

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Deborah Heyl-Clegg, Department Head
Chemistry

From: David Woike, Assistant Vice President
Academic Affairs

Date: January 24, 2019

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Chemistry Department approved by the University Standing Committee on January 23, 2019. Please take steps to assure that faculty members are aware of these approved changes. The revised copy will be posted, before the end of the winter semester, for reference on the Academic Human Resources website, under the DOCUMENTS tab.

Thank you.

DEPARTMENT EVALUATION DOCUMENT

Department/School of Chemistry

College of Arts and Sciences

Date of Last DED Revision: April 12, 2012

Date of Department Faculty Vote: November 11, 2016

Yes 21 No 0 Abstain 0

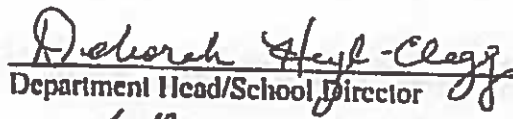
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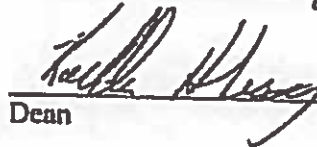
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**Human Resources
Eastern Michigan University**

APPROVALS:

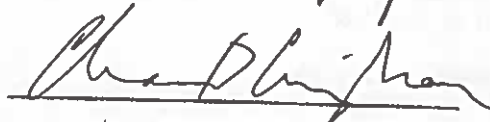
 11/14/16
Personnel Committee Chair (Date)

 11/14/16
Department Head/School Director (Date)

 11/14/16
Dean (Date)


APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING

COMMITTEE ON: 1/23/19













EASTERN MICHIGAN UNIVERSITY

Division of Academic Affairs

DEPARTMENT EVALUATION DOCUMENT

Department of Chemistry

College of Arts and Sciences

Faculty Evaluation

Criteria, Procedures and Techniques

Final 11/11/16
DED - CHEM
RSN

EASTERN MICHIGAN UNIVERSITY
Division of Academic Affairs

DEPARTMENT EVALUATION DOCUMENT
Department of Chemistry
College of Arts & Sciences

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FACULTY EVALUATION

The Department of Chemistry 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. or doctorate in chemistry education or discipline appropriate to the needs of the department. Demonstration of effective teaching & scholarly/creative activities.	None.
ASSOCIATE PROFESSOR	Ph.D. or doctorate in chemistry education or discipline appropriate to the needs of the department. Demonstration of effective teaching & scholarly/creative activities.	None.
ASSISTANT PROFESSOR	Ph.D. or doctorate in chemistry education or discipline appropriate to the needs of the department.	None.
INSTRUCTOR	Ph.D. or doctorate in chemistry education or discipline appropriate to the needs of the department.	None.

*Equivalencies for either the degree requirement or the demonstration of effective teaching & scholarly/creative activities.

III. REAPPOINTMENT AND TENURE STANDARDS

Untenured faculty hired before September 1, 2015 will follow Article XV in the 2012-2015 Collective Bargaining Contract and must receive a rating of A in both Instructional Effectiveness and Service during all Interim and Comprehensive Interim Evaluations.

PROFESSOR

Year	1	2	3
Evaluation	None	Full	Tenure
Instructional Effectiveness		A	DAA
Scholarly/Creative Activity		X	DAA
Service		A	A

ASSOCIATE PROFESSOR

Year	1	2	3	4
Evaluation	None	Full	Interim Meeting	Tenure
Instructional Effectiveness		A		DAA
Scholarly/Creative Activity		X		DAA
Service		A		A

ASSISTANT PROFESSOR

Year	1	2	3	4	5
Evaluation	None	Interim Meeting	Full	Interim Meeting	Tenure
Instructional Effectiveness			A		DAA
Scholarly/Creative Activity			X		DAA
Service			A		A

INSTRUCTOR

Year	1	2	3	4	5	6
Evaluation	None	Interim Meeting	Full	Interim Meeting	Interim Meeting	Tenure
Instructional Effectiveness			A			DAA
Scholarly/Creative Activity			X			DAA in one & A in other
Service			A			

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 doctorate in chemistry education or discipline appropriate to the needs of the department or equivalencies	DAA	DAA	DAA
			E in one and DAA in the other		A
TO PROFESSOR	5 years as Associate Professor at EMU	Ph.D. or doctorate in chemistry education or discipline appropriate to the needs of the department or equivalencies	DAA	DAA	DAA
			E in one and DAA in the other		A
TO ASSOCIATE PROFESSOR	5 years as an Assistant Professor at EMU	Ph.D. or doctorate in chemistry education or discipline appropriate to the needs of the department or equivalencies	DAA	DAA	A
TO ASSISTANT PROFESSOR	2 years as Instructor at EMU	Ph.D. or doctorate in chemistry education or discipline appropriate to the needs of the department or equivalencies	DAA	DAA in one & A in the other	

For Professional Performance Evaluations : To be rated as satisfactory, the Faculty Member must meet the Professional Performance Evaluation Standards specified in Appendix C. It is incumbent upon the department head to recognize that this is the evaluation of a tenured faculty member who has previously demonstrated the ability to perform at a satisfactory level over an extended period of time. Consequently, this is not a *de novo* evaluation and there should be significant and compelling evidence in order for the department head to rate a faculty member as unsatisfactory.

V. EVALUATION TECHNIQUES

A. Instructional Effectiveness

1. Data Collection Procedures.

An evaluation report shall be prepared by the evaluator(s) which shall take into consideration the following information (if available):

- a) Each applicant must include a personal report of activities and accomplishments.

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.
- (c) Attends professional meetings and seminars.
- (d) Holds membership in professional societies.

(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 (their) 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 which 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 (keeps office hours, advises students, writes letters of recommendation).
- (b) Helps students independent learning experiences (e.g., special problems, independent study, thesis, publication(s)).
- (c) Keeps up-to-date regarding practices and procedures necessary for academic advising.
- (d) Assists students with academic problems.

(5) Maintains quality standards

- (a) Presents material at an appropriate academic level.
- (b) Meets the grading and performance standards of the profession and department.
- (c) Develops a high quality learning environment in the classroom.

- b) Colleague evaluations of teaching based on classroom visitation and other evidence.
- c) Student evaluations of teaching utilizing the University-wide evaluation system. At the minimum, this will include the two core items and items 7, 21, 41, 44, 125, and 203 in lecture courses, items 7, 44, 125, 172, 173, and 203 in laboratory courses, and items 21, 41, 44, 125, and 203 in online courses. (See the Appendix for the list of actual questions.)
- d) Department head evaluations of teaching based on classroom visitations and other evidence. The department head is expected to follow the same procedure as other evaluators outlined under (2), above.
- e) Faculty Member's course syllabi, examinations and other written course materials.
- f) Teaching awards.
- g) Other relevant information/documents available to the committee and/or department head.

2. Procedures for Classroom Visitation by Peers and Department Head

- a) Prior to the start of the evaluation, the Personnel Committee will notify the Faculty Member that unannounced classroom visitations may occur at any time during the evaluation period.
- b) The Faculty Member shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head.
- c) The Faculty Member will be asked to provide a syllabus, for each course, briefly stating the dates of any exams and what material will be covered.
- d) During the classroom visit, the evaluator is expected to remain unobtrusive and should not participate in any activities or enter into any discussions with students in the class. The evaluator should, whenever possible, remain for the entire class period.
- e) After the classroom visitation occurs, the evaluator will be expected to provide the Faculty Member with written feedback using the appropriate department evaluation form, see Appendix A. Rationale for evaluative statements must be explained or documented. This feedback will be provided within five working days of the visit. In the event that there are multiple visits, the evaluator may choose to wait until after the final visit to provide the final written feedback. In such cases, the Faculty Member will be notified of the anticipated delay.
- f) The evaluator will visit a class a second time if the applicant requests it and the evaluator's schedule allows for it (without unduly delaying the completion of the evaluation).

3. Procedures for Classroom Visitation in Online Courses by Peers and Department Head

- a) Each evaluator will be given access to the course materials. The evaluator will meet with the Faculty Member and go through the relevant content together. More than one evaluator may be present at such meetings, as long as everyone is in agreement.

- b) The Faculty Member shall be entitled to up to two additional peer evaluations by faculty chosen by mutual agreement of the Faculty Member and the Department Head. These evaluators will follow all of the same procedures as members of the Personnel Committee.
- c) Each evaluator will be given access to the online course syllabus, course requirements, any general procedures that the students are expected to follow, and one unit of material (equivalent to one traditional lecture) and any supplementary links for those units to which the students have access.
- d) After the online classroom visitation occurs, the evaluator will be expected to provide the Faculty Member with written feedback using the appropriate department evaluation form, see Appendix A. Rationale for evaluative statements must be explained or documented. This feedback will be provided within five working days of the visit.

4. Ratings.

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 selected supporting activities as better in quality than distinctly above average (DAA). This may be achieved through very good performance in the classroom AND significant, meritorious activity in support of the educational process (e.g., course/curricular development, advising, supervision of research students, ...).

Distinctly Above Average (DAA): Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an outstanding teacher. Evaluators must describe (or in case of student evaluation, quantify) performance as better in quality than average. This may be achieved through very good performance in the classroom OR good performance in the classroom coupled with significant, meritorious activity in support of the educational process (e.g., course/curricular development, advising, supervision of research students, ...).

Average (A): Awarded when the quality of the instruction offered by the applicant shall be evaluated as that of a good teacher. This is the minimum level of satisfactory performance.

Below Average (BA): Awarded when the quality of the instruction offered by the applicant shall be evaluated as below that necessary to achieve a rating of average.

All five of the supporting activities for Instructional Effectiveness, described earlier, are essential elements of teaching. These must all be practiced at some level to justify at least an Average rating in Instructional Effectiveness.

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

B. Scholarly and/or Creative Activity

1. Data Collection Procedures.

An evaluation report shall be prepared by the evaluator(s) which shall take into consideration the following information (if available):

- a) 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 (see pages 8-12 for specific instructions concerning format). Scholarly and/or creative activity is not evaluated during interim evaluations. Examples of scholarly and/or creative activities include the following:
 - (1) Articles, books, or reviews published and/or in press.
 - (2) Papers presented at professional meetings, colloquia, etc. Guest lectureships given, workshops taught, etc.
 - (3) Individual research grants obtained and/or applied for (from outside the University), as specified in the Agreement.
 - (4) Current research and scholarly/creative activity in progress or completed, but not yet published, but otherwise disseminated to an appropriate audience.
 - (5) Supervision of research students who disseminate scholarly activity which occurred as the result of collaboration with the Faculty Member.
 - (6) Creatively participates in the subject area through writing, research, development of instructional materials which are disseminated.
 - (7) Patents obtained and/or applied for (using the same guidelines as specified for research grants in the Agreement).
 - (8) Retraining and/or professional development activities, with prior written approval from both the department head and Personnel Committee. See the Agreement for specific details.
 - (9) Consultantships and editorships, which involve the dissemination of one's scholarly/creative work.
 - (10) Serving as a consultant in some area of professional specialization.
 - (11) Activity within a professional organization which leads to the dissemination of the results of scholarly/creative activity.
- b) Complete bibliographical references to the publication or presentation of any scholarly/creative activity.
- c) Corroboration and/or evaluations of the candidate's performance in this area by students or other informed parties (including publishers, editors, reviewers, and any other professional sources).

2. Ratings.

It is the perception of the Department that there is only one degree of performance in scholarly/creative activity. That is, an excellent publication is an excellent publication whether produced by an Assistant Professor, Associate Professor, or Full Professor. Consequently, the criteria will remain the same for the various ranks.

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/creative activity and designating a qualitative rating (i.e., E, DAA, A, BA) the department head and personnel 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 Faculty Member's activity has advanced insight or knowledge in his/her discipline.
- c) How the Faculty Member's activity has advanced his/her own professional growth.
- d) In what respects the activity has benefited students, colleagues, the curriculum, the university, or the community.
- e) What distinguishes the scholarly/creative activity from contributions of others or from the Faculty Member's previous work.
- f) 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).
- g) In what form other than publication the work was disseminated (e.g., lecture, grant application, 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.
- h) Whether critical reviews of the work exist and, if so, the credentials of the reviewer(s).
- i) The level of acceptance and/or evaluation by the audience for which it was intended.
- j) Additional degrees, honors, or awards bestowed on the applicant in recognition of the activity.

The department recognizes that the types of investigation (e.g., research) and/or creative activity and the publication or other dissemination of such activities, which contribute to the Faculty Member's discipline or area of specialization, and for which he/she gives documented evidence, necessarily involve differences in the theoretical, practical, methodological, and substantive scholarly/creative activities and results.

The ratings below should be understood to reflect the average level of activity over the entire time period for which the evaluation is occurring. For the full evaluation of a tenured Faculty Member for promotion, the scholarly/creative activity during the six most recent years will be weighted the most heavily in determining the appropriate rating (if the period being evaluated is longer than six years).

In order to achieve a superior rating (E or DAA) it is expected that the applicant maintains an active, ongoing program of research, that is, a search for new knowledge (not solely the repackaging of old). The results of this program of research must be of sufficient quantity and

quality, as specified below, and must be appropriately disseminated. The following qualifiers apply to these two ratings:

The quantity of work is expressed in terms of the amount necessary to generate a full research article. This is necessarily ambiguous, but it serves as a useful point of reference. It does not mean that only work published in a journal will be considered, instead it simply quantifies the amount of work done.

When determining the quantity of work to be credited due to the publication of a journal article, only the work carried out while in rank at EMU will be counted. If an article or grant application is based partly upon work performed either before coming to EMU or in collaboration (other than with his/her own research students), the applicant must clearly explain what their contribution was to the submission. This does not preclude that the applicant's contribution to such a submission may be equivalent to a full submission.

The quality of the work will normally be proved by its publication in respected, refereed journals. A very strong case will need to be made to demonstrate comparable quality of unpublished work.

When determining the amount of dissemination, the publication of a full research article may be used as a substitute for two presentations. The supervision of a M.S. thesis, and accompanying student seminar, may be used as a substitute for one presentation. (This assumes active collaboration between the applicant and the M.S. student, which is the norm in the Chemistry Department.) Presentations made by collaborators (other than the applicant's own research students) will be prorated.

As stated in the Agreement (article XV.B.2.e), "the preparation of grant proposals for outside agencies, whether funded or not, and/or the administration of a grant project, shall be considered as Scholarly/Creative Activity if said preparation involves scholarly activity (e.g., research or teaching projects) of a substantial nature." While it is incumbent upon the applicant to document such activity, it is anticipated that such prior activity would be necessary in order to submit a strong proposal. Examples include **but are not limited to** federal funding sources such as the National Science Foundation, the National Institutes of Health, , the Department of Energy, the Department of Defense, etc., , organizations and foundations such as the American Chemical Society, Research Corporation, Kellogg Foundation, Kresge Foundation, etc., and industrial sponsors such as Ford, Amgen, Pfizer, etc. Further, strong proposals to such funding sources would necessarily demonstrate the applicant's consideration of the future direction of his/her research program.

Exceptional (E): The applicant must satisfy the four guidelines listed below.

- a) The minimum quantity of work completed and disseminated to receive this rating is that associated with the generation of two full research articles per five-year time period (two since initial appointment for untenured faculty).
- b) The quality of the research program/work must be demonstrated by one or more of the following:
 - (1) the publication of the work in refereed nationally/internationally-recognized professional journals;
 - (2) publication of the work in an alternate refereed format (of equivalent stature to a professional journal);
 - (3) the receipt of one or more significant external grants (that meet the criteria defined in the Agreement);

- (4) extraordinary documentation from critical and reputable sources.
- c) The work must be disseminated. On average, the applicant should present his/her work at a professional meeting and/or research seminar (other than at EMU) twice per year (eight presentations since initial appointment for untenured faculty). In lieu of some, or all, of the presentations, the dissemination may also occur through the generation of published articles or theses. See the equivalencies described immediately preceding the heading for an Exceptional rating, above.
- d) The submission of one or more external proposals or grant applications, to which the applicant's contribution is integral and demonstrates his/her consideration of the future direction of his/her program of scholarly activity.

Distinctly Above Average (DAA): The applicant must satisfy the four guidelines listed below.

- a) The minimum quantity of work completed and disseminated to receive this rating is that associated with the generation of one full research article per five-year time period (one since initial appointment for untenured faculty).
- b) The quality of the research program/work must be demonstrated by one or more of the following:
 - (1) the publication of the work in refereed nationally/internationally-recognized professional journals;
 - (2) publication of the work in an alternate refereed format (of equivalent stature to a professional journal);
 - (3) the receipt of one or more significant external grants (that meet the criteria defined in the Agreement);
 - (4) extraordinary documentation from critical and reputable sources.
- c) 3. The work must be disseminated. On average, the applicant should present his/her work at a professional meeting and/or research seminar (other than at EMU) once per year (four presentations since initial appointment for untenured faculty). In lieu of some, or all, of the presentations, the dissemination may also occur through the generation of published articles or theses. See the equivalencies described immediately preceding the heading for an Exceptional rating, above.
- d) One or more external grant applications or proposals, to which the applicant's contribution is integral and demonstrates his/her consideration of the future direction of his/her program of scholarly activity.

Average (A): The applicant participates in some scholarly/creative activity which results in some dissemination. The applicant must disseminate the results of his/her scholarly/creative activity through presentation, publication or other appropriate means. An appropriate amount of scholarly/creative activity would result in any ONE of the following, during a five-year time period (since initial appointment for untenured faculty):

- a) The development of significant curricular materials that are appropriately disseminated.
- b) The presentation of one paper or seminar at a professional meeting and/or research seminar.
- c) The acceptance for publication of the above scholarly/creative activity in a professional journal. Publication in an alternate format (of equivalent stature) is an acceptable substitute for journal articles.

- d) The completion of one M.S. thesis, and accompanying student seminar. This assumes the applicant actively collaborated with the M.S. student.
- e) A successful external grant application (that meets the criteria defined in the Agreement).
- f) Significant scholarly analysis of existing research.
- g) A combination of other scholarly/creative activities of comparable merit. See the list on pages 21-22 for examples of these types of activities.

Below Average: The applicant does not participate in enough scholarly/creative activity to obtain a rating of Average.

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 of different service activities and the quality of the effort expended in those activities.

Service Activities.

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

- a) participation on departmental committees
- b) course and/or curriculum development
- c) special program coordination/participation
- d) recruitment
- e) preparation of grant proposals directed toward departmental needs.
- f) positions of leadership on departmental committees
- g) work with the Chemistry Club
- h) identification and resolution of new needs within the department
- i) course/area coordination
- j) extensive writing activities on behalf of the department (preparing reports, award nominations, handbooks, newsletters, ...)
- k) providing significant faculty input into administrative decisions through writing or other participatory forms
- l) developing workshops or written material to share expertise with colleagues
- m) serving as a coordinator for a special area such as advising, assessment, co-op, departmental Honors program, seminars, or tutoring
- n) serving as the departmental representative on college and university committees and councils
- o) working on issues regarding laboratory safety

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

- a) participation on college and university committees and councils
- b) involvement in special cross-disciplinary programs
- c) community relations
- d) other activities that serve the university as a whole
- e) activities in state, national, or international professional organizations, committees, task forces, advisory boards, etc. as well as those activities that serve the local or wider community as a whole
- f) evidence of professionally-related community affairs
- g) work with student organizations (outside of the department)
- h) activity as a consultant
- i) activity within the AAUP
- j) coordination of, or participation in, special programs (e.g., Summer Quest, ...)
- k) acting as editorial referee of published professional materials.

2. Ratings.

The determination of each rating category shall be based on the quality of the work as judged on the individual balance between the number of activities and the degree and depth in and commitment to each by the Faculty Member, recognizing that circumstances and individuals vary. In determining the final rating the department head and personnel committee should consider the factors listed below:

- a) The effort required in the performance of the activity.
- b) In what respects the activity has benefited students, colleagues, programs, the college, the university, the community, professional organizations, etc.
- c) What is the quality of the participation in the activity offered.
- d) For what committee, organization, group, etc., the service activity was performed, including the scope of the activity.
- e) Whether or not evaluations of the activity exist and the credentials of the evaluator(s).
- f) Degrees, honors, or awards bestowed on the Faculty Member in recognition of the activity.

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. The norm for such a rating would be to perform the amount of service appropriate for a distinctly above average rating AND significantly participate in one additional activity per year.

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. The norm for such a rating would be to perform the amount of service appropriate for an average rating AND significantly participate in one additional activity per year.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected; one's fair share. This includes performing one's fair share of assigned departmental responsibilities and regular participation in departmental meetings each year. Mere attendance at committee meetings does not, in and of itself, merit an Average rating. The Faculty Member must also demonstrate that he/she made significant contributions to the committee's activity and/or other activities described above. The norm for such a rating would be to significantly participate in at least two (one for untenured faculty) of the above activities per year.

Below Average: Awarded when the quality and quantity of service shall be evaluated as insufficient to obtain a rating of Average.

The equivalent unit, to significantly participate in one activity, corresponds to performing the average amount of work expected when serving on (and appropriately contributing to the work of) a major departmental committee for one year. Therefore, it may be necessary to participate in several activities to perform the work expected in order to achieve one unit of service.

APPENDIX A

Classroom Visitation Forms

EMU Chemistry Department Classroom Visitation Evaluation Form

Instructor: _____ Reviewer: _____

Topic: _____ Date: _____

	Excellent	Good	Poor	Comments
--	-----------	------	------	----------

Organization |-----|

Appropriateness/
Level of
Material |-----|

Command/
Accuracy of
Material |-----|

Pace/Amount
of Material
Covered |-----|

Use of
Examples |-----|

Use of
Whiteboard/
Electronic Media |-----|

Use of
Visual Aids/
Demonstrations |-----|

Voice:
Loudness
& Clarity |-----|

Asking for/
Handling of
Questions |-----|

Attentiveness/
Rapport with
Students |-----|

Additional Comments (continue on back, if necessary):

**EMU Chemistry Department Classroom Visitation Evaluation Form
(Group Work Format)**

Instructor: _____ Reviewer: _____

Topic: _____ Date: _____

	Excellent	Good	Poor	Comments
Organization of Period and Activities	----- ----- ----- -----			
Appropriate Amount of Material	----- ----- ----- -----			
Circulates Among All of the Groups	----- ----- ----- -----			
Keeps Students Focused on Group Assignments	----- ----- ----- -----			
Maintains Control of Classroom	----- ----- ----- -----			
Use of Whiteboard/ Electronic Media	----- ----- ----- -----			
Leading of Class Discussion	----- ----- ----- -----			
Voice: Loudness & Clarity	----- ----- ----- -----			
Handling of Questions	----- ----- ----- -----			
Rapport with Students	----- ----- ----- -----			

Additional Comments (continue on back, if necessary):

**EMU Chemistry Department Classroom Visitation Evaluation Form
(Online Format)**

Instructor: _____ Reviewer: _____

Topic: _____ Date: _____

	Excellent	Good	Poor	Comments
Modules have a Professional Appearance	----- ----- ----- -----			
Module Objectives are Clear	----- ----- ----- -----			
Module Objectives Clearly Fit Within Course Objectives	----- ----- ----- -----			
Amount of Material is Appropriate for a Module	----- ----- ----- -----			
Appropriate Level of Module Material	----- ----- ----- -----			
Clarity of Module Material	----- ----- ----- -----			
Accuracy of Module Material	----- ----- ----- -----			
Use of Examples	----- ----- ----- -----			
Use of Supplemental Internet Links, Video, ...	----- ----- ----- -----			
Assessment Methods are Clear and Appropriate	----- ----- ----- -----			
Ample Instructor Feedback is Available to the Students	----- ----- ----- -----			
Opportunities/Procedures for Students to Interact	----- ----- ----- -----			
Opportunities/Procedures for Student-Instructor Interaction	----- ----- ----- -----			
Appropriate Online Etiquette Is Explained and Enforced	----- ----- ----- -----			

Additional Comments (continue on back, if necessary):

APPENDIX B

List of Required Questions for Student Evaluations

Lecture Courses

- 7 – My instructor seems well-prepared for class.
- 21 – In this course, I always felt challenged and motivated to learn.
- 41 – My instructor makes good use of examples and illustrations.
- 44 – My instructor is actively helpful when students have problems.
- 125 – Grades are assigned fairly and impartially.
- 203 – I learned a lot in this course.

Laboratory Courses

- 7 – My instructor seems well-prepared for class.
- 44 – My instructor is actively helpful when students have problems.
- 125 – Grades are assigned fairly and impartially.
- 172 – Lab procedures are clearly explained to me.
- 173 – My instructor thoroughly understands lab experiments/equipment.
- 203 – I learned a lot in this course.

Online Courses

- My instructor displays a clear understanding of course topics.
- 21 – In this course, I always felt challenged and motivated to learn.
- 41 – My instructor makes good use of examples and illustrations.
- 44 – My instructor is actively helpful when students have problems.
- 125 – Grades are assigned fairly and impartially.
- 203 – I learned a lot in this course.

APPENDIX C

Professional Performance Evaluation Standards

The following scheme will be used to determine whether or not a faculty member is satisfactory during a Professional Performance Evaluation (PPE). The scale below is designed such that anyone achieving the Minimum number of points in an area (or more), would satisfy the contractual requirement for a rating of Average in that area.

To be evaluated as Satisfactory during a PPE, a tenured faculty member must satisfy all four of the following:

1. Produce quality of instruction that is evaluated to be that of a very good teacher. This may be achieved through very good performance in the classroom OR good performance in the classroom coupled with significant, meritorious activity in support of the educational process (e.g., course/curricular development, advising, supervision of research students, ...).
2. Earn at least the Minimum number of points (5 points) in Scholarly/Creative Activity
3. Earn at least the Minimum number of points (7 points) in Service
4. Achieve one of the following:
 - a) Earn enough points in either Scholarly/Creative Activity or Service to be rated as a Specialist (20 points) in that area.
 - b) Earn a combined total of 27 points in Scholarly/Creative Activity and Service.

The determination of the number of points earned is based upon the review of the faculty member's Annual Activity Reports for the five-year period under review. If a faculty member has inadvertently omitted items from his/her report, s/he has the right to bring those items to the attention of the Department Head (and/or Personnel Committee) during the review process. The points earned by any such items will necessarily be counted during the evaluation.

If a faculty member spends a significant fraction of the review period on leave or alternate assignment which precludes them from earning points, the points required will be pro-rated appropriately.

The assignment of points reflects historical averages and is to be done as objectively as possible based primarily upon the quantity of work as defined below. However, as in all evaluations, the quality of work is an important consideration. Certain activities are difficult to quantify *a priori* and so there is no specific point award listed for those activities. The points awarded in those cases will be based upon the quantity and quality of the work involved in that activity, using point awards for the most comparable activities as guidelines. In all cases, a faculty member has the right to make a case demonstrating that additional points are warranted.

Additionally, PPEs are evaluations of faculty members who have individually proven themselves in order to achieve tenure and are long-term members of the departmental team. As such, we wish to encourage collaboration since it is one way to help foster instructional innovations, sustain research programs, and spread major service responsibilities. Consequently, activities done in collaborations will not be strictly pro-rated as they are for tenure and promotion decisions. Those who are the driving force behind the collaboration (67% or more) should expect to receive full points for the activity. Major contributors (33-66%) should expect to receive most of the points for the activity. Minor contributors (under 33%) should expect a more modest number of points. Collaborations may be interdisciplinary, with departmental colleagues, or with appropriate persons external to the University.

For each area (criteria), points may be earned in any or all of the categories listed below. The total number of points that can be earned in a single category during a five-year review cycle is capped for all categories, except Category I in each area. There are also caps on certain activities within a category. If no cap is indicated for an activity, then points may be earned for that activity up to the cap for that activity's category.

Scholarly/Creative Activity

Category I – Peer Reviewed Publications/Grants (Unlimited points may be earned)

A peer-reviewed publication of work equivalent to a full research article is worth 8 points. Shorter or longer publications (articles, books, book chapters, reviews) will have points adjusted accordingly.

A successful external grant application to which the applicant's contribution is integral will earn points commensurate to the magnitude and competitiveness of the award (up to 8 points per grant). Some representative values would be that an award of \$20,000 is worth 4 points, \$50,000 is worth 5 points, and \$100,000 is worth 6 points. The significance of the award to a particular program of scholarly activity may increase the number of points awarded for a grant of a particular magnitude.

Patents obtained (4 points would be typical).

Work can also be considered where there is extraordinary documentation from critical and reputable sources.

Category II – Non-Peer Reviewed Publications/Grants (6 points maximum)

A successful external grant application that does not go through the peer-review process can count up to 3 points.

Work published or disseminated that does not go through the peer review process can count up to 3 points. This includes instructional materials appropriately disseminated.

Theses supervised each count 1 point. This includes both Honors and Masters theses.

Funded Sabbatical Leave applications or release-time FRF awards normally count 1 point (1 point maximum).

Category III – Unsuccessful or Pending Grant or Patent Applications (4 points maximum)

External proposals or grant applications, to which the applicant's contribution is integral and demonstrates his/her consideration of the future direction of his/her program of scholarly activity can count up to three points.

A patent application can count up to two points.

Category IV – Presentations (6 points maximum)

Invited or peer-reviewed papers presented at professional meetings, conferences, colloquia, etc each count 1 point.

Other presentations including those at the UG Symposium or Grad Research Fair (or similar venues) each count one-half of a point, up to 4 points maximum.

Category V – Miscellaneous (3 points maximum)

Guest lectureships given, workshops taught, etc.

Retraining and/or professional development activities, with prior written approval from both the department head and Personnel Committee. See the Agreement for specific details.

Consultantships and editorships, which involve the dissemination of one's scholarly/creative work.

Serving as a consultant in some area of professional specialization.

Activity within a professional organization which leads to the dissemination of the results of scholarly/creative activity.

Acting as editorial referee of published professional materials.

Service Activity

In determining the number of points to award for activities within this area, the following guideline will be used in situations where there are no comparable activities:

30 hours per year = 1 point

Except where noted below, for all activities where release time is awarded, work must be done in excess of that commensurate with the release time in order for points to be awarded.

Category I – Roles that Demonstrate Leadership or Initiative (Unlimited points may be earned)

Chair of Departmental Personnel, Instruction, Finance or Search Committee (1 point per year). This point is in addition to the points earned for serving on the committee.

Chair of a significant ad hoc committee typically is worth ½ point per year.

Graduate Coordinator or Undergraduate Advising Coordinator (1 point per year). This assumes they continue to receive release-time at the historical level.

Course/Area Coordination (1 point per year).

Tutoring, Seminar, or Award coordination (1/2 point per year).

Leadership roles in academic review (program review), certification processes (ACS, NCATE or equivalent), assessment, outreach, or similar activities (points proportional to work accomplished, after consideration of any release time awarded).

Leadership roles in local, state, national, or international professional organizations, committees, task forces, etc..

Leadership roles in University or College committees, task forces, organizations, etc. (Honors College, AAUP, Faculty Senate, Graduate Council, ...)

Leadership roles in identifying and/or addressing specialized departmental need (outreach events, web site, ...).

Category II – Committee Work (13 points maximum)

For each year of service on the department's personnel committee (two points), Instruction or Finance Committee (one point), graduate or significant ad hoc committee, e.g., Assessment (one-half point).

Serving on major college and university committees and councils, e.g. CAC, CCRSL, Faculty Senate (1 point per year).

Category III – Advising/Outreach (5 points maximum)

Actively working with the Chemistry Club (or other student group).

Regularly volunteering at Fast Track or other advising events .

Participating in outreach or recruitment activities such as Chemistry or Science Olympiad, Explore Easterns, bringing groups to campus, or giving talks at high schools/community colleges.

Category IV – Miscellaneous (5 points maximum)

Course and/or curriculum development other than as course coordinator

Special program coordination/participation

Serving as Library liaison

Preparation of grant proposals directed toward departmental needs.

Identification and resolution of new needs within the department

Extensive writing activities on behalf of the department (preparing reports, award nominations, handbooks, newsletters, ...)

Providing significant faculty input into administrative decisions through writing or other participatory forms

Developing workshops or written material to share expertise with colleagues

Serving as a coordinator for a special area such as co-op, departmental Honors program,

Volunteering in the departmental tutoring room

Working on issues regarding laboratory safety

Involvement in special cross-disciplinary programs, e.g., Environmental Science

Community relations activity

Other activities that serve the university as a whole

Activities in state, national, or international professional organizations, committees, task forces, etc. as well as those activities that serve the local or wider community as a whole
Evidence of professionally-related community affairs

Activity as a consultant

Activity within the AAUP

Coordination of, or participation in, special programs (e.g., Summer Quest, ...)

Possible Scenarios for Obtaining Satisfactory PPE in Scholarly/Creative Activity and Service

Please note that these are only examples. Many options are possible under each category for obtaining the required points.

Example of a mix of research and service: Total of 27 points with a minimum of 5 points in Scholarly/Creative Activity and 7 points in Service

- **Scholarly/Creative Activity = 11 points total for the PPE period**
 - Supervise three Honors theses or 3 Masters theses (or 1 of each) = **3 points**
 - Present five student co-authored presentations at Undergraduate Symposia and three presentations at regional or national professional meetings = **5.5 points**
 - Review several research articles for a journal over 5 years = **2.5 points**
- **Service = 16 points total**
 - Serve on either Instruction, Graduate, or Finance Committee (or some combination) each year = **5 points**
 - Volunteer 1-2 hours per week (of office hours) per year to the tutoring room = **5 points**
 - Actively participate in the American Chemical Society local section = **2.5 points**
 - Volunteering for Fast Track or Explore Eastern = **2.5 points**
 - Working with a standing committee or Department Head on a project, e.g. helping the Assessment Committee formulate questions for one's discipline = **1 point**

Example of a Service Specialist: A minimum of 20 points in Service and a minimum of 5 points in Scholarly/Creative Activity

- **Scholarly/Creative Activity = 5 points total**
 - Supervise a Masters thesis = **1 point**
 - Present four student co-authored presentations at Undergraduate Symposia or Graduate Research Fairs = **2 points**
- **Review several research articles for a journal over four years = 2 points**
Service = 20 points total
 - Serve on two regular department committees each year OR Personnel Committee for five years = **10 points**
 - Chair a department committee for two years = **2 point**
 - Serve as department award coordinator for four years = **2 points**
 - Volunteer 1-2 hours per week (of office hours) per year to the tutoring room = **5 points**
 - Serve on a university-level committee (e.g. CCRSL) for one year = **1 point**

Example of a Research Specialist: A minimum of 20 points in Scholarly/Creative Activity and a minimum of 7 points in Service

- **Scholarly/Creative Activity = 20 points total**
 - Publish a paper = **8 points**
 - Supervise two Master's theses and an Honors thesis = **3 points**
 - Present six student co-authored presentations at regional or national meetings = **6 points**
 - Receive a Faculty Research Fellowship = **1 point**
 - Submit an unsuccessful grant application containing significant results that were favorably reviewed = **2 points**
- **Service = 7 points total**
 - Serve on either Instruction, Graduate, or Finance Committee (or some combination) each year = **5 points**
 - Volunteer 1 hour per week (of office hours) for four semesters to the tutoring room = **2 points**