

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Janet Fisher, Department Head
Special Education

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 Special Education 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/School of Special Education

College of Education

Date of Last DED Revision: April 22, 2016

Date of Department Faculty Vote: April 8-22

Yes 19 No 0 Abstain 0

APPROVALS:

J. Drake P. 4/26/16
Personnel Committee Chair (Date)

Janet D. Fisher 4.26.16
Department Head/School Director (Date)

Mike Sgh 4.26.16
Dean (Date)

revision Dec 2016
Mike Sgh 12/14/2016

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

Judith A. Kullberg

[Signature]

Tricia Montague

[Signature]

DEPARTMENT EVALUATION DOCUMENT

Department of Special Education

College of Education

FACULTY EVALUATION

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

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.*

- A. Instructional Effectiveness
- B. Scholarly and/or Creative Activity
- C. Service Activity

DEPARTMENT SPECIFIC CRITERIA for INTERIM and FULL EVALUATIONS

Instructional Effectiveness and/or Professional Performance

Data Collection Procedures

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

Supportive to this criterion is evidence of the extent to which 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. Participates creatively in the subject area through the development of teaching materials.
 - c. Regularly evaluates his/her own past teaching methods, procedures, and course content.
2. Plans effectively for teaching
 - a. Has a clear idea of the function of his/her courses(s) within the department, within the university, and/or community, and of its roles 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 and skills in self-direction.
 - 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 performance.

4. Is committed to students

- a. Available to students who need his/her help.
- b. Works beyond regular classroom responsibilities to help students with independent learning experiences (e.g. special problems, independent study, thesis, and publications(s)).
- c. Keeps up-to-date regarding practices and procedures necessary for academic advising.
- d. Assists students with academic problems.

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).

Distinctly Above Average (DAA): Awarded for outstanding quality of instruction in some supporting activities. Evaluators must describe performance in terms of selected supporting activities as noticeably better in quality than average (A).

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

Below Average (BA): Denotes performance below the expectations of average.

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

Scholarly and/or Creative Activity

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. Examples of scholarly and/or creative activities may include, but are not limited to the following:

1. Participation in meetings of professional societies or regional or local sub-groups of such societies which results in the dissemination of one's own scholarly activity
2. Lectures and/or approved consultative activities for professional organizations, government agencies, other agencies, etc., pertaining to the faculty member's area of specialization which are the result of one's own scholarly/creative activity
3. With prior approval, additional relevant professional training above and beyond that required for the academic rank held or sought so that a course or program can be initiated or maintained in the department, as specified in the contract
4. Post-doctoral fellowship
5. Research in progress that has been disseminated
6. Published articles, handbooks, chapters, monographs, reports

7. Publication of a text or manual
8. Written critical reviews of published professional materials
9. Contribution of data or illustrative material to publication
10. Acting as editorial referee on a manuscript for a publisher or journal
11. Participation in the development of research grant proposals as specified in the Agreement
12. Project or grant director as specified in the proposal
13. Scholarly and/or creative work disseminated in the classroom and shown to be appropriate to the purposes of the classroom and constituting a substantial fraction of the semester's work (e.g. reviews of scholarly writing, concept outlines in new and expanding areas of knowledge, or original classroom exercises based on new concepts or interpretations)

Ratings

The Personnel Committee reserves the right to judge the quality of a particular scholarly and/or creative activity. Evaluation here will be based on the quality of work as judged on the individual balance between 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, etc.); however, the Department Head and Personnel Committee should consider and address such questions or statements as those listed below (wherever or whenever replicable):

1. The effort required in the performance of the activity
2. In what respects the candidate's activity has contributed to his/her discipline
3. How the candidate's activity has advanced his/her own professional growth
4. In what respects the activity has benefited students, colleagues, the curriculum, university or community, etc.
5. What distinguishes the scholarly/creative activity from the candidate's previous work
6. In what form and for what audience was it published or disseminated, considering in addition:
 - a. nature of publication
 - b. reputation of the journal
 - c. editorial board and policy
 - d. degree of dissemination (i.e. local, state, national, international)
7. In what form, other than publication, was the work dissemination (e.g. lecture, consultative activity) considering in addition:
 - a. nature of audience (e.g. scientists, students)
 - b. institution or agency (private, public, governmental, etc.)
 - c. degree of dissemination (i.e. local, state, national, international)
8. Do critical reviews of the work exist and credentials of the reviewer
9. The level of acceptance and/or evaluation by the audience for which it was intended
10. Honors bestowed in recognition of the scholarly activity

Exceptional (E): Awarded when the evaluators can describe the whole of the applicant's scholarly activity or research within the period being evaluated as having a significant impact on the knowledge base, insight, or understanding of special education. Evaluators must describe in terms which show how quality exceeds distinctly above average.

Distinctly Above Average (DAA): Awarded when the whole of the applicant's scholarly activity or research within the period being evaluated has produced results which make a difference in the level of knowledge or understanding of the intended audience. Evaluators must describe how quality and/or quantity exceeds average.

Average (A): Awarded when the research and scholarly activity offered by the applicant offers a relatively small increment of knowledge or understanding or has restricted dissemination (e.g. one local presentation, no publications, etc.)

Below Average (BA): Denotes performance below the expectations of average.

Service Activity

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 extended in those activities.

Service Activities

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

1. Attendance and participation at Departmental staff and program area meetings
2. Membership on Departmental, college or university standing committees
3. A role in local, state or national professional organizations... Activities under this service requirement may include, but are not limited to:
 - a. Legislative ad-hoc committees
 - b. State/national level advisory board/committees
 - c. Special task force membership
 - d. Other
4. Service to local, state or national organizations... Activities under this service requirement may include, but are not limited to:
 - a. State Department and ad-hoc committees
 - b. Consultant
 - c. Advisory to professional/lay organizations

Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted.

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:

1. Regular attendance and meaningful contribution at Departmental staff and program area meetings; and either
2. Active and responsible membership on at least four different Departmental, college or university standing or ad-hoc committees since previous promotion; or
3. Demonstrated leadership role in local, state or national professional organizations. Activities under this service requirement may include, but are not limited to:
 - a. Legislative ad-hoc committees
 - b. State/national level advisory board/committees

- c. Special task force membership
- d. Other

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. This shall be evidenced by:

1. Regular attendance at Departmental staff and program area meetings; and either
2. Active and responsible membership on three Departmental, college or university standing or ad-hoc committees since previous promotion; or
3. Service to local, state or national organizations... Activities under this service requirement may include, but are not limited to:
 - a. State Department and ad-hoc committees
 - b. Consultant
 - c. Advisor to professional/lay organizations
 - d. Other

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected; one's fair share. This shall be evidence by:

1. Regular attendance at Departmental staff and program area meetings.
2. Meets assigned responsibilities on two different Departmental, college or university standing or ad-hoc committees since previous promotion.

Below Average (BA): Denotes performance below the expectations of average.

**FACULTY EVALUATION – TABLE A, DEPARTMENT OF SPECIAL EDUCATION APPOINTMENT STANDARDS
FOR FACULTY HIRED PRIOR TO SEPTEMBER 1, 2015**

	ACADEMIC CREDENTIALS and ADDITIONAL CRITERIA
PROFESSOR	<ul style="list-style-type: none"> • Earned doctorate • Master's Degree in: <ul style="list-style-type: none"> Visually Impaired Hearing Impaired Physically and Otherwise Health Impaired Audiology
	<ul style="list-style-type: none"> • Earned doctorate • Master's Degree in: <ul style="list-style-type: none"> Visually Impaired Hearing Impaired Physically and Otherwise Health Impaired Audiology
ASSISTANT PROFESSOR	<ul style="list-style-type: none"> • Master's Degree
INSTRUCTOR	<ul style="list-style-type: none"> • Master's Degree

**FACULTY EVALUATION – TABLE B, DEPARTMENT OF SPECIAL EDUCATION APPOINTMENT STANDARDS for
FACULTY HIRED ON/AFTER SEPTEMBER 1, 2015**

	ACADEMIC CREDENTIALS and ADDITIONAL CRITERIA
PROFESSOR	<ul style="list-style-type: none">• Earned doctorate
ASSOCIATE PROFESSOR	<ul style="list-style-type: none">• Earned doctorate
ASSISTANT PROFESSOR	<ul style="list-style-type: none">• Doctorate (or ABD)
INSTRUCTOR	<ul style="list-style-type: none">• Doctorate (or ABD)

**FACULTY EVALUATION – TABLE C, DEPARTMENT OF SPECIAL EDUCATION REAPPOINTMENT AND TENURE STANDARDS
FOR FACULTY HIRED AFTER JANUARY 1, 1997 and PRIOR TO SEPTEMBER 1, 2015**

Professor

Year	1	2	3
Evaluation	II	Full	Tenure
Instructional Effectiveness	DAA	DAA	DAA
Scholarly/Creative Activity	X	X	DAA
Service	A	A	DAA

Associate Professor

Year	1	2	3	4
Evaluation	II	Full	CI	Tenure
Instructional Effectiveness	DAA	DAA	DAA	DAA
Scholarly/Creative Activity	X	X*	X	A
Service	A	A	DAA	DAA

Assistant Professor

Year	1	2	3	4	5
Evaluation	II	II	Full	CI	Tenure
Instructional Effectiveness	A	DAA	DAA	DAA	DAA
Scholarly/Creative Activity	X	X	X*	X	A
Service	A	A	A	A	DAA

Instructor

Year	1	2	3	4	5	6
Evaluation	II	II	Full	CI	CI	Tenure
Instructional Effectiveness	A	A	DAA	DAA	DAA	DAA
Scholarly/Creative Activity	X	X	X*	X	X	DAA in one & A in other
Service	A	A	A	A	A	

X* Advisory only

**FACULTY EVALUATION – TABLE D, DEPARTMENT OF SPECIAL EDUCATION REAPPOINTMENT AND TENURE STANDARDS
FOR FACULTY HIRED ON/AFTER SEPTEMBER 1, 2015**

Professor

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

Associate Professor

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

Assistant Professor

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

Instructor

Year	3	6
Evaluation	Full	Tenure
Instructional Effectiveness	DAA	DAA
Scholarly/Creative Activity	X*	DAA in one &
Service	A	A in other

X* Advisory only

**FACULTY EVALUATION – TABLE G, DEPARTMENT OF SPECIAL EDUCATION, PROMOTION STANDARDS
FOR FACULTY HIRED PRIOR TO SEPTEMBER 1, 2015**

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/CREATIVE ACTIVITY	SERVICE
TO PROFESSOR	5 years as Associate Professor at EMU	Master's Degree	DAA	DAA	DAA
TO ASSOCIATE PROFESSOR	5 years as Assistant Professor at EMU	Master's Degree	DAA	DAA	DAA
TO ASSISTANT PROFESSOR	2 years as Instructor at Emu	Master's Degree	DAA	A	A

**FACULTY EVALUATION – TABLE H, DEPARTMENT OF SPECIAL EDUCATION, PROMOTION STANDARDS FOR
FACULTY HIRED ON/AFTER SEPTEMBER 1, 2015**

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/CREATIVE ACTIVITY	SERVICE
TO PROFESSOR	5 years as Associate Professor at EMU	Earned doctorate	DAA	DAA	DAA
TO ASSOCIATE PROFESSOR	5 years as Assistant Professor at EMU	Earned doctorate	DAA	DAA	DAA
TO ASSISTANT PROFESSOR	2 years as Instructor at EMU	Doctorate	DAA	A	A

DEPARTMENT OF SPECIAL EDUCATION
ACADEMIC CLASSROOM VISITATION FORM

INSTRUCTOR: _____ COURSE: _____

OBSERVER: _____ CLASS FORMAT: (Check all that apply) DATE: _____

- Lecture
 Lecture/Discussion
 Demonstration
 Hands-on Lab
 Cooperative/
 Collaborative Learning
 Other: _____

STUDENTS PRESENT _____

1 = Below Average 2 = Average 3 = Distinctly Above Average 4 = Exceptional
N/A = Not Applicable

(As evidenced by presentation during the visitation)

CLARITY: method used to explain or clarify concepts and principles

- | | | | | | | |
|----|---|---|---|---|---|-----|
| 1. | Gives several examples of each concept | 1 | 2 | 3 | 4 | N/A |
| 2. | Uses concrete, everyday examples to explain concepts and principles | 1 | 2 | 3 | 4 | N/A |
| 3. | Repeats difficult ideas several times | 1 | 2 | 3 | 4 | N/A |
| 4. | Points out practical applications of concept | 1 | 2 | 3 | 4 | N/A |
| 5. | Writes key terms on chalkboard, overhead or uses computer | 1 | 2 | 3 | 4 | N/A |
| 6. | Explains subject matter in familiar, conversational language | 1 | 2 | 3 | 4 | N/A |

ENTHUSIASM: use of non-verbal behavior to solicit students attention and interest

- | | | | | | | |
|-----|---|---|---|---|---|-----|
| 7. | Speaks dramatically or expressively | 1 | 2 | 3 | 4 | N/A |
| 8. | Makes eye contact with students | 1 | 2 | 3 | 4 | N/A |
| 9. | Departs from prepared lectures if necessary | 1 | 2 | 3 | 4 | N/A |
| 10. | Avoids distracting mannerisms | 1 | 2 | 3 | 4 | N/A |

INTERACTION: techniques used to foster students' class participation

- | | | | | | | |
|-----|--|---|---|---|---|-----|
| 11. | Encourages questions or comments during lectures | 1 | 2 | 3 | 4 | N/A |
| 12. | Corrects students' errors without criticizing | 1 | 2 | 3 | 4 | N/A |
| 13. | Incorporates students' idea into lectures | 1 | 2 | 3 | 4 | N/A |
| 14. | Presents challenging, thought-provoking ideas | 1 | 2 | 3 | 4 | N/A |

ORGANIZATION: ways of organizing or structuring subject matter

- | | | | | | | |
|-----|--|---|---|---|---|-----|
| 15. | Uses headings and subheadings to organize | 1 | 2 | 3 | 4 | N/A |
| 16. | Provides outline of lecture on chalkboard, overhead, in coursepack, or uses computer presentation. | 1 | 2 | 3 | 4 | N/A |
| 17. | Gives preliminary overview of lecture at beginning of class | 1 | 2 | 3 | 4 | N/A |

- | | | | | | | |
|-----|---|---|---|---|---|-----|
| 18. | Explains how each topic fits into the course as a whole | 1 | 2 | 3 | 4 | N/A |
| 19. | Begins class with a review of topic covered last time | 1 | 2 | 3 | 4 | N/A |

PACING: rate of information presentation, efficient use of time

- | | | | | | | |
|-----|---|---|---|---|---|-----|
| 20. | Stays with major theme of lecture | 1 | 2 | 3 | 4 | N/A |
| 21. | Asks if students understand before proceeding to next topic | 1 | 2 | 3 | 4 | N/A |

DISCLOSURE: explicitness concerning course requirements and grading criteria

- | | | | | | | |
|-----|---|---|---|---|---|-----|
| 22. | Advises students on how to prepare for tests and exams | 1 | 2 | 3 | 4 | N/A |
| 23. | Tells students exactly what is expected on test and exams | 1 | 2 | 3 | 4 | N/A |
| 24. | States objective of each lecture | 1 | 2 | 3 | 4 | N/A |

SPEECH: characteristics of voice relevant to classroom teaching

- | | | | | | | |
|-----|----------------------------------|---|---|---|---|-----|
| 25. | Speaks clearly | 1 | 2 | 3 | 4 | N/A |
| 26. | Speaks at an appropriate pace | 1 | 2 | 3 | 4 | N/A |
| 27. | Modulates voice (does not drone) | 1 | 2 | 3 | 4 | N/A |

RAPPORT: quality of interpersonal relations between teacher and students

- | | | | | | | |
|-----|---|---|---|---|---|-----|
| 28. | Addresses individual student by name | 1 | 2 | 3 | 4 | N/A |
| 29. | Shows tolerance of other points of view | 1 | 2 | 3 | 4 | N/A |
| 30. | Talks with students before or after class | 1 | 2 | 3 | 4 | N/A |

NARRATIVE: May include, but not limited to, content knowledge, depth, alternative, and/or innovative teaching approaches, learning environment.

**DEPARTMENT OF SPECIAL EDUCATION
ONLINE COURSE EVALUATION**

INSTRUCTOR: _____ COURSE: _____

OBSERVER: _____ CLASS FORMAT: Online

STUDENTS PRESENT _____

1 = Below Average 2 = Average 3 = Distinctly Above Average 4 = Exceptional N/A = Not Applicable

Student Management/Communication Aspects

1. Student expectations are clearly defined and available for the lesson/activity.	1	2	3	4	N/A
2. The instructor clearly states when and how assignments are to be submitted for the lesson/activity.	1	2	3	4	N/A
3. Assignment is described in detail so that the student knows what they are supposed to complete and how it will be evaluated.	1	2	3	4	N/A
4. Instructor provides opportunities for students to engage in interaction among students	1	2	3	4	N/A
5. Instructor provides opportunities for students to interact with instructor	1	2	3	4	N/A

Pedagogical Aspects

6. Lesson/activity is relevant to the course and objectives.	1	2	3	4	N/A
7. Lesson/activity includes opportunities that accommodate multiple learning styles.	1	2	3	4	N/A
8. Assignment expectations and directions are clearly stated and supported with examples and/or grading rubrics.	1	2	3	4	N/A
9. Assignment submission instructions are included with assignment directions.	1	2	3	4	N/A
10. Learning content is segmented and made available at the appropriate time.	1	2	3	4	N/A
11. Course tools (i.e., announcements, syllabus, assignment submissions, discussions, etc.) are used to maximize student and instructor efficiency and effectiveness.	1	2	3	4	N/A
12. Links to Internet resources, articles, etc. are provided when applicable.	1	2	3	4	N/A
13. Lesson/activity reflects content and encourages participation from all students.	1	2	3	4	N/A
14. Lesson/activity includes varied and multiple assessment styles (eg. quizzes, essays, videos, discussions)	1	2	3	4	N/A

Comments:

April, 2016

*Revised on October 31, 2016

Department Approved Items for *Instructor Course Evaluation*

1. My instructor displays a clear understanding of course topics.
2. My instructor has an effective style of presentation.
3. My instructor seems well-prepared.
4. My instructor stimulates interest in the course.
5. My instructor makes good use of examples and illustrations.
6. I understand what is expected of me in this course.
7. Grades are assigned fairly and impartially.
8. My instructor motivates me to do my best work.
9. I learned a lot in the course.
10. Instructor establishes mutual respect and rapport with students.

Additional items may be added to those listed above.

Revised 2011.

Department Approved Items for *Instructor Online Course Evaluation*

Overall rating of the teaching effectiveness of this instructor

Overall rating of this course

Syllabus is online and complete (goals and objectives, grading criteria, course requirements & policies)

The course was well organized

The instructor(s) demonstrated knowledge of the subject

The instructor communicated course ideas in a clear and understandable manner

The instructor used a variety of methods to assess learning

The assignments were relevant and helpful to my learning

The instructor encouraged student to analyze ideas and to think critically

The instructor provided appropriate feedback about my performance throughout the course

Free response questions

One thing I liked most about this course

Which feature in this course was the most helpful

What, if anything, could your instructor have done to better facilitate your learning in this course

(April, 2016)