

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

**To:** James Egge, Department Head  
History and Philosophy

**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 History and Philosophy 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.

**DEPARTMENT EVALUATION DOCUMENT**

Department of History and Philosophy

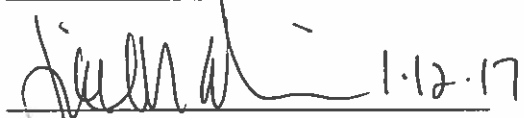
College of Arts and Sciences

Date of Last DED Revision: September 28, 2011


Date of Department Faculty Vote: September 9, 2016

Yes 19 No 0 Abstain 0

**APPROVALS:**

  
Personnel Committee Chair (Date) 1-12-17

 1-13-17  
Personnel Committee Chair (Date)

  
Department Head/School Director (Date) 1/13/17

  
Dean (Date) 1/17/17

**RECEIVED**

**JAN 17 2017**

**Human Resources  
Eastern Michigan University**

**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: May 11, 2017**

 Judith Kullberg	
 Tricia McLaughlin	 Jolie Berger
	
 Kenneth W. Rusinich	 Wade Torgent

## EVALUATION

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

### 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. APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	Ph.D.	Equivalent degrees from non-United States universities may be approved as meeting the academic requirement.
ASSOCIATE PROFESSOR	Ph.D.	Equivalent degrees from non-United States universities may be approved as meeting the academic requirement.
ASSISTANT PROFESSOR	Ph.D.	Equivalent degrees from non-United States universities may be approved as meeting the academic requirement.
INSTRUCTOR	Ph.D.	Equivalent degrees from non-United States universities may be approved as meeting the academic requirement.

### III. REAPPOINTMENT AND TENURE STANDARDS

For faculty hired prior to September 1, 2015:

#### PROFESSOR

Year	1	2	3
Evaluation	Initial Interim	Full/R	Full/T
Instructional Effectiveness	A	A	DAA
Scholarly/Creative Activity	X	X*	E in one and A in the other, or DAA in each
Service	A	A	

#### ASSOCIATE PROFESSOR

Year	1	2	3	4
Evaluation	Initial Interim	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	DAA
Scholarly/Creative Activity	X	X*	X	DAA in one and A in other
Service	A	A	A	

#### ASSISTANT PROFESSOR

Year	1	2	3	4	5
Evaluation	Initial Interim	Initial Interim	Full/R	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	A	DAA
Scholarly/Creative Activity	X	X	X*	X	DAA in one and A in other
Service	A	A	A	A	

\* Scholarly/Creative Activity rating is advisory only.

**INSTRUCTOR**

Year	1	2	3	4	5	6
Evaluation	Initial Interim	Initial Interim	Full/R	Comprehensive Interim	Comprehensive Interim	Full/T
Instructional Effectiveness	A	A	A	A	A	DAA
Scholarly/Creative Activity	X	X	X*	X	X	DAA in one and A in other
Service	A	A	A	A	A	

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\* Scholarly/Creative Activity rating is advisory only.

For faculty hired after September 1, 2015:

**PROFESSOR**

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

**ASSOCIATE PROFESSOR**

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

**ASSISTANT PROFESSOR**

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

**INSTRUCTOR**

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

\* Scholarly/Creative Activity rating is advisory only.

#### IV. PROMOTION STANDARDS

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	Ph.D. or equivalent	DAA	DAA	DAA
TO PROFESSOR	5 years as associate professor at EMU	Ph.D. or equivalent	DAA	DAA	DAA
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	Ph.D. or equivalent	DAA	DAA	DAA
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	Ph.D. or equivalent	DAA	DAA	DAA

## V. EVALUATION TECHNIQUES

### A. Instructional Effectiveness

#### 1. Data Collection Procedures

The narrative statement should describe his/her instructional effectiveness in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment about how well those expectations have been met. Student and peer evaluations, samples of classroom materials, and commendations, should be included as documentation in an appendix and referenced where appropriate. The narrative, without supporting documents, should be freestanding and will become part of the applicant's personnel file.

The narrative should include the following:

- specific evidence of effectiveness in the teaching/advising process;
- activities which have improved the applicant's teaching;
- results of student, peer and Department Head evaluations; and
- the manner in which the applicant has met the criteria.

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.
- b. Regularly evaluates his/her own past teaching methods, procedures and course content.

#### 2. Plans effectively for teaching

- a. Has a clear conception of his/her course(s) within the Department and within the University.
- b. Has a clear conception of the long-term objectives for the course(s) and for the day-to-day classroom activities.
- c. Has a clear conception of the evaluation procedures that will enable him/her to measure the attainment of objectives set forth.

#### 3. Practices good teaching methods

- a. Informs students of the objectives of the course(s) and of units of study in the course(s).
- b. Informs students about methods of study applicable to the attainment of course objectives.
- c. Informs students of specific course assignments (e.g., dates of exams, papers, etc.).



- d. Attempts to establish a classroom environment conducive to learning.
- e. Evaluates students so as to measure the attainment of course objectives.

**If the applicant performs substantial advising duties for the department or interdisciplinary programs, he or she should provide evidence of the extent of the advising.**

## **2. Procedures of Classroom Visitation by Peers and Department Head**

1. It is the responsibility of the Personnel Committee and Department Head to initiate contact with the instructor whose class will be evaluated.
2. The instructor must be given at least ten working days advanced notice prior to any classroom visitation.
3. The specific day and time of the classroom visitation must be determined by mutual agreement between the Personnel Committee and Department Head (as relevant) and the instructor.
4. The classroom visitation must not take place before October 15th of the fall semester unless mutually agreed to by all parties involved.
5. In advance of the classroom visitation, the instructor must provide a copy of the syllabus for his/her course to the person who will be conducting the evaluation.
6. The instructor must receive the written evaluation of his/her class within five working days of the date of the visitation.

## **3. Ratings**

**Exceptional (E):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an outstanding teacher.

**Distinctly Above Average (DAA):** Awarded when the quality of instruction offered by the applicant shall be evaluated as that of a very good teacher.

**Average (A):** Awarded when the quality of the instruction offered by the applicant shall be evaluated as that of a competent teacher.

**Below Average (BA):** Awarded when the quality of instruction offered by the applicant shall be evaluated as below the minimum acceptable level of performance.

## **B. Scholarly and/or Creative Activity**

### **1. Data Collection Procedures**

The narrative statement should describe his/her scholarly/creative activity in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment about how well those expectations have been met. Documented evidence of scholarly and creative activity, as indicated by the list below, should be included in an appendix and referenced where appropriate. The narrative, without supporting documents, should be freestanding and will become part of the applicant's personnel file.

The narrative should include the following:

- a list of specific items presented for evaluation and other approved activities with enough description to make them understandable to the reader;
- 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 that have been made about these activities; and
- the manner in which the applicant has met the criteria.

Each applicant must provide copies of papers, articles, books, publications, and/or other tangible documentation. Examples of scholarly/creative activities include, but are not limited to, the following (not in priority order):

- Publication of scholarly books by reputable publishers.
- Publication of scholarly essays in edited volumes by reputable publishers.
- Acting as a consultant in some area of professional specialization, resulting in the dissemination of scholarly activity.
- Publication of scholarly articles by reputable journals.
- Participation in the work of professional conferences in capacities other than as a presenter of research papers, resulting in the dissemination of scholarly activity.
- Publication of critical reviews of published professional materials.
- Acting as an editor or member of the editorial board of a professional publication, resulting in the dissemination of scholarly activity.
- Presentation of scholarly papers at professional conferences or at other colleges or universities.

- Acting as editorial referee on a manuscript for a publisher or journal.
- Evidence of retraining and study to improve one's academic competencies in new areas needed by the department, as provided in the Agreement.
- Evidence of scholarly/creative activity associated with efforts to obtain research grants or funding for special projects which have substantial instructional or research components, as provided for in the current Agreement.
- Postdoctoral fellowships that result in dissemination of scholarly activity.
- Evidence of other forms of disseminated scholarly activity.

The section Personnel and Finance Committee and the Department Head reserve the right to judge the quality of a particular scholarly/creative activity. 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.), the Department Head and the section Personnel and Finance Committee should consider such factors as the following (not in priority order):

- The degree to which the candidate's activity has advanced insight or knowledge in the discipline.
- The effort required in the performance of the activity.
- The degree to which the activity has benefited students, colleagues, the curriculum, the University, or the community.
- The degree to which the activity has contributed to the candidate's professional growth.
- What distinguishes the activity from the contributions of others or from the candidate's previous work.

## **2. Ratings**

**Exceptional (E):** Awarded for scholarly/creative activity judged to be outstanding.

**Distinctly Above Average (DAA):** Awarded for scholarly/creative activity judged to be very good.

**Average (A):** Awarded for scholarly/creative activity judged to be competent.

**Below Average (BA):** Awarded for scholarly/creative activity judged to be below the minimum acceptable level of performance.

## **C. Service Activity**

### **1. Data Collection Procedures**

The narrative statement should describe his/her service in such a fashion that the reader can relate his/her performance to the established criteria and make an informed judgment about how well those expectations have been met. Relevant evidence of service activities (e.g., letters from the chair of committees on which one serves, meeting minutes, etc.), both within and outside of the department, should be provided in an appendix and referenced where appropriate. The narrative, without supporting documents, should be freestanding and will become part of the applicant's personnel file.

The narrative should include the following:

- the specific activities presented for evaluation;
- a description of the way in which these activities have contributed to the good of the appropriate unit; and
- the manner in which the applicant has met the criteria.

The applicant 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.

### **2. Ratings**

The section Personnel and Finance Committee and the Department Head will evaluate all evidence submitted and reserve the right to judge the quality of a particular service activity. 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.

**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.

Within the department, this shall be evidenced by such factors as:

1. Chairperson of the Personnel and Finance Committee or Instruction Committee of a section or chairperson of a very active and important ad hoc committee of a section or of the department.
2. Active membership on two or more section or department committees.
3. Other departmental service that may be judged relevant to the awarding of an Exceptional Rating.

Beyond the department, this shall be evidenced by such factors as:

1. Service as chairperson or secretary of a college or university committee or its equivalent.
2. Active service on more than one college or university committee or the equivalent.
3. Active AAUP service.
4. Initiation and/or supervision of university sponsored off-campus activities such as public lecture series and travel-study programs.
5. Other extra-departmental service which may be judged relevant to the awarding of an Exceptional rating.

**Distinctly Above Average (DAA):** Awarded when the quality and quantity of service shall be evaluated, in addition to the basis described for Average, as more than that normally expected.

Within the department, this shall be evidenced by such factors as:

1. Chairperson or secretary of a departmental or sectional committee.
2. Other departmental service that may be judged relevant to the awarding of a Distinctly Above Average rating.

Beyond the department, this shall be evidenced by such factors as:

1. Active service as a member of a college or university committee or the equivalent.
2. Chairperson or secretary of a committee of an interdisciplinary program.
3. Active AAUP service.
4. Substantial participation in university sponsored on-campus or off-campus activities, such as public lecture series or travel-study programs.
5. Other extra-departmental service that may be judged relevant to the awarding of a Distinctly Above Average rating.

**Average (A):** Awarded when the quality and quantity of service shall be evaluated as that normally expected.

Within the department, this shall be evidenced by such factors as:

1. Regular participation in sectional and departmental meetings.
2. Membership on a sectional or departmental committee.
3. Other departmental service that may be judged relevant to the awarding of an Average rating.

Beyond the department, this shall be evidenced by such factors as:

1. Clear evidence that the Faculty Member is willing to serve on college or university committees or their equivalent.
2. Membership on a committee of an interdisciplinary program.

3. Clear evidence that the Faculty Member is willing to participate in university-sponsored on-campus lecture series or off-campus lecture series, or travel-study programs.
4. Other extra-departmental service that may be judged relevant to the awarding of an Average rating.

**Below Average (BA):** Awarded when quality and quantity of service shall be evaluated as below expectation.

**APPENDIX A****Classroom Visitation Report**

Person Observed:

Date of Observation:

Visitor:

Course and Section:

Lesson Topics presented:

1. The visitor met with the instructor on \_\_\_\_\_ to discuss the course and the special goals of the sessions to be visited.
2. Method of presentation, including use of teaching aids.
3. Voice, vocabulary, professional conduct
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. Breadth and depth of content mastery.
6. Student interest and involvement, including the nature of the instructor's interaction with students.
7. Visitor's overall evaluation of the appropriate content and quality of the course syllabi, including course requirements, grading scale, examination and other methods of evaluation used by the instructor.
8. Visitor's overall evaluation of the teaching effectiveness of the instructor.
9. Visitor met with the instructor on \_\_\_\_\_ to discuss the above evaluation.

All peer and Department Head class visitation reports and evaluations shall be given to the Faculty Member in person within five working days of the classroom visit and shall be signed and dated at that time by both the Faculty Member and the observer.

**Optional Attachment:**

Written statement of instructor, commenting on visitor's evaluation (at the option of the instructor).

**APPENDIX B****Online Classroom Teaching Observation**

Person Observed:

Date of Observation:

Visitor:

Course and Section:

Lesson Topics Presented:

1. The visitor met with or emailed the instructor on \_\_\_\_\_ to discuss the course and the special goals of the sessions to be visited.
2. Method of conveying course content, including podcasts, videos, and interactive content.
3. Quality of instructor's personal presentation of the material (whether written or in audio or video recordings): voice, vocabulary (as applicable).
4. Quality of online course, degree of organization, and ability to adapt concepts to the level of the course.
5. Breadth and depth of content mastery.
6. Student involvement including the nature of the instructor's interaction with the students.
7. Visitor's overall rating of the appropriate content and quality of the course syllabi, including course requirements, grading scale, examinations, and other methods of evaluation used by the instructor.
8. Visitor's overall rating of the teaching effectiveness of the instructor in this online course.
9. Visitor met with or emailed the instructor on \_\_\_\_\_ to discuss the above evaluation.

Written statement of instructor, commenting on visitor's evaluation (at the option of the instructor).



## APPENDIX C

### Student Evaluation Questions

For face-to-face classes, the following are required questions for student evaluations:

1. My instructor is actively helpful when students have problems.
2. My instructor has an effective style of presentation.
3. My instructor emphasizes relationships between and among topics.
4. My instructor seems well-prepared for class.
5. My instructor stimulates interest in the course.
6. This course has effectively challenged me to think.

For online classes, the following are required questions for student evaluations:

Core Item: What is your overall rating of the teaching effectiveness of this instructor?

Core Item: What is your overall rating of this course?

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The online course contains all the information I need to successfully complete the course.

The online course is clearly laid out and easy to follow.

The online course requirements and grading scale are clear and easy to understand.

The online course stimulates interest in the subject.

My instructor is actively helpful when students have problems.

This course has effectively challenged me to think.

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What did you **like most** about this instructor and course?

What did you **dislike most** about this instructor and course?

What **constructive suggestions** do you have for this instructor or course?

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