

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

**To:** David Klein, Department Head  
Political Science

**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 Political Science 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 Political Science

College of Arts and Sciences

Date of Last DED Revision: March 18, 2011

Date of Department Faculty Vote: October 14, 2016

Yes: 12 No: 0 Abstain: 1

**RECEIVED**

**OCT 20 2016**

Human Resources  
Eastern Michigan University

**APPROVALS:**

 10/19/16  
Personnel Committee Chair (Date)

 10/19/16  
Department Head/School Director (Date)

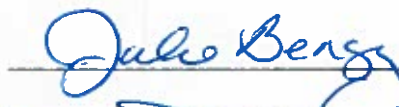
 10/20/16  
Dean (Date)

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

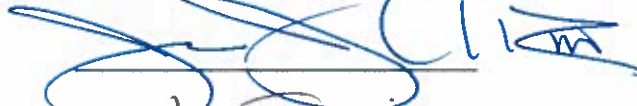




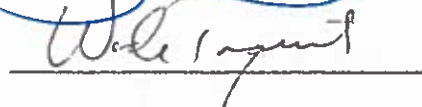












## EVALUATION

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.  Demonstrated teaching effectiveness, commitment to students, scholarly/creative activity, and service to the university or the community.	The D.P.A. and D.P.P. are treated as equivalent to the Ph.D. in the area of public administration.  Academic degrees from universities outside the United States which the department judges as equivalent.  These equivalencies apply to all ranks.
ASSOCIATE PROFESSOR	Ph.D.  Demonstrated teaching effectiveness, commitment to students, scholarly/creative activity and service	
ASSISTANT PROFESSOR	Ph.D.  Promise of teaching effectiveness, commitment to students, scholarly/creative activity, and service to the university or the community.	
INSTRUCTOR	Ph.D.  Promise of teaching effectiveness and commitment to students.	

**III. REAPPOINTMENT AND TENURE STANDARDS**  
For Faculty Hired Before September 1, 2015

<b>PROFESSOR</b>			
Year	1	2	3
Evaluation	Interim	Full/R	Full/T
Instructional Effectiveness	DAA	DAA	DAA in one and E in the other two
Scholarly/Creative Activity	X	X*	
Service	A	A	

<b>ASSOCIATE PROFESSOR</b>				
Year	1	2	3	4
Evaluation	Interim	Full/R	C.I.	Full/T
Instructional Effectiveness	DAA	DAA	DAA	DAA in one and E in the other two
Scholarly/Creative Activity	X	X*	X	
Service	A	A	A	

\*Scholarly/Creative Activity rating is advisory only.

<b>ASSISTANT PROFESSOR</b>					
Year	1	2	3	4	5
Evaluation	Interim	Interim	Full/R	C.I.	Full/T
Instructional Effectiveness	A	DAA	DAA	DAA	DAA in one and E in the other two
Scholarly/Creative Activity	X	X	X*	X	
Service	A	A	A	A	

\*Scholarly/Creative Activity rating is advisory only.

<b>INSTRUCTOR</b>						
Year	1	2	3	4	5	6
Evaluation	Inter	Interi	Full/R	C.I.	C.I.	Full/T
Instructional Effectiveness	A	DAA	DAA	DAA	DAA	DAA in one and E in the other two
Scholarly/Creative Activity	X	X	X*	X		
Service	A	A	A	A	A	

\*Scholarly/Creative Activity rating is advisory only.

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

<b>PROFESSOR</b>		
<b>Year</b>	<b>2</b>	<b>3</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	<b>DAA</b>	<b>DAA in one and E in the other two</b>
<b>Scholarly/Creative Activity</b>	<b>X*</b>	
<b>Service</b>	<b>A</b>	

<b>ASSOCIATE PROFESSOR</b>		
<b>Year</b>	<b>2</b>	<b>4</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	<b>DAA</b>	<b>DAA in one and E in the other two</b>
<b>Scholarly/Creative Activity</b>	<b>X*</b>	
<b>Service</b>	<b>A</b>	

<b>ASSISTANT PROFESSOR</b>		
<b>Year</b>	<b>3</b>	<b>5</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	<b>DAA</b>	<b>DAA in one and E in the other two</b>
<b>Scholarly/Creative Activity</b>	<b>X*</b>	
<b>Service</b>	<b>A</b>	

\*Scholarly/Creative Activity rating is advisory only.

<b>INSTRUCTOR</b>		
<b>Year</b>	<b>3</b>	<b>6</b>
<b>Evaluation</b>	<b>Full/R</b>	<b>Full/T</b>
<b>Instructional Effectiveness</b>	<b>DAA</b>	<b>DAA in one and E in the other two</b>
<b>Scholarly/Creative Activity</b>	<b>X*</b>	
<b>Service</b>	<b>A</b>	

\*Scholarly/Creative Activity rating is advisory only.

**IV. PROMOTION STANDARDS**

	<b>YEAR ELIGIBLE</b>	<b>ACADEMIC CREDENTIALS</b>	<b>INSTRUCTIONAL EFFECTIVENESS</b>	<b>SCHOLARLY/ CREATIVE ACTIVITY</b>	<b>SERVICE</b>
<b>FULL PROFESSOR SALARY ADJUSTMENT</b>	10 years as full professor at EMU	Ph.D.	DAA in one and E in the other		
<b>TO PROFESSOR</b>	5 years as associate professor at EMU	Ph.D.	DAA in one and E in the other   two		
<b>TO ASSOCIATE PROFESSOR</b>	5 years as assistant professor at EMU	Ph.D.	DAA in one and E in the other		
<b>TO ASSISTANT PROFESSOR</b>	2 years as instructor at EMU	Ph.D.	DAA	DAA	DAA

## V. EVALUATION TECHNIQUES

### A. Instructional Effectiveness

#### 1. Data Collection Procedures

Each applicant must include a written report of activities and accomplishments (see following pages for specific instructions concerning format).

The types of evidence expected will include, but are not limited to, the following:

- a. Effective formulation and implementation of teaching objectives—as demonstrated by having clearly and appropriately defined the function of his/her course(s) within the department, the university, and the community, and its role in preparing students for careers, by having a clear and relevant plan of action to achieve both the long-and short-term objectives of his/her course(s), and by effectively evaluating students in such manner as to measure the attainment of the objectives set forth.
- b. Effective teaching preparation—as demonstrated by constant and systematic efforts to keep abreast of the latest developments in the subject area(s) taught, by attending professional conferences and/or by communicating with colleagues, by participating creatively in the subject area through the development of new and updating of existing teaching materials, and by regularly evaluating his/her teaching methods, procedures, and course content, including dissemination of appropriate creative or scholarly activity in courses currently taught that constitutes a significant fraction of the course and/or a significant innovation in current concepts or interpretations.
- c. Effective teaching method -- as demonstrated by clearly informing students of the objectives of the course(s) and of the various course components, by helping students develop effective methods of study and skills in self-direction, by keeping students informed of their specific course responsibilities, by utilizing classroom procedures which encourage learning, by endeavoring to establish good communication with students, and by regularly and effectively evaluating student performance and providing students with assessments of quality of performance.
- d. Commitment to students—as demonstrated by his/her availability to students who need help with course-related problems, by assisting students whenever appropriate with independent learning experiences beyond the regular classroom regimen, and by exhibiting willingness and capacity to assist students with academic advising.

#### 2. Ratings

The Personnel and Finance Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Personnel and Finance Committee and the Department Head together will 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 and Finance Committee and the Department Head giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion, and professional performance evaluations.

All of the supporting activities for Instructional Effectiveness listed under 6.1.1. Data Collection Procedures are essential elements of teaching. All must 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 their presence. It should be emphasized that the detailed list of supporting activities under Instructional Effectiveness is not all-inclusive. In other words, the failure of any other evidential activity to be listed does not preclude its being judged supportive of the criteria.

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

**Exceptional (E):** Awarded when the overall quality of instruction offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluators must describe performance in terms of activities as better in quality than Distinctly Above Average.

**Distinctly Above Average (DAA):** Awarded for instruction judged to be outstanding. Evaluators must describe performance as significantly better in quality than average.

**Average (A):** The minimal level of performance for a good teacher. All listed activities (under Data Collection Procedures) must be present in the applicant's teaching at an acceptable level of performance. Evaluators must describe performance in these terms.

**Below Average (BA):** Awarded for instruction judged to be unsatisfactory. This is below the minimum acceptable level of performance.

For purposes of Professional Performance Evaluation, a satisfactory rating shall be given to faculty members who achieve at least an Average rating in Instructional Effectiveness over the review period.

## B. Scholarly and/or Creative Activity

### 1. Data Collection Procedures

Each applicant must include a personal report of his/her scholarly and/or creative activities and provide copies of papers, articles, books, publications, and/or other tangible documentation. Scholarly and/or creative activity is not evaluated during interim evaluations (except Comprehensive Interim Evaluations). The types of scholarly and/or creative activities include the following:

- a. Publication of scholarly books by reputable publishers.
- b. Publication of scholarly articles in reputable refereed journals.
- c. Publication of research notes in reputable refereed journals.
- d. Publication of book chapters and other solicited manuscripts which may not be refereed in traditional fashion.
- e. Preparation and dissemination of applied or interpretive research in reputable non-academic media.
- f. Presentation of written research papers at professional conferences.
- g. Successful efforts to obtain research grants or funding from external sources for special



- projects which have substantial instructional or research components as provided for in the current Agreement.
- h. Book review essays published in refereed professional media.
  - i. Acting as a consultant in some area of professional specialization relevant to the department that has substantial instructional or research components as provided for in the current Agreement and which results in dissemination of scholarly activity.
  - j. Publication of book reviews which have substantial instructional or research components as provided for in the current Agreement.
  - k. Competitive post-doctoral fellowships which result in dissemination of scholarly research.

## 2. Ratings

The Personnel and Finance Committee and the Department Head will judge the quality of a particular scholarly and/or creative activity. The following sources of data may be utilized in evaluating scholarly activity when provided by the Faculty Member being evaluated:

- a. Faculty member's own report of activities and accomplishments in this area.
- b. Letters of support from colleagues within the department.
- c. Letters of support from academic peers outside the department and/or outside the university.
- d. Letters of support from practitioners in the areas of government and governmental research.

Evaluation will be based on the quality of work as judged on the individual balance between the number of activities and degree of depth in and commitment to each by the faculty member, recognizing that circumstances and individuals vary.

In developing the summary statements regarding scholarly activity and designating a qualitative rating (i.e., Average, Distinctly Above Average, etc.), the Department Head and Personnel and Finance Committee should consider and address such factors as those listed below (wherever and whenever applicable):

- a. The effort required in the performance of the activity.
- b. In what respects the candidate's activity has advanced insight or knowledge in his/her discipline.
- c. What distinguishes the scholarly activity from contributions of others or from the candidate's previous work.
- d. In what form and for what audiences it was published or disseminated, considering in addition:
  - 1) the nature of the publication
  - 2) the reputation of the journal
  - 3) editorial board and policy
  - 4) degree of dissemination (i.e., local, state, national, international).
- e. In what form other than publication the work was disseminated (e.g., lecture, consultative activity), considering in addition:
  - 1) nature of the audience (e.g., scientists, students)
  - 2) institution, agency, or organization (private, public, governmental)
  - 3) degree of dissemination.
- f. Whether critical reviews of the work exist and, if so, the credentials of the

- reviewers.
- g. The individual candidate's role in preparing a successful grant application and a description of its substantial instructional or research component.
  - h. The level of acceptance and/or evaluation by the audience for which it was intended.
  - i. Additional degrees, honors, or awards bestowed on the applicant in recognition of the activity.

**Exceptional (E):** Awarded for scholarly/creative activity judged to be truly superior. Evaluators must describe performance as significantly better in quality than Distinctly Above Average.

**Distinctly Above Average (DAA):** Awarded for scholarly/creative activity judged to be outstanding. Must include at least one of the scholarly activities a, b, c, d, and e (under Data Collection Procedures) per five-year period. Evaluators must describe performance as significantly better in quality than Average.

**Average (A):** Awarded for scholarly/creative activity judged to be good. This minimum acceptable level of performance must include an average of at least one of the eleven (11) scholarly activities (under Data Collection Procedures) for each year under review.

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

For the purposes of Professional Performance Evaluation, a satisfactory rating shall be given to faculty members who achieve at least an Average rating in Scholarly/Creative Activity over the review period.

## C. Service Activity

### 1. Data Collection Procedures

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 and duration of different service activities and the quality of the effort extended in those activities.

The following sources of data will be utilized in evaluating service activity:

- a. Faculty member's own report of activities and accomplishments in this area.
- b. Evaluations of intradepartmental service by colleagues, including evaluations by the departmental Personnel and Finance Committee.
- c. Evaluations of intradepartmental service by the Department Head
- d. Evaluations of college or university service by university officials and/or faculty members qualified to judge.
- e. Evaluations, whenever feasible and appropriate, by persons qualified to judge the faculty member's professionally-related community activities and accomplishments.

### 2. Examples of Service Activities

Service to the department, university, or community may include, but is not limited to, the

following:

- a. Participation in departmental meetings.
  - b. Membership on department committees.
  - c. Positions of leadership on departmental committees.
  - d. Membership on college or university committees.
  - e. Positions of leadership on college or university committees.
  - f. Evidence of professionally-related community activities.
  - g. Evidence of individual service assignments.
  - h. Service as a guest lecturer at other colleges or universities.
  - i. Position of leadership in professional organizations.
  - j. Service as an officer or other evidence of active participation in a professional organization, such as: participation in the work of professional conferences in capacities other than as a presenter of research papers, acting as an editor or member of the editorial board of a professional publication, acting as editorial referee on a manuscript for a publisher or journal, and presentation of research at departmental, campus, or inter-university seminars.
3. Ratings  
There are no differentials by rank for meeting these criteria except those implicit in the rating scale.

Both intradepartmental and extradepartmental activities vary greatly in level of responsibility, frequency of meetings, and work load. Also, there is often a significant difference in the responsibilities of leaders and members of committees. Finally, the quality of participation is at least as important as length of service. These factors shall be taken into account by the Department Head and the Personnel and Finance Committee in developing the summary statements regarding Service and designating a qualitative rating (i.e., Average, Distinctly Above Average; etc.).

The Personnel and Finance Committee and the Department Head will evaluate all evidence submitted. Written reports will be made separately by the Personnel and Finance Committee and the Department Head giving the rationale for the ratings awarded for full evaluations for reappointment, tenure and promotion, and professional performance evaluations.

The rating given is ultimately based on judgments of the quality, or degree of success achieved, in performance of the activities, not merely their presence, as indicated in the preceding criterion.

**Exceptional (E):** Awarded for service activity judged to be truly superior. Evaluators must describe performance as significantly better in quality than distinctly above average.

**Distinctly Above Average (DAA):** Awarded for service activity judged to be outstanding. Evaluators must describe performance as significantly better in quality than average.

**Average (A):** To justify at least an average rating in Service, substantiating evidence of at least the following supportive activities is expected:

- a. Regular participation in departmental meetings each year.
- b. At least one of the following Service activities on average each year:

- i) serve on a department standing committee with elected members;
  - ii) serve as a departmental representative to an external college or university committee (including, but not limited to, College Advisory Council, College Committee on Research and Sabbatical Leaves, Symposium Committee, MLK Day Committee, Faculty Council, Graduate Council, AAUP);
  - iii) serve as a faculty advisor for a Political Science-related student organization (including, but not limited to, Pi Sigma Alpha, Public Law and Government Student Association, Public Administration Student Organization, Model UN Club, Mock Trial);
  - iv) undertake special departmental/university responsibilities each year.
- c. At least an average of two other Service activities per year, as designated among the ten (10) kinds of Service Activities on the previous page of this document.

**Below Average (BA):** Awarded for service activity judged to be less than that required for an Average rating.

For purposes of Professional Performance Evaluation, a satisfactory rating shall be given to faculty members who achieve at least an Average rating in Service over the review period.

## APPENDIX A Classroom Visitation Report

Instructor evaluated \_\_\_\_\_

Course \_\_\_\_\_

Number of Students \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

**Directions:** Below is a list of instructor behaviors that may occur within a given class or course. Please use this list as a guide to making observations, not as a list of required behaviors. Each instructor should be observed on two occasions and the evaluator(s) should remain in the classroom for the full class period.

	YES	NO	NOT APPLICABLE
1. Defines objectives for class presentation	[ ]	[ ]	[ ]
2. Effectively organizes learning situations to meet class objectives	[ ]	[ ]	[ ]
3. Presents material appropriate to class level	[ ]	[ ]	[ ]
4. Explains important ideas simply and clearly	[ ]	[ ]	[ ]
5. Presents examples to clarify points	[ ]	[ ]	[ ]
6. Refers to relevant research	[ ]	[ ]	[ ]
7. Demonstrates command of subject	[ ]	[ ]	[ ]
8. Summarizes major points of lesson	[ ]	[ ]	[ ]
9. Encourages critical thinking/analysis	[ ]	[ ]	[ ]
10. Uses instructional methods to encourage student participation in learning	[ ]	[ ]	[ ]
11. Responds appropriately to student questions and comments	[ ]	[ ]	[ ]
12. Communicates clearly, audibly, and effectively	[ ]	[ ]	[ ]
13. Responds to nonverbal cues of confusion, boredom, and curiosity	[ ]	[ ]	[ ]
14. Is sensitive to students' different ways of learning	[ ]	[ ]	[ ]
15. Demonstrates enthusiasm for subject	[ ]	[ ]	[ ]
16. Uses humor appropriately to strengthen retention and interest	[ ]	[ ]	[ ]

**General comments:**

1. What were the instructor's major strengths as demonstrated in this observation?
2. Consistent with the instructor's preferred teaching method (lecture, Socratic dialectic, in-class workshops, etc.) What suggestions do you have for improvement?

**APPENDIX B**  
**Classroom Teaching Observation Procedure**

Classroom visitation by peers and the Department Head shall be conducted according to the following procedure:

1. Faculty to be evaluated shall be consulted prior to dates for visitation being set.
2. Peer and Department Head evaluations of classroom visitations shall be in writing and provided to the faculty member within five working days following the classroom visit.
3. Both peers and Department Head should complete a Classroom Observation Report (see Appendix A) as follows:
  - a. At least two classroom periods are to be visited.
  - b. Evaluators must remain for the entire period of a 1-hour class, or until the break in a longer night class.

Written evaluations must be provided to the faculty member within five working days following the classroom visit. At least two members of the Personnel and Finance Committee, as well as the Department Head, will visit classes. The applicant also may designate an additional faculty member for a classroom observation. The Department Head and Committee members will each provide separate evaluations to the faculty member.

## **APPENDIX C**

### **Student Evaluation Questions – On-Campus Courses**

1. I understand what is expected of me in this course.
2. The grading system was clearly explained.
3. My instructor displays enthusiasm when teaching.
4. My instructor seems well-prepared for class.
5. My instructor has an effective style of presentation.
6. My instructor stimulates interest in the course.
7. I would enjoy taking another course from this instructor.
8. My instructor develops classroom discussion skillfully.
9. My instructor has stimulated my thinking.
10. My instructor respects divergent viewpoints.
11. Exams are fair.
12. Grades are assigned fairly and impartially.
13. I am generally pleased with the text(s) required for this course.
14. My instructor is readily available for consultation.
15. I highly recommend this course.

### **Student Evaluation Questions - Online Courses**

1. I did not experience any technical difficulty in interacting with the class work or assignments in the online format.
2. The online materials were well organized and informative.
3. I felt fully engaged in/with this class.
4. I enjoyed the interaction with my classmates in the discussion threads in this course.
5. The instructor respected different viewpoints.
6. Assignments and exams were fair.