

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 Hoadley, Dean, Lumpkin College of Business and Applied Sciences

Date: September 4, 2008

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

Consistent with Article 8.7.c. of the *2006-2010 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, 2009.

Any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s). As proposed, the revised DAC includes a statement in the concluding paragraph that is inconsistent with the Unit B Agreement. While it is true that annual evaluation of annually contracted faculty is 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. Additionally in II. (Methods of Evaluation to be Used by Performance Area), reference to the role of the School Personnel Committee should not be considered exclusive of other contractually prescribed evaluators.

In I.B.Level III.10., serving as thesis advisor would appear to be more appropriately placed in the teaching/performance of primary duties area of evaluation. Attending professional workshops (I.A.Level I.7.) and membership in professional organizations (I.A.Level I.8.) would more appropriately be considered in the service area of evaluation. Giving scholarly presentations to other classes (III.7.) is most commonly considered in the teaching/performance of primary duties area of evaluation.

With regard to the evaluation of technology-delivered course sections (II.A.), the Office of Assessment and Testing has a secure confidential online student course evaluation option that is equivalent to the traditional paper bubble forms.

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 department is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; School of Family and Consumer Sciences

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

2007 - 2011 SCHOOL OF FAMILY AND CONSUMER SCIENCES APPLICATION OF CRITERIA
Items contained under Categories of Materials and Activities and Methods of Evaluation to be used for evaluation in School Evaluation Criteria shall be considered illustrative and not exhaustive or conclusive. Faculty may include additional items in any category at the level they deem appropriate.

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

The following categories of materials and activities relevant for the evaluation of teaching/performance of primary duties are grouped in levels demonstrating the order of their relative importance as evidence of effective performance. The items within each level are not presented in priority order.

Quality of activities as well as quantity will be an important consideration. Documentation from outside sources relating to the quality of activities may be included. Primary duties other than teaching will be evaluated based on the goals and objectives for assigned responsibilities.

A. Teaching/Performance of Primary Duties

Level I. Satisfactory--Must include items 1-6 and may include, but is not limited to item 7 through 10 and following:

1. Receiving peer and Chair evaluation rating(s) of satisfactory as measured by School evaluation instrument.
2. Receiving student evaluation rating(s) of satisfactory as measured by School evaluation instrument which includes the approved University core items. In assessing student evaluations, other criteria such as the difficulty of the course, the size of the class, the elective or required status of the class, distance learning or other mechanisms of course delivery and other considerations (suggested by review of representative course materials) will be taken into account. At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
3. Providing course syllabus for each course taught to include the following:
 - a. course description
 - b. text(s)
 - c. course objectives
 - d. course outline
 - e. 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. Attending professional workshops and seminars related to discipline.
8. Holding membership in professional organizations.
9. Taking course work toward completion of a terminal or a related degree relevant to the area of teaching/performance of primary duties.
10. Development and/or update of a web-assisted course that includes the basic course "brochureware" made available to students, such as the course outline/schedule,

syllabus, and assignment page.

Level II. Highly effective--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 through 9 in Level II:

1. Receiving peer and Chair evaluation rating(s) of highly effective as measured by School evaluation instrument.
2. Receiving student evaluation rating(s) of highly effective as measured by School evaluation instrument which includes the approved University core items. In assessing student evaluations, criteria such as the difficulty of the course, the size of the class, the elective or required status of the class, and other considerations (suggested by review of representative course materials) will be taken into account. At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
3. Providing course materials, supplemental instructional materials, and variety of teaching techniques.
4. Participating in a shadowing experience.
5. Advising graduate students.
6. Obtaining graduate faculty status.
7. Submitting materials for appropriate professional certification such as AAFCS, NCFR, and ADA.
8. Auditing undergraduate or graduate courses related to discipline.
9. Provide evidence of incorporating, and/or use of, a student management tool in the face-to-face classroom, such as the student grade book, discussion boards, chat, white boards, and video conferencing.

Level III. Superior--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 is not limited to, items 3 through 15 in Level III:

1. Receiving peer and Chair evaluation rating(s) of superior as measured by School evaluation instrument.
2. Receiving student evaluation rating(s) of superior as measured by School evaluation instrument which includes the approved University core items. In assessing student evaluations, other criteria such as the difficulty of the course, the size of the class, the elective or required status of the class, and other considerations (suggested by review of representative course materials) will be taken into account. At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
3. Receiving a fellowship or internship related to increasing teaching effectiveness/performance of primary duties.
4. Developing audio-visual materials/media presentations to enhance teaching effectiveness. (Describe materials developed.)
5. Receiving teaching awards and recognition.

6. Completing discipline related graduate coursework for academic credit.
7. Giving scholarly presentations to classes other than those of primary responsibility.
8. Serving on a non-thesis graduate committee.
9. Completing an internship, fellowship or sabbatical experience to update instructor skill and knowledge.
10. Achieving/maintaining appropriate professional certification such as AAFCS, NCFR, and ADA.
11. Completing a terminal graduate degree related to discipline.
12. Development of and/or teaching an online course or adding an audio component to online course notes.
13. Innovative use of assessment techniques using technology, such as the development of an online test/quiz, survey instruments, class projects/presentations, and surveys.
14. Development of an extensive online resource tool such as simulations, webcams, and animations.
15. Provide evidence of researching and offering an extensive Additional Resource site via technology to supplement the classroom textbook or instruction.

B. Research/Creative Activity

For retention in probationary year one, performance must be at the appropriate level. Appropriate performance must include at least one item from the satisfactory level.

Level I. Satisfactory--May be evidenced by, but is not limited to, the following:

1. Holding membership in professional research organizations or research sections.
2. Attending research sessions of professional meetings.
3. Completing coursework related to development or improvement of research/creative expertise.
4. Participating in roundtable discussion groups and/or seminars related to research/creative activity in the discipline.
5. Serving as a member of a local and/or district committee which planned and conducted research/creative activity related to the discipline.
6. Completing research/creative activity which has not been published.

Level II. Significant--Assumes a satisfactory level of performance. Additional materials and activities which may include, but are not limited to, the following:

1. Submitting research/creative activity proposals--submitted but not funded.
2. Presenting research/creative activity to local audience.
3. Completing dissertation or other demonstrable research credits as part of a terminal or related degree program.
4. Participating in panels related to research/creative activity in the discipline.
5. Serving as a state, regional, and/or national committee member for planning and implementing related research relevant to discipline.
6. Assuming major responsibility for planning research related local and/or district conferences.
7. Serving as a member of a thesis committee.
8. Presenting non-peer reviewed research/creative activity to a professional audience.
9. Publishing an article in a non-refereed journal.

Level III. Superior--Assumes a significant level of performance. Additional materials and activities may include, but are not limited to, the following:

1. Assuming major responsibility for planning research related to state, regional and/or national conferences.
2. Serving as a reviewer/referee for books, journals, and other media.
3. Serving as a reviewer of research proposals/abstracts for professional meetings, conferences, and internal and external funding agencies.
4. Receiving funding for a research/creative activity.
5. Receiving a fellowship/internship/sabbatical related to research/creative activity.
6. Presenting peer reviewed research/creative activity to a professional audience.
7. Exhibiting creative works accepted for exhibit.
8. Authoring, co-authoring and editing of books, chapters in books, curriculum guides, laboratory manuals, resource manuals, and other instructional aids.
9. Publishing an article in a refereed journal.
10. Serving as a thesis advisor.
11. Receiving research/creativity activity awards and recognition.

C. Service

For retention in probationary year one, performance must be at the appropriate level. Appropriate performance must include at least one item from the satisfactory level.

Level I. Satisfactory--May be evidenced by activities which may include, but are not limited to, the following:

1. Serving on School of Family and Consumer Sciences committees.
2. Providing professionally related service to community groups.
3. Providing professionally related service to student organizations.

Level II. Significant--Assumes a satisfactory level of performance and documentation of additional activities which may include, but are not limited to, the following:

1. Chairing a School of Family and Consumer Sciences committee.
2. Serving on a College committee.
3. Serving on a University committee.
4. Serving as advisor for a student organization.
5. Serving as an officer in district professional organizations.
6. Providing leadership through professionally related service to community groups.
7. Participating as a Family and Consumer Sciences specialist on a multidisciplinary team.
8. Providing professionally related service to non-academic boards or government agencies related to discipline.
9. Presenting at meetings of professional organizations which are not directly related to research/creative activities (e.g., panel facilitator, discussion leaders, or sessions speakers).

Level III. Superior--Assumes a significant level of performance. Documentation of additional activities may include, but are not limited to, the following:

1. Serving as an officer in state or national professional organizations related to the discipline.
2. Holding committee membership in state or national professional organizations.
3. Chairing a College committee.
4. Serving on a major University council/committee.
5. Chairing a University committee.
6. Providing leadership on a non-academic board or to a government agency associated with the discipline.
7. Organizing a conference, symposium, or workshop.
8. Publishing or presenting in lay media.
9. Receiving service awards and recognition service. 6

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

A. Teaching/Performance of Primary Duties

The School Personnel Committee will review and discuss documentation of teaching/performance of primary duties submitted by the faculty member. They may request additional supportive materials and/or a conference to discuss materials with the faculty member.

Student Evaluations: Student evaluations will be conducted both Fall and Spring semester, using the approved School of Family and Consumer Sciences Evaluation form which includes the approved University core items. Forms will be distributed by a peer or graduate assistant, collected and turned into the School office, and tabulated by approved procedures. Student evaluations submitted by applicants for retention, promotion, and/or tenure must be representative of the teaching assignment of the faculty members. A minimum of 20 student evaluations will be required.

According to the contract, the faculty member shall be 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.

The method of evaluating faculty teaching performance using the student evaluation form which includes the University core items is as follows:

The objective observation expressed on the student evaluation forms shall be reviewed by the evaluator as a whole without any one item representing control over the results. 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 one item alone.

Chair and Peer Evaluations: Once each evaluation period the Chair and a tenure track/tenured peer will make a classroom visit which will result in a signed, written report from each evaluator.

The University peer evaluation form will be used for the required peer evaluation. Additional peer review and comment may also be submitted.

Faculty participating in distance learning assignments shall be evaluated by the same procedure as other faculty.

B. Research/Creative Activity

The School Personnel Committee will review and discuss documentation of research/creative activity submitted by the faculty member. The Committee may request additional supportive materials from and/or a conference to discuss materials with the faculty.

C. Service

All members of the School Personnel Committee will review and discuss documentation of service submitted by the faculty member. The Committee may request additional supportive materials from and/or a conference to discuss the materials with the faculty member.

III. Union duties, responsibilities and projects may be considered in any of the three areas as appropriate.

IV. Relative Importance of Research/Creative Activity and Service

Research/creative activity and service are considered of equal importance in the evaluation of faculty performance.

V. Annually contracted teaching and/or resource professional employees shall be evaluated using the School of Family and Consumer Sciences Application of Criteria, Teaching/Performance of Primary Duties, Level I Satisfactory Performance, Level II Highly Effective Performance and/or Level III Superior. Annually contracted faculty must also include student evaluations of all courses or other instructional activities.