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To: Dr. Kathryn Havercroft, Chair, Department of Special Education

From: Ryan C. Hendrickson, Provost

Cc: Brad Tolppanen, AVPAA

Laretta Henderson, Dean, College of Education

I am writing to thank the department for submitting the 2024 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. Additionally, I would like to thank the faculty and department for being receptive to the feedback provided from Academic Affairs.

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, 2024 (Article 8.7.f.3).

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

## Department of Special Education - Departmental Application of Criteria

The following criteria shall be used for evaluation of retention, promotion, or tenure. Evaluation will be performed according to the criteria listed below. Items contained under categories of materials and activities and general statements of methods shall be considered illustrative and not exhaustive. All assigned primary duties during the period of evaluation are to be evaluated; therefore, all assignments given credit units must be documented. Other activities may also be evaluated.

1. Retention- There shall be an annual evaluation of each probationary employee for the purpose of making a decision concerning retention of the employee. The evaluation period of retention shall be the period since the beginning of the employee's last evaluation for retention except for employees in their second year, for whom the evaluation period is the entire period of employment in Unit A.
2. Promotion- An eligible employee must apply to the Department Chair in accordance with the schedule for Personnel Actions distributed by the Provost and Vice President for Academic Affairs prior to the commencement of the promotion process in order to be considered for promotion. The evaluation period for promotion shall be the period since the beginning of the evaluation which resulted in the employee's promotion to his/her current rank at the University. If the employee has received no promotion at the University, the evaluation period for promotion shall be the period since his/her most recent appointment to a bargaining unit position at the University. The performance standards are used to judge an employee's performance as examined in the aggregate, that is, taken as a whole, across the evaluation period.
3. Tenure-The evaluation period for tenure shall be the entire term of employment in probationary status at the University.

### I. Teaching/Performance of Primary Duties

The faculty member must document effectiveness of teaching performance, performance of primary duties, and performance of academic advisement. Teaching/performance of primary duties will be considered the most important of the three areas of evaluation.

#### Evaluation of Primary Duties

##### A. Teaching Performance

1. Through classroom visitation, practicum observation, or review of an online course, peers will evaluate the faculty member using the departmental summary form. Classroom observations should be arranged prior to occurrence; materials such as the course syllabus, calendar and any other relevant materials should be provided prior to the visit. English proficiency will be evaluated as part of this process. Application of technology in the teaching and learning process will also be evaluated. Non-tenured faculty will be evaluated by two peers (one selected by faculty member, one assigned by the DPC Chair) annually whereas tenured faculty will receive one peer evaluation (assigned by DPC Chair) each year. Furthermore, any faculty member may ask an additional peer to provide an evaluation, if desired.

An exception to the above is that all faculty in their first year will be observed and evaluated at least once within the first semester by each of the assigned DPC members and the Chair. All peer evaluations for retention, promotion, and tenure will be provided to the respective individual and will be included as part of the DPC evaluation sent forward in the evaluation process. Peer evaluations and Chair Evaluations are of equal importance.

2. Department Chair Evaluations: All probationary faculty will be observed at least twice by the Chair annually whereas tenured faculty will be observed at least once per evaluation year. An exception to the above is that all faculty in their first year will be observed at least once within the first semester by the Chair. The Chair will address the quality of the faculty member's performance appropriate to his/her years in service and rank. English proficiency will be evaluated as part of this process. Application of technology in the teaching and learning process will also be evaluated. The Chair will provide an evaluative summary to each faculty member observed that addresses any/all courses observed. Evaluation materials will be provided to the individual and will be included as part of the evaluation sent forward in the evaluation process. Chair evaluations and Peer Evaluations are of equal importance.

For technology-delivered course sections, the candidate and the evaluator (applies to both Chair and Peer Evaluations) will mutually determine the level and duration of access to the designated course section through the Learning Management System (LMS). The level and duration of access should enable the evaluator to readily access course materials needed to address the items in the approved Peer or Chair Evaluation form in as complete a manner as possible (for example, access to course syllabus, learning materials, lectures, discussion boards, assignment feedback, etc.).

3. Student evaluations for classes taught in the Fall and Spring semesters, using a department-approved student evaluation instrument, will be included in documentation for retention, promotion, and tenure. A faculty member may elect to submit summer course evaluations. If a faculty member elects to submit summer evaluations, evaluations for all courses and workload taught in the given Summer must be submitted. If summer evaluations are not going to be submitted, then summer workload should not be documented/included with evaluation materials. Student evaluations for online courses should include items that address technology and pedagogical issues. Evidence from student evaluations will be judged both quantitatively and qualitatively. Patterns which emerge from student evaluations will also be considered. Student evaluations are second in importance to Peer and Chair Evaluations. The following guidelines will be followed when completing Student Instructor Evaluations in-person: Faculty members will furnish a student or colleague with an envelope containing the evaluation forms. The student or colleague will distribute, collect, seal and deliver evaluation forms to the department chair or faculty colleague who will oversee the forms being submitted to the appropriate office for data analysis. The department chair will return the results to the faculty member after final grades have been submitted. Faculty may choose either online or in-person evaluations. If the response rate for student evaluations is less than 50%, faculty may

note the low response rate and request that less value be placed on these evaluations. Inclusion of student comments in the evaluation portfolio is at the discretion of the faculty member being evaluated. If a faculty member chooses to include student comments, all comments must be included for all courses across the evaluation period.

4. Faculty may submit additional materials which support teaching. While the activities listed below do not provide an exhaustive list, examples may include:
  - professional products related to their involvement in curriculum revision and/or curriculum development;
  - assessment /evaluation instruments developed and used;
  - development of innovative teaching activities;
  - documentation evidence of participation in instructional and other outreach activities including student engagement and mentoring, recruitment, or off-campus instruction;
  - professional development undertaken to improve the quality of teaching.
5. Advisement performance. Faculty responsible for academic advisement will be evaluated on: Knowledge of curriculum requirements, knowledge of Eastern Illinois University policies and procedures, and other advisor and support services available to students. Student academic advisement shall be assessed as to its quality. The Department Chair will write a statement addressing number of advisees, quality of advisement, and faculty member's involvement in all advisement activities (such as first week of each semester and transfer advisement).
6. Other assigned primary duties resulting in credit units which are diverse in nature from teaching/advisement activities listed above, and/or interdisciplinary, interdepartmental and/or intercollegiate activities/assignments must be included as a part of the evaluation. Generally, with the exception of sabbatical and research assignments, activities with 3 or more CUs in a given semester will be considered as primary duties. Candidates must document their activities in performance of other assigned duties. These other assigned primary duties may include, but are not limited, to coordination of student teaching or assignment in a community-based setting or PDS site; coordination of graduate program; coordination of departmental co-horts; union duties; curricular responsibilities or other University, COE, or department initiatives or projects.
  - a. Categories of materials and activities for evaluation of performance in teaching/primary duties are grouped below in levels. The order within levels indicates relative importance.
    - i. **Level I: Superior** performance in the area of Teaching/Primary Duties will be evidenced by, but is not limited to, the following:
      - a. Special Education Chair observation summary.

- b. Special Education faculty peer observation summary (probationary faculty will have a minimum of two observation summaries)
- c. Student evaluations will be appraised by the DPC in a procedure which considers the curriculum and structure of the course, the difficulty of the course, the size of the class, whether the course is required or elected, the numerical level of the course, and the number of times the faculty member has taught the course. In rating teaching, student evaluations are considered second in importance with peer and Chair summaries having higher (but equal) priority.
- d. Additional materials which support teaching
- e. Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated above
- f. Advisement evaluation.

Note: Unit B faculty, who meet the Eastern Illinois University criteria to be evaluated, will be observed and evaluated by the Chair and will be required to submit all student evaluations. Evaluations by the Department Chair and students will be used by the Chair of the Department and Dean of the College to determine teaching effectiveness.

- ii. **Level II: Highly effective** performance in the area of Teaching/ Primary Duties will be evidenced by, but it not limited to, the following:
  - a. Special Education Chair observation summary.
  - b. Special Education faculty peer observation summary (probationary faculty will have a minimum of two observation summaries)
  - c. Student evaluations will be appraised by the DPC in a procedure which considers the curriculum and structure of the course, the difficulty of the course, the size of the class, whether the course is required or elected, the numerical level of the course, the number of times the faculty member has taught the course. For distance education, university procedures for student evaluations of distance education will be followed and these evaluations will be submitted. In rating teaching, student evaluations are considered second in importance with peer and Chair summaries having higher (but equal) priority.
  - d. Additional materials which support teaching.
  - e. Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated.
  - f. Advisement evaluation

- iii. **Level III: Satisfactory** performance in the area of Teaching/Primary Duties will be evidenced by, but is not limited to, the following:
  - a. Special Education Chair observation evaluation summary.
  - b. Special Education faculty peer observation summary (probationary faculty will have a minimum of two observation summaries)
  - c. Student evaluations will be appraised by the DPC in a procedure which considers the curriculum and structure of the course, the difficulty of the course, the size of the class, and the number of times the faculty member has taught the course. For distance education, university procedures for student evaluations of distance education will be followed and these evaluations will be submitted. In rating teaching, student evaluations are considered third in importance with peer and Chair summaries having higher (but equal) priority.
  - d. Additional materials which support teaching.
  - e. Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated.
  - f. Advisement evaluation
- iv. **Level IV: Unsatisfactory** performance in the area of Teaching/Primary duties is evidenced by performance that does not meet the evaluation criteria for the Level III (Satisfactory) Criteria.

## II. Service

The faculty member should demonstrate service to the department, college, university, community, and profession. Service to the Department is expected of a university faculty member and is of primary importance. Service to the college, university, community, and profession are equal in emphasis. The area of Service is of equal importance to the area of Research/Creative Activity.

The effectiveness of service will include, but is not limited to, consideration of the following five aspects:

- The degree of participation appropriate to length of service and rank;
- The quality of participation;
- The relationship of the service to the faculty member's assigned responsibilities and to the University;
- The extent and nature of leadership;
- The extent and nature of international, national, state, regional, or local recognition

### A. Evaluation of Service

#### 1. To the Department

- i. The faculty member will document participation in and contribution to the department, its majors and maintenance of a quality program.
- ii. Quality of participation will be addressed by the DPC with consideration of service as appropriate to the faculty member's years in service and rank.
- iii. Given that the service to the department is first in importance the following is to be considered in the evaluation of department service

- a. Superior: Significant service has been earned and in addition leadership, collaboration, and collegiality are demonstrated to promote department goals and program quality. Evidence for superior service to the department may include but is not limited to the following: chairing department committees, serving as advisor of a student organization, representing the department in various college, campus, state, or national level roles, fulfilling essential department roles for which credit units are not allocated, writing a report or program proposal for the department, aggregating assessment data, and/or writing assessment reports or program review reports. These activities or other appropriate service activities should be considered relative to quantity and quality when determining that the service is superior.
- b. Significant: Substantive contributions to department and curriculum meetings/activities, active involvement and support of student events and activities, significant involvement in program development, and completion of unit and department

assessments tasks/activities and curriculum-related tasks as they relate to course assignments and departmental needs in a timely and comprehensive way.

- c. Satisfactory: Participation in department meetings and activities; attendance at student activities; and attention to course related, departmental, and unit responsibilities.
- d. Appropriate: attendance at department/student meetings and activities. Note: this rating only applies to faculty in their first year of service.
- e. Unsatisfactory department service is evidenced by performance that does not meet the evaluation criteria of satisfactory service or for a first-year person the level of performance of appropriate.

2. To the College/University

- i. The faculty member will document participation in and contribution to the College and/or the University. Service is defined as including, but not limited to, one of the following: College and/or University committees; or other College or University activities relevant to Department goals, including, but not limited to, union duties, responsibilities, and projects.
- ii. Quality of participation will be addressed by the DPC. Evaluation of quality must address the five aspects of service in II above.

3. To the Community

- i. The faculty member will document participation in and contribution to related activities which provide service to the varied communities served by Eastern Illinois University. Service is defined as including, but not limited to, one of the following: involvement with public and private schools, community agencies, nonacademic organizations, and governmental agencies; contributing professional expertise to government and community concerns; and advancing the ability of the University to relate teaching and research activities to community concerns; or special contributions.
- ii. Quality of participation will be addressed by the DPC. Evaluation of quality must address the five aspects of service in II.

4. To the Profession

- i. The faculty member will document participation in and contribution to professional academic organizations and/or professional service groups. Service is defined, but not limited to, one of the following: holding office or committee assignments in professional organizations; editing journals and newsletters; developing/coordinating workshops; or other professional contributions.
- ii. Quality of participation will be addressed by the DPC. Evaluation of quality must address the five aspects of service in II.



- B. Categories of materials and activities for evaluation of performance in Service
1. Level I: Superior performance in the area of Service will be evidenced by, but not limited to, the following:
    - i. Superior performance at the Department level; AND
    - ii. Documentation of superior non-Departmental service which may be evidenced by
      - a. Significant service in one of the areas II.A.2-4., OR
      - b. Satisfactory service in two of the areas II.A.2-4.

OR

    - a. Significant performance at the Department level; and
    - b. Documentation of superior non-Departmental service in at least one area, II.A.2-4.
  2. Level II: Significant performance in the area of Service will be evidenced by, but not limited to, the following:
    - i. Significant performance at the Department level; and
    - ii. Documentation of satisfactory service in one of the other areas, II.A.2

OR

    - iii. Satisfactory performance at the Department level; and
    - iv. Documentation of significant service in one of the other areas, II.A.2-4
  3. Level III: Satisfactory performance in the area of Service will be evidenced by, but not limited to, the following:
    - i. Satisfactory performance at the Department level and
    - ii. Documentation of satisfactory performance in one other area of service, II.A.2-4.
  4. Level IV: Appropriate performance in the area of Service will be evidenced by, but not limited to, the following: service to the Department as evidenced by participation in faculty meetings, student and department activities, and participation (or plans to be involved) in the profession. This evaluation level may only be earned by a first-year faculty person.
  5. Unsatisfactory performance in the area of service is evidenced by performance that does not meet the evaluation criteria of satisfactory service or for a first-year person the level of performance of appropriate. Evaluators may consider achievement in one component, or a subset of components in "Service" to compensate for performance in other components of "Service."

### III. Research/Creative Activity

The faculty member must document activity in research/creative activities. Due to the nature of the field of Special Education, collaborative research/creative activities are valued and considered equal to sole authorship or contributions. The area of Research/Creative Activity is of equal importance to the area of Service.

A. The effectiveness of this research/creative activity will include consideration of, but is not limited to, the following:

- The quality and quantity of research/creative activity
- Contributions to the faculty member's discipline or field
- Extent and nature of international, national, state, regional, or local recognition of research/creative activity.

1. The faculty member will document research/creative activity at the local and/or regional and/or state and/or national and/or international level(s).

2. The DPC shall evaluate research/creative activity as to the level of quality (superior, significant, satisfactory, or appropriate) of these activities based on the extent and nature of evidence submitted. Judgments should include consideration of the extent of contribution(s) to the Department of Special Education and the field of Special Education or related disciplines. Quantity statements in 3.B 1-3 serve as guidelines. The mere presence of a certain number of activities cannot be the basis for determining performance level.

B. Categories of materials and activities for evaluation of performance in research/creative activity. Evidence may include, but is not limited to: published research in books, monographs, or chapters of books, textbooks, articles in refereed or other professional journals; creative publications; proposals for grants; presentations of research/creative activity; published conference proceedings; completed unpublished manuscripts and/or work in progress (documented for qualitative assessment); honors; scholarships; fellowships; serving as a consultant/program evaluator; serving on the editorial board of a journal; guiding student research or other professional contributions considered equally acceptable.

1. Level I: **Superior** performance in the area of Research/Creative Activity will be evidenced by, but not limited to, the following:

i. The extent and nature of evidence submitted (referred to in III.A) indicate that the faculty member's activity in research/creative activity is superior.

Evidence should include three items within or across activities listed under III.B;

OR

an item or items within or across activities listed under III.B. evaluated by procedures in III.B.1.ii as superior.

ii. The quality of research/creative activity is determined to be superior upon consideration of, but not limited to, the activity, its type and intensity, and examination of the materials submitted.

2. Level II: **Significant** performance in the area of Research/Creative Activity will be evidenced by, but not limited to, the following:

i. The extent and nature of evidence submitted (referred to in III.A) indicate that the faculty member's activity in research/creative activity is significant.

Evidence should include two items within or across activities listed in III.B.;

OR

a single item from the activities listed under III.B. evaluated by procedures in III.B.2.ii. as significant.

ii. The quality of research/creative activity is determined to be significant upon consideration of, but not limited to, the activity, its type and intensity, and examination of the materials submitted.

3. Level III: **Satisfactory** performance in the area of Research/Creative Activity will be evidenced by, but not limited to, the following:

i. The extent and nature of evidence submitted (referred to in III.A) Indicate that the faculty member's activity in research/creative activity is satisfactory. Evidence must include one of the above items in the activities listed in III.B.

ii. The quality of research/creative activity is determined to be satisfactory upon consideration of, but not limited to, the activity, its type and intensity, and examination of the materials submitted.

4. Level IV: **Appropriate** performance in the area of Research/Creative Activity will be evidenced by appropriate use of research references in class presentations and course syllabi as documented in the peer/Chair evaluation process. This level of performance evaluation may apply only to faculty in their first probationary year.

5. **Unsatisfactory** performance in the area of Research/Creative Activity is evidenced by performance that does not meet the evaluation criteria of satisfactory, or for a first-year faculty member, the level of performance of appropriate.

Evaluators may consider superior achievement in one component or subset of components of research/creative activities to compensate for performance in other components of research/creative activities.