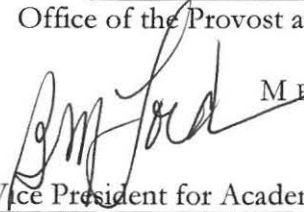


EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord
Provost and Vice President for Academic Affairs



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blord@eiu.edu

To: Diane Jackman, Dean, College of Education and Professional Studies

Date: April 4, 2013

Subject: DAC Revision Approval; Department of Counseling and Student Development

Consistent with Article 8.7.c. of the *2012-2016 EIU-UPI Unit A Agreement (Agreement)*, the attached revised statement of Departmental Application of Criteria (DAC) is approved. This approval is consistent with your recommendation and is effective for evaluations commencing in January, 2014. Additionally, any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

I note with appreciation that the department amended the DAC in consideration of one or more of the review comments. I would ask, however, that the department faculty continue to consider the perception and effect, particularly the potentially deleterious effect on rigor in probationary faculty classrooms, of placing a higher value on student evaluations compared to peer and chair evaluations.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of Counseling and Student Development in the discussion and consideration of the DAC revision. The department is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; Department of Counseling and Student Development

cc: Chair, Department of Counseling and Student Development (with attachment)

Department of Counseling and Student Development
Departmental Application of Criteria

Date Approved by Dept.: 11/28/12

Date Submitted to Chair: 11/28/12

Date Submitted to Dean: 12/4/12

Date Revisions Submitted to Dean: 1/10/13

Date of Final Edit Submitted to Dean and VPAA: 3/26/13

Date Revisions Submitted:

Date Approved by VPAA:

Department Statement of Purpose: The Counseling and Student Development Department has established as its mission the pursuit of excellence in the application of professional standards including Student Affairs and Counseling knowledge, techniques and disposition. As such, we aspire as a faculty to carry out that mission through modeling best practice and challenging our students to perform at a high level of expertise.

Evaluation Overview: Evaluation of Counseling and Student Development faculty for purposes of retention, promotion, tenure, and professional advancement increase shall be based upon BOT/UIP criteria in the three performance areas. In order of importance, the performance areas are

- (1) Teaching/Performance of Primary Duties,
- (2) Research/Creative Activity, &
- (3) Service.

For each area, evaluators will review the documenting material and activities submitted. Reviewers will use the DAC as the evaluation tool to determine the level of faculty member performance. To the extent that it is possible to make such distinctions, the DAC indicates the relative importance of activities and responsibilities. Judgments as to the performance of a faculty member in Teaching/Performance of Primary Duties, Research/Creative Activity, and Service must be based on qualitative as well as quantitative assessments. Evaluators may recognize the extent to which outstanding achievement in one component of an area may potentially compensate for apparent shortcomings in other components even if other components are higher on the list.

Evaluation of Unit B faculty (Annually Contracted Faculty) will be guided by the teaching/performance of primary duties section of the DAC. Evaluations of Annually Contracted Faculty for performance-based increases may be supplemented by contributions to the University that are in addition to those contractually required (UB 10.4.d).

Organization of Portfolios: "The Office of the Provost and Vice President of Academic Affairs will supply instruction early in the fall semester concerning the applicant's arrangement of such front matter as the Department Application of Criteria , Assignment of Duties, forms, curriculum vitae, and content summary." Other instructions are as follows: Faculty members are

- ◆ encouraged to consult with the DPC concerning performance expectations for each of the evaluation categories &
- ◆ encouraged to consult with the Department Chair concerning performance expectations for each of the evaluation categories.

I. Teaching/Performance of Primary duties:

A. Student Evaluations: The approved Department evaluation tool (including university core items) will be used for all classes in the fall and spring semesters. Instructors will deliver the student evaluation forms to their classes, appoint a graduate assistant or other student in each class to administer the forms, then excuse themselves from the classroom until the procedure has been completed. Student appointees will distribute and collect the forms and deliver them in a sealed envelope to the CSD office secretary. If an instructor is teaching a class in-load and off-campus, the instructor should ask the student appointee to seal and sign across the back of the evaluation envelope to ensure confidentiality of ratings or utilize the secure confidential online student course evaluation provided by the Office of Testing and Evaluation. Instructors will see evaluation results only after final course grades have been submitted. Lastly, a compilation of all the completed student evaluations should be included in the evaluation portfolio including statistical summaries and responses to open-ended items.

B. Chair and Peer Evaluations: For retention, promotion, and/or tenure, a faculty member's classroom teaching will be evaluated by at least two peers (one time each year) and the Department Chair. The peers will include one faculty member from within the department and at least one

faculty member with expertise in the content area. The faculty member being evaluated will initiate the process of arranging for classroom visits. Peer evaluators and Department Chair will use the Approved University Peer Evaluation (AUPE) Form.

In the case of technology-delivered classes, tenured/tenure-track faculty will invite the chair and a tenured/tenure-track member of the department chosen by the instructor to examine the course materials, resources, and student work available online at a time of the instructor's choice. Reference to both the technological and pedagogical aspects of distance learning shall be made for distance learning assignments reviewed by the evaluators mentioned in the previous paragraph.

C. Documentation: Supportive evidence of teaching effectiveness shall be as follows:

- demonstrated by sustained effectiveness throughout the evaluation period as determined by the DPC committee, Department Chair and/or other contractually prescribed evaluator, and
- organized according to the criteria listed below. NOTE: performance may be evaluated on, but not limited to, the criteria listed below. Level of involvement or quantity of activities may be considered in addition to ranking. The criteria below are grouped in order of importance.

In order to receive a rating of **superior**, the faculty member must **document evidence** of meeting the following criteria (ratings that do not meet the following standard will be evaluated by the DPC committee, Department Chair and/or other contractually prescribed evaluator at one of the lower levels - Highly Effective, Satisfactory, or Unsatisfactory).

1. Narrative Peer and Chair evaluations that state evidence of exceptional performance

and

2. Student evaluations that indicate evidence of exceptional performance. A superior rating would be indicated by an average evaluation of between 4 and 5, where 5 signifies the highest performance

as well as evidence from the following:

3. Award presented by Eastern Illinois University or a professional organization for teaching and primary duties performed during the evaluation period.
4. Course materials: evidence of syllabi, assignments, handouts, electronic resources, bibliographies, and exams. Quality, organization, and design should be considered by the evaluators.
5. Exceptional use of technology integrated into teaching/primary duties (e.g., web enhanced course design, resources for learning, etc.).
6. Advising: evidence of superior advising such as letters from advisees, and/or documentation of letters of reference.
7. Documented evidence of exceptional engagement in work activity related to teaching/primary duties:
 - Internship site visits
 - Peer assisted curriculum development
 - School/university partnerships
 - Direction of thesis
 - Mentoring of students
 - Other activities as deemed appropriate by the DPC
8. New course development and implementation.
9. Advising student organizations.
10. Multiple attendances at workshops or professional development activities.
11. Evidence of performance not existing within these lists will be ranked by consensus of the DPC.

II. Research and Creative Activity

Documentation: Supportive evidence of research effectiveness shall be as follows:

- a. demonstrated by sustained effectiveness throughout the evaluation period as determined by the DPC committee, Department Chair and/or other contractually prescribed evaluator , and
- b. organized according to the criteria listed below. NOTE: performance may be evaluated on, but not limited to, the criteria listed below. Level of involvement or quantity of activities may be

considered in addition to ranking. The criteria below are grouped in order of importance.

In order to receive a rating of **superior**, the faculty member must document evidence of meeting at least

one from criteria 1 or 2

1. Publication(s): In a national or international refereed journal, a book or book chapter.
2. Co-publication and/or Co-presentation at the National, International, Regional or State level with a graduate student or students.

and one from criteria 3 through 5

3. Publication(s): In a state or regional refereed journal.
4. Editor (or editorial board member) of a state, regional, national or international journal.
5. Presentation(s): at state, regional, national, or international conference.

OR a faculty member may instead choose to document evidence of meeting three from 3 through 5.

Faculty members may also document evidence from 6 through 9 to demonstrate sustained effectiveness.

6. Book review or invited journal reviewer.
7. Mentoring several student projects leading to presentation/publication at an institutional research event or conference.
8. A publication other than mentioned above.
9. Evidence of performance not existing within these lists will be ranked by consensus of the DPC.

Ratings that do not meet the preceding standards will be evaluated by the DPC committee, Department Chair and/or other contractually prescribed evaluator at one of the lower levels (Significant, Satisfactory, or Unsatisfactory).

III. Service

Documentation: Supportive evidence of service effectiveness shall be as follows:

- a. demonstrated by sustained effectiveness throughout the evaluation period as determined by the DPC committee, Department Chair and/or other contractually prescribed evaluator, and
- b. organized according to the criteria listed below. NOTE: performance may be evaluated on, but not limited to, the criteria listed below. Level of involvement or quantity of activities may be considered in addition to ranking. The criteria below are grouped in order of importance.

In order to receive a rating of **superior**, the employee must document evidence of meeting at least

three from criteria 1, 2, 3 or 4

1. Served as chair or secretary of a committee or subcommittee at the college, university, community, and/or professional level.
2. Elected or appointed to college or university committee, subcommittee, executive committee, or task force.
3. Served on committee(s) or subcommittee(s) at the department, college, university, community and/or professional level.
4. Served on multiple thesis committees.

as well as evidence from 5 through 15

5. Received award for service at the college, university, community, and/or professional level.
6. Served as coordinator for an officially sanctioned event at the department, college, university, community, and/or professional level (e.g., CSD Spring conference, Union duties, Hooding Ceremony).
7. Served as advisor or mentor to a student, alum or university sanctioned organization.
8. Served the department in recruitment efforts.
9. Served as officer in a professional organization related to

discipline.

10. Participated in counseling practice or consultation on a regular basis.
11. Served as consultant to an organization related to discipline.
12. Served as consultant to university or community sponsored group.
13. Involved in a community organization as a board member, advisory council, etc.
14. Maintained or secured a professional license or credential within the field of counseling or student affairs.
15. Evidence of performance not existing within these lists will be ranked by consensus of the DPC committee and/or other contractually prescribed evaluator.

Ratings that do not meet the preceding will be evaluated by the DPC committee, Department Chair and/or other contractually prescribed evaluator at one of the lower levels (Highly Effective, Satisfactory, or Unsatisfactory).

Eastern Illinois University

Approved University Core Items for Student Evaluations

	SD	D	N	A	SA
1. The instructor demonstrates command of the subject matter or discipline.					
2. The instructor effectively organizes knowledge or material for teaching/learning.					
3. The instructor is readily accessible outside of class.*					
4. The instructor presents knowledge or material effectively.					
5. The instructor encourages and interests students in the learning process.					

* The instructor is available during office hours and appointments for face-to-face sections or electronically for technology-delivered sections.

Rev. 2 (September 2, 2004)