

**Eastern Michigan University**  
*Office of Academic Human Resources*  
Memorandum

**To:** Marianne Laporte, Department Head  
Biology

**From:** David Woike, Assistant Vice President  
Academic Human Resources

**Date:** May 12, 2017

**Re:** Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Biology Department approved by the University Standing Committee on May 11, 2017. 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.

DEPARTMENTAL EVALUATION DOCUMENT

EASTERN MICHIGAN UNIVERSITY


COLLEGE OF ARTS & SCIENCES

DEPARTMENT OF BIOLOGY

This Departmental Evaluation Document received official approval as follows:

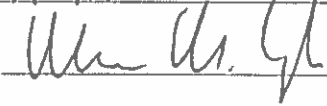
Approved by the Department Faculty:

Date: 3/2/17

Signature:   
Chair of the Personnel Committee

Approved by the Department Head:

Date: 3/2/17

Signature: 

Approved by the Dean:

Date: 3/3/2017

Signature: 


Approved by the University Departmental Evaluation Documents Committee:

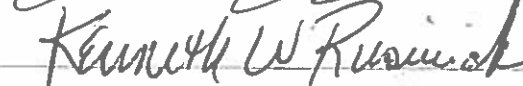
Date: May 11, 2017


Signatures:

















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Human Resources  
Eastern Michigan University

|  |    |
|--|----|
| Faculty Evaluation .....   | 1  |
| <b>Criteria</b> .....  | 1  |
| Instructional Effectiveness .....  | 1  |
| Scholarly/Creative Activity .....  | 1  |
| Service .....  | 1  |
| <b>Standards</b> .....   | 2  |
| Appointment Standards .....  | 2  |
| Reappointment and Tenure Standards for faculty hired prior to 9/1/2015 ..... | 3  |
| Reappointment and Tenure Standards for faculty hired after 9/1/2015 .....    | 4  |
| Promotion Standards .....  | 5  |
| Professional Performance Evaluation (PPE) Standards .....                    | 6  |
| <b>Evaluation Techniques</b> .....   | 7  |
| Instructional Effectiveness .....  | 7  |
| A. Data Collection Procedures .....  | 7  |
| B. Procedures of Classroom Visitation by Peers and Department Head .....     | 8  |
| C. Procedures of Online Course Visitation by Peers and Department Head ..... | 8  |
| D. Ratings .....   | 9  |
| Scholarly/Creative Activity .....  | 10 |
| A. Data Collection Procedures .....  | 10 |
| B. Ratings .....   | 10 |
| Service .....  | 11 |
| A. Data Collection Procedures .....  | 11 |
| B. Service Activities .....  | 12 |
| C. Ratings .....   | 13 |
| Appendix A: Professional Development .....                                   | 14 |
| Appendix B: Report on Peer Observation of Teaching .....                     | 15 |
| Appendix C: Report on Peer Observation of Online Teaching .....              | 17 |

Appendix D: Core Items for Biology Course / Instructor Evaluation by Students..... 19

Appendix E: Core Items for Online Biology Course / Instructor Evaluation by Students ..... 20

## FACULTY EVALUATION

The department will conduct faculty evaluations using criteria, procedures, and techniques specified in this document (DED) and Article XV of the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) (herein denoted as the EMU-AAUP Agreement).

## 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.

### Instructional Effectiveness

Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, promotion and tenure decisions. Supportive to this criterion is evidence that the candidate (See "Evaluation Techniques" section for details):

1. Prepares for teaching
2. Plans effectively for teaching
3. Practices good teaching methods, and
4. Is committed to students

### Scholarly/Creative Activity

Scholarly/Creative Activities supportive of this area of evaluation are divided into three categories. Category 1 represents the highest level of commitment to scholarship by disseminating research through peer-reviewed publications, presentations at national/international meetings, receiving a significant external awards; Category 2 represents disseminating scholarly activity through other avenues; and Category 3 represents disseminating student research (See "Evaluation Techniques" section for details). Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, tenure and promotion.

### Service

Since the effective operation of all areas of the academic community greatly benefits from the involvement of faculty, Faculty Members are expected to contribute to the functioning of, and provide input on, the governance of the Department and University. Service may include contributions to the scientific community at large. Only work completed while a Faculty Member is in rank at EMU may be counted for purposes of reappointment, promotion and tenure decisions. Service credit will not be awarded for service activities conducted with release time from teaching. Such service activities should be reported in the Instructional Effectiveness section. Regular attendance at, and participation in, Biology Department Faculty meetings is required of all faculty members.

**STANDARDS**

The standards for 1) appointment, 2) reappointment and tenure and 3) promotion are summarized in the following charts. The **Rating Scale** follows the chart for promotion. Measurement of these standards for this department is summarized and detailed in the **Evaluation Techniques** section of this document.

**Appointment Standards**

| ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA |  |
|--|--|
| PROFESSOR                                    | <p><u>Science Education:</u></p> <ul style="list-style-type: none"> <li>• Ph.D., Ed.D., D.Sc. or D.A.</li> <li>• To be initially appointed: In addition to the above, a minimum of 7 years as an Associate Professor at a baccalaureate institution or equivalent experience and experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching.</li> </ul> <p><u>Biology:</u></p> <ul style="list-style-type: none"> <li>• Ph.D. or D.Sc.</li> <li>• To be initially appointed: In addition to degree requirements stated above, a minimum of 7 years as an Associate Professor at a baccalaureate institution or equivalent experience</li> </ul> |
| ASSOCIATE PROFESSOR                          | <p><u>Science Education:</u></p> <ul style="list-style-type: none"> <li>• Ph.D., Ed.D, D.Sc. or D.A.</li> <li>• minimum of 5 years as Assistant Professor at a baccalaureate institution or equivalent experience</li> <li>• To be initially appointed: In addition to the degree requirements listed above, experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching.</li> </ul> <p><u>Biology:</u></p> <ul style="list-style-type: none"> <li>• Ph.D. or D.Sc.</li> <li>• minimum of 5 years as Assistant Professor at a baccalaureate institution or equivalent experience</li> </ul>  |
| ASSISTANT PROFESSOR                          | <p><u>Science Education:</u></p> <ul style="list-style-type: none"> <li>• Ph.D., Ed.D., D.Sc. or D.A.</li> <li>• In addition to the degree requirements listed above, experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching.</li> </ul> <p><u>Biology:</u></p> <ul style="list-style-type: none"> <li>• Ph.D. or D.Sc.</li> </ul>  |

| ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA |  |
|--|--|
| INSTRUCTOR                                   | Science Education: <ul style="list-style-type: none"> <li>• Ph.D., Ed.D, D.Sc. or D.A.</li> <li>• In addition to the degree requirements listed above, experiences resulting in significant student interaction in a K-12 environment, including such experiences as science education research, development and implementation of curricula, assessment and/or teaching.</li> </ul> Biology: <ul style="list-style-type: none"> <li>• Ph.D. or D.Sc.</li> </ul> |

### Reappointment and Tenure Standards for faculty hired prior to 9/1/2015

#### PROFESSOR

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

\*\* If an Exceptional is received in either Instructional Effectiveness or Scholarly/Creative Activity, then only an Average is required in Service.

#### ASSOCIATE PROFESSOR

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

#### ASSISTANT PROFESSOR

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

**INSTRUCTOR**

| Year                        | 1       | 2       | 3    | 4            | 5            | 6      |
|-----------------------------|---------|---------|------|--------------|--------------|--------|
| Evaluation                  | Interim | Interim | Full | Comp Interim | Comp Interim | Tenure |
| Instructional Effectiveness | A       | A       | A    | A            | A            | DAA    |
| Scholarly/Creative Activity | X       | X       | X*   | X            | X*           | DAA    |
| Service                     | A       | A       | A    | A            | A            | A      |

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

\* Ph.D. required (for Biology); Doctorate required (for Science Education)

**Reappointment and Tenure Standards for faculty hired after 9/1/2015****PROFESSOR**

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

\*\* If an Exceptional is received in either Instructional Effectiveness or Scholarly/Creative Activity, then only an Average is required in Service.

**ASSOCIATE PROFESSOR**

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

**ASSISTANT PROFESSOR**

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



**INSTRUCTOR**

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

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

† Ph.D. required (for Biology); Doctorate required (for Science Education)

**Promotion Standards**

|                        | YEAR ELIGIBLE                         | ACADEMIC CREDENTIALS                                  | INSTRUCTIONAL EFFECTIVENESS | SCHOLARLY/ CREATIVE ACTIVITY | SERVICE |
|------------------------|---------------------------------------|---|-----------------------------|------------------------------|---------|
| TO PROFESSOR           | 5 years as associate professor at EMU | Science Education:<br>Ph.D. or Ed.D. or D.Sc. or D.A. | DAA*                        | DAA*                         | DAA*    |
|                        |                                       | Biology:<br>Ph.D. or D.Sc.                            | DAA*                        | DAA*                         | DAA*    |
| TO ASSOCIATE PROFESSOR | 5 years as assistant professor at EMU | Science Education:<br>Ph.D. or Ed.D. or D.Sc. or D.A. | DAA                         | DAA                          | A       |
|                        |                                       | Biology:<br>Ph.D. or D.Sc.                            | DAA                         | DAA                          | A       |
| TO ASSISTANT PROFESSOR | 5 years as instructor at EMU          | Science Education:<br>Ph.D. or Ed.D. or D.Sc. or D.A. | DAA                         | DAA                          | A       |
|                        |                                       | Biology:<br>Ph.D. or D.Sc.                            | DAA                         | DAA                          | A       |

\* If an Exceptional is received in either Instructional Effectiveness or Scholarly/Creative Activity, then only an Average is required in Service.

**Rating Scale**

**Exceptional (E)** denotes performance far in excess of the expectations for present rank as described on pages 7-9.

**Distinctly Above Average (DAA)** denotes performance well above the expectations for present rank as described on pages 7-9.

**Average (A)** denotes performance commensurate with the expectations for present rank as described on pages 7-9.

**Below Average (BA)** denotes performance below the expectations for present rank as described on pages 7-9.

### **Professional Performance Evaluation (PPE) Standards**

| EVALUATION AREA             | RATING   | REQUIRED MINIMUM              |
|-----------------------------|----------|-------------------------------|
| Instructional Effectiveness | Average* | DAA                           |
| Scholarly/Creative Activity | Average* | DAA in one and A in the other |
| Service                     | Average* |                               |

#### **Explanation/Definition of Ratings:**

\*To be deemed Satisfactory at PPE, the Faculty Member must meet the average rating criteria (standards) in the areas of Instructional Effectiveness, Scholarly/Creative Activity, and Service, as specified below. A Faculty Member whose performance does not meet the standards outlined shall be rated Unsatisfactory.

#### **Instructional Effectiveness:**

Average = DAA (see pages 7-9)

#### **Scholarly/Creative Activity and Service:**

Average = DAA in either Scholarly/Creative Activity or Service and A in the other (see page 10-11 for Scholarly/Creative Activity and page 11-13 for Service)

## EVALUATION TECHNIQUES

### Instructional Effectiveness

#### **A. Data Collection Procedures.**

Each applicant must include a personal report of activities and accomplishments. Evaluation techniques for all Faculty Members include, but are not limited to, self-evaluation, peer classroom visitations, student evaluations of teaching, Department Head evaluation, and assessment of academic advising of students. All Full Evaluations (including Full Professional Performance Evaluations of Tenured Faculty) must include classroom visitations by the Department Head and at least one member of the Personnel Committee. The Faculty Member being reviewed will be notified in advance of the visit. The Faculty Member being reviewed may request additional visitations, if he/she believes that a particular review does not fairly represent a normal classroom performance.

Supportive to this criterion is evidence that the candidate:

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 or by additional relevant coursework above that required for academic rank held or sought or by seminar attendance at other universities, attending workshops and public lectures by recognized authorities.
  - b. Participates creatively in the subject area through writing, research, and development of teaching materials.
  - c. Regularly evaluates his/her own past teaching methods, procedures, and course content.
2. Plans effectively for teaching
  - a. Has a clear idea of the function of his/her course(s) within the Department, within the University and/or community, and of its role in preparing students for careers.
  - b. Has a clear idea of the long-term objectives for the course(s) and for the day-to-day classroom activities.
  - c. Has a clear and relevant plan of action to accomplish both long and short term objectives.
  - d. Evaluates students so as to measure the attainment of objectives set forth.
3. Practices good teaching methods
  - a. Clearly informs students of the purposes and objectives of the course(s) and of units of study in the course(s).
  - b. Helps students develop methods of study and skills in self-direction.
  - c. Keeps students informed of specific responsibilities (e.g., equipment usage, study requirements).
  - d. Endeavors to establish good communication with students.
  - e. Promotes classroom procedures and surroundings that encourage learning.
  - f. Regularly seeks information from students regarding their levels of attainment and informs them of his/her estimation of their performance.
4. Is committed to students
  - a. Available to students who need his/her help.
  - b. Works beyond regular classroom responsibilities to help students with independent learning experiences (e.g., special problems, independent study, thesis, publications).

- c. Keeps up-to-date regarding practices and procedures necessary for academic advising.
- d. Assists students with academic problems.

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

1. Faculty member's own report of activities and accomplishments in this area will be considered by peers and Department Heads.
2. Colleague evaluations of teaching based on classroom visitation and other evidence.
  - a. Two members of the Personnel Committee will each visit at least one class session.
  - b. Faculty and evaluators will agree in advance on appropriate times for classroom visits.
  - c. There will be a post-visitation conference between the faculty member and each evaluator to discuss the evaluators' reports.
  - d. Standard approved evaluation forms will be used. See Appendix B.
3. Student evaluations of teaching utilizing the University-wide evaluation system supplemented by the departmental evaluation device or its equivalent will be considered by peers and Department Heads. Standard approved departmental questions must be used utilizing the University wide evaluation form will be considered by peers and Department Heads. See Appendix D.
4. Department Head evaluations of teaching based on classroom visitations and other evidence. Standard approved departmental evaluation forms will be used. See Appendix B.
5. Peer and Department Head evaluations of classroom visitations will be in writing and provided to the Faculty Member within five (5) days following the classroom visitation. Under the supervision of the Department Head, copies of all peer and Department Head evaluations of classroom visitations will be maintained, systematically arranged, and filed in the Department Office, where they will be available to the Department Head and members of the Personnel Committee.
6. Student evaluations of advising if applicable.

**C. Procedures of online course evaluation by peers and department head.**

Faculty member's own report of activities and accomplishments in this area will be considered by peers and Department Heads.

2. Colleague evaluations of teaching based on review of the online course in progress and other evidence.
  - a. Two members of the Personnel Committee will review the online course in progress.
  - b. Faculty and evaluators will agree in advance on appropriate times for online course review, which shall occur over the period of a week or another agreed upon timeframe.
  - c. There will be a post-review conference between the faculty member and each evaluator to discuss the evaluators' reports.
  - d. Standard approved evaluation forms will be used. See Appendix C.
3. Student evaluations of teaching utilizing the University-wide evaluation system supplemented by the departmental evaluation device or its equivalent will be considered by peers and Department Heads. Standard approved departmental questions must be used utilizing the University wide evaluation form will be considered by peers and Department Heads. See Appendix E.
4. Department Head evaluations of teaching based on classroom visitations and other evidence. Standard approved departmental evaluation forms will be used. See Appendix C.

5. Peer and Department Head evaluations of classroom visitations will be in writing and provided to the Faculty Member within five (5) days following the classroom visitation. Under the supervision of the Department Head, copies of all peer and Department Head evaluations of classroom visitations will be maintained, systematically arranged, and filed in the Department Office, where they will be available to the Department Head and members of the Personnel Committee.
6. Student evaluations of advising if applicable.

#### D. Ratings.

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

**Exceptional (E):** Awarded when the overall quality of instruction offered by the Faculty Member shall be evaluated as that of a truly superior teacher. Evaluators must describe performance in terms of selected supporting activities as better in quality than distinctly above average (DAA).

**Distinctly Above Average (DAA):** Awarded for clear demonstration of outstanding quality of instruction with effective incorporation of the majority of relevant supportive activities. Evaluators must describe performance in terms of selected supporting activities as noticeably better in quality than average (A).

**Average (A):** The minimal acceptable level of performance for a good teacher. All listed supporting activities must be present in the Faculty Member's teaching performance at an acceptable level. Evaluators must describe performance in these terms. A faculty member must meet all of the criteria below (1 - 7) to be considered to be performing at an Average (Satisfactory) level.

1. The syllabus adequately outlines course content, organization and grading standards.
2. Students are given course requirements in writing at the beginning of the course.
3. Exams reflect course content and objectives.
4. The standards used for grading, as provided to students in the course syllabus, are followed.
5. The Faculty Member is accessible to students during regular office hours and individual appointments.
6. Students are informed of academic progress in the course on a regular basis (before the date for automatic withdrawal as published in the catalog, if applicable).
7. The Faculty Member regularly meets classes and clearly presents up-to-date and appropriate course material.

**Below Average (BA):** Does not meet the Standards set forth above.

All the supporting activities for Instructional Effectiveness are essential elements of teaching. These must all be practiced at some level to justify at least an Average rating in Instructional Effectiveness. The rating given is ultimately based on judgments of the quality, or degree of success achieved in performance of the activities, not merely presence.

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

It should be emphasized that the detailed lists of supportive measures, or activities, under Instructional Effectiveness, are not all-inclusive. That is, the Personnel Committee and/or the

Department Head may judge other evidential activity as being supportive of the criteria, however, documentation of other criteria may not be required.

### Scholarly/Creative Activity

#### **A. Data Collection Procedures.**

For all Full and Comprehensive Interim Evaluations for Reappointment/Tenure, and Promotion, each Faculty Member must include a personal report of his/her Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. These items will be used to show 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 the following three categories:

#### Category 1

1. Publication (peer-reviewed, including books (scholarly publisher), invited chapters of books (scholarly publisher), and critical reviews of the literature (annual reviews type))
2. Presentation of research at national or international meeting
3. Receipt of extramural grant/fellowship (e.g., NSF, NIH, American Heart Association)

#### Category 2

1. Authorship of extramural research grant proposal
2. Research seminar presented to professional organization, government agency, university
3. Presentation of research at regional/local meeting of professional organization
4. Publication (non-peer-reviewed)
5. Publication of lab manual
6. Consulting related to faculty member's area of specialization
7. Book review
8. Professional Development (See Appendix A)
9. Retraining (See EMU-AAUP Agreement, Article XV)

#### Category 3

1. Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated outside the university (e.g., publication, national/regional meeting).
2. Undergraduate or graduate student research for which the Faculty Member can demonstrate significant contribution and is disseminated within the university (e.g., Undergraduate Symposium, Honors thesis).

It should be emphasized that the detailed lists of supportive measures, or activities, under Scholarly/Creative Activity, are not all-inclusive. That is, the Personnel Committee and/or Department Head may judge other evidential activity to be supportive of the criteria

#### **B. Ratings.**

A faculty member must fulfill the activities for all categories listed within each rating block (e.g. Exceptional: categories 1, 2 and 3. See table below). 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 Personnel Committee reserves the right to judge the quality of a particular Scholarly/Creative Activity. The committee will evaluate each item submitted under each category and will determine whether the submitted item qualifies for inclusion in that category. The decision will be based on the quality of each item, taking into account such criteria as: effort, impact and significance to the field, reputation of journal, etc.

**APPLICATION OF STANDARD RATINGS  
FOR REAPPOINTMENT, TENURE AND PROMOTION AT ALL LEVELS**

| RATING          | ACTIVITIES  |
|-----------------|---|
| EXCEPTIONAL (E) | <u>Category 1</u><br>Three Publications** and<br>One Presentation and<br><u>Category 2</u><br>Any Three Activities from this Grouping*and<br><u>Category 3</u><br>Any Three Activities from this Grouping |

| RATING                         | ACTIVITIES  |
|--------------------------------|---|
| DISTINCTLY ABOVE AVERAGE (DAA) | <u>Category 1</u><br>Two Publications** and<br>One Presentation<br><u>Category 2</u><br>Any Two Activities from this Grouping*and<br><u>Category 3</u><br>Any Two Activities from this Grouping |
| AVERAGE (A)                    | <u>Category 2</u><br>Any Two Activities from this Grouping*and<br><u>Category 3</u><br>Any Two Activities from this Grouping  |
| BELOW AVERAGE (BA)             | Does Not Meet the Standards set Above   |

\*Any One item from Category 1 can be substituted for Two items from Category 2.

\*\*One Grant may substitute for One Publication. No more than one publication can be replaced.

### Service

#### A. Data Collection Procedures

For all Full and Comprehensive Interim Evaluations for Reappointment/Tenure and Promotion, each Faculty Member will clearly identify his/her Service Activities related to the Department and the University in a narrative text. Supportive evidence must be provided to indicate the quantity of different Service Activities and the quality of the effort expended in those activities.

## B. Service Activities

The activities below are categorized by both the scope of their work and by how they directly contribute to regular functions of the Biology Department. Service outside the university is valuable, but contributes less directly to "one's fair share" of shared departmental concerns. Service credit will not be awarded for service activities conducted with release time from teaching. Such service activities should be report in the Instructional Effectiveness section.

### Category 1:

1. Active membership in a departmental standing committee.
2. Active membership in an ad-hoc Search Committees for Biology Faculty.
3. Active membership in the Faculty Senate.
4. Active membership in the Advisory Council of the College of Arts & Sciences.
5. Active membership in the Scholarship and Awards Committee of the Biology Department.
6. Acting as Undergraduate, Graduate, or Pre-professional Coordinator.
7. Other major departmental service designated as appropriate in advance by the Personnel Committee and Department Head.

### Category 2a:

8. Active membership in any Departmental ad-hoc committee not designated in Category 1.
9. Active membership in a council, committee or sub-committee as established by the faculty input system at the interdepartmental, College, or University level that is not designated in Category 1.
10. Serving as a designated representative for the Biology Department to other boards and organizations of the University.
11. Co-op advisor.
12. Other intra-departmental or extra-departmental service at the College or University levels or in the community, designated as appropriate by the Personnel Committee, and/or the Department Head.

### Category 2b:

13. Service as an officer in or conference organizer for a local, state, national, or international professional organization as appropriate to the Faculty Member's discipline and/or specific area(s) or expertise.
14. Service on review panel for grant proposals.
15. Service as an editor for a scholarly journal.

### Category 3a:

16. Serving as an alternate for any activity above. Any time that an alternate is called upon to be an active member (e.g. the regular member is on sabbatical) should be documented and counted as active membership.
17. Representing Biology at Graduation and other official University recruiting, advising or outreach events.
18. Peer observation of teaching, as appointed by the Personnel Committee.
19. Other service to the department, college or university.



## Category 3b:

20. Active membership (*e.g.*, serving as an officer) in local, state, national or international professional organizations as appropriate to the Faculty Member's discipline and/or specific area(s) or expertise.
21. Acting as editorial referee on a manuscript for a publisher or journal.
22. Other service to the scientific community

**C. Ratings (5 year interval)**

**Exceptional:** At least three years of service from category 1, five years of service from category 2 (3 of these can be from 2b), and 10 contributions from category 3 (5 of these can be from 3b).

**DAA:** At least two years of service from category 1, four years of service from category 2 (2 of these can be from 2b), and six contributions from category 3 (3 of these can be from 3b).

**Average:** At least one year's service from category 1, two years service from category 2 (1 of these can be from 2b), and four contributions from category 3 (2 of these can be from 3b).

*Substitution Rules:*

Extra contributions under Category 1 may be substituted for Category 2 requirements. Extra contributions toward Category 2 can be counted toward Category 3 requirements.

In the event that a faculty member is nominated for a Category 1 activity, but not elected to that position, the faculty member may request that the Personnel Committee identify 2 Category 2 activities to substitute for this Category 1 activity. Any agreement for substituting into Category 1 should be noted in records available to all Biology faculty.

APPENDIX A**PROFESSIONAL DEVELOPMENT**

Faculty members requesting the use of Professional Development to satisfy in part the Scholarly/Creative Activity requirements of the department must submit to the Department Head and Biology Personnel Committee a descriptive proposal of the activities to be undertaken. If approved, this proposal will serve as a written agreement. The proposal must include:

- i. a statement of the purpose for which the proposed activity is requested; activities must contribute to recognized departmental needs as well as the Faculty Member's professional development, and must involve training that the Faculty Member will subsequently employ in his/her Scholarly/Creative Activity at EMU.
- ii. a detailed description(s) of activities to be undertaken during the professional developmental period, *e.g.*, coursework, laboratory/field experiences, literature research, contacts with off campus laboratories, persons, organizations, etc.;
- iii. a description of the manner in which the professional development activities are integrated to fulfill the stated purpose, and the manner in which they will contribute to the Faculty Member's ongoing or future Scholarly/Creative Activity;
- iv. a calendar describing the timing of all activities and their duration;
- v. a description of the expected level of competence to be achieved by the Faculty Member; when the proposal includes more than one professional development activity, the performance level associated with each activity should be described separately;
- vi. a statement of the manner in which this professional development package combines with other scholarly endeavors to satisfy Departmental Scholarly/Creative Activity requirements during the evaluation period;

This proposal, or the negotiated resultant proposal, must be approved by both the Department Head and a majority of the Personnel Committee.

A brief written summary and, if requested, a personal interview at the completion of the professional development period will be used to assist the Department Head and the Personnel Committee in determining the satisfactory fulfillment of the development activity.

**APPENDIX B**

**DEPARTMENT OF BIOLOGY**

**REPORT ON PEER OBSERVATION OF TEACHING**

Observer:

Instructor:

Class: Title \_\_\_\_\_

Teaching Mode (Style: Lect., Lab., Recit., Discuss., Other \_\_\_\_\_)

Date:

*1. Content organization (e.g., clear objectives, relationship to past and future classes, presented overview, presented topics in logical sequence, summarized major points)*

Excellent    Very Good    Good    Fair    Poor

*2. Presentation (e.g., projected voice, used intonation for emphasis, provided clear explanations, eye contact with students, defined unfamiliar terms, presented examples for clarification, related new ideas to familiar concepts, restated important ideas, used humor appropriately, limited use of repetitive phrases, appropriate pace for student note taking, displayed enthusiasm)*

Excellent    Very Good    Good    Fair    Poor

*3. Instructional materials and environment (e.g., writing on board was legible and organized, appropriate assigned readings for preparation, use of classroom discussion, exercises, and/or handouts to support lesson, appropriate use of audiovisual materials and computers, provided relevant written assignments, provided lecture outlines)*

Excellent   Very Good   Good   Fair   Poor

*4. Instructor-student interactions (e.g., acknowledged and encouraged student questions and discussion, maintained student attention, asked questions to monitor student understanding, answered questions satisfactorily, asked probing questions, restated questions when necessary, responded to non-verbal student behavior)*

Excellent   Very Good   Good   Fair   Poor

*5. Content knowledge and relevance (e.g., presented material at a challenging, yet appropriate level for student background and for goals of course, cited authorities to support statements, distinguished between fact and opinion, presented divergent viewpoints when appropriate, demonstrated command of subject matter)*

Excellent   Very Good   Good   Fair   Poor

*6. Suggestions for improvement:*

**APPENDIX C**

**DEPARTMENT OF BIOLOGY**

**REPORT ON PEER REVIEW OF ONLINE TEACHING**

Observer:

Instructor:

Class: Title \_\_\_\_\_

Teaching Mode-Online

Date:

*1. Content organization (e.g., clear objectives, relationship to past and future units, presents overview, presents topics in logical sequence, summarizes major points)*

Excellent    Very Good    Good    Fair    Poor

*2. Presentation (e.g., employs engaging online pedagogies, provides clear explanations, defines unfamiliar terms, presents examples for clarification, relates new ideas to familiar concepts, restates important ideas, uses humor appropriately)*

Excellent    Very Good    Good    Fair    Poor

*3. Instructional materials and environment (e.g., appropriate assigned readings for preparation, use of discussion, exercises, and/or reading materials to support lesson, appropriate use of audiovisual materials, provides relevant written assignments, provides outlines)*

Excellent   Very Good   Good   Fair   Poor

*4. Instructor-student interactions (e.g., provides multiple opportunities for instructor student interaction, including discussions, email and other formats, acknowledges and encourages student questions and discussion, maintains student attention, asks questions to monitor student understanding, answers questions satisfactorily, asks probing questions, restates questions when necessary)*

Excellent   Very Good   Good   Fair   Poor

*5. Content knowledge and relevance (e.g., presents material at a challenging, yet appropriate level for student background and for goals of course, cites authorities to support statements, distinguishes between fact and opinion, presents divergent viewpoints when appropriate, demonstrates command of subject matter)*

Excellent   Very Good   Good   Fair   Poor

*6. Suggestions for improvement:*

**APPENDIX D**

**CORE ITEMS FOR BIOLOGY COURSE/INSTRUCTOR EVALUATION  
BY STUDENTS**

WHAT IS YOUR OVERALL RATING OF THE TEACHING EFFECTIVENESS OF THIS  
INSTRUCTOR?

WHAT IS YOUR OVERALL RATING OF THIS COURSE?

MY INSTRUCTOR DISPLAYS A CLEAR UNDERSTANDING OF COURSE TOPICS

MY INSTRUCTOR SEEMS WELL-PREPARED FOR CLASS

MY INSTRUCTOR STIMULATES ENGAGEMENT WITH THE COURSE

MY INSTRUCTOR DISPLAYS ENTHUSIASM WHEN TEACHING

MY INSTRUCTOR READILY MAINTAINS RAPPORT WITH THIS CLASS

I WOULD RECOMMEND THIS INSTRUCTOR TO ANOTHER STUDENT

**APPENDIX E**

**CORE ITEMS FOR BIOLOGY ONLINE COURSE/INSTRUCTOR EVALUATION  
BY STUDENTS**

WHAT IS YOUR OVERALL RATING OF THE TEACHING EFFECTIVENESS OF THIS INSTRUCTOR?

WHAT IS YOUR OVERALL RATING OF THIS COURSE?

MY INSTRUCTOR DISPLAYS A CLEAR UNDERSTANDING OF COURSE TOPICS

MY INSTRUCTOR HAS PREPARED A WELL ORGANIZED ONLINE COURSE

MY INSTRUCTOR HAS PREPARED AN INTERESTING ONLINE COURSE THAT ENCOURAGES STUDENT ENGAGEMENT WITH THE TOPIC

MY INSTRUCTOR'S PARTICIPATION IN THE COURSE STIMULATES STUDENT ENGAGEMENT WITH THE COURSE

MY INSTRUCTOR IS ACCESSIBLE AND PROVIDES TIMELY FEEDBACK

I WOULD RECOMMEND THIS INSTRUCTOR TO ANOTHER STUDENT