

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: David Chou, Interim Department Head
Computer Information Systems

From: David Woike, Assistant Vice President
Academic Human Resources

Date: February 21, 2017

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the Computer Information Systems Department approved by the University Standing Committee on February 17, 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 Computer Information Systems


College of Business

Date of Last DED Revision: October 15, 2016

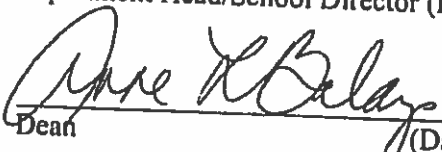
Date of Department Faculty Vote:

Yes: 7 No: 0 Abstain: 0

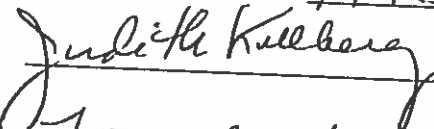
APPROVALS:

 11/02/2016
Personnel Committee Chair (Date)


 11/3/2016
Department Head/School Director (Date)

 1/9/17
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 17 Feb 2017









III. Department Standards

A. APPOINTMENT STANDARDS

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPTIONS
PROFESSOR	"Appropriate Ph.D. or D.B.A. from an AACSB accredited school or its equivalent. "Scholarly Activity: Commensurate with rank	"None
ASSOCIATE PROFESSOR	o Appropriate Ph.D. or D.B.A. from an AACSB accredited school or its equivalent. "Scholarly Activity: Commensurate with rank.	"None
ASSISTANT PROFESSOR	"Appropriate Ph.D., D.B.A., or A.B.D. from an AACSB accredited school or its equivalent, leading to appropriate Ph.D. or D.B.A.	"None
INSTRUCTOR	"Appropriate Ph.D., D.B.A., or A.B.D. from an AACSB accredited school or its equivalent, leading to appropriate Ph.D. or D.B.A.	"None

* A.B.D. is All But Dissertation. A new faculty member to be hired with ABD must have Ph.D. completed within one year.

**III B. REAPPOINTMENT AND TENURE STANDARDS
For Untenured Faculty Hired Before 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*	DAA
Service	A	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
Service	A	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
Service	A	A	A	A	A

INSTRUCTOR

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

* *Scholarly/Creative Activity rating is advisory only.*

**REAPPOINTMENT AND TENURE STANDARDS
For Untenured 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	A

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSOR

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

INSTRUCTOR

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

** 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	Appropriate Ph.D. or D.B.A. from an AACSB accredited school or its equivalent	DAA	DAA	DAA
TO PROFESSOR	5 years as associate professor at EMU	Appropriate Ph.D. or D.B.A. from an AACSB accredited school or its equivalent	DAA	DAA	DAA
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	Appropriate Ph.D. or D.B.A. from an AACSB accredited school or its equivalent	DAA	DAA	DAA
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	Appropriate Ph.D. or D.B.A. from an AACSB accredited school or its equivalent	DAA	DAA	DAA

V. EVALUATION TECHNIQUES

A. Instructional Effectiveness

1. Data Collection Procedures

a. Faculty member must write a report of activities and accomplishments for all Full Evaluations (including Full Professional Performance Evaluations of tenured Faculty). Each applicant must include a personal report of activities and accomplishments (see "PREPARATION OF APPLICATION" in AAUP contract for specific instructions concerning format). Such a report may include, but is not limited to, evidence indicating the extent to which the applicant does the following:

1). Prepares for teaching

- Knows subject matter and keeps current.
- Participates creatively in the subject area through the development of teaching materials and program coordination.
- Seeks the latest information in the subject area(s) taught, by reading, attending professional conferences and/or by communicating with colleagues.
- Regularly evaluates his/her own past teaching methods, procedures and course content.

2) Plans effectively for teaching

- Has a clear idea of the function of his/her course(s) within the Department, within the University and/or community, and of its role in preparing students for careers.
- Has a clear idea of the long term objectives for the course(s) and for the day-to-day classroom activities as evidenced by course syllabi.
- Evaluates students so as to measure the attainment of objectives set forth.

3) Practices good teaching methods

- Clearly informs students of the purposes and objectives of the course(s) and of units of study in the course(s).
- Helps students develop methods of study and skills in self-direction.
- Keeps students informed of specific responsibilities (e.g., equipment usage, study requirements).

- Provides students with regular and prompt performance evaluations.
- Informs students of specific course assignments (e.g., dates of exams, papers, etc.)
- Attempts to establish a classroom environment conducive to learning.
- Evaluates students so as to measure the attainment of course objectives.

4) Is committed to students

- Helps students who need his/her help.
- Works beyond regular classroom responsibilities to help students with independent learning experiences (e.g., special problems, independent study, thesis, publication).
- Keeps up-to-date regarding practices and procedures necessary for academic advising.
- Assists students with academic problems.
- Holds office hours on a regular basis.

5) Quality standards are set

- Academic level of the material presented is appropriate.
- Grading and performance standards of the profession and department are met.
- A high quality-learning environment is being developed in the classroom.

- Department Head evaluations, including classroom visitations. (See Appendix for Class-room Visitation Evaluation Forms.)
- Department Personnel Committee evaluations, including classroom visitations.
- Student evaluations from university-wide evaluation system and those required departmental questions, as determined by a vote of the faculty members in the Department. Faculty Members shall be responsible for retaining all original copies of approved student evaluation forms and summary reports, including handwritten comments, for the period under evaluation.
- Student evaluations of advising, if applicable.
- Teaching awards.
- Peer evaluations.
- Other areas.

2. Procedures of Classroom visitation by peers and department head.

a. Notice of Visit

- 1) The Personnel Committee Chair and Department Head will notify faculty in writing at least one week in advance that committee members and Department Head are to be expected during specified two-week periods. Responsibility for setting up classroom visitations rests with the parties doing the evaluation of the Faculty Member. Classroom visitations as a part of Full Evaluations occur after October 15, unless mutually agreed to by all parties involved. Classroom visitations shall include both classroom visitation and on-line instruction visitation.
- 2) Faculty must inform the Personnel Committee Chair and Department Head within three days of the notifications of class(es) not suited for visitations during the specified two-week periods, because of examinations, planned field trips, etc.
- 3) Personnel Committee members need not provide individual notification to the faculty if they visit within the two-week period identified by the Personnel Committee Chair. They are encouraged, however, to inform faculty in advance (oral or written).
- 4) Personnel Committee members who cannot perform the class visitation within the two-week period indicated by the Personnel Committee Chair must inform the faculty in writing, one week in advance, of the specific day they plan to visit. The same applies to the Department Head if he/she cannot visit within the period indicated in Step 1.

b. Length of Visits

- 1) The length of class visits is to be determined case-by-case by individual committee members. However, visitations will not be less than the equivalent of one class period of a regularly scheduled class.
- 2) Peer and Department Head evaluations statements of classroom visitations and on-line instruction observations shall be in writing, shall name the observer, and shall be provided to the faculty member within five (5) working days following the classroom visit. Rationale for evaluative statements must be explained and/or documented.

c. Number of Visitors

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.

d. Procedures for online class visitation

Department head and peers shall observe and assess on-line instruction. Following the item a. (Notice of visit) the department head and peers shall contact on-line instructors about their class observation. During the class observation, the instructor shall meet with department head or peer in front of an on-line course website and show a course module. The instructor shall demonstrate and discuss the teaching effectiveness of this module that cover its teaching materials, activities, assignments, quizzes, and possible test to be used in the module. Department head and peers shall provide the evaluative statement after classroom observation.

3. Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted. The most important factor in rating instructional effectiveness is the quality of the learning experience for students. Written reports will be made separately by the Personnel Committee and the Department Head giving the rationale for the ratings awarded for full evaluations for reappointment, tenure, promotion and five (5) years Professional Performance Evaluations.

Exceptional (E): Awarded when the quality of instruction offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluators must describe performance as better in quality than distinctly above average.

Distinctly Above Average (DAA): Awarded when the quality of instruction offered by the applicant shall be evaluated as that of an excellent teacher. Evaluators must describe performance as better in quality than average.

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 performance.

Below Average (BA): Awarded when the quality of instruction offered by the applicant shall be evaluated as that of a weak teacher. Evaluators must describe performance as poorer in quality than average.

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 (see "PREPARATION OF APPLICATION" in AAUP contract for specific instructions concerning format). Scholarly and/or creative activity is not evaluated during interim evaluations.

2. Ratings

Exceptional (E): Faculty member must accomplish Scholarly/Creative Activity, which places the individual's achievement clearly above the distinctly above average rating.

Distinctly Above Average (DAA): Faculty member must accomplish the following:

1. Three refereed journal articles in an academic/professional publications; or
2. Two refereed journal articles in academic/professional publications and one of the following:
 - a. Three refereed papers published in academic/professional proceedings or
 - b. Three presentations at national and regional meetings.
 - c. One professional monograph or textbook published by a reputable college publisher paying royalties or by a reputable professional or scholarly organization.
 - d. A reasonable quality and quantity combination of the following types of activities as determined by the Personnel Committee and Department Head.
 - (i) Publication of articles, proceedings, monographs, textbooks, software, or text-book supplements.
 - (ii) Preparation and presentation at professional seminars, workshops, or conferences.
 - (iii) Preparation of working papers, including those resulting from grants.
 - (iv) Published critical reviews of professionals materials.
 - (v) Serving as an editorial referee for a professional journal.
 - (vi) Serving as a consultant in some area of professional specialization.

Average (A): Faculty member must accomplish the following:

1. One refereed journal article in academic/professional publication; or
2. One of the following:
 - a) Two refereed papers published in academic proceedings, or
 - b) Two presentations at national and regional meetings.
 - c) One professional monograph or textbook published by a college publisher paying royalties or by a reputable professional or scholarly organization.
 - d) A reasonable quality and quantity combination of the following types of activities as
 - (i) determined by the Personnel Committee and Department Head. Publications or articles, proceedings, monographs, textbooks, software, or textbook supplements.
 - (ii) Preparation and presentation at professional seminars, workshops or conferences.

- (iii) Preparation of working papers, including those resulting from grants.
- (iv) Published critical reviews of professional materials.
- (v) Serving as an editorial referee for a professional journal.
- (vi) Serving as a consultant in some area of professional specialization.

Below Average (BA): This rating is given by the Department Head and Personnel Committee when the quantity and quality of scholarly/creative activity does not meet the 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 (see "PREPARATION OF APPLICATION" in AAUP contract for specific instructions concerning format). Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort extended in those activities.

Service Activities

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

1. Departmental, college and university committee activities.
2. Work with student organizations.
3. Contributions toward curriculum development.
4. Special assignments.
5. Offices held at Eastern Michigan University.

2. Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Personnel Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such direction is necessary. Written reports will be made separately by Personnel Committee and the Department Head giving the rationale for the rating awarded for Full Evaluations for reappointment, tenure, pro-motion and Professional Performance Evaluations of tenured faculty.

Exceptional (E): Awarded when the quantity and quality of service shall be evaluated, in addition to the basis described for distinctly above average, as far beyond that normally expected of faculty. This shall be evidenced by the faculty member serving the department, the college, the university or the wider community

with distinction.

Distinctly Above Average (DAA): Examples of “distinctly above-average” service may include, but are not limited to one of the following:

1. Holding a leadership position in a group.
2. Providing service above and beyond the consulting contract, when consulting for a business or other organization.
3. Serving as chief editor or convention chairperson for a professional organization.
4. Receipt of a commendation or award for service to a group or organization.

Average (A): An “average” quality rating will be awarded when the service activity results in the satisfactory completion of assignments normally expected as part of the service activity.

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

APPENDIX A
Online Classroom Visitation Report

Eastern Michigan University
Department of Computer Information Systems
Classroom Visitation Report

Instructor's Name: _____ Course Visited: _____
 Rank: _____ Semester: _____
 Date: _____

Items	Observed	Not Observed	Not Applicable
1. The instructor stimulates students' interest in the subject matter.			
2. The instructor was aware when students were having difficulty in understanding a topic. (No one appeared to have difficulty.)			
3. Explanations were clear and to the point.			
4. The instructor seemed enthusiastic when presenting.			
5. The instructor stimulated course material.			
6. Well chosen examples were used to clarify points.			
7. The instructor presented material at an appropriate pace.			
8. The instructor answered questions carefully and clearly.			
9. The instructor raised stimulating and challenging questions.			
10. The instructor discussed topics in sufficient depth.			
11. The instructor led class discussion skillfully.			
12. The instructor was open to differing points of view.			
13. Lectures were well organized.			
14. The instructor was well prepared for class.			
15. Scheduled class time was effectively used.			
16. Adequate time was provided for questions/discussion.			
17. Lectures were consistent with the course outline.			
18. The instructor clearly interpreted abstract ideas and theories.			
19. The instructor had a thorough knowledge of the subject.			
20. The instructor used appropriate multimedia technology.			

COMMENTS:

Evaluator's Overall Rating:

Exceptional	
Distinctly Above Average	
Average	
Below Average	

Evaluator _____
Signature

APPENDIX B

Classroom Teaching Observation

CLASSROOM TEACHING OBSERVATION

Rating scale = (1 = below average, 2 = average, 3 = distinctly above average, 4 = exceptional, NA = not applicable)

<u>CATEGORY</u>	<u>RATING</u>	<u>COMMENT</u>
<u>LEARNING ENVIRONMENT</u>		
1. Uses a variety of teaching techniques.	1 2 3 4 NA	
2. Motivates students through enthusiasm for the subject matter.	1 2 3 4 NA	
3. Develops student participation.	1 2 3 4 NA	
4. Emphasizes the development of student's thinking & analytical skills, rather than simple memorization.	1 2 3 4 NA	
<u>SUBJECT MATTER</u>		
1. Shows evidence of background preparation	1 2 3 4 NA	
2. Teaches the application of knowledge and knowledge & theory themselves.	1 2 3 4 NA	
3. Uses professional experience as examples in teaching.	1 2 3 4 NA	
4. Gives evidence of maintaining up-to-date course material.	1 2 3 4 NA	
5. Covers topic at the appropriate level.	1 2 3 4 NA	
6. Main ideas are clear and specific.	1 2 3 4 NA	
<u>VERBAL/NON-VERBAL</u>		
1. Articulation and pronunciation clear.	1 2 3 4 NA	
2. Volume sufficient to be heard.	1 2 3 4 NA	
3. Rate of delivery was appropriate.	1 2 3 4 NA	
<u>ORGANIZATION</u>		
1. States the purpose of the class session.	1 2 3 4 NA	
2. Defines terms, concepts and principles.	1 2 3 4 NA	

3. Arranges and discussed the content in a systematic and organized fashion.	1	2	3	4	NA
4. Presents clear and simple examples to clarify abstract and difficult ideas.	1	2	3	4	NA
USE OF QUESTIONS					
1. Asks questions to see what the students knew about the lecture topic.	1	2	3	4	NA
2. Uses questions to gain student's attention.	1	2	3	4	NA
3. Receives student questions politely and enthusiastically.	1	2	3	4	NA
4. Pauses after all questions to allow students time to think of an answer.	1	2	3	4	NA
INTERACTION					
1. Listens carefully to student comments and questions.	1	2	3	4	NA
2. Instructor feedback was informative.	1	2	3	4	NA
3. Noted and responded to signs of puzzlement, boredom, curiosity, etc.	1	2	3	4	NA
4. Encouraged student questions.	1	2	3	4	NA
USE OF MEDIA					
1. Writing on board/overhead/slides was legible.	1	2	3	4	NA
2. Information presented on board/overhead/slides was organized and easy to follow.	1	2	3	4	NA
3. The AV-materials used added to the student's Comprehension of the concept(s) being taught.	1	2	3	4	NA

OVERALL RATING

_____ EXCEPTIONAL

_____ DISTINCTLY ABOVE AVERAGE

_____ AVERAGE

_____ BELOW AVERAGE

APPENDIX C

Student Evaluation Questions

The Student Evaluation form for the Department of Computer Information Systems shall consist of the University-wide standard two questions plus at least six questions selected by the Department faculty.

The University-wide standard questions:

1. What Is Your Overall Rating of the Teaching Effectiveness of This Instructor?
2. What Is Your Overall Rating of This Course?

Department questions:

1. The instructor is reasonably accessible outside the classroom
2. My instructor displays a clear understand of course topics
3. My instructor seems well prepared
4. My instructor is actively helpful when students have a problem
5. My instructor presents the course in a well-organized manner
6. The course assignments helped my understanding of course topics

APPENDIX D

Student Evaluation Questions for Online Courses

The Student Evaluation form for the Department of Computer Information Systems shall consist of the University-wide standard two questions plus at least six questions selected by the Department faculty.

The University-wide standard questions:

1. What Is Your Overall Rating of the Teaching Effectiveness of This Instructor?
2. What Is Your Overall Rating of This Course?

Department questions:

1. I learned a lot from this class.
2. My instructor displays a clear understand of course topics
3. My instructor seems well prepared
4. My instructor is actively helpful when students have a problem
5. My instructor presents the course in a well-organized manner
6. The course assignments helped my understanding of course topics

Procedures for online class visitation (also shown on page 9)

Department head and peers shall observe and assess on-line instruction. Following the item a. (Notice of visit) the department head and peers shall contact on-line instructors about their class observation. During the class observation, the instructor shall meet with department head or peer in front of an on-line course website and show a course module. The instructor shall demonstrate and discuss the teaching effectiveness of this module that cover its teaching materials, activities, assignments, quizzes, and possible test to be used in the module. Department head and peers shall provide the evaluative statement after classroom observation.