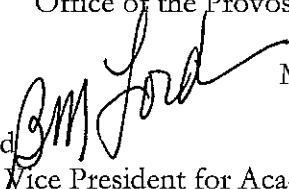


EASTERN ILLINOIS UNIVERSITY

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: James K. Johnson, Dean, College of Arts & Humanities

Date: September 29, 2008

Subject: DAC Revision Approval; Department of Communication Studies

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. As always, any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

The process for the review and revision of the DAC is intended to be collaborative among the department faculty members, the chairperson, the dean and the Provost. In that spirit, I wish to offer some observations which I would ask that you discuss with the Department:

1. First, I note with appreciation that the proposed revisions to the DAC were also submitted in mark-up form so that they could be easily identified. One would think that this would be standard procedure, but, that has not been my experience. I also noted the new preamble in the DAC and its thoughtful exposition of departmental values.
2. Reference to the DPC at the bottom of the first page of the DAC (for example) should not be consider exclusive of other contractually prescribed evaluators.
3. The references in I.A.3. are potentially ambiguous and should be made explicit.
4. Reference is made in I.B.1.a. to "unrecognized online journals." Is there a generally accepted designation of what constitutes a recognized online journal?
5. In the area of research/creative activity, the relative importance is specified within categories (e.g. published research, creative/artistic endeavors, etc.), but the relative importance of the categories themselves appears to be ambiguous.
6. With regard to the evaluation of technology-delivered course sections (e.g. II.A.1.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 Department of Communication Studies 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.

attachments: Revised DAC; Department of Communication Studies

cc: Chair, Department of Communication Studies (with attachments)

DEPARTMENT OF-COMMUNICATION STUDIES
Department Application of Criteria
2007 - 2010

As a faculty with a passion for teaching, scholarship, and engaged citizenship, we hold ourselves accountable to three principles that stem from our belief that we are a diverse community of faculty and students interested in exploring the complex and dynamic nature of communication in multiple contexts.

- Faculty are expected to provide students with an educational experience that encourages and motivates intellectual curiosity, critical thinking abilities, effective communication skills, ethical responsibility, and sensitivity to diverse cultures. Such efforts should be continually reviewed and updated to be as relevant as possible to students.
- Faculty are expected to be professionally active maintaining an ongoing research or creative agenda resulting in demonstrable outcomes on a regular basis. Such efforts should enhance the quality and reputation of the faculty member and the department.
- Faculty are expected to engage in ongoing, collegial, and meaningful ways of contributing to the department, university, profession and potentially the community. Such efforts should ensure that the work of the department is spread equitably across all faculty. In total, service activities should enhance the quality and reputation of the faculty member and the department.

Evaluation items herein shall be considered illustrative, but not exhaustive. As the Department's large and diverse faculty covers multiple areas, this document gives guidelines for the kinds of material each candidate might submit for consideration.

Except where noted as **required** in the contract or this document, these materials and activities will differ among the faculty according to their areas of expertise. Throughout the evaluation process, the CANDIDATE is responsible for documenting, in as much detail as **necessary**, claims made in regard to retention, tenure, promotion, and professional advancement activities. The candidate is expected to discuss and document as appropriate the contribution-and quality of his or her achievement of the above principles and their impact on teaching, research/creative activity and service.

The DPC will review both the documentation of and quality assessment of activities submitted by the candidate. The DPC may request written statements as to the quality of teaching research/creative activity, and/or service from other professionals in the activity with the knowledge and consent of the candidate. Where activities might apply to multiple categories, the candidate must clearly delineate the category for evaluation. A single activity may not be counted in more than one performance area. The candidate

must justify and explain the relevance of any materials submitted which are not identified in this document.

It is the responsibility of the candidate to be familiar with the evaluation criteria and the evaluation process. The department encourages new faculty members, and/or candidates with concerns, to seek advice and counsel from more experienced faculty members. It is the responsibility of the Department Chair to meet with candidates who request a meeting and to provide them with clarification and counsel relevant to improving evaluations.

- I. Categories of materials and activities considered appropriate by performance areas and relative importance of materials/activities
 - A. Teaching/Performance of Primary Duties
 1. Categories of materials and activities
 - a. Required Materials
 - (1) Student evaluations, peer evaluations, and chair evaluation of teaching
 - (2) Generally, activities which generate three or more CU's (except for sabbatical and research assignments) should be considered as primary duties. These can generate CU's both in and out of the department, e.g., coordinators of internship and practicum, forensics, undergraduate and graduate program, thesis or independent study.
 - (3) Course syllabi and sample assignment (one per class).
 - b. Optional Materials
 - (1) Advising evaluations
 - (2) Materials related to non-teaching primary duties such as administrative duties
 - (3) Receiving awards and special recognition
 - (4) Receiving teaching grants (on or off campus)
 - (5) Other documentation deemed pertinent
 - (a) course materials other than syllabi and assignments
 - (b) Evaluations from current or former students or other outside evaluators
 - (6) Developing curriculum and/or course proposal
 - c. Optional Activities
 - (1) conducting courses and workshops directly related to curriculum and instruction
 - (2) on-campus presentations related to curriculum and instruction
 - (3) taking courses and workshops directly related to

- curriculum and instruction
 - (4) invitations to speak at other universities on curriculum or instruction
 - 2. Distance Education
For classes taught solely on-line, the above categories will also apply.
 - 3. Relative Importance
 - a. Student, peer, and chair evaluations of teaching/primary duties will be of equal value.
 - b. Other documentation will be considered next most important.
 - c. Conducting courses, workshops, or presentations (1-3) will be judged more important than (4) - (6)
- B. Research/Creative Activity
 - 1. Categories of materials and activities
 - a. Published Research
 - (1) Books, excluding self-published; Editing a book; Peer-reviewed journals, excluding state journals and unrecognized online journals; and Book chapters, including invited chapters
 - (2) Published proceedings (print or electronic)
 - (3) Encyclopedia entries
 - (4) State-level and unrecognized online journals
 - (5) Non-peer reviewed journals (print or electronic) and authored newspaper or magazine articles
 - b. Creative/Artistic Endeavors
 - (1) Presentation, awards, or publication of materials in peer reviewed venues
 - (2) Presentation, awards, or publication of materials in non-peer reviewed venues
 - (3) Materials created and distributed for other purposes related to faculty member's academic expertise including community exhibitions, research or creative projects for non-profits, etc
 - c. Grants
 - (1) External grant received
 - (2) Internal grant received requiring extensive applications
 - (3) Internal grant received requiring short, structured applications
 - (4) Application for external grant
 - (5) Application for internal grant requiring extensive application
 - d. Presentations of competitively selected research

- (1) National/international conferences including specialized conferences
- (2) Regional conferences
- (3) State conferences
- (4) Invitations to speak about research on other campuses
- e. Receiving awards for research or creative activity
- f. Efforts to improve research or creative skills including courses and workshops provided by professional associations or other outlets.
- g. Other documentation of efforts to develop one's research or creative activities including the submission of manuscripts, creative works, or grants for review or discussion of one's research agenda.

2. Relative Importance

- a. Published materials item 1 will be judged more important than items 2-5.
- b. Creative materials item 1 will be judged more important than items 2 and 3.
- c. Grants items 1 and 2 will be judged more important than items 2-5.
- d. Presentations item 1 will be judged more important than items 2-3 and item 2 will be judged more important than items 3 or 4. Competitively selected research papers will be judged more important than panel presentations.
- e. Consideration will be given to the quality and scope of the research, creative activity, or grant. Faculty member should include a thorough discussion of the quality and scope of their research/creative activities in their tenure portfolio. This can include but does not require outside letters from acknowledged experts testifying to the quality and scope of the research/creative activity or citation summary from a source such as Google Scholar.
- f. The evaluation is an aggregate over the evaluation period. The candidate is not expected to have items in every category but should have a record that includes some items from the categories recognized as most important and from more than one type of activity.

C. Service

1. Categories of materials

- a. Professionally related service to international, national, regional, or state professional organizations
 - (1) Holding office in professional organizations
 - (2) Fulfilling committee assignments in professional

- organizations
 - (3) Other
 - b. Reviewing research or creative projects
 - (1) editor for a journal
 - (2) reviewer for a journal
 - (3) reviewer for a conference
 - c. University-related service in the form of contributions to the academic department, college, and university such as:
 - (1) Participation in governance, formulation and direction of the department, college, or university programs through membership on Committees and Council and/or Special Assignments.
 - (2) Advising student organizations
 - (3) Engaging in any activity with a goal of recruiting or placing students
 - (4) On-campus presentations, such as workshops, guest lectures, and media interviews
 - (5) Acting as a fiscal agent or treasurer
 - d. Community-related service which is related to the faculty member's academic interest or expertise in the form of activities which aid the varied publics of Eastern Illinois University such as:
 - (1) Service to non-academic organizations, councils, committees, and/or government agencies
 - (2) Engaging in activities which advance the university's ability to relate teaching and research activities to community concerns
 - (3) Serving as a consultant where assistance is a result of the faculty member's expertise
 - (4) Membership in any international, national, regional, state or local organization
 - e. Receiving awards for service activities.
 - f. Other community-related service.
 - 2. Relative importance
 - a. In general, professional, university, and professionally related community service (categories a-d) will be considered of equal value, and of greater value than other service (category e).
 - b. Considerations such as the quality and/or scope of the service activity shall make the evaluation of some activities more valuable than others.
 - c. It is expected that individuals will document service activities at multiple levels.

- II. Methods of evaluation to be used, by performance area: quality as well as quantity of performance will be taken into account.
 - A. Teaching/Performance of primary duties
 - 1. Evaluations
 - a. Student evaluations for campus, off campus or on-line instruction will be conducted in each of the instructor's sections at least once a semester using departmentally approved forms. Forms will be preprinted or available online for computer analysis of data. Evaluations should be administered during the last two weeks of the class meetings.
 - (1) Faculty members should administer student evaluations in a confidential manner.
 - (a) If preprinted forms are used, the faculty member should designate a student or colleague to collect the evaluation forms and return them to the Department Chair or designee.
 - (b) The faculty member should not be present while students are filling out the evaluation forms.
 - (c) The faculty member shall have no contact with the completed evaluation forms until after the term has ended.
 - (d) Every effort should be made to conduct student evaluations in a neutral environment.
 - (e) For distance education the above categories will apply.
 - (2) Student evaluations for campus, off campus or on-line instruction for each academic term during the evaluation period will be submitted by applicants for retention, promotion, tenure, and/or the professional advancement increase.
 - (3) In assessing student evaluations such considerations as class size, difficulty of the course, whether the course was elective or required, comprised of majors or non-majors, as well as other considerations, will be taken into account. Courses taught outside the department will be considered for evaluation purposes.
 - b. Candidates for retention, promotion, tenure, and/or the professional advancement increase will be evaluated by peers (who will be faculty members at EIU and have relevant expertise in the field), including at least two tenured members of the Department. The candidate will invite peers to a specified class(es). Evaluators will provide a copy to the

- candidate and provide a copy to the DPC chair upon request. All members of the DPC will review the reports. Candidates are encouraged to invite peers to more than one class. The candidate or DPC may request additional visits. Forms for the peer review will be generated by the DPC and made available in the departmental office
- c. Candidates for retention, promotion, tenure, and/or professional advancement increase will be evaluated by the chair of the department. The chair will visit at least one class during the period since the candidate's last evaluation. The chair will give the candidate a copy of a the written evaluation of the class visited and provide the DPC with a copy upon request. The candidate or the DPC may request additional evaluations. Forms for the chair's review will be available in the departmental office.
 - d. The candidate may provide evaluations from current or former students, or outside evaluators. These evaluations must include the student or evaluator's name and contact information.
 - e. It is the responsibility of the candidate to document other activities that generate CU's.
2. In assessing student advisement evaluations, the DPC will consider both quality and quantity of advising.
 3. The candidate may submit other documentation deemed pertinent. This may include course materials, special recognition for teaching, etc.
 4. The student, chair, and peer evaluations shall contain an item designed to evaluate the faculty member's use of oral and written English.
- B. Research/creative activity
1. All members of the DPC will review and discuss the candidate's documentation of research/creative activity. They may request written statements as to the quality of the materials from peers within the department or experts in the field outside the department. Such statements may be requested only with the knowledge of the candidate.
 2. The candidate may submit other documentation deemed pertinent.
- C. Service
1. All members of the DPC will review and discuss the candidate's documentation of service. They may request written statements as to the quality of service from professional persons involved in the service activity documented by the candidate. Such statements may be requested only with the knowledge of the candidate.

2. The candidate may submit other documentation deemed pertinent.

III. Relative importance

The relative importance of the performance areas shall be, in order of importance, teaching, research/creative activity, and service.

IV. Evaluation of annually-contracted teaching and resource professionals.

A. Categories of materials and activities.

1. Required Evaluations

a. Student evaluations for campus, off campus or on-line instruction will be conducted in each section at least once a semester using departmentally approved forms. Forms will be preprinted or available online for computer analysis of data. Evaluations should be administered during the last two weeks of the term.

(1) Annually-contracted faculty members should administer student evaluations in a confidential manner.

(a) If preprinted forms are used, the annually-contracted faculty member should designate a student or colleague to collect the evaluation forms and return them to the Department Chair or designee.

(b) The annually-contracted faculty member shall not be present while students are filling out the evaluation forms.

(c) The annually-contracted faculty member shall have no contact with the completed evaluation forms until after the term has ended.

(d) Every effort should be made to conduct student evaluations in a neutral environment.

(2) Student evaluations submitted by annually-contracted faculty members shall be from all teaching assignments both inside and outside of the department.

(3) In assessing student evaluations such considerations as the difficulty of the course, size of the class, whether the class was elective or required, comprised of majors or non-majors, as well as other considerations shall be taken into account.

(4) The department chair will review the student evaluation summary tabulations and may discuss them with the annually-contracted faculty member.

- b. The department chair will visit at least one class in order to evaluate each annually-contracted faculty member at least once a year. The chair will give the annually-contracted faculty member a written evaluation of the class visited. The annually-contracted faculty member may request additional evaluations. Forms for the chair's review will be available in the departmental office.
 - c. The annually-contract faculty member must include a syllabus from each course that he/she teaches each semester, plus any other course materials that document the content and quality of the course (assignments, exams, quizzes, handouts, etc.). These materials shall be taken into account in the department chair's evaluation of the annually contracted faculty member. The candidate is expected to discuss the contribution, quality and/or impact the documented activities have on teaching.
 - 2. The annually-contracted faculty member may submit other documentation deemed pertinent, special recognition for teaching, etc. The department chair will review the materials in conjunction with the evaluations and may discuss them with the annually-contracted faculty member.
 - 3. The student and the chair evaluation forms shall contain an item designed to evaluate the annually-contracted faculty member's use of oral and written English.
- B. No annually-contracted faculty member shall be evaluated until she/he has completed one full academic term at the University.