


EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord 
Provost and Vice President for Academic Affairs

217-581-2121
blord@eiu.edu

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

Date: April 18, 2013

Subject: DAC Revision Approval; Department of Early Childhood, Elementary, and Middle Level Education

Consistent with Article 8.7 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. As always, any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

The process for the review and revision of the DAC is intended to be collaborative among the department faculty members, the chairperson, the dean and the Provost. I appreciate the department considering the previous review comments. The DAC is approved with the following understandings, conditions, and continuing concerns:

1. I continue to disagree with the department's electing to give a faculty member being evaluated the opportunity to annually elect the relative importance of research/creative activity and service in their evaluations. In its ongoing deliberations, the department should reconsider this from a departmental aspiration perspective. Most high-achieving academic departments at comprehensive universities value research/creative activity more highly than service especially in a department with graduate program status. Similarly, writing a funded grant proposal and peer-reviewed publications are generally valued more highly in academe than reflected in the current DAC.
2. Although the DPC may be well positioned to recognize individual situations thus affording proper evaluation in the area of teaching/performance of primary duties, the department should keep in mind that there are other evaluators, some of whom are not of the discipline, who would benefit from guidance in the DAC that added value should be accorded external recognition in relation to internal recognition.
3. Considering graduate thesis committee work and mentoring undergraduate research in the area of service continues to be a concern and would be considered better under teaching/performance of primary duties. There is no requirement that an activity and/or accomplishment carry a CU allocation in order to be considered in the teaching/performance of primary duties area of evaluation. Along these lines,

development, including interdisciplinary course development, should be considered in the teaching/performance of primary duties area and not as service.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of Early Childhood, Elementary, and Middle Level Education in the discussion and consideration of the DAC revision. The department is also encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachments: Revised DAC; Department of Early Childhood, Elementary, and Middle Level
Education
University Approved Core Items for Student Evaluations

cc: Chair, Department of Early Childhood, Elementary, and Middle Level Education (with
attachments)

April 10, 2013

The following statement is a summary of EC/ELE/MLE faculty feedback in response to items suggested for further consideration by Provost Lord on March 25, 2013.

First Item: Confusion of dates

- Clarification and clerical needs of the dates listed on the DAC will be corrected as suggested

Second Item: Faculty choice for selection of relative importance for areas of Service and Research/Creative Activity

- Faculty members continue to support choice for selecting either of these areas as having secondary importance or opting to demonstrate balance between the two. Being a service oriented profession, faculty have multiple responsibilities in this regard, along with the vital task to model service for the pre-service teachers and support the efforts of such entities as area schools, community agencies and college/university needs. The faculty members choose a DAC allowing demonstration of productivity and contributions. The strength of the department relies upon the collective balance of excellence in all areas of evaluation. We value all academic contributions and continue to recognize the benefits of both service and research within our profession.

Third Item: Distinction in value between external and internal awards/recognition

- The faculty trusts the DPC to recognize the individual situation and afford proper value as warranted.

Fourth Item: Approved Core Items for Student Evaluations

- Core questions approved by the University appear on the Purdue Evaluation Summary Report that is included by faculty within the portfolio. Faculty members are required to seek feedback using the Purdue Evaluation System and present all such feedback. Those five prompts are published on the summary report and are available to all review committees.

Fifth Item: Graduate Thesis Committee and Mentoring Undergraduate Research

- Faculty members in our department are not granted C.U.s for graduate thesis committee membership or the mentorship of undergraduate research. These two roles are outside of recognized teaching responsibilities and thus are appropriate for the area of Service. Chairing a thesis project does have C.U. assignment and is recognized under Teaching/Performance of Primary Duties.

April 10, 2013

Sixth Item: Publications and Presentations

- Faculty members are not required to select between Publications and Presentations. They may showcase and highlight involvement within both areas of Research/Creative Activity. It benefits our program and department to continue to allow individual choice in placing value and priority upon each. As each member develops the portfolio, the order of appearance is determined by the individual as a means to demonstrate strength and focus during that academic period.

Seventh Item: Distinction in value between externally and internally funded grants

Placement of Collaboration and Development of Interdepartmental Course

- Similar to item three, the faculty members have trust in the DPC's ability to review and summarize the individual situation and support each as is warranted by the distinction of the granting agent, the overall impact, and review process.
- Similar to item five, the faculty members in our department do not receive C.U.s as a result of developing or collaborating on an interdepartmental course. While the teaching of such a course would naturally fit within the Teaching/Creative Activity category, the faculty members support the recently approved decision to place the development of such a course within Research/Creative Activity.

Respectfully,

Daniel Carter, PhD
EC/ELE/MLE DPC Chair

DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY AND MIDDLE LEVEL EDUCATION

Department Application of Criteria
 EIU-UPI Unit A Agreement
 (Approved by Faculty Dec 7, 2007)
 (~~Revised & Accepted by Faculty Oct. 3, 2008~~)
 Revised November 9, 2012, March 4, 2013
 Revised & Accepted by Faculty – April 5, 2013

The criteria listed below shall be used for the determination of faculty retention, promotion, tenure, and professional advancement increases.

Relative importance of performance areas in priority order will be as follows:

- I. Teaching/Performance of Primary Duties**
- II. or III. Service**
- III. or II. Research/Creative Activity**

Teaching is considered to be the highest in relative importance of the three categories listed above for all faculty members. Service and Research/Creative Activity are considered to be equal in value. A faculty member has three options from which he/she may choose in regard to the priority order of these areas within his/her annual evaluation portfolio (i.e., Option A: Teaching - First, Service – Second , Research - Third; Option B: Teaching - First, Research - Second, Service - Third; or Option C: Teaching – First , Service and Research (Balanced Category) – Second).

The faculty member is to designate which of the three options he/she has chosen in regard to the priority order of the performance areas upon submission of the annual evaluation portfolio. A statement is to be included in the faculty member's Content Summary that will identify the option selected and it will apply to all the materials within the evaluation portfolio for that evaluation period. Upon submission of the evaluation portfolio a faculty member is given the option of making this determination, that decision will remain in effect for the entire period under review, and the faculty member's decision can not be changed once the portfolio has been submitted. A faculty member may choose to change his/her selection from evaluation period to evaluation period.

The degree of effectiveness of the faculty member's performance in the areas of Teaching/Performance of Primary Duties, Service, and Research/Creative Activity will be determined on the basis of the objective criteria contained in this Departmental Application of Criteria (DAC) and the evaluators are given the opportunity to recognize the extent to which outstanding achievement in one component, or a subset of components, may be substituted for apparent shortcomings in other components, even if the other components are higher on the list.

I. Teaching/Performance of Primary Duties

The faculty member must use a portfolio to document effectiveness of teaching/performance of primary duties and performance of academic advisement. The relative importance of the following materials and activities is reflected in descending order by their listing. The same is true of lists under each category.

- A. Categories of Materials
 - Department chair and peer evaluations
 - Student evaluations
 - Academic advisement and advisement functions (if assigned)
 - Most recent syllabi for all courses taught
 - Specifically designed materials and activities relative to courses and primary duties including those relevant to curriculum revision or development, the pedagogy of teaching (e.g., the integration of technology), and distance education methods
 - Formal recognition/awards in Teaching/Performance of Primary Duties
 - Professional Development Activities
- B. Methods of Evaluation – The faculty member's teaching will be evaluated with consideration being given to the record of major assignments listed on the workload document.
 - *Department chair and peer evaluations:* It is the responsibility of the non-tenured faculty member under review to arrange for chair and peer observation on a yearly basis. At minimum, the chair and one peer observation reports are to be included in the evaluation portfolio. Additional peer review and comments may also be submitted.
 - *Student Evaluations:* Tenured faculty must conduct student evaluations in at least one course per term when the faculty member is not present. Non-tenured faculty must submit student evaluations in all courses taught. The University and

Department core items from the Purdue Cafeteria System must be included. Considerations suggested by review of representative course materials will be taken into account. Purdue summary sheets with representative comments will be included in the portfolio. The remaining original forms filled out by students will be included in a separate notebook in the department. The notebook will be available for review by DPC, Chair, Dean and UPC during the evaluation period.

- *Academic advisement and advisement functions:* The faculty member will provide evidence of the number of advisees counseled and participation in advisement functions (open house, transfer advisement, registration, etc.). Advisee evaluations may be included.
- *Most recent syllabi for all courses taught:* The faculty member will provide copies of course syllabi of all classes taught on campus and through Continuing Education during the period being evaluated. Syllabi must adhere to NCATE standards, include reference to the CEPS Conceptual Framework, a learning model, and current references.
- *Specifically designed materials and activities relative to courses and primary duties including those relevant to curriculum revision or development, the pedagogy of teaching (e.g., the integration of technology), and distance education methods:* Materials may include original activities, handouts, assessment devices, a technology component, and special projects. Limit: two examples per course.
- *Formal recognition/awards in teaching/primary duties:* The faculty member should submit one item of documentation which attests to the recognition within the evaluation period.
- *Professional Development Activities:* Documentation (notes, narrative, and/or verification paperwork) will be provided by the faculty member for any of the following:
 1. coursework completed (may be on-line);
 2. conferences, seminars, or professional meetings attended (may be on-line);
 3. membership in professional organizations.

II. Service

The following list includes options for service. Service to the Department must be represented.

A. Categories of Materials

- Service to the Department
 - Committee/Action Research Presentation/Colloquy
 - ~~Chair Graduate Thesis Committee Member~~
 - ~~Committee Membership/Graduate Colloquy Panel Member~~
 - Advisor/Officer for Student Organization
 - Director Study Abroad
 - Writer of SPA report
 - Mentoring Undergraduate Research/Creative Activity
- Service to College and/or University
 - Committee/Conference Chair
 - Committee Membership
 - Advisor/Officer in College/University student organization
 - Speaker at College/University function
 - Mentoring Undergraduate Research/Creative Activity
 - Revising of existing interdepartmental course
- Service to professional organizations
 - Officer or Conference Chair
 - Committee membership
- Service to Practicum Sites/Partnership Schools
 - Collaborative efforts
 - Staff development
- Additional service activities
 - Presentations other than those listed under research/creativity
 - Consultant to schools/communities other than those listed in other categories
 - Membership/participation in community organizations
- Formal Recognition/Awards in Service

B. Methods of Evaluation

The faculty member will submit documentation as to the extent and nature of leadership, the degree of participation, and the length of service.

III. Research/Creative Activity

The relative importance of the following materials and activities is reflected in descending order by their listing. The same is true of lists under each category.

- A. Categories of Materials – Publications and presentations are considered to be equal in value under Research/Creative Activity. The faculty member may choose to have either publications, presentations, or a combination of these (balanced category) as the primary/first item in this listing. The faculty member is to designate which of the options he/she has chosen in regard to the priority order of these items upon submission of the annual evaluation portfolio. A statement is to be included in the faculty member's Content Summary that will identify the option selected and it will apply to all the materials within the evaluation portfolio for that evaluation period. Upon submission of the evaluation portfolio a faculty member is given the option of making this determination, that decision will remain in effect for the entire period under review, and the faculty member's decision can not be changed once the portfolio has been submitted. A faculty member may choose to change his/her selection from evaluation period to evaluation period.

Publications

- Book (Peer-reviewed; In academic field)
- Article/chapter(s)
 - Refereed journals, professional books
 - Non-refereed journals, magazines, etc.
- Editorship (books, journals, magazines, newsletters, and other media)
- Editing new or revised textbooks or textbook chapters related to expertise
- Participation in writing Department/University Self Study
- Development & publication of supplemental textbook materials
- Principal investigator/author of a funded grant

Presentations

- Original Conference presentations
 - International, national
 - Regional, state, local
 - Staff development for faculty/public schools
 - Workshops and special programs
- Note: Original presentations belong under this category; subsequent ones should be put under service. If a faculty member presents on a related topic, it is his/her responsibility to clarify how the presentation has been modified.

- Additional research/creative activities that include, but are not limited to...
 - Collaboration and development of interdepartmental course
 - Principal investigator in action research (e.g., school-based action research)
 - Proposals submitted for publication/grant funding/presentations
 - Initial development of materials and activities for courses/workshops/special programs including curriculum revision or development and the pedagogy of teaching (e.g., the integration of technology)
 - Professional Development Activities (i.e., other than those listed under Teaching/Performance of Primary Duties);
 - Research related to completion of terminal degree (dissertation progress).
- Formal Recognition/Awards in Research/Creative Activity

B. Methods of Evaluation

The faculty member will submit documentation as to the extent and nature of research/creative activity.

IV. Annually contracted Faculty

The faculty member will be evaluated by the department chair at least once during each academic year. Another faculty member (i.e., Unit A/Unit B full-time faculty member) will also conduct an observation at least once during each academic year. Student evaluations for all courses taught must be submitted. The evaluation of teaching and primary duties of annually contracted faculty will be done using the criteria listed for tenure-track faculty. Annually contracted faculty may also include evidence of service and research/creative activity in their portfolio following the tenure-track format. However, such materials will be evaluated only for consideration of performance based increase (PBI).

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Respectfully,

Daniel Carter, PhD
EC/ELE/MLE DPC Chair

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)