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   blord@eiu.edu

To: Bonnie Irwin, Dean, College of Arts and Humanities

Date: October 8, 2013

Subject: DAC Revision Approval; Department of English

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. In that spirit, I offered some observations last spring and asked that they be discussed with the department. Upon further review and consideration, I note that the Department accepted some of the suggestions. The further revised DAC is approved as follows:

1. I continue to concur with the Dean's comment about including student comments. Making the inclusion of student responses to open-ended items permissive appears contrary to the spirit of the principle of wholeness as applied to student evaluations, a basic principle of such evaluations. If a student evaluation is done for a given course section, a compilation of all the completed evaluations should be included in the evaluation portfolio. I would also note that student comments can be compiled for evaluation and need not be submitted on the actual evaluation forms. I would further note that even if not required to be included, evaluators may request additional information during the evaluation process, including responses to open-ended items on student evaluations.

2. 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.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of English 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 for the University.

attachments: Further Revised DAC; Department of English

cc: Chair, Department of English (with attachments)

DEPARTMENT APPLICATION OF CRITERIA
Department of English

(Document approved by the Department and Chair on December 5, 2012, with further revisions approved by the Department on April 30, 2013. Approved by the Provost on April 29, 2013.)

Evaluation of English Department faculty for purposes of retention, promotion, tenure, and Professional Advancement Increase shall be based upon BOT/UPI criteria in the three performance areas. In order of importance, the performance areas are (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service.

CATEGORIES OF MATERIALS AND ACTIVITIES CONSIDERED APPROPRIATE BY PERFORMANCE AREAS, RELATIVE IMPORTANCE OF MATERIALS/ACTIVITIES, AND METHODS OF EVALUATION TO BE USED:

The items listed below are to be considered illustrative and not exhaustive. To the extent that it is possible to make such distinctions, the lettered items under each of the evaluation categories are listed in order of importance. At the same time, the English Department recognizes the diversity of its faculty members' areas of specialization, methodologies, and assigned responsibilities, and values the resulting diversity of faculty members' activities in all three evaluation categories.

Annual evaluation of Unit B faculty will be conducted in accordance with Article 8.1 of the Unit B Agreement. Additional materials may be provided in support of an application for a Performance-Based Increase, as specified in Article 10 of the Unit B Agreement.

ORGANIZATION OF PORTFOLIOS:

Front Matter: The Office of the Provost and Vice President of Academic Affairs will supply instructions early in the Fall semester concerning the applicant's arrangement of such front matter as the Department Application of Criteria, "Assignment of Duties" forms, curriculum vitae, and content summary. Front matter stipulated by the VPAA's office is to be followed by the "Supplementary Personnel Data Sheets" the applicant has submitted annually to the English Department chair during the period under review.

The Evaluation Portfolio: Documentation supplied for each of the three evaluation categories should be labeled in accordance with the listing of the applicable DAC items below. The applicant may choose to include a narrative that summarizes or provides further context for the documentation included in any section.

CONSULTATION WITH DPC CHAIR:

Faculty members are encouraged to consult with the DPC chair concerning performance expectations for each of the three evaluation categories. Questions concerning portfolio arrangement, contents, and appropriate DAC-labeling of documentation should also be referred to the DPC chair.

After the DPC and Department chair have completed and forwarded their evaluations of portfolios submitted by applicants for retention, promotion, tenure, or Professional Advancement Increase, applicants are encouraged to meet with the DPC chair to discuss the DPC's evaluation and recommendation.

I. **TEACHING/PERFORMANCE OF PRIMARY DUTIES:** Items A-C are equally weighted.

A. **Teaching:** Items 1-3 are equally weighted and, as a whole, are first in importance in the evaluation of teaching.

1. **Course Materials:** The applicant should submit syllabi and samples of such materials as assignments, bibliographies, electronic and print resources, and exams.

2. **Chair and Peer Evaluations:** Observations of tenured/tenure-track faculty will be conducted, with advance notice, by the Department chairperson and a tenured/tenure-track member of the department chosen by the faculty member (1) during the fall semester of his/her first year of teaching in the Department, (2) in the semester preceding fifth-year retention review, (3) in the semester preceding his/her application for tenure, promotion, or Professional Advancement Increase, and (4) at any other time the instructor requests such an observation. Class observations will be placed in the context of the instructor's objectives for the course as delineated in the syllabus and in other course materials the instructor elects to supply to the observer. In addition, an instructor may invite a colleague to observe his/her class and write an evaluation for inclusion in the portfolio. Unit B faculty will be observed each year by the Department chairperson or composition director.

    In the case of technology-delivered classes, tenured/tenure-track faculty will invite the chair and a tenured/tenure-track member of the department chosen by the instructor to examine the course materials, resources, and student work available online at a time of the instructor's choice.

3. **Student Evaluations:** The Department form is to be used by both Unit A and Unit B faculty in all classes, every Fall and Spring semester. In addition to department forms, Purdue Cafeteria or instructor-designed forms may be used. Student evaluations must establish that all teaching personnel speak the English language clearly.

    Instructors will deliver the student evaluation forms to their classes, appoint a student in each class to administer the forms, then absent themselves from the classroom until the procedure has been completed.

Student appointees will distribute and collect the forms and deliver them in a sealed envelope to the central English office. Instructors will see evaluation results only after final course grades have been submitted. In their evaluation portfolios, instructors must include statistical summaries of the submitted evaluation results. If instructors choose to include comments for a particular class, they may use the comments as reported by Testing and Evaluation, and they must include all comments for that class.

In the case of technology-delivered classes, students will use the secure, confidential online student course evaluation that is available from Testing and Evaluation.

4. **Teaching Awards.**

Other Primary Duties:

B.   Directorship of Composition, Undergraduate Studies, Graduate Studies, or Writing Center; Assistant Directorship of Writing Center; Directorship of English Education; Coordination of Student Internship, and other primary duties. (Directors, Assistant Director, and Coordinator may offer pertinent constituent groups an opportunity to evaluate their performance; documentation will include a summary of the results of such evaluations.)

C.   Advising (documentation will include a list of advisees' names and a summary of advisees' responses to the Department's Academic Advisement Student Evaluation Form).

To the extent that is possible to make such distinctions, the items below are listed in order of importance.

D.   Direction of Honors Theses, M.A. Theses, and M.A. Exams; Direction of Independent Study or Undergraduate Research/Creative Activity Grants; Participation in the Graduate Teaching Assistant Mentoring Program.

E.   Curriculum Development (includes enhancing or developing programs, planning and proposing new courses, and developing other materials for the support of the Department's mission, including online courses or components).

F.   Organization and Recruiting as Instructor for a Study Abroad Course.

G.   Serving on Exam and Thesis Committees.

H.   Mentoring Undergraduate Students in Applying for Undergraduate Research/Creative Activity Grants or in conjunction with a University mentoring program (Honors, TRIO, etc.).

I.   Other Activities related to Teaching/Primary Duties.

II. **RESEARCH/CREATIVE ACTIVITY:** To the extent that it is possible to make such distinctions, the items below are listed in order of importance. In evaluating the quality of the applicant's documentation for any of the items below, however, the DPC will take into account such factors as the scope, complexity, and appropriateness of the material and the nature of the audience, forum, or vehicle of dissemination.

A.   Publication (includes work as principal editor) in Print or Electronic Media of Books, Monographs, Articles, Journals, or Creative Works. The selectivity and prestige of publication venues will be taken into account.

B.   Presentation of Lectures or Papers; Performance or Reading of Creative Works; Participation in Panels; Facilitation/Direction of Workshops or Seminars; Organization or Direction of Conference Sessions.

C.   Professional writing publications and book reviews.

D.   Receipt of Advanced Scholarships, Fellowships, Grants, Awards, or Honors. External grants will have higher consideration and value than internal grants.

E.   Research/Creative Activity under Consideration for Publication or Presentation.

F.   Research/Creative Works in Progress.

G.   Evidence of impact of scholarly/creative work, including but not limited to reviews, citations, translations, and performances.

H.   Work as Consulting Editor, Referee, or Academic Consultant.

I.   Writing for Local Media (drama reviews, book reviews, film reviews, etc.); Presentations before Local Groups.

J.   Other Research/Creative Activity.

III. **SERVICE:** All faculty members share the responsibility of participating in service activities and department events. Attending at least some department-sponsored events is expected each semester. To the extent that it is possible to make such distinctions, the items below are listed in order of importance. In evaluating the quality of the applicant's documentation for any of the items, however, the DPC will take into account such factors as the scope, complexity, and duration of the activity.

A. Chairperson/Member of University or College Committee, UPI Executive Board Officer, Officer or Program Planner in Professional Society.

B. Chairperson/Member of Department Committee.

C. Participant in University or College Task Force or ad hoc Committee, Leadership in UPI, RSO advising.

D. Recipient of Awards related to Service.

E. Mentoring (University Faculty Mentoring Program, Department Faculty Mentoring Program, Trio Program, etc.).

F. Participant in Department Activities (invited readers and speakers, English Studies Student Conference and events sponsored by English Club, Sigma Tau Delta, faculty colloquia, etc.).

G. Service Related to Faculty Member's Expertise or Services Advancing the Mission of the University.

H. Sponsor of Extra-Departmental University Activity.

I. Participant in Student Recruitment.

J. Judge for English-Related Competitions/Exercises for Area Schools and Organizations.

K. Participant in UPI Activities.

L. Participant in Community Service.