

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: Michael Cornebise, Chair,
Geology/Geography Departmental Application of Criteria Subcommittee

Date: September 16, 2008

Subject: DAC Revision Approval; Department of Geology/Geography

Thank you for taking another look at your department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on September 3, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement* (Agreement. As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

I believe that the return to giving equal weight to student, chairperson, and peer evaluations in the teaching/performance of primary duties area of evaluation is appropriate and thank the department faculty for reconsidering this priority. With regard to written comments on student evaluations, the department's position is clear. I would continue to note that evaluators can always request additional information (including student responses to open-ended items) as they diligently fulfill their contractual responsibilities.

The contributions of the department are appreciated and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Further Revised DAC; Department of Geology/Geography
Michael Cornebise Letter of September 3, 2008

cc: Chair, Department of Geology/Geography (with attachment)
Mary Anne Hanner, Dean, College of Sciences

DEPARTMENT OF GEOLOGY AND GEOGRAPHY
Department Application of Criteria 2006-2010

- I. Relative importance of Teaching, Research/Creative Activity and Service:
University and department policy state that performance of Teaching/Primary Duties is the most important function of a faculty member. In the Department of Geology/Geography, Research/Creative Activity is considered to be more important than Service. Research/Creative Activity should indicate the value of its contribution to the discipline, its significance, originality, and evidence of professional growth. The department recognizes the total nature of a faculty member's contribution to the university.
- II. The evaluation of the Teaching/Primary Duties, Research/Creative Activity, and Service documentation will be considered in accordance with the Agreement.
- III. Documentation of Activities (to be included in an Evaluation Portfolio in reverse chronological order)
 - A. **Teaching/Primary Duties** (applies to annually contracted as well as tenured/tenure-track instructors)
 1. Peer Evaluations: An annual written evaluation of classroom performance by the department chair and a Geology/Geography DPC member will be required for retention and tenure. One department chair and one Geology/Geography DPC classroom evaluation are required for faculty applying for promotion to Full Professor or Professional Advancement Increase; tenured faculty may request an annual Department Chair and Geology/Geography DPC classroom visitation. This can be done on the approved University Peer Evaluation Form or in a letter that addresses all the points in this form. Faculty members must make arrangements with the DPC Chair and the department chair for classroom visitations. In the case of "on-line" technology delivered courses, faculty must provide the DPC and department chair access to web-sites and course materials. Copies of the evaluations will be sent to the Faculty member, DPC Chairperson, and department chairperson.
 2. Student evaluations (Statistical summaries of the Purdue Cafeteria System including University Core, Department, and optional Instructor Supplied Items; or departmentally approved evaluation instruments): student evaluations should be administered for every course, every semester, including summer courses at a regular class meeting. The instructor may deliver the evaluation forms, but must not be present in the room while students are completing the evaluation. The completed evaluation forms must be delivered from the classroom to the department chair or departmental secretary by a student or staff member. Original

Purdue evaluation forms and their statistical summary forms (provided by Academic Testing Services) will be returned directly to the faculty member. Faculty must provide one set of original statistical summary forms to the department chair and include the other set in his/her evaluation portfolio. Faculty are responsible for keeping student evaluations for the duration of any applicable evaluation period. Technology delivered (i.e. on-line) courses will be evaluated using the Purdue evaluation forms or an equivalent university instrument. The forms, along with a self-addressed postage paid envelope will be mailed to students by the department secretary. This process will remain in effect until on-line course evaluation procedures are developed and implemented. Faculty teaching technology delivered courses shall include instructor selected items relevant to both the technological and pedagogical aspects of their courses. Courses with less than 6 students or field courses may be evaluated using evaluation instruments other than the Purdue System. Administration and delivery of alternate evaluations should follow the same procedures as described above.

3. Supporting Materials: The following items of documentation of Teaching/Primary Duties are listed in order of decreasing importance. Documentation other than that listed below should be submitted as a supplement (see III.A.4.).

- a. Student, DPC and department chair classroom evaluations are deemed equally important
- b. awards for teaching
- c. development and implementation of unique programs
- d. new course development
- e. curriculum development material
- f. supervising undergraduate research courses and independent study courses
- g. developing, organizing and leading field programs, field trips, and field projects
- h. workshops, seminars, or meetings attended for teaching enhancement
- i. evaluative statements from students and alumni
- j. evaluations by other professional peers
- k. course revision materials
- l. course syllabi
- m. material distributed in class
- n. travel to acquire course material or related to the discipline

4. Other Supporting Materials: Documentation of Teaching/Primary Duties other than listed above.

B. Research/Creative Activity

1. Supporting Materials: The following items of documentation of Research/Creative Activity are listed in order of decreasing importance. Documentation other than that listed below should be submitted as a supplement (see III.B.2.).
 - a. Refereed manuscripts of original research published or in press (with documentation of anticipated publication date). Examples include journal articles, monographs, texts, chapters in texts, technical reports, or other electronic media
 - b. external research grants awarded
 - c. Non-refereed manuscripts of original research published or in press (with documentation of anticipated publication date). Examples include journal articles, monographs, texts, chapters in texts, technical reports, or other electronic media
 - d. internal research grants awarded
 - e. fellowships or similar awards
 - f. presentation of research activity at professional meetings
 - g. supervising undergraduate research or undergraduate research awards
 - h. manuscripts of original research in the review process in refereed publication
 - i. published reviews of books, journal articles, videos or software
 - j. grant or contract proposals submitted
 - k. presentations of scholarly activity at other institutions
 - l. research-oriented or applied professional consultation
 - m. editing professional journals or other professional publications
 - n. editorial reviews of books, journal articles, grant proposals, or software
 - o. recognition for scholarly activity (e.g., by the University, external professional peers, etc.)
 - p. professional travel to organize, conduct, or report research
 - q. participation in courses related to one's specialized area of research, or maintenance of professional licensure
 - r. citation in published works
 - s. patents, copyrights

2. Other Supporting Materials: Documentation of Research/Creative Activity other than listed above.

C. Service

1. Supporting Materials: The following items of documentation of Service are listed in order of decreasing importance. Documentation other than that listed below should be submitted as a supplement (see III.C.2.).

- a. departmental, college, or university committees
- b. coordinating department's laboratories, Honors and internship programs
- c. advising and organization of student organizations
- d. attracting resources to the department and/or the university
- e. academic advising or mentoring
- f. professional mentoring
- g. holding elected office in professional organizations
- h. public lectures and participation in organized professional activity (i.e., session chair, session organizer, panelist)
- i. professional activity outside the university
- j. professional service to the non-academic community
- k. student recruitment activities
- l. awards for service activities
- m. department web-page designer and web-master
- n. service-oriented professional consultation
- o. expert legal witness
- p. recognition for service activities

2. Other Supporting Materials: Documentation of Service other than that listed above.

Passed by Geology/Geography Faculty – 17 December 2007
Amended by Geology/Geography Faculty – 29 August 2008