to determine whether the submitted item qualifies for inclusion in that category.

APPLICATION OF STANDARD RATINGS

FOR REAPPOINTMENT, TENURE, AND PROMOTION AT ALL LEVELS

RATING	ACTIVITIES
EXCEPTIONAL (E)	<u>Major</u> <ul style="list-style-type: none"> • Three activities (Lead author on at least 2 publications) <u>Minor</u> <ul style="list-style-type: none"> • Three or more activities of varying types from this Grouping*
DISTINCTLY ABOVE AVERAGE (DAA)	<u>Major</u> <ul style="list-style-type: none"> • Two activities (Lead author or significant contribution on at least one) <u>Minor</u> <ul style="list-style-type: none"> • Three or more activities from this Grouping*
AVERAGE (A)	<u>Major</u> <ul style="list-style-type: none"> • One activity <u>Minor</u> <ul style="list-style-type: none"> • One or more activities from this Grouping*
BELOW AVERAGE (BA)	Does Not Meet the Standards set Above

* Major items can be substituted as Minor items

C. SERVICE ACTIVITY

1. Data Collection Procedures

The applicant will clearly identify his/her Service activities in a narrative text. Supportive evidence must be provided to indicate the quantity of different Service activities and the quality of the effort expended in those activities. The narrative should also speak to the specific activities being presented for evaluation, a description of the way the service contributed and the manner in which the applicant has met the school's criteria for service.

Service Activities

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

1. The maintenance and development of departmental disciplinary interest groups.
2. Contribution to the work of standing and temporary committees at the school, college or university level
3. Curriculum development and refinement (but not course development, which is included in instructional effectiveness).
4. The maintenance and development of student organizations.
5. The completion of special assignments and/or projects for one of the above areas (1,2,3,4).
6. AAUP service

NOTE: Simple attendance at school 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.

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

1. The review/editing of material submitted by others for publication in professional or academic outlets.
2. Contributions to the work of committees, both standing and temporary, for professional organizations.
3. Contributions to a professional organization made as an officer or chairperson.

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:

1. Contributions to the improved functioning of the group/client in business, political or community service
2. Contributions to the products of the committees, both standing and temporary in business, political or community service.
3. Contributions made to an organization/group as an office holder or chairperson in business, political or community service. This area will be granted considerable considerably lower or no credit unless the applicant can demonstrate significant and direct contributions to the School, College or University. The determination of the value of these activities will be based on the assessment of the evaluators.

Evaluation Report

The Personnel Committee and the Department Head will evaluate all evidence submitted. For Interim Meetings, 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 rating awarded for Full Evaluations for Reappointment, Tenure and Promotion and Full Professional Performance Evaluations.

2. Ratings

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. This shall be evidenced by such factors as:

1. Leading, chairing, or effectively maintaining the functions of major departmental, college, university or professional community committees.
2. Developing significant plans and procedures to meet major departmental needs.

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. This shall be evidenced by such factors as:

1. Assuming responsibility for major tasks in departmental, college, university or professional community committees.
2. Effectively organizing special sessions or programs for department, college, university or professional community committees.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected; one's fair share. This shall be evidenced by such factors as:

1. Regular attendance at all scheduled meetings.
2. Acceptance and completion of assigned duties.
3. Willingness to participate in non-teaching related activities of the department.

Below Average (BA): Awarded when the quality and quantity of service do not meet criteria set for average rating.

**Eastern Michigan University
College of Health and Human Services
SCHOOL OF HEALTH SCIENCES**

CLASSROOM OBSERVATION REPORT

Person Observed: _____ Date: _____

Date of Observation: _____

Evaluator(s) _____ Course: _____
:

Purpose: The purpose of this classroom observation is: (1) to provide data for more accurate and equitable decisions on reappointment, tenure, and promotion; and (2) to improve faculty performance.

Instructions: Please consider each item carefully and assign the highest scores only for unusually effective performance. It is suggested that the observer(s) arrange a pre-visit and post-visit meeting with the instructor.

	HIGHEST	SATISFACTORY	LOWEST	NOT APPLICABLE
	5	4	3	2
				1

1. _____ Defines objectives for the class presentation
2. _____ Effectively organizes learning situations to meet the objectives of the class presentation.
3. _____ Uses instructional methods encouraging relevant student participation in the learning process.
4. _____ Demonstrates enthusiasm for the subject matter.
5. _____ Communicates clearly and effectively to the level of the students
6. _____ Explains important ideas simply and clearly
7. _____ Demonstrates command of subject matter.
8. _____ Responds appropriately to student questions and comments.
9. _____ Encourages critical thinking and analysis

Considering the previous items, how would you rate this instructor?

What specific suggestions would you make concerning how this particular class could have been improved?

Observer's recommendation to Personnel Committee on teaching effectiveness for this class session:

Ratings:	Below Average	Average	Distinctly Above Average	Exceptional

Did you have a pre-visit conference? _____ post-visit conference? _____

Signature of the Evaluator: _____

Signature of the Instructor: _____

Eastern Michigan University
College of Health and Human Services
SCHOOL OF HEALTH SCIENCES

CLASSROOM OBSERVATION

Person Observed: _____ Date: _____

Date of Observation: _____

Evaluator(s) _____ Course: _____
:

Lesson Topics Presented: _____

1. The visitor met with the instructor on _____ to discuss the course and the goals of the session to be visited.
2. Method of presentation, including use of teaching aids, audiovisuals, etc.
3. Voice, vocabulary, mannerisms.
4. Quality of presentation, including apparent preparation, evident interest in subject matter, degree of organization, and ability to adapt concepts to the level of the course.
5. The nature of the instructor's interaction with the students.
6. Visitor met with instructor on _____ to discuss the above evaluation.
7. Visitor's overall rating of the teaching effectiveness of the instructor. _____
8. Suggestions: _____

Signature of the Evaluator: _____

Signature of the Instructor: _____

Eastern Michigan University
College of Health and Human Service
School of Health Sciences

Scale: Y = Yes N = No D = Difficult to Evaluate N/A = Not applicable to this course

Online Course Observation

Date: _____

Faculty/Instructor Observed: _____

Course #: _____ Name: _____

Evaluator: _____

	Y	N	D	N/A
Student Management/Communication Aspects				
Student expectations are clearly defined and available.				
Instructor contact information is posted in the syllabus.				
The instructor clearly states which communication tools should be used and how.				
The syllabus is complete, by the starting date of the course, and contains textbook requirements, a grading policy, and assignment/ project/ discussion deadlines.				
A statement concerning the online student resources (i.e., Student Orientation Course, Distance Education, Librarian, Access Services, etc.) is provided in the syllabus, an announcement or an initial content item within the course.				
Pedagogical Aspects				
Learning objectives and performance expectations are identified for each unit as well as the course.				
Course content is relevant to the course and unit objectives.				
Learning objects accommodate multiple learning styles.				
Assignment expectations and directions are clearly stated and supported with examples and/or grading rubrics.				
Assignment submission instructions are included with assignment directions.				
Navigation is clear, consistent, familiar and intuitive.				

Learning content is segmented and made available at the appropriate time.				
Course tools are used to maximize student and instructor efficiency and effectiveness.				
Feedback to student assignments and inquiries is constructive and provided in a timely manner.				
	Y	N	D	N/A
Student-to-instructor interaction is mandatory and facilitated through the appropriate communication tools.				
Opportunity for student feedback and questions is integrated throughout the course shell.				
Student-to-content interaction is mandatory and facilitated through the course shell and online environment.				
Learning objectives and assessment techniques are closely aligned.				
Links to Internet resources, articles, etc. are provided when applicable.				
Course discussions reflect course content and encourage participation from all students.				
Mechanism for student feedback exists.				
Technical Aspects				
Hyperlinks to websites, downloadable files, etc, work properly.				
Course content is accessible to all students on any computer that meets the minimum technical requirements.				
Multimedia objects serve an instructional purpose and are compliant with the minimum technical requirements of the course management system.				
Technical support acquisition instructions are noted throughout the course.				
Technology is used to support, promote and enhance learning by providing additional learning objects, content, presenting content in a variety of formats to address multiple learning styles, and by leveraging online resources for practical application and real-world examples				

Strengths: _____

Suggestions for improvement: _____

Overall Rating:	Below Average	Average	Distinctly Above Average	Exceptional

Post evaluation date: _____

Evaluator signature: _____

Faculty/Instructor Signature: _____

Appendix C

Approved questions for the Student Evaluation Form

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

Supplemental questions:

1. This course has clearly stated objectives.
2. This course has effectively challenged me to think
3. My instructor evaluates often.
4. My instructor provides help where needed.
5. The climate of this class is conducive to learning.
6. My instructor has an effective style of presentation.

**Eastern Michigan University
College of Health and Human Services
SCHOOL OF HEALTH SCIENCES**

**PROTOCOL FOR COLLECTION, PROCESSING AND UTILIZATION
OF STUDENT ADVISING EVALUATION DATA**

In order to assure that all SHS faculty receive regular and complete feedback from their advisees about the quality of advising, the following procedure will be completed each semester.

- 1) Faculty members will receive an envelope of student evaluation forms from the Personnel Committee for distribution in classes.
- 2) The sealed envelope will be given to the student whom the faculty member asks to monitor the evaluation process.
- 3) In each class, the assigned student will monitor the distribution and collection of forms. The faculty member will not be present in the classroom during this process.
- 4) The student will place the completed forms in the envelope, seal it, sign it, and take it to a school secretary in room 313 Marshall.
- 5) These envelopes will then be given to the Chair of the Personnel Committee.
- 6) Their Personnel Committee will tabulate the data and prepare a summary of the student ratings for each faculty member.
- 7) The summaries will be forwarded to each faculty member for inclusion in his or her reappointment, tenure, and promotion document. Tenured faculty can include this information in their annual activity reports.

**Eastern Michigan University
College of Health and Human Services
SCHOOL OF HEALTH SCIENCES**

STUDENT EVALUATION OF FACULTY ADVISING

Advisor's Name: _____ Date: _____

In an effort to make advising in the School of Health Sciences more responsive to your needs, we are asking you to provide us with feedback on any advising you have received by phone, email, or in-person from your program faculty advisor.

How many times have you scheduled and attended a meeting (phone, email, in-person) with your current advisor this past semester? Check one:

- I have not met with my advisor
 Once
 Two or three times
 Four or five times
 Six or more

Read the description of each factor listed below:

SA	A	U	D	SD
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Draw a circle around the number that indicates your rating of your program faculty advisor.

	SA	A	U	D	SD
1. Keeps scheduled appointments.	5	4	3	2	1
2. Has current and thorough knowledge of program courses and requirements	5	4	3	2	1
3. Has current knowledge of basic studies courses and requirements.	5	4	3	2	1
4. Helps me problem-solve when I have special needs	5	4	3	2	1
5. Refers me for information I need on University requirements and registration procedures.	5	4	3	2	1
6. Professional and interested.	5	4	3	2	1
7. Considering everything, I would give my faculty advisor an overall rating of:	A	B	C	D	E

ADDITIONAL COMMENTS: (e.g., What did your faculty advisor do that was particularly helpful? What could your advisor have done to be more helpful?)

Appendix F: Scholarly/Creative Activities**Definitions:**

“Scholarly/creative activity” shall be defined as described in Article XV.B.2.b; and,

“Disseminated” is defined as work that is presented to practitioners in the Faculty Member’s discipline or a wider community as described in Article XV.B.2.a; and

“Documented” means that the dissemination of the scholarly/creative activity is producible in some form by practitioners in the discipline. This includes papers, recordings, scripts, playbills, photos, slides or other media that document the activity. The form in which scholarly/creative activity is “documented” can be department specific based on the best practices of the discipline.

For reference, Article XV.B.2 reads as follows:

2. *Scholarly/Creative Activity*

The manner in which each of the Scholarly/Creative Activities listed below is counted toward fulfilling the evaluation criteria of each department is governed by its Departmental Evaluation Document.

- a. *The Faculty Member shall give documented evidence of their contribution to their discipline or area of specialization within the discipline or in an interdisciplinary specialization by scholarly investigation (e.g., research) and/or creative activity, and of its publication or other dissemination in one of the following ways:*
 - (1) *among practitioners in their discipline; or*
 - (2) *among a wider community.*
- b. *It is intended that the Faculty Member shall utilize their expertise to address problems in their discipline or in an interdisciplinary specialization through scholarly and/or creative activity that clearly contributes to the discipline, specialization, or interdisciplinary area through:*
 - (1) *Scholarly investigation, creative activity and/or research of an original and/or previously unreported nature; or*
 - (2) *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.*
 - (3) *In disciplines where practice and tradition include Faculty involvement in student research which is subsequently published or otherwise disseminated, such research shall not be barred from consideration as appropriate scholarly activity, insofar as said Faculty involvement is shown to fulfill the expectations in Section 2.b.(1) or 2.b.(2) above.*
 - (4) *In recognition of the need to encourage the retraining of Faculty to assume professional responsibilities in areas where available expertise is in short supply, completion by the Faculty Member of a retraining program which brings them to a specified level of skill in such area of need may be applied toward satisfaction of the Scholarly/Creative Activity criterion for such purposes and for such period of time only as expressly approved in writing by the appropriate departmental committee, the Department Head, the college Dean and the Provost. In those instances where written approval of a retraining program is not obtained in advance, retraining shall be barred from consideration when the Faculty Member’s Scholarly/Creative Activity is evaluated.*
- c. *Each of the three (3) activities below may, under the conditions specified, be considered as partially fulfilling the Scholarly/Creative Activity criterion. The Scholarly/Creative Activity*

critterion cannot be satisfied by any of these alone, or solely in combination with each other.

(1) Professional Development

Professional development shall be an acceptable substitute for Scholarly/Creative Activity, only as specifically allowed in Departmental Evaluation Documents amended after September 1, 1993.

EMU and the Association recognize the value of substantive professional development activities that may be undertaken by Faculty to enhance their delivery of classroom instruction and/or expand their professional knowledge base. In order to encourage Faculty to engage in such endeavors, professional development activities may be applied toward satisfaction of the Scholarly/Creative Activity criterion insofar as these activities are clearly in addition to those necessary to maintain the level of knowledge and/or expertise in the Faculty Member's discipline or area of specialization required to fulfill the Instructional Effectiveness standards (Article XV.B.1.) of this Agreement, subject to the following conditions:

Prior to undertaking any professional activity for which credit may be sought, a Faculty Member shall submit a written proposal for pre-approval to their department. The proposal shall outline the professional activity, its duration and the projected benefits of the activity. If approved by the Department Head and the appropriate departmental committee, the professional development, when completed, shall be evaluated to determine if it fulfills the criteria for such professional development contained in the Departmental Evaluation Document.

(2) Grant Development/Administration

EMU and the Association recognize the need to encourage Faculty to engage in the vital process of seeking, obtaining and administering grants from outside agencies. The preparation of grant proposals for outside agencies, whether funded or not, and/or the administration of a grant project, shall be considered as Scholarly/Creative Activity (unless preparation is done during release time from instruction; it would then be considered Instructional Effectiveness) if said preparation involves scholarly activity (e.g., research or teaching projects) of a substantial nature. The applicant must document such activity and the importance of the endeavor to the discipline or interdisciplinary area, the department, the college or University, as set forth in Article XV.B.2.b. above.

(3) Doctoral Dissertation Research

Doctoral dissertation research undertaken by Faculty in those departments where the doctorate is not recognized as the terminal degree or required for the purpose of achieving tenure shall be considered as Scholarly/Creative Activity in the year(s) in which such research is undertaken, provided the applicant furnishes documentary evidence of the nature of the research and provides an abstract documenting the importance of the endeavor to the discipline and the appropriate departmental committee and Department Head provide a qualitative statement supporting the importance of the doctoral research.

Criteria for Minor and Major Activities:

To facilitate departmental classification of scholarly/creative activities as minor or major it is agreed that the following criteria shall be used to differentiate between minor and major scholarly/creative activities and inserted into all future revisions to the Department DED for departments participating in RCAR.

- a. Criteria for Minor Scholarly/Creative Activities
 - i. A Minor Scholarly/Creative Activity must meet all of the following criteria:
 - a) be a scholarly/creative activity;
 - b) be disseminated; and,
 - c) be documented.
 - ii. Applying these criteria to grants, grant development must:
 - a) involve scholarly/creative activity of a substantial nature in preparing the grant proposal itself where the Faculty Member is the primary author or co-author;
 - b) documents the importance of the grant to the discipline or interdisciplinary area, the department, the college or University; and,
 - c) be prepared for and submitted to an outside agency, whether funded or not.
 - iii. Examples of pre-approved Minor Scholarly/Creative Activities are department- specific and **may include, but are not limited to:**
 - a) Author of an article published in a journal that was not refereed for acceptance
 - b) Referee of a manuscript submitted to a professional publication
 - c) Publication of critical reviews
 - d) Editor of a professional publication
 - e) Professional development as described in Article XV.B.2.c.1
 - f) Grant administration as described in Article XV.B.2.c.2
 - g) Doctoral dissertation research undertaken by the faculty as described in Article XV.B.2.c.3
- b. Criteria for Major Scholarly/Creative Activities
 - i. A Major Scholarly/Creative Activity must meet all of the following criteria:
 - a) be a scholarly/creative activity;
 - b) be disseminated external to EMU's community;
 - c) be documented; and,
 - d) be reviewed and accepted by an external-to-EMU organization of peers or practitioners within the discipline. The term "review" is specific to the best practices of each discipline. For scholarly work, this can include refereed or peer reviewed work; for creative activities, this can include acceptance of submitted work by reputable sources widely recognized in the discipline; and for applied research, this can include acceptance of submitted work by reputable organizations widely recognized in the discipline(s).
 - ii. Applying these criteria to grants, grant development must:
 - a) involve scholarly/creative activity of a substantial nature in preparing the grant proposal itself where the Faculty Member is the primary author or co-author;
 - b) document a new scholarly/creative activity within the proposal and its importance to the discipline or interdisciplinary area, the department, the college or University;
 - c) be prepared and submitted to an external-to-EMU organization of international, national, regional (multi-state), or state recognition; and,
 - d) be funded.
 - iii. Examples of pre-approved Major Scholarly/Creative Activities are department- specific and **may include, but are not limited to:**
 - a) Journal publication in peer reviewed journal recognized by the profession.
 - b) First edition of a book or book chapter published by a reputable publisher recognized by the discipline.
 - c) Presentation of an original work authored by the Faculty Member at an international,

national, or recognized regional (across multiple states) conference in the Faculty Member's discipline where the application or submission process was competitive and either:

1. the body responsible for holding the conference reviewed and accepted a paper equivalent in rigor to iii.a and iii.b above.

Or

2. the body responsible for holding the conference reviewed and accepted an abstract or proposal, and consistent with Article XV, the Faculty Member provided documentation to the satisfaction of the Personnel Committee, Department Head and Dean that the work was equivalent in rigor to iii.a and iii.b above.

d) Approved patent.

List of Activities

The faculty member will present a list and descriptions of items within each category. The Personnel Committee will evaluate each item submitted to determine whether the submitted item qualifies for inclusion in that category. All scholarly activities must be disseminated and documented. Grant development must: a) involve scholarly/creative activity of a substantial nature in preparing the grant proposal itself, where the Faculty Member is the primary author or co-author; b) document the importance of the grant to the discipline or interdisciplinary area, the department, the college or University; and, c) be prepared for and submitted to an outside agency, whether funded or not.

Scholarly activities not identified below can be submitted for pre-approval determination as to whether the prospective activity qualifies as a "major" or "minor" activity. Pre-approval will occur by application to the Personnel Committee, and will be based on such criteria as: effort, impact and significance to the field, reputation of journal, etc. The Personnel Committee will submit a recommendation to the Department Head, who will then submit a recommendation for approval by the Dean. The Dean shall respond within 30 working days.

Major Scholarly/Creative Activities

1. Peer-reviewed literature from scholarly publishers (e.g., original research articles, narrative and systematic reviews, meta-analyses, and first editions of books, textbooks, and book chapters)
2. Receipt of new/non-renewal extramural funding as Principal Investigator (PI) or co-PI from an organization of international, national, regional (multi-state), or state recognition (e.g., NSF, NIH, American Heart Association)
3. Approved patent

Minor Scholarly/Creative Activities

1. Receipt of extramural funding in role other than PI or co-PI
2. Authorship of extramural grant proposal, as provided in the EMU-AAUP Agreement, Article XV.B.2.c.(2)
3. Research seminar presented to professional organization, government agency, university
4. Presentation of research at international/national/regional/local meeting of professional organization
5. Publication (non-peer-reviewed professional publication)
6. Publication of educational material such as lab manual, educational module

7. Book review
8. A report based on research or scholarly activity, which results in an improvement in practices or policy changes or development of new programs or new learning on the part of an organization, professional society, or government agency
9. Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated outside or within the university (e.g., publication, national/regional meeting, Honors thesis, Undergraduate Symposium, Graduate Research Conference), as provided by the EMU-AAUP Agreement, Article XV.B.2.
10. Evidence of retraining and study to improve one's academic competencies in new areas needed by the school as provided in the EMU-AAUP Agreement, Article XV.B.2.b.(4)