

DEPARTMENT EVALUATION DOCUMENT

Department | School of: PA Studies

College of: Health and Human Services

Date of Last DED Revision: April 19, 2024

Date of Department Faculty Vote: 04/19/2024

Yes: 4 No: 0 Abstain: 0

APPROVALS:

Kevin Geltz 04/22/2024
 Personnel Committee Chair Date

Myra A Keaton 4/23/2024
 Department Head | School Director Date

Kathleen Harty 4/24/2024
 Assistant Vice President, AHR Date

Jennifer Fritz 4/22/2024
 Dean Date

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING
 COMMITTEE ON: 04/19/2024

Kevin Geltz MS PA-C

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DEPARTMENT EVALUATION DOCUMENT

FACULTY EVALUATION

The evaluation process is intended to be collegial. The process has been developed to encourage departmental colleagues and 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 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.

I. APPOINTMENT STANDARDS

APPOINTMENT STANDARDS FOR PA FACULTY

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES for EXCEPTIONS
PROFESSOR	PA,PHD,MD,DO,NP,PHARMD, or Clinical Doctorate	None
ASSOCIATE PROFESSOR	PA,PHD,MD,DO,NP,PHARMD, or Clinical Doctorate	None
ASSISTANT PROFESSOR	PA,PHD,MD,DO,NP,PHARMD, or Clinical Doctorate	None
INSTRUCTOR	PA,PHD,MD,DO, NP,PHARMD, or Clinical Doctorate	None

II. REAPPOINTMENT AND TENURE STANDARDS FOR PA FACULTY

PROFESSOR

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

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSOR

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

INSTRUCTOR

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

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

III.PROMOTION STANDARDS FOR PA FACULTY

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU				
To PROFESSOR	5 years as associate professor at EMU	Terminal degree in the appropriate discipline	DAA Or----- E Or----- DAA	DAA Or----- DAA Or----- E	DAA Or----- A Or----- A
To ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	Terminal degree in the appropriate discipline	DAA Or----- E Or----- DAA	DAA Or----- DAA Or----- E	DAA Or----- A Or----- A
To ASSISTANT PROFESSOR	2 years as instructor at EMU	Terminal degree in the appropriate discipline	DAA Or----- E Or----- DAA	DAA Or----- DAA Or----- E	DAA Or----- A Or----- A

IV. EVALUATION TECHNIQUES

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.

A. Instructional Effectiveness

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.

Evaluation documentation includes:

1. The Faculty Member's own report of activities and accomplishments in this area.
2. Department Head evaluations of teaching, including classroom visits. *
3. Colleague evaluations of teaching, including classroom visits.*
4. Student evaluations of teaching
5. Student evaluation of advising, if applicable.

*These documents are typically provided by the evaluators, but may be provided by faculty member if available and desired.

Procedures of Classroom visitation by peers and department head.

1. Visitation reports are a requirement of all full evaluations.
2. The department head and two individuals appointed by the Personnel Committee will evaluate the applicant in the classroom utilizing the School of Physician Assistant Studies Classroom Visitation and Evaluation Forms for years in which the faculty member is going up for an interim meeting or a full evaluation for reappointment, tenure, or promotion. Additionally, the applicant may request two additional tenured faculty members of the applicant's choice to evaluate a classroom session.
3. The evaluator and applicant will mutually agree on the visitation date at least five working days in advance.
4. The applicant has the option to request a pre-visit and a post-visit consultation with the evaluator.
5. When possible, evaluators are encouraged to avoid visiting the same class session.
6. Evaluators should schedule their visit for an entire class session.
7. It is suggested that evaluators arrive before and remain after the class session to observe teacher/student interaction.
8. Each classroom visitation shall be in writing and provided to the Faculty Member within five (5) working days following the classroom visit.
9. Comments written by evaluators should be consistent with the Departmental Evaluation Document and Classroom Visitation and Evaluation Forms.
10. If the applicant's instructional observation is taking place in an online course, the applicant, peer evaluators, and department head evaluator must adhere to all of the aforementioned procedures of classroom visitation by peers and department head in this section. Additionally, the online course evaluation format (e.g. instructor or student course perspective) must be mutually agreed upon by the applicant and the peer/department head evaluator.

Instructional Effectiveness Criteria

Each applicant must include a personal report of activities and accomplishments that demonstrate how they meet the criteria for instructional effectiveness. The applicant must state in clear and explicit terms both the quality and quantity of the activities claimed as support of their instructional effectiveness. The applicant must also provide documentation of all of activities claimed in support of instructional effectiveness.

Instructional effectiveness is demonstrated when the applicant shows evidence of the following criteria:

Applicant prepares for teaching:

- Seeks the latest information in medical knowledge by reading, attending professional conferences and CME activities and communicating with colleagues
- Attends workshops and forums that support PA education and teaching skills.
- Regularly evaluates course performance and teaching methods with self-assessment.

Applicant plans effectively for teaching:

- Has a clear understanding of their course/s within the School and University.
- Has a clear understanding of how their course supports the PA Program's defined competencies
- Reviews course assessments regularly to assure they are measuring course objectives

Applicant practices good teaching methods:

- Has a clear understanding of how their course supports the PA Program's defined competencies.
- Has a clear understanding of how their course supports the PA Program's ongoing accreditation and standards of accreditation.
- Reviews course assessments regularly to assure they are measuring course objectives
- Provides a variety of teaching methods to accommodate different learning styles
- Provides students with timely and meaningful feedback

Ratings

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

Exceptional (E):

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluations must describe (or in case of student evaluation, quantify) performance as clearly superior. The faculty member must meet the requirements of a "Distinctly Above Average" rating to be considered for a rating of "Exceptional".

- A. Attends workshops and forums that support PA education and teaching skills
- B. Develops original teaching materials to support course learning
- C. Develops or supports ongoing interprofessional activities
- D. Develops remediation plans as directed in the EMU PA Program Remediation Policy.

Distinctly Above Average (DAA):

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of an outstanding teacher. Evaluators must describe (or in the case of student evaluation, quantify) performance as better than average. The faculty member must meet the requirements of an "Average" rating to be considered for a rating of "Distinctly Above Average".

- a. Provides a variety of teaching styles to accommodate different learning styles
- b. Provides documentation supporting commitment to student success
- c. Regularly evaluates course performance and teaching methods with self-assessment.
- d. Fosters open communication around subject matter, course content and process

Average (A):

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of a good teacher. Evaluators must describe (or in the case of student evaluation, quantify) performance as average. This is the minimum acceptable level of performance.

- B. Demonstrates evidence of preparation for teaching
 - a. Utilizes relevant resources to remain current in subject matter content
 - b. Regularly evaluates their own past teaching methods, procedures and course content
 - c. Student Course Evaluations and Classroom Observations show that the instructor is rated at least average in overall effectiveness.
 - d. Holds adequate office hours or course advising to support student success
 - e. Fulfills academic advising responsibilities.
- C. Plans for effectively for teaching
 - a. Provides clear expectations of course objectives.
 - b. Reviews course assessments regularly to assure they are measuring course objectives
 - c. Has a clear understanding of how their course supports the PA Program's defined competencies.
 - d. Has a clear understanding of how their course supports the PA Program's ongoing accreditation and standards of accreditation.
- D. Practicing Good Teaching Methods
 - a. Presents material in a manner that is clear and organized.
 - b. Fosters a safe and inclusive learning environment.
 - c. Provides students with a syllabus that defines course goals, course expectations, course learning outcomes, course assignments, grading policies, assessments and course schedules.
 - d. Provides and follows remediation policies for the courses.

Below Average (BA):

Awarded when the quality of Instructional Effectiveness offered by the applicant is evaluated as less than "Average".

B. Scholarly and/or Creative Activity

Data Collection Procedures

Each applicant must include a personal report of their Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly/Creative Activity is not evaluated during Interim Meeting (except the Reappointment Evaluation for advisory purposes only). Examples of Scholarly/Creative Activities include, but are not limited to, the following (not in priority order):

Examples of Scholarly/Creative Activity

1. Publications that contribute to the body of knowledge in the applicant's field of specialization. These may include:

- books
- book chapters
- articles
- reviews
- lab manuals
- workbooks
- electronic media
- acceptance of papers for presentation and/or publication
- grant awards
- other contributions to the professional literature

2. Professional activities that contribute to the body of knowledge in the applicant's field of specialization. These may include:

- dissemination of research, scholarly investigation and creative activity to professional meetings at international, national, state or local levels.
- dissemination of research, scholarly investigation and creative activity to gatherings of students and/or colleagues within the university (evidenced by submission of abstracts, programs and/or reviews).
- consultative work that involves scholarly/creative activity as defined in Article XV.

3. Creative activities that contribute to the body of knowledge in the applicant's field of specialization.

4. Retraining pursuant to criteria listed in AAUP-EMU contract.

Professional development, grant development/administration, and doctoral dissertation research, and may, under the conditions specified, be considered as partially fulfilling the scholarly and/or creative activity criterion. The scholarly and/or creative activity criterion cannot be satisfied by any of these alone, or solely in combination with each other.

Evaluation Reports

1. The applicant must provide a narrative statement for each activity describing in clear and explicit terms how and to what extent the activity has met the criteria in the Departmental Evaluation Document and the Agreement.
2. The Personnel Committee should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.
3. The Department Head should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.

Scholarly/Creative Activity Criteria

Scholarly/Creative Activity Point Scale Standards of Performance for PA Faculty

Publications

Book	10
Book chapters	8
Book editing	5

Articles/Reviews

Peer-Reviewed	Non-Peer-Reviewed but Published	
International	10	5
National	10	5
Regional	8	4
State	6	3
Local	4	2

Online publications will be counted with the same values as print publications

Peer-Reviewed Presentations*

	Keynote**	Non-Keynote
International	10	8
National	10	8
Regional	8	6
State	6	4
Local	4	3

*Poster presentations will be worth the same values as oral presentations

** The keynote sets the tone of a convention and carries out the theme of the conference. Keynote presentations are defined as ones that are generally the main speech/presentation at a conference and usually address the entire group of conference attendees (<http://www.wakinguptolife.com/documents/KeynoteSeminarWorkshopDefinition.pdf>).

Grants

	Funded	Unfunded
International/National	10	3
State/Local	7	2
Internal	5	1

Additional Scholarly/Creative Activities

Technical Reports	5
Patents	10
Non Peer-Reviewed/Invited Presentations	
International/National	4
Regional	3
State	2
Local	1

Should a given scholarly and/or creative activity fall outside of the provided point scale, it is possible to include the scoring of that activity by describing it and providing a rationale for deviating from the matrices and explaining how it is scored.

Scholarly/Creative Activity Clinical Experience Equivalencies

Due to the 12-month teaching load of the faculty in the PA Department, and the volume of the clinical practice of medicine, the PA faculty may accrue scholarly activity credit toward promotion and tenure through documented clinical experience equivalencies. This credit will be incorporated into the existing School of Physician Studies Point Scale.

Clinical experience equivalencies can include:

- a. Direct physician assistant patient care in an inpatient, outpatient, primary care, or specialized care clinical environment.
- b. Telehealth clinical services in patient assessment, treatment plan implementation, best practice recommendations, and follow up care.
- c. Administrative clinical roles that promote patient centric health care and quality assurance by developing and overseeing clinical training, policy and procedure, accreditation reviews, technical assistance, and/or interdisciplinary practice.

The following will be the requirements for PA faculty to acquire scholarly activity credit toward promotion and tenure through clinical experience equivalencies*: (the points need to be accrued by March 1st of the tenure year)

1 point is awarded for every 10 hours of clinical practice with a maximum of 50 points awarded for 500 clinical hours.

Documentation of clinical hours will be in the form of a letter from the Faculty member's clinical employer(s) stating how many hours the employee worked in the past year (September 1 to August 31).

PA faculty will continue to have the option of pursuing traditional research options as described in the DED in lieu of and/or in addition to their clinical work.

The Academic Credentials required for PA Faculty to attain promotion and tenure will be the terminal degree in appropriate discipline.

Ratings

Evaluation will be based on the quality of the work, taking into account the number of activities and the degree of depth in and commitment to each by the Faculty Member, and recognizing that circumstances and individuals vary. In developing the summary statements and deciding on ratings (i.e., average, distinctly above average, etc.) both the Department Head and Personnel Committee should consider the above criteria.

On the basis of the foregoing considerations, one of the following ratings will be assigned:

Exceptional (E):

Awarded when a faculty member provides documented evidence of the contribution to their area of specialization that is evaluated to be clearly superior. Using the above chart, an Exceptional Rating would be reflected by earning 45 points or more.

Distinctly Above Average (DAA):

Awarded when a faculty member provides documented evidence of the contributions to their area of specialization that is evaluated to be better than average. Using the above chart, a Distinctly Above Average Rating would be reflected by earning 35 points to 44 points.

Average (A):

Awarded when a faculty member provides documented evidence of the contribution to their area of specialization that fulfills the minimum acceptable level of performance. The minimum acceptable level of performance is defined as the achievement of one of the accepted criteria in a three-year period. Using the above chart, an Average Rating would be reflected by earning 25 to 34 points.

Below Average (BA):

Awarded when a faculty member provides documented evidence of the contribution to their area of specialization that is evaluated to have earned fewer than 25 points.

C. Service Activity

Data Collection Procedures

The applicant will clearly identify their Service activities in a narrative text. Supportive evidence must be provided to indicate the quantity of each Service activity and the quality of the effort expended in each activity. A description of the role, contribution and level of participation in each of the activities presented for evaluation with supporting evidence or documentation must be provided. Examples of supporting evidence or documentation can include letters of service from supervisors or meeting minutes of tasks assigned/completed.

Evaluation Report

The Personnel Committee and the School Director will evaluate all evidence submitted. For Interim Meetings, the Personnel Committee and the School Director will together meet with the applicant to discuss their performance and suggest appropriate directions for improvement if such a direction is deemed necessary by the Personnel Committee or the School Director. For Full Evaluations for reappointment, tenure and promotion, written reports will be made separately by the Personnel Committee and the School Director giving the rationale for the rating awarded.

Examples of Service Activity (may include but is not limited to)

- participation on school, college and university-wide councils or committees including but not limited to:
 - School: Finance, Personnel, Student Progression and Affairs, Faculty Affairs, Instruction, ARC-PA compliance, Graduation
 - College: Faculty Advisory Council, Library, Grade Grievance, Assessment, Human Subjects
 - University: Faculty senate, Admissions, AAUP stewardship,
- assistance with or attending student activities outside of the classroom
- directing a student organization
- showing evidence of student satisfaction for advising
- involvement in professionally-related community service(s)
- performing consultation including expert witness services
- leadership roles in college or university level activities
- leadership roles in professionally-related community service(s)

- developing new courses or significantly altering existing courses
- identifying program and departmental needs and working towards fulfillment of those needs
- undertaking special tasks and assignments
- significant writing and program evaluation for the purpose of certification or accreditation of professional programs
- membership and participation on committees in state, district, and national professional organizations
- AAUP service
- Supports colleagues in their courses for activities that require additional faculty. Includes but not limited to OSCEs, summative, hands-on workshops, and global remediation plans

Ratings for PA Faculty

The Personnel Committee and the Department Head will evaluate all evidence submitted. For interim meetings, the Personnel Committee and the Department Head will together meet with the applicant to discuss their 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 Evaluations of tenured faculty.

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 can be achieved by completing additional service including but not limited to one of those described below:

1. Participate in University-level activities as orientation, admissions, and in ceremonial academic functions including graduation ceremony.
2. Service to AAUP, Faculty Senate, Library, Faculty Search, And PA Admissions Committee
3. Service to the profession through PA professional or specialty organizations.

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 can be achieved by completing additional services including but not limited to one of those described below, or completing services described as exceptional.

1. College level service to committees including Grade Grievance, FAC, Assessment Committee
2. Service as a chair for a school committee (including but not limited To Finance, Curricular, SPAC)

Average (A): Awarded when the quality and quantity of service to the department, the college, the university or the community shall be evaluated as that normally expected; one's fair share. The faculty member must:

1. Participate in school meetings.
2. Participate in school committees.
3. Hold office hours for students for opportunities to provide academic support, professional and career advising.
4. Serve as an academic advisor

Below Average (BA): The faculty member does not have the normally expected quantity and quality of services for the rating of average.

APPENDIX A

**School of Physician Assistant Studies
Eastern Michigan University**

Classroom Visitation Report

Faculty Member's Name _____ Date _____

Course _____

Time _____

Instructions: Please consider each item carefully and assign the rating that best describes the faculty member's performance. Comments may be added where desired. This form is to be used after Visitation Form and after perusal of syllabus and/or other pertinent information

Exceptional	Distinctly Above Average	Average	Below Average
E	DAA	A	BA

PART I - Effective Planning

_____ Clearly understands the function of the course within the Department, within the University and/or community, and its role in preparing the students for careers.

_____ Clearly establishes and communicates the long-term objectives for the course.

_____ Develops a clear plan of action to achieve long-term objectives through classroom activities, outside of class assignments, and other relevant activities.

_____ Establishes an appropriate and clearly defined procedure to assess student achievement.

PART II - Teaching Methods

_____ Class Organization (equipment, activities relative to topic, logical sequence, effective use of classroom time)

_____ Presentation (clarity, voice modulation, body language, class atmosphere, variety of teaching techniques)

_____ Knowledge of Subject Matter (depth of understanding, art of questioning, concrete and pertinent examples)

_____ Instructor/Student Interaction (rapport, student-centered classroom, mutual respect, appropriate student-teacher feedback).

PART III - Overall Rating

_____ Exceptional - only assigned when the applicant's work is far in excess of expectations.

_____ Distinctly above average - assigned when the applicant's work is well above expectations.

_____ Average - assigned when the applicant's work is deemed satisfactory and commensurate with expectations.

_____ Below Average - assigned when the applicant's work is deemed unsatisfactory and below expectations.

Did the applicant request a pre-visit conference? _____ post-visit conference? _____

Evaluator's signature: _____

APPENDIX B

School of Physician Assistant Studies

Classroom Teaching Observation Form

Faculty Member's Name _____ Date _____

Course _____ Time _____

I. Class Organization (equipment, activities relative to topic, logical sequence, effective use of classroom time)

II. Presentation (clarity, voice modulation, body language, class atmosphere, variety of teaching techniques)

III. Knowledge of Subject Matter (depth of understanding, art of questioning, concrete and pertinent examples)

IV. Instructor/Student Interaction (rapport, student centered classroom, mutual respect, appropriate student-teacher feedback)

OVERALL EVALUATION

Faculty Evaluator

Date

I have received a copy of this evaluation. The evaluator has reviewed it with me. My signature below only acknowledges that I have read this document.

Faculty Member

Date

APPENDIX C

STUDENT EVALUATION OF INSTRUCTION QUESTIONS (ALL COURSE FORMATS)

CORE ITEMS: A = Much Above Average, B = Above Average, C = Average, D = Below Average, E = Much Below Average

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

ADDITIONAL ITEMS: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

1. My instructor seems well-prepared for class.
2. My instructor makes good use of examples and illustrations.
3. I am free to express and explain my own views in class.
4. I understand what is expected of me in this course.
5. My instructor respects students regardless of sex, age, or race.
6. I can apply information/skills learned in this course.

APPENDIX D

Eastern Michigan University College of Health and Human
Services School of Physician Assistant Studies

Online Course Observation

Faculty/Instructor Observed: _____ Date: _____

Course #: _____

Course Name _____

Evaluator _____

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

Student Management/Communication Aspects	Y	N	D	N/A
Student expectations are clearly defined and available.				
The instructor clearly states how communication tools should be used.				
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.				
Course site navigation is clear, consistent, familiar, and intuitive				
Course management tools are used to maximize student and instructor efficiency and effectiveness.				
Opportunity for student feedback and questions is integrated throughout the course shell.				
Student-to-content interaction is facilitated through the course shell and online environment.				
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.				
Course management technology serves an instructional purpose and are compliant with minimum technical specifications of course website. the minimum technical requirements of the course management system.				
Technical support instructions are noted throughout the course.				

Additional Comments:

Overall Rating:

Below Average	Average	Distinctly Above Average	Exceptional

Evaluator Signature and Date: _____

Faculty/Instructor Signature and Date: _____