

To: Dr. Angela Vietto, Chair, Department of English

From: Ryan C. Hendrickson, Provost

Date: February 27, 2025

Cc: Brad Tolpannen, AVPAA

Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences

I am writing to thank the Department of English for submitting the 2025 revisions to the Departmental Application of Criteria. As required by the EIU-UPI agreement, I have reviewed the materials and am pleased to approve the revised DAC.

Please note that with this approval the revised DAC is now in effect. Unit A faculty members who elect to be evaluated under the previous Departmental Application of Criteria must give notice to the Chair, Dean, and Provost prior to October 1, 2025 (Article 8.7.f.3).

The current Departmental Application of Criteria are available at: <https://www.eiu.edu/acaffair/DACnew.php>

DEPARTMENT APPLICATION OF CRITERIA
Department of English

(Approved by the department and accepted by the chair January 24, 2025; approved by the Dean February 25, 2025; approved by the VPAA February 27, 2025.)

Evaluation of English Department faculty for purposes of retention, promotion, tenure, and Professional Advancement Increase shall be based upon BOT/UIPI criteria in the three performance areas. In order of importance, the performance areas are (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service.

CATEGORIES OF MATERIALS AND ACTIVITIES CONSIDERED APPROPRIATE BY PERFORMANCE AREAS, RELATIVE IMPORTANCE OF MATERIALS/ACTIVITIES, AND METHODS OF EVALUATION TO BE USED:

The items listed below are to be considered illustrative and not exhaustive. To the extent that it is possible to make such distinctions, the lettered items under each of the evaluation categories are listed in order of importance. At the same time, the English Department recognizes the diversity of its faculty members' areas of specialization, methodologies, and assigned responsibilities, and values the resulting diversity of faculty members' activities in all three evaluation categories.

Annual evaluation of Unit B faculty will be conducted in accordance with Article 8.1 of the Unit B Agreement. Additional materials may be provided in support of an application for a Performance-Based Increase, as specified in Article 10 of the Unit B Agreement.

ORGANIZATION OF PORTFOLIOS:

Front Matter: The Office of the Provost and Vice President of Academic Affairs will supply instructions 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.

The Evaluation Portfolio: Documentation supplied for each of the three evaluation categories should be labeled in accordance with the listing of the applicable DAC items below. The applicant may choose to include a narrative that summarizes or provides further context for the documentation included in any section.

CONSULTATION WITH DPC CHAIR:

Faculty members are encouraged to consult with the DPC chair concerning performance expectations for each of the three evaluation categories. Questions concerning portfolio arrangement, contents, and appropriate DAC-labeling of documentation should also be referred to the DPC chair.

After the DPC and Department chair have completed and forwarded their evaluations of portfolios submitted by applicants for retention, promotion, tenure, or Professional Advancement

Increase, applicants are encouraged to meet with the DPC chair to discuss the DPC's evaluation and recommendation.

I. TEACHING/PERFORMANCE OF PRIMARY DUTIES: Items A-B are equally weighted.

A. **Teaching:** Items 1-3 are equally weighted and, as a whole, are first in importance in the evaluation of teaching.

1. **Course Materials:** The applicant should submit syllabi and samples of such materials as assignments, bibliographies, electronic and print resources, and exams.
2. **Chair and Peer Evaluations:** Observations of tenured/tenure-track faculty will be conducted, with advance notice, by the Department chairperson and a tenured/tenure-track member of the department chosen by the faculty member (1) during the fall semester of his/her first year of teaching in the Department, (2) in the semester preceding fifth-year retention review, (3) in the semester preceding his/her application for tenure, promotion, or Professional Advancement Increase, and (4) at any other time the instructor requests such an observation. Class observations will be placed in the context of the instructor's objectives for the course as delineated in the syllabus and in other course materials the instructor elects to supply to the observer. In addition, an instructor may invite a colleague to observe his/her class and write an evaluation for inclusion in the portfolio. Unit B faculty will be observed each year by the Department chairperson or composition director.

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.

3. **Student Evaluations:** The Department form is to be used by both Unit A and Unit B faculty in all classes, every Fall and Spring semester. In addition to department forms, Purdue Cafeteria or instructor-designed forms may be used. Student evaluations must establish that all teaching personnel speak the English language clearly.

Instructors will deliver the student evaluation forms to their classes, appoint a student in each class to administer the forms, then absent 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 central English office. Instructors will see evaluation results only after final course grades have been submitted. In their evaluation portfolios, instructors must include statistical summaries of the submitted evaluation results. If instructors choose to include comments for a particular class, they may use the

comments as reported by Testing and Evaluation, and they must include all comments for that class.

In the case of technology-delivered classes, students will use the secure, confidential online student course evaluation that is available from Testing and Evaluation.

Course evaluations are a necessary opportunity for students to communicate with the University about their experience in classes. Nonetheless, substantial research demonstrates that student evaluations are often influenced by factors other than the quality of instruction, notably the race, gender, and sexual orientation of the instructor; the perceived level of difficulty of the course; and the mandatory or elective nature of the course. In addition, online courses typically receive a low rate of return on evaluations, for reasons unrelated to the quality of instruction. Thus, in using student evaluations to assess the performance of faculty, the Department considers student ratings holistically and with care, mindful of their potential shortcomings.

4. Teaching Awards.

Other Primary Duties:

- B. Directorship of Composition, Undergraduate Studies, Graduate Studies, or Writing Center; Assistant Directorship of Writing Center; Directorship of English Education; Coordination of Student Internship; Advising (documentation will include a summary of advisees' responses to the Department's Academic Advisement Student Evaluation Form), and other primary duties. (Directors, Assistant Director, and Coordinator may offer pertinent constituent groups an opportunity to evaluate their performance; documentation will include a summary of the results of such evaluations.)
- C. Participation in the Graduate Teaching Mentoring Program.
- D. Additional Mentoring of Faculty Colleagues and/or students in Diversity, Equity, Inclusion (DEI) capacity.

To the extent that is possible to make such distinctions, the items below are listed in order of importance.

- E. Direction of Honors Theses, M.A. Theses, and M.A. Exams; Direction of Independent Study or Undergraduate Research/Creative Activity Grants; Participation in the Graduate Teaching Assistant Mentoring Program.
- F. Curriculum Development (includes enhancing or developing programs, planning and proposing new courses, and developing other materials for the support of the Department's mission, including online courses or components).

- G. Professional development activities related to teaching.
- H. Organization and Recruiting as Instructor for a Study Abroad Course.
- I. Serving on Exam and Thesis Committees.
- J. Mentoring Undergraduate Students in Applying for Undergraduate Research/Creative Activity Grants or in conjunction with a University mentoring program (Honors, TRIO, etc.).
- K. Other Activities related to Teaching/Primary Duties.
- L. Non-Teaching Duties with CUs Awarded:
 - a. Examples include graduate and undergraduate advisor, English advisor, honors coordinator, and internship coordinator.
 - b. Research and service functions associated with these non-classroom duties may be submitted as fulfilling contract requirements in the areas of research or service, if appropriate, as well as in the teaching/primary duties category. It is appropriate for candidates to determine the area placement of an activity that is part of non-classroom primary duties. A particular activity that is part of non-classroom duties cannot be counted for more than one area, and the candidate must provide an explanation of why an activity should be counted for research or service rather than in the teaching/ primary duties area.

2.RESEARCH/CREATIVE ACTIVITY: In assessing the items below, the DPC will take into account the candidate's rationale for claiming a higher importance for particular activities, as well as such factors as the scope, complexity, impact, and circulation of the material.

The following materials and activities are illustrative only. They should not be considered exhaustive, **nor are they listed in order of importance within each category**. Research activities may include, but are not limited to:

Category A	Category B	Category C
<ul style="list-style-type: none"> ▪ Publications (includes Forthcoming) in Print or Electronic Media of Books, Monographs, Edited Collections, Articles, Journals, Creative Works, Other Scholarship, or Translations ▪ Book under Contract 	<ul style="list-style-type: none"> ▪ Invited Speakers & Keynotes ▪ Presentation of Lectures or Papers; Performance or Reading of Creative Works; Participation in Panels (including on campus conferences and regional conferences) 	<ul style="list-style-type: none"> ▪ Trade Book Reviews ▪ English Department Brown Bags or Professional Development Workshops ▪ English Department Facilitation/Direction of Workshops or Seminars

<ul style="list-style-type: none"> ▪ Receipt of Large-Scale External Advanced Scholarships, Fellowships, Grants, Awards, or Honors ▪ Evidence of Applied Research/Creative Activity with Discernible Community and/or Professional Impact. 	<ul style="list-style-type: none"> ▪ Facilitation/Direction of Workshops or Seminars; Organization or Direction of Conference Sessions ▪ Academic Book Reviews ▪ Professional Writing Publications ▪ Published Pedagogical or Curricular Guides ▪ Article Revise and Resubmit ▪ Research/Creative Activity under Consideration for Publication ▪ Ongoing Editorial Positions with Journals/Presses ▪ Receipt of Competitive Internal Advanced Scholarships, Fellowships, Grants, Awards, or Honors ▪ Receipt of Small-Scale External Advanced Scholarships, Fellowships, Grants, Awards, or Honors 	<ul style="list-style-type: none"> for Student Professional Development ▪ Online Public Intellectual Work: substantial contributions to professional listservs, blogs, social media, etc., that demonstrate one's academic expertise and its impact ▪ Research/Creative Activity under Consideration or Presentation or forthcoming ▪ Research/Creative Works in Progress ▪ Evidence of impact of scholarly/creative work, including but not limited to reviews, citations, translations, and performances ▪ Work as Consulting Editor, Referee, Screener, or Academic/Professional Consultant. ▪ Writing for Local Media (drama reviews, book reviews, film reviews, etc.); Presentations before Local Groups. ▪ Organizing Student Research Panels (English Studies Conference, Sigma Tau Delta, etc.) ▪ Other Research/Creative Activity
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The DPC will evaluate performance using the following standards:

Research/Creative Activity	Minimum required
Satisfactory	1 from B or 2 from C
Significant	2 from B or 3 from any mix of B and C
Superior	1 from A or 3 from B or 4 from any mix of B and C
Total activities for Tenure/Associate Professor	(6) including at least 1 from A (anytime in the prior years) for the adjective of superior in the promotion year (5) including at least 2 from A/B (anytime in the prior years) for the adjective of significant in the promotion year
Total activities for Associate to Full	(6) including at least 1 from A (anytime in the prior years) for the adjective of superior in the promotion year
Total activities for PAI	(6) including at least 1 from A (anytime in the prior years) for the adjective of superior in the promotion year (5) including at least 2 from A/B (anytime in the prior years) for the adjective of significant in the promotion year

3. SERVICE: All faculty members share the responsibility of participating in service activities and department events. Attending at least some department-sponsored events is expected each semester. To the extent that it is possible to make such distinctions, the items below are listed in order of importance. In evaluating the quality of the applicant's documentation for any of the items, however, the DPC will take into account such factors as the scope, complexity, and duration of the activity. Items A, B, and C are equally weighted and, as a whole, are first in importance in the evaluation of service.

The following materials and activities are illustrative only. They should not be considered exhaustive, **nor are they listed in order of importance within each category**. Service activities (without CUs assigned) may include, but are not limited to:

Category A	Category B	Category C
<ul style="list-style-type: none"> ▪ Chairperson of a Departmental (Core Programmatic, Administrative, or High Impact), University, or Core College Committee, UPI Chapter President, Executive Board Officer or Program Planner in Professional Society ▪ Chairperson of a Departmental Academic Program Committee or Scholarship Committee ▪ Chairs/Directors of Large-Scale 	<ul style="list-style-type: none"> ▪ Chairperson of departmental committee not listed in A ▪ Participant (Chair or Member) of Ad Hoc Committee ▪ Chairs/Directors of Small-Scale Departmental Events ▪ Member of Departmental Academic Program Committee 	<ul style="list-style-type: none"> ▪ Members of departmental committee not listed in A ▪ Members of Large-Scale Departmental Events (if applicable) ▪ Organizer of Small-Scale Department Events ▪ Participant in Student Recruitment and Retention (for example, teaching in English Studies Camp)

<p>Departmental, University, or Community Events</p> <ul style="list-style-type: none"> ▪ Chair of Committee Affiliated with Primary Duties ▪ Member of Core Programmatic, Administrative, or High Impact Departmental Committees ▪ Member of UPI Contract Negotiations Team 	<ul style="list-style-type: none"> ▪ Member of Committee Affiliated with Primary Duties ▪ Member of University or College Committee, UPI Executive Board, Officer, and/or Department Representative, Officer or Program Planner in Professional Society ▪ Participant in University or College Task Force or ad hoc Committee, RSO advising ▪ Recipient of Awards Related to Service ▪ Ongoing Community-based Education or Ongoing Facilitation of Public-Facing Programming Related to Faculty Member's Expertise ▪ Additional Mentoring of Faculty Colleagues in Relation to Underrepresented or Historically Excluded Identity or Cultural Affiliations 	<ul style="list-style-type: none"> ▪ Participant in Mentoring Program (University Faculty Mentoring Program, Department Faculty Mentoring Program, TRIO Program, etc.) <p>M. Participant in Ongoing UPI Activity</p> <p>N. Participant in Ongoing Community Service</p> <p>O. Service Related to Faculty Member's Expertise or Services Advancing the Mission of the University</p> <p>P. Sponsor of Extra-Departmental University Activity</p> <p>Q. Judge for English-Related Competitions/Exercises for Area Schools and Organizations</p> <p>R. Participant in Department Activity (invited readers and speakers, English Studies Student Conference and events sponsored by English Club, Sigma Tau Delta, faculty colloquia, etc.)*</p> <p>S. Participant in UPI Event*</p> <p>T. Participant in Community Service Event*</p> <p>U. Other Service</p> <p>*Singular events will count as a ½ credit in Category C.</p>
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Service	Minimum required
Satisfactory	At least 1 from A/B combined <i>and</i> 1 other from A/B/C; <i>or</i> 3 from C
Significant	At least 1 from A/B combined <i>and</i> 3 others from A/B/C; <i>or</i> 5 4 from B/C
Superior	At least 3 from A/B combined <i>and</i> 4 others from A/B/C
In promotion or PAI years, activities that are continued over several years shall count once for each year (e.g., 4 years of the same activity in a given category counts as 4 activities in that category).	
Total activities for Tenure/Associate Professor	(13) including minimum of 2 A <i>and</i> 4 from A/B for the adjective of superior in the promotion year (10) including minimum of 1 A <i>and</i> 3 from A/B for the adjective of significant in the promotion year
Total activities for Associate to Full	(15) including minimum of 3 A <i>and</i> 5 from A/B
Total activities for PAI	(13) including minimum of 2 A <i>and</i> 4 from A/B for the adjective of superior in the promotion year (10) including minimum of 1 A <i>and</i> 3 from A/B for the adjective of significant in the promotion year