

**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 Jackman, Dean, College of Education and Professional Studies

Date: April 17, 2013

Subject: DAC Revision Approval; Department of Educational Leadership

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 faculty should continue to consider how it values research/creative activity especially in a department which focuses exclusively on graduate education.
2. The DAC specifies, "Student evaluations will be done on all on-campus classes and off-campus classes..." and "Student evaluations submitted by applicants for retention, promotion, and/or tenure shall be representative of the teaching assignments of the faculty member." A basic tenet of student evaluations is that if one is done, it must be included in the evaluation materials submitted for evaluation.
3. Sabbatical assignments should be considered in the area of evaluation that most closely corresponds to the approved sabbatical proposal.

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

cc: Chair, Department of Educational Leadership (with attachments)

**DEPARTMENTAL APPLICATION OF CRITERIA  
for Faculty Evaluation and Development**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

Commencing Spring, 2014- August 31, 2016 or as otherwise modified

The Department of Educational Leadership will use the following evaluation guidelines and procedures to judge the degree of effectiveness of faculty performance; identify areas of strength and weakness, and improve performance in compliance with **Article 8 of the EIU-UPI Agreement for 2012-2016**.

Faculty members under consideration for retention, tenure, promotion, or professional advancement increase shall be evaluated according to Article 8 of the EIU/UPI Unit A Faculty Agreement by the Department of Educational Leadership Department Personnel Committee (DPC) in the three areas of: (a) Teaching/Performance of Primary Duties, (b) Service, and (c) Research/Creative Activity. **(The aforementioned are listed in relative order of importance.)** It should be noted that outstanding achievement in one component, or a subset of components, may potentially compensate for apparent shortcomings in other components, even if the other components are higher on the list. Unit B will be evaluated for Teaching/Primary Duties only according to the Unit B Agreement, Article 8.

The faculty member will submit evidence of materials and activities that will enable evaluation to take place. Materials and activities shall be placed in the performance area most appropriate for their consideration by the faculty member. A single activity may not be counted in more than one performance area. All such evidence should include names, dates, and any other pertinent information.

Faculty members are expected to know the relevant details of the DAC and the EIU-UPI Agreement to develop and maintain their professional portfolios.

- I. Categories of Materials and Activities Considered Appropriate by Performance Area and Methods of Evaluation (listed in order of Relative Importance). All assigned duties during the period of evaluation are to be evaluated.

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

1. Reports of class visitations by department chairperson and peer(s).
  - **Classroom visitations**  
Each applicant for retention, promotion, or tenure will be observed twice yearly: once by the Chairperson and once by a departmental tenure-track faculty member. The applicant will extend the invitation to each of the observers to visit one of his/her classes agreed upon by each visitor. Each visitor shall provide a completed copy of the Classroom Visitation Form (Attachment A) to the applicant. The technological and pedagogical aspects of distance learning shall be considered for distance learning assignments. The Department Chair and

the DPC will determine methods to review/visit the sessions in the online learning courses. The Department Chair or the DPC will make the visitations expectations known to the faculty

2. **Student Evaluations** (Purdue or other form approved by Department).

- Student Evaluations

Student evaluations will be done on all on-campus classes and off-campus classes (excluding practicum and field experience) each fall, spring and summer semester of teaching using the Purdue Cafeteria System or another form approved by the Department. A composite summary/table of all evaluations will be included in the materials submitted by applicants for retention, promotion, and/or tenure. Student assessments will be conducted under the direction of the department chairperson. The actual instruments will be administered, collected, sealed in an envelope, and delivered to the Chair by someone other than the instructor as approved by the Chair. If the instructor chooses he/she can use a Purdue online evaluation or another form approved by the Department. An electronic copy of the reports of the assessment/s will be delivered to the Chair who will give copies to the instructor and DPC Chair for consideration for retention, promotion, or tenure.

All departmental evaluation instruments will have a question that specifically addresses language skills (e.g., The Purdue University core item, "My instructor explains difficult material clearly," to meet the requirement for oral English proficiency). Student evaluations submitted by applicants for retention, promotion, and/or tenure shall be representative of the teaching assignments of the faculty member. The DPC and the Chairperson will annually review the questions to ensure inclusion of questions relevant to program and personnel evaluation documents, strategic planning and research based best practices.

All student evaluations that are administered become part of the evaluation portfolio and are to be considered by all evaluators. In assessing student evaluations, such considerations as the difficulty of the course, the size of the class, whether the class was required or elective, and other considerations suggested by review of the representative course materials will be taken into account. All members of the DPC and Chairperson will review the student evaluation summary tabulations and comments. Those may be discussed with the candidate.

The faculty member shall be responsible for maintaining copies of all student evaluations to be used in evaluation portfolios. Student evaluations should be kept for the duration of any applicable evaluation period. All the student evaluations from any one section must be included in evaluation material submitted, either in a summary or as an inclusive package. Student evaluations must include the approved university core of evaluation items. Items which refer to both technological and pedagogical aspects of distance learning shall be included on student evaluations for distance learning courses.

3. **Course materials**, such as **curriculum revisions and syllabi reflecting the appropriate knowledge base for the course, supplemental materials**, and exams. For distance education, assignments and assessments are to be specified in course syllabi.

- Course Materials

Candidates are expected to provide representative course materials for courses taught. All members of the DPC will review the materials in conjunction with their review of student evaluations and reports of class visitations and may discuss the materials with the applicant for retention, promotion, or tenure. Distance education materials (such as assignments, assessments, and web sites) will be available to the DPC for review.

4. **Advisee Evaluations** (Department Approved Form).

Each term students currently enrolled in EDL courses are invited to indicate perceptions of their advisor's service to them using the department-approved Advisor Evaluation Form as attached. The quality of advisement provided to students will be evaluated by the DPC and Chairperson using student evaluations as one component. The faculty member may furnish written statements as to the quality of advisement from advisees.

5. Other items not listed above may be considered by the Department Personnel Committee (DPC) and Chairperson if relevant to the performance area. The DPC and the Department Chair are not to be considered exclusive of other contractually prescribed evaluators.

## **B. Service**

All members of the DPC will review and discuss documentation of service submitted by a candidate. The DPC may request written statements as to the quality of the service from other professional persons involved in the service activity documented by the candidate, and may discuss the materials with the candidate.

Service may be demonstrated by the following items.

- a. Service to department through committees or other assignments.
- b. Service on college or university committees.
- c. Professional and community service activities related to the applicant's discipline or to the university sanctioned activities which advance the mission of the institution.

- d. Other items not listed above may be considered by the DPC and Chairperson if relevant to the performance area.

### **C. Research/Creative Activity**

All members of the DPC will review and discuss documentation of research/creative activity submitted by a candidate. The DPC may request written statements as to the quality of the materials from other peers within the department, and may discuss the materials with the candidate. Research and sabbatical assignments shall be considered as research/creative activity.

Research/Creative Activity may be demonstrated by the following items.

1. Articles; electronic publications; monographs; reviews; grants (submitted or funded); reports; exhibits; development of audio-visual materials for purposes other than applicant's own teaching responsibility; original research; books; chapters in books; enrollment in courses, workshops, or seminars other than those leading to terminal degrees; or bibliographies of self-guided study or designated reading.
    - b. Bibliographies of self-guided study or designated reading shall be developed in as much detail as possible.
    - c. Such bibliographies shall only be used in evaluating a satisfactory level of performance and shall not be used to document significant or superior performance.
  2. Contributions to professional practice through presentations (papers or reports) to professional organizations or committees.
  3. Works in progress, including print and non-print materials, documented in as much detail as possible in order to provide a basis for qualitative assessment.
  4. Other items not listed above may be considered by the DPC and Chairperson if relevant to the performance area. Peer reviewed research creative activity is valued over non-peer reviewed activities. Artifacts and proposals that are peer reviewed will be so indicated.
- D. Union duties, responsibilities, and projects may be considered in any of the three areas as appropriate.

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)