

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: Mahyar Izadi, Dean, Lumpkin College of Business and Applied Sciences

Date: April 18, 2013

Subject: DAC Revision Approval; School of Family and Consumer Sciences

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. In that spirit, I appreciate the school's consideration of my previous review comments. The further revised DAC is approved with the following understandings, concerns, and conditions:

1. I continue to have concerns about a professional school with two graduate programs wherein research is not valued more highly than service.
2. Also of continuing concern is the requirement for a single chair and peer evaluation over a five-year (10-semester) evaluation period for promotion to the rank of full professor or for a PAI. The school faculty would be served better if the DAC were more flexible in this regard. In contrast, over the same period, evaluators would see 20 student evaluations apparently giving them greater weight contrary to guiding principle #3 in the DAC.
3. Although membership may afford professional development opportunities, membership alone does not mean that those opportunities were exercised. I continue to believe that membership *per se* should be considered in the service area of evaluation with professional development activities undertaken as a result of that membership properly considered in the teaching/performance of primary duties area of evaluation.
4. From an academic perspective, chairing a thesis committee is more commonly and better considered in the teaching/performance of primary duties section of the DAC.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the School of Family and Consumer Sciences in the discussion and consideration of the DAC revision. The school is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachments: Revised DAC; School of Family and Consumer Sciences
University Approved Core Items for Student Evaluations

cc: Chair, School of Family and Consumer Sciences (with attachments)

Guiding Principles

1. Items contained under Categories of Materials and Activities and Methods of Evaluation to be used for evaluation in the School Evaluation Criteria shall be considered illustrative and not exhaustive or conclusive.
2. Faculty may include additional items in any category at the level they deem appropriate.
3. Items within each level of Teaching/Performance of Primary Duties, Research/Creative Activity, and Service are NOT presented in priority order.
4. Research and creative activity and Service are considered of equal importance in the evaluation of faculty performance.
5. Quality of activities as well as quantity will be an important consideration. Documentation supporting the quality of activities may come from internal or external sources.
6. Primary duties other than teaching will be evaluated based on the goals and objectives for assigned responsibilities (e.g. program area coordinators, laboratory coordinator).
7. Teaching load, including the number of courses taught per semester, number of students per course, diversity of course type and delivery, undergraduate or graduate level, and honors courses shall be considered.
8. Professional development activities could include, but are not limited to, academic coursework, seminars, webinars, and workshops.
9. Select integrative learning activities are highlighted throughout the DAC. Documentation of other integrative learning experiences can be placed in the most applicable category and at the appropriate level.

I. Methods of Evaluation

A. Duties of SFCS Personnel Committee

1. The SFCS Personnel Committee will review and discuss documentation as submitted by the faculty member of his/her performance in the following areas: teaching/performance of primary duties, research and creative activity, and service. Members of the SFCS Personnel Committee may request additional supportive materials and/or a conference to discuss materials with the faculty member.

B. Chair Evaluation

1. Once each evaluation period, the Chair will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a signed, written evaluation, based on the approved University Chair Evaluation form, of the faculty member's teaching effectiveness.

C. Peer Evaluation

1. Once each evaluation period, a tenured peer will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a signed, written evaluation, based on the approved University Peer Evaluation form, of the faculty member's teaching effectiveness.

D. Student Evaluations

1. All faculty will conduct student evaluations (in print or online) in both the fall and spring semesters, using the approved SFCS evaluation form which includes the approved University core items.
2. Per the contract, all faculty are responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall provide copies to evaluators upon request. Student evaluations should be kept for the duration of any applicable evaluation period.
3. The subjective comments expressed on the student evaluation forms shall be reviewed by the evaluator as a whole without any one item representing control over the results. All written comments must be included in the portfolio.
4. In assessing student evaluations, other criteria such as the level of the course, the size of the class, the elective or required status of the class, delivery method, and other considerations (suggested by review of representative course materials) will be taken into account.
5. At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
6. Student evaluation forms used to rate the teaching performance of faculty will be assessed by the reviewer in terms of the ratings of all items, not on one item alone. At no time will a single numerical rating be used as the sole or primary factor when assessing teaching performance.

7. Student evaluations will be administered by a peer or graduate assistant in accordance with approved University policy.
 8. For those faculty requesting retention, promotion, tenure, and/or PAI, student evaluations submitted must be representative of the teaching assignment of the faculty member. A minimum of 20 student evaluations will be required for each academic year.
- E. Annually-contracted and adjunct faculty
1. Annually-contracted and adjunct faculty shall be evaluated using the SFCS Application of Criteria for the Teaching/Performance of Primary Duties criterion.
 2. The SFCS recognizes that not all of the items listed in the levels of performance within the Teaching/Performance of Primary Duties are available to Unit B and adjunct faculty and this shall not have a negative impact on their evaluation.
 3. Unit B and adjunct faculty must include student evaluations of all courses taught (fall and spring, and summer, if taught), including all written comments.

II. Teaching/Performance of Primary Duties

A. The **Satisfactory** level must include items 1-6 and may include, but is not limited to items 7-9.

1. Receiving peer and Chair evaluation rating(s) of satisfactory as measured by SFCS evaluation instrument.
2. Receiving student evaluation rating(s) of satisfactory as measured by SFCS evaluation instrument, which includes the approved University core items.
3. Providing course syllabus, whether online or in print, for each course taught to include the following: approved course description, text(s), approved course objectives, approved course outline, and methods of evaluation.
4. Providing examples of course assignments, activities, and examinations.
5. Demonstrating oral English proficiency as mandated by Illinois statute.
6. Posting and maintaining office hours according to contract.
7. Participating in professional development activities to enhance performance of teaching/primary duties.
8. Holding membership in professional organizations as related to the discipline.
9. Incorporating basic online/technological features, such as student grades, discussion boards, or social media, into courses.

B. The **Highly Effective** level assumes a satisfactory level of performance.

Additional considerations include student, peer, and Chair evaluation along with documentation of additional materials and various activities, which may include, but is not limited to, items 3-7.

1. Receiving peer and Chair evaluation rating(s) of highly effective as measured by SFCS evaluation instrument.
2. Receiving student evaluation rating(s) of highly effective as measured by SFCS evaluation instrument, which includes the approved University core items.
3. Providing course materials, supplemental instructional materials, and evidence of the use of a variety of teaching techniques (e.g. field trips, technological applications, guest speakers).
4. Participating in course proposal revisions which were approved by the necessary committees.
5. Participating in professional development activities to develop teaching skills.
6. Maintaining professional certification (e.g. CFCS, CFLE, RD, CHE).
7. Serving on a graduate non-thesis committee.

- C. The **Superior** level assumes a highly effective level of performance. Additional considerations include student, peer, and Chair evaluations along with documentation of additional materials and various activities which may include, but are not limited to, items 3-10.
1. Receiving peer and Chair evaluation rating(s) of superior as measured by SFCS evaluation instrument.
 2. Receiving student evaluation rating(s) of superior as measured by SFCS evaluation instrument, which includes the approved University core items.
 3. Completing professional development activities (e.g. fellowship, internship, or sabbatical) related to increasing teaching effectiveness/performance of primary duties.
 4. Receiving teaching awards and/or recognition, such as a nomination (other than self-nomination) for excellence in teaching/performance of primary duties.
 5. Developing, implementing, or maintaining advanced technological applications to enhance learning (e.g. simulations, webcams, animations, and extensive resource site)
 6. Receiving funding for curriculum development or enhancement.
 7. Developing program assessment activities and materials.
 8. Developing new course proposals (face-to-face or online) or making major course revisions that were approved by the necessary committees.
 9. Teaching a new course (face-to-face or online) in its initial offering.

III. Research and Creative Activity

A. The **Satisfactory** level assumes the inclusion of at least one item from the list below.

1. Holding membership in professional research organizations or research sections of other professional organizations. Faculty member must provide documentation of how membership qualifies as research-related and is different than the professional membership(s) listed for II.A.8.
2. Participating in professional development activities to enhance research skills.
3. Participating in roundtable discussion groups and/or seminars related to research and creative activity within the discipline.
4. Serving as a member of a local and/or district committee which planned and conducted research and/or creative activity related to the discipline.
5. Completing research and/or creative activity that has not been submitted or published.

B. The **Significant** level assumes a satisfactory level of performance with the addition of activities listed below.

1. Submitting research and/or creative activity proposals that were not accepted for publication, funding, or presentation.
2. Presenting non-peer reviewed research and/or creative activity to a local or professional audience.
3. Publishing an article in a non-peer reviewed publication.
4. Completing dissertation as part of a graduate degree program.
5. Serving as a panelist on a panel discussion related to research and/or creative activity in the discipline.
6. Serving as a member of a graduate thesis committee.
7. Leading a peer-reviewed roundtable discussion group and/or seminar related to research and creative activity within the discipline.
8. Serving as a state, regional, national, and/or international committee member for planning, implementing, and evaluating research and/or creative activity.
9. Assuming major responsibility for planning research-related local and/or district conferences.

C. The **Superior** level assumes a significant level of performance with the addition of activities listed below.

1. Assuming major responsibility for planning a research-related local, state, regional, national, and/or international conference.

2. Serving as a reviewer/referee for books, journals, and other professional media.
3. Serving as a reviewer/referee of research proposals/abstracts for professional organizations, meetings, conferences, and/or internal/external funding agencies.
4. Receiving funding for research and/or creative activity.
5. Receiving a fellowship/internship/sabbatical related to research and/or creative activity.
6. Presenting peer-reviewed research and/or creative activity to a professional audience.
7. Presenting as an invited or keynote speaker to a professional audience.
8. Exhibiting creative works accepted for peer-reviewed exhibit/showcase/display.
9. Authoring, co-authoring and editing of books, chapters in books, curriculum guides, laboratory manuals, resource manuals, and other instructional aids.
10. Publishing an article in a peer-reviewed journal.
11. Receiving research/creative activity awards and/or recognition, such as a nomination (other than self-nomination) for excellence in research and/or creative activity.
12. Chairing a thesis committee.

IV. Service

- A. The **Satisfactory** level assumes the inclusion of one item listed below.
1. Serving on School of Family and Consumer Sciences (SFCS) committee(s).
 2. Providing professionally-related service to community groups (e.g. judging at local fairs)
 3. Providing professionally-related service to student organizations.
 4. Participating in professional development activities to enhance service opportunities and skills.
- B. The **Significant** level assumes the satisfactory level of performance with the addition of activities listed below.
1. Chairing a SFCS committee.
 2. Serving on a College or University committee.
 3. Serving as an advisor for a student organization.
 4. Serving as an officer in a local or district professional organizations.
 5. Providing leadership through professionally related service to community groups.
 6. Providing professionally related service to non-academic boards or government agencies related to the discipline.
 7. Participating as a FCS specialist on a multi-disciplinary team (e.g. advisory committee).
 8. Publishing or presenting in the lay media (e.g. media interviews and press releases).
- C. The **Superior** level assumes the significant level of performance with the addition of activities listed below.
1. Serving as an officer in a state, national and/or international professional organization related to the discipline.
 2. Holding committee membership in a state, national, and/or international professional organization.
 3. Chairing a College or University committee.
 4. Serving on a major University council/committee.
 5. Providing leadership to a non-academic board or to a government agency associated with the discipline.
 6. Organizing a conference, symposium, or workshop.
 7. Receiving service award and/or recognition, such as a nomination (other than self-nomination) for excellence in service.
 8. Serving on UPI in an elected position.

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)