

# EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

## MEMORANDUM

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Provost and Vice President for Academic Affairs



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

Date: December 10, 2008

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

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Thank you for taking another look at the subject department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on October 16, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement* (Agreement). As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

The department's further review of their proposed DAC and their thoughtful consideration of my review comments is much appreciated. In approving the further revised DAC, please note that I do not agree with the department's decision not to address the first two review comments on the second page of the DAC as previously proposed. I also note the absence of a statement of the relative importance of materials and activities in the area of service. In the absence of guidance from the DAC, evaluators will necessarily use their own judgments to determine whether achievement is documented at the required level.

The contributions of the Department of Early Childhood, Elementary, and Middle Level Education are appreciated, and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Revised DAC; Department of Early Childhood, Elementary, and Middle Level Education

cc: Joy Russell, Chair, Department of Early Childhood, Elementary, and Middle Level Education

## 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)

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
  - Committee Membership/Graduate Colloquy Panel Member
  - Advisor/Officer for Student Organization
  - Director Study Abroad
  - Writer of SPA report
- Service to College and/or University
  - Committee/Conference Chair
  - Committee Membership
  - Advisor/Officer in College/University student organization
  - Speaker at College/University function
- 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...
  - 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).