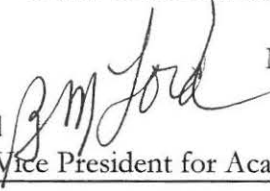


# EASTERN ILLINOIS UNIVERSITY

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

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To: Bonnie Irwin, Dean, College of Arts and Humanities

Date: May 8, 2013

Subject: DAC Revision Approval; Department of Foreign Languages

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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. The dates "2012-2014" in the first line of the DAC title are without effect with regard to the Agreement or the DAC and should be removed to avoid confusion.
2. Specific references to the DPC with regard to evaluation do not exclude other contractually prescribed evaluators, evaluations, and reviews.
3. I share the dean's concerns provided to the department in writing on April 15 of this year (and appended hereto).
4. Concerning II.A.2., I note the specification for a single peer and chair evaluation for promotion to the rank of professor or for a PAI. Consideration should be given to whether two classroom evaluations provide a sufficiently representative sample for a five-year/10-semester evaluation period (~30 sections). Compare this to the requirement to provide at least one student evaluation per semester. Consider that having many more student evaluations appears to give them more importance even though the DAC does not clearly specify the relative importance of peer, chair, and student evaluations of teaching/performance of primary duties. Perhaps one peer and one chair evaluation per semester or per year would better reflect the department's values.

5. The University Approved Core Items for Student Evaluations are to be incorporated verbatim first in all student evaluations in the order listed with the Likert scale, 5=Strongly Agree and so on.
6. In III.B. Level II, membership in a professional organization is more appropriately considered in the service area of evaluation.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of Foreign Languages 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 Foreign Languages  
University Approved Core Items for Student Evaluations  
Dean Irwin's DAC Review Concerns of April 17, 2013

cc: Chair, Department of Foreign Languages (with attachments)

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF ARTS & HUMANITIES

Bonnie D. Irwin  
Dean

581-2922  
[bdirwin@eiu.edu](mailto:bdirwin@eiu.edu)

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To: Stephen Canfield, Chair  
Foreign Languages

Re: Foreign Languages DAC

Date: 17 April 2013

Associate Dean Poulter and I have reviewed all the DACs in the College, and I want to take this opportunity to thank you and the faculty for your work on the Foreign Languages DAC.

The process for the review and revision of the DAC is intended to be a collaborative one among the faculty, the chair, the dean, and the provost. In that spirit, I offer the comments below for your consideration. My apologies for the delay in communicating the points below, but if the faculty still has time to consider them this term, I would appreciate it.

1. I note that there is little discussion of the relative weight of items within the levels. If some activities are more important than others and receive more consideration, you may want to specify this.
2. II.A.1: I wonder why Unit A faculty need submit fewer student evaluations than Unit B faculty. This difference implies that teaching is not as important for a Unit A faculty member as it is for Unit B.

Thank you so much for all your efforts during the DAC revision process. As Eastern Illinois University seeks continuous improvement, I especially appreciate the work on these DACs which uphold the standards of excellence on which we pride ourselves in the College of Arts and Humanities.

c: Provost and VPAA, Associate VPAA

## 2012-2014 Departmental Application of Criteria

Department: FOREIGN LANGUAGES

Date approved by Department: December 14, 2012

Evaluation of the faculty of the Department of Foreign Languages for purposes of retention, promotion, or tenure will be based on the EIU-UPI contract and on University criteria in the three performance areas of: (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, (3) Service.

The Department Personnel Committee will review both documentation of and quality assessment of such activity submitted by a candidate. The DPC may request written statements as to the quality of the material from other professionals involved in the activity with the knowledge and consent of the candidate. Further elaboration of methods and procedures of evaluation may be found in section II, "Methods of Evaluation to be Used by Performance Area."

In the evaluation of annually contracted employees, the Chair and the Dean will use only items in I.A. Level I 1-2, 4; Level II 1-2, 4-7; Level III 1, 3-9.

### I. Categories of Materials and Activities Considered Appropriate by Performance Area and Relative Importance of Materials/Activities

#### A. Teaching/Performance of Primary Duties

Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties are grouped below in Levels demonstrating the order of their relative importance as evidence of effective performance. Items shall be considered illustrative and not exhaustive. All activities for which CU's are assigned, with the exception of CU's assigned for research under the current UPI contract, shall fall under this rubric.

In establishing priorities for activities in each performance area, those activities normally expected of university faculty members or of a minimal level of expectation shall be assigned lowest priority, if cited at all. Examples are attendance at and participation in departmental meetings.

As per Article 8.1.a. of the Unit B contract, annually contracted faculty will be evaluated in the performance area of Teaching/Performance of Primary Duties only after completion of one full academic term. In addition, it should be noted that while evaluation of ACF members is limited to the area of teaching/performance of primary duties, ACF members who have not qualified for a performance-based increase as a result of successive annual evaluations may submit materials for evaluation for a performance-based

increase that document evidence of superior performance in teaching/primary duties in the aggregate. These materials may be supplemented by evidence of contributions to the University that are in addition to those contractually required.

Level I: Satisfactory performance in the area of teaching/primary duties may be evidenced by, but is not limited to, the following items which are not ranked:

1. Positive written evaluation by peers and Chair based on classroom visitation, and/or a mean score of 3.2 or higher for the general rating of the instructor and/or the overall average of all other appropriate items from student course evaluations. One evaluation from a peer who is a tenured or tenure-track faculty member in the Department of Foreign Languages must be included. Additional evaluations from peers outside the department or university may be considered. In assessing student evaluations, such considerations as the difficulty of the course, the size of the class, the teaching load, whether the class was required or elective whether the course was taught for the first time by the instructor, as well as other considerations suggested by review of representative course materials may be taken into account. Unit B faculty are required to be observed and evaluated by the Department Chairperson but are not required to submit peer evaluation or observations.
2. Creation of appropriate course materials, such as syllabi or other descriptions. Course syllabi should be prepared in compliance with CAA Syllabus Policy 95-69 and should include course objectives, course outline or a description of course content, course assignments/projects/papers, grading policy and/or grading scale, attendance policy, evaluation procedures, information for students with disabilities, and office hours.
3. Evidence of student advisement appropriate to this level.
4. Relevant travel or residence in an area where the target language is spoken. Applicants shall submit a report of tangible accomplishments as a result of the travel that are relevant to a performance area.
5. Evidence of satisfactory performance of duties other than teaching for which CU's have been assigned.

Level II: In addition to meeting applicable criteria for satisfactory performance (see above), highly effective performance in the area of teaching/primary duties may be evidenced by, but is not limited to, the following items which are not ranked:

1. Positive evaluations by peers and Chair and a consistent mean score of 3.8 or higher for the general rating of the instructor and/or the overall average of all other appropriate items from student course evaluations. In assessing student

evaluations, such considerations as the difficulty of the course, the size of the class, the teaching load, whether the class was required or elective, whether the course was taught for the first time by the instructor, as well as other considerations suggested by review of representative course materials may be taken into account.

2. Favorable written comments by students on student evaluations.
3. Appropriate course work taken or degrees obtained pertaining to secondary area of expertise.
4. Course work or workshops taken that provide training in the application of technology to the teaching and learning process with the goal of enhancing traditional course delivery and/or providing the knowledge and skill base needed to deliver course material in part or whole by electronic means.
5. Development of new courses or significant improvement of existing courses to be delivered in a traditional classroom setting or in an on-line format, including use of web-based or Internet technology.
6. Development of new courses or significant modification of existing courses to be delivered on an interdisciplinary, interdepartmental or intercollegiate basis.
7. Relevant travel or residence in an area where the target language is spoken. Applicants shall submit a report of tangible accomplishments as a result of the travel that are relevant to a performance area.
8. Evidence of student advising appropriate to this level.
9. Evidence of highly effective performance of duties other than teaching for which CU's have been assigned.

Level III: In addition to meeting applicable conditions for highly effective performance (see above), superior performance in the area of teaching/primary duties may be evidenced by, but is not limited to, the following items which are not ranked:

1. Consistent positive evaluations by peers and Chair, and/or a consistent mean score of 4.2 or higher for the general rating of the instructor and the overall average of all other appropriate items from student course evaluations. In assessing student evaluations, such considerations as the difficulty of the course, the size of the class, the teaching load, whether the class was required or elective,

whether the course was taught for the first time by the instructor, as well as other considerations suggested by review of representative course materials may be taken into account.

2. Carrying and effectively executing a significant consistently heavy advising load.
3. Evidence of sustained involvement in activities described in Level II.
4. Developing auxiliary language materials for use in courses taught at the University judged appropriate and of professional quality by peers (software, audio and/or video materials, etc.).
5. Delivery of a course or section of a course on an interdisciplinary, interdepartmental or intercollegiate basis.
6. Teaching in off-campus sites included on the Assignment of Duties, e.g., community colleges, Study Abroad Programs.
7. Development and/or delivery of short or long term study abroad courses/programs.
8. Assuming leadership responsibility for study abroad programs, such as recruitment, promotion, delivery, and pre-travel preparation for accompanying groups to a study abroad site.
9. Relevant travel or residence in an area where the target language is spoken. Applicants shall submit a report of tangible accomplishments as a result of the travel that are related to this performance area.
10. Supervision of Independent Study, Cadet Teachers, or Internships.
11. Evidence of superior performance of duties for which CU's have been assigned.

#### B. Research/Creative Activity

Categories of materials and activities appropriate for the evaluation of research/creative activity are grouped below in levels demonstrating the order of their relative importance as evidence of effective performance. Items shall be considered illustrative and not exhaustive:

Level I: Appropriate performance. This category is limited to first-year tenure track faculty. Appropriate performance in the area of research/creative activity may be evidenced by, but not limited to, the following items which are not ranked:

1. Giving evidence of suitable planning for research/creative activity.
2. Submission of evidence of applying for grants to fund a research project. In all such instances, seeking of grant sources external to the University shall be given greater weight than those of internal origin.
3. Membership in professional associations.

Level II: Satisfactory performance in the area of research/creative activity may be evidenced by, but not limited to, the following items which are not ranked:

1. Consultative activity appropriate to this level involving cultural, linguistic or scholarly knowledge.
2. Giving evidence of a work in progress (essays, fiction, poetry, translations, reviews, etc.) Documentation should be in as much detail as possible in order to provide a basis for qualitative assessment.
3. Travel abroad that is functionally related to this performance area. Applicants shall submit a report of tangible accomplishments as a result of the travel that are relevant to research/creative activity.
4. Continuing education in one's field (teaching, literature, language studies), or in another language.
5. Keeping abreast of current bibliography and reading journals and selected longer works in one's field. Evidence of bibliographies of self-guided study or designed reading which are submitted for consideration for purposes of retention, promotion and/or tenure shall be developed in as much detail as possible.
6. Research involved in preparing a course the faculty member is teaching for the first time.
7. Attending professional conferences.

Level III: Significant performance in the area of research/creative activity may be evidenced by, but not limited to, the following items which are not ranked:

1. Reading an original work at a conference sponsored by a professional association or institution.
2. Presenting or offering workshops on pedagogy or teaching methodology at conferences sponsored by professional associations or institutions.



3. Having translations of less than article length published.
4. Chairing (a) session(s) at meetings of professional conferences.
5. Having a review of a book published.
6. Acting as a peer reviewer or referee for a scholarly journal.
7. Residence abroad that is functionally related to this performance area. Applicants shall submit a report of tangible accomplishments as a result of the travel that are relevant to a performance area.
8. Consultative activity appropriate to this level involving cultural, linguistic or scholarly knowledge.
9. Development of language materials (computer programs, Web-based instructional materials, audio and video materials, etc.) for language teaching and courses and/or distribution to colleagues at other institutions including high schools.

Level IV: Superior performance in the area of research/creative activity may be evidenced by, but not limited to, the following items which are not ranked:

1. Having original creative or scholarly work published in refereed journals or books of the language profession or related area.
2. Having book-length translations published.
3. Having books of original work published.
4. Doing editorial work for scholarly publications.
5. Development of language materials (computer programs, Web-based instructional materials, audio and video materials, etc.) recognized by peers knowledgeable in the field as being of very high quality and worthy of marketing.
6. Receiving grants for study in specialized areas of research, including the application of technology to the teaching and learning process. The acquisition of external grants shall be given greater weight than those of internal origin.
7. Residence abroad that is functionally related to this performance area. Applicants shall submit a report of tangible accomplishments as a result of the travel that are

relevant to a performance area.

8. Publishing multiple reviews of books.
9. Reading multiple original works at conferences sponsored by professional organizations or institutions.
10. Sustained activity as a peer reviewer or referee for a scholarly journal.
11. Development of original course texts which are to be used as primary or secondary course texts.
12. Presenting extensive and/or multiple workshops on pedagogy or teaching methodology at conferences sponsored by professional associations or institutions.
13. Sustained exceptional contribution of activities listed in Level 3, to be evaluated qualitatively.

### C. Service

Categories of materials and activities appropriate for the evaluation of service are grouped below. Performance levels for service follow these categories on pp. 9-10. Items shall be considered illustrative and not exhaustive:

1. Service to the Department
  - a. Member of the Department Personnel Committee or other departmental committees.
  - b. Supervision of extracurricular activities.
  - c. Acting as advisor to a language club and/or language honor society.
  - d. Acting as secretary for departmental meetings.
  - e. Promoting new curricula in any way.
  - f. Developing or administering language materials for the Department (e.g. proficiency or placement exams).
  - g. Sustained or intensive involvement in outreach activities intended to

represent the Department, College and University to populations both within and outside the Eastern community, especially those aimed at increasing departmental exposure and recruitment of students.

- h. Procuring external funding for students or extensively assisting students in the application process for procuring external funding for academic programs, including study abroad.
2. Service to professional organizations (Academic and/or pertaining to primary duty)
- a. Holding an office in a professional organization.
  - b. Serving as chairperson or member of a committee in a professional organization.
  - c. Serving as editor of a newsletter published by a professional organization.
  - d. Effective participation in or contribution to professional academic organizations.
3. Service to the University
- a. Membership in any university council or committee.
  - b. Membership in any subcommittee of a university council or committee.
  - c. Development or supervision of special programs or events.
  - d. Sponsorship of university-wide Recognized Student Organizations.
  - e. Sponsorship of a national or international honor society.
  - f. Serving as resource person, including acting as guest lecturer, to another department.
  - g. Student recruitment activity not specifically related to the Department.
  - h. Procuring external funding for the University.
  - i. Union service as it relates to one's professional expertise.
4. Service to the Public

- a. Effective participation in and contribution to other educational institutions and to professional service groups.
- b. Serving on regional, state, or national committees or commissions concerning education, whether or not such service pertains directly to language teaching.
- c. Participating in the evaluation of schools for NCATE or other accrediting organizations.
- d. Participation in community, state, national or international service organizations that fulfills the University's goal of promoting good relations between the University and the public (e.g., Habitat for Humanity, The Tree Society, the Literacy Council, etc.)
- e. Pro bono translation and/or interpreter services.

Level I: Appropriate Service. This category is limited to first-year tenure track faculty. Appropriate Service may be evidenced by contribution to any item in Category 1.

Level II: Satisfactory performance in the area of Service may be evidenced by, but not be limited to, the following: Contribution to any item in Category 1 and contribution to any item in any other category. (see above)

Level III: Significant performance in the area of Service may be evidenced by, but not limited to, the following:

Contribution to any item in Category 1 and contribution in two other categories.  
 Contribution to any item in Category 1 and one other category with exceptional contribution in one item in one or two categories may also be judged significant.

Level IV: Superior performance in the area of service may be evidenced by, but not limited to, the following:

Sustained contribution in at least three categories.

Sustained exceptional contribution in one or two categories.

## II. Methods of Evaluation to be Used by Performance Area

The entire DPC and all other contractually prescribed evaluators shall evaluate all materials submitted by each faculty member. The DPC alternate shall serve as the third member of the DPC when evaluating DPC members or in circumstances where it may be

deemed inappropriate for a given DPC member to evaluate a faculty member. The DPC or other contractually prescribed evaluators may, wherever applicable, require supporting evidence in every performance area as outlined below. An interview may be requested by either the DPC or the candidate being evaluated for purposes of clarification. Methods shall be considered illustrative and not exhaustive.

Items explicitly listed for one performance standard may be considered "exceptional" and thus used to qualify for a higher performance standard if the quality or quantity of the work justifies such an exception.

A. Teaching/Performance of Primary Duties

1. Probationary tenure-track faculty must submit student course evaluations from at least two classes per semester. Unit A faculty with tenure must submit student evaluations from at least one class per semester, and Unit B faculty must submit student evaluations from all classes taught. All numerical and narrative evaluations from a class must be submitted and there must be at least a 50% response rate. Evaluation by larger four and/or three semester hour classes is encouraged, when such classes are included in the instructor's teaching load.

Student evaluations submitted by applicants for retention, promotion, and/or tenure shall be representative of the teaching assignments of the faculty member. Student evaluations shall be documented by the use of the Departmental or Purdue Evaluation Form. Questions will concern various aspects of classroom performance.

The instructor selects a student to monitor the student evaluations process but is absent from the classroom during that time. When the class has finished, the designated student collects the evaluations, seals them in the marked envelope and delivers it to the Department office manager. If in a given course a question does not apply, the instructor may ask students to omit that question.

Copies of the reports shall be given to the DPC, Chair, and faculty member and shall become a part of the materials used in the process of evaluating an employee for the purposes of retention, promotion or tenure. In assessing student evaluations, such considerations as the difficulty of the course, the size of class, the teaching load, whether the class was required or elective, whether the course was taught for the first time by the instructor, as well as other considerations suggested by review of representative course materials may be taken into account.

In compliance with State requirements, for those courses in which English is the language of instruction a question will be added which rates the instructor's

command of the English language.

2. Evaluations based on at least one classroom observation by the Department Chair and at least one observation by a peer shall be obtained and will be considered as evidence of performance in this area. One evaluation from a peer who is a tenured or tenure-track faculty member in the Department of Foreign Languages must be included. Additional evaluations from peers outside the Department or University may be considered. Unit B faculty are not required to submit a peer evaluation. A written report for observations, as stated in I. A. Level 1, #1, is required for Unit A faculty applying for retention, promotion and/or tenure, and for Unit B faculty seeking retention. All peer and Chair evaluations based on classroom observation shall become part of the evaluation portfolio. Peer and Chair evaluations based on classroom observation shall be conducted a minimum of once per year for probationary faculty. Chair evaluation based on classroom observation shall be conducted a minimum of once per semester for Unit B faculty.

Tenured faculty applying for promotion or professional advancement increase must submit a minimum of one Chairperson evaluation from within the two years preceding the application. The candidate and the Chairperson shall arrange the Chairperson's visitation for a mutually acceptable hour. They will also arrange for visitation by one or more of the candidate's peers with such person or persons being acceptable to both the Chairperson and the candidate.

Although the preceding paragraph establishes a minimum number of evaluations by Chair and peers, faculty seeking promotion or PAI are strongly urged to submit multiple observations from across the stipulated evaluation period.

3. The DPC will require supporting course materials and any other additional appropriate evidence of performance.
4. In order to evaluate the quality of advising, an advisor may require advisees to complete a questionnaire pertaining to the advisor's effectiveness. Questions will focus on relevant areas such as availability for consultation, allowing sufficient time for discussion of academic concerns, grasp of the advisement system, and over-all satisfaction with assistance. Provision will be made for additional comments and the advisor's name will be identified on the questionnaire. The questionnaires will be forwarded to the Chairperson and made available to the Department Personnel Committee for use in the evaluation process (see Appendix A for questionnaire).

B. Research/Creative Activity

1. Evidence of research activity and/or publication must be submitted. This may

include titles, reprints or the actual publication. Work in progress must be detailed in writing with information regarding anticipated completion.

2. Participation in conferences, conventions and other similar endeavors must be documented.
3. Travel abroad related to individual expertise must be documented and some explanation given as to the relationship to that area.
4. Additional comments and evaluation from University peers and/or other qualified scholars may be requested by the DPC, the chair or other contractually prescribed evaluator.
5. All evidence submitted will be considered and evaluated quantitatively and qualitatively.

C. Service

1. A list of contributions to the Department, University or general public must be submitted for consideration.
2. For qualitative analysis, the candidate may furnish statements concerning the nature of the contribution and the relevance to the goals of the Department and/or University.
3. Equal emphasis will be given to Departmental and University service.

III. Relative Importance of Research/Creative Activity and Service

The Department of Foreign Languages considers research/creative activity and service to be of equal importance.

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)