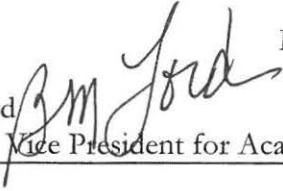


EASTERN ILLINOIS UNIVERSITY

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: Bonnie Irwin, Dean, College of Arts and Humanities

Date: May 8, 2013

Subject: DAC Revision Approval; Department of Journalism

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 note with appreciation that the DAC revision was provided in mark-up form showing clearly the proposed changes. I also note with appreciation that the frequency of chair and peer evaluations has been doubled for promotion to the rank of professor and for professional advancement increase.
2. The DAC includes excerpts from the Unit A collective bargaining agreement. I routinely advise that this practice be avoided and that faculty be referred as appropriate to the source documents. Based on negotiations, contract language can change, and DAC revisions can span more than one contract period. That said, the collectively expressed value on the first page of the DAC about access to faculty is laudable.
3. Unless "Peer" in I.B. is intended to include the chair, it appears that the DAC places less value on chair classroom evaluations than peer and student evaluations; this is not in keeping with other academic departments wherein chair classroom evaluations are considered on a par with peer evaluations.
4. 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.

5. In the area of research/creative activity, the scholarly profile of the department would benefit by a statement in the DAC that values peer-reviewed scholarship over non-peer-reviewed activity.
6. I note II.A. continues to include belonging to professional organizations; in most departments, this kind of activity is considered in the service area of evaluation.
7. In the research/creative activity area of evaluation (II.B. and II.C.), it appears that internal and external grant applications and internal and external grant awards are valued equally. In most areas, external grant applications and awards are valued more highly than internal grants.
8. In I.V. the DAC restricts the evaluation of annually contracted faculty to teaching/performance of primary duties. While it is true that annual evaluations of annually contracted faculty are limited to the area of teaching/performance of primary duties, annually contracted faculty members who have not qualified for a performance-based increase based on successive annual evaluations may submit evaluation materials for evaluation for a performance-based increase that document evidence of superior performance in teaching/primary duties, in the aggregate. Those materials may be supplemented by evidence of contributions to the University that are in addition to those contractually required. This should be made clear in the DAC.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of Journalism 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 Journalism
University Approved Core Items for Student Evaluations

cc: Chair, Department of Journalism (with attachments)

JOURNALISM
DEPARTMENTAL APPLICATION OF CRITERIA
APPLICABLE TO 2012-16 CONTRACT

Approved by faculty Nov. 28, 2012

Amended Jan. 23, 2013

Preamble: All faculty are expected to meet their employment obligations as set out in Article 6 of the 2012-2016 EIU-UPI Unit A Agreement. Evaluations shall be conducted according to criteria set out in Article 8.3 of the Agreement. For purposes of evaluation, a portfolio containing a narrative summary and listing of activities and documentary evidence of achievement and organized in the order presented in this DAC shall suffice. In addition to those materials required in this DAC and in the agreement, other illustrative supporting materials presented should be demonstrative but not exhaustive. The narrative summary, list of activities, and addenda shall be organized in descending chronological order beginning with the most current evaluation period. The quality of materials and activities will be considered more important than the quantity.

Because faculty accessibility is an important contributor to student success, faculty must post and maintain office hours as required in the contract. To emphasize, the required minimum is at least four office hours per calendar week spread over at least three days or at least five office hours per calendar week spread over at least two days. Maintenance of additional office hours beyond the contractual minimum is encouraged. Faculty members should be available to meet students, other faculty and staff at times other than posted office hours and scheduled classes.

DPC members shall meet at appropriate times to review materials associated with individual evaluations.

I. Teaching/Performance of Primary Duties:

With the exception of research and sabbatical assignments, activities for which credit units are assigned shall be considered as primary duties for the purpose of evaluation. Evaluation will be categorized as Unsatisfactory, Satisfactory, Highly Effective, and Superior. Activities listed herein shall be considered illustrative and not exhaustive and are not listed in order of significance.

Activities related to non-teaching assignments, but not directly part of primary duties, may be counted in the teaching, research/creative or service categories. See Article 8.9d(2) of the EIU UPI 2012-2016 Agreement.

At least one chair and one peer classroom visitation per year must be documented for each retention or tenure ~~or other evaluation~~ period. A peer is a member of Unit A. All classroom visitations conducted for the purposes of complying with the DAC during an applicable evaluation period must be documented in the portfolio ~~for the action being applied for~~. No more than one classroom visitation evaluation from the same peer during an evaluation period may be considered. For retention, ~~an~~ the evaluation period is one semester for the first year and one calendar year for all other years. For tenure, the evaluation period is six years. All peer and chair evaluations during an evaluation period must be included for evaluation. Thus, for the tenure portfolio, six peer and six chair evaluations need to be submitted.

Faculty applying for full professor or a Professional Advancement Increase must include two peer and two chair evaluations taken from the period being evaluated: one each from the first three years and one each from the final two years.

* Faculty applying for promotion or a PAI before 2015-16 will be required to submit two peer and two chair evaluations from the entire five-year period to accommodate those who are already beyond the initial three years.

Student evaluations of courses taught during summer semester are required only for classes taught as part of the employee's assigned primary duties during his/her regular appointment period. Evaluators may take into consideration conditions beyond the control of faculty members, such as class size, classroom environmental factors, poor ~~quality of~~ technological support, and teaching beyond an eight-hour schedule in any one-day period. In general, peer, chair and student evaluations will have priority over other items in assessing teaching effectiveness of faculty members. ~~Faculty applying for full professor or a Professional Advancement Increase must include two peer and two chair evaluations taken from the period being evaluated.~~

The standards and measures that apply to the traditional classroom instruction setting will apply to online instruction.

- A. For the purpose of evaluating teaching/performance of primary duties, evaluators will use the following materials, activities:
1. Student evaluations
 2. Peer evaluations of classroom performance
 3. Chair evaluations of classroom performance

4. Syllabi and related course materials
5. Academic advising evaluations
6. Incorporation and use of new and evolving technologies
7. Evaluations of non-classroom assignments for which credit units are assigned
8. Participation in professional development activities designed to improve teaching and learning
9. Course and curriculum development or revision
10. Participation in primary duties on an interdisciplinary, interdepartmental, and intercollegiate basis
11. Participation in instructional activities, including student engagement and mentoring, recruitment, or off-campus instruction
12. Participation in integrative learning activities that bridge classroom learning with real world experience
 - *Activities related to non-teaching assignments, but not directly part of primary duties, may be counted in the teaching, research/creative or service categories. See Article 8.9d(2) of the EIU UPI 2012-2016 Agreement.

B. Relative Importance:

1. Peer and student evaluations will have priority over other items in assessing teaching effectiveness of faculty members.

C. Methods of Evaluation to be Used in Teaching/Performance of Primary Duties:

1. A peer evaluation will be required once during each retention evaluation period, once for each year in the tenure evaluation period, and twice for the promotion or PAI evaluation period, and a copy shall be presented to the instructor being observed as soon as possible after the classroom visit. The evaluation should reflect the evaluator's perception of the instructor's teaching techniques and general effectiveness in the classroom setting and in course materials and syllabi. The instrument of evaluation shall be the Eastern Illinois University Approved Peer Evaluation Form.
2. Official departmental student evaluations will be required for at least half of a faculty member's course load every fall and spring term and will be structured to reveal student's perception of the instructor's effectiveness. Student evaluations submitted by applicants for retention, promotion, tenure or a professional advancement increase shall be representative of the teaching assignments of the faculty member. The department's official student evaluation instrument shall be the Purdue evaluation form. The faculty member shall be responsible for maintaining copies of all student evaluation portfolios and shall provide copies to evaluators upon request. Student evaluations should be kept for the duration of any applicable evaluation period.
3. Official departmental student evaluations will be administered as follows: The faculty member will present and explain the evaluation materials or online evaluation process; ~~he or she~~. If using printed evaluations, the faculty member will ask a peer or a student to ~~be in charge of collecting~~ collect the materials and delivering them to the departmental secretary, who will deliver them to the Testing Center in a sealed envelope; ~~and~~. Whether using printed or online evaluations, the faculty member will excuse himself or herself from the classroom while the evaluation takes place.

D. Examples of syllabi will be included for evaluation. Syllabi must comply with course descriptions as approved by the Council on Academic Affairs and Council on Graduate Studies, contain learning outcomes that can be assessed, meet standards of the Accrediting Council for Education in Journalism and Mass Communication and be in accord with the department's diversity and assessment plans.

E. In consultation with the faculty member, the chair shall provide the approved evaluation instruments for each non-classroom activity or instruction for which credit units are assigned, including but not limited to:

1. student publications or media
2. departmental and university honors students
3. internships
4. study abroad
5. independent study
6. student research presented outside classroom requirements, such as on campus at Showcase EIU or off campus at the National Council on Undergraduate Research or the Association for Education in Journalism and Mass Communications

F. Student evaluations of academic advisers will be required once every calendar year.

G. A faculty member is obligated to submit supporting materials for other items. The quality of materials and activities will be generally considered as more important than the quantity.

~~H. All peer and chair evaluations during evaluation period must be included for evaluation.~~

~~I. DPC members shall meet at appropriate times to review materials associated with individual evaluations.~~

~~J. The quality of materials and activities will be generally considered as more important than the quantity.~~

II. Research/Creative Activity:

For the purpose of assessing Research/Creative Activity, evaluation shall be categorized as Unsatisfactory, Satisfactory, Significant and Superior. Items shall be considered illustrative and not exhaustive. Research and sabbatical assignments shall be considered as research/creative activity. First-year retention criteria for appropriate research/creative activity will include demonstrated potential for achievement of the satisfactory level of performance as described in II.A.1 below. Publication will be given priority over work in progress. Faculty member is obligated to submit supporting materials for items.

The department values and encourages a variety of approaches to scholarship that includes theoretical research, empirical research, applied research, and creative activities, all of which contribute to the body of knowledge and to disseminating information in and beyond the classroom. These areas are equally important to the department's mission. ~~Theoretical research leads to greater understanding of journalism. Applied research is designed to solve practical problems, improving the field of journalism.~~

Theoretical and empirical research leads to greater understanding of journalism. Applied research is designed to solve practical problems, improving the field of journalism or journalism education. Creative activity contributes to society at large through practical, journalistic research methods that result in exemplary work. All ~~three~~ four approaches demonstrate the value of continued learning to our students. The weight that is accorded these materials will be judged by their adherence to professional standards within the discipline, by their contribution to the profession, by the quality of their execution, and by the distinction they may bring to the university.

~~Creative activity contributes to society at large through practical, journalistic research methods that result in exemplary work. All three approaches demonstrate the value of continued learning to our students. The weight that is accorded these materials will be judged by their adherence to professional standards within the discipline, by their contribution to the profession, by the quality of their execution, and by the distinction they may bring to the university.~~

Activities listed within each category shall be considered illustrative and not exhaustive and are not listed in order of significance.

A. Satisfactory Research/Creative Activity will include some of, but not be limited to:

1. engaging in scholarly/creative work
2. engaging in work toward a graduate degree program related to the discipline
3. attending workshops, seminars, conventions, related to the discipline
4. belonging to professional organizations
5. contributing to publications for the department

B. Significant Research/Creative Activity will include some of but not be limited to:

1. acceptance for publication, exhibition or presentation of scholarly/creative work
2. engaging in journalistic activities
3. making presentations ~~on campus~~ related to the discipline, to such groups as the Illinois Community College Journalism Association, area high school workshops, etc.
4. making substantial progress toward completion of a terminal degree related to the discipline
5. reviewing ~~and editing~~ journals, papers and books before publication
6. editing papers before publication
7. preparing a university or external grant proposal

C. Superior Research/Creative Activity will include some of, but not be limited to:

1. publication or exhibition of scholarly/creative work
2. presentation of scholarly/creative work at regional, national or international conventions, seminars, or workshops related to the discipline, to such groups as the Association for Education in Journalism and

Mass Communication, the College Media Association, the Public Relations Society of America and the Mid-America Press Institute

3. contributing to published books, parts of books or other scholarly or educational media products.
4. editing journals and books before publication
5. receiving a university or external grant
6. being recognized for expertise and/or creative activity through such means as citations in others' work
7. completion of an appropriate terminal degree that may include, but not be limited to, Ph.D., J.D., M.F.A., Ed.D.
8. contributions to the educational mission of the department, such as curriculum revision/development or innovations in the pedagogy of teaching and learning
9. contributions to the educational mission of the university, such as curriculum revision/development or innovations in the pedagogy of teaching and learning
10. editing a publication or creating media products for the department, university, community, professional organizations, or other publics
11. engaging in professional development activities to gain knowledge and skills that further creative activity and research

III. Service:

For the purpose of assessing service, evaluation shall be categorized as Unsatisfactory, Satisfactory, Significant and Superior. Items shall be considered illustrative and not exhaustive. Activities for which CUs are awarded cannot be counted under service. First-year retention criteria for appropriate service will include showing potential for achieving the satisfactory level of performance described in 1. below. Service will tend to reflect the expertise, interests and concerns of the faculty member. The extent of such service must be measured in terms of impact upon the department, the students served by the department, the university as a whole, the profession of journalism and the community outside the university. In general, service to the larger publics—the community, the profession, the students, and the university—will be given priority in assessing service contributions over the smaller publics cited. Faculty member is obligated to submit supporting materials for items. Activities listed within each category shall be considered illustrative and not exhaustive and are not listed in order of significance.

A. Satisfactory service will include some of, but not be limited to:

1. participating in faculty departmental meetings
2. participating in departmental committees and activities
3. judging journalism contests and publication evaluations, such as the Illinois Journalism Education Association newspaper and yearbook competitions
4. belonging to organizations related to discipline, university mission or community
5. participating in program assessment efforts at the classroom level

B. Significant service will include some of, but not be limited to:

1. heading departmental committees and directing significant departmental activities
2. advising student organizations for which CUs are not assigned
3. engaging in substantial evaluation of journalism competitions or other activities, such as the Illinois High School Association state journalism finals, the Illinois Community College Journalism Association competition, the Illinois Press Association or other states' professional associations, regional and national competitions such as the Associated Collegiate Press' Best of Show at the national college media convention
4. participating in college-level and university committees
5. contributing to publications for the department, the university or community
6. creating or participating in the creation of assessment instruments and/or rubrics ~~actively participating in assessment efforts that measure and improve learning outcomes and/or contribute toward meeting accreditation standards~~
7. actively researching and writing sections of the ACEJMC accreditation self study
8. actively participating in professional ~~or community~~ organizations related to discipline or university mission or community organizations
9. making presentations in classes other than those of the faculty member

C. Superior service will include some of, but not be limited to:

1. heading a college or university level committee/activity
2. extensively participating in a college or university-level committee/activity

3. providing sustained superior advisement of student organizations for which CUs are not assigned
4. organizing and/or directing journalism competitions or other activities on a superior level
5. providing sustained outstanding service to the department
6. engaging in ~~substantial activity related to leadership of program assessment efforts that measure and improve learning outcomes and/or contribute toward meeting accreditation standards~~
7. engaging in leadership of program efforts to secure continued ACEJMC accreditation
8. organizing professional seminars, workshops, conventions or similar activities
9. providing leadership in professional ~~or community~~ organizations related to discipline or university mission or providing leadership in community organizations
10. engaging in substantial activity related to recruiting ~~that is in the best interest of the university or the discipline~~

IV. Evaluation of Unit B Annually Contracted Faculty Members

- A. An ACF must submit an evaluation portfolio to the department chair containing the materials described below in B. Evaluations will be based solely on Teaching/Performance of Primary Duties. Evaluations will be categorized as Unsatisfactory, Satisfactory, Highly Effective, or Superior.
- B. Materials Required for Inclusion in Portfolio
 1. Student Evaluations. A Unit B faculty member must submit student evaluations for all classes taught during the evaluation period. The required process for conducting and handling student evaluations is described in I.C.2. and I.C.3. of this document.
 2. Chair Classroom Visit. During the evaluation period, the department chair will visit at least one class in order to evaluate a Unit B faculty member. The chair will provide a copy of such evaluation to the faculty member evaluated and a copy of the evaluation must be included in the portfolio.
 3. Syllabi. A syllabus from each course taught during the evaluation period must be included in the portfolio of a Unit B faculty member. Syllabi must conform to the standards explained in I.D.
 4. Other course materials. Other materials that document the content and quality of a course should also be included in the portfolio. Such items include, but are not limited to assignments, exams, quizzes, and handouts.
 5. Unit B faculty members being considered for a PBI can include in their portfolios evidence of committee work and other activities.
- C. If a Unit B faculty member is assigned CUs for non-class duties, the evaluation of such assignments must conform to the same standards applied to Unit A faculty who have non-instructional assignments.

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)