

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Christopher Herman, School Director
School of Health Promotion and Human Performance

From: David Woike, Assistant Vice President
Academic Affairs

Date: November 13, 2018

Re: Approved DED

Attached is a copy of the revised Departmental Evaluation Document for the School of Health Promotion and Human Performance approved by the University Standing Committee on October 30, 2018. 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 Health Promotion and Human Performance

College of Health and Human Services

Date of Last DED Revision: November 11, 2016

Date of Department Faculty Vote: 11-11-2016

Yes 25 No 0 Abstain 1 (HPPH)

Yes 6 No 0 Abstain 0 (PA)

APPROVALS:

[Signature]
Personnel Committee Chair - HPPH (Date)

[Signature] 11/18/16
Personnel Committee Chair - PA (Date)

[Signature] 11-18-16
Department Head/School Director (Date)

[Signature] 5-15-17
Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON: 30 OCT 2018

<u>[Signature]</u>	<u>[Signature]</u>
<u>[Signature]</u>	<u>[Signature]</u>
<u>[Signature]</u>	<u>[Signature]</u>
<u>[Signature]</u>	<u>[Signature]</u>

DEPARTMENT EVALUATION DOCUMENT

FACULTY EVALUATION

The evaluation process is intended to be collegial. The process has been developed to encourage departmental colleagues and Department Heads to provide colleagues with information on meeting the criteria required to advance (i.e., achieve reappointment, tenure, promotion or a satisfactory Professional Performance Evaluation) at Eastern Michigan University.

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

I. CRITERIA

Candidates must satisfy all elements of the evaluation criteria provided herein as well as all terms and conditions of the EMU-AAUP Collective Bargaining Agreement. In case of conflict, the more stringent criteria shall apply.

A. Instructional Effectiveness

Applicant prepares for teaching:

- Demonstrates a thorough, complete and up-to-date knowledge of the subject matter content.
- Establishes reasonable quality oriented standards of performance and evaluates each student objectively according to those standards.
- Seeks to maintain a high level of knowledge and achievement in his/her subject area(s) by reading books, professional journals, attending workshops, conferences and/or interacting with colleagues.
- Maintains memberships in professional societies.

Applicant plans effectively for teaching:

- Is well organized and places emphasis on the relationship and application of knowledge and skills as well as specific facts.
- Is very sensitive to student participation in the teaching/learning situation and constantly strives to measure achievement effectively.
- Establishes reasonable quality oriented standards of performance and evaluates each student objectively according to those standards.
- Clearly understands the function of his/her course(s) within the program, department, university and/or community.

Applicant practices good teaching methods:

- Presents the material in a manner that brings attention immediately to the topic, problem area, or skill.
- Is enthusiastic about teaching and able to hold the student's attention by gesture, voice, expressions and general delivery.
- Possesses variety of teaching styles and techniques.
- Returns exams, quizzes, homework projects, etc., within a reasonable span of time.
- Meets classes on time.
- Defines objectives for each class session.
- Effectively organizes learning situations to meet class objectives.
- Encourages meaningful student participation in the learning process.
- Keeps students informed of their responsibilities.
- Provides students with timely and meaningful feedback.

B. Scholarly and/or Creative Activity

**Scholarly/Creative Activity Point Scale
Standards of Performance for HPHP and PA Faculty**

Publications	
Book	10
Book chapters	8
Book editing	5

Articles/Reviews	Juried		Non-Juried but Published
	International	10	5
	National	10	5
	Regional	8	4
	State	6	3
	Local	4	2

Online publications will be counted with the same values as print publications

Presentations*	Keynote**	Non-Keynote
International	10	8
National	10	8
Regional	8	6
State	6	4
Local	4	3

*Poster presentations will be worth the same values as oral presentations

** The keynote sets the tone of a convention and carries out the theme of the conference. Keynote presentations are defined as ones that are generally the main speech/presentation at a conference and usually address the entire group of conference attendees (<http://www.wakingsuptolife.com/documents/KeynoteSeminarWorkshopDefinition.pdf>).

Grants	Funded	Unfunded
International/National	10	3
State/Local	7	2
Internal	5	1

Additional Scholarly/Creative Activities	
Technical Reports	5
Patents	10
Choreography	
International/National	10
Regional	8
State	6
Local	4

Total Points in the Scholarly/Creative Area that need to be earned in order to achieve tenure or be promoted to the next rank are as follows:

Total for:
 Exceptional = 80 points or more
 Distinctly Above Average = 60-79 points
 Average = 40-59 points

**Scholarly/Creative Activity
Standards of Performance Physician Assistant Faculty**

Due to the 12-month teaching load of the faculty in the PA Department, and the volume of the clinical practice of medicine, the PA faculty may accrue scholarly activity credit toward promotion and tenure through documented clinical experience equivalencies. This credit will be incorporated into the existing HPHP DED Scholarly / Creative Activity Point Scale, and is not meant to replace or change the values in the HPHP DED.

The following will be the requirements for PA faculty to acquire scholarly activity credit toward promotion and tenure through clinical experience equivalencies*: (the points need to be accrued by March 1st of the tenure year)

500 clinical work hours = 50 point maximum	
>/= 400	= 40 points
>/= 300	= 30 points
>/= 200	= 20 points
>/= 100	= 10 points
< 100 hours = no points	

Documentation of clinical hours will be in the form of a letter from the Faculty member's clinical employer(s) stating how many hours the employee worked in the past year (September 1 to August 31).

PA faculty will continue to have the option of pursuing traditional research options as described in the DED in lieu of and/or in addition to their clinical work.

The Academic Credentials required for PA Faculty to attain promotion and tenure will be the terminal degree in appropriate discipline.

C. Service Activity

The Faculty Member must satisfy both of the criteria below:

1. The Faculty Member must give evidence of service in the school.
2. The Faculty Member must give evidence of interest and activity that extends beyond the school into areas such as University and college-wide committees, student activities, professionally related community affairs, and grant activities, either disciplinary or interdisciplinary if not counted as Scholarly/Creative Activity. If activity is counted as Scholarly/Creative Activity, it cannot be counted as service.

Examples of Service Activity (may include but is not limited to)

- participation on department, college and university-wide councils or committees
- involvement in professionally-related community service(s)
- assistance with or attendance at student activities
- performing consultation
- leadership roles in college or university level activities
- leadership roles in professionally-related community service(s)
- developing new courses or significantly altering existing courses
- identifying program and departmental needs and working towards fulfillment of those needs
- undertaking special tasks and assignments
- significant writing and program evaluation for the purpose of certification or accreditation of professional programs
- membership and participation on committees in state, district, and national professional organizations
- AAUP service

Service Activity Levels

Each Service activity level lists various service activities performed by faculty. Faculty members may submit evidence of other Service activities for consideration. Each Service activity must be addressed in the narrative and supported by evidence that demonstrates it being categorized as a Level 1, 2, or 3 Service activity. Faculty members can also make a case for a Service activity to be rated at a higher level by using their narrative and supporting evidence to do so. All Service activities must be professionally related.

A few activities in each of the level lists refer to a low, medium or high amount of work. The following general guidelines for these amounts were developed for committee and/or council work and should be used as a basis for determining work amount:

- Low amount - committee/council member attends at least 50% of scheduled meetings per academic year, provides verbal input; chair/co-chair responsibilities are scheduling and conducting meetings, compiling input information and forwarding recommendations for administrator approval
- Medium amount - committee/council member attends at least 75% of meetings per academic year, creates content applicable to committee/council (i.e., teaching observations); chair/co-chair responsibilities are scheduling and conducting meetings, task assignment and follow up with members, compiling input information and forwarding recommendations for administrator approval
- High amount - committee member attends 100% of meetings per academic year and produces outcome content applicable to committee/council (i.e., write up of assigned segments of full evaluations); chair/co-chair responsibilities are scheduling and conducting meetings, task assignment and follow up with members, compiling input information (i.e., full evaluation reports) and forwarding recommendations for administrator approval

II. APPOINTMENT STANDARDS

APPOINTMENT STANDARDS FOR HPHP FACULTY

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES for EXCEPTIONS
PROFESSOR	Terminal degree in appropriate discipline	None
ASSOCIATE PROFESSOR	Terminal degree in appropriate discipline	None
ASSISTANT PROFESSOR	Terminal degree in appropriate discipline	None
INSTRUCTOR	Terminal degree in appropriate discipline	None

APPOINTMENT STANDARDS FOR PA FACULTY

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES for EXCEPTIONS
PROFESSOR	PA, PHD, MD, DO, NP, PHARMD, or Clinical Doctorate	None
ASSOCIATE PROFESSOR	PA, PHD, MD, DO, NP, PHARMD, or Clinical Doctorate	None
ASSISTANT PROFESSOR	PA, PHD, MD, DO, NP, PHARMD, or Clinical Doctorate	None
INSTRUCTOR	PA, PHD, MD, DO, NP, PHARMD, or Clinical Doctorate	None

III. REAPPOINTMENT AND TENURE STANDARDS FOR HPHP AND PA FACULTY

REAPPOINTMENT AND TENURE STANDARDS FOR HPHP AND PA FACULTY HIRED PRIOR TO 9-1-2015

PROFESSOR

Year	1	2	3
Evaluation	Interim	Full R	Tenure
Instructional Effectiveness	A	DAA	DAA
Scholarly/ Creative Activity	X	A	DAA in one & A in other
Service	A	A	

ASSOCIATE PROFESSOR

Year	1	2	3	4
Evaluation	Interim	Full/R*	Comp Interim	Tenure
Instructional Effectiveness	A	DAA	DAA	DAA
Scholarly/ Creative Activity	X	X*	X	DAA in one & A in other
Service	A	A	A	

ASSISTANT PROFESSOR

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

INSTRUCTOR

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

*Scholarly/Creative Activity is rated for advisory purposes only.

Rank at initial appointment shall determine the evaluation schedule.

REAPPOINTMENT AND TENURE STANDARDS FOR HPHF AND PA FACULTY HIRED 9-1-2015 OR LATER

PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	A	DAA in one & A in other
Service	A	

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSOR

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

INSTRUCTOR

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

*Scholarly/Creative Activity is rated for advisory purposes only.

IV. PROMOTION STANDARDS FOR HPHP AND PA FACULTY

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY/ CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU				
To PROFESSOR	5 years as associate professor at EMU	Terminal degree in the appropriate discipline	DAA Or----- -- E Or----- -- DAA	DAA Or----- DAA Or----- E	DAA Or----- A Or----- A
To ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	Terminal degree in the appropriate discipline	DAA Or----- -- E Or----- -- DAA	DAA Or----- DAA Or----- E	DAA Or----- A Or----- A
To ASSISTANT PROFESSOR	2 years as instructor at EMU	Terminal degree in the appropriate discipline	DAA Or----- -- E Or----- -- DAA	DAA Or----- DAA Or----- E	DAA Or----- A Or----- A

V. EVALUATION TECHNIQUES

A. Instructional Effectiveness

Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments as well as documentation that states in clear and explicit terms both the quantity and quality of the activity claimed.

Evaluation Reports

1. The Faculty Member's own report of activities and accomplishments in this area.
2. Department Head evaluations of teaching, including classroom visits.
3. Colleague evaluations of teaching, including classroom visits.
4. Student evaluations of teaching including the following six questions:
 - a. My instructor seems well-prepared for class.
 - b. My instructor makes good use of examples and illustrations
 - c. I am free to express and explain my own views in class.
 - d. I understand what is expected of me in this course.
 - e. My instructor respects students regardless of sex, age, or race.
 - f. I can apply information/skills learned in this course.
5. Student evaluation of advising, if applicable.

Procedures of Classroom visitation by peers and department head.

1. Visitation reports are a requirement of all Interim and full evaluations.
2. The department head and two individuals appointed by the Personnel Committee will evaluate the applicant in the classroom utilizing the School of Health Promotion and Human Performance (HHP) Classroom Visitation and Evaluation Forms. In addition, the applicant may request two additional tenured faculty members of the applicant's choice to evaluate a classroom session.
3. Each evaluator will inform applicant of the visitation, in writing, at least five working days in advance.
4. The applicant has the option to request a pre-visit and a post-visit consultation with the evaluator.
5. When possible, evaluators are encouraged to avoid visiting the same class session.
6. Evaluators should schedule their visit for an entire class session.
7. It is suggested that evaluators arrive before and remain after the class session to observe teacher/student interaction.
8. Evaluators may request a copy of the syllabus for the class session to be visited for the purposes of assessing long-term objectives.
9. Each classroom visitation shall be in writing and provided to the Faculty Member within five (5) working days following the classroom visit.
10. Comments written by evaluators should be consistent with the Departmental Evaluation Document and Classroom Visitation and Evaluation Forms.
11. If the applicant's instructional observation is taking place in an online course, the applicant, peer evaluators, and department head evaluator must adhere to all of the aforementioned procedures of classroom visitation by peers and department head in this section. Additionally, the online course evaluation format (e.g. instructor or student course perspective) must be mutually agreed upon by the applicant and the peer/department head evaluator.

Ratings (HHP Faculty including PA Program Faculty)

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 the Personnel Committee and the Department Head giving the rationale for the ratings awarded for Full Evaluations for reappointment, tenure and promotion.

Exceptional (E):

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of a truly superior teacher. Evaluations must describe (or in case of student evaluation, quantify) performance as clearly superior.

- Student evaluations generally have a rating of at least A (Much Above Average) or B (Above Average) on the student evaluation form.
- Peer evaluations generally have a rating of Exceptional on the classroom visitation and evaluation forms.
- Department Head/School Director evaluations generally have a rating of Exceptional on the classroom visitation and evaluation forms.

Distinctly Above Average (DAA):

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of an outstanding teacher. Evaluators must describe (or in the case of student evaluation, quantify) performance as better than average.

- Student evaluations generally have a rating of at least B (Above Average) on the student evaluation form.
- Peer evaluations generally have a rating of Distinctly Above Average on the classroom visitation and evaluation forms.
- Department Head/School Director evaluations generally have a rating of Distinctly Above Average on the Classroom visitation and evaluation forms.

Average (A):

Awarded when the quality of Instructional Effectiveness offered by the applicant shall be evaluated as that of a good teacher. Evaluators must describe (or in the case of student evaluation, quantify) performance as average. This is the minimum acceptable level of performance.

- Student evaluations generally have a rating of at least C (Average).
- Peer evaluations generally have a rating of Average on the classroom visitation and evaluation forms.
- Department Head/School Director evaluations generally have a rating of Average on the classroom visitation and evaluation forms.

Below Average (BA):

Awarded when the quality of Instructional Effectiveness offered by the applicant is evaluated as less than Average.

B. Scholarly and/or Creative Activity

Data Collection Procedures

Each applicant must include a personal report of his/her Scholarly/Creative Activities and provide copies of papers, articles, books, publications and/or other tangible documentation. Scholarly/Creative Activity is not evaluated during Interim Evaluations (except the Comprehensive Interim Evaluation for advisory purposes only). Examples of Scholarly/Creative Activities include, but are not limited to, the following (not in priority order):

Examples of Scholarly/Creative Activity

1. Publications that contribute to the body of knowledge in the applicant's field of specialization. These may include:

- books
- book chapters
- articles
- reviews

- lab manuals
- workbooks
- electronic media
- acceptance of papers for presentation and/or publication
- grant awards
- other contributions to the professional literature

2. Professional activities that contribute to the body of knowledge in the applicant's field of specialization. These may include:

- dissemination of research, scholarly investigation and creative activity to professional meetings at international, national, state or local levels.
- dissemination of research, scholarly investigation and creative activity to gatherings of students and/or colleagues within the university (evidenced by submission of abstracts, programs and/or reviews).
- consultative work that involves scholarly/creative activity as defined in Article XV.

3. Creative activities that contribute to the body of knowledge in the applicant's field of specialization. These may include:

- Choreographed and produced new and/or reconstructed dance works.
- Solo or ensemble dance performances
- Artistic direction

4. Retraining pursuant to criteria listed in AAUP-EMU contract.

Professional development, grant development/administration, and doctoral dissertation research, and may, under the conditions specified, be considered as partially fulfilling the scholarly and/or creative activity criterion. The scholarly and/or creative activity criterion cannot be satisfied by any of these alone, or solely in combination with each other.

Evaluation Reports

1. The applicant must provide a narrative statement for each activity describing in clear and explicit terms how and to what extent the activity has met the criteria in the Departmental Evaluation Document and the Agreement.
2. The Personnel Committee should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.
3. The Department Head should comment on each activity including a statement that clearly indicates how and to what extent the activity meets the criteria in the Departmental Evaluation Document and the Agreement.

Ratings

The Personnel Committee reserves the right to judge the quality of a particular Scholarly/Creative Activity. Evaluation will be based on the quality of the work, taking into account the number of activities and the degree of depth in and commitment to each by the Faculty Member, and recognizing that circumstances and individuals vary. In developing the summary statements and deciding on ratings (i.e., average, distinctly above average, etc.) both the Department Head and Personnel Committee should consider the above criteria list as well as such factors as the following (not in priority order):

- The degree to which the candidate's activity has advanced insight or knowledge in the discipline.
- The effort required in the performance of the activity.
- What distinguishes the activity from the contributions of others or from the candidate's previous work.

On the basis of the foregoing considerations, one of the following ratings will be assigned:

Exceptional (E):

Awarded when a faculty member provides documented evidence of the contribution to his/her area of specialization that is evaluated to be clearly superior. Using the above chart, an Exceptional Rating would be reflected by earning 80 points or more

Distinctly Above Average (DAA):

Awarded when a faculty member provides documented evidence of the contributions to his/her area of specialization that is evaluated to be better than average. Using the above chart, a Distinctly Above Average Rating would be reflected by earning 60 points to 79 points

Average (A):

Awarded when a faculty member provides documented evidence of the contribution to his/her area of specialization that fulfills the minimum acceptable level of performance. The minimum acceptable level of performance is defined as the achievement of one of the accepted criteria in a three-year period. Using the above chart, an Average Rating would be reflected by earning 40 to 59 points.

Below Average (BA):

Awarded when a faculty member provides documented evidence of the contribution to his/her area of specialization that is evaluated to have earned fewer than 40 points.

C. Service Activity

Data Collection Procedures

The applicant will clearly identify his/her Service activities in a narrative text. Supportive evidence must be provided to indicate the quantity of each Service activity and the quality of the effort expended in each activity. A description of the role, contribution and level of participation in each of the activities presented for evaluation with supporting evidence or documentation must be provided.

Evaluation Report

The Personnel Committee and the School Director will evaluate all evidence submitted. For Interim Evaluations, the Personnel Committee and the School Director will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement if such a direction is deemed necessary by the Personnel Committee or the School Director. For Full Evaluations for reappointment, tenure and promotion, written reports will be made separately by the Personnel Committee and the School Director giving the rationale for the rating awarded.

Examples of Service Activity (may include but is not limited to)

- participation on department, college and university-wide councils or committees
- attending student activities
- directing a student organization
- directing student activities outside the classroom
- showing evidence of student satisfaction for advising
- involvement in professionally-related community service(s)
- assistance with or attendance at student activities
- performing consultation
- leadership roles in college or university level activities
- leadership roles in professionally-related community service(s)
- developing new courses or significantly altering existing courses
- identifying program and departmental needs and working towards fulfillment of those needs
- undertaking special tasks and assignments
- significant writing and program evaluation for the purpose of certification or accreditation of professional programs
- membership and participation on committees in state, district, and national professional organizations
- AAUP service

Service Activity Levels

Each Service activity level lists various service activities performed by faculty. Faculty members may submit evidence of other Service activities for consideration. Each Service activity must be addressed in the narrative and supported by evidence that demonstrates it being categorized as a Level 1, 2, or 3 Service activity. Faculty members can also make a case for a Service activity to be rated at a higher level by using their narrative and supporting evidence to do so. All Service activities must be professionally related.

A few activities in each of the level lists refer to a low, medium or high amount of work. The following general guidelines for these amounts were developed for committee and/or council work and should be used as a basis for determining work amount:

- Low amount - committee/council member attends at least 50% of scheduled meetings per academic year, provides verbal input; chair/co-chair responsibilities are scheduling and conducting meetings, compiling input information and forwarding recommendations for administrator approval
- Medium amount - committee/council member attends at least 75% of meetings per academic year, creates content applicable to committee/council (i.e., teaching observations); chair/co-chair responsibilities are scheduling and conducting meetings, task assignment and follow up with members, compiling input information and forwarding recommendations for administrator approval
- High amount - committee member attends 100% of meetings per academic year and produces outcome content applicable to committee/council (i.e., write up of assigned segments of full evaluations); chair/co-chair responsibilities are scheduling and conducting meetings, task assignment and follow up with members, compiling input information (i.e., full evaluation reports) and forwarding recommendations for administrator approval

Level 1 Service Activities

- Attendance, active participation, and performance of a low amount of work for committees/councils - school (Finance), college (Human Subjects, Grade Grievance), university (Library Acquisition, Union Steward), discipline-related community or professional organizations, boards, agencies
- Performance of special task requiring a low amount of work that is assigned by School Director/Dean/EMU Administrator (memorandum of task expectations, how expectations were met, and dates of expectation of achievement required as evidence)
- Minor revision (three or less courses revised) of a major, minor, master's degree or certificate program (program final approval from Records & Registration required as supporting evidence)
- Development and successful implementation of a new course
- Representing school, college, University for a campus or community event (i.e., campus open house)
- Student Activities Assistance - low amount of assistance provided (type of activity and amount of assistance, how activity meets service to school/college/university, and dates of activity)
- Student Activities Attendance (type of activity attendance, how attendance meets service to college/university, and dates of activity)
- Performing leadership role in professional meetings/presentations (local, state, national/international)
- Serving as a consultant to external agencies and performing low amount of work in that position
- Participation in community affairs, events, workshops

Level 2 Service Activities

- Attendance, active participation, and performance of a medium amount of work for committees/councils - school (Instruction, Faculty Affairs, Scholarship), college (Professional Programs, Assessment), university (Faculty Senate), discipline-related community or professional organizations, boards, agencies
- Performance of special program or school task requiring a medium amount of work that is assigned by School Director/Dean/EMU Administrator (memorandum of task expectations, how expectations were met, and dates of expectation achievement required as supporting evidence)
- Major revision (four or more courses revised; or one new) of a major, minor, master's degree or certificate program (program final approval from Records & Registration required as supporting evidence)
- Serving as an officer for a professional organization and performing a medium amount of work in that position
- Student Activities Assistance - a medium amount of assistance provided (type of activity and amount of assistance, how activity meets service to college/university, and dates of activity)
- Alumni task for program, school, college/university (memorandum of task expectations, how expectations were met, and dates of expectation achievement must be included)
- Serving as a consultant to external agencies and performing a medium amount of work in that position
- Review of materials either completely or partially completed and submitted by others for presentation in professional or academic outlets

Level 3 Service Activities

- Attendance, active participation, performance of a high amount of work for committees/councils - school (Personnel), college (Faculty Advisory Council), university, discipline-related community or professional organizations, boards, agencies
- Performance of special program or school task requiring a high amount of work that is assigned by School Director/Dean/EMU Administrator (memorandum of task expectations, how expectations were met, and dates of expectation achievement required as supporting evidence)
- Creation of a new major, minor, master's or certificate program; or two or more new courses developed (program final approval from Records & Registration required as supporting evidence)
- Review of materials completed and submitted by others for publication in professional or academic outlets
- Serving as an officer for a professional organization and performing a high amount of work in that position
- Serving as a consultant to an external agency and performing a high amount of work in that position

- Student Activities Assistance – a high amount of assistance provided (type of activity and amount of assistance, how activity meets service to College/University, and dates of activity).

Ratings for all HPHP faculty except PA faculty

Below Average (BA):

Awarded when the quality and quantity of Service Activity performed has not met the specified expectations of Average Service Activity for the period under review.*

Average (A):

Awarded when the quality and quantity of Service Activity performed has met the specified expectations of providing:

- one (1) Level 1 service activity within the school
- AND
- one (1) Level 1 service activity external to the school.

The majority of the work done for each of these activities must occur within the period under review.*

Distinctly Above Average (DAA):

Awarded when the quality and quantity of Service Activity performed has met the specified expectations of Average Service Activity AND exceeded it by providing:

- one (1) Level 3 service activity within the school AND one (1) Level 2 service activity external to the school;
- OR
- two (2) Level 2 service activities within the school AND one (1) any level service activity external to the school.

The majority of the work done for each of these activities must occur within the period under review.*

Exceptional (E):

Awarded when the quality and quantity of Service Activity performed has met the specified expectations of Distinctly Above Average Service Activity AND exceeded it by providing:

- one (1) Level 3 service activity within the school AND one (1) Level 3 service activity external to the school;
- OR
- two (2) Level 3 service activities within the school AND one (1) any level service activity external to the school.

The majority of the work done for each of these activities must occur within the period under review.*

*The period under review refers to the time since the faculty member's appointment or last promotion (whichever is applicable).

Ratings for PA Faculty

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 the Personnel Committee and the Department Head giving the rationale for the rating awarded for full evaluations for reappointment, tenure, and promotion, and Full Professional 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): 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 the faculty member serving the department, the college, the university or the wider community over and above the normal requirements. Service to the department as well as other service must be substantially more than one's fair share to obtain this rating.

Average (A): Awarded when the quality and quantity of service to the department, the college, the university or the community shall be evaluated as that normally expected; one's fair share. One's fair share of service to the department includes adequate service, both in the scope of the faculty member's service activities relative to his/her colleagues ("fair share"), and the quality of his/her contribution to service undertaken.

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

APPENDIX A

**School of Health Promotion Human Performance
Eastern Michigan University**

Classroom Visitation Report

Faculty Member's Name _____ Date _____

Course _____

Time _____

Instructions: Please consider each item carefully and assign the rating that best describes the faculty member's performance. Comments may be added where desired. This form is to be used after Visitation Form and after perusal of syllabus and/or other pertinent information

Exceptional	Distinctly Above Average	Average	Below Average
E	DAA	A	BA

PART I - Effective Planning

- _____ Clearly understands the function of the course within the Department, within the University and/or community, and its role in preparing the students for careers.
- _____ Clearly establishes and communicates the long-term objectives for the course.
- _____ Develops a clear plan of action to achieve long-term objectives through classroom activities, outside of class assignments, and other relevant activities.
- _____ Establishes an appropriate and clearly defined procedure to assess student achievement.

PART II - Teaching Methods

- _____ Class Organization (equipment, activities relative to topic, logical sequence, effective use of classroom time)
- _____ Presentation (clarity, voice modulation, body language, class atmosphere, variety of teaching techniques)
- _____ Knowledge of Subject Matter (depth of understanding, art of questioning, concrete and pertinent examples)
- _____ Instructor/Student Interaction (rapport, student-centered classroom, mutual respect, appropriate student-teacher feedback).

PART III - Overall Rating

_____ Exceptional - only assigned when the applicant's work is far in excess of expectations.

_____ Distinctly above average - assigned when the applicant's work is well above expectations.

_____ Average - assigned when the applicant's work is deemed satisfactory and commensurate with expectations.

_____ Below Average - assigned when the applicant's work is deemed unsatisfactory and below expectations.

Did the applicant request a pre-visit conference? _____ post-visit conference? _____

Evaluator's signature: _____

APPENDIX B

School of Health Promotion Human Performance

Classroom Teaching Observation Form

Faculty Member's Name _____ Date _____

Course _____ Time _____

I. Class Organization (equipment, activities relative to topic, logical sequence, effective use of classroom time)

II. Presentation (clarity, voice modulation, body language, class atmosphere, variety of teaching techniques)

III. Knowledge of Subject Matter (depth of understanding, art of questioning, concrete and pertinent examples)

IV. Instructor/Student Interaction (rapport, student centered classroom, mutual respect, appropriate student-teacher feedback)

OVERALL EVALUATION

Faculty Evaluator

Date

I have received a copy of this evaluation. The evaluator has reviewed it with me. My signature below only acknowledges that I have read this document.

Faculty Member

Date

APPENDIX C

STUDENT EVALUATION OF INSTRUCTION QUESTIONS (ALL COURSE FORMATS)

CORE ITEMS: A = Much Above Average, B = Above Average, C = Average, D = Below Average, E = Much Below Average

1. What is your overall rating of the teaching effectiveness of this instructor?
2. What is your overall rating of this course?

ADDITIONAL ITEMS: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

1. My instructor seems well-prepared for class.
2. My instructor makes good use of examples and illustrations.
3. I am free to express and explain my own views in class.
4. I understand what is expected of me in this course.
5. My instructor respects students regardless of sex, age, or race.
6. I can apply information/skills learned in this course.

Appendix D

Eastern Michigan University
College of Health and Human Services
School of Health Promotion and Human Performance

Online Course Observation

Faculty/Instructor Observed: _____ Date: _____

Course #: _____

Course Name _____

Evaluator _____

Scale: Y=Yes N=No D = Difficult to Evaluate N/A = Not applicable to Course

Student Management/Communication Aspects	Y	N	D	N/A
Student expectations are clearly defined and available.				
The instructor clearly states how communication tools should be used.				
The syllabus is complete, by the starting date of the course, and contains textbook requirements, a grading policy, and assignment/project/discussion deadlines				
A statement concerning the online student resources (i.e., Student Orientation Course, Distance Education, Librarian, Access Services, etc.) is provided in the syllabus, an announcement or an initial content item within the course.				
Pedagogical Aspects				
Learning objectives and performance expectations are identified for each unit as well as the course.				
Course content is relevant to the course and unit objectives.				
Learning objects accommodate multiple learning styles.				
Assignment expectations and directions are clearly stated.				
Course site navigation is clear, consistent, familiar, and intuitive				
Course management tools are used to maximize student and instructor efficiency and effectiveness.				
Opportunity for student feedback and questions is integrated throughout the course shell.				
Student-to-content interaction is facilitated through the course shell and online environment.				
Technical Aspects				
Hyperlinks to websites, downloadable files, etc., work properly.				
Course content is accessible to all students on any computer that meets				

the minimum technical requirements.				
Course management technology serves an instructional purpose and are compliant with minimum technical specifications of course website.				
the minimum technical requirements of the course management system.				
Technical support instructions are noted throughout the course.				

Additional Comments:

Overall Rating:

Below Average	Average	Distinctly Above Average	Exceptional

Evaluator Signature and Date: _____

Faculty/Instructor Signature and Date: _____